

Application of Instructional Systems Development (AISD) Course Map

Unit 1
Orientation

Unit 2
ISD Process

Unit 3
Learning Theory

Unit 4
Instructional Planning

Unit 5
Analysis Phase

Unit 6
Design Phase

Unit 7
Development Phase

Unit 8
Implementation Phase

Unit 9
Evaluation

Unit 10
Applying ADDIE to
e-Learning

Unit 11
Feedback and
Graduation

Program Outcome Addressed: This course explores the use of Instructional Systems Development (ISD) process in course design. The course objectives include learning theory, instructional planning, the phases of ISD (Analysis, Design, Development, Implementation), and evaluation. Although the ADDIE model is still the Air Force approved model for course development, other industry ISD models will be studied. The course also covers the application of ADDIE to e-Learning.

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Unit and Title

Objective

Assessments

**Learning Activities:
Learner Interaction & Engagement**

Instructional Materials/Media

Unit 1
Orientation

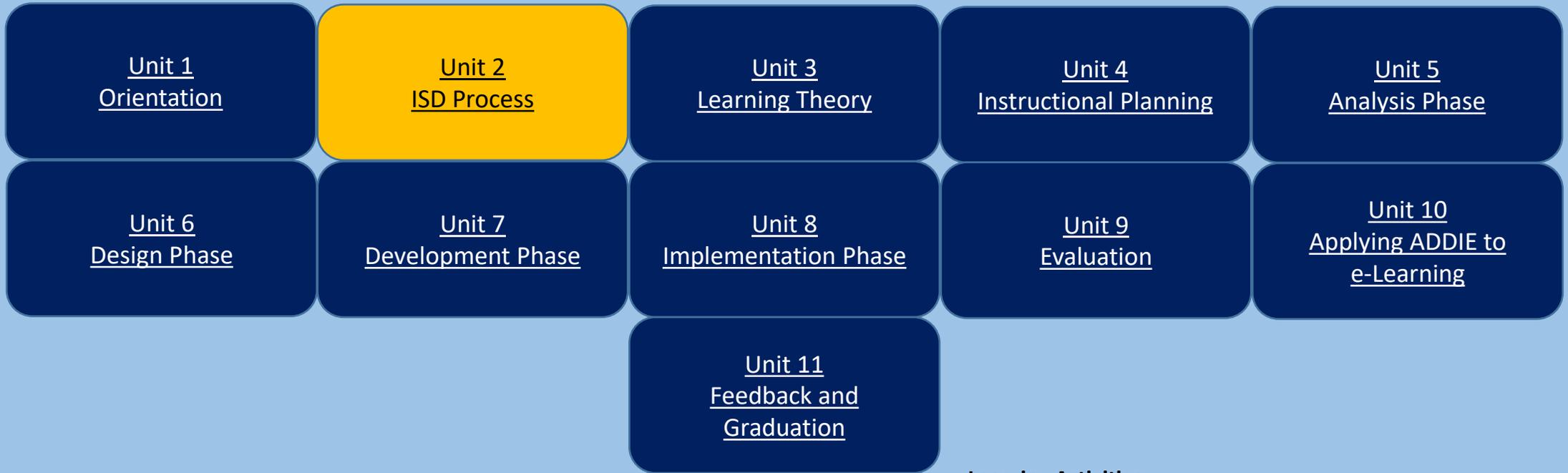
1a. Complete course
Orientation.

None

Instructor led synchronous
session.

None

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Instructional Materials/Media

Unit 2
ISD Process

2a. Identify the relationship of basic facts and general principles about the ISD process.

