

**Session Title:** ID Analysis**Session Time:** 10:00 AM - 12:10 PM**Duration:** 2 hrs.

**Learning Objective:** By the end of this topic the learner will be able to conduct a training needs analysis and audience analysis.

Key Points	Aids/Tools	Time
<b>Introducing myself:</b> <ul style="list-style-type: none"> <li>• Shaaban Ahmed, ID.</li> <li>• Worked on more than 100 Courses; ILT, Academic, and online videos courses.</li> </ul>		5 mins.
<b>Ice-Breaking:</b> <ul style="list-style-type: none"> <li>• Let's gather in a circle to know each other.</li> <li>• Each one will introduce himself by telling his name, educational background, and a hobby.</li> <li>• Then, throw the ball to some another one to introduce himself.</li> </ul>	Group activity. Small ball.	10 mins.
<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Let's get started</li> <li>• Recap for day one; ID fundamentals, theories and models.</li> <li>• Overview of module 3 and 4; putting it into practice and create ILT.</li> <li>• Day three overview; topic of module three.</li> </ul>	<b>PART ONE: INSTRUCTIONAL DESIGN</b> <b>MODULE ONE: ID Fundamentals</b> Topic 1: What is Instructional Design? Topic 2: Adult Learning Theory Topic 3: ID Learning Theories Topic 4: Design Principles  <b>MODULE TWO: ID Models</b> Topic 1: The ADDIE Model Topic 2: Rapid ID (SAM) Topic 3: Understanding by Design Topic 4: Gagne's Nine Events of Instruction  <b>MODULE THREE: Design Instructor-Led Training</b> Topic 1: ID Analysis Topic 2: Learning Objectives Topic 3: Content Collection Topic 4: Design Course Profile Topic 5: Instructor's Guide Topic 6: Participant's Guide Topic 7: Evaluation & Assessments Topic 8: Instructional Alignment Topic 9: Course Agenda	10 mins.
<b>Main Session: ID Analysis</b> <b>1. Introduction</b> <ul style="list-style-type: none"> <li>• What are the different types of analysis that ID need to do before starting design the course?</li> </ul>	Facilitator's Guide Pages 2-5	5 mins.

<ul style="list-style-type: none"> <li>• Explain the different types of analysis in ID</li> </ul>		
<p><b>2. Organization Needs</b></p> <ul style="list-style-type: none"> <li>• Can you guess what does organizational needs analysis means?</li> <li>• Present the Organizational Needs Analysis; meaning and where to start it.</li> <li>• Examples of organizational needs.</li> </ul>	<p><b>Examples</b></p> <p>Customer Satisfaction; training for CSR or follow-up. Photoshop and Luminaire AI. Sales &amp; Turnover</p>	<p>10 mins.</p>
<p><b>3. Performance Assessment</b></p> <ul style="list-style-type: none"> <li>• Another type of analysis is Performance Analysis/Assessment</li> <li>• Is there any difference between organizational and performance analysis?</li> <li>• Present the difference between those types of analysis.</li> <li>• But what is main goal of performance assessment? Is it for determining what the participants need to learn to improve performance?</li> </ul> <p><b>Activity (1):</b> Group the participants, give each group two issues to determine if it's a training issue or non-training issue, and the suggested solution.</p> <ul style="list-style-type: none"> <li>• Present the concepts of training and non-training issues.</li> <li>• Customer Service Example.</li> </ul> <p><b>4. Training Needs Assessment</b></p> <ul style="list-style-type: none"> <li>• If performance assessment is not for determining what the participants</li> </ul>	<p><b>Handouts:</b> Four issues to be distributed in sticky notes on a flip chart for each group.</p> <p><b>Examples</b></p> <p>Customer Satisfaction; training for CSR or follow-up.</p>	<p>15 mins.</p> <p>10 mins.</p>

