This is a synopsis of the course syllabus intended to provide an overview of the course. Please note that details of the course may change from semester to semester and that the syllabus used during a given semester takes precedence over this summary.

**General Course Description**

Instructional strategies are prescriptive patterns that guide the task of designing learning activities. These prescriptive patterns are influenced by, among other things, the intended learning outcomes. So in the course, students will consider instructional strategies for 3 different types of learning outcomes: applying procedures, applying concepts, and applying principles.

The course is a complement to OPWL 537 (Instructional Design) in that both courses use Merrill’s “first principles” as the framework for designing instruction. Notice that the course is a complement to OPWL 537 but not a prerequisite. You can take this course before, after, or at the same time as OPWL 537 and succeed in both courses.

Instructional design (ID) covers a lot of territory. In this 10-week course, we’ll limit the territory we cover in 3 ways. This will allow us to make the best possible use of the time we have. First, we’ll focus on part of the ID process – the instructional plan. Second, we’ll focus on part of Merrill’s “first principles” – the “demonstration principle.” Third, we’ll focus on certain types of learning outcomes – procedures, concepts, and principles.

**Course goals**

By the end of the course, you should be able to:

1. Look at statements of learning outcomes and use Clark’s “content-performance matrix” to classify each statement and provide a defensible rationale for your classifications.
2. Outline Merrill’s “first principles of instruction” and accurately explain both the principles and their associated corollaries.
3. Provide an in-depth analysis of an existing lesson (or part of a lesson) in terms of Merrill’s first principles and content-specific instructional strategies.
4. Redesign part of an existing lesson to make better use of Merrill’s first principles and content-specific instructional strategies.

**Assignments**

**Submit a lesson (15 points)**

This assignment includes 4 parts:

1. Locate and submit an existing demonstration that meets the following criteria:
   - It must be job related.
   - It must stand alone without an instructor.
• It must fit into one of the content-performance matrix categories covered in class – apply a procedure, apply a concept, or apply a principle.
• It must be OK to use as a class exercise.
• You must be able to submit the actual demonstration or a current URL.

(2) Specify a learning objective for the demonstration.
(3) Submit the actual demonstration or a current URL.
(4) Classify the demonstration using Clark’s content-performance matrix and provide a rationale for your classification.

Review a demonstration
There are 3 of these reviews due at different times during the course: (1) review a procedure demonstration, (2) review a concept lesson, and (3) review a principle lesson. Each review includes 3 parts:
(1) Analyze a given demonstration using Merrill’s “demonstration” corollaries and content-specific instructional strategies.
(2) Specify one part of the demonstration that you think could be improved.
(3) Revise the selected part of the demonstration to make it more consistent with relevant parts of Merrill’s first principles and content-specific instructional strategies.

Takeaways
This assignment includes 2 parts:
(1) Post a message to the course discussion board describing 1 or more “takeaways” from the course along with an “action plan” describing how you plan to apply the takeaway in your work.
(2) Post a response to the takeaways posted by at least 1 other member of the class.

Prerequisites

OPWL 536 (pre/corequisite)