

Assignment 2
Analysis

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Nova Southeastern University
February 5, 2006

Goal Analysis

Learner Demographics

The learners are beginning instructional designers from academic administrations and commercial learning and development organizations.

Instructional Goal Statement

Beginning instructional designers will be able to develop measurable performance objectives from instructional, learner and context analysis.

Domain

For learners to achieve the instructional goal, they will use verbal information, intellectual skills, and attitudes (based on Gagne's domains of learning). The verbal information aspect of the instructional goal covers the learners' performance to describe the four components of a measurable objective. The intellectual skills aspect of the instructional goal covers the learners' performance to classify behavior verbs as knowledge, skills, or attitudes (KSAs); identify the appropriate conditions under which the learner will perform; and determine to what degree the learner needs to perform during the assessment to show comprehension of knowledge. The attitudinal aspect of the instructional goal covers the learners' performance in being able to choose between a knowledge, skill, or attitude behavior in determining the best method to measure the audience on the instructional, learner, and context analysis.

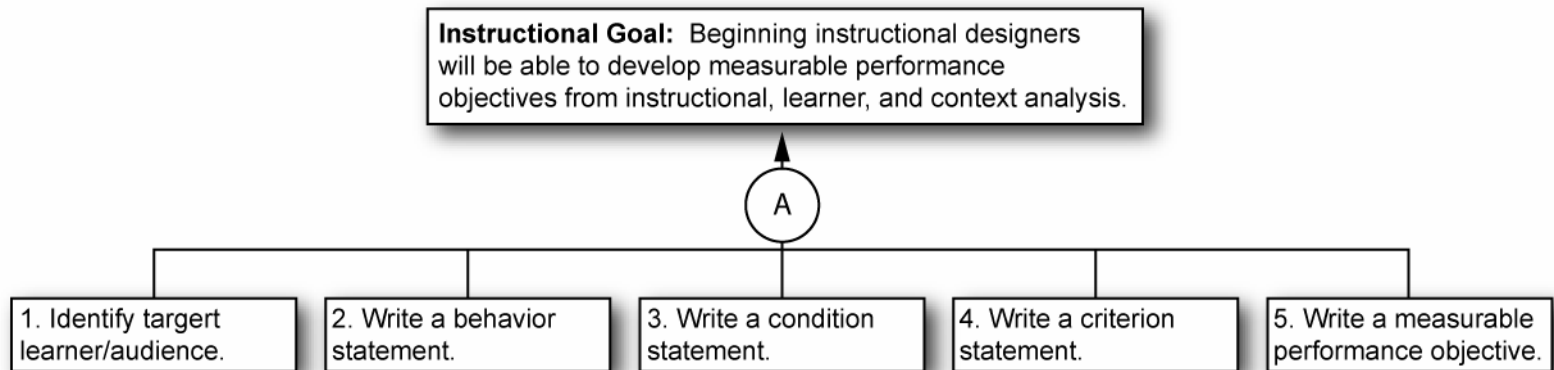
*Instructional Goal Analysis**Figure 1. Instructional Analysis of Goal at Major Task Level*

