

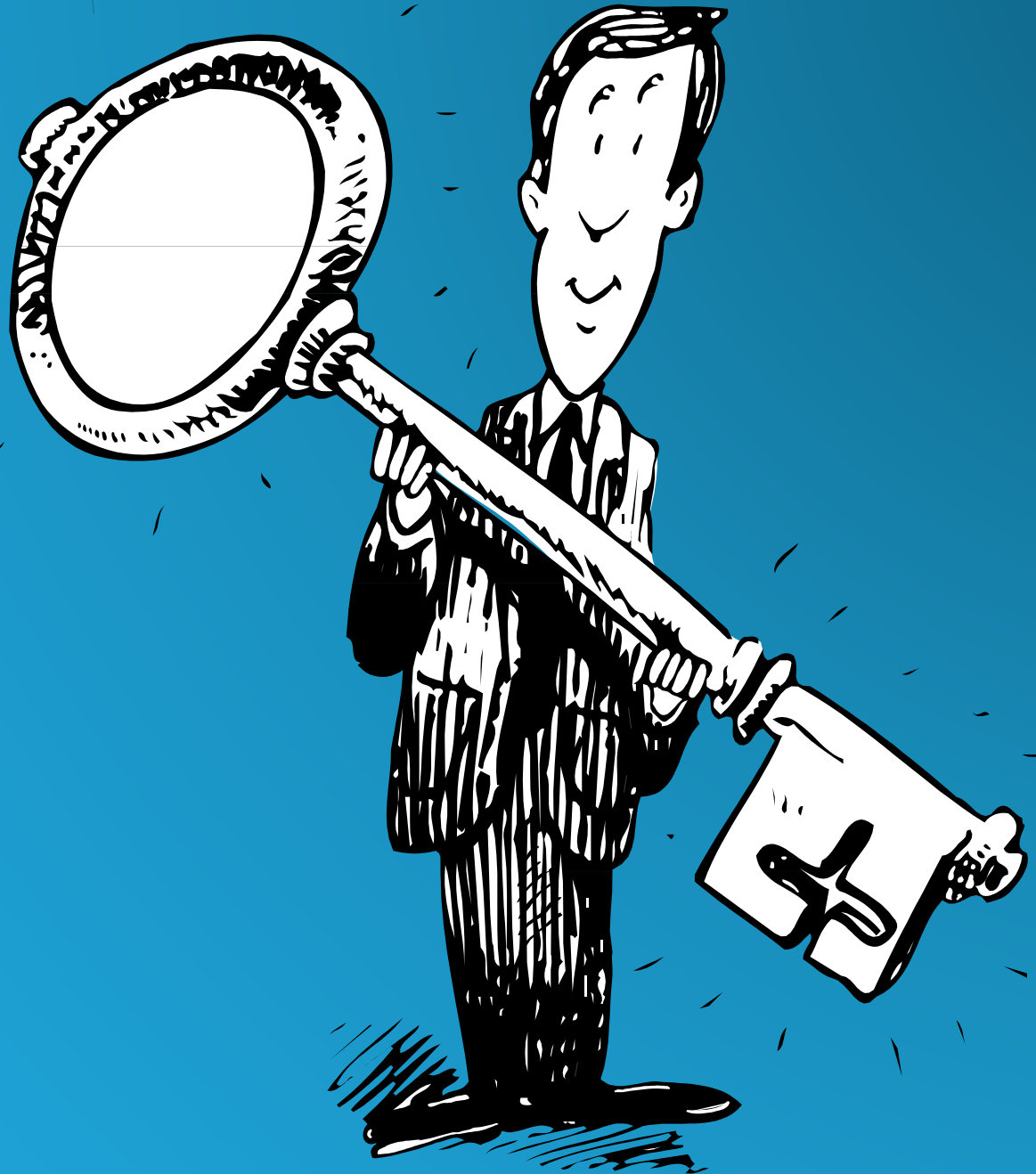
BUILDING THE FOUNDATION: SHOW ME THE PROBLEM!



Why do
people come
to the training
department?



Sometimes...



Other times...



Then, it's



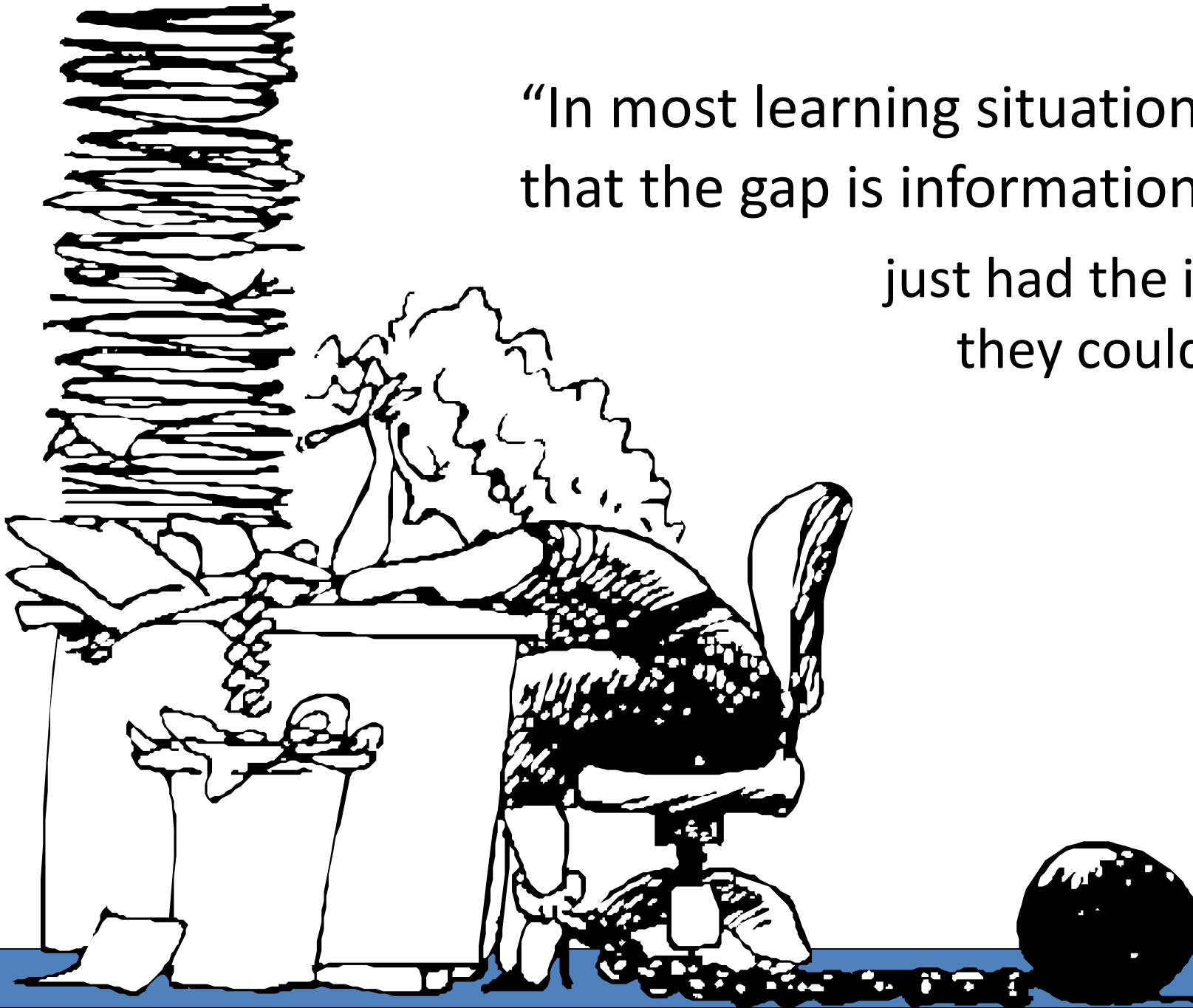
“Got it?

