

Goal Analysis

Problem Identification

Master practitioners of any discipline or skill need to have a varied selection of tools to address the problems they will encounter while discharging their duties. Instructional Designers are no different than a plumber who needs access to six types of wrenches depending on the pipe they will be fixing. It is important for Instructional Designers to be exposed to varied instructional design (ID) models and theories to give them a full selection of tools. For Instructional Designers, tools equal models. Models are used develop holistic and comprehensive learning products matched to material, environment, and learners. Novice ID students have not been exposed to the full gamut of models nor are they even aware of how much they do not know. Increasing exposure to new aspects of ID, particularly models, is required to help the students grow and increase the quality of their work product.

Aim

To teach novice ID students to a new ID model, in particular Agile Instructional Design.

Set Goals

- Review Morrison, Ross, and Kemp (MRK)
- Review ADDIE
- Able to differentiate between instructional design models
- Able to identify the steps in the Agile process
- Be able to contrast Agile to two other ID models
- Be able to compare Agile to two other ID models
- Be able to define Agile instructional design
- Learn the history of Agile
- Complete a sample Agile ID plan
- Show competence with Agile ID
- Able to pick an appropriate model for a given situation

Refine Goals

- Able to define MRK ID model
- Able to define ADDIE ID model
- Able to define what AGILE is and is not
- Able to define AGILE ID model
- Able to compare the three models
- Able to identify which model is best for a given situation
- Able to identify potential blockers to using Agile ID

- Able to identify the pros and cons for Agile ID
- Able to explain the history of Agile development

Rank goals

- Able to define AGILE ID model
- Able to identify which model is best for a given situation
- Able to compare the three models
- Able to identify potential blockers to using Agile ID
- Able to identify the pros and cons for Agile ID
- Able to define MRK ID model
- Able to define ADDIE ID model
- Able to define what AGILE is and is not
- Able to explain the history of Agile development

Second Refinement

- Students will demonstrate understanding of the Agile ID model
- Students will be able to compare Agile with MRK and ADDIE
- Students will demonstrate ability to assess a situation regarding an appropriate ID model
- Students will demonstrate understanding of the MRK ID model
- Students will demonstrate understanding of the ADDIE ID model
- Students will demonstrate understanding of Agile development's background

Final Ranking

- Students will demonstrate understanding of the Agile ID model
- Students will compare Agile with MRK and ADDIE
- Students will demonstrate ability to assess a learning situation and select an appropriate ID model
- Students will demonstrate understanding of the MRK ID model
- Students will demonstrate understanding of the ADDIE ID model
- Students will demonstrate understanding of Agile development's background

Learner Analysis

General Characteristics

This training is targeted at inexperienced instructional design students. They are new to the field and come from varied backgrounds, running the gamut from education to business. In general, they require minimal direction and are invested in the material.

Specific Characteristics

Status

- Graduate students
- Adult learners
- Need applicable skills rather than theory
- Prefer andragogic learning

Relevant background

- Limited exposure to learning theory
- Limited exposure to ID models

Technical

- Comfortable with technology
- Not used to online learning

Contextual Analysis

Orienting Context

To orient the training to the participants it must be focused and utilize andragogy. These individuals are working adults the training must acknowledge that. The presented materials must be very focused on the learners' needs and only their needs with a focus on practical, applicable skills. This audience will need to take the skills learned during the course and quickly integrate them into their work. It will need to be plain to the learners how each part of the training is designed to help them increase productivity and work quality.

Instructional Context

The instruction will have to be delivered in a self-paced module that is split in two 30 minute sections. The time does not include any work required outside of the module. This module will need to be completed in one to two sittings with a possible break between the sections. This is to ensure that material is chunked and learned appropriately. The module must be available on the web. The material will be available only to enrolled students.

Transfer Context

Participants will be able to use the material immediately after the course has been completed. The participants are involved in ID and the course material will be practical. Additionally, the instructor will follow up with all participants to make sure they fully understood the materials. This will also give a chance for the participants to ask questions if they are still confused on any of the points from the training.