

**Module 1 -Warm Up and Introduction on the Importance of the use of an ID Model  
Featuring the e-KAP ID Model: The Theories and Principles as its Foundation**

**Objectives:**

1. **Appreciate** the value of using an instructional design model as a systematic guide for a holistic and effective way of planning, designing, and implementing classroom instruction, in any given course. **[Affective Domain]**
2. **Enrich** one's teaching philosophy and practice with educational theories that motivate and provide more opportunities for students to actively engage in the learning process. **[Cognitive (Knowledge, Comprehension, Synthesis, Evaluation, Application)]**

**Module 1: Materials and Reading Resources**

**Module 1: Activities**

**Pre-Absorb Activity [Survey]:**

1. Revisit one's teaching philosophy and examine the teaching-learning principles currently used

**Absorb Activities:**

1. **Explore** theories and principles within the e-KAP ID Model that could be part of one's instructional strategies and teaching philosophy. **[Absorb + DO Activity, Discussion Forum]**
2. **Examine** the value of using an instructional design model as a systematic guide for a holistic and effective way of planning, designing, and implementing classroom instruction, in any given course. **[Absorb + Do Activity, Discussion Forum]**

**Absorb Activities**

3. **Write or re-write** a one-page teaching philosophy **[Create Activity, Drop Box Submission]**

**Assessment Tools [Rubrics] 1. Discussion Rubric 2. Rubric for Teaching Philosophy**

**Module 2 – The Importance of the Alignment of Goals, Objectives, Activities, Assessments and Evaluation**

**Objective: Develop** instructional planning and design skills that ensures alignment among instructional elements:

- a. Instructional goal(s) – usually stated in the course description
- b. Instructional objectives – crafted to meet instructional goals
- c. learning activities: designed to ensure students absorb Knowledge (content related activities), practice [DO Activities] and Apply Knowledge through Connect Activities
- d. assessments (formative and summative)

**Module 2: Materials and Reading Resources**

**Module 2: Activities**

1. Examine the importance of alignment of all instructional elements **[Absorb + DO Activity, Discussion Forum]**
2. **Identify** the goal(s) of instruction [as can be seen in the course description]. Note: Ideally, the course description is based on current practices in higher education and the institution's mission, vision, and goals **[DO Activity]**
5. **Write** learning objectives that align with instructional goal(s) of the course and **fill-up** the **Objectives** column of the alignment matrix **[Create Activity, Drop Box Submission]**

**Module 2: Assessment Tools 1. Discussion Rubric 2. Rubric for Writing Objectives**

### Module 3 – Absorb, Do [Practice], Connect or Create Activities [Horton]

Objective: Enhance skills in creating or selecting appropriate learning activities that promote mindful engagement of students in the learning process.

Module 3: Materials and Reading Resources

Module 3: Activities

4. **Activity: 1:** Immerse into Horton's world of Absorb, Do, Connect Activities. elements  
**[Absorb + DO Activity, Discussion Forum]**

**Activity: 2:** Develop aligned learning activities and fill up alignment matrix:

- a. **Absorb** Activities [Know, Understand, Remember]
- b. **Do** Activities [Apply/Practice] Knowledge
- c. **Connect** or Create [Show mastery through Output or Performance]

Assessment Tools: 1. **Discussion Rubric** 2. **Rubric for Learning Activities**

### Module 4 – Instruction as a Highly Purposeful Communication: Qualitative Feedback Mechanism

Objective: Recognize the process of instruction as a highly purposeful communication from planning to implementation of instruction to feedback loop mechanism (assessments and evaluation).

Module 4: Materials and Reading Resources

Module 4: Activities

Activity 1 : Examine the process of **instruction** as a **highly purposeful communication** **[Absorb + DO Activity, Discussion Forum]**

Activity 2: Craft **communication (qualitative) feedback on students' work** **[Do + Create Activities, Discussion Forum]**

Activity 3: Develop formative assessment tools [a check on how students absorb and apply knowledge] and summative assessment tools for the **connect** or create activities [Performance or Output]

Module 4: Assessment Tools 1. **Discussion Rubric** 2. **Rubric for Assessment Tools**

### Final Project: Instructional Design Portfolio

A Collection of Accomplished Tasks for the Course:

- A Reflection on One's Teaching Philosophy
- A copy of one's teaching philosophy
- Alignment Matrix with:
  - a. Sample Absorb Activity
  - b. Sample Do or Practice Activity
  - c. Sample Connect or Create [Performance or Output] Activity
- Sample Rubrics for Assessments (at least 2)