

Syllabus

Course Overview

You are taking this course near the end of your PhD program, probably as one of your last specialization courses (though there are still many other instructional design [ID] and ID-related electives available to you). At this point, you are close to moving on to Comprehensive Examinations (Comps) and Dissertation.

This course will take you to the next level—it will help you synthesize and evaluate your ID knowledge. To prepare for these new types of experiences, you will find this course is different from the other ID courses you have taken in several ways. It:

- Focuses on you as a scholar-practitioner, not just a practitioner.
- Helps you practice some of the skills you will need for Comprehensive Examinations (Comps) and Dissertation.
- Requires you to think at a higher mental level, synthesis and evaluation, rather than application and analysis.
- Provides opportunities to practice strategic skills that are needed by instructional designers.

Course Content

In this course, you will find:

- An ID course project proposing a strategic change to the training and development department that better aligns with the organization's vision and mission.
- A continued focus on ID models (from ED7620), but with a more in-depth study of more recent ID models and strategies.
- The use of selected journal articles for each unit, covering theories (written by the theorists themselves), ID models, and best practices.
- The opportunity in each unit of doing your own research to find other articles and resources that fit your needs and interests.
- An opportunity to hear interviews with ID experts whose work you will be reading.
- The suggestion for you to join the Association for Educational Communications and Technology (AECT) as a student. The student membership provides access to not only the articles used in this course but also to the archives of several ID journals, some of which—such as the *Journal of Instructional Development*—are not available in the Capella University Library.

The goal of this course is to help you stretch your thinking, and perhaps change your mind and deeply held beliefs about some key aspects of the ID philosophy and approach based research and best practices. As a result, you may become frustrated (when you learn that some of your ideas are not supported by research) or elated (when you learn that they are). You may become frustrated as you read ID theories as written by the theorists themselves, rather than summarized for you by a text—you may discover they are not quite as easy to understand as were the summaries.

Your challenge, then, is to overcome your frustrations, and like a true scholar-practitioner, determine what the models and issues are saying, synthesize positions on them, evaluate your own ID practice, and synthesize a new approach to looking at ID based on what you have learned.

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 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 Style and Format](#) 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 custom critique of your papers. You will receive 168 minutes to use toward tutoring 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.

Subjects covered include writing, APA style and formatting, and reading comprehension.

Capella Library

You are highly encouraged to explore the [Capella University Library](#). The Capella library is an entirely digital library and one of your most valuable resources for finding the persuasive evidence and scholarly resources you will use in your course assignments. Remember that this course focus on moving you from practitioner to a scholar-practitioner. Therefore, in each unit you are asked to research additional sources to complement the suggested readings and are of a particular interest for you. To facilitate your search, we created the [IDOL Library Research Guide](#) linked in the resources.

Career Resource Center

Use the [Career Center](#) resources to manage and plan your career through every stage. The Capella Career Center provides many online resources, but it also provides other ways you can get assistance and interact with the staff. You can connect and interact with counselors online and ask questions. The Career Center has multiple resources such as exploration and planning, job search strategies, connecting with others, job search tools, career enrichment, and seminars and presentations.

Kaltura Media

As part of this course, you are required to record video presentations using Kaltura Media or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

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

- 1 Evaluate current models and best practices for instructional design implementations.
- 2 Align clear strategies and specific priorities with the institutional vision.
- 3 Align innovative thinking with the institutional mission.
- 4 Communicate effectively in visual, oral, and written form.

Course Prerequisites

Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

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

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link, which you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping.

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

- External or built-in 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.

- Ahern, T. C. (2016). [A waterfall design strategy for using social media for instruction](#). *Journal of Educational Technology Systems*, 44(3), 332–345.
- Alias, N. A., & Hashim, S. (2012). [Instructional Technology research, design and development: Lessons from the field](#). Hershey, PA: IGI Global.
- Bok, H. G., Teunissen, P. W., Favier, R. P., Rietbroek, N. J., Theyse, L. F., Brommer, H., & Jaarsma, D. A. (2013). [Programmatic assessment of competency-based workplace learning: When theory meets practice](#). *BMC Medical Education*, 13(1), 123–133.

- Boling, E., Alangari, H., Hajdu, I. M., Guo, M., Gyabak, K., Khlaif, Z., & Techawithayachinda, R. (2017). Core judgments of instructional designers in practice. *Performance Improvement Quarterly*, 30(3), 199–219.
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Hoboken, NJ: Wiley.
- Day, E. A., Blair, C., Daniels, S., Kligyte, V., & Mumford, M. D. (2006). Linking instructional objectives to the design of instructional environments: The integrative training design matrix. *Human Resource Management Review*, 16(3), 376–395.
- Dichev, C., Dicheva, D., Angelova, G., & Agre, G. (2015). From gamification to gameful design and gameful experience in learning. *Cybernetics and Information Technologies*, 14(4), 80–100.
- Elander, K., & Cronje, J. C. (2016). Paradigms revisited: A quantitative investigation into a model to integrate objectivism and constructivism in instructional design. *Educational Technology Research and Development*, 64(3), 389–405.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43–71.
- Gray, C. M., Dagli, C., Demiral-Uzan, M., Ergulec, F., Tan, V., Altuwaijri, A. A., . . . Boling, E. (2015). Judgment and instructional design: How ID practitioners work in practice. *Performance Improvement Quarterly*, 28, 25–49.
- Handshaw, D. (2014). *Training that delivers results: Instructional design that aligns with business goals*. New York: AMACOM.
- Hardre, P. L., & Kollmann, S. (2013). Dynamics of instructional and perceptual factors in instructional design competence development. *Journal of Learning Design*, 6(1), 34–48.
- Ho, M. (2015). Instructional designers embrace many tools, but come up short on effectiveness: A new report details the state of instructional design in organizations. *TD Magazine*, 69(4), 20.
- Kim, T. W., & Werbach, K. (2016). More than just a game: Ethical issues in gamification. *Ethics and Information Technology*, 18(2), 157–173.
- Leigh, H. N., & Tracey, M. W. (2010). A review and new framework for instructional design practice variation research. *Performance Improvement Quarterly*, 23(2), 33–46.
- Mc Glashan, A. A. (2011). Designer stories: A commentary on the community of design practice. *International Journal of Technology and Design Education*, 21(2), 235–260.
- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43–59.
- Merrill, M. D. (2007). A task-centered instructional strategy. *Journal of Research on Technology in Education*, 40(1), 5–22.
- Panke, S., Kohls, C., & Gaiser, B. (2017). Social media and seamless learning: Lessons learned. *Journal of Educational Multimedia and Hypermedia*, 26(3), 285–302.
- Ritzhaupt, A. D., & Kumar, S. (2015). Knowledge and skills needed by instructional designers in higher education. *Performance Improvement Quarterly*, 28(3), 51–69.
- Rothwell, W. J., Kazanas, H.C., Benscoter, B., King, M., & King, S. B. (2016). *Mastering the instructional design process: A systematic approach*. (5th: ed.). Hoboken, New Jersey: Wiley.
- Sugar, W. A., & Luterbach, K. J. (2016). Using critical incidents of instructional design and multimedia production activities to investigate instructional designers' current practices and roles. *Educational Technology Research and Development*, 64(2), 285–312.
- Tawei Ku, D., & Huang, Y. (2012). Rapid e-learning tools selection process for cognitive and psychomotor learning objectives. *Journal of Educational Multimedia and Hypermedia*, 21(4), 393–413.
- Thompson-Sellers, I., & Calandra, B. (2012). Ask the instructional designers: A cursory glance at practice in the workplace. *Performance Improvement*, 51(7), 21–27.
- Timmerman, A. A., & Dijkstra, J. (2017). A practical approach to programmatic assessment design. *Advances in Health Sciences Education*, 22(5), 1169–1182.
- Tornwall, J. (2017). Backward design toward a meaningful legacy. *Nurse Education Today*, 56, 13–15.
- Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., & Mckenney, S. (2015). Collaborative design as a form of professional development. *Instructional Science*, 43(2), 259–282.
- Wiggins, G., & McGighe, J. (2011). *Understanding by design guide to creating high-quality units*. Alexandria, Virginia USA: Association for Supervision & Curriculum Development.
- Yefim, K. (Ed.). (2013). Instructional design and best practices in online teaching and learning. In K. Yefim (Ed.), *Learning management systems and instructional design: Best practices in online education* (p. 232–244). Hershey, PA: Information Science Reference.

