

## **Aurion Learning's Instructional Design Philosophy**

As well as a strong instructional Design process, Aurion Learning believes strongly in an innovative and unique Instructional Philosophy that we apply to all of our bespoke eLearning projects.

Our experience tells us that one of the best ways to guarantee learner interest and retention is through the appropriate and frequent use of interactivity. As a quick rule of thumb, we feel that the definition provided by American Instructional Technology guru, Brandon-Hall encapsulates the spirit of good interactivity:

***"An interaction is an engagement of the mind..... not the finger!"***

Quite simply, interactivity is not about clicking arbitrarily on areas of the screen. Too many companies advocate what we call "passive learning". At the heart of our Instructional Design Model, we advocate and promote the concept of Inter**Active** learning:

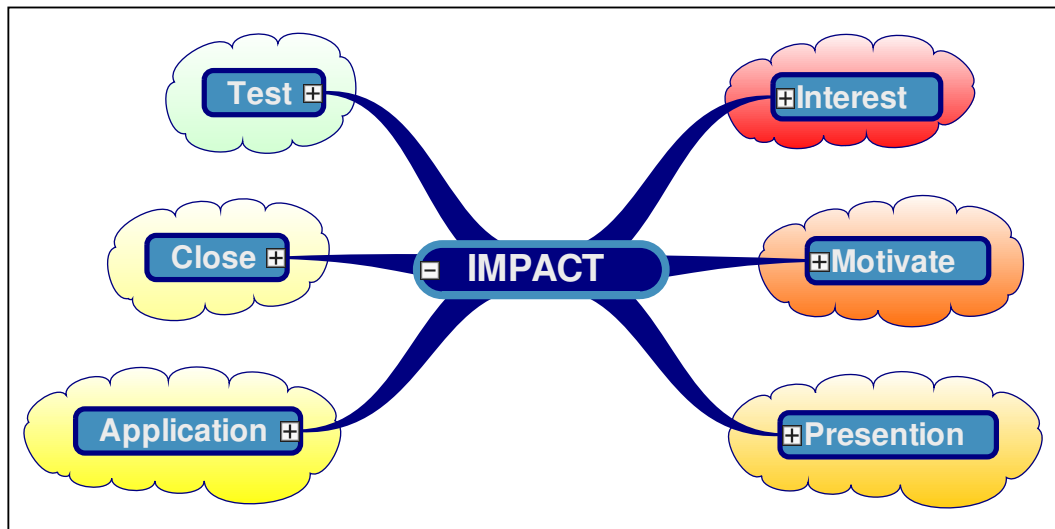
***The more the learner engages and works with the content, the more enjoyable and effective the learning process will be.***

To ensure that learning materials engage the learner, the assigned Aurion Learning team adopt a variety of interaction and media types. For all of our clients, we challenge the average, resulting in highly engaging and innovative programmes each time we deliver for a client.

As with all eLearning programmes and in line with the principles of Adult Learning Theory the team applied our core instructional model referred to as the IMPACT strategy.

Each learning object should address the following:

- I** - Interest
- M** - Motivation
- P** - Presentation
- A** - Activity
- C** - Closure
- T** - Test



At each stage of the strategy: I-M-P-A-C-T, we select an instructional technique that is most appropriate for the content. The IMPACT strategy is applied at both curriculum level to help to identify the learning objects and then at learning object level to help sequence and present the content within the learning object.

Examples of instructional techniques employed by Aurion Learning:

- Storytelling.
- Problem solving / what if / scenario planning.
- Task simulation.
- Conceptualisation.

The selection of instructional techniques is related to the level of content being taught. For example, with our 'Diversity Now' programme for the Northern Ireland Civil Service, one particular learning objective highlighted that upon completion, the learner should be able to perform a specific task such as:

