INSTRUCTIONAL DESIGN – A New Tool in Human Resource Development

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INTRODUCTION

This poster aims to demonstrate the use of instructional design as a tool to improve delivery efficiencies while ensuring effective learning and a positive learning experience for staff development programmes.

Instructional design is 'a systematic process used to develop education and training programmes in a consistent and reliable manner' (Reiser & Dempsey, 2007). During the process, learning theories are considered and applied to produce good quality instruction and learning.

RESULTS

Number of Learners Since Implementation

Online ECE (April 15 – May 16)				GE
Module 1	Module 2	Module 3	Module 4	(Jan – May 16)
478	454	444	435	10

METHOD

In 2014-2015, instructional designers (IDs) in SingHealth Residency were tasked to redesign 2 programmes:

- 1. Essentials of Clinical Education (ECE) workshop covering basic teaching skills for faculty from various healthcare professions
- 2. Group Education (GE) introductory induction module for administration new hires in GE division

IDs applied the 5-stage **ADDIE** model (**A**nalysis, **D**esign, **D**evelopment, Implementation, Evaluation) in programme redesign.

Essentials in Clinical Education (ECE)	Group Education (GE)			
ANALYSIS dentification of the problem - Inefficient use of trainers and learners' time				
 Healthcare educators with heavy clinical load had difficulty attending the 2-day workshop 	 In 2015, 39 Group Education division new hire experienced 3-hour face-to-face trainings. 			
 focussing on knowledge level learning. Training overheads were high as 6 healthcare faculty facilitated the workshop 	 Training overheads were high as training was conducted by a senior manager for each new biro 			
 The workshop format was not scalable to meet higher demands. 	 There was no assessment to check learners' understanding. 			
DESIGN				

Planning of an approach to solve the problem

The following strategies were selected:

• Self-directed learning • Online delivery • Distillation of critical understandings



Time Savings for Trainers, Learners and Course Administrators

Learning time and number of faculty/trainers required decreased.

For Online ECE, course administration time was reduced as administrators no longer need to provide onsite workshop support and generate certificates.



DEVELOPMENT

Creation of education materials in collaboration with subject matter experts (SMEs)

Content was structured into 4 modules, each with a quiz (Figure 1).
 Instructional design was done to increase

 IDs worked with SMEs to create a narrated presentation with embedded quizzes in the Flash format (Figure 2).

IMPLEMENTATION

learning effectiveness.

Leverage on Blackboard, a learning management system (LMS), for course delivery and results management

•	LMS consolidated learners' scores.
•	Upon passing the quiz, a certificate was
	automatically generated on the LMS
	immediately for learners to print.

LMS consolidated learners' scores.
Learners could still access the content after course completion to refresh their learning whenever necessary.

EVALUATION

Use of LMS and online tools for efficient consolidation of course feedback



Learners demonstrated understanding of the content, as suggested by their quiz scores.





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Positive Learning Experience

In the course survey, most learners gave positive feedback on the learning time. For Online ECE, most learners would recommend the course to others.

Learners' Response for Course Evaluation Survey



Now reneer on what you have realite in module 1.

Describe one key learning point and a change you can make in the way you design and plan learning. Comment on two other postings by giving suggestions or encouragement.

To post your reflection, click on 'Create Thread' after you enter the Discussion Forum.

Note: We hope the Discussion Forum will be a safe place for learners to share their thoughts. Please show sensitivity to and respect for other learners when posting on the Forum.

Figure 1. Online ECE interface on Blackboard, with content structured into 4 modules



Figure 2. Flash-format narrated presentation with embedded quizzes for GE

was appropriate.

(Question not included in GE survey as the module is compulsory)

Flexibility in Time and Learning

With the online format available on desktop and mobile platforms, learners can learn at their own time and pace.

Feedback from Online ECE Learners

'The online version is accessible on any computer-based platforms. Very convenient.'

'Thanks for providing this platform for learning at my own pace, and with a timeline. Otherwise, I will be procrastinating.'

CONCLUSION

The use of instructional design to redesign staff development programmes in a structured approach has enabled the organisation to deliver learning in a time and resource efficient manner while ensuring that staff gain the necessary job knowledge to meet the demands of their roles.

REFERENCES

Reiser, R.A. & Dempsey, J.V. (2007). *Trends and Issues in Instructional Design* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. Swanson, R.A. & Holton, E. F. (2009). *Foundations of human resource development*. San Francisco: Berrett-Koehler. The ADDIE Instructional Design Model | DigitalChalk Blog. (2014). Retrieved June 02, 2016, from http://www.digitalchalk.com/blog/addie-instructionaldesign-model