

Canadian Association of Instructional Designers

APPENDIX I – Instructional Design Competencies¹

(Preliminary Version)

Competencies

Based on their training, the candidates must demonstrate that they have acquired instructional design competencies in order to perform all the specialized tasks related to the below-listed competencies.

More specifically, candidates will have obtained university credits leading to the acquisition of the required instructional design competencies in the following fields:

Essential Competencies

| Field | Description |
|---------------------------------|---|
| Communication | Adapt writing or speaking skills to a specific medium, ensure that written and oral productions relating to a learning system are effective and appropriate to the selected medium; know how to draft effective and valid instructions, guides or directives; demonstrate an advanced level of language competency in every written communication; write learning-system documents (design, system description, instructor's guide, reports, etc.) clearly and completely in the required language. |
| Research | Apply instructional design knowledge based on recent research; conduct basic research prior to developing a project; apply new knowledge in the cognition, project management, instructional design, and mediatization knowledge fields. |
| Professional Development | Update knowledge and skills; improve attitudes; expand professional contacts (networking); keep abreast of the new tools and new instructional principles with educational technologies. |

¹ This table is largely based on the standards set by the International Board of Standards for Training, Performance and Instruction (IBSTPI). CAID has also received several recommendations from specialists in the field at a number of universities.

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|--------------------|--|
| Legal | Understand and comply with legislation applying to each aspect of a development project; identify and, as needed, resolve the legal issues; ensure that laws applying to every stage of the development project are complied with (copyright, privacy legislation). |
| Instruction | Apply and justify the learning strategy appropriate to the training needs; utilize collaborative work principles adequately; develop the instructional materials in accordance with the developed strategies; design instructional materials that demonstrate an excellent comprehension and mastery of knowledge involving different types of learning and learners; select and organize the learning network components that demonstrate an excellent knowledge of the learning strategies and a capacity to adapt this knowledge to a specific learning path. |
| Analysis | Conduct an analysis of the learning needs; define the learning needs and measure the difference between current and desired competencies; determine the level of desired competencies; use various techniques to adjust the choice of instructional content (didactics). |
| Design | Create a design framework (or method) appropriate to the development project; design diagnostic, formative and summative strategies for evaluating the learning and competencies outcomes; assess and validate the developments (implementation of the learning system); develop the coaching content (guides, directives, instructions, specifications, etc.); develop resource documents for the instructors; provide training and support to the course instructors. |
| Management | Establish the training-system distribution strategies and methods; manage the system-development project based on the latest training-system principles with educational technologies; organize and coordinate the project development stages; supervise the subject-matter experts throughout their involvement in a learning system development project; demonstrate an excellent knowledge of technological project management. |

Advanced Competencies

| Field | Description |
|-----------------------|---|
| Research | Conduct practical or fundamental research in the instructional design field. |
| Instruction | Design a curriculum or online training program. |
| Implementation | Implement and modalize a training program that utilizes educational technologies by applying the appropriate technical means. Evaluate the technical quality and training-system strategy choices. |
| Management | Supervise the learners and instructors during training delivery. Develop instructional or learning management systems. |
| Advice | Provide advice to managers on best practices for deploying training systems; |