

EME6613 Instructional Systems Design

A2: Analysis Report - Assessment and Feedback

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Total: 92/100pts

Distinguished (100-90pts)	<p>Goal Analysis</p> <ul style="list-style-type: none"> Identifies target learners. Clearly states what learners should know and be able to do. Properly classifies instructional goal. Identifies all major steps necessary to complete goal. Properly illustrates relationship among steps. <p>Subordinate Skills Analysis</p> <ul style="list-style-type: none"> Identifies all subordinate skills and knowledge necessary to achieve the step/component. Identifies entry behaviors where appropriate. Relationship between skills and knowledge logical and clearly defined. Relationship between skills and knowledge are properly represented using specified diagramming conventions <p>Learner and Context Analyses</p> <ul style="list-style-type: none"> Contains short, accurate descriptions of key learner characteristics and contextual factors Makes clear and accurate distinctions between performance and learning context. Contains a short, but accurate description of sources of learner and context data. Describes technique(s) for gathering additional data if necessary. Provides persuasive rationale for selected technique(s). Information presented in clear, professional and well formatted manner.
Proficient (89-80pts)	<p>Goal Analysis</p> <ul style="list-style-type: none"> Identifies target learners States what learners should know and be able to do. Properly classifies instructional goal. Identifies steps to complete goal. Illustrates relationship among steps. <p>Subordinate Skills Analysis</p> <ul style="list-style-type: none"> Identifies subordinate skills and knowledge necessary to achieve the step/component. Entry level behaviors maybe somewhat unclear. Relationships between skills and knowledge defined. Relationships between skills and knowledge, for the most part, follow specified diagramming conventions. <p>Learner and Context Analyses</p> <ul style="list-style-type: none"> Contains short descriptions of key learner characteristics and contextual factors. Most descriptions are accurate and appropriate. Distinction between performance and learning context somewhat unclear or inappropriate. Describes technique(s) for gathering additional information if necessary and provides rationale for technique(s). Information presented in and professional manner.
Developing (<80pts)	<p>Goal Analysis</p> <ul style="list-style-type: none"> Unclear target learners. Unclear skills and knowledge. Improperly classifies goal. Fails to identify steps for achieving goal. Diagram does not clearly illustrate relationship among major steps. <p>Subordinate Skills Analysis</p> <ul style="list-style-type: none"> Fails to identify subordinate skills and knowledge necessary to achieve the step/component, nor identifies entry level behaviors. Relationship between skills and knowledge unclear, illogical and may not follow specified conventions. <p>Learner and Context Analysis</p> <ul style="list-style-type: none"> Contains short descriptions of key learner characteristics and contextual factors. Several descriptions are inaccurate, failing to provide appropriate descriptions of learner characteristics and contextual factors. Fails to describe technique(s) for gathering additional information when needed and/or rationale for selecting technique. Information presentation unclear format or unprofessional manner.

Comments: Goal Analysis

Good job on your goal analysis (GA). It appears that you've got the major concepts associated with conducting a goal analysis-Good job! As mentioned in preliminary feedback, your statement and diagram:

- Identifies target learners;
- States what learners should know and be able to do;
- Identifies major steps and/or topics necessary to complete goal; and
- Illustrates relationship among steps and/or topics.

It appears that you took time to reflect on and address the preliminary feedback given on your goal analysis. I've copied original feedback (shaded below) and elaborated when necessary.

- You need to reconsider goal classification. Seems like you are addressing intellectual skills (rather than simply verbal information). The key is to determine and specify which specific type of intellectual skill?

Good. No further comments or concerns here.

- Rather than listing major skills in goal statement and then depicting them in boxes, see if you can come up with more general (but still measurable) verbs to include you our goal statement that subsumes two or more of the listed skills.

Well done. Goal statement is a bit wordy, but I think it communicates the true goal of the orientation program. What does hospice think?

Comments: Subordinate Skills Analysis

Some good work on your subordinate skills analysis (SSA). As noted in earlier feedback, your SSA did a nice job analyzing and breaking down your major step/component. Of course, I'm not a subject matter expert, so you'll need to verify your analysis with someone who is, but based on what information was given to you, I think your doing a good job.

Again, I've copied original feedback (shaded below) and elaborated when necessary.