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.

- Association for Educational Communications and Technology. (2018). Retrieved from <https://mms.aect.org/members/newmem/registration.php?orgcode=AECT>
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a digital age learning theory [PDF]. *The International HETL Review. Special Issue 2013*, 4–13. Retrieved from <https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

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.

Projects

Project >> Instructional Design Intervention

Project Overview

In this course, you will develop a project in which the final goal is to present a proposed instructional design intervention to address the needs of an organization. The project is divided into four parts to allow you to submit each part, receive feedback, and incorporate the feedback into the culminating presentation.

To complete this project, you can choose an organization that you know well and have access to necessary information to complete this project, or you can use the organization presented to you in the media piece *Training Needs Assessment*. Your goal in this project is to analyze the organization's vision and mission, and its training and development approach. You can take two approaches at this point in your project:

1. You can opt to propose a change in the orientation of the current training and development department so that the training and development initiatives better align with the organizational vision and mission.
2. You can opt to propose a new performance development initiative (leadership development, for example) so that the training and development initiatives better align with the organizational vision and mission.

Your course project will have four parts:

1. Needs Analysis and Intervention Focus Identification.
2. Current Models and Best Practices Exploration.
3. Selection of Best Practices and Model to Meet the Identified Organizational Needs.
4. Presentation of the Proposed Instructional Design Intervention to Stakeholders.

In your analysis, you will identify an organizational need. The research for the best solution to propose to the organization will provide the backbone for the course project.

Unit 1 >> Introduction and Evolution of Instructional Design

Introduction

With what you have already studied in your previous courses, you may think that you know about the history of instructional design (ID). And who cares about history anyway? Why is understanding history important as you move toward the future?

First, it will help you put the ID theories you have learned about in previous courses, and those you are about to learn in this course, into perspective. Instructional design has been around formally since 1965, and instructional design elements were being worked on before then. Which of those ideas

remain, and which have fallen by the wayside? David Merrill, two of whose theories you may explore in this course, has been writing since the early 1970s. How has his thinking changed in the forty years from his early Component Display theory to his First Principles theory to his most recent Pebble in the Pond theory?

Second, the history of ID will help you understand the basis of the discussion questions you will explore and participate in this course. These discussions are based on the principles and practices of the early instructional designers.

Third, it will help you separate the fads from the real progress in the field and help you see, when you read the newest thing in ID, if it is really something new or just a recycled (purposeful or accidental) idea from the 1970s or 80s.

Finally, it will give you an opportunity to hear interesting and often entertaining anecdotes the experienced instructional designers and gain insights into their positions and ideas.

The Importance of a Dynamic Learning Community

This advanced course is different from other ID courses you have taken. It does not ask you to develop any products. Instead, it asks you to analyze an organization, its vision, mission, and values. It also requires that you chose a path to follow. You may either propose a change to the training and development division, or you can propose a new performance development initiative. In either case, the goal is to enhance the alignment with the organizational vision, mission, and values. To accomplish that you will read and evaluate current ID theories, models, and the best practices. You will also be asked to keep an open mind and read the many sides that are present in the ID community.

As a result, this course may work best if you make heavy use of the interactive peer learning in the courseroom. As adult learners, we all have widely varying experiences, knowledge, and skills. This diversity and the challenging subject matter make it imperative that we achieve a strong learning community in which all participants share work experiences and professional knowledge, and support one another in nonjudgmental ways. In other words, to become an optimal learning experience, this class must indeed become a learning laboratory where we practice all those things we hope to change in our own organizations.

This means it would help you learn if you do the following:

- Post and answer questions about the theories you study, or the best practices you analyze.
- Post your papers in preliminary form for others to provide feedback on.
- Find someone who disagrees with you on the discussions, and truly consider the different point of view.
- Find resources other than those listed in the readings, and post those for others to read.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following:

- Rothwell, W. J., Kazanas, H.C., Benscoter, B., King, M., & King, S. B. (2016). *Mastering the instructional design process: A systematic approach*. (5th ed.). Hoboken, New Jersey: Wiley.
- Alias, N. A., & Hashim, S. (2012). *Instructional Technology research, design and development: Lessons from the field*. Hershey, PA: IGI Global.
- Hardre, P. L., & Kollmann, S. (2013). *Dynamics of instructional and perceptual factors in instructional design competence development*. *Journal of Learning Design*, 6(1), 34–48.
- Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., & Mckenney, S. (2015). *Collaborative design as a form of professional development*. *Instructional Science*, 43(2), 259–282.

Note: In each unit of this course, you will be provided with readings to start you on the topic of the unit. Some of the readings will be a review since you have read them in previous courses. These readings have been included in this course on purpose because it is important for you to revisit the addressed concepts. Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you.

To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources. Please post the additional articles you read in the unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructor can help you understand the unit theories and concepts more clearly.

Multimedia

- Click **A Conversation With Dr. Michael Molenda** to view the multimedia interactive.
 - In this video, you will listen to a conversation between Dr. Kenneth H. Silber and Dr. Michael Molenda, Associate Professor Emeritus at Indiana University and a well-known historian of instructional design.

- This is the first of a series of interviews with the leading theorists of and figures in instructional design conducted for Capella University by Dr. Kenneth Silber. Dr. Silber is the creator of the Principle-Based Model of instructional design and an editor of the *Handbook of Improving Performance in the Workplace, Volume 1: Instructional Design and Training Delivery*. He has a long and distinguished history as a key contributor to the field of instructional design and is a prolific writer, presenter, and author. Read [About Dr. Kenneth Silber \[PDF\]](#) for more about Dr. Silber and his background.

u01s1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Describe current instructional design best practices that would enhance the organizational flow.
- Identify current instructional design models that would best serve the organizational needs.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.

u01s2 - Course Project Preparation

In this course, you will develop a course project and each course assignment is a building block to the course project. This is a complex project. So, the earlier you become familiar with the task ahead, the better chance you have to be successful. Read the course project guidelines. Please note you are given a choice of the approach to take to complete the project.

To complete this project, you can choose to use an organization of your choice that you know well and have access to the necessary information to complete this project, or you can use the organization presented to you in the media piece *Training Needs Assessment* linked in the resource. Your goal in this project is to analyze the organization's vision and mission, and its training and development approach. In addition to choosing the organization to work with, you can take two approaches in your project:

1. You can opt to propose a change in the orientation of the current training and development department so that the training and development initiatives better align with the organizational vision and mission.
2. You can opt to propose a new performance development initiative (leadership development, for example) so that the training and development initiatives better align with the organizational vision and mission.

Which organization will you use? Which approach will you take? You must have your decisions made before starting on any of the course assignments. Now is the good time to make your decisions.

Course Resources

[Training Needs Assessment](#) | [Transcript](#)

u01s2 - Learning Components

- Analyze the training and development division strategies, the division priorities, and the organizational vision.
- Explain the focus of organizational vision and mission.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.

u01s3 - Membership With the AECT

Becoming a member of a professional organization has many advantages. An important advantage is an access to their resources, in the case of AECT, you will gain access to many journals. Among them, the *Journal of Instructional Development* is one of the most relevant publications in the field of instructional design. It is highly recommended that you become a member of AECT. You may join AECT as a student member.

To obtain a membership do the following:

1. Visit the [Association for Educational Communications and Technology](#) page.
2. Click New Student Membership.
3. Follow the steps on the screen to complete your registration. You will get a username and password after you register and pay your student membership fee. You will use your membership to access resources on AECT for this course.

u01s4 - Kaltura

In Unit 9, 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. You should test it in advance.

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

Multimedia

- Click **Kaltura Basics Tutorial** to view the multimedia presentation.
 - 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 [Disability Services](#) 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.

u01s5 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

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 on ePortfolio 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 \(FERPA\)](#) or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Applied Definition

Use what you learned in this week's readings, required sources, and the resources from your additional research and do the following:

1. Provide your definition of instructional design.
2. Discuss how this definition has evolved since you started in the IDOL program. What were the major influencers to the changes that occurred?
3. Describe how your definition of instructional design aligns with the practices of the training and development department of your organization or of an organization you know well.
4. Provide examples and support your points of view.

