

ITLS 6530 | Course Syllabus

Course Description

Instructional Design II bridges the gap between foundational instructional design principles and the demands of the modern corporate learning landscape. Students will move beyond the basics to master the use of AI for content development, manage corporate Learning Management Systems (LMS) with a person-centered approach, leverage data for strategic decision-making, and ensure accessibility. The curriculum is designed as a series of standalone modules, with each week focusing on a specific, applied skill set. The projects revolve around the development and implementation of a training module for an **outdoor company**, focusing on a specific outdoor skill of your choosing. The instructor will be using a training module on **orienteering** to demonstrate the application of these skills.

NOTE: This course is in active development; some of the outlined topics, activities, and timelines are subject to be altered and changed as the course progresses.

Module 1: AI Integration for Modern ID

This module focuses on leveraging AI to streamline the instructional design process, from content creation to ethical reflection.

Module Assignment: For this final project, you will apply all the skills from Module 1 to design a complete learning module prototype. Choose a topic that is suitable for a 10-minute training session.

- **Week 1: The ID Professional in the Age of AI**
 - **Objectives:** Analyze how AI impacts design models, identify new roles for IDs like prompt engineering, and explore ethical considerations.
 - **Activity:** Formulate prompts for an AI to generate content and analyze the output.
- **Week 2: AI for Goals, Objectives, and Assessment**
 - **Objectives:** Use AI to draft learning goals, objectives, and assessments. Practice refining and editing AI-generated content for accuracy and tone.
 - **Activity:** Use AI to generate goals, objectives, and assessments, then present the original and your refined versions.
- **Week 3: AI for Prototyping and Storyboarding**
 - **Objectives:** Use AI to create an outline, storyboards, and placeholder graphics to develop a prototype.
 - **Activity:** Use an LLM and a text-to-image AI tool to create text and visuals for a storyboard and content outline.
- **Week 4: AI Workflows for Streamlining Content Creation**
 - **Objectives:** Explore AI for automation.
 - **Activity:** Automate the processes you engaged in over the past 3 weeks and present it to your classmates. Turn in your completed design document.

Module 2: Strategic LMS Management

This module moves beyond the LMS as a simple content repository, focusing on its use for community building, data collection, and practical management.

Module Assignment: For this final project, you will set up an LMS (TalentLMS), implement your course from Module 1, administer the course to 5 classmates and collect data (feedback, performance, etc...), and present your findings in a basic performance report (we will get more into data and presenting it in the next module).

- **Week 5 & 6: The LMS as a Community Hub**

- **Objectives:** Propose strategies for fostering social learning. Select and justify tools for creating learner-to-learner interaction.
- **Activity:** Implement the learning module from Module 1 into a TalentLMS account and set up a graded quiz or survey.

- **Week 7: User Testing and Learner Feedback**

- **Objectives:** Conduct a usability audit from a learner's perspective. Identify and document pain points.
- **Activity:** Invite five peers to take your course, collect their feedback, and document their issues and suggestions.

- **Week 8: Learner Data Analysis and Reporting**

- **Objectives:** Analyze the formative learner data and synthesize your findings into a formal report.
- **Activity:** Using the peer data you collected, create a concise, one-page performance report for a business audience that includes key metrics, an analysis, and recommendations.

Module 3: Data-Informed Learning Strategies

This module teaches you to use learning data to make strategic decisions, evaluate program effectiveness, and demonstrate the value of your work.

Module Assignment: For this final project, you will act as a learning data analyst for a mock company. You will be provided with a complex, anonymized dataset from a recent training program. Perform a full data analysis to identify key trends and insights. Calculate the ROI of the training program based on the provided data. Create a data-informed presentation (e.g., a slide deck or one-page infographic) that includes at least three data visualizations and a compelling business case for the value of the training.

- **Week 9: Identifying Key Learning Metrics**

- **Objectives:** Define KPIs for corporate learning that align with business goals. Differentiate between SCORM and xAPI for data collection.
- **Activity:** Analyze a provided sample dataset of learning metrics to calculate the average completion rate and quiz score, and write a one-page report of your findings.

- **Week 10: Designing for Personalization**

- **Objectives:** Design branched scenarios and adaptive content. Apply data-driven personalization to recommend content and provide targeted feedback.
- **Activity:** Choose a hypothetical training program and identify at least three business-aligned KPIs to measure its success.

- **Week 11: Demonstrating Learning ROI**

- **Objectives:** Apply ROI models (e.g., Kirkpatrick, Phillips) to evaluate a learning intervention. Collect and analyze data to calculate the ROI for a training program.
- **Activity:** Use a provided case study with cost and performance data to calculate the potential ROI of a sales training program.

