

ECI 617 Foundations of Instructional Design

Instructional Design Worksheet- September 5, 2002

Preliminary

This exercise will walk through the instructional design process, concentrating on the first three steps of the ADDIE model. The first task is to select a lesson to be taught. Ideally, this will be a subject you currently teach or will be planning to teach. For now, try to pick a subject that is easily defined and evaluated. How to operate a lathe is better than aesthetics in lathe design.

While this paper makes a nice guide, you may find yourself using several more sheets of paper and drawing pictures.

Needs Analysis

Sketch out an analysis for your problem (ask the who, what, why questions of design). What needs to be known, what problem needs to be fixed:

List the characteristics of your learners. What is their background, what do they already know, what do they need to know, how much time do they have, etc.:

Do a brief content analysis. What is important to know, what are the unique characteristics of the subject, how is it best taught, etc:

List objectives for the training

Reflect. What questions have arisen in this exercise? What parts of it work/don't work? What don't you know enough about yet?

ECI 617 Foundations of Instructional Design Instructional Design Worksheet- September 5, 2002

Design

At this point one knows who and what. What are the interesting parts of what you are teaching, and who are the learners? Where do you want them to be? Now its time to design instruction. Answer the following:

How can this topic be best taught? (List of elements) (Media, environment)

What ways can the content be organized? (chunking, break down skills)

How can learning be evaluated?

Development

We will no do much here, but:

Develop a list of talent needed to accomplish above (graphics artists, instructional designers, etc.) and their roles.

How long do you think all this would take to develop?

ECI 617 Foundations of Instructional Design

Instructional Design Worksheet- September 5, 2002

Implementation

Again, this can only be anticipated:
What will your classroom look like?

What organizational pieces need to be in place?

Evaluation

It's important to emphasize that evaluation needs to be guided by the learner objectives. This is the biggest part of the iterative process. At this point you may want to revise the objectives, which can then ripple through the document.

Formative Evaluation: What questions are important to ask to inform the development of your instructional design?

Summative Evaluation: What questions would you ask to see if the program worked like you wanted and the learners met the objectives.?

Outcome

Word process your design document and post to BlackBoard as an attachment. If you use Word I will notate using Word's track changes function. We will use this document as a basis for work on learning theories, so keep a copy in hand.