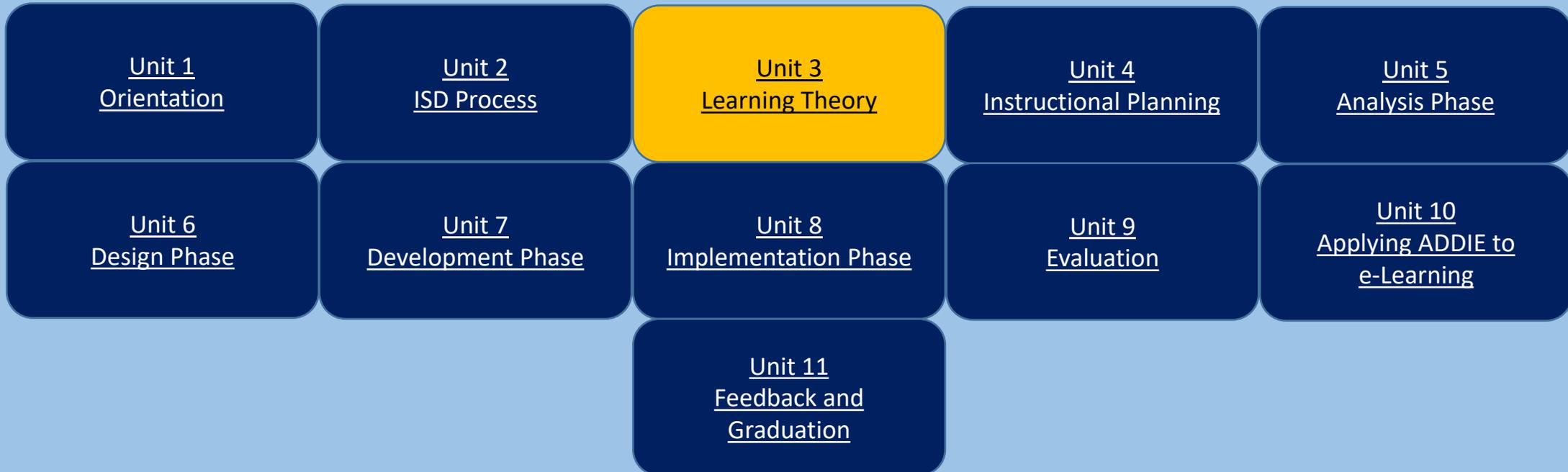
Progress Check I-2a.

Instructor led synchronous session. PC 2a requires the students to post a blog post discussion on ISD Models.

Student Reading:
Instructional Systems Development.

Videos: Intro to ISD; System Functions of ISD; ADDIE ISD Phases.

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Unit 3
Learning
Theory

3a. Identify basic facts
about learning theories.

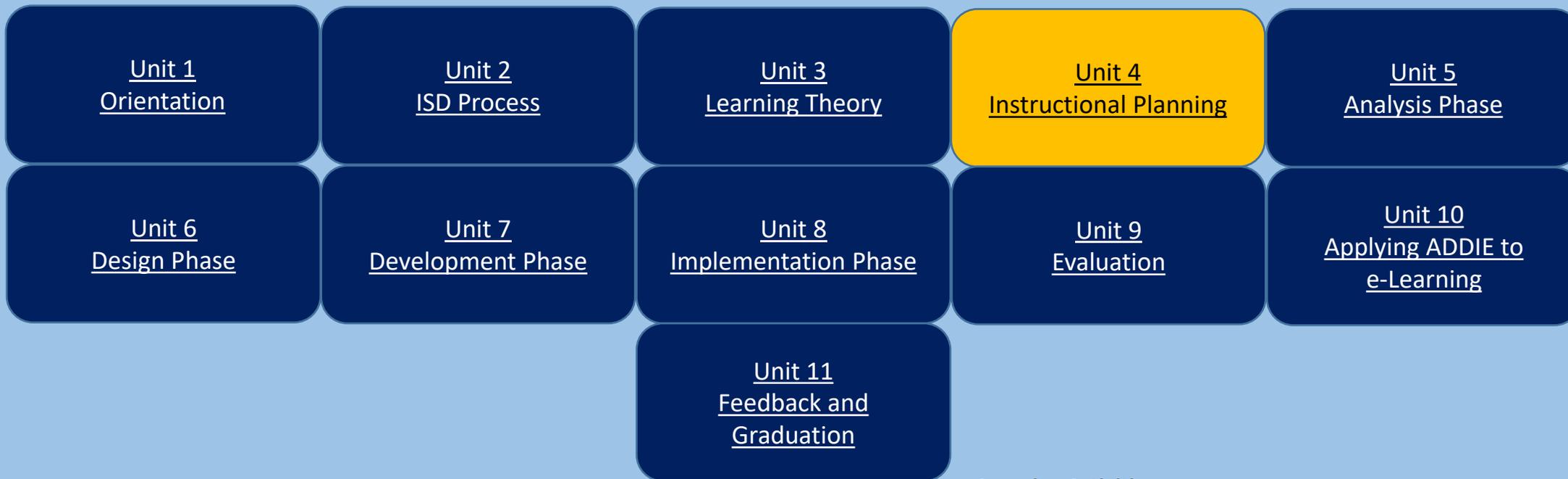
Progress Check 3a.

