

1. Record Nr.	UNINA9910819174403321
Autore	Piskurich George M
Titolo	Rapid Instructional Design : Learning ID Fast and Right
Pubbl/distr/stampa	Hoboken, : Wiley, 2015
ISBN	9781118974148 111897414X
Edizione	[3rd ed.]
Descrizione fisica	1 online resource (562 p.)
Disciplina	371.3/34
Soggetti	Instructional systems - Design Education Social Sciences Theory & Practice of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Title Page; Copyright; Contents; Tool List; Preface for the Third Edition; Introduction; Purpose; Audiences; Special Elements; Organization of the Book; Chapter 1 What Is This Instructional Design Stuff Anyway?; Why Instructional Design?; What Is Instructional Design?; A Few Definitions; Advantages of Instructional Design; Cost-Effectiveness; Time-Effectiveness; Learning Effectiveness; Training Effectiveness Evaluation; Competitive Advantage; Business Integration; Consistency; Disadvantages of Instructional Design; Resources; Overcoming Disadvantages Chapter 2 Before You Do Anything: Pre-Instructional Design ActivitiesOrganizational Needs; To Whom to Talk and What to Ask; Organizational Needs and the Occasional Designer; How to Do an Organizational Needs Assessment; Retro-Assessment; Performance Assessment; Performance Gap Assessment; Performance Opportunity Assessment; Sources of Performance Information; Performance Data Collection and Measurement; Performance Interventions; Assessing Training Needs; Choosing Needs to Address; Validation; Questions to Ask Yourself; The Needs Assessment Report; Reporting Your Findings Quick and Dirty Cost/Benefit AnalysisCosts; Benefits; Other Benefits Associated with Training; ROI; Training Needs Analysis; Rapid ID Hint;

Chapter 3 Do You Know What You Need to Do? Analysis; Data-Collection Methods; Focus Groups; Surveys or Questionnaires; Observations; Hybrids; Why Analyze?; Types of Analysis; Job Analysis; Action Verbs; Criticality Analysis; Task Analysis; Instructional Design Shortcut; Learning Analysis; Trainee (Audience) Analysis; Competency Analysis; Computer-Aided Analysis; Analysis Job Aid; Chapter 4 How to Do It: Design; Make the Right Decision Now
Delivery DecisionGeneral Training Delivery Methods; Blended Delivery Systems; Constraints; Facilitator Assessment; Objectives; What Are "Objectives"?; Uses of Objectives; Summarizing the Uses of Objectives; Mistakes in Writing Objectives; More Levels?; Reviews Again; Examples of Objectives; Smart and Smarter Objectives; Design Documents; A Design Document in Detail; Course Descriptions; Gathering Content; Selecting Subject-Matter Experts; Working with Your Subject-Matter Experts; Prerequisite Learning; Other Sources of Content; Enough Is Enough Is Too Much
Adding Structure: The Instructional PlanCourse Maps; Content Roadmap; Expanded Outline; Sequencing; Training Activities; Chunking; Trainee Evaluation (Test Questions and Tests); Relate Test Questions to Objectives; Question Banks; Hints for Designing in Various Formats; Classroom; On-the-Job Training (Job Aids); Self-Instruction; e-Learning; Satellite-Based Training and Other Telephonic Formats; Chapter 5 Doing It Right: Development; End Products of Development; Classroom Training; On-the-Job Training; Self-Instruction; Technology-Based Training; The Facilitator Guide as an End Product Facilitator Guide Formats

Sommario/riassunto

The classic guide to instructional design, fully updated for the new ways we learn Rapid Instructional Design is the industry standard guide to creating effective instructional materials, providing no-nonsense practicality rather than theory-driven text. Beginning with a look at what "instructional design" really means, readers are guided step-by-step through the ADDIE model to explore techniques for analysis, design, development, intervention, and evaluation. This new third edition has been updated to cover new applications, technologies, and concepts, and includes many new templates, real-