Figure 2. Instructional Analysis of Step 1

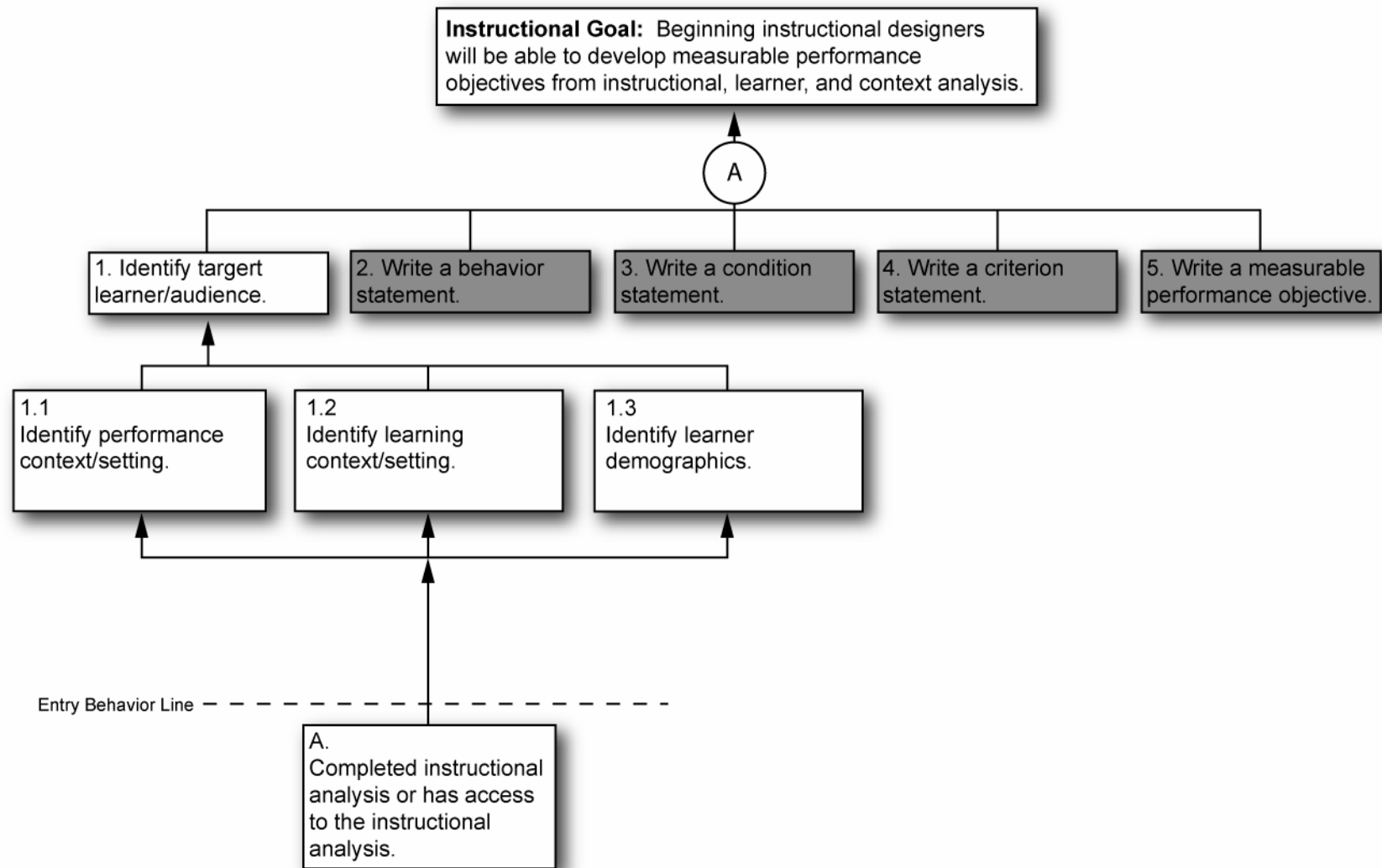


Figure 3. Instructional Analysis of Major Step 2.

