

Course Development Guidelines

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Course Development Guidelines - 2003

Contents



Course Development Guidelines 2003



Contents

**The mission
of California POST is to
continually enhance the professionalism
of California law enforcement
in serving its communities.**



Course Development Guidelines - 2003

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Foreword

This *Course Development Guidelines* publication has been prepared to attain consistency and quality in the process of developing instruction and related materials. POST certifies thousands of courses annually; these courses are developed and offered by hundreds of presenters. Experience has revealed that trainers and presenters vary widely in their course development expertise and in their products. These guidelines are a significant step forward in establishing a standard for course development and in furthering the accomplishment of POST Strategic Plan Objective B.4: “Establish standardized course development guidelines by January 2003.”

The guidelines conform to the standard instructional systems design (ISD) process used to develop quality instruction in industry, the military, business, and government. These guidelines are dynamic and will accommodate different styles of learning and different learning theories.

POST is most appreciative of the members of the California law enforcement training community who collaborated to create these guidelines. Questions or comments concerning the guidelines should be directed to the Instructor Development Unit, Training Program Services Bureau, at 916.227.3912.

KENNETH J. O'BRIEN
Executive Director

Contents

Foreword	ii
Introduction	1-1
PURPOSE AND ORGANIZATION	1-1
ASSUMPTIONS	1-1
QUALITY INSTRUCTION	2-1
Background	2-1
THE NEED FOR COURSE DEVELOPMENT GUIDELINES	2-2
END USERS	2-3
INSTRUCTIONAL SYSTEMS DESIGN (ISD)	2-4
The Guidelines	3-1
PROJECT COMMITTEE	3-1
ANALYSIS	3-1
DESIGN	3-4
DEVELOPMENT	3-6
IMPLEMENTATION	3-7
FORMATIVE EVALUATION	3-7
SUMMATIVE EVALUATION	3-9
FACILITATOR'S GUIDE	4-1
Attachments	4-1
STUDENT'S GUIDE	4-5
ANNOTATED SELECTED BIBLIOGRAPHY	4-6
List of Figures	iv

Contents

Figures

Figure 1. Instructional Systems Design (ISD) Model 2-4

Figure 2. Lesson Plan – Daily Format 4-4

Contents

Part 1

Introduction

About
this manual

PURPOSE AND ORGANIZATION

The goal of these course development guidelines is to provide consistency and quality in the process for developing instruction and in the resulting instructor and student materials.

There are four parts to this manual.

Part 1 Introduction. Identifies the goals and underlying assumptions of the course development guidelines, and how this manual is structured.

Part 2 Background. Provides information about the guidelines, including quality of instruction, the need for guidelines, the end users, and the instructional systems design (ISD) process describing how and when to use the guidelines.

Part 3 The Guidelines. Presents the specific guidelines and their parameters.

Part 4 Attachments. *Attachment A* provides details of what should be included in a course facilitator's guide. Attachment B provides details of what should be included in the student's guide. *Attachment C* contains an annotated bibliography of selected readings.

The process
and the results

ASSUMPTIONS

- The guidelines are intended to accommodate different types of learning and different learning theories.
- The guidelines are primarily for developers of courses to be presented by instructors, but many also apply to developing instruction for other delivery systems, such as for individualized study using workbooks or multimedia (*e.g.*, CD-ROM, web-based instruction or a combination of web and CD-ROM).

Course Development Guidelines - 2003

Part 1 - Introduction

Contents

- The guidelines should be dynamic and easy to modify based on experience in using them.
- The guidelines should be concerned with both the process for developing instruction and the resulting instructional materials.
- The guidelines are intended to assist in managing a development project rather than to teach these basic instructional development concepts and principles.

Expert skills and the right team

- Instructional development is best undertaken by a team having the necessary skills:
 - Subject-matter experts to assist in content development
 - Instructional designer(s) to plan the instruction
 - Developers to produce the materials

The nature of a particular project should dictate the number and type of individuals required. Developers may include writers, graphic artists, computer authors/programmers, and video producers. The involvement of particular individuals may vary at different phases of a given project, and sometimes a single individual will be able to perform more than one role. Strong project management is critical in order to complete projects on schedule and within budget.

