



LUNCH AND LUNCH

THE LEAPS ID MODEL



Instructor Guide: The LeaPs Model Lunch 'n' Learn

Introduction to the LeaPs Model for Instructional Design.

Session at a Glance

Purpose

This virtual-instructor-led-training will serve as an introduction to an alternate model for ID practice.

Objective

Given a workplace problem, learners will determine what phase of the model is best suited for the project.

Document Resources

1. Copy of the slide deck (per learner) to be distributed at the end of the training via email.

Advance Preparation


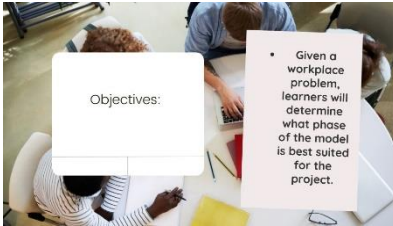
Course Preparation

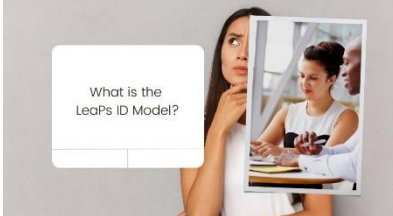

- Inform learners of time and place for training.
- Send out links for virtual training.
- Read through the training material. (See the reference page on slide 24).

Content You Should Know

- Why ADDIE shouldn't be considered as a model for instructional design.
- Be familiar with other models such as the design thinking process, and Dick and Carey's model.

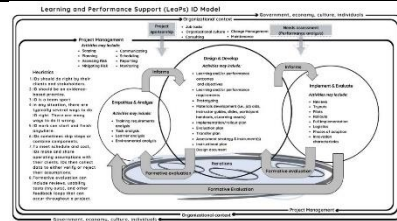
Instructional Guide

Section: Introduction		Timeline
 <p style="text-align: center;">Slide 1</p>  <p style="text-align: center;">Slide 2</p>	<p>Slide 1: Title Page Slide 2: Objectives</p> <ul style="list-style-type: none"> • Show slide 1: <ul style="list-style-type: none"> ○ Welcome learners to the training. ○ Confirm that learners can hear you and that they can see slide 1. • Show slide 2: <ul style="list-style-type: none"> ○ Inform learners of training objective(s) and the importance of using an ID model (see training purpose). <p>*Remember to read out what is on each slide when you show it.</p>	<p>00:00 – 00:05</p>

Section: Learner Preparation		Timeline
 <p style="text-align: center;">Slide 3</p>  <p style="text-align: center;">Slide 4</p>	<p>Slide 3 } Definition Slide 4 }</p> <ul style="list-style-type: none"> • Show slide 3: <ul style="list-style-type: none"> ○ Ask learners their experience level with instructional design models. • Show slide 4: <ul style="list-style-type: none"> ○ Ask learners about the ID models they use and why they use them. ○ Define what LeaPs means. 	<p>00:05 – 00:10</p>

Section: Demonstration

Timeline



Slide 5

Slide 5: The LeaPs Model

- **Show** learners the model.
- **Encourage** learners to identify areas of the model that are common to other models they are familiar with.
- **Listen** actively and echo what learners share.
- **Provide an** overview of the model including how and why the LeaPs Model evolved. (Refer to reference item: [An Alternate ID Model: LeaPs from Boise State University](#))

00:10 – 00:15



Slide 6

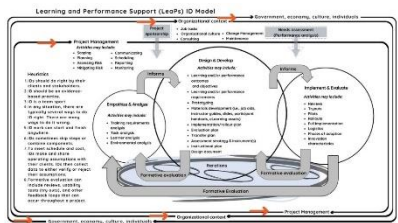
Slide 6] Context
Slide 7]
Slide 8: LeaPs Model (Contexts)

- Show slide 6
 - **Ask** learners to discuss the factors that influence the direction or success of their ID projects.
 - **Listen** attentively and echo answers in line with the concept of the LeaPs Model.
- Show slide 7
 - **Inform** learners about the contexts within which ID projects take place.
- Show Slide 8
 - **Point** out the contexts area on the LeaPs ID Model.
 - **Ask** learners if they have any questions about the contexts.