Discussion Thread which requires students to initiate a threaded discussion on learning theory. All students are required to post an initial response (between 150-300 words) and they must respond to at least one other students' posts ensuring they relate course concepts to the question and provide specific examples to clarify their posts. To ensure the required proficiency is met the instructor will facilitate discussion regularly engaging in the discussion thread by responding to student's posts, acknowledge good points, or add observations, new perspectives, or additional questions

Student Reading: Learning Theory and chapters 11 & 19 of Foundations of Learning and Instructional Design Technology.

Videos: Learning Theory; Behaviorism Theory; Use a Learning Theory: Cognitivism.

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Instructional Materials/Media

Unit 4
Instructional
Planning

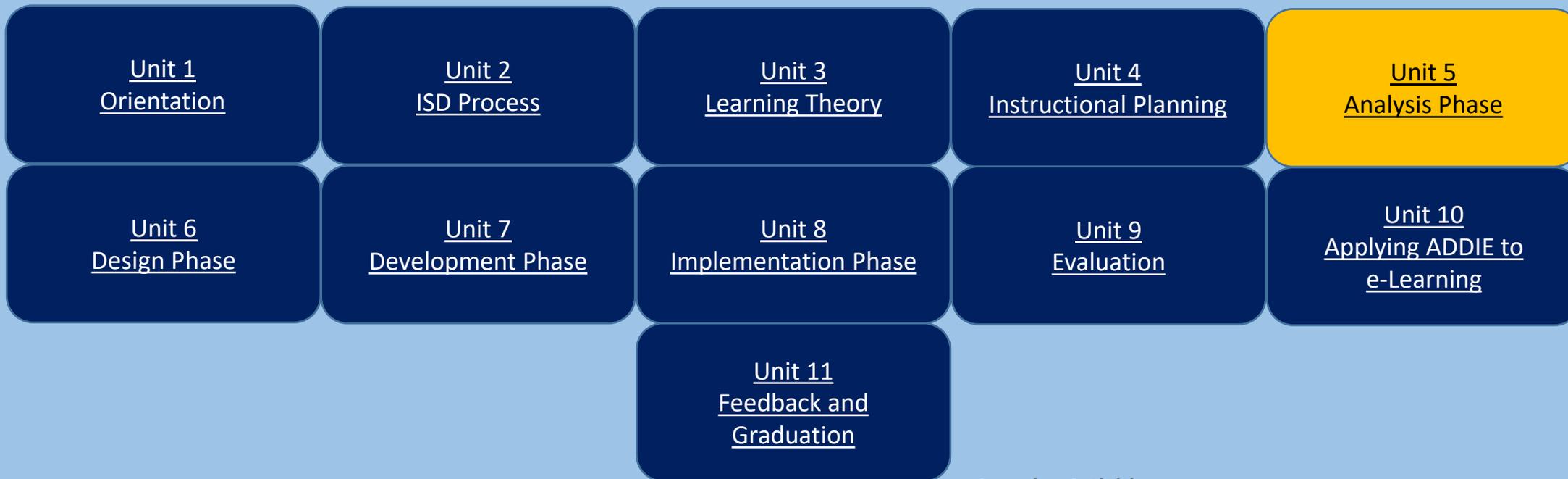
4a. Identify basic facts
and terms about
Instructional Planning

Progress Check 4a.

