

## **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.

## **Delivery Method**

Instructor-led Training (ILT) (Face-to-Face Classroom Training)

## **Duration**

48 hours over eight days of F2F classroom training.

### Measuring Effectiveness

- **Reaction:** Questionnaire to assess the reaction of participants by the end of the training. It is going to include question about instructor, content and environment.
- **Learning:** Summative assessment to measure how much participant grasp from the content, and how percentage they understood the content.
- **Skills:** Each participant will deliver three projects;
  1. Instructor-led training package includes instructor's guide, participant's guide, PowerPoint slides.
  2. Covert this ILT into eLearning module using Articulate Storyline including the storyboard and the html output file.
  3. Video-based project includes script and storyboard for two videos of content in addition to introduction and conclusion videos.

### 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

**How to Prepare**

- Read the instructor's guide carefully. Get familiar with the organization and flow of the course, as well as the content itself.
- Look for ways to personalize the instruction. Add your own stories, examples, and insights. Make the material come alive for the participants.
- Mark up this guide. Write notes throughout. Highlight passages you want to emphasize. Add prompts for your examples and explanations. Visit the attached links for more information about each topic.
- Practice. Do a dry run of the material (or at least some of it) in front of willing colleagues or family members. Get their feedback. Find out: What are you doing well? What's one thing you could improve?

**Note!**

The course will be assigned to six instructors or trainers. So, pick up your assigned part but make sure to be aware of the activities have been done on earlier parts as all activities are related and based on previous ones.

## Module Three: Instructional Design Principles

### TOPIC ONE: LEARNING OBJECTIVES

**Say:** You've probably heard the term objectives somewhere before. You might even have seen some objectives associated with an educational or training program that you were participating in. But what does this term; Learning Objectives really means?

#### 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.

Unfortunately, the majority of training programs do not have much in the way of objectives, at least not ones that the trainee ever sees. This is a shame because objectives, particularly 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

**Say:** Why learning objectives one of the essential foundations of good instructional design? What is it important? Why we use them?

- 1) Objectives have a number of uses. The most important of these is that 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) A second use for objectives is to help the 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. Objectives help you focus on "need to know" content and avoid or at least control "nice to know" information.
- 3) A third use of objectives is 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. By looking at the objectives, they will know whether the course is covering what they think is important.
- 4) Fourth, objectives are also the basis for trainee evaluation within a course. If, as we said, they tell the trainees what they need to know and do at the end of the course, then it seems logical that they should be tied into how the trainees are evaluated. Objectives will even help you decide on the type of test questions to write.

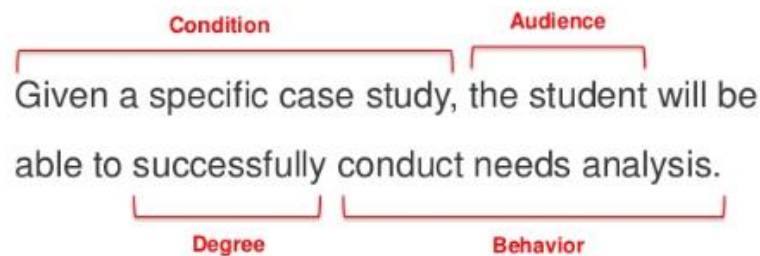
**Nice-to-Know**

There are two different types of objectives; terminal and enabling. First-level or terminal objectives give the trainees an overall guide to what they will accomplish in the course, but it is the second-level or enabling or supporting objectives that tell them exactly what they need to know and do.

