0:02 So I paired this activity with Heidi's talk cause I think it's a great exercise to do and to look at your existing learning goals and purpose.

0:13 I think a lot of teachers are so frustrated with the way they've been told to make learning goals if they fit to a particular district or evaluation system, especially and sometimes they're not made well that they kind of miss the purpose of the analysis phase and what learning goals mean

0:34 in a training context. It kind of depends. Like if you have made your own learning goals and they're solid and you've developed a curriculum off of them, you might appreciate the training context as well.

0:45 And I've met teachers who have that experience. But I've also met teachers who have really bad experiences, not because they don't know the target and what they're going for when they design their lessons, but because the phrase learning goals can sometimes mean something else in a K-12 concept.

1:02 So you have to kind of release that baggage when you look at your existing learning goals. But it is really helpful.

1:08 I would also look at like your school improvement plan goals, because those are those bigger picture organizational goals and how does do the standards of your course and the learning goals for your course kind of tie in with those bigger goals if they do.

1:23 And in what ways they do in terms of how your subject fits into like a broader scope and curriculum. And you can also look at PD goals, most professional development sessions in most school districts that I see, and I know this was always true in mind, which was a larger district, they write goals

1:41 too and they write them in the style that you write your classroom goals if that's really kind of harped on or important in your district.

1:49 Or they, they often do. And if you've led a pd, you've maybe put goals to that too. So look at those and think about the context there.

1:57 They're probably just in the cognitive realm of Blooms or they're in some other kind of system that is commonly used in schools like the four point scale that kind of goes with Marzano.

2:10 Danielson has a very similar scale. So those concepts exist. But then when Heidi's talking about majors, she's talking about that context.

2:20 How are people actually going to use this? And teachers think about this too. As somebody who taught, you know, heavily tested subjects, like I'll use the example of advanced placement tests.

2:32 Everything in the Advanced Placement curriculum I valued and taught in terms of like when I taught my AP Lit class.

2:40 But I knew the context in which they were going to be tested and I also planned for that context. And sometimes the context when we think about it in an education setting actually like frustrates us.

2:51 Like we don't want to reduce the wealth of human literature to a test. And state tests can be even worse sometimes.

3:00 And especially with younger students where we wanna teach the whole person like SEL skills, social-emotional learning, those are not on the test, but we do know that they contribute to the context.

3:09 Can somebody sit still for the test? Can they emotionally regulate? Like those are going to be things that matter with young, young children, especially for testing.

3:20 So when we talk about makers for context and what Heidi's talking about, like, you know, in what context are they moving the boxes?

3:26 Is it a hundred degree heat? Is it 30 degree, you know, cold? Those like go into different realms that we don't think about necessarily, but we also do just maybe not explicitly.

3:39 So it's helpful to kind of connect what you're doing and how you think about your current design and what people would do in a training context.

3:48 There is a lot of similarity. It's just that the context is very different. And so that might tell you some gaps you need to fill in and learning more about the context of places you might move.

3:59 Like if you wanna move to EdTech and make curriculum it's gonna look different than if you wanna move to healthcare training than if you wanna move to tech and customer education for software products and instructional design works across disciplines.

4:13 You don't have to focus on one industry, but it is helpful to understand how you're going to apply context and how you already apply context.

4:20 So you can speak to that a little bit. So this exercise just has you kind of translating and thinking about context more, which is not explicitly done in most lesson plans for teachers, but is explicitly done in a good training plan, which some organizations will have you write and some won't, but

4:40 which a good instructional designer will have in their brain. They will care about the context in which their learners will use the information.

4:47 That also helps us decide like, should I make a job aid for this? Is anybody gonna memorize all of this?

4:53 And is an e-learning course really a good idea? Or do they need to be able to like search this on a knowledge base?

4:59 Does a video make sense for this? How do I chunk the content like the context in which they're going to use it?

5:04 And the context of your learners are both gonna be important and Mays is gonna help you add context for different things like that, that the context in a lot of cases is already provided.

5:16 So it becomes kind of muted in K-12. Like we all know the context, we're all in the same boat in that kind of setting.

5:23 Whereas in a training department, you might be making role-based training for very different roles. Like training for clinicians might be very different than training for folks who are mostly like call center agents focused on, you know, engagement in the market so that it doesn't really

5:42 , you don't need to know every single context. That's not what Heidi's trying to teach you here. She's trying to teach you how to apply it and that's a good place to start with what you already do and then branch out from there.