



From Teacher to Instructional Designer

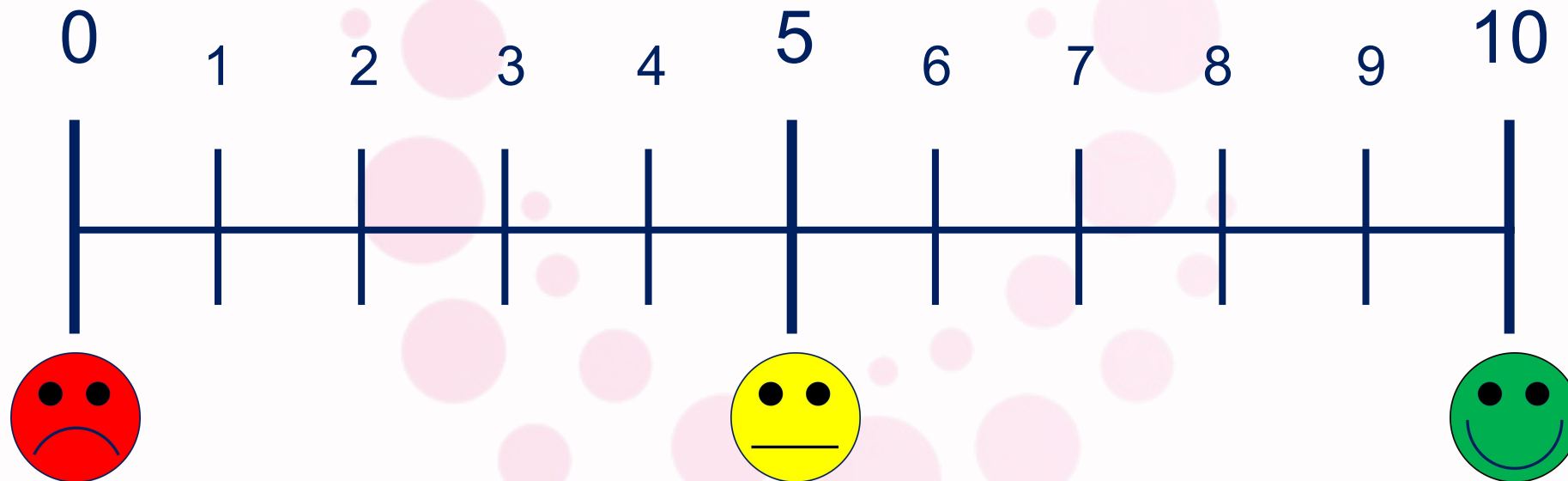
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SUDS – Subjective Units of Distress Scale

How are you, today?

