

## Components

---

**Instructional Design** is a program that teaches you how to design courses that can be successfully delivered by trainers and subject matter experts. Courses you design will contain “built in” instructional elements, such as presentation materials, activities, and assessments that assure transfer of knowledge to learners. IDP helps you:

- consider designer, trainer, and learner roles when developing an instructional program.
- target content specifically tailored to support learning goals and objectives.
- create activities to reinforce new concepts and practices.
- incorporate feedback mechanisms that confirm transfer of learning.
- apply established learning principles, instructional strategies in creating the course.

This 3-day program:

- assures that your designers develop course objectives to meet your organization’s goals.
- follows a proven methodology for developing applicable instructional materials.
- provides your designers with practical tools and tips for developing courses.
- provides a written critique of each student’s instructional design project (course design).

## This is important because:

---

- Certified instructors rely on effective instructional materials to facilitate knowledge transfer to learners.
- Monies spent on vendor training could be lost if the knowledge gained is not captured and documented. IDP helps guarantee that the R.O.I. stays a return on investment. Others in your organization can use a carefully crafted course to facilitate knowledge transfer, which multiples the R.O.I.

## Discovery

---

- Do you view a good course design as essential for a successful training event?
- What is your vision of the best (and worst) possible training experience?
- Who is responsible for creating your training documentation?
- Are instructional materials based on measurable, performance-based learning activities?
- What assurances do you have that the content and activities support your objectives?

**Complementary Services Offered**  
***Instructional Certification Program***



## Tasks

---

- Identify instructional design candidates. (E<sup>2</sup>M/Polytron & Client)
- Provide candidates with pre-course materials. (E<sup>2</sup>M/Polytron)
- Schedule training class. (E<sup>2</sup>M/Polytron)
- Schedule travel reservations. (Client)
- Research content, apply IDP methods, and prepare instructional materials. (Client)
- Hold IDP. (E<sup>2</sup>M/Polytron)
- Provide follow-up support (E<sup>2</sup>M/Polytron)

## Benefits

---

- IDP gives in-house course developers the know-how to create effective training documentation that:
  - prepares instructional materials to support in-house training by a trainer or SME.
  - prepares the student to learn.
  - supports the transfer of knowledge.
  - confirms learning.
- IDP tailors content to suit learning goals and objectives.
- IDP promotes learning principles and instructional strategies within the course.

## Common Questions

---

### **Trainers just use vendor manuals.**

#### **Why do we need anything else?**

Vendors usually provide a user's manual, which differs from a training manual. Adults need to know the *why* as well as the *how* and *when*. Instructional design purposefully incorporates built-in strategies and applies adult learning methodologies that take the training event far beyond the user's manual.

### **Do instructional designers create instruction for use outside the classroom?**

Yes. Today's learning environments employ blended approaches, which use development tools and media elements to provide flexibility for trainers and learners.

### **What is so difficult about designing instruction?**

Instructional designers do much more than just write manuals. They research and develop learning objectives, content, process steps, and learning exercises. For knowledge transfer to occur, the instruction must apply valid learning theory and incorporate strategies designed to achieve specific learning outcomes.

### **So what makes your IDP so important?**

Gagnè's nine events of instruction and Bloom's taxonomy of the cognitive domain form the foundation of the E<sup>2</sup>M/Polytron instructional design techniques. Gagnè's research indicated that, to be successful, specific activities must occur during learning. Bloom's research provided the classifications to develop effective learning questions and exercises.