# Concentra®

**Design Thinking for the Corporate Instructional Designer**

**Job Aid**

**Course Instructor:  Amy Kidder**

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## Course Description

***Design Thinking for the Corporate Instructional Designer*** is an 8-week online learning course for learning team members who create instructional design at Concentra.  This course is designed to support anyone who creates instructional design to build well-designed eLearning courses through effective collaboration between learning team members (specifically the instructional design and development teams). 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.

## Audience

**Concentra Corporate Learning team** - *Instructional Designers, Instructional Developers, Field Trainers, Systems Trainers (mandatory for those roles).*

The Concentra learning team members who create instructional design, possess expertise in their respective disciplines but do not always work collaboratively on creating a comprehensive learning design.  This is in part due to individuals not fully understanding adult learning theory and design considerations.  This course is for team members who have instructor-led training design and/or multimedia experience, but need more experience in understanding 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, this course will give them a foundational baseline understanding of how to design for adult learners, which would allow them to 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.

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## 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.

## Learning Environment

This course will be an online course completed 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 provide wireless access for all colleagues taking the course. The learner will use their company laptop and have all associated passwords to relevant Concentra proprietary systems. The learner will need 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 learner will submit assignments within the Canvas platform and their blog site set-up for this course. The final presentation will be submitted via video presentation and loaded into the Canvas LMS. 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.

## 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.

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## Scheduling - Course Calendar

The course will take a total of 8 weeks and 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 assessment and design proposal demonstrating their learning. Each week will have 5-6 hours of course work for a total of 40-50 contact hours.

*\*\*All Drop box assignments are graded and due Sunday's by 11:59pm.*

### Week 1 – Adult Learning Principles (6 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Activity 1 | Adult Learning | 2 hours | 5 |
| Blog | Learning vs. Training vs. Performance | 2 hours | 5 |
| Project 1 | Design Project Overview | .5 hour | No grade |
| Project 2 | Select Your Topic | 1 hour | 5 |
| Activity 2 | Scorecard | .5 hour | No grade |

### Week 2 – Learning Theory and Learner Personas (6 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Activity 1 | Learning Theory | 2 hours | 5 |
| Project 1 | Design Project | 1 hour | 5 |
| Project 2 | Design Project | .5 hour | 5 |
| Activity 2 | Learner Personas | 2 hours | 5 |
| Blog | Learner Personas | .5 hour | 5 |

### Week 3 – Understanding the Needs of Adult Learners (6 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Activity 1 | ADDIE Model | 2 hours | 5 |
| Activity 2 | Needs Analysis | 1 hour | 5 |
| Project 1 | Needs Analysis | .5 hour | No grade |
| Project 2 | Problem Statement | 2 hours | No grade |
| Blog | Needs Analysis | .5 hour | 5 |

## Week 4 – Learner Characteristics (6 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Activity 1 | Needs Analysis | .5 hour | 5 |
| Activity 2 | Learning Styles | .5 hour | No grade |
| Activity 3 | Learning Styles | 1.5 hours | 5 |
| Blog | Motivating Adult Learners | 1 hour | 5 |
| Activity 4 | General Considerations | 1 hour | 5 |
| Project 1 | Design Update – Audience | .5 hour | 5 |
| Project 2 | Final Needs Analysis & Design Summary | 1 hour | 5 |

## Week 5 – Learning Environment and Technology Considerations (6 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Activity 1 | Learning Environment | 1 hour | No grade |
| Activity 2 | Learning Environment | .5 hour | 5 |
| Activity 3 | Learning Technology | .5 hour | No grade |
| Blog | Learning Environment and Technology | .5 hour | 5 |
| Project 1 | Design Huddle | 2 hours | 5 |
| Project 2 | Design Document – Update | 1 hour | 5 |

## Week 6 – Learning Goals and Objectives (5.5 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Blog | Needs Analysis Reflection | .5 hour | 5 |
| Activity 1 | Learning Goals & Objectives | 1 hour | 5 |
| Project 1 | Learning Activities, Goals & Objectives | 2 hours | No grade |
| Project 2 | Update Design Document | 1.5 hours | 5 |
| Activity 2 | Learning Goals & Objectives | .5 hours | 5 |

