

Design Thinking for the Corporate Instructional Designer Design Document

TAP

- Topic:** “Design Thinking for the Corporate Instructional Designer” is an 8-week online course for a learning team member that creates instructional design or development at Concentra. It is important that colleagues on the learning team who build courses learn instructional design through collaboration and consideration of how adults learn.
- Audience:** Concentra Corporate Learning team - Instructional Designers, Instructional Developers, Field Trainers, Systems Trainers (mandatory for those roles)
- Purpose:** The purpose of this 8-week online learning course is for learning team members who create instructional design at Concentra to build well-designed eLearning courses through effective collaboration between the instructional design and instructional development team(s). The course will explore adult learning theory, learning styles, environment, technology, and other design considerations that will allow the learning team members to design courses built on how adults learn. By the end of the course, the learner should be able to create a design document that is comprehensive in nature and has considered all needs of the learner.

Problem

The Concentra learning team members who create instructional design, possess expertise in their respective disciplines but are not working collaboratively on creating a comprehensive learning design. This is due to individuals not fully understanding adult learning theory and design considerations. There are team members who have instructor-led training design and/or multimedia experience, but do not understand how adults learn, and how to incorporate effective design principles incorporating needs analysis findings. Because all members of the learning team do not have a formal adult learning background, the development of the courses often leads to rework due to ineffective interactions, themes, and misinterpretation of the needs analysis findings and performances expected. Due to the inefficiencies the team has experienced on design, they have determined collectively if they had a foundational baseline understanding of how to design for adult learners, they would create more comprehensive learning solutions that would entail less rework.

Format

“Design Thinking for the Corporate Instructional Designer” will be delivered online through the Canvas Learning Management System. The course will include interactive multimedia components including videos, websites, tutorials and articles which will provide the learning content. The learners will provide feedback and course assignment deliverables through blogs and upload to the Canvas assignment section of the module. There will be reflections, discussions with peers, and scholarly short papers due weekly. Throughout the course the learners will be asked to peer review other learners needs analysis findings and design document and collaborate, provide feedback and reflect on what they’ve learned. The modules will build on each other each week as they create their learning design. At the end of the course a Kirkpatrick’s Level 1 (Kirkpatrick & Kirkpatrick, 2008) evaluation will be administered to the

learners through the Canvas tool. The learners will be assessed through scorecards at the end of every week, and for their design proposal.

Learning Theory

The constructivist methodology will be used as the learning theory for this online 8-week course. Constructivism is premised on the belief that learners actively create, interpret, and reorganize knowledge in individual ways (Legg, Adelman, Mueller and Levitt, 2009). During the course the learning team members will reconcile formal instructional experiences with their existing knowledge, the cultural and social context in which ideas occur, and a host of other influences that serve to mediate understanding.

Some areas that Legg et al. (2009) review are key principles to constructivist online teaching (pg. 68). These constructivist principles and examples of how they will be incorporated in this course are below:

- *Investigative strategies would include transforming social facts into problem solving.*
The learners will have real-world scenarios on adult learning they will need to investigate to apply the knowledge they learned in a meaningful way. Today the learners do not all have experience designing for adult learners, so the activities will be connecting them back to real-world scenarios by conducting a needs analysis with an adult learning audience. Scenarios will be provided to apply their learning, which will assist in building a comprehensive learning design.
- *Formulating understandings can occur by developing critical thinking skills through involving the student in participative activities, such as discussion threads, group projects, and practicum and field experiences.*
All learning team members do not have instructional design experience in adult learning. Therefore, the learners will construct their own learning by going out in the field to conduct a needs analysis with a real audience and collaborating with other designers through a design huddle. They will then share their design proposal with peers and provide feedback to enhance their learning while imparting their knowledge with others.
- *Reflecting on knowledge through assignments that apply the knowledge learned.*
The learners will have different design cases for their project, and they will apply their learning by creating unique needs analysis questions intended to gather the information critical to their design. This will allow for application of knowledge through the assessment and allowing them to create a design that meets the learners needs.
- *Authentic communication involves having learners participate in meaningful social dialogue through discussion threads, chat rooms, and other synchronous and asynchronous activities.*
The learners will participate with the instructor and their peers on their application of learning through a reflection of learning and experiences in the course. This will allow the instructor to monitor the amount of learning and feedback in which the learners are participating. The learners will have to reply to each other in a meaningful and collaborative manner.
- *Evidenced-based discourse through the use of meaningful citations would be expected in all assignments, including discussion threads.*

