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IDT - 5000: Instructional Design

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I want to introduce my instructional strategy by stating the instructional problem which has been derived from a scenario which I have encountered in my career working within the property management industry. First, I needed to decide if instruction is the right solution. Some outcomes may not require instruction so this step is important in the instructional design process. Next, I looked to understand the types of need that would be satisfied with training. Then, I turned my attention to the learning styles and characteristics of the person or people that would benefit from the instruction. After completing these steps, I was able to start my procedural task analysis for my instructional problem.

The problem has been identified, and Company A has experienced a decrease in the retention of current residents which are affecting operational budgets and overall monetary gains. The decreasing retention rate of current residents can be a direct correlation with operational or customer service practices from on-sight (primary) as well as off-sight (secondary) personnel. We need to increase the contact rate from employees to current residents by using more efficient correspondence techniques within an industry standardized timeframe. All on-site, property employees need to upload responses and follow-up replies within the new remote communication system for ease of access.

After the task analysis has been completed, the next phase of the process would be to identify the instructional objectives. Objectives give the ability, as referenced in the textbook, to select and organize instructional activities and resources that facilitate effective learning. These objectives also give us the guidance or framework to best evaluate the learning performance of the employees (Morrison, et al. 2019). For example, I introduce these instructional objectives in sequential order which will enable my implementation of the instructional strategies.

1. Given the new technology, all primary personnel will apply the new communication system remotely, and they will construct message responses to directly reply with residents.
2. After completing this unit, the personnel will be able to recall the necessary steps to access the new communication system
    a. Recall the steps for searching the proper software (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
    b. Recall the steps for confirming, selecting, and downloading the correct software (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
3. Given the new software, all personnel will be able to create the correct login information
    a. Recall the registry icon (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
    b. Recall the correct information necessary for inputing the username (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
    c. Demonstrate the proper criteria for creating the password (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
    d. Recall the correct property information (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
    e. Recall the method of confirmation for establishing a new account (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

4. Given the new software account, all personnel will identify and recall the steps for locating the resident reply messages

    a. Recall the proper home screen location (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    b. Recall and identify the proper icon for messages (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    c. Recall the steps for identifying the proper criteria to select unread messages (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

5. Given the correct system messages, all personnel will be able produce and prepare correct response messages.

    a. Prepare and produce messages using the proper D.A.N.C.E. criteria (Domain: Cognitive, Level: Application, Content Structure: Principles and Rules, Performance: Application).

    b. Demonstrate correct Federal Housing Act guidelines (Pirulis, 2020) (Domain: Cognitive, Level: Application, Content Structure: Principles and Rules, Performance: Application).

    c. Ensure that the correct response is demonstrated for the information provided by the resident (Domain: Cognitive, Level: Analysis, Content Structure: Principles and Rules, Performance: Application).

6. Given the proper preparation techniques, all personnel will be able to demonstrate sending the correct response for all resident replies.

a. Analyze the appropriate response needed based on the information given from the resident (Domain: Cognitive, Level: Analysis, Content Structure: Principles and Rules, Performance: Application).

b. Recall the step necessary to start a new conversation (Domain: Cognitive, Level: Knowledge, Content Structure: Facts, Performance: Recall).

c. Demonstrates the ability to create and identify when a blank message is required (Domain: Cognitive, Level: Analysis, Content Structure: Principles and Rules, Performance: Application).

d. Organizes and constructs all of the components for the response message meets the industry standard criteria (Domain: Cognitive, Level: Synthesis, Content Structure: Principles and Rules, Performance: Application).

To delve more in-depth, I also attempt to organize my content structure using the Merrill Performance-Content Matrix (Merrill, 1983). This allows me to identify both the levels of learning and the basics for beginning the development of the instructional strategies. After sequencing my instructional objectives, I choose two objectives to establish examples of an initial presentation and generative strategy. The first objective is a lower level of learning and my second objective is a higher level of learning that will be accomplished by the employees. In the examples below, I list both of the objectives, the initial presentations, and the generative strategies that will be associated.

1. Objective: Recall the steps for searching the proper software (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

A. Initial presentation: Explain the relevant information of how we use communication in our daily lives. Using a story or scenario, I will present the importance of using applications to correspond with family and friends. I will correlate the use of applications with the use of Resident Portal by Entrata, which is the new communication system being learned through this instruction.

B. Generative Strategy: The generative strategy that would be used for this objective is elaboration, which shows the context of the new communication system (fact) that will be learned. Ask employees to list (recall) new communication applications that they have downloaded and/or currently operating on a daily basis.

2. Objective: Prepare and produce messages using the proper D.A.N.C.E. criteria (Domain: Cognitive, Level: Application, Content Structure: Principles and Rules, Performance: Application).

    A. Initial presentation: Present a graphical list showing the proper industry response criteria for messages. List the acronym in full and present examples (principles and rules) for the correct responses to accomplish the industry standard.

    B. Generative Strategy: The generative strategy to complete this presentation is EG-RUL. Present the employees with correct and incorrect examples for responses (principles and rules) that use the proper criteria for D.A.N.C.E. (Directly Answer the Noun's Causes and Effects) (mnemonic). The employees will generate the rule by demonstrating the correct responses for the proper mnemonics using the directions introduced by the instructor.

This instruction is needed so that employees can operate the remote communication system properly. With the implementation of this new technology, we need to equip all on-site personnel with the procedures necessary to achieve the standardized resident correspondence and follow-up replies. By instructing the primary personnel on these techniques, we can allow for immediate resident feedback and timely resolution procedures to be concluded. This will also encourage higher rates of contact between personnel and residents. Once this instruction is accomplished, we can successfully retain residents currently living at our properties.

# References

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