Boise State University Organizational Performance and Workplace Learning Department

OPWL547 – Advanced Instructional Design (3 credits)

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

This course focuses on techniques to shrink development time and improve instructional effectiveness when the project faces many unknowns that could otherwise bust quality, schedule, and budget. These techniques include:

- **Personas.** A persona is a fictional person that represents key learner characteristics for some segment of the larger target population of learners.

- **Rapid prototyping.** A prototype is a mock-up depicting what something will look like. IDs use rapid prototyping to create an iterative set of increasingly refined mock-ups that depict components of the instruction and job support tools. Rapid prototyping blurs the distinctions between the analysis and design phases of a project.

- **Iterative sketch, present, and critique cycles.** Using a wide array of formative evaluation techniques, IDs submit the prototypes that they create to each other, clients, subject-matter experts (SMEs), and members of the target population to obtain the feedback they'll use to make data-driven decisions about their revisions.

Course goals

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

1. Use a learner analysis to create a persona.
2. Use a task analysis to create iterative prototypes of a job aid.
3. Use an instructional plan employing Merrill’s “first principles of instruction” to create iterative, proof-of-concept prototypes illustrating key components of an instructional plan.
4. Use iterative sketch, present, and critique cycles to refine your prototypes.
5. Maintain a consistent thread of alignment connecting all of these pieces of the ID process while working on a specific project.
6. Articulate rationales for ID choices based on relevant research, theory, and/or evidence-based practices.
7. Provide rationales for sound ID decisions that avoid “ID-speak.”
8. Make defensible design decisions about what design concepts to create, keep, or refine with each iteration of a prototype.
9. Communicate effectively in written deliverables, online discussions, and team meetings with the instructor.
10. Contribute to the effective operation of a virtual project team.
**Course assignments**

**Instructional design project (team assignment).** This assignment relates to course goals 1 through 10. The ID project asks you to work as a member of a team to create deliverables associated with analysis and design.

1. Team Charter
2. Persona Prototypes
3. Job Aid Prototypes
4. ILT Prototypes

**Participation in class and team discussions (individual assignment).** This assignment relates to course goals 1 through 9. You'll earn points based on a combination of the quality, quantity, and timeliness of your participation.

- **Quality** – The expectation is that you’ll contribute in substantive ways.
- **Quantity** – The expectation is that you’ll make multiple contributions.
- **Timeliness** – The expectation is that you’ll participate throughout each discussion.

**Team Conferences (team assignment).** This assignment relates to learning goals 9 and 10. These team meetings will address feedback on ID project assignments as well as other questions or concerns that teams may have.

**Webinars (individual assignment).** This assignment relates to course goals 1-9. Either view a recorded webinar or participate in an online webinar. Then discuss lessons learned about personas, prototyping, and usability testing that you can apply to meeting the course’s learning outcomes or your own ID practice.

Team Process Review and Updated Team Charter (team assignment). Also known as “post-mortems,” team process reviews are an industry standard. ID teams will use this review to reflect on their work and their internal decisions, processes, and roles. Teams will also submit an updated version of their charter.

**Final exam (individual assignment).** This assignment relates to course goals 1 through 9. The exam will assess your mastery of course content. This is an open-book, open-notes, individual assignment.

**Prerequisites**

OPWL 537