Learners will be asked to provide real-life examples related to adult learning theory, learning styles, learning technology and learning environment experiences. After researching these topics and conducting their needs analysis, they will reflect their learnings on the discussion board, and provide meaningful feedback to peers.

- *Discussions and assignments should build on previous courses and previous weeks' work.* Each week will start with specific learning objectives for the week. Since the learners will be creating a learning design document, the course will build upon the learners understanding of how adults learn, theories and the environment. The learners will build the design proposal throughout the course. Each week will build on creating the design until completion, and the last week will be presenting the design proposal.

Using the constructivist theory as the foundation for instruction in this online course will be an experience that allows the learners to take control of their learning. It will allow the learners to apply adult learning theory to real-world situations by creating their own design proposal for corporate adult learners. It will also allow the instructor to facilitate and guide learning through each week of the module. This course will be a collaborative experience where the learners will learn from real-life application and collaboration with their peers.

Technology Required

This course will be implemented online and taken while in the workplace at Concentra's corporate office. The learner and instructor will have access to the company network, Intranet, Internet (IE), and online resources. Concentra will have wi-fi for the learner as needed.

The learners will use their company laptop and have all associated passwords to relevant Concentra proprietary systems. They will need to be able to record video through their personal phone or request access to a recording device for the final presentation. The course will be loaded on the Canvas platform. All lessons, resources and activities will be provided within the course content. The learners will submit assignments within the Canvas platform and their blog site. The final presentation will need to be submitted via video presentation and loaded into the Canvas LMS.

Course Materials

All materials will be provided online in each week's modules via links or attachments to the Canvas LMS. The content will be provided through articles, scholarly research, videos, podcasts, and instructional micro-modules such as Lynda.com. The course content will be interactive, and no power points will be used in this course.

Goals and Objectives

- Goal 1: *Summarize adult learning principles and learning theory*
- O.1.1 Define andragogy
 - O.1.2 Describe characteristics of adult learners
 - O.1.3 Describe principles of adult learning
 - O.1.4 Discuss learning theories
 - O.1.5 Define learning vs. training vs. performance
- Goal 2: *Perform a comprehensive needs analysis that investigates adult learning needs, their environment and technology affordances.*
- O.2.1 Formulate needs analysis questions that consider how adults learn, learning styles, technology and their environment
 - O.2.2 Conduct a comprehensive needs analysis
 - O.2.3 Recognize how learning styles affect instructional design
 - O.2.4 Identify the learning problem
 - O.2.5 Recognize how technology & the learning environment effect instructional design
 - O.2.6 Apply the ADDIE model for analyze and design
 - O.2.7 Select the appropriate development, implementation and evaluation tools for the learning solution
- Goal 3: *Recognize adult learning audience characteristics*
- O.3.1 Identify different learning styles
 - O.3.2 Discover different types of learners
 - O.3.3 Compare learner motivation characteristics
 - O.3.4 Identify learning characteristics of generations
 - O.3.5 Create a learner persona
- Goal 4: *Discover learning technology and environment considerations for adult learning design*
- O.4.1 Identify learning technology development and implementation tools
 - O.4.2 Discuss learning environments
- Goal 5: *Construct learning goals and objectives that reflect the needs of adult learners*
- O.5.1 Assess the learning gaps
 - O.5.2 Create learning goals
 - O.5.3 Identify the objectives related to each goal
- Goal 6: *Consider types of Assessments and Evaluations for effective learning solutions*
- O.6.1 Summarize learning evaluation tools and methods
 - O.6.2 Identify different learning assessment methods
- Goal 7: *Recommend a learning design that will incorporate considerations for adult workplace learners through collaboration*
- O.7.1 Construct a design document
 - O.7.2 Synthesize needs analysis findings into the learning design
 - O.7.3 Select an appropriate evaluation method