Response Guidelines

Respond to the post of two other learners. How does your definition of instructional design compare and contrast with the definition presented by your classmates? Do you share the influencers that impact the evolution of your definition of instructional design? What additional considerations do you have about your classmates' descriptions of the alignment between their definitions of instructional design and the observed practices? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Explain the focus of organizational vision and mission.
- Describe current instructional design best practices that would enhance the organizational flow.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Identify current instructional design models that would best serve the organizational needs.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Describe the current model adopted by the training and development division.
- Apply the principles of effective composition.
- Determine the proper application of the rules of grammar and mechanics.

u01d2 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 weeks of the course.

Response Guidelines

You are encouraged but not required to respond to the posts in this discussion thread.

Unit 2 >> Needs Assessment for Decision-Making

Introduction

In the previous ID courses you have taken so far, you have learned about the needs assessment process. When designing instruction, one of the first steps of the analysis process is to assess the need for instruction. An instructional designer does that by identifying the current state, finding out the desired state, and thus identifying a gap. The analysis of the nature of gap will help to determine if instruction or training is the best solution or a part of the solution to close the gap (Gagne, Wager, Golas, & Keller, 2005).

In this unit, you will use the same principles you have learned in the analysis process for the needs assessment but the information gathered will help you to make a different decision. As the representative of the Training and Development division, decision-making based on the needs assessment of an organization will be more credible and make a better case for you to present to the organization stakeholders.

References

Gagne, R. M., Wager, W., Golas, K., & Keller, J. (2005). *Principles of instructional design* (5th ed.). Retrieved from <https://bookshelf.vitalsource.com/#/books/1111893624>

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following:

- *Mastering the Instructional Design Process: A Systematic Approach:*
 - Chapter 2, "An Overview of Instructional Design," pages 19–40.
- Timmerman, A. A., & Dijkstra, J. (2017). A practical approach to programmatic assessment design. ;*Advances in Health Sciences Education*, 22(5), 1169–1182.
- Day, E. A., Blair, C., Daniels, S., Kligyte, V., & Mumford, M. D. (2006). Linking instructional objectives to the design of instructional environments: The integrative training design matrix. *Human Resource Management Review*, 16(3), 376–395.
- Bok, H. G., Teunissen, P. W., Favier, R. P., Rietbroek, N. J., Theyse, L. F., Brommer, H., & Jaarsma, D. A. (2013). Programmatic assessment of competency-based workplace learning: When theory meets practice. *BMC Medical Education*, 13(1), 123–133.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructors can help you understand the unit theories and concepts more clearly.

u02s1 - Learning Components

- Analyze the training and development division strategies, the division priorities, and the organizational vision.
- Explain the focus of organizational vision and mission.
- Describe current instructional design best practices that would enhance the organizational flow.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Identify current instructional design models that would best serve the organizational needs.
- Describe the current model adopted by the training and development division.
- Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.

u02s2 - Needs Assessment for Decision-Making Preparation

You started the preparation for the course project last week by deciding on which organization you will use, and which approach will you take to build your course project. Now the next step is to continue your work and prepare for the first assignment that is due next week.

To start the preparation for your first assignment, you should do the following:

1. Review the course project guidelines.
2. Make sure you are clear on your tasks. Please remember you can always ask for clarifications by posting questions on the "Ask Your Instructor" forum.
3. Read the Needs Analysis and Intervention Focus Identification assignment that is due next week.
 1. Make sure you understand the assignment guidelines.
 2. Read the scoring guide to learn how you will be evaluated.
4. Prepare the first draft of your assignment by including the following:
 1. A description of the options you made (choice of organization, choice of approach you will take).
 2. A rationale for your decision.
 3. A draft of as many parts of the assignment guidelines you have developed (the more complete is your draft the more feedback you can get from your classmates).
 4. You will post your draft in the first week's discussion for peer review.

Reminder: To complete this project, you can choose to use an organization of your choice that you know well and have access to necessary information or you can use the organization presented to you in the media piece *Training Needs Assessment*.

Course Resources

[Training Needs Assessment](#) | [Transcript](#)

u02s2 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Analyze the training and development division strategies, the division priorities, and the organizational vision.
- Explain the focus of organizational vision and mission.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.

u02d1 - Needs Assessment for Decision-Making Peer Review

Post the draft you prepared for your assignment that is due next week for peer review. Please note, the more complete your draft is, the better is your chance to get good suggestions to improve your assignment. Use this chance to call the attention of your peers to portions of your assignment you are not sure of or would like help with.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together on this assignment. What additional suggestions would you propose? Provide and cite evidence to show that your suggestions could be successful in addressing this situation. 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](#)

[IDOL Library Research Guide](#)

u02d1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Analyze the training and development division strategies, the division priorities, and the organizational vision.
- Explain the focus of organizational vision and mission.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.

- Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.
- Apply the principles of effective composition.
- Determine the proper application of the rules of grammar and mechanics.

u02d2 - Decision-Making Contributors

The focus of this week's discussion is to establish the relationship and impact the practice of instructional design, specifically related to needs assessment, has on contributors to enhance the organizational decision-making process. Use what you have learned in this week's readings, required sources, and the sources from your additional research and select three decision-making contributors related to the needs assessment practices to discuss. Identify and describe the selected contributors. Provide a rationale for your selection. What is the impact of each of the selected contributors to the decision-making process?

Response Guidelines

Respond to the post of one other learner. Please choose a learner's posting who has selected different contributors than yours. What are the benefits of using the contributors suggested by your classmate? What are the barriers to (or possible negative consequences of) using the contributors suggested by your classmate? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Describe current instructional design best practices that would enhance the organizational flow.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Identify current instructional design models that would best serve the organizational needs.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Describe the current model adopted by the training and development division.
- Apply the principles of effective composition.

u02d3 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 weeks of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 3 >> Intervention and Organizational Alignment

Introduction

An organization's vision, mission, and values represent its core. The organization's vision statement states what the company wants to be in a near future. It is strategic and normally written by senior stakeholders. The organization's mission is a statement that clarifies what the company is and what the company is not. It focuses on the current and near future state. Manager and staff use or should use the mission statement as a central focus of their initiatives. The values of an organization provide a reflection of the organizational culture.

In this unit, we will explore how to consider the vision, mission, and values of an organization as we define potential training and development division's interventions to propose to stakeholders. The main focus is to propose interventions that improve the alignment with the core principles of the organization.

Reference

Kenny, G. (2104). Your company's purpose is not its vision, mission, or values. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/09/your-companys-purpose-is-not-its-vision-mission-or-values>

Learning Activities

u03s1 - Studies

Readings

Use the Capella University Library to read the following:

- Use *Mastering the Instructional Design Process: A Systematic Approach* to read:
 - Chapter 4, "Identifying the Target Population and Environmental Characteristics," pages 61–73.
 - Chapter 17, "Applying Business Skills to Managing the Instructional Design Function" pages 291–314.
- Use *Training That Delivers Results: Instructional Design That Aligns With Business Goals* to read:
 - Chapter 4, "Getting Real Value from Analysis," pages 39–58.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructors can help you understand the unit theories and concepts more clearly.

u03s1 - Learning Components

- Describe current instructional design best practices that would enhance the organizational flow.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Identify current instructional design models that would best serve the organizational needs.
- Describe the current model adopted by the training and development division.
- Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.

u03s2 - Needs Assessment for Decision-Making Completion

Last week, you started working on the first assignment that is due this week.

To finish the preparation for your first assignment, you should do the following:

1. Ask any additional question to the instructor or the classmate who provided you feedback.
2. Incorporate the feedback received in the peer-review discussion last week.
3. Complete your assignment by following the assignment guidelines.

u03s2 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Describe current instructional design best practices that would enhance the organizational flow.
- Identify current instructional design models that would best serve the organizational needs.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Describe the current model adopted by the training and development division.

u03a1 - Needs Analysis and Intervention Focus Identification

The needs analysis is a procedural organizational assessment to help identify needed changes within the organization. Depending on which approach you chose to develop your course project, you will do one of the following:

- Focus your needs analysis on assessing the current training and development department of the organization and its vision and mission to uncover the alignment gaps.
- Focus your needs analysis on assessing the gap to be fulfilled by a new performance development initiative that aligns with the organization's vision and mission.

When conducting the needs analysis to either identify what needs to be changed to enhance alignment with the organization's vision and mission or to investigate the needs for the development of a new initiative to advance the alignment with the organization's vision and mission, the instructional designer will look at the current organizational state and compare it to the state the key stakeholders defined as the desired organizational state.

