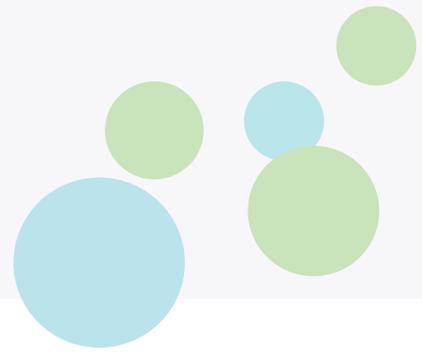


bloom

learning technologies
I&d specialists



elearning

INSTRUCTIONAL DESIGN

PARTICIPANT WORKBOOK



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ABOUT THIS TRAINING COURSE

Course Details

Outcome

This course has been designed for Instructional Designers who create elearning using rapid authoring tools. This is a practical course combining learning frameworks, how the brain works, analysis and storyboarding before using a cloud based authoring tool to create a branched elearning scenario.

The outcome is for attendees to be more confident in creating engaging elearning.



Topics

Session 1 Instruction Design frameworks - overview

Content includes;

- ADDIE - Analysis, Design, Development, Implementation and Evaluation
- Blooms Taxonomy - The three domains of learning and the levels within each
- Gagne's nine levels of instruction
- Cathy Moore's action mapping
- Adult learning principles and how to incorporate them to elearning
- Tips to reducing cognitive overload



Session 2 Analysis

Content includes;

- The Performance Analysis Questionnaire
- The Savvy Start/Design workshops to speed up the design time by weeks
- An overview of the Success Approximation Method and the Savvy Start scoping process

Session 3 Designing branched scenarios

Content includes;

- The basics
- Three steps to creating branched scenarios

Session 4 Designing storyboards

Content includes;

- Different methods of storyboarding
- Graphic design basics
- Templates to start using immediately

Session 3 Development using Rapid authoring tools

Content includes developing a draft branched scenario using Claro dominKnow, a cloud based authoring tool

How you will learn

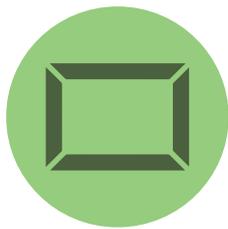
Everything we do in this programme has a purpose, although on the surface, it doesn't always appear that way. In every topic, you are involved in an activity before you receive the content. This helps you to think through what you already know, and experience the content before you learn it. This structure helps retain learning.

The structure is:



Engage

Getting mentally ready to focus on the content



Frame

Why the topic is important



Activity

A related activity



Debrief

The learning component



Metaphor

An example to help you remember the content

Other documents needed for this course

This is the workbook provided as a place to complete activities and make notes.

- You will also receive several handouts throughout the day
- You will receive a link for access to wall posters, powerpoint and templates

Symbols used in this guide



Objectives



Activity



Debrief

MODELS OF LEARNING

Session overview

Although there are numerous learning models in the world, two of the most practical are ADDIE and Bloom's Taxonomy. In this session you will learn more about each of these models and then apply them to your own training.

This session also covers learning objectives, because without robust objectives, you cannot effectively evaluate the training and learning that has occurred.



Objectives

At the end of this session, you will be able to:

- Apply the ADDIE model to existing practice to determine if each of the five steps are present and make recommendations for improvement if all steps are not present
- Identify the six categories of the Bloom's 'cognitive domain' in a mix and match activity getting 100% correct
- Analyse and rewrite the learning objectives of existing training material, using Bloom's Taxonomy, so that a verb and the three components of a learning objective can be identified
- Use the ADDIE and Bloom's Taxonomy Models, to review a training piece, and make recommendations for improvement



ADDIE

Make notes from the video you are about to watch:

A

D

D

I

E



<http://www.youtube.com/watch?v=qnCNBEfKk2I&feature=related%20%20%20>
http://www.nwlink.com/~Donclark/history_isd/addie.html

Gagne and Action Mapping

This is a research activity. In two groups you will be required to



Research
the model
your team
is
allocated



Prepare a
five minute
presentation
to the group

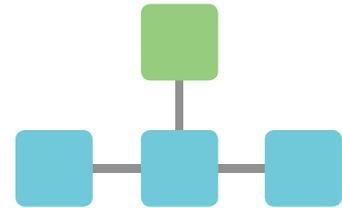


Including
writing a
learning
objective for the
presentation

Bloom's Taxonomy

Bloom's Taxonomy is made up of 3 Domains:

