**Defense Acquisition University**

**FPD 200 Participant Guide**

**Module 2, Case Study 1 (The Design Phase and Its Relationship to Analysis)**

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Overview of Module 2 Case Studies

Introduction

Case studies are written narratives that mimic real-life situations. Case studies are intended to prompt you to isolate and think through key issues and/or interrelationships that are illustrated in the case in order to get a better understanding of a process or challenge.

The following case studies are designed to prepare you for your written assignment for this module, in which you will be expected to design the learning objectives, assessment strategy, and instructional strategy of the learning asset that you chose to create at the start of this course. They will describe how the process of designing a learning asset works within a Functional Integrated Process Team (FIPT) at DAU, giving you a situational basis for analyzing the various steps in the design phase and providing a model for designing your selected learning asset in this course.

Using the Case Studies

**Directions:** Read the following case study. At the end of the case there will be a ***Focus of Analysis*** statement or question, which identifies the main focus of our inquiry in this case. A set of ***Analysis Prompts*** immediately follows the Focus of Analysis. These Analysis Prompts are questions that relate to the Focus of Analysis and help us develop a thorough analytic understanding of the case. Immediately following the prompts is the ***Analysis Guide*,**which will provide a basis for analyzing the case based on responses to the Analysis Prompts.

By carefully reading and considering the analysis of this case and the other cases in this module, you will develop higher-level thinking about the ADDIE model. The reading and analysis of this case will prepare you to apply key design concepts to create and evaluate a design for your own learning asset at the end of this module.

Case Study 1: Laying the Foundation for the Design Phase of the ADDIE Model

The Case

As we learned in the previous module, a Functional Integrated Process Team (FIPT) was convened for a project that called for the development of a learning asset that would provide foundational knowledge about the Federal Acquisition Regulation (Parts 1-53) and the Defense Federal Acquisition Regulation Supplement (DFARS). The asset was to be targeted to new hires to enable them to work in a web-enabled environment. Candace, the Instructional Systems Designer (ISD)\* lead, and two other ISDs were called in to work with Victor, the Performance Learning Director (PLD)\*\*, to complete the analysis phase of this project.

Although FAR and DFARS content was touched on elsewhere in the existing curriculum, no dedicated learning asset existed to instruct the acquisition workforce in this subject. As a result, significant performance gaps were noted in this workforce. During the needs analysis, Victor determined that the observed performance gaps could be tied to lack of initial training. Therefore, he determined an instructional remedy was appropriate for these performance gaps. Through his needs analysis, Victor was able to identify the areas in which there was a notable difference between existing acquisition workforce competencies and desired acquisition workforce competencies. These areas became the focus of instruction for the new learning asset.

* ***Needs analysis*:** Victor identified the instructional goals and needs of the organization. In keeping with the overarching charge from the Office of the Undersecretary of Defense to create a comprehensive FAR/DFARs total immersion training course, Victor identified several areas of need. One of the areas in which there was a need for instruction was in contracts. Within this area, there were significant observable performance gaps in the following topics:
  + Contract overview
  + Contract planning
  + Contract formation
  + Contract management
* ***Job task analysis:*** With Candace’s help, Victor identified desired performance competencies for the intended audience in each of the four identified topics. With respect to contract planning in particular, Candace and Victor researched relevant documents to identify desired competencies in collaboration with Lilly, who is a Subject Matter Expert (SME) in contracts on the FIPT. The competencies they identified included the following:
* Understand the policies pertaining to types of contracts that may be used in acquisition.
* Understand the policies pertaining to selecting contract types.
* Understand policies pertaining to fixed-price contracts.
* Understand policies pertaining to cost reimbursement contracts.
* Understand procedures for selecting contract types.
* ***Learner analysis:*** Victor identified characteristics of the target audience, including their previous instruction in and experience with the Federal Acquisition Regulation System. An understanding of these characteristics gives the design team critical information for determining the cognitive levels at which the content and assessments of the learning asset should be developed. In his learner analysis, Victor found that the learners would be new hires with various educational and experiential backgrounds. He further found that there are no prerequisite classes for this learning asset. Victor concluded that the design team could assume nothing of the learner’s prior knowledge of the course content. Therefore, the learning asset would need to provide core knowledge about the topic and design instruction so that learners at the lowest level can progressively acquire the background or core skills they need to achieve the desired outcomes.

The analysis phase provides foundational knowledge that will support the design team in the next phase of the ADDIE process. This is called the *design phase*, and it consists of the following steps:

* 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.