To complete this assignment, you will write a report identifying:

1. The organization you are working with.
 1. Organization's vision and mission.
 2. Organization's profile (culture, people, size, and leadership style).
2. The focus of your project.
3. Training and development division's characteristics, strategies, and priority system.
4. Needs analysis findings.
5. Proposed intervention.

Specifically, you should focus on the following:

1. Discuss the gaps between the training and development division strategies and the division priorities, and the alignment with the organizational vision. To do this, you must:
 1. Analyze the training and development division strategies, the division priorities, and the organizational vision.
 2. Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.
 3. Explain the focus of organizational vision and mission.
 4. Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
2. Investigate the recent instructional design models and the best practice to base the proposed instructional program to enhance the organizational flow. To do this, you must:
 1. Describe the current model adopted by the training and development division.
 2. Identify the current instructional design models that would best serve the organizational needs.
 3. Describe the current instructional design best practices that would enhance the organizational flow.
3. Apply innovative and forward thinking when pinpointing the needed changes to be implemented to align with organizational mission. To do this, you must:
 1. Apply systems thinking to instructional design and performance improvement projects.
 2. Explore current theoretical framework as a foundation for the proposed instructional design solutions.
4. Write following the APA style for in-text citations and references.
 1. Determine the proper application of the APA formatting requirements and scholarly writing standards.
5. Write clearly and logically with the correct use of spelling and grammar.
 1. Determine the proper application of the rules of grammar and mechanics.
 2. Apply the principles of effective composition.

Submission Requirements:

1. **Written Communication:** Writing is free of errors that detract from the overall message. Writing is clear, precise, and scholarly. Concepts flow in a logical order.
2. **Length of Paper:** The length of the paper must be 4–5 pages long, double-spaced, excluding the cover page and references.
3. **References:** Include at least three scholarly sources to support your opinions and ideas with correct in-text citations and a reference list.
4. **Formatting:** Format your paper (including references) per the current APA style and formatting guidelines.
5. **Font:** Times New Roman, 12 point.

Writing assistance is available at the Writing Center or Smarthinking, a free online writing tutorial and review service. Both are linked in the Resources.

Review the scoring guide for the grading criteria for this assignment.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

u03d1 - Alignment in Evidence

Use what you have learned in this week's readings, required sources, and the sources from your additional research to support the following discussion:

1. From your past or present professional experience, describe two training and development programs or initiatives that you know well.
 - a. Choose one of the initiatives or training programs that align well with the organizational vision and mission.
 - b. Choose one of the initiatives or training programs that do not align well with the organizational vision and mission.
2. Explain the alignment and lack of.
3. Propose ways to improve alignment.

Response Guidelines

Respond to the post of two other learners. Do you agree or disagree with your classmate's classification of the training programs or initiatives in relation to alignment to the organizational vision and mission? What are your reasons for agreement or disagreement? What additional considerations do you have to add to the situation presented by your classmate? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Define actions needed to align or refine the alignment between the training and development division and the organizational vision.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Identify the performance and organizational priority system gaps in relation to key stakeholders' expectations.

u03d2 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 weeks of the course.

Response Guidelines

You are encouraged but not required to respond to the posts in this discussion thread.

Unit 4 >> ID Theories and Models

Introduction

In ED7620, you learned about various instructional design (ID) models and the theories underpinning the models. In this unit, we begin an in-depth study of newer or not usually adopted ID models.

Examples of models and the underpinning theories to explore include the Merrill's First Principles and Silber's Principle-Based model of ID. These two models, used as examples, are quite different from the models you have studied to date. They are not process models, but they are models based on ID principles drawn from research about designing instruction.

Merrill focuses on the design and development strategies that improve learning, while Silber goes further with listing principles that guide experts' practice of ID and arguing that ID is not a process but merely a set of principles.

Another example of a model and its accompanying theory to investigate is Merrill's Pebble in the Pond model that he developed after his First Principles model. If you choose to explore the Pebble in the Pond model, you will note that it is a synthesis of Merrill and others' models. In it, you can trace Merrill's development from Component Display Theory, and his modern synthesis of both modern and early models.

A revisit of instructional design theories and models would not be complete if we exclude a fresh view on the instructional design's foundational theories such as behaviorism, cognitivism, and constructivism. In addition, we should expand the exploration to more recent theories such as connectivism, a learning theory introduced by Siemens and Downes in 2005.

Reference

Silber, K. & Foshay, W. (2010). *Handbook of improving performance in the workplace, volume 1: Instructional design and training delivery*. San Francisco, CA: Pfeiffer.

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.

Downes, S. (2010). New technology supporting informal learning. *Journal of Emerging Technologies in Web Intelligence*, 2(1), 27–33.

Learning Activities

u04s1 - Studies

Readings

Use the Capella University Library and the Internet to read the following:

- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43–59.
- Merrill, M. D. (2007). A task-centered instructional strategy. *Journal of Research on Technology in Education*, 40(1), 5–22.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43–71.
- Elander, K., & Cronje, J. C. (2016). Paradigms revisited: A quantitative investigation into a model to integrate objectivism and constructivism in instructional design. *Educational Technology Research and Development*, 64(3), 389–405.
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a digital age learning theory [PDF]. *The International HETL Review. Special Issue 2013*, 4–13. Retrieved from <https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf>

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructors can help you understand the unit theories and concepts more clearly.

Multimedia

- Click **A Conversation With Dr. M. David Merrill** to view the multimedia piece.
 - In this video, you can listen to a conversation between Dr. M. David Merrill and Dr. Kenneth H. Silber about Merrill's intellectual growth and progress from 1970 to 2010.

u04s1 - Learning Components

- Discuss the characteristics of each of the best practices and theories explored.

- Consider each model's strengths and weaknesses.
- Discuss the characteristics of each of the instructional design models explored.
- Discuss the impact of the explored best practices and theories on the learning experience.
- Describe the characteristics of the best practices explored.
- Discuss the applicability of the explored theories.

u04s2 - Current Models and Best Practices Exploration Preparation

You started the preparation for the course project in the first week of this course by choosing an organization and the approach you will take to build your course project. The next step is to continue your work and prepare for the second assignment that is due next week.

To start the preparation for your second assignment, you should do the following:

1. Review the course project guidelines.
2. Make sure you are clear on your tasks. Please remember you can always ask for clarifications by posting questions on the "Ask Your Instructor" forum.
3. Read the Current Models and Best Practices Exploration assignment that is due next week.
 1. Make sure you understand the assignment guidelines.
 2. Read the scoring guide to learn how you will be evaluated.
3. Prepare the first draft of your assignment by including the following:
 1. The approach you will use in the literature review.
 2. A rationale for the selected approach.
 3. A draft of as many parts of the assignment guidelines you have developed (the more complete your draft, the more feedback you can get from your classmates).

Reminder: To complete this project, you can choose to use an organization of your choice that you know well and have access to necessary information to complete this project or you can use the organization presented to you in the media piece *Training Needs Assessment*.

Course Resources

[Reviewing the Literature](#)

[Training Needs Assessment](#) | [Transcript](#)

u04s2 - Learning Components

- Discuss the characteristics of each of the best practices and theories explored.
- Consider each model's strengths and weaknesses.
- Discuss the characteristics of each of the instructional design models explored.
- Discuss the impact of the explored best practices and theories on the learning experience.
- Provide a rationale for the model adequacy.
- Describe the characteristics of the best practices explored.
- Discuss the applicability of the explored theories.

u04d1 - Current Models and Best Practices Exploration Peer Review

Post the draft you prepared for your assignment that is due next week for peer review. Please note, the more complete your draft is, the better your chance is to get good suggestions to improve your assignment. Use this chance to call the attention of your peers to portions of your assignment you are not sure of or would like help with.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together on this assignment, what additional suggestions would you propose? Provide and cite evidence to show that your suggestions could be successful in addressing this situation. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

IDOL Library Research Guide

Reviewing the Literature

APA Style and Format

u04d1 - Learning Components

- Discuss the characteristics of each of the best practices and theories explored.
- Consider each model's strengths and weaknesses.
- Discuss the characteristics of each of the instructional design models explored.
- Discuss the impact of the explored best practices and theories on the learning experience.
- Apply the principles of effective composition.
- Describe the characteristics of the best practices explored.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

u04d2 - Theories Selection

Use what you have learned in this week's readings required sources and the sources from your additional research, and do the following:

1. Select two theories.
2. Compare and contrast them.
3. What are the pros and cons of each of them?
4. What reasons led you to select them over the other theories you have been exploring?

