



INSTRUCTIONAL DESIGN TEMPLATES

Your Complete Instructional Design Toolkit

These five templates guide you through the full learning design lifecycle. Use them in sequence or independently depending on your project needs.



Needs Analysis

Diagnose the real problem before designing any solution.



Learner Persona

Build a clear picture of who your learners are.



Learning Objectives

Write clear, measurable objectives using Bloom's Taxonomy.



Course Outline

Plan the full structure before development begins.



Evaluation Form

Collect learner feedback using the Kirkpatrick model.

Template 1: Needs Analysis Template

TEMPLATE 1 OF 5

Purpose: Use this before designing any learning program to find out what the real problem is and whether training can solve it.

Section 1: Basic Information

Field	Details
Project Name	_____
Department / Team	_____
Requestor Name	_____
Date	_____
L&D Contact	_____

Section 2: Problem Statement

What is the business problem or performance gap you are trying to solve?

i Describe in 2-3 lines. Focus on outcomes, not assumptions.

Section 3: Current State vs Desired State

Current State	Desired State
What is happening now?	What should be happening?
_____	How big is the gap?

Needs Analysis: Root Cause & Audience

Section 4: Root Cause Check

Is this gap caused by a lack of knowledge or skill? (Yes / No / Partially)

Could it be caused by something else? Check all that apply:

- Unclear process or policy
- Tool or technology issue
- Motivation or attitude
- Workload or resource constraints
- Management or communication gap
- Lack of knowledge or skill

Conclusion: Is training the right solution?
(Yes / No / Partial – explain below)

Section 5: Audience Information

Field	Details
Who are the learners?	_____
How many learners?	_____
Job roles involved	_____
Locations / time zones	_____
Language preferences	_____
Prior knowledge level	Beginner / Intermediate / Advanced

Section 6: Stakeholder Inputs

Stakeholder	Role	Key Concern	Date Consulted
_____	_____	_____	_____
_____	_____	_____	_____

Section 7: Constraints and Considerations

Factor	Details
Budget available	_____
Timeline / deadline	_____
Preferred delivery method	eLearning / ILT / Blended / Other
Technical limitations	_____
Mandatory compliance requirements	_____

Needs Analysis: Recommended Action

SECTION 8 – L&D TEAM COMPLETES THIS

To be filled by the L&D team after completing the full analysis. This section captures the recommended path forward.

Recommended Solution

Describe the proposed intervention – training, job aid, process change, or a combination.

Estimated Duration

Provide a realistic time estimate for design, development, and delivery.

Suggested Delivery Format

eLearning / ILT / Blended / Video / Job Aid / Other

Priority Level

High / Medium / Low – based on business impact and urgency.

Next Step

Define the immediate action item and who is responsible for it.

Template 2: Learner Persona Worksheet

TEMPLATE 2 OF 5

Purpose: Build a clear picture of who your learners are before you design anything. Complete one persona per worksheet.

- Persona Name:** Give the persona a name – e.g., "*Priya the New Manager*" – to make them feel real and relatable throughout the design process.

Section 1: Who Are They?

Field	Details
Job Title / Role	_____
Department	_____
Years of Experience	_____
Education Background	_____
Location	_____
Age Range	_____

Section 2: What Do They Know?

Field	Details
Current knowledge level	Low / Medium / High
Prior training on this topic	Yes / No / Some
Tools or systems used regularly	_____
Skills they are confident in	_____
Skills they struggle with	_____

Section 3: What Do They Need?

What is their biggest challenge at work right now?

What does success look like for them after this program?

Section 4: Learning Preferences

Preference	Details
Preferred learning style	Visual / Reading / Doing / Listening
Preferred format	eLearning / Classroom / Video / Job Aid
Time available for learning	_____
Device they will use	Desktop / Mobile / Both
Language	_____

Learner Persona: Motivations, Day in the Life & Design Implications

Section 5: Motivations and Barriers

What motivates them to learn?

- Career growth
- Job requirement
- Personal interest
- Team or manager expectation
- Certification or recognition

What might stop them from completing the program?

- No time
- Not convinced it is relevant
- Technical access issues
- Low confidence in the topic
- Past negative learning experience

Section 6: A Day in Their Life

- Write 3 to 5 sentences describing a typical workday for this persona. Use this to understand when, where, and how learning can fit in.

