

Instructional Design Plan: Legal and Ethical Issues in Instructional Design

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Instructional Design Plan

Objective 1: Identify and Explain the Legal and Ethical Issues Instructional Designers

Must Be Aware Of


The first objective of this course is to ensure that learners grasp the critical legal and ethical issues that instructional designers must address in their work. This includes understanding the complexities of intellectual property, copyright law, accessibility standards, and the moral decision making framework that guides instructional design practices. By the end of the module, learners should be able to identify the legal and ethical requirements instructional designers must follow, demonstrate knowledge of best practices, and apply these principles when creating instructional content. They should also be able to articulate how to navigate ethical dilemmas that might arise during the design process.

Design Sequence	Description	Objective(s)	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Gain Attention	Pre-instructional Strategy	1	10 min	To begin the module, the instructor will use an attention grabbing technique to ensure that learners understand the gravity of these legal and ethical issues. The instructor will present a realistic scenario where a designer unknowingly violates copyright by using an image without permission in an instructional course, leading to legal consequences. This scenario will be dramatized	Short video narration. This media complies with copyright laws, because it will contain original content and commentary created and provided by the instructor. News resources mentioned

				<p>in a short video. The video will portray the repercussions, such as the removal of content, legal fees, and the damage to the designer's professional reputation. This scenario will spark learners' interest and cause learners to reflect on their own practices regarding copyright and intellectual property. The learners will then be asked to engage by posting a brief reflection on how they might handle a similar situation and whether they have encountered any legal or ethical issues in their own experiences with instructional design. This engagement will set the stage for a deeper dive into the concepts at hand.</p>	<p>for the case study example will be properly cited. The video will include captions and a downloadable transcript.</p>
Inform Learners of Objectives	Pre-instructional Strategy	1	1 min	<p>Once attention is gained, the instructor will introduce the module's objectives. This will occur through a video. The instructor will explain how these issues directly relate to the work of instructional designers. Learners will be informed about how they can use copyrighted materials in ways that comply with legal standards, or how to select and attribute Creative Commons resources</p>	<p>Pdf file list of the objective and the legal and ethical topics to be covered like intellectual property rights, accessibility compliance under the ADA (Americans with</p>

				properly. The instructor will also emphasize the importance of creating accessible content by providing alternative text for images and ensuring video content has subtitles or captions. Learners will be encouraged to reflect on their own experiences and consider how these legal and ethical concerns might affect their future design work. Learners will be provided with a brief quiz to assess their existing knowledge of these concepts and to identify any gaps in their understanding.	Disabilities Act), the concept of fair use, and moral decision-making. The pdf file will allow screen readers to read the content, zoom into the words, and have black text on a white background to ensure accessibility.
Stimulate Recall of Prior Learning	Pre-instructional Strategy	1	15 min	The instructor will then stimulate the recall of prior learning by encouraging learners to think about their past experiences with legal or ethical challenges in instructional design. This could include prior knowledge of copyright law, fair use, or accessibility. To help jog their memory, the instructor will host an online discussion where learners can share any challenges they have faced or observed in their careers or studies. This discussion may take place in the form of a	Online discussion or live chat. The live chat session will take place over Zoom and the live transcription feature will be on. The live chat will also be recorded and posted with accurate transcriptions for all learners to watch.

				<p>discussion forum or a live chat session. Learners will be given the option to post online or be present during the live chat session. The live chat session will take place over Zoom and the live transcription feature will be on. The live chat will also be recorded and posted with accurate transcriptions for all learners to watch. Learners will be prompted with questions like, “Have you ever had to deal with accessibility issues in an online course? What steps did you take to resolve them?” or “How do you ensure that the content you use is properly attributed or fair use compliant?” This will create a personal connection with the material and allow learners to make connections between their previous knowledge and the new information they will learn in the course.</p>	
Present Stimulus Material	Initial Presentation	1	25 min	<p>Following this, the instructor will present the core material on the key legal and ethical issues in instructional design. This presentation will consist of a combination of video</p>	<p>Powerpoint presentation which will be recorded and include captions. The presentation will also be posted in</p>

