



INSTRUCTIONAL

DESIGN

Instructional Design (ID) is the practice of maximizing the effectiveness, efficiency and accessibility of instruction and other learning experiences. The ID process can be said to have a number of steps:

- Determine the current state and needs of the learner.
- Define the end goal of instruction.
- Develop a learning intervention to assist in the acquisition of new skills, knowledge or expertise.

Instructional Design has many variations like ISD (Instructional Systems Development or Instructional Systems Design)

Essentially Instructional Design uses **Instructional Technology** and is *based on Instructional Science*.

Source: [www.http://elearningcurve.edublogs.org/](http://elearningcurve.edublogs.org/)

ID THEORIES

Behaviorism

- Behavioral objectives (performance, condition, standard)
- Programmed instruction
Individualized instruction
Computer assisted instruction
- Systems approach

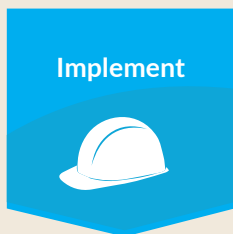
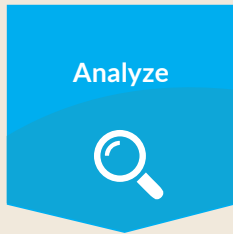
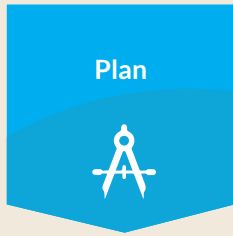
Behaviorism

- Schema
- 3-stage Information Processing Model (sensory register / short term memory / long term memory)
- Systems approach

Constructivism

- Use of realia (real-world objects).
- Authentic tasks – task-based learning.
- Reflective practice – learning to learn.
- Use of hypertext and hypermedia – branched learning rather than a linear learning path.

ADDIE Workbook



Activity Focus	Objective	Deliverables
Determine project feasibility and plan project execution	Project benefits and costs accurately determined and project plan complete	• Business Case • Project Definition • Project Plan
Analyze stakeholder requirements	Training needs and other requirements accurately defined	• Training Needs • Analysis
Produce high-level training program design	Design satisfies requirements identified in needs analysis	• High-level Design
Develop program materials, infrastructure and schedule	Pilot program and implementation plan meet design requirements and accepted by client	• Program materials/resources (list) • Evaluation instruments (list)
Prepare program, schedule and train participants	Participants successfully complete program	• Completed participant assessments • Completed attendance forms • Completed participant feedback forms
Review and report project and program effectiveness	Evaluations accurately determine strengths and opportunities for improvement	• Program Evaluation Report • Project Evaluation Report

Internal Evaluation

ABCD (Components) of an OBJECTIVE

1. Audience
3. Behavior
2. Condition
4. Degree



EXAMPLE

After the training period the learner will be able to perform ____ (task) _____. The task must be performed under the following conditions: ____ (condition 1) ____, ____ (condition 2) ____, and ____ (condition 3) _____. The following standards must be met: ____ (standard 1) ____, ____ (standard 2) ____, and ____ (standard 3) _____.



Conditions are what is given
Degree/Standards are measurable

A **Terminal Learning Objective (TLO)** states the instructor's expectations of student performance at the end of a specific lesson or unit.

An **Enabling Learning Objective (ELO)** states the instructor's expectations of student performance and the steps in accomplishing the **TLO**.

LEARNING DOMAINS



Cognitive

Includes all the intellectual behaviors and requires thinking

Affective

Deals with expression of feelings and acceptance of attitudes, opinions, or value

Psychomotor

Involves acquiring skills that require integration of mental and muscular activity

Learning domains let you determine beforehand, how you want your training to impact the learner. They are useful tools for writing learning objectives.