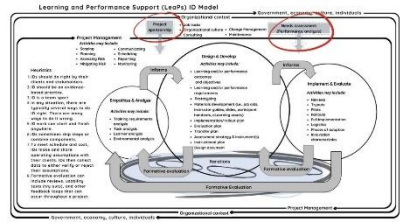
00:15 – 00:20


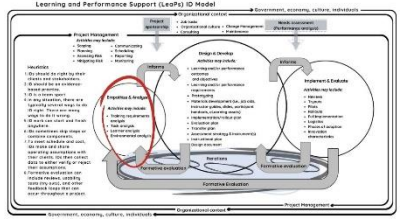



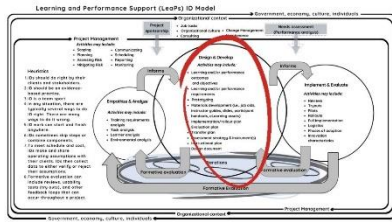
Slide 7

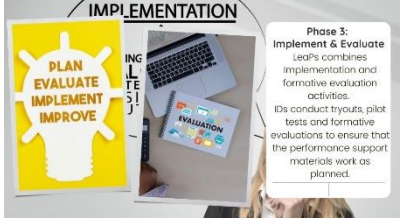
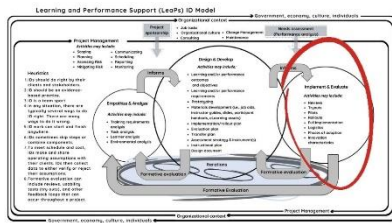



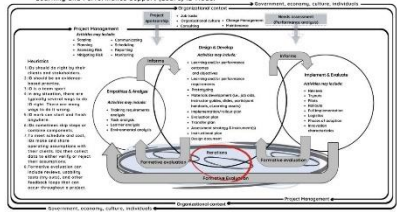
Slide 8


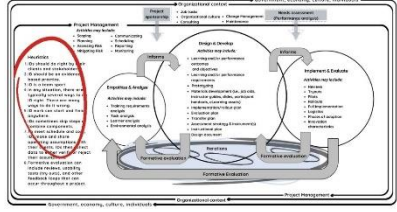
Section: Demonstration	Timeline
<div data-bbox="203 241 600 420">  <p>LeaPs makes two assumptions.</p> </div> <p data-bbox="357 441 454 483">Slide 9</p> <div data-bbox="203 514 600 735">  <ul style="list-style-type: none"> Someone in the organization has already conducted a needs assessment. The organization will provide a client who can sponsor the ID project. </div> <p data-bbox="349 735 462 777">Slide 10</p> <div data-bbox="203 808 600 1029">  </div> <p data-bbox="349 1029 462 1071">Slide 11</p>	<p data-bbox="633 220 974 378">Slide 9 Slide 10 Slide 11: LeaPs Model (Assumptions)</p> <ul style="list-style-type: none"> • Show slide 9 <ul style="list-style-type: none"> ○ Ask learners to state one or two things that they think they need most before they embark on a project. ○ Listen attentively and echo learners' answers. • Show slide 10 <ul style="list-style-type: none"> ○ Inform learners about the assumptions that IDs using the LeaPs Model need to make. • Show slide 11 <ul style="list-style-type: none"> ○ Point out the assumptions area on the LeaPs ID Model.


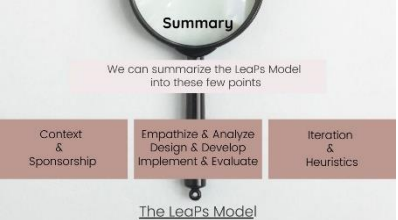

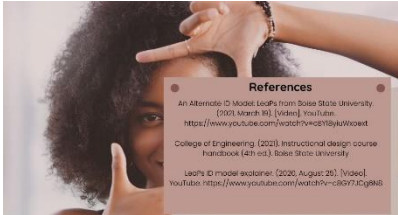

Section: Demonstration	Timeline
<div data-bbox="203 1186 600 1396">  <p>Phase 1: Empathize & Analyze leads to a need toward Design thinking. Emphasizing empathy for learners and the jobs they perform helps IDs set aside their own assumptions so they can conduct a sound analysis.</p> </div> <p data-bbox="349 1396 462 1438">Slide 12</p> <div data-bbox="203 1470 600 1690">  </div> <p data-bbox="349 1690 462 1732">Slide 13</p>	<p data-bbox="633 1176 1088 1260">Slide 12: Phase 1 Slide 13: LeaPs Model (Phase 1)</p> <ul style="list-style-type: none"> • Show slide 12. <ul style="list-style-type: none"> ○ Explain that unlike other models, the LeaPs Model has two components in every phase. ○ Ask learners to discuss the similarities between LeaPs and other models. E.g., 'empathize' in Design Thinking. • Show slide 13. <ul style="list-style-type: none"> ○ Point out the Phase 1 area on the LeaPs ID Model. ○ Describe the activities IDs engage in during phase 1.

