Platinum Silver, and Bronze: How Much Effort Should You Really Invest in a Project?

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Question 1

What is your role in the design of instructional programs?
(Type the response that best matches your role.)

1. Instructional designer (The majority of my time is spent designing programs)
2. Course developer (I prepare programs from designs prepared by others)
3. Instructor/ developer (I design and teach programs)
4. Project manager (I oversee the work of people who design and develop programs)
5. Manager (I have personnel responsibility for people who design and develop programs)
6. Administrator (I oversee enrollment, setup, and record keeping for courses)
7. Educator (I teach students how to design and develop instructional programs)
8. Student (I am preparing to become a specialist in the field)

Question 2

Of the following activities in instructional design, on which do you spend the most time?

(Type your responses.)

1. Analysis
2. Design
3. Development
4. Delivery
5. Evaluation

Question 3

Of the following activities in instructional design, on which do you spend the **_second_** most amount of time?

(Type your responses.)

1. Analysis
2. Design
3. Development
4. Delivery
5. Evaluation

Question 4

Have you ever done a "quick and dirty" instructional design project?

If so, why was it "quick and dirty?"

In retrospect, was that level of effort appropriate?

(Type your responses.)

Question 5

What do you hope to learn in today's webinar?

(Type your responses.)

Agenda

- The challenge of instructional design models
- A three-tiered approach to instructional design
- Implications of this approach
- Wrap-up

First, consider some definitions

What is the difference between
instructional design
and
instructional systems design?

(Type your response.)

Consider these differences.

Source: commons.wikimedia.org

Source: scharankov.net

Instructional design is the act of determining how to structure and present content to be learned.

Instructional Systems Design (ISD) is a general process for preparing programs for learning.

ADDIE is the most commonly named ISD model.

- **A**nalysis
- **D**esign
- **D**evelopment
- **I**mplementation
- **E**valuation

(Most other models represent variations, with extensive additions to Analysis and Evaluation.)

What issues do instructional designers have with ADDIE?

(Type your response.)

These are common issues with ADDIE.

Takes too long.

Too rigid

Too inflexible.

Too linear.

These are suggested solutions to those issues.

S
A
M

Proprietary models

"Oh no, not another instructional design model."

Attempting to automate the process

Ignoring process altogether

But all of these ignore two fundamental issues.

- That a process is merely a suggestion, not a prescription.

But all of these ignore two fundamental issues.

- That a process is merely a suggestion, not a prescription.
- That all projects require the same level of effort.

Consider these issues.

- New or revision?
  If a revision:
  - Simple
  - Moderate
  - Overhaul
- Medium?
  - Classroom
  - Workbook
  - Online

Instructional designers need to adjust effort for each job.

Already recognize this in levels of e-learning.

Instructor-led	"Including front end analysis, design, lesson plans, handouts, workbooks, PowerPoint, SME reviews of content to be used during live, face-to-face learning events "
Level 1	"Including content pages, text, graphics, perhaps simple audio, perhaps simple video, test questions. NOTE: PowerPoint-to-eLearning often falls into this category. Basically pages with assessment"
Level 2	"Level 1 eLearning content plus 25% (or more) interactive exercises, allowing learners to perform virtual "try it" exercises, liberal use of multimedia (audio, video, and animations)"
Level 3	"Highly interactive, possibly simulation or serious game-based, use of avatars, custom interactions, award-winning caliber courseware"

Bryan Chapman. (2010) How long does it take to create learning? Viewed at http://www.chapmanalliance.com/howlong/. Visited October 1, 2015.

But real adjustments affected by these two strategic issues.

Number of learners affected

Urgency of material covered

Both images from commons.wikimedia.org

Consider the three classes of projects.

Platinum

Silver

Bronze

Let's consider this in context.

You are designing a brand new, Level 3 e-learning program to prepare a sales and marketing team for the launch of an entirely new, strategic product line.

Which parts of the ADDIE approach would you follow in full?

(Type your response.)

Consider **platinum** projects.

- The most complex programs
- High impact on the organization
- High volume of learners (usually 1000 or more)
- Receive the most significant investments
- Typically the type of course that wins awards in competitions

Consider these examples of platinum projects.