				<p>clips, slides, and reading materials that explain the legal frameworks around intellectual property, copyright, and fair use. Learners will also explore accessibility laws and standards. The instructor will provide examples of how these issues manifest in instructional design projects. The instructor might show examples that failed to comply with copyright guidelines, illustrating the consequences of these mistakes. Learners will be encouraged to critically analyze these examples and explain what could have been done differently to ensure compliance. Learners can write their responses in a paper or record a video presentation.</p>	<p>both pdf and powerpoint. Photographs will include alt text that describe what is shown in the image.</p> <p>“ Copyright and Fair Use for Educators Links to an external site.</p>  <p>” by Katie Morrow is licensed under CC BY</p> <p>Creative Commons video will be embedded in the powerpoint presentation. This video is compliant with copyright laws, because it has a creative commons license.</p>
Provide Learner Guidance	Initial Presentation	1	5 min	To ensure learners can apply the material to their own work, the instructor will offer detailed guidance	Best practices reference sheet provided to

				<p>on best practices for handling intellectual property, copyright, and accessibility in instructional design. This will include specific instructions on how to find and appropriately use Creative Commons resources, how to evaluate the fair use of materials, and how to ensure accessibility by following best practices like including alt text for images and providing transcripts for videos. The instructor will also provide a resource list of tools and websites where learners can find public domain or Creative Commons-licensed materials. Learners will receive a guide on conducting copyright research, and they will be given a checklist to ensure they are meeting accessibility standards. Learners will be asked to review the accessibility of a sample online course and report on its strengths and areas for improvement.</p>	<p>the learners. The best practice guideline is copyright compliant, because it will be created by the instructor/instructional designer. Information from other resources should be properly cited. Credit should always be given to the original creators.</p>
Elicit Performance	Generative Strategy	1	2-4 hrs	Learners will be asked to apply the information by designing a small instructional module that	Assignment, project

				<p>adheres to legal and ethical standards. The assignment will require them to source materials including images, videos, and text and make sure that all content complies with copyright, fair use, and accessibility guidelines. Learners will be asked to provide documentation for each piece of content showing that they have either created it, used Creative Commons resources appropriately, or ensured that it is in the public domain. They will also be asked to ensure the accessibility of the module by including alt text, captions, and other accessibility features. Learners will submit their work as a project, and the instructor will provide detailed feedback on how well they adhered to the legal and ethical standards discussed in the module.</p>	
Provide Feedback	Generative Strategy	1	10 min	<p>The instructor will review each learner's submission, providing specific feedback on how well they followed copyright laws, ethical guidelines, and accessibility requirements. This</p>	Instructor feedback

				<p>feedback will be tailored to each learner's project, highlighting strengths and offering suggestions for improvement. For example, if a learner improperly attributes a Creative Commons resource, the instructor will explain the correct attribution process and provide resources to help them improve. If accessibility guidelines were not met, the instructor will guide the learner through the necessary changes. The instructor will ensure that all feedback is constructive and helps learners understand how they can apply legal and ethical guidelines in future projects.</p>	
Assess Performance	Post-Instructional	1	5 mins	<p>After learners receive feedback and make necessary revisions, the instructor will assess their final projects. The assessment will include a rubric that evaluates the learner's understanding and application of legal and ethical standards in instructional design. The rubric will assess the correct use of copyrighted materials, adherence to</p>	Rubric

				accessibility standards, proper attribution of Creative Commons resources, and the learner's ability to identify and address ethical dilemmas in the design process. This assessment will measure the learners' understanding of how to make ethical decisions in their instructional design work.	
Enhance Retention and Transfer	Post-Instructional	1	10 mins	To ensure that learners retain the knowledge gained and can transfer it to future projects, the instructor will provide them with a reference guide summarizing key legal and ethical principles in instructional design. This guide will include examples of how to incorporate these principles into their daily work. The instructor will also provide learners with a list of ongoing resources, such as websites that offer free Creative Commons materials, and a checklist for ensuring that their future instructional designs are copyright compliant and accessible. Learners will be encouraged to refer to these resources in future projects. The instructor will ask	Reference guide pdf summarizing key legal and ethical principles.

				learners to write or record a reflective piece about how they plan to integrate the lessons learned into their own instructional design practice. This reflective activity will help learners recall what they have learned and how they will implement this in future projects.	
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Objective 2: Apply Best Practices for Copyright, Fair Use, and Accessibility in Instructional Design

The second objective of this course focuses on applying best practices for copyright, fair use, and accessibility in instructional design. Learners will explore how to effectively incorporate these practices into their online courses and instructional materials. The objective will guide them through the process of identifying potential legal and accessibility issues in their designs. By the end of this module, learners should be able to recognize the importance of these best practices and be able to use them in their instructional design projects.

