## Course Goal

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

# Terminal Objective

When asked to develop objectives, instructional designers (the learner) will develop objectives that are measurable and observable. Instructional, learner, and context analysis data will be referenced; each objective will include the audience (target learner), behavior to be performed, condition(s) under which said behavior is to be performed, and criteria to which said behavior will be measured; and the objective will be measurable and observable.

Chunk 1	Locan 1: Target Learners and Audience			
	Lesson 1: Target Learners and Audience			
Lesson Subordinate	Given instructional analysis data, the learner will identify the target learner/audience. Use goal analysis data; interpret learner analysis data; and			
Objective	learner/audience. Use goal analysis data; interpret learner analysis data; and interpret context analysis data.			
	interpret context analysis data.			
Chunk 2	Lesson 2: Behavior Statements			
Lesson Subordinate	Given definitions of competencies (KSAs); a printable behavior-			
Objective	verb/competency matrix; and sample instructional analysis data, the learner			
Objective	will write a behavior statement. Choose a competency (knowledge, skill, or			
	attitude) that is appropriate for the behavior; check that the behavior is			
	measurable and observable; and check that the behavior is appropriate to the			
	performance setting.			
	performance country.			
Chunk 3	Lesson 3: Condition Statements			
Lesson Subordinate	Given sample behavior statements and instructional analysis data, the learner			
Objective	will write a condition statement. If the behavior is a knowledge competency,			
	then specify cues or stimuli; reference materials; scope or constraints; or			
	relationship to the performance setting. If the behavior is a skill competency,			
	then specify the nature of the learning context and the equipment or tools			
	needed, plus the cues or stimuli; reference materials; scope or constraints; or			
	relationship to the performance setting. If the behavior is an attitude			
	competency, then specify the context in which the learner will demonstrate			
	the attitude; the nature of the alternatives facing the learner; and the maturity			
	of the learner, plus the cues or stimuli; reference materials; scope or			
	constraints; or relationship to the performance setting.			
Chunk 4	Lesson 4: Criterion Statements			
Lesson Subordinate				
	Given sample behavior statements, learners will write a criterion statement that specifies limits within which the behavior must be performed and that is			
Objective				
	appropriate to the performance setting for which the behavior will be			
	exhibited. The criterion statement should specify whether categories of			
	responses, checklists, or rubrics are required to measure acceptable			
	performance of behavior.			
Chunk 5	Lesson 5: Measurable and Observable Performance Objectives			
Lesson Subordinate	Given a sample instructional goal analysis, learners will write measurable			
Objective	performance objectives that contain the four required components of an			
	objective statement. The objective statements will be appropriate for the			
	performance setting and suitable to the learning setting.			
	1 1			

<b>Chunk Number:</b>	1	<b>Lesson Number:</b>	1	Lesson Title:	Identify target learner/audience
		Topic Number	1.1	Topic Title:	The Performance Context/Setting

#### **Topic Subordinate Objective(s):**

1.1.a: Given an instructional analysis, the learner will interpret the details of the performance context/setting. The learner should correctly interpret 4 out of 5 details.

## **Content Presentation (Task Relationship):**

1.1 Identify performance context/setting

A: Completed instructional analysis or has access to the instructional analysis

#### **Illustrative Content Example(s):**

Learners will be introduced to the importance of using the performance context/setting instructional analysis data for the purposes of identifying the context of what the target learner's performance environment actually is.

A completed instructional analysis will be used to explain this concept by describing how managerial/supervisory support, the physical aspects of the site, the social aspects of the site, and the relevance of the skills to the workplace may be interpreted for use in objectives.

#### Learner Grouping(s)/Media Selection(s):

- Learners will not be grouped with other learners.
- Text
- Simple diagrammatic illustrations
- Optional narration

# **Learner Participation/Practice(s):**

• Learners will be asked to interpret performance context/setting data.

#### Learner Feedback:

Feedback will be immediate, and constructive, regardless if the learner completed the practice correctly, or with errors. The feedback will reinforce the concepts being presented.

