Instructional Design Document Template

Please note that this is a complete template for an instructional design document. It is possible that not all of the components are applicable to your design. If you find this to be your case, simply offer a brief statement to that effect. It is expected that your written document follow APA style.

I. Introduction - General introduction of
   a. Brief background/history of problem or need and its importance, target audience, and stakeholders (1 paragraph)
   b. Brief purpose, goals, and objectives of the instruction (1 paragraph)
   c. Ethical considerations if any, which may affect the development, implementation, or evaluation of the instruction. (1 paragraph)
   d. Constraints (people, time, lack of resources, organizational culture), if any. (1 paragraph)
   e. General timeline and costs for development, implementation, and evaluation. (1 paragraph)

II. Analysis
   a. Needs analysis/performance gap analysis
      i. These are the relevant findings of your investigation to determine the existence of a performance gap and to establish that it could be resolved through appropriate instruction or training.
      ii. Content: Identified problem; analyzed current performance levels; identified causes of problem; identified desired performance outcomes; proposed appropriate interventions; justified why intervention addresses the need; described methods/protocols of data collection used to complete needs analysis.
      iii. A Needs Analysis sometimes called performance gap analysis should answer these questions:
         1. What is happening now?
         2. What should be happening?
         3. How wide is the performance gap between "what is" and "what should be?"
         4. How important is the performance gap?
         5. How much of the performance gap is caused by deficiencies in the knowledge, skills, or attitudes of the learner?
         6. What solutions are cost-effective and feasible?
7. What unintended side effects of taking corrective action can be predicted?

b. Learner analysis

i. In this section provide a profile of your learner that includes a discussion of the characteristics, capabilities, needs, and interests of your target audience, and required pre-requisites.

ii. Content: This should be a clear profile of the typical learner; general characteristics that may impact the instructional experience (demographics, learner sensitivity, physiological, aptitudes, experience, knowledge, learning style, attitude, geographical location, job category, value systems, life cycle stage, career stages, special needs, if any, etc.); specific entry competencies (prerequisite skills, knowledge, abilities); description of methods/protocols used to complete learner analysis]

iii. A Learner Assessment or audience analysis should answer these questions:

1. What critical characteristics of the target population influence learning and transfer to their work?

2. Who is the intended and appropriate learner?

c. Workplace/Environmental/Setting Analysis or organizational needs assessment

i. In this section provide a description of possible factors, characteristics, resources and constraints that could have major impact on the development, the delivery and the use of the instruction.

ii. Content: specific Work Setting characteristics, resources and constraints which may possibly affect the development, delivery, and application of the instruction; description of methods/protocols used to complete and verify Work Place analysis

iii. A Setting Analysis (also called Environmental or Workplace Analysis) should answer these questions:

1. What are the available resources, constraints, and culture of the organization that will affect how the instruction is developed, delivered, and applied by the learners?

2. What is known about them?

3. Think about how these characteristics should be used in subsequent steps of the ADDIE process (Design, Development)
d. Literature review/environmental scan
   i. In this section provide a discussion of the literature/resources that are relevant to and support your design concepts and that demonstrate your understanding of the literature. Research should be a part of the instructional process ensuring that decisions for the design are based on supportive data and not on the researchers’ assumptions.

   ii. The literature review/environmental scan should answer these questions:
       1. In what way does existing literature support your design solutions?
       2. Does the literature support your selection of instructional materials?
       3. Does the literature address the learning theory believed to be the most appropriate?
       4. Are there any educational or commercially available products that can be used or modified to address this issue?

e. Task/Work Analysis
   i. Define content and procedures
      1. This analysis is aimed at defining the topic content or procedural tasks that will be covered in the actual module (training or instruction). The work analysis defines the content to include in the instructional package and should contain all tasks, content, or procedures that must be learned (awareness of the learners prior knowledge and experience will influence the depth and level of the tasks), the degree, or level of competency, and the conditions of the performance determined.

