Chapter IV

Media Conversion Analysis and Instructional Design Considerations

In chapter two, we discussed the different variables that impact suitability for DL. Chapter three provided the capabilities and limitations of technologies that can be used for distance and distributed learning. The purpose of this chapter is to provide guidance on the major steps involved in a media conversion analysis. They include the initial screening for DL suitability, determining what portion of the course is suitable for conversion, selecting the appropriate media for conversion, determining the number of hours required for development, pricing the cost of development and maintenance, and doing a benefit/cost or return on investment (ROI) analysis. Before beginning the discussion on media conversion analysis, a life-cycle model and approach to DL projects are outlined.

OVERVIEW OF THE ADDIE MODEL AND PROCESS

Instructional systems design (ISD) and development is a part of a lifecycle methodology that, if followed, will ensure that the systems that are designed are instructionally sound and effective for the purposes they were designed. The most commonly used model for the ISD process includes five phases: analysis, design, development, implementation, and evaluation, or otherwise known as the “ADDIE” model.

Analysis

The purpose of the analysis phase of instructional systems design is to ask, and answer, all the questions about resources, issues, and
constraints that may impact the successful design and implementation of an instructional system. Some of these questions are basic, yet there are many projects that actually get launched without decision makers asking and obtaining answers to them. These questions are strategic and should be asked and answered before a media conversion analysis is conducted, which is presented in the following section.

**Is there a business need for training?**

Business requirements that are met by training include better on-the-job performance, increased safety performance, improved responsiveness to problems, improved attitudes or morale, increased understanding or knowledge of subject matter and increased or diversified skill set. Specific performance and functional requirements of the organization should be identifiable as being met with the planned training.
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