

## **Instructional Design Graduate Program**

### **Vision Statement**

The Instructional Design Graduate Program of the University of Massachusetts Boston envisions itself as a powerful force in the development of the area's foremost adult educators, whereby the systematic design of instruction that is the benchmark of the instructional design field is tempered by a profound respect for the individual learner. We believe in the transformational nature of workplace education so that every man and woman can achieve the highest level of skill and knowledge possible in order to attain his or her personal dreams. We envision our program as having that belief guide its core actions.

### **Mission Statement**

The Instructional Design Graduate Program of the University of Massachusetts Boston will become the premier adult education program in the Northeast with both national and international recognition. As such, its core mission is to develop graduates who:

- Understand and can use the instructional systems design process in the workplace;
- Become leaders in the Adult Workforce Education field;
- Become a positive influence on the people with whom they work and interact;
- Can use new theory, tools, and technologies to attain desired educational outcomes.

To achieve its core mission, the program shall:

- Maintain excellence in adult learning methodologies and techniques;
- Provide innovative solutions for eLearning pedagogy;
- Collaborate with the corporate world to keep current with industry trends;
- Contribute to local area professional organizations;
- Facilitate professional and career advancement of students;
- Nurture academic research;
- Create a dynamic learning environment for students and teachers alike.

## Program Learning Outcomes

### Theory into Practice

Rather than relying on intuition and guesswork, Instructional Design professionals base their instructional solutions on theoretical bases and practical implications from research in the field. In order to do this, graduates of the Instructional Design Program will be able to:

- Complete library research including searching, locating, and analyzing literature in the field;
- Infer practical learning principles from landmark learning theories;
- Apply research findings to the solution of performance problems;
- Critically assess reliable publications, literature, trend, theories, data and tools used in the field of instructional design.

### Analysis

Instructional Design professionals seek solutions, both instructional and systemic, which lead to performance goals. Understanding that, as with all design fields, instructional designers continually seek input and feedback from learners and systems to discover and meet needs and continually improve. In order to do this, graduates of the Instructional Design Program will be able to:

- Seek multiple data and information points when conducting analysis to identify potential conflicting goals;
- Apply tools of analysis including task and needs analysis;
- Analyze performance gaps;
- Identify non-training issues, including motivation, information, tools and the system/organization;
- Use analysis to recommend instructional and non-instructional solutions;
- Report analysis and proposed solutions in a clear, concise manner so that non-professionals can understand and evaluate proposed solutions.

### Design

Instructional Design professionals create effective interventions, choosing and using methods that meet the needs of the organization, while balancing ROI and usefulness of the selected methods. Throughout their careers, they continually seek to stay abreast of emerging methods so that they may be a resource for thoughtful and considered innovation. Graduates of the program will be able to:

- Develop performance goals that are measurable, have a specific action, and have specific conditions stated;  
Use evidence-based instructional strategies to maximize learning;
- Design appropriate multimodal instructional delivery, including face-to-face, online, blended, etcetera;

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- Develop formative and summative learner assessments;
- Draw on a range of instructional design models to craft effective instructional interventions;
- Design effective, non-instructional performance solutions to performance problems.

### Develop

In the development phase, Instructional Design professionals select and create learning materials, oftentimes in collaboration with other professionals. In order to do this, graduates of the Instructional Design program will be able to:

- Evaluate the ability of instructional materials to help learners attain learning objectives;
- Demonstrate competency using a range of current and emerging technologies to build solutions to performance problems;
- Conceptualize, build, and edit learning materials that are accessible to diverse audiences;
- Use visual literacy concepts and principles in the planning, layout and design of learning materials.

### Implement

Instructional Design professionals will successfully implement instructional and performance solutions with knowledge of and experience in delivery using multiple modalities. In order to do this, graduates of the Instructional Design Program will be able to:

- Develop implementation plans, considering the social and technical implications of instructional solutions;
- Conduct instruction using multiple delivery methods including face-to-face, print, synchronous, and asynchronous, etc.;
- Use effective practices to encourage student interaction and learning;
- Keep up with latest trends in delivery systems including LMS, print, instructor led, etc.;
- Develop dissemination plans for performance interventions and plans for ongoing monitoring of use and effectiveness.

### Evaluate

Instructional designers artfully incorporate formative and summative evaluations for continual improvement of instruction, learning and program effectiveness. In order to do this, graduates of the Instructional Design program will be able to:

- Use student assessment data to improve instructional solutions;
- Evaluate training materials for usability and effectiveness;
- Accurately measure targeted performance outcomes identified by the stakeholders;

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- Produce a comprehensive report of evaluation findings to aid in future program improvement.

### **Reflective Practice**

Instructional Designers apply basic principles of reflective practice, that is, the capacity to reflect on and learn from professional experience and action rather than formal education, in order to develop personal insight and continuous professional improvement. In order to do this, graduates of the Instructional Design Program will be able to:

- Act in ethically sound ways while executing all duties;
- Act mindfully and advocate on behalf of the learner;
- Distinguish process from content issues and determine how process can block or enhance group effectiveness;
- Communicate clearly, collegially and credibly in written and verbal discourse;
- Engage respectfully, fairly and cooperatively as part of a team;
- Consider connections between instructional design and other disciplines to inform the instructional design process.

### **Member of the Profession/Management**

Instructional Designers that work at the graduate level, rather than at the Bachelor's level, provide leadership in their professional positions and in the field. In order to do this, graduates of the Instructional Design Program will be able to:

- Justify the need for specific educational and training programs;
- Practice collaborative and team work strategies that build rapport and trust, mediate and resolve conflicts, and influence people;
- Implement processes to effectively manage people and projects;
- Manage change initiatives in an effective and supportive way;
- Document all phases of the Instructional Design process in a professional manner.