**SYLLABUS**

**PROGRAM COORDINATOR**: Prof. dr hab. Alicja Siemak-Tylikowska

**CLASS LOCATION**: Wydział Pedagogiczny UW, ul. Mokotowska 16/20. Room no. 213.

**CLASS DAY & TIME**: Tuesaday, 17.00.

**INSTRUCTOR**: Ewa Wasilewska- Kamińska

**COURSE DESCRIPTION**: The purpose of the course is to provide doctoral students with opportunities to learn how to create effective academic instruction. It introduces students to the fundamentals of instruction design as well as central concepts and principles of teaching and learning processes. Hence theoretical and practical issues in instructional design are examined.

**DETAILED COURSE DESCRIPTION**:

1) Instructional design:

* ID structure and component elements;
* Concepts and procedures for analyzing, designing, developing, and evaluating instruction;
* Goals and objectives: taxonomy of educational objectives, operationalization of educational objectives;
* Instructional strategies and methods.

2) Workshops - linking theoretical concepts and procedures to practical applications – completing an individual project, namely an instructional unit:

* Choosing a relatively small instructional objective and applying ID steps to designing and developing instruction;
* Teaching a short, 20-minute lesson.

**LEARNING OUTCOMES**: At the end of the course students will:

* Describe the structure of Instructional Design;
* Demonstrate ability to formulate instructional objectives;
* Present the taxonomy of educational objectives;
* Explain the notion of operationalization of educational objectives;
* Explain advantages and disadvantages of particular instructional techniques;
* Select, justify and implement instructional strategies consistent with the analysis of the learning situation and intended learners;

**REFERENCES AND RECOMMENDED READING**:

Bigge, M.L., Shermis, S.S. (1999). *Learning Theories for Teachers* (6th ed.)*.* Addison Wesley Longman, Inc.

Dick,W., Carey, L. & Carey, J.O. (2013). *The Systematic Design of Instruction* (7th ed.). Pearson Education Limited.

Ertmer, P.A., Newby, T.J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*, 26 (2), 43-71.

Gagne, R.M., Wager, W.W., Goals, K.C., & Keller, J.M. (2004). *Principles of Instructional Design* (5th ed.). Belmont, CA: Wadsworth/ Thomson Learning.

Kaufman, R., Herman, J., & Watters, K. (2002). *Educational planning: Strategic, tactical, and operational.* Lanham, MD: Roman and Littlefield Education.

Richey, R.C., Kline, J.D., & Tracey, M.W. (2010). *The Instructional Design Knowledge Base: Theory, research, and practice.* New York, NY: Taylor and Francis.

Rothwell, W.J., & Kazanas, H.C. (2008). *Mastering the Instructional Design Process: A Systematic approach* (4th ed.). San Francisco, CA: Pfeiffer.

Tyler, R.W. (2013). *Basic Principles of Curriculum and Instruction.* Chicago and London: University of Chicago Press.