

Instructional Design

A Guide for Crafting Impactful
Professional Learning
Experiences

By Alexis White



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Instructional design is the systematic process of crafting effective learning experiences that promote learning and facilitate the acquisition of knowledge, skills, and attitudes. It involves analyzing the needs of the learners, designing instructional materials, and implementing strategies that engage learners and optimize their learning outcomes. Instructional design also utilizes various theories, methodologies, and technologies to create engaging and interactive learning environments that cater to the diverse

needs of learners (American College of Education, 2024). Overall by integrating principles of psychology, education, and technology, instructional design aims to enhance the learning experience and ensure successful learning outcomes for individuals or groups. Instructional design plays a pivotal role in curriculum development by ensuring that educational content is organized, structured, and aligned with specific learning objectives and outcomes. It encompasses the analysis, design, development, implementation, and evaluation of instructional materials and strategies to meet the needs of learners (Drake & Burns, 2004).

One fundamental aspect of instructional design in curriculum development is conducting a needs assessment. This involves identifying the knowledge, skills, and attitudes that learners need to acquire, and then designing instructional activities and resources to address those needs effectively (Sleezer et al., 2014). Additionally, instructional design ensures that the curriculum is designed using evidence-based approaches and follows best practices in teaching and learning. It incorporates instructional strategies that promote active learning, engagement, and critical thinking, supporting the overall effectiveness of the curriculum (Drake & Burns, 2004). Furthermore, instructional design helps in organizing the curriculum by defining the sequence and structure of learning activities. It ensures that concepts and topics are presented in a logical and coherent manner, building upon prior knowledge and fostering meaningful learning experiences for all levels. This in turn leads to the designing of authentic and valid assessments that align with the curriculum objectives and provide meaningful feedback to learners and instructors.

Instructional Designing for Professionals

This particular guidebook is intended to benefit those who design and/or facilitate the professional development of adult learners in both an educational and corporate settings. In my personal experience, I've recognized the importance of ensuring that the content/skills being learned is directly relevant to the learner's professional role and emphasizes practical application. Flexibility is also quite important in order to accommodate the busy schedules of adult learners in professional settings. Ultimately, because of their work background, adults tend to find value in instructional materials that respect what they already know and encourage learning from peers and sharing of successful methods.



"Designing is like riding a bike... unless it's a unicycle, with square wheels... in a tornado. But hey, we'll learn some awesome circus tricks along the way!" -

Alexis White

Overview of Instructional Design Models

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The ADDIE Framework

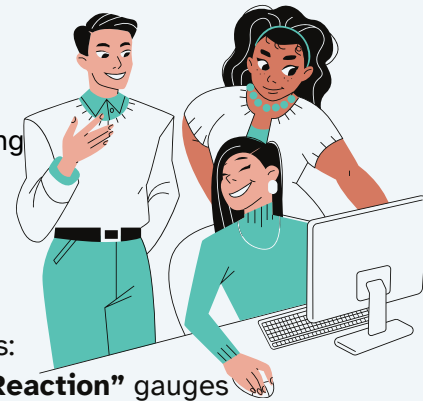
The ADDIE model is recognized globally as a standard framework for designing curricula in both educational and corporate organizations. It is commonly used across various subjects and is often referred to as the most

While the ADDIE model started out for use in the military, several instructional design models have been developed based on or inspired by the ADDIE model such as: the Dick and Carey Model, the Kemp Model, the Rapid Prototyping Model, and SAM (Successive Approximation Model) (Taylor & Sondermeyer, 2023).

widely favored design model (Taylor & Sondermeyer, 2023). The ADDIE Model consists of five key stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model's first stage of **"Analysis"**, consists of examining the learning goals, the characteristics and demographics and environment of the learners, in this case Adult Learners in Professional Development settings. The second stage, **"Design"** consists of planning the structure and format of the content while considering the most effective methods for delivering the learning goal. The third stage, **"Development"** is the instructional designer's opportunity to create relevant instructional material. Once this is done, the **"Implementation"** stage integrates this material into the learning environment. Finally, in the **"Evaluation"** stage, the effectiveness of the instruction is assessed through data collection which enables instructional designers to make improvements for future iterations (American College of Education, 2024). The ADDIE model is highly beneficial for designing professional development due to its comprehensive evaluation of the effectiveness of training, facilitating continuous improvement and alignment with organizational goals.

Successive Approximation Model (SAM)

The Successive Approximation Model (SAM) was created in 2012 to cater to the needs of adult learners and is advocated as a preferred model for organizations in search of a comprehensive design and development approach (Wolverton & Hollier, 2022). SAM's emphasis on swift prototyping and iterative design complements the constantly evolving landscape of professional development, allowing for speedy adaptations and ongoing enhancements through feedback is an agile instructional design model that emphasizes iterative development and collaboration. Unlike the ADDIE framework which is quite linear, The SAM model was developed as an alternative. SAM promotes a flexible approach to instructional design, allowing for rapid iteration and continuous improvement throughout the development process (Wyrostek, & Downey, 2017). This model is effective for projects requiring flexibility, frequent feedback, and a collaborative design process. The SAM model consists of three iterative phases: Preparation, Iterative Design, and Development. In the **Preparation** phase, project requirements are determined, and a design plan is established. The **Iterative Design** phase involves creating prototypes, feedback, and revising the design based on input. The **Development** phase focuses on implementing the finalized design and delivering the learning solution (Wolverton & Hollier, 2022).