- **Week 12: Data Visualization and Tools**

- **Objectives:** Communicate insights by visualizing data for different audiences. Build and interpret a learning dashboard to track KPIs.
- **Activity:** Create a simple learning dashboard with at least three charts that visually represent key metrics from a provided dataset, then present your findings.

Module 4: Accessibility and Inclusive Design

This module moves beyond basic compliance to create learning content that is truly inclusive and accessible to all learners.

Module Assignment: For this final project, you will apply the principles of accessible and inclusive design to a piece of learning content. Your final submission should include a usability audit report with at least five documented pain points and actionable recommendations, a formal remediation plan for a development team, and a revised section of learning content with a reflection on the changes you made to enhance inclusivity.

- **Week 13: Foundations and Auditing**

- **Objectives:** Conduct an initial accessibility audit based on the four WCAG principles (Perceivable, Operable, Understandable, Robust). Use accessibility tools to perform a formal audit. Document issues and create a remediation plan for developers.
- **Activity:** Review your training (module 1 and 2) and document at least five accessibility issues. Draft a formal remediation plan that outlines each issue you found, its impact, and a clear recommendation for how to fix it.

- **Week 14: Inclusive Design for Diverse Audiences**

- **Objectives:** Revise learning content to be more inclusive and accessible. Reflect on the ethical considerations of inclusive design.
- **Activity:** Rewrite a section of your content to be more inclusive and accessible, then submit both versions with a short reflection on the changes you made.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Analyze the impact of AI and data on the instructional design profession and apply new paradigms to your work.
2. Utilize AI tools for the rapid development and prototyping of learning content, including text, scripts, and storyboards.
3. Design adaptive and personalized learning pathways that leverage data to meet individual learner needs.
4. Identify and apply key performance indicators and learning metrics to evaluate the effectiveness of learning interventions and calculate ROI.
5. Audit and manage a corporate LMS from a person-centered perspective, focusing on usability and community.
6. Assess learning content for accessibility based on WCAG principles and create remediation plans for developers.

Required Materials

There are no required materials to purchase for this course. All readings, resources, and tools are free. Readings and videos are pulled from up-to-date and reputable professional sources.

Course Schedule

All assignments will be due by 11:59 PM every Sunday, unless otherwise noted. *There is no final course project.*

Each of the modules will have a cumulative assignment that will encourage you to integrate what you have learned

into a single deliverable. Each week will have

Evaluation Methods and Criteria

There are no quizzes and tests. All grades will come from assignments and participation in discussions.

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	93% to 100%
A-	90% to < 93%
B+	87% to < 90%
B	83% to < 87%
B-	80% to < 83%
C+	77% to < 80%
C	73% to < 77%
C-	70% to < 73%
D+	67% to < 70%
D	60% to < 67%
F	0% to < 60%

Grading Scheme

Learner Support

I will answer emails within 48 hours, except on weekends, when I will respond to you Monday morning. You can contact me via my email address or Canvas.

brian.kartchner@usu.edu

Policies and Statements

Late Assignments

Late assignments will be docked 25% off their final grade for every day it is overdue. If a course participant is unable to submit an assignment or discussion by the due date, they are encouraged to contact the instructor as soon as possible. One late submission due to human error is permitted for the semester but must be indicated in a comment on the submission.

Incompletes

In accordance with University policy, incompletes are not to be given for poor performance. There will be no incompletes given except for conditions beyond the student's control, including:

- Incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks
- A death in the immediate family
- Financial responsibilities requiring a student to alter course schedule to secure employment
- Change in work schedule as required by an employer

Other unexpected emergencies may be considered on a case-by-case basis. Regardless of the cause for the incomplete, appropriate documentation of the circumstances is required for an extension to be considered. **Note:** This request should also be done two to three weeks before the end of the semester. Any requests for an extension at the end of the semester are likely to not be considered.

AI Use

Please use AI!

At this point, you should be fully embracing AI as it is proliferating our profession and those who don't use it will get left behind. The only caveat is that you don't use AI to replace your roll in learning and interacting with the course materials and class discussions. Feel free to use it to help you in a variety of ways, but remember that you are using these tools to help you be more productive and more deeply engaged with the course's topics.

Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

- usu.instructure.com (<https://usu.instructure.com/>)
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](https://it.usu.edu/) (<https://it.usu.edu/>).
 - (435) 797-HELP(4357)
 - [Live Chat](https://mylivechat.com/chatnoscript.aspx?HCCID=48409868) (<https://mylivechat.com/chatnoscript.aspx?HCCID=48409868>)
 - servicedesk@usu.edu (<mailto:servicedesk@usu.edu>)

Online Course Fee

\$15 per credit course fee is applied to all online courses to support digital technologies and support services required for engaging and effective online learning.