Assignment 1a
Project Proposal

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Instructional Design

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Background Description

Learner Demographics

The focused audience, or group of learners, for this instructional solution are entry-level instructional designers. The average learner has approximately one year of instructional design or training experience and minimal focused education. The learners can recognize instructional concepts, but have minimal practice with pure instructional design principles.

Those who are more experienced instructional designers, trainers, and educators may find value in this instructional solution as reference or review material.

Performance Setting

This instructional solution will be presented as web-based training. Learners will be able access the instruction from any computer that has connection to the Internet and meets minimal minimum operating requirements. The instructional solution includes optional audio that only enhances the learning environment. No part of the instruction is dependant upon audio. With the instruction available almost anywhere, the technical requirements will be set to the lowest known standard.

Problem/Rationale Statement

Well derived and written performance objectives are essential to instructional designers as they provide the guiding framework for instructional solutions. Objectives help to guide the focus of the content and conceive practice and assessment items. Beyond the benefit to instructional designers is a benefit to the learners. Explicit communication to the learner of the expected performance may aid in learner self-efficacy and result in better achievement.

Goal Statement

Instructional designers will derive and write sound performance objectives for current and future instructional solutions by including specific skills or behaviors to be performed, conditions that will exist for learners, and criteria necessary to evaluate the skill or behavior being performed in each performance objective.

Procedural Skill Description

Knowledge and comprehension skills will be used to identify and grasp the fundamentals of performance objectives. Topics such as objective components and appropriate verbs will be presented as knowledge and comprehension. Application, analysis, synthesis, and evaluation skills will be used to practice deriving, writing, and assessing objectives. Learners will derive from known information various components of an objective; differentiate components from existing objectives; construct sound objectives from derived components; and evaluate existing objectives for instructional integrity.