Kirkpatrick's 4 Levels of Training Evaluation

Kirkpatrick's Four Levels of Training Evaluation is a comprehensive model offers a systematic approach to assessing the effectiveness of training based on four levels:

Reaction, Learning, Behavior, and Results. The first level, **"Reaction"** gauges trainee satisfaction and engagement. Level 2, **"Learning"** focuses on measuring knowledge and skill acquisition post-training. Level 3, **"Behavior"** evaluates the application of learning within the workplace, ensuring a practical transfer of new skills. Level 4, **"Results"** delves into the broader impact of the training program on organizational performance and outcomes (Kirkpatrick & Kirkpatrick, 2016). Using Kirkpatrick's model can help you align

In 1950's Donald Kirkpatrick first introduced a three-level model to later enhancing it to include a fourth level centered on the training's impact on organizational results. Its simplicity and flexibility led to the widespread adoption of Kirkpatrick's model across diverse training programs and organizations and it still continues to evolve (Kirkpatrick & Kirkpatrick, 2016).

professional developments with strategic goals, enhance employee performance, and drive positive organizational change based on data-driven evaluations at multiple levels (Kirkpatrick & Kirkpatrick, 2016).



"Diving into different instructional design models is like trying out new hairstyles - some days you rock the 'ADDIE chic,' other days you're feeling more 'SAM-sational,' but hey, variety is the spice of design life!" -

Alexis White

1. Analysis



In the context of creating professional development for teachers, this “analysis” stage of the ADDIE framework involves assessing the specific needs and learning objectives of educators, understanding their current skills and knowledge gaps (Branch, 2009). This includes analyzing data on teaching performance, student outcomes, and feedback in order to inform the design of targeted professional development activities that address identified areas of improvement. Some ways to collect this data is through surveys, interviews, and observations (Branch, 2009). By thoroughly analyzing the needs and goals of teachers, the Analysis stage ensures that the professional development program is tailored to meet the specific requirements of educators, ultimately leading to more impactful and relevant training experiences.

2. Design



In the design stage of the ADDIE framework, instructional designers outline the structure and format of the professional development program for teachers, considering the learning objectives identified during the Analysis phase. This stage involves planning the overall instructional strategy, content organization, assessment methods, and multimedia elements to be incorporated into the training materials. Designing a professional development program for teachers using ADDIE entails developing a blueprint that outlines the sequence and delivery methods of the training activities to effectively meet the identified learning needs (Branch, 2009). Through the design stage, instructional designers can ensure that the professional development program is structured in a way that utilizes various instructional strategies and materials that cater to the diverse learning styles and preferences of teachers.

3. Development



During the development stage, the focus shifts to creating the actual professional development materials for teachers based on the designs finalized in the previous stage. Instructional designers develop the training content, visuals, activities, assessments, and resources necessary to support teachers in achieving the established learning objectives. This stage involves translating the outlined instructional strategy into tangible and engaging training materials that cater to the diverse needs and preferences of educators (Branch, 2009). The creation of high-quality and relevant training materials during this stage, contributes to the overall success and effectiveness of the professional development program.

4. Implementation



During the implementation stage, instructional designers work closely with facilitators and trainers to ensure the smooth delivery of the professional development program, offering guidance on how to effectively engage teachers and support their learning needs. This stage involves executing the training plan by providing teachers access to the training materials and resources developed in the previous stages (Branch, 2009). Implementation of professional development for teachers involves scheduling training sessions, workshops, and seminars, as well as facilitating access to online resources, mentoring opportunities, and collaborative learning platforms.

5. Evaluation



Evaluation involves collecting and analyzing data on teacher performance, knowledge acquisition, changes in teaching practices, and student outcomes resulting from the professional development activities. By conducting evaluations at various levels, instructional designers can gauge the overall effectiveness of the training program and identify areas for improvement or further development (Branch, 2009).



Figure 1
The ADDIE Framework Applied to Professional Development

Successive Approximation Model (SAM)

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1. Preparation Phase: Defining project requirements, learning objectives, and design criteria.

In the Preparation phase of SAM, instructional designers would collaborate with teachers and stakeholders to define project requirements, establish learning objectives, and determine design criteria for the professional development program. This phase involves conducting a thorough needs assessment to identify specific teacher training needs, curriculum goals, and desired outcomes (Wolverton, & Hollier, 2022). By closely working with educators, **subject matter experts**, and instructional leaders, instructional designers gather essential information to create a targeted and effective professional development initiative.

2. Iterative Design: Creating prototypes, incorporating feedback, and revising designs based on evaluations

This phase involves developing interactive learning materials, incorporating multimedia elements, and designing engaging activities to enhance teachers' learning experiences. By testing prototypes with educators and seeking input on content and delivery methods, instructional designers can refine the instructional design based on feedback. Through iterative revisions and improvements, designers ensure that the professional development program meets the specific needs and preferences of teachers (Wolverton, & Hollier, 2022).

