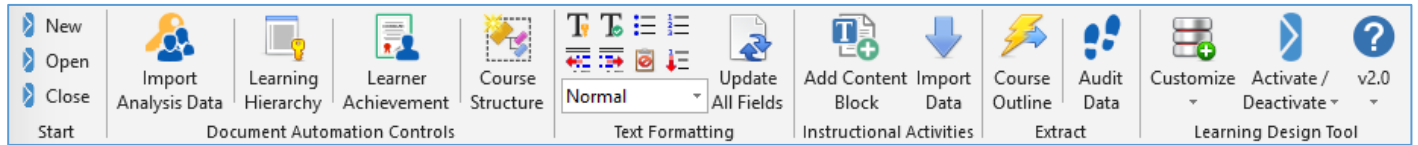
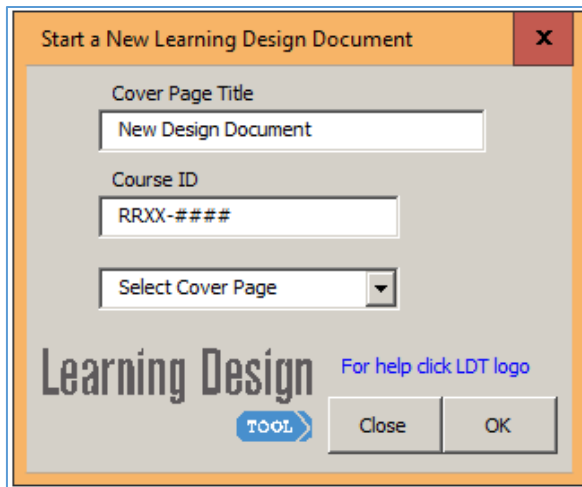


Quick Start Guide

LDT RIBBON



After launching the **LDT** template you will see the program's control ribbon.



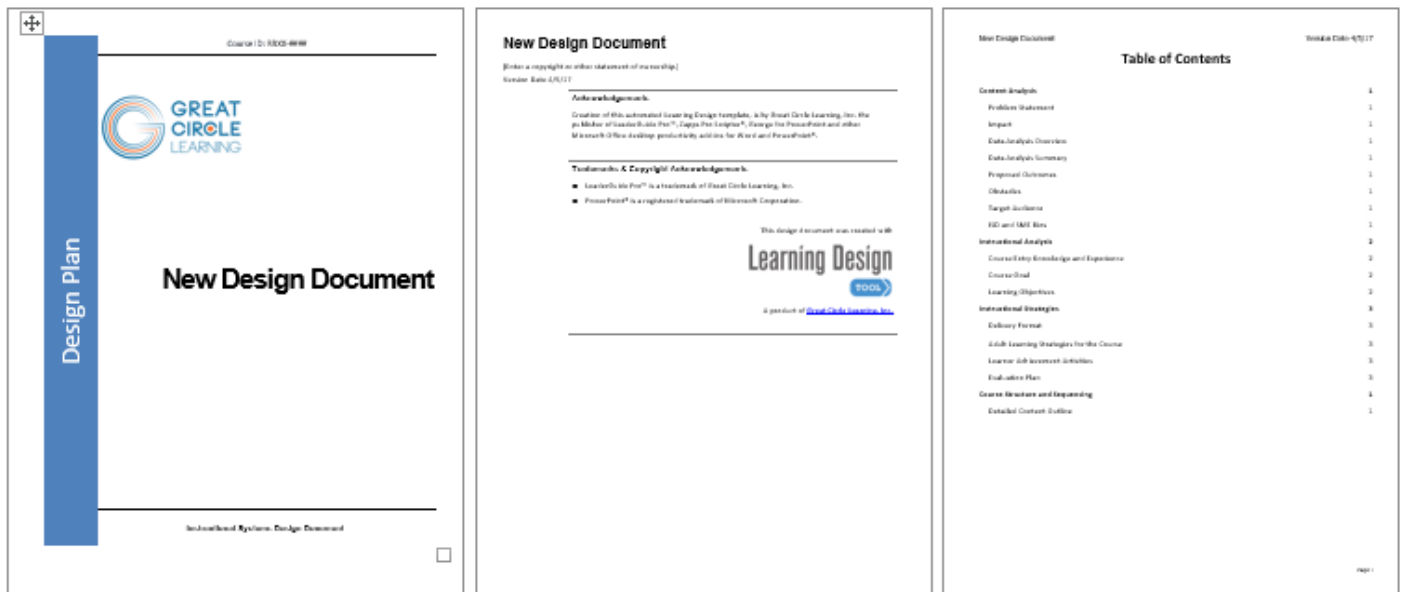
Screen Clip 1

To begin a new **Learning Design Document**, click on the “New” button from the “Start” group of the **LDT** ribbon. A dialog appears that looks like the one in Screen Clip 1. Notice on the dialog a blue comment that says “[For help click LDT logo.](#)” That feature is available on all dialogs you will encounter when using this tool.