      2. Content: identified types of analysis; instructional goals related to problem; required skills, knowledge and attitudes (SKA’s) or tasks, competencies, or topics identified and prioritized; prior skills and/or knowledge have been identified; standards or protocols have been identified

      3. A Task/Work Analysis should answer these questions:
         a. What are the tasks or content that needs to be taught?
         b. What is known about them?

      4. Group your learnings into topics, prioritize the topics, remove redundant topics, combine topics, until you can see a flow that will allow you to chunk materials into units, sections, or modules.
ii. Goals and Instructional objectives

1. This component asks you to state the learning goal(s) for the instruction and then to write all of the required objectives that lead to attaining the goal(s). These are the statements of just what the learner is expected to ‘do.’ All objectives should ‘map’ to the topics or tasks listed in the Work analysis. This means objectives may need to be written for each topic or subtopic (although it may be possible that the topic or task can be covered through one objective.) The domain of learning and applicable learning level of each objective should be identified.

2. Content: Overall goals and objectives for your semester project are stated; learning domains and learning levels identified; objectives written for all tasks; objectives prioritized, grouped and sequenced into learning modules or sections.

III. Design

a. Test instruments

i. Type of learner testing identified

1. Should define the testing mode to be used for student assessment

ii. Feedback/assessment examples provided

1. Testing/assessment items should be congruent with objectives

iii. Discussion of the most appropriate methods of assessing your learners. This should reflect the type of instruction/training you are developing along with a justification for the type/method selected, and how results will be used.

b. Organizational, delivery, and management strategies

i. Delivery format identified and justifications for method

1. Identify any research/practices that support your choice of delivery format

c. Instruction

i. Content: learning theories and/or instructional theories identified; instructional strategies provided; content sources identified, media components identified; description of how media will be used within project; storyboard or similar provided; anticipated challenges are stated; description of how constraints will be resolved; major deliverables described; strategies/process for completing project identified
IV. Development

   a. Description of tools required for development of plan.
      i. Materials required to produce project (list)
      ii. Time to complete development of the project (chart is acceptable)
      iii. Cost involved in development of project (chart is acceptable)
      iv. Process (list steps involved in the development process)

   b. Instructional materials and strategies to be developed
      i. This section should include a description of the type of learning environment as well as a discussion of the strategies to be developed and the supportive instructional materials to be developed
      ii. What media components are going to be utilized
      iii. What are the major deliverables

V. Implementation

   a. Delivery
      i. Should answer: who is to deliver? What is to be delivered? When will it be delivered? Where will it be delivered? Why and how?
      ii. Discuss the role of the facilitator and plan for learner engagement

VI. Evaluation

   a. Formative evaluation
      i. Discussion of the most appropriate methods of evaluating and improving your instruction. They should reflect the type of instruction/training you are developing along with a justification for the type/method selected, and how results will be used. Proposes and explains the following:

         1. Why these formative evaluations are being done?
         2. What will be evaluated?
         3. Who will be part of the evaluations? Both participants and observers.
         4. How the evaluations will be implemented? Methods, conditions, location, and timeline.
         5. How you plan to use the findings from these evaluations? How data will be collected? How do you plan to analyze the data?
ii. Example of Formative Evaluation tool

1. This component requires the development of a sample formative evaluation tool for use by your target audience. The tool should include questions appropriate to the evaluation of your instructional material by the target audience. You may put this in the Appendices.

b. Summative evaluation

i. Provide a discussion of the process of summative evaluation to be administered.

ii. Example of Summative Assessment – include in the Appendix a sample actual summative evaluation tool for use by your target audience. The tool should include questions or means appropriate to assess the learning achieved by the target audience after completing your instruction. May optionally also include Pre-Assessment tools to assess the entry-level skills and knowledge and attitudes of the target audience (commonly known as a Pretest).

VII. Appendices

a. Include survey samples, question samples, storyboards, etc. (Storyboards are not expected for this project).