Instructional Design @ Work – Program Outline

The course structure (Topic Column) is designed to mirror the ADDIE model, and the tasks that Senior Instructional Designers perform.

#	Topic	Microlearning Piece #1 Explanatory Video	Microlearning Piece #2 Q & A Video as a discussion with the Expert	Microlearning Piece #3 Exhibit: Job-Aid and Samples
1.	**Six Honest Serving Men** Training Need Analysis	A learning experience that does not take into account established frameworks and principles is incomplete. In this Episode, we look at the erstwhile ADDIE model with emphasis on the first phase, Analysis.	Some learning cannot be easily documented. But, it is indeed very valuable. Then what do we do? Well, we capture it in a different way! Tune in to some pertinent questions related to the Analysis phase that you face in the real practical world.	Through this Exhibit we showcase how a Training Need Analysis document ought to be designed.
2.	**Goldilocks of the Brain** Program Outline	What does science say about working memory and learning? In this Episode, we analyze the capabilities and limitations of working memory, and look at some guidelines for optimizing working memory.	What are some common oversights made by Instructional Designers while creating a Content Outline? Watch this Q & A to find out.	Through this Exhibit we showcase a sample High Level Design Document with focus on the Content Outline.
3.	**Not without the Porpoise!** Learning Objectives	Learning outcome is the fulcrum of any learning piece. If you get that wrong, you get everything wrong. Presented in this Episode are some useful frameworks for writing objectives. • Ruth Clarke's Content	Should you use Bloom's Taxonomy or not? Through this Q & A learn about the strengths and limitations of Bloom's Taxonomy and review an alternative that is easier and much more effective.	**Exhibit 1** A sample Detailed Design Document with Learning Objectives. This will help you see how Learning Objectives manifest in a real deliverable, and the factors to consider when writing objectives.

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		Types • Merrill's Content-Performance Matrix • Bloom's Taxonomy		
4.	**All Roads Lead to Rome** Presentation Strategy	How do people learn? Are learning styles a myth? Should you design material to match learning styles? In this Episode, we delve on these questions and figure out some guidelines that will help us make an informed decision.	Do you have a pet theory about how people learn? In this Q & A, we look at how many of us fall prey to this, and the significance of taking precautions to ensure that we don't.	**Exhibit 1** We continue with the sample Detailed Design Document that you saw in the preceding Episode. In this Exhibit, we highlight how learning theories manifest as Presentation Strategies and Visual Strategies in the Detailed Design Document. **Exhibit 2** This is an attempt to visualize the three schools of learning, and plot it in a graph that may be used by Instructional Designers to decide on a methodology.
5.	**Knock, Knock, Who's There?** Interaction Strategies	Interactions are the high point in a learning piece, and how do you design these is the focus here. We will specifically consider Thiagi's thoughts, and touch upon Keller's model of motivation in this Episode.	Click on the Insert Tab in the toolbar? Is this really an interaction? Find out in this Q&A session!	**Exhibit 1** This Exhibit will showcase various forms that an interaction can take, and how Designers should detail it in the Design Document. **Exhibit 2** This Exhibit showcases a framework that you can use to design interactions.
6.	**Re-imagine Learning** Developing the Material	What makes a learning piece truly engaging? How do you use established formats, such	"Please rephrase to ensure Instructional Clarity." "This topic lacks Instructional Flow."	With Scripting we enter the Development Phase. In this Exhibit, you see how to create a sample outline using popular

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		as Gagne's Events of Instruction, or Kolb's Experiential Model to script a textbook chapter, an E-Learning Module or a Session Plan?	Should this be the only focus of a storyboard? In this Q & A, we answer such questions and many more related to the Scripting Phase of the development life cycle.	frameworks, which can then be used by Content Developers to script.
7.	Heads or Tails….Not Quite! **Evaluation**	In this last and final Episode, we will look at Evaluation from a holistic perspective (Kirk-Patrick's Evaluation Model), and see how End-Of-Course Assessments are just a small piece of the Evaluation pie.	What makes a good question? What makes a question challenging? Tune in and listen as we share some insights on creating challenging questions.	**Exhibit 1** This Exhibit showcases the form for capturing Level 1 Evaluation – Learner Reaction. **Exhibit 2** This is a sample Evaluation Blueprint. Some of us skip making this because we think it is unnecessary. On the contrary, creating this ensures that your End-Of-Course Assessment is comprehensive and valid. It is a fool-proof way to ensure that your questions do not test on trivia.