This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Issues in Instructional Design. Your competence will be determined as you complete the IET1 performance assessment. This course of study can take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This document is also designed to help you become an independent learner by providing multiple learning methods. As with any learning activity, steps may be completed more quickly than shown below.

Introduction

Welcome to Issues in Instructional Design. Over the past thirty years, learning instruction has shifted away from classroom lectures by experts in a field to interactive instruction. Instructional design 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 and 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. This course of study has been created around four different topics: learning theories, cultural sensitivity, task analysis and design theories. Each section should take about 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 message board to discover the correct way to perform 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 assigned activities in which you will need to find examples from within your text to help you better understand the process discussed. Other opportunities, such as reviewing the feedback given to other students in the message board and narrated multimedia presentations using examples of the instructional design process will be used to help you better understand assessment expectations.

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

One-to-One Interaction with the Course Instructor: Interaction is a very important part of your learning. It is necessary for you to be able to receive feedback on your work, ask questions, and participate in learning events where you can interact with other students and the course instructor. We have built in a number of opportunities for you to interact with the course instructor for this domain. We suggest you take advantage of these interactive opportunities.

In this unit, you can receive feedback on the instructional design process: the task analysis. You can either email the course instructor or post in the message board of this course of study.

A second opportunity for interaction is the Monday night phone conferences that cover different topics that you are learning about in instructional design. All students enrolled in the instructional design domain will receive weekly e-mails about monthly and weekly phone conferences.

The third opportunity for interaction is in setting up a time for a phone conference with the course instructor to discuss any questions you may have. Click on "Contact a Mentor" in the upper right corner of this course of study.

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 under each section. These activities are designed to help you learn the competencies. The work you do will be used in your instructional design performance assessments.
- Visit the message board to interact with other students on topics you will be learning about. Receive feedback on your work.
- Attend the weekly phone conferences on topics from the ID domain.
- Complete the ASCD courses to learn more about a competency. In this unit there are two ASCD courses available to help you with the competency for cultural sensitivity and the use of learning theories.

Competencies
The following five competencies are covered by the Instructional Design Course of Study:

**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.

**Competency: Learning Theories**
The graduate understands different learning theories and their applications in instructional settings.

**Competency: Instructional Strategies**
The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.

**Competency: Theories of Design**
The graduate understands the important elements of the following theories of design: backwards design (understanding by design), teaching for understanding, and Gagne's nine events of instruction.

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

**Preparing for Success**

The information in this 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.

**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.

Optional VitalSource E-Texts
The following textbooks are recommended for nursing students but are not required reading. These texts are optional and will not be linked specifically in any of the activities, but you have access to this resource in e-text form by clicking the linked title provided below.


eBrary 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 free of charge, 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.*

ASCD
You will access ASCD materials at the activity level within this course of study. These courses are an online independent study learning resource provided by the Association for Supervision and Curriculum Development (ASCD).

Other Learning Resources
You will use the following learning resources for this course of study.

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. Follow these directions for accessing the WGU Library E-Reserves.


Special Education and Inclusion

English Language Learners


**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 in the activities throughout this course of study, you will be answering questions, completing exercises, and sketching out concepts. You have the ability to take these notes online through the web-enabled course of study.

These notes will provide an excellent source of important materials to review prior to demonstrating your competence through the assessment.

**Request the IET1 Assessment**

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.
8. Be sure to print the assessment task and rubric. Before you begin read the competencies associated with each assessment task.

**Designing Your Instructional Unit: Part I**

You have learned that the systematic process of instructional design involves five processes—analysis, design, development, evaluation, and implementation. The design process begins with the identification of the goal of instruction. The goal statement should have been derived from analysis of your findings in the needs analysis. The goal should be a clear statement of what the learners will be able to do.

In this section you will do an instructional analysis, also called a task or goal analysis. The major purpose of this instructional analysis is to identify knowledge and skills that should be included in the instructional unit. The instructional analysis is a complex process and is divided into two major steps (Dick and Carey, 2009).

- **Step 1**: Determine the major components of the instructional goal (Dick, Carey, & Carey, 2009, pp. 39-57).
- **Step 2**: Analyze each step in the goal to identify subordinate skills (Dick, Carey, & Carey, 2009, pp. 39--57).

In this section, you will be working on step one. In the next subject section, you will complete step two. Ask yourself the following question: What would the target population be doing if the goal were accomplished?

Dick and Carey point out (Dick, Carey, & Carey, 2009, p. 40) that the goal analysis is not the only way to identify instructional content, but is considered to be the most effective way to ensure accomplishment of the goal of instruction. For the purpose of the competencies at WGU, this approach should be used, since students are asked to begin with a problem that they believe instruction or training will help to improve.

