৵ iDesign Skills Illustration: Assessing Affective LOs ৸

Let's consider the affective learning objective for an Instructional Design course.

At the end of this program learners will –

Choose to follow the systematic ADDIE process to design and develop a course.

This is a level 3 learning objective. The learner will need to reach level 3 systematically after navigating levels 1 and 2.

I. Direct Self-Assessment

In this form of assessment, learners give their own assessment of the change in their attitude. The way to analyze this data would be correlational (comparing the frequency of responses). This is a direct tool administered to the student. It has a **Yes**, **No** or **May be** response option to make it easy for learners to make their choices.

#	Questions	Yes	No	Maybe
1.	I understand the D&D process well enough to work on it with some guidance.			
2.	I know that this process changes the way things are done here and that does not cause me anxiety.			
3.	I know that this process requires specialized resources and that does not cause me anxiety.			
4.	I am aware of the pitfalls of this process and that some things are uncertain till the end. I am okay with this.			
5.	I have used systematic processes in the past and I believe that they do enhance productivity and set standards.			
6.	I have not used systematic processes in the past but I believe that they do enhance productivity and set standards.			
7.	I have not used systematic processes in the past and I don't believe that they do anything for productivity.			
8	If I have to advice a colleague who has an urgent submission deadline, I would urge that she at least follow the basics of the D&D process.			

9.	The D&D process has 5 phases. In case I have to submit a design within tight deadlines, I would skip phases 1, 3 and 5. But not phases 2 and 4.			
10.	In case of a tight deadline, I would use common sense to make the design, letting go of some basic design principles.			

II. Indirect Self-Assessment:

Since a learner's self-assessment of his/her attitudes is not reliable in itself, one needs to augment it with scenario based questions that evaluate attitudes. This is achieved by presenting scenarios where the learner is presented with conflict or competition of resources where the learner's level of commitment can be tested. This data would also be analyzed using correlational method of analysis.

1. A large project, using new technology, needing more than a 100 people is about to begin. Project team training is integral to the plan. This is a client requirement. The Project Manager asks you for a work breakdown structure of the training design activities. When he sees your detailed plan, he refuses to allocate the time required by you. Your explanations of significance of Design, fall on deaf ears. You will then:
   i. Escalate the matter to your boss so that the PM takes training design seriously.
   ii. Take a practical view of the whole situation and renegotiate time available for the training design.
   iii. Using appropriate disclaimers, go with what the PM has to say.
   iv. Work within the constraints to fit in the essential phases of Design.

2. A very large training project requires you to recruit internal talent who will help in all five phases of the D&D process. As you write a recruitment profile, you need to prioritize certain role attributes and skills. From the list given below, give a priority rating to each attribute as H (high), M (medium) or L (Low).

a. Structured writing skills	
b. Process orientation	
c. Presentation skills	
d. Research aptitude	
e. Product knowledge	
f. People skills	
g. Report-writing skills	
h. Probing skills	
i. Problem-solving mindset	
j. Familiarity with business and work processes	