PC 4a is an Instructional Planning Crossword Puzzle which requires students to complete and submit a crossword puzzle identifying the basic facts of instructional planning. The Instructor will facilitate learning by engaging with each student, individually via gradebook, providing comments on their submission, adding additional information on instructional planning allowing for student interaction/discussion, and providing examples to the students to aid in their understanding of needs assessment and instructional planning.

Instructional Planning and a
sample ISD Management
Plan.

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Instructional Materials/Media

Unit 5
Analysis
Phase

5a. Identify basic facts about occupational/job analysis.

5b. Given references and working in a group, conduct a task analysis IAW PC 5b.

5c. Given references and working in a group, conduct a learning analysis IAW PC 5c.

5d. Identify basic facts about a course training plan.

Progress Checks 5a, 5b, 5c, and 5d.

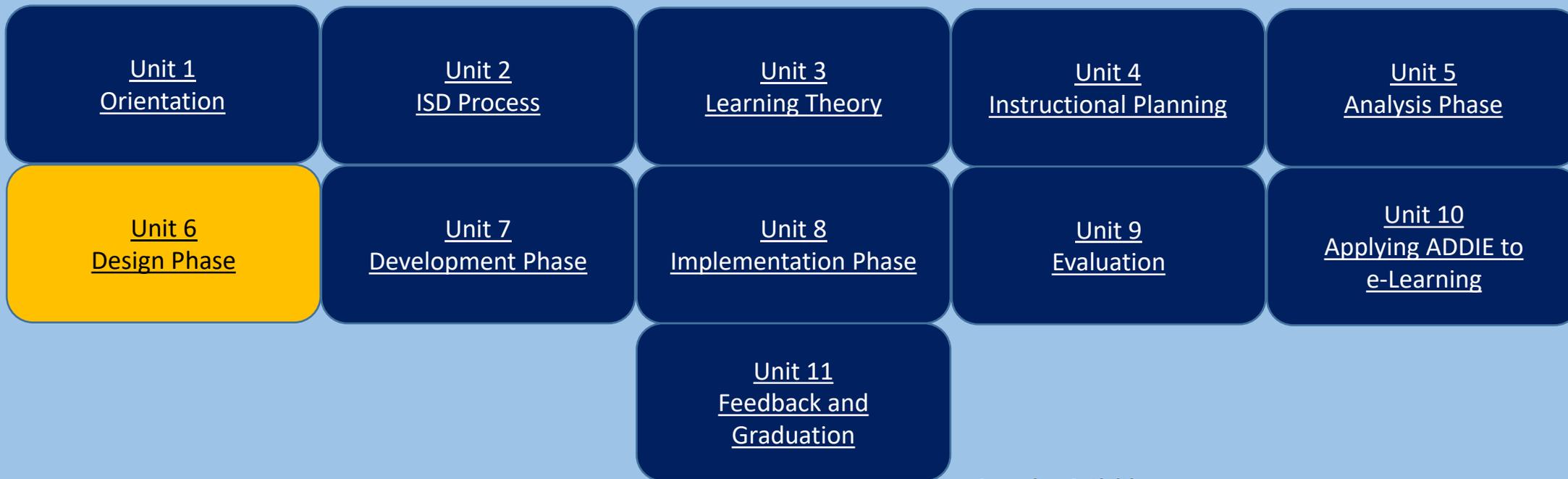
5a. Students use the AETC Scheduling Simulator to learn how to input course parameters and request a new course number and PDS code to schedule a new course.

5b. Students are given AETC Form 179A and scenarios to put information on to the form.

Student Reading: Getting to Know ADDIE: Part 1 – Analysis; Purpose of a Learning Analysis; Purpose & Steps of a Task Analysis; and a Course Training Plan.

Videos: Occupational Analysis Report (OAR) and Filling out the Task Analysis Worksheet.

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Learning Activities: Learner Interaction & Engagement

Instructional Materials/Media

Unit 6
Design Phase

6a. Given reference and working in a group, develop course objectives in accordance with PC 6a.

6b. Identify basic facts about characteristics of measurement.

6c. Given references and working in a group, using the previously developed knowledge objective, develop knowledge measurement, to include proficiency code application.

