Instructional Design
And why you need it in your life.

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Workshop Objectives | “What will you learn?”

- Learning Theory
- ID Process
- LOs / Metrics
Instructional Design | “What is it?”

Inputs
(Training Need, Source Material)

Amazing Training!

Magical Instructional Design Machine™
Learning Theory | Malcom Knowles and Andragogy

Extrinsic vs. Intrinsic Motivation

Self-Directed Learners

Previous Experience

Problem-Centered and Applicable

Give Them a Reason
ADDIE | A Framework for ID
ADDIE | Analysis

Diagram showing the ADDIE model with stages: Analyze, Design, Develop, Implement, Evaluate.

Graph illustrating the relationship between Project Time, Degree of Risk and Uncertainty, and Cost of Changes.
ADDIE | Design
ADDIE | Development
ADDIE | Implementation
ADDIE | Evaluation
ADDIE | Focus on Analysis

Actual Performance

Desired Performance
Learning Objectives | How to Create Learning Objectives

- **A**: Audience
- **B**: Behavior
- **C**: Condition
- **D**: Degree
Audience | “Who Will Be Taking This Training?”

The Learner
Behavior

“What Do I Want The Learner to Know?”

Read back the order
Condition | “What Does The Learner Need to Be Successful?”

Headset and order application
“What Will Be the Measure of Success?”

The customer confirms their order.
Given a headset and order application, the learner will be able to read back the customer’s order so the customer can confirm the order’s accuracy.
Given a headset and order application, the learner will be able to read back the customer’s order so the customer can confirm the order’s accuracy.
Given a headset and order application, the learner **will be able to read back the customer’s order** so the customer can confirm the order’s accuracy.
Learning Objectives | Putting It All Together

A | Audience
B | Behavior
C | Condition
D | Degree

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Learning Objectives

Assessment Validation
Bloom’s Taxonomy

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Measuring Learning Objectives
**Bloom’s Taxonomy**

**LEVEL 1: REMEMBER**
- Define
- Describe
- Identify
- List
- Name
- Recall
- Select

**LEVEL 2: UNDERSTAND**
- Classify
- Compare
- Discuss
- Explain
- Give Examples
- Summarize
- Tell

**LEVEL 3: APPLY**
- Apply
- Choose
- Complete
- Demonstrate
- Employ
- Perform
- Use

**Measuring Learning Objectives**
Lab #1  |  LOs and Bloom’s

**Instructional Goal:** Learners will be able to safely respond to receiving a phishing email without putting their computer or others at risk of an attack.
Lab #1  |  Debrief

Instructional Goal: Learners will be able to safely respond to receiving a phishing email without putting their computer or others at risk of an attack.

Examples:
Level 1 - Remember:
After completing the training, learners will be able to define the term phishing.

Level 2 - Understand:
After completing the training, learners will be able to describe why it’s dangerous to open an unexpected attachment.

Level 3 - Apply:
After completing the training, learners will be able to determine if an email was sent from a personal or organizational email address.
Instructional Strategies

- Instructional Goals
- Available Resources
- Budget
- Assessment
- Learners
- Organization’s Culture

“How will you teach your learners?”
Instructional Strategies | Examples

- E-Learning Module
- Podcast
- Asynchronous Online
- Instructional Video
- In-Classroom Instruction
- Synchronous Online
- Drama Masks
Lab #2 | Back to Analysis at Harry’s
Read the scenario and choose the instructional strategy that you think will work best for Harry’s Hamburgers.
What strategy did you choose?

How does your chosen strategy help learners best achieve the instructional objective?
Performance Support Tool
Thank you!

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