Silver, Platinum or Bronze: How Much Effort Should You Really Invest in a Project?

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Question 1

What is your role in the design of instructional programs?

1. Instructional designer (The majority of my time is spent designing programs)
2. Course developer (I prepare programs from designs prepared by others)
3. Instructor/developer (I design and teach programs)
4. Project manager (I oversee the work of people who design and develop programs)
5. Manager (I have personnel responsibility for people who design and develop programs)
6. Administrator (I oversee enrollment, setup, and record keeping for courses)
7. Educator (I teach students how to design and develop instructional programs)
8. Student (I am preparing to become a specialist in the field)

Question 2

Of the following activities in instructional design, on which do you spend the most time?

1. Analysis
2. Design
3. Development
4. Delivery
5. Evaluation
Question 3

Of the following activities in instructional design, on which do you spend the second most amount of time?

1. Analysis
2. Design
3. Development
4. Delivery
5. Evaluation

Question 4

Have you ever done a “quick and dirty” instructional design project?

If so, why was it “quick and dirty”?

Did you feel guilty about taking that approach?

In retrospect, was that level of effort appropriate?

Question 5

What do you hope to learn in today’s session?
First, consider some definitions

What is the difference between

- instructional design
  and
- instructional systems design?

Consider these differences.

Instructional design is the act of determining how to structure and present content to be learned.
Consider these differences.

<table>
<thead>
<tr>
<th>Instructional design</th>
<th>Instructional Systems Design (ISD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>is the act of determining how to structure and present content to be learned.</td>
<td>is a general process for preparing programs for learning.</td>
</tr>
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</table>

ADDIE is the most commonly named ISD model.

- **Analysis**
- **Design**
- **Development**
- **Implementation**
- **Evaluation**

(Most other models represent variations, with extensive additions to Analysis and Evaluation.)
What issues do instructional designers have with ADDIE?

These are common issues with ADDIE.

Takes too long.  
Too rigid.

Too inflexible.  
Too linear.

These are suggested solutions to those issues.

Proprietary models.
These are suggested solutions to those issues.

<table>
<thead>
<tr>
<th>S</th>
<th>A</th>
<th>M</th>
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Proprietary models

Attempting to automate the process

Ignoring process altogether
These are suggested solutions to those issues.

S
A
M
Proprietary models

"Oh no, not another instructional design model."

Attempting to automate the process

Ignoring process altogether

But all of these ignore two fundamental issues.

• That a process is merely a suggestion, not a prescription.

But all of these ignore two fundamental issues.

• That a process is merely a suggestion, not a prescription.
• That all projects require the same level of effort.
Consider these issues.

• New or revision?
  If a revision:
  • Simple
  • Moderate
  • Overhaul
• Medium?
  • Classroom
  • Workbook
  • Online

Instructional designers need to adjust effort for each job.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Including content pages, text, graphics, perhaps simple audio, perhaps simple video, test questions. NOTE: PowerPoint-to-eLearning often falls into this category. Basically pages with assessment</td>
</tr>
<tr>
<td>Level 2</td>
<td>Level 1 eLearning content plus 25% (or more) interactive exercises, allowing learners to perform actual &quot;try it&quot; exercises, liberal use of multimedia (audio, video, animations)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Highly interactive, possibly simulation or serious game-based, use of avatars, custom interactions, award-winning caliber courseware</td>
</tr>
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But real adjustments affected by these two strategic issues.
But real adjustments affected by these two strategic issues.

<table>
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<tr>
<th>Number of learners affected</th>
<th>Urgency of material covered</th>
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Consider the three classes of projects.

- Platinum
- Silver
- Bronze

Let’s consider this in context.

You are designing a brand new, Level 3 e-learning program to prepare a sales and marketing team for the launch of an entirely new, strategic product line.

Which parts of the ADDIE approach would you follow in full?
Consider **platinum** projects.

- The most complex programs
- High impact on the organization
- High volume of learners (usually 1000 or more)
- Receive the most significant investments
- Typically the type of course that wins awards in competitions

Consider these examples of platinum projects.