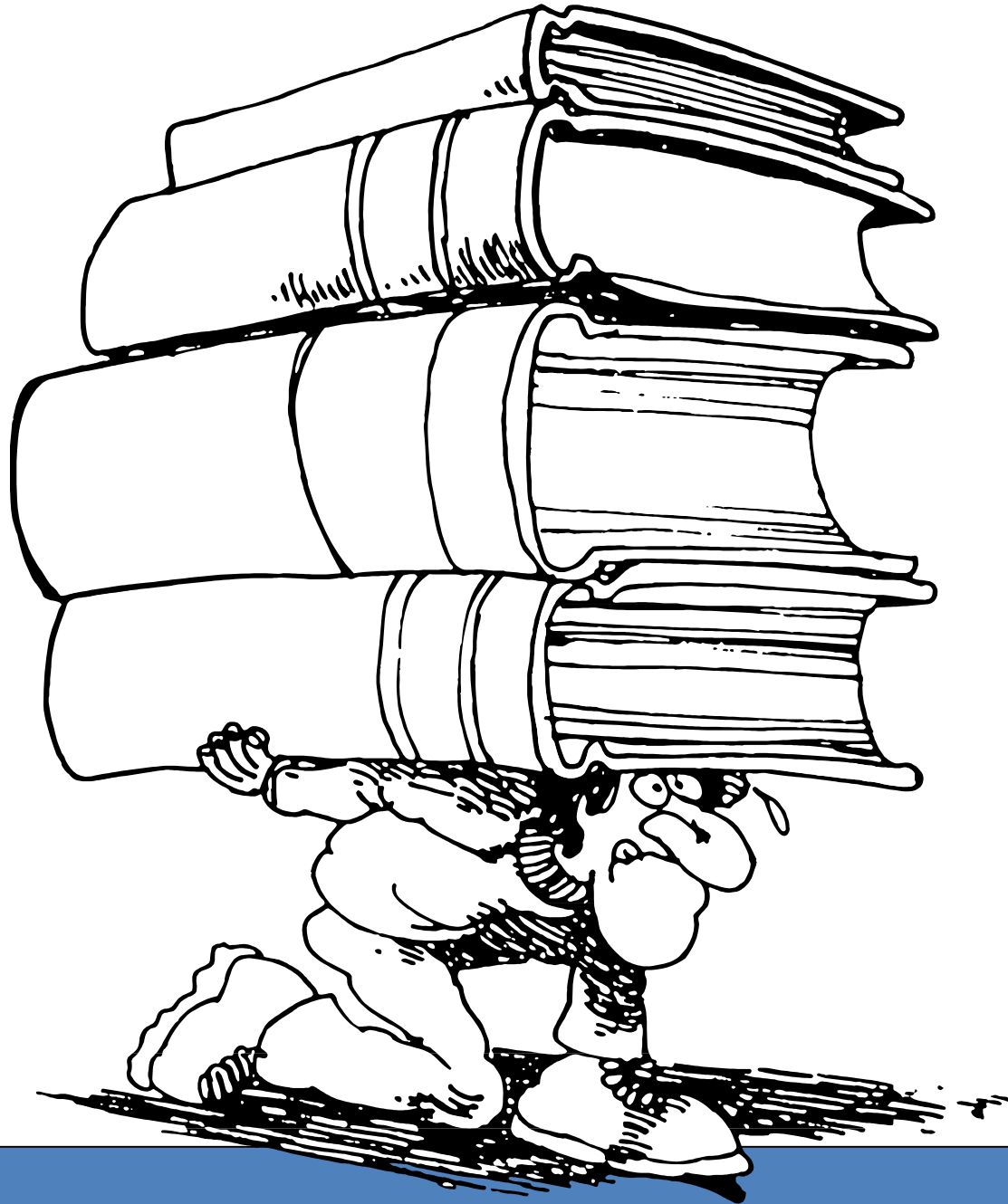
Now go do it!”

“In most learning situations, it’s assumed that the gap is information – if the learner just had the information, then they could perform.”

-Julie Dirksen

*Design For How
People Learn*





“In most learning situations, it’s **assumed** that the gap is information – if the learner just had the information, then they could perform.”



More information
may just provide more of the same puzzle
pieces that aren't working now.

We need to create
the piece that solves
the right problem

How do we do that?





Why do clients come to you?

Make a list of the last 10 projects you worked on, including the current one you are working on today.

STEP ONE

**Clearly identify
the problem**

What's wrong?









A man in a brown button-down shirt is shown from the chest up, sitting at a wooden desk. He is gesturing with both hands, palms facing up, as if explaining something or expressing frustration. A laptop is open on the desk in front of him. The background is a plain, light-colored wall.

It's not better!!

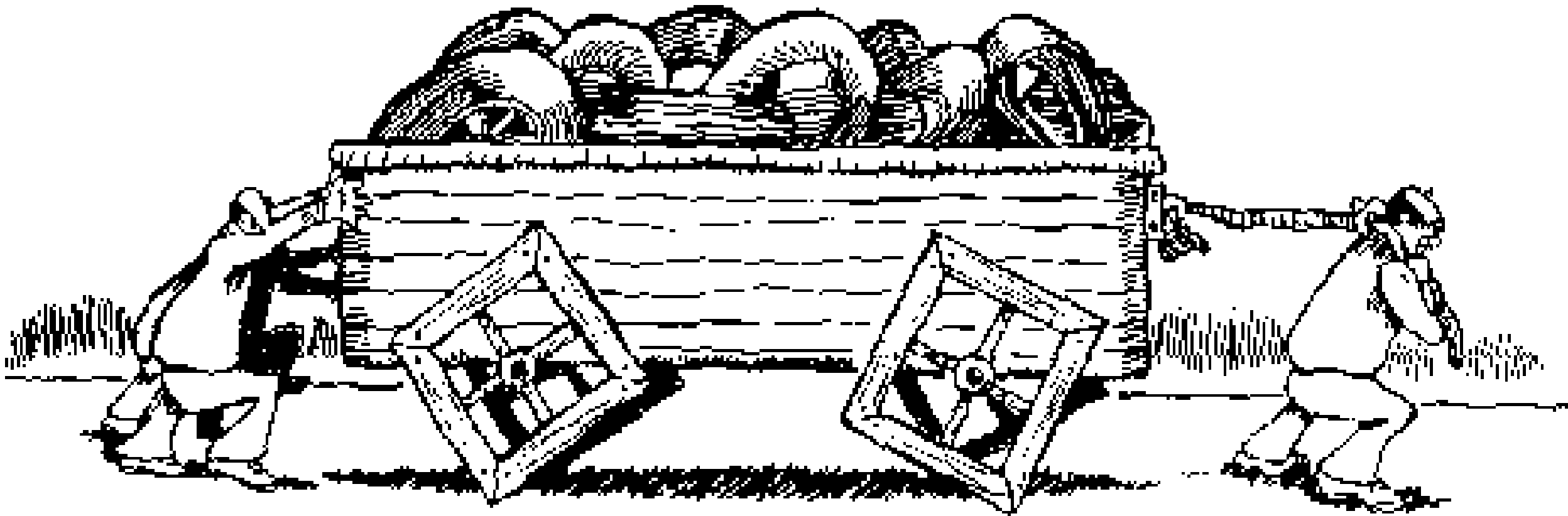




mashroom.5



Well this explains a lot.



