This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Instructional Design Analysis. Your competence will be determined as you complete the IAT1 performance assessment. Depending on your educational background and work experience, this course of study can take up to four weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Introduction

Welcome to Instructional Design Analysis. Over the past thirty years learning has shifted away from lectures by experts in a field to interactive instruction. The instruction focuses on using research-based instructional strategies to improve learning outcomes, adapting the learning environment to the individual learners, and thinking creatively of how to use technology as a mind tool to help students think more effectively. In this domain you will acquire competence in the systematic design of instruction so that your teaching/learning efforts will be optimized.

Overview

Lessons in this unit of instruction have been designed to help you learn the competencies for creating effective and efficient instruction. The unit has been created around four weeks of study and work that is equivalent to approximately 20 hours of your time. All units have been created using principles of instructional design. You will find the following components in most lessons:

Preinstructional Activities: Preinstructional activities are designed to help you connect the new information you are about to learn with your prior knowledge and experiences. These activities provide an overview of the relationship between the new content and what you already know.

Content Presentation: These activities are designed to provide you with resources to learn new information, concepts, rules, and principles. Content presentation follows one of two patterns: deductive or inductive. In deductive patterns information will be available to you from textbooks, articles, and digital media. Inductive patterns involve discovery learning. Many excellent opportunities exist within the instructional design community to discover the correct way to do the processes in instructional design. You will have the opportunity to review case studies, submit work for feedback, and review the work and feedback that other students have submitted. This guided learning approach is an excellent way to build a better understanding of how the pieces of new learning are integrated to create a coherent whole.

Learning Activities: One of the most powerful components of learning is practice. The activities you will be asked to complete are designed to enhance your learning of the competencies by providing you with an opportunity to practice what you have learned.

Examples: Examples and non-examples are excellent learning tools to help you better
understand the processes in the systematic process of instructional design. You will be asked to do activities where you find examples from within your text to help you better understand the process discussed. There will be other opportunities to view examples of other students' work to discuss the use of APA style, presentation of data, and the quality expected in graduate school writing.

Summary: The summary provides an opportunity for you to reflect on what you have just learned and to see visually how the process fits into the big picture of the five stages of the systematic process of instructional design.

Study Tips

- Work through the course of study and do all of the readings including the ones in the electronic reserve. These are very important.
- Do the activities assigned in each section. These activities are designed to help you learn the competencies for the subjects and topics. The work you do will be used in your Instructional Design performance assessments.
- View the narrated multimedia presentation (i.e., PowerPoint presentation) to help you get a better understanding of the needs analysis task.
- Download the task and rubric for the performance assessment. Read the competencies for the task.
- Set up your paper with headings and subheadings to align with the assessment topics. (Information on how to do this is in the narrated multimedia presentation (i.e., PowerPoint presentation) and the Job Aid for IAT1 - Needs Analysis.
- Receive feedback on your work through the message boards associated with this course of study.
- Attend the weekly phone conferences on topics from the Instructional Design domain.

Competencies Covered

There are several academic competencies associated with this course of study that will be addressed over the next several weeks. The list is a good overview of precisely what you will know and be able to do at the conclusion of this course of study and demonstrate through assessment.

Competency: Needs Analysis
The graduate conducts a needs analysis to determine needs and interests of learners.

Competency: Learner Analysis
The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.

Competency: Scope and Sequence
The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.
Required Learning Resources

(For Health Education and Nursing Majors)


For Health Education and Nursing Majors, Also Required


eReserve Readings


Additional Learning Resources

- Narrated needs-analysis multimedia presentation
- Template for IAT1 Needs Analysis
- Thomas, M. "Case study: Instructional design domain active reading strategies"
  - This provides an excellent example of a problem that was analyzed using the needs analysis process. There are many examples of data reported in APA tables.
- Leslie Bowman's APA Workshop
  - Learn about APA style and how to report your data in tables.
- Renner, M., Taylor-Powell, E. "Analyzing Qualitative Data"
- Teacher & Action Research: "Data Analysis"
- University of Washington-Psychology Writing Center: "APA Table Guidelines"

Teaching Dispositions Statement

Please review the [WGU Statement of Teaching Dispositions](#)

Preparing for Success

The information in this subject section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies, competent in the indicated areas, and ready to pass the final assessments.

