Assignment 1

Begin development of a resource that can be used to guide the design, development and use of historical and contemporary instructional media and materials.

Adopting the ASSURE model[1] promoted by Heinich & Molenda, *et al.* (1996), the protocol for designing and developing instruction is as follows:

1. Analyze Learners
2. State Objectives
3. Select Methods, Media, and Materials
4. Utilize Media and Materials
5. Require Learner Participation
6. Evaluate and Revise

This paper will focus on Statements 3 and 4 of the ASSURE model as it attempts to respond to the assignment.

Selecting Methods, Media, and Materials

There is no discernable difference in methodology for designing, developing, and using historical and contemporary instructional media and materials in a training environment. In 1996, the authors of the ASSURE model promoted "[a] systematic plan" for selecting and using instructional methods, media, and materials (hereinafter "MMM") – making sure they segregated the three terms, rather than use them interchangeably (Heinich & Molenda, *et al.,* 1996). Their ASSURE model draws on more than 35 years' preceding research and is applicable today. Therefore, it reinforces this team's belief, as stated in the first sentence of this paragraph.

[1]Developed on the paradigm of Gagné's "events of instruction."

Heinich & Molenda, *et al.,* (1996) identify the steps for selecting MMM. Their steps are equally applicable to historical and contemporary instructional media and materials:

1. "Decid[e] on the appropriate method for the given learning tasks."
    a. Methods must be relevant to the learning activity and manipulate the learner(s)' individual learning styles.
2. "Choos[e] a media format that is suitable for carrying out the method."
    a. Media formats are the physical formats through which instruction is conveyed. They include flip charts, video, slides, audio, computers, and manipulable objects (*e.g.*, game pieces, toys, tools).
3. "Select, modify, or design specific materials within that format."
    a. Most instructional materials are off-the-shelf.
    b. Media specialists can provide outstanding information on available resources.
    c. "Comprehensive guides" (*e.g.*, *The Complete Guide to ...*), "selective guides" (*e.g.*, *Guide to the Best...*) and "evaluative guides" (*e.g.*, *The Book of Top Ten Lists in ...*) provide assistance in surveying available resources.

(Heinich & Molenda, *et al.,* 1996, p. 43).

In the current training environment, a tremendous number of excellent resources are available in the public domain or through permission for limited use on the Internet and can be located and downloaded quite easily. Standard Internet search engines

provide links to the resources. It is incumbent on the instructor, however, to evaluate the downloaded material completely. Often, the retail maxim "You get what you pay for," applies.

MMM Evaluation Criteria

According to Heinich & Molenda, *et al.* (1996)[2], an instructor must ask several questions when evaluating MMM. These include the following:

1. "Does it match the curriculum?
2. "Is it accurate and current?
3. "Does it contain clear and concise language?
4. "Will it arouse motivation and maintain interest?
5. "Does it provide for learner participation?
6. "Is it of good technical quality?
7. "Is there evidence of its effectiveness (*e.g.* field-test results)?
8. "Is it free from objectional bias and advertising?
9. "Is a user guide or other documentation included?"

(Heinich & Molenda, *et al.,* 1996, p. 47).

The authors recommend using existing MMM, where possible, rather than developing new: "There is seldom justification for reinventing the wheel" (Heinich & Molenda, *et al.*, 1996, p. 48). They also encourage modification of existing instructional MMM, as long as modification and use does not violate copyright laws.

Heinich & Molenda, *et al.* (1996) acknowledge that, on occasion, instructors will have to develop new MMM. The authors outline a list of questions that should be answered prior to beginning new development:

[2]Drawn from McAlpine & Weston (Spring, 1994). "The attributes of instructional materials," *Performance Improvement Quarterly*, pp. 19-30.