1. _____
2. _____
3. _____



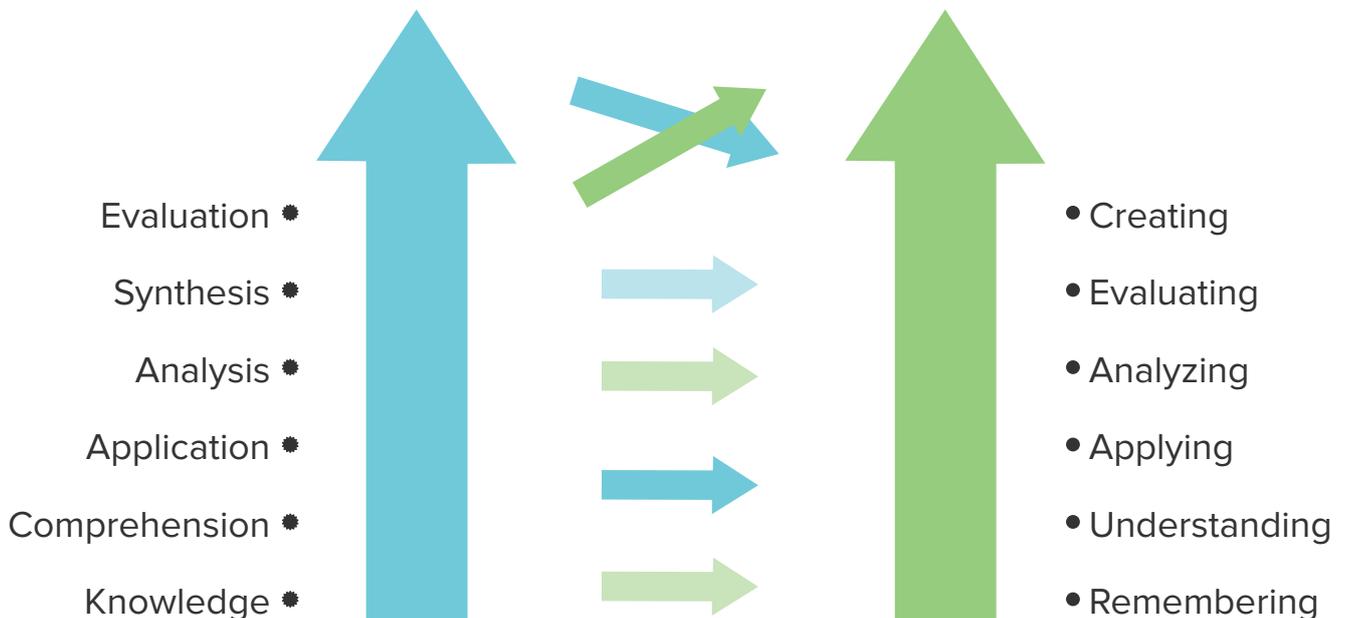
<http://www.nwlink.com/~donclark/hrd/bloom.html>

The most used is the **Cognitive** domain.

There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulty. That is, the first ones (starting with knowledge) must normally be mastered before the next ones can take place.

Original Terms

New Terms



(based on Pohl, 2000, *Learning to Think, Thinking to Learn, P. 8*)

<http://pdfcb.pbworks.com/w/page/22844307/Bloom's%20Taxonomy>



Learning objectives activity

Review the learning objectives in 2.2 to give you a clue of the possible parts to a robust learning objective.

In the space below, rewrite the learning objective you created for the previous presentation:

Learning objectives

The purpose of objective includes:

1. By knowing where you intend to go, you increase the chances of you and the learner ending up there, thereby being able to prove the effectiveness of training
2. Guides the Instructional Designer relative to the planning and delivery of instruction and evaluation of participant achievement.
3. Guides the learner; helps him/her focus and set priorities
4. Allows for analysis in terms of the levels of teaching and learning



Practice

- You will now have 15 minutes to review and start to rewrite (if necessary) some of the learning objectives of the course you have brought along
- As part of this 15 minutes, get some flipchart paper and write one of your old learning objectives
- Underneath it, write the revised learning objective
- At the same time, be thinking about how ADDIE has been applied (or not) in your organisation
- You may be asked to share this with the group



NOTE:

If you do not have a course to work on, please work with someone who does.