One-to-One Interaction with the Content Mentor

In this performance assessment, you begin the first instructional design analysis process by conducting research to learn more about your problem and the target population. This task typically takes four to six weeks to complete.
To help ensure that you understand how to do this research, it is suggested that you submit a short proposal to the content mentor for feedback. Post the following information in the message board for this course of study or e-mail it to the course instructor.

**Needs Analysis Proposal**

- summary of the problem that you would like to improve with a unit of instruction
- questions you would like to have answered about this problem (this is done with your target population or those who know this population and the problem)
- sources of data (e.g., students, teachers, parents)
- instruments you will use-You need two instruments (e.g., survey/questionnaire, interview, observation, tests/assessments)
- questions you will ask in a survey or questionnaire.

Once you have collected and analyzed your data, you can also receive feedback on your goal of instruction.

**Your Learning Resources**

Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

**Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Enroll in Learning Resources**

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the
“Learning Resources” tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

*Note: For instructions on how to enroll or subscribe through the “Learning Resources” tab, please see the “Acquiring Your Learning Resources” page.*

**Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

The following activities and information will help you as you work through this course of study.

**Message Boards, Learning Communities, Study Notes, FAQs**

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the “Additional Learning Tools” page to review these tools.

**Take Study Notes**

As you engage with the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web enabled course of study. A notebook or study journal (either paper or electronically) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competencies through the assessment.

**Analyzing the Problem, Part I**

This course of study provides a required sequence of learning steps and activities to help you develop competence in the subject area of Instructional Design - Analysis. Your competence in applying what you learned in your readings for the IDC1 unit of instruction will be assessed as you complete the performance assessment.

**Competencies covered by this subject**

505.1.1 - Needs Analysis
The graduate conducts a needs analysis to determine needs and interests of learners.

505.2.1 - Scope and Sequence
The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

**Needs Analysis-Identifying the Problem and Gathering Data**

Identify needs analysis questions, sources of data, and data gathering instruments.

A needs assessment is conducted to obtain information about a problem or a need in education or business.

- Is there a need for instruction, or can the problem be solved by some other intervention?
What instruction should be developed to bridge the gap between the current state and the desired state?

A "need" may be defined as the situation which occurs when what is actually happening is below that which is expected. By "need" we can mean two different things: (1) discrepancy between actual and ideal situations or states of affair, and (2) discrepancy between groups or subgroups of people.

When applying this definition to education, one might say that an educational need is the situation which occurs when student performance is below that which is specified in a behavioral objective or state standards.

**Preinstructional Activity: Review and Identification of a Problem**

1. Review what you learned in the first instructional unit for the IDC1 assessment. Review the readings and work for Introduction to the Systematic Design of Instruction.
2. Identify a problem: In the "Introduction to the Systematic Design of Instruction" subject under the "Overview and Problem Selection" topic of the IDC1 Course of Study, you were asked to identify a problem that you believe instruction would help to improve. You were asked to communicate with your mentor and capstone chair about this problem and its suitability to work in your Master's program. If you have not done so, please identify a problem and have it approved. *Note: You may also post your problem statement in the Instructional Design Message Board where students are posting their problem statements for feedback.*
3. Summarize your problem in one paragraph.
4. Determine what is the current state of this problem you defined?
5. Determine what is the desired state? How would you like the students to be performing?

**Content Presentation: Needs Analysis**

Begin by viewing this narrated multimedia presentation (i.e., PowerPoint presentation).

This presentation discusses why a needs analysis is done, how it is done, sources of data, data gathering instruments, how to analyze qualitative and quantitative data, and how to present the data in APA tables.

