Syllabus

Course Overview

Having learned many instructional design principles in ED5802, this course focuses on applying the principles in designing instructional material.

In this course, you will create a design document, instructional product, and stakeholder presentation for your course project. Peer review is an important part of this course, and you will have the opportunity to participate in giving and receiving peer feedback on drafts of all assignments. You may revise your drafts before submitting them for grading. All assignments in this course are building blocks for the final project. Please use the instructor feedback received in each course assignment to revise your pieces for the final project.

Developing as a Writer

Your writing skills are critical to your academic and career success. Writing is an iterative process, and the keys to this process are creating drafts, seeking and receiving feedback, and making revisions. In this course, you will have various opportunities to move through these steps as you work on your assignments. You will also have built-in support and assessment from a faculty writing expert. You are strongly encouraged to take advantage of the writing resources offered, such as those in the Writing Center, as they are crucial to helping you become a more capable, skilled, and confident writer, both during your academic journey at Capella and beyond. If you feel you need more help than what these resources can provide, your instructor can provide a referral for you to meet with a writing consultant.

APA Style and Formatting

Capella uses APA style as the standard for all academic writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools. Because APA is used widely in scholarly works and academic publications, it is a good choice for the Capella community. Remember to use the APA manual from your first course as a resource for the assignments in this course.

Smarthinking

Capella partners with Smarthinking, a Web-based tutoring service, to offer you online tutoring in a variety of subjects and a custom critique of your papers. You will receive 168 minutes to use toward tutoring in each quarter. The tutors are called E-structors and can help you develop successful learning skills in a professional and supportive environment. E-structors are available to help you, but not replace your instructor. Learn how to get started and how to use Smarthinking.

With Smarthinking you can:

- Get live one-on-one online tutoring help.
- Submit an essay or paper for review.
- Submit questions for a tutor's response.

Capella University Library

You are highly encouraged to explore the Capella University Library. The Capella University Library is a digital library and one of the most valuable resources for finding the persuasive evidence and scholarly resources that you will use in your course assignments.

Course Texts

Three courses in your program are strongly related: ED5802 (Principles of Instructional Design), ED5803 (Processes of Instructional Design), and ED5807 (Design of Instructional Media). The seven texts for the three courses were carefully curated to provide a professional range of in-depth content about instructional design that you will use for the courses you complete. You can also use them after you graduate. For each course, you will see that all seven textbooks are listed, but only specific textbooks are required, and the others are optional. Knowing this, we hope that you will keep the textbooks after you complete a course. You can use the textbooks throughout your educational program and also refer to them as you create your course assignments. After graduation, we hope you will find that the textbooks are useful references for your instructional design projects and that they will continue to contribute to your professionalism.

Audiovisual Presentation

You will be asked to use Kaltura, or similar software, to record a presentation for an assessment in this course. All Capella learners have access to Kaltura. You may use Kaltura or, with instructor approval, you may use an alternative technology to record and deliver your presentation. You will also need to have an external or built-in webcam and microphone available. Get it tested in advance for your recording. Refer to Using Kaltura [PDF] for setting up your hardware and for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

To successfully complete this course, you will be expected to:

1   Conduct a needs analysis that informs instructional design projects.

2   Design instructional solutions.

3   Apply research and theory to the discipline of instructional design.

4   Adhere to ethical and legal standards of the profession.

5   Communicate effectively in visual, oral, and written form.

Course Prerequisites

Prerequisite(s): ED5802. Cannot be fulfilled by transfer or prior learning assessment.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the Course Materials page on Campus for more information.
Presentation Hardware
Headset with microphone
Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Azevedo, R., Taub, M., & Mudrick, N. (2015). Technologies supporting self-regulated learning. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 732–735). Thousand Oaks, CA: Sage Publications.
- Bell, S. T., & Brown, S. G. (2016). Training and personnel development. In H. L. Miller, Jr. (Ed.), *The SAGE Encyclopedia of Theory in Psychology* (Vol. 2, pp. 939–942). Los Angeles: SAGE Reference.
- Bishop, M. J. (2015). Message design for digital media. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 503–505). Thousand Oaks, CA: SAGE Publications.
- Davis, E. A., Palincsar, A. S., Arias, A. M., Bismack, A. S., Marulis, L. M., & Iwashyna, S. K. (2014). Designing educative curriculum materials: A theoretically and empirically driven process. *Harvard Educational Review*, *84*(1), 2–52,134–136.
- Ebbers, S. J. (2015). Skill decomposition. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 652–655). Thousand Oaks, CA: SAGE Publications.
- Feldon, D. F, Warren, S., & Rates, C. (2015). Cognitive task analysis. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 118–122). Thousand Oaks, CA: SAGE Publications.
- Gibbons, A. S. (2015). Instructional design models. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 387–388). Thousand Oaks, CA: SAGE Publications.
- Goodyear, P. (2015). Design of engaging informal learning places and spaces. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 185–188). Thousand Oaks, CA: SAGE Publications.
- Guerra-López, I. (2015). Organizational learning and performance. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 562–564). Thousand Oaks, CA: SAGE Publications.
- Holloway, K., Arcus, K., & Orsborn, G. (2018). Training needs analysis - The essential first step for continuing professional development design. *Nurse Education in Practice, 28,* 7–12.
- Johnson, T. E. (2015). Conditions of learning: Gagné's nine events of instruction. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 143–144). Thousand Oaks, CA: SAGE Publications.
- Lam, C., & Hannah, M. A. (2016). Flipping the audience script: An activity that integrates research and audience analysis. *Business and Professional Communication Quarterly, 79*(1), 28–53.
- Landers, A. (2017). Conduct an audience analysis. *Training, 54*(6), 16.
- Mahon, J. E. (2015). Learning objects. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 476–477). Thousand Oaks, CA: SAGE Publications.
- Mesch, R., & Comolli, S. (2015). Training the world: Using archetypes to create a practical global learning strategy. *Industrial and Commercial Training, 47*(1), 8–14.
- Obizoba, C. (2015). Instructional design models-framework for Innovative teaching and learning methodologies. *The Business & Management Review, 6*(5), 21–31.

- Orrill, C. H. (2015). Formative assessment. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 291–294). Thousand Oaks, CA: SAGE Publications.
- Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Hoboken, NJ: Wiley.
- Sindelar, N. W. (2015). Summative assessment. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 686–688). Thousand Oaks, CA: SAGE Publications.
- Spector, J. M. (2015). Program evaluation. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 594–598). Thousand Oaks, CA: SAGE Publications.
- Spector, J. M., & Ren, Y. (2015). History of educational technology. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 336–345). Thousand Oaks, CA: SAGE Publications.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- AECT. (2012). AECT standards, 2012 version [PDF]. Retrieved from http://aect.site-ym.com/resource/resmgr/AECT_Documents/AECT_Standards_adopted7_16_2.pdf
- Eshtehardi, R. (2017). Needs analysis and course design: A framework for designing exam courses. *International Journal of Applied Linguistics and English Literature*, *6*(6), 274–288.
- ibstpi. (n.d.). Instructional design competencies. Retrieved from http://ibstpi.org/introducing-the-2012-instructional-design-competencies/
- Ipek, I., & Sözcü, O. F. (2014). Considerations for task analysis methods and rapid E-learning development techniques [PDF]. *Asia Pacific Journal of Multidisciplinary Research*, *2*(1), 20–24.
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA). Retrieved from https://ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Suggested

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Integrated Materials

Book

Dirksen, J. (2016). *Design for how people learn* (2nd ed.). San Francisco, CA: Pearson. ISBN: 9780134211282.

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth. ISBN: 9780534582845.

Moore, M. G. (2013). *Handbook of distance education* (3rd ed.). New York, NY: Routledge. ISBN: 9780415897709.

Reiser, R. A., & Dempsey, J. V. (2018). *Trends and issues in instructional design and technology* (4th ed.). New York, NY: Pearson. ISBN: 9780134235462.

Rothwell, W. J, Benscoter, B., King, M., & King, S. B. (2016). *Mastering the instructional design process: A systematic approach* (5th ed.). Hoboken, NJ: Wiley. ISBN: 9781118947142.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Simonson, M., Smaldino, S., & Zvacek, S. M. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th ed.). Charlotte, NC: Information Age Publishing.

Projects

Project ❯❯ Design and Development

Project Overview

The course project will allow you to apply the principles of instructional design in a project using a real-world context. Throughout the completion of the various parts of the project, you will have the opportunity to rehearse and refine your instructional design knowledge, skills, and attitudes.

The project involves four parts:

1. Design document.
2. Recorded presentation of the rationale for your decisions.
3. Instructional product.
4. Reflection on ethical, legal, and political implications.

Design document: Use the Design Document Template to complete all parts of your design document. You will receive peer and instructor feedback on your design document throughout the course. Use this feedback to refine your design document into a final form for submission in Unit 10.

Recorded presentation of the rationale for your decisions: Prepare a presentation with the rationale for the decisions you made during the design and development of your project. The target audience of this presentation are the stakeholders of the organization you are designing the lesson or training for.

Instructional product: Develop a self-paced instructional lesson or training. You will develop what you included in the design document. Self-paced instruction means that learners should be able to progress through your instructional product on their own, without the assistance of an instructor or any collaboration with other learners. Another element of your lesson or training is that it is a technology-based learning experience, that is, the learners will navigate through the content and complete the lesson using a specified technology. You can use a variety of tools to develop your instructional product. However, you must make sure that your instructor will be able to access and navigate through the instructional product without any special software installation in his or her work computer. Examples of possible development tools include PowerPoint (its interactive functions for content navigation), web-based programs (the final result is a link to access your lesson or training that you will publish), or other tools that generate a solution that can easily be accessed by an end user (without having the need of the software that you have used, for example storyline). Capella will not provide any software for this purpose.