## Week 7 – Assessment and Evaluation (6 hours)

| Assignment | Topic | Time | Possible Score |
|---|---|---|---|
| Activity 1 | Learning Assessments | 1 hour | 5 |
| Activity 2 | Learning Assessments | .5 hour | 5 |
| Activity 3 | Learning Evaluation | 1.5 hours | 5 |
| Blog | Learning Assessments & Eval | .5 hour | 5 |

| Project 1 | | Design Document | 1.5 hours | 5 |
|-----------|--|-----------------|-----------|---|
| Activity 4 | | Peer Review | 1 hour | 5 |

## Week 8 – Designing Effective Learning Solutions (6 hours)

| Assignment | | Topic | Time | Possible Score |
|------------|--|-------|------|----------------|
| Project 1 | | Final Design Document | 1.5 hours | 50 |
| Project 2 | | Final Presentation | 1.5 hours | 20 |
| Activity 1 | | Reflection | .5 hour | 5 |
| Activity 2 | | Final Paper | 1.5 hours | 5 |
| Blog | | Designing Effective Learning Solutions | 1 hour | 5 |

## Tips & Tricks

### Iconography

To make it easy to follow the course, you will have icons that will help you identify different areas of the course and assignments. The icon definitions are below:

Blog                         Scorecard

Material for review          Video

Project                      Assignment - articles/readings

### Peer Reviews/Partners

It is recommended inexperienced designers partner with experienced designers throughout the course activities. It will be a good exercise for them to learn from each other, build trust and best practices. If someone is struggling in the course, you may want to pair them up on more difficult exercises such as the design huddle exercise, or peer reviewing design documents for a more successful learning experience.

### Design Huddle Exercise

The design huddle exercise is to make sure that all course participants get a chance to brainstorm and learn from each other through collaboration. This is the only synchronous session to the course. The learners are to use their SKYPE tools to set up a collaborative session using the "Whiteboard" and brainstorm on design ideas. Please ensure ahead of time that they are supported with the tools to run the online session via the company SKYPE. Confirm they are not planning on meeting in person (that does not meet the requirement).

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## ✚ 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

## ➕ Assessment

The learner will be assessed weekly on formal assignment criteria.  This assessment will be documented via the scorecard and based on timely completion of all activities, and how well they met the learning objectives.  The final project presentation and design document are weighted more heavily than the rest of the assignments and will serve as their final exam.  For the final project the learner will be assessed on whether they were able to apply their learning by creating a design document and presenting it formally via video demonstration. The "final" presentation will be assessed by the instructor with a formalized checklist of criteria (scorecard).  See **Appendix 1 – Scorecard** for an example.

## ➕ 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.  See **Appendix 2 – Level 1 Evaluation** for sample questions.
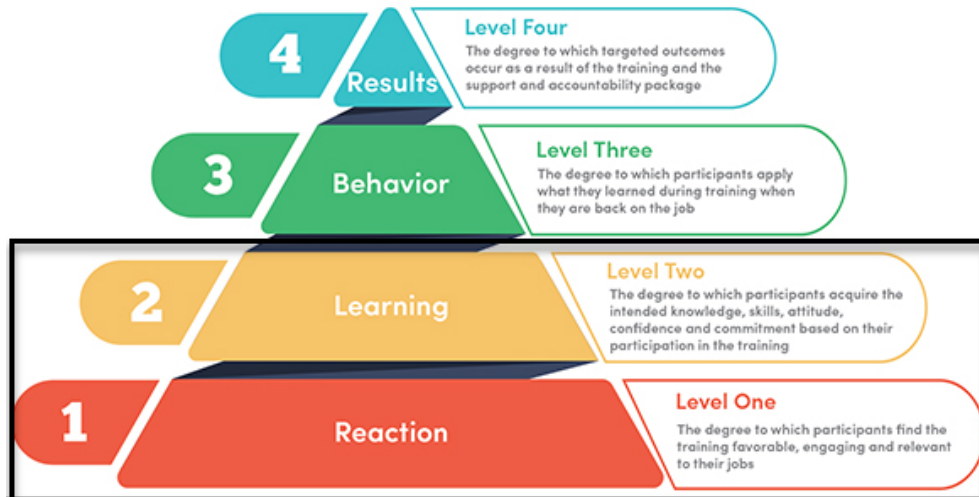