- O.7.4 Construct assessment questions that tie back to learning objectives
- O.7.5 Collaborate with other learning team members on learning design

Learning Activities

Getting Started:

1. Welcome and Course Overview
2. Purpose of the Course
3. Technical Requirements

Course Syllabus

Module 1: Adult Learning Principles

G1: O.1.1, O.1.2, O.1.3, O.1.5; G7: 7.1

The learner will review content about the principles of adult learning and the definition of andragogy. They will summarize what is important about designing instruction for adult learners in the workplace in a 5-page short-paper. (G1: O.1.1, O.1.2, O.1.3)

The learner will read articles on the difference between learning vs. training vs. performance. They will create a blog reflection on the differences between learning, training and performance. What does it mean to be in a learning organization? (G1: O.1.5)

The learner will be introduced to the overall project of creating a design document for a workplace adult learning audience. They will be given a design document template they will need to work on each week while performing their needs analysis. They will select a pre-determined company related topic. (G7: 7.1)

Module 2: Learning Theory and Learner Personas

G1: O.1.4; G3: O.3.5; G7: O.7.1

The learners will review content related to learning theory (behaviorism, cognitivism, constructivism). They will write a 5-page short paper on Learning Theories – defining the theory; discussing how it relates to them and adult learning (specifically workplace learning). (G1: O.1.4)

The learners will select the learning theory for their design, finalize their topic, define the audience, and purpose for their assignment. They will write a 400-word summary on why you chose the topic, their audience, and the learning theory. Why will this method of instruction make your design successful? (G1: O.1.4; G7: O.7.1)

The learner will update the design document they were given in Week 1 with the theory, topic, audience and purpose. Post to the discussion board. (G7: O.7.1)

The learners will review content about learner personas, and why they are important. They will create a learner persona for their learner using the template provided. (G3: O.3.5)

The learners will blog about the importance of learner personas. They will respond to 2 other colleagues blogs on whether they agree or disagree with their assessments. (G3: O.3.5)

Module 3: Understanding the Needs of Adult Learners

G2: O.2.1, O.2.2, O.2.4, O.2.5, O.2.6; G7: O.7.1, O.7.2

The learners will review content about the ADDIE model. The learner will post in the discussion board what the most important part of the ADDIE process is to them and why. They will respond to three others posts in a meaningful way. (G2: O.2.5)

The learner will review content about the importance of performing a needs analysis, and how to conduct a needs analysis. They will post to the discussion forum about the important factors to consider when creating your needs analysis. (G2: O.2.1, O.2.2, O.2.6)

The learner will be given a needs analysis template to customize for their own project and create customized needs analysis questions. They will conduct their needs analysis in Weeks 3 & 4. They will compile their answers in the template for submission in Week 4's assignment and write a summary of their needs analysis. (G2: O.2.1, O.2.2)

The learner will identify the problem with the current instructional design. They will update the problem statement within the design document. (G2: O.2.4; G7: O.7.1, O.7.2)

The learner will reflect on what they have discovered about their audience through the needs analysis this week. They will create a blog post about what was discovered about their topic, audience, and identifying the problem with the current instructional design. (G2: O.2.2, O.2.4; G7: O.7.1, O.7.2)

Module 4: Learner Characteristics

G1: O.1.2; G2: O.2.1, O.2.2, O.2.3, O.2.4; G3: O.3.1, O.3.2, O.3.3, O.3.4; G7: O.7.1, O.7.2

The learner will conduct the 2nd week of their needs analysis. They will review gaps they have in their analysis and focus on collecting data in those areas. They will post in the discussion forum what the learners are telling them in relation to the problem, some ideas they have so far while synthesizing a design. (G2: O.2.1, O.2.2, O.2.3, O.2.4; G7: O.7.2)