Session summary

Understanding ADDIE and Bloom's Taxonomy is critical to being able to evaluate training or any learning intervention. If a business need is not outlined, nor the learning objectives robust, you will never be able to evaluate training, learning and performance meaningfully.



ANALYSIS

Session overview

This session covers a tool to determine if there is even a training need and also how to conduct a Training Needs Analysis. You will conduct a mini, retrospective Training Needs Analysis (TNA) on the programme you have brought along.



Objectives

At the end of this session, you will be able to:

- Review the Performance Analysis Quadrant and create and memorise two questions that can be used back in the workplace to determine if training is the issue
- Conduct a retrospective Training Needs Analysis on the material you brought along today



Activity 1

Purpose:

The purpose of this activity is to introduce you to the Performance Analysis Quadrant that will allow you to determine if a request for training is really required.



Instructions:

Review the quadrant below and review the descriptions below and place each of the four headings in the correct quadrants.

Performance Analysis Quadrant (PAQ)

Does the employee have adequate job knowledge?	High										
	10										
	9										
	8										
	7										
	6										
	5										
	4										
	3										
	2										
1											
Low	1	2	3	4	5	6	7	8	9	10	High
	Does the employee have Proper attitude (desire) to Perform the job?										

Performance Analysis Quadrant

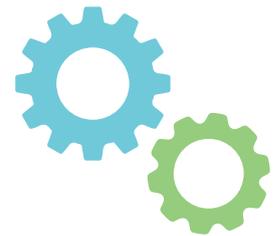
Motivation

If the employee has sufficient job knowledge but has an improper attitude, this may be classed as a motivational problem. The consequences (rewards) of the person's behaviour will have to be adjusted. This is not always bad as the employee just might not realise the consequence of his or her actions.



Resource/Process/Environment

If the employee has both job knowledge and a favourable attitude, but performance is unsatisfactory, then the problem may be out of control of the employee i.e. lack of resources or time, task needs process improvement, work station is not ergonomically designed, etc



Selection

If the employee lacks both job knowledge and a favourable attitude that person may be improperly placed in the position. This may imply a problem with employee selection or promotion and suggest a transfer or discharge be considered.



Training and/or Coaching

If the employee desires to perform, but lacks the requisite job knowledge or skills, then some type of learning solution is required, such as training or coaching.



Debrief

While ADDIE strives to identify adequate on-the-job performance so that the learners can adequately learn to perform a certain job or task, it was never meant to determine if training is the correct answer to a problem. Thus the first step when presented with a performance problem is to use a performance analysis tool.

One such tool is the “Performance Analysis Quadrant” (PAQ) for identifying the root causes of such problems. By discovering the answer to two questions, “Does the employee have adequate job knowledge?” and “does the employee have the proper attitude (desire) to perform the job?” and assigning a numerical rating between 1 and 10 for each answer, will allow you to plot the correct solution in 1 of the 4 performance quadrants.

Session summary

So in summary, write the two questions you will ask any person who requests training in your organisation again.

1. _____

2. _____



And how will you determine if it is a training need or not. Be very specific.

Activity 2

Purpose:

The purpose of this activity is to conduct a retrospective Training Needs Analysis on the material you have brought to the workshop



Instructions:

In pairs:

On the Training Needs Analysis template, answer the questions pretending that the programme you brought along is not yet complete.

Purpose:

1. How hard was it to answer these questions?
2. What were the questions you couldn't answer?
3. Where or from whom would you find out this information?

Debrief

All training should be improving people's performance so that they can improve the organisation or business results. Managers are not experts in training. You are. So it is important that you use the analysis tools to really add value to improving performance.



Use the 2 questions of the PAQ and even plot these on the graph for managers to visually see if they have a training issue or not. Use the Analysis Template to accurately conduct an analysis and report back to the business.

These tools will increase your professionalism and place you on the path to becoming a Trusted Advisor, not just an order taker. Use the Analysis Template to accurately conduct an analysis and report back to the business.

These tools will increase your professionalism and place you on the path to becoming a Trusted Advisor, not just an order taker.