Part 2

Background

Helping students
meet their objectives

QUALITY INSTRUCTION

Before discussing guidelines for developing instruction, it is important to describe some of the characteristics of quality instruction.

■ **The Instructor Should Be a Learning Facilitator.** A successful instructor is learner centered. This means that the instructor has the mind-set of helping students learn rather than focusing solely on presenting material. The instructor must be prepared, manage time and disruptions well, be flexible, understand and apply principles of adult learning, show enthusiasm and a positive attitude about the subject, and use a variety of methods and media to assist students in mastering the subject. In short, the instructor must be able to facilitate learning, not just present information. Many of these points are expanded below.

■ **Instruction Must Be Well-planned.** This means that there is a demonstrated need that training can address and that there are learner-centered goals and objectives directly related to satisfying the need. Careful attention must be given to ensuring that prerequisites have been addressed. An outline of the content is insufficient, for instruction must be carefully planned to achieve the learning objectives. Well-planned instruction uses time efficiently and includes only essential material. In addition, there must be some mechanism to demonstrate that learning has occurred, *i.e.*, to show that each student has met the objectives.

■ **Use Appropriate Methods and Media.** Developers of instruction must apply principles of adult learning in designing learning activities. These activities should provide students with the practice required to master knowledge and skills specified in the objectives. Students must not be tested without having had an opportunity to learn. Moreover, since students' own experiences can be very important in ensuring relevance of the instruction, students should be actively involved in the learning process; such involvement facilitates learning.

No single method or medium can be applied to every learning situation.

Learning activities have to be well suited for the type of learning involved to be motivating. (For more information about types of learning, see the annotation for Gagne's *Conditions of Learning* in the Selected Annotated Bibliography in Attachment B.)

Similarly, it is critical that instructors use well-designed audiovisual materials. Such aids can be simple (e.g., white board and flip charts) or complex (e.g., videos or digital slides designed especially for a course, and resources accessed via the Internet).

■ **The Instructor(s) and Students Must Be Accountable.** Instructors must be accountable for providing high quality instruction. Given appropriate instruction, students must be able to demonstrate that they have attained specific learning objectives and have a positive attitude toward the instruction and the subject.

■ **Use Proper Training Environment.** The classroom setting must be conducive to learning (e.g., proper temperature and lighting, absence of distractions, comfortable seating) and be appealing to students. In addition, for certain types of classes, safety must be considered (e.g., defensive tactics, firearms training, driver training).

**A high priority
on instruction**

THE NEED FOR COURSE DEVELOPMENT GUIDELINES

POST has placed high priority on instructor development and on quality control for courses. It is important that there are instructional development guidelines to follow when developing new courses, revising existing ones, developing training for instructors, and evaluating courses. The importance of such guidelines is reflected by an objective in the POST Strategic Plan: "Establish standardized course development guidelines by January 2003." Also, the Organization Study performed for POST (July 1999) emphasized the need for such guidelines.

■ **Quantity and Relevance of Courses.** POST certifies more than 2,800 stand-alone courses and 20,000 presentations annually. These courses are developed and offered by approximately 800 POST presenters. Several of the courses are developed by POST, such as the Supervisory Course,

the Management Course, several driver training courses, all of the POST telecourses, and the CD-ROM multimedia courses. POST oversees numerous courses for instructor development: the Master Instructor Development Program, the Regular Basic Course Instructor Certification Program, the Institute of Criminal Investigation Instructor, Driver Training Simulation Instructor, and Force Options Simulator Instructor. In addition, each year the Legislature mandates training that POST must develop and certify for presentation.

■ **POST Curriculum.** POST often hires special consultants or management fellows to oversee the development of courses; other times, full-time POST staff develop a course, working with subject matter specialists from law enforcement. The individuals responsible for developing courses may have a training background but may not possess the experience required to create instructional materials. As a result, courses may only consist of a course outline and a syllabus. Sometimes, detailed lesson plans, instructional materials for individual and group activities, quizzes, feedback, and audio-visual materials are missing. Also missing may be fully developed facilitator guide which provides detailed guidance for course delivery (see *Attachment A*). Without such materials, the quality of training may vary, especially when many instructors have received little, if any, training in how to teach.

