Your competence will be determined as you complete the JOT2 performance assessments for this course of study. This course of study represents 2 competency units and may take up to 4 weeks to complete.

Introduction

Overview
Welcome to Issues in Instructional Design. Instructional design focuses on using research-based instructional strategies to improve learning outcomes, adapting the learning environment to the individual learners and thinking creatively of how to use technology as a mind tool to help students think more effectively. In this domain you will acquire competence in the systematic design of instruction so that your teaching and learning efforts will be optimized.

Lessons in this unit of instruction have been designed to help you learn the competencies for creating effective, well articulated, and efficient instruction. This course of study has been created around three different subjects: learning theories, cultural sensitivity, and design theories. Each section should take about 20 hours of your time. All units have been created using principles of instructional design.

Watch the following video for an introduction to this course:

*Note: View the video in full screen at 720p for best results.*

Outcomes and Evaluation
There are 7 competencies covered by this course of study; they are listed in the "Competencies for Issues in Instructional Design (JOT2)" page.

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete the following performance assessment in TaskStream:

- JOT2

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Preparing for Success

To successfully complete the assessments for this domain, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.
Your Learning Resources
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

Other Learning Resources

You will use the following learning resources for this course of study.

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course of study:


Special Education and Inclusion


English Language Learners

  http://http://www.ldpride.net/learningstyles.MI.htm

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources.
Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**
The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


**eBrary E-Texts**
The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**ASCD**
You will access ASCD materials at the activity level within this course of study. These courses are an online independent study learning resource provided by the Association for Supervision and Curriculum Development (ASCD).

**Additional Preparation**
There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**The WGU Central Library**
The WGU Central Library is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

For more information about using the WGU Library, view the “WGU Library: Finding Articles, Books & E-Reserves” video in the Student Resources section of The WGU Channel.

**Course Mentor Assistance**
Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when
preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Message Boards, Study Notes, FAQs

Message boards, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

Analyzing the Problem

The systematic process of instructional design involves the analysis, design, development, and evaluation of instruction. In this section you will be introduced to concepts and procedures for analyzing the target population of learners in terms of cultural sensitivity issues.

You have learned about the processes for gathering information about a problem, and you have learned how to determine what content must be taught to accomplish the goal of instruction.

The categories of information about the learners suggested by Dick and Carey include the following:

- Demographics,
- entry behaviors,
- prior knowledge of the topic area,
- attitudes toward the content and potential delivery system,
- academic motivation,
- educational and ability levels,
- general learning preferences,
- attitudes toward the organization giving the instruction, and
- group characteristics.

In this section, you will learn more about the importance of learner analysis in identifying cultural sensitivity issues and about how instruction needs to accommodate these learners.

Competencies covered by this subject
505.1.2 - Learner Analysis

The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.

Cultural Sensitivity

Instructional environments comprise diverse learners from many cultures and backgrounds. When designing instruction, developers and teachers need to be sensitive to possible cultural issues in a learning environment.
In addition, within an instructional setting, there will always be different ways to modify lessons or instructional activities to include all learners.

**Content Presentation: Cultural Sensitivity**

The ASCD courses are the primary learning resources for this competency. Additional learning resources can be found in the e-reserves:


Complete the lessons in the following ASCD courses:

- [Embracing Diversity: A Look in the Mirror](#)
- [Embracing Diversity: Effective Teaching](#)

Be sure to complete the readings, interviews, and links in the individual lessons. There are no assignments to be turned in; the assessments are optional.

Read articles from the e-reserve that are appropriate for your teaching and learning environment.

Describe guidelines that should be addressed when developing instruction in which the target population consists of diverse learners from different cultures and backgrounds.

Write down at least three examples from your experiences in which you have experienced cultural issues in a learning environment. Share your examples using the message board.

**Reflection: Cultural Sensitivity**

Reflect on the purpose of the learner analysis as a means of identifying unique characteristics of your learner population that should be considered when designing the instructional unit.

**Complete RJOT Task 1**

Complete the [RJOT task 1](#) ("Cultural Sensitivity") in TaskStream.

For details on task scoring, read "[Evaluation of Performance Tasks With a 3-Level Rubric](#)".

**Pre-Instructional Activity: Cultural Sensitivity**

Identify diverse learners from other cultures and backgrounds in your instructional setting.

Using the notebook feature in the course of study, write down a few of the challenges that these diverse learners present to your classroom setting.
Technology and Special Populations

Technology can help make things equal for all different types of learners. Assistive and adaptive technologies and modifications can enable and empower learners with diverse backgrounds and disabilities. Special populations often require special learning tools. One generic instructional plan can often be modified through assistive or adaptive technologies to support and scaffold students with many different types of learning disabilities.

Inclusion and mainstreaming are common terms in education. One of the challenges is becoming familiar with adaptive technologies and resources and staying informed about new tools that are available. Once you have completed this section, you should be able to adapt an instructional event to meet the needs of people with different learning styles and the needs of a given special population; identify technology resources available for learners with disabilities, advanced learners, and bilingual learners; and discuss how and why it is important to choose technology resources that enable or empower learners with diverse backgrounds.

Competencies covered by this subject
507.2.1 - Media and Technology Foundations
The graduate describes the use of media and technology for learning and is able to evaluate the environment for the implementation of technology.
507.3.2 - Adaptive Technologies for Special Populations
The graduate identifies and selects a variety of adaptive technologies for special populations and diverse backgrounds.