Then, read the following in *The Systematic Design of Instruction*:

- chapter 2 ("Identifying Instructional Goals Using Front-End Analysis")

**Health Education and Nursing Majors:**

Read the following in *Assessment and Planning in Health Programs*:

- chapter 1 ("Assessment for Developing Programs and Interventions: The Big Picture")

**Learning Activities: Needs Analysis**

1. Make a list of questions you would like to have answered about your problem from the following:
   - Students
• Teachers
• Parents
• Principle or manager
• Test score data

2. Identify sources of information on your problem or need. Who could you survey or interview that would provide you with additional information on your problem and the possible solutions? Solutions will include what you will need to teach your students.

One source of information you will be asked for in the IAT1 Needs Analysis performance task is computerized sources of data. Often test score data is used for this information. This data supports the need for instruction. If you do not have access to computerized sources then you must write why you do not have computerized sources. If you are not using a computerized source of data, you will need a second qualitative source such as survey, questionnaire, interview, focus group, etc.

3. Select instruments for gathering data to answer your questions.

**Types of Data Gathering Instruments:**
• Open-ended questions and written comments on questionnaires
• Testimonials
• Individual interview
• Discussion group
• Focus group
• Observations
• Field Notes
• Documents
• Stories
• Case studies
• Likert scales

4. Create your needs analysis data gathering instruments.

5. Check the schedule for phone conferences in the Instructional Design Learning Community. Every four to eight weeks there will be a conference call on the needs analysis process.

6. Receive feedback on your work by submitting your needs analysis research questions and the data gathering instrument questions to the Instructional Design message board area for feedback on your needs analysis work.

**Examples: Needs Analysis**
URL: https://web5.wgu.edu/aap/content/case_study_%20id_domain.pdf

The case study linked above provides an excellent example of how a problem was chosen and how the systematic design of instruction was used to design a blueprint for creating an effective instructional unit.

URL: https://web5.wgu.edu/aap/content/examples%20of%20needs%20analysis%20instruments.pdf

The examples linked above of needs analysis instruments have been provided to help you better understand qualitative data gathering instruments.

Each month there will be a phone conference or graduate seminar that will discuss the case study and identification of a problem for work in the instructional design domain. Please go to the Instructional Design Learning Community to find the times of the calls.

**Summary: Needs Analysis**

You were asked to select a problem that you believe instruction will help to improve or solve. You have also been introduced to a systematic process for helping to create an effective and efficient unit of instruction that will help to improve the problem. In this unit of instruction, you learned about the importance of collecting data to learn more about the problem and how to bridge the gap between the current state and the desired state.

In this subject you began the process of *analyzing your problem* by learning about the needs analysis.

The needs analysis is done to learn more about how to bridge the gap between the current state (the problem) and the desired state (your goal of instruction).

In this subject you were asked to complete the following:

- Have your problem approved for work in the instructional design domain.
- Identify questions you would like to have answered by other sources to learn more about how to solve the problem with an instructional unit.
- Identify sources of data to help answer your questions.
- Create data gathering instruments.

**Analyzing the Problem, Part II**

This course of study provides a required sequence of learning steps and activities to help you develop and demonstrate competence in the subject area of Instructional Design - Analysis. Your competence in applying what you learned in your readings for the IDC1 unit of instruction will be assessed as you complete the performance assessment.

In the "Analyzing the Problem, Part I" subject of this course of study, you began to analyze your instructional problem to learn more about how to bridge the gap between the current state and
the desired state.

You were asked to do the following:

- Have your problem approved for work in the instructional design domain
- Identify questions you would like to have answered by other sources to learn more about how to solve the problem with an instructional unit
- Identify sources of data to help answer your questions
- Create data gathering instruments

Competencies covered by this subject
505.1.1 - Needs Analysis
The graduate conducts a needs analysis to determine needs and interests of learners.

