Assignment Design Example 2:
EDCA 401 Instructional Design in Adult Education

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In this course, I teach my students about instructional design and specifically about how to follow an instructional design model through all the various steps so that they design instruction.

In order to ensure that they actually can use that knowledge, I set up a scenario for all four assignments where they create their own [problem] or base their instructional design problem on a workplace experience. They do all of the analysis stages in the first assignment. They do the design stages in the second assignment, the development evaluation stages of instructional design in the third assignment, and in the fourth they produce the module of instruction. So from the beginning, they are focused on one problem in the workplace that needs to be solved through the development of some instruction and they then work through that process.

There is another benefit to this problem-based approach or case study-based approach for assignments and that is they are working on things that are unique to their work setting or to a setting that I’ve created through case studies. They can’t find online anywhere or in any literature anything that is going to specifically relate to the problem they’re dealing with. So, that cuts out the whole issue of plagiarism.

EDCA 401 Assignment 4 | Create a Module of Instruction

Length: 20-25 pages
Value: 30 marks

Assignment Objective

Given an instructional goal, design document and assessment plan, the learners will produce an instructional module that includes instructional materials, supporting media, guidance to the instructor, and the assessment instruments required to assess the effectiveness of the instruction as designed.

Instructions to Produce Assignment

To produce the assignment you should:

- Before starting, complete all of the Module Five readings and exercises.
- Review the content of Assignment Two and Three and the feedback provided to you by the instructor. Ensure your training package reflects the design and evaluation decisions made earlier in the instructional design process.
- Produce an outline describing how you will complete the assignment. This could include identification of the module content, the creation of a list of course references that relate
to the assignment, the type of data you will need to gather to complete the assignment, the individuals or subject-matter-experts you need to consult, and the major headings and sub-headings that need to be included in the assignment paper.

- Collect the data and information needed to complete the assignment.
- Produce the instructional module using the outline produced earlier.
- Validate that the content of the instructional module to ensure that it reflect the guidelines contained in the course readings.
- Review the course grading criteria to ensure that your assignment conforms to the direction given by the institution, is contained in this student guide and any additional guidance provided by the instructor.

**Description of Deliverable**

As a minimum your final training package should describe or contain information about the following:

- The instructional materials used to deliver the instruction in a format identified as part of the instructional design process;
- A guide that provides directions to the instructor in how to prepare for, deliver, and manage the instructional program and learners;
- The end of course test/assignment and any performance objective tests/assignments that are reflected in the assessment plan.

**Format of Deliverable**

The format of the final training package should be based on the design and development decisions made earlier in the instructional design process. If it is a paper-based course, then the package should contain a student guide and supporting materials. If it is an instructor-led course then the training package should contain lesson plans, visual aids, and any handouts or tests delivered in accordance with the design and development decisions.

**Assessment Criteria**

The instructor will use the general grading criteria published by your institution to guide the marking of continuing education student assignments. You should review your institution web site or approach your instructor to get a list of these general criteria before beginning the assignment.

In addition to the general criteria published by your institution, the instructor will review your Instructional Design in Adult Education instructional design assignment to ensure that your submission conforms to the following criteria:

- The completed module must reflect the concepts and guidelines reflected in the course literature;
• The instructional module must reflect the earlier decisions in the design and assessment documents;
• The assessment instruments must reflect the measurement of the outcomes of the instructional goal and related performance objectives;

The instructor guide must clearly reflect the roles and responsibilities of the instructor, how to prepare for the instructional module, how to conduct the instructional module, how to manage and respond to the learners and how to record.