When you click the logo, a new floating dialog appears that contains more information about what to do when working the specific dialog that is open. If you click once in the title line area of our dialogs and continue holding your left mouse button down, you can drag the dialogs to any convenient place on your screen.

Once you fill-in the content for the “Start a New...” dialog, click the OK button and a Learning Design Document shell is created. It takes a couple of seconds to complete setup of the document and you will be notified when the document is ready.

LEARNING DESIGN DOCUMENT



The document has a cover page, which you can learn about customizing later, an inside acknowledgements page, where you can add important information, including your copyright and revision date information... and there is a table of contents, already formatted and set up.

Quick Start Guide

New Design Document Version Date: 4/7/17

Content Analysis

Category	Description
Problem Statement	[Describe the nature of problem and what is currently occurring.]
Impact	[Describe any negative impact this problem has on existing responsibilities.]
Data Analysis Overview	[Describe the methods used to gather data (meeting, survey, interviews, etc.)]
Data Analysis Summary	[Provide a summary of findings from the data analysis.]
Proposed Solutions	[Describe the proposed solution outcomes.]
Outcomes	[What are the proposed outcomes and recommendations to address them.]
Target Audience	[Describe the target audience.]
IS and BIR Box	

Content Analysis Page 1

New Design Document Version Date: 4/7/17

Instructional Analysis

Course Entry Knowledge and Experience
[Describe prior training, knowledge, or experience that learners will possess in order to attend.]

Course Goal
[In 15 words or less describe the goal of this course.]

Learning Objectives

Ref. #	Obj. Type	Description	Level of Learning	Type of Learning

Instructional Analysis Page 2

New Design Document Version Date: 4/7/17

Instructional Strategies

Delivery Format
[Describe how the course content is delivered and explain why this method(s) was selected.]

Adult Learning Strategies for the Course
The following provides the evaluation of factors such as learner participation, achievement and evaluation.

Strategy	Description
Environment	[Describe how the learner is involved in the planning and evaluation of their instruction.]
Experience	[Describe how the learner's experience and background is integrated into their instruction.]
Resources	[Describe how the learner can share the relevance and impact of their status roles.]
Problem Context	[Describe how the learner's situation is problem context versus content oriented.]

Learner Achievement Activities
The following defines the activities that assess the learner's attainment of objectives.

Ref. #	Assessment Activity	Learner Feedback	Level of Learning
Ref. #	[Describe the assessment activity.]	[Describe how learner feedback is provided.]	Level

Evaluation Plan
[Describe strategies that will be used to evaluate the success of the course.]

Instructional Strategies Page 3

New Design Document Version Date: 4/7/17

Course Structure and Sequencing

Detailed Content Outline
The information below outlines the organization of the course, including modules, lessons and a high-level overview of activities contained within those lessons.

Course Structure and Sequencing Page 4

The main body of the document contains four parts. The first is the **Content Analysis** section. It contains placeholders for important summary information that should be available from documents created during the Analysis Phase of your project.

One of the main reasons we developed the **Learning Design Tool** is to eliminate a lot of tedious and time consuming work, so we are providing an automated method to enter all of the Content Analysis summary data. On the **LDT** ribbon, in the second group of buttons, and you will see one labeled **"Import Analysis Data."** Use this to transfer the necessary Content Analysis data into your Learning Design Document.



Once you have filled in the Content Analysis section you will move on to the second section of your design document, which is the **Instructional Analysis** section.

Learning Objective Hierarchy

REF #	OBJ. TYPE	LEVEL	TYPE	DEPENDENCIES	LEARNING OBJECTIVE

Learning Objective Editing Pane

Ref # Learning Objective Dependency Reference List

Objective Type: ☒ Terminal ☐ Enabling

Domain: ☒ Knowledge ☐ Skills ☐ Attitude

Learning Level: Select

Learning Type: Select

Action Verbs: [List of verbs]

Add Measurement Criteria: Select

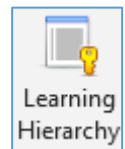
Add Update Move Up Move Down Remove Unselect

Learning Design TOOL For additional information and help, click the LDT Logo.