Response Guidelines

Respond to the post of one other learner. Please choose a learner's posting who has selected different theories than yours. What additional points would you offer to your classmate's discussion on the select theories? Do you agree or disagree with the stated pros and cons? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Discuss the characteristics of each of the best practices and theories explored.
- Discuss the impact of the explored best practices and theories on the learning experience.
- Apply the principles of effective composition.

u04d3 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 weeks of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 5 >> Current ID Models

Introduction

In this unit, let us shift the focus to the exploration of ID models that deviate somewhat from the popular ADDIE (Analysis, Design, Development, Implementation, and Evaluation) framework. The goal is to expand your horizons, not to necessarily steer you away from ADDIE but to add other perspectives and open possibilities, and to add tools and approaches to your ID skill set that may be more suitable in certain instances.

Among the examples of these models, we find Wiggins and Mctighe's backward design proposed in 2005. When using the backward design model to build instruction or training, instructional designers will start by defining the outcomes of the program or intervention, following by definition of what the learner must be able to do to demonstrate the outcome, deciding how performance proficiency will be assessed, and lastly the course activities that will help build the necessary skills. Another example, of particular interest for this course, is the Handshaw model because the emphasis is put on the alignment with organizational results. The last example that will be brought to your attention in this unit is rapid prototyping, an approach especially useful when building technology-based delivery of instruction for which development cost is a concern. By producing a prototype of what the instruction will look and be like early in the ID process and then involving the learners and stakeholders in an interactive evaluation process, instructional designers can save organizational resources and keep developments on budget.

References

Wiggins, G., & Mctighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Handshaw, D. (2014). *Training that delivers results: Instructional design that aligns with business goals* (1st ed.). New York, NY: AMACOM.

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

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to read the following:

- Use *Mastering the Instructional Design Process: A Systematic Approach* to read:
 - Chapter 16, "Implementing Instructional and Noninstructional Interventions" pages 271–288.
- Use *Understanding by Design Guide to Creating High-Quality Units* to read:
 - Chapter 1, "Backward Design," pages 13–34.
- Tornwall, J. (2017). [Backward design toward a meaningful legacy](#). *Nurse Education Today*, 56, 13–15.
- Use *Training That Delivers Results: Instructional Design That Aligns With Business Goals* to read:
 - Chapters 1 and 2: "A New Model for Results," and "Performance Consulting," pages 9–26.

Optional Readings

Use the Capella University Library to read the following:

- Nixon, E. K., & Lee, D. (2001). [Rapid prototyping in the instructional design process](#). *Performance Improvement Quarterly*, 14, 95–116.
- Christensen, T. K. (2008). [The role of theory in instructional design: Some views of an ID practitioner](#). *Performance Improvement*, 47(4), 25–32.

Multimedia

- Click **Proactive Design for Learning (PD4L)** to view the multimedia presentation.

The presentation for a *Proactive Design for Learning (PD4L)* is presented by Dr. Rod Sims. Dr. Sims is an international leader in both IBSTPI, the International Board of Standards, and in the Constructivist-ID movement. Most of the models and ID strategies we are studying in this course are cognitivism with its theoretical roots. The students in this course will benefit from your views as a constructivist, in addition to your own ID model.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructor can help you understand the unit theories and concepts more clearly.

u05s1 - Learning Components

- Consider each model's strengths and weaknesses.
- Discuss the characteristics of each of the instructional design models explored.
- Discuss the impact of the explored best practices and theories on the learning experience.
- Provide a rationale for the model adequacy.
- Describe the characteristics of the best practices explored.

u05s2 - Current Models and Best Practices Exploration Completion

Last week, you started working on the second assignment that is due this week.

To finish the preparation for your second assignment, you should do the following:

1. Ask any additional question to the instructor or the classmate who provided you feedback.
2. Incorporate the feedback received in the peer-review discussion last week.
3. Complete your assignment by following the assignment guidelines.

u05s2 - Learning Components

- Discuss the characteristics of each of the best practices and theories explored.
- Discuss the characteristics of each of the instructional design models explored.
- Discuss the impact of the explored best practices and theories on the learning experience.
- Apply the principles of effective composition.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

u05a1 - Current Models and Best Practices Exploration

Based on the results of the needs analysis, the research for the best solution to propose to the organization to enhance the alignment of training and development initiatives, priorities, and strategies with the organizational vision and mission will not only provide the backbone for the course project but also influence the degree of innovation the proposed solution will contain. In the previous courses you took as pre-requisite to this course, you became familiar with instructional design models proposed by Dick and Carey, Kemp, and Gagne to name a few. You may also have noticed that most instructional design models include the elements of ADDIE (Analysis, Design, Development, Implementation, and Evaluation).

For this assignment, your goal is to expand your research and read about other instructional design models or approaches such as backward design, which is commonly used with competency-based learning; rapid prototyping, which is commonly used with interactive media instructional strategies; and iterative design and development, which is commonly used in the development of eLearning instruction.

In addition to the previous courses you took as pre-requisite to this course, you read about foundational theories to instructional design such as system theory, communication theory, learning theory, and instructional theory. You learned that these theories are the basis for the practice of instructional design. For this assignment, your goal is to expand your research and explore other theories such as connectivism, a learning theory proposed by Stephen Downes and George Siemens, motivation theory, and other learning and instructional theories you have not explored yet.

To complete this assignment, you will write a literature review reporting your findings.

Specifically, you should focus on the following:

1. Analyze the current instructional models you explored adding a rationale for their relevance for this project.
 1. Discuss the characteristics of each of the instructional design models explored.
 2. Consider each model's strengths and weaknesses.
2. Evaluate the adequacy of current instructional design models and potential alignments with an organization's vision.
 1. Provide a rationale for the model adequacy.
3. Examine the impact of explored best practices and theories on the learning experience.
 1. Discuss the characteristics of each of the best practices and theories explored.

2. Discuss the impact of the explored best practices and theories on the learning experience.
4. Explain how the best practices and theories of current instructional models can enhance alignment with the mission of an organization.
 1. Describe the characteristics of the best practices explored.
 2. Discuss the applicability of the explored theories.
5. Write following the APA style for in-text citations and references.
 1. Determine the proper application of APA formatting requirements and scholarly writing standards.
6. Write clearly and logically with the correct use of spelling and grammar.
 1. Determine the proper application of the rules of grammar and mechanics.
 2. Apply the principles of effective composition.

Submission Requirements:

1. **Written Communication:** Writing is free of errors that detract from the overall message. Writing is clear, precise, and scholarly. Concepts flow in a logical order.
2. **Length of Paper:** Must be 5–7 pages long, double-spaced, excluding the cover page and references.
3. **References:** Include at least five scholarly sources to support your opinions and ideas with correct in-text citations, and a reference list.
4. **Formatting:** Format your paper (including references) per the current APA style and formatting guidelines.
5. **Font:** Times New Roman, 12 point.

Writing assistance is available at the Writing Center or Smarthinking, a free online writing tutorial and review service. Both are linked in the Resources.

Review the scoring guide for the grading criteria for this assignment.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

[Smarthinking](#)

[ePortfolio](#)

u05d1 - Adopting and Adapting an ID Model

Use what you have learned in this week's readings, required sources, and the sources from your additional research, and do the following:

1. Select two instructional design models.
2. Compare and contrast them.
3. What reasons led you to select them over the other models you have been exploring?
4. From your professional experience, explain to which types of training or intervention each of the selected models is an adequate choice to follow. Why?

Response Guidelines

Respond to the posts of two other learners. Please choose a learner's posting who has selected different ID models than yours. What additional points would you offer to your classmates' discussions on their selected ID models? Do you agree or disagree with the types of training for each of the selected ID models? Why? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Consider each model's strengths and weaknesses.
- Discuss the characteristics of each of the instructional design models explored.
- Apply the principles of effective composition.
- Provide a rationale for the model adequacy.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

u05d2 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 weeks of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 6 >> Current ID Best Practices

Introduction

Instructional design practices have evolved quite a bit since their inception. Technology advancements have strongly impacted the instructional design field. From reimagining the role of instructors in our technology-driven environment to choosing the best learning management tool to use, instructional designers see themselves as significant influencers on the organizational decision-making process.