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***Instructional System Design (ISD****)* ***Specialist*** *provides technical support regarding instructional design and compliance with Defense Acquisition University (DAU) curriculum development policies, practices and requirements.*

***\*\*Performance Learning Director (PLD).*** *The person in this role ensures the needs analysis is completed and provides oversight on the completion of the Plan of Instruction (POI).*

***\*\*\* Functional Integrated Process Team (FIPT)*** *typically is composed of Subject Matter Experts (SMEs) and acquisition career management representatives from the DoD Services and agencies whose charge includes establishing, overseeing and maintaining relevant DAW career field competency models; certification standards and frameworks; and formally certifying that course content is current, technically accurate, and consistent with DoD acquisition policies.*

Focus of Analysis

How does the information from the Analysis phase of the ADDIE model lay the foundation for the ISD team to begin work on the Design phase of the ADDIE model?

Analysis Prompts

* How do the instructional goals and needs of the organization defined in the needs analysis relate to the desired performance competencies identified in the job task analysis?
* What is the relationship between the needs analysis, the job task analysis, and the learner analysis?
* How does a synthesis of the needs analysis, the task analysis and the learner analysis help the ISD team in building a framework for their learning asset?

Analysis Guide

How do the instructional goals and needs of the organization defined in the needs analysis relate to the desired performance competencies identified in the job task analysis?

This prompt is asking you how the needs analysis and the job task analysis work together to help the ISD team prepare for the Design phase of the ADDIE model. Recall that the needs analysis identified observable performance gaps in the acquisition workforce that were directly linked to inadequate training, and this fact indicated that the gaps could be remedied through instruction. The needs analysis pointed to four areas of concern:

1. Contract overview
2. Contract planning
3. Contract formation
4. Contract management.

After completing the needs analysis, Victor and Candace conducted a job task analysis. The job task analysis was driven by the four areas of observed performance gaps in the acquisition workforce, which were identified in the needs analysis. The goal of the job task analysis was to identify desired competencies that support the learning goals and needs of the organization. In this way, the needs analysis informs the task analysis, and conducting a valid task analysis is largely dependent upon data from the needs analysis.

What is the relationship between the needs analysis, the job task analysis, and the learner analysis?

The needs analysis determines observable performance gaps, which may be remedied through instruction. It also identifies broad areas of content that need to be addressed to eliminate the performance gaps. On the other hand, the purpose of the job task analysis is to identify desired performance competencies in each of the areas where performance gaps were noted in the needs analysis. These two analyses provide critical information relative to the area of needed instruction and desired performance outcomes. However, these two analyses do **not** tell us how to address the organization’s instructional needs in a way that is consistent with the learning needs of the target audience.

No group of learners is the same, so it is critical to understand the specific characteristics of your target audience. The audience analysis helps the instructional team do just that by identifying audience characteristics that will influence their learning. Relevant characteristics often include a target audience’s prior knowledge and skill-set, attitudes, motivation, and related experiences. For instance, when planning for this learning asset, it would be helpful for the design team to know whether the target audience had any previous experience with contract planning and, if so, what the context of that experience was. This would give the design team a starting point on which to develop learners’ knowledge and skills. It would also be helpful to know what previous knowledge and experience the target audience has had in related areas that may be transferrable to contract planning.

Upon completion of the learner analysis, Victor found that the learners were extremely diverse new hires, with no consistent educational or experiential background. In other words, they would be coming into this course with no prerequisite skills or course work. By identifying these particular characteristics, the design team is able to make informed decisions on what needs to be included in the learning asset. These decisions are made by juxtaposing the desired job competencies, which were determined in the task analysis, with the target audience’s prior knowledge. In this case, there was no consistency in the learners’ background on this subject. Since prior knowledge, skills, and experience could not be presumed, it was decided that the learning asset needed to develop core knowledge and skills in order for the learner to build a solid conceptual foundation.

How does a synthesis of the needs analysis, the task analysis, and the learner analysis help the ISD team in building a framework for their learning asset?

The interrelationship of the needs analysis, the task analysis, and the learner analysis provide the context in which the intended learning asset will be developed. Specifically, these outputs of the analysis phase identify areas of observed performance gaps, performance outcomes that will reduce or eliminate identified performance gaps, and an understanding of the learner’s needs relative to the identified desired outcomes. Further, there is an integral link among the needs, job task and learner analyses. Collectively, they contribute to a holistic analysis that informs and guides the instructional designers as they move through the design and development stages of the ADDIE process and build the learning asset.