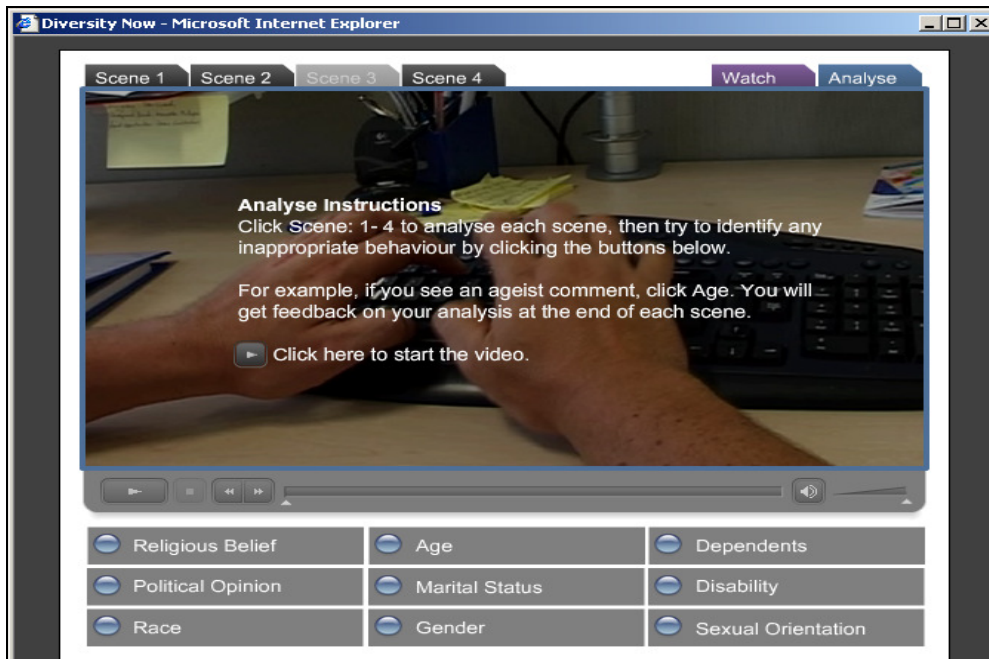
*Identify situations in which discrimination occurs in the workplace*

Therefore, the actual learning object should include **P**resentation, **A**ctivity and **T**est components to simulate the task so that the learner has the opportunity to see the situations in which discrimination arises from difference, be able to identify situations in which discrimination arises from difference and be tested on these areas to complete the learning cycle.

*"If an instructional design strategy does not include presentation, practice, and learner guidance that are consistent with the type of knowledge or skill to be taught, then it will not teach."*

*Merrill, M.D. (1997) Instructional Strategies that Teach, in CBT Solutions Nov/Dec p.1-11.*

In this interactive scenario for example and as part of the **T**est component the learner is asked to watch an Audio Visual simulation of four 'real world' workplace scenarios scenes where discrimination takes place.



This simulated Audio Visual real life scenario is used to engage and help the Learner to move beyond traditional 'passive' Learning. Learners can identify areas of inappropriate behaviour using the 'Watch and 'Analyse' mode to help reinforce what they have learned. This creative and stimulating AV element was based on a parody of the TV series "The Office".

During our Instructional Design process, we select each interaction type and location based on the type of information being taught and the needs of the learner. Examples of interaction types with suggestions on when to use them include:

Interaction	Use when...
Clickable diagram	You want to make a complex idea or set of guidelines more memorable, and/or encourage the learner to explore a concept for themselves.
Animated diagram	A diagram is complex and you want it to build in easily remembered parts, or you want to show movement.
Dialogue or video	The content requires an example that involves interaction between two or more people.
Discovery audio	It's more appropriate to include extracts of speech from one or more individuals instead of a complete dialogue.
Think point	You want to stimulate the learner's recall of facts or prompt them to think about a new concept.
Rating question (Likert scale)	You want to encourage self-reflection by the learner.
True/false or yes/no question	Content is simple and/or you want to check the understanding of one teaching point.
Multiple choice question	You know a number of incorrect answers that the learner might choose and where you can give specific corrective feedback on the incorrect answers.
Multiple selection question (quiz)	There are a number of correct and incorrect answers.
Drag and drop question	The content is based on categories of information where the learner has to know the difference between each of the categories.

Audio or video scenario	<p>The content can be best presented through audio or video and then questions can be asked on this.</p> <p>Good questions to ask are – what would you do, what should happen next, was the right thing said/done here?</p>
Photostory	<p>The content can be best presented through photos and text, and then questions can be asked on this.</p> <p>Good questions to ask are – what would you do, what should happen next, was the right thing said/done here?</p>
Free text input	<p>You want to give the learner time to reflect on and formulate an answer to a question.</p> <p>An expert through text, audio or video can provide a 'model answer' as feedback. Or the answer can be sent to a tutor who will give the learner individual feedback on their response.</p>
Case studies (text/audio/video)	<p>You want the learner to take part in a close to real-life situation that they might find themselves in.</p> <p>Case studies can use text, audio and / or video.</p>

Our IMPACT ID model presents an innovative approach to capturing best practices in adult learning theory and instructional design as outlined next.

# An Innovative Instructional Model