1. Always establish clear, observable, and measurable objectives.

2. Always use a systems approach like ISD in your curriculum development work.

3. Always create evaluation tasks that accurately determine a learner's ability to meet objectives.

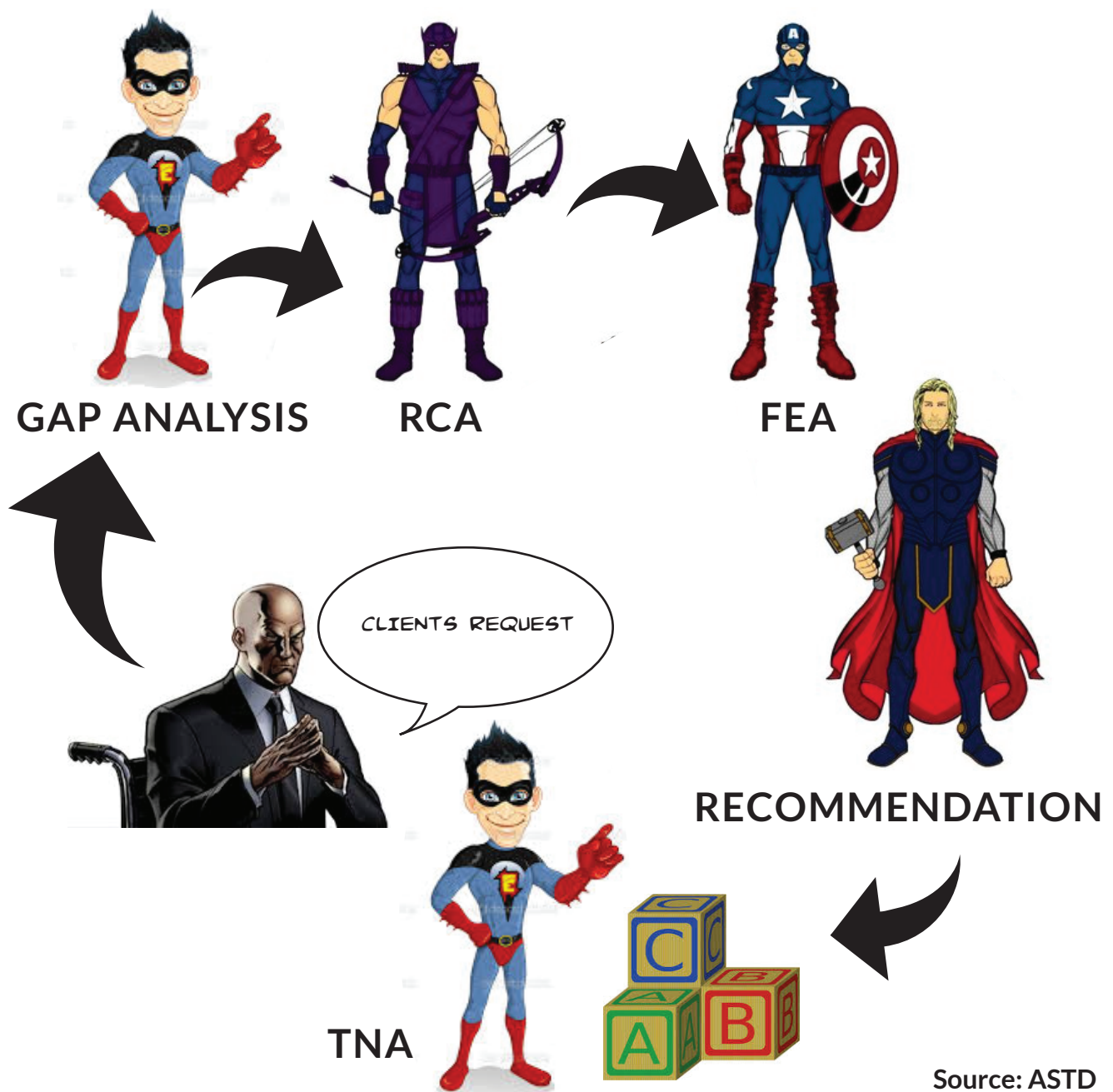


TIPS

PERFORMANCE GAP

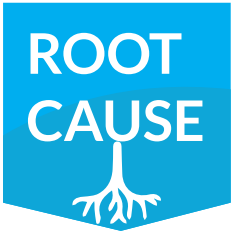
The **difference** between the current situation and the intended situation. Performance Gap Analysis helps a business **identify** how far it has come toward reaching its goals and how far it still needs to go to attain them, with the objective of developing a concrete **strategy** to close any existing gap.

Read more: <http://www.businessdictionary.com/definition/performance-gap.html#ixzz3Zn789fal>

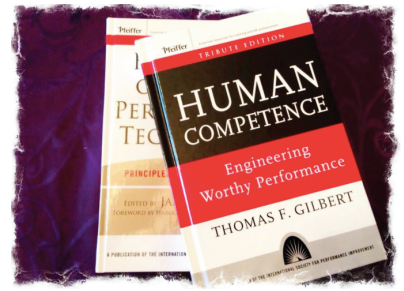


ANALYSIS CHEAT SHEET

The table below shows the three analyses necessary for a successful performance gap analysis (PGA). They are: the gap analysis, the root-cause analysis (RCA), and the training need analysis (TNA).

	Analyse and articulate the gap between current and desired performance. Define the problem statement clearly	When, as a strategic business partner, you need to help a business move from its current state of operational performance to its desired state of performance.
	Identify the root causes of a performance discrepancy by using a reliable method to collect data that can help reveal the problems. Do not draw any conclusions at this point.	Whenever someone comes to you and says: "We need training," and you have identified a performance gap from previous analysis. This analysis ensures the true issue is identified so the proper solution can be recommended.
	Discover the information needed to recommend or create a training solution. Which of the results from your RCA show a need for training? Note: Not all of your observations would call for training.	Once the root cause of a performance discrepancy has been identified as the lack of a knowledge or skill, this collection of sub-analyses can be conducted to determine the scope of what the training solution needs to be.

METHOD



PERFORMANCE INFLUENCERS

Information and Feedback—This focuses on how employees learn whether their performance is on track and how often this feedback occurs.

Environment and Resources—This looks at the performers' work environment, including space, light, noise, ergonomics, and so forth. This also analyzes the employees' access to up-to-date and efficient resources.

Consequences and Incentives—This examines what happens to performers when they perform correctly or incorrectly.

Knowledge and Skills—This focuses on whether performers have the knowledge and skills needed to achieve desired business results.

Capacity—This refers to the individual performer's ability to handle or manage what is required. It also examines factors like physical capacity and workflow impacts.

Motivation and Expectations—This takes into account the intrinsic and extrinsic factors that would motivate or demotivate performers.

ROOT CAUSE



Common methods:
Interviews,
Survey
Observation



FINDINGS & RECOMMENDATIONS

After identifying the Root Causes, you will need to make recommendations based on your findings. Keep in mind the opportunities for training, but don't try too hard to make training a solution.



Environment and Resources

Finding: Most MobiTel stores typically have one central computer pod for processing returns, processing sales transactions, and running customers credit information.

Recommendation: Consider increasing the number of pods or provide alternatives like retail tablets or square cash that would let MobiTel sales employees accept payment anywhere in the store.

EXAMPLE

WHAT IS TRAINING NEED ANALYSIS?

TNA

An analysis of the specific knowledge and skill required to close a performance gap

A chart of the detailed requirement that will support your well-prepared curriculum

The foundation of your Design Plan

SOURCE: <https://www.youtube.com/watch?v=fC9X3HLMY04&feature=youtu.be>