Kirkpatrick, D. & Kirkpatrick, J. (2005)

# Appendix

# Appendix 1: Scorecard

## Weekly Scorecard

| Design Thinking Weekly Scorecard | | | **Concentra** |
|---|---|---|---|
| **Employee Name:** | | **Title:** | |
| **Instructor Name:** | | | |
| **OVERVIEW** | **Activities/Discussions/Blogs** | | **SCORE** |
| **Week 1 - Adult Learning Principles** | **Skills** | **RATING:** | **TOTAL:** |
| | • Week 1 - Activity 1 | | 5 |
| Summarize Adult Learning Principles and Theory. | • Week 1 - Blog | | 5 |
| | • Week 1 - Project 2 | | 5 |
| **Week 2 - Learning Theory & Learner Personas** | **Skills** | **RATING:** | |
| | • Week 2 - Activity 1 | | 5 |
| | • Week 2 - Project 1 | | 5 |
| Review learning theories and learner personas and their application in learning design. | • Week 2 - Project 2 | | 5 |
| | • Week 2 - Activity 2 | | 5 |
| | • Week 2 - Blog | | 5 |
| **Week 3 - Understanding the Needs of Adult Learners** | **Skills** | **RATING:** | |
| | • Week 3 - Activity 1 | | 5 |
| Understanding the Needs of Adult Learners. | • Week 3 - Activity 2 | | 5 |
| | • Week 3 - Blog | | 5 |
| **Week 4 - Learner Characteristics** | **Skills** | **RATING:** | |
| | • Week 4 - Activity 1 | | 5 |
| | • Week 4 - Activity 3 | | 5 |
| Review adult learning styles, motivation, and generational considerations. | • Week 4 - Blog | | 5 |
| | • Week 4 - Activity 4 | | 5 |
| | • Week 4 - Project 1 | | 5 |
| | • Week 4 - Project 2 | | 5 |
| **Week 5 - Learning Environment & Technology Considerations** | **Skills** | **RATING:** | |
| | • Week 5 - Activity 2 | | 5 |
| Recognize how technology & the learning environment effect instructional design. | • Week 5 - Blog | | 5 |
| | • Week 5 - Project 1 | | 5 |
| | • Week 5 - Project 2 | | 5 |
| **Week 6 - Learning Goals & Objectives** | **Skills** | **RATING:** | |
| | • Week 6 - Blog | | 5 |
| Identify and create learning goals and objectives. | • Week 6 - Activity 1 | | 5 |
| | • Week 6 - Project 2 | | 5 |
| | • Week 6 - Activity 2 | | 5 |
| **Week 7 - Assessment & Evaluation** | **Skills** | **RATING:** | |
| | • Week 7 - Activity 1 | | 5 |
| | • Week 7 - Activity 2 | | 5 |
| Select appropriate Assessment & Evaluation Methods. | • Week 7 - Activity 3 | | 5 |
| | • Week 7 - Blog | | 5 |
| | • Week 7 - Project 1 | | 5 |
| | • Week 7 - Activity 4 | | 5 |
| **Week 8 - Designing Effective Learning Solutions** | **Skills** | **RATING:** | |
| | • Week 8 - Project 1 (Final) | | 50 |
| Design effective learning solutions by incorporating adult learning needs. | • Week 8 - Project 2 (Final) | | 20 |
| | • Week 8 - Activity 1 | | 5 |
| | • Week 8 - Activity 2 | | 5 |
| | • Week 8 - Blog | | 5 |
| **Overall Comments** | | **TOTAL RATING:** | |
| | | 0 | 240 |
| **Employee Signature** | **Instructor Signature** | | |
| Name: | Name: | | |
| Date: | Date: | | |

| 1 NOT EFFECTIVE | 2 SOMEWHAT EFFECTIVE | 3 STANDARD PERFORMANCE | 4 VERY EFFECTIVE | 5 EXTREMELY EFFECTIVE |
|---|---|---|---|---|
| Learner failed to complete the task or demonstrate the task effectively. | Learner completed the task, but performance indicates several opportunities for improvement. | Learner performed the task exactly as described on the scorecard. | Learner performed above standard quality but not consistently excelling on all activities. | Learner consistently performed above standard quality, excelling on all activities. |

