Rapid Response Customized Curriculum Design

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Today's presenter

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Faster, Better, Cheaper

- Today's ISD mandate is to create courses that are better—but to do it faster and with less expense.

- Is it possible?

  - Faster

  - Better
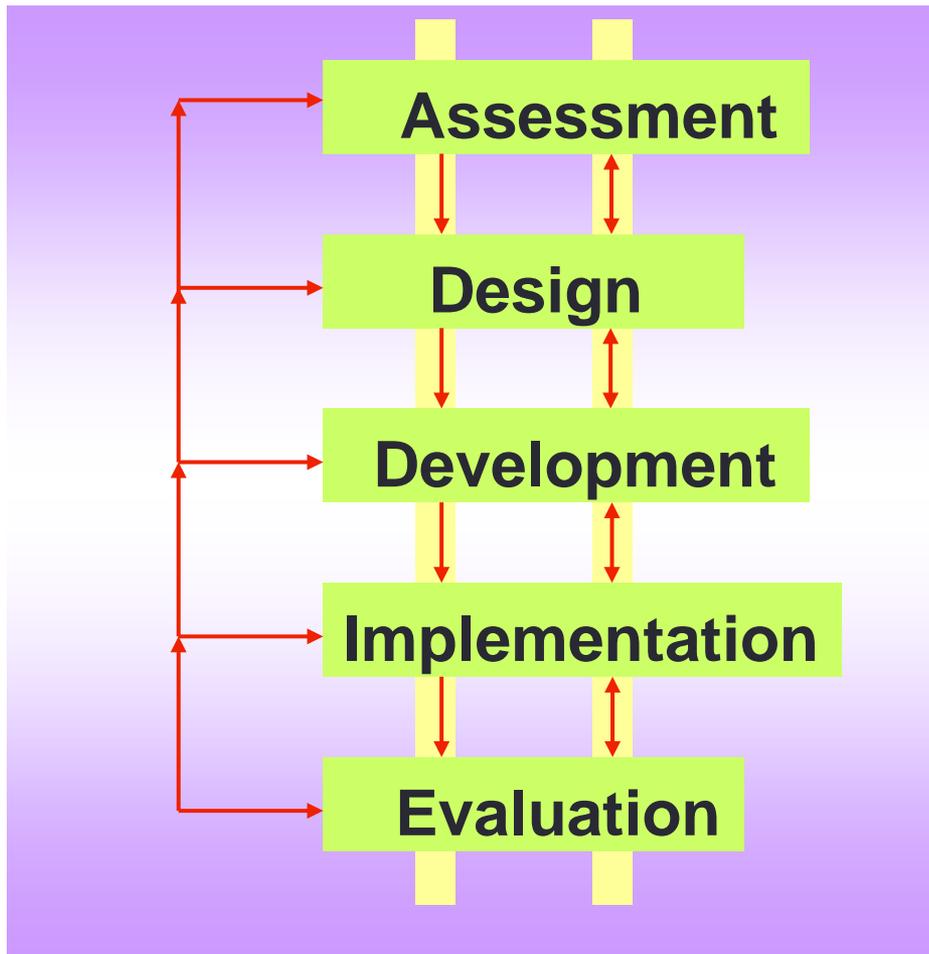
  - Cheaper

Pick two?

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10 Strategies for Rapid ISD

- Remember ALL these strategies may not apply to every project

- You're looking to prevent WASTED time, not reduce time well-spent

Poll Question #1

Sample ISD model

Strategy #1 – Speed up the process

- Tip 1: Use shortcuts in the ISD process
  - **Needs analysis**
    - Use existing records or data instead of interviews and focus groups to confirm or reject an existing need

    - For example, if a client says that they have too many accidents, look at safety records instead of interviewing managers

  - **Task analysis**
    - Use corporate manuals or training materials to identify an existing procedure instead of interviewing employees
    - Use employees to describe exceptions or modifications of the documented procedure
      - Work with only "expert" employees, not novices

Strategy #1 – Speed up the process

- Use shortcuts in the ISD process
  - **Production**
    - Ask an expert to demonstrate a process, and video it. This replaces the complex documentation of it.

  - **Expert reviews**
    - Don't interview single experts when content is ready for SME review, use a focus group of reviewers and have a scribe capture their inputs
    - This forces them to reconcile differences of opinion on the spot, instead of once the course is developed

Strategy #1 – Speed up the process

- Tip 2: Combine different phases of the ISD process
  - The phases of the ISD process are not really discrete, anyway, so they can be combined
  - For example, combine
    - NEEDS ANALYSIS and DESIGN
      - Instead of completing a comprehensive analysis of an entire course, you can begin writing the course materials, undertaking analyses as needed.
      - The act of writing the material will help you come up with the right questions for your analysis.

For example, combine..

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- EVALUATION and IMPLEMENTATION
  - Don't do a pilot
  - Use the first run as your evaluation of the design
  - Make changes as you go
  - This is likely to yield more realistic changes, anyway, based on the actual customer of the course (the participants)

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- NEEDS ANALYSIS and EVALUATION
  - For example, final tests should be based on the task analysis and the final impact of training should be evaluated against the need analysis.
  - You can save instructional design time by reporting the results of different analyses in the form of evaluation blueprints.