Session summary

In the analysis phase the key components to focus on are:

1. Ensure there is a business impact from delivering your intervention
2. Ensure there is a training need by asking the two questions from the Performance Analysis Questionnaire
3. Use the Analysis Template to collect information about the proposed training



BRANCHED SCENARIOS

Session overview

Branching elearning scenarios are a great way to let learners practice skills in realistic situations. By asking them to choose how they'll respond to tough scenarios, they can test out different approaches in a low-risk setting.



Objectives

At the end of this session, you will have:

- Created a simple branched scenario using the 3C method using pen and paper, mindmapping or any other tool you prefer



Activity

Purpose:

The purpose of this activity is to create a small branched scenario.

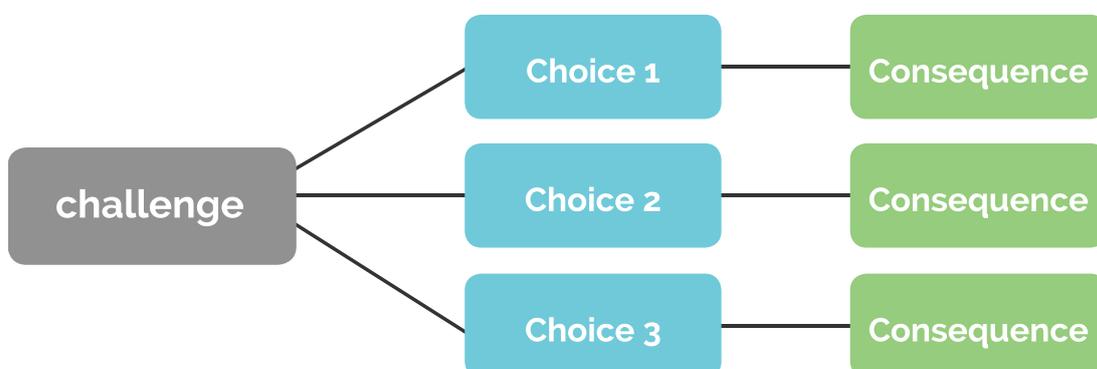


Instructions:

You can work on your own, in pairs or groups to create a branched scenario for any topic of your choice.

Debrief

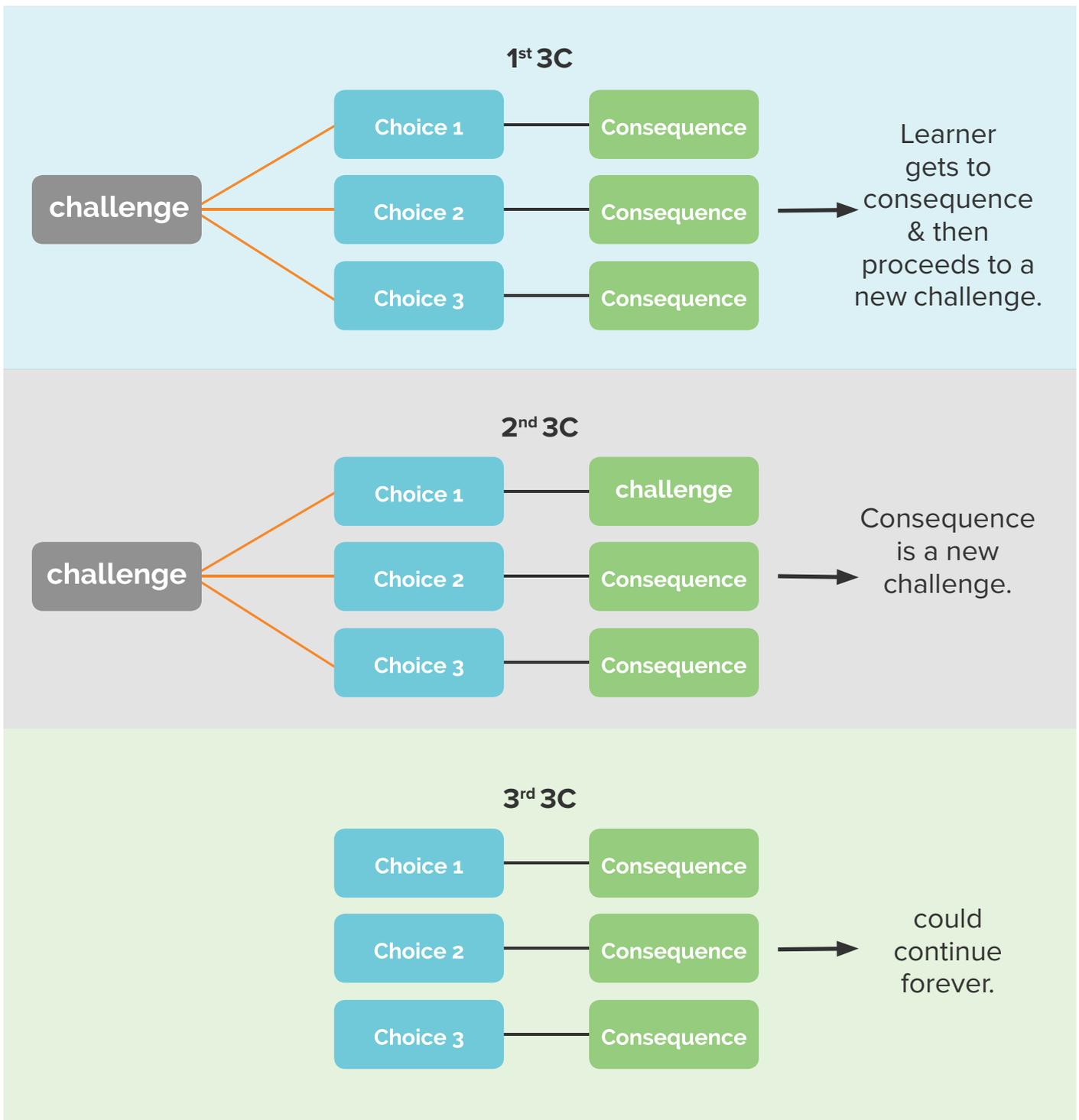
In the "3C" model, each scenario consists of a challenge, some choices, and then consequences of those choices.