An external view
provides a
different
perspective

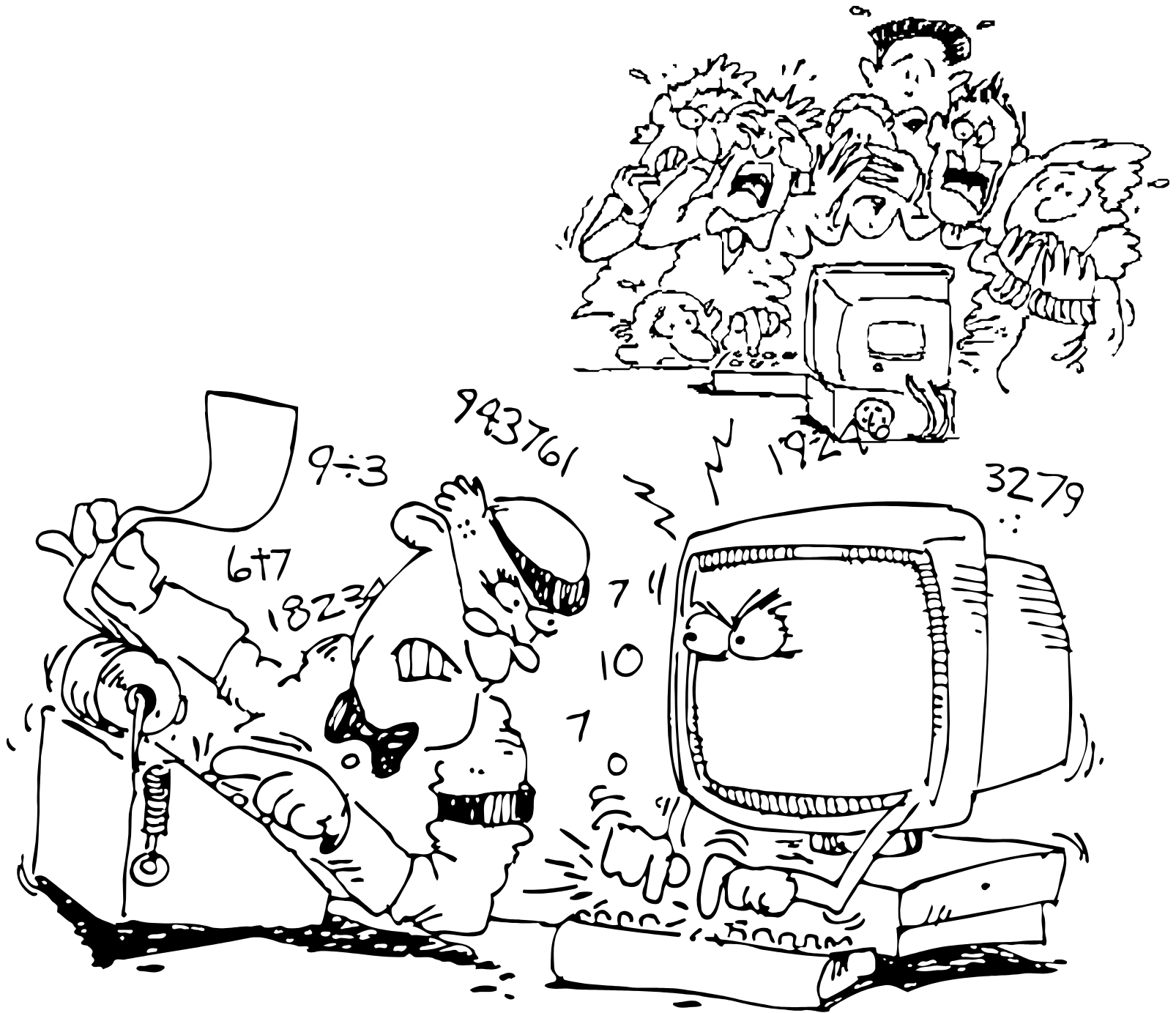


DETERMINE
WHAT'S
WRONG



ASK

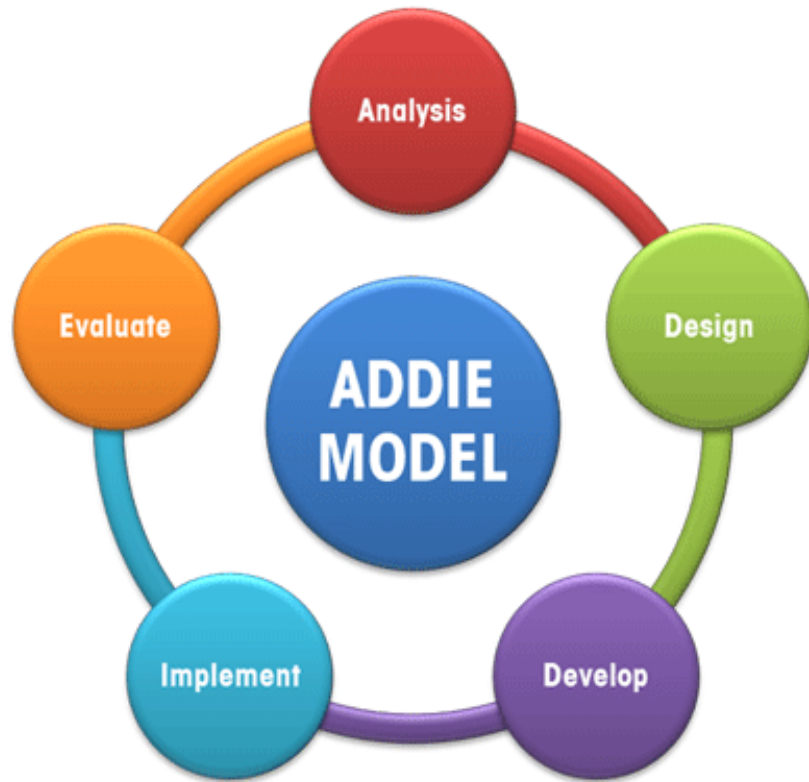
HOW IT IS IMPACTING THE BUSINESS?



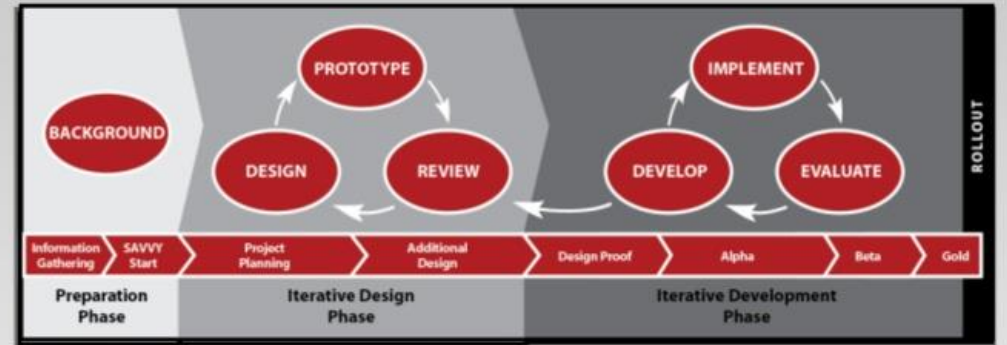
STATE THE PROBLEM IN A SENTENCE

If the problem cannot be stated in one sentence, it isn't clear enough to fix.