**Final Project and Presentation Scorecard**

| FINAL PROJECT SCORECARD | | Concentra® | | |
|---|---|---|---|---|
| Employee Name: | | Title: | | |
| Instructor Name: | | | | |
| **OVERVIEW** | **SKILLS** | | **SCORE** | |
| **Final Design Document** | | | **RATING:** | **TOTAL:** |
| The following content was covered: | • TAP | | | 5 |
| | • Learning Theory | | | 5 |
| | • Problem | | | 5 |
| | • Goals & Objectives | | | 5 |
| | • Activities | | | 5 |
| | • Learning Environment | | | 5 |
| | • Delivery Method | | | 5 |
| | • Assessment | | | 5 |
| | • Evaluation | | | 5 |
| | • Timeline | | | 5 |
| **Presentations Skills** | | | **RATING:** | |
| The learner consistently met the following competent presentation skills: | • Confidently covers key areas of design proposal | | | 5 |
| | • Manages time set for presentation | | | 5 |
| | • Casual pace/pause of speaking allowing understanding/clarity of speaking and appropriate volume | | | 5 |
| | • Summarize key points of presentation - Intro and Conclusion | | | 5 |
| **Overall Comments** | | | **TOTAL RATING:** | |
| | | | 0 | 70 |
| **Employee Signature** | | **Manager Signature** | | |
| Name: | | Name: | | |
| Date: | | Date: | | |

| 1 NOT EFFECTIVE | 2 SOMEWHAT EFFECTIVE | 3 STANDARD PERFORMANCE | 4 VERY EFFECTIVE | 5 EXTREMELY EFFECTIVE |
|---|---|---|---|---|
| Learner failed to complete the task or demonstrate the task effectively. | Learner completed the task, but performance indicates several opportunities for improvement. | Learner performed the task exactly as described on the scorecard. | Learner performed above standard quality but not consistently excelling on all activities. | Learner consistently performed above standard quality, excelling on all activities. |

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## Appendix 2: Level 1 Evaluation

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

1) The **QUALITY** of learning
How would you describe the **quality** (overall design, graphics, audio, animation) of this course?

The quality was _____.

    A. **very poor**
    B. **not good**
    C. **good**
    D. **very good**
    E. **excellent**

2) How would you describe the **quantity** of this course? Was there enough information for you to perform your daily job functions?

The quantity was _____ with _____ information to do my job.

    A. **very lacking**, **not enough**
    B. **insufficient, barely enough**
    C. **sufficient, enough**
    D. **very good, advanced level**
    E. **excellent, expert level**

3) How would you describe the **importance** of this course to your role and responsibilities?

This course is _____ for my job role and responsibilities.

    A. **not at all important**
    B. **somewhat important**
    C. **important**
    D. **very important**
    E. **extremely important**

4) I **INTEND** to apply _____of what I learned today to my job
0%            25%            50%            75%            100%

5) I feel this learning will have _____**IMPACT** on improving Concentra's ability to provide perfect service.
0%            25%            50%            75%            100%

6) I feel this learning will have _____contribution to the **VALUE** of Concentra's patient and customer experience.
0%            25%            50%            75%            100%

# Job Aid References

Kirkpatrick, D. & Kirkpatrick, J. (2005). Transferring learning to behavior:  Using the four levels to improve performance.  California: Barrett-Koehler.

Kirkpatrick, D. & Kirkpatrick, J. (2008). Implementing the four levels. California: Barrett-Koehler.

Legg, T. J., Adelman, D. S., Mueller, D., & Levitt, C. (2009). Constructivist strategies in online distance education in nursing. *Journal of Nursing Education, 48*(2), 64-69. doi:10.3928/01484834-20090201-08