6d. Given references and working in a group, using the previously developed performance objective, develop performance measurement, to include proficiency code application in accordance with PC 6d.

6e. Identify basic facts about a course measurement plan.

6f. Identify basic facts about training methods and media selection for an instructional system.

6g. Identify basic facts about instructional strategies and activities.

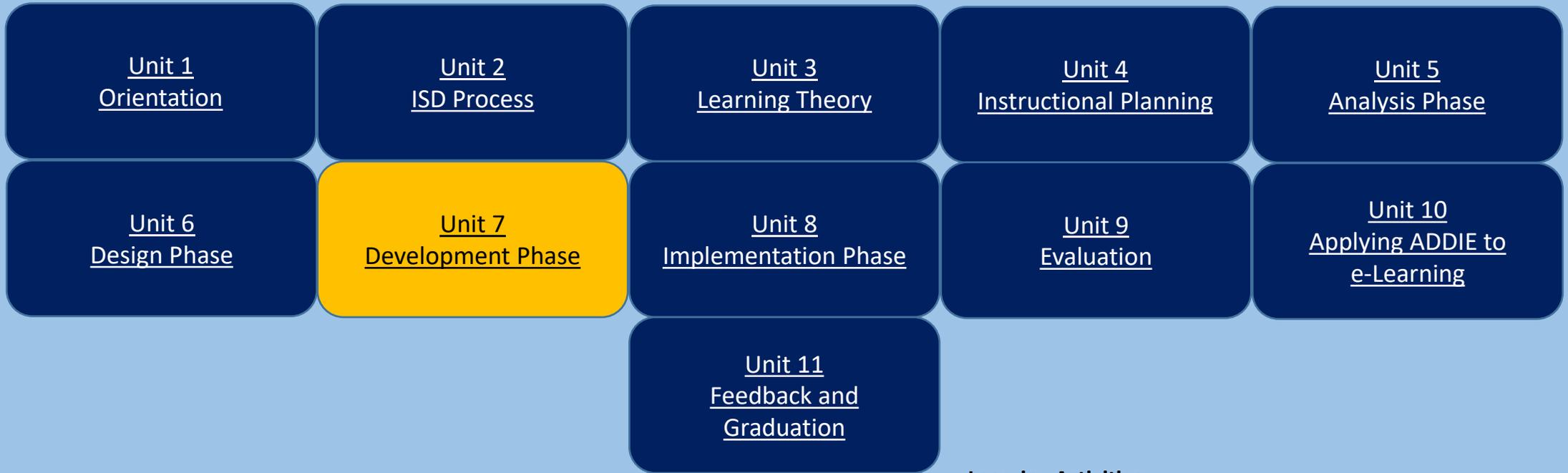
Progress Checks 6a, 6b, 6c, 6d, 6e, 6f, and 6g.

Various discussion threads and group activities.

Student Reading: Objectives; Written Tests; Types of Tests; Measurement Plan; Instructional Method; Characteristics of Tests; Test Construction Factors; Types of Performance Measurement; Writing to the Correct Proficiency Levels; and Getting to Know ADDIE: Part 2 – Design.

Videos: Measurement; ISD Instructional Method; ISD Instructional Media; The ADDIE Design Phase; ISD – Parts of an Objective; Criterion Reference Instruction; and How to Write Learning Objectives Using Bloom's Taxonomy.

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Learning Activities: Learner Interaction & Engagement

Instructional Materials/Media

Unit 7
Development
Phase

7a. Identify basic facts about a Plan of Instruction (POI).

7b. Identify basic facts about Instructional Materials.

