Practical Application

Organization

COCO Corporation is a communications company offering language services to a wide variety of language learners through its branches in Japan. In addition to general conversation lessons, it offers courses for students studying for specific English test, EIKEN.

What is EIKEN?

EIKEN is an abbreviation of *Jitsuyo Eigo Gino Kentei* (Test in Practical English Proficiency), one of the most widely used English-language testing programs in Japan. Most of the students are 15-17 years old who are enrolled in EIKEN (Grade 1) course. It is a highly respected qualification with a wide range of practical benefits, such as its usefulness in applying to post-secondary academic institutions, obtaining academic credits, receiving exemption from the written section of the English section of the National Examination for Guide Interpreters, and studying overseas.

Scenario

Performance Problem

Due to the pandemic, the students hardly attend classes and their participation and performance in practice tests and other activities declined. Most students fail practice test in EIKEN and are not ready to take the actual test as most of them are preferring to stay home to prevent coronavirus infections.

Proposed Solution

The company decided to convert EIKEN (Grade 1) courses into an online format to solve the increasing number of students' absences and the low profit. The students can choose whether to go to the classroom or take classes online using their own devices. An ID team will be hired to design an instructional management system that will contain the digitized learning content of EIKEN test preparation course. They should possess a versatile skillset to create effective learning courses and materials to meet the company's intended goals.

Desired Performance

EFL learners are expected to be able to understand and use the English necessary to participate effectively in a wide range of social, professional, and educational situations. The students should be able to:

- understand a wide variety of texts and content from a range of social, professional, and educational situation.
- take part in interaction on a wide variety of topics relevant to a range of social, professional, and educational situations.
- write at length about a wide variety of topics relevant to a range of social, professional, and educational situations.

I hold a position of an instructional designer and focus on designing English test courses. I research new innovations in both learning design and education and evaluate new eLearning materials. I am equipped with education to meet the rigorous demands of the field and craft lessons and curriculums that are both thorough and meet designated outcomes.

Application of IDD&E Principles

Analysis

1. Learner Analysis

I will identify skills the learner must have before entering the online learning. The learners' cognitive characteristics (e.g., prior knowledge, digital literacy), affective and social characteristics, and other traits that could influence the strategies and approaches to learning will help developers to understand and serve them most effectively.

2. Instructional Analysis

I will emphasize the importance of analyzing the skills and subordinate skills required to participate in an online environment and use the digital course materials effectively. I will break down the knowledge, skills, and attitudes to formulate the intended learning outcomes, and instructional goal and objectives. The Instructional Strategies, Objectives, and Media should be considered as they describe the activities and tools needed.

3. Situational Assessment

I will clarify a problem or opportunity to be addressed and the decision to be made. It identifies stakeholders and their concerns and may reveal insight into their preferences. It also can identify key questions to be answered by stakeholders, develop a data gathering plan, gather the data, organize, synthesize, and summarize the data, communicate the information, and consider how to proceed with planning.

4. Technical Analysis

I will identify the hardware and software specifications that the online courses must accommodate. This includes the type of device(s) on which the instructional solution will run, operating system(s), media capabilities (audio, video, graphics), broadband access, authoring tools required, and the requirements of learning management systems (LMS). Discussions with the Educational Technology team and PM should be conducted to get the necessary information.

5. Environment Analysis

I will identify the learning environment(s) in which EFL learners will learn or require support. It provides context for learning and support.

Design

In order to effectively design and/ or convert the face-to-face EIKEN course to online, the following questions should be considered:

- How much time will learners be able to dedicate to the online course?
- What tools are available for course development?
- Does the design of the course engage learners with strong visual and audio elements?

Development

In selecting the media, the questions from the Bates model about *Students*, *Ease of use*, *Costs*, *Teaching Functions*, *Interaction*, *Organizational Issues*, *Networking*, *Security and Privacy* should be considered.

In producing the materials, we will emphasize the importance of the media specialists to produce and organize the necessary audio, video, and other computer-based materials. In delivering the course, the administration of materials where instructional activities, assessment, and course evaluation takes place.

Implementation

For the actual implementation, online course development tool should be ready for the instructors and students. We will invite learners via email and track learner progress and results. It will be both a self-directed course where learners log in to the system to take the course you created without assistance from an instructor, and an instructor-led course where instructors are teaching the material. We will provide training to make sure the instructors are familiar with the content and course goals. It may be instructor-led sessions before, after, or in-between self-directed sessions. Everyone can sign in from wherever they are and use built-in group chat or video to communicate during the training sessions.

