### Index

#### A

**Achievement Principle**, 190

**Action stage**, 68, 72

**Activities**: as design components, 132–133; authenticity and fidelity, 149; examples of poor and better, 133; as interactivity design component, 195; matching objectives to, 146–147; meaningful, 145–151; memorable, 159, 170–173; motivational, 189–190

**Adaptive feedback and review paradigm for computer-based drills** (Siegel and Misselj), 193

**ADDIE Model**, 29

**Advanced Web-Based Training Strategies**: (Driscoll and Carliner), 39

**Aleksi, S. M.**, 30, 31, 40, 43, 154

**Aligning Stages of Change**, 71–73

**Allen, M. W.**, 63, 79, 128, 129

**Amplification of Input Principle**, 190

**Animation and learning**: Value for money? (Lowe), 164


**The ASTD Handbook of Instructional Technology** (Piskurich), 154

**Atkinson, R.**, 164

**Attention density**, 203

**Authenticity**, 149

#### B

**Backgrounding**: described, 109–111; primary questions to answer when, 111–113

**Bahrick, H. P.**, 76

**Bam! EEEEEK! POW! What video games can teach us about e-learning feedback** (Dirksen presentation), 187

**Bane, D.**, 199

**Behavioral change facilitation**: encouraging self-reevaluation for, 90–91, 98–100, 107–108; engaging emotions for, 91, 100–101; establishing campaign logo for, 106; facilitating social liberation for, 90, 96–98, 106; fostering commitment for, 91, 101–102; raising learner consciousness for, 90, 91–96; steps in, 90–91

**Behavioral change**: applying techniques for, 66–67; parallels to learning for performance improvement, 69–71; Stages of Change model, 67–69, 71–74

**Behavioral patterns**: accumulating influences shaping, 65; design challenge for changing, 65–66; designing e-learning in context of, 81; “jaywalking” segment on oblivious, 101; looking for determinants of, 112–113; performance problems associated with, 111–112

**Behaviorism, cognitivism, constructivism**: (Ermer and Newby), 49

**Behaviorism design approach**: described, 39–41; success-based design using, 48

**Bellezza, F. S.**, 166

**Bellmore University scenario**: background information on, 17; e-learning requirements for, 18–19; self-assessment of, 215–217; success assessment of, 229–232

**Beyond the Comfort Zone**: (Atkinson, McBeath, Jonas-Dwyer, and Phillips), 164

**Bichelmeier, B.**, 30

**The Big (32”) Picture of informal learning** (Cross), 104

**Bitzer, D.**, 172

**Blended learning**, 79–80, 206–207

**Boehle, S.**, 36

**Boyle, T.**, 40, 43

**Brain teaser**, 169

**Brainstorming sessions**, 56

**Branch, R. M.**, 30, 31

**Budget** (pre-instruction phase), 87–88, 104–105

**Building Codes Illustrated**: (Ching and Winkel), 122

**Building helpful relationships**, 205–206

#### C

**Carey, S.**, 29

**Carliner, S.**, 29, 38, 39

**Carroll, J. M.**, 42, 43

**Challenge**: as design component, 130, 132; examples of poor and better, 131; as interactivity design component, 195; meaningful, 143–145; memorable, 159, 166–170; motivational, 185–189

**Change campaign**: creating the message for, 92–93; marketing the message, 94–96; sample marketing plan for, 96

**Changing for Good**: (Prochaska, Norcross, and DiClemente), 66

**Child Development**, 183

**Ching, F. D. K.**, 122

**CIO Magazine**, 89

**Clark, D.**, 113, 114, 115

**Cognitive approaches to instructional design** (Wilson, Jonassen, and Cole), 154

**Cognitivism** (design approach): described, 41–42; meaningful learning events using, 153; memorable learning events using, 176; motivational learning events using, 194; success-based design using, 48

**Cole, P.**, 154

**Commitment to change**, 91, 101–102

**Communication**: learnscaping through, 103–104; using objectives as, 117–118

**Competitive teams**, 101

**The Conditions of Learning** (Gagné), 115

**The Conditions of Learning: Training Applications** (Gagné and Medsker), 43

**Consolidation process**, 173

**Constructivism** (design approach): described, 42–43; meaningful learning events using, 153; memorable learning events using, 176; motivational learning events using, 194–195; success-based design using, 48