Special Populations
Your study of special populations includes resources from your textbooks. Be sure to utilize each of these resources because they provide a broad range of viewpoints on the topic.

Internet Activity/Resource Specialist

Read the following articles:

- “Assistive Technologies for Kids with Learning Disabilities”
- “Assistive Technologies for Kids with LD: An Overview”

Review the tools and suggestions particular to the following areas:

- reading
- writing
- math
- listening
- organization and memory

Discuss your thoughts with the resource specialist in your organization, if possible, to get feedback. View other case studies according to your interest.

Reflection: Special Populations

Reflect on the following questions and write down your thoughts in your personal study journal:
- Do all students learn the same?
- Can you recall examples when you presented information in multiple ways to help a learner understand the concepts you were presenting?

**Special Populations Readings**

Read and study the following in *Integrating Educational Technology Into Teaching*:

- chapter 10 ("Technology in Foreign Language and ESOL Instruction")
- chapter 15 ("Technology in Special Education")

In this topic you are asked to consider the needs of special populations. These readings and the other activities will help prepare you for that. In your reading you will want to pay attention to different technologies (or different technology uses) for different student populations.

**Designing the Instruction: Part I**

In this section you will learn important information about theories of learning that support the design and use of instructional strategies.

Competencies covered by this subject
505.2.2 - Learning Theories
The graduate understands different learning theories and their applications in instructional settings.

**Learning Theories**

The last two decades have provided extraordinary understanding of the nature of learning. Brain-based research helps people better understand how the brain acquires, connects, stores, and retrieves information. Educators and trainers who understand how the brain works when learning find that they can design and develop more effective and exciting teaching and learning environments.

With information and knowledge growing at a far more rapid rate than ever before in the history of humankind, it is very important that the goal of educators be to help students develop intellectual tools and learning strategies that help them think critically and productively about what they are learning. To further understand this type of learning, educators must have a sound understanding of how the mind works and processes new information.

In this section you will be introduced to three learning theories: behaviorism, cognitivism, and constructivism. Additionally, you will be introduced to the latest brain-based research that supports many instructional strategies. Dr. Judy Willis's fascinating book, *Research-Based Strategies to Ignite Student Learning*, provides scientific information from brain mapping research that shows educators how to help students learn more effectively.

Guiding principles of brain-based learning include the following:

- Multiple complex and concrete experiences are essential for meaningful learning and teaching.
- Before students can make memories or learn, someone must capture their attention.
Brains are structured to remember novel events that are unexpected. Surprise can be used to bring students' brains to attention.

The more regions of the brain that store data about a subject, the more interconnections there are.

**Contact Your Course Mentor**

Take the opportunity to discuss your progress and plans with the course mentor either through chat/IM, the message board, or a phone call.

**Reflection: Learning Theories**

1. Reflect on what is learning.
2. Reflect on why is knowledge of learning theories important to the design and development of curriculum and training.
3. Reflect how these learning theories contributed to what you currently do with your students.
4. Reflect how the brain-based learning principle fits with Gagne's first event of instruction: Before students can make memories or learn, someone must capture their attention?
5. Reflect why technology fits so perfectly as a tool to enhance learning based on how the mind works?

**Content Presentation: Learning Theories**

Read chapter "Learning Theories and Integration Models" by Roblyer in e-reserve.

This article is essential for the learning of this domain competency.

Read and review the Judy Willis book, *Research-Based Strategies to Ignite Student Learning*.

Complete the ASCD mini course, "Learning Theory in the Classroom."

**Additional Learning Resources: Web Sites**

- Learning Theories and Instructional Strategies
- Learning Theories and Their Relationship to Instructional Design
- Adult Learning Theory: From Theory to Practice
- Constructivism
- Brain-Based Learning

Complete the following table. Then complete the JOT2 "Learning Theories" in your study notebook.
Designing the Instruction: Part II

This unit introduces you to three different design theories.

Competencies covered by this subject
505.2.4 - Theories of Design
The graduate understands the important elements of the following theories of design: backwards design (understanding by design), teaching for understanding, and Gagne’s nine events of instruction.

Designing Instruction for Understanding
An important component of the design process is to consider how instruction will be presented to the learner. In this lesson you will learn about three design processes:

1. The first is based on the work of Grant Wiggins and Jay McTighe and is called the Backward Design process.
2. The second is the Harvard's Teaching for Understanding framework.
3. The third is Robert Gagne's Nine Events of Instruction.

Complete JOT Task 2

Complete the JOT Task 2 ("Learning and Design Theories") task in TaskStream.

For details on task scoring, read “Evaluation of Performance Tasks With a 5-Level Rubric".

Read and Review

Read and review the following for information on the three design theories:

- Backward Design by Wiggins and McTighe PDF document
- Grant Wiggins website
- Understanding by Design PowerPoint presentation from Columbia University
- Harvard's Understanding by Design Framework
- WGU E-Reserve article: "The Events of Instruction" by Robert Gagne

Final Steps

Congratulations on completing the activities in this course of study!

Assessment Information
This will guide you to take the JOT2 performance assessment.

Accessing Performance Assessments
You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- JOT2: RJOT Task Cultural Sensitivity
- JOT2: JOT Task Learning and Design Theories

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Requirements

Please review the University ADA Policy.