The learner will review content discussing 3 main types of learners and their learning styles (audio, visual, kinesthetic). They will review content about different learning style intelligences (Gardner, VARK, KOLB's). (G3: 3.1)

The learner will write a 2-page short paper on why it's important to consider learning styles when creating design. Reflect specifically on audio, visual, and kinesthetic learners. They will answer questions such as the following: During the needs analysis identify the different types of learners they encountered and what types of learning style they might need to consider in the design. What are some ideas they may start to incorporate into the design to meet those needs? What dependencies need to be in your design to fully address the audio, visual, kinesthetic learner? (G1: O.1.2; G2: O.2.3; G3: O.3.1, O.3.2)

The learner will review content on motivation and adult learners. Reflect on why it's important to motivate adult learners when it comes to learning new instruction. What are characteristics of intrinsic vs. extrinsic learners? What are some ways they can motivate the learners through the instruction for their project? They will post their answer in a blog for Week 4. (G1: O1.2; G3: O.3.2, O.3.3)

The learner will review content related to the different generations and how they learn. Write a 2-page summary on different ways to engage adult learners from different generations in the workplace. Discuss the following questions for each of the generations (Baby Boomers, Gen X, Gen Y/Millennials): Summarize different ways generations learn; What is important to each generation? What generations are part of the project audience? What are different ways they can engage the learners in the workplace from a generational consideration? What are ways that you could encourage / foster the different generations to learn from each other? (G1: O1.2; G3: O.3.4)

The learner will answer the following questions in the discussion forum: What type of learner are you designing for? The post should synthesize all characteristics of the audience such as their learning styles, motivation, and generational considerations for learning. What are some ideas they have for designing for these learners? What is important to them? Describe their audience on the discussion board, and post to three other colleagues posts in a meaningful manner. The learner should make any updates necessary to the audience section of their design document. (Goal 1: O.1.2; Goal 3: O.3.1, O.3.2, O.3.3; G7: O.7.1; O.7.2)

The learner will complete and turn in the needs analysis summary. Post to the forum. (G2: O.2.2)

Module 5: Learning Environment and Technology Considerations

G2: O.2.5, O.2.7; G4: O.4.1, O.4.2; G5: O.5.1, O.5.2, O.5.3; G7: O.7.2, O.7.5

The learner will review the content provided around different types of learning environments. Those environments will include but not be limited to classroom (ILT), online (synchronous and asynchronous), hybrid, and the work environment. (G2: O.2.5; G4: O.4.2)

The learner will reflect on the following questions: What type of learning environment will you need to consider for your design? Where do your learners learn best? They will post their answer in the discussion forum and respond to three others in a meaningful manner. (G2: O.2.5; G4: O.4.2)

The learner will review the content provided around learning technology. There are two areas of focus they will need to research. The first area is learning technology and selecting development/authoring tools for the project. The second area is learning technology and selecting the delivery method for implementation. (G2: O.2.5, O.2.7)

The learner will reflect on the following questions: Determine the environment your learners will learn best. What technology will you use to develop your learning solution? What technology will you use as your delivery method for implementation? What have you done to ensure that this delivery method will be successful for your implementation? Post your reflection in your Week 5 blog and post the link to the forum. (G2: O.2.5, O.2.7; G4: O.4.1, O.4.2)

The learner will work on collaborating with other colleagues on the learning team that create instruction. They will review the criteria on how to conduct a "design huddle" where they collaborate with other learners. The learner will prepare pre-work for the design huddle for those attending based

on the needs analysis findings. The learner will invite colleagues and conduct a 1-hour brainstorming session to collaborate around design ideas in an online forum. The area of concentration will be around defining the learning goals & objectives, course outline and possible activities. Summarize the design huddle experience and findings in a 2-page paper. (G5: O.5.1, O.5.2, O.5.3; G7: O.7.2, O.7.5)