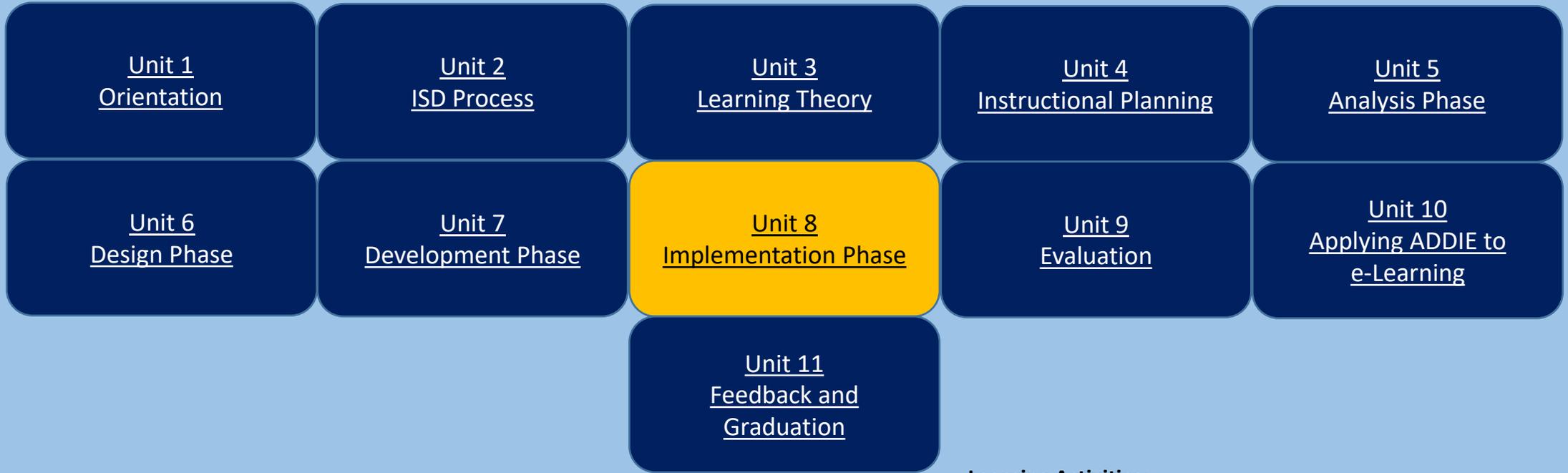
7c. Identify basic facts about the Validation Process.

Progress Checks 7a, 7b, and 7c

Various discussion threads and a crossword puzzle identifying the basic facts of the validation process.

Student Reading: Validation; Plan of Instruction; Instructional Material and Getting to Know ADDIE: Part 3 – Development.

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Learning Activities: Learner Interaction & Engagement

Instructional Materials/Media

Unit 8
Implementation
Phase

8a. Identify basic facts
about the
Implementation Phase.