Evaluation

Formative evaluation will be conducted both with students who have already enrolled to the course and students that haven't, as well as instructors who have facilitated the online classes. Information gathered from students will include:

- whether or not they felt that the course materials used lined up with the skills they felt assisted them in developing the necessary skills, and
- whether they felt that the online content matched with the skills students needed to master.

Information gathered from instructors will include:

- criteria for determining whether students have successfully stated the main points of a given narration,
- analysis of whether the 10 questions on the handout connect sufficiently to information provided in the narration, and
- broad criteria for determining what constitutes “acceptable” and “unacceptable” responses to the controversial statements with which students are presented in class.

Summative evaluation for this project will be conducted by external evaluators. These evaluators will investigate factors relating to both students’ personal feelings of competence and engagement after completing the course, and the rate of students passing or failing the actual EIKEN test on their first try. Evaluation instruments will include:

- post-tests results; and
- surveys containing both open- and closed-ended questions to determine whether activities were engaging for students and correlated with students’ comprehension levels.

The evaluation methods will provide both qualitative (focus group) data and quantitative (survey) data. Patterns will be identified in both sets of data. Results will be given to instructional designers for revision of instructional materials.

The evaluators will be responsible for collecting and compiling data and will present their results to the course instructor(s). This will assist the instructors in determining whether the online course materials improved student achievement and engagement, and in deciding what facets of the activities (if any) should be changed in subsequent classes.

Project Management

It allows a project to be planned, resourced, and managed as well as ensures success in a timely manner. Converting a face-to-face course to an online format takes time and effort. The project team will develop an inclusive Project Management Plan (PMP) to design, develop, implement, and evaluate the modified content and activities.

The personnel resources, *Instructional Designer*, *Evaluators*, *Educational Technologist (eLearning Specialist)*, *Content Expert Trainers*, *Educational Project Manager* are needed.

Knowledge Gains

Like in any process, the first step is always the critical stage because it is where you will gather all the information at the outset of the project to define the problem and the type of approach. Establishing a good analysis will create a solid foundation for the rest of the process. Here are the competencies:

1.3 Develop multiple theory perspectives. As an instructional designer, I must know how to apply different learning theories to the courses. I should always be open to feedback and collaboration with other team members and students to create a course that is truly top-notch.

2.2 Validate performance gaps through multiple analysis techniques. This is when to start considering the needs of the stakeholders and collaborating with them will greatly help to better identify instructional and learner needs. As a teacher, I always focus on designing and developing instructional materials, but I often neglect the actual and specific needs of students.

2.4 Describe working and learning environment. As an instructional designer, I must encompass a vast repertoire of roles and responsibilities such as working alongside subject matter experts (SMEs) to assess and define the target audience's needs and their learning environment.

2.7 Identify characteristics of technologies and their use to support different types of instruction and learning. The eLearning, and therefore instructional design, is one of the fastest growing industries in the world. New educational technologies are flooding the market at unparalleled speeds. So, I need to stay on top of ever-emerging technologies, as I must learn continuously.

3.4 Create design, evaluation, and management plan. As an instructional designer, I need to familiarize myself with the various learning theories and concepts so that I can refer to them when I experience new and/or complex design problems in creating a design, evaluation, and management plan.

5.3 Lead, maintain quality, and manage ID projects and deliverables. The development stage involves a lot of research, writing, proficiency with eLearning authoring tools, so there is a need to have graphic design, video production, and sometimes even coding skills. Thus, it is important to have PM skills to ensure timely completion of the projects.

Personal Reflection

I believe that all competencies are equally important in producing instructions for effective learning experiences. I think that most effort is often put into designing and development, but the two most important competencies that are crucial but often less well done are Planning and Analysis, and Evaluation.

I chose these competencies based on the ADDIE model that shows how the first phase is as crucial as the final phase. I think that even I design and develop the best course or instruction, it's not going to have an impact if it's implemented poorly. Implementing an evaluation plan can measure the effectiveness of the instruction. It also ensures that issues can be addressed early as I may end up implementing/evaluating the training or instruction and realize it was built on a foundation of errors.

Overall, I think that having a good starting point with a meticulous final testing will lead to the desired learning outcome the instruction should produce.