Strategy #2 – Use a partial process

- Tip 3: A model like ADDIE is meant for very big, comprehensive curricula, you can skip steps in simple one-day classes, for example

- For example, if a client knows their need, a 20 minute phone call may make you able to skip a more robust needs assessment
  - After all, their perceptions are their reality

- For example, skip the summative evaluation
  - Don't do an evaluation after the course if no one will read it
  - This saves having to design, deliver, and tabulate it

Strategy #2 – Use a partial process

- Skip unnecessary meetings and report writing
  - An enormous amount of time and money is spent in having people attend meetings and write reports before, during, and after instructional design.
  - Significant savings can be achieved by eliminating all unnecessary meetings, having meetings attended by only the essential decision makers, increasing the productivity of meetings with specific agenda and time limits, replacing information-dissemination meetings with memoranda and voice-mail messages, eliminating all unnecessary reports, and limiting the essential reports to single pages.

Strategy #2 – Use a partial process

- Tip 4: Produce a learn version of the package for immediate use and continuously improve upon it after the first implementation
  - Focus first on most critical content
  - Identify target participants and focus on the majority in the first launch
  - Do task analysis and risk analysis and design from there
  - Have an SME teach the class the fist time through, and have instructors observe, then, less-skilled SMEs or facilitators can teach the gradually improved versions of the course as content and handouts, etc. are more sophisticated

Strategy #3 – incorporate any existing instructional materials

- More than half a billion instructional packages exist, use some stuff from existing packages, to save time and money

- Tip 5: Buy off the shelf materials or use your own from previous courses.
  - Even related material in different subject areas can be used to create a similar "shell" for a course, if the content deals with a similar process or product
    - Begin with a quick analysis of the new problem, task, content, learner, language, and delivery variables
    - Modify goals and objectives, add new content, activities

Strategy #3 – incorporate any existing instructional materials

- Tip 6: Deliberately design generic instructional materials for local finish
  - Keep the "corporate headquarters" version very generic
  - Then modify it at the local level (think customer service course)
- Organize by objectives rather than by content, for maximum flexibility
- Use easy-to-revise media (like print, rather than multi-media)
- Use carefully designed content lists, so the structure of the content is easily visible—don't make me look for it
- Make sure all examples are site or culture-neutral

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Strategy #4 – incorporate any existing non-instructional materials

- Non-instructional means "not delivered by a live teacher"
- Tip 1: One tried and true way of learning is the "content-activities-feedback" cycle, and you can use
  - Videos
    - For example, watch the video, ask questions, have a group discussion and debrief
  - Articles, etc.
- Tip 2: Design instructional packages around job aids
  - Job aids are checklists, worksheets, flowcharts, and other such items

Strategy #5 – Use templates

- Tip 1: Use templates to specify the content, sequence, activities and feedback requirements for different types of learning
    - For example, use a rubric like this, "For teaching concepts, use this template: Present a well-defined example. Then show examples that do NOT exemplify the concept. Then have the trainee choose from among still more examples that show their understanding (or lack of it) about the concept. Provide live feedback so that you refine the trainee's understanding.
    - For teaching procedures, use this template: "For teaching procedures, give an overview of the procedure, demonstrate each step, coach trainees as they master each step, providing feedback, integrate all steps and provide systematic practice."

Strategy #6 – Use computers and recording devices

- The use of technology can speed up production of classroom materials

- Tip 1: Use software and templates to design forms, spreadsheets, etc.

- Tip 2: Use desktop publishing software, like inDesign, to produce all materials on templates

- Tip 3: Use video to capture expert-level demos

- Tip 4: Use audio and video recording to capture small sound and video bites to add to slides and lectures

Poll Question #2

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Strategy #7 – Involve more people

- Mostly, adding people slows down the design time—but, you can sometimes assemble just-in-time, ad-hoc teams to finish small parts of the course design.

- Tip 1: The key to success here is VERY clear directions and very rigid timelines. This can be a very helpful way to integrate SMEs into the process.

- Tip 2: Keep additional hires narrowly focused on one aspect o the design at a time.

- Tip 3: Be sure you have someone with excellent project and people management skills in charge of managing these people.

Strategy #8 – Make efficient use of SMEs

- Subject Matter Experts (SMEs) may or may not be able to train well. If they have some knack for teaching, you can use them to do small sets of training, geared to accomplish very specific learning outcomes in a class. These sections can be video taped for later integration.

- Tip 1: Train your SME's to be performance-oriented trainers

- Tip 2: Show SME's how you want their teaching to change behaviors

- Tip 3: Have SME's observe an expert trainer in action

- Tip 4: Give SME's job aids to follow to quickly develop learning bits that achieve your goals

- Tip 5: Consider making SME's coaches instead of trainers

Strategy #9 – Involve trainees in the training-learning cycle

- Tip 1: Let the trainees take charge of practice in the classroom
  - For example, use a game where trainees brainstorm a list of critical questions related to the topic they are studying. Now, teams of trainees edit a collection of these questions and take turns interviewing a SME. Then, the teams of trainees each prepare and present a brief summary o the key concepts they learned.

- Tip 2: Use peer tutoring to maximize learning, in teams or one-on-one

Strategy #10 – Make learning "bits" or "objects

- Speed design by designing lessons, or learning cycles around learning objectives for the most frequently taught things.

- File these in a way so that you can access for later "recycling" for courses that have the same objectives. So that instead of building the whole course, you are only building for new objectives and then stringing the whole thing together with segues.

Poll Question #3

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Need some help? Let me know.

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Thanks!

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