Competencies covered by this subject
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.

**Conducting a Goal or Task Analysis: Step One**

Once the goals of the instruction or curriculum have been determined, there follows a series of design steps directed toward the organization of your instruction into major units or topics. Eventually, these units or topics turn into the statements at the end of the course performance objectives. The next step in the systematic process of instructional design (ISD model) is the task analysis. According to Morrison, there are three types of task analysis that your curriculum should fall into:
• topic analysis,
• procedural analysis, and
• critical incident analysis

The task analysis includes two fundamental steps:

1. Classify the goal statement according to the type of learning that will occur.
2. Identify the knowledge and skills needed to accomplish your goal of instruction. Ask yourself the following: What knowledge would an expert need in order to accomplish this goal?

Preinstructional Activity

Write down your goal of instruction using the notebook feature in this course of study. Next, write down what the target population would be doing if the goal were accomplished.

Content Presentation

Read the following in The Systematic Design of Instruction:

• chapter 3 ("Conducting a Goal Analysis")

In the e-reserves, read chapter 4 of Designing Effective Instruction (pp. 62-83, "Task Analysis").

Learning Activities

Using the notebook feature in this course of study, write down what type of learning will occur. The different types of learning are referred to as "domains of learning."

The five domains of learning include the following:

• verbal information: requires learners to provide specific responses to relatively specific questions
• intellectual skills: uses problem-solving skills
• psychomotor skills: involves the coordination of physical and mental activity
• attitudes: has the learner choose to do something
• cognitive strategies: involves meta-processes to manage thinking (You will not be using this domain.)

Describe the step-by-step process of the individual who will be performing the goal.

Refer to chapter 3 (“Conducting a Goal Analysis”) of The Systematic Design of Instruction for examples on identifying the steps for the different domains of learning.

Examples

Refer to chapter 3 (“Conducting a Goal Analysis”) of The Systematic Design of Instruction for excellent examples.

Summary
The goal analysis is done after you have identified a goal of instruction that clearly states what the target population will be able to do after completing the instructional unit. The first step in identifying what content must be taught is conducting a goal analysis, which we will also refer to as a "task analysis" and an "instructional analysis."

The goal analysis begins with identifying which of the five domains of learning the goal of instruction fits into. The second step is to identify all of the steps that must be performed to achieve the goal. Remember that this initial step should only be considered a draft, since it may need further revision as we continue with this process.

### Designing Your Instructional Unit: Part II

In this section you will continue to do an instructional analysis (also called task analysis or goal analysis). The major purpose of this instructional analysis is to identify knowledge and skills that should be included in the instructional unit. In the last instructional unit, you learned that the instructional analysis is a complex process and is divided into two major steps.

- **Step 1**: Determine the major components of the instructional goal (Dick, Carey, & Carey, 2009, pp. 39-57).
- **Step 2**: Analyze each step in the goal to identify subordinate skills (Dick, Carey, & Carey, 2009, pp. 58-89).

In the previous subject you identified the steps that learners must know or be able to do before they can accomplish the goal of instruction. You also learned that it is necessary to examine each step to determine what students must learn or be able to do. In this section, you will do the next step of identifying the subordinate skills that you identified in the previous subject. If this step is eliminated, one of two things could occur:

- Required skills that are necessary for effective instruction are omitted.
- "Nice to know" but not necessary information will take additional time, but is not necessarily needed for accomplishment of the goal.

Competencies covered by this subject

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.

### Conducting a Goal or Task Analysis: Step Two

This section will continue to discuss the topic of task analysis. In step one, you identified the goal of instruction and described the step-by-step process of the learner. Now you will complete the task analysis.

#### Preinstructional Activity

Review the goal analysis that you completed in the previous subject section. Review the steps that you identified as necessary to accomplish the goal.

#### Content Presentation

Read chapter 4 ("Identifying Subordinate and Entry Skills") of *The Systematic Design of*
Instruction.

A narrated multimedia presentation is also available to help you better understand the ISD processes through the use of examples. This presentation includes the following instructional design processes: problem statement; needs analysis and reporting of data; goal statement; task analysis; performance objectives; and, assessment. Click here for the presentation: http://wgu.connectpro.acrobat.com/p44844385/

Learning Activities

Do the appropriate analysis for the steps identified in step one.

Refer to chapter 4 (“Identifying Subordinate and Entry Skills”) of The Systematic Design of Instruction for more information.

One-to-One Interaction with the Course Instructor: Receive feedback on your task analysis by submitting it to the message board in this course of study. Or send it to the course instructor via email.