3. Iterative Development: Building the final design elements and materials.

Now that the prototypes have been made and tested, this phase sees the creation of the final instructional materials based on the approved design, incorporating interactive elements and multimedia resources to enhance teachers' learning experiences. This phase involves building and refining the training content, developing engaging activities, and integrating technology tools to support educators' professional growth (Wolverton, & Hollier, 2022). By implementing the finalized design elements and ensuring alignment with the learning objectives, instructional designers can create effective and impactful professional development materials for teachers. Because this is an iterative development phase, it also includes assessing the impact and effectiveness of the training program for teachers through feedback collection and data analysis. Figure 3 shows how the iterative phases are continuous cycles of review and improvements. By evaluating teacher performance, student engagement, and program effectiveness, instructional designers can make informed decisions and adjust the professional development program to meet teachers' learning needs (Kimmons & Jensen, 2023).

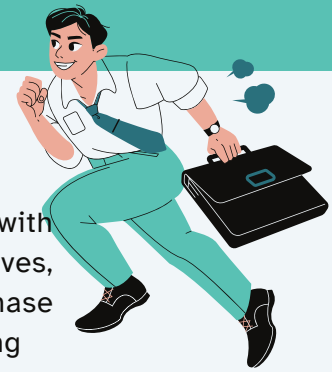
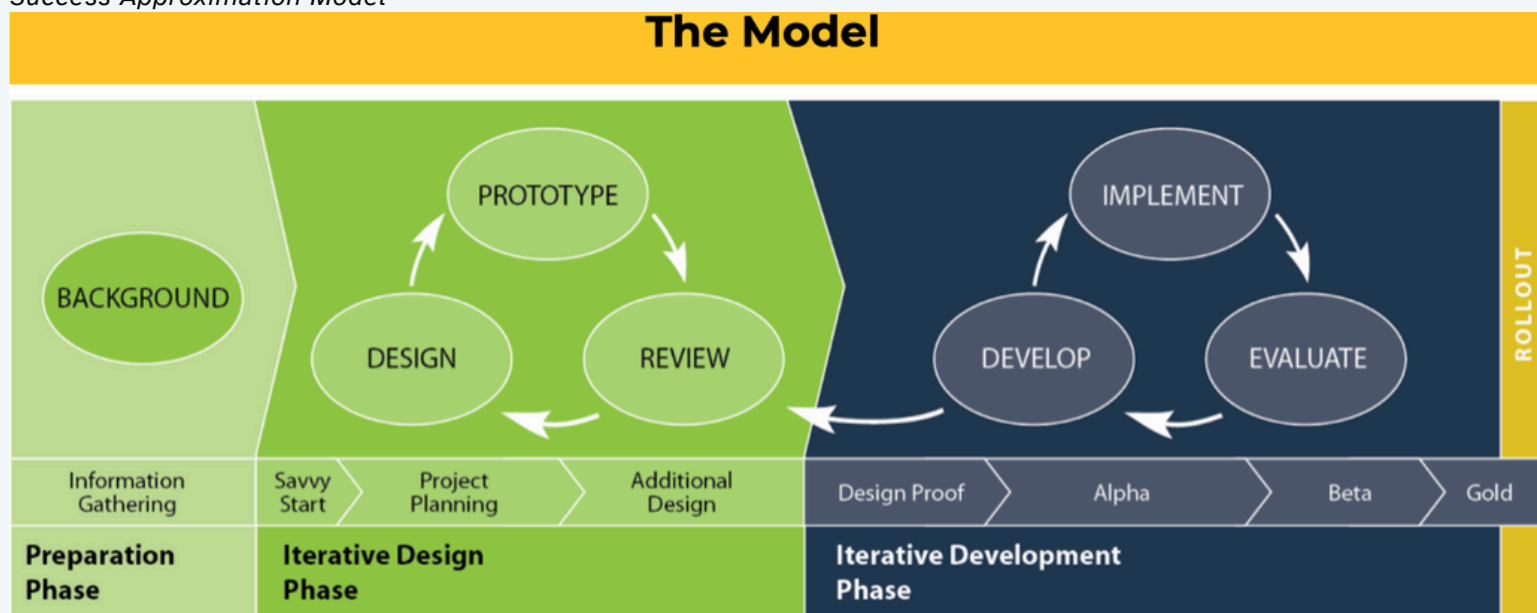


Figure 3

Success Approximation Model



Kirkpatrick's Four Levels of Training Evaluation

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1 Reaction

Reaction within the Kirkpatrick model is the same as “Analysis” stage stage within other instructional design models such as ADDIE & Rapid Prototyping. Reaction focuses on gathering feedback on teachers' responses and satisfaction with the professional development program. Implementing this stage within professional developments involves conducting surveys, interviews, and feedback sessions to gauge educators' perceptions, engagement, and overall satisfaction with the training activities (Kirkpatrick & Kirkpatrick, 2016). By eliciting feedback on the relevance, clarity, and effectiveness of the professional development program, instructional designers can tailor future training initiatives to better meet teachers' needs and preferences.

Figure 2
Kirkpatrick's Four Levels Applied to Creating Professional Development for Teachers

2 Learning

Implementing the Learning stage in creating professional developments focuses on measuring the knowledge and skills acquired by teachers. Assessing educators' comprehension, retention, and application of new information and strategies learned during the training can determine the extent to which the training objectives have been met and the effectiveness of the learning materials and instructional methods used (Kirkpatrick & Kirkpatrick, 2016). Through assessments, quizzes, observations, and practical demonstrations, educators can demonstrate their understanding and implementation of the training content, providing valuable insights for instructional designers to gauge the impact of the training on teacher knowledge and skills development.