Section 7: Design Implications

Based on this persona, what does your course design need to account for?

Design Decision	Notes
Tone and language level	_____
Examples or scenarios to use	_____
Content to avoid	_____
Accessibility needs	_____
Recommended module length	_____

Template 3: Learning Objectives Writing Guide

TEMPLATE 3 OF 5

Purpose: A practical guide to writing clear, measurable learning objectives using Bloom's Taxonomy.

What is a Learning Objective?

A learning objective tells learners exactly what they will be able to do after completing the program. A good objective is **specific, observable, and measurable**. It focuses on the learner, not the content.

The Formula

Action Verb + Specific Skill or Knowledge + Context or Condition

Example

"Identify the key stages of a performance review process using the company framework."



Action Verb

Observable and measurable behavior

Specific Skill

What the learner will do

Context or Condition

How or when to apply it

Every well-written objective contains all three components. Missing any one of them makes the objective vague, unmeasurable, or disconnected from real-world application.

Bloom's Taxonomy: Levels 1–3

Level 1: Remember

The learner can recall facts, terms, and basic information.

Verbs: Define, List, Name, Recall, State, Identify, Label, Recognise, Match, Repeat

Example: "List the six steps of the onboarding process."

Level 2: Understand

The learner can explain ideas and concepts in their own words.

Verbs: Explain, Describe, Summarise, Classify, Compare, Interpret, Paraphrase, Illustrate, Discuss, Convert

Example: "Explain the difference between formative and summative assessment."

Level 3: Apply

The learner can use knowledge in a real situation.

Verbs: Use, Apply, Demonstrate, Solve, Execute, Implement, Carry out, Perform, Calculate, Operate

Example: "Apply active listening techniques during a simulated team conflict scenario."

Bloom's Taxonomy: Levels 4–6

Level 4: Analyse

The learner can break information apart and find patterns or relationships.

Verbs: Analyse, Compare, Differentiate, Examine, Break down, Distinguish, Organise, Attribute, Prioritise, Question

Example: "Analyse a given training needs report to identify gaps in the current learning plan."

Level 5: Evaluate

The learner can make judgements based on criteria and evidence.

Verbs: Evaluate, Justify, Judge, Recommend, Assess, Critique, Defend, Argue, Rate, Select

Example: "Evaluate two instructional design models and recommend the best fit for a blended learning program."

Level 6: Create

The learner can put elements together to form something new.

Verbs: Design, Build, Create, Develop, Plan, Produce, Construct, Formulate, Compose, Generate

Example: "Design a 30-minute onboarding module for a new product launch using the ADDIE model."

Common Mistakes & Objective Writing Checklist

Common Mistakes to Avoid

Mistake	Why It Is a Problem	Fix
Using vague verbs like "understand" or "know"	Cannot be observed or measured	Replace with verbs from Bloom's levels
Writing from the trainer's perspective	Focuses on what is taught, not what is learned	Start with "The learner will be able to..."
Too many objectives in one statement	Hard to assess and track	One verb = one objective
Objectives that are too broad	Cannot be completed in one course	Break into smaller, specific outcomes
No context or condition	Learner does not know how or when to apply it	Add "using," "in," "given," or "when"

Objective Writing Checklist

Before finalising your objectives, check each one against this list:

- Starts with a measurable action verb
- Clearly states what the learner will do, not what the trainer will teach
- Specific enough to be assessed
- Realistic to achieve within the program
- Aligned to the overall business or performance goal
- Written in plain, simple language

Template 4: Course Outline / Storyboard Template

TEMPLATE 4 OF 5

Purpose: Plan the full structure of your course before development begins. Use one table per module.