**Needs Analysis-Data Analysis**
The topic of needs analysis is continued in this section.

**Preinstructional Activity: Data Analysis**

- Review the case study ("Group Leadership Training") in *The Systematic Design of Instruction*, chapter 2.
- Define performance analysis, needs analysis, and instructional goal.
- What is the purpose of your needs analysis?

**Content Presentation: Data Analysis**

Review chapter 2 ("Identifying Instructional Goals Using Front-End Analysis") of *The Systematic Design of Instruction*.

**Learning Activities: Data Analysis**

For this activity, complete the following:

1. Conduct your needs analysis.

To help get a good survey return rate you could offer to send the respondent a copy of the survey results, or make it clear in the introduction just how worthwhile your project is and that the respondent may benefit from it at some stage. Give them a time for having the results back to you.

Do not make people pay for stamps or phone calls! Use follow-up reminders.

2. Make a rubric that will be used to evaluate your goal of instruction in the performance assessment. When your needs analysis data has been returned and analyzed you will be writing your goal of instruction.

*Note: Depending on how your data will be gathered, the data gathering process could take 7-10 days. We recommend that if you are sending out questionnaires that you put a timeline on them for returns. Also, you may want to begin work on the next subject, "Analyzing the Problem Part III - Learner Analysis" while waiting for your data to be returned.*
3. Analyze your data.

URL: https://web5.wgu.edu/aap/content/analyzing_qualitative_data.pdf

The article linked above provides an excellent discussion on how to analyze qualitative data.

URL: http://gse.gmu.edu/research/tr/tr_process/tr_analysis/

This website provides excellent information on how to analyze qualitative data. (Teacher Researcher - Data Analysis from George Mason University)

Guidelines for Qualitative Data Analysis - Narrative Data Analysis

Step 1: Get to know your data

- Read and reread your data.
- Write down any impressions you have.
- Consider the quality of the data.

Step 2: Focus the analysis

- What key questions did you want answered from the data?
- What was the purpose of your evaluation?

Step 3: Categorize the information (This step is often referred to as "coding the data")

- Identify themes or patterns (ideas, concepts, behaviors, interactions, incidents, terminology, phrases used, etc.)
- Organize into coherent categories that summarize and help to answer your question(s).
- Identify other themes that occur.

Step 4: Identify patterns and connections within the categories

- Summarize the information related to one theme.
- Identify key ideas being expressed in each category.
- List the similarities and/or differences being expressed by respondents.
- Determine which categories are more important? Count the number of times a particular theme comes up or the number of unique responses. These counts provide a rough estimate of relative importance.
- Decide if two or more themes occur together consistently in the data.
- Decide if some of these connections suggest a cause/effect relationship.

Step 5: Interpret the data - Attach meaning and significance to the analysis.

Use your themes and connections to explain your finding.
Quantitative Data - Likert Scales

Likert scales are considered to be ordinal data. The numbers in Likert scales are not real numerical values, but values that indicate a rank order. This means that, while the difference between 1 and 2 is the same as the difference between 2 and 3, the difference between "Strongly Disagree" and "Disagree" is not necessarily the same as the difference between "Disagree" and "Neutral".

(Scoring and analysis of Likert Scales taken from http://www.answers.com/topic/likert-scale?cat=technology)

4. Report your data through the use of APA-style tables and discussion. In a report of the needs analysis, you should complete the following:

- Introduce why the needs analysis was done.
- Briefly discuss the population used and what data gathering instruments were used.
- Include a table presenting the data gathered from each data gathering source.

Note: Refer to the APA Manual on how to present your data gathered from each data gathering instrument in a table. Tables allow the researcher to present a large amount of data gathered in the research in a small amount of space.

- Discuss what the data revealed to you in terms of the instructional problem or need.

Using Tables for Displaying Data

URL: http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796


Place tables close to where they are first mentioned in your text, but do not split a table across pages. If the data in your table requires more than two pages, then put the entire table in your appendix and a shorter version of the table in your text. Be sure to reference your table with all of the data in your text. The appendix should also have a copy of each instrument used.

