

Instructional Design Assessment

Thank you for taking the time and effort to complete this practical assessment.

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Guidelines:

1. You have approximately five (5) days in which to complete this assessment.
2. This assessment comprises and assesses three (3) key outputs. These are:
 - Question 1: Analysis
 - Question 2: Learning solution design
 - Question 3: Storyboard design*Please answer all three (3) questions.*
3. When you are done, please email your completed assignment to: dmethven@iqbusiness.net
4. Complete and sign the disclaimer at the end of this document and submit it with your assignment.

Question 1: Analysis

Scenario:

Client X, within the Banking sector, has contacted IQbusiness Learning and Development with a request for e-Learning development. You have been appointed as the lead Instructional Designer for Client X. At the initial scoping meeting the client indicates that they want to develop an e-Learning course on Banking Fraud. The course has been developed over a five (5) year period and has been and is currently being facilitated via classroom workshops. Considering the current economic landscape Client X now wants to convert this course to e-Learning in order to save on time, money and have a wider reach of their audience.

Activity required:

List at least 15 questions that you will ask the client to gain a better understanding of their requirements.

Question 2: Learning solution design

Scenario:

As part of the IQbusiness Learning and Development team, you are seconded to support the team responding to a formal tender. Specific to this tender there are no tender briefing sessions where you can ask questions, nor can you request a meeting. The brief in the tender document is as follows:

The Learning Academy must deliver business value, measured in business terms. This means that this intervention must give us a measurable increase in sales and competency levels.

a) Objectives: Design a new training intervention for Internal Sales Consultants and Customer Service Representatives. With two key outputs:

- ✓ an e-Learning game (simulations)
- ✓ e-Learning with content in modules for more in-depth study (animated content)

b) Scope: A Sales learning intervention comprising of:

- ✓ an e-Learning game and adequate instructions
- ✓ learning modules with assessments

This is all you the information you have received to work with, therefore you will need to make several assumptions.

Activity required:

Based on the brief above, you are required to design a learning solution outline to be included in the tender document. The learning solution outline could mean a possible instructional strategy or conceptual framework.

Provide at least one page that either describes or shows a high-level conceptual framework/instructional strategy for the required Sales course. You may 'document' this in any way you think will best to explain your intended idea.

Remember that it is from a sales perspective and intended for a tender document. You may use any tool that you prefer, e.g. MS Word, PowerPoint etc. Use your own initiative.

Question 3: Storyboard design

Scenario:

Your project manager provides you with content (body of knowledge) that was traditionally used in the classroom and now needs to be converted to eLearning.

Activity required:

You are assigned as the Instructional Designer for the project and therefore are required to rapidly produce storyboards for:

- a) the client for sign-off/review purposes
- b) the developer to develop an HTML eLearning course

Use the content provided on HIV/Aids ([Addendum A](#)) and create the necessary e-Learning storyboards. You can choose to storyboard using either MS Word or MS PowerPoint.

Addendum A: HIV AIDS SUPPORT PROGRAMME (To be used for Question 3)

UNIT 1: AN INTRODUCTION TO PEER EDUCATION

South Africa ... land of beauty, rainbow nation. A nation with one of the highest burdens of diseases in the world

- 1 in 5 are HIV+
- 1 in 4 will have a heart attack before they are 60
- 1 in 5 South will contact cancer
- 1 in 3 will suffer from high blood pressure
- 1 in 10 will have diabetes

By the end of this session you will be able to:

- Define what a 'peer' and a 'peer educator' is.
- Discuss the qualities of an effective peer educator.
- Outlined some of the skills an effective peer educator needs.
- Discuss the content of the peer education course.
- Differentiate between 'peer education' and 'peer counseling'.
- Differentiate between 'peer counselling' and 'advanced HIV & Aids counselling'.