**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.

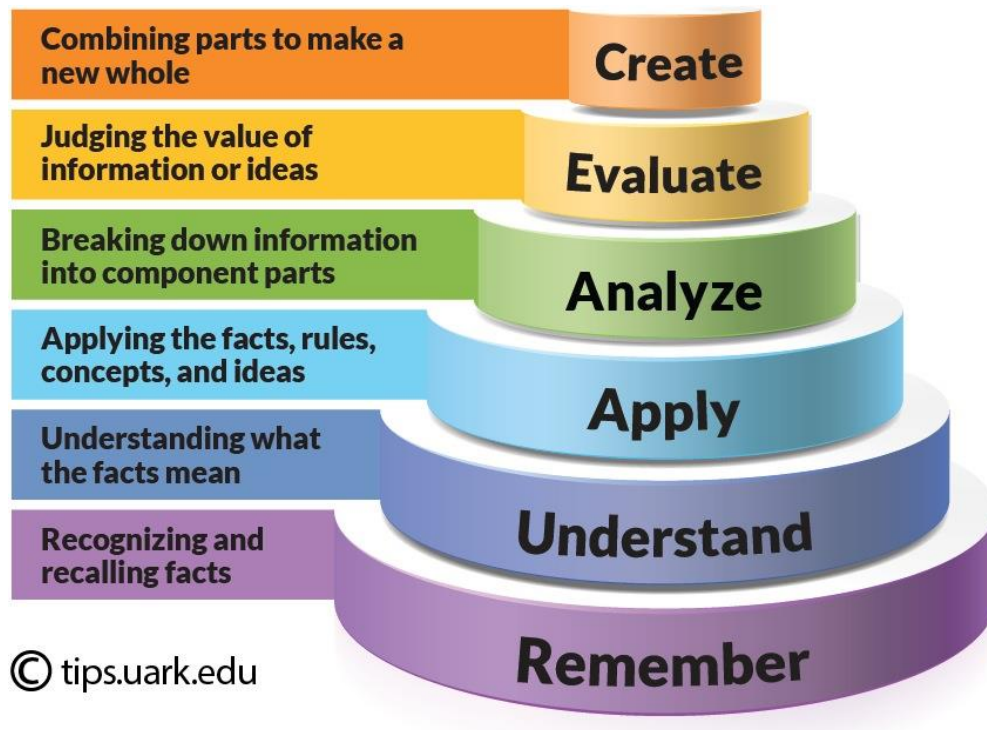
- Audience: Determine who will achieve the objective.
- Behavior: Use action verbs (Bloom's taxonomy) to write observable and measurable behavior that shows mastery of the objective.
- Condition: If any, state the condition under which behavior is to be performed. (Optional)
- Degree: If possible, state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

**What is Bloom's Taxonomy**

**Say:** In behavior, we said "Use action verbs to write observable and measurable behavior". Where we can get those action verbs? Is there a list we can use as a guide while writing learning objectives? Have you heard the term "Bloom's Taxonomy" before?

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.



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.

The most important aspect to this list, or any other good one, is that all the behaviors mentioned are observable. The trainee can "do" something that someone else can see or hear, and something can be recorded as having been observed.



| Bloom's Level     | Example Learning Objective  |
|-------------------|---|
| <b>Create</b>     | 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.  |
| <b>Evaluate</b>   | 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. |
| <b>Analyze</b>    | By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.  |
| <b>Apply</b>      | By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.  |
| <b>Understand</b> | 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.  |
| <b>Remember</b>   | By the end of this lesson, the student will be able to recite Newton's three laws of motion.  |

### Learning Objectives: Examples and Before & After

**Introduce** the below examples by showing the original version and ask them for their opinions. After taking answers show them the revised version, and explain why the original s not well-written objective.

Original version: *Understand immigration policy.*

Revised version: *Describe the history of American immigration policy.*

Original version: *Describe and create a marketing plan for your organization.*

Revised version: *Create a marketing plan for your organization.*

Original version: *Become familiar with the elements of editing.*

Revised version: *Identify elements of editing, including composition, setting and lighting.*

**Activity 3.1: Write Learning Objectives****Write Learning Objectives**

Using the training needs analysis that have been done in ID Analysis activity, each group will:

1. Meet the facilitator for the other group to check these needs and review them.
2. Write about 3-5 learning objectives that matches those needs
3. Write main topics for the course using facilitator assistance
4. Share the objectives in sticky notes on the white board

**Note!!**

The facilitator will give for more explanation about the needs; knowledge and skills not objectives itself.

Now go through all objectives have been written by each group, discuss them with all groups, then give your feedback to make them better learning objectives.

## TOPIC FOUR: DESIGN COURSE PROFILE

### Course Design Documents

Course design documents can come under a number of different names, including course plans, course treatments, course structure and others. We use the name course profile.

**Ask:** Can you guess what we mean by course profile or structure? Why we use it? What does it include?

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

**Ask:** Almost you know the most answers for these parts but outline. Outlining or sequencing the training, this is what we are going to discuss now.

The next step in developing your instructional plan is to create an expanded content outline if you do not already have one. Depending on how you collected your content and what you put into your design document or other items that you created earlier, you may have already done this.

While doing an expanded outline, you can also be matching content to objectives. Throw out or least put aside for later any content that does not match up well. This will save you a lot of time later when you'll need to separate the "need to know" from the "nice to know."

**Ask:** There are different method for sequencing the content? What method you use while doing this task? If you didn't, can you suggest a way to do it?

In fact, 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).

### Activity: Design Course Profile

#### Design Course Profile

Based on the content that each group has collected in the last activity, they will sequence this content and create the outline. The outcome of this activity is to include all decisions have been made before, and complete the course profile using course profile form.

## 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.