Reflection on ethical, legal, and political implications: Include a reflection on potential ethical, legal, and political implications in the design and development of instruction in the workplace. Include this portion under Ethical, Legal, and Political Implications portion of the Design Document Template. Support your reflection with the readings and sources from the literature. You can refer to the detailed guidelines for the project in Unit 10 assignment.

Topic Selection

There are several considerations to make when choosing your project topic. Your topic selection should meet the following criteria:

1. It fits the need of an identified target population that you have selected.
2. The subject is well known to you.
3. The content is manageable and can be taught in about 20–30 minutes.
4. The type of learning represented is an intellectual skill.
5. The selected topic is appropriate to be delivered as self-paced lesson.

Examples of Acceptable Topics and Unacceptable Topics

The following lists provide examples of acceptable and unacceptable topics for the project. You can determine the best topic for your project. If possible, you are encouraged to select a topic related to your work (applying academic material to a real-world situation is the most effective learning experience). Contact your instructor if you have any questions about your project topic.

Acceptable Topics

- Childproofing your home.
- Calculating the distance between two locations on a map.
- Graphing whole numbers.
- Facilitating a brainstorming session.
- Diagramming sentences.
- Telling time (target audience kids).
- Solving algebra word problems.
- Creating an outline for a research paper.
- Describing a procedure.
- Providing computer software instructions.
- How to prepare a room to paint.

- How to prepare your house for a hurricane.

Unacceptable Topics

- Choosing to eat a well-balanced diet (attitude).
- Brushing your teeth (motor skill).
- Parallel parking a car (motor skill).
- Identifying the U.S. state capitals (verbal information).
- Giving constructive feedback (too large in scope).
- Learning or teaching a language (too large in scope).
- Learning how to play rugby (too large in scope).

Assumptions

It is assumed that the following three steps in the instructional design process will be completed prior to your work on this design and development project. This means that you will report on the results (you will make up this information) as needed for parts of your project.

1. The need for your design and development project has been established. There is a performance gap in the target population. You will describe it.
2. The selected performance issue can be fixed by a training solution. You will describe the rationale for that.
3. Your rationale for why instruction or training is the most effective solution has been accepted. You will describe why your rationale has been accepted.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

Unit 1 ›› What is Instructional Design?

 Introduction

In ED5802, Principles of Instructional Design, you learned about the principles and some of the theories that guide an instructional designers' decisions during the process of creating instructional solutions for specific human performance problems. This course builds on that knowledge and allows you to practice so that you may gain some experience in applying the instructional design process.

As a discipline, instructional design is a systematic process based on a theoretical approach. The instructional design process is guided by instructional design principles with the expected outcome of an instructionally sound product that enables learners to meet the learning goals. However, before a final delivery method is established, it is the designer's role to determine whether instruction is the best way to address a knowledge or performance gap.

In this unit, you will do a self-assessment of your knowledge of instructional design using the Association for Educational Communications and Technology (AECT) and International Board of Standards for Training, Performance and Instruction (ibstpi) performance standards for instructional design.

Learning Activities

u01s1 - Studies

Readings

Use *Rapid Instructional Design: Learning ID Fast and Right* (3rd ed.) to read the following:

- Chapter 1, "What Is This Instructional Design Stuff Anyway?," pages 1–14.
- Chapter 2, "Before You Do Anything: Pre-Instructional Design Activities," pages 17–33.

Multimedia

- Complete the Self-Assessment Checklist.
  - You will use this checklist in this unit's first discussion to assess yourself against the standards and competencies provided by the AECT and IBSTPI.
- Listen to the audio Interview with Dr. George Piskurich.
  - Dr. George Piskurich is the principal of GMP Associates and author of *Rapid Instructional Design: Learning ID Fast and Right*.

Additional Resources

As you progress through the course, you are encouraged to explore these optional texts for more information:

- Dirksen, J. (2016). *Design for how people learn* (2nd ed.). San Francisco, CA: Pearson.
- Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.
- Moore, M. G. (2013). *Handbook of distance education* (3rd ed.). New York, NY: Routledge.
- Reiser, R. A., & Dempsey, J. V. (2018). *Trends and issues in instructional design and technology* (4th ed.). New York, NY: Pearson.
- Rothwell, W. J, Benscoter, B., King, M., & King, S. B. (2016). *Mastering the instructional design process: A systematic approach* (5th ed.). Hoboken, NJ: Wiley.
- Simonson, M., Smaldino, S., & Zvacek, S. M. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th ed.). Charlotte, NC: Information Age Publishing.

You are also encouraged to explore the Media Resource Center for Capella-made multimedia examples. This may help you in the creation of your own media pieces in this course.

u01s2 - Course Project Preparation

In this course, the assignments are building blocks of a course project. Therefore, it is important to become familiar with the guidelines of the course project early. Review the course project description to familiarize yourself with the project assignments and how they fit together to comprise the course project.

You will choose a topic for an instructional solution that you will design to complete your course project and all the assignments that it encompasses. If possible, you are encouraged to select a topic related to your work (applying academic material to a real-world situation is the most effective learning experience). Think about the potential that the topic can add to your project. Contact your instructor if you have any questions about your project topic.

u01s3 - Kaltura

In Unit 10, you will be asked to use a presentation recording software to finalize your presentation. Capella makes available Kaltura, an easy to use and upload software. You can use Kaltura or similar software (please make sure your instructor can open and view your final product), to record a presentation for an assignment. You will want to have an external or built-in microphone (webcam optional) to complete your assignment, which you should test in advance.

Kaltura is a great option to use. It is easier to create the recording and is seamlessly integrated into the courseroom.

Multimedia

- Complete the Kaltura Basics Tutorial.

◦ In this tutorial, you will explore how to use Kaltura.

Refer to Using Kaltura [PDF] for instructions for hardware setup. If you have not already done so, set up and test your external microphone and webcam using the installation instructions provided by the manufacturer.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

If you are unable to access the hardware needed to record the presentations, you may substitute PowerPoint presentations with extensive notes with the permission of your instructor.

u01s4 - Your Online ePortfolio

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information, visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development.

Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Exploring Instructional Design Skills

This discussion has two parts:

Part 1

- In the first study in this unit, you reviewed the standards and competencies of two professional organizations, AECT and ibstpi. You also viewed the checklist provided in the *Self-Assessment Checklist* media piece. For this discussion, use the checklist to assess yourself against the standards and competencies provided by these two organizations. Then, answer the following questions as an introduction to your discussion post:
  - Reflect on your responses and interpretation. Is this an accurate assessment of your knowledge of instructional systems design (ISD)? Why or why not?
  - What are the areas of strength and weakness in your ISD knowledge?
  - What has been your experience in the instructional design process?

Part 2

- Reflect on your instructional design experiences in the workplace or in an educational setting, using the readings and other scholarly sources.
- Identify a situation in which you think training or instruction could be used to address a particular problem.
- Describe a performance problem.
- Provide a rationale for recommending training as a solution.
- Explain how a problem stems from the lack of knowledge, skills, or attitudes rather than from lack of motivation, incentives, et cetera.

Response Guidelines

Respond to the posts of two of your peers. Compare and contrast your answer for all the points of this post. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

AECT Standards, 2012 Version

Instructional Design Competencies

Self-Assessment Checklist | Transcript

u01d1 - Learning Components

- Define the current situation.
- Define the desired situation.
- Define the gap between the current and desired situation.
- Apply the principles of effective composition.

Unit 2 ›› Instructional Design Models and the Outcomes of Instruction

Introduction

A model is a framework. There are numerous models of instructional design, and each makes different assumptions about steps in instructional design processes. Various models may be applied under different conditions. It is the instructional designer's job to find and apply a model that best fits the environment, the learners, and the identified performance gap.

An instructional designer must start with a comprehensive understanding of learning, teaching, media, and instructional design theories and proposed instructional models. Using that knowledge, the instructional designer selects an instructional design model that relates best to the learning problem being solved.

In this unit, you will learn more about instructional design models, their assumptions, and the situations in which each is applied.

All instruction has a purpose or ultimate goal, which is a broad statement of desired outcomes; objectives are more specific. Gagné designed a framework of five broad categories called learning outcomes on which instruction is built. These are intellectual skills, cognitive strategy, verbal information, attitude, and motor skills (Gagné, Wager, Golas, & Keller, 2005). Instructional goals and performance objectives contain action verbs that represent what the learners will be able to do. The action verbs should be directly observable and directly measurable. Verbs such as understand, know, and learn are examples of verbs that are not directly observable or measurable.

Reference

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following:

- Obizoba, C. (2015). Instructional design models-framework for Innovative teaching and learning methodologies. *The Business & Management Review, 6*(5), 21–31.

Multimedia

- Listen to the Interview With Dr. David Bowen.
    ◦ Dr. David Bowen is an instructional designer at Capella University.

u02s2 - Topic Selection Preparation

In this unit, you will complete the Topic Selection section of the Design Document Template [DOCX]. You will post your first draft in the second discussion of this unit, receive feedback from your peers, and incorporate it to finalize your completion of this portion of the Design Document Template.

If possible, you are encouraged to select a topic related to your work (applying academic material to a real-world situation is the most effective learning experience). Contact your instructor if you have any questions about your project topic.

There are several considerations to make when choosing your project topic. Your topic selection should meet the following criteria:

1. It fits the need of an identified target population you selected.
    ◦ You will describe the need.
    ◦ You will describe the target population.
2. The subject is well known to you.
3. The content is manageable and can be taught in about 20–30 minutes.
4. The type of learning represented is an intellectual skill.
5. The selected topic is appropriate to be delivered as self-paced lesson.

