

ADVISOR PROVIDES A NOVEL APPROACH FOR TEACHING INSTRUCTIONAL DEVELOPMENT

“The challenge was finding a way to naturally lead students over the terrain of instructional development; the solution was Advisor.”

Bruce Clark, Associate Dean
Faculty of Education
University of Calgary

CONTEXT

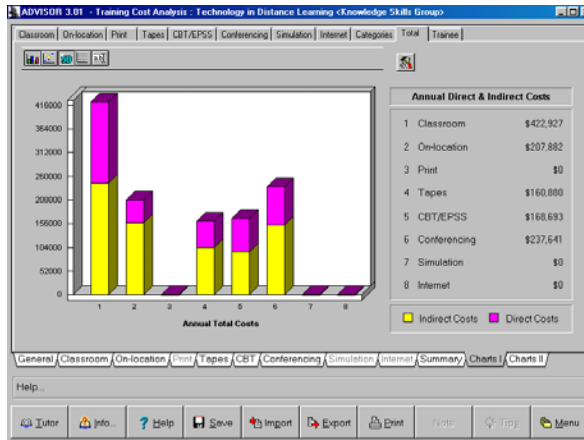
The Educational Technology program at the University of Calgary wanted to explore a new format for teaching the Instructional Development course to 20 graduate students. A problem-based learning approach was desired to meet the course objectives that centered on needs assessment, audience analysis, task analysis, constraint analysis, resource analysis, and cost effectiveness analysis.

A TOOL THAT TRIGGERS THE PURSUIT OF KNOWLEDGE

It was reasoned that since ADVISOR gathers and uses data to recommend media selection strategies based upon return on investment, students would have a unique opportunity to research and analyze the data required to complete the analysis – which should be a part of an instructional developer’s repertoire. In addition, students were expected to research and document the analyses to satisfy course requirements.

ADVISOR STIMULATED DEBATE AMONG STUDENTS

The online help provided insight on the reasoning behind ADVISOR as well as stimulated debate among the students. While there were a number of ways in which ADVISOR might have been used to trigger exploration of various analyses, the students chose to work with a comparative process that permitted teams of “developers” to interact with “company representatives” in gleaning the necessary information. Moreover, the process permitted students to collectively examine the extent to which ADVISOR was sensitive to institutional differences.



“ADVISOR proved to be a fundamental organizer for teaching instructional development and meeting the research goals for students.”

Bruce Clark, Ph.D.,
University of Calgary

ADVISOR PROVES ITS WORTH FOR AN ACADEMIC INNOVATOR

Enrich your educational technology program with a powerful tool that will challenge students to become more sensitive to institutional differences, and assist them to eliminate the guesswork needed for an accurate cost-effectiveness study.

CLOSING STATEMENT

Using Advisor as the course organizer lent authenticity to the problem-based learning environment and injected a cost-effectiveness flavour to the entire course. The wizard provided an easy entrée into the scope of issues to be covered, and the just-in-time help supported more detailed data gathering and analysis. Advisor’s ease of use meant that students could concentrate on the issues, not the technology.

CONTACT INFORMATION

For more information and to receive a demo of how ADVISOR can effectively improve the planning of your training solutions, please contact:

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