

## Course Overview

This course introduces learners to the conceptual and theoretical foundations of instructional design as well as the application and skills that learning designer needs to succeed in the workplace. This course covers the fundamentals of instructional design; learning theories, ID models, writing learning objectives, creating assessments and storyboarding. Also, help learners on how to write scripts and develop eLearning courses using Storyline 360 and Active Presenter.

By the end of this course, learners will be able to design instructor-led and virtual instructor-led training, web-based eLearning courses and video-based courses.

## Learning Objectives

**By the end of this course, participants will be able to:**

- Explain what is instructional design all about.
- Differentiate between different learning theories.
- Explain the adult learning theory principles.
- Use four different instructional design models.
- Write clear and measurable learning objectives.
- Apply the different types of assessment and evaluations.
- Design course profile for instructor-led and virtual instructor-led training.
- Work with SME to collect course content.
- Create instructor's guide, participants' guide and handouts.
- Create a plan for eLearning courses.
- Create storyboards for eLearning courses.
- Consider the 12 principles of multimedia in storyboards.
- Develop eLearning courses using articulate storyline 360 and active presenter.
- Explain the steps for creating video-based courses.
- Write scripts and create storyboards for video-based courses.
- Insert interactivity on videos using Active Presenter.

## My Learning Objectives

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## **Course Sequence:**

### **Part One: Instructional Design**

#### Module One: Id Fundamentals

Topic 1: What Is Instructional Design?

Topic 2: Learning Theories

Topic 3: Adult Learning Theory

#### Module Two: ID Models

Topic 1: The ADDIE Model

Topic 2: Rapid ID (SAM)

Topic 3: Understanding By Design

Topic 4: Gagne's Nine Events of Instruction

#### Module Three: ID Principles

Topic 1: ID Analysis

Topic 2: Learning Objectives

Topic 3: Content Collection

Topic 4: Design Course Profile

#### MODULE FOUR: Design Instructor-Led Training

Topic 1: Instructional Strategies and Alignment

Topic 2: Instructor's Guide

Topic 3: Participant's Guide

Topic 4: Evaluation & Assessments

Topic 5: Course Agenda

### **Part Two: E-Learning Development**

#### Module One: eLearning Fundamentals

Topic 1: What Is eLearning?

Topic 2: How People Learn?

Topic 3: Plan Your eLearning Project

### Module One: eLearning Fundamentals

- Topic 1: Design Your eLearning Course
- Topic 2: Storyboarding the Course
- Topic 4: The 12 Principles of Multimedia
- Topic 3: Developing the Course

### Module Three: Articulate Storyline 360

- Working With Interface
- Design Slides
- Setup Master Slide
- Insert Media
- Insert Interactive Objects
- Timeline Features
- States
- Layers
- Triggers
- Variables
- Quizzes & Result Slide
- Animation & Transition
- Screen Record & Simulation
- Player
- Publish Option

### Module Four: Active Presenter

- Working With Interface
- Design Slides
- Setup Master Slide
- Insert Media
- Insert Interactive Objects
- Timeline Features
- States
- Layers
- Triggers & Variables
- Quizzes & Result Slide
- Animation & Transition
- Screen Record & Simulation
- Player
- Publish Option

### Module Five: What Else?

Topic 1: Management Systems (LMS)

Topic 2: SCORM and Tin Can API

Topic 3: Quality Assurance

### **Part Three: Video-Based Courses**

#### Module One: Fundamentals

Topic 1: Video Production Process

Topic 2: Course Design

Topic 3: Script Writing

Topic 4: Storyboarding

Topic 5: Make Videos Interactive

### **Ground Rules**

- **Participate fully:** What you get out of this class is fully dependent on what you put into it.
- **Help us stay on track:** We're going to cover a lot of ground—at quite a fast pace—and to make sure you get the full leadership training experience; we'll need everyone to stay focused.
- **Have fun:** The amount of learning that will take place is directly proportional to the amount of fun you have.

## Module Three: Instructional Design Principles

### TOPIC ONE: LEARNING OBJECTIVES

#### What Are “Objectives”?

Learning objectives tell what the learner will be able to know/do by the end of the training, what the trainee will accomplish, and what are the aspects, concepts, and techniques that the learner will learn by attending this training.

Well-written objectives that are shared with the trainees and can be used by them to guide their learning, are one of the essential foundations of good instructional design.

#### Uses of Objectives

1. They give the trainees a clear understanding of what they will be covering in the course and what they will be expected to know or do when the course is completed.
2. To help the instructional designer make sure that all the content that is needed is there, that there are no gaps or time-wasting duplications in the material, and that there is no content that simply is not needed by the trainees.
3. To describe to anyone who is interested, in a short, succinct fashion, what the course will teach. This is important for the trainees, but also for their managers.
4. Objectives are the basis for trainee evaluation within a course. They should be tied into how the trainees are evaluated. They will even help you decide on the type of test questions to write.