Identify a topic that would be suitable for developing an instructional unit for the course project:

- Create the instructional goal.
    ◦ Please remember instructional goals and learning objectives should contain action verbs that represent what the learners will be able to do. The action verbs should be directly observable and directly measurable. Verbs such as understand, know, and learn are examples of verbs that are not directly observable or measurable.

- Provide a brief rationale in which you explain how you are knowledgeable about the subject.
- Why you find the subject interesting.
- Describe why you think the content is manageable and can be taught in about 20 minutes.
- Why your topic could be categorized as an intellectual skill.
    ◦ For examples of types or domains of learning, read about Bloom's taxonomy.

Course Resources

Bloom's Taxonomy Revised [DOCX]

Design Document Template [DOCX]

u02d1 - Compare and Contrast Design Models

Instructional design models provide a framework for analyzing a performance problem and designing instruction to address it. Using the readings or other scholarly sources from the Capella University Library:

1. Pick two instructional design models that you would read about.
2. Discuss how the selected models are complementary and contradictory to each other.
3. Provide examples of an instructional situation that would be best served by each of the selected models.
4. Provide a rationale for your recommendation.

Make your post substantive and reference the assigned readings or other professional sources to support your views.

Response Guidelines

Respond to the post of one of your peers. Discuss how minor changes in the instructional situation would influence the choice of design model. Discuss whether the differences in the models are subtle or significant. Provide a referenced rationale that supports your answer.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u02d1 - Learning Components

- Define the current situation.
- Describe who the learners are.
- Define the desired situation.
- Define the gap between the current and desired situation.
- Identify the tasks necessary to achieve the instructional goal.
- Apply the principles of effective composition.

u02d2 - Peer Review: Topic Selection

In this discussion, you will complete the Topic Selection section of the Design Document Template, linked in the Resources. You will post your first draft here, receive feedback from your peers, and incorporate the feedback to finalize your completion of this portion of the Design Document Template. Follow the guidelines from the Topic Selection Preparation activity in this unit to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together to brainstorm on the topic for the course project. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u02d2 - Learning Components

- Identify a self-paced topic.

- Describe who the learners are.
- Identify a topic that can be taught in 20–30 minutes.
- Describe the learner's physical traits.
- Describe the learner's aptitudes.
- Identify prerequisite knowledge.

Unit 3 ≫ Needs Analysis

Introduction

The first step in the instructional design process is to complete a needs analysis. Smith and Ragan (2005) maintain that the purpose of a needs analysis "is to determine that there actually is a need for new instruction to be developed" (p. 43). Gagné, Wager, Golas, and Keller (2005) emphasize that a needs analysis is the process of determining needs and it identifies desirable goals as well as the current state of affairs and the gap between the two. Likewise, Piskurich (2015) states that a needs analysis report can simply be a discussion of what you uncovered and the decisions that were made during the information-gathering process that helped to identify the performance problem and to determine who is affected and how.

The results of a needs analysis verify whether training or instruction can solve the performance problem you identified. Not all performance problems can be solved through training or instruction. Developing a needs analysis plan allows the instructional designer to create a road map for future steps in the instructional design process.

In this course, you will work on a design and development project. For the purpose of this course, it is assumed that the needs analysis was already conducted and that a solid rationale explains why instruction or training is the most effective solution and was already established.

References

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.

Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Hoboken, NJ: Wiley.

Smith, P. L., & Ragan, T. J. (2005). *Instructional design* (3rd ed.). Hoboken, NJ: Wiley.

Learning Activities

u03s1 - Studies

Readings

Use *Rapid Instructional Design* to read the following:

- Chapter 2, "Before You Do Anything: Pre-Instructional Design Activities," pages 34–62.
- Chapter 3, "Do You Know What You Need to Do? Analysis," pages 63–72.

Use the Capella University Library to read the following:

- Holloway, K., Arcus, K., & Orsborn, G. (2018). Training needs analysis - The essential first step for continuing professional development design. *Nurse Education in Practice, 28,* 7–12.
- Eshtehardi, R. (2017). Needs analysis and course design; A framework for designing exam courses. *International Journal of Applied Linguistics and English Literature, 6*(6), 274–288.

Multimedia

- View Problem-Based Learning Scenarios.
  ◦ This presentation provides three scenarios in which you will determine the action required from an instructional design standpoint.

u03s2 - Needs Analysis Preparation

Your first assignment for this course is due in Unit 4. You have started preparing for it in the previous unit when you did your topic selection and wrote the instructional goal. In this unit, you will finalize the needs analysis preparation. You should prepare a draft to post in the second discussion of this unit to receive peer review.

Your post of the needs analysis should include the target audience and the identified need based on your topic. The need is defined by delineating a gap between the current situation and the desired situation. Therefore, you need to include all these elements in your description of the identified need. Remember, you will have to make up this information based on the topic selection you have made. The assumption is that the needs analysis was completed.

u03d1 - Needs Analysis Intricacies

For this discussion, you should choose one of the scenarios listed here to compose your post:

Scenario 1

An insurance company has added a new life insurance policy to its line of policies. The new policy was expected to be a big seller. The new policy is not selling anymore after four months, even though there has been no decrease in the total number of policies sold each month. The boss did an investigation and found that sales representatives were not even talking about the new policy to the customers. You have been hired to solve the performance problem.

Based on facts in the above scenario and the principles outlined in the readings, describe the importance of stakeholder perspectives and how they inform the scope and focus of a needs assessment. Identify questions that you propose asking and the process you propose following to determine whether the performance problem can be solved with an instructional or training method.

Scenario 2

You are assigned to check the work of another instructional design team that completed a needs assessment. You find out that the team changed its recommended solutions because team members were pressured by managers in the organization to interpret results in ways that protected the political ambitions of several key managers.

Based on the scenario described above and the principles emphasized in the readings, explain the steps you propose to analyze results of the needs analysis plan. Describe strategies you would use to correct the problem and redirect the results of the needs assessment.

Response Guidelines

Respond to the post of one of your peers. Discuss specific stakeholder perspectives that might influence a needs assessment. What other processes can help to determine whether a performance problem can be solved with an instructional or training solution? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u03d1 - Learning Components

- Analyze the context environment.
- Define ethical, legal, and political implications in the workplace.
- Define a job description.
- Identify prerequisite knowledge.
- Apply the principles of effective composition.

u03d2 - Needs Analysis Peer Review

In this discussion, you will complete a part of the Types of Analysis: Needs, Learner, and Job or Context Analysis portion of the Design Document Template, linked in the Resources. You will focus on the first part Needs Analysis (defining the need). You will post your first draft here, receive feedback from your peers, and incorporate the feedback to finalize your completion of the first assignment. Follow the guidelines from the Needs Analysis portion of the Design Document Template to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the Needs Analysis. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u03d2 - Learning Components

- Define the current situation.
- Analyze the context environment.
- Describe who the learners are.
- Define the desired situation.
- Define a job description.
- Describe the learner's physical traits.
- Describe the learner's aptitudes.
- Define the gap between the current and desired situation.

Unit 4 ›› Types of Analysis: Audience (Learner or Trainee) and Job

Introduction

A critical skill for an instructional designer is the ability to identify and describe characteristics of target audiences that may be important to consider when developing training or instruction. This process is known as a *learner analysis*, *trainee analysis*, or *audience analysis*. The end product of this process is summarized in a learner profile.

A learner profile helps an instructional designer to tailor instruction to the learners. Piskurich (2015) suggests that before you proceed with the analysis of what needs to be learned by the learner, you must gain a deep understanding of the learner. To do this analysis, Piskurich provided a list of audience analysis questions, a list of top audience characteristics, and templates for audience analysis and audience analysis report.

There are a variety of analyses that help an instructional designer learn more about training requirements, including organizational analysis, performance analysis, gap analysis, job analysis, task analysis, learning analysis, and delivery analysis.

In this unit, you will develop an audience (learner or trainee) analysis and a job analysis. While it may take some time to complete the audience and job analysis, it is important for the instructional designer to complete this process to ensure that the target audience can transfer the new knowledge, skills, and attitudes to the desired job setting. Do not be pressured into bypassing this critical step!

Reference

Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Hoboken, NJ: Wiley.

Learning Activities

u04s1 - Studies

Readings

Use *Rapid Instructional Design* to read the following:

- Chapter 3, "Do You Know What You Need to Do? Analysis," pages 91–103.

Use the Capella University Library to read the following:

- Lam, C., & Hannah, M. A. (2016). Flipping the audience script: An activity that integrates research and audience analysis. *Business and Professional Communication Quarterly, 79*(1), 28–53.
- Landers, A. (2017). Conduct an audience analysis. *Training, 54*(6), 16.
- Mesch, R., & Comolli, S. (2015). Training the world: Using archetypes to create a practical global learning strategy. *Industrial and Commercial Training, 47*(1), 8–14.

u04s2 - Learner and Job Analysis Preparation

Be sure you read the scoring rubric for the Needs, Learner, and Job or Context Analysis assignment to learn how you will be evaluated.

Your first assignment for this course is due this week. You have started preparing for it in the previous unit when you did your topic selection and wrote the instructional goal, and then when you wrote the needs analysis. In this unit, you will finalize need, learner and job analysis preparation. You should prepare a draft to post in Discussion 2 of this unit to receive peer review.

The learner analysis should include a descriptive profile of relevant learner characteristics. This may include some of the following:

- Learners' prerequisite knowledge, skills, and attitudes.
- Learners' physical traits necessary for the instructional experience.
- Learners' other relevant characteristics, such as demographic or physiological characteristics, aptitudes, experience, learning styles, attitudes, job categories, value systems, life cycle stages, or career stages.