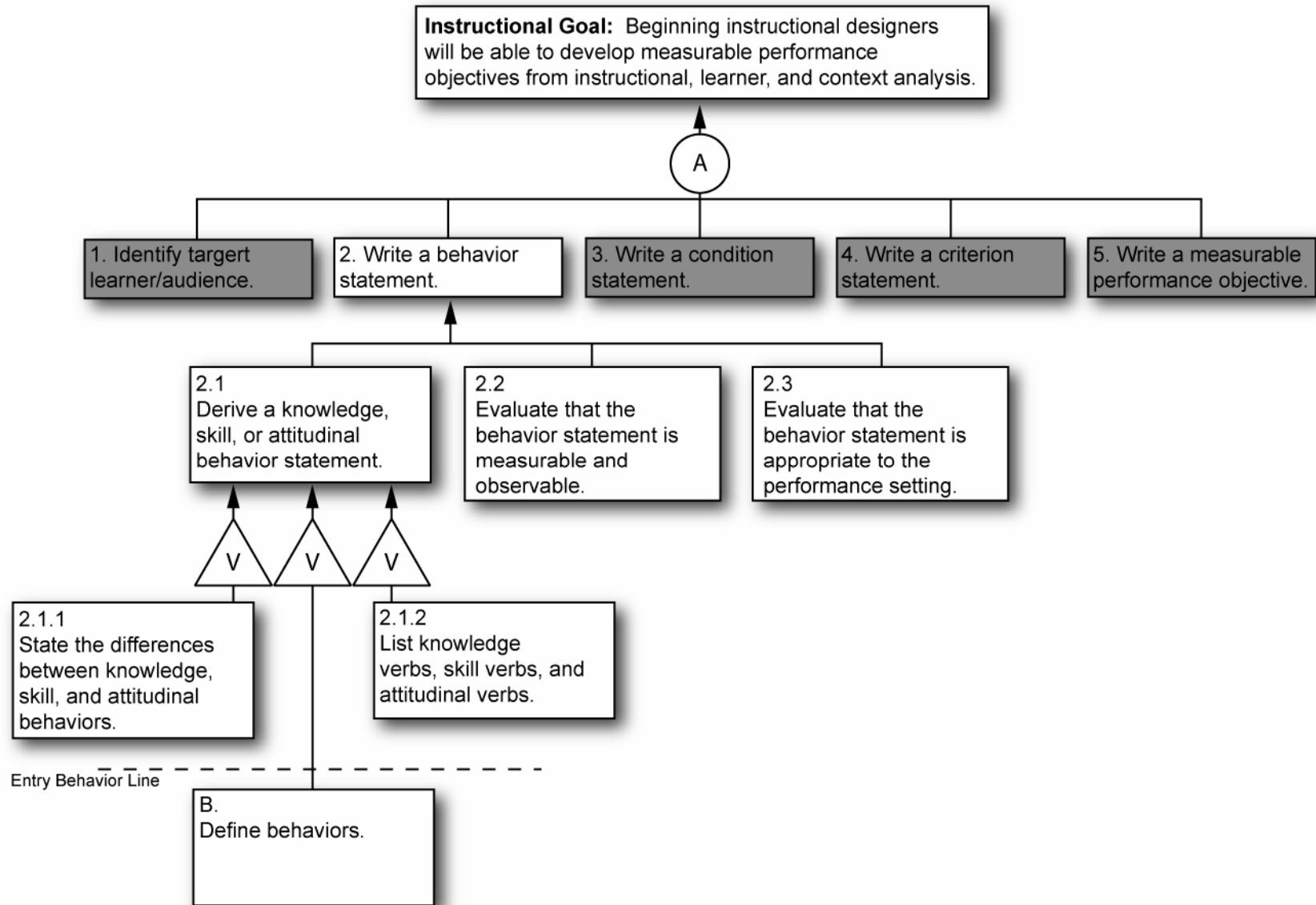


Figure 4. Instructional Analysis of Major Step 3.