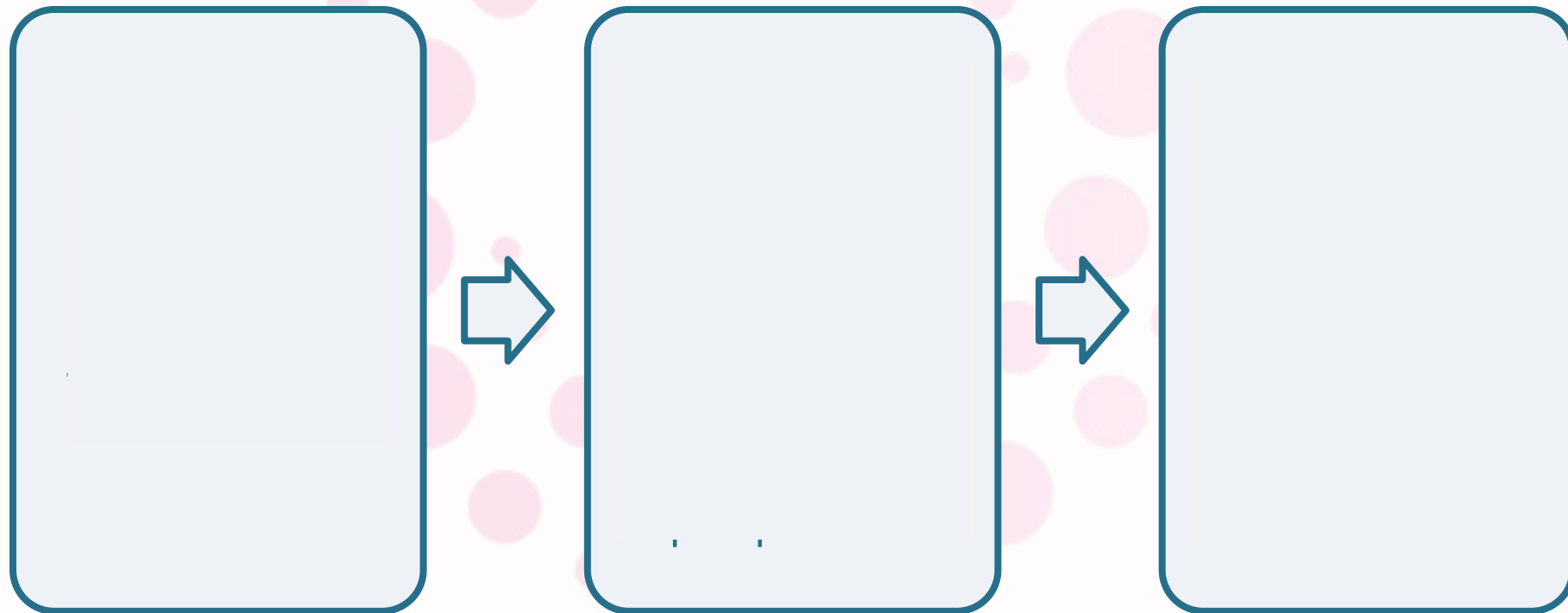


Purpose

If you had to summarise the purpose of this session, what would you say it is about?

Transition

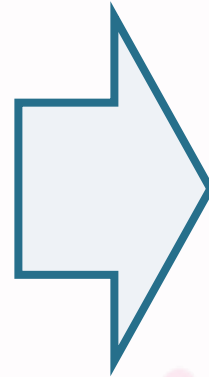
This session is about change and an important transition:



“Training” Versus “Instructional Design”

Training / modern teaching:

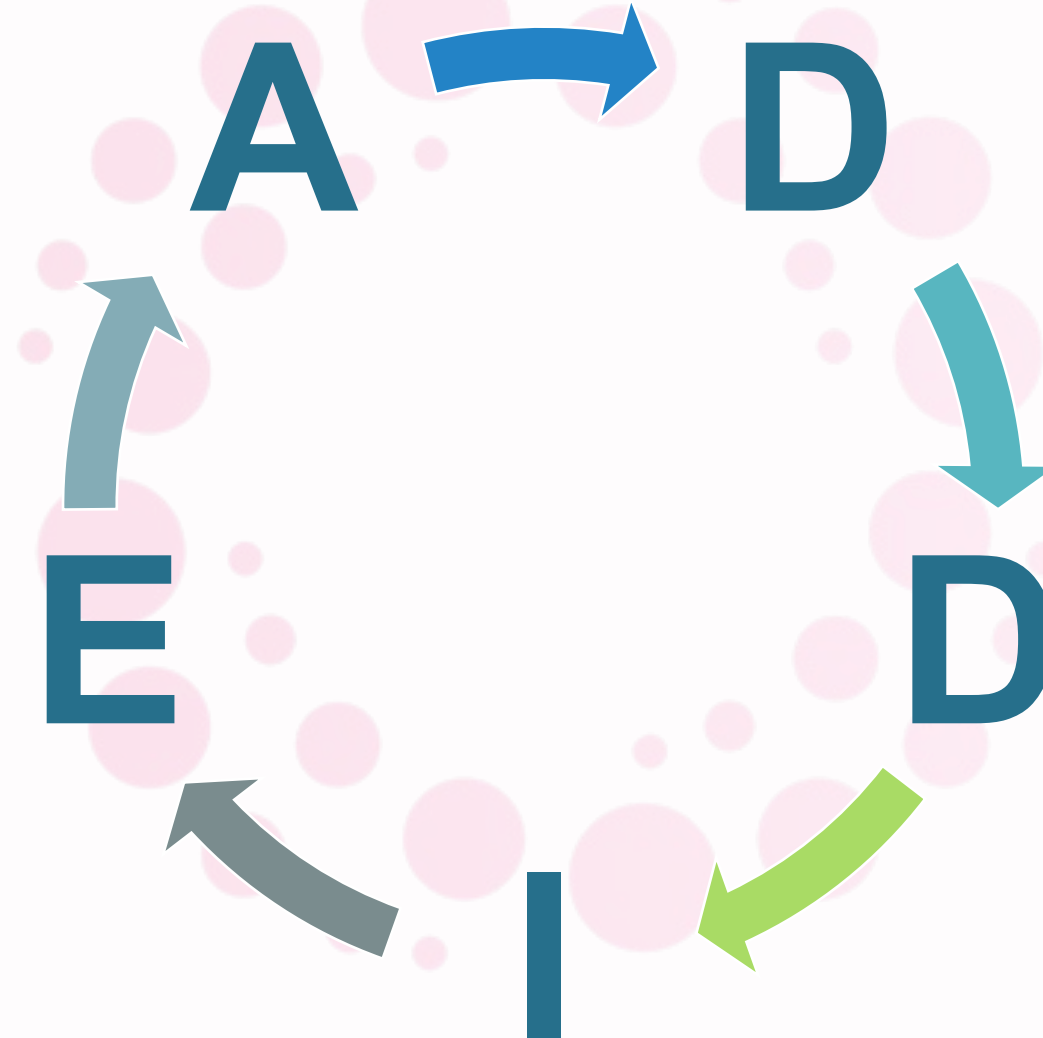
- Concerned with what goes on in the training room
- Can involve bespoke or prescribed materials
- Does not necessarily involve formalised analysis of needs
- Goals, objectives, outcomes can be set by other stakeholders (such as HR, T&D and so on)
- Does not necessarily involve formalised evaluation of outcomes
- Can just be a matter of attendance