Note: Please refer to the APA manual and the websites provided above for the correct way to use tables to report your data.

5. Based on what you learned about creation of instructional goals, use the rubric you created to write your instructional goal.

The instructional goal describes what the learners will be able to do when they complete the instructional unit. It describes how the learners will use and apply the knowledge and skills in the real world. The goal statement should describe the following (Dick, Carey, and Carey):

- the learners,
- what the learners will be able to do in the performance context (in the real world),
- the performance context in which the skills will be applied (i.e., the real world), and
- the tools that will be available to the learners in the performance context.

The goal of instruction should be to foster meaningful learning and to help the learner transfer the new information to other learning experiences and problem solving.

6. Submit your instructional goal to the Instructional Design message boards for feedback.

7. Complete the IAT1 - Needs Analysis performance task.

URL: https://web5.wgu.edu/aap/content/template_v2_for_iat1_needs_analysis.pdf

Use the template linked above to help you complete the IAT1 Needs Analysis performance task. **Examples: Data Analysis**

URL: https://web5.wgu.edu/aap/content/case_study_%20id_domain.pdf

The excellent example at the link above provides you with an overview of how the problem statement is analyzed to learn more about the problem. The goal statement is written based on what was learned about the problem.

**Examples of well written goal statements**

**Goal Statement Example 1: Hillary Mays**
In response to the needs analysis, two instructional goals have been identified and may be defined as the following. Given a problem or performance task, 8th grade students at Dawson-Bryant Middle School will be able to independently select the appropriate piece of technology to complete a given assignment. While completing the assignment, these students will create a basic presentation using multimedia presentation software (i.e., Microsoft PowerPoint) that demonstrates the principles of good presentation design, and use Microsoft Excel to create tables and spreadsheets that aid in the organization and analysis of data.

**Goal Statement Example 2: Catherine Richards**
Given an inclusive classroom setting, teachers will understand the underlying causes of the behaviors displayed by special needs students and will apply collaborative team-teaching techniques to successfully modify curriculum to ensure an optimal learning environment.

**Goal Statement Example 3: Lynn Hayes**
Given Anchor Banks intranet, employees will use this site as a job aid to properly fill out the new hire forms required for a new hire receiving training in Benefits Xpert, Lucidoc and Performance Pro. They will have also HR Share Point as a job aid to properly fill out the New Hire forms and review systems training at anytime.

**Goal Statement Example 4: Natalie Raymundo**
At the end of the training, teachers will analyze benchmark assessment data from at least two different perspectives (using two or more reports) and utilize the analysis of the data to modify instruction to meet the needs of students; subsequently, students will achieve 80% of the goal set by the teacher in the modification of instruction.

**Summary: Data Analysis**

The needs analysis is the first process in the systematic design model used by instructional designers when creating effective instruction. The purpose of the needs analysis is to

- determine if instruction is a possible solution to the problem (rationale for instruction), and
- provide more in-depth insight into the problem and instructional solution by gathering data from sources knowledgeable about the topic

The needs analysis is the first "research" that students conduct. Research is defined as having a question, creating data gathering instruments to answer the question, analyzing the data, and reporting the data in terms of what was learned about helping to improve the problem.

After the need for instruction has been *analyzed*, then the goal of instruction can be written. The goal should

- be linked to the identified problem,
- be linked to the gap between the current state and the desired state,
- express a solution to the problem,
- include measureable actions or performance of the learners,
- name the intended learners,
- identify the performance context, and
- identify tools available to the learners in the performance context.

**Analyzing the Problem, Part III**

You have learned about the processes for gathering information about the problem and how to determine what content must be taught to accomplish the goal of instruction.

The designer must determine not only what must be taught but also how the instruction will be taught using instructional strategies. In order to determine what instructional strategies to build into your lessons, it is important to identify unique characteristics of your learners. Therefore, an important part of the analysis process is gathering information about the learners. Assumptions about the learners may be inaccurate and lead to problems when the instruction is delivered. It is important to obtain the following information to identify learner deficiencies and the selection of instructional strategies.

