

Write your responses in the space below each question. *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. Follow APA guidelines for citations.*

1. Summarize the key points of this chapter. How are the ideas presented consistent or inconsistent with your beliefs and prior knowledge?

I think the first key point from the chapter is about identifying learning goals and outcomes. You need to be able to understand what success looks like and know what it's going to take to be successful. You have to first know your audience and what they have for prior knowledge before you can set your learning objectives or what your intended goals are.

The next major point is about the types of learning outcomes and implications for assessments and activities. That leads into the next topic on identifying subskills. Once you have developed and classified the project's learning outcomes, you'll want to get a better understanding of the content, the learners, and the kinds of skills involved in mastering the content. (Cennamo, Katherine. Real World Instructional Design, p. 61).

I think the ideas presented in this chapter are consistent with my beliefs and prior knowledge. Especially the topics of identifying objectives and outcomes. I think it's crucial to first understand what your audience already knows about a topic, then you can determine the objectives, activities and the desired outcomes you want to happen.

2. Two of the goals for this textbook are that you'll be able to:
 - Design instruction.
 - Use the vocabulary of instructional design correctly.

Activities and assessments have been designed that allow you or your instructor to determine if you've met these objectives. Can you identify some of these assessments?

I think the textbook does a good job of explaining the process of instructional design and breaking down the proper vocabulary for this process. This class uses discussion posts and end of chapter questions as assessments. These assessments determine if we have read the chapter and are able to understand and elaborate on everything that was presented to us in the chapter.

3. What is a subskill analysis and what is the importance of doing a subskill analysis?

"A subskills analysis identifies the skills that contribute to an outcome and maps the relationships among the skills in a visual hierarchy, much like an organizational chart." Cennamo, Katherine. Real World Instructional Design (p. 61).

Its important to do a subskill analysis because before you perform an activity the learners must know how to perform the activity, and possess the skills and knowledge needed to perform the

activity. The learners might have some of the necessary knowledge and/or skills, but will need instruction to acquire the remaining knowledge and skills.

4. What are the steps for creating a peanut butter and jelly sandwich? Assume that the learner is given a knife, two pieces of bread, peanut butter, jelly, and a paper plate. *Now, perform a task analysis.* (Note: your response should be very detailed.)

Steps for making a peanut butter and jelly sandwich

1. Take a slice of bread out of the bag and place in on the paper plate
2. Open the jar of peanut butter by twisting the lid counter clockwise
3. Pick up a knife by the handle
4. Insert the knife into the jar of peanut butter and scoop peanut butter onto knife.
5. Withdraw the knife from the jar of peanut butter and run it across the slice of bread
6. Take a second slice of bread and place it on the paper plate
7. Repeat steps 2-5 with the second slice of bread and the jar of jelly.
8. Press the two slices of bread together such that the peanut butter and jelly meet

Task Analysis for a Peanut Butter & Jelly Sandwich

Strategies	Skills Required
Get Ingredients -Bread -Peanut Butter -Jelly -Knife -Paper Plate	Knowledge of where the ingredients are located at
Take a slice of bread out of the bag and place in on the paper plate	Untwisting bread tie
Open the jar of peanut butter by twisting the lid counter clockwise	Knowing which direction is counter clockwise
Insert the knife into the jar of peanut butter and scoop peanut butter onto knife.	How to use a knife How to scoop with a knife
Withdraw the knife from the jar of peanut butter and smear the peanut butter on the slice of bread	How to smear with a knife
Open the jar of jelly by twisting the lid counter clockwise	Knowing which direction is counter clockwise
Insert the knife into the jar of jelly and scoop jelly onto knife.	How to use a knife How to scoop with a knife
Press the two slices of bread together such that the peanut butter and jelly meet	How to place two slices of bread together.

5. Look at the project proposal at the end of Chapter 8 (p. 242) and the Design Documents at the end of chapters 9 (p.276). Locate and list the goals and outcomes in those documents.

The goals and outcomes for the project proposal is that NorLabs is a growing company that needs to train all its eligible employees about the Family and Medical Leave Act (FMLA), the company plans to produce a series of online courses. A learning management system (LMS) will enroll employees and track performance, including sending completion data to the HR database. The outcome is that all employees will be fully trained on the FMLA process for NorLabs.