3 Behavior

Stage 3 of Kirkpatrick's model assesses the application and implementation of new knowledge and skills by teachers in their day-to-day teaching practices (Kirkpatrick & Kirkpatrick, 2016). By evaluating teachers' behavioral changes in the Behavior stage, instructional designers can measure the impact of the professional development on teachers' instructional effectiveness and student learning outcomes. By watching teachers in class, getting their feedback, and assessing their performance, instructional designers can see how teachers can improve their teaching methods, manage their classrooms, and interact with students (Garet et al., 2001).

Results Level:
Measure the impact of a professional development on student test scores.

Behavior Level:
Observe how teachers implement new teaching strategies in the classroom.

Learning Level:
Assess teachers' knowledge after an online course.

Reaction Level:
Collect feedback on teacher satisfaction with a workshop

4 Results

The results stage looks at the overall effects of professional development on teachers and students. This is done by checking how training impacts teachers' skills, student involvement, and academic success (Kirkpatrick & Kirkpatrick, 2016). Through data analysis, surveys, and performance assessments, educators can gauge the overall success of the training program in enhancing teacher skills, student learning outcomes, and school performance indicators (Kirkpatrick & Kirkpatrick, 2016). Utilizing data-driven insights from the Results stage, instructional designers can make informed decisions, identify areas for improvement, and optimize future training initiatives to support continuous growth and excellence in teaching practices and student learning (Garet et al., 2001).

Comparison of Instructional Design Models

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The ADDIE, SAM, and Kirkpatrick training frameworks are all methodologies commonly used in instructional design. One similarity among these frameworks is their emphasis on a structured approach to instructional design, involving planning, development, and evaluation stages to create effective learning experiences. However, the ADDIE framework follows a linear, sequential process, whereas SAM focuses on iterative cycles of design and review, allowing for flexibility and quick adaptations during development. In contrast, the Kirkpatrick training framework centers on evaluating learning outcomes at four levels: reaction, learning, behavior, and results, providing a comprehensive assessment of the training's impact on learners and organizations. While all three frameworks prioritize effective course design and evaluation, they differ in their approach to the design process, iteration cycles, and evaluation methods, offering instructional designers various strategies to tailor their design processes to meet specific educational goals and outcomes

Figure 4:

Comparison of 3 Common Instructional Design Models

Kirkpatrick

- Emphasizes training evaluation and impact assessment
- Four levels: Reaction, Learning, Behavior, Results
- Measures effectiveness based on specific criteria

SAM

- Agile instructional design model
- Emphasizes iterative development
- Focuses on collaboration and rapid prototyping
- SAM prioritizes agility and rapid adjustments

ADDIE

- Follows a step-by-step sequential process
 - Analysis, Design, Development, Implementation, Evaluation
- Balanced emphasis on each stage of development

- involve design and development stages

- emphasize iterative and feedback-driven approaches

- All models aim to enhance instructional effectiveness
- Emphasize iterative improvements and continual feedback
- All models can be used for creating engaging and impactful professional developments



"Comparing instructional design models is like choosing ice cream flavors - some days you're in the 'Kirkpatrick vanilla camp,' other days you're feeling adventurous with 'SAM swirl,' but hey, all roads lead to sweet learning outcomes!" - Alexis White

1 Career Goals

Instructional designers have diverse career paths spanning various sectors and specialties. In the education sector, they can work as curriculum developers, creating learning materials for schools, colleges, or online platforms. In the corporate world, they may pursue roles in corporate training, designing programs to enhance employee skills and performance. Instructional designers can also venture into e-learning development, focusing on creating interactive and multimedia-rich online courses for learners worldwide. Some may specialize in game-based learning, designing educational games to make learning fun and engaging. Others may find opportunities in healthcare, developing training modules for medical professionals or patient education. Additionally, instructional designers can work in government agencies, designing educational resources for public outreach programs or training initiatives. In the technology sector, they may focus on designing virtual reality (VR) or augmented reality (AR) training simulations for various industries.

2 Job Description

Instructional Designers are professionals who play a crucial role in the development of educational or training materials. Their main responsibility is to design, create, and deliver engaging and effective learning experiences. This involves analyzing the target audience, determining learning objectives, and selecting suitable instructional methods and technologies (Drake & Burns, 2004). Instructional Designers collaborate with **subject matter experts** to gather content and then structure it in a way that promotes understanding and retention. They are skilled in curriculum development, multimedia design, and assessment strategies to ensure the learning outcomes are met. Continuous evaluation and improvement of the instructional materials are also part of their work to guarantee the highest quality of education or training (Drake & Burns, 2004).

3 Skill Inventory

There are “ five foremost skills that instructional designers should have: instructional design , instructional technology , communication and interpersonal skills , management and personal skills” (Wang et al, 2021, p.97). Proficiency in instructional technology is crucial, as designers need to leverage various tools and platforms to create engaging and interactive learning materials. Communication and interpersonal skills are essential for collaborating with stakeholders, subject matter experts, and learners to ensure clear and effective communication throughout the design process (Wang et al, 2021). Management skills are key for instructional designers to effectively plan and organize projects, meet deadlines, and allocate resources efficiently. Additionally, strong personal skills such as adaptability, creativity, and problem-solving are essential for navigating challenges and continuously improving learning experiences. Mastering these five foremost skills equips instructional designers to design and deliver impactful learning solutions across diverse educational and corporate settings (Wang et al, 2021).

