Instructional Design Document for

COURSE WORKING TITLE:

Developed by:

Training Need (Case Statement)

Audience Definition

**Audience Assumptions**

Context and Constraints

Platform/Location/Room:

Time/Timing:

Resources:

Subject Matter Experts:

Organizational Values/Philosophies:

Other constraints (who will attend, attitude/motivation):

Learning Outcomes

Defining specific learner outcomes is an essential piece of planning an effective course. Well-defined outcomes guide the architecture and content decisions, and provide a means of evaluating whether the course has been successful.

Good outcomes are written from a learner's perspective, and focus on what a learner will know, feel, and do as a result of the course. The three outcomes are:

Knowledge/Cognitive (K): What learners will come to know through the course.

Affective/Feeling (A): What learners will come to feel as a result of the course.

Skill/Ability (S): What learners will be able to do because of the course.

Action (AC): What learner will do

|  |  |
| --- | --- |
| 1. LEARNING OBJECTIVE(S) for TOPIC: (example: Roles and Responsibilities of a Supervisor) | LO TYPE |
| (Example) Given the learner is presented the material the “Supervision Framework”; the learner can correctly list the main three dimensions and at least two specific “tasks” within each dimension of the “Supervision Framework” | K |
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| 1. LEARNING OBJECTIVE(S) for TOPIC: | LO TYPE |
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### Lesson Plan For:

Activity Legend (You can make up any legend that fits your need):

PR=Presentation

EX=Indv Ex

GRP=Group Exercise

EXAMPLE ON HOW TO USE THE TEMPLATE

Learning Objectives:

a. Learner can give at least one example how an expectation framed as a characteristic can be interpreted different ways.

b. Learner can write one expectation framed as specific behaviors

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| Time | | Media/materials | Content/Instruction | | Key Points | | Notes | |
| 10 | Flipchart/markers | | | Intro (PR) – link back to first box of Framework  (GRP) – Make a list of expectations | |  | | Use content as is. |
| 10 | PPT/Exercise/Flipchart | | | (PR) Info on behaviors vs. characaterstics. Give examples. | | Characteristics can be misinterpreted  Characteristics are personal | | This can have a secondary impact of being encouraged to use this skill |
| 10 | Manual/Exercise  PPT | | | (EX) Characteristics – write behaviors. | |  | | Share with your group. |
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(Note: always a good idea to include “Introduction” as one of your design sections).

Introduction Section

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| Time | Media/materials | Content/Instruction | Key Points | Notes |
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#### Lesson 1:

Learning Objective(s):

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| Time | Media/materials | Content/Instruction | Key Points | Notes |
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Learning Objective(s):

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| Time | Media/materials | Content/Instruction | Key Points | Notes |
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#### Lesson 2

Learning Objective:

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| Time | Media/materials | Content/Instruction | Key Points | Notes |
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Learning Objective:

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| --- | --- | --- | --- | --- |
| Time | Media/materials | Content/Instruction | Key Points | Notes |
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