Successive Approximation Model SAM 2



An Agile Model for Developing the Best Learning Experiences

Training Development typically follows ADDIE or SAM

THIS IS THE BEGINNING OF A FOR ANALYSIS

STEP TWO

**Examine the
root causes**

Ask why

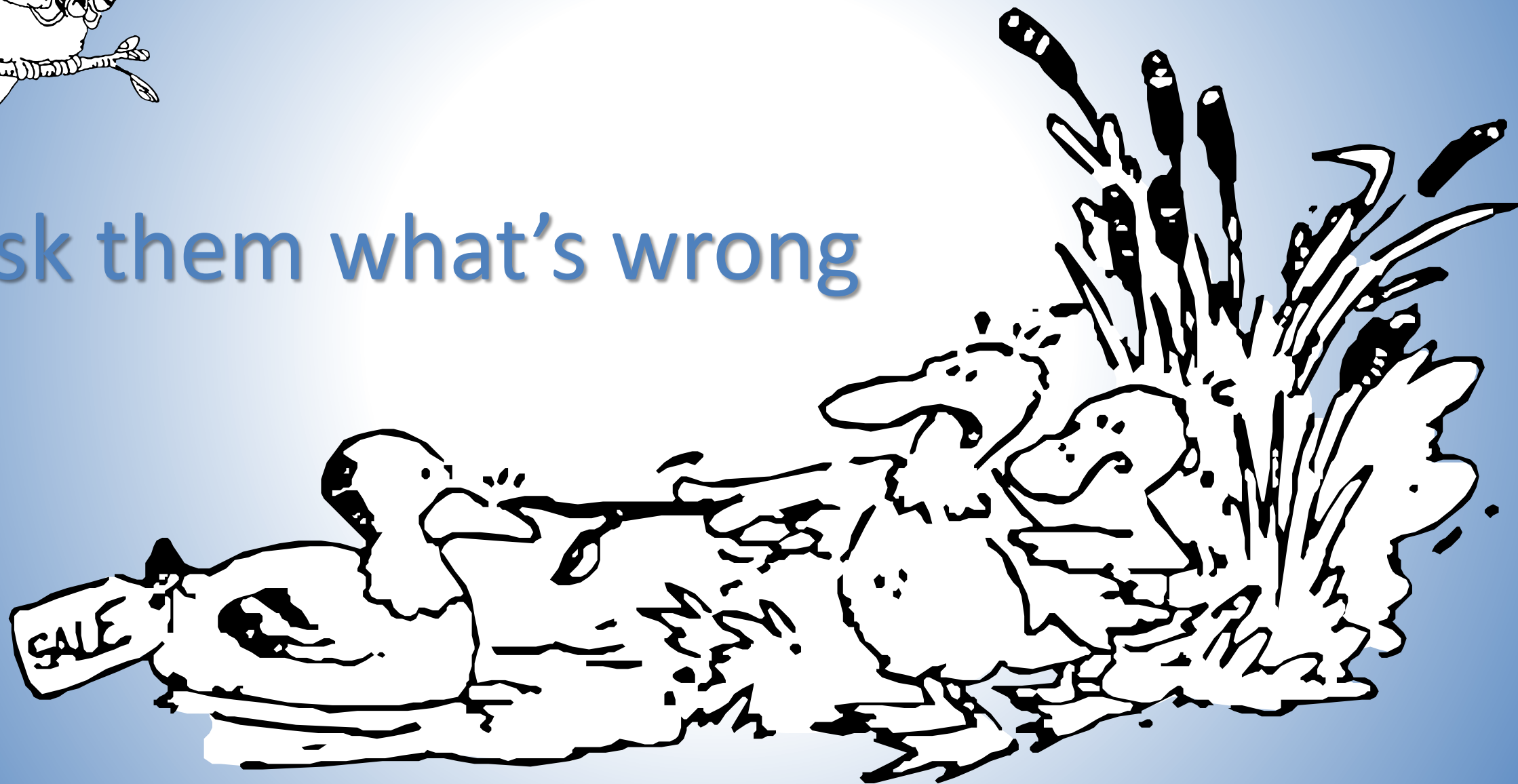


LOOK AND LISTEN





Ask them what's wrong



Look at
Exceptional
Performers



...And those who struggle





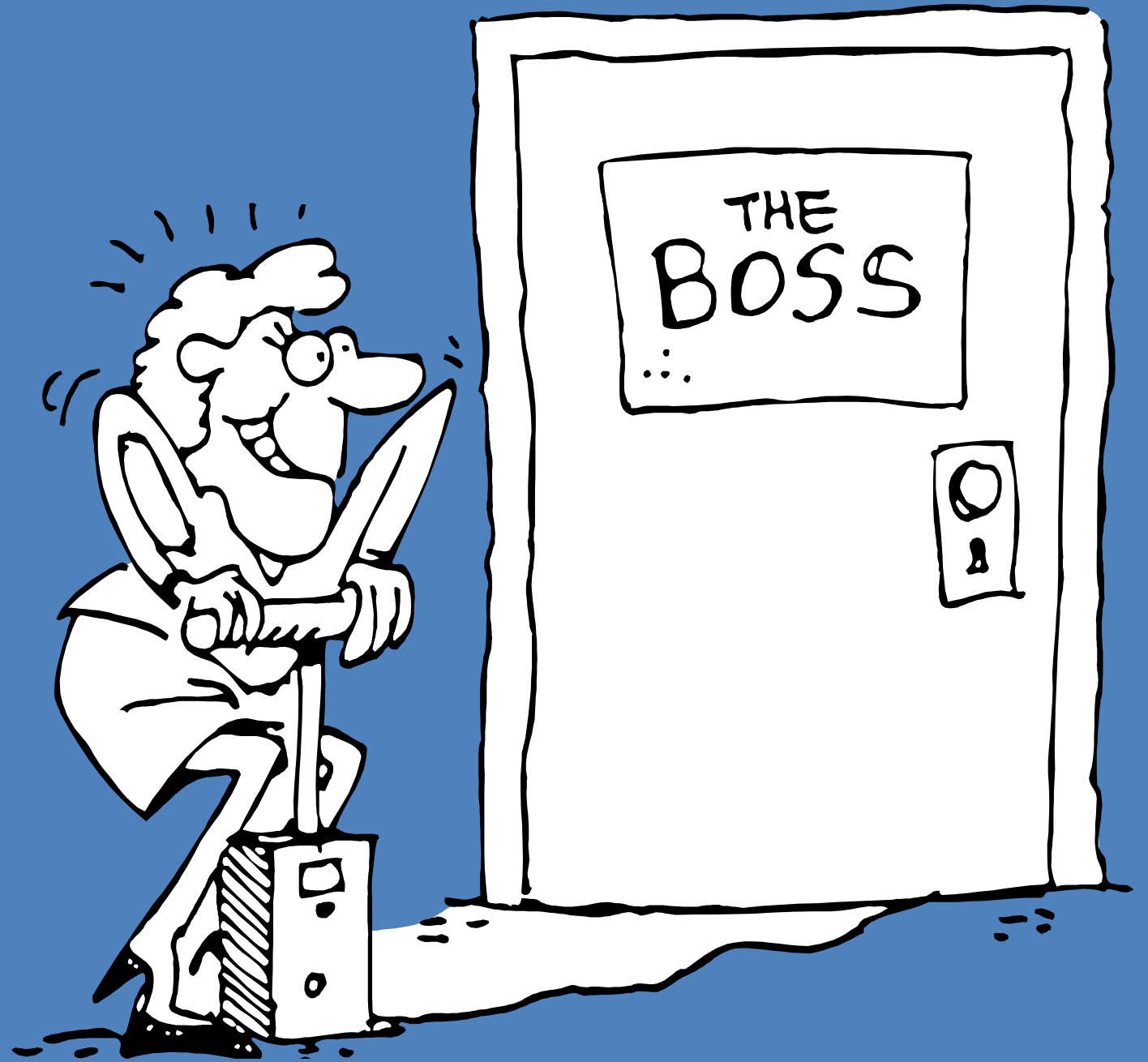
I'VE
GOT
IT!



Look for Skill Gaps

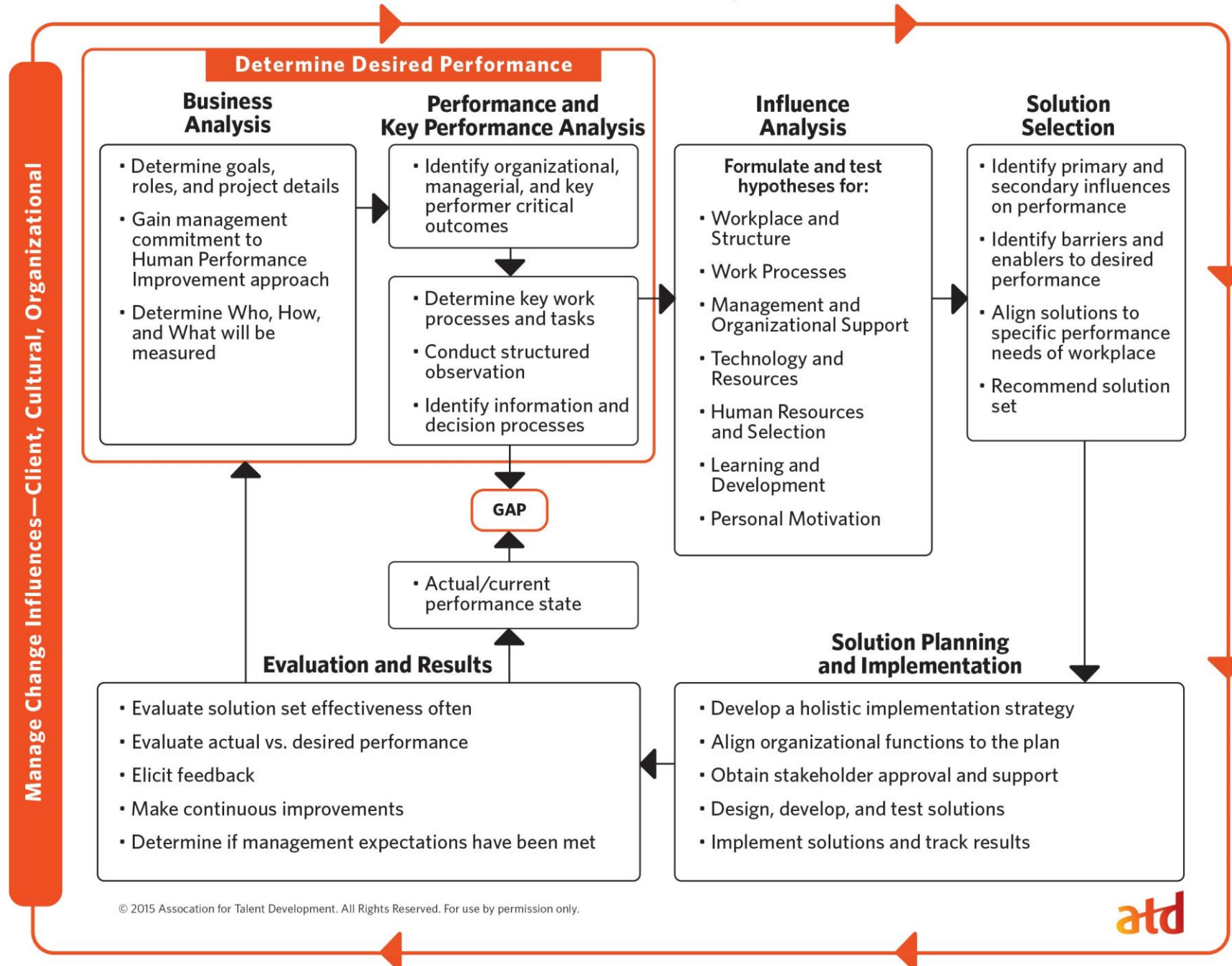


Examine Process Issues



...and people
issues

ATD Human Performance Improvement Model



Six Boxes – Carl Binder

External	Expectations & Feedback 1	Tools & Resources 2	Consequences & Incentives 3
Internal	Skills & Knowledge 4	Selection, Assignment, Capacity 5	Motives & Preferences 6

CONSIDER YOUR FINDINGS

Is the issue:

- Knowledge
- Skill
- Motivation
- Environment
- Something else





SHARE YOUR FINDINGS

RESTATE THE PROBLEM IN A SENTENCE

If the problem cannot be stated in one sentence, it isn't clear enough to fix.

STEP THREE

**Determine what
they need**

Outline the solution



ASK QUESTIONS



Who needs the training?

What do they need to know and do?

When do they need to know and do it?

Where do they need to know and do it?

Why do they need to know and do it?

How do they need to know and do it?

Remember the answers

Who needs the training?

What do they need to know and do?

When do they need to know and do it?

Where do they need to know and do it?

Why do they need to know and do it?

How do they need to know and do it?



DEFINE THE PURPOSE

What do they need to be able to do?

- What do they need to **know** to be able to **do** it?
- How will you know when they are doing it correctly?





