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**Defense Acquisition University**

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

**Outline of New Participant Guide Content for Module 2**

**January 6, 2012**

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About This Document

The Participant Guide draft that Enspire delivered on October 21 was originally conceived as the guide for Lesson 2 (of what were to be five lessons). Part of DAU’s feedback on that document was a suggestion to restructure the course as a series of lessons within modules, as below:

Module 1: Analysis

Lesson 1: What Is Analysis?

Lesson 2: Types of Analysis

(If there’s not enough content to make two lessons, then leave as one.)

Module 2: Design

Lesson 1: What Is Design and Its Relationship to Analysis?

Lesson 2: Objectives

Lesson 3: Assessment Strategy

Lesson 4: Instructional Strategy (this lesson can be the transition to development)

Module 3: Development

Lesson 1: Delivery Modes

Lesson 2: Learning Asset Development (specifically lesson planning)

Module 4: Implementation

(No other details provided)

Module 5: Evaluation

Content-assessment vice evaluation; Kirkpatrick; formative & summative

This new structure results in a Module 2 that contains content that was not included in the version we delivered in October. Thus, this document is intended to provide an outline for the new content of Module 2, and show how this new content fits within the context of the existing content.

Lesson 1: What Is Design and Its Relationship to Analysis?

There is nothing in either the current course content or the CDD about this, so we do consider this new content. DAU and Enspire had recently agreed that this content could be covered in an introductory paragraph, rather than a more extensive lesson of its own. However, after further discussion internally (and in the interest of being as comprehensive as possible), we have outlined a full lesson.

Learning Objectives

* Lesson TLO: Describe the design phase in the context of the ADDIE model.
* Participant Guide ELOs:
* Identify the sequence of the design phase as it relates in the ADDIE model.
* Define the purpose of the design phase.
* Identify the tasks that comprise the design phase.
* Summarize how the analysis phase informs design.

Section 1: Introduction (ELO 1)

* In the analysis phase, you defined the specific gaps that your learning asset will need to fill.
* How do you translate those gaps into clear goals and strategies on which a learning asset can be developed?
* This question is answered in the design phase – the second stage in the ADDIE model, which follows analysis and precedes development of the learning asset.

Section 2: What Is Design? (ELO 2, 3)

* Purpose of design: define the instructional goals and strategies that will guide the development of the training materials.
* Tasks in the design phase:
* Identify learning objectives, or statements that express all of the behaviors that learners will be expected to demonstrate and be assessed on as a result of the learning asset.
* Define an assessment strategy, or the specific means by which learners will demonstrate the learning objectives and their assimilation of the training.
* Describe an instructional strategy, or the sequence of instruction and instructional methods that will enable learners’ mastery of the learning objectives.
* Each of the following three lessons in this module will cover each of the tasks identified above, respectively.
* Lessons will provide a basic framework for understanding and executing each task, as well as examples of DAU instructional design products that reflect each task.

Section 3: What Is Design’s Relationship to Analysis? (ELO 4)

* The analysis phase provides three main outputs to help you make sense of the learning asset you will develop:
* *Needs Analysis:* a clear articulation of the organizational need for your learning asset and any potential gaps between current and desired performance.
* *Job Task Analysis:* specific job task competencies that your asset will need to support.
* *Learner Analysis:* a set of learner characteristics that will need to be addressed in order for your learning asset to effectively reach your audience.
* In the design phase, it is the instructional designer’s job to think about how the information from the analysis phase can be turned into an instructional solution that fills the organization’s identified needs and effectively reaches the target audience.
* Specifically, in performing the tasks of the design phase, the instructional designer answers the following questions that arise as a result of the analysis phase:
* What discrete actions or learning objectives will demonstrate that the audience for my asset is covering learning gaps and assimilating the desired competencies identified in my analysis?
* What types of assessments will measure how well my audience has closed learning gaps and assimilated the competencies that the asset was created to address?
* What instructional sequence and methods can I develop to support mastery of the learning objectives based on the learner characteristics that I defined, including learners’ prerequisite knowledge and learning preferences?
* In other words, the outputs of the analysis phase inform every task performed in the course of design and, as such, the analysis phase will be referenced throughout the subsequent lessons.
* Additionally, the case study that accompanies this guide provides a narrative example of how information gathered in the analysis phase guides the development of design phase products.

Lesson 2: Objectives

This is covered in our first draft of the Lesson 2 Participant Guide. Nothing to add here.

Lesson 3: Assessment Strategy

This is also covered in our first draft of the Lesson 2 Participant Guide. Nothing to add here.

Lesson 4: Instructional Strategy

Learning Objectives

* Lesson TLO: Develop an instructional strategy for a selected learning asset, including a full sequential outline of learning objectives for the asset, a complete list of instructional methods correlated to the learning objectives they support, and an accompanying written explanation of how the proposed instructional sequence reflects Gagne’s “Nine Events of Instruction” and how the instructional methods selected support mastery of their related objectives.
* Participant Guide ELOs:

1. Explain the sequence and context of instructional strategy development in the design phase.
2. Define the elements of instructional strategy.
3. Describe a procedure for developing an instructional sequence for a learning asset.
4. Identify common means of sequencing instruction in a learning asset.
5. Identify Gagne’s “Nine Events of Instruction.”
6. Explain how Gagne’s “Nine Events” inform instructional sequencing.
7. Identify potential instructional methods.
8. Describe key considerations in defining instructional methods.