Continued on next page ...

<b>Chunk Number:</b>	1	Lesson Number:	1	Lesson Title: Identify target learner/audience	
		<b>Topic Number</b>	1.1	Topic Title:	The Performance Context/Setting

## Sample Assessment Item(s):

Review the following Performance Context data, and then respond to the questions that follow.

Target Audience: Call Center Employees (Brief goal statement: To use the phone system)

M/Ss support continued learning;	
M/Ss have lots of day-to-day contact with employees;	
Employees may be rewarded for successful continued learning	
Each employee has own workspace;	
Computer with basic software is available at each workspace	
Employees basically function individually;	
There is good camaraderie	
Call center employees complete nearly 99% of their work on the telephone	

Which of the following is a potential issue if used in the learning context/setting?

A) Individual exercises and practice

- B) Computers with elaborate software
- C) Role play emulating employee and manager/supervisorD) Positive recognition for trying



## **The Performance Context**

When a learning environment is authentic to the performance environment, transfer of learning is likely to happen seamlessly. So how do we achieve an authentic learning environment? A thorough performance context analysis will provide you the information necessary for creating a learning environment that is authentic to the performance environment.

# **Topic Objective**

At the end of this topic you will be able to interpret the details of the performance context/setting from instructional analysis data.

You should complete this topic within 15 minutes.

We will continue to use the sample instructional analysis through this topic. Remember, the goal associated with the sample instructional analysis is:

Hotel bartenders will be able to provide professional service when serving guests through proper communication techniques, extensive mixology knowledge, and quick order response.

This topic will use Part A of the instructional analysis as an illustrative example. Click here to access Part A of the instructional analysis. It is suggested that you print out the PDF for quick reference.

Bartender Performance Context				
Information Categories	Data Sources	Performance Site Characteristics		
Managerial Supervisory Support	Oxestionhaire and interviews: Current technologies or others asked to perform the rule and managers.	Support and Commitment Managors support furthering the salls of the basedone.  Employee Recognition:  An immune, Internations who improve transverse may be eligible to company  employees, and bonness. Additionally, before  protrament programly results to believe tips  provided in additionally before  protrament programly results in toller tips  from  managors have minimal day-foldy insolvenor  Managors have minimal day-foldy insolvenor  Managors have minimal day-foldy insolvenor  with the future foliations. Weekly said mentings are		
Physical aspects of site	Interviews and observations: Current battenders or others asked to perform the role and managers	Workspace: Eartendors work in hotel bars. Bars are well stocked with a wide variety of liquors.  Equipment: Bars come will coolers for bottled single-serve another products; taps for "on-fag" beer, wide variety of liquors, various stermware and glassware for serving different coolstals.		
Social aspects of site	Interviews and observations: Current barronders or others asked to perform the role and managers	Team structure: Barterolers often work individually; but may at times work in pairs. They are supported by a stocker who is responsible for maintaining supplies. Team Proficiency: Various levels of experience are represented by the staff.		
Relevance of skills to workplace	Questionnaire and interviews: Current bartendess or others asked to perform the role and managers	Job Expectancy: Barlendors are expected to provide 98% of all requisited between pages. The 2% intrinsinder represents cocklails unknown to the bartender. Current and Future Applications. The better a bartender is able to serve beverages, the more likely to have repeat outdoners.		