Design Sequence	Description	Objective(s)	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Gain Attention	Pre-instructional Strategy	2	10 min	To capture the learners' attention, the instructor will present an interactive scenario where a course has been created without regard for copyright and	Interactive course module missing important accessibility and copyright information.

				<p>accessibility considerations. The instructor might showcase an online course where the visual elements of the content are not accessible to screen readers, or where all images used in the course are copyrighted without proper attribution. Learners will see the consequences of these oversights through this case study.. Afterward, the learners will be invited to answer a discussion question about what they would do in similar situations, prompting the learner to think critically about the importance of these issues.</p>	<p>This media is compliant with copyright and fair use laws. It is recommended that the instructor/instructional designer create the course. However, using an existing course would fall under fair use, because the purpose is different and criticism falls under fair use laws.</p>
Inform Learners of Objectives	Pre-instructional Strategy	2	3 mins	<p>Once the attention of the learners is gained, the instructor will introduce the objectives of the module. This will include how to apply best practices for copyright, best practices, and accessibility. The instructor will explain how the objective is to enable learners to identify common copyright issues (how to correctly use Creative Commons materials or how to determine what falls under fair use), as well as best practices for ensuring</p>	<p>Pdf file list of the objective</p>

				digital accessibility (such as providing text descriptions for images and ensuring video captions are available). Learners will be informed that throughout the module, they will work on a series of assignments and discussions to apply these concepts.	
Stimulate Recall of Prior Learning	Pre-instructional Strategy	2	15 min	The instructor will ask learners to recall their previous experiences with using resources like images, videos, and texts. The instructor will ask learners to reflect on whether they have ever encountered challenges when using these materials like being unsure about whether something was copyrighted or how to ensure the content was accessible. This reflection can take place in an online discussion board, where learners can share their past experiences and thoughts. The instructor might also include a quick knowledge check quiz where learners can answer questions about basic copyright concepts, such as the difference between public domain and fair use, or what constitutes a violation of accessibility standards. This activity will	Online discussion and knowledge check quiz to determine learner's understanding of copyright, fair use, and accessibility.

				encourage learners to connect their prior knowledge with the new information they are about to learn.	
Present Stimulus Material	Initial Presentation	2	20 minutes	<p>The instructor will present a powerpoint explaining best practices for addressing copyright, fair use, and accessibility in instructional design. The content will include instructional videos, detailed readings, and case studies that explain how to navigate copyright laws, the fair use doctrine, and how to ensure that all content in an online course is accessible to all learners. The instructor will show learners how to find and use Creative Commons licensed materials and provide examples of how to properly give attribution for content used. The instructor will explain important elements of accessibility like providing closed captions for videos, alt-text for images, and ensuring the structure of the course allows for easy navigation by screen readers. The module will feature practical examples of content design that adheres</p>	<p>Powerpoint lecture. The powerpoint will be available as a powerpoint document and a video recorded with captions. Within the powerpoint file all photos will have alt text. All videos and texts will credit the original creators.</p>

				to these best practices, illustrating exactly how these elements can be implemented in learners future projects.	
Provide Learner Guidance	Initial Presentation	2	10 mins	The instructor will provide learners with practical guidance on how to apply the concepts of copyright, fair use, and accessibility to their own instructional designs. This will include a step-by-step guide for sourcing and using materials legally, a checklist for ensuring accessibility, and recommendations for tools and resources. For instance, the instructor will guide learners on how to evaluate images and videos for copyright compliance and provide templates for documenting sources and ensuring proper attribution. The instructor will also offer practical tips on how to conduct accessibility audits. The instructor will introduce a few case studies where learners can analyze whether copyright and accessibility standards were met and provide feedback. These resources will be made available in	Best practices cheat sheet, resources, and downloadable files.

