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**Defense Acquisition University**

**FPD 200 (Instructional Product Design and Development)**

**Outline of Case Study Content for Module 2**

**January 20, 2012**

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About This Document

The Case Study draft that Enspire delivered on October 21 was originally conceived as the case study for Lesson 2 (of what were to be five lessons): Learning Objectives and Assessment Strategy. Part of DAU’s feedback on that document was a suggestion to restructure the course as a series of lessons within modules, with Leaning Objectives and Assessment Strategy being divided into two unique lessons in Module 2: Design. Additionally, we were asked to add new lessons to that module: The Design Phase and Its Relationship to Analysis and Instructional Strategy, respectively. The sequence of Module 2 is the following:

Module 2: Design

Lesson 1: The Design Phase and Its Relationship to Analysis

Lesson 2: Learning Objectives

Lesson 3: Assessment Strategy

Lesson 4: Instructional Strategy

The Module 2 Case Study: Design will correspond to all the lessons in this module. This document is intended to provide an outline for the new content for the Module 2 Case Study.

Module 2 Case Study: Design

Section 1: Introduction

* Candace, the Instructional Systems Designer (ISD) lead, and Victor, the Performance Learning Director (PLD), reconvene their Functional Integrated Process Team (FIPT), which has been tasked with developing a learning asset to provide foundational knowledge of the Federal Acquisition Regulation System.
* Candace reviews the various outputs from the analysis phase that they just completed:
* Needs analysis identifying the instructional goals and needs of the organization
* Job task analysis identifying desired performance competencies for the intended audience
* Learner analysis identifying characteristics of the target audience, including their prerequisite knowledge and instruction in the Federal Acquisition Regulation System
* Candace explains to Victor that, in the next phase of ADDIE, their task will be to *design* their learning asset. Design involves:
* Creating measurable objectives that will delineate what the learner will know or be able to do at the end of instruction
* Determining and developing appropriate means of assessing the learner to validate that the learner has achieved the learning objectives
* Developing an instructional strategy that aligns with and supports the learning objectives and the means for assessing those objectives
* Candace tells Victor that their analysis phase outputs will serve as the basis for all of the parts of the design process.

Section 2: Learning Objectives

* Candace reminds Victor that a learning objective is a single statement describing what learners will know, understand, or be expected to do as a direct result of a learning asset’s intervention.
* She further reminds Victor that learning objectives follow a subject-verb-object sentence structure: [The subject] will be able to [verb] the [object].
* She also reminds him that all learning objectives have some common general characteristics:
* All learning objectives should describe a behavior that learners are not able to demonstrate without the intervention of the learning asset.
* Learning objectives dictate all the choices that are made in the design and development of a learning asset. Therefore, they are developed before any part of the asset is defined or created.
* Every learning objective must be *observable* and *measurable* by an instructor or other individual charged with assessing learners’ mastery of the learning asset.
* With this, Candace and Victor review data from their analysis phase outputs.
* They identify specific instructional needs for goals and desired job task competencies to identify performance gaps.
* They identify prerequisite knowledge of the target audience from their learner analysis.
* Candace prompts Victor to list a series of behaviors to address identified performance gaps, taking into account what the target audience already knows.
* Candace prompts Victor to identify the main behaviors being demonstrated in the objectives: *remembering*, *understanding*, etc.
* Candace correlates these behaviors to cognitive process levels in Bloom’s Taxonomy.
* Candace then correlates specified content in the learning behaviors to knowledge dimensions in Bloom’s Taxonomy.
* Candace asks Victor to identify how knowledge dimensions and cognitive process dimensions align for various learning objectives. He identifies the alignment of behaviors for Candace.
* Using sets of observable and measurable behaviors corresponding to various cognitive process levels, Candace prompts Victor to define learning objectives for the behaviors they identified.
* When he is finished, Victor and Candace work together to validate his set of objectives using validating criteria.

Section 3: Assessment Strategy

* Now that they have a valid set of learning objectives for their learning asset, Candace tells Victor that they have a basis for developing an assessment strategy.
* Candace reminds Victor than an assessment strategy is a summary of the methods that will be used to assess and measure learners’ mastery of the objectives covered in a learning asset.
* She also reminds him that their learning objectives will serve as the primary basis for their assessment strategy.
* Victor questions why they would develop an assessment strategy at this point instead of waiting to develop assessments once the content is developed; Candace explains that once assessment methods are aligned with learning objectives, they determine the instructional strategy and the content, not the other way around.
* Candace prompts Victor to place the defined objectives for their learning asset on a matrix that aligns their respective cognitive process dimensions with their knowledge dimensions.
* Candace prompts Victor to make conclusions about the various levels of thinking and knowledge that they will need to exercise in their assessment methods.
* Candace then presents the four general assessment categories to Victor:
* Objective written assessment items
* Subjective written assessment items
* Case studies and critical incidents
* Practical exercises and simulations
* Candace prompts Victor for examples from each of the assessment categories and asks him to identify the cognitive level that each example most efficiently and effectively measures.
* Based on their matrix, Candace prompts Victor to identify the most efficient and effective assessment methods for their learning asset.
* Candace and Victor review information from their analysis phase to ensure that their assessment methods fit within the logistical and resource constraints of the proposed learning asset.
* Candace and Victor conduct a final review of their list of learning objectives and confirm that their selected assessment methods will accommodate all of the objectives listed.
* Candace explains the elements of an assessment strategy description in a CSAP in POI.
* Candace prompts Victor to write an assessment strategy description for the CSAP of their POI.

Section 3: Instructional Strategy

* Candace tells Victor that the final step in design is to devise an instructional strategy that will enable learners to perform on the assessments they defined in their assessment strategy.
* Candace reminds Victor than an instructional strategy consists of two elements:
* Instructional sequence
* Instructional methods
* Candace differentiates TLOs and ELOs in their list of objectives. She points out that the TLOs and their respective ELOs define the specific lessons they will be developing for their course.
* She prompts Victor to arrange the lessons in a logical sequence that reflects one or more of the following sequencing techniques:
* *Chronology*
* *Procedural order*
* *Categories*
* *General to specific*
* *Simple to complex*
* *Less risky to more risky*
* *Known to unknown*
* Victor arranges the lessons into a high-level sequential outline of their course.
* Candace reviews Gagne’s “Nine Events of Instruction”:
* Gain learners’ attention.
* Share the learning objectives of the session.
* Get learners to recall prior knowledge of the subject.
* Present the content.
* Provide learner guidance to enhance understanding.
* Give learners an opportunity to practice and demonstrate what they know.
* Provide feedback.
* Assess performance.
* Provide job aids or references to ensure that learners retain and transfer what they have learned.
* Candace prompts Victor to sequence the ELOs for a particular lesson according to the sequence of the “Nine Events of Instruction.”
* Candace and Victor review the specific methods for assessing mastery of this lesson according to their assessment strategy in combination with the learning objectives for the lesson.
* Candace prompts Victor to select instructional methods that will directly support performance on the lesson assessment as well as address the sequence of learning objectives according to the “Nine Events of Instruction.”
* Candace and Victor review the self-assessment questions to evaluate their instructional methods for this lesson.
* After they have affirmed the instructional sequence and methods for the lesson, Candace asks Victor to develop a lesson plan that lists methods according to the “Nine Events of Instruction.”