Complete the IET1 "Task Analysis" in TaskStream.

Examples

Refer to chapter 4 (“Identifying Subordinate and Entry Skills”) of The Systematic Design of Instruction for examples.

Putting it all Together - Part 1: This presentation, available at the URL above, was created in response to students' requests to create a learning resource to help them better understand the instructional design processes. In this multimedia presentation, one student's ID project is presented as an example to be used to discuss these processes: analysis (needs analysis, goal statement, task analysis, learner analysis) and design (performance objectives and assessments). Click here for the presentation: http://wgu.connectpro.acrobat.com/p44844385/

Summary

The following steps are a very important part of creating effective instruction.

1. Analyze the problem (the needs analysis).
2. Based on the needs analysis, write a goal of instruction.
3. Analyze the goal to determine the steps necessary to perform the goal.

Determine the knowledge and skills associated with each step to identify the main tasks (subordinate skill analysis) learners must perform in order to accomplish the goal of instruction.

Analyzing the Problem

The systematic process of instructional design involves the analysis, design, development, and evaluation of instruction. In this section you will be introduced to concepts and procedures for analyzing the target population of cultural sensitivity issues.
You have learned about the processes for gathering information about a problem, and you have learned how to determine what content must be taught to accomplish the goal of instruction.

You also learned in the courses of study for IDC1 and IAT1 that it is important to analyze the target population in order to identify learner characteristics for the selection of instructional strategies. The categories of information about the learners suggested by Dick and Carey include the following:

- 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

In this section, you will learn more about the importance of learner analysis in identifying cultural sensitivity issues and about how instruction needs to accommodate these learners.

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.

**Cultural Sensitivity**

Instructional environments are comprised of diverse learners from many cultures and backgrounds. When designing instruction, developers need to be sensitive to possible cultural issues in a learning environment.

In addition, within an instructional setting, there will always be different ways to modify lessons or instructional activities to include all learners and a variety of instructional tools. When you design your own instructional unit, you will want to have the option to address these additional needs.

At the end of this section, you will demonstrate your competence through an essay in TaskStream, one describing how you would modify a lesson, the other relating an experience in which you worked with cultural differences.

**Preinstructional Activity**

Identify diverse learners from other cultures and backgrounds in your instructional setting.

Using the notebook feature in the course of study, write down a few of the challenges that these diverse learners present to your classroom setting.

**Content Presentation**
Access the following ASCD courses as the primary learning resources for this competency:

- "Embracing Diversity: A Look in the Mirror"
- "Embracing Diversity: Effective Teaching"

Additional learning resources in the e-reserves:

3. ETS Fairness Review Guidelines.

**Learning Activities**

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

Complete the lessons in the ASCD courses "Embracing Diversity: A Look in the Mirror" and "Embracing Diversity: Effective Teaching." Be sure to complete the readings, interviews, and links in the individual lessons. There are no assignments to be turned in; the assessments are optional.

Read articles from the e-reserve that are appropriate for your teaching and learning environment.

Describe guidelines that should be addressed when developing instruction in which the target population consists of diverse learners from different cultures and backgrounds.

Write down at least three examples from your experiences in which you have experienced cultural issues in a learning environment. Share your examples using the message board.

Complete the IET1 "Cultural Sensitivity" essay in TaskStream.

**Summary**

The purpose of the learner analysis is to identify unique characteristics of your learner population that should be addressed when designing the instructional unit.

In this section, you learned that, in addition to characteristics discussed in chapter 5 (“Analyzing Learners and Contexts”) of The Systematic Design of Instruction, issues related to cultural diversity can impact the learning environment and must be taken into consideration when designing your instructional programs.

**Designing the Instruction: Part I**

In this section you will learn important information about theories of learning that support the design and use of instructional strategies.
Competencies covered by this subject
505.2.2 - Learning Theories
The graduate understands different learning theories and their applications in instructional settings.

**Learning Theories**
The last two decades have provided extraordinary understanding of the nature of learning. Brain-based research helps people better understand how the brain acquires, connects, stores, and retrieves information. Educators and trainers who understand how the brain works when learning, find that they can design and develop more effective and exciting teaching and learning environments.

With information and knowledge growing at a far more rapid rate than ever before in the history of mankind, it is very important that the goal of education be to help students develop intellectual tools and learning strategies that help them think productively about what they are learning. To further understand this type of learning, you must have a sound understanding of how the mind works and processes new information.

In this section you will be introduced to three learning theories: behaviorism, cognitivism, and constructivism. Additionally, you will be introduced to the latest brain-based research that supports many instructional strategies. Dr. Judy Willis's fascinating book *Research-Based Strategies to Ignite Student Learning* provides scientific information from brain mapping research that shows educators how to help students learn more effectively.

