

Instructional Designing Session Plan

VIRTUAL SESSION 1 & 2	
MODULE 1: INTRODUCTION TO INSTRUCTIONAL DESIGN (ID)	
<p>Chapter 1: Getting started</p> <ul style="list-style-type: none"> Facilitator Introductions Ground Rules Objectives of the course Course Brief Basic English Test <p>Chapter 2: What is Instructional Design?</p> <p>Chapter 3: Role of Instructional Designer</p> <p>Chapter 4: New trends in ID and eLearning</p>	<p>Objectives</p> <ul style="list-style-type: none"> Discover the team involved in designing and delivering the course Explain the course brief List the ground rules Describe the course objectives Illustrate the history of Instructional Design Define Instructional Design <p>Method</p> <ul style="list-style-type: none"> Self-paced learning from manual and digital library on learning management system Online and responsive training manual Facilitated Session Knowledge check questions Assessments Assignments <p>Duration of facilitated session</p> <ul style="list-style-type: none"> 2* 2.5 hours of facilitated sessions
VIRTUAL SESSION 3 & 4	
MODULE 2: PRINCIPLES AND THEORIES OF COGNITION AND INSTRUCTIONAL DESIGN AND APPLICATION	
<p>Chapter 5: Cognition and Instructional Designing</p> <ul style="list-style-type: none"> School of Thoughts in Instructional Designing Perceptual Processes and its Application Learning and Its Application Memory and Its Application Role of Neuroscience in ID <p>Chapter 6: Theories and Models of Instructional Designing</p> <ul style="list-style-type: none"> Human Performance Model. Rummler’s 5 Factors – Application in Need Analysis. 	<p>Objectives</p> <ul style="list-style-type: none"> Comprehend some of the key principles of cognition and instructional design and learn how to apply the same while creating content. <p>Method</p> <ul style="list-style-type: none"> Self-paced learning from manual and digital library on learning management system Online and responsive training manual Facilitated Session Knowledge check questions Assessments Assignments

<ul style="list-style-type: none"> • Mager and Pipe’s Performance Analysis. • 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. 	<p>Duration of facilitated session</p> <ul style="list-style-type: none"> • 2* 2.5 hours of facilitated sessions
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VIRTUAL SESSION 5 & 6

MODULE 3: STAGES IN THE METHODOLOGY OF ID AND APPLICATION

<p>Chapter 7: Introduction to ADDIE and Rapid Prototype</p> <ul style="list-style-type: none"> • What is ADDIE? • What is Rapid Prototype? • ADDIE vs. Rapid Prototype • Understanding ADDIE detail <p>Chapter 8: Analysis Phase</p> <ul style="list-style-type: none"> • 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. <p>Chapter 9: Design Phase</p> <ul style="list-style-type: none"> • 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. 	<p>Objectives</p> <ul style="list-style-type: none"> • 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
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- 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

- Self-paced learning from manual and digital library on learning management system
- Online and responsive training manual
- Facilitated Session
- Knowledge check questions
- Assessments
- Assignments

Duration of facilitated session

- 2* 2.5 hours of facilitated sessions

<p>Chapter 13: Evaluation Phase</p> <ul style="list-style-type: none"> • Understanding and implementing Kirk Patrick model. • Pre-training, Summative and Formative evaluation. • Criterion Reference assessment ROI. 	
<p>VIRTUAL SESSION 7 & 8</p> <p>MODULE 4: ELEARNING PRINCIPLES AND APPLICATION</p>	
<p>Chapter 14: About eLearning</p> <ul style="list-style-type: none"> • 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 <p>Chapter 15: 6 Principles of eLearning.</p> <ul style="list-style-type: none"> • Recognize importance of QA in eLearning. <p>Chapter 16: Basic understanding of Gamification in eLearning.</p> <p>Chapter 17: Characteristics of learning games.</p> <p>Chapter 18: Learning Management System.</p> <p>Chapter 19: Compatibility Standards In eLearning.</p> <p>Chapter 20: What is MOOC?</p> <ul style="list-style-type: none"> • What is the instructional designing approach towards developing MOOC? 	<p>Objectives</p> <ul style="list-style-type: none"> • 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 <p>Method</p> <ul style="list-style-type: none"> • Self-paced learning from manual and digital library on learning management system • Online and responsive training manual • Facilitated Session • Knowledge check questions • Assessments • Assignments <p>Duration of facilitated session</p> <ul style="list-style-type: none"> • 2* 2.5 hours of facilitated sessions
<p>VIRTUAL SESSION 9 & 10</p> <p>MODULE 5: TECHNOLOGY KNOWLEDGE</p>	
<p>Chapter 21: What are Rapid Authoring Tools?</p> <ul style="list-style-type: none"> • Basic introduction to feature of a few tools – Photoshop, Flash, Illustrator, Articulate Storyline 2, Articulate Studio, Adobe Captivate and Camtasia. 	<ul style="list-style-type: none"> • Identify what rapid authoring tools are? • Distinguish between some features of commonly used tools. <p>Method</p> <ul style="list-style-type: none"> • Self-paced learning from manual and digital library on learning management system

	<ul style="list-style-type: none"> • Online and responsive training manual • Facilitated Session • Knowledge check questions • Assessments • Assignments <p>Duration of facilitated session</p> <ul style="list-style-type: none"> • 2* 2.5 hours of facilitated sessions
<p>AFTER THE LAST VIRTUAL SESSION</p> <p>FINAL ASSESSMENT & PROJECT WORK</p>	
<ul style="list-style-type: none"> • Final assessment to be completed on LMS (to be completed in 1hour, 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. 	<p>Objective:</p> <p>Create learning content by applying the learning assimilated.</p>