

Topical Task Analysis

Introduction

Having a comprehensive knowledge of available tools and when to use them is an important skill for instructional designers. Instructional design (ID) is an evolving field and instructional designers have an obligation to learn new tools and implement when appropriate. It will continue to be important for instructional designers at all experience levels to maintain and expand their toolboxes.

Analysis

Goal: Students will demonstrate understanding of the Agile ID model

Resources: <https://www.trainingindustry.com/wiki/entries/agile-learning-design.aspx>, <https://www.learningsolutionsmag.com/articles/1346/effective-performance-with-agile-instructional-design>, http://www.click4it.org/index.php/Agile_Instructional_Design, <https://www.learningsolutionsmag.com/articles/1300/agile-instructional-design-get-in-the-performance-zone>,

1. Agile ID
 - a. What is Agile ID?
 - i. Agile ID is an interpretation of Agile development popularized in software development. It generally follows the Agile Manifesto with modifications to fit an educational context. Such as, less emphasis on Software and documentation.
2. Agile ID Steps
 - a. **Align** – Through this step instructional designers are not only analyzing the content and the performance discrepancies (if any) but also aligning it with the market, the strategy, the organization, and the accommodation of the learner.
 - b. **Get Set** – At this stage, instructional designers initiate a prompt task analysis and critical skills analysis to help detect the deliverables. Moreover, segments like design and development occur simultaneously.
 - c. **Iterate & Implement** – Instructional designers recap and improve the deliverables to suit the learner's necessity. At this stage, the aim is to realize the transfer of training so that the learner will perform independently, even after the training assistance diminishes.
 - d. **Leverage** – Here is the moment when the opportunities are determined together with the leverage of performance support, such as mobile support, social learning, social media, and research.
 - e. **Evaluate** – At this final stage, the value and impact of the learning solution are assessed, both concerning the organization and the learner. The method used for assessing the learning and transfer of training can be formative or summative data gathering.^[2]
 - f. **Repeat** – Steps C through E until course is complete
3. Stakeholders:
 - a. Instructional designer(s)

- i. The instructional designer's role is to make sure all the work product aligns to best practices for ID and delivers the learning results that the client is expecting.
 - b. SME(s)
 - i. SMEs will provide the feedback on the content based on their expert level knowledge. They are essential to producing relevant and fact-checked educational content.
 - c. Project manager
 - i. The project manager will lead the entire development cycle. They will monitor deadlines and budget to make sure that all is in order.
 - d. Writer(s)
 - i. Writers will work closely with the SMEs to produce the content for the course and scripts for any multimedia work.
 - e. Designer(s)
 - i. The designers will provide the imagery for the course and develop and style guides for future courses. They will provide storyboards and comps to the relevant parties.
 - f. Developer(s)
 - i. Will develop the course in the appropriate medium
 - g. Clients
 - i. Clients are the ultimate arbiters in the Agile development process. If they are not happy with the product then the process has failed
- 1. Pros/Cons
 - a. Quickly produce content
 - b. Designed to accommodate change
 - c. Small group collaboration
 - d. Iterative
 - e. Evaluation occurs at every step of the process
 - f. Accountability
 - g. Final product can take a long time to achieve depending on the frequency of changes
 - h. Clients can derail the whole process if not handled correctly
 - i. Requires extra upfront planning to minimize adding stories in the middle of development.
 - j. Meetings have a maximum length
 - k. Requires a referee to insure meetings do not go long
- 2. Blockers
 - a. Tradition
 - b. Lack of stakeholders
 - c. Lack of discipline
- 3. Best Practices
 - a. Have a full complement of stakeholders

Goal: Students will compare Agile with MRK and ADDIE (see other resource lists)

1. Similarities
 - a. All three use the same basic building blocks
 - i. Analysis, Align, Goal Analysis, Topical Task Analysis, Learner Characteristics
 1. Understand the audience and their needs as related to the material that will be taught
 - ii. Design, Get Set, Instructional Objectives, Content Sequencing, Instructional Strategies
 1. Pick the most efficacious method for transferring the desired knowledge
 - iii. Development, Get Set, Iterate, Designing the Message
 1. Create the course that will be used to transfer the knowledge
 - iv. Implementation, Leverage, Instructional Delivery
 1. Deliver the Course
 - v. Evaluation, Evaluate, Evaluation Instruments
 1. Was the course effective?
 2. What worked and what didn't?
 - vi. This is all ADDIE is and MRK and Agile build on this
 - vii.
 2. Differences
 - a. MRK and ADDIE are rigid where Agile provides flexibility to adapt to changes
 - b. MRK and ADDIE are waterfall
 - c. MRK and ADDIE take longer for a usable product
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Goal: Students will demonstrate ability to assess a situation and select an appropriate ID model

1. Best scenario
 - a. For MRK (<https://sites.google.com/site/mrkmodel/>)
 - i. When there isn't a need for a start point
 - ii. When learner perspective is the dominant factor
 - iii. When there are fewer stakeholders
 - b. For ADDIE (http://www.aritzhaupt.com/eBook_ADDIE/)
 - i. Simple courses
 - ii. Small teams or individual instructional designers
 - c. For Agile
 - i. Use when there are lots of components to a course/module
 - ii. Works well with learning games
 - iii. Not suited for Text and Next
 - iv. Works well with long timeframes
 - v. There will be changes/scope creep
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Goal: Students will demonstrate understanding of the MRK ID model

1. MRK Review (<https://sites.google.com/site/mrkmodel/>)
 - a. Process
 - i. Diagram of MRK
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Goal: Students will demonstrate understanding of the ADDIE ID model

1. ADDIE Review (http://www.aritzhaupt.com/eBook_ADDIE/)
 - a. Process
 - i. Diagram
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Goal: Students will demonstrate understanding of Agile development's background

1. What is Agile? (<http://www.agilenutshell.com/>)
 - a. Agile is a philosophy used in development to promote an iterative production cycle. It uses incremental steps that are evaluated on an ongoing basis. These steps have many names but are often called "Stories". It is not focused on the final product but the base components that will create the whole. This process allows change at any and all stages of production.
2. History of Agile (<http://agilemanifesto.org/>)
 - a. Agile was developed in an ad hoc meeting, in 2001, of programmers looking for a philosophy that tied together their disparate, preferred development methodologies.
3. Agile Manifesto (<http://agilemanifesto.org/>)
 - a. They developed a loose framework titled the Agile Manifesto.
 - i. We are uncovering better ways of developing software by doing it and helping others do it. Through this work we have come to value:
 - ii. Individuals and interactions over processes and tools
Working software over comprehensive documentation
Customer collaboration over contract negotiation
Responding to change over following a plan
 - iii. That is, while there is value in the items on the right, we value the items on the left more.