OK

Screen Clip 2

In this section, there are placeholders for **"Course Entry Knowledge and Experience"** and **"Course Goal"** that you should fill out. You will also see a table labeled **"Learning Objectives"**.

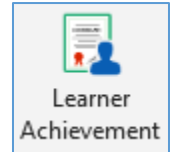


To assist you in writing the Learning Objectives the **LDT** provides the **"Learning Hierarchy"** button on the ribbon. Click **Learning Hierarchy** and use the Learning Hierarchy dialog, Screen Clip 2, to enter your Learning Objectives. Click OK to transfer the learning objectives into the Learning Objective table in your design document. The benefit of using the dialog versus typing directly into the table is the validation checking that takes place as part of the Learning Hierarchy automation.

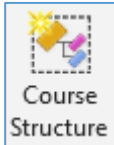
Quick Start Guide

After completing the learning objectives, you move on to documenting the **Delivery Format** you have chosen for the course and you also complete the **Adult Learning Strategies** table in the design document. The adult learning strategies are the motivational framework for learner participation, achievement and evaluation. These are integral to the creation of appropriate **Learner Achievement Activities**.

To fill-in the Learner Achievement Activities table in the design document click the **Learner Achievement** button on the **LDT** ribbon. Further customizable automation features are available for the Learner Achievement Activity table and they are described in the Customization feature of the **LDT**.



Documenting your **Evaluation Plan** for the overall course completes this portion of the Learning Design Document.



In the final section of the Learning Design Document, you will describe in detail the **Course Structure and Sequencing** of your proposed course design. You begin this activity by clicking the **Course Structure** button on the ribbon.

The first thing you will see is a dialog, Screen Clip 3, that lists your design's terminal and enabling objectives in sequence, based on the learning objective reference number. The **LDT** software has also auto-generated names for each objective, which are "Module" for terminal objectives and "Lesson" for enabling objectives. Each name is followed by the learning objective reference number. Using this dialog, you can re-name the auto-generated names to your own unique Module and Lesson names.

Optional: Update Assigned Module and Lesson Names X

Name	OBJ #	Description
Module 1.0	1.0	Appraise the structure and flow, with 100% accuracy
Lesson 1.1	1.1	Categorize needs, by scoring 8 out of 10
Lesson 1.2	1.2	Diagram the work flow, as exhibited by completing the task w
Module 2.0	2.0	Assemble the assets required, as exhibited by scoring 90% o
Lesson 2.1	2.1	Demonstrate the assembly procedure, with 100% accuracy
Lesson 2.2	2.2	Explain the rationale for the protocol, as exhibited by scoring
Module 3.0	3.0	Evaluate the installation, by scoring 8 out of 10
Lesson 3.1	3.1	Define the qualifiers, with 100% accuracy
Lesson 3.2	3.2	Apply the steps, with 100% accuracy

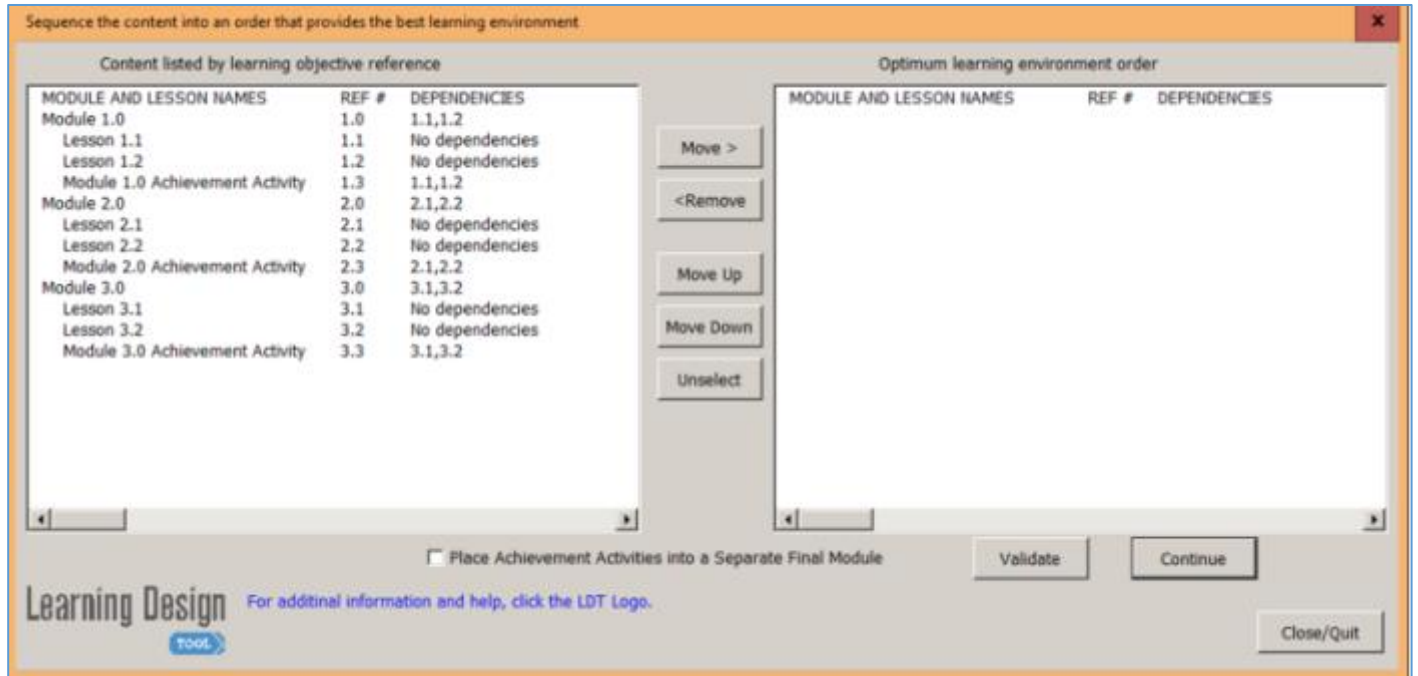
Click a name above and edit it here. Click update to record your change.