1. "Objectives" – What does the instructor want students to learn?
2. "Audience" – Who are the learners? What are their characteristics? What prerequisite knowledge, skills, and abilities must they have to learn from the MMM?
3. "Cost" – Will the training budget cover the development cost?
4. "Technical Expertise" – Does the instructor have sufficient technical skills to develop the MMM? If not, is a technical expert available? If so, will the budget cover a consultant?
5. "Equipment" – Does the instructor have equipment available to produce the MMM?
6. "Facilities" – If necessary, does the instructor have a physical plant sufficient for producing the MMM?
7. "Time" – Does the training schedule provide sufficient time for developing, testing, and deploying the MMM?

(Heinich & Molenda, *et al.,* 1996, p. 47).

Utilizing Media, and Materials

Heinich & Molenda, *et al.* (1996) write of "5 P's" that are critical steps in implementing selected MMM:

1. "Preview the materials."
2. "Prepare the materials" (including instructor's practice at using them).
3. "Prepare the environment."
4. "Prepare the learners."
5. "Provide the learning experience"

(Heinich & Molenda, *et al.,* 1996, pp. 48-50).

Using the preceding guidelines, instructors can easily and successfully design, develop, and use historical and contemporary instructional media and materials.

Following is a summary listing of typical MMM in use today:

- Audio recordings (CD, DVD, iPOD, computer-delivered, LP, tape)
- Video recordings, DVD, film, filmstrips
- Photographs and photographic slides
- Simulations
- Games
- Role-playing (with or without costumes and props)
- Marionettes, puppets, “claymation,” dolls, and similar humanlike representations
- Interpretive performances, such as a morality play or event reenactment
- Dioramas
- Computer courseware
- CAD/CAM software
- Instructional and informational CD-ROM’s
- Non-projected visuals (bulletin boards, posters, photographs, charts)
- Flip charts
- Flannel (felt) boards
- Whiteboards, chalkboards, and “smart” whiteboards
- Overhead transparencies
- Opaque projectors
- LCD projectors and ceiling-mounted projection devices
- Broadcast, closed-circuit, and cable/satellite television
- Printed books, brochures, flyers, and pamphlets
- Manipulable objects
- Functional and non-functional models
- Virtual reality sessions
- Blended media, *e.g.*, audio, video, text, and user-interaction

References

Heinich, R., Molenda, M., Russell, J., and Smaldino, S. (1996). *Instructional Media and Technologies for Learning*. 5th ed. Englewood Cliffs, NJ: Merrill/Prentice-Hall.

Assignment 2

FGP: Identify instructional strategy for Client review.

Instructional Strategy Selection Chart[3]

Instructional Strategy	Targeted Domain		
	Cognitive	Affective	Psychomotor
Students will receive labeled, example drawings and photographs of rooms in sample staged homes.	1. Knowledge	1. Receiving phenomena	1. Perception 2. Set
For each segment of the training, students will watch a short, PC-delivered video or animated graphical presentation that shows each "design layer" used in the sample rooms depicted in the drawings and photographs indicated above. Students will then be shown a series of empty rooms on computer and be prompted to select and place correct design features using a mouse or other pointing device. They will receive instantaneous feedback with suggestions for corrective measures (such as redirection to the immediately preceding lesson).	2. Comprehension 3. Application	2. Responding to phenomena	3. Guided response 4. Mechanism
After completing their room design (above), students will compare and contrast the costs of their room designs to the expected added sales price and perceived value assessed by potential customers.	4. Analysis	3. Valuing	5. Complex response
After completing the analysis (above), students will receive a fixed amount of money with which they must develop a design plan and bill of materials, shop for components, and complete a room design in one home.	5. Synthesis	4. Organize values into priorities	6. Adaptation
Using the criteria learned in the training, students will evaluate their room designs and compare those evaluations with ones completed by (a) their sales managers and (b) a professional home designer.	6. Evaluation	5. Internalizing values	7. Origination

[3]Based on the work of Don Clark at http://www.nwlink.com/~donclark/hrd/strategy.html