What you will include in the job analysis will depend on the chosen target audience and lesson or training topic. For your topic, we recommended that, if possible, you select a topic related to your work (applying academic material to a real-world situation is the most effective learning experience). Therefore, if your target population and topic is for professionals, you will include a job analysis based on the professionals you are designing the instruction for. For example, if your lesson or training is on improving presentation skills for instructional designers, you will provide a job analysis for instructional designers emphasizing presentation skills. If on the other hand your lesson or training focus on teaching young learners on how to tell time, then you should provide a context analysis of the learner's environment and the benefit of learning the new skills.

The job analysis should include the following:

- Job title.
- Job description.
- Job tasks.
- Possible prerequisite learning.
- Important professional characteristics.

The context analysis of the learner's environment should include the following:

- Age-group.
- Potential programs they are part of.
- Other skills they are likely to learn.
- Possible prerequisite learning.
- Significance of learning the skills you are proposing.

After receiving peer feedback in this unit's discussion, revise your draft by incorporating the appropriate feedback and then submit the final version in the assignment.

Course Resources

Design Document Template [DOCX]

u04s2 - Learning Components

- Analyze the context environment.
- Describe who the learners are.
- Define a job description.

- Describe the learner's physical traits.
- Describe the learner's aptitudes.
- Identify prerequisite knowledge.

u04a1 - Needs, Learner, and Job or Context Analysis

Make sure you have completed the topic selection before starting the assignment. You should have completed the topic selection in the first discussion of Unit 2. When submitting this assignment, the Design Document Template should have the finalized topic plus the Need, Learner, and Job Analysis completed.

For this assignment, describe the target population and the identified need (you will have to make up this information based on the topic selection you made). You will then complete the learner analysis and a job analysis. Use the Need, Learner, and Job Analysis section of the Design Document Template linked in the Resources to create and submit your analyses.

Once you complete a draft of your analyses, post the draft to the first discussion in this unit. After receiving peer feedback in this unit's first discussion, revise your draft by incorporating the appropriate feedback and then submit the final version in this assignment.

The needs analysis should include the target audience and the identified need based on your topic. The need is defined by delineating a gap between the current situation and the desired situation. Therefore, you need to include all these elements in your description of the identified need.

The learner analysis should include a descriptive profile of relevant learner characteristics. This may include some of the following:

- Learners' prerequisite knowledge, skills, and attitudes.
- Learners' physical traits necessary for the instructional experience.
- Learners' other relevant characteristics, such as demographic or physiological characteristics, aptitudes, experience, learning styles, attitudes, job categories, value systems, life cycle stages, or career stages.

What you will include in the job analysis will depend on the chosen target audience and lesson or training topic. For your topic, we recommended that, if possible, you select a topic related to your work (applying academic material to a real-world situation is the most effective learning experience). Therefore, if your target population and topic is for professionals, you will include a job analysis based on the professionals you are designing the instruction for. For example, if your lesson or training is on improving presentation skills for instructional designers, you will provide a job analysis for instructional designers emphasizing presentation skills. If on the other hand your lesson or training focus on teaching young learners on how to tell time, then you should provide a context analysis of the learner's environment and the benefit of learning the new skills.

The job analysis should include the following:

- Job title.
- Job description.
- Job tasks.
- Possible prerequisite learning.
- Important professional characteristics.

The context analysis of the learner's environment should include the following:

- Age group.
- Potential programs they are part of.
- Other skills they are likely to learn.
- Possible prerequisite learning.
- Significance of learning the skills you are proposing.

In this assignment you should:

1. Identify the learner's need
2. Propose a topic for the instructional product.
3. Discuss the learner's characteristics.
4. Analyze the job for the target audience professionals or the context analysis of the learner's environment.
5. Write following APA style for in-text citations and references.
6. Write clearly and logically with the correct use of spelling and grammar.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.

- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

Course Resources

Design Document Template [DOCX]

APA Style and Format

Writing Feedback Tool

u04d1 - Learner Analysis and Job Analysis Scenario

You have been asked to design safety instructions for the blue-collar employees of a nonunionized industrial plant located on the shores of Michigan's Upper Peninsula. The plant, which employs 680 blue-collar and 82 white-collar workers, manufactures pressed wood for inexpensive furniture.

The managers of the plant have never before recognized the need to offer formalized safety instructions, until the present when safety instruction sessions have been conducted informally by supervisors. But a recent rash of industrial accidents, which left one worker dead and three permanently disabled, prompted plant management to hire a consulting firm to design safety instructions and instruct several employees as in-house instructors. The business goal is to offer safety instructions on a continuous basis.

The consultants (all seasoned instructional designers) carried out a thorough needs assessment and reviewed all governmental safety laws, rules, regulations, and local ordinances that affect the plant. As part of their assessment, they examined the safety issues that affect each job category of production workers on the plant floor. At management's request, the consultants also included an instructional needs assessment for white-collar workers in the plant's offices.

Before designing safety instructions, the consultants felt it was important to clarify the attitude of the employees on safety. Accordingly, they have requested permission from management to conduct an attitude survey on safety with the plant's employees. Management, believing such a survey will demoralize the workers in the wake of the accidents, has denied the request.

Using the readings or other scholarly sources from the Capella University Library, please answer the following questions related to the scenario:

1. What learner characteristics are important for the safety instructions to be delivered in this scenario?
2. If an employee attitude survey on safety is not feasible, what other data collection techniques could be used to assess attitudes of learners? Justify your selection.
3. What characteristics of the job analysis would be the most important to be considered in this situation? Justify your answer.

Response Guidelines

Respond to the post of one of your peers. In your response, state if you agree or disagree with your colleague's suggestions. Using the support of the readings or other scholarly sources, explain why you agree or disagree. Discuss additional suggestions that could be considered in the scenario. Make your response substantive.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u04d1 - Learning Components

- Describe who the learners are.
- Define a job description.
- Describe the learner's physical traits.
- Describe the learner's aptitudes.
- Apply the principles of effective composition.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

u04d2 - Learner and Job Analysis Peer Review

In this discussion, you will complete the second part of the Types of Analysis: Needs, Learner, and Job or Context Analysis portion of the Design Document Template, linked in the Resources. You will focus on defining the Learner and Job or Context Analysis. You will post your first draft here, receive feedback from your peers, and incorporate the feedback to finalize your completion of the first assignment. Follow the guidelines from the Needs, Learner, and Job or Context Analysis assignment to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the Learner and Job or Context Analysis What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

Unit 5 ❯❯ Types of Analysis: Task

Introduction

A task analysis must be conducted before objectives can be defined for a training or instructional experience. A task analysis is a deeper analysis of the job and includes specific knowledge, skills, and attitudes (KSAs) needed to perform job tasks. A job analysis is simply an examination of the job that people do at work. The task analysis in this unit enables you as an instructional designer to identify the skills that the learners will be able to acquire after receiving instructions. The tasks analysis also helps in creating the instructional content that will be the focus of the instruction.

According to Gagné, Wager, Golas, and Keller (2005) there are two types of task analysis: Procedural Task Analysis (also called Information-Processing Analysis) and Learning-Task Analysis. An instructional designer usually works closely with a subject matter expert (SME) to complete a task analysis.

In this unit, you will use task analysis to identify and clarify the individual steps and sub-steps involved in demonstrating the complex skill of the instructional goal you have developed for your project.

Reference

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.

Learning Activities

u05s1 - Studies

Readings

Use _Rapid Instructional Design_ to complete the following:

- In Chapter 3, "Do You Know What You Need to Do? Analysis," read pages 72–91.

Use the Capella University Library to read the following:

- Ipek, I., & Sözcü, O. F. (2014). Considerations for task analysis methods and rapid E-learning development techniques [PDF]. *Asia Pacific Journal of Multidisciplinary Research*, *2*(1), 20–24.
- Bell, S. T., & Brown, S. G. (2016). Training and Personnel Development. In H. L. Miller, Jr. (Ed.), *The SAGE Encyclopedia of Theory in Psychology* (Vol. 2, pp. 939-942). Los Angeles: SAGE Reference.
- Ebbers, S. (2015). Skill decomposition. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 652-655). Thousand Oaks, CA: SAGE Publications Ltd.

- Feldon, D., Warren, S. & Rates, C. (2015). <u>Cognitive task analysis</u>. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 118-122). Thousand Oaks, CA: SAGE Publications Ltd.

u05s2 - Task Analysis Preparation

Task analysis is the next step of the needs analysis. You have identified the gap for which you will design an instructional solution. You have also defined the instructional goal. If necessary, revise your instructional goal according to the feedback received.

- Instructional goals are statements of what the learners will be able to do at the end of the instruction.
  - They should not represent the designer or instructor goal for the learners.
  - They should not state what will be taught or the goal of the instruction.
- Instructional goals are broad in scope (involve all the skills the learners will be able to perform).
- Instructional goals should contain action verbs, that represent what the learners will be able to do.
- The action verbs should be directly observable and directly measurable.
  - Verbs such as understand, know, and learn are examples of verbs that are not directly observable or measurable. Please see the Bloom's Taxonomy Revised handout, linked in the Resources for more help.

Based on the instructional goal, you will proceed to the breakdown of the goal into the tasks. The tasks will then be broken down into 3–6 steps. An expert learner (or an individual who knows how to complete the task) would follow these steps to complete the task and the instructional goal for your project.

The task breakdown should include the following:

- A list of five to eight tasks to achieve the instructional goal.
  - For each task, identify three to six steps that an expert (an individual who knows how to complete the task) would follow.

Please note the following:

- Think about the tasks as the division of your topic into subtopics.
- The steps are the actions to complete the subtopic.
  - The steps should start with action verbs that are directly observable and directly measurable.
  - The steps should start with an action verb and should not be a complete sentence.
  - The steps should have an action verb and noun so that they can be used as behavior in the objectives (for example, describe the problem).