Progress in technology has also enabled the development of gamification and gameful learning concepts. Gamification and gameful learning concepts are derived from the observation of the high level of engagement video games have on their players. The central idea of gameful learning is to use games elements to increase motivation and engagement in learning experiences. With its rapid development, social media is also finding its place as a tool or strategy to increase interest and efficiency of training programs. These are some of the themes we will explore in this unit.

References

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

Kapp, K. M. (2012). *Games, gamification, and the quest for learner engagement*. American Society for Training & Development, Inc.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to read the following:

- Yefim, K. (Ed.). (2013). Instructional design and best practices in online teaching and learning. In K. Yefim (Ed.), *Learning management systems and instructional design: Best practices in online education* (p. 232–244). Hershey, PA: Information Science Reference.
- Sugar, W. A., & Luterbach, K. J. (2016). Using critical incidents of instructional design and multimedia production activities to investigate instructional designers' current practices and roles. *Educational Technology Research and Development*, 64(2), 285–312.
- Dichev, C., Dicheva, D., Angelova, G., & Agre, G. (2015). From gamification to gameful design and gameful experience in learning. *Cybernetics and Information Technologies*, 14(4), 80–100.
- Kim, T. W., & Werbach, K. (2016). More than just a game: Ethical issues in gamification. *Ethics and Information Technology*, 18(2), 157–173.
- Ahern, T. C. (2016). A waterfall design strategy for using social media for instruction. *Journal of Educational Technology Systems*, 44(3), 332–345.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructors can help you understand the unit theories and concepts more clearly.

u06s1 - Learning Components

- Describe the selected best practices and model.
- Discuss how they will be deployed.
- Describe the lead factors that impact the alignment.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Analyze the operational strategies that contribute in favor and against the alignment.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.

u06s2 - Selection of Best Practices and Model to Meet the Identified Organizational Needs Preparation

You started the preparation for the course project in the first week of this course by deciding on which organization you will use, and which approach will you take to build your course project. The next step is to continue your work and prepare for the third assignment that is due next week.

To start the preparation for your third assignment, you should do the following:

1. Review the course project guidelines.
2. Make sure you are clear on your tasks. Please remember you can always ask for clarifications by posting questions on the "Ask Your Instructor" forum.
3. Read the Selection of Best Practices and Model to Meet the Identified Organizational Needs assignment that is due next week.
 1. Make sure you understand the assignment guidelines.
 2. Read the scoring guide to learn how you will be evaluated.
3. Prepare the first draft of your assignment by including:
 1. The instructional design best practice and model you will propose to the stakeholders.
 2. A rationale for selected instructional design best practice and model.
 3. A draft of as many parts of the assignment guidelines you have developed (the more complete is your draft, the more feedback you can get from your classmates).
 4. You will post your draft in the first week's discussion for peer review.

Reminder: To complete this project, you can choose to use an organization of your choice that you know well and have access to the necessary information or you can use the organization presented to you in the media piece *Training Needs Assessment*.

Course Resources

[Training Needs Assessment](#) | [Transcript](#)

u06s2 - Learning Components

- Describe the selected best practices and model.
- Discuss how they will be deployed.
- Describe the lead factors that impact the alignment.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Analyze the operational strategies that contribute in favor and against the alignment.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.

u06d1 - Selection of Best Practices and Model to Meet the Identified Organizational Needs Peer Review

Post the draft you prepared for your assignment that is due next week for peer review. Please note, the more complete your draft is, the better your chance to get good suggestions to improve your assignment. Use this chance to call the attention of your peers to portions of your assignment you are not sure of or would like help with.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together on this assignment, what additional suggestions would you propose? Provide and cite evidence to show that your suggestions could be successful in addressing this situation. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Describe the selected best practices and model.
- Discuss how they will be deployed.
- Describe the lead factors that impact the alignment.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Analyze the operational strategies that contribute in favor and against the alignment.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.

u06d2 - Embracing New Practices

In this unit, we are exploring the current ID best practices. Use what you have learned in this week's readings required sources and the sources from your additional research to select and discuss the pros and cons of three current ID best practices. Use examples from your professional experience or use the context of an organization you know well and discuss the potential scenarios if the practices you selected were to be implemented. What would go well and be supported by the training and development department? What barrier do you anticipate would be in place? What are your suggestions to overcome the obstacles?

Response Guidelines

Respond to the post of one other learner. What additional considerations do you have to add to the pros and cons presented by your classmate? Please provide examples to substantiate your points. Please provide additional ideas to overcome the obstacles your classmate anticipated. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Describe the selected best practices and model.
- Discuss how they will be deployed.
- Describe the lead factors that impact the alignment.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Analyze the operational strategies that contribute in favor and against the alignment.
- Discuss how the changes will increase the alignment with the organizational vision.

u06d3 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 week of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 7 >> Evidence-Based Practice

Introduction

An interesting next step after revisiting and expanding the exploration of instructional design theories and models, and looking into the best practices in the field is to see how they turn into what Richard Clark called "evidence-based practice." These evidence-based practices are the instructional strategies that research actually supports. Clark proposes that an instructional designer should shift the focus of researching to support their own beliefs to research for instructional strategies, which the evidence shows that works and are reliable, then incorporate these strategies into their practice.

Reference

Robinson, D. H., & Bligh, R. A. (2016). An interview with Richard E. Clark. *Educational Psychology Review*, 28(4), 875–891.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to read the following:

- Use *E-learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* to read:
 - Chapter 3, "Evidence-based Practice," pages 49–66.
- Gray, C. M., Dagli, C., Demiral-Uzan, M., Ergulec, F., Tan, V., Altuwaijri, A. A., . . . Boling, E. (2015). Judgment and instructional design: How ID practitioners work in practice. *Performance Improvement Quarterly*, 28, 25–49.
- Leigh, H. N., & Tracey, M. W. (2010). A review and new framework for instructional design practice variation research. *Performance Improvement Quarterly*, 23(2), 33–46.

Multimedia

- Click **A Conversation With Dr. Richard Clark** to view the multimedia video.
 - In this video, you will listen to the interview with Dr. Richard Clark by Dr. Kenneth H. Silber, discussing the learning styles debate and issues about the research that supports learning styles.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have created the [IDOL Library Research Guide](#) linked in the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructor can help you understand the unit theories and concepts more clearly.

u07s1 - Learning Components

- Describe the selected best practices and model.
- Describe the lead factors that impact the alignment.

- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Analyze the operational strategies that contribute in favor and against the alignment.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.

u07s2 - Selection of Best Practices and Model to Meet the Identified Organizational Needs Completion

Last week, you started working on the third assignment that is due this week.

To finish the preparation for your third assignment, you should do the following:

1. Ask any additional question to the instructor or the classmate who provided you feedback.
2. Incorporate the feedback received in the peer-review discussion last week.
3. Complete your assignment by following the assignment guidelines.

u07s2 - Learning Components

- Describe the selected best practices and model.
- Discuss how they will be deployed.
- Describe the lead factors that impact the alignment.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Apply the principles of effective composition.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Analyze the operational strategies that contribute in favor and against the alignment.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Discuss how the changes will increase the alignment with the organizational vision.
- Determine the proper application of the rules of grammar and mechanics.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.

u07a1 - Selection of Best Practices and Model to Meet the Identified Organizational Needs

Now that you have explored current instructional models, best practices, and theories, it is time to select the instructional design best practices and model for the instructional solution you are proposing to either change the orientation of the current training and development division or to recommend a new performance development initiative. In either case, the goal is to enhance alignment of training and development results with the organizational vision and mission.

To complete this assignment, you will write a report identifying:

1. The best practices and model for the proposed instructional solution.
 1. Provide a rationale for the choice.
2. Potential alignment.
3. Short, middle, and long-term impact.
4. Further recommendations.

Specifically, you should focus on the following:

1. Justify the selected best practices and model for the proposed instructional solution.
 1. Describe the selected best practices and model.
 2. Discuss how they will be deployed.
2. Discuss the current alignment of training and development division strategies and the organizational vision.
 1. Analyze the operational strategies that contribute in favor and against the alignment.
3. Discuss the current alignment of training and development division strategies and the organizational mission.
 1. Describe the lead factors that impact the alignment.
4. Explore the impact of the selected best practices and model on the training and development division strategies and the anticipated alignment enhancement with the organizational vision.
 1. Discuss the short-, middle-, and long-term impact of the proposed change.