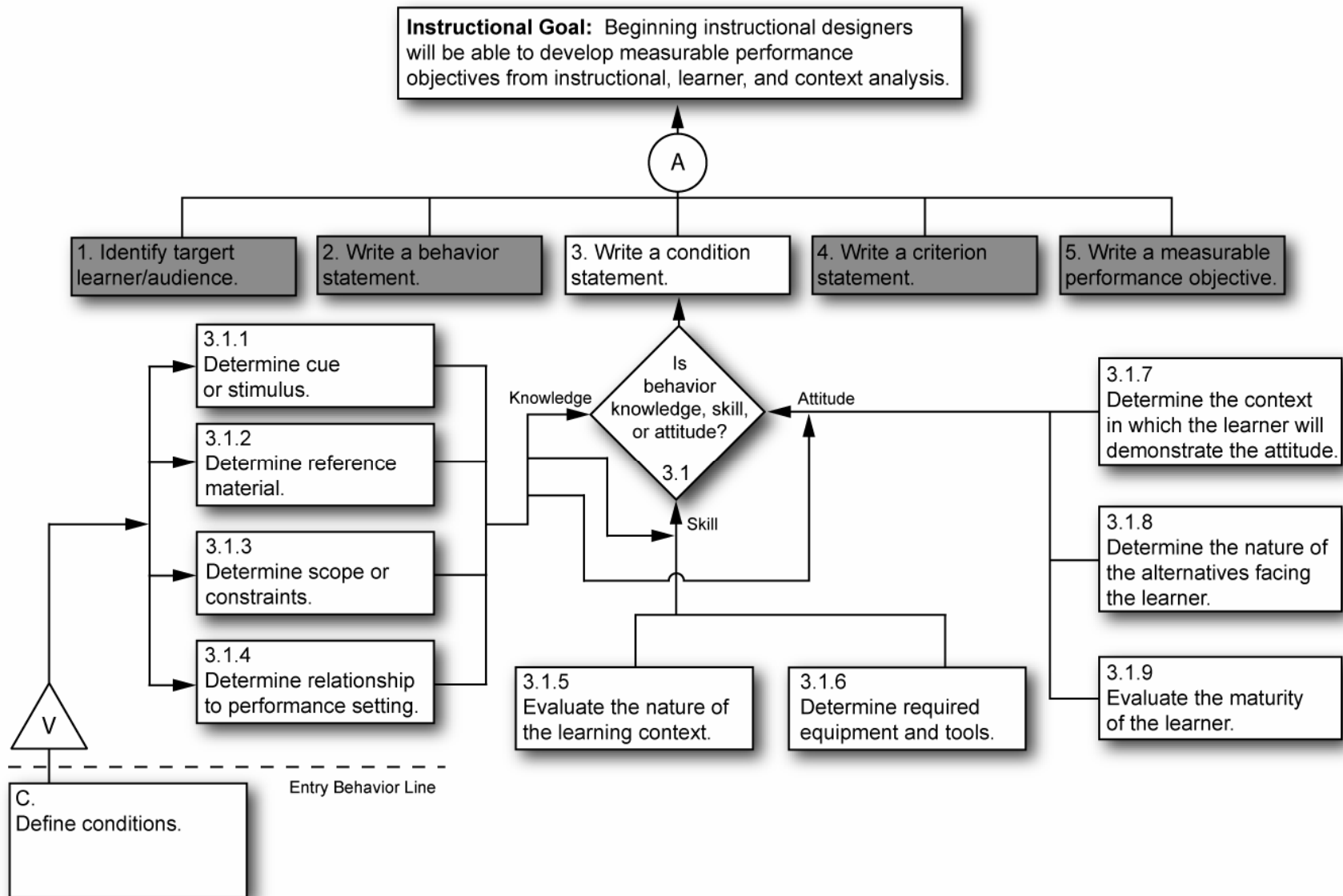


Figure 5. Instructional Analysis of Major Step 4.