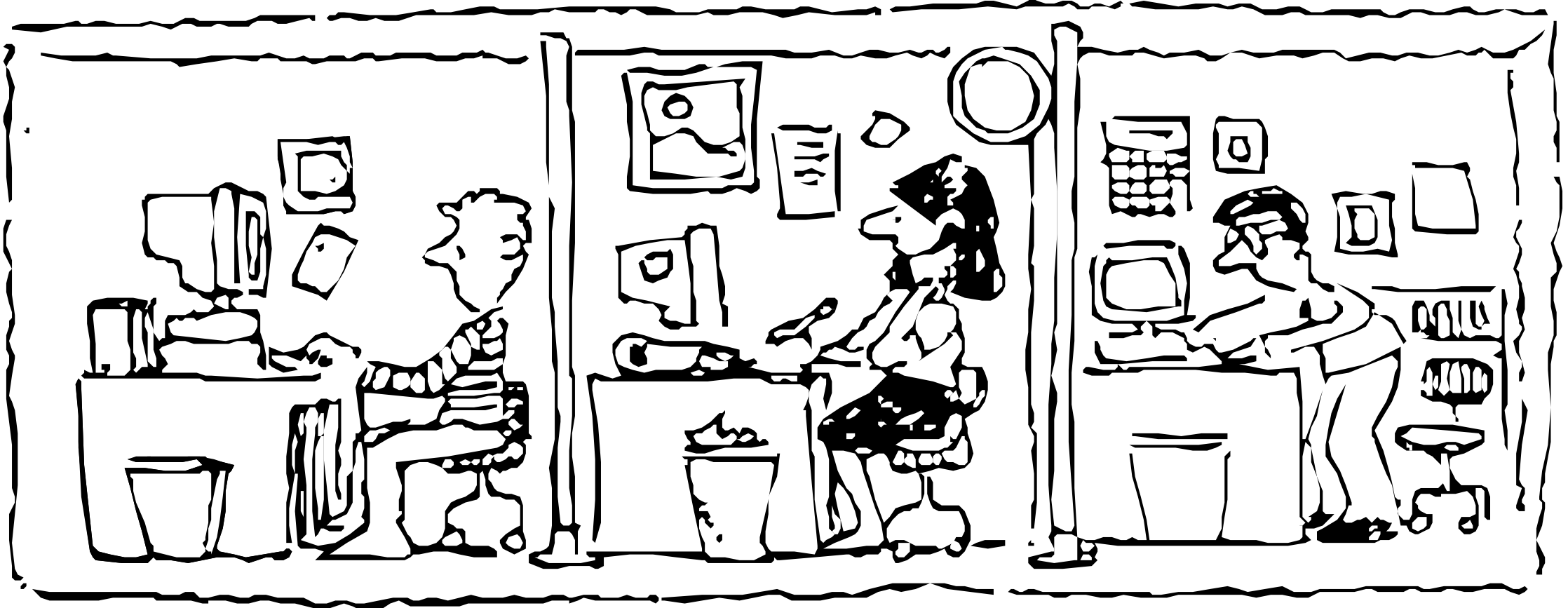
DEFINE THE GOAL

In the end, the learners should know _____ and be able to (DO) _____.

If the goal cannot be stated in one sentence, it isn't clear enough yet.

CONDITIONS

How well do they need to be able to do it?



HOW PROFICIENT MUST THEY BE?