Once you complete a draft of your task analysis, post the draft to the peer review discussion in this unit. After receiving peer feedback in the discussion, revise your draft by incorporating the appropriate feedback before submitting the final version in Unit 6 assignment.

Course Resources

Bloom's Taxonomy Revised [DOCX]

Design Document Template [DOCX]

u05s2 - Learning Components

- Describe what the learners will be able to do after the instruction.
- Identify action verbs that are directly observable and directly measurable.
- Identify the tasks necessary to achieve the instructional goal.
- Breakdown the tasks into steps that are directly observable and directly measurable.
- Apply the principles of effective composition.

u05d1 - Task Analysis Explained

In this activity, you will discuss the process you used to complete the task analysis for your project. Provide the instructional goal for your project to provide context. Using the readings or other scholarly sources from the Capella University Library to address the following:

1. Explain the steps you took to complete the task analysis.

2. What learner characteristics influenced your decisions when performing the task analysis?
3. What other factors, in addition to learner characteristics, should be considered when performing the task analysis?
4. What are the consequences of having an unbalanced task analysis—too many steps or too few steps?

Response Guidelines

Respond to the post of one of your peers. Discuss whether you agree with the methods they selected for their examples. Could a different analysis apply to the examples they cited? Provide a rationale for your reaction. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u05d1 - Learning Components

- Describe what the learners will be able to do after the instruction.
- Identify action verbs that are directly observable and directly measurable.
- Identify the tasks necessary to achieve the instructional goal.
- Breakdown the tasks into steps that are directly observable and directly measurable.

u05d2 - Task Analysis Peer Review

In this discussion, you will complete the Task Analysis portion of the Design Document Template, linked in the Resources. You will post your first draft here, receive feedback from your peers and incorporate the feedback in the second assignment, Task Analysis and Performance Objectives, that is due next week. Follow the guidelines from the Task Analysis and Performance Objectives assignment to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the Task Analysis. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u05d2 - Learning Components

- Describe what the learners will be able to do after the instruction.
- Identify action verbs that are directly observable and directly measurable.
- Identify the tasks necessary to achieve the instructional goal.
- Breakdown the tasks into steps that are directly observable and directly measurable.
- Apply the principles of effective composition.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

Unit 6 ›› Performance Objectives and Measurements

Introduction

After a task analysis is completed, an instructional designer can focus on writing performance objectives. Performance objectives also referred to as behavioral objectives, are measurable descriptions of what learners will be able to do upon the completion of instruction. Effective performance objectives contain four essential components: the conditions under which the behavior must be performed, the audience (learners), an observable behavior, and the criteria that will be used to evaluate the performance (Mager, 1997). Performance objectives are written in one sentence and the criterion does not have to be the last item in the sentence, for example, when the criterion is always, or all. Gagné, Wager, Golas, and Keller (2005) suggest that performance objectives have five components that communicate the situation, the type of learning being performed, the content or object of the performance, an action verb with the observable behavior, and the tools or conditions required for successful performance.

It is important to create performance objectives before developing instructional materials because objectives serve to benefit the instructional designer, the teacher or trainer, and the learners. The instructional designer derives objectives from the performance tasks identified in the task analysis. These objectives guide the instructional designer in the development of the performance measurements and instructional strategies. The trainer or teacher uses performance objectives to guide instructional processes as well as to communicate to learners what is expected of them. In turn, learners are able to clearly understand what they are going to learn before training or instruction takes place.

Performance objectives are used to create performance measurements. "Established to monitor learner achievement, performance measurements build accountability for results into instruction from the outset" (Rothwell & Kazanas, 2008, p. xxv). Performance measurements must align with the performance objectives. An instructional designer also uses the results of learner analysis and work setting analysis to determine the best ways to measure performance.

References

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.

Mager, R. F. (1997). *Preparing instructional objectives: A critical tool in the development of effective instruction* (3rd ed.). Atlanta, GA: Center for Effective Performance.

Rothwell, W. J, Benscoter, B., King, M., King, S. B. (2016). *Mastering the instructional design process: A systematic approach* (5th ed.). Hoboken, NJ: Wiley.

Learning Activities

u06s1 - Studies

Readings

Use *Rapid Instructional Design* to read the following:

- Chapter 4, "How to Do It: Design," pages 107–202.

Use the Capella University Library to read the following:

- Guerra-López, I. (2015). Organizational learning and performance. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 562–564). Thousand Oaks, CA: SAGE Publications.

Multimedia

- Listen to the audio Interview With Dr. James Kirkpatrick.
  - Dr. James Kirkpatrick is a senior consultant at Kirkpatrick Partners.

u06s2 - Performance Objectives Preparation

Be sure you read the scoring rubric for the Task Analysis and Performance Objectives assignment to know how you will be evaluated.

For the performance objectives, you should select one of your tasks and steps you listed as the breakdown analysis of the task. Write a performance objective for each of the steps you listed in your breakdown analysis of the task. For each performance objective, you will include:

- The conditions (in which the behavior will occur).
- The audience (normally the learners).

- The behavior (should be the step).
- The criterion (the criterion does not have to be the last item of the objectives).

The performance objectives are written in one sentence. You will have three to six performance objectives depending on how many steps you decide were necessary to break the task.

To complete this assignment, write an assessment item that could be used to appropriately measure the learning specified in the objective (for each of your performance objectives).

Once you complete a draft of your performance objectives and assessment items, post the draft to the peer review discussion in this unit. After receiving peer feedback in the discussion, revise your draft by incorporating the appropriate feedback before submitting the final version in the assignment in this unit.

Course Resources

Bloom's Taxonomy Revised [DOCX]

Design Document Template [DOCX]

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u06s2 - Learning Components

- Describe what the learners will be able to do after the instruction.
- Identify action verbs that are directly observable and directly measurable.
- Identify the conditions for the behavior.
- Identify the tasks necessary to achieve the instructional goal.
- Identify the degree to measure the behavior.

u06a1 - Task Analysis and Performance Objectives

For this assignment, complete a task analysis and write performance objectives for one of your tasks and its steps. Use the Task Analysis and Performance Objectives and Measurements sections of the Design Document Template linked in the Resources to create and submit your analyses.

Once you complete a draft of your task analysis, post the draft to the peer review discussion in Unit 5. After receiving peer feedback in the second discussion of Unit 5, revise your draft by incorporating the appropriate feedback before submitting the final version in Unit 6 assignment.

Task analysis is the next step of the needs analysis. You have identified the gap for which you will design an instructional solution. You have also defined the instructional goal. If necessary, revise your instructional goal according to the feedback received.

- Instructional goals are statements of what the learners will be able to do at the end of the instruction.
    - They should not represent the designer or instructor goal for the learners.
    - They should not state what will be taught or the goal of the instruction.

- Instructional goals are broad in scope (involve all the skills the learners will be able to perform).
- Instructional goals should contain action verbs, that represent what the learners will be able to do.
- The action verbs should be directly observable and directly measurable.
    - Verbs such as understand, know, and learn are examples of verbs that are not directly observable or measurable. Please see the Bloom's Taxonomy Revised handout, linked in the Resources for more help.

Based on the instructional goal, you will proceed to the breakdown of the goal into the tasks. The tasks will then be broken down into 3–6 steps. An expert learner (or an individual who knows how to complete the task) would follow these steps to complete the task and the instructional goal for your project.

The task breakdown should include the following:

- A list of five to eight tasks to achieve the instructional goal.
    - For each task, identify three to six steps that an expert (an individual who knows how to complete the task) would follow.

Please note the following:

- Think about the tasks as the division of your topic into subtopics.
- The steps are the actions to complete the subtopic.
    - The steps should start with action verbs that are directly observable and directly measurable.
    - The steps should start with an action verb and should not be a complete sentence.
    - The steps should have an action verb and noun so that they can be used as behavior in the objectives (for example, describe the problem).

For the performance objectives, you should select one of your tasks and steps you listed as the breakdown analysis of the task. Write a performance objective for each of the steps you listed in your breakdown analysis of the task. For each performance objective, you will include:

- The conditions (in which the behavior will occur).
- The audience (normally the learners).
- The behavior (should be the step).
- The criterion (the criterion does not have to be the last item of the objectives).

The performance objectives are written in one sentence. You will have three to six performance objectives depending on how many steps you decide were necessary to break the task.

To complete this assignment, write an assessment item that could be used to appropriately measure the learning specified in the objective (for each of your performance objectives).

In this assignment you should:

- Create an instructional goal.
  - Instructional goals should be focused on what the learners will be able to do by including action verbs that are directly observable and directly measurable.
- Perform the task analysis.
  - Break the instructional goal into tasks and the tasks into steps that are directly observable and directly measurable.
- Create performance objectives following the ABDC model.
- Design assessment items that are aligned with the performance objectives.
- Write following APA style for in-text citations and references.
- Write clearly and logically with the correct use of spelling and grammar.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

Course Resources

Design Document Template [DOCX]

APA Style and Format

Writing Feedback Tool

u06d1 - Performance Objectives Analysis

Select two objectives from the following examples.

Use readings or other scholarly resources from the Capella University Library to complete the following:

1. Judge whether they are stated in performance terms and whether they are accurate, comprehensive, and appropriate.
2. Describe what elements you believe are missing.

Then follow the following steps:

1. Draft two revised objectives using the ABCD format (audience, behavior, condition, and degree).
2. Use measurable action verbs like the ones illustrated in the Bloom's Taxonomy Revised handout, linked in the Resources.
3. For each objective, write an assessment item appropriate for assessing the learning specified in the objective.
4. Explain why you believe the test item would be appropriate.