- Demographics
- Entry behaviors
- Prior knowledge of the topic area
- Attitudes toward the content and potential delivery system
• Academic motivation
• Educational and ability levels
• General learning preferences
• Attitudes toward the organization giving the instruction
• Group characteristics

Competencies covered by this subject
505.1.2 - Learner Analysis
The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.

**Learner Analysis**
Previously you conducted a needs analysis to determine what instruction needed to be developed to bridge the gap between the current state and the desired state (goal of instruction). This week you will analyze the target population.

An important part of the analysis process is gathering information about the learners. Assumptions about the learners may be inaccurate and lead to problems when the instruction is delivered. It is important to obtain the following information to identify learner deficiencies and the selection of instructional strategies.

• Demographics
• Entry behaviors
• Prior knowledge of the topic area
• Attitudes toward the content and potential delivery system
• Academic motivation
• Educational and ability levels
• General learning preferences
• Attitudes toward the organization giving the instruction
• Group characteristics

**Preinstructional Activity: Learner Analysis**

Think about the target population you will be designing your instructional unit for. Do they have any unique characteristics that will influence their learning? How have you addressed these characteristics in the past?

**Content Presentation: Learner Analysis**

Read chapter 5 (“Analyzing Learners and Contexts”) in *The Systematic Design of Instruction*.

**Learning Activities: Learner Analysis**

Analyze and describe in writing the general characteristics of your target population. Refer to the eight characteristics discussed in chapter 5 of *The Systematic Design of Instruction*. Use the rubric for evaluating analysis of the learners on page 107.

• Describe in writing the demographic information of your target population
• Describe in writing entry-level skills required for using your instructional unit
• Describe in writing the target populations' prior knowledge of the topic you will be
teaching

- Describe in writing the target populations' attitudes and motivation toward the topic you will be teaching
- Describe any additional information on your target populations' education level and learning styles
- Describe in writing any other unique characteristics of the target population that needs to be taken into account when designing the instructional unit.

**Examples: Learner Analysis**

*Learner Analysis Example: Karen Strain*

**Demographics**

The instructional setting included three seventh grade math classrooms in a small rural school in Washington State. The population is just over 50% low socioeconomic, the majority Caucasian, with 33% Hispanic (primarily native Mexicans) out of a total of 95 students. Class sizes range from 25-27 students. The students in this grouping are tracked, with the top twenty percent pulled out for advanced placement pre-algebra.

There are 15 special education students, including one child with cerebral palsy who functions four to five years below grade level, and two at-risk autistic boys. Of the 23 Hispanic students, all are bilingual with one that is at tier one, and are classified as emerging English. This means that Spanish is the native language for all these students, but the tier one student is not yet able to converse in English, even socially. These students are the focus of the research study. Five of the Hispanic students are also classified as special education students.

The content is general math with an emphasis on problem solving. The curriculum has been carefully aligned with Washington State and National Council of Teachers of Mathematics standards. However, this group of students has scores well below grade level on standardized tests. Only a few of the Caucasian students have passed the prior year's state test. Classes are held every other day for the entire year on a modified block schedule with 90 minute periods. There are multiple support personnel in the classroom, including a special education teacher who team teaches the class with the mainstreamed students and helps with modifications. There is also a part-time English Language Learner aide who works with the emerging English students. In addition there is a full-time Learning Assistance Program aide for helping students who are functioning below grade level, but who do not qualify for special education.