				downloadable formats for easy reference.	
Elicit Performance	Generative Strategy	2	3 hrs	<p>To help learners apply the material learned, the instructor will ask learners to create an instructional design plan that incorporates copyright compliant and accessible materials on any instructional design topic the learner chooses. The learners will need to select various resources (images, videos, texts) for their project, ensuring they comply with fair use, copyright, and accessibility standards. They will need to document the resources used and explain how they met these standards in their course. The learners will be asked to submit their designs for peer review, where they will assess each other's work based on a rubric that emphasizes the application of best practices for copyright and accessibility. This peer review activity will allow learners to gain insight into how others are incorporating these principles into their designs, and it will help</p>	<p>Project developing instructional design plan on any topic of the learner's choice. Giving the learner's a choice ensures accessibility and helps learning become more relatable.</p>

				reinforce the practical application of the best practices they have learned.	
Provide Feedback	Generative Strategy	2	10 mins	Following the peer review, the instructor will provide personalized feedback on each learner's assignment. The feedback will focus on how well the learner adhered to copyright and accessibility best practices, highlighting strengths and offering suggestions for improvement. If a learner uses an image without proper attribution, the instructor will point this out and provide guidance on how to find and cite Creative Commons images correctly. If there are issues with accessibility, such as missing captions on videos, the instructor will suggest how to resolve these issues. Additionally, the instructor will provide learners with constructive feedback on how to improve their instructional design and better ensure that it is accessible and legally compliant.	Rubric, graded feedback
Assess Performance	Post-Instructional	2	1 hr	After learners receive feedback, they will be	Revised instructional

				<p>given a final assignment to submit their revised instructional design plan. This submission will be evaluated using a rubric that assesses their understanding and application of copyright, fair use, and accessibility. The rubric will include criteria like the correct use of Creative Commons resources, proper attribution, adherence to fair use guidelines, and the overall accessibility of the course (including alt text for images, captions for videos, and accessible document formatting). This assessment will ensure that learners can demonstrate mastery of the key best practices in instructional design related to copyright and accessibility.</p>	design plan/ rubric
Enhance Retention and Transfer	Post-Instructional	2	20 mins	<p>To enhance retention and transfer of the material, the instructor will provide a final reflection assignment where learners will describe how they will integrate copyright, fair use, and accessibility best practices into their ongoing work as instructional designers. Learners will be asked to</p>	Final reflection assignment. Written or video.

				outline concrete steps they will take in their next projects to ensure compliance, and they will be encouraged to refer to the resources provided throughout the course.	
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Objective 3: Demonstrate Understanding of Moral Decision Making and the Code of Ethics in Instructional Design

The third objective of this course focuses on the importance of moral decision making and adherence to a professional Code of Ethics in instructional design. Learners will explore how ethical principles influence the instructional design process.. This objective will help identify and demonstrate the moral responsibilities that instructional designers have for their learners, clients, and colleagues, and how they can incorporate ethical considerations into their designs. By the end of this module, learners will be able to identify common ethical dilemmas in instructional design and demonstrate how they would navigate these situations in a responsible and professional manner.

Design Sequence	Description	Objective(s)	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Gain Attention	Pre-instructional Strategy	3	15 min	To gain the learners' attention, the instructor will present a scenario where an instructional designer faces an ethical dilemma. The scenario could involve a designer being asked to use	Short video that describes an ethical dilemma created by the instructor. This video will be compliant

				<p>copyrighted content without proper attribution or design a course that excludes accessibility features for learners with disabilities. The instructor will introduce the case with a short video that challenges learners to make decisions based on the information provided. Learners will be asked to predict the outcome of the situation or share how they would respond to the dilemma, prompting them to consider the importance of ethical decision making in instructional design.</p>	<p>with copyright laws, because it will be original content.</p>
Inform Learners of Objectives	Pre-instructional Strategy	3	8 mins	<p>The instructor will clearly outline the objectives of the module. These include understanding the role of moral decision-making in instructional design, learning to navigate ethical dilemmas, and applying a Code of Ethics to real-world situations. The instructor will explain that this module will explore key ethical principles such as honesty, integrity, fairness, and respect for intellectual property and inclusivity, which are essential for professional instructional designers. The learners will be informed</p>	<p>Video overview and a downloadable slide deck that outlines the objectives and activities of the module. The video will have captions</p>