4 Essential Technology

In today's digital age, instructional designers must be proficient in using educational technologies, authoring tools, learning management systems, and multimedia software. Technological proficiency enables designers to leverage technology to enhance learning outcomes and engage learners effectively. Instructional designers often work in interdisciplinary teams, collaborating with subject matter experts, graphic designers, developers, and other stakeholders (Wang et. al, 2021).



“As instructional designers, we are the architects of learning experiences, the mediators of knowledge, and the catalysts for educational innovation, shaping the future of global education one design at a time” - Alexis White



In the context of instructional design, a project manager plays a crucial role in overseeing the entire project from initiation to completion. Their responsibilities include defining project scope, establishing timelines, managing resources, and ensuring that deliverables are met on time and within budget. Project managers also coordinate with stakeholders, instructional designers, subject matter experts, and technical teams to ensure clear communication and alignment of project goals (Allen & Gardner, 2021). They track progress, identify potential risks or obstacles, and implement strategies to mitigate challenges that may arise during the development process. Furthermore, project managers are responsible for quality assurance, ensuring that the eLearning content meets the desired standards and aligns with the project objectives (Allen & Gardner, 2021).

While there is some overlap between the roles of a project manager and an instructional designer in eLearning development, there are distinct differences in their focus and responsibilities. Instructional designers primarily concentrate on the educational content, pedagogical strategies, and learning outcomes of the eLearning materials (Wang, et al., 2021). They design engaging and effective learning experiences, develop instructional content, and integrate multimedia elements to enhance learner engagement. On the other hand, project managers focus on the overall project management aspects, such as scheduling, budgeting, resource allocation, and risk management. They ensure that the project progresses smoothly, deadlines are met, and project constraints are addressed. While instructional designers bring expertise in curriculum development and pedagogy, project managers contribute their skills in project planning, organization, and execution (Allen & Gardner, 2021). Unless a professional has “all” the skills of both instructional designers and project managers, collaboration between the two seems essential for the successful development of eLearning content to ensure that projects are completed on time, within scope, and to the satisfaction of stakeholders.

Resource Planning

Project managers strategically plan and allocate resources during the development of eLearning content. This involves identifying the necessary human resources, expertise, tools, and technology required for the project (Allen & Gardner, 2021). By effectively aligning resources with project needs, project managers ensure that the team has the necessary support to execute tasks efficiently and meet project objectives.



Quality Assurance

Project managers implement quality assurance strategies to maintain the quality and effectiveness of eLearning content. This includes establishing quality standards, conducting reviews and testing, and ensuring that the content meets established criteria and objectives (Dodoc, 2021). By monitoring the quality of the content, addressing issues promptly, and conducting evaluations, project managers uphold high standards of content delivery and user experience.

Stakeholder Engagement

Project managers focus on engaging stakeholders, including clients, subject matter experts, instructional designers, and end-users, throughout the development of eLearning content. Effective stakeholder engagement involves regular communication, gathering feedback, and incorporating stakeholder inputs into the design process (Allen & Gardner, 2021). By involving stakeholders in decision-making and keeping them informed, project managers ensure alignment with project goals, foster collaboration, and increase stakeholder buy-in.

Risk Management

Project managers employ risk management strategies to identify, assess, and mitigate potential risks that could impact the development of eLearning content. This involves conducting risk assessments, creating contingency plans, and monitoring risks throughout the project lifecycle (Dodoc, 2021). By anticipating and addressing risks such as technical issues, scope changes, or resource constraints proactively, project managers minimize disruptions and ensure project continuity.

There are common pitfalls or issues that could arise while managing projects. Scope creep occurs when project requirements continuously expand beyond the initial scope, leading to delays and increased costs. To address scope creep, a project manager should establish clear project scope, communicate changes effectively, and document scope modifications through formal change management processes. Resource constraints, such as limited budget, time, or expertise, can hinder the development projects as well. Project managers can mitigate resource constraints by conducting thorough resource planning, prioritizing tasks based on project goals, and seeking additional resources or support when necessary. Flexibility in resource allocation and proactive identification of resource gaps are essential to overcoming this challenge. Technical challenges, such as software issues, compatibility problems, or data security concerns, may pose risks to eLearning content development. This can be addressed by conducting thorough technology assessments and involving technical experts in decision-making.



In the realm of instructional design, **cultural competency** and diversity are paramount considerations when creating professional development workshops for teachers (or any other type of courses). **Intercultural learning**, encompassing an understanding and appreciation of diverse cultures, backgrounds, and perspectives, is essential for fostering inclusive and equitable learning environments. Cultural competency in instructional design involves acknowledging and valuing the cultural differences of teachers, incorporating **culturally responsive** content, and adapting instructional strategies to accommodate diverse learning styles and preferences (Crawford et al., 2020). It goes beyond surface-level representation to embrace nuanced cultural nuances and historical contexts, promoting respect, empathy, and sensitivity towards the multicultural realities of teachers and learners.