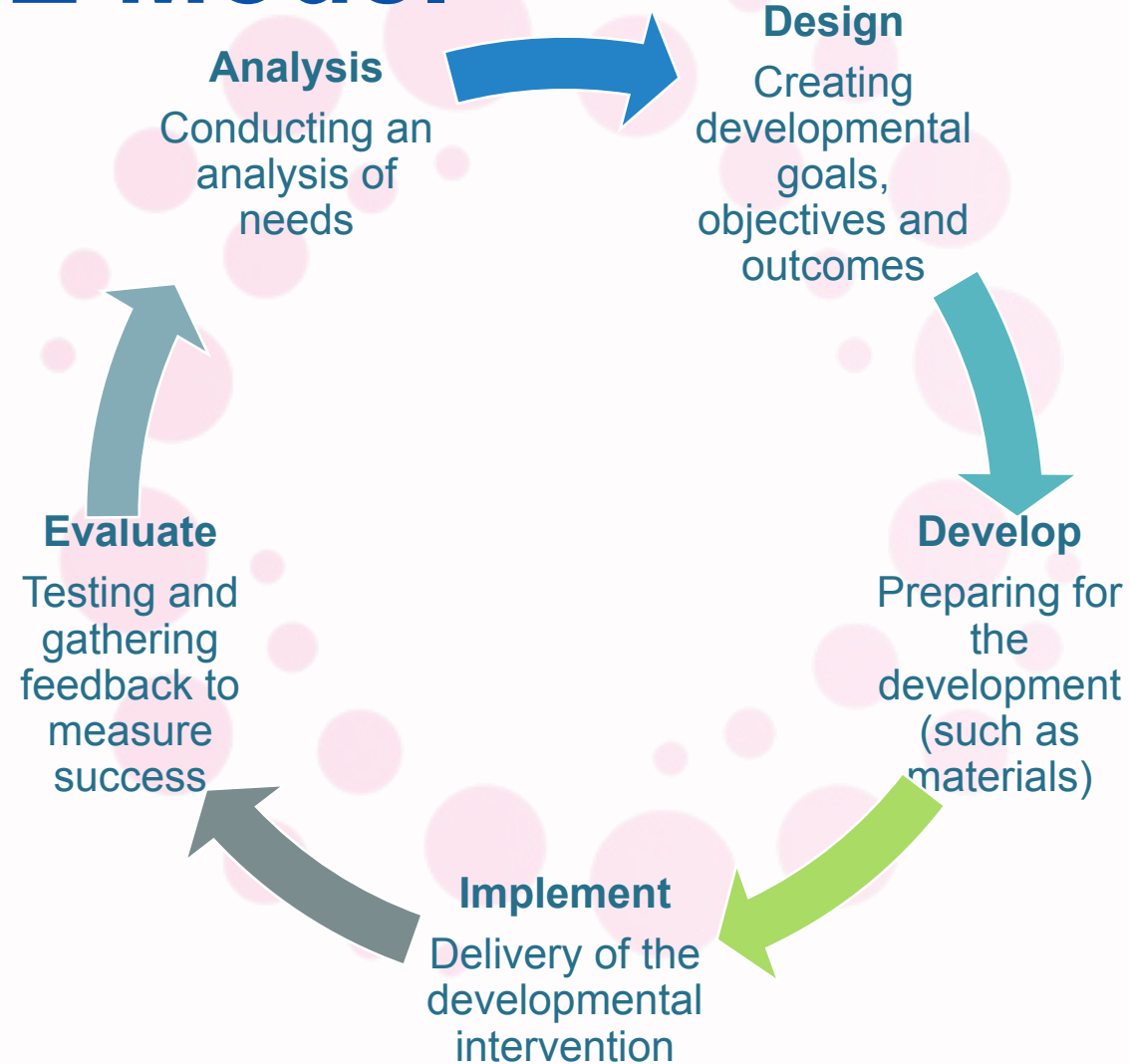
Instructional Design:

- A systematic and structured approach to development
- Focuses on what happens before, during and after training
- Concerned with analysis of needs and responding to needs
- Not only focused on completion
- Goals, outcomes and objectives set in response to needs
- Involves greater levels of bespoke material design
- Evaluates and assesses impact in various ways
- Links to key models

