

THE EUROPEAN INSTRUCTIONAL DESIGNER E-LEARNING COURSE

Competence Unit 1 | Foundations for ID 101

Other pedagogical activities / Practical exercises

	Description	Comments
Task Description	Case Study Task operation: The learning task can be found in the responsive screens (the responsive screens at the end of topic 2, topic 3, and topic 4 in CU1). Please check the learning content of each topic and answer the case questions by reflecting on the present content. Case scenario 1 Mario is an electrician who has 20 years of working experience. He is invited to design and implement a training - “Electrical Drawing and Print Reading” in a vocational school. The vocational school invites Mario since the school worries whether the former course has prepared students to be technicians. Previous students could interpret and compose electrical system drawings and blueprints but showed insufficient abilities to apply the knowledge in real-world practices. The vocational school wants Mario to redesign a course for new students. Mario is happy to design the training but also faces instructional design problems. Case questions: 1. What types of learning are involved in this course? 2. Which perspectives on learning should be the focus to explain the learning? 3. Which instructional design theories are more appropriate to guide instructional design?	

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Task Description	Case Study Task operation: The learning task can be found in the responsive screens (the responsive screens at the end of topic 2, topic 3, and topic 4 in CU1). Please check the learning content of each topic and answer the case questions by reflecting on the present content. Case scenario 2 The vocational school has many up-to-date devices, such as a VR classroom, necessary authoring software for developing electrical blueprints, etc. Mario decides to set up the class in the physical classroom. However, according to his colleagues, students might study remotely sometimes due to the COVID-19 pandemic. In addition, his colleagues told him that the new students have very diverse cultural backgrounds. Mario is not sure how the course should be designed that could be localized to the current situation. Please help Mario by answering the following questions. Case questions: 1. How is the instructional design context? Could you write a brief analysis report regarding the essential components of the instructional design context for Mario? 2. What are the essential instructional components for the training and how to develop the constructive alignment among these components? 3. What factors might affect the effectiveness of the instruction? How would you cope with these factors?	

	Description	Comments
Task Description	Case Study Task operation: The learning task can be found in the responsive screens (the responsive screens at the end of topic 2, topic 3, and topic 4 in CUI). Please check the learning content of each topic and answer the case questions by reflecting on the present content. Case scenario 3 Mario has two months to develop the training before the new semester starts. Mario's colleagues are very supportive and always help Mario when he encounters difficulties. The vocational school wants to make sure that new students will have significantly better performance than the previous students. Mario feels a bit stressed since he needs to coordinate different instructional design tasks. Please help him to proceed with the project work by answering the following questions: Case questions: Which instructional development (ID) model is most suitable for Mario to proceed with instructional design? Why? What are your suggestions for Mario to effectively manage the project work	

	Description	Comments
Description of how to do the task	Task results: 1. An analysis reports that answering the questions in case scenario 1 and case scenario 2 2. A descriptive document that answer questions in case scenario 3 and describe the instructional development process based on the select ID models.	
Estimated time to do the task	4 hours	
Suggestion of sources for doing the task	eLearning Screens / CUI booklet.	
Detailed description of how to deliver the task	The analysis report and descriptive document should be uploaded to the trainees' ePortfolio and presented to trainers.	In this case the task is to be upload to the trainee's portfolio
Contact information or how to clarify doubts	If you have any doubts, you can send an email to the training coordinator or your trainer.	
Evaluation tips for the trainer	The trainer need to check: (1) whether the analysis of learning is appropriate regarding the nature of learning (2) whether the components regarding instructional design context and instructional solutions are well covered to be analyzed (3) whether students provide sufficient justification on the selected ID models.	

	Description	Comments
Task Description	Reflective writing Task operation: On the responsive screens, there are questions highlighted in yellow with the label. Try to answer the questions by reflecting on your previous learning and teaching experiences. Organize your answers and write a short essay including the reflection on the following questions with concrete examples. Reflective writing questions: 1. What are the roles of learning theories and instructional design theories in developing functional instruction? 2. How do you understand the interaction between instructional design context and instructional solutions? Please give an example to elaborate on it. 3. What are instructional designers' main responsibilities in an instructional design project?	
Description of how to do the task	Task result: A 2-3 pages reflective writing document that answer the questions above.	
Estimated time to do the task	4 hours	
Suggestion of sources for doing the task	eLearning Screens / CUI booklet.	
Detailed description of how to deliver the task	The reflective writing document should be uploaded to the trainees' ePortfolio and presented to trainers.	In this case the task is to be upload to the trainee's portfolio
Contact information or how to clarify doubts	If you have any doubts, you can send an email to the training coordinator or your trainer.	
Evaluation tips for the trainer	The trainer needs to check if students provide suitable examples to elaborate their understanding.	

THANK YOU

CONTACTS HERE



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