Course Title _____ _____	Target Audience _____ _____	Total Duration _____ _____	Delivery Format eLearning / ILT / Blended / Video / Other
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Version / Date / Author _____

Course-Level Overview

Section	Details
Course Goal	_____
Key Learning Outcomes (3 to 5)	_____
Prerequisites	_____
Tools / Platform	_____
Assessment Type	Quiz / Assignment / Scenario / None

Course Outline: Module Structure & Storyboard Detail

Module-Level Outline

Repeat this table for each module.

i **Module 1:** _____ **Duration:** _____ **Level:** Beginner / Intermediate / Advanced
Module Objective: By the end of this module, learners will be able to _____

Screen No.	Screen Title	Content Type	Content Description	Interaction / Activity	Notes
1.1	Title Slide	None	_____	_____	_____
	-		-	-	-
1.2	_____	Text + Image	_____	_____	_____
	-		-	-	-
1.3	_____	Video	_____	_____	_____
	-		-	-	-
1.4	_____	Scenario	_____	Decision Branch	_____
	-		-		-
1.5	_____	Knowledge Check	_____	MCQ / True-False	_____
	-		-		-
1.6	Summary	_____	_____	_____	_____
	-		-	-	-

Content Type Options: Text + Image, Video, Animation, Infographic, Scenario / Case Study, Branching Scenario, Knowledge Check, Reflection Activity, Job Aid, Discussion Prompt, Assessment

Storyboard Detail Sheet

Use one row per screen for detailed development notes.

Field	Details
Screen Title	_____
Learning Objective Linked	_____
On-Screen Text	_____
Voiceover Script	_____
Visuals / Media Required	_____
Interaction Type	_____
Branching Logic (if any)	Correct answer goes to: ___ / Wrong answer goes to: ___
Feedback Text	Correct: ___ / Incorrect: ___
Designer Notes	_____
SME Review Comments	_____
Status	Draft / In Review / Approved

Course Outline: Assessment Plan

Define how learners will be assessed at each stage of the course. A well-structured assessment plan ensures alignment between objectives, content, and measurement.

Assessment Type	Location in Course	Passing Score	Attempts Allowed
Pre-Assessment	Beginning	_____	_____
Module Quiz	End of each module	_____	_____
Final Assessment	End of course	_____	_____

Pre-Assessment

Gauge prior knowledge and tailor the learning path accordingly.

Module Quiz

Reinforce key concepts and check comprehension at each stage.

Final Assessment

Confirm mastery of all course objectives before certification or completion.

Template 5: Evaluation / Feedback Form

TEMPLATE 5 OF 5

Purpose: Collect learner feedback after a training session or program. Based on the **Kirkpatrick Level 1 model (Reaction)**.

<p>Program Title</p> <hr/> <hr/>	<p>Date</p> <hr/> <hr/>	<p>Facilitator / Course</p> <hr/> <hr/>	<p>Learner Name (Optional)</p> <hr/> <hr/>
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<p>Department</p> <hr/>

Section 1: Overall Experience

Rate each statement from 1 to 5. (1 = Strongly Disagree, 5 = Strongly Agree)

Statement	1	2	3	4	5
The program met my learning expectations	—	—	—	—	—
The content was relevant to my job	—	—	—	—	—
The program was well organised and easy to follow	—	—	—	—	—
The pace of the program was appropriate	—	—	—	—	—
I would recommend this program to a colleague	—	—	—	—	—

Section 2: Content Quality

Rate each statement from 1 to 5.

Statement	1	2	3	4	5
The content was accurate and up to date	—	—	—	—	—
Examples and case studies were practical and useful	—	—	—	—	—
The activities helped reinforce the learning	—	—	—	—	—
The materials (slides, handouts, job aids) were helpful	—	—	—	—	—
The program length was appropriate for the topic	—	—	—	—	—

Evaluation Form: Delivery, Impact & NPS

Section 3: Facilitator / Course Delivery

For instructor-led training. Rate each statement from 1 to 5.

Statement	1	2	3	4	5
The facilitator explained the content clearly	—	—	—	—	—
The facilitator answered questions well	—	—	—	—	—
The facilitator kept the session engaging	—	—	—	—	—
There was enough time for discussion and questions	—	—	—	—	—

Section 4: Learning Impact

What is the most useful thing you learned from this program?

How will you apply what you learned in your day-to-day work?

What topics would you like to learn more about?

Section 5: Suggestions for Improvement

What did you like most about this program?

What would you change or improve?

Any other comments or feedback?

Section 6: Net Promoter Score

On a scale of 0 to 10, how likely are you to recommend this program to someone in your team?

0	1	2	3	4	5	6	7	8	9	10
—	—	—	—	—	—	—	—	—	—	—

Reason for your rating:



CERTIFIED INSTRUCTIONAL DESIGNER CERTIFICATION



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