

# Online Instructional Design Workshop for Distance and Flexible Learning: DAY 4

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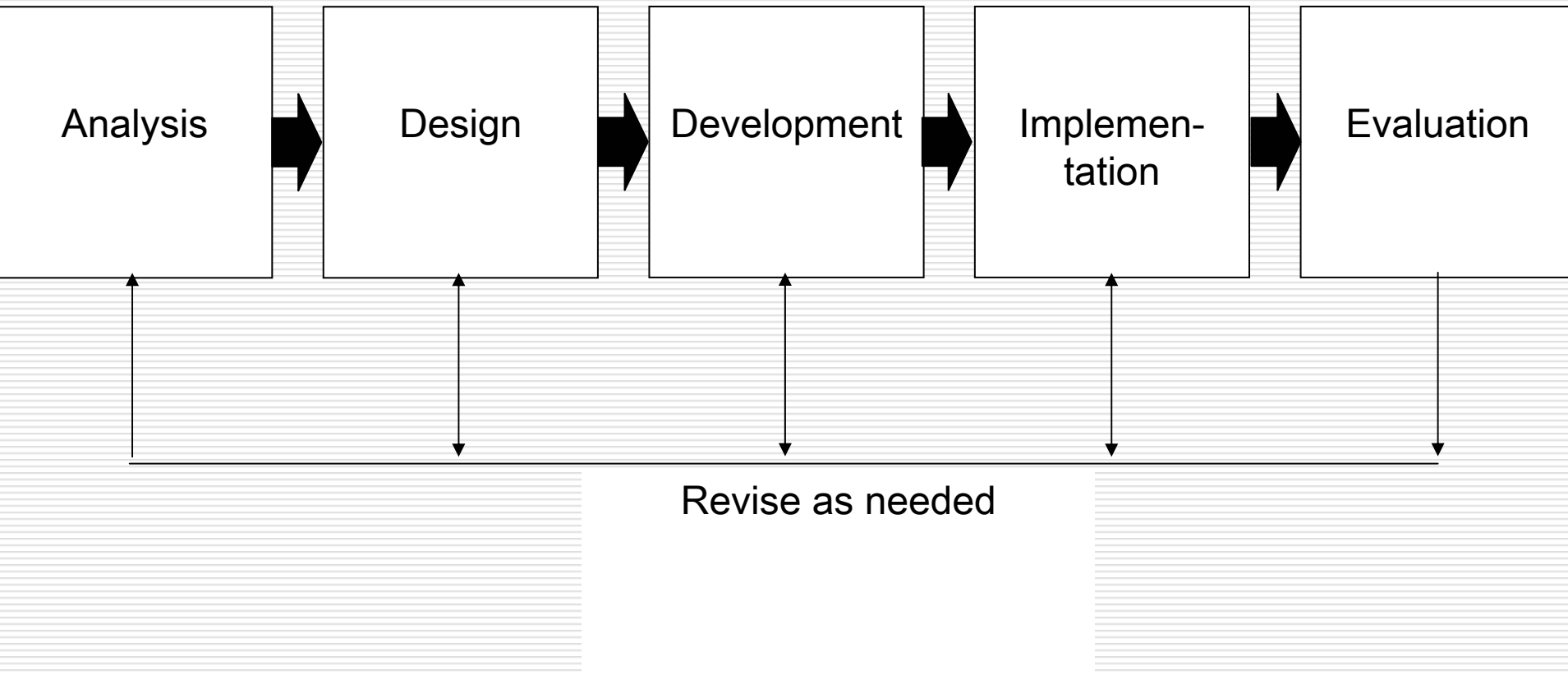
# Day Four: Production Process Design

