Certification Examination Regulations and Course Discription

This Certification Examination Regulations of the Steinbeis+Academy
applies to the following course on the basis of the valid Framework for the Implementation of
Certificate Courses (RZLG) in the current version.

Course title	Instructional Design and Facilitation				

Fields of competences	Management	Personality Development	Education Management	Healthcare	Technology
			X		

Place(s) of implementation	Online				

Graduation	Diploma of Advanced Studies (DAS)	Certificate of Advanced Studies (CAS)	Diploma of Basic Studies (DBS)	Certificate of Basic Studies (CBS)
				X

Qualification aim

By the end of this course, participants will be able to:
1. Determine and write course topics, learning objectives, and associated course descriptions and titles.
2. List and describe various types of instructional methods.
3. Describe learner-centered education, the flipped classroom
4. Select or design specific learning activities appropriate for each learning objective.
5. Create rubrics to evaluate student/participant performance of a specific learning activity
6. Provide written and verbal constructive feedback to students/participants regarding their performance.
7. Facilitate a single learning activity.
8. Adapt instructional design and facilitation according to various cultural contexts.

RZLG-Supplementary admission requirement

Teaching method	Classroom	Classroom/ Online	Online
			X

Language	English			

Workload in hours	Total	Seminar time	Self-study time	Transfer time
	150	32	54	64

Type of performance records (LNW)	Examination (K)	Presentation/ oral examination (P)	Case (C)	Transfer paper (TA)	Project study paper (PSA)
		X		X	

Contents

Modules	Key topics	Seminar time/h
Andragogy Fundamentals	Principles of adult learning: Direct application as a motivation for learning (Knowles). Differentiating between pedagogy and andragogy. Heutagogy: Equipping learners for future self learning and transfer of knowledge.	3
Learning styles and adaptations	Educational needs assessment. Assessing relevant learner traits. Garner's Intelligences, Emotional Intelligence, Cultural Intelligence. Nonverbal communication in the classroom.	3
Planning programs for adult learners pt 1	Identifying program/course ideas and objectives. Designing instructional plans and transfer-of-learning plans. Producing course titles and descriptions. (Caffarella)	3
Planning programs for adult learners pt 2	Establishing learning objectives. Selecting instructional techniques and resources. Evaluating demonstrated learning: Cognitive, behavioral, and affective (Caffarella)	3

Facilitation Fundamentals	Selecting instructional techniques: Flipped classroom, experiential learning activities, interactive lectures (Thiagi), facilitated learning vs. lecture. Training vs. teaching.	3
Developing experiential learning activities	Advantages and disadvantages of the lecture method. Interactive lectures (Thiagi): Interspersed tasks, integrated quizzes, participant control, teamwork, debriefing.	3
Instructional design and facilitation in the intercultural environment	Adaptations for the global classroom: Intercultural considerations such as justice, honor, and power based cultures. Managing different levels of linguistic ability. UNESCO book series on education in the African Continent.	3
Special seminar in instructional design	The Learner's Journey (Künzel): Applying narrative elements to the learning process. Everyone is your guru.	3
Culminating project	Participants design and implement an instructional model. Participant feedback and debrief. Tell, show, do, reflect model.	8