

Instructional Design Principles in the Development of eLearning Graduate Courses

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Abstract

It has been argued that eLearning is no longer an option. Increasingly more institutions of higher education are offering their graduate programmes through eLearning to reach a wider audience. However, the literature on instructional design principles for the development of graduate eLearning courses has not been prolific compared to e-Training and Education in business and industry. To what extent are the instructional design principles suggested for training in business and industry applicable and relevant to graduate programmes given the different learning outcomes desired?

The paper examines the application of the science of instruction in the design and development of eLearning graduate courses at Open University Malaysia (OUM). Focus will be on the principles applied to print material and its migration to an e-Learning format supported with online collaboration, resources from a digital library, video and audio lectures, online tests and a specially designed website. The psychological theories influencing instructional decisions on what, why and how graduate courses are designed will be explicated.