

Instructional Design I

Key Principles for Learner-Focused Performance-Based Instructional Designs

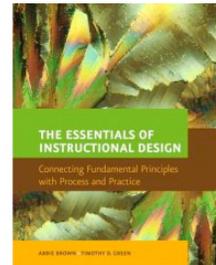
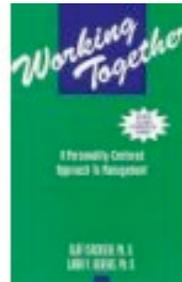
Do you know anyone who has ever taken a course and, as a result, his or her behavior changed very little, if at all? Have you ever designed or developed a program that did not result in quite the behavior or performance change that you had hoped for? If the answer to either of these questions is yes, 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.

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: 3 Days

Student Materials: *Instructional Design I
Participant Guide*, 350 pages



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
- Apply techniques to instructional designs that attend to all psychological learning styles
- Design a course curriculum that adapts to the full range of learning styles, applies human change models and stimulates interest in the learning process
- Use methodologies for creating self-sustained performance and attitude change

Instructional Design I (cont'd)

- 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

What You Will Learn

- Understand the stages of adult learning and development and apply that knowledge in designing programs that effectively engage adult learners
- 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
- Integrate and adapt learning style methodologies to your instructional design and materials development.