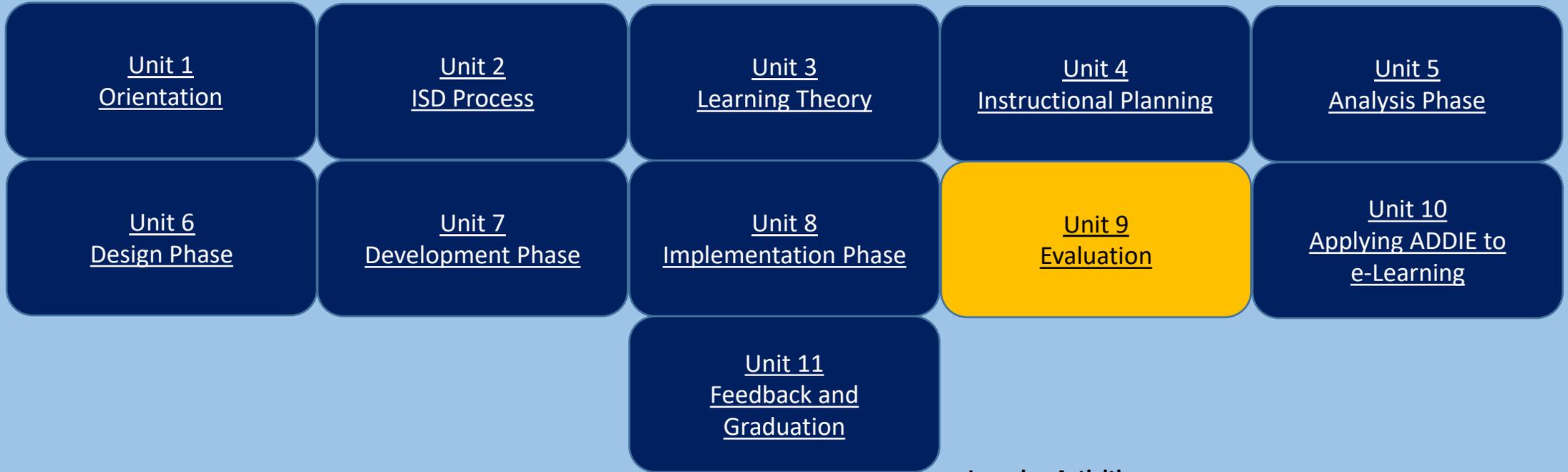
Progress Check 8a

Discussion thread.

Student Reading:
Implementation Phase;
Getting to Know ADDIE: and
Part 4 – Implementation.

Video: The ADDIE
Implementation Phase.

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Instructional Materials/Media

Unit 9
Evaluation

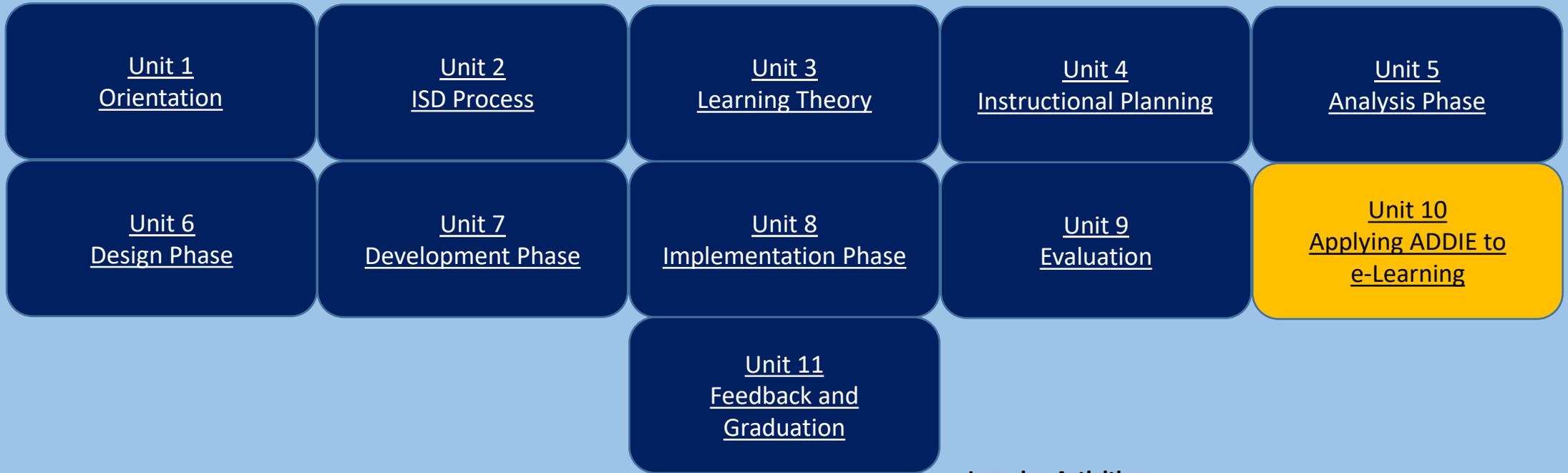
9a. Identify basic facts about the Types of Evaluations.

Progress Check 9a

Discussion thread.

Student Reading:
Kirkpatrick's Four Level Evaluation Model and Getting to Know ADDIE: Part 5 – Evaluation.

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Instructional Materials/Media

Unit 10
Applying
ADDIE to
e-Learning

10a. Identify the relationships of basic facts and state general principles about Applying the ADDIE Framework for eLearning.

Progress Check 10a.

Students will create an eLearning Journal Reflection.

Student Reading: Integrating ADDIE with Digital Learning.

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Instructional Materials/Media

Unit 11
Feedback
and
Graduation

11a. Feedback and
Graduation.

None

Students will access TTMS EOC
to complete the End of Course
survey.

None