2. Discuss how the changes will increase the alignment with the organizational vision.
5. Explore the impact of the selected best practices and model on the training and development division strategies and the anticipated alignment enhancement with the organizational mission.
 1. Discuss how the changes will increase the alignment with the organizational mission.
 2. Identify potential risks that would interfere with the implementation of the best practices and model.
6. Propose innovative approaches to solidify implementation of the selected best practices and model, and further the alignment with the organizational mission.
 1. Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and model.
7. Write following the APA style for in-text citations and references.
 1. Determine the proper application of APA formatting requirements and scholarly writing standards.
8. Write clearly and logically with the correct use of spelling and grammar.
 1. Determine the proper application of the rules of grammar and mechanics.
 2. Apply the principles of effective composition.

Submission Requirements:

1. **Written Communication:** Writing is free of errors that detract from the overall message. Writing is clear, precise, and scholarly. Concepts flow in a logical order.
2. **Length of Paper:** Must be 6–8 pages long, double-spaced, excluding the cover page and references.
3. **References:** Include at least five scholarly sources to support your opinions and ideas with correct in-text citations and a reference list.
4. **Formatting:** Format your paper (including references) per the current APA style and formatting guidelines.
5. **Font:** Times New Roman, 12 point.

Writing assistance is available at the Writing Center or Smarthinking, a free online writing tutorial and review service. Both are linked in the Resources.

Review the scoring guide for the grading criteria for this assignment.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[Introduction to the Writing Center](#)

[Smarthinking](#)

[APA Style and Format](#)

[ePortfolio](#)

u07d1 - Reliable Practices

Use what you have learned in this week's readings, required sources, and the sources from your additional research, and do the following:

1. From your current or past professional experience, select, and describe three best practices of instructional design.
2. Explain how they are supported by research evidence.
3. Describe research findings that are for the use of such practices.
4. Describe research findings that are against such practices.
5. You may have to do additional research to complete this discussion.

Response Guidelines

Respond to the post of two other learners. What additional points would you offer to your classmates' discussions on their selected practices? From the readings or additional research you conducted, add evidence in favor or against to the practices your classmates discussed. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

u07d1 - Learning Components

- Describe the selected best practices and model.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Apply the principles of effective composition.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.
- Determine the proper application of the rules of grammar and mechanics.

u07d2 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 week of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 8 >> Evidence-Based Decision Making

Introduction

In the current business world, training and development represent a differentiator in organizational success. Training and development initiatives, when well aligned with the organization strategic direction, can enhance the implementation and maintenance of business processes, and improve the work environment by enabling teams with the skills and knowledge they need to perform well. A well-trained workforce can minimize mistakes, provide optimal customer service, and improve the quality of the products offered.

In the previous unit, we started exploring the evidence-based practices. In this unit, the focus is on how instructional designers can use evidence-based practices to positively impact the organizational decision-making process.

Reference

Kulkarni, P. P. (2013). A literature review on training & development and quality of work life. *Journal of Arts, Science & Commerce*, 4(2), 136.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to read the following:

- Gray, C. M., Dagli, C., Demiral-Uzan, M., Ergulec, F., Tan, V., Altuwaijri, A. A., . . . Boling, E. (2015). Judgment and instructional design: How ID practitioners work in practice. *Performance Improvement Quarterly*, 28, 25–49.
- Boling, E., Alangari, H., Hajdu, I. M., Guo, M., Gyabak, K., Khlaif, Z., & Techawitthayachinda, R. (2017). Core judgments of instructional designers in practice. *Performance Improvement Quarterly*, 30(3), 199–219.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, *Discussing the Concepts*, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructors can help you understand the unit theories and concepts more clearly.

u08s1 - Learning Components

- Describe the main contributor factors to the alignment gaps.
- Describe the advantages and disadvantages of selected best practices and model.
- Provide examples of their application.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.
- Identify potential risks that would interfere with the implementation of the best practices and model.

u08s2 - Presentation of the Proposed Instructional Design Intervention to Stakeholder Preparation

You started the preparation for the course project in the first week of this course by deciding on which organization you will use, and which approach you will take to build your course project. You have now completed the first three parts of your course project and received feedback on each of them. The next step is to complete your work and prepare for the final assignment that is due next week.

To start the preparation for your fourth assignment, you should do the following:

1. Review the course project guidelines.
2. Make sure you are clear on your tasks. Please remember you can always ask for clarifications by posting questions on the "Ask Your Instructor" forum.
3. Make sure you have addressed all the points mentioned to you in the feedback you received in the first three assignments.
2. Read the Presentation of the Proposed Instructional Design Intervention to Stakeholder assignment that is due next week.
 1. Make sure you understand the assignment guidelines.
 2. Read the scoring guide to learn how you will be evaluated.
 3. If you have not yet tested Kaltura, now it is an excellent time to do so.
3. Prepare the first draft of your assignment by including the following:
 1. Your approach to building your presentation and the main points you want to emphasize.
 2. A rationale for your approach.
 3. Attach what you have completed for the presentation.
 4. The more complete your draft, the more feedback you can get from your classmates.
 5. You will post your draft in the first week's discussion for peer review.

Reminder: To complete this project, you can choose to use an organization of your choice that you know well and have access to the necessary information, or you can use the organization presented to you in the media piece *Training Needs Assessment*.

Multimedia

- Click **Kaltura Basics Tutorial** to view the multimedia video.
 - In this video, you will explore how to use Kaltura.

Course Resources

[Training Needs Assessment](#) | [Transcript](#)

u08s2 - Learning Components

- Describe the main contributor factors to the alignment gaps.
- Describe the advantages and disadvantages of selected best practices and model.
- Provide examples of their application.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Build slides containing points that help to convey the messages.

u08d1 - Presentation of the Proposed Instructional Design Intervention to Stakeholder Peer Review

Post the draft you prepared for your assignment that is due next week for peer review. Please note, the more complete your draft is, the better your chance is to get good suggestions to improve your assignment. Use this chance to call the attention of your peers to portions of your assignment you are not sure of or would like help with.

Response Guidelines

Respond to the post of one other learner. For your response, imagine that you and your classmate were to work together on this assignment, what additional suggestions would you propose? Provide and cite evidence to show that your suggestions could be successful in addressing this situation. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Describe the main contributor factors to the alignment gaps.
- Describe the advantages and disadvantages of selected best practices and model.
- Provide examples of their application.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Build slides containing points that help to convey the messages.

u08d2 - Strategic Decisions

In this unit, the focus is on how instructional designers can use evidence-based practices to positively impact the organizational decision-making process. Use what you learned in this week's readings, required sources, and the sources from your additional research:

1. From your current or past professional experience, select and describe three practices related to strategic decisions.
2. Explain how they are supported by research evidence.
3. Describe research findings that are for the use of such practices related to strategic decisions.
4. Describe research findings that are against such practices related to strategic decisions.
5. You may have to do additional research to complete this discussion.

Response Guidelines

Respond to the post of two other learners. What additional points would you offer to your classmates' discussion on their selected practices? From the readings or additional research you conducted, add evidence in favor or against to the practices your classmates discussed. Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Describe the advantages and disadvantages of selected best practices and model.
- Provide examples of their application.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.
- Identify potential risks that would interfere with the implementation of the best practices and model.

u08d3 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 weeks of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 9 >> Design & Development Tools

Introduction

We have taken a fresh look at instructional design theories, models, and best practices. In addition, we explored evidence-based practices, that is, instructional strategies that are supported by research evidence. A next step is to investigate how instructional designers practice and what tools are used in the field to help them keep up with the fast-paced environment they face.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to read the following:

- Ho, M. (2015). Instructional designers embrace many tools, but come up short on effectiveness: A new report details the state of instructional design in organizations. *TD Magazine*, 69(4), 20.
- Tawei Ku, D., & Huang, Y. (2012). Rapid e-learning tools selection process for cognitive and psychomotor learning objectives. *Journal of Educational Multimedia and Hypermedia*, 21(4), 393–413.
- Thompson-Sellers, I., & Calandra, B. (2012). Ask the instructional designers: A cursory glance at practice in the workplace. *Performance Improvement*, 51(7), 21–27.
- Mc Glashan, A. A. (2011). Designer stories: A commentary on the community of design practice. *International Journal of Technology and Design Education*, 21(2), 235–260.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and the instructors can help you understand the unit theories and concepts more clearly.

u09s1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Describe current instructional design best practices that would enhance the organizational flow.
- Identify current instructional design models that would best serve the organizational needs.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Describe the current model adopted by the training and development division.

u09s2 - Presentation of the Proposed Instructional Design Intervention to Stakeholder Completion

Last week, you started working on the final assignment, which is due this week.

