

## Advanced Instructional Design

### *Creating Measurable, Performance-Based Professional Instructional Designs and Development Programs*

*Do you know anyone who has ever taken a course and, as a result, his or her behavior changed very little, if at all? Have you ever designed or developed a program that did not result in quite the behavior or performance change that you had hoped for? If the answer to either of these questions is yes, the likely culprit is the instructional design of the program. Designing adult learning experiences that lead to real-life, self-sustained behavior and attitude change is one of the most challenging tasks that education, training, and organization development professionals face.*

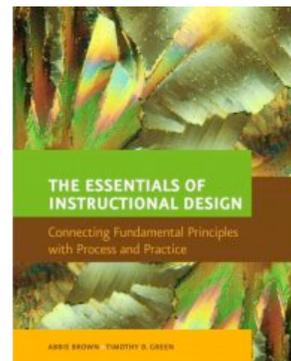
*The primary goal of an instructional design is to create learning opportunities that lead to long-term, self-sustained performance change by the participants. Research in adult learning and education over the last thirty years has identified specific approaches and applied theoretical principles necessary to engage learners, motivate them to want to learn and develop, and to lay the foundation that leads to personal change. This is a highly interactive learning experience and participants are encouraged to bring actual training projects to use as cases throughout the course.*

*This course an integration of **Instructional Design I: Key Principles for Learner-Focused Performance-Based Instructional Design** and **Instructional Design II: Tools and Technique for Creating Measurable, Performance-Based Professional Development** programs. Participants will simultaneously build invaluable adult learning and development skills while creating a comprehensive course design, including the development of a course design document, to the level of the delivery design, and all related design documentation for a real-life course that can be developed once they get back to their offices.*

**Who Should Attend:** This course is designed for any person whose primary responsibility is the managing, designing, developing or delivering adult education and training programs.

**Course Length:** 5 Days

**Student Materials:** *Advanced Instructional Design Participant Guide*, 400 pages



## Advanced Instructional Design (cont'd)

### *Benefits*

- Apply and integrate principles of adult learning theory in every aspect of your design, development of materials and delivery of the learning experience
- Analyze and translate the competency requirements of both organizations and individuals into instructional designs that will result in measurable changes
- Design a course curriculum that adapts to the full range of psychological learning styles, applies human change models and stimulates interest in the learning process
- Use methodologies for creating self-sustained performance and attitude change
- Create instructional designs and learning experiences that stimulate the motivation in individuals to enthusiastically engage in the learning process, become excited about self-growth, and create plans that lead to long-term self-sustained performance improvement
- Create of a comprehensive course design that clearly outlines all requirements of a learning experience, including: levels of competency, performance objectives, exercises, materials requirements, timing charts and critical resources
- Identify and design performance-based competency objectives and develop delivery methodologies that lead to measurable performance change and meet the needs of the business.

### *What You Will Learn*

- Understand of how education, training and organizational development can be integrated and mutually supportive in meeting the objectives of the business
- Apply key elements of the ADDIE model.
- Design four levels of program evaluation to ensure both the success and effectiveness of the education.
- Use a methodology that encompasses all aspects of instructional development and learning, including: environment assessment, teaching, materials, learning style methodologies, testing and on-going, post-course performance evaluation
- Use skills for conducting the four levels of an integrated analysis and design process
- Develop methodologies to conduct on-going validation analyses to ensure that education and training programs are meeting performance outcome expectations identified from the needs of the business
- Create measurement tools to assess individual performance against competency objectives in the short-term, mid-term and long-term ranges
- Develop tools to conduct Level I, II, III and IV assessments