For additional information and help, click the LDT Logo.

Screen Clip 3

Upon clicking the Continue button you are presented with the dialog shown in Screen Clip 4.

Quick Start Guide



Screen Clip 4

The purpose of this dialog is for you to decide the optimum delivery sequence of the various Modules and Lessons of this instructional course. If you had modified the Module and Lesson names in the previous dialog, Screen Clip 3, those modifications would be showing here.

Notice that the **LDT** software has automatically added a Learner Achievement Activity lesson at the end of each module. It also marks that lesson's dependency as all of the enabling objectives for the module.



Screen Clip 5

Quick Start Guide

Using the “Move” buttons on this dialog you arrange the modules and lessons into your desired delivery order. At any time during your resequencing process you can click the “Validate” button and it will check your re-sequenced order against the listed dependencies and the software will tell you if your new sequencing is okay.

You are not required to re-sequence the Module and Lesson flow as it is shown on this dialog. If you are happy with the instructional sequence as shown, which is based on the learning objective reference numbering, you can simply click the “Continue” button.

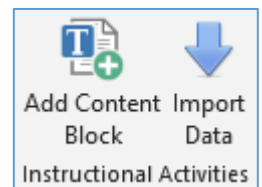
Module achievement activity lessons can be performed at the end of the instructional module to which they are assigned or you can elect to place them at the end of all modules by ticking the checkbox “Place Achievement Activities into a Separate Final Module.” When you click Continue, the Course Structure and Sequencing that gets built will be based on the settings you have made. See Tables 1 and 2 below.

[New Module]		Time-to-complete: ### minutes	
		Number-of-lessons: ##	
Goal-of-the-Module	[In 75 words or less describe the module's goal and objective.]		
Overview-of-the-Module	[In 50 words or less describe what occurs in the module]		
References-and-Resources	■ → [List references or resources that will be used in development of the module.]		
Learner-Achievement			

Table 1

Each sequenced module (terminal objective) in your design generates a Word table as shown in the example Table 1 image above. The terminal objective of the module is automatically inserted, as you have written it, in the row labeled “Goal of the Module” and the learner achievement activity for the module is inserted into the row labeled “Learner Achievement.” With the exception of the “Time to complete...” and “Number of lessons...”, which will be auto-filled once you complete the enabling lesson tables and click the “Update All Fields” button on the **LDT** ribbon, this is where you will fill-in an “Overview of the Module”, “References and Resources”, and make any final adjustment to the Module Name.

For each lesson, see Table 2, in your design sequence, the **LDT** software will have inserted the enabling objective, and learner achievement activity. You craft an “Overview” and add the appropriate number of “Instructional Content” blocks that will be delivered to the learner. Each content block includes automation fields for selecting the type of instruction, e.g. Lecture, Role Play, Video, etc. and a placeholder field for detailing the specific content. The **LDT** software automatically places the first content block and set of automation fields into the lesson table. You can add more by placing your cursor in an existing instructional content block and then clicking the “Add Content Block” button that is on the **LDT** ribbon.