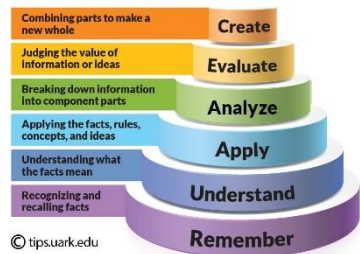
<p>need to learn, how can we know or determine those learners needs?</p> <ul style="list-style-type: none"> <li>• Present the meaning and the goal of TNA.</li> <li>• Customer Service AHT (training needs).</li> <li>• Explain the Task Analysis and Observation as a best way for TN. But we use question aimed for managers and employees.</li> </ul>	<p><b>Flipchart:</b> Explain Task Analysis on.</p>	
<p><b>5. Audience Analysis</b></p> <ul style="list-style-type: none"> <li>• After, with, or even before you analyze what your trainees need to learn, you should also analyze the trainees themselves.</li> <li>• Why we need to conduct an audience or learner analysis? What its goal?</li> <li>• Present Audience Analysis part.</li> <li>• How to conduct a Trainee Analysis?</li> </ul>		<p>10 mins.</p>
<p><b>Activity (3):</b> Group the participants, have them go through the template of audience analysis together.</p> <p><b>Ask:</b> What have you got from this template? What the purpose of these questions?</p> <ul style="list-style-type: none"> <li>• Go through the template quickly.</li> <li>• Then debrief with the benefit of Audience Analysis.</li> </ul>	<p><b>Handouts:</b> Audience Analysis Template</p>	<p>10 mins.</p>
<p><b>Topic Activity:</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into 4 groups</li> <li>2. Assign each group a topic             <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Emotional Intelligence</li> <li>• Problem Solving Skills</li> <li>• Time Management</li> </ul> </li> </ol>	<p>Facilitator's Guide Page 6 Group Activity setup. List of topics in a cup. Sticky notes with the topic on flip chart.</p>	<p>25 mins.</p>

<p>3. Each two groups will conduct an interview interchangeably.</p> <p>4. The first group will act as an audience for that topic.</p> <p>5. The other group will act as instructional designers.</p> <p>6. Each group will conduct a TNA and audience analysis for the other group.</p> <p>The output from this activity is some points for the training needs, and characteristic of the audience group.</p> <p>7. Each group will put his list of points on their flipchart, and present the training needs to be discussed.</p> <p><b>Ask:</b> What did you get from this activity? Then debrief with they did till now.</p>	<p>5 minutes for each group So, interview = 10 mins.</p> <p>Each group post a list of training needs and characteristics of audience on flip chart. Presenting = 10 mins.</p>	
<p><b>Conclusion:</b> Recap the ID analysis topic; organizational, performance, training needs, and audience.</p>		5 mins.
<b>Lunch Break</b>	12:00 PM - 12:30 PM	30 mins.

**Session Title:** Learning Objectives    **Session Time:** 12:30 PM-02:00 PM    **Duration:** 90 mins.

**Learning Objective:** By the end of this topic the learner will be able to write clear, measurable and observable learning objectives.

[illegible]

<p><b>3. ABCD Model</b></p> <ul style="list-style-type: none"> <li>Briefly mention terminal and enabling objectives.</li> <li>The method or techniques for writing learning objectives is the same. We are going to use ABCD model.</li> <li>Do you know ABCD Model? Can you guess?</li> <li>Present ABCD model, and an example.</li> <li>Ask them to identify ABCD in this example           <ul style="list-style-type: none"> <li>- “Students will be able to <i>apply the standard deviation rule to the special case of distributions having a normal shape.</i>”</li> <li>- “Students will <i>explain the social justice to ensure that adequate social services are provided to those who need them in three paragraphs.</i></li> </ul> </li> </ul>	<p>Behavior Condition Degree</p>	<p>10 mins.</p>
<p><b>4. Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>In behavior, we said “Use action verbs to write observable and measurable behavior”. Where we can get those action verbs?</li> <li>Answer by saying Bloom's Taxonomy. Then ask do you know what is it?</li> </ul> <p><b>Activity (4):</b> Group participants, have them read the bloom's taxonomy part in participant's guide. Each group will present their notes in 3-5 minutes.</p> <ul style="list-style-type: none"> <li>Present Bloom's Taxonomy.</li> <li>Present the Newton example going through all levels.</li> </ul>		<p>30 mins.</p>

<ul style="list-style-type: none"> <li>Go through these examples. Let them think how to make it good.</li> <li>- Understand immigration policy.</li> <li>- Describe and create a marketing plan for your organization.</li> <li>- Become familiar with the elements of editing</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the history of American immigration policy.</li> <li>-Create a marketing plan for your organization.</li> <li>-Identify elements of editing, including composition, setting and lighting.</li> </ul>	
<p><b>Topic Activity:</b></p> <ol style="list-style-type: none"> <li>Divide participants into four groups</li> <li>Assign each group a facilitator (IDs)</li> </ol> <p>Each group will:</p> <ol style="list-style-type: none"> <li>Meet the facilitator to check these needs and review them.</li> <li>Write about 3-5 learning objectives that matches those needs</li> <li>Write main topics for the course using facilitator assistance</li> </ol> <p>The output from this activity is to write learning objectives for the training needs they determined in topic 1 activity.</p>		30 mins.
<p><b>Conclusion:</b></p> <p>Recap the use of learning objectives, ABCD model and Bloom's taxonomy.</p>		5 mins.
<b>Coffee Break</b>	02:00 PM - 02:15 PM	30 mins.