Module 6: Learning Goals & Objectives

G5: O.5.1, O.5.2, O.5.3; G7: O.7.1, O.7.2

The learner will review their needs analysis summary. Where are the gaps in learning? What are some activities they can focus on to close the learning gaps? Post the response in the Week 6 blog and post the link to the forum. (G5: O.5.1; G7: O.7.2)

During the Week 5 design huddle the learner should've started to define the learning goals and objectives, along with the course outline and some possible activities. Review the following content on creating learning goals and objectives using Blooms Taxonomy. What is Blooms Taxonomy? Why is using the taxonomy an effective way to write learning goals and objectives? Post the response to the discussion forum and respond to 3 other colleagues in a meaningful manner. (G5: O.5.2, O.5.3)

The learner will complete their learning goals and objectives applying everything they've learned from the Week 1-5 needs analysis findings and the design huddle. They should include all learnings from the first 5 weeks incorporating learner characteristics, environment, technology, and theory. (G5: O.5.2, O.5.3; G7: O.7.1, O.7.2)

The learner will finalize their learning activities that will be tied to the goals and objectives. Update the design document with the learning goals and objectives and activities section completed. (G5: O.5.2, O.5.3; G7: O.7.1)

The learner will respond to the discussion post - What was the hardest part in creating your goals and objectives? Why is this different than creating activities? How did you tie your activities to your goals and objectives? Post in the discussion forum and respond to three colleagues in a meaningful manner. (G5: O.5.2, O.5.3; G7: O.7.1)

Module 7: Assessment and Evaluation

G6: O.6.1, O.6.2; G7: O.7.1, O.7.2, O.7.3, O.7.4, O.7.5

The learner will review the content provided about creating Learning Assessment's. Why is assessing learning important? What are different methods you can use to assess learners (i.e. tests, quizzes, scorecards)? Write a two-page summary explaining each method they learned about in this week's assignment and give examples of when those methods should be used. Post the paper to the assignment drop-box. (G6: O.6.2)

The learner will post in the discussion forum a reflection on the following questions: What are characteristics of good assessments to test for learning? Why is it important to tie the learning objectives back to your assessment? What are steps or considerations for writing assessment questions when using a quiz or exam type format? Post your response in no less 400 words in the discussion forum. Respond to 3 colleagues posts in a meaningful manner. (G6: O.6.2, G7: O.7.4)

The learner will review the content provided about Learning Evaluation. What is Kirkpatrick's Level of Evaluation method? Why is it important to evaluate learning solutions? Discuss each level of Kirkpatrick's methods of learning evaluation and give examples of when it would be appropriate to use each. Post your response in the discussion forum. (G6: O.6.1; G7: O.7.3)

The learner will reflect and determine what type of assessment they will be using for the design. Will it meet the needs of assessing the learner effectively? Why did they choose that method? Do they feel they can tie their goals and objectives back to the assessment questions? Select the Levels of Evaluation to incorporate into the learning design. Use Kirkpatrick's model to determine the Levels. They will create a Week 7 blog post on why they chose those assessment and evaluation methods to incorporate into the design. (G6: O.6.2, G7: O.7.3, O.7.4)

The learner will write a summary of their Assessment and Evaluation methods and add to their design document. Post the design document in the peer review forum for this week. (G7: O.7.1, O.7.3, O.7.4)

The final product (design document) for this class should be coming together nicely at this point. The learner will select a partner and peer review each other's design documents while providing constructive feedback. They will revise the design document taking into consideration the feedback from their partner. The learner should partner with someone who has more expertise in instructional design to provide feedback. Submit the final peer reviewed marked-up document by the deadline in the assignment drop-box. (G7: O.7.1, O.7.2, O.7.5)

Module 8: Designing Effective Learning Solutions

G1: O.1.2; G2: O.2.2, O.2.3; G3: O.3.2; G6: O.6.1, O.6.2; G7: O.7.1, O.7.5

The learner should complete their design document this week. They will incorporate feedback from the instructor and peers and submit the final design to the assignment drop-box. (G7: O.7.1)