Some examples are listed below:

1. The customer service representative will recognize how to greet callers.

2. In this workshop, the learner will understand how to take a blood pressure reading.
3. The second-grade students will know how to tell time.
4. The learner will understand the importance of recycling.
5. The learner will watch a simulation of how to serve a tennis ball.
6. The learner will appreciate the value of a well-balanced diet.
7. The learner will use the Dewey Decimal system.
8. The supervisor will give positive and negative feedback to employees.
9. The eighth-grade science student will explain the differences between sedimentary and igneous rocks.
10. The learner will recognize and reward staff that handle conflict properly.

Response Guidelines

Respond to the post of one of your peers. Use readings or other scholarly resources from the Capella University Library to complete the following:

1. Discuss the analysis made of the two examples.
   ◦ Do you agree or disagree with what your colleague pointed out? Why?

2. Discuss the two objectives your classmate posted, and state whether you believe that they do or do not meet the ABCD format.
   ◦ Provide your rationale for your responses.

Course Resources

Graduate Discussion Participation Scoring Guide

Bloom's Taxonomy Revised [DOCX]

u06d1 - Learning Components

- Describe what the learners will be able to do after the instruction.
- Identify action verbs that are directly observable and directly measurable.
- Identify the conditions for the behavior.
- Identify the degree to measure the behavior.
- Explain why the chosen assessment item is aligned with the performance objective.
- Identify assessment items that measure the achievement of the objectives.

u06d2 - Performance Objectives Peer Review

In this discussion, you will complete the Performance Objectives and Measurements portion of the Design Document Template, linked in the Resources. You will post your first draft here, receive feedback from your peers and incorporate the feedback to the third assignment Task Analysis and Performance Objectives that is due this week. Follow the guidelines from the Performance Objectives and Measurements portion of the Design Document Template to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the Performance Objectives and Measurements. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u06d2 - Learning Components

- Describe what the learners will be able to do after the instruction.

- Identify action verbs that are directly observable and directly measurable.
- Identify the conditions for the behavior.
- Identify the degree to measure the behavior.
- Explain why the chosen assessment item is aligned with the performance objective.
- Identify assessment items that measure the achievement of the objectives.

Unit 7 ▶▶ Designing Instructional Sequences, Sequencing Objectives, and Specifying Instructional Strategies

Introduction

After creating the performance objectives and measurements, an instructional designer can focus on sequencing the objectives. Sequencing involves determining the order in which objectives will be introduced to learners. Many different techniques are available for determining an instructional sequence. Gagné, Wager, Golas, and Keller (2005) have developed desirable sequence characteristics associated with the Five Types of Learning Outcomes that instructional designers may examine to select the sequencing approach that best suits their learners and learning situation.

An instructional strategy is a plan that an instructional designer develops to identify how content will be taught. Gagné, Wager, Golas, and Keller (2005) define instruction as "a set of events external to the learner designed to support the internal process of learning" (p. 194). You may want to review Gagne's Nine Events of Instruction that are used to activate and support the learning process (Gagné et al, 2005).

An instructional strategy serves as the blueprint for the development of the instructional materials. Often an instructional designer makes decisions about media and delivery systems to further define how the instruction will be delivered.

Reference

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.

Learning Activities

u07s1 - Studies

Readings

Use _Rapid Instructional Design_ to read the following:

- Chapter 9, "Asynchronous E-Learning Design," pages 367–408.
- Chapter 10, "Synchronous E-learning Design," pages 409–452.

Use the Capella University Library to read the following:

- Johnson, T. E. (2015). Conditions of learning: Gagné's nine events of instruction. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 143–144). Thousand Oaks, CA: SAGE Publications.
- Gibbons, A. S. (2015). Instructional design models. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 387–388). Thousand Oaks, CA: SAGE Publications.
- Goodyear, P. (2015). Design of engaging informal learning places and spaces. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 185–188). Thousand Oaks, CA: SAGE Publications.

Multimedia

- Listen to the audio Interview with Dr. Jonathan Peters.
  - Dr. Jonathan Peters is the chief motivation officer at Sententia Gamification Consortium.

u07s2 - Design Sequences, Objectives, and Strategies Preparation

Prepare a draft of the first portion of the Design Sequences, Objectives, and Strategies assignment that is due in Unit 8. Create a sequencing approach and describe instructional strategies for the three to six performance objectives you created in Unit 6 assignment. Use the Design Instructional Sequence, Sequencing of Objectives, and Instructional Strategies section of the Design Document Template [DOCX] to create and submit your assignment.

The Design Sequences, Objectives, and Strategies assignment should include the following:

- The performance objectives and measurements you drafted in the Unit 6 study and are using for this assignment.
- A description of the sequencing approach you plan to use for your objectives and your rationale for this selection.
- A description of the instructional strategies you plan to use for each objective based on Gagné's Nine Events of Instruction has listed below as an example. Please fill in the sections according to what you have finished in the units so far.
    ◦ Sequencing of Objectives:
    ◦ Sequencing Strategy:
    ◦ Rationale:
    ◦ Instructional Strategies:

Objective 1: [Insert Objective 1 here and remove the brackets -- Copy the table below for the other objectives.]

Instructional Event	Instructional Strategy (Describe how you will accomplish the instructional even
1. Capture the attention of the learner.	
2. Describe to learners what performance objectives are to be achieved.	
3. Help learners recall prerequisite learning.	
4. Present instruction to facilitate learners' achievement of performance objectives.	
5. Guide the learners through the materials so they begin to meet the objectives.	
6. Prompt the performance.	
7. Give feedback to the learners.	
8. Evaluate how well the learners are beginning to achieve the objectives.	
9. Work toward helping the learners retain what they have learned and help them apply it.	

Once you complete a draft of your assignment, post the draft to the peer review discussion in this unit. After receiving peer feedback in this unit's first discussion, revise your draft by incorporating the appropriate feedback and then submit the final version in Unit 8 assignment.

u07s2 - Learning Components

- Describe different objective sequencing approaches.
- Sequence a set of performance objectives.
- Apply the principles of effective composition.
- Identify a rationale for choosing an approach.
- Describe learning activities that are aligned with the learner needs, instructional objectives, and instructional content.
- Develop instructional strategies for a given set of objectives.

u07d1 - Consistent Instructional Design Strategies

Imagine you are the director of distance learning in your organization. Your staff consists of four employees (instructional designer, media specialist, project manager, and technical writer) who rotate responsibilities on design projects that the department handles.

Recently you have gathered data that has caused you to be concerned with the inconsistent ways the staff members complete sequencing and instructional strategy decisions. Because the staff members rotate in this role, it is important that the group follow a standard process. To address this challenge, you decide to create a job aid for your instructional design staff. In a 1–2-page document, create a job aid for your team to follow when sequencing performance objectives and selecting instructional strategies. Write a one paragraph introduction to inform your team about the new process. Use your readings or other scholarly sources from the Capella University Library to support your ideas.

Response Guidelines

Respond to the post of one of your peers. Imagine that you and your classmate were to work together creating the job aid. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u07d1 - Learning Components

- Describe different objective sequencing approaches.
- Sequence a set of performance objectives.
- Define ethical, legal, and political implications in the workplace.
- Apply the principles of effective composition.
- Identify a rationale for choosing an approach.
- Describe learning activities that are aligned with the learner needs, instructional objectives, and instructional content.
- Develop instructional strategies for a given set of objectives.
- Determine the proper application of the rules of grammar and mechanics
- Determine the proper application of APA formatting requirements and scholarly writing standards.

u07d2 - Design Sequences, Objectives, and Strategies Peer Review

In this discussion, you will complete the Design Instructional Sequences, Sequencing the Objectives, and Instructional Strategies portion of the Design Document Template, linked in the Resources. You will post your first draft here, receive feedback from your peers and incorporate the feedback into the next assignment, Design Sequences, Objectives, and Strategies, that is due next week. Follow the guidelines from the Design Sequences, Objectives, and Strategies assignment to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the Design Sequences, Objectives, and Strategies. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u07d2 - Learning Components

- Describe different objective sequencing approaches.

- Sequence a set of performance objectives.
- Identify a rationale for choosing an approach.
- Describe learning activities that are aligned with the learner needs, instructional objectives, and instructional content.
- Develop instructional strategies for a given set of objectives.

Unit 8 ❯❯ Designing, Developing, Selecting Instructional Materials, and Technology Affordances

Introduction

The design, development, and selection of instructional materials are some of the most important steps in an instructional design process. Instructional materials may include the instructor guide, reading lists, multimedia presentations, assessments, case studies, web resources, et cetera. When considering instructional materials, an instructional designer must determine which materials are appropriate given instructional objectives, learner needs, and delivery methods. The instructional designer must also determine whether instructional materials exist or whether they need to be developed.

In this unit, you will learn about the criteria that an instructional designer uses to create or select instructional materials. You will also learn about various sources that a designer may use to identify existing instructional materials for a design project.

Learning Activities

u08s1 - Studies

Readings

Use _Rapid Instructional Design_ to read the following:

- Chapter 5, "Doing It Right: Development," pages 203–261

Use the Capella University Library to read the following:

- Davis, E. A., Palincsar, A. S., Arias, A. M., Bismack, A. S., Marulis, L. M., & Iwashyna, S. K. (2014). Designing educative curriculum materials: A theoretically and empirically driven process. _Harvard Educational Review_, _84_(1), 2–52, 134–136.
- Bishop, M. J. (2015). Message design for digital media. In J. Spector (Ed.), _The SAGE encyclopedia of educational technology_ (pp. 503–505). Thousand Oaks, CA: SAGE Publications.
- Spector, J. M., & Ren, Y. (2015). History of educational technology. In J. Spector (Ed.), _The SAGE encyclopedia of educational technology_ (pp. 336–345). Thousand Oaks, CA: SAGE Publications.

u08s2 - Identify Potential Ethical, Legal, and Political Implications Preparation

Reflect on your choices after completing sequencing and strategies. Identify potential ethical, legal, and political implications in the design and development of instruction in the workplace. Include this portion under Ethical, Legal, and Political Implications portion of the Design Document Template [DOCX].

