





Master of Education in Open, Digital, and Distance Education (MDDE) 619

Trends and Issues in Instructional Design (Revision 2)

Status:

Replaced with new revision, see the [course listing](#)  for the current revision 

Delivery mode:

Grouped study 

Credits:

3

Area of study:

Distance Education

Prerequisites:

MDDE 604 or equivalent.

Precluded:

None

Faculty:

Faculty of Humanities and Social Sciences 

Notes:

MEd program students must complete MDDE 601 and MDDE 602 prior to all other courses.

Early access to the course begins a few days before the official start date. At that time, students will have limited course access.

Availability: Normally, Fall Term Only

Overview

MDDE 619: Trends and Issues in Instructional Design examines recent developments relating to the professional practice of instructional design (ID). Beginning with a historical overview of the field, its practices and its models, we will examine published ID competencies and reflect on how they match current ID job descriptions. Multiple perspectives are considered by including consultations with practicing instructional designers. A consideration of the role of the instructional designer as change agent in educational contexts leads us to also explore the connection of ID to allied professions in instructional technology and educational development. This course is grounded in the principles of Universal Design for Learning (UDL), and we will examine the application of UDL to design in the distance education context. The course concludes with a discussion about the future of instructional design.

Outline

MDDE 619 is divided into four units:

- **Unit 1:** Foundations
- **Unit 2:** The Professional Practice of Instructional Design
- **Unit 3:** Instructional Design Models and Approaches
- **Unit 4:** The Future of Instructional Design



Learning outcomes

MDDE 619 has six major learning outcomes. After completing this course, students should be able to:

1. Synthesize a variety of instructional design theories and frameworks.

2. Identify common criticisms and controversies related to the use of established and alternative instructional design models.
3. Evaluate appropriate instructional frameworks for particular instructional design contexts.
4. Apply Universal Design for Learning principles to the evaluation of supportive learning environments in distance education applications.
5. Design a personal instructional design philosophy statement that establishes professional and ethical approaches in a distance education context.
6. Critically analyze future trends in instructional design.

Evaluation

To receive **credit**  for MDDE 619, students must complete and submit all of the assignments. Students must achieve a minimum grade of **C– (60 percent)**  for the course.

Students will be evaluated on their understanding of the concepts presented in the course and their ability to apply those concepts. The final grade in the course will be based on the marks achieved for the following activities.

| Activity | Weight |
|---|-------------|
| Assignment 1: Comparison of ID Competencies | 20% |
| Assignment 2: Application of Universal Design for Learning and Accessibility Principles | 20% |
| Assignment 3: Learning Journal and Design Philosophy Statement | 40% |
| Assignment 4: Course Participation | 20% |
| Total | 100% |

Note: Assignment details are included in the course materials.

Materials

Digital course materials

Links to the following course materials will be made available in the course:

All course materials are available online.

Important links

› [Course schedule](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Updated June 5, 2025

View [previous revision](#) 