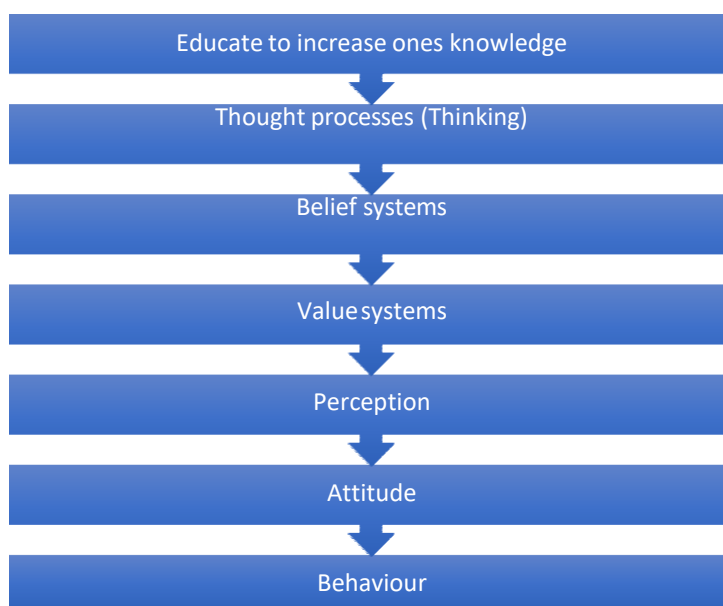
WHAT IS A PEER EDUCATOR?

Let's look at the difference between a 'peer' and a 'peer educator'. A peer is someone with whom you have something in common for example age, an activity, interests or workplace. A peer educator is a volunteer within the group who gives information (NOT advice) and acts as a role model for the group. The peer educator creates a sense of community within the workplace where people feel free to share their ideas and problem.

ACTIVITY 1:

In small group of 4-6 people discuss why you think peer educators are effective in getting people to change their behavior. Peer educators is change agents that are the first to adopt new information and ideas. Influence their peers (friends) to adopt the new ideas. They are the leader within the workplace on a social rather than a managerial level.

Change flow diagram:



A peer educator though educating their peers starts a chain of event that caused changes in behavior

WHAT QUALITIES, SKILLS, TEACHING METHODS AND KNOWLEDGE DO PEER EDUCATORS NEED TO PROMOTE BEHAVIOUR CHANGE?

Everyone here has spoken about how they realized that HIV & Aids and ill health are the enemy and that it is the responsibility of every one of us to take whatever steps we can to help ourselves and others to fight this enemy.

ACTIVITY 2:

On your own link the qualities in the left-hand column with their definitions from the right-hand column:

QUALITIES	DEFINITIONS
<input type="checkbox"/> Open-minded	able to be trusted, reliable, won't let others down
<input type="checkbox"/> Informative	willing to change to suit new circumstances
<input type="checkbox"/> Responsible	willing to consider new arguments, ideas, opinions etc.
<input type="checkbox"/> Dependable	able to imagine oneself in the position of another person and so understand that person's feelings
<input type="checkbox"/> Supportive	able to provide useful facts and ideas
<input type="checkbox"/> Committed	real, sincere; being oneself without hiding behind a job, a title or a role
<input type="checkbox"/> Flexible	sensible, trustworthy, and able to make good practical and moral decisions
<input type="checkbox"/> Empathetic	giving encouragement, help etc to someone in a difficult position
<input type="checkbox"/> Genuine	does not judge someone in order to find fault with them
<input type="checkbox"/> Non-judgmental	giving one's loyalty and total support to a particular cause, aim or way of life

THE SKILLS NEEDED TO BE A GOOD PEER EDUCATOR

a) Eye contact

Making eye contact tells the person you are talking to: 'This is important – I'm listening carefully to what you are saying. A peer educator who never looks his/her peers in the eye seems to lack confidence and gives his/her peers a sense of insecurity. The peer educator needs to look at his/her peers to notice their reactions and judge the mood of the group. Making eye contact will help you to determine:

- Do they understand?
- Are they puzzled?
- Are they enjoying the lesson?
- Are they tired?
- Are they bored?
- Does anyone want to contribute or ask questions?

When you are talking to your peers, it is as much how you say something as what you say that will keep their attention. If you are feeling tired and let it show in your voice, or if you are not sure of your facts and don't sound confident, your peers will quickly lose interest or perhaps even doubt what you are saying.

b) Listening skills

ACTIVITY 3:

How do you rate yourself as a listener?