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Page 2 of 10

✓ Previous

Next | Topic 1 | The Performance Context

Lesson 1 | Target Learners and Audience

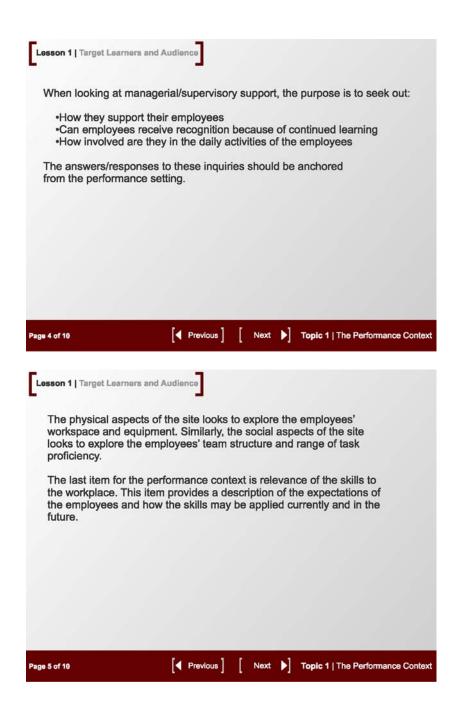
The Dick and Carey Model of instructional design identifies four major items to gather performance context analysis data for.

#### They are:

- ·Managerial or supervisor support
- ·Physical aspects of the site
- ·Social aspects of the site
- •Relevance of skills to the workplace

Dick and Carey also offer suggestions on how to gather the data. They suggest on-site visits to get a first hand observation of the context and to conduct in-person interviews. Questionnaires may also be used to gather data.

Page 3 of 10



Using Part A of the sample instructional analysis lets explore and interpret some of the data that was received. The table excerpt highlights the Social Aspects of the Site.

Information Categories	Data Sources	Performance Site Characteristics
Social aspects of site	Interviews and observations: Current barlanders or others asked to perform the role and managers	Team structure: Bartenders often work individually; but may at times work in pairs. They are supported by a stocker who is responsible for maintaining supplies.  Team Proficiency: Various levels of experience are represented by the staff.

First off, the source of the data is identified as current employees, others who perform the role, and managers. Knowing the source can help validate the accurateness of the data. In this case the data is first-hand knowledge from persons who have direct contact with the site.

Secondly, the data provides important information that the employees usually work individually, but sometimes in pairs, and have varied levels of experience. We have also identified that the employees interact with another individual.

Lesson 1 | Target Learners and Audience

So what does this information mean in terms of performance objectives?

Performance context data is used to evaluate the appropriateness of objectives. Our example identified that the bartenders either work individually or in pairs. Therefore, the learning setting should simulate this to the extent possible. It would be inappropriate to design the learning setting to require three or more bartenders working together as this would not happen in the performance setting.

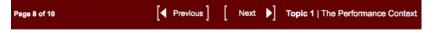
#### **PRACTICE**

Using Part A of the sample instructional analysis, explore and interpret the data highlighted in the table, and then answer the question that follows.

Information Categories	Data Sources	Performance Site Characteristics
Physical aspects of site	Interviews and observations: Current bartenders or others asked to perform the role and managers	Workspace: Bartenders work in hotel bars. Bars are well stocked with a wide variety of liquors.
		Equipment: Bars come with coolers for bottled single-serve alcoholic products; taps for "on-tap" beer, wide variety of liquors; various stemware and classware for serving different cocktails

# Which of the following learning settings best simulates the performance setting?

- A. An equipped bar environment with cooled bottled beverages, beer on-tap, full selection of wines.
- B. An equipped bar environment with cooled bottled beverages and beer on-tap.
- C. An equipped bar environment with cooled bottled beverages, beer on-tap, full selection of cocktails.
- D. An equipped bar environment with cooled bottled beverages and limited selection of cocktails.



Lesson 1 | Target Learners and Audience

# And the Answer is..

Information Categories	Data Sources	Performance Site Characteristics
Physical aspects of site	Interviews and observations: Current barieders or others asked to perform the role and managers	Workspace: Barlenders work in hotel bars. Bars are well stocked with a wide variety of liquore. Equipment: Bars come with coolers for bottled single-serv- alcoholic products; taps for "on-tap" beer, wide variety of liquors; various stemware and classware for serving different cocktalls

The best answer was:

C. An equipped bar environment with cooled bottled beverages, beer on-tap, full selection of cocktails.

The description of the learning setting, although not matching the performance setting perfectly, provides the best simulated setting compared to the other options.