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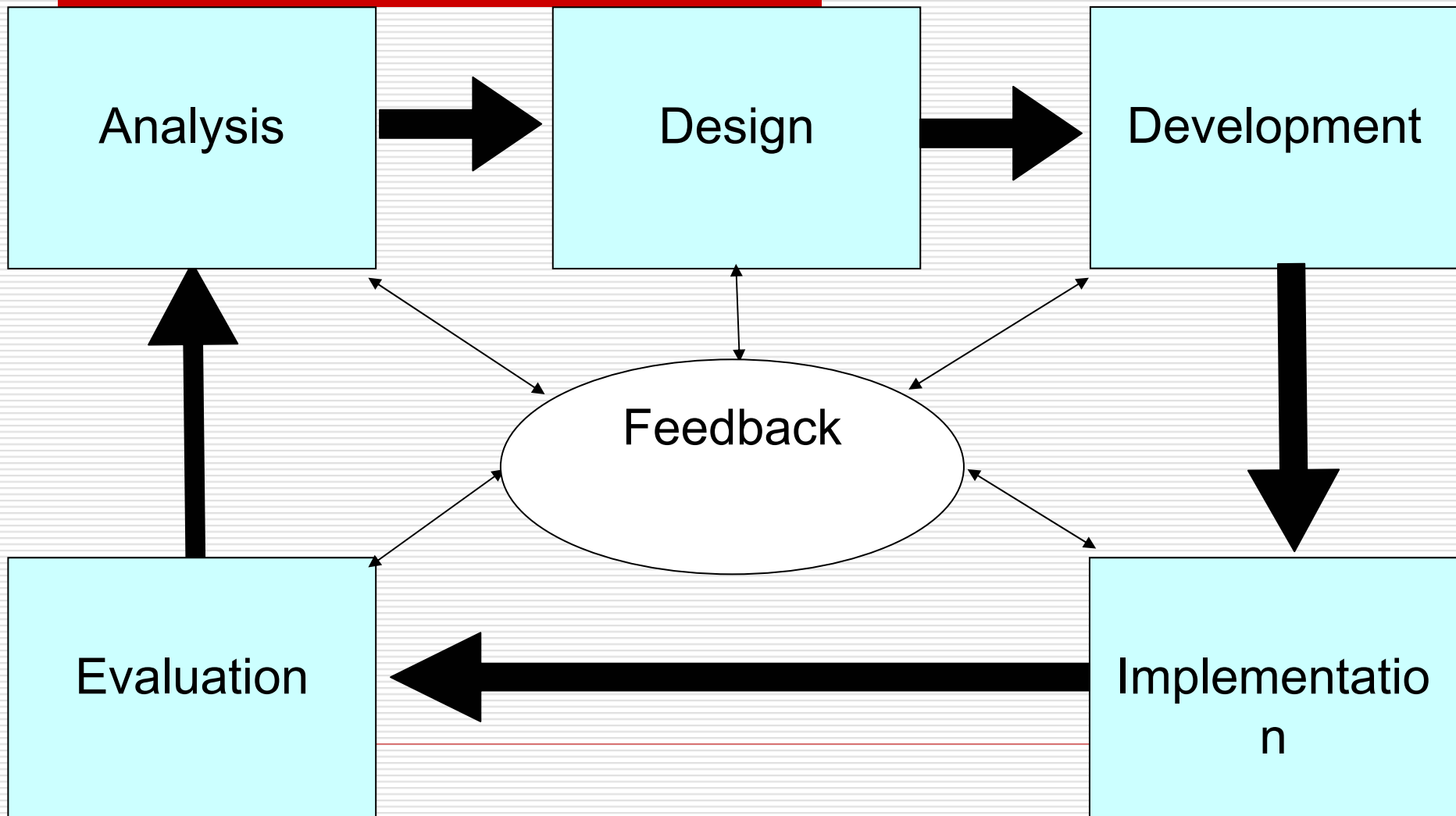
- ❑ Let's make your DFL material production process **visible**: Production Process Design
  - ❑ What phases do you follow when you produce DFL materials?
  - ❑ What are the roles each member of your team playing?
  - ❑ **ADDIE model** and **Dick & Carey Model** of Instructional Design Process
  - ❑ Common Minimum Requirements for each development phase: Design checklists
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# ADDIE Model : a generic model for Instructional Design process (version1)