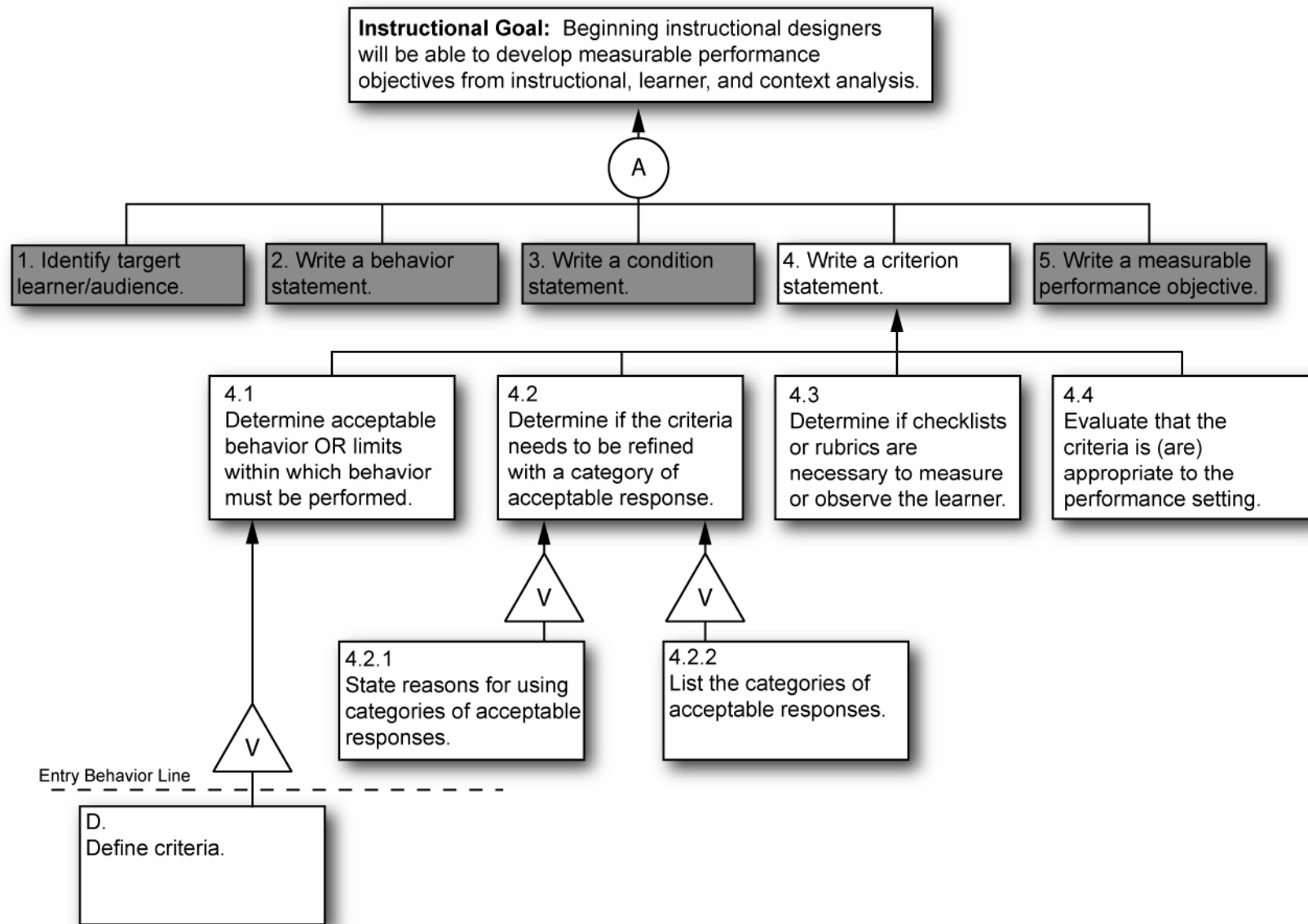