Familiarization



Comprehension



Conscious Effort



Conscious Action

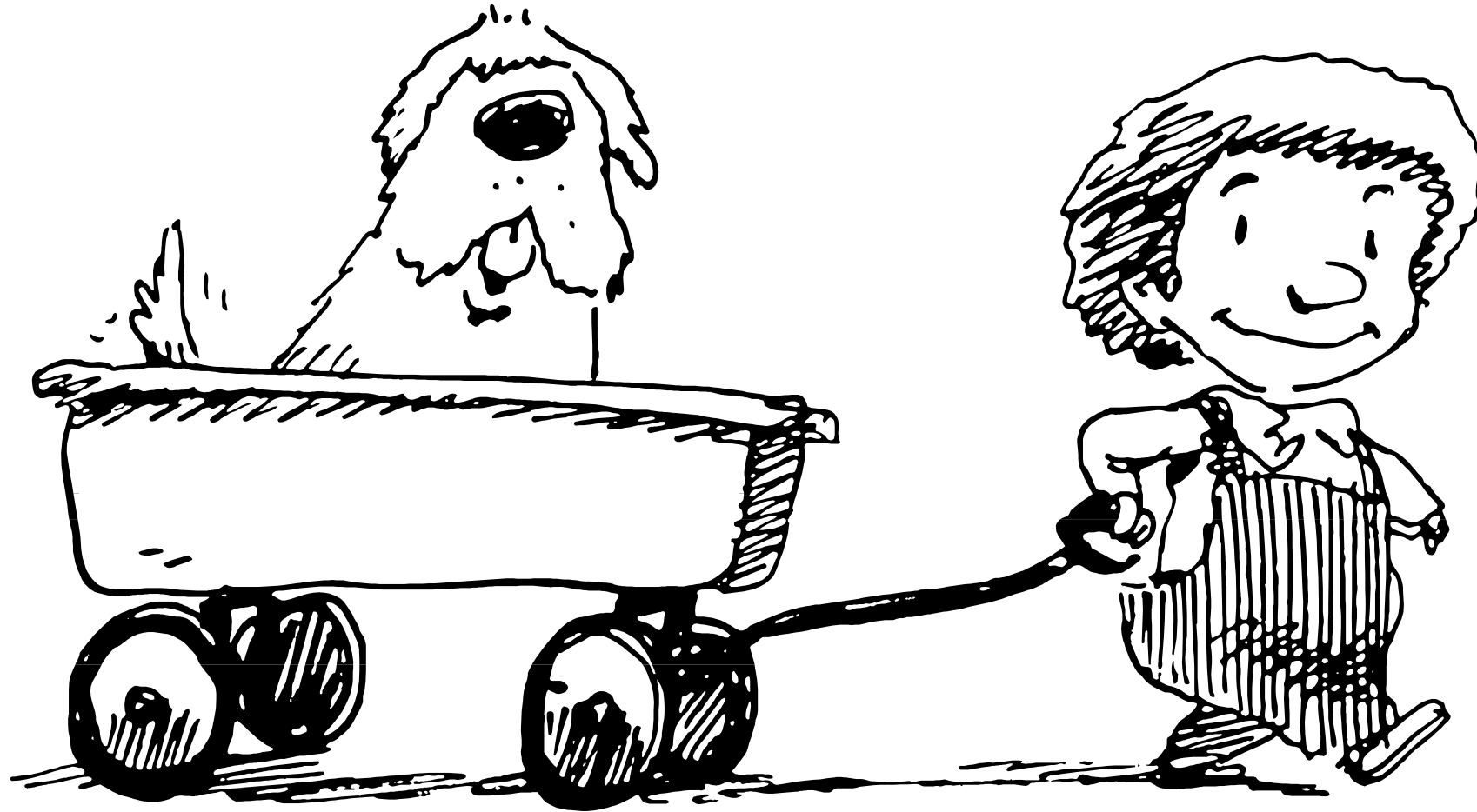


Proficiency



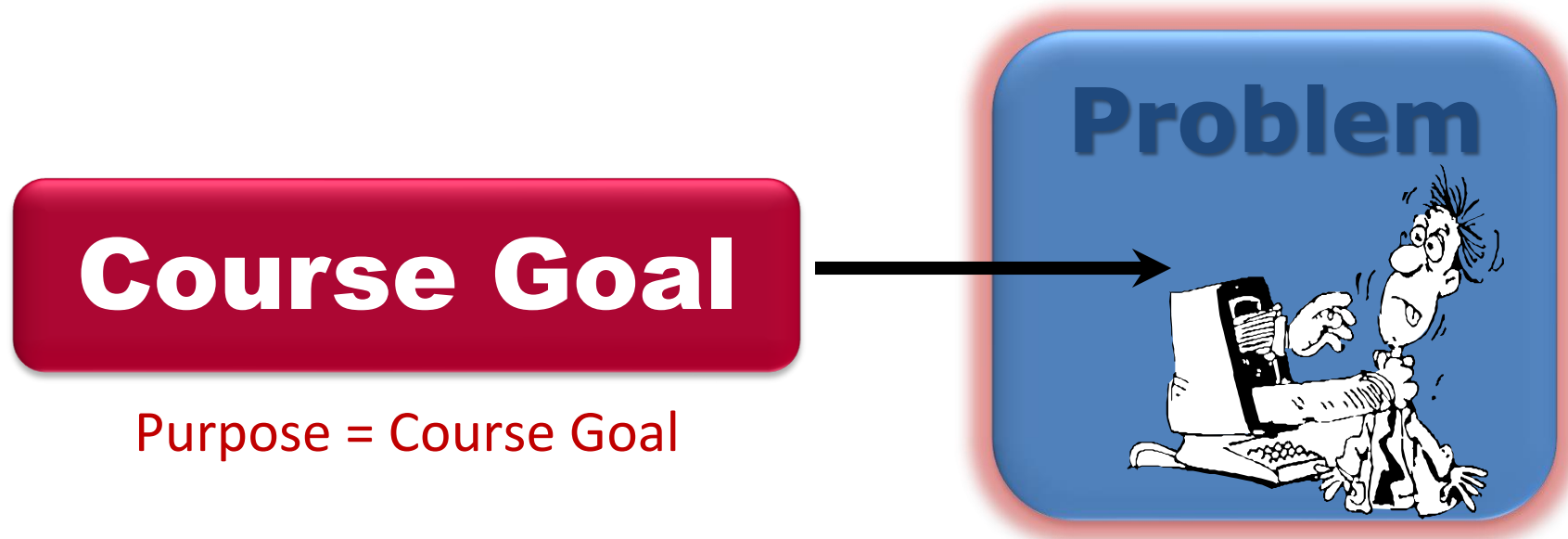
Unconscious Competence

THINK JOB AID



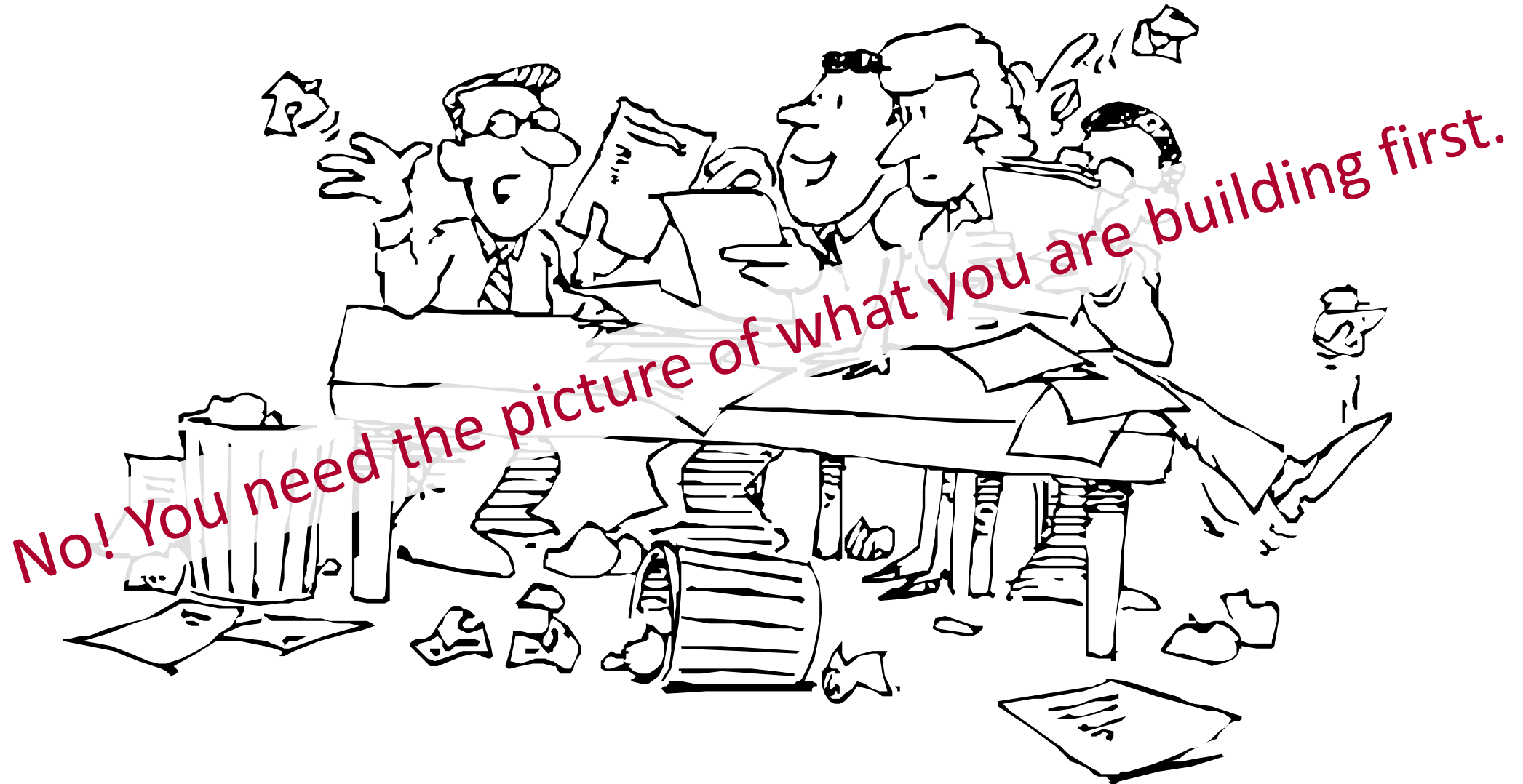
Don't build a spaceship when a wagon will do.

DEFINE THE PURPOSE OF THE SOLUTION



The course goal must address the problem

BRAINSTORM SOLUTIONS?





WHAT IS THE GOAL?

**IN THE END,
WHAT DO YOU WANT
YOUR LEARNER TO
KNOW
AND DO?**



INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

ESTABLISH THE GOAL

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

ADD OUTCOMES TO THE GOAL

INSTRUCTIONAL DESIGN 101

OUTCOMES

- Focus on the learner
- End state results
- WIIFM

At the end of this lesson, you should be able to use the style features of Word to create professional looking documents.

Focus on **DOING**
Practical application

OBJECTIVES

- Focus on the teacher/designer
- Lesson plans
- How we get there

In this lesson, you will learn how to use the Format Painter to copy font styles

Focus on **LEARNING**
Task based

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

OBJECTIVES

Objective 1a

Objective 1b

Objective 2a

Objective 3a

Objective 3b

ADD OBJECTIVES TO EACH OUTCOME

GOAL

In the end, the learner will KNOW _____ and be able to (DO) _____

In the end, the learner will be able to select, assemble and measure ingredients to bake blueberry muffins

OUTCOMES

Learner will be able to

Assemble correct ingredients and supplies

Accurately measure ingredients and prepare for baking

Bake to proper doneness

OBJECTIVES

Learner will be able to

Locate correct supplies in pantry

Locate correct supplies in refrigerator

Locate measuring tools, bowls & baking pans

Measure liquid items

Measure dry items

Use appropriate tools for mixing

Mix to appropriate consistency

Pour appropriate amount into pan

Set oven temperature

Identify time in recipe

Locate and set oven timer

Determine doneness and adjust recipe

LET'S BAKE SOME BLUEBERRY MUFFINS

USE MINDMAPPING

Mindmeister.com

The screenshot displays the Mindmeister.com interface. At the top, a blue header bar contains navigation icons (back, search, home, refresh, undo, redo) and a search bar. The main workspace features a mind map with a central node labeled "Outcome 2". A blue callout box on the left contains the text: "Course Goal: In the end, the learner will KNOW _____ and be able to (DO) _____". The mind map branches into four sub-objectives: "Objective 2a", "Objective 2b", "Objective 2c", and "Objective 2d". Each objective is further divided into three categories: "Assesment", "Activity", and "Content". A right-hand sidebar is open, showing a text editor with a yellow background and various formatting options like font color, background color, text background, and emojis. The bottom status bar includes a notification icon (5), a share button (Shared with 1 person), a play button, and a print button.



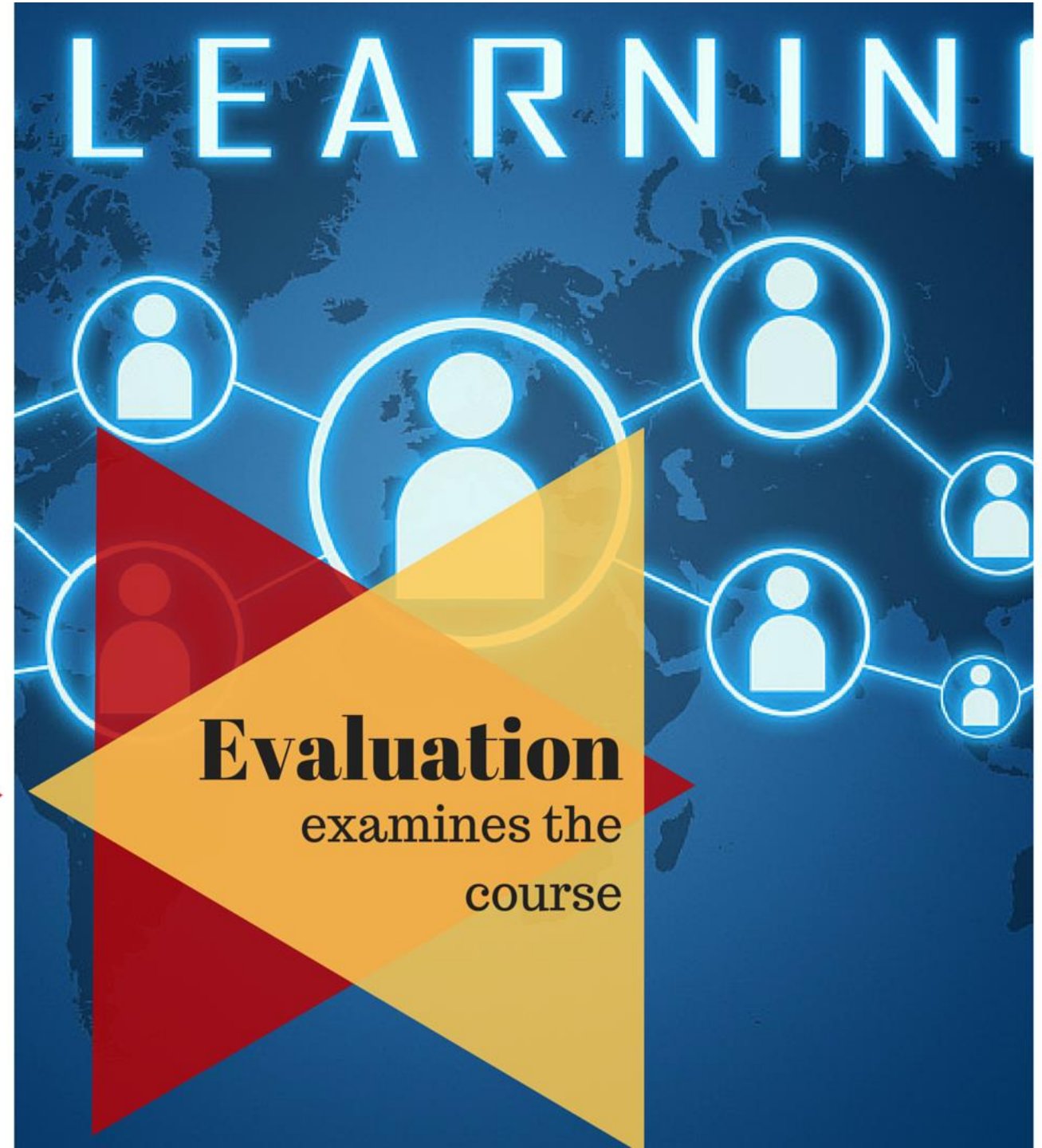
HOW DO YOU KNOW
THAT THEY KNOW?

