



Utvikling av læringsprogrammer; Development of learning programmes

The organization shall maintain a documented procedure for the development and maintenance of learning programmes. Learning programmes provided by the organization shall be developed, planned, delivered and evaluated in alignment with recognised instructional system design (ISD) principles.

The interrelation of the following educational elements shall be analysed:

- purpose
- objectives
- target group
- contents
- methods
- general conditions
- evaluation.

What is Instructional Design?

Instructional Design is the systematic analysis, planning, implementation and evaluation of learning environments and learning materials. Research on this topic was substantially underwritten by the US military during World War II, as many soldiers had to be trained through effective and consistent training programs. The term 'Instructional Design' was coined by Robert Gagné.

Systematic Instructional Design refers to the design of learning experiences in the context of schools and companies; it is also related to information and communication technologies for teaching and learning purposes since the emergence of new media.

In the Anglo-American realm, the term 'Instructional Systems Design' (ISD) is used and encompasses all kinds of development training. It is the further development of the ADDIE model, often seen as very rigid, and integrates feedback loops between all steps.

ADDIE Model

The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools. While perhaps the most common design model, there are a number of weaknesses to the ADDIE model which have led to a number of spin-offs or variations.

It is an Instructional Systems Design (ISD) model. Most of the current instructional design models are spin-offs or variations of the ADDIE model; other models include the Dick & Carey and Kemp ISD models. One commonly accepted improvement to this model is the use of rapid prototyping. This is the idea of receiving continual or formative feedback while instructional materials are being created. This model attempts to save time and money by catching problems while they are still easy to fix.

Skolen vil korrigere eksisterende dokumentasjon for kurs/læringsprogrammer, slik at de tilfredsstillende nødvendige ISD prinsipper. I henhold til DnvGL-ST-0029 3.1.2 «Managing development of learning programmes» (samt 3.1.4 Output Learning programmes), skal risiko ved utvikling av kurs/aktuelle programmer bli adressert, da særskilt med tanke på organisasjonens strategi, filosofi, og gjennomføringsevne. Skolen vil innlemme en hensiktsmessig risikovurdering ved revidering av eksisterende dokumentasjon for kurs/læringsprogrammer.



Kryssreferanser

KS2017.4.2.1-02	Prosedyre for nytt undervisnings- eller kursprogram
KS2017.4.2.1-03	KS2017.4.2.1-03 - Prosedyre for kursutvikling og gjennomføring
KS2017.4.2.1-04	Prosedyre for kursinstruktør
KS2017.4.2.1-05	KS2017.4.2.1-05 - Prosedyre for inntak av kursdeltakere

Eksterne referanser