Approach and application

END USERS

Initially, these guidelines are intended to be used by POST in developing courses to ensure consistency in both the process and in the instructional materials, *e.g.*, lesson plans, objectives, and exercises. Eventually, the guidelines will be required for use by anyone developing a POST-certified course.

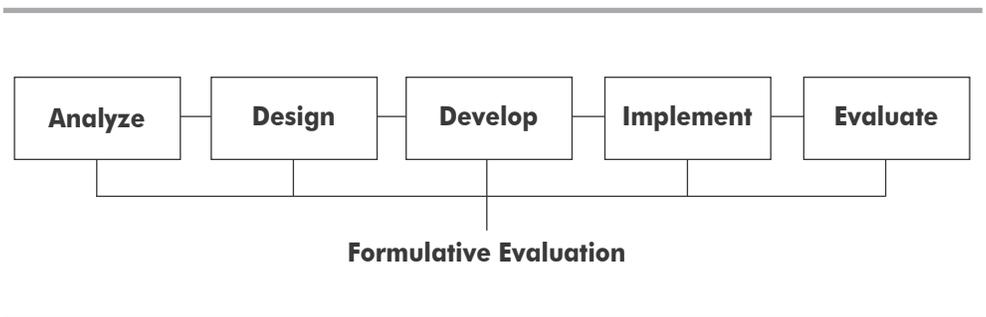
These guidelines present a different, more rigorous approach in developing courses than is presently required and should be applied initially only to those courses that are high priority. This would include courses that are expensive to develop or present, that serve large numbers of students, or that involve potential high-liability exposure for agencies and POST.

INSTRUCTIONAL SYSTEMS DESIGN (ISD)

The guidelines in Part 3 are organized according to the standard instructional systems design (ISD) process, which for many years has been used for developing quality instruction in industry, the military, business, and government. The process has five phases: analysis, design, development, implementation, and evaluation, as shown in Figure 1. Formative evaluation is the process of checking that the output of each phase is consistent with the outputs of other phases and making revisions as appropriate. (For details on the ISD process, see the Selected Annotated Bibliography in *Attachment B*.)

Experience has demonstrated that the ISD process and its associated concepts and principles can be extremely valuable to ensure that investments in instructional development meet identified needs in a cost-effective manner. Experience has also shown that while following the basic ISD process is sound, one must not assume that quality instruction is a result solely of having followed the process. For example, developing learning activities that motivate and engage learners results from having creative course designers and developers.

Figure 1.
Instructional
Systems Design
(ISD) Model



■ **Learner-centered Vs. Instructor-centered Instruction.** Using the ISD process ensures that instruction is developed from the learners' perspective rather than from the instructor's perspective.

The learner-centered instructional designer asks such questions as:

- “Have training needs been adequately identified?”
- “What is the performance problem?”
- “What does the learner need to know and do?”
- “What are alternative approaches for facilitating learning?”

These questions often will be asked when instructor-centered instruction is developed:

- “What is the content to be presented?”
- “How much time is available?”
- “How can I best cover the material?”

The resulting course may be essentially a presentation of information. The assumption is that the students will memorize the information and be able to apply it when back on the job. If there is a test of some kind, it often only involves recall of memorized information. The “instruction” may do little to help students learn concepts and principles or practice solving problems like those encountered on the job.

Developing a framework

■ **Different ISD Models.** There are numerous ISD models. They all follow the basic engineering approach of analysis, design, development, implementation, and evaluation. Different models have variations on these phases, but the models have much more in common than they differ. The POST Course Development Guidelines do not recommend adherence to any particular ISD model other than the basic phases as a framework.

The guidelines assume that someone on the particular development team has experience as a curriculum developer to perform such tasks as assessing needs, writing goals and objectives, determining the types of learning involved, sequencing instruction, developing appropriate learning activities, writing tests, and conducting formative evaluations throughout the development process.