VERY GOOD	GOOD	AVERAGE	WEAK	VERY WEAK
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ACTIVITY 4:

Discuss the following statement in your group: To become a good listener, you must be comfortable with silence.

We need to become active listeners:

Peer educators must listen with their ears, eyes and hearts. Your duty is to give peers facts – to respond to the concerns and worried with factually correct information – not advise. To do this, you need to develop a certain kind of listening skill called reflective listening.

What is 'reflective listening'?

The person talking must know that you are:

- Paying attention
- Understand what he/she is saying

In other words, you can't sit around with a blank face! The following tips will make you a reflective listener:

- Do not interrupt. Let the person finish what they are saying.
- Paraphrase. Repeat back or restate what the person said to check that you understand. You can say, "So do you mean...?" "Does that mean you think...?"
- Perception Checking. This is an effort to understand the feelings behind the words. Simply describe what you think the other person is feeling. Say something like "It sounds like that made you really angry".
- Ask open-ended questions. This is a question that does not / cannot be answered with just a yes or no response. For example, "Why do you think...?"
- Approval. Expressing approval or giving praise will encourage further communication. This does not mean that you agree with what the person is saying it simply means that you value the fact that they have told you about how they feel.
- Use verbal minimal responses. This shows the speaker that he/she has your attention. Use expressions like "yes", "OK", "right", "Mmmm", "Uh-hm", "go on", "I hear what you say". Don't overdo the minimal responses though! If you use too many of them, you will sound insincere and this will prevent effective communication from taking place.

ACTIVITY 5:

Scenario: Schoolboy says: I HATE Mr. Smith! He always picks on me in math's class. I don't want to go back to that school.

Discuss in your group which of the responses below would be examples of reflective listening and which would not.

- Hang in there. I'm sure it will work out!
- I'll talk to Mr. Smith.
- It sounds as if you are angry.
- Have you spoken to Mr. Smith about it?
- Why have you let things go on so long?
- Do you mean you aren't enjoying any of your lessons?
- Tough luck! If you don't finish school, you won't get a decent job!
- Why do you think he is picking on you?

THE METHODOLOGY OF LEARNING

Teaching and learning go hand in hand: we teach so that others may learn. The focus is on an ongoing workplace programme that is meaningful and useful to the group.

There are many different teaching methods or strategies to promote learning, such as:

- **Group discussions and/or activities**
This is useful if group members are comfortable with each other and not hesitant to speak. Research shows that people learn best when they are actively engaged in their own learning rather than behaving as passive observers.
- **Role play and stimulation**
Acting in or observing role play helps people transfer their learning to a 'real world' environment.
- **Storytelling and sharing one's experiences**
People like to hear about the experiences of others, and often find that they can relate to these experiences better than trying to grasp facts that seem to have little relevance for themselves. This can include fictional (made-up) stories.
- **Visual aids**
This can include posters, photographs, slide presentations, videos.
- **Learning aids**
This can include flip charts, fact sheets, flash cards, wall charts, diagrams. The learning aids can be used to promote group discussion, for example "What does this graph tell you?".
- **Social marketing and use of the media**
Posters can be displayed where people live, work and play. Leaflets can be left at health centers, shopping center's or taxi ranks. The media (for example local radio stations) can be involved in providing educational messages to the larger community. Cartoons and comic strips can reach a wide audience and be a useful method of peer support and education.
- **Community fairs or meetings**
Community gatherings can increase public awareness of the issues and challenges of HIV & Aids.

In this section, we learned:

- Define what a 'peer' and a 'peer educator' is:
 - A peer is your friend or work colleague
 - A peer educator is someone who take on the job of educating their peers on HIV&AIDS and Wellness
- Discuss the qualities of an effective peer educator.
 - A peer educator is someone who believes in what they are teaching, they give information and do not advise, they are not judgmental and volunteer to assist their peers

Assessment disclaimer

I confirm that the assessment submission is my own work.

I understand and agree that:

- the purpose of the assessment is to provide IQbusiness with high-level insight to the demonstrated skills, knowledge and application of Instructional Systems Design (ISD)
- the submission of this assignment does not guarantee employment with IQbusiness
- there will be no feedback provided on this assessment
- submission of this assessment will not lead to any form of qualification

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Signature



Date

26/11/2020