Diversity is another buzzword in instructional design but it is important to understand that it extends beyond mere demographic representation to encompass a holistic approach that values individual experiences, beliefs, and identities. It involves recognizing and celebrating the unique contributions and perspectives of teachers from diverse backgrounds, fostering collaboration, mutual understanding, and shared learning experiences (Sharif & Gisbert, 2015). Diversity in professional development workshops for teachers is not limited to visible aspects such as race or ethnicity but extends to diverse learning needs, experiences, and cognitive styles. It involves creating an **inclusive learning environment** that respects and embraces individual differences, challenges biases, and promotes intercultural dialogue and collaboration among teachers from various cultural backgrounds.

Cultural Competency Not Applied: A professional development workshop lacking cultural competency may present content that perpetuates stereotypes, overlooks the diversity of teaching practices, and neglects the cultural nuances and experiences of teachers from marginalized communities. For example, using generic examples that do not reflect the varied socio-cultural contexts of teachers or failing to acknowledge the impact of cultural background on teaching practices could alienate certain groups, hinder engagement, and perpetuate biases in the learning environment.

Cultural Competency Applied: When creating a professional development workshop for teachers, cultural competency can be applied by incorporating diverse perspectives, cultural references, and inclusive examples that resonate with teachers from various cultural backgrounds. For instance, including case studies that reflect different teaching practices, highlighting global educational achievements, and respecting cultural norms and values in instructional materials can enhance intercultural



"As instructional designers, our cultural competency is the compass that guides us through diverse educational landscapes, enriching our designs with the vibrant colors of inclusivity, acceptance & respect."

—Alexis White



Technology integration plays a crucial role in enhancing the learning experience for teachers receiving professional development in person or online. As instructional designers, it is important to understand that technology integration goes beyond the mere use of technological tools. Effective technology integration involves thoughtful design and strategic implementation of various digital resources to optimize learning outcomes (Lee & Kim, 2014). For instance, instructional designers can leverage learning management systems to organize course content, facilitate communication, and track teacher progress, providing a centralized platform for interactive learning experiences and ongoing professional development. By effectively integrating technology tools such as virtual classrooms, collaborative platforms, and multimedia resources into professional development workshops, instructional designers can create engaging, interactive learning experiences tailored to teachers' needs and preferences.

Furthermore, technology integration in instructional design goes beyond the mere adoption of digital tools to encompass a transformative approach that redefines the teaching and learning process (Lee & Kim, 2014). For example, incorporating interactive video lectures, or gamified content can enhance teacher engagement, foster participation in professional development activities. Instructional designers can create personalized learning pathways, adaptive assessments, and virtual communities that promote collaborative learning, critical thinking, and problem-solving skills among teachers. By embracing innovative technology solutions and pedagogical approaches, instructional designers can empower teachers with the digital skills and knowledge needed to enhance their professional practice and keep pace with the evolving landscape of education technology.



In the ever-evolving landscape of education, instructional designers play a pivotal role in harnessing technology integration to create inclusive, dynamic learning environments that cater to the diverse needs of teachers. Through the strategic incorporation of technology tools, learning management systems, and multimedia resources, instructional designers can design engaging, interactive professional development workshops that promote continuous learning, collaboration, and growth among teachers. By leveraging technology to facilitate communication, provide access to up-to-date resources, and offer interactive learning opportunities, instructional designers can empower teachers with the digital skills and competencies necessary to thrive in the digital age of education.

Technology Integration Not Applied: The use of complex technology tools that hinder communication and engagement rather than enhancing it. For example, overly complicated virtual meeting platforms with technical glitches, poor user interface design, or inaccessible features can frustrate teachers, impede participation, and create barriers to effective learning, resulting in a disengaging and ineffective professional development experience.

Technology Integration Applied: The incorporation of interactive elements such as online discussion forums, virtual collaboration tools, and multimedia resources to enhance engagement and interactivity. For instance, using a learning management system to host virtual workshops with interactive polls, breakout rooms for group discussions, and access to online resources can create an engaging and dynamic learning experience for teachers.

"Incorporating technology into instructional design isn't just about embracing innovation; it's about illuminating learning pathways, empowering students, and shaping a dynamic, interconnected world of education."

– Alexis White



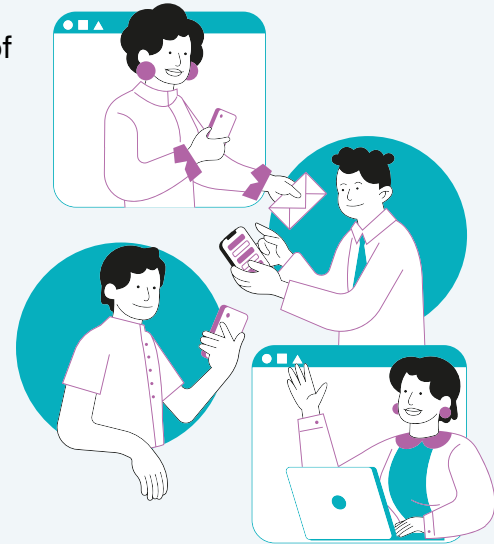
As instructional designers crafting professional development workshops for adult learners, upholding ethical standards and professional conduct is essential to ensure impactful and effective learning experiences. A personal code of conduct can serve as a guiding framework, enabling instructional designers to navigate ethical dilemmas, prioritize learner needs, and promote inclusivity in both in-person and online learning environments (Coleman, 2011). The following principles outline a set of guidelines tailored for instructional designers, emphasizing ethical practices, learner-centered design, and responsible instructional strategies in the context of developing workshops for adult learners.