ASSESSMENT





Assessment
examines the
learner



LEARNING

Evaluation
examines the
course



Kirkpatrick Levels

ASSESSMENT

EVALUATION

Level 2

Did they learn it?

Knowledge

Level 3

Can they do it?

Behavior

Level 1

Did they like it?

Reaction

Level 4

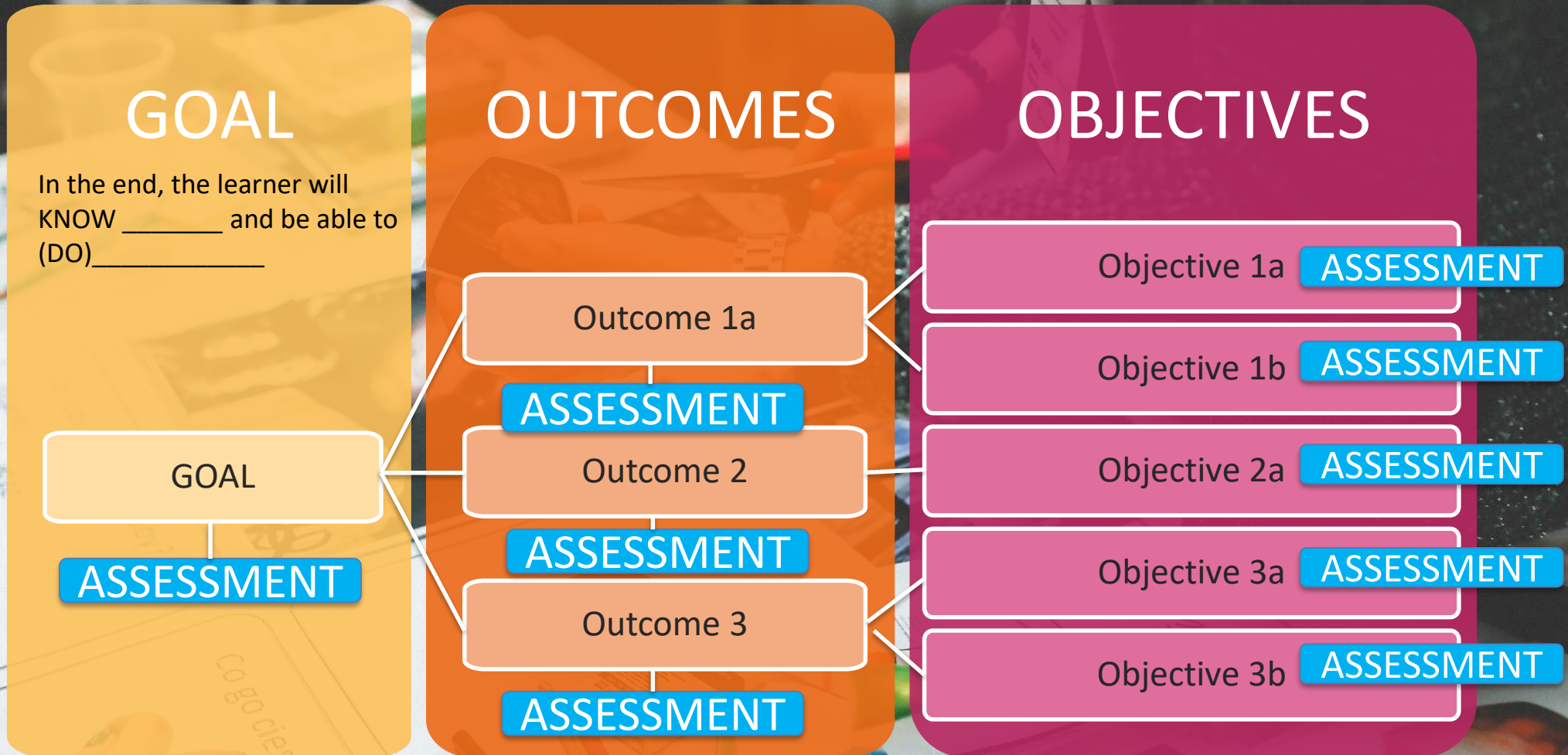
Was it worth it?

ROI/ROE



Always ask
"What do you want
the learner to
KNOW and DO?"

INSTRUCTIONAL DESIGN 101



ASSESS EACH COMPONENT



Authentic Assessment

.....
only the best will do

EXAMINES
LEARNER ABILITY
IN REAL WORLD
CONTEXT

PROMOTES
BETTER **TRANSFER**
BACK TO THE JOB



Diagnostic

Pretest

How much do you know
before we start?

Formative

In Process

How is the learning going?
May need course correction

Formative



Summative

Final Exam

Do you meet the goal of
the learning?



Think Summary

Do you know it?
Can you do it?

HOW DO THEY KNOW THAT THEY KNOW?

- Feedback
- Self measures
- Progress checks
- Reviews and

ASSESSMENT



What makes this a good question?

In this video, the Sky Hero simulated skydiving that the protagonist does at the beginning of the film is considered:

- An immersive game
- An example of gamification
- A game element
- A game for change



Sight. (2013) Robot Genius.
Available on YouTube and Vimeo



?????



Eureka!



No sweat

HOW DO YOU
KNOW THAT
THEY KNOW
THAT THEY
KNOW?

ADD ALIGNING CONTENT AND ACTIVITIES

Remember to scaffold the learning.



Course Goal

Terminal Objective 1

Enabling Objective 1a



Content



Activity



Assessment 1a

Enabling Objective 1b



Content



Activity



Assessment 1b

Enabling Objective 1c



Content



Activity



Assessment 1c

Enabling Objective 1d



Content



Activity



Assessment 1d

Assessment 1



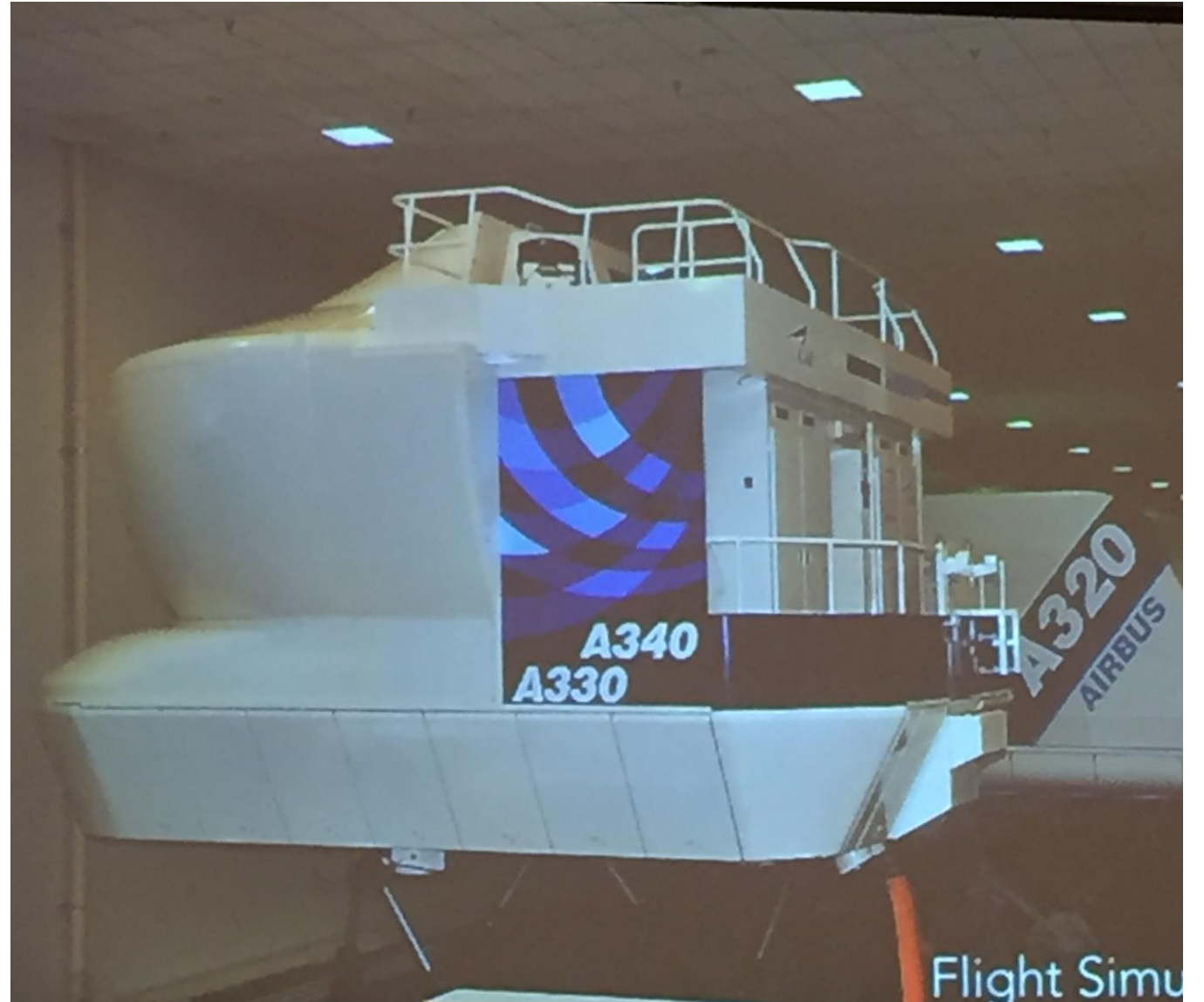
NOW YOU CAN BRAINSTORM!



