



Instructional Design

TWO DAY WORKSHOP

Description:

This is a true “hands-on” workshop with active student participation throughout. As each step in the design process is discussed, it is applied by the student to a sample program. The entire process is then applied to a project pre-selected by the student. The workshop itself provides a model of the design process and contains nearly all of the instructional methods and techniques being presented.

Benefits:

Participants will learn and apply what many design courses promise but do not deliver a learner-oriented, performance-driven design process. They will discover that they can produce effective and efficient designs through expertise in content analysis and instructional design and without having to be a subject matter expert. They will be able to make the strategy decisions necessary to make any type of content delivery work, be it video, computer or reading material.

Who Should Attend:

This workshop is for anyone who is charged with design and delivery of any type of training program.

Course Outline:

The nine steps in design incorporate the following skills:

- How to separate content design from instructional design.
- How to construct performance-based learning objectives which will act as a “blueprint” for course design. - How to construct tests to assure student learning.
- The advantages and disadvantages of various analytical tools, i.e., outlining, flowcharting and the use of decision tables.
- How to make sure the “right” content is being designed.
- The concept of the “90%” factor: providing the “least” not the “most”
- Sequencing - “the neglected skill.”
- How to sequence learning objectives so that the students will learn “the most” in the “least time.”
- The difference between delivery and instruction and why they are not the same; knowing this difference will save a great deal of time and energy.
- The effect of “method” selection on the learning process; how do we know they have learned?

Agenda:

- An overview; introducing a performance-driven, learner-centered model of course design
- The 9 steps in instructional design
- The 2 parts of design: content and instruction
- Preparing performance/learning objectives which pass the “test of reality”

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- Preparing student performance “tests”; how to create benchmark activities which verify learning
- How to select subject matter which is necessary and essential for job performance
- Tools for analyzing and organizing content: outlines, flowcharts and a detailed look at decision tables - Content validation: assuring the “right” content
- Creative sequencing options; considering the best “learning sequence” vs. “ job sequence”
- Delivery method selection; strategies for choosing the best delivery method for your content and audience; which variables to consider
- Instructional techniques; how to apply proven principles of adult learning to each delivery method; options for creating and maintaining attention and interest, causing and verifying learning and assuring retention
- Creating a lesson plan; putting your course into teachable form
- Validation; piloting your training program; how to know that it all works