

Write your response to each of the following questions. *Be sure that you **support your response** for each question with **direct citations from the text** or other relevant and related sources. It must be evident that you **connect your response to the text book** and/or other relevant and related sources.*

1. Summarize what you believe are the key points in this chapter.

The first key point might be the history behind instructional design. I was unaware that during World War II, tens of thousands of soldiers and civilian workers had to be trained quickly. Many psychologists joined the military initiative to develop effective training materials. After the war, several of these psychologists, continued to work on improving the instructional process by considering instruction as a system.

Cennamo, Katherine. Real World Instructional Design (p. 2).

One key point from chapter 1 would be the elements of instructional design. The ADDIE framework for instructional design stands for Analysis, Design, Development, Implementation, and Evaluation. Cennamo, Katherine. Real World Instructional Design (p. 6).

Another key point from chapter 1 would be the Knowledge-Building Cycles: The Phases of Instructional Design. In the Define Phase, as the designer, you begin to determine the project scope, outcomes, schedule, and deliverables. Next, in the Design phase you are involved in a major planning stage. In the Demonstrate phase, you continue to develop design specifications and ensure quality as the preliminary prototyping begins. In the Develop phase, you continue to serve as an advocate for the learner. Finally, you reach the Deliver phase when you deliver the materials to your client and make recommendations for future development. When you present the product to your client.

2. What do instructional designers do? What is the nature of their day-to-day work? What skills are most beneficial?

Since the world of education is ever evolving, educational materials need to be revised and adapted to accommodate these changes. This is where the instructional designer's role comes into play. They are tasked with redesigning courses, developing entire courses or curriculums and creating training materials, such as teaching manuals and student guides. The role of an instructional designer can vary from organization to organization. Most of the time their day to day work can be categorized into five categories:

1. Analyze
2. Design
3. Development
4. Implementation
5. Evaluation

An instructional designer needs several skills to be successful, a few of the most beneficial skills would be: creativity, communicational skills, time management skills, flexibility, and research skills.

3. Think about the requirements of systematically designed instruction, and then consider the following situations. *Be sure that you **support your response for each situation** with direct citations from the text or other relevant and related sources. It must be **evident that you connect your response** to the text book and/or other relevant and related sources.*

- a. You have been asked to develop a Website and three-day workshop to meet the goal of promoting “girl-friendly” science teaching. You are given a list of topics and asked to organize a series of lectures on those topics for the workshop. The function of the Website is to make the presentations available after the workshop. Would this project be a good candidate for the systematic instructional design process? Why or why not?

I think that creating a girl friendly series of lectures on teaching science could be a feasible candidate for the systematic instructional design process. If you just follow the phases you would be able to construct a solid series of lectures. During the design phase, you could gather data to confirm the characteristics of the learners, fully develop goals, brainstorm learning activities and draft your content, then develop a concrete description of assessment instruments and specifications, educate the learners, and finally get suggestions and feedback.

Cennamo, Katherine. *Real World Instructional Design* (p. 27). Taylor and Francis.

- b. You’ve been asked to develop a web-based course to promote “girl-friendly” science teaching that will include interactive simulations where the teachers make choices and see the results of their choices. Would this project be a good candidate for the systematic instructional design process? Why or why not?

I also think that this would be a good candidate for the systematic instructional design process. More than likely these teachers might have no experience in creating these kinds of products. As an instructional designer, you work with clients to translate their needs and desires into the design specifications that will yield a successful product.

On page 15 of the textbook the author states, “To enhance the education of instructional designers, my colleagues and I developed a course in which students worked on “real world” projects under the guidance of course instructors.” So through these “real world” interactive simulations, you can make choices and see the results of the choices. This could absolutely be something an Instructional designer could put together following the proper process.

Cennamo, Katherine. *Real World Instructional Design* (p. 15). Taylor and Francis. Kindle Edition.

4. Read the Chapter 1 Case Analysis (see D2L for link). After carefully reading the case analysis respond to the following questions:

- a. What is the problem? Can it be solved by instruction? Why or why not?