BEWARE OF SUBJECT MATTER EXPERT BAGGAGE



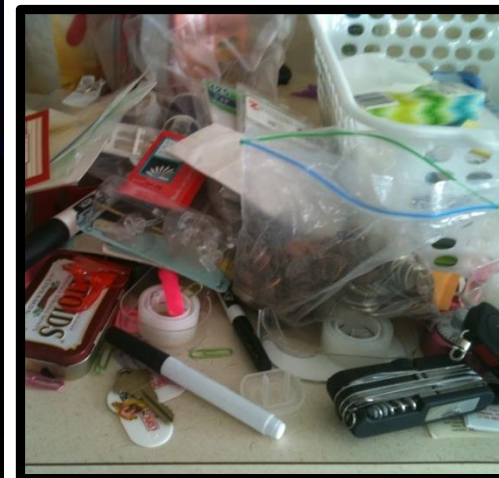
How can we
create this in
our learning?



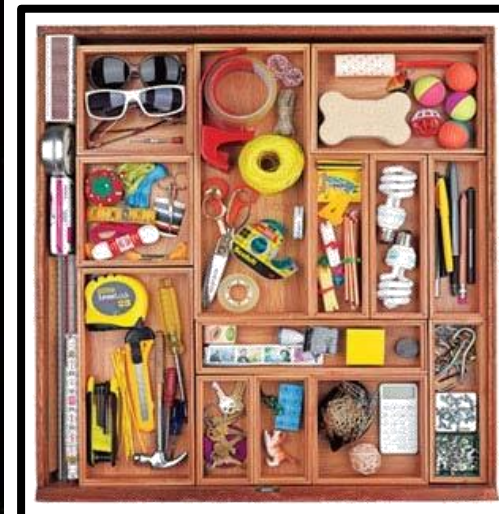
T H E



J U N K



D R A W E R

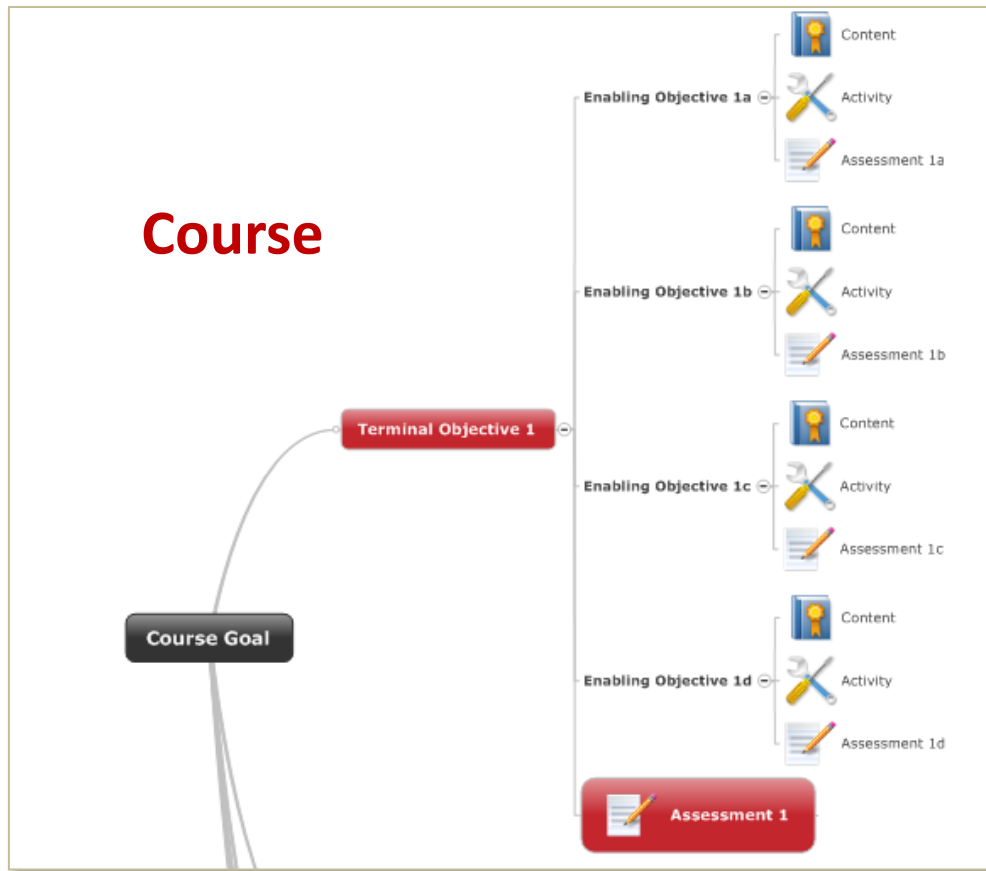


IS IT ALIGNED?



Maybe

- Content
- Content
- Content
- Content







No

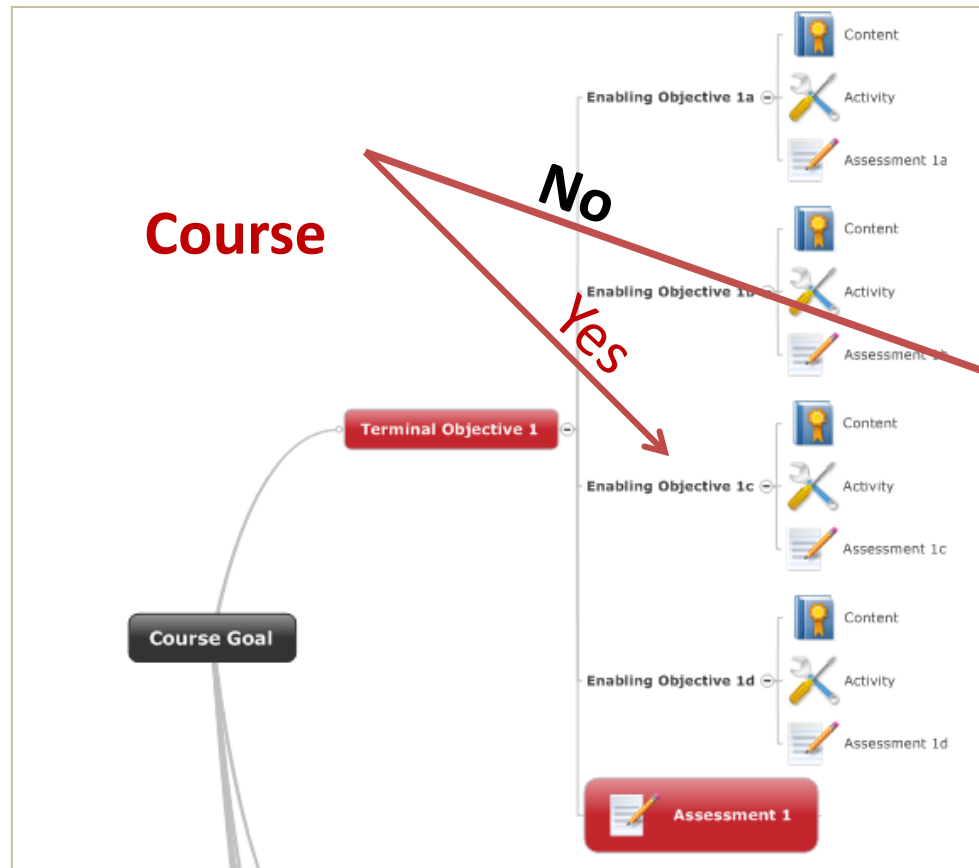
A blue rectangular box containing five circular icons. Each icon features a book with a ribbon and the word "Content". A red diagonal line is drawn across each icon, indicating that these content items are not aligned with the course objectives.

IS IT ALIGNED?



Maybe

-  Content
-  Content
-  Content
-  Content



No

Yes

No

REMEMBER THE GOAL!



SOLVING THE
PROBLEM MAKES
TRAINING THE HERO!



REVIEW

Clearly identify the problem

Ask what's wrong

Look for root causes

Ask why

Determine what they need

Outline the solution





EVALUATION & ASSESSMENT

LOOKING BACK

How did we do?

- Did they learn it?
- Can they do it?



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6165

Thanks for coming, and completing your evaluation.