

Chapter 4 Outline

History of Instructional Design
Principles of Instructional Design
Systems and Strategy
Instructional Design Models
Just-in-Time Instructional Design
Key Factors in a Successful Course
Steps in Instructional Design
Analyze
Needs Analysis
Problem Analysis
Goals Analysis
Trainee Analysis
Resource Analysis
Job and Task Analysis
Design
Learning Objectives
Constructing Criterion Measures
Sequencing Content
Selecting Methods and Media
Develop
Choosing Training Materials
Creating Training Materials
Creating Program Evaluation Materials
Documenting Training
Implement
Evaluate
When to Take a Different Approach
Technology and Instructional Design

Competencies

1. Summarize the history of instructional design and its fundamental principles. (pp. 123–132)
2. Differentiate among the types of analysis trainers perform. (pp. 133–137)
3. Describe the types and functions of learning objectives in instructional design, and discuss evaluation criteria and methods. (pp. 137–143)
4. Explain how a trainer sequences content and selects methods and media for a training curriculum. (pp. 143–146)
5. Identify the factors to consider when developing training materials and programs. (pp. 146–150)
6. Define the role of implementation and evaluation in the design of training. (pp. 150–151)
7. Describe how technology has affected the instructional design process. (pp. 151–152)