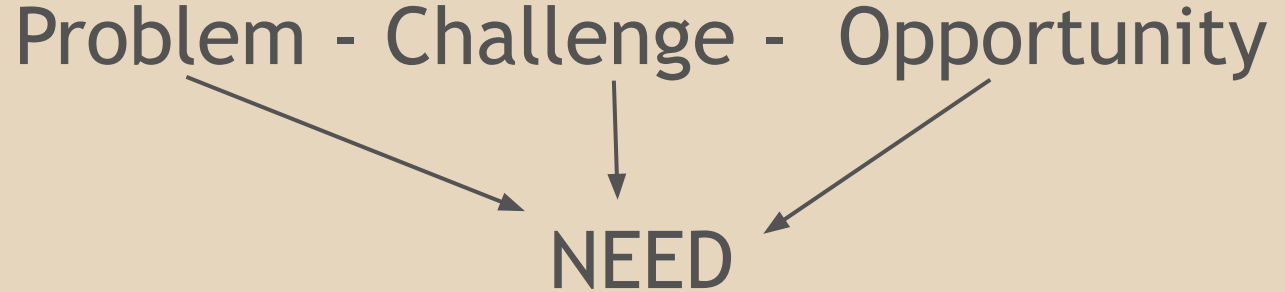


# Discussion #2

Chapters 2 & 3, Case Studies #7, 14, & 28

Group Members: Ryan Olynyk, Kristyn Degi,  
Gene Tognetti, Garrett Christen & Katie  
Lauritsen

# Analyzing Needs to Define the Problem (Ch. 2)



## Step 1: Stakeholders

owners, general public, administration, community,  
learners, parents, grant providers (Larson & Locke, 2014, p.24)

# Analyzing Needs to Define the Problem (Ch. 2)

## Step 2: Roles and Responsibilities - Team Approach

- streamlines the process
- benefit from time and talents of all members


## Subject Matter Expert:

knows content and target audience (Larson & Lockee, 2014)



# Analyzing Needs to Define the Problem (Ch. 2)

## Step 3: Defining the Problem

WHAT IS  WHAT SHOULD BE

*What will you do with the information?*

*justify. support. estimating time. prioritize.*

*estimating cost. design a report.*

(Larson & Lockee, 2014)

**REMEMBER: VERIFY A NEED FOR INSTRUCTION!!**

# Analyzing Needs to Define the Problem (Ch. 2)

## Step 4: Gathering Data

ASK - OBSERVE - STUDY → Methods & Tools

**NEEDS:** Instructional? Non-Instructional?

*Translate needs into goals:*

1. use research to be effective
2. type of goals:
  - a. specific vs. general/students vs. teachers
  - b. aligning goals with the organization's goals

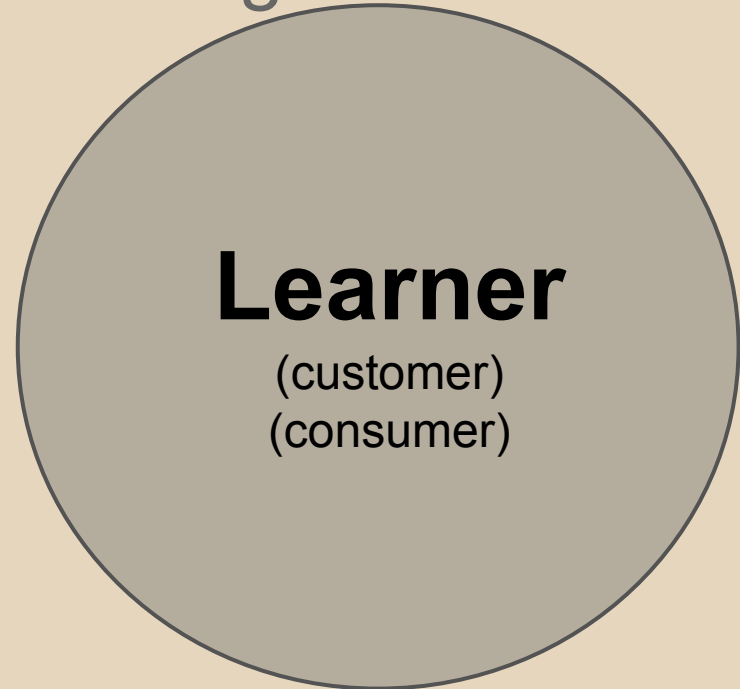
(Larson & Lockee, 2014)



# Analyzing to Identify the Learners (Ch.3)

- Designer should never assume the same motivations, interests and learning habits as the learner
- Collect and analyze information about the learner

Design Process



# Analyzing to Identify the Learners (Ch.3)

## How Do Designers Analyze the Learner

1. Confirm the identity of the learner
2. Decide on the information needed to understand the learner
3. Locate data or identify/design tools to collect it
4. Collect data on the learner - make a “learner profile”
5. Verify the learner profile - how does it affect design
6. Revisit continuously





# Analyzing to Identify the Learners (Ch.3)

## Streamlining the Learner Analysis

- Sustainable
- Optimized
- Continuous Improvement



# Case Study 7 - Maya Thomas

Problem: new approach needed to teach struggling 7th gr Math students

## Constraints:

- students lack basic skills; conduct issues
- mismatched curriculum; low quality textbook
- teacher reluctance
- stakeholders goals out of sync

# Case Study 7 - Maya Thomas

## Maya's Process

- Fact finding
- Formulate tentative plan
- Consult with teacher
- Determine next steps

## Result: unknown

- complex issues very likely to impact student learning

# Case Study 14 - Mark Jones and Sue Gulick

**Problem:** Shared first-year experience at BCU

## Obstacles:

- Stakeholder consensus
- Learner Incentives
- Sustainability

## Strategies:

- Needs Analysis
- Learner Profile
- Streamline

# Case Study 28 - Natalie Morales

Client:

Chipex Manufacturing

Location:

Manufacturing plant

Problem: Issues with employee training program at the plant

## Data Collection

- Interviews
- Company Research
- Certification Matrix

# Case Study 28- Natalie Morales

## Instructional Issues

1. scheduling of training and time for it
2. # of trainers and quality of training
3. no standardized training or assessment to prove mastery
4. high incentive for # of certifications, rather than level of certification
5. incentive for trainers (emphasis on # of employees trained)
6. limited options of ELL employees

## Non-Instructional Issues

1. importance of one certification over another
2. # of certifications any given individual needs
3. how many individuals with a certain certification are needed per shift
4. expectations of shift supervisors
5. Shift supervisor rotation

# References

Ertmer, P.A., Quinn, J.A., & Glazewski, K.D. (2014). *The ID CaseBook Case Studies in Instructional Design* (4th ed.). Boston: Pearson.

Larson, M.B., & Locke, B.B. (2014). *Streamlined ID: A practical guide to instructional design*. NY: Routledge.

## Image Credits:

slide 1 - <http://www.cision.com/us/2014/10/10-ways-to-improve-your-crisis-communications/>

slide 2 -

<http://ignitevisibility.com/why-subject-matter-experts-sme-are-critical-to-seo-post-hummingbird/>

slide 3 - <http://californiasupplementalexam.com/2014/01/setting-goals-to-pass-the-cse-in-2014/>

slide 8 - Google (Advanced Search - Free to Use or Share)

slide 9 - Google (Advanced search - Free to Use or Share)