Once you complete a draft of your assignment, post the draft to the peer review discussion in this unit. After receiving peer feedback in this unit's discussion, revise your draft by incorporating the appropriate feedback and then submit the final version in the assignment due in this unit.

Course Resources

Design Document Template [DOCX]

u08s2 - Learning Components

- Define ethical, legal, and political implications in the workplace.

u08s3 - Rationale Presentation, Design and Development Project Preparation

Your final project is due in week 10. The project is a culminating assignment that incorporates the parts you have been developing in the course assignments and activities. This last assignment involves four parts:

- Design document.
- Recorded presentation of the rationale for your decisions.
- Instructional product.
- Reflection on ethical, legal, and political implications.

Please review the project guidelines one more time and start finalizing your work.

u08a1 - Design Sequences, Objectives, and Strategies

For this assignment, create a sequencing approach and describe instructional strategies for the three to six performance objectives you created in Unit 6 assignment. Use the Design Instructional Sequence, Sequencing of Objectives, and Instructional Strategies section of the Design Document Template linked in the Resources to create and submit your assignment.

Once you complete a draft of your assignment, post the draft to the peer review discussion. After receiving peer feedback in the discussion, revise your draft by incorporating the appropriate feedback and then submit the final version in this assignment.

The Design Sequences, Objectives, and Strategies assignment should include the following:

- The performance objectives and measurements you drafted in the Unit 6 study and are using for this assignment.
- A description of the sequencing approach you plan to use for your objectives and your rationale for this selection.
- A description of the instructional strategies you plan to use for each objective based on Gagné's Nine Events of Instruction has been listed below as an example.
- Please fill in the sections according to what you have finished in the units so far.
    ◦ Sequencing of Objectives:
    ◦ Sequencing Strategy:
    ◦ Rationale:
    ◦ Instructional Strategies:

Objective 1: [Insert Objective 1 here and remove the brackets -- Copy the table below for the other objectives.]

Table for objectives

Instructional Event	Instructional Strategy (Describe how you will accomplish the instructional even
1. Capture the attention of the learner.	
2. Describe to learners what performance objectives are to be achieved.	
3. Help learners recall prerequisite learning.	
4. Present instruction to facilitate learners' achievement of performance objectives.	
5. Guide the learners through the materials so they begin to meet the objectives.	
6. Prompt the performance.	
7. Give feedback to the learners.	

Instructional Event	Instructional Strategy (Describe how you will accomplish the instructional even
8. Evaluate how well the learners are beginning to achieve the objectives.	
9. Work toward helping the learners retain what they have learned and help them apply it.	

Reflect on your choices after completing sequencing and strategies. Identify potential ethical, legal, and political implications in the design and development of instruction in the workplace. Include this portion under Ethical, Legal, and Political Implications portion of the Design Document Template, linked in the Resources.

In this assignment you should:

- Describe the sequencing approach used for the learning objectives.
- Provide a rationale for the sequencing approach used for the learning objectives.
- Describe the instructional strategies applied for each objective based on Gagne's Nine Events of Instruction.
- Identify potential ethical, legal, and political implications in the design and development of instruction in the workplace.
- Write following APA style for in-text citations and references.
- Write clearly and logically with the correct use of spelling and grammar.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

Course Resources

APA Style and Format

Writing Feedback Tool

Design Document Template [DOCX]

u08d1 - Instructional Materials Decisions

Assume that you have been given the task of designing instruction for a particular organization and you have determined that it would not be cost-effective to design organization-specific instructional materials. Using the readings or other scholarly sources from the Capella University Library, write a letter (one page or less) to your stakeholders explaining your findings and proposing recommendations. Describe the different sources you might use to find existing instructional materials inside and outside the organization.

Response Guidelines

Respond to the post of one of your peers. Assume you are one of the decision makers who will receive the letter and will judge the merit of the points made. Use the readings or other scholarly sources from the Capella University Library to write a response to your colleague.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u08d1 - Learning Components

- Align instructional materials with resources for course delivery.
- Align instructional materials with a trainee job.
- Define ethical, legal, and political implications in the workplace.

u08d2 - Identify Potential Ethical, Legal, and Political Implications Preparation Peer Review

In this discussion, you will complete the Ethical, Legal, and Political Implications portion of the Design Document Template, linked in the Resources. You will post your first draft here, receive feedback from your peers and incorporate the feedback in the third assignment Design Sequences, Objectives, and Strategies that is due this week. Follow the guidelines from the Ethical, Legal, and Political Implications portion of the Design Document Template to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the Identify Potential Ethical, Legal, and Political Implications. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u08d2 - Learning Components

- Define ethical, legal, and political implications in the workplace.
- Apply the principles of effective composition.

Unit 9 ❯❯ Instructional Design Shortcuts

Introduction

The instructional materials package includes the learner instructions, all instructional content (assigned readings, multimedia presentations, web resources, learning activities), assessments, and the instructor guidelines.

As a student of instructional design, you likely have heard of different shortcuts, tips, and techniques for rapid instructional design. Some of these techniques include using instructional design software, authoring tools, and templates, rapid prototyping, reusable learning objects (RLO), and electronic performance support systems (EPSS; Piskurich, 2015). Reusable learning objects require the developer to organize instructional content into discrete modules that relate to particular objectives. Hence, learning objects are developed so that they have a common organization, look, and feel. This consistency makes it easy for designers to combine multiple objects seamlessly into courses. Using learning objects streamlines the development of content and can simplify the process of obtaining copyright permissions.

However, not all learning objects combine seamlessly with others. In addition, some instruction does not lend itself to the development of learning objects. In this unit, you will consider advantages and disadvantages of learning objects in instruction.

Reference

Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Hoboken, NJ: Wiley.

Learning Activities

u09s1 - Studies

Readings

Use *Rapid Instructional Design* to complete the following:

- Chapter 8, "Doing it Faster: More Rapid Design Shortcuts," pages 353–365.

Use the Capella University Library to read the following:

- Mahon, J. E. (2015). Learning objects. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 476–477). Thousand Oaks, CA: SAGE Publications.
- Azevedo, R., Taub, M., & Mudrick, N. (2015). Technologies supporting self-regulated learning. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 732–735). Thousand Oaks, CA: Sage Publications.

Multimedia

- Listen to the audio Interview with Graeme Braithwaite.
    - Graeme Braithwaite is an instructional designer at the Capella University.

u09s2 - Rationale Presentation, Design and Development Project Preparation

You have been working on parts of your final project during the entire course. You should focus on completing your recorded presentation in this unit.

Prepare a recorded presentation with the rationale for the decisions you made during the design and development of your project. The target audience of this presentation are the stakeholders of the organization you are designing the lesson or training for. You will use Kaltura or other recording software of your choice to record your presentation. Please remember that your instructor must be able to access and play the presentation. The presentation should be 3-5 minutes long (one or more slides for each topic). Include the following:

- The need, learner, and job analysis for the project.
- The rationale for choosing the instruction as a solution to the problem.
- The instructional goal.
- The task analysis.
- Overview of the lesson or training.
- Assessment.
- Evaluation of your instructional solution and a follow-up.

For the recorded presentation, please use the bullets or images in the slides as talking points. Do not read from the slides. Kaltura adds closed captions to the presentation, therefore, if using Kaltura, you do not need to add a transcript. If using another software to record your presentation, you need to include a transcript of your presentation. You can use the notes space on the slides or a Word document for the transcript.

Please post only your slides and notes on the peer review discussion to receive feedback.

Course Resources

Using Kaltura [PDF]

Kaltura Basics Tutorial | Transcript

Presenting Yourself | Transcript

u09s2 - Learning Components

- Align instructional strategies with audience needs.
- Describe a job analysis.
- Align instructional materials with resources for course delivery.
- Align instructional materials with a trainee job.
- Describe a performance context analysis.
- Define ethical, legal, and political implications in the workplace.
- Define how to communicate effectively.

- Define persuasive presentation.

u09d1 - Rapid Instructional Design and Learning Objects

Use the readings or other scholarly sources from the Capella University Library to prepare a post. Please keep the following in mind while you do so:

1. Discuss the utility of learning objects (LOs) and reusable learning objects (RLOs) for designing instruction.
2. What are the advantages and disadvantages of using learning objects?
3. Though learning objects are not required for your project, could your project be designed using learning objects that can be reused in other courses? Please explain.

Response Guidelines

Respond to the post of one of your peers. Discuss whether you agree or disagree with your peers' ideas on learning objects. Make your response substantive and reference the assigned readings or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Align instructional strategies with audience needs.
- Align instructional materials with resources for course delivery.
- Align instructional materials with a trainee job.
- Define scaffolding.

u09d2 - Rationale Presentation, Design and Development Project Peer Review

In this discussion, you will complete the presentation portion of the final project. You will post your first draft here, receive feedback from your peers and incorporate the feedback into the last assignment due next week. Follow the guidelines from the Rationale Presentation, Design and Development Project assignment to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work. Please note you should post only your slides and notes for this discussion.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on the recorded presentation. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

Unit 10 ❯❯ Evaluating Instructional Materials

Introduction

"Evaluation is the final step in the instructional design process and serves two purposes in instructional design: to assess individual students' performances, and to provide information about what kinds of revisions are needed in the instructional materials" (Smith & Ragan, 2005, p. 104). Gagne, Wager, Golas, and Keller (2005) emphasize five types of instructional systems evaluation:

1. Evaluation of the instructional materials.
2. A quality review of the instructional systems design process.
3. An assessment of the learner's reactions to the instruction.
4. Assessment of the learner's achievement of the learning objectives.
5. An estimation of the organizational impact of instruction.

