Instructional Design Document Template – Client Project

I. Introduction (Executive Summary) - 1 page
   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. Resources and sources available. (1 paragraph)
   f. General timeline and costs for development, implementation, and evaluation. (1 paragraph)

II. Analysis

   NOTE: For your Client IDD, the client has already determined what the need is. You do not have to do a detailed analysis with questionnaires, etc., although you need to probe with the client to see why s/he felt this was needed, by whom, etc. Only include the information in the Analysis sections outlined below that you can gather from the client. This is why preparing questions before you go into your client meeting is so important – you will be trusting the client to have determined all the information below, or at least most of it. You probably will find that your client does not know the answers to some things. If you are doing a “real” project you will need to gather or find out all the information from the client or through other instruments.

   a. Needs 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. 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.

      ii. A Needs 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 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

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. 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 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. Think about how these characteristics should be used in subsequent steps of the ADDIE process (Design, Development, Implementation and Evaluation)

ii. Goals and Instructional objectives

Note: you need to write Instructional Goals and Objectives for your client IDD.

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.)

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
III. Design

Note: Describe your test instrument (you will probably only have a few items). Are items interspersed throughout the instruction or at the end? How will the module be organized and delivered? Additionally, please respond to section c. i. as much as you can.

a. Test instruments
   i. Type of testing identified
   ii. Feedback/assessment examples provided

b. Organizational, delivery, and management strategies
   i. Delivery format identified and justifications for method

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

Note: Charts and lists are good for this part. They are easier to read. You need to include parts a-d in this section.

a. Materials (list)

b. Time (chart is good) Include your Gantt chart here.

c. Cost (chart is good)

d. Process (list steps)

V. Implementation

Note: Respond to V.a. You won’t be doing any formative evaluation with such a small module but you need to state in a paragraph how you would do this evaluation if you could. The same goes for summative evaluation (Part VI). What would be your plan to do summative evaluation?


b. 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 - 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.

VI. Evaluation

a. Summative evaluation

i. 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.

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 taking 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

Note: Please include any documents here.

a. Include survey samples, question samples, storyboards, etc.