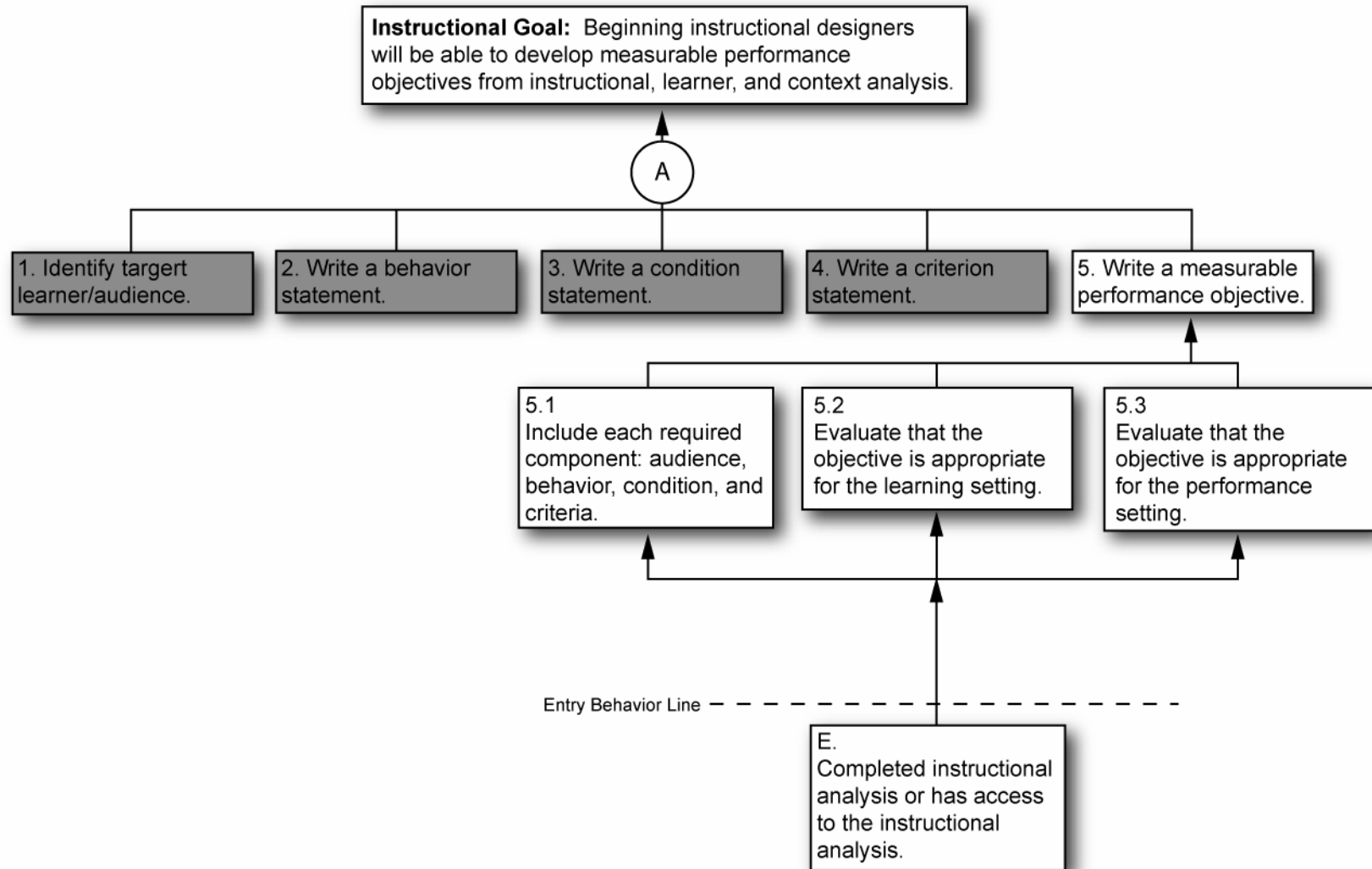


