Agenda

- Who Steve is and how he came to Boise State
- Courses Steve teaches
- ID-related topics that students will have been covering in OPWL 536
  - Performance Objectives/Mager
  - Motivational Objectives/Keller
  - Lesson Planning/Merrill's first principles
- OPWL 537 expectations and preparation
Steven W. Villachica, PhD, is an Associate Professor of Organizational Performance and Workplace Learning at Boise State University. His current research interests focus on investigating what instructional designers do in the workplace and decreasing ramp up time to competent performance for newly graduated employees. A frequent author and conference presenter, Steve is a member of ISPI, ASEE, ATD, and AECT.

It’s all about delivering valued behavior change in the workplace in ways that meet organizational goals!
Courses I Teach

- **OPWL 537 Instructional Design**
  - Qualify a request for training
  - Conduct performance, learner, and task analyses
  - Design objectives, an assessment, and instructional plan

- **OPWL 547 Advanced Instructional Design**
  - Decrease development time while improving quality
  - Personas, rapid iterative prototyping, usability testing

- **OPWL 551 E-Learning Content Design**
  - Storyboarding
  - Training and performance support
Writing Objectives

Brief review – 3 components in an objective

1) Performance
   What do you want people to do?

2) Conditions
   Under what circumstances will they do that? (includes cues and resources)

3) Criteria
   What defines doing it well?
Think “on the job”

1) Performance
   What do you want people to do on the job?

2) Conditions
   Under what circumstances will they do that on the job? (includes cues and resources)

3) Criteria
   What defines doing it well on the job?
# Merrill’s First Principles and Keller’s ARCS

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<tbody>
<tr>
<td><strong>Activation</strong></td>
<td><strong>Attention</strong></td>
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<tr>
<td>Build a bridge between previous and new experience using a structure</td>
<td>Gain and maintain attention</td>
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<tr>
<td><strong>Demonstration</strong></td>
<td><strong>Relevance</strong></td>
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<td>Model the how exemplary performers complete the task. Show what’s critical, difficult, and complex</td>
<td>Show what’s in it for me (WIIFM), rather than what’s in it for the organization or my boss</td>
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<td><strong>Application</strong></td>
<td><strong>Confidence</strong></td>
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<td>A series of practice exercises prepares learner for a mastery assessment</td>
<td>Provide enough learning experiences for learners to feel they can perform their jobs</td>
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<td><strong>Integration</strong></td>
<td><strong>Satisfaction</strong></td>
</tr>
<tr>
<td>End of training knowledge consolidation and support for skill transfer to the job</td>
<td>What matters most is likely skill transfer</td>
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OPWL 537 Expectations

- Performance-based skills training for valued behavior change in the workplace
- Real project, client, schedule, deliverables
- Virtual ID teams who may have a site liaison
- 9 ID project deliverables and 2 passes each, 3 project status reports, 3 team meetings with instructor
- Evidence-based decision making
  - Collecting analysis data
  - Making design and other decisions
  - Using templates that align with industry practice
- ID teams typically slip and then recover schedule
- Weekly discussion activities → ID project → final exam
OPWL 537 Preparation

- Free up time for balancing ID course with other demands
- Scout potential projects before the course starts
- Use start-up week to post a potential project or two
- Take advantage of risk-free practice in discussion activities
- Be comfortable asking for help before or when needed—rather than afterwards
- Schedule additional team meetings with me
- This performance-based course is based on coaching. I can’t help until see your work
Thank You

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