1. **Prioritize Learner-Centered Design:** Always design workshops with a focus on meeting the diverse needs, preferences, and goals of adult learners to enhance engagement and promote effective learning outcomes.
2. **Ensure Accessibility and Inclusivity:** Develop workshops that are accessible to all adult learners, including those with disabilities, by providing alternative formats, clear instructions, and accommodating diverse learning styles in both in-person and online settings.
3. **Uphold Professional Integrity:** Conduct all interactions with learners, colleagues, and stakeholders with honesty, transparency, and respect, maintaining a high level of professionalism and ethical conduct at all times.
4. **Ethical Use of Online Content:** Obtain proper permissions and licenses for all online content used in workshops to adhere to copyright laws, respect intellectual property rights, and ensure ethical and legal use of digital resources.
5. **Foster Interactive and Engaging Learning Environments:** Create interactive, participatory workshops that encourage collaboration, discussion, and active engagement among adult learners, both in-person and through online platforms.
6. **Embrace Diversity and Equity:** Design workshops that reflect diverse perspectives, backgrounds, and experiences to foster an inclusive and equitable learning environment that values and respects the contributions of all participants.
7. **Continuous Professional Growth:** Stay informed about emerging trends, best practices, and technologies in instructional design to continuously improve workshop design, delivery, and engagement strategies for adult learners.
8. **Seek Feedback and Reflective Practice:** Encourage feedback from adult learners, assess workshop effectiveness, and engage in reflective practice to identify areas for improvement, growth, and enhanced learning experiences.
9. **Practice Cultural Competency:** Respect and celebrate cultural diversity in workshop design, incorporating culturally responsive strategies and content to create a welcoming and inclusive learning experience for all participants.
10. **Commit to Excellence and Innovation:** Strive for excellence in workshop design, delivery, and assessment by exploring innovative instructional strategies, technologies, and methodologies that enhance learning outcomes and stimulate adult learners' growth and development.



Adhering to these principles supports the creation of ethical, engaging, and learner-centered professional development workshops for adult learners, fostering a culture of respect, inclusion, and continuous learning in both in-person and online educational settings.

Joining a professional organization as an instructional designer offers a myriad of benefits, including access to a supportive community of peers and industry experts. The opportunity to network with like-minded professionals can lead to valuable collaborations, mentorship, and career advancement prospects within the field of instructional design. Professional organizations provide avenues for continuous learning, offering resources, workshops, and conferences to stay updated on industry trends and best practices, thus enhancing skills and knowledge. Membership in such organizations often grants exclusive access to research publications, tools, and templates that can streamline the instructional design process and foster professional development (American College of Education, 2024). Additionally, being part of a professional community can boost credibility, highlight expertise, and provide opportunities for recognition and leadership roles within the instructional design industry. Instructional designers looking to enhance their career and stay current in the ever-evolving field of educational technology can greatly benefit from researching and/or joining any of the professional organizations below as a start to developing their own professional community:



The Learning Guild: The Learning Guild is a community of eLearning professionals, including instructional designers, eLearning developers, and trainers. Becoming a member of The Learning Guild offers instructional designers access to webinars, conferences, research reports, and networking events focused on eLearning best practices. Designers can benefit from connecting with industry experts, sharing knowledge, and staying informed about the latest advancements in eLearning technologies (The Learning Guild, 2024).

Association for Educational Communications and Technology (AECT): AECT is a leading professional organization that focuses on educational technology and instructional design. Joining AECT provides instructional designers with access to cutting-edge research, networking opportunities, and conferences. Members can benefit from staying updated on the latest trends and best practices in the field, as well as collaborating with experts in educational technology (AECT, 2024)

International Society for Technology in Education (ISTE): ISTE is a global organization that supports educators and instructional designers in integrating technology into teaching and learning. By joining ISTE, instructional designers can access resources, professional development opportunities, and a strong community of like-minded professionals. Membership in ISTE can help designers enhance their skills in utilizing technology for effective instruction and engage in discussions on digital learning (ISTE, 2024).



"Through 15 years of teaching and developing curricula worldwide, I've learned that professional learning communities are not just networks; they're lifelines that keep us afloat in the ever-changing sea of education, guiding us to new horizons of knowledge and growth." - Alexis White

Course: *Title*

Mission Statement: *The Mission Statement of the Corporation or School would be placed here.*

Core Beliefs

Core Belief 1: <i>Core Beliefs/Values of the school or corporation would be placed here</i>
Core Belief 2: <i>Core Beliefs/Values of the school or corporation would be placed here</i>
Core Belief 3: <i>Core Beliefs/Values of the school or corporation would be placed here</i>
Core Belief 4: <i>Core Beliefs/Values of the school or corporation would be placed here</i>

The Department's Philosophy/Mission *As this course template is for professional developments for teacher's and staff, the course may be applicable to specific departments such as "Math Teachers" or Human Resources or Nurses. If those departments have their own philosophies they would be written out here.*