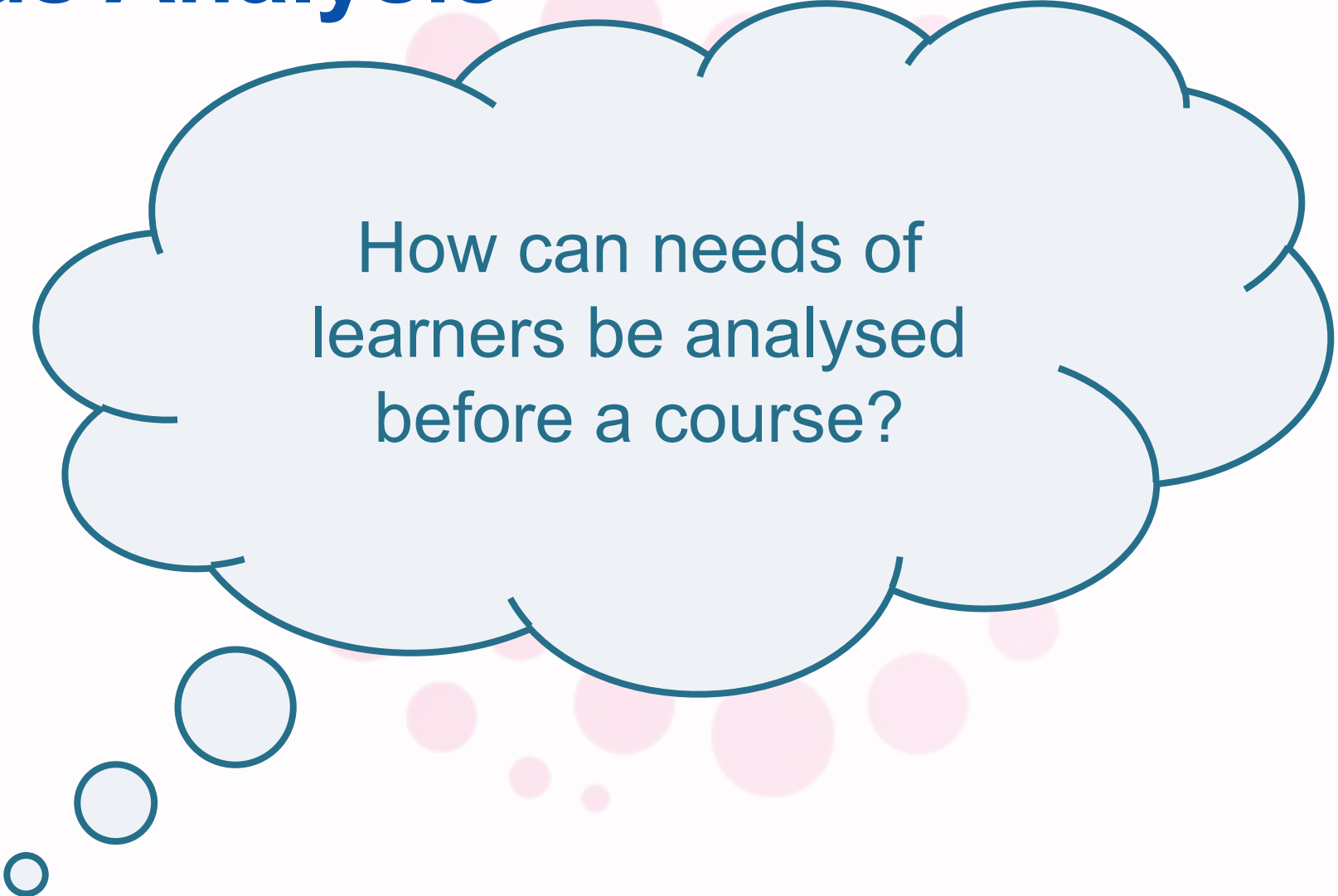
The ADDIE Model



The ADDIE Model



Needs Analysis



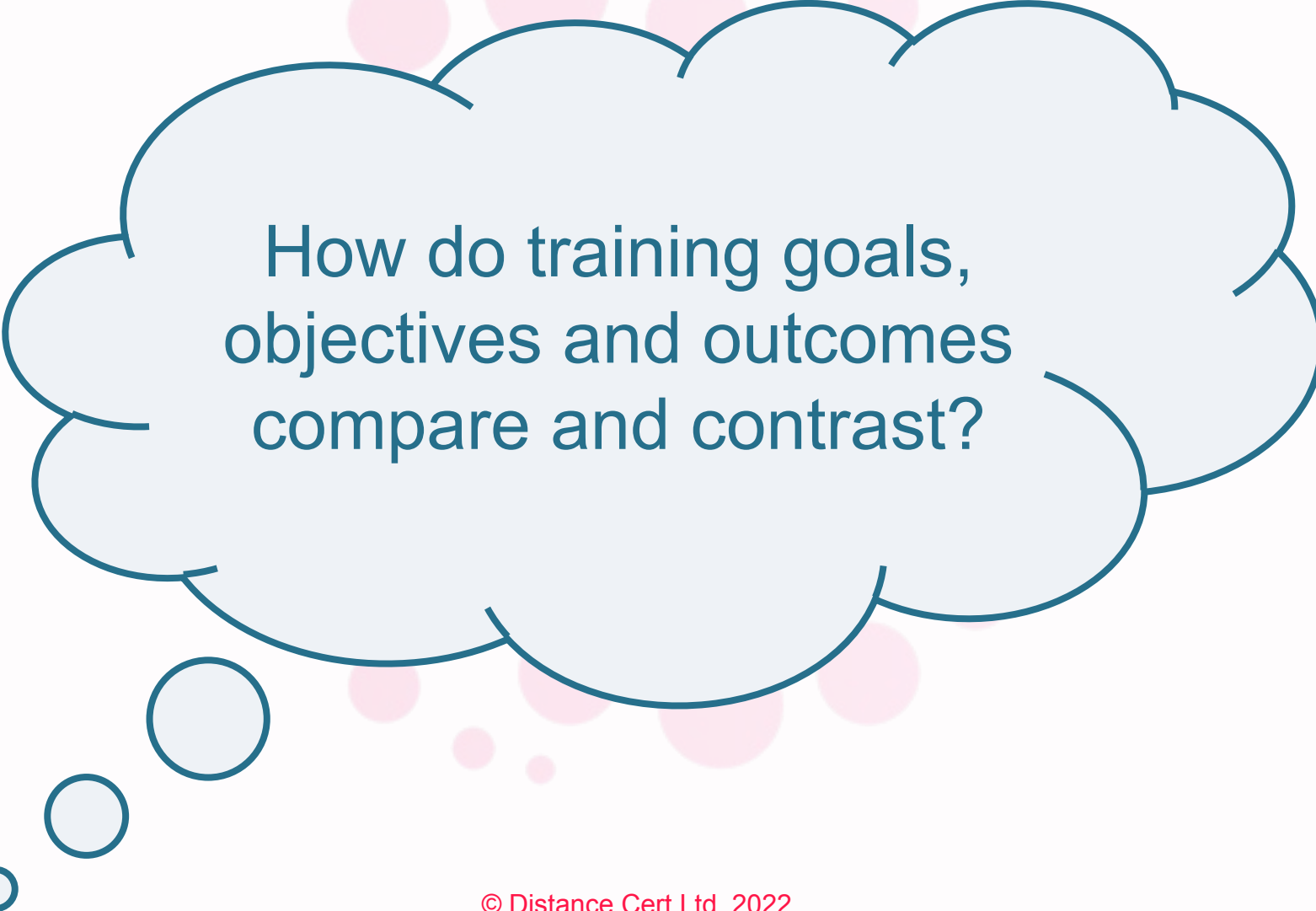
How can needs of learners be analysed before a course?

Needs Analysis

Some methods of needs analysis would be:

- **Form / questionnaire completion**
- **A face-to-face or phone interview**
- **An examination or placement test**
- **The results of observation or feedback**
- **A profiling tool (such as a psychometric test or questionnaire such as Belbin team roles, MBTI and so on)**
- **An assessed task or simulation**
- **General decisions based on strategy (needs of all rather than one)**
- **A personal analytical tool such as a SWOT analysis (strengths, weaknesses, opportunities, threats for an individual) or SWMS (strengths, weaknesses, motivators, stressors) by the participant or their manager**
- **A review of KPIs or results achieved**
- **Asking what development people want or need**
- **Examining the results of any 360-degree feedback assessment**
- **Strategic decisions based on organisational need or direction**

Goals, Objectives, Outcomes



How do training goals,
objectives and outcomes
compare and contrast?