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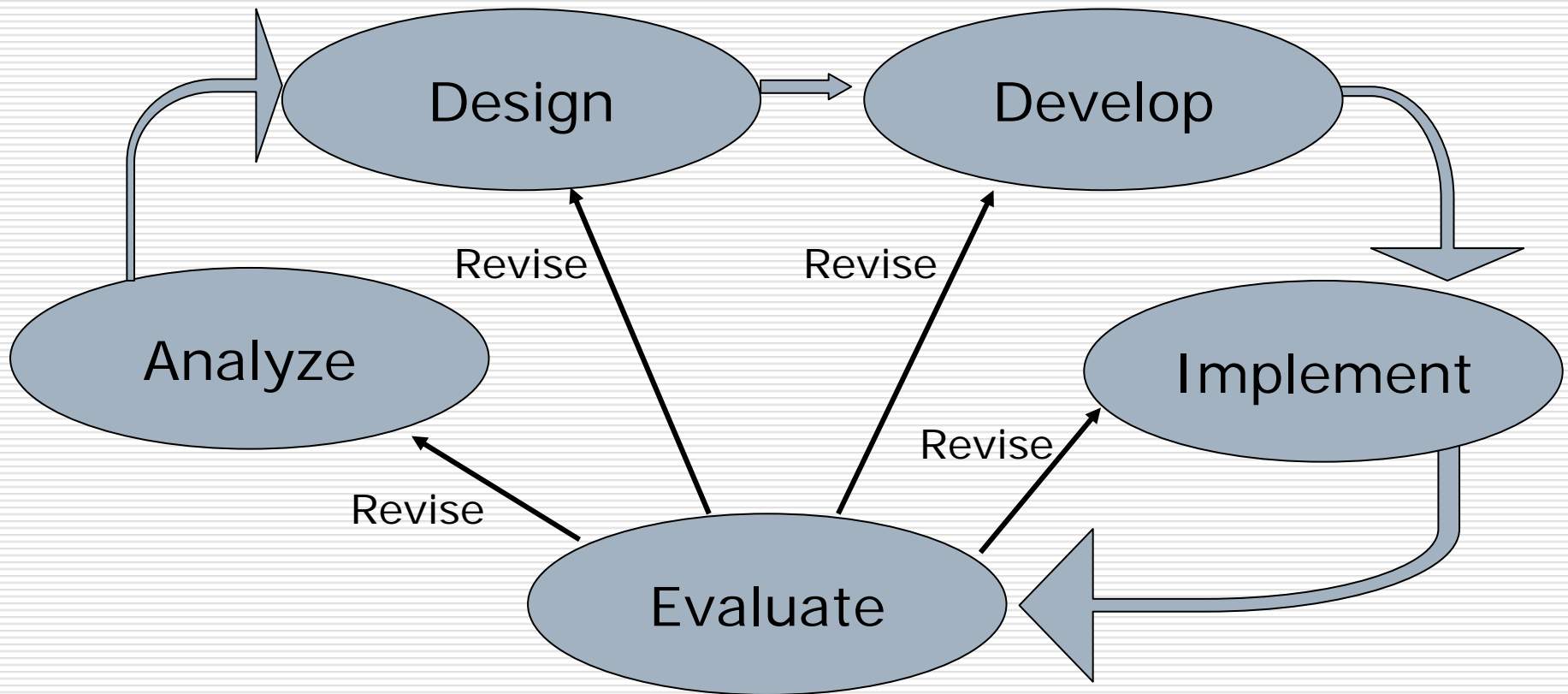


# ADDIE model : a generic model for Instructional Design process (version 2)

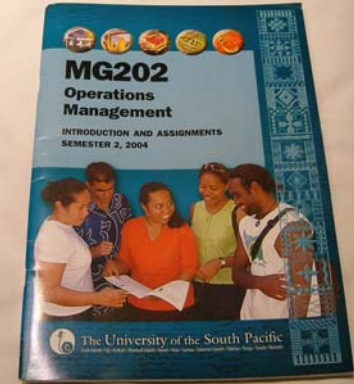
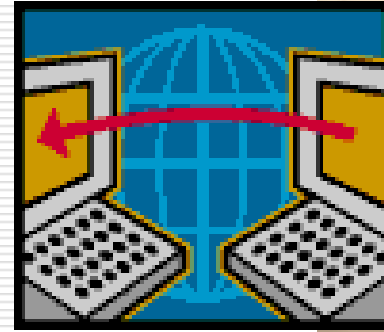


# ADDIE model: a generic model for Instructional Design process (version 3)

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# Workshop Day Four: Production Process Design



Mission Four: Find out a set of Common Minimum Requirements for each development phase for DFL: Design checklists.

Learning Objective: You will come to agreement about what should be asked/prepared to proceed to the next step of development phases, in a form of design checklist.

Outcome: Design checklist for each phase of material development, as well as work flow for each member of the design teams

Criteria: Should be some room for creativity for each team, but minimum requirements should be agreed upon by all the members in the workshop.

# Day Four: Production Process Design Schedule

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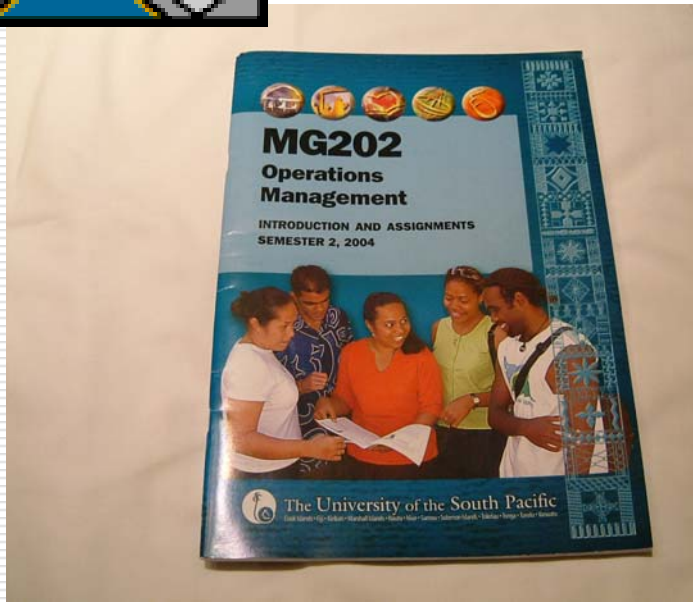
- Groupwork 4-1: What phases do you follow when you produce DFL materials?
  - What are the roles each member of your team playing?

