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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.

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.

Design Sequence	**Description**	**Objective(s)**	**Time**	**Instructional Strategy**	**Media (Technology, Worksheets, etc.)**
Gain Attention	Pre-instructional Strategy	1) Explain the relevance for downloading a new communication system	2 min	Instructor will demonstrate a scenario for finding an application on a mobile device.	Internet and Mobile Device

Inform Learners of Objectives	Pre-instructional Strategy	1) Explain the relevance for downloading a new communication system	2 min	After completing this unit of instruction, the learner will be able to recall the necessary steps to access the new communication system.	Internet and Mobile Device
Stimulate Recall of Prior Learning	Pre-instructional Strategy	1) Recall the steps for searching the proper software	2 min	Instructor asks how to download your favorite application on your mobile device?	Internet and Mobile Device
Present Stimulus Material	Initial Presentation	1) Explain the relevance for downloading a new communication system	4 min	Instructor discussion about the steps for opening the application store on the mobile device and searching for the application named Resident Portal by Entrata.	Internet and Mobile Device
Provide Learner Guidance	Initial Presentation	1) We use applications in our daily lives to correspond with others.	10 min	Instructor describes the steps by identifying the visual cues for selecting the proper application. Motion presentation to display the application features for the learner to confirm the correct application.	Internet and Mobile Device
Elicit Performance	Generative Strategy	1) Recall the steps for searching the proper software	10 min	The learner will use motion presentation with push notifications to display the application features for the learner to confirm the correct application.	Internet and Mobile Device

Provide Feedback	Generative Strategy	1) Recall the steps for searching the proper software	4 min	The learner will give auditory responses for review of the presentation within the learning module.	Internet and Mobile Device
Assess Performance	Post-Instructional	1) Recall the steps for searching the proper software	8 min	The learner will successfully download the new application as well as complete true/ false questions to gauge the efficiency of the instruction.	Internet and Mobile Device
Enhance Retention and Transfer	Post-Instructional	1) Recall the steps for searching the proper software	3 min	Instructor will review and distribute downloadable motion presentation from the learning module.	Internet and Mobile Device

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). The employees will generate the rule by demonstrating the correct responses for the proper criteria using the directions introduced by the instructor.

Design Sequence	Description	Objective(s)	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Gain Attention	Pre-instructional Strategy	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	3 min	Instructor will provide fun intro music and pop-up banners (e.g., advertising banners to display the meaning of the acronym for D.A.N.C.E.) leading into the module to alert the employee and gauge their willingness to accept instruction. This will allow for fun interaction between the material and the learner. (Space Jam by Quad City DJ's)	Internet, Adobe Flash Player 11, and Mobile Device
Inform Learners of Objectives	Pre-instructional Strategy	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	4 min	Instructor will display the objective: Given the correct system messages and criteria, the learner will be able to produce and prepare the correct response message to residents.	Internet and Mobile Device
Stimulate Recall of Prior Learning	Pre-instructional Strategy	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	6 min	Instructor will display different phrases for the employee to identify as appropriate or inappropriate for communicating.	Internet and Mobile Device

Present Stimulus Material	Initial Presentation	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	14 min	Instructor will display the industry standard for D.A.N.C.E. and introduce the meaning for the acronym (e.g., Directly Answer the Noun's Cause and Effect). Instructor will display different phrases for the employee to identify as appropriate and inappropriate message responses. The learner will select the best phrases to use when responding resident inquiries.	Internet and Mobile Device
Provide Learner Guidance	Initial Presentation	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	8 min	Instructor will provide feedback for correctly choosing the appropriate message responses that use the industry standard for D.A.N.C.E. (e.g., graphic organizer that provides examples for correctly using each acronym within a message response)	Internet and Mobile Device
Elicit Performanc e	Generative Strategy	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	10 min	Employee will use the graphic organizer tool to identify the elements of the industry standard D.A.N.C.E. within the appropriate message responses	Internet and Mobile Device
Provide Feedback	Generative Strategy	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	5 min	Learner will complete an instructor and content evaluation within the module before continuing to the next instruction.	Internet and Mobile Service

Assess Performanc e	Post-Instructional	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	8 min	Instructor will provide a resident reply within the module and employees will input an appropriate message response using the industry standard for D.A.N.C.E. to exit the module.	Internet and Mobile Device
Enhance Retention and Transfer	Post-Instructional	5) Prepare and produce messages using the proper D.A.N.C.E criteria.	3 min	Instructor will provide a printable document for downloading the graphic organizer that contains the appropriate message response for the industry standard D.A.N.C.E.	Internet and Mobile Device

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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