



CADAT / CDAА Joint Annual Conference April 19 – 20, 2024



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Course: *Teaching Methodology for Instructional Design*

Course Description:

This session offers a hands-on experience focusing on the design and evaluation phases of instructional design. Through practical course content related to dental assisting, participants will engage in activities that will explore the intricacies of crafting measurable objectives during the design phase and assessing learning objectives in the evaluation phase.

The ADDIE model, is a conventional framework employed by instructional designers and training developers, consists of five phases—Analysis, Design, Development, Implementation, and Evaluation. These stages serve as a versatile and dynamic guide for constructing impactful training programs and performance support tools.

During the Analysis phase, the instructional problem is clarified, instructional goals and objectives are set, and the learning environment, along with the learner's current knowledge and skills, is identified. The following questions are addressed in the analysis phase:

- * Who is the audience and their characteristics?
- * Identify the new behavioral outcome?
- * What types of learning constraints exist?
- * What are the delivery options?
- * What are the online pedagogical considerations?
- * What is the timeline for project completion?

The Design phase encompasses learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. This phase should follow a systematic and specific approach. Systematic implies a logical and orderly method for identifying, developing, and evaluating a set of planned strategies aimed at achieving the project's goals. Specificity entails executing each element of the instructional design plan with meticulous attention to detail.



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In the Development phase, content assets formulated during the design phase are created and assembled by developers. Programmers focus on developing and/or integrating technologies, while testers execute debugging procedures. The project undergoes review and revision based on any feedback received.

In the Implementation phase, a training procedure is established for both facilitators and learners. Facilitators undergo training covering the course curriculum, learning outcomes, delivery methods, and testing procedures. Learners are prepared by receiving training on new tools, whether software or hardware, and going through student registration.

The Evaluation phase comprises two components: formative and summative. Formative evaluation is integrated into every stage of the ADDIE process, while summative evaluation involves tests designed for domain-specific criterion-referenced items, offering opportunities for feedback from users.

Educational Objectives:

- Define instructional design
- Identify and evaluate measurable learning objectives in the design and evaluation phase of instructional design.

Speaker Bio

Tanya Cusick brings over three decades of expertise to the dental field, having embarked on her journey in 1993. A proud alumna of Cerritos Community College in Norwalk, she furthered her education by obtaining a bachelor's degree in Organization Leadership from Azusa Pacific University.

Tanya Cusick, with a Designated Teaching Credential, has been a dedicated educator, imparting her wealth of knowledge since 2007 at esteemed institutions such as Citrus Community College, Pasadena Community College, and Alhambra High School.

In 2018, Tanya took on a new role, transitioning from an Adjunct Instructor to a Program Director at Chaffey College. This move marked a significant step in her career, showcasing her commitment to educational leadership.

A firm believer in continuous learning, Tanya is currently attending Fullerton College, where she is pursuing a Master's in Instructional Design and Technology. This demonstrates her commitment to staying at the forefront of educational advancements.