Goals, Objectives, Outcomes

	Training Goal	Training Objectives	Training Outcomes
Focus			
Example			

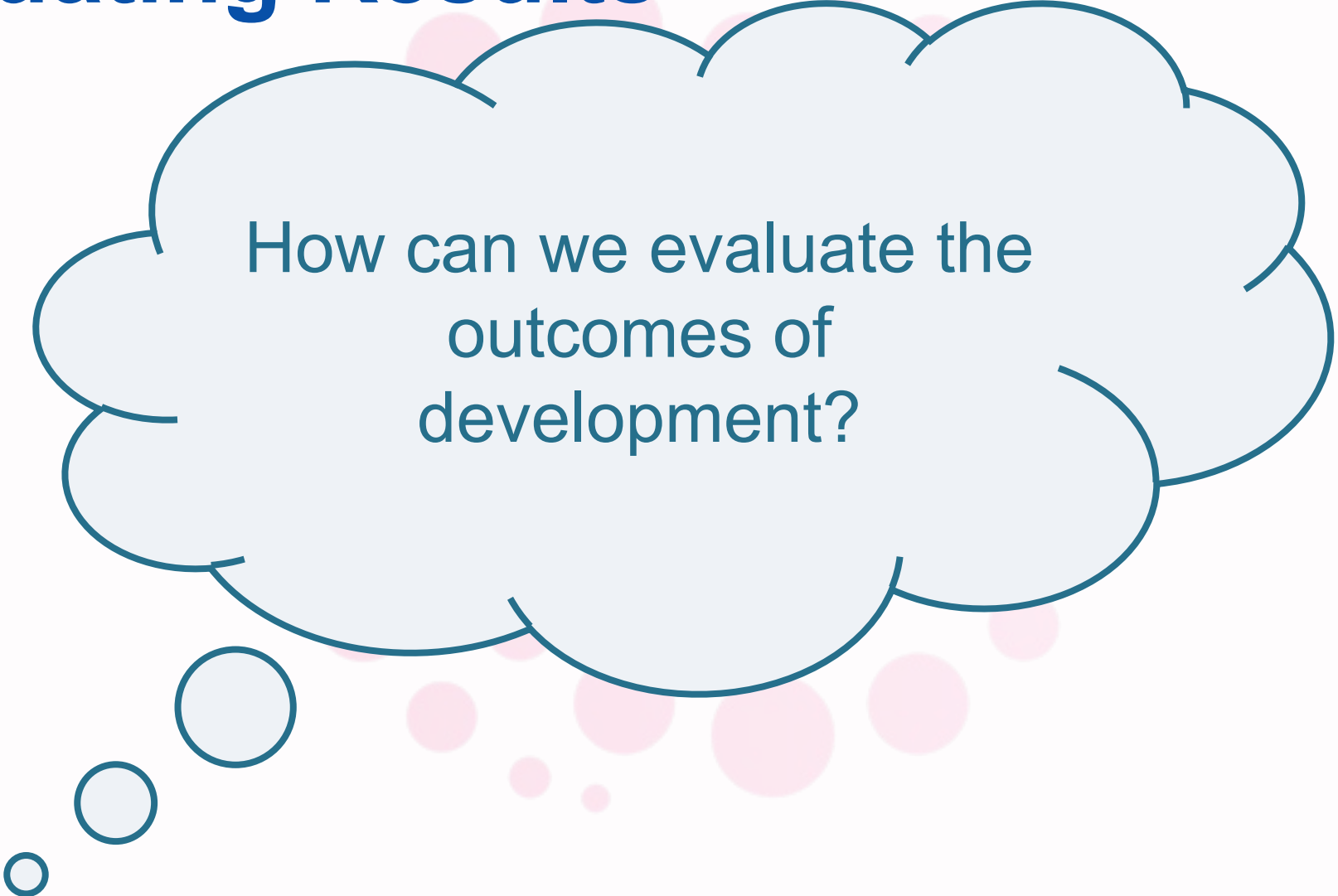
Development and Implementation

This is what we do!

Two primary considerations here are:

- 1. Use of any prescribed, published materials (use, supplement, adapt, reject)**
- 2. Design of bespoke course content and tasks to meet needs of learners**

Evaluating Results



How can we evaluate the
outcomes of
development?

Evaluating Results

There are a range of quantitative and qualitative ways that we can assess and report the effectiveness of development:

- **Attendance**
- **Participation**
- **Feedback**
- **Test results**
- **Application of the development**
- **Goals achieved**
- **Benefits vs. costs**

Reading

Branch, Robert Maribe (2009) *Instructional Design: The ADDIE Approach*. New York etc.: Springer.

Kirkpatrick, James D. and Kirkpatrick, Wendy Kayser (2016) *Kirkpatrick's Four Levels of Training Evaluation*. Alexandria, Virginia: ATD Press.

Molenda, Michael (2003) "In Search of the Elusive ADDIE Model" in *Performance Improvement*, 42 (5), pp.34-36.

Thalheimer, Will (2022) *Performance-Focused Learner Surveys 2nd Ed.* Somerville, Massachusetts: Work-Learning Press.

Questions



Any questions?

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