--Morning Tea Break--

- Lecture 4: Systematic Design of Instruction: Dick & Carey Model
  - Groupwork 4-2: Common Minimum Requirements for each design/development phase: Design checklists
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# Groupwork 4-1: Let's make your DFL material production process **visible**

(30min discussion, then group presentations)



- What do you do in each of ADDIE phases when you produce a new/revised DFL course?
- What are the roles each member of your team playing?
- Use Worksheet 4-1 for this groupwork.
- Leave any box blank, if nothing applies.

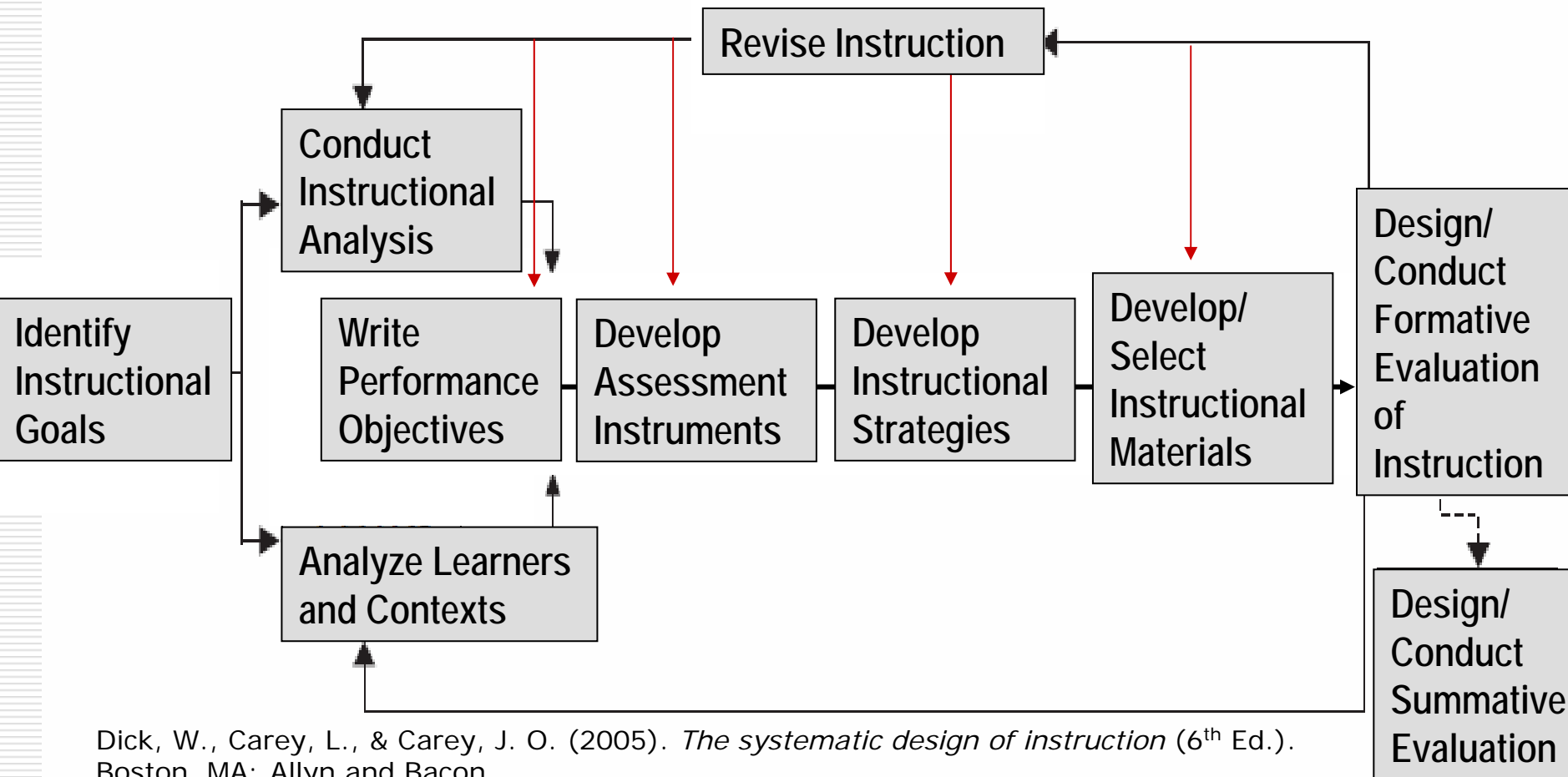
9:45-10:10

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- Lecture 4: Systematic Design of Instruction: Dick & Carey Model will start after

# Coffee Break?



# Lecture 4: Systematic Design of Instruction: Dick & Carey Model



Dick, W., Carey, L., & Carey, J. O. (2005). *The systematic design of instruction* (6<sup>th</sup> Ed.). Boston, MA: Allyn and Bacon.

# Identify Instructional Goals

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- ❑ Table 3.1: Sample instructional goals and learning domain
  - ❑ Table 3.2: Classify instructional goals by learning domain
  - ❑ Table 3.3: Feedback for classifying instructional goals
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# Conduct Instructional Analysis

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- Figure 4.5: Instructional analysis for scale reading example
    - Start from the goal at the top, think of necessary basic skills downward, until you hit basics at entry level
  - Figure 4.16: Instructional analysis for map reading goal
    - 4 steps at the top, subordinate skills identified for each step
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# Analyze Learners and Contexts

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- Table 5.1: Example form for analyzing learner characteristics
  - Table 5.3: Example form for analyzing the learning context
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# Write Performance Objectives

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- Table 6.6: Checklist of criteria for evaluating elaborated goals, terminal objectives, and performance objectives
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# Develop Assessment Instruments (criterion-referenced tests)

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- Four types of tests and designer's decision (pp. 148-149)
  - Table 7.4: Sample checklist of criteria for evaluating test items
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# Develop Instructional Strategies

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- ❑ Use Gagne's Nine events of instruction
  - ❑ Use Merrill's 5 star instruction
  - ❑ Use Keller's ARCS model
  - ❑ Table 8.2: Constructivist guidelines for planning the learning components of an instructional strategy
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# Develop/ Select Instructional Materials