The learner will record a 7-10-minute video screencast presenting their final design document. They should spend time in each area of the design document reflecting on why they chose the methods and tools and any considerations they made for the learner. They can create a power point highlighting these areas, or just review the design document directly. They will give a brief summary at the end discussing their experience collaborating with their peers on design, and what they learned outside of their area of expertise. What significant areas of learning occurred from taking this course? They will submit their video in the assignment drop-box. (G7: O.7.1, O.7.5)

The learner will reflect on a course they have designed or developed (created) prior to this course. Now that they have learned how to design for adult learners in a corporate setting, what are 2-3 things they would change to have it more focused for the adult learner? Post your response in 400 words or less in the discussion forum. (G1: O.1.2; G2: O.2.3)

The learner will write a 3-5-page short paper on what they learned in this course around the following areas:

- What did you learn about collaborating on design with other learning team members? What did you learn from the huddle? What did you learn through peer reviews?
- What will you do differently when creating design in the future in your role at the company?

- What was your take-away specific to learner characteristics? What will you do differently when creating design for specific learning characteristics in the future?

(G2: O.2.2; G3: O.3.2; G7: O.7.1, O.7.5)

The learner will review content about the importance of designing effective learning solutions and reflect on their learning solution design in a week 8 blog post. They will answer the following questions: What did you learn in this course? What elements of your design do you feel will be most effective? How will you know? (G6: O.6.1, O.6.2; G7: O.7.1)

Assessment

The learner will be assessed weekly through the scorecard on timely completion of all activities, and how well they met the learning objectives. The final project is worth more points, and the learner will be assessed on whether or not they are able to apply their learning by creating a design document demonstrating what they've learned via a video presentation which will serve as their final exam. They will need to demonstrate what they've learned on creating design in the "final" presentation and will be assessed by the instructor with a formalized checklist of criteria (scorecard).

Evaluation

The learner will be evaluated with a Kirkpatrick's Level 1 survey for their reaction to the course content. The survey results will be reviewed quarterly for feedback and considered for course improvement. The instructor will assess all feedback and make updates to the course on a maintenance schedule. Course maintenance will be done annually based on both Level 1 results and the scorecard. The scorecard will also be considered and evaluated based on the timing and completion of assignments. Learner evaluation scores and comments before the course changes will be compared to the learner evaluation scores and comments after the course changes are implemented. This course will be deployed in the Canvas Evaluation tool during the final week of the course. The course will not count towards the grade, but they cannot pass the course without completion.

The Level 1 evaluation questions will come from the learners' company. The company uses the following methodology for all courses:

On a scale of 1-5, with 5 being the highest:

- Importance of the course to their roles and responsibilities.
- Quality of instructional design.
- Quantity of information for the learner to perform their daily job function.
- Impact on providing perfect service.
- Learning contribution to the value of the patient and customer experience.
- Intent to apply to their daily job.

KIRKPATRICK'S LEVELS OF EVALUATION



Kirkpatrick, D. & Kirkpatrick, J. (2005).

Timeline

The course will take a total of 8 weeks and will be implemented online via the Canvas platform. The learners will complete all objectives and activities during each week of the course. At the end of the course they will complete a final video presentation and design document demonstrating their learning. Each week will have 5-6 hours of course work each week for a total of 40-50 contact hours.

Course Timeline:

Module	Topic	Time
Module 1	Adult Learning Principles	6 hours
Module 2	Learning Theory and Learner Personas	6 hours
Module 3	Understand the Needs of Adult Learners	6 hours
Module 4	Learner Characteristics	6 hours
Module 5	Learning Environment and Technology Considerations	6 hours
Module 6	Learning Goals and Objectives	5.5 hours
Module 7	Assessment and Evaluation	6 hours
Module 8	Designing Effective Learning Solutions	6 hours

Total Approx. Hours: 47.5 Hours

References

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