

CUIN 550 : Instructional Design

This course explores Instructional Design from a practical perspective. Course participants will utilize a systems approach to design and develop instruction. The four principle phases of instructional design, analysis, design, development, and evaluation are examined. Emphasis is placed on technology-enabled curricula, designing for learning environments, and the curriculum's innovation role.

Credits 3

CIP Code

13.0501

Prerequisite Courses

CUIN 501

CUIN 513

Course Outcomes

After successfully completing the course, the learner will be able to:

- Articulate what it means to be a "person," being able to articulate multiple social theoretical perspectives on that question, as well as identify a range of social processes and structures that are relevant to the formation, disturbing, and changing of personal identities over the course of a lifetime;
- Critically assess the instrumentalization of global mass media and who is using it and how?
- Broad understanding of the role and impact of "media flows" from the Western world to the rest of the world, and the "counter-flow" from non-Western contexts;
- Critically discuss the main theoretical approaches to globalization and media and how these fundamental approaches relate to each other.
- Develop in-depth knowledge of contemporary theories of globalization, global communications, socialization, and identity formation;
- Examine the principal forms of global media, their main characteristics, and limitations;
- Form a basis for interdisciplinary, cross-cultural knowledge of the evolving, mutually influential relationship between global media, selfhood, and community belonging.
- Form a position of the sociology of the internet and its seemingly borderless platform for virtual identities, digital communities, and distinct cyberpsychological effects on a "glocal" level;
- Form an analysis, with fluency, on how globally mediated information contributes to socialization, identity formation, and the construction of knowledge.