The problem is that Sam Treavor wanted to increase the state science museums presence of the internet. Yes, it can be solved by instruction. By conducting a needs assessment, finding out target audiences and their needs and characteristics she was able to get ideas to draft sample objectives, assessments and activities to describe learners and their needs.

b. Who would you say are the learners?

Whoever uses the website

c. What are the outcomes and goals?

To become a bigger presence on the internet – Goal

Encourage a variety of users, including researchers, teachers, the general public, and university students, to examine the collection on-line. -Goal

Provide off-line activities that extend the knowledge gained through the on-line collection images and data. - Goal

having users gain knowledge –Outcome

Be able to conduct scientific inquiry-Outcome

d. List any activities related to the outcomes and goals.

Having visitors be able to demonstrate steps in a scientific inquiry, learning safety precautions, and by learning planet names.

Encourage a variety of users, including researchers, teachers, the general public, and university students, to examine the collection on-line. -Goal

Provide off-line activities that extend the knowledge gained through the on-line collection images and data. - Goal

e. List any activities related to the outcomes and goals.

Having visitors be able to demonstrate steps in a scientific inquiry, learning safety precautions, and by learning planet names.

Encourage a variety of users, including researchers, teachers, the general public, and university students, to examine the collection on-line. -Goal

Provide off-line activities that extend the knowledge gained through the on-line collection images and data. - Goal

f. List the assessment and evaluation activities/strategies discussed in the case.

By asking if it was effective for their purposes. She interviewed each of them, asking questions such as, “Was it easy to use? Did it meet their needs? Would they use it with their students?”

NOTE: Throughout the case analysis, you should be careful not to generalize beyond the data or information provided. Stick close to the facts and information provided when describing the issues, drawing conclusions, and making recommendations. It is possible that you are unable to provide a response because the data or information needed is not provided in the case. In such cases simply not this in your response.

- - - - -

Throughout this book and throughout this course, you will be asked to think about designing and developing instruction for an actual client (the school district or place of employment where you work). In the first half of this course you will be learning about the theory of Instructional Design. In the second half of this course you will put that theory into practice and actually create an instructional design project. This project will flow into your final project for this class. In subsequent chapters, you will be asked to complete the following tasks:

- a. Create a project proposal, present to client, and get sign-off (Chapter 8: Define).
- b. Prepare design documents, present to client, and get sign-off (Chapter 9: Design).

- c. Prepare additional design specifications and prototype instructional materials. Conduct formative evaluation of prototype, collect data on effectiveness, and develop a report of the results of the prototype and suggested revisions. Review prototype report and revisions with client (Chapter 10: Demonstrate).
- d. Prepare a complete set of instructional materials that are acceptable to the client. Conduct formative evaluation of materials, collect data on effectiveness, and prepare a report of the formative evaluation results and suggested revisions. Present completed materials and results of formative evaluation to client. (Chapter 11: Develop).

There will be many, many more details about your instructional design project and final project that will be made available to you as we go through this course. But for now I would like you to begin to think about a client for whom you will actually design an instructional design project for. This will become the basis for your final project. For LT716 the client will be the school district where you work (if you are a K-12 educator) or if you are in a business or non-education workplace your client will be your current work environment. The instructional design project

- **must** be centered around developing instruction/professional development for other teachers, school employees, or co-workers (depending on your work environment).
- The focus of the instruction **must** center around delivering technology training (professional development, in-service, etc. about technology).

You may want to talk with your building administrator or work place supervisor about some potential ideas.

5. For now just brainstorm and list some potential ideas based on the information above.

My first idea is implementing gamification into the classroom.

A good portion of the world's population plays games on a regular basis. Whatever shape they take, games appeal to our competitive nature. This is what makes them such an influential tool in eLearning. eLearning gamification gives your audience the chance to earn while they learn and surpass their peers.

Identify Goals & Outcomes –

Come up with detailed outline-

Choose activities and assessments –

Gather Data & Assets

Implement-

Measure Results