Figure 6. Instructional Analysis of Major Step 5.



Learner Analysis

Our learner analysis focuses on current persons holding positions, supervisors, and administrators. The analysis contains descriptions of our learners' characteristics within different information categories and is based upon three assumptions. The first assumption is that our team is an external organization contracted to conduct the analysis, design the course, and develop the training. The second assumption is that our data sources include target learners, supervisors, administration, and job descriptions provided by human resource documentation. The third assumption is that should we not receive sufficient results from our learner analysis, then we will re-address the analysis questions and techniques to identify additional sources of data.

Learner Analysis		
Information Categories	Data Sources	Learner Characteristics
1. Entry behaviors	Questionnaire, interviews and observation: Current persons holding positions, current supervisors, and administrators.	<p>Performance Setting: Learners have at least one-year exposure to the principles and practices of Instructional Design. Most learners may not have any formal training on the development and writing of performance objectives.</p> <p>Learner Setting: Online learning environment that can be completed at the learner's convenience. The learning can occur at any time and place (as long as the learner has access to the Internet).</p>
2. Prior knowledge of topic area	Test Data: Current persons holding position will be pre-tested.	<p>The learner will be from academic administrations and commercial learning and development organizations with at least one-year experience in instructional design.</p> <p>Learners will have basic knowledge of the concept of performance objectives and some may have experience in writing performance objectives.</p> <p>A pretest that includes questions on the material we believe the learners do not yet know and the material we believe the learners already know will be the primary data source. The results of this pretest could dramatically change our perception of the amount of prior knowledge our learners already have.</p>
3. Attitudes towards learning	Questionnaire and observation: Current persons holding positions, current supervisors, and administrators.	<p>Majority of the learners will have a positive attitude towards the training and feel it will be an opportunity to improve their current ID techniques.</p> <p>Some learners, especially those who think that objective writing is not essential to the design process, will not be motivated to participate because they feel it is not worth their time.</p>

Learner Analysis		
Information Categories	Data Sources	Learner Characteristics
4. Attitudes toward potential delivery system	Questionnaire and observation: Current persons holding positions, current supervisors, and administrators.	Learners might have a hesitation to learn in an online environment due to lack of knowledge and comfort level of using and accessing online learning. Other learners may be very adept and open to learning online due to ease and convenience. Online learning allows for flexibility of time because it is always accessible.
5. Motivation for instruction (ARCS)	Questionnaire and observation: Current persons holding positions.	Learners will be motivated to learn as long as they see a benefit to learning. Learners will be shown that the information is relevant to job performance. Learners will be more confident in their ID materials through increasing learner confidence and job satisfaction. The interactive nature of the online environment will keep learners attentive during training.
6. Educational and ability levels	Questionnaire and interviews: Current persons holding positions.	Learners will vary in their educational and ability levels. Due to the nature of the ID industry most will have completed college, with some having graduate degrees. Learner's abilities will vary depending on time in industry and educational level.
7. General learning preferences	Questionnaire: Current persons holding positions.	Learners will vary in the learning preference with most being comfortable with the traditional classroom setting, while others will have experience with online learning and may have a preference to this learning environment.
8. Attitude toward training organization	Questionnaire and interview: Current persons holding positions.	If the employees are happy and have confidence in their management then it is more likely the learners will be successful with the training. If the employees are not happy and confident in their management, then it is less likely the learners to be successful in the training.

Learner Analysis		
Information Categories	Data Sources	Learner Characteristics
9. General group characteristics a. Heterogeneity b. Size c. Overall impressions	Questionnaire, interview and observation: Current persons holding positions, current supervisors, and administrators.	Heterogeneity: High – Learners come from various backgrounds throughout the nation, from diverse work settings, and a mix of age, gender, and cultural backgrounds. Size: Designed for one user to take individually. Learning is available at the convenience of the learner. Overall impressions: The learning must be effective, efficient, and motivating to attract and retain the audience.

Performance and Context Analysis

Instructional Goal

Beginning instructional designers will be able to develop measurable performance objectives from instructional, learner and context analysis.

Our performance and context analysis is based on several assumptions. The first assumption is that we are an outside organization contracted to design and develop training on how to write performance based objectives. The second assumption is that our learning environment is Web-based and our learners will have access to the training via the Internet. The last assumption is our performance context is based on a corporate environment for an Instructional Designer, rather than an academic environment. We have provided more specific performance and learner context in the following two tables: Performance Context and Learning Context.

Performance Context		
Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	Questionnaire and interviews: Current instructional designers or others asked to perform the role holding position, supervisors, administrators	<p>Support and Commitment: Managers and supervisors support advancing technical knowledge and skills that are relevant to the Instructional Designer's job responsibilities.</p> <p>Employee Recognition: At a minimum, Instructional Designers who improve themselves may be eligible for company recognition, including promotions, salary increases, and bonuses.</p> <p>Direct Involvement: Managers or supervisors have minimal day-to-day involvement with the tasks of Instructional Designers. Weekly status meetings are held to discuss progress and to provide a check on project direction.</p>
Physical aspects of site	Interviews and observations: Current instructional designers or others asked to perform the role holding position, supervisors, administrators	<p>Workspace: Instructional designers typically work independently at a personal desk/work station.</p> <p>Equipment: Other than basic office supplies, Instructional Designers use the Internet for reference materials. There is typically a personal computer with Internet access at each desk/workstation.</p>

