Instructional Designing Course Outline

MODULE 1: INTRODUCTION TO INSTRUCTIONAL DESIGN (ID)

<table>
<thead>
<tr>
<th>Chapter 1: Getting started</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator Introductions</td>
<td>• Discover the team involved in designing and delivering the course</td>
</tr>
<tr>
<td>• Ground Rules</td>
<td>• Explain the course brief</td>
</tr>
<tr>
<td>• Objectives of the course</td>
<td>• List the ground rules</td>
</tr>
<tr>
<td>• Course Brief</td>
<td>• Describe the course objectives</td>
</tr>
<tr>
<td>• Basic English Test</td>
<td>• Illustrate the history of Instructional Design</td>
</tr>
</tbody>
</table>

Chapter 2: What is Instructional Design?

Chapter 3: Role of Instructional Designer

Chapter 4: New trends in ID and eLearning

MODULE 2: PRINCIPLES AND THEORIES OF COGNITION AND INSTRUCTIONAL DESIGN AND APPLICATION

<table>
<thead>
<tr>
<th>Chapter 5: Cognition and Instructional Designing</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School of Thoughts in Instructional Designing</td>
<td>• Comprehend some of the key principles of cognition and instructional design and learn how to apply the same while creating content.</td>
</tr>
<tr>
<td>• Perceptual Processes and its Application</td>
<td>• Reference material on Learning Management System, Facilitated Discussion and Assessments</td>
</tr>
<tr>
<td>• Learning and Its Application</td>
<td>• Human Performance Model.</td>
</tr>
<tr>
<td>• Memory and It's Application</td>
<td>• Rumluer’s 5 Factors – Application in Need Analysis.</td>
</tr>
<tr>
<td>• Role of Neuroscience in ID</td>
<td>• Mager and Pipe’s Performance Analysis.</td>
</tr>
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</table>

Chapter 6: Theories and Models of Instructional Designing

<table>
<thead>
<tr>
<th>Method</th>
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<td>• Reference material on learning management system, Facilitated Discussion and Assessments</td>
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<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>• 10 days of Self-Paced Learning</td>
</tr>
<tr>
<td>• 2* 2 hours of facilitated session from 7 am to 9 am (Saturday and Sunday)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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<tr>
<td>• 12 days of Self-Paced Learning</td>
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</table>
- Bloom’s Taxonomy.
- ARC’s Model of creating Instruction Design (For MACRO level of ID).
- Gagne’s 9 Events of Instruction (For MICRO Level of ID).
- Kirk Patrick’s model of training evaluation.

- 2* 2 hours of facilitated session from 7 am to 9 am (Saturday and Sunday)

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**MODULE 3: STAGES IN THE METHODOLOGY OF ID AND APPLICATION**

### Chapter 7: Introduction to ADDIE and Rapid Prototype
- What is ADDIE?
- What is Rapid Prototype?
- ADDIE vs. Rapid Prototype
- Understanding ADDIE detail

### Chapter 8: Analysis Phase
- 5 steps of Analysis
- Different Analysis types more about Learner Characteristics Analysis- Demographic (Age, Gender, Race), Aptitude, Talent, Skills, Knowledge, Education, Previous training)
- Worksetting Analysis - ID environment. Delivery environment and Application environment
- Job Analysis - What people do, how do they do and what results do they achieve
- Task Analysis - Cognitive Tasks and Action Task
- Content Analysis - Classification in 5 ways - Fact, Concept, Process, Procedure and Principle.
- Review a Need Analysis Document.

### Chapter 9: Design Phase
- Explain the use of a design document.
- Distinguish between Coarse Goals and Learning Objectives.
- Practice writing course goals and learning objectives.
- Importance of objectives
- Types of objectives - TLO and EO.
- Components of Instructional objective - Condition, Task and Standard.
- Domains of Learning
- Application of Bloom's Taxonomy in creating objectives.