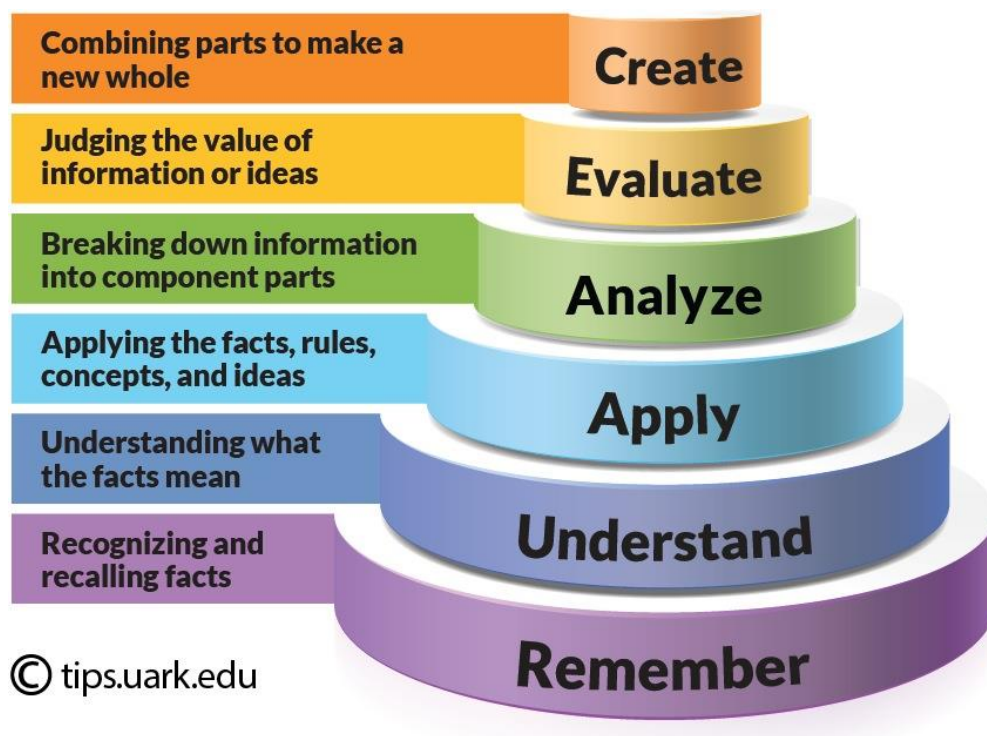
#### How to Write Learning Objectives: ABCD Model

The ABCD approach will enable you to create clear and effective objectives. It consists of four key elements: Audience, Behavior, Condition, and Degree.

- Audience: Determine who will achieve the objective.
- Behavior: Use action verbs (Bloom’s taxonomy) to write observable and measurable behavior that shows mastery of the objective.
- Condition: If any, state the condition under which behavior is to be performed. (Optional)
- Degree: If possible, state the criterion for acceptable performance, speed, accuracy, quality, etc. (Optional)

### What is Bloom's Taxonomy

Bloom's Taxonomy is a classification of the different objectives and skills that designer/educators set for their learners/students (learning objectives). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago.



The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning objectives, lessons, and assessments of your course:

1. **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. **Applying:** Carrying out or using a procedure for executing, or implementing.

4. **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
6. **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom's is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. You will see Bloom's Taxonomy often displayed as a pyramid graphic to help demonstrate this hierarchy. Others updated this pyramid into a "cake-style" hierarchy to emphasize that each level is built on a foundation of the previous levels.

Bloom's Level	Example Learning Objective
Create	By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.
Evaluate	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.
Apply	By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.
Understand	By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words.
Remember	By the end of this lesson, the student will be able to recite Newton's three laws of motion.

## TOPIC FOUR: DESIGN COURSE PROFILE

### Course Design Documents

The purpose of a design document is to put all the decisions you've made up to this point concerning your training into one place and add a couple more. The design document then becomes your guide as you continue to develop your training. You can also use it to explain to others (colleagues, SMEs, reviewers, stakeholders, management, your boss) what you are doing.

#### Simply it answers questions like:

- We need this course because ... (Course Overview)
- The target audience is ... (How should Attend)
- The target audience should have/know ..... (Perquisites)
- The participants will be ... (Objectives)
- The course content will be ... (Outline)
- The course will be delivered ... (Delivery Method)
- The course duration will be ... (Duration)

### Course Sequence/Outline

The next step in developing your instructional plan is to create an expanded content outline if you do not already have one. It's so easy that you might want to try a couple of different sequencing methods to find which one seems to work best. Here are a few ways to sequence:

- General to Specific: Start with an overview and present the whole, then break it up into its component parts.
- Simple to Complex: Start with the simplest tasks and work your way up to multi-task complexity.
- Time Sequence: This is what you do first, second, and so on.
- Known to Unknown: Start with what you know the trainees know and use this as a base to move into what they do not know.
- Problem-Solution: Start with a problem and arrange your content to come to a solution.

Another sequencing possibility is what I term the "logical sequence." Basically, you look at your outline and say this should be taught first, this second, and so on, based on your own content knowledge (or, if you are not an expert, based on your SME's experience).



## Instructional Design

### Course Overview

This course introduces learners to the conceptual and theoretical foundations of instructional design as well as the application and skills that learning designer needs to succeed in the workplace. ....

### How Should Attend

This course is designed for those how are interested in education especially instructional design and eLearning. And for those who want to ...

### Perquisites

- Having a laptop
- Familiar with Adobe Illustrator

### Learning Objectives

By the end of this course the leaners will be able to:

- Write clear and measurable learning objectives that matches the audience's needs.
- Create course profile for instructor-led and virtual instructor-led trainings.
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### Outline

#### MODULE ONE: ID Fundamentals

Topic 1: What is Instructional Design?

Topic 2: ID Learning Theories

Topic 3: Adult Learning Theory

#### MODULE TWO: ID Models

Topic 1: The ADDIE Model

Topic 2: Rapid ID (SAM)

Topic 3: Understanding by Design

#### MODULE THREE: ID Principles

Topic 1: Instructional Design Analysis

Topic 2: Write Learning Objectives

Topic 3: Design Course Profile

**Course Duration:** 8 days as an instructor-led training.