



5.1 | Apply: Content Analysis Checklist

This is a copy of Table 5.11 from Streamlined ID (2027), a Checklist for Content Analysis.

A STREAMLINED CHECKLIST FOR CONTENT ANALYSIS

Use this checklist to identify questions to ask about content or to ask SMEs during your content analysis:

GENERAL:

- ☐ **Resources** – What content resources (both human and non-human) already exist in the organization that can be repurposed, adapted, or used as background information for this instructional project? Do other existing materials exist on the market that could be used as part of the instruction or in lieu of the proposed instruction? What are the advantages, disadvantages, and/or costs of using existing materials?
- ☐ **Essential Nature** – Is this content essential (need-to-know) or nice-to-know? If this content element was omitted, would the learner's ability to master and use the content be significantly hampered?
- ☐ **Objectives/Outcomes** – What does the learner need to know, be able to do, and believe to operate effectively and meet expectations in the performance environment, and to meet the instructional goal? What does success look like for the learner? What type of assessments should be used to enable learners to demonstrate their mastery of the content?
- ☐ **Classification** – For each content element, what is the domain of learning (Cognitive, Psychomotor, Affective?), and what is the Gagné's type of learning outcome involved?
- ☐ **Classification** – For each major content topic or task, what knowledge, skills, and attitudes (KSAs) does the learner need to acquire?

CONTENT CRITICALITY AND PRIORITY:

- ☐ **Criticality** – How essential is the content or task to mastery of the learning outcomes? What are the consequences that could result if the learner fails or inadequately performs the task, forgets the content, or applies it incorrectly in practice?
- ☐ **Universality/Frequency** – How universal or unique is the task/content? How frequently is the task performed? How frequently is the content accessed?
- ☐ **Standardization** – How standard is the performance of the task across contexts? How global is the content?
- ☐ **Feasibility** – How practical is it to train on this task/content? Would on-the-job training for this skill endanger the well-being of the learner or others?
- ☐ **Difficulty** – How difficult is it to learn or perform this task or understand this content?

SEQUENCING:

- ☐ **Prerequisites** – What prerequisite knowledge and skills should the learner possess before the instruction?
- ☐ **Prerequisites** – What does the learner need to know to be able to learn this step, task, or content?
- ☐ **Dependencies** – Can global Task A be performed if the learner cannot perform Task B which is subordinate to it? What tasks are dependent on this task? Which topics depend on knowing this topic?
- ☐ **Sequencing Strategy** – Are any of the following sequencing strategies particularly appropriate for this content? Alphabetical, Categorical, Cause & Effect, Center of Interest, Chronological, Criticality/Importance/Impact, Hierarchical, Inherent Organization, Known to Unknown, Simple to Complex, Sequential, Whole/Parts/Whole

CONTENT ACCURACY, QUALITY, AND COMPLETENESS:

- ☐ What **standard of mastery** is required for learning this task/content?
- ☐ What **level of quality** is required for execution of this task or completion of this product?
- ☐ Is the content under review **accurate**?
- ☐ Is the content under review **complete**?



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- ☐ Is the content under review **current**?
 - ☐ Is the sequencing of the content **appropriate to support learning**?
 - ☐ Are there adequate and appropriate **opportunities for practice** of this skill or task?
 - ☐ Does the background and introductory information provide a **sufficient frame of reference** for learners?
 - ☐ Does the review or summary **address all key points** that the learner is to remember?
 - ☐ Does the content effectively address all that learners need to achieve the instructional goal?
 - ☐ Do the identified KSAs accurately reflect all that the learner will need to know, do, and believe in the future performance environment or upon completion of the proposed instruction?

DEMANDS OF THE CONTENT AND CONTENT TREATMENT:

- ☐ What **industry or discipline-specific standards or requirements** (certification, compliance, organizational competencies) should the content enable learners to master?
 - ☐ What **case studies, scenarios, and examples** can be used to help learners identify critical content features or situations when the content should or should not be applied, or how it should be applied?
 - ☐ What **performance criteria, quality standards, and/or mastery indicators** should be used in developing the instruction and assessing learner mastery of the content?
 - ☐ What **common misconceptions** do learners have concerning the content that should be challenged and corrected?
 - ☐ What **content has been particularly difficult** for learners to understand or master?
 - ☐ What **external resources** that relate to the content and key learning outcomes should learners know about, access, and use during the instruction, and/or continue to use following instruction?
 - ☐ **Should content be “pushed” to learners** (content is provided as formal, required instruction), **or should learners be able to “pull” content at the moment of need** (content is provided as performance support for just-in-time use, when required by the learners)?
 - ☐ What **type of strategy interactions** should be used to enable learners to master the content?
 - ☐ Should the design employ individual, **learner-to-content** teaching and learning activities?
 - ☐ Should it also foster **learner-to-learner** interactions (e.g., synchronous and/or asynchronous discussions, group project work, peer critiques, etc.)?
 - ☐ Should it include **learner-to-instructor** strategies (e.g., questioning and Socratic dialogue, coaching, feedback, reinforcement, etc.)?
 - ☐ **Learner-to-context** strategies (e.g., simulations, role play, online learning environment tours, guided discovery, data visualization, etc.)?
 - ☐ **Learner-to-self** strategies (e.g., content reflection exercises, self-assessments, metacognitive reflections, etc.)? (See chapter 9 of *Streamlined ID* for more information on these categories.)
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