The goal is a quality product

■ **Limitations and Flexibility.** Good instruction is a result of more than rigidly following a set of ISD procedures. Designing, developing, and implementing quality instruction requires creativity and is as much a craft as a science. It is important that too strict adherence to the process does not interfere with developing a quality product.

While ISD provides a framework for the process of developing instruction, ISD is not an end in itself. Course developers must be creative in the way the process is followed and in devising instructional strategies that work for a given audience. The guidelines, for example, do not prescribe a particular way of writing learning objectives other than specifying measurable outcomes from the student's perspective. Experienced designers also recognize that there are some limitations to the use of learning objectives. For portions of courses in soft-skill areas, for example, having students engage in a process to deal with personal values and attitudes may meet the learning need. In such a situation, self-evaluation may be appropriate.

Part 3

The Guidelines

Using the ISD process

The guidelines are organized into categories that correspond with the general ISD model: analyse, design, develop, implement, and evaluate. Each category has a listing of critical elements, which are the essence of the guidelines. These elements may not be relevant for some projects, and there may be other elements not listed that could be applicable.

Progress can be tracked by marking the checkbox as each element is addressed. Since instructional development is not a linear process, some elements may need to be addressed more than once during the course of a project.

The material in *Attachment A* presents what should be included in a course facilitator's guide: introductory documentation, lesson plans, and instructor and student materials. There is also a list of the types of materials that should be in a student's guide in *Attachment B*.

Addressed
N/A

PROJECT COMMITTEE

- Involve critical stakeholders.
 - Involve members of the target audience at appropriate phases.
 - Create an appropriate balance among types and sizes of agencies and among instructors and others.
-

ANALYSIS

Needs Assessment

- Identify the origin of need (*e.g.*, TNAs, gap analysis, legislative mandate, Commission action).
- Identify the specific performance problems to be solved.
- Establish criteria to be used to judge the success of the project.

Addressed
N/A**Alternative Solutions**

- Identify possible solutions to the problem(s). Is training the best solution?
- Could job aids solve the performance problem(s)?
- Could an electronic performance support system (EPSS) be a solution in lieu of training?

NOTE: If training is a viable solution, then continue.

Constraints

- Assess special instructor skills/knowledge.
- Identify the availability of subject-matter experts.
- Assess specialized equipment or special facilities.
- Identify the number of students needing training.
- Determine the duration of training.
- Determine the time line for completing training.
- Identify costs for developing the instruction, including media production.
- Identify the cost of presenting the class.
- Identify the cost for maintaining the course and keeping it current.

Existing Courses

- Identify related courses previously developed by POST or other entities.
- Determine the availability of commercial, off-the-shelf courses.

Addressed
N/A**Audience**

- Evaluate the existing knowledge, skills, and attitudes of students.
- Determine if the course prerequisite(s) are being met.
- Identify special characteristics (*e.g.*, education level, years of service, gender, previous learning).
- Consider the audience's perception(s) of the problem(s).
- Evaluate the source(s) of motivation for learning.

Task Analysis

- Identify the tasks (knowledge, skills, attitudes) involved.
- Identify the competencies required to perform given tasks.

Content

- Identify all levels of learning pertinent to the subject (*e.g.*, intellectual skills, information, motor skills, attitudes, cognitive strategies). Also refer to Gagne's *Conditions of Learning* in the Selected Annotated Bibliography in *Attachment B*.
- Identify the anticipated frequency for updating the contents.

Delivery System(s)

NOTE: These guidelines are intended for developing classroom instruction. However, with the advances in technology, it will be desirable to use integrated delivery systems. For example, the instructor may incorporate the use of the Internet to deliver portions of training, which may be done in real time (synchronous) or on demand (asynchronous).

- Identify appropriate delivery system(s) (*e.g.*, classroom; group; individualized multimedia via CD-ROM, web-based instruction, or a combination of web and CD-ROM; videotape and/or audio-tape with workbook; stand-alone workbook).

Addressed
N/A**Delivery System(s)** *continued*

- Determine the maximum number of students per class.
- Identify required preparation (*e.g.*, Internet connection, special equipment, or permits).

Goals

- Identify training goals.
- Identify goals related directly to needs and problems.

DESIGN**Learning Objectives**

- Are learning objectives specific to the needs being addressed?
- State learning objectives from the learner's perspective.
- Assess learning outcomes in measurable terms.
- Balance conditions for performance — realistic but practical.

Assessment of Learning

RECOMMENDED: 1) Develop assessment strategies and test items at the same time learning objectives are written. This will help clarify objectives. 2) Develop a matrix showing the relationships among the objectives, content, and assessments.

- Determine how/when to measure learning outcomes (*e.g.*, paper-and-pencil test or demonstration).
- Identify performance criteria.
- Determine purpose of pretest, if administered.
- Is testing congruent with learning activities (*i.e.*, match practice and testing behaviors)?

Addressed
N/A**Assessment of Learning** *continued*

- Are tests congruent with the learning objectives?
- Develop variety in assessment methods (*e.g.*, projects, written tests).
- Involve students in evaluating their own learning (*e.g.*, check-lists for critical tasks).

Content and Sequencing of Instruction

- Include all necessary content.
- Eliminate unnecessary content.
- Ensure proper sequencing of content (*e.g.*, simple to complex, concepts before rules and problem-solving).

NOTE: Develop a matrix showing the relationships among learning objectives, assessment of learning, and content and sequencing of instruction.

Learning Activities and Instructional Strategies

- Are learning activities congruent with the learning objectives?
- Are all of the objectives adequately addressed?
- Do the learning activities' adhere to principles of adult learning?
- Are the activities designed for individual differences in learning?
- Do the activities address the needs and attitudes of the learners toward the topics being taught?
- Are the activities appropriate for the levels of learning?
- Is the media appropriate for presenting material or students' use in completing activities?
- Are printed materials available for students?
- Is there an opportunity for on-the-job training?

Addressed
N/A

Learning Activities and Instructional Strategies *continued*

- Are the learning activities flexible with the needs of a particular group of students?
 - Do the learning activities allow for self-directed and/or experiential learning?
 - Are there opportunities for students to learn from their fellow classmates?
 - Are different ways available for students to master particular objectives?
 - Are the learning activities engaging and relevant?
 - Is the appropriate feedback gathered for all activities?
 - Is there a process for remediation?
-

DEVELOPMENT**Materials – Print and Audiovisual**

- Check materials for accuracy and clarity.
- Check materials for correct grammar, punctuation, and spelling.
- Follow standard conventions and guidelines for how the printed materials look and the use of graphics.
- Check that audiovisual materials are well scripted and clearly presented on electronic media.
- Ensure accuracy when depicting officers' tactics.

Test Items

- Follow standard guidelines.
- Test items for validity and reliability.

Addressed
N/A

Facilitator's Guide (see Attachment A)

- Include introductory documentation.
- Develop lesson plans that follow the guidelines.
- Keep materials well organized.

Student's Guide (see Attachment B)

- Provide materials in a well-organized binder.
-

IMPLEMENTATION

- Train instructors in how to use the facilitator's guide.
 - Identify the nature of ongoing support from POST and the presenter.
 - Identify issues that need to be addressed (*e.g.*, POST certification, contracts).
 - Establish a system to monitor presenter/instructor performances.
 - Develop a mechanism to review and update materials.
 - Provide web-based support for students, instructors, and presenters.
-

FORMATIVE EVALUATION

Formative evaluation is the process of testing all aspects of the instruction on an ongoing basis to ensure that the final project will function as designed. For developing classroom instruction, there are two phases:

1. Review by subject-matter experts to ensure that the content is accurate and addresses all of the objectives.
2. Field or pilot testing to determine what revisions are needed as a result of feedback received from students and instructors.

Addressed
N/A**Prototype(s)**

As early in the design process as possible, create a prototype to show all aspects of the particular course. While this is especially important when developing self-instructional materials (*e.g.*, workbooks, or multimedia instruction), prototypes can be valuable for trying out new types of exercises, models, audiovisual materials, or other learning activities. More than one prototype may be needed.

- Does the prototype work as planned?
- Are modifications required?

Phase 1 – SME Review

- Is the content accurate and complete?
- Are all of the objectives addressed?
- Are feedback and assessment mechanisms in place?

Phase 2 – Field / Pilot Testing

From the Students' Perspective:

- Are directions clear?
- To what extent does each student achieve the learning objectives?
- Are there any instructional gaps?
- Are the activities' meaningful to students?
- Are the students interested in the course?
- Does the course motivate the students?
- Are there any exercise or test question(s) missed consistently?
- Is there a pattern, positive or negative, in the comments recieved?

Addressed
N/A

Phase 2 – Field / Pilot Testing *continued.**From the Instructor's Perspective:*

- Are the lesson plans accurate?
 - Are the time frames realistic for each student activity?
 - Are there any improvements needed to instructional strategies?
 - Are the resources available and functional?
 - Is the facilitator's guide complete and well organized?
-

SUMMATIVE EVALUATION

- What mechanism(s) exist for determining whether the course meets its objectives?
- What mechanism(s) exist for determining students' attitudes toward the subject matter and instruction?
- Is there a method for evaluating the course in terms of its overall worth versus the cost of development and presentation?
- Is refresher training needed?

Part 4

Attachments

Attachment A

FACILITATOR'S GUIDE

Each course should have a facilitator's guide that has all of the material an instructor needs to teach the course, including introductory documentation and lesson plans, instructional materials, and evaluation instruments. One assumption for having a facilitator's guide is that more than one instructor will be teaching the material. Another assumption is that the individuals who develop a course may not be the ones who teach the course.

■ **Introductory Documentation.** There are two purposes for the introduction to the facilitator's guide.

1. The background information and data will help the instructor teach the course as designed.
2. The documentation will assist in maintaining and revising the course.

All of the materials should be written with the assumption that the individuals who initially designed and developed the course may not be available for making future revisions. The documentation should also include references to where to find task analysis instruments and data, formative evaluation instruments and data, and other information or materials used during the analysis, design, development, implementation, and evaluation phases of the project.

Following is a list of documentation that should be included in the introductory documentation section of the facilitator's guide:

- Statement describing the required qualifications for the instructor(s), including such factors as experience in previous teaching and knowledge of the subject area, and instructor training required
- Committee members (subject-matter experts, stakeholders)
- Personnel involved in the development: POST project director and others (*e.g.*, contractors, outside consultants)

Course Development Guidelines - 2003

Part 4 - Attachments

Contents

- Purpose and goals
- Objectives/content/assessment matrix
- Target audience(s) and key characteristics
- Required prerequisites
- Time required for the course
- Resources and materials
 - Facilities
 - Equipment
 - Personnel
- Safety factors
- POST certification documentation
- Date when course developed and first presented; dates when subsequently revised
- References to documentation used or created during development (*e.g.*, legislative mandates, background documentation, task analysis instruments, evaluation instruments)

■ **Lesson Plans and Materials.** This section of the facilitator's guide should include all of the lesson plans, instructional materials, and details that are needed to present the course.

The course should be split into segments, and a lesson plan provided for each. As a rule of thumb, a single lesson plan should not cover more than four hours of instruction. Depending on the particular course, the number of hours per lesson plan may vary. The lesson plans should be developed so that an instructor who was not involved in the development effort could teach the class with a minimal amount of preparation. Each lesson plan should have an advance sheet listing all of the materials needed for that lesson.

Course Development Guidelines - 2003

Part 4 - Attachments

Contents

Lesson Plans: Each lesson plan should use the format in Figure 2 on the next page and include the following:

- Day and hours
- Topic
- Objectives
- Instructor activities and notes
- Student activities and notes
- Resources
- Equipment
 - Audiovisual aids
 - Student materials/handouts
 - References
 - Other (*e.g.*, guest lecturer)

Attachment B

STUDENT'S GUIDE

A binder should be created with all of the materials provided to the student. Many of these materials are also included in the facilitator's guide or are referenced as being in the student's guide. The following items should be included:

- Introductory information about the purpose, goals, and objectives of the course
- Description of the audience for the course
- Requirements and prerequisites, if any
- Schedule
- Exercise sheets, feedback forms, checklists, and reference materials

NOTE: Many of the materials may be distributed when they are needed.

Attachment C

ANNOTATED SELECTED BIBLIOGRAPHY

Abell, Millie. "Soldiers as Distance Learners: What Army Trainers Need to Know." Paper presented at the 22nd Annual Interservice/Industry Training, Simulation and Education Conference (I/ITSEC), Orlando, FL, November 29, 2000.

The author analyzes the characteristics of Generations X and Y learners and presents the implications of these characteristics for designing effective training. A comprehensive summary of research findings is presented to assist in the design of technology-based distance learning systems.

Braden, Roberts. "The Case for Linear Instructional Design and Development: A Commentary on Models, Challenges, and Myths." *Educational Technology* 36 (March-April 1996): 5-23.

Braden presents the case for following the standard instructional systems design (ISD) approach for designing and developing instruction. He then summarizes alternative approaches that challenge using ISD and refutes the charges of the critics.

Dick, Walter, and Carey, Lou. *The Systematic Design of Instruction*. 4th ed. New York: Harper and Collins, 1996.

This practical guide for designing and developing instruction has detailed instructions for performing all aspects of the instructional systems design process. These include identifying instructional goals, conducting an instructional analysis, identifying entry behaviors and learner characteristics, writing performance objectives, developing criterion-referenced tests, developing instructional strategies, developing instructional materials, designing and conducting formative evaluations, revising instructional materials, and conducting summative evaluations.

Fleming, Malcolm, and Levie, Howard. *Instructional Message Design: Principles from the Behavioral and Cognitive Sciences*. 2nd ed. Englewood Cliffs, NJ: Educational Technology Publications, 1993.

Scores of practical principles are presented to assist in developing instructional materials. The principles and summaries of the underlying research are organized into four areas: perception, memory, concept learning, and attitude change.

Gagne, Robert. *The Conditions of Learning*. 4th ed. New York, NY: Holt, Rinehart and Winston, 1985.

Gagne discusses research on learning that is relevant for instruction and describes the internal and external conditions of learning. The internal conditions are the capabilities acquired as a result of learning. These

Course Development Guidelines - 2003

Part 4 - Attachments

Contents

capabilities are different for the various types of learning, which Gagne organizes into five domains: intellectual skills, information, motor skills, cognitive strategies, and attitudes. In the intellectual skills domain, there are several types of learning that research has demonstrated to be hierarchically related to one another. Instructional designers analyze learning outcomes and develop hierarchies of tasks in order to determine effective ways for sequencing instruction. The external conditions are events of instruction that must occur for learning to take place. The events are applied differently depending on the type of learning involved.

Gagne, Robert; Briggs, Leslie; and Wager, Walter. *Principles of Instructional Design*. 4th ed. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1992.

Guidelines and procedures for designing effective instruction are presented. These include performing a learning task analysis, writing performance objectives, creating learning hierarchies, applying events of instruction, selecting media, and assessing student performance. There are also chapters on various instructional delivery systems and on evaluation.

Mager, Robert. *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*. 3rd ed. Atlanta, GA: The Center for Effective Performance, 1997.

Mager's book, which is a classic in the field, provides the rationale for writing performance objectives and gives the reader practice in learning to identify and develop quality objectives. This book is recommended for anyone involved in instructional design and development. The style of writing and the strategies used for teaching the subject are exemplary.

Nicholson, Larry. *Instructor Development Training: A Guide for Security and Law Enforcement*. Boston, MA: Butterworth-Heinemann, 1997.

The author discusses the use of the instructional systems design (ISD) process for designing and developing training for classroom instructors in the security and law enforcement areas. Characteristics of the adult learner are presented, as are details for designing, developing, implementing, and evaluating instruction. An appendix has numerous examples dealing with task analysis, needs assessment, lesson planning, and evaluation.