COURSE SYLLABUS

Instructional Design Essentials Course (Self-Paced)

Acquire essential methods to plan, build, and evaluate effective training and e-learning programs using instructional design principles.

> Group classes (Live Online) and onsite training are available for this course. For more information, email onsite@graduateschool.edu or visit: https://www.graduateschool.edu/courses/instructional-design-essentials-course-self-paced



support@graduateschool.edu •
(888) 744-4723

Course Outline

Module 1: Course Introduction

- Define instructional design and its significance in training development
- Explore the goals and structure of the course
- Understand the foundational principles of effective instruction
- Includes Pre-Test and Post-Test for self-assessment

Module 2: The ISD Process

- Define ISD and ADDIE: Instructional Systems Design (ISD) is a structured process for creating effective training and learning solutions; ADDIE is a common ISD model that stands for Analysis, Design, Development, Implementation, and Evaluation
- State the critical ISD elements
- Identify the decisions that ISD can help you make before allocating training resources

Module 3: Adult Learners

- Explore characteristics of adult learners and how they impact training design
- Define types of adult learning preferences using the Whole Brain® Model
- Identify characteristics of effective adult learning environments
- Assess learner motivation, experience, and readiness to learn

Module 4: Training Needs Analysis

- Conduct performance gap, task, and learner analyses
- Identify gaps in knowledge, skills, and performance
- Align training needs with performance improvement goals

Module 5: Training Design – Learning Outcomes

- Define the purpose of learning objectives
- Identify the components (Action, Condition, Standard) and characteristics (Observable, Measurable, Valid, Learner-Oriented) of effective learning objectives

- Write effective learning objectives
- Distinguish between recall and apply level learning objectives

Module 6: Training Design – Evaluation

- Apply Kirkpatrick's Four Levels of Evaluation (course focuses on levels 1 & 2)
- Identify appropriate methods to evaluate learning objectives
- Identify appropriate methods to evaluate whether learners are applying new knowledge and skills after training

Module 7: Training Design – Course Blueprint

- Define the purpose of a training course "blueprint"
- List principles of good training design
- Given a scenario of a training need, create part of a training design blueprint

Module 8: Training Development

- Define the most commonly used training methods
- Identify the advantages and disadvantages of the most commonly used training methods
- Identify training method(s) that would be effective to deliver a specific block of instruction to achieve a learning objective
- Given a lecture-driven lesson, select alternative training methods based on the learning objective, type of content, and audience
- Define common types of training media
- Identify the advantages and disadvantages of the most commonly used training media

Module 9: Training Implementation

- Identify common implementation issues and pitfalls
- Identify ways to implement training programs more effectively

Module 10: Evaluating Training Proposals

- Define what makes an effective Request for Proposal (RFP)
- Identify elements to look for when evaluating a Statement of Work (SOW)
- Determine if a sample RFP or SOW will adequately address an identified training need