### Objectives
- Distinguish between ADDIE and RAPID prototype models.
- Recognize the different stages of ADDIE and application of the same.
- Explain what is an instructional design system or methodology
- Distinguish between ADDIE and RAPID prototype instruction design models.
- Recognize the different stages of ADDIE model and application of the same.
- Explains analysis phase
- Recognize the different analysis types
- Discover the steps involved in the analysis phase
- Explains design phase
- Recognize the different aspects of design
- Discover the steps involved in developing content
- Build content in a methodical manner
- Recognize steps to create content
- Illustrate how to write Effectively
- Describe elements of implementation
- Evaluate training programs
• Typical problems faced while writing objectives.
• Sequence Learning Objectives – Different Approaches.
• Instructional Strategy - macro vs. micro.
• Create mind map of the content structure.
• Creating the flow - Using Transition word, repeating keywords, unambiguous language.
• How to design reusable learning object (RLO) using instructional models (ARCs and Gagne).

Chapter 10: Development Phase
• Tasks leading to creating a storyboard
• Content Generation a case study
• Identify Course Flow and Content Flow
• Chunk Content
• Sequence Content
• Identify Gaps
• Add missing content to fill gaps
• Suggest / Add graphics
• Rewrite
• Fine Tune Learning Objectives and Summary
• Add Assessment questions
• Create the storyboard
• Developing Facilitator guide, participant guide and Training slide decks and researching on appropriate training activities.
• Right selection of reinforcement activities
• Readability and Accessibility of content

Chapter 11: How to write effectively
• Key writing elements
• Various forms of writing
• Different stages of writing a longer piece
• Process of collating and sorting ideas
• Organize writing ideas

Chapter 12: Implementation Phase
• Implementing classroom training
• Implementing eLearning training
• Virtual Instructional Lead Training (VLTs)
• Implementation Checklist

Method
• Reference material on learning management system
• Online and responsive training manual
• Facilitated Session
• Assessments

Time
• 12 days of Self-Paced Learning
• 2* 2 hours of facilitated session from 7 am to 9 am (Saturday and Sunday)
### Chapter 13: Evaluation Phase
- Understanding and implementing Kirk Patrick model.
- Pre-training, Summative and Formative evaluation.
- Criterion Reference assessment ROI.

### MODULE 4: ELEARNING PRINCIPLES AND APPLICATION

#### Chapter 14: About eLearning
- What is eLearning.
- Benefits of eLearning
- Different types of eLearning Synchronous training
- Asynchronous training - VSAT, Podcast, CBT, WBT Webinar, ILT, mobile learning, eLearning and blended
- Levels of eLearning

#### Chapter 15: 6 Principles of eLearning.
- Recognize importance of QA in eLearning.

#### Chapter 16: Basic understanding of Gamification in eLearning.

#### Chapter 17: Characteristics of learning games.

#### Chapter 18: Learning Management System.

#### Chapter 19: Compatibility Standards In eLearning.

#### Chapter 20: What is MOOC?
- What is the instructional designing approach towards developing MOOC?

### Objectives
- Define eLearning?
- Identify the principles of eLearning.
- Practice application of these principles
- Describe characteristics of learning games
- Explain Gamification in Learning
- Describe the functioning of a Learning Management System (LMS)
- Explain SCORM standard for eLearning
- Comprehend what is a MOOC and the ID approach towards developing a MOOC
- Reference material on Learning Management System, Facilitated Discussion and Assessments

### Method
- Reference material on learning management system
- Online and responsive training manual
- Facilitated Session
- Assessments

### Time
- 25 days Self-Paced Learning
- 2* 2 hours of facilitated session from 7 am to 9 am (Saturday and Sunday)

### Module 5: Technology Knowledge

#### Chapter 21: What are Rapid Authoring Tools?
- Basic introduction to feature of a few tools – Photoshop, Flash, Illustrator, Articulate
- **Identify** what rapid authoring tools are?
- **Distinguish** between some features of commonly used tools.
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### FINAL ASSESSMENT & PROJECT WORK

- Final assessment to be completed on LMS (to be completed in 1 hour, single attempt).
- Participants would be expected to create a training course using ID principles and methodology and submit to Strengthscape for evaluation within 20 days of completing contact classes.

| **Create** learning content by applying the learning assimilated over the last 3 days |  |