# Summary of the Two Projects: Historical Timeline and Work Plan

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Critique of Workplan

***What are the strengths of this project?***

This project has its own uniqueness. As students in the department of IDD&E, we have never thought we could combine the ADDIE model and management plan in one. Our professor is special and helps us see the work differently. This project stimulates us to be better problem solvers cause both of us had a couple of nights trying to find answers from books and online resources but failed. We had to think, read and then think again. The project facilitated us to build both instructional design knowledge base and project management skills.

The implementation of this workplan consisted of project management tasks in every ADDIE phase. The major tasks for the teams to create instruction were also included in the workplan.

A process of a set of interrelated actions and activities to be performed was created with deliverables and notes. Each process was characterized by its inputs, customized tools, corresponding teams and techniques that could be applied.

Defined approaches were adapted to fit in this workplan to meet stakeholders' expectations. For example, in the analysis phase, a thorough analysis was conducted. Five general classes of task analysis were included. They were job/ performance analysis, learning analysis, cognitive task analysis, content/subject matter analysis and activity analysis. Each analysis involved different assumptions about how to proceed, different recommendations for better instruction and approaches for fulfilling the purposes.

***What might the next generation do next?***

The major missing part of this project is the details of instructional design. We did not realize this until the end of the last meeting. We thought the projects might be in the military, in the business, in the government or some other areas. Our brains were constrained to their differences. We could not figure out how to use one workplan to fit all. In fact, we could. All forms of project management are a means to solve a problem. For example, in the military, it can be what to train, how to resupply, or how to plan a battle. In the business, project management goals may be building a product, providing a service, or reaching a deal. All the process need instruction to be designed based on the resources that are available.

For the visualization of the design phase after Analysis, the following questions should be answered before the next step. Is there a performance gap? What is it? What caused this?

Knowledge? Attitude? Practice? What instructions can be designed? When can they done? In what environment? Online? Hybrid? Face-to-face?

For each step of instruction, a unit should be created as a blueprint because multiple tasks might be happening in one step.

- Introduction. For the introductory unit, there can be different options: ice breaker activities, current news and events, case studies, YouTube videos, presentations, Kahoot! games, quizzes, surveys and so on. The objective is to quickly grab learners' attention and interest in the topic.
- Presenting the content.
  - Learning objectives can be informed in different ways. Learners can organize ideas; Instructors can show them in the slides; projects and handouts that contain learning objectives; Learners read learning objectives in the textbooks and so forth.
  - By stimulating recall of prior learning, instructors can probe the learning outcomes from the previous assignments, previous lectures, integration results of activities into the current topic, and/or relate previous information to the current topic.
  - Instructors can also use a variety of methods including lecture, readings, activities, simulations, games, videos, projects, multimedia, and others to show and explain the material.
  - Multiple learning flatforms, such as learning management system, classroom, Google sites, or Canvas should also be considered to deliver the content.
- Practice by doing activities. Instructors can provide students detailed information such as rubrics for projects and activities, verbal expectations, instructions, or timelines to scaffold learners' practice like projects, activities, assignments, role play, case studies, scenarios, analogies, and give feedback instantly.
- Assess performance. Identify whether the goals have been achieved or not by using questions, reflections, quizzes, written assignments, projects, and so on individually, in small groups or in teams.
- Debrief. In the end the design team meet and think about the quality of the design. It is beneficial to use checklists, group discussions, brainstorming activities to see whether the expected outcomes have been achieved or not. If key issues left, just go forward to address

them and figure them out. No projects are perfect. Determining the next step built on the previous one is essential.

The development phase should be built in the similar ways. The development teams work on the technical pieces that make up the learning and report on progress towards completing the project as specified in the Analyze and Design phases. The development team assign work to experts to create presentations, make videos or assemble contents, integrate technologies, test, review and revise accordingly. Based on the design of different kinds of activities, find the teams to build on the materials. For example, multimedia producers and videographers can be in charge of designing videos.

During the implementation phase, a procedure for training instructors and learners should be developed based on different teaching platforms. Implementation strategies should be discussed, and decisions should be made based on the resources, considering covering syllabus, the course curriculum, content, standards/regulations, expected outcomes, means of delivery, and testing procedures. Preparation of the learners should include training them on new technologies if they use. The project manager should ensure all the resources ready for application and some contingency plans to assist learners when necessary.

The evaluation phrase should include different methods to make formative and summative evaluation effective, gathering feedback from all participants, clients, and stakeholders so that any corrective actions could be made to maximize success.

Lastly, we would like to address the teams for each phase. Further personnel arrangement and task descriptions should be illustrated. Although we have 5 different kinds of teams established in the beginning, yet they should have clear dependencies and are typically performed in each phase and highly interact with one another. Team members should also have specialized expertise that represents their professional field. Some personnel who are talented should be used throughout the process to make connections with each team.

Critique of Historical Timeline

***What are the strengths of this project?***

The historical timeline reported events between the early 19th century to the present. Importantly, those events on the timeline included the origin of instructional movements inspired by learning and technology, the instructional design models, theories and principles. For example, the Programme Instruction movement, early instructional design model lead by Gagne (1962), Glaser (1962, 1965) and others.

The subdivision of the timeline for mobile learning and professional development was really innovative. By focusing on specific topics, it helps with navigation and avoids clustering information. The hovered infotips with details on each listed event was also helpful to minimize clustering as well. Also, the insertion of images for some events created a sense of attraction for the reading.

***What might the next generation do next?***

The timeline is missing a legend. Legend is intended to help interpret the color code and symbols on the timeline. A "Note" section was needed to give a perspective on what exactly the "major activities" meant in the timeline title. Considering that instructional design refers to the systematic and reflective of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation (Smith & Ragan, 2004); the timeline missed few events on the instructional materials and learning (i.e. distance learning or education). Instructional materials and learning are key parts of instructional design dated before the 19th century. The invention of the printing press by Johann Gutenberg that allowed for the mass production of books, and the connection of several slates together to create a larger slate for teaching geography by James Pillans are classically traces of instructional materials in the 18th century. Further, the initiation of distance learning by Isaac Pitman when he offered shorthand instruction via correspondence using England's newly established penny post to get materials to students (The History of Instructional Design & Technology timeline, 1970). Also missed was the work of Franklin Bobbitt's, The Curriculum (1918), which was a classic layout for Behavioral Objectives. His work influenced many scholarly works as it regards to developing objectives. For example, the 8-year study plan by Ralph Tyler which was a great milestone during the progressive movement in education and the great depression in the 1930s.

Citations are not included for most of the events on the timeline. For example, Gaff's model of faculty development, the theory of mobile learning and others.

What could to be done differently is by adding parts and events which have been mentioned as missing. They address the interactivity of the timeline and a more detailed approach the timeline should have taken.

Precisely, the timeline should have been designed based on a definition of Instructional design. If the definition of Smith & Ragan (2004) as mentioned earlier was to be followed, then the timeline should have been organized under the interpretation of the definition. The goal then will be to create a timeline that records events of the systematic approach that was used to translate learning and instruction into plans of instructional materials, activities, etc. over the decades.

Finally, there were some infotips that had lots of text, we think that could be summarized with a citation or reference. Timeline as it is called, we think should be a prompt as well as a summary of major events (as defined by the author).

**Reference**

The History of Instructional Design & Technology timeline. 1970, January 1. Retrieved from https://www.timetoast.com/timelines/the-history-of-instructional-design-technology

Smith, P. L., & Ragan, T. J. (2004). Instructional design. John Wiley & Sons.