Section 1: Introduction (ELO 1)

* Effective instructional design necessitates a reverse approach – the instructional designer defines the *outcomes* of instruction before addressing the instruction itself.
* We have defined the learning objectives that learners will be expected to demonstrate as a result of the learning asset, and we have developed an assessment strategy that describes how learners’ demonstration of the learning objectives will be measured.
* Still, we have yet to articulate an *instructional strategy* that will begin to define the lessons and/or instructional methods within the learning asset.
* This lesson will discuss the elements of an instructional strategy and the practices involved in its development.

Section 2: What Are the Elements of Instructional Strategy? (ELO 2)

* *Instructional strategy* is a term that describes two distinct elements of instructional design:
* *Instructional sequence:* the order in which the learning objectives are presented in the learning asset in order to support learners’ mastery.
* *Instructional methods:* the specific instructional activities that will deliver content and present opportunities for learners to practice and assimilate the learning objectives contained in the instructional sequence.
* The following sections of this lesson discuss these elements in detail.

Section 3: How Do I Develop an Instructional Sequence for a Learning Asset? (ELO 3, 4)

* There is no one right way to sequence instruction – the sequence will ultimately depend on the asset you are developing and the most logical progression for objectives to be presented in that asset.
* Generally speaking, a simple procedure for developing a high-level sequential outline includes the following steps:

1. Compile all the learning objectives that you have identified into a list. Be sure to group all ELOs under their respective TLOs.
2. Begin to think about what the objectives tell you about how the asset may be organized.
   * + Do the TLOs lend themselves to unit or lesson objectives in a training program? If so, you may begin to define units and/or lessons to be sequenced.
     + If one or more TLOs do not seem to lend themselves to a training program, does it make sense for them to be the primary objectives for one or more discrete learning objects? If so, you may consider sequencing your objectives for one or more discrete learning objects instead of a training program.
     + Can you reasonably expect learners to master all the ELOs listed under the TLO within the proposed unit, lesson, or learning object? If not, it may make sense to divide the ELOs into more manageable units, lessons, or objects.
3. Arrange TLOs and their related ELOs into a logical sequence of units and/or lessons in a training program or objectives for a learning object. Objectives may naturally lend themselves to being sequenced by:
   * + Chronology
     + Procedural order
     + Problem/solution
     + Categories
     + General to specific
     + Simple to complex
     + Less risky to more risky
     + Known to unknown

If you conducted a learner analysis for your learning asset, it may help you clarify your understanding of your instructional sequence by defining what your audience may find simple versus what they find complex, what is known to them versus what is unknown, etc.

* In the case study for this lesson, you will read an example of how instructional designers at DAU use this general procedure to arrange learning objectives into a sequential outline for a training program.

Section 4: What Are Gagne’s “Nine Events of Instruction,” and What Do They Tell Me about Instructional Sequence? (ELO 5, 6)

* Robert Gagne was an educational psychologist who was best known for developing what he referred to as “conditions for learning,” which delineated the types of instruction that are most appropriate for specific types of learning.
* His “Nine Events of Instruction” taxonomy provides a useful framework for defining actions that support learning within a discrete instructional experience, such as a lesson.
* Gagne’s “Nine Events” are:
* 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.
* If your learning asset necessitates that you develop lessons, the order of Gagne’s “Nine Events” provides an excellent instructional sequence for a lesson plan. [Will present “Nine Events” in lesson plan format.]
* Consider ordering ELOs for a lesson according to Gagne’s sequence – in other words, learning objectives that require learners to know and recall information may correlate to content presentation and therefore be covered before objectives that develop higher order thinking through practice.
* The case study for this lesson will present an example of how learning objectives can be sequenced in a lesson according to Gagne’s “Nine Events.”
* You will define how the instructor will perform these events by identifying the *instructional methods* in your strategy.

Section 5: How Do I Select Appropriate Instructional Methods for My Learning Asset? (ELO 7, 8)

* Regardless of whether your learning asset is a traditional training program or a discrete learning object – or a combination of both – you will need to define instructional methods that will support acquisition of the learning objectives contained in the instructional sequence for your asset.
* There is a wide variety of instructional methods to choose from. To name only a few [the following methods will be presented in a table with relevant examples]:
* Lectures
* Presentations
* Modeling/demonstrations
* Readings
* Dramatization/role-play
* Discussions
* Case studies
* Drawing/illustration
* Games/simulations
* Given so many instructional methods, how do you choose the ones that will best suit the learners’ and the organization’s needs? A few things to consider:
* Your learning objectives and assessment strategy may indicate what kinds of methods you will need to use. For instance, most of your learning objectives may describe skills and procedures that learners must demonstrate, and you may plan to assess students in a practical exercise. In this case, the methods you select will probably include modeling/demonstrations, role-plays, case studies, or any other means of instruction that prepares students for performance.
* If you conducted a learner analysis that identified the learning preferences of your participants, you will want to select methods that align with your audience’s preferences.
* If you are designing a lesson, you will want to select instructional methods that cover many or all of Gagne’s “Nine Events of Instruction.” A single method may be used to address several events in a lesson, such as a brief presentation to share objectives and present content, or a game to provide practice, offer feedback, and assess performance.
* Try to vary instructional methods in a learning experience enough to keep things interesting, but not so much as to interrupt the flow of the lesson.
* Finally, consider how practical it will be to execute your methods given the time, scope, budget, and other restrictions of the learning asset you are developing. In the following lesson, we will cover how you will develop instructional materials that deliver on the methods defined in your instructional strategy. Be sure that you can deliver on the methods you choose.
* At DAU, instructional methods are identified in the course outline of the POI.
* The case study for this lesson will demonstrate how an instructional designer selects instructional methods for her lessons and includes this information in her POI.