To finish the preparation for your final assignment, you should do the following:

1. Ask any additional question to the instructor or the classmate who provided you feedback.
2. Incorporate the feedback received in the peer-review discussion last week.
3. Complete your assignment by following the assignment guidelines.

Multimedia

- Click **Training Needs Assessment** to view the multimedia presentation.
 - In this video, you will learn about conducting presentations.
- Click **Presenting Yourself** to view the multimedia presentation.
 - In this video, you will learn about conducting presentations.
- Click **Guidelines for Public Speaking** to view the multimedia presentation.
 - In this video, you will learn about conducting presentations.
- Click **Persuasive Presentations** to view the multimedia presentation.
 - In this video, you will learn about effective strategies for creating presentations

u09s2 - Learning Components

- Describe the main contributor factors to the alignment gaps.
- Describe the advantages and disadvantages of selected best practices and model.
- Provide examples of their application.
- Discuss how the changes will increase the alignment with the organizational vision.
- Discuss the short, middle, and long term impact of the proposed change.
- Discuss how the changes will increase the alignment with the organizational mission.
- Identify potential risks that would interfere with the implementation of the best practices and model.
- Build slides containing points that help to convey the messages.
- Speak clearly and concisely.
- Use the points on the slides to guide narration.

u09a1 - Presentation of the Proposed Instructional Design Intervention to Stakeholders

For this final part of your course project, you will develop a presentation for the organization's stakeholders on selecting the instructional design best practices and model for the instructional solution you are proposing. Stakeholders are essential for any organizational change. Make them aware of the details of the plan as obtaining their buy in will contribute greatly to the success of the project.

You will produce a recorded presentation using slides to illustrate your points and record your presentation using Kaltura screen capture or a presentation recording of your choice.

Specifically, you should focus on the following:

1. Analyze the organization's vision and mission and its training and development approaches emphasizing on the alignment gaps.
 1. Describe the main contributing factors to the alignment gap.
2. Justify the selected best practices and model for the proposed instructional solution.
 1. Describe the advantages and disadvantages of the selected best practices and model.
 2. Provide examples of their application.
3. Discuss how the selected best practices and model will enhance the alignment between the training and development division philosophy and the organizational vision.
 1. Discuss the short-, middle-, and long-term impact of the proposed changes.
 2. Discuss how the changes will increase the alignment with the organizational vision.
4. Discuss the impact of the changes brought by the selected best practices and model on the training and development division, and the effects on the alignment with the organizational mission.
 1. Discuss how the changes will increase the alignment with the organizational mission.
 2. Identify potential risks that would interfere with the implementation of the best practices and model.

5. Present oral messages that take into account the type of information being delivered and the target audience characteristics, roles, and responsibilities.
 1. Build slides containing points that help to convey the message.
 2. Use the points on the slides to guide narration.
 3. Speak clearly and concisely.
6. Write following the APA style for in-text citations and references.
 1. Determine the proper application of APA formatting requirements and scholarly writing standards.
7. Write clearly and logically with the correct use of spelling and grammar.
 1. Determine the proper application of the rules of grammar and mechanics.
 2. Apply the principles of effective composition.

Submission Requirements:

Present the topic to the organization's stakeholders using Kaltura presentation recording software or other recording presentation of your choice. Please remember your instructor must be able to access your presentation. The presentation should be 5–10 minutes long. Use the note space on the slides to type your extensive notes—not a transcript. Please do not read from the screen, instead use the bullets or images on the slides and present your points. The presentation should not be longer than 12 slides, which should include the following:

1. Title Slide.
2. Selected best practices and model rationale.
3. Impact of the selected best practices and model.
4. Alignment enhancement with the organizational vision (1–2 slides).
5. Alignment enhancement with the organizational mission (1–2 slides).
6. Potential risks for the implementation of the selected best practices and model.
7. Innovative approaches to solidify implementation.
8. References formatted according to the current APA guidelines.

You will want to include the following in your assignment submission:

1. A narrated Kaltura presentation of your Power Point slides.
2. Attach the full presentation slides as a separate file, including speaker's notes in the notes portion of the slides.
 1. The speaker's notes will act as a transcript of your presentation.
3. A link to your Kaltura presentation.
4. You may submit the assignment only once, so make sure all the components are present before submitting.

Writing assistance is available at the Writing Center or Smarthinking, a free online writing tutorial and review service. Both are linked in the Resources.

Review the scoring guide for the grading criteria for this assignment.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

[Kaltura Basics Tutorial | Transcript](#)

[Smarthinking](#)

[Using Kaltura \[PDF\]](#)

[ePortfolio](#)

As you reflect on the design and development tools you have learned about in this week's readings, required sources, and the sources from your additional research, describe how you utilize design and development tools. What are some factors that influence the choice of the adopted design and development tools by instructional designers? Discuss advantages and disadvantages in using design and development tools.

Response Guidelines

Respond to the post of two other learners. Do you agree or disagree with your classmates' opinion on the advantages and disadvantages of using design and development tools? What are your reasons for agreement or disagreement? What additional considerations do you have to add to what your classmate presented? Make your response substantive and reference the assigned readings and other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Describe current instructional design best practices that would enhance the organizational flow.
- Identify current instructional design models that would best serve the organizational needs.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Describe the current model adopted by the training and development division.
- Apply the principles of effective composition.
- Determine the proper application of the rules of grammar and mechanics.

u09d2 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 week of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.

Unit 10 >> Future Research and Application

Introduction

In this final unit, we look toward the future from the perspective of both aspects of Capella's scholar-practitioner model. First, we look at some key current researches in ID and explore some ways ID research may look like in the future. This is a topic that should be of great interest to you as you move into the Comprehensives and Dissertation phases of your doctoral journey. Another aspect of your preparation in the doctoral program is to contemplate how you will conduct your ID practice differently as a result of having read current ID theories and models, and instructional strategies in this course and how you will contribute to the profession.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to read the following:

- Use *Mastering the Instructional Design Process: A Systematic Approach* to read:
 - Chapter 20, "Predicting the Future of Learning and Instructional Design," pages 341–362.
- Ritzhaupt, A. D., & Kumar, S. (2015). Knowledge and skills needed by instructional designers in higher education. *Performance Improvement Quarterly*, 28(3), 51–69.
- Panke, S., Kohls, C., & Gaiser, B. (2017). Social media and seamless learning: Lessons learned. *Journal of Educational Multimedia and Hypermedia*, 26(3), 285–302.
- Boling, E., Alangari, H., Hajdu, I. M., Guo, M., Gyabak, K., Khlaif, Z., & Techawitthayachinda, R. (2017). Core judgments of instructional designers in practice. *Performance Improvement Quarterly*, 30(3), 199–219.

Remember that this course focuses on moving you from practitioner to a scholar-practitioner. Therefore, in each unit, you are asked to research additional sources to complement the suggested readings and that are of a particular interest for you. To facilitate your search, we have linked the [IDOL Library Research Guide](#) to the resources.

If you have questions about the readings in this course, post your questions in this unit's discussion titled, Discussing the Concepts, which is an ungraded discussion. It is a place where you can post any questions you have, and other learners and instructor can help you understand the unit theories and concepts more clearly.

u10s1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.

u10d1 - Key Contributors

For this last discussion, consider this course's competencies:

- Evaluate current models and best practices for instructional design implementations.
- Align clear strategies and specific priorities with the institutional vision.
- Align innovative thinking with the institutional mission.
- Communicate effectively in visual, oral, and written form.

How did the course activities contribute to your achievement of the course competencies? What would you like to have added or subtracted from this course?

Response Guidelines

Respond to your classmates at your discretion.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Apply systems thinking to instructional design and performance improvement projects.
- Explore current theoretical framework as a foundation to the proposed instructional design solutions.
- Describe the lead factors that impact the alignment.
- Discuss how the organization stakeholders can help to solidify implementation of the selected best practices and models.

u10d2 - Discussing the Concepts

This is a place where you can share useful articles that you uncovered in your independent research. Use this space to also post any questions you have so your peers and instructor can help you understand the unit theories and concepts more clearly.

Note: This ungraded discussion will remain open through all 10 week of the course.

Response Guidelines

You are encouraged but not required to respond to posts in this discussion thread.