



# INSTRUCTIONAL DESIGN

## Learning Analysis – Task Analysis

Task	Knowledge Requirement	Skill Requirement	Specific conditions needed to perform the task	Frequency of the task	Criticality of the task
				<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## LEARNING OUTCOME

### Needs Analysis for Instructional Design – Part 2

This session will provide you with the knowledge, skills, and tools for conducting Needs Analysis.

#### TOPICS:

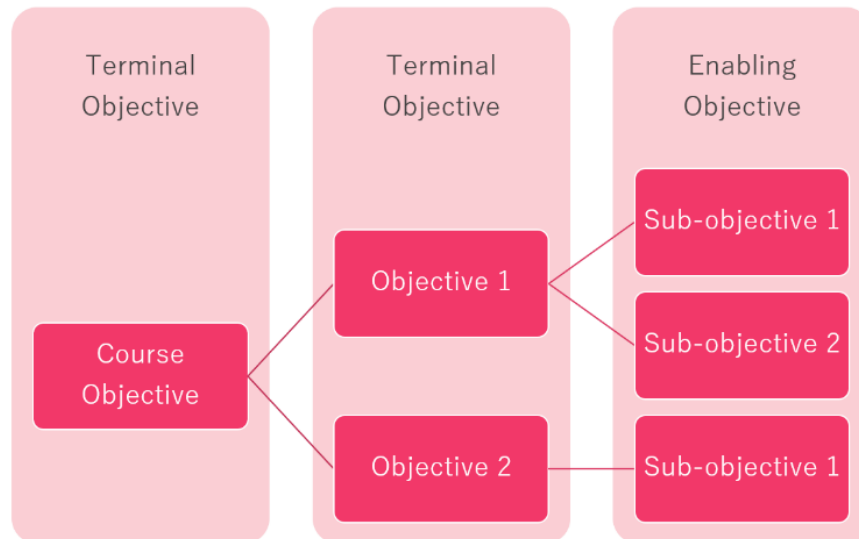
1. Understanding performance goals.
2. Understanding Learning goals.
3. Understanding Learner goals.
4. Writing learning objectives.

## Learner Analysis

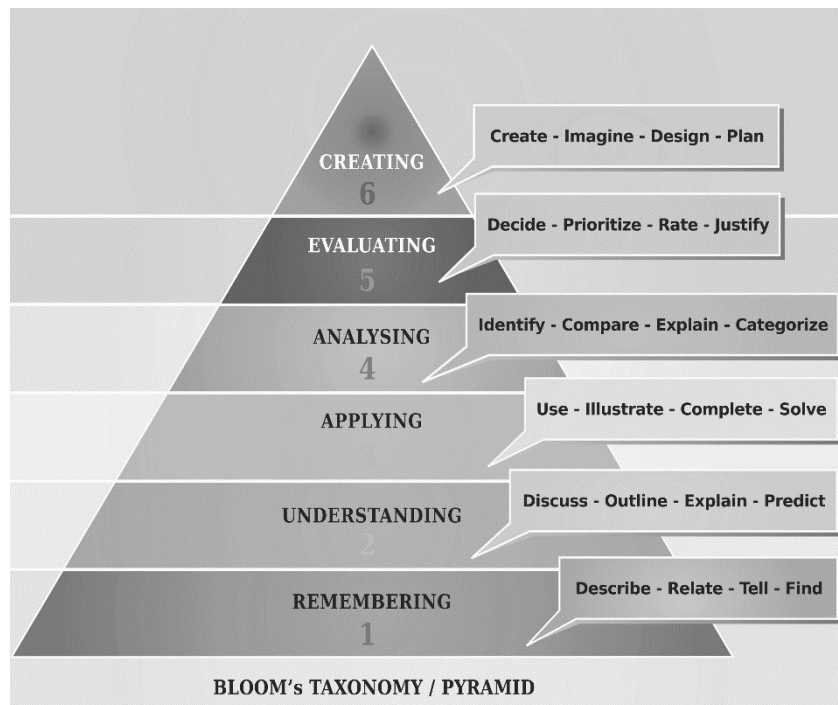
### Learner Needs – Questions to ask

1. What should be the skill level of the performer to reach the desired performance stage? (you are trying to identify margin of error if that exists)
2. What is the audience knowledge, experience, and background in the tasks they are required to perform?
3. What are the most common learning styles identified?
4. What is the nature of their work environment? (fast-paced, stressful, routine)
5. What is the method of training most suited to the environment and availability of the learners?

## Framework for writing Learning Objectives



## Blooms Taxonomy



## ABCD Criteria for Writing Learning Objectives