**Contemplation stage**, 67, 72, 108

**Content**, 36

**Context**: common oversights regarding, 142–143; convoluted, 142; described, 130; examples of poor and better, 131; as interactivity design component, 195; meaningful, 139–143; memorable, 159, 160–166; motivational, 181–185

**Controlling the environment**, 204–205

**Convoluted contexts**, 142

**Corrective Feedback Paradigm** (CFP), 193–194

**Countering**, 203–204

**CPR activity**, 147, 149

**Creating Successful e-Learning—A Rapid System for Getting It Right First Time, Every Time**, 55, 110

**Cross, J.**, 62, 78, 103, 104

#### D

**Damarin, S.**, 30, 31

**Demonstrations**, 168–169

**The Design, Development, and Evaluation of Instructional Software** (Hannafin and Peck), 30

**Design for Multimedia Learning** (Boyle), 43

**Designing performance aids. See Performance aids**

**Dick and Carey Model**, 29

**Dick, W.**, 29

**DiClemente, C.**, 66, 69

**Dirksen, J.**, 187

**Discovery Principle**, 185–186

**Discussion facilitation**, 104

**Doppler effect**, 163

**Dornbush, R. L.**, 183

**Dragging activities**, 150

**Dramatic feedback**, 175–176

**Driscoll, M.**, 38, 39
E

E-learning: achieving change via, 106; challenge of creating effective instructional design for, 126; comparing typical design to game design, 188; creating and marketing the message of, 92–96; encouraging self-reevaluation through, 98–100; fostering commitment through, 102; purpose of, 23. See also Instructional design

E-learning design can be better (Clark), 115

E-learning Guild's 2005 & 2006 surveys, 36

Electronic Performance Support Systems (EPSS), 204–205


Future Directions in e-Learning Research Report 2006, (Palichini), 36

G

Gagné, R. M., 39, 41, 43, 114, 115

Games: comparing typical design to e-learning and, 188; video, 181, 187

Gartner Research, 36

Gee, J. P., 181

Gerlach, U. S., 30

Gerlach-Ely Model, 30

Gustafson, K. L., 30, 31

H

Hackbarth, S., 30, 31

Hall, L. K., 76

Hannafin, M. F., 30

Hannafin-Peck Model, 30

Helpful relationship building, 205–206

Higbee, K. L., 165, 166

High-quality content, 36

Hoboken Automotive Devices scenario: background information on, 3; e-learning requirements of, 3–4; self-assessment of, 209–210; success assessment of, 219–222; What's your take on, 4–5

I

Imagery for memorable feedback, 175

The Importance of retrieval failures to long-term retention: (Bahrick and Hall), 76

Incremental Principle, 187

Individualization: of meaningful challenges, 144; Michael's rant on value of, 145

Influence accumulating on behavior, 65

Informal Learning: Rediscovering the Natural Pathways that Inspire Innovation and Performance (Cross), 62

Informal learning: description and benefits of, 77–78; learnscaping to facilitate, 103–104; pre-instruction maximizing, 103

Informal learning events: facilitating change through pre-instruction, 90; pre-instruction phase use of, 74, 77; spaced, 77

Informal learning—the other 80% (Cross), 62

Instructional Systems Design (ISD) method, 26–27; comparing typical, game, and e-learning, 188; in context of human behavior, 81; as craft, 31; definition of, 25; education versus training, 32; e-Learning design can be better (Clark), 115; examining practice of, 21–22; found throughout our world, 25–26; identifying elements of, 22; knowing versus doing, 33–34; new challenges of, 28–29; outside the box, 23–24, 59–80; of performance aids, 84, 197–207; Stages of Change implications for, 73–74; systematic process of, 29–30. See also e-Learning; Success-based design

Instructional design alternatives: intuitive approaches, 35–36; listed, 34; research-based approaches, 36–39; theory-based approaches, 39–43, 176–177

The instructional design process (Kemp), 30

Instructional designers: the big questions prevalent in minds of, 27–28; psychology of behavioral change and, 23; self-questioning to create thematic message, 94

Instructional interactivity: definition of, 128–129; designing effective, 129–130; presentations versus, 128

Instructional Systems Design (ISD) method, behavioral approach foundation of, 40

Instructional theories. See Theory-based approaches


Intrinsic feedback: description of, 134; meaningful, 151–152; memorable, 174–175; motivational, 190, 191

Intuitive design approaches: examining pros and cons of, 35–36; resources on, 36
Iterative design: backgrounding for, 109–111; described, 113; resources for, 115; writing useful objectives with, 113–124

J
“Jaywalking” film to engage emotion, 101
Jonas-Dwyer, D., 164
Jonassen, D. H., 42, 43, 154

K
Kemp Model, 30
Kemp, J., 30
Koch, C., 89, 91
Kopelman, R. E., 200

L
Learners: learning objective written for, 119; objectives for communication with, 117–118; objectives for evaluating progress of, 118–120; selecting the right motivational content for, 186–187
Learning: blended, 79–80, 206–207; from games, 181; informal, 77–78, 103–104; motivation as prime target for, 179–180; objectives used to evaluate applications of, 121–122
Learning events: formal and informal, 74, 77, 90; providing refresher practice and, 202; resources for, 76; spaced, 39, 76–77, 173, 196
Learning experiences: meaningful, 45, 50–51, 83, 137–155; measurable results of, 51–52; memorable, 45, 51, 157–178; Merrill’s First Principles promoting, 53r, 154, 177; Montague’s Synthesis of Heuristics for Instruction and, 53r; motivational, 45, 51, 179–195; Seven Magic Keys for engaging, 63, 180–181, 195
Learning with technology: A Constructivist Perspective (Jonassen, Peck, and Wilson), 43
Learnscaping, 103–104
Leno, J., 35
Logo/theme for change campaign, 106
Lowe, R. K., 163, 164

M
3 Ms: described, 45, 50; leading to fourth M: measurable results, 51–52; M1: meaningful learning experiences, 45, 50–51, 83, 137–155; M2: memorable learning experiences, 45, 51, 157–178; M3: motivational learning experiences, 45, 51, 179–195
Mabel’s story, 162
McBeath, C., 164
Macromedia, 21
Mager, R. F., 115
Main character (storyline), 160–161
Maintenance stage, 68, 72, 202–206
Manning, E., 142
Mapping marketing tactics, 96
Marketing message: checklist of ideas for, 94; creating marketing plan for, 95–96; keeping momentum high, 95; starting off point for, 94–95
Meaning, in cognitivism, 41
Meaningful activities: approximating ideal, 147; authenticity and fidelity of, 149; definition of, 145–146; direct measurement of mental activity, 146; dragging gesture, 150; exploration and experimentation as part of, 151; matching activities to objectives, 146–147; measuring, 147; simplicity of, 149–150; text-based, 148; visualization as, 147–149
Meaningful challenges: individualization of, 144, 145; Michael’s rant on, 145; selecting and sequencing, 145; value of, 143; working backward to create, 143–144
Meaningful context: avoiding superfluity of, 143; characteristics of, 139; keeping number to minimum, 140–141; place and situation aspects of, 140; power of, 141; targeted learner behaviors as part of, 139
Meaningful events: activity as part of, 139, 170; context as part of, 139–143; designing instruction, 83; elements of effective, 137; feedback as part of, 151–152; how to begin creating, 152–153; instructional theories used to create, 153–154; learning experiences through, 45, 50–51; as part of success-based design, 138–139; resources for, 154
Media: engaging emotions through multimedia presentations, 101; using memorable, 163–165
Medina, J., 37
Medsker, K. L., 41, 43
Memorable activities: benefits of, 170–171; described, 159, 170; modalities used for, 171–172; providing spaced practice, 173; providing sufficient practice for, 172; resource on, 173
Memorable challenge: brain teaser as, 169; demonstrations used to introduce, 168–169; described, 159, 166; difficulty element of, 166, 167; integration approach to, 169–170; novelty element of, 166–167; utility element of, 167–168
Memorable context: described, 159, 160; using memorable media for, 163–165; mnemonics for, 165–166; resources on, 166; using storyline to create, 160–163, 175–176
Memorable events: activities, 159, 170–173; challenge of, 159, 166–170; context of, 159, 160–166; designing instruction, 83; elements of effective, 157; feedback, 159, 174–176; learning experiences through, 45, 51; resources on, 166; success-based design inclusion of, 158–159; summary of techniques for creating, 177–178; teaching versus preaching, 157–158
Memorable feedback: described, 159, 174; drama used as, 175–176; intrinsic, 174–175; vivid images as, 175
Memorable media, 163–165
Mentoring, 199–200
Merrill, M. D., 52
Merrill’s First Principles: listed, 53r; meaningful learning events using, 154; memorable learning events using, 177; motivational learning events using, 195
Minimalism: described, 42–43; meaningful learning events using, 154; memorable learning events using, 177; motivational learning events using, 195
Minimalism Beyond the Nurnberg Funnel (Carroll; van der Meij and Carroll), 43
Misselt, A. L., 193
Mixed initiative approach, 145
Mixed metaphors, 141–142
Mnemonic devices: Classification, characteristics, and criteria (Bellezza), 166
Mnemonics, 165–166
Montague, W. E., 52
Montague’s Synthesis of Heuristics for Instruction, 53r
Motivation: designing performance aids to facilitate, 84, 197–207; as prime target for learning, 179–180; success-based design to facilitate, 180–181
Motivation challenge: Discovery Principle of, 185–186; Incremental Principle of, 187; Ongoing Learning Principle of, 187; Psychosocial Moratorium Principle of, 185; Regime of Competence Principle of, 187; resource on, 187; risk element of, 185; selecting the right content for each learner, 186–187
Motivational activities: Amplification of Input Principle, 190; focus aids for, 189–190; multistep tasks of, 189; Multiple Routes Principle of, 189
Motivational context: building outcome anticipation using, 182–183; creating appealing, 184–185; described, 181; resource on, 183; subset principles of, 181–182, 183
Motivational events: activity in, 189–190; challenge of, 185–189; context of, 181–185; designing instruction, 84; elements of success-
ful, 179; feedback in, 190–194; instructional theories for, 194–195; learning experiences through, 45, 51; learning from games, 181; resource on, 187, 193; Seven Magic Keys for, 180–181, 195

Motivational feedback: Achievement Principle of, 190; Corrective Feedback Paradigm (CFP) of, 193–194; delaying judgment of, 190–192; Explicit Information on Demand and Just-in-Time Principle, 192; intrinsic, 190; prescriptive outcomes, 192–194; Probing Principle of, 191; resource on, 193

MPEP (Mentoring and Performance Evaluation Program), 14

Multimedia for Learning: Methods and Development (Alessi and Trollip), 31, 43, 154

Multimedia presentations to engage emotion, 101

Multiple Routes Principle, 189

N

The neuroscience of leadership (Rock and Schwartz), 89, 203

The new science of change (Koch), 89

Newby, T. J., 48, 49

Newswire Today, 115

Norcross, J. C., 66, 69

O

Objectives (behavioral learning): caution about creating easily measured, 120; communicating with learners using, 117–118; as design tools, 117; enabling versus terminal, 120–121, 122; to evaluate learning applications, 121–122; evaluating learner progress using, 118–120; functions of, 117; example of, 115; Gagne’s Nine Commandments on, 114; iterative design to write useful, 113–124; matching activities to, 146–147; resources for writing, 115; SMART, 96; Things to Forget (Clark’s Annotated List) on, 114; three component requirements of, 113–116; tips on developing, 109; working into, 122–124; written for learners, 119

Objectives x treatments matrix: constructing the, 125; finding synergies through, 126–127; reviewing the value of, 124–125; working backward when using the, 125–126

Olivero, G., 200

Ongoing Learning Principle, 187

Organization, in cognitivism, 41

Outside the box designing: broader perspectives of, 61–62; described, 23–24; expanding purview of instructional design by, 74–80; resources on, 76, 79; Stages of Change model used in, 67–69, 71–74; traditional design tasks versus, 59–61

P

Page-turning applications: overdesigning e-learning, 128; presentations versus interactivity, 128; real instructional interactivity in contrast to, 128–130; resource for, 129; perspective on for, 127–128

Peck, K. L., 30, 43

Performance: basing evaluation on observed, 200–201; instructional modules targeting, 60; parallels of changing behavior to improving, 69–71; pre-instruction, instruction routes to, 61–62; problems with, 111–112; requirements for, 197–198

Performance aids: applying behavioral change techniques, 202–206; blended learning as, 206–207; mentoring, 199–200; providing refresher events and practice, 202; self-testing, 201; teaching safety nets, 201–202; techniques for designing listed, 84, 198, 207; training supervisors, 199

Performance Improvement Quarterly, 49

Performance phase: aligning Stages of Change in, 71–73; described, 64; designing outside the box, 61–62, 63; formal and informal learning events in, 74, 77

Performance problems: establishing cause of, 111–112; establishing existence of, 111

Phillips, R., 164

Piskurich, G. M., 154

PLATO system, 171–172

Positive feedback, 202–203

Practice: alternated with challenge, 188; providing refresher events and practice, 202; providing spaced, 173; providing sufficient, 172

Pre-instruction phase: aligning Stages of Change in, 71–73; budget issues of, 87–88, 104–105; described, 63–64; impact focus of, 87–89; importance of, 86–87; learnscaping during, 103–104; resources on, 89, 104

Pre-instruction phase events: facilitating change through, 90–91; formal and informal, 74, 77; information provided in, 85–86

Pre-instructional event designing: facilitating change through, 90–104; maximizing informal learning, 103; outside the box, 61–62, 63; on a shoestring budget, 104–105; Water Mountain Beverage Company scenario use of, 85

Precontemplation stage, 67, 71f, 72, 108

Preference for visual complexity (Willis and Dornbush), 183

Preparation stage, 68, 71f, 72, 108

Preparing Instructional Objectives (Mager), 115

Preparing Objectives for Programmed Instruction (Mager), 115

Presentations versus interactivity, 128

Probing Principle, 191

Problem (storyline), 161–162

Prochaska, J., 66, 69, 71, 73, 80, 90, 108

Prochaska Stages of Change model:

Action stage of, 68, 72; aligning the, 71–73

Contemplation stage of, 67, 72, 108; described, 67; implications for instructional design, 73–74; Maintenance stage of, 68, 72, 202–206; Precontemplation stage of, 67, 72, 108; Preparation stage of, 68, 72, 108; Termination stage of, 68–69, 72–73

Psychosocial Moratorium Principle, 185

Public Personnel Management, 200

Pulichino, J., 36

R

Raising consciousness: the campaign for, 91–92; described, 90, 91; the message for, 92–96

Raising consciousness message: creating the, 93; elements of, 92; marketing the, 94–96

Rapid Prototyping Model, 30, 55

Recent research on visual mnemonics: (Higbee), 166

Regime of Competence Principle, 187

Relationships: building helpful, 205–206; contract for help to facilitate, 206; writing our relationship agreement for, 205

Research-based design approaches:

pros and cons of, 36–39; resources on, 39

Resolution (storyline), 162–163

Resources: on behavioral change, 66; on blended learning, 79; on creativity, 31; on design models, 29, 30; on designing foundations, 115, 120; on intuitive approaches to design, 36; on meaningful events, 154; on memorable events, 166, 173; on motivational events, 187, 193; on pre-instruction phase, 89; on research-based approaches to design, 39; on spaced learning events, 76; on success-based design, 52; on theory-based approaches to design, 43

Review of Educational Research, 166

Rewarding, 202–203

Risk as motivation, 185-186

Rock, D., 89, 203

Role playing, 101

S

Safety nets, 201–202


Schema, in cognitivism, 41

Schwartz, J., 89, 203

237
Index

Self-reevaluation, 90–91, 98–100, 107
Self-testing, 201
Setting (storyline), 161
See also Interactivity design components
Siegel, M., 193
Simplicity interface quality, 149–150
Skinner, B. F., 39, 41
SMART objectives, 96
Social liberation. See Facilitating social liberation
Spaced learning events, 76–77
Spacing learning events over time: (Thalheimer), 39, 76, 173
Stages of Change model. See Prochaska Stages of Change model
The state of the e-learning market (Boehle), 36
Storylines: of dramatic feedback, 175–176; main character of, 160–161; memorable context using, 160; the problem in, 161–162; the resolution in, 162–163; setting of, 161
Subset principle of context, 181–182, 183
Success assessment: Bellmore University scenario, 229–232; Hoboken Automotive Devices scenario, 219–222; Top Tech Temps scenario, 226–228; Water Mountain Beverage Company scenario, 223–226
Success-based design: as amalgamation of the best of everything, 47–49; applying behavioral, cognitive, and constructivist strategies to, 48; Big M of, 51–52; using caution, 49–50; caution regarding first design choice, 56–57; characteristics of, 52–54; definition of, 27–28; major topics of, 23; making good decisions to create, 45–46; meaningful events as part of, 138–139; memorable events as part of, 158–159; motivational events as part of, 180–181; a practical and realistic guide to, 54–57; resources on, 49, 52; sampling of factors impinging on, 55; team challenges regarding, 56; thinking as part of, 46–47; 3 Ms of, 45, 50–51, 138–139
Survey of Instructional Design Models (Gustafson and Branch), 31
The Systematic Design of Instruction (Dick and Carey), 29
T
Talaris Research Institute, 37
Target market, 96
Teaching and Media: A systematic Approach (Gerlach and Ely), 30
Teaching versus preaching, 157–158
Teams: design challenges facing, 56; engaging emotions through competitive, 101; learning through communication, 103–104
Tell and test method, 144
Terminal objectives, 120–121, 122
Termination stage, 68–69, 72–73
Test and tell method, 144
Text-based activity (versus visual), 148
Thalheimer, W., 39, 76, 173
Theme/logo for change campaign, 106
Theory-based approaches: behaviorism, 39–41; cognitivism, 41–42, 176, 194; constructivism, 42–43, 176, 194–195; creating meaningful events using, 153–154; creating memorable learning events using, 176–177; described, 39; Merrill’s First Principles, 53r, 154, 177, 195; minimalism, 42–43, 154, 177, 195; resources on, 43
Things to Forget (Clark’s Annotated List), 114
Thorndike, E., 39
“Tonight Show” (TV show), 35
Top Tech Temps scenario: background information on, 14; e-learning expectations, 13–14; self-assessment of, 213–214; success assessment of, 226–228; What’s your take? on, 14–15
Training: debate over education vs., 33–34; education as improving, 34; of supervisors, 199
Training Design Basics (Carliner), 29
Training supervisors, 199
Tripp, S., 30
Trollip, S. R., 30, 31, 40, 43, 154

van der Meij, H., 43
Video games, 181, 187
Visualization, 147–149
Vivid imagery, 175

Water Mountain Beverage Company scenario: background information on, 7–8; e-learning design principles required for, 8–9; pre-instructional events used in, 85; self-assessment of, 211–213; success assessment of, 223–226; What’s your take? on, 9–11
Watson, J., 39
Websites: The Big (32”) Picture of informal learning (Cross), 104; CIO Magazine, 89; Clark’s Things to Forget, 114; Donald Clark’s blog, 114; e-Learning design can be better (Clark), 115; e-Learning Guild, 36; Future Directions in e-Learning Research Report 2006, 36; Informal learning—the other 80% (Cross), 62; The neuroscience of leadership (Rock and Schwartz), 89, 203; The new science of change (Koch), 89; peakace.com, 146; Spacing learning events over time: (Thalheimer), 39, 76, 173; What is informal learning? (Cross), 104
What is informal learning? (Cross), 104
What Video Games Have to Teach Us About Learning and Literacy (Gee), 181
Whiteboards, 104
Wiki chronicle, 98
Willis, E. J., 183
Wilson, B. G., 43, 154
Winkel, S. R., 122