It is critical that instructional materials are evaluated and revised before wider distribution (Dick, Carey, & Carey, 2009). There are two kinds of evaluations: formative evaluations that gather information from a small pilot group of learners, and summative evaluations that consist of the results of instruction for a large group of targeted learners (Rothwell & Kazanas, 2008). In this unit, you will become aware of the importance of formative evaluations as you consider how to design, conduct, and use the results of formative evaluations for your instructional package.

References

Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction* (7th ed.). Upper Saddle River, NJ: Merrill.

Gagné, R. M., Wager, W. W., Golas, K., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Belmont, CA: Wadsworth.

Rothwell, W. J, Benscoter, B., King, M., King, S. B. (2016). *Mastering the instructional design process: A systematic approach* (5th ed.). Hoboken, NJ: Wiley.

Smith, P. L., & Ragan, T. J. (2005). *Instructional design* (3rd ed.). Hoboken, NJ: Wiley.

Learning Activities

u10s1 - Studies

Readings

Use *Rapid Instructional Design* to read the following:

• Chapter 6, "Getting It Where it Does the Most Good: Implementation," pages 263–309.
• Chapter 7, "Did It Do Any Good? Evaluation," pages 311–351.

Using the Capella University Library to read the following:

• Spector, J. M. (2015). Program evaluation. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 594–598). Thousand Oaks, CA: SAGE Publications.
• Orrill, C. H. (2015). Formative assessment. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 291–294). Thousand Oaks, CA: SAGE Publications.
• Sindelar, N. W. (2015). Summative assessment. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology* (pp. 686–688). Thousand Oaks, CA: SAGE Publications.

Multimedia

• View Formative and Summative Evaluation Scenario.
  ◦ This is a presentation on formative and summative evaluations. You will discuss this information in this unit's discussion.

u10s2 - Rationale Presentation, Design and Development Project Preparation

You have been working on parts of your final project during the entire course. You should focus on completing your instructional product in this unit.

Develop a technology-based, self-paced instruction prototype that includes the following components:

1. Any instructions necessary for the learners to access the instruction.
2. Your technology-based lesson or training should include the following:

- A breakdown of the topic into logical sections necessary to reach the instructional goal.
- Objectives for each section.
  - The objectives for each section should be a list indicating what the learners will achieve by the end of the topic.

- An introduction to each section of the content that motivates learners and explains the relevance of the content.
- Content, examples, and practice activities for learners to try out the concepts or skills. Also, include feedback for them to consider.
  - Please consider making the presentation interesting to the target population.
  - Use a good mix of text, images, and sound or video to illustrate the presentation.

- Ensure that your instructional materials are created using an application and saved in a file format that is compatible with the courseroom so that it can be opened easily.
- Include an APA-formatted reference page that summarizes the references you used to create the instructional materials.
- The lesson or training should be a minimum of five sections, but less than ten sections.
  - Follow the outline below to structure each section of your instructional materials.
    - Lesson objectives.
    - Introduction.
    - Content related to objectives.
    - Practice exercise.
    - Feedback.
    - Assessment – You may use the assessment items you developed for Performance Objectives and Measurements. Organize the assessment items and develop additional ones as you see fit and include them in an appropriate format with instructions for the learners.

Complete your instructional product based on the revised design document, using the feedback from the peer reviews and the instructor feedback in previous assignments. Please remember that you completed portions of the design document in the course assignments as well as in some of the course discussions. The design document submitted with this assignment should have all the sections completed.

Once you complete a draft of your instructional product post the draft to the peer review discussion in this unit. After receiving peer feedback in this unit's discussion, revise your draft by incorporating the appropriate feedback and then submit the final version in the assignment due this unit. Since this is our last week and all course assignments are due, post your draft early so you allow time for feedback.

Course Resources

<u>Presenting Yourself</u> | <u>Transcript</u>

u10s2 - Learning Components

- Align instructional strategies with audience needs.
- Describe a job analysis.
- Align instructional materials with resources for course delivery.
- Align instructional materials with a trainee job.
- Define ethical, legal, and political implications in the workplace.
- Define scaffolding.
- Define chunks of instruction.
- Identify logical content sequence.
- Align evaluation with the instructional product.
- Define evaluation strategies.

u10a1 - Rationale Presentation, Design and Development Project

This project is a culminating assignment incorporating the parts you have been developing in the course assignments and activities. This last assignment involves four parts:

1. Design document.
2. Recorded presentation of the rationale for your decisions.
3. Instructional product.
4. Reflection on ethical, legal, and political implications.

Design document: Use the Design Document Template to complete the five parts of your design document. You will receive peer and instructor feedback on your design document throughout the course. Use this feedback to refine your design document into a final form for submission in this unit's assignment.

You have been working on the completion of the design document as part of previous assignments and activities. The readings and activities in the other units also contributed and facilitated the completion of the design document and preparation for this assignment. By the end of Unit 8, you had a comprehensive design document that informed and guided the development of your instructional product.

Recorded Presentation of the Rationale for Your Decisions: Prepare a presentation with the rationale for the decisions you made during the design and development of your project. The target audience of this presentation are the stakeholders of the organization you are designing the lesson or training for.

You will use Kaltura or other recording software of your choice to record your presentation. Please remember that your instructor must be able to access and play the presentation. The presentation should be 3-5 minutes long (one or more slides for each topic). Include the following:

- The need, learner, and job analysis for the project.
- Rationale for choosing the instruction as a solution to the problem.
- The instructional goal.
- The task analysis.
- Overview of the lesson or training.
- Assessment.
- Evaluation of your instructional solution and a follow-up.

For the recorded presentation, please use the bullets or images in the slides as talking points. Do not read from the slides. Kaltura adds closed captions to the presentation, therefore, if using Kaltura, you do not need to add a transcript. If using another software to record your presentation, you need to include a transcript of your presentation. You can use the notes space on the slides or a Word document for the transcript.

Instructional Product: Develop a technology-based, self-paced instruction prototype that includes the following components:

- Any instructions necessary for the learners to access the instruction.
- Your technology-based lesson or training should include the following:
  - A breakdown of the topic into logical sections necessary to reach the instructional goal.
  - Objectives for each section.
    - The objectives for each section should be a list indicating what the learners will achieve by the end of the topic.

  - An introduction to each section of the content that motivates learners and explains the relevance of the content.
  - Content, examples, and practice activities for learners to try out the concepts or skills. Also, include feedback for them to consider.
    - Please consider making the presentation interesting to the target population.
    - Use a good mix of text, images, and sound or video to illustrate the presentation.

  - Ensure that your instructional materials are created using an application and saved in a file format that is compatible with the courseroom so that it can be opened easily.
  - Include an APA-formatted reference page that summarizes the references you used to create the instructional materials.
  - The lesson or training should be a minimum of five sections, but less than ten sections.
    - Follow the outline below to structure each section of your instructional materials.
      - Lesson objectives.
      - Introduction.
      - Content related to objectives.
      - Practice exercise.
      - Feedback.
      - Assessment – You may use the assessment items you developed for Performance Objectives and Measurements. Organize the assessment items and develop additional ones as you see fit and include them in an appropriate format with instructions for the learners.

Complete your instructional product based on the revised design document, using the feedback from the peer reviews and the instructor feedback in previous assignments. Please remember that you completed portions of the design document in the course assignments as well as in some of the course discussions. The design document submitted with this assignment should have all the sections completed.

Reflection on ethical, legal, and political implications: As the last part of your course project, include a reflection on potential ethical, legal, and political implications in the design and development of instruction in the workplace. Include this portion under Ethical, Legal, and Political Implications portion of the Design Document Template. Please support your reflection with the readings and sources from the literature.

Make sure that you address the following:

- Design an instructional solution that addresses the needs of the target audience's characteristics and considers prerequisite knowledge, prerequisite skills, job analysis, and task analysis.
- Develop instructional materials that support the learner, job analysis, task analysis, proposed technologies, delivery methods, and instructional strategies.
- Employ a variety of techniques to define and sequence the instructional content and strategies.
- Provide an evaluation of the instructional solution and follow-up.
- Identify and respond to ethical, legal, and political implications of design in the workplace.

- Make a persuasive presentation of the rationale for the instructional design decisions of your project.
- Write following APA style for in-text citations and references.
- Write clearly and logically with the correct use of spelling and grammar.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.

Course Resources

Writing Feedback Tool

APA Style and Format

Presentation Hardware
1. Headset with microphone
2. Broadband Internet connection

Using Kaltura [PDF]

u10d1 - Rationale Presentation, Design and Development Project Peer Review

In this discussion, you will complete the Instructional Product portion of the final project. You will post your first draft here, receive feedback from your peers and incorporate the feedback in the last assignment due this week. Follow the guidelines from the Rationale Presentation, Design and Development Project assignment to complete the post for this discussion. Please remember, the more complete your draft is the better chance you have to receive meaningful feedback. You may pose questions to your peers on areas you are unsure about your work.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together brainstorming on Instructional Product. What additional suggestions would you propose for the position your classmate took? Provide and cite evidence to show that your position has been substantiated. Make your response substantive and reference the assigned readings or other professional sources to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Design Document Template [DOCX]

u10d1 - Learning Components

- Align instructional strategies with audience needs.
- Describe a job analysis.
- Align instructional materials with resources for course delivery.
- Align instructional materials with a trainee job.
- Define ethical, legal, and political implications in the workplace.
- Define chunks of instruction.
- Identify logical content sequence.
- Align evaluation with the instructional product.
- Define evaluation strategies.