

**Instructional Media Design Package
for
IDIQ_3_PCSIM_Reengineering**

Course: IDIQ_3_PCSIM_Reengineering [0 hrs 40 min]

Module 1: Training Evaluation and Assessments [0 hrs 40 min]

Skill Basis: None

Lesson 1: Training Evaluation and Assessment [0 hrs 40 min]

Skill Basis: Task

Complete 29612B Data Item Descriptions (DID) to support training products

Terminal Objective: GIVEN THE NAVEDTRA SERIES AND CPM COMPLETE NETC END-TO-END (E2E) PROCESS 29612B DATA ITEM DESCRIPTIONS (DID) TO SUPPORT TRAINING PRODUCTS IN ACCORDANCE WITH NETC POLICIES AND INSTRUCTIONS

Delivery Method: None

Section 1: Training Evaluation [0 hrs 20 min]

Skill Basis: Subtask

Develop a Training Evaluation Document (DI-SESS-81524B)

Enabling Objective: GIVEN THE NAVEDTRA SERIES AND CPM DEVELOP NETC END-TO-END (E2E) PROCESS A TRAINING EVALUATION DOCUMENT (DI-SESS-81524B) IN ACCORDANCE WITH NETC POLICIES AND INSTRUCTIONS

Content Type: Principle

Cognitive Level: Apply

Delivery Method: Blended

Assessment Strategy:

Questions (assignment sheet, job sheet, problem sheet), followed by hands-on practice and assessments. 3 or 4 problems should be sufficient. Examples of IMI Interactivity Levels 2, 3 or 4 should be used to make the student describe the procedures they will use to evaluate the training materials.

ISD Comments:

Media requirements will include both computer aided instructional/ICW materials that will allow instructors and students to leverage this media for dissemination of content information, demonstrations, and practice to proficiency practical application of cognitive knowledge and skills in preparation for learner practice and assessment of psychomotor skills performance requirements. The vendor is encouraged to re-use existing examples of IMI products for these examples for conversion to LO Module. Needs an ISD focus on the performance requirements. The developer may need to add additional content types if required. The vendor

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should provide 4 different Level II / III / Level IV Interactive sample products that they evaluated and used to develop this training.

Learning Strategy:

Using the 24B DID, NAWC TSD Quality Evaluation Tool and vendor provided sample IMI products, CAI and/or ICW products develop training on how you would conduct a Training Evaluation and assessments of various IMI products developed by you. Learning strategy for this section will consist of learner progression through a series of Instructor Led Training presentations that incorporate lecture and demonstration modeling activities, while utilizing computer aided instructional media and/or ICW Products. Learners will then accomplish learning objectives, through the processes of performing activities under instructor facilitated and assessed guided and independent practice exercises designed to enhance attainment of the knowledge and skill proficiency requirements supporting and aligned with performance requirements. Job Sheets, Assignment Sheets and Problem Sheets can/should be used to increase the proficiency levels.

Prerequisite Knowledge:

The developer can awesome that the target audience for this training is an experienced GS-series 1750 with a 5 years of experience.

Interactivity Level:

Complex participation. The student makes a variety of responses using varied techniques in response to instructional cues.

Section 2: Evaluate Assessments [0 hrs 20 min]

Skill Basis: Task

Evaluate assessment effectiveness

Enabling Objective: GIVEN THE NAVEDTRA SERIES AND CPM EVALUATE NETC END-TO-END (E2E) PROCESS ASSESSMENT EFFECTIVENESS IN ACCORDANCE WITH NETC POLICIES AND INSTRUCTIONS

Content Type: Principle

Cognitive Level: Apply

Delivery Method: Blended

Assessment Strategy:

Questions (assignment sheet, job sheet, problem sheet), followed by hands-on practice and assessments. 3 or 4 problems should be sufficient. Examples of IMI Interactivity Levels 2, 3 or 4 should be used to make the student describe the procedures they will use to evaluate the training materials.

ISD Comments:

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Media requirements will include both computer aided instructional/ICW materials that will allow instructors and students to leverage this media for dissemination of content information, demonstrations, and practice to proficiency practical application of cognitive knowledge and skills in preparation for learner practice and assessment of psychomotor skills performance requirements. The vendor is encouraged to re-use existing examples of a testing plan and IMI products for these examples for conversion to LO Module. Needs an ISD focus on the performance requirements and assessments. The developer may need to add additional content types if required. The vendor should provide 4 different Level II / III / Level IV Interactive sample products that they assessed and used to develop this training. This section should include guidelines for what an LSO / ISS / GS-1750 series should be looking for when evaluating overall assessment strategy, performance evaluations and test item analysis.

Learning Strategy:

Using the 25B DID, NAWC TSD Quality Evaluation Tool and vendor provided sample IMI products and a sample testing plan, develop training on how you would conduct a Training Evaluation and assessments of various products developed by you. Learning strategy for this section will consist of learner progression through a series of Instructor Led Training presentations that incorporate lecture and demonstration modeling activities, while utilizing computer aided instructional media and/or ICW Products. Learners will then accomplish learning objectives, through the processes of performing activities under instructor facilitated and assessed guided and independent practice exercises designed to enhance attainment of the knowledge and skill proficiency requirements supporting and aligned with performance requirements. Job Sheets, Assignment Sheets and Problem Sheets can/should be used to increase the proficiency levels.

Prerequisite Knowledge:

The developer can assume that the target audience for this training is an experienced GS-series 1750 with a 5 years of experience.

Interactivity Level:

Complex participation. The student makes a variety of responses using varied techniques in response to instructional cues.