New Massive Open Online Courses (MOOCs) (especially early ones)	Training programs associated with major organizational initiatives
Courses for sale in the leadership development market	Required undergraduate courses with several sections
Training programs for new products and services	New math curriculum

How would you respond to this situation?

You are designing the update to a Level 3 e-learning program for the sales and marketing team, which introduces them to 3 new models of the product line, the most since launch.

Which parts of the ADDIE approach would you follow in full?

(Type your response.)

Consider **silver** projects.

- Moderately complex programs
- High or medium impact on the organization
- High or medium volume of learners
- Receive moderate investments
- Typically a major revision to a platinum course or a cost-reduction project

Consider these examples of silver projects.

Revision to a Massive Open Online Courses (MOOC)	Training program associated with an initiative for a division or function
Online courses for sale in the software training or professional development	Revision to a mathematics curriculum
Major update to a training program for an existing product or service	Public health program intended for the entire population

How would you respond to this situation?

The engineer who developed the product line is teaching a "Master's Class" to 20 engineers in the organization. You would like to make this existing course available by video-on-demand for the future.

Which parts of the ADDIE approach would you follow in full?

(Type your response.)

Consider **bronze** projects.

- The least complex programs
- Medium to low impact on the organization
- Small numbers of learners (as few as 20)
- Receive the least investments
- Typically a lower-priority revision to an existing course, compliance training, and "just-in-case" training

Consider these examples of bronze projects.

Minor adjustment to a Massive Open Online Course (MOOCs)	Just-in-case training: A recording of a one-time course by a leading technical expert
Revision to a job aid accompanying the leadership development course for sale	Update to a senior seminar on Chaucer
Minor update to a training program for an existing product or service	One-time community education program on a new ordinance

How do you think … ?

Design tasks would differ among platinum, silver, and bronze projects? Why do you respond this way?

(Type your response.)

Consider these differences

	Platinum	Silver	Bronze
Analysis			
Design			
Develop-ment			
Implemen-tation			
Evaluation			

Consider these differences

	Platinum	Silver	Bronze
Analysis			
Design	Choose a format, medium, and teaching strategy	Choose strategies for new segments, otherwise, conform	Conform to existing design choices
Develop-ment			
Implemen-tation			
Evaluation			

Consider these differences

	Platinum	Silver	Bronze
Analysis	Full	Focus on new and changed skills; updates and conformance to style	Focus on new and changed skills, conformance to style
Design	Choose a format, medium, and teaching strategy	Choose strategies for new segments, otherwise, conform	Conform to existing design choices
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Develop-ment	Implement the design plans	Conform to existing designs, make global changes where adjusting	Conform to existing designs, seamlessly inserting new material
Implemen-tation			
Evaluation			

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Implemen-tation	Full launch, promotion, and support of program	Raise awareness of the revision Update support plan to reflect new material	Update existing catalogs
Evaluation			

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Implemen-tation	Full launch, promotion, and support of program	Raise awareness of the revision Update support plan to reflect new material	Update existing catalogs
Evaluation	Full formative evaluation	Evaluate new parts only	Edit new parts for consistency

In response to this approach…

How would you adjust the instructional design processes in your organization?

(Type your response.)

Take-aways

- What insights did you gain into the instructional design process through this webinar?

- How will you apply this concept of the three-tiered model in your instructional design work?
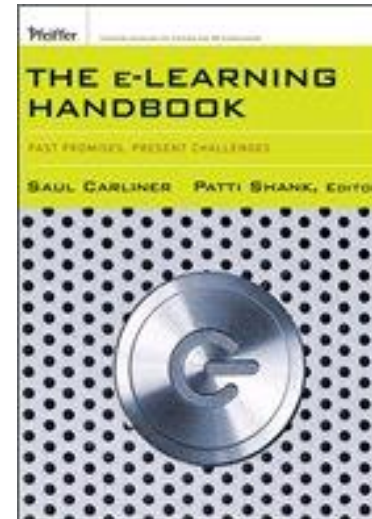
(Type your response.)

Learn more about the model.

Carliner, S. (2015.) *Training Design Basics* (2nd ed.) Alexandria, VA: ATD Press.

Carliner, S. & Shank, P. (2008.) *The e-Learning Handbook: Past Promises, Present Challenges*. San Francisco, Jossey-Bass.