- Verbs used at top level of your SSA (1.1-1.12) look good. I do recommend reconsidering verb used in 1.11 and 1.12. Rather than Review annual education requirements (which sounds like an instructional tactic rather than performance outcome), how about something like "determine" or "identify" or even "state." For 1.12, consider verbs, such as "interpret." I think you want learners to be able to tell if they are breaking or following the policy.

Wow, it appears that you totally reorganized your SSA. Verbs used for 1.1 and 1.2 appear to be fine-well done. However, you need to reconsider:

1. How lines are linked from 1.1 and from 1.2 to subordinate skills (substeps). Since they are substeps, the line should go from the bottom of 1.1 to the left side of the initial substep for each series of substeps. Does that make sense? If not, I'll show you in person.
2. Verbs used in many substeps. My primary concern for your SSA is that it appears that you've identified instructional tactics (e.g., read...., and practice...). At this point, you should be thinking about what should learners know and be able to do as a result of your instruction, not what they need to do in order to learn. In other words, what should learners be able to do or what should they know as a result of reading and/or practicing?

An instructional objective (what you are going to prepare based on statements in your SSA) should describe what learners are expected to know and/or be able to do as a result of the instruction. Reading booklets, brochures and schedules are not learning outcomes, they are learning events. What should learners be able to do as a result of reading and practicing.

In comparison, "locate" may be appropriate because for learners to perform skill (on the job), they may have to locate certain documents

Also, what does it mean to, "Use Employee Assistance Program?" Using the verb "use" is OK for 1.1 because you delineate what it means to use as you identify subordinate skills. But "use" for 1.1.6 is not clear.

I recommend that you review and reconsider all verbs contained in your SSA, particularly as you start to formulate objectives.

- Apparently, your SSA is incomplete. I could not find subordinate skills associated with 1.1-1.12. As you complete your SSA, just keep mind, a number of skills represented in 1.1-1.12 are processes that should probably be broken down into related substeps before identifying related concepts or verbal information necessary to complete each substep.

You did a nice job breaking down skills into substeps. Just review and revise verbs in substeps. One way to identify appropriate verbs is to watch someone actually some the procedure/process. For example, watch some complete W-4 form and write down what they do (other than read). I think you may find that additional substeps may be necessary to complete some procedures/processes.

Comments: Learner and Context Analysis

It appears that you took time to reflect on and address most of the preliminary feedback given on your subordinate skills analysis. It also appears that you've developed your skills and knowledge of how to conduct a learner and context analysis considerably compared to your initial draft-well done. I've copied original feedback (shaded below) and elaborated when necessary.

- Without completing your SSA, I can not determine if your analysis of entry behaviors is consistent with your SSA. Remember, your SSA specifies entry behaviors target learners

should have. Your learner analysis determines the % of target learners who have or do not have entry behaviors specified in your SSA.

OK. No further concerns or comments here.

- Prior knowledge of topic. You should be describing what learners know about the topic, not what they should know. In turn, “Implications” should be based on what learners know of topic. If there is variance in what learners know, then you should note relative % of learners that have prior knowledge of topic.

OK. You did not that employee’s experience with topic differs under implications. You should note that in column 3, and then describe implications of the fact in column 4.

- Analysis of learners’ attitude toward content and delivery system should explicitly address learners’ perceived levels of attention, relevance, confidence and satisfaction.

OK. Except description of learner attitudes toward delivery system does not appear to address learners’ perceived levels of A, R, C and S toward the proposed delivery system.

- Attitudes toward delivery system should address learners’ attitudes toward proposed delivery system. If you do not know what learners’ actual attitudes are, then you should state that you do not have sufficient information. Then, under “Implications,” you should state that further data collection is necessary. Then, at the end of each major section (e.g., Learner Analysis, Analysis of Performance Context, and Analysis of Learning Context), you should list the data that still needs to be collected, propose data gathering technique(s), and provide a short rationale for proposed technique(s).

See comment above. Also, under “Additional Information Requirements,” it does not appear that you listed all information requirements as noted in your analysis of each information category. Be sure there is consistency throughout your report.

- Analysis of Learning Preferences should go beyond stating that they vary to detail the differences. Again, if you don’t know at this point, it’s OK. Note that more information is necessary (as noted above).

OK. No further comments or concerns here.

- Analysis of Site Compatibility with Instructional Needs and Learner Needs do a very good job describing instructional and learner needs. However, you need to go one step further and explicitly state whether the site is compatible to defined needs. Same comment applies for Feasibility (the next and final information category for context analysis of learning setting).

OK. No further comments or concerns here.