

The purpose of this document is to outline the 10 stage process commonly used by Cape Media in the design and development of an eLearning product. Permission must be obtained from Cape Media for the dissemination or other use of this document.

Stage 1 - Instructional Goals

Conduct analysis of a discrepancy between the ultimate, desired outcome and the present state of affairs. A perception of needs may or may not be an accurate assessment.

Stage 2 - Needs Analysis

Task Analysis determines and lists the steps and skills used at each step in the given procedure involved in reaching the goal. The TA can include an Information-Processing Analysis (learners' mental operations) and/or a Learning-Task Analysis (objectives of instruction involving intellectual skills).

Stage 3 – Audience and Environmental Analysis

The Audience Analysis determines which of the required enabling skills the learners bring to the learning task, such as intellectual skills, abilities (verbal comprehension, spatial orientation), and personality traits. The Environmental Analysis is used to evaluate the learning environment and its related conditions, advantages, and potential problems.

Stage 4 - Performance Objectives

Translate the needs and goals into specific and detailed objectives by determining whether the instruction is related to its goals. Considerations include focusing the lesson plan on appropriate learning conditions, guiding the development of performance measures, and assisting learners in their study efforts where applicable.

Stage 5 - Criterion-Referenced Test Items

Diagnose the necessary prerequisites for learning new skills through testing the results of student learning. Such diagnosis includes determination of performance measures before development of lesson plan and instructional materials, documentation of learners' progress, and evaluation of the instructional system.

Stage 6 - Instructional Strategy

Outline how instructional activities relate to the objectives, ideally by demonstrating knowledge of the learners, their learning preference, and effectiveness of related teaching strategies. Tasks must be reflected in the objectives and the ideal delivery method and/or system is determined (teacher-led or learner-centered, group pace or learner pace, etc.).

Stage 7 - Instructional Materials

Ideally working closely with the Subject-Matter Expert (SME), determine available instructional materials and create a plan for developing unavailable, but required, materials to ultimately convey the events of instruction. Also determine the role of the instructor, if applicable.

Stage 8 - Development

While the larger burden of this stage falls on the developers of the courseware, the Instructional Design principles must fold into the process. The development is reviewed at particular milestones to ensure comprehensive ID strategies are present in the training, ensuring important concepts from clear navigation to valid information are present.

Stage 9 - Formative Evaluation

Provide data for revising and improving instructional materials after the overall instructional design document is complete. Ideally, evaluation should take place in both a small, representative sample environment (small group) as well as a 'true-to-life' environment (field trial).

Stage 10 - Summative Evaluation

Study the effectiveness of system as a whole after the formative evaluation and actual implementation. A variety of methods can be used, from simple surveys to actual, related numbers (productivity, etc.). This stage generally occurs 6 to 12 months after the training has been implemented.