**Prior Knowledge of Topic**

Over 50% of the students have had no instruction in probabilities. The topic is often at the back of the traditional math textbook and is not a topic that most teachers feel comfortable teaching. The students who have had instruction in probabilities are familiar with the idea of chance and can find probabilities of simple events like the probability of flipping heads on a coin or rolling a five on a standard number cube. In addition many of the low socioeconomic students have never played card games and board games at home. These students do not know the number of cards in a deck, the suits, or cards such as queen, king, and jack. They have not developed an intuitive understanding of chance that students who have played games seem to develop.
These students have had some instruction in prerequisite skills. They have worked extensively with fractions and are fairly fluent at converting fractions to decimals to percents. They have also worked with ratios and have some understanding of the difference between a part-part ratio and a part-whole ratio.

**Attitudes and Motivation**
The high number of special education students in this group contributes to an overall atmosphere of defeat. Many of these students believe they cannot succeed or do well in math. They expect to fail or do poorly on tests. Like others in their age group, they are very social. They would rather talk than wrestle with a difficult problem. They do not have the strategies or the mental attitudes to persevere with challenging problems.

Homework is a difficult issue, and the staff has discussed the value of homework with this rural population of seventh graders. Eighty percent of these students are participating in school sports for the first time. They have two hour practices after school every night and on game nights are often on the road until 10:00pm or 11:00pm. Many of the students have a number of responsibilities outside of school, including babysitting younger siblings, translating for parents at appointments, or cleaning the house.

All of these seventh grade students want to be successful. However, they are easily defeated and do not have the confidence to stick with a topic that they find challenging. They are also reticent about asking questions. They do not want to be seen as "stupid." Consequently, many of these students do not have the coping skills that seem inherent in their academically successful peers.

**Learning Styles/Orientation**
The majority of these students are visual learners, while the Hispanic students are holistic in their thinking and approach to learning (Curtin, 2005). This population struggles with math because they have not yet developed their abstracting ability. They need concrete, visual examples that relate to their lives and frames of reference. This dependence on visual learning is compounded for ELL students since they rely heavily on the visual to make up for language deficiencies. Several of the special education students are identified attention deficit or hyperactive, which means that kinesthetic, active learning is beneficial for them.

**Cultural Characteristics**
Some Hispanic students are holistic in their thinking (but not all). Holistic learners tend to think in terms of the whole picture, not the details. Thematic units that relate concepts and new learning to their lives and personal background are most beneficial. Graphic organizers, overviews, and closures that generalize the context are helpful to these students.

The Hispanic students that are observed in this analysis tend to be reserved in public situations, particularly when conversing with adults. As a result they appear to be reticent to ask questions in class or seek help outside of class. Absences are often an issue with the students in this school. Students often have to stay home to take care of siblings while parents work. In winter, many students leave for a month or two to visit Mexico.

**Summary: Learner Analysis**
The purpose of the learner analysis is to identify unique characteristics of your learner population to be addressed when designing the instructional unit. Instructional strategies are selected based on the learner analysis. The identification of entry level skills is also important: if the learner does not have those skills they will not be successful with the instructional materials. Consideration therefore needs to be given to evaluation of entry skills and additional instruction if needed.

**Analyzing the Problem, Part IV**

A fourth subject (corresponding to a fourth week) is provided in this course of study to allow more time to complete the learner analysis presented in the "Analyzing the Problem, Part III" subject.

**Complete Learner Analysis**

In the previous topic, the learner analysis was thoroughly presented. In this topic, you will complete a learner analysis.

**Complete Learner Analysis**

URL: [http://www.taskstream.com](http://www.taskstream.com)

Complete the learner analysis for the IAT1 in TaskStream.

**Conclusion**

Congratulations on completing all the weeks for Instructional Design Analysis! Your studies included the elements of systematic instructional design: needs analysis, learner analysis, task analysis, goal statements, performance objectives, and instructional strategies. These are critical elements of the systematic design of instruction. Not only will you use these skills on the IPT1, but you will use them in your capstone as well. And, of course, you will employ them when you develop instruction. Consider what strategies helped you learn the material. Write these down and share them with your students in the future.

**Accessing Performance Assessments**

You should have completed the tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- IAT1

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

**Feedback**

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

**ADA Policy**
Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities