

Goal and Instructional Analysis & Learner and Context Analysis assignment

This assignment includes two parts: (1) Goal and instructional analysis, (2) Learner and context analysis.

Follow the instructions below and instructor's notes posted on BlackBoard to complete this part of the project. Open your ID project Google Doc and do the **Goal and Instructional Analysis** section and **Learner and Context Analysis** section.

Part 1: Goal and instructional analysis – 50 points

What we're trying to do in this step is to decompose whatever the overall goal we set into its constituent parts. The idea is to identify the skills and knowledge that should be included in our instruction and to make sure that we know exactly what we are going to be teaching so that we don't leave out certain steps and we cover everything. Note that you are not yet saying anything about how you will teach. The purpose of the instructional analysis is to identify the skills and knowledge that should be included in the instruction. The instructional analysis process usually presents by a flowchart or diagram depicting the steps, substeps, and subordinate skills required to attain your goal.

The goal and instructional analysis page should include three elements: 1) Instructional goal, 2) Goal analysis, and 3) Instructional analysis. See the instructions below for details.

Instructional Goal

This was defined in the Needs Assessment assignment. Do not change it, copy and paste the instructional goal to here.

Goal Analysis

Goal analysis includes 2 steps: 1) Identifying the overall goal and classifying it into one or more of the learning domains (Intellectual, Verbal, Psychomotor, Attitudes), 2) Identifying and sequencing the major steps required to perform the goal.

Robert Gagne proposed 4 different types of domains of learning:

- (1) Verbal Information skills: Require learners to provide specific responses to relatively specific questions. For example: Learners must "state", "name", "Describe"...
- (2) Intellectual Skills: Require learners to perform tasks like making discriminations, forming concepts, applying rules, solving problems, etc.
- (3) Psychomotor Skills: Require learners to perform physical actions. Mental or cognitive activity may accompany motor skills.
- (4) Attitudes skills: Require learners to make particular choices or decisions. They are often long-term goals.

Let's use this goal "students know how to serve a volleyball" as an example. It's clearly a physical skill. It's a psychomotor skill because there are important cognitive things you have to do. Then, what are some of the major things that learners need to know to serve a volleyball?

Examples are “stand in the right place”, “hold the ball correctly”, “move arms correctly”, “learn to aim it where you want to go”. Maybe a cognitive skill is deciding where to aim it. Things like that. In other words, the goal analysis is to analyze what series of instructional goals must be met in order to successfully reach the overall goal.

In the Goal Analysis section, you identify and sequence the major steps required to perform the goal and classify them into one or more of the learning domains and explain why. Example from Wolfe’s project (an example project): “To accomplish this goal, the students must learn how to utilize the online library catalog. This is a procedural skill that can be followed by accessing the catalog, formulating a search term, performing a search, evaluating the search results, and locating the physical shelf location of an item.”

Instructional Analysis

Analyze the steps that learners must take in order to successfully reach the overall goal and also identify subordinate and entry skills. The analysis should include a number system that allows easy identification of each element. My recommendation is that you do this essentially hierarchically. That is, look at the overall goal and think what the 3 - 7 big things (major steps) that you have to do in order to reach that goal. Then analyze each of the major steps into its constituent parts. The instructional analysis process usually presents by a hierarchical flowchart or diagram depicting the steps, substeps, and subordinate skills required to attain your goal. You can also use a table or a hierarchical listing to present it. Samples below are shown in Dick, Carey, and Carey book (7th edition).

Subordinate skills mean what learners must know or be able to do BEFORE they complete a step of your instructional unit. For example: “stand in the right place” is one of the major steps discussed above. Then, what are 2-3 skills that learners must know be able to successfully do it? These skills are “subordinate skills”.

Entry skills mean skills that learners must have already mastered (skills don’t need to teach in this instructional unit). If we use the previous example again, then the entry skills would include “the ability to stand”.

Another example: if your goal is to meet someone at noon in your classroom, the entry skills would include: the ability to walk, knowledge of telling time. Subordinate skills would be knowledge of the Kent State University campus and/or the ability to understand a campus map; the knowledge of where the classroom is located within the building and the ability to find it. Map reading may also be considered an entry skill.

I'll be looking at

- The analysis is complete and includes all the necessary steps.
- The analysis is detailed with major steps and subordinate skills, ensuring that all entry skills are identified
- The analysis includes a number system that allows easy identification of each element.
- Types of learning involved are accurately identified.
- The analysis shows how someone proficient in the task would complete it.

Part 2: Learner and context analysis – 50 points

In this part of the assignment, you are going to be analyzing the characteristics of the learners and the contexts in which the learning and performance are going to be taking place. When you are analyzing learners and contexts, there are two key questions. First, what characteristics of your learners and contexts? Second, what do we do with that information? Just because we know our audience or our environment, it does not follow that our teaching automatically changes. We have to know what to do with the information we have gathered. This is the purpose of the "Implications" column in the table you are to complete for this assignment.

Learners analysis:

Human beings are almost infinitely diverse. They differ in overall intelligence as well as in specific abilities. Some have more background knowledge than others. Some have skills that others have yet to learn. It is important in the learner analysis that we concentrate on characteristics that make a difference for teaching and learning. Whether a student has red or blond hair probably has little relationship to how they learn mathematics best.

A simple table below based on the characteristics of learners and contexts discussed in Dick, Carey, and Carey book has been set up in your ID Google Doc to help you complete this part of the assignment. Let's look at the Learners analysis first.

Information Category	Data Source	Learners Characteristic	Implication
Entry skills			<p>Briefly discuss some ways in which the instructional design or delivery will be different because of what you know about this characteristic.</p> <p>The entries here should answer the question "So what?" Try making a sentence out of the last two columns like this: "Because I know [Characteristic] about the learners, I will [Implication]."</p> <p>An example: Because I know that the learners all score very high on tests of verbal ability, I will design the instruction for a higher reading ability.</p>
Prior Knowledge	<p>List some ways to collect data to help you learn the characteristics about learners. For example: Observation, interviews, prior teaching experience, test data, surveys,</p>	<p>Briefly describe the learners characteristics for each category.</p> <p>See below for writing prompts.</p>	
Attitudes Toward Content and Potential Delivery System			
Motivation			
Education & Ability			
Learning Preferences			
Attitudes toward the Organization			
Group Characteristics			

Below are the main points in analyzing the learners.

- **Entry skills:** Are there any general entry skills that must have already be mastered before beginning the instruction?
- **Prior knowledge of topic area:** Do the learners already know something about the topic?
- **Attitudes toward content and potential delivery system:** Do the learners have a positive attitude towards the content and the delivery system?
- **Academic motivation:** How motivated are learners to learn the topic? Is the topic likely to interest the learners?
- **Educational and ability levels:** What are the achievement and general ability levels of the learners? Do they have the ability to cope with new and different approaches to instruction?
- **General learning preferences:** Do the learners have any general learning preferences? For example: lecture, seminar, case-study, etc?
- **Attitudes toward training organization:** Do they have a positive attitude regarding the organization (school, training center, etc) providing the instruction?
- **Group Characteristics:** Are there any important group characteristics? How similar or diverse are they?

II. Performance context analysis *(The performance context may be thought of as the “real world”)*

The performance context is the setting in which the new skills and knowledge will be used by learners after the instruction is completed. Knowing this information will enable you to create a more relevant environment for learning to take place in. Dick, Carey and Carey list several factors to consider when analyzing the performance context, including managerial or supervisor support, physical aspects of the site, social aspects of the site, and the relevance of skills to workplace.

Similar to the learners analysis, complete the table in your Google Doc about performance context analysis.

Information Category	Data Source	Characteristic	Implication
Support	List some ways to collect data to help you learn the characteristics of performance context	Briefly describe the characteristics of the context for each category. Identify any special factors that may facilitate or interfere with learners' use of the new skills. See below for writing prompts.	Briefly discuss some ways in which the instructional design or delivery will be different because of what you know about this characteristic.
Physical Aspects			
Social Aspects			
Relevance of Skills			

Below are the main points in analyzing the performance context.

- **Managerial or supervisor support:** What types of organizational support can learners expect to receive when they try to use the new skills or when they have problems?
- **Physical aspects of the site:** Will the use of new skills depend on certain equipment, facilities, tools, or other resources?
- **Social aspects of the site:** When using these new skills, will they work alone or in a group? Will they work independently or supervise others?
- **Relevance of skills to workplace:** How relevant are the new skills to the workplace (real world)? Will the new skills actually be used in the performance setting/real world?

III. Learning context analysis *(The learning context may be thought of as the “classroom”)*

The learning context is the setting where the actual learning will take place. The purpose is to familiarize yourself with the facilities where the learning will occur, and to identify any limitations of the setting that might affect the design of instruction.

Complete the table in your Google Doc about learning context analysis.

Information Category	Data Source	Characteristic	Implication
Compatibility with Instructional Requirements	List some ways to collect data to help you learn the characteristics of learning context.	Briefly describe the characteristics of the context for each category. Identify any limitations that may have serious implications for the project.	Briefly discuss some ways in which the instructional design or delivery will be different because of what you know about this characteristic.
Adaptability to Simulate Workplace			
Adaptability for Delivery Approaches			
Learning Site Constraints		See below for writing prompts.	

Below are the main points in analyzing the learning context.

- **Compatibility of site with instructional requirements:** What are the characteristics of the learning site? What equipment and resources are available?
- **Adaptability of site to simulate the workplace:** Does the learning site adequately simulate the site where learners will apply their new skills? Is there anything that can be done to make it more like the work environment?
- **Adaptability for delivery approaches:** Does the site include tools/equipment that are necessary for delivering the instruction?
- **Learning site constraints affecting design and delivery:** Are there any limitations, personnel or time constraints that may have serious implications for the project?

I'll be looking at:

- The sources of data identified are appropriate.

- Learner and context characteristics that may impact the design, development, and delivery of instruction are identified.
- A full range of characteristics has been identified for both learners and contexts.
- Implications given are useful in designing, developing, and delivering the instruction.

How to submit:

Copy the URL to your ID project and submit it **as a draft** to the designated assignment link for feedback by the due date specified on the course schedule.

Revise your assignment based on the feedback received. Submit the URL of your revised work to BlackBoard for a grade by the due date.

Grading:

This assignment (as in all assignments in the course) will be graded using an interval scale:

- 100% Far exceeds all expectations & requirements of the assignment
- 95% Meets all expectations & requirements
- 90% Meets most of the expectations & requirements with a high degree of quality
- 85% Fulfills most assignment requirements with a good degree of quality
- 80% Fulfills some requirements with a good degree of quality
- 75% Fulfills some requirements with an acceptable degree of quality
- 70% Fulfills some requirements with a minimally acceptable degree of quality
- 65% Fulfills only a few requirements with a minimally acceptable degree of quality
- Below 60% Does not meet requirements