Section: Demonstration		Timeline
 <p data-bbox="349 457 454 493">Slide 14</p>  <p data-bbox="349 751 454 787">Slide 15</p>	<p data-bbox="625 241 1096 304">Slide 14: Phase 2 Slide 15: LeaPs Model (Phase 2)</p> <ul data-bbox="673 346 1193 997" style="list-style-type: none"> • Show slide 14. <ul style="list-style-type: none"> ○ Ask learners: ‘how do you decide on what to design and develop during an ID project.’ ○ Listen actively and echo learners’ answers. • Show slide 15. <ul style="list-style-type: none"> ○ Point out the Phase 2 area on the LeaPs ID Model. ○ Describe the activities IDs engage in during phase 2. ○ Explain that learners should only focus on the activities that would best serve the learners on any given project. 	<p data-bbox="1218 241 1421 273">00:30 – 00:35</p>

Section: Demonstration		Timeline
 <p data-bbox="349 1339 454 1375">Slide 16</p>  <p data-bbox="349 1623 454 1659">Slide 17</p>	<p data-bbox="625 1113 1096 1186">Slide 16: Phase 3 Slide 17: LeaPs Model (Phase 3)</p> <ul data-bbox="673 1228 1193 1869" style="list-style-type: none"> • Show slide 16. <ul style="list-style-type: none"> ○ Refer to the learners’ contributions to the discussion about their experience level with ID. ○ Encourage learners who are familiar with this phase to contribute to the discussion. • Show slide 17. <ul style="list-style-type: none"> ○ Point out the Phase 3 area on the LeaPs ID Model. ○ Describe the activities IDs engage in during phase 3. ○ Explain that not all IDs carry out every phase of the LeaPs Model. 	<p data-bbox="1218 1113 1421 1144">00:35 – 00:40</p>

Section: Demonstration	Timeline
<p>Iterations LeaPs acknowledges that ID projects might require multiple iterations. IDs may incorporate new insights from further analysis and feedback from formative evaluations in subsequent revisions of the deliverable.</p>  <p>Slide 18</p>  <p>Slide 19</p>	<p>Slide 18: Iterations Slide 19: LeaPs Model (iterations)</p> <ul style="list-style-type: none"> • Show slide 18. <ul style="list-style-type: none"> ○ Explain that with the LeaPs Model, the process isn't necessarily linear. IDs may engage in iteration during every phase of the project • Show Slide 19. <ul style="list-style-type: none"> ○ Point out the iterations area on the LeaPs ID Model. ○ Ensure that learners can see how it connects with each phase of the model.

Section: Demonstration	Timeline
<p>Heuristics LeaPs provides a set of heuristics (rules of thumb) that guide IDs in making decisions in different situations as they complete their ID projects.</p>  <p>Slide 20</p>  <p>Slide 21</p>	<p>Slide 18: Heuristics Slide 19: LeaPs Model (heuristics)</p> <ul style="list-style-type: none"> • Show slide 20. <ul style="list-style-type: none"> ○ Explain that no two IDs will approach a project in the exact same way but there are certain rules of thumb that aid IDs in making the best decisions possible in any project. • Show slide 21. <ul style="list-style-type: none"> ○ Point out the heuristics area on the LeaPs ID Model. ○ Describe the rules of thumb that guide IDs decisions when using the LeaPs Model.

Section: Q&A and Conclusion	Timeline	
 <p>Slide 22</p>	<p>Slide 22 Slide 23 Slide 24 Slide 25</p> <p>Conclusion</p>	<p>00:50 – 1:00</p>
 <p>Slide 23</p>	<ul style="list-style-type: none"> ○ Show slide 22. ○ Point out that IDs using the LeaPs Model can apply the entire model to a project or focus on a particular phase depending on the project requirements and deliverables. 	
 <p>Slide 24</p>	<ul style="list-style-type: none"> ○ Show slide 23. ○ Summarize the LeaPs ID Model. ○ Show slide 24. ○ Ask if the learners have questions. ○ Answer any questions the learners might have. 	
 <p>Slide 25</p>	<ul style="list-style-type: none"> ● Show slide 25 <ul style="list-style-type: none"> ○ Inform learners that they can find videos about the model at the YouTube links on the reference page. 	
 <p>Slide 26</p>	<ul style="list-style-type: none"> ● Show slide 26 <ul style="list-style-type: none"> ○ Thank learners for attending the session. <p>*Note that the handbook is currently only available to students in the OPWL program at Boise State University.</p>	