# Thinking About Course Context

# Pre-requisites

 **Clearly outline any pre-requisites necessary for the course (these can later be added to your syllabus). This will ensure that students are adequately prepared for the content covered.**
ETAD 873
ECUR 805

**If it's a new course, document the pre-requisites required for approval purposes. This information should also be communicated to prospective students in the course description/syllabus.**

# Learning Environment and Resources

**Specify how and where students will engage in the learning process. Will it be primarily in a classroom setting, online, or a combination of both?**
Students will participate in a flipped classroom approach. Students will be required to read and interact with the provided resources prior to in-person class each week. Interaction with resources will be done via Perusall and Canvas discussions online. While in-person classes will be used for hands-on experiential learning and collaboration.

**If there are lab or field components, detail the equipment or technology needed, such as software, safety gear, or tools. Ensure that students will have access to these resources or provide alternatives if necessary.**
In-person classes will still require the use of technology. A computer or mobile device is needed.

# Application of Learning

**How does the course content align with future courses, workplace expectations, or community needs.**
The skills aquired in this course align with, and scaffold the learning done in ETAD 874. It also provides the necessary skills and knowledge needed to successfully navigate the corporate instructional design workplace.

 **What tools or software are industry standards? How can you incorporate them into the learning activities to better prepare students for real-world applications.**
Articulate Storyline is a tool often (and most popularly) used in the instructional design world. Students will be given access to a free account to learn and develop the skills needed.

**What kinds of assessments/ assignments would mirror the skills and tasks students will encounter beyond the course? (I.e.: writing white papers, creating presentations, or solving practical problems)**
Learner/Context analysis
Storyboard
Design Plan
Developing learning assets
Developing a module
Contract negotiating