Guiding principles of brain-based learning include the following:

- Multiple complex and concrete experiences are essential for meaningful learning and teaching.
- Before students can make memories or learn, someone must capture their attention.
- Brains are structured to remember novel events that are unexpected. Surprise can be used to bring students' brains to attention.
- The more regions of the brain that store data about a subject, the more interconnections there are.

**Preinstructional Activity**

Complete a table with highlights of each learning theory

<table>
<thead>
<tr>
<th>Learning Theory Definition</th>
<th>Example of How You Used This Theory to Promote Learning in Your Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviorism</td>
<td></td>
</tr>
<tr>
<td>Cognitivism</td>
<td></td>
</tr>
<tr>
<td>Constructivism</td>
<td></td>
</tr>
</tbody>
</table>

**Content Presentation**
Begin by reading the chapter by Robler in e-reserve, "Learning Theories and Integration Models". This article is essential for the learning of this domain competency.

You should have enrolled in and taken the ASCD course "Bridging Learning Theory in the Classroom" when working on IDC1. It may be helpful to review it now.

Read and review the Judy Willis book, Research-Based Strategies to Ignite Student Learning. This book was assigned in the IDC1 Course of Study and is very important to re-read and understand as you move forward with your lesson design.

**Additional Learning Resources: Web Sites**

- Learning Theories and Their Relationship to Instructional Design
- Adult Learning Theory: From Theory to Practice
- Constructivism
- Brain-Based Learning Strategies

**Learning Activities**

Complete the following table. Then complete the IET1 "Learning Theories" essay in TaskStream.

<table>
<thead>
<tr>
<th>Learning Theory Definition</th>
<th>Example of How You Could Use This Theory in Your Learning Environment to Promote Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviorism</td>
<td></td>
</tr>
<tr>
<td>Cognitivism</td>
<td></td>
</tr>
<tr>
<td>Constructivism</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

In this module you were introduced to three learning theories (behaviorism, cognitivism, and constructivism) and brain-based learning. This module should have provided you with an opportunity to reflect on the following:

- What is learning?
- Why is knowledge of learning theories important to the design and development of curriculum and training?
- How have these learning theories contributed to what you currently do with your students?
- How does the brain-based learning principle fit with Gagne's first event of instruction: Before students can make memories or learn, someone must capture their attention?
- Why does technology fit so perfectly as a tool to enhance learning based on how the mind works?

**Designing the Instruction: Part II**
This unit introduces you to three different design theories

Competencies covered by this subject

505.2.4 - Theories of Design

The graduate understands the important elements of the following theories of design: backwards design (understanding by design), teaching for understanding, and Gagne’s nine events of instruction.

Designing Instruction for Understanding

An important component of the design process is to consider how instruction will be presented to the learner. In this lesson you will learn about three design processes:

1. The first is based on the work of Grant Wiggins and Jay McTighe and is called the Backward Design process.
2. The second is the Harvard's Teaching for Understanding framework.
3. The third is Robert Gagne's Nine Events of Instruction.

Content Presentation

The following learning resources provide you with information on the three design theories:

1. Backward Design by Wiggins and McTighe
   a. PDF document
   b. Grant Wiggins web site
   c. PowerPoint presentation from Columbia University:

2. Harvard's Understanding by Design Framework

3. Gagne's Nine Events of Instruction
   a. E-reserve article, "The Events of Instruction" by Robert Gagne

Learning Activities

Complete the IET1 "Design Theories" essay in TaskStream.

Summary

In this section you have learned about three design theories. The first is the Wiggins and McTighe Backward Design process, which suggests a planning sequence that has three stages for curriculum development.

The second, Harvard's Teaching for Understanding framework, includes four key ideas (generative topics, understanding goals, performances of understanding, and ongoing assessment) based on four questions.

The third is Gagne's Nine Events of Instruction. The concept of instructional strategy originated with Gagne's work. His events of instruction represent consideration by the designer and
developer of the external instructional activities needed to support the internal mental processes of learning.

These three design theories represent very different but effective approaches to support student learning.

**Conclusion**

Congratulations on completing the Issues in Instructional Design Course of Study! Your studies included the elements of systematic instructional design-needs analysis, learner analysis, task analysis, goal statements, performance objectives, and instructional strategies. Consider what strategies helped you learn the material. Write these down and share them with your future students.

**Transfer and Application**

In this course of study, you completed a task analysis and learned how to apply learning and design theories. These are helpful skills that you can use on your capstone project and when you design instruction 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.

- IET1

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