

## Chapter XV

# Case Study of an Educational Product

Instructional design includes the production of educational products such as software, Web-based environments, video games, videos, films, and print technologies. Educational software for school-aged children in the United States has been on the decline since 1999, when it peaked at \$605 million; in 2005, estimates of retail sales were at \$128 million (Wong, 2006). However, higher education has seen an upsurge in software that aids colleges and universities in managing teaching and learning information. The future of educational product development for children and adult learners needs a resurgence of energy and innovative instructional designs can be at the forefront of this rebirth.

<i>Project goal:</i>	Custom development
<i>Design goal:</i>	Custom development of an educational product (software)
<i>Target Audience:</i>	Latino youth, ages 8-12, in US public schools (Specialized)
<i>Production stage:</i>	Pre-production

The basic goal of constructing an instructional design should be to produce a product that helps the target audience fulfill the intended learning outcomes. CBM

is adaptive in that it can be used in conjunction with traditional instructional design models or on its own. The model does operate with similar components of ADDIE. For example, Analysis=Brainstorming, Design=Inquiry, Development=Development, Implementation=Team and Evaluation=Assessments. However, CBM is not linear; it allows the designer to start at the point most conducive to the project.

**Step 1:** *Determine the areas of the ID-TABLET that will be used for the project begin by reviewing the guiding questions in Chapter III (under Add-On). In any area where the answer is yes, that area should be reviewed and implemented as part of the design process. This process might proceed as follows:*

**Inquiry: Does the project need monitoring for design and development issues?** Review the Inquiry questions briefly. Given that this is a custom development, all Inquiry areas are needed.

**Development: Have all the problems been solved?** Review the Development area. All of the design factors in this area are necessary.

**Team: Will the team have to be trained or replaced?** Review the Team area briefly. In this custom development, team, recruitment and collaboration are needed.

**Assessments: Does the project need evaluating or re-evaluating?** Review the Assessments area briefly. Evaluations are an important aspect of custom developments, especially those designed to produce learning outcomes.

**Brainstorming: Does the project require more planning?** Review the Brainstorming area briefly. In this project, Brainstorming is essential to a custom development.

**Learners: Does the project require meeting the needs of learners?** Review the Learners area. In this case, establishing the needs of learners is basic to an instructional design.

**Elements: Does the content need to be revised, reviewed or recreated?** Elements determine the aspects of a culture that exist in a design and those that do not exist. This has implications for further development of the ICT and to identify areas where the ICT can be enhanced. In the case of a Custom Development, content must be developed, and Elements guides this process. Therefore, Elements are essential to the project.

**Training: Will training be needed for the team or trainers?** Review the Training area briefly. Training of the design team is required with a specialized design.

**Step 2:** *Organize the production process and methodically work through the areas. Within CBM, the terms preproduction, production and postproduction are used*

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