

EDLD 5318 Instructional Design Script – Instructional Design for HITT 1305: Medical Terminology

Length: ~7 minutes

Recording Platform: Kaltura Screen Capture

Audience: Colleagues and administrators

Introduction (Slide or screen title: “Instructional Design Overview”)

Main Screen HITT 1305 in Bb

Narration:

Hello everyone, and welcome. My name is Stefanie Vaughn, and today I'll be sharing an overview of the instructional design for *HITT 1305 – Medical Terminology* at Angelina College. This course provides the foundation for students entering health careers. My target audience includes **high school juniors and seniors** enrolled in dual credit, as well as **traditional and nontraditional postsecondary students** pursuing healthcare certificates and associate degrees.

The goal of this design is to build strong medical language skills, promote competency-based learning, and prepare students for the communication demands of professional healthcare environments.

Institutional Alignment - Syllabus

Narration:

Several key institutional documents guide the design of HITT 1305.

The **Workforce Education Course Manual**, or **WECM**, provides the state-mandated course description, learning outcomes, and credit structure. This ensures consistency across all Texas community colleges offering the course.

The **syllabus** translates those outcomes into weekly learning objectives, assessments, and assignments.

Additionally, the course aligns with **Angelina College instructional policies** and **SACSCOC accreditation standards**, ensuring academic rigor, measurable outcomes, and compliance with both institutional and regional expectations.

These documents collectively ensure that the course remains relevant, standardized, and aligned with industry needs.

Design Approach: Competency-Based Education (Weekly Assignments and Exams)

Narration:

The instructional framework for this course follows a **Competency-Based Education**, or **CBE**,

model.

In Competency-Based Education, students advance based on mastery—not on seat time. For example, students must demonstrate that they can accurately identify, spell, pronounce, and apply medical terms in the context of healthcare practice.

Each assignment is intentionally designed to measure these competencies—whether through word-part analysis, interpreting abbreviations, or applying terminology to simulated documentation.

This model reflects the reality of the healthcare environment, where professional success depends on demonstrating specific, measurable skills rather than simply completing hours of instruction.

Instructional Design Model: Backward Design (Go to Start Here - Course Outcomes)

Narration:

To organize the course content, I use the **Backward Design Model**, developed by Wiggins and McTighe.

This approach begins by identifying the desired learning outcomes—in this case, the **WECM-endorsed outcomes**—and then moves backward to design assessments that measure mastery of those outcomes.

Once the assessments are established, I build the instructional activities and resources that prepare students to succeed.

In *HITT 1305*, every quiz, activity, and project aligns directly to those learning goals.

This ensures clear alignment between what students learn, how they learn it, and how they demonstrate understanding.

Backward Design also pairs perfectly with Competency-Based Education because both emphasize intentional structure, measurable outcomes, and mastery at every stage.

Balancing Assessment of, for, and as Learning (GO TO COLLABORATE DISCUSSION BOARD)

Narration:

A well-rounded course must balance **assessment of, for, and as learning**.

In this course:

- **Assessment of learning** includes summative exams such as chapter tests, the midterm, and the final exam. These measures assess overall mastery of medical terminology.
- **Assessment for learning** occurs through review quizzes and low-stakes activities that provide students with immediate feedback and help identify areas for improvement.
- **Assessment as learning** occurs through collaborative discussion boards, where students work in groups to analyze medical scenarios, apply correct terminology, and

reflect on their progress.

This balance ensures continuous feedback and supports the development of both competence and confidence as students master each outcome.

Promoting Deeper Learning (GO TO ASSIGNMENTS)

Narration:

Promoting **deeper learning** means moving beyond memorization into application and understanding.

In *HITT 1305*, students engage with interactive, applied exercises in **Cengage MindTap**, including word-part mastery, term dissections, vocabulary and spelling drills, image labeling, and pronunciation practice.

They also use flashcards, memory games, and “Beat the Clock” challenges to make learning both active and engaging.

MindTap’s design provides immediate feedback and allows students to track their own progress—a powerful motivator for self-directed learning.

Additionally, students can create their own quizzes and study sets to reinforce their understanding, which encourages metacognition and ownership of learning.

By combining repetition, context, and application, students achieve a deeper and more lasting mastery of medical terminology.

Shared Control of the Learning Process

Narration:

In this course, **learning control is shared** between the instructor and the student.

As the instructor, I set expectations, structure learning activities, and provide consistent feedback.

Students, however, are encouraged to take ownership of their learning. Because the course is asynchronous, they can work ahead, revisit challenging modules, and choose the study resources that best support their learning styles.

This balance between structure and autonomy is supported by research in **self-regulated learning** and **student agency**.

Recent studies by Panadero et al. (2022) and Deng et al. (2025) demonstrate that when students have the freedom to manage their own learning within a structured framework, their engagement, motivation, and long-term achievement improve significantly.

By combining guidance and autonomy, the course fosters confidence, accountability, and active learning—skills that will serve students throughout their academic and professional careers.

Closing Reflection

Narration:

In summary, the design of *HITT 1305 – Medical Terminology* intentionally aligns outcomes, instruction, and assessment to create a structured yet flexible learning experience.

Through **Competency-Based Education** and **Backward Design**, students gain not just vocabulary knowledge but the ability to use terminology accurately and confidently in real-world healthcare settings.

Interactive activities and balanced assessments ensure that learning is active, reflective, and meaningful.

Ultimately, this design equips students with the skills, confidence, and professional readiness required to succeed in both academic and clinical environments.

Thank you for watching, and I look forward to continuing the conversation about enhancing instructional design within our Health Careers programs.