<table>
<thead>
<tr>
<th>New Massive Open Online Courses (MOOCs) (especially early ones)</th>
<th>Training programs associated with major organizational initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses for sale in the leadership development market</td>
<td>Required undergraduate courses with several sections</td>
</tr>
<tr>
<td>Training programs for new products and services</td>
<td>New math curriculum</td>
</tr>
</tbody>
</table>

How would you respond to this situation?

You are designing the update to a Level 3 e-learning program for the sales and marketing team, which introduces them to 3 new models of the product line, the most since launch.

Which parts of the ADDIE approach would you follow in full?
Consider silver projects.

- Moderately complex programs
- High or medium impact on the organization
- High or medium volume of learners
- Receive moderate investments
- Typically a major revision to a platinum course or a cost-reduction project

Consider these examples of silver projects.

<table>
<thead>
<tr>
<th>Revision to a Massive Open Online Courses (MOOC)</th>
<th>Training program associated with an initiative for a division or function</th>
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<tr>
<td>Online courses for sale in the software training or professional development</td>
<td>Revision to a mathematics curriculum</td>
</tr>
<tr>
<td>Major update to a training program for an existing product or service</td>
<td>Public health program intended for the entire population</td>
</tr>
</tbody>
</table>

How would you respond to this situation?

The engineer who developed the product line is teaching a “Master’s Class” to 20 engineers in the organization. You would like to make this existing course available by video-on-demand for the future.

Which parts of the ADDIE approach would you follow in full?
Consider **bronze** projects.

- The least complex programs
- Medium to low impact on the organization
- Small numbers of learners (as few as 20)
- Receive the least investments
- Typically a lower-priority revision to an existing course, compliance training, and “just-in-case” training

Consider these examples of bronze projects.

<table>
<thead>
<tr>
<th>Minor adjustment to a Massive Open Online Course (MOOC)</th>
<th>Just-in-case training: A recording of a one-time course by a leading technical expert</th>
</tr>
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<tbody>
<tr>
<td>Revision to a job aid accompanying the leadership development course for sale</td>
<td>Update to a senior seminar on Chaucer</td>
</tr>
<tr>
<td>Minor update to a training program for an existing product or service</td>
<td>One-time community education program on a new ordinance</td>
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How do you think ... ?

Design tasks would differ among platinum, silver, and bronze projects? Why do you respond this way?
### Consider these differences

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<th>Bronze</th>
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<td>Analysis</td>
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<td>Design</td>
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#### Analysis
- Full
  - Focus on new and changed skills, updates and conformance to style

#### Design
- Choose a format, medium, and teaching strategy
  - Choose strategies for new segments, otherwise, conform
  - Conform to existing design choices

#### Development
- Choose strategies for new segments, otherwise, conform

#### Implementation
- Conform to existing design choices

#### Evaluation
### Consider these differences

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<td><strong>Analysis</strong></td>
<td>Full</td>
<td>Focus on new and changed skills; updates and conformance to style</td>
<td>Focus on new and changed skills, conformance to style</td>
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<td><strong>Design</strong></td>
<td>Choose a format, medium, and teaching strategy</td>
<td>Choose strategies for new segments, otherwise, conform</td>
<td>Conform to existing design choices</td>
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<tr>
<td><strong>Development</strong></td>
<td>Implement the design plans</td>
<td>Conform to existing designs, make global changes where adjusting</td>
<td>Conform to existing designs; seamlessly inserting new material</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Full launch, promotion, and support of program</td>
<td>Raise awareness of the revision; Update support plan to reflect new material</td>
<td>Update existing catalogs</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Full formative evaluation</td>
<td>Evaluate new parts only</td>
<td>Edit new parts for consistency</td>
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In response to this approach...

How would you adjust the instructional design processes in your organization?

Take-aways

- What insights did you gain into the instructional design process through this webinar?
- How will you apply this concept of the three-tiered model in your instructional design work?

Learn more about the model.