				that they will engage with case studies, discussions, and reflective activities designed to help them apply ethical decision-making frameworks to their work. This information will be shared through a video overview and a downloadable slide deck that outlines the objectives and activities of the module	
Stimulate Recall of Prior Learning	Pre-instructional Strategy	3	15 mins	The instructor will encourage learners to recall any previous experiences they have had with ethical dilemmas, either in the context of instructional design or other professional situations. The instructor may ask learners to reflect on how they have handled ethical challenges in the past, especially those that involved making decisions about fairness, accessibility, or intellectual property.	Reflection will occur in a discussion board where learners share their stories or experiences, highlighting situations where ethics played a crucial role in their decision making process.
Present Stimulus Material	Initial Presentation	3	30 mins	The main content of the module will be presented, which will cover key ethical issues that instructional designers face, such as fairness in assessment, the use of	Recorded video lecture with captions.

				<p>copyrighted materials, ensuring inclusivity, and maintaining transparency in communication. The content will be delivered through a series of videos, readings, and case studies that highlight moral dilemmas in instructional design. For example, the instructor will discuss scenarios involving ethical decision-making regarding diverse learner needs and how the instructional designer's decisions affect the outcomes of the course. The instructor will also explain the importance of adhering to a Code of Ethics in the field, discussing established ethical codes such as the International Society for Technology in Education (ISTE) standards or the Association for Educational Communications and Technology (AECT) Code of Ethics.</p>	
Provide Learner Guidance	Initial Presentation	3	10 mins	<p>The instructor will provide detailed guidance on how to apply ethical principles in instructional design projects. This will include offering specific steps that learners can follow to</p>	<p>Guidelines will be provided in a series of downloadable templates and reference</p>

				<p>ensure their designs align with a professional Code of Ethics. For example, the instructor will guide learners on how to approach situations where they might need to seek permission for copyrighted material, how to assess whether content is accessible to all learners, and how to evaluate the fairness of assessments and course activities. The instructor will also provide strategies for making ethical decisions in complex scenarios, such as when there is pressure from stakeholders to compromise on accessibility or intellectual property rights.</p>	<p>documents that learners can use as resources when facing similar situations in their careers.</p>
Elicit Performance	Generative Strategy	3	30 mins	<p>The instructor will ask learners to analyze a series of case studies that present ethical dilemmas in instructional design. These case studies will focus on situations involving copyright infringement, accessibility violations, and fairness in course design. Learners will be required to assess the ethical issues presented in each case and make decisions based on the guidance they've</p>	Case studies

				<p>received. For example, one case might involve a designer who is asked to use images without proper attribution; the learner must identify the ethical issue and propose a solution based on the Code of Ethics. Learners will submit their responses to these case studies for review, demonstrating how they would handle these dilemmas and why they believe their solution aligns with ethical standards.</p>	
Provide Feedback	Generative Strategy	3	15 mins	<p>Following the submission of the case study responses, the instructor will provide feedback on each learner's performance. The feedback will focus on the effectiveness of their decision-making process and how well their solutions align with ethical principles. For example, if a learner proposed using content without attribution, the instructor will explain why this is an unethical choice and offer guidance on how to seek permission or use Creative Commons resources instead.</p>	Feedback

Assess Performance	Post-Instructional	3	30 mins	Learners will be assessed on their understanding and application of moral decision making principles and their adherence to a Code of Ethics. The final assessment will consist of a comprehensive scenario based quiz where learners will analyze multiple ethical dilemmas and provide their solutions based on the ethical principles they've studied. The quiz will assess learners on their ability to recognize ethical issues, apply ethical frameworks to resolve dilemmas, and demonstrate an understanding of professional codes of ethics in instructional design.	Quiz
Enhance Retention and Transfer	Post-Instructional	3	5 mins	The instructor will assign a final reflection activity where learners will either write in a discussion board or record a video about how they plan to apply ethical decision-making principles in their future instructional design work	Discussion board post or video