Course Description:

The purpose of this page enables designers to align the course content, objectives, and assessments

This table can be compiled and pasted as many times as there are modules

Module 1: Title	Needs Analysis	Learning Format	Alignment w/ Mission & Philosophy:
	Current Skills: What skills do your learners already have that may be utilized?	Technology/Software: Determine technology resources needed if implementation is in person, hybrid or eLearning format.	<i>This would just be a statement or bullet points supporting the alignment of the objectives with company/school's mission</i> List module competencies
	Knowledge Gaps: What gaps do your learners have that may need development as may hinder the reaching or module's learning objectives/goals.	Instructional Materials & Resources: What instructional materials & resources are necessary for this module?	
Module Competencies Outcomes that learners are expected to achieve upon completion			
Knowledge & Reasoning		Skills//Creating	
<ul style="list-style-type: none">List knowledge and reasoning learning targets that effectively measure learners' acquisition of information and development of critical thinking skills.Be sure to use measurable verbs		<ul style="list-style-type: none">List targets that focus on the mastery of a particular skill or the creation of a tangible product in the learning processBe sure to use measurable verbs.	
Evaluation		Feedback/Reflections	
How will you evaluate what has been learned?		Feedback should be gathered after every module to determine what can be improved.	



This blueprint utilizes the ADDIE framework and is focused on creating professional development for teachers and staff within educational settings. It is general enough that it can be used for any topic from creating rubrics to classroom management. The purpose of course title page enables designers to align the course content, objectives, and assessments with the company's strategic direction, ensuring that the training addresses key areas of importance for the organization. Incorporating the mission statement into course design helps create a cohesive learning experience that reinforces the company's culture.

Analysis Identify strengths and weaknesses across the major academic areas, identify specific demographic groups that need academic improvement, and determine the learning goals.

Behavior (Kirkpatrick's Model) Level 3 which evaluates & assesses the application of newly acquired knowledge and skills in the workplace and the extent to which participants demonstrate behavioral change and transfer of learning to their job tasks following the training.

Cultural Competency Involves having the knowledge, skills, and sensitivity to effectively work with diverse cultural groups and adapt instructional strategies to meet the needs of learners from various cultural backgrounds. So a cultural competent instructional designer has the ability to create educational materials and learning experiences that respect, value, and incorporate diverse cultural perspectives, backgrounds, and practices.

Culturally Responsive refers to creating learning experiences that acknowledge and leverage the cultural backgrounds, values, and experiences of learners to enhance engagement and learning outcomes. A culturally responsive curriculum focuses on tailoring content to specific cultural contexts, cultural competency emphasizes understanding and valuing cultural differences to create inclusive and equitable learning experiences.

Design the phase where instructional materials and resources are planned and structured based on the analysis conducted.

Development the part of the design process in which instructional materials are created based on the plans established in the previous stages. This phase focuses on bringing the designed instructional materials to life, ensuring that they are engaging, effective, and aligned with the defined learning objectives..

Evaluation A systematic process aimed at judging the effectiveness of any teaching and learning program

Implementation is the process in which the developed instructional materials are put into action ensuring that it is effectively delivered to the learners, whether through classroom instruction, online modules, workshops, or other means of instruction.

Inclusive Learning Environment is a setting in which all learners, regardless of their backgrounds, abilities, or identities, feel welcomed, respected, and supported. It promotes equitable access to education, values diversity, and fosters a sense of belonging among all learners

Learning (Kirkpatrick's Model) the level in which the focus on measuring the knowledge and skills acquired by participants during the training program, determining the extent to which learning objectives have been achieved and assessing the effectiveness of the learning materials and instructional methods takes place.



Learner Centered Design An approach that places learners at the center of the instructional design process, focusing on creating engaging, relevant, and personalized learning experiences that cater to individual learning styles, abilities, and interests.



Professional Integrity The adherence to ethical standards, honesty, transparency, and ethical conduct in all aspects of instructional design practices, including content creation, interaction with stakeholders, assessment strategies, and decision-making processes



Risk Management Entails systematically analyzing potential risks related to content development, technology integration, stakeholder involvement, or that could impact project timelines, budgets, or learning outcomes and other external factors that may affect project success



Reaction (Kirkpatrick's Model) Level 1 stage of gathering feedback on how participants react to the training program, assessing their satisfaction, engagement, and perceptions of the training content and delivery



Results (Kirkpatrick's model) This level evaluates the broader impact of a professional development program on organizational outcomes and performance metrics, measuring the tangible results and benefits that the training has brought to the organization.



Subject Matter Expert (SME) An individual who possesses a deep understanding and specialized knowledge in a specific topic or field. These experts are recognized for their expertise and proficiency in their domain, typically gained through education, experience, or research.



Technology Integration The strategic incorporation of technological tools and the purposeful blending of technology with instructional strategies to create interactive, meaningful learning experiences that cater to diverse learning styles and promote effective knowledge acquisition and retention.



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"Congratulations on successfully navigating through this instructional design booklet! Just as a ship reaches safe harbor after a long voyage, your commitment to learning and growth has brought you to the shores of knowledge and inspiration. Embrace what you've learned and set sail for new horizons in the world of education." - Alexis White