

Master of Arts (Instructional Design and Technology)

Course Code	Course Title	Course Synopses	AU
MID901	Instructional Design Models and Practices	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.	4
MID905	Foundation of Learning and Instruction	This course explores issues related to: How do people learn? How do I teach to help learners acquire knowledge and skills? Various learning theories will be discussed to show how learning takes place. We will also discuss various foundations of instruction that could help tutors and trainers design solutions to instructional problems.	4
MID906	Training Methods and Strategies	Instructional designers need to have the knowledge of a wide repertoire of instructional theories, methods and strategies in order to address different types of performance gap. This course aims to provide conceptual understanding of the theoretical underpinnings of selected training / instructional methods and strategies. It aims to provide opportunities for students to explore concrete training / instructional design theories and to design appropriate strategies and / or activities to achieve the instructional objectives.	4
MID913	Management of Instructional Development Project	This course will provide learners an overview of managing instructional development projects. To help contextualise the concepts and skills needed for project management, learners will be tasked to propose and plan different case scenarios related to managing instructional design projects in various training and learning context.	4
MID915	Training Needs Assessment and Solutions	TNA is a basic process in instructional design that determines the needs of organisations prior to the development of training. It is one of the fundamental instructional design skills that students need to master.	4

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MID917	Designing e-Learning	This course explores issues of design in the crafting of learning technologies (i.e., e-learning), activities that foster learning, and overall learning environments. The following topics will be covered: the use of IT tools to support e-learning systems, the design of various instructional strategies used in e-learning system, and e-learning issues.	4
MID922	e-Learning Tools for Training	In the new information age, many traditional classroom courses or training programmes need to be re-developed and conducted online to meet the needs of adult learners who often have to balance their work demands with their work demands with their social lives. In this course, the participants will learn how to use web-based tools, e-learning authoring tools and produce videos so that they can easily develop and conduct e-learning sessions for teaching and training in practice.	4
MID923	Perspectives on Adult Learning	This course will investigate the important and unique characteristics of adults as learners, as compared with school-age learners. Additionally, this course will explore the various cognitive frameworks which describe adult learning, a range of effective instructional strategies, and how assessment can be adapted for adult learners. This course will support a variety of training environments in the corporate and business world, including both traditional and e-learning delivery systems.	4

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MID941	Evaluation Models and Methods	<p>This is a core course for MAIDT program. Program evaluation is important for instructional design as it 1) helps determine the merit and worth of an instructional package, and 2) helps identify the strength and area for improvement to assist decision making and program development.</p> <p>This course is intended to provide students with an understanding and awareness of the basic philosophical, procedural, and technical aspects of evaluation. The primary goal is to help students achieve a level of basic knowledge and skills in the application of acceptable and efficient models to the evaluation of programs. Students will systematically design an evaluation plan as the final project for the course.</p>	4
MID942	Multimedia Design	Computer-based instruction allows the possibility of delivering lessons to students that employ multiple information modes (text, graphics, sounds, etc.) within a non-linear structure, which collectively falls under the rubric Multimedia. This subject covers the following areas: screen design, the use of media, learner control, navigation, and metaphor.	4
MID943	Assessment in Education and Training	This course will equip participants with the ability to understand and apply the principles of assessment in education and training. Participants will be introduced to the different types and approaches of assessment, practices, and designs of assessment to enhance teaching and learning experiences from both cognitive and social constructive perspectives. Besides covering conventional pen-and-paper testing methods, performance-based and authentic assessment procedures will be discussed.	4
MID944	Methods for Data Collection and Analysis for Instructional Design Projects	This course equips students with the methodological skills to conduct professional practice inquiry in the training, workplace learning and adult learning contexts. It also helps students to start preliminary work for their professional practice inquiry project.	2

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MID945	Capstone Project for Instructional Design	<p>This is a Core Course for MAIDT students doing the All-coursework option. Instructional designers are involved in training development activities related to one or more areas in the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) process. In this capstone project, students select an area of focus from following options to complete a workplace project. The options are to:</p> <p>1) Conduct a Needs Analysis. The project deliverable will be a Needs Analysis report (6,000 words maximum, excluding references and appendices) summarizing the data collected, its analysis as well as recommendations for training interventions;</p> <p>2) Develop an Instructional Package: The project deliverable will be an implementable instructional package (comprises lesson plan, paper-based and/or online lesson materials, and instructor guide) as well as a Design Document (3,000 words maximum, excluding references and appendices) explaining the rationalization of the package.</p> <p>3) Conduct a Programme Evaluation: The project deliverable will be an Evaluation Report (6,000 words maximum, excluding reference and appendices) summarizing the evaluation instruments used, data collection methods, data analysis as well as the recommendations for programme improvement.</p> <p>The project can be based on performance problems from the students workplace or organizations that students have approved access to. In each option, students need to pinpoint the performance problems and demonstrate how the theories and concepts learnt throughout the MAIDT programme can be used to address thses performance problems. Throughout the process, students will be assigned to supervisors who will serve as mentors for the project.</p>	4