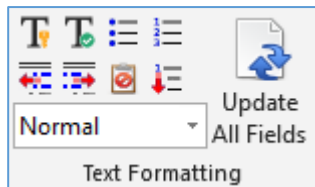
Quick Start Guide

In cell three of the instructional content block you can place data and information of specific resources the instructional writer, who will be developing the final instructional materials, is to use. If you have captured this information in other documents from the Analysis phase of the project, you can use the “Import Data” button to help you insert that content into this cell of the lesson table.

When you add a planned time for completing this lesson to the automation field provided and then click the “Update All Fields” button, the “Time to complete” and “number of lessons” fields in the parent Module table are updated.

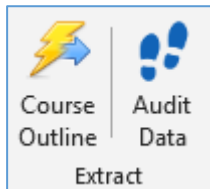
[New-Lesson]		Time-to-complete: ###-minutes
Objective	[In-75-words-or-less-describe-the-lesson's-goal-and-objective.]	
Overview	[In-50-words-or-less-describe-what-occurs-in-the-lesson]	
Instructional-Content	Select-type-of-instruction. [Describe-the-instructional-content.] ✕	Data-and-Resources [Describe-the-data-and-resouces-to-use.] ✕
Learner-Achievement	✕	✕

Table 2



We have mentioned the “Update All Fields” button a few times already. It not only updates the automation fields of the **Course Structure and Sequence** section of the document, it also refreshes the Table of Contents page. The Update All Fields button is located on the ribbon in the Text Formatting group. The other controls in the group help you format the text of your design document. Hover your cursor over each of the controls and you will see what each one does.

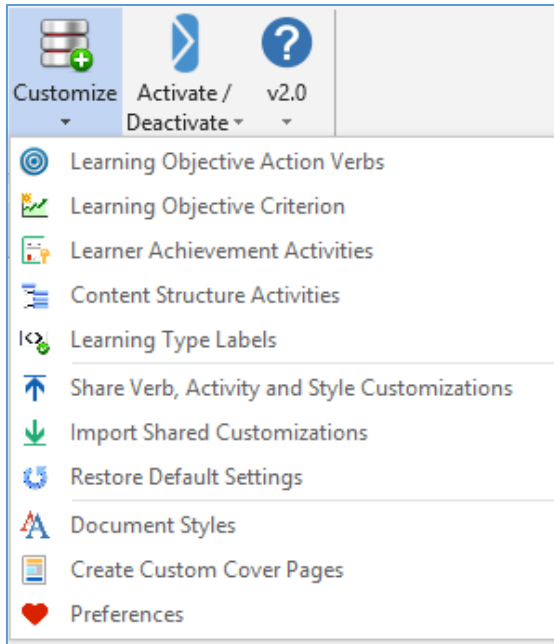
When you have completed the **Course Structure and Sequencing** section of the learning design document, it is ready for review and approval, and following that... the next phase of the Instructional Systems Design process, which is Development.



The **LDT** software assists with the transition from the **Design Phase** to the **Development Phase** by providing an **Extract** function that transfers your **Detailed Content Outline** and to another Microsoft Word document, a Microsoft PowerPoint file, a **LeaderGuide Pro** Facilitator Guide, or an **Instructor Guide Scripting Template (IGST)** format. Exporting to Microsoft PowerPoint, **LeaderGuide Pro** or an **IGST** format, requires that you have those products on your system.

The **LDT** software can also assist you with meeting regulatory requirements of tracking the origins and use of the Learning Objectives. This function of the **Learning Design Tool** is called the “Audit Data” feature and it is turned on by default. However, you can disable it if you wish, using the **LDT Customize > Preferences** menu.

Quick Start Guide



Customizing your **Learning Design Tool** is achieved by using the **Customize** menu from the **LDT** ribbon. Each customization function has embedded help.

There is also extensive help available on the **Great Circle Learning** website. Select it from the **Help** menu on the **LDT** ribbon.



Finally, the **Learning Design Tool** is an individually licensed per computer program.

The **Learning Design Tool** can be run free in demonstration mode for 3-days. While in demo mode the design documents you create are watermarked and encrypted. The encryption prevents them from being shared/transferred to another computer and the watermarks in the documents cannot be removed.

A purchased Product Key is required to unlock the software from demo mode. Choose from the flexible software license options available through our online Store at GreatCircleLearning.com

Use the **Activate/Deactivate** button to activate a new product key or to deactivate an existing key so that the **Learning Design Tool** can be moved and activated on another computer.

WARNING - Never attempt to work on a production version of a Learning Design document with a demonstration version of the LDT software. The document will be encrypted, watermarked, and permanently locked... this cannot be undone.

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End of Quick Start Instructions