Performance Context		
Information Categories	Data Sources	Performance Site Characteristics
Social aspects of site	<p>Interviews and observations: Current instructional designers or others asked to perform the role holding position, supervisors, administrators</p>	<p>Team structure: Instructional designers are typically part of a project team; however, may at times, work portions of the project autonomously.</p> <p>Team Proficiency: Instructional design teams typically have designers with varying levels of proficiency, from the most beginning to highly advanced.</p>
Relevance of skills to workplace	<p>Questionnaire and interviews: Current instructional designers or others asked to perform the role holding position, supervisors, administrators</p>	<p>Job Expectancy: Instructional designers are expected to know how to develop and use performance objectives to align with instructional activities and assessments.</p> <p>Current and Future Applications: Performance objectives are often an integral element to training solutions. Instructional designers will be able to use skills learned immediately and on future projects.</p>

Learning Context		
Information Categories	Data Sources	Performance Site Characteristics
Number/nature of sites	Interviews: Administrators (decision makers)	<p>Number: The training is Web-based and is designed for individual access.</p> <p>Facilities: No formal training facility is required.</p> <p>Equipment: Learners are required to have access to a personal computer with access to the Internet.</p> <p>Resources: No formal resources are required. Learners will be provided via the Web-based training all resource and instructional materials.</p> <p>Constraints: Learners are expected to complete the training during working hours. Learners will be given time away from current projects in order to complete the training.</p>

Learning Context		
Information Categories	Data Sources	Performance Site Characteristics
Site compatibility with instructional needs	<p>Questionnaire and interviews: Current instructional designers or others asked to perform the role holding position, supervisors, administrators</p>	<p>Instructional Strategies: Learners will complete various online activities that simulate the tasks that are required in the performance setting.</p> <p>Delivery Approaches: The Web-based training will include practices and assessments that provide progress feedback to the learner. Areas needing improvement will be identified so the learner can review the material again.</p> <p>Time: Learners will not be required to complete each part of the course in an allotted time period. However, administrators will set an overall time frame in which the course must be completed (e.g. 30 days).</p> <p>Personnel: An IT department is available to troubleshoot potential technical issues.</p>

Learning Context		
Information Categories	Data Sources	Performance Site Characteristics
Site compatibility with learner needs	Questionnaire and interviews: Current instructional designers or others asked to perform the role holding position, supervisors, administrators	<p>Location: Learners will complete the course from their personal workstation/desk.</p> <p>Conveniences: Learners are not required to travel to a training site; learners may complete the training on most computers with access to the Internet; learners may complete the training at a time that is most convenient to them, within the hours of their typical workday.</p> <p>Space: The learning space is the learner's own workstation/desk.</p> <p>Equipment: The learners will typically use their own computer. However, if a personal computer is not available, most public or home computers should not pose any challenge for the learner. If this is a problem, training will be impacted and alternative accessibility options will be provided.</p>

Learning Context		
Information Categories	Data Sources	Performance Site Characteristics
Feasibility for simulating workplace	Questionnaire and interviews: Current instructional designers or others asked to perform the role holding position, supervisors, administrators	<p>Supervisory Characteristics: No supervisory or managerial interventions will be included in the training. Although this is different from the performance setting, it will provide a learning setting that allows for errors without negative effects.</p> <p>Physical Characteristics: The training will offer online resources for references on developing objectives which can also be used in the performance setting.</p> <p>Social Characteristics: Due to the constraints of the agreed upon Web-based delivery method, learners will work independently to complete the training. Although this may be different from the performance setting, the verbal, intellectual, and attitudinal skills can be well-learned in an individual learning setting, then transferred to a team-structured performance setting.</p>