This is the starting branch. There's a challenge and three choices that produce consequences.

There are a few ways to structure this ongoing branch. In the first 3C section, the learner gets to the consequence. At that point, you could provide feedback. Then move on and present another challenge.

Or you could do what you see in the second section below. Instead of providing feedback, jump right into another challenge. Thus, the consequence of the choice the learner makes creates another challenge.



Here are some tips:

- Use one branch to let the learners test their understanding this allows the learner to test what they know
- Use another branch to direct the learner, if they get it wrong, they can get additional information, if right, they move on

Read more here: <http://bit.ly/1LO4bYU>

STORY BOARDS

Session overview

Storyboards are very important elements of eLearning development; they direct learners towards achieving the performance objective, and also give a clear direction to the developer to create an effective eLearning experience. Like any other digital design process, eLearning needs to be well planned in order to deliver an effective experience for an audience. One way of doing this is by using storyboards in eLearning courses.



Objectives

At the end of this session, you will have:

- Reviewed a Storyboard and identified three aspects that make for good elearning
- Storyboarded an elearning module titled 'About our company' for new staff in your organisation using all of the content you have learnt so far



Activity

Purpose:

The purpose of this activity is for you to review the Effective Assessment Assistant storyboard and identify at least three things that make it a great story board.



Instructions:

1. Read the story board
2. Discuss in pairs or small groups
3. Make a list of the things you think make a good storyboard

Debrief

A story board is a map that guides eLearning professionals through every twist and turn of their eLearning course design. Storyboards make the eLearning design and development process much more efficient, as they can not only help eLearning professionals to illustrate their ideas, but also to deliver engaging and visually rich eLearning experiences to their audience.



NOTES

APPENDIX 1

Bloom's Picture Activity - example

Level 1: Knowledge (Recall or recognition of specific information)

Question Cues: list, define, tell, label

List the different elements you see in the picture.

Level 2: Comprehension (Understanding of given information)

Question Cues: describe, name, identify, discuss

Describe what the people are doing in the photograph.

Level 3: Applying (Using strategies, concepts principles and theories in new situations)

Question Cues: modify, solve, change, explain

What caption would you write for this photograph?

Level 4: Analysing (Breaking information down into its component elements)

Question Cues: analyze, separate, compare, contrast

Compare this workplace to another workplace.

Level 5: Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria)

Question Cues: give opinion, criticise, discriminate, summarise

Why do you think this picture made the front page of the newspaper?

Level 6: Creating (Putting together ideas or elements to develop an original idea or engage in creative thinking)

Question Cues: create, construct, plan, role play

If you were one of these people, what would you do differently to impact learning in your workplace?