

Design for Learning

Final ID Project Guidelines

A significant portion of the **Design for Learning** course involves designing a learning message of your own. This message can be designed around the topic of your choice but should be **a single lesson that is approximately 60 minutes in length**. Your lesson should be created with a specific audience in mind and can be delivered in either a face-to-face classroom setting or as online instruction.

You will use the Dick, Carey, and Carey Instructional Systems Design (ISD) Model to design your lesson. Each lesson in the course, from Lesson 4, onward, will help you build your instructional design.

The components you will create for your instructional design are:

1. Needs Assessment (Lesson 4)
2. Goal Statement (Lesson 4)
3. Instructional Analysis (Lessons 5 and 6)
4. Learner Analysis (Lesson 7)
5. Performance and Learning Context Analyses (Lesson 7)
6. Objectives (Lesson 8)
7. Assessment Items (Lesson 9)
8. Instructional Strategy (Lesson 10)
9. Development Plan (Lesson 11)
10. Formative Evaluation Procedures (Lesson 12)

The Instructional Systems Design (ISD) process is split into two parts: **1) Research** (Lessons 4-7) and **2) Design** (Lessons 8-12). As part of this process, each lesson assignment will ask you to answer a series of guiding questions and/or provide information about different aspects of one of the design components listed above. Each of your descriptions should discuss these “talking points” in detail and all of the information you provide should be **evidence-based**, reflecting your personal knowledge as a subject matter expert (SME) and/or the research you have performed on the topic. After discussing each of the talking points in the assignment, individually, you will be asked to put all of your descriptions together into one cohesive **“summary description.”** Please be aware, however, that “summary” is not an adequate term to describe what is expected. **Your summary descriptions should actually be your complete “assessment” or “analysis” of the topic.** Try to address each talking point with at least 3 to 4 sentences and be careful not to “over-summarize” your findings. [HERE](#) is an example of what is expected for your Lesson 4 assignment (Needs Assessment, Goal Description, and Goal Statement).

The end result of your work in this course will be a **Final ID Report** that you assemble as part of the last assignment. **The summary descriptions you prepare will be the**

only portions of many of your assignments that will be transferred to your Final ID Report, so each one needs to be complete and able to stand on its own. This report will serve as the blueprint for the development of your instruction (although no actual development is required). The goal is for this report to be written in enough detail that another instructional designer reading it would understand the design decisions you made and could develop your instruction and have it closely match what you envision.

Finally, it will be extremely important for you to correct any problems with specific design components that are called to your attention in the assignment feedback - even if you do not plan to resubmit the individual assignment for re-grading. Because the design components you create in each lesson will be copied and pasted into your Final ID Report that means that they will be “re-graded” when the Final ID Report, as a whole, is graded. **So, if any deficiencies still exist that haven’t been corrected from when the assignment was originally graded, points will be deducted again.** You are encouraged to review the feedback for each component you copy and paste into your Report to make sure you have addressed any issues that were noted.

Please let me know if you have questions or concerns about any of the assignments in this course.