**FPD200 Discussion Points**

**1 Nov 2011**

**Specific to Lesson 2 Prototype:**

1. Use Bloom’s, Revised

2. Characteristics of learning objectives must include measurable and observable

**Generalities that should be applied across the board:**

1. The amount of content needed to fully address the course requirements does not lend itself to the current lesson structure. Suggest changing to modules for each part of the ADDIE acronym, then divide the content into Lessons under each module. For example,

Module 2 – Design

* Lesson 1 – What is design/relationship to analysis?
* Lesson 2 – Objectives
* Lesson 3 – CSAP – [Assessment strategy, Assessment Review and Update Plan, and Individual Objectives Assessment Plan (IOAP)]
* Lesson 4 – Instructional Strategy (this lesson can be the transition to development)

2. Parts of the POI:

* Part 1 – Course Overview
* Part 2 – Course Outline
* Part 3 – Needs Analysis
* Part 4 – Course Student Assessment Plan (CSAP)
* Part 5 – Time Tracker

For more info, go to <https://daunet.dau.mil/sites/LCIC/aca/default.aspx>

In the middle of the page, see Plan of Instruction (POI) – Instruction and Templates

3. Each quiz question must be identified with its corresponding learning objectives (TLO & ELO)

i.e. Question #1: Something, something, something

(Module 2, TLO1, ELO2)

4. Need to keep referring to the big perspective of ADDIE as each new element is introduced. Each Module will need a smooth, logical transition to the next so students can clearly see how each part of ADDIE flows into the whole. They need to understand that each phase does not occur in a vacuum.

5. Overall – need to see tighter links between the participant guide, quizzes, assignment, and case study. If there is an assignment, where and how does it relate to the other components of the course?

We have ELOs and TLOs and quizzes but how do they match up? What is the relationship between them? The case study and participant guide should almost mirror one another (not verbatim, but concepts discussed in one are discussed in the other). The case study might expound upon what’s in the participant guide. The ADDIE linkages that we automatically see will need to be purposefully identified for our students, many of whom are new to the instructional design process.