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- Table 9.1: Levels of instructor facilitation in three models of distance learning
    - How independent are the students?
    - To what extent can we afford professors to involve in interactions with students?
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# Design/Conduct Formative Evaluation of Instruction

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- Table 10.2: Formative evaluation criteria for one-to-one trials and the types of information for each criterion
  - Formative evaluation activities (pp. 299-301)
    - Participation by subject-matter experts
    - Participation by learners from the target population
    - Outcomes of one-to-one formative evaluation
    - Performance-context formative evaluation
  - Table 11.5: Attitude questionnaire for formative evaluation (sample)
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# Revise Instruction

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- Table 11.6: Instructional revision analysis form

# Design/Conduct Summative Evaluation

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- ❑ Figure 12.1: The expert judgement and field trial phases of summative evaluation
  - ❑ Table 12.2: A comparison of formative and summative evaluation
  - ❑ Table 12.5: Checklist for examining characteristics of instruction based on principles of instruction for intellectual skills, verbal information, attitude, and motor skills
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11:55-12:15

Groupwork 4-2a:

Common Minimum Requirements for each design/development phase: Design checklists (30 min discussion + presentation)

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- Determine how many phases are there in DFL instructional design process, that require checklists.
- For each checklist, discuss what minimum requirements are that should be included for every team's process.
- Use Worksheet 4-2 to summarize your ideas.

11:45-12:15

Groupwork 4-2b: Common Minimum Requirements for each development phase:  
Design checklists: An agreement  
(30min discussion by all participants)

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- Let's have a consensus as to:
  - How many phases are there that require checklist?
  - For each checklist, what are the minimum requirements for every group of ID teams?  
What can be left for group's originality?

Reflection: Are you satisfied with attending ID workshop Day 4?

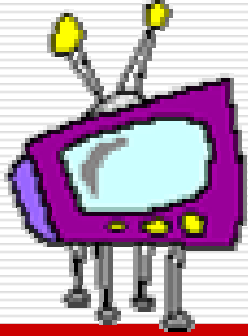
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# Misleading TV Commercials?

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- International Advertising Festival, 19-24 June, 2000, Cannes, France
  - Creative films, press & posers
  - Same examples:
    - creative use of visuals?
    - creative use of sounds?
    - creative scenario?
    - Do you understand them?
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