INSTRUCTIONAL-DESIGN THEORIES AND MODELS pdf

1: Hierarchy of Instructional Design

Each week a new instructional design model will be added in the Instructional Design Models and Theories article, after being carefully researched and evaluated for its value and influence in the instructional design field. Enjoy this Instructional design journey in the history of instructional design, learn about the intriguing aspects of.

February 13, By Jason Rhode JasonRhode 1 Comment I drafted the following comparison of instructional design theory versus instructional design models and developed the accompanying hierarchy of instructional design back in as part of one of my comprehensive examination responses for my Ph. Brief Overview of Instructional Design Theory Analysis of a complex concept such as instructional design theory begins with defining key terms used. Instructional design theory is drawn from an assortment of abstract communication, systems, and learning theories Richey, which form a basis for practical models for instructional design and development. In its most basic form, ID theory is simply a collection of assumptions that specific approaches to ID are built upon. ID theories describe instructional methods and situations for proper use and define how complex methods can be broken into component methods Reigeluth, Hierarchy of Instructional Design ID theory is build upon the adoption of one or more procedural and conceptual models Richey, The resulting theory enfolds the beliefs concerning general systems theory, communication theory, and learning theory. Conceptual models of instruction are built upon such theoretical foundations, upon which specific ID models are applied to real-life educational challenges. The figure above depicts this hierarchy of ID formation as described by Richey and Smith and Ragan As Reigeluth notes, ID theory is not synonymous with learning theory, ID process, or curriculum theory. However, ID theory is inextricably connected to each. Learning theory is predominantly descriptive, serving to describe how learning takes place. ID process details the procedures that the instructional designer or educator ought to use when planning and preparing the instruction. Curriculum theory is based on a set of values and offers suggestions for methods of instruction. Numerous working definitions of ID exist, many of which exude similar connotations. While some consider the terms to be synonymous, the latter more closely aligns with contemporary constructivist views of the roles of the instructor and learners. When considering ID theory, one must acknowledge the personnel who take theory and apply it to the design of learning: The role of the instructional designer is crucial to student success Liu et al. Yet, what is the role of the instructional designer? This is a question that has been raised in many professional and collegial venues, with the debate as divided today as ever before Klein, ; Spector, a, b; Wissing, In reality, the role of instructional designer is multifaceted, requiring a unique and varied skill set. The instructional designer recognizes the difference between the design processes and products Glaser, , forming a structure that future development and implementation to be built upon. Yet, even with the tasks of an instructional designer defined, because ID is such a complex practice, there are countless ways whereby a learning program can come to fruition. Hence the need for ID models! ID is often used to refer in general terms instructional systems development ISD. Numerous ISD models exist, all of which typically refer to the phases of analysis, design, development, implementation, and evaluation of instruction. Models are valuable because they serve as a visual representation of the relationships among various components of the ISD process. Instructional design endeavors to guarantee that a learning activity is developed according to specifications. It culminates in a framework outlining how instruction should be developed given the outputs of various design tasks K. A number of principles underlie this framework Spector, , which accounts for the varied and increasing approaches being used to design instruction today. A host of ID models exist that aid in depicting the complex and interwoven tasks necessary in order to design quality learning experiences. Instructional design for web-based training. A model for the systematic design of instruction. Theory, research, and models. The systematic design of instruction 4th ed. Instruction design verse learning design [Msg 11]. The design of instruction. Methods and tools for the design of complex instructional systems. Retrieved February 3, , from http: Instruction design verse learning design [Msg 6]. The instructional design process. Exploring four dimensions of online instructor roles: A program level case study. Journal of Asynchronous Learning Networks, 9 4 , Making instruction work 2nd ed. What is instructional-design theory

and how is it changing? A new paradigm of instructional theory Vol. The theoretical and conceptual bases of instructional design. Instructional design 3rd ed. Some thoughts about theories, perfection, and instruction. Instruction design verse learning design [Msg 16]. Blog , Thoughts Tagged With: For more, follow me jasonrhode or visit me online at niu.

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2: IDKB - Models/Theories

An instructional design model provides guidelines to organize appropriate pedagogical scenarios to achieve instructional goals. Instructional design can be defined as the practice of creating instructional experiences to help facilitate learning most effectively.

Instructional television was not adopted to a greater extent. The effect of CAI was rather small and the use of computer was far from innovative. Online training increased rapidly to the point where entire curriculums were given through web-based training. Simulations are valuable but expensive, with the highest level being used primarily by the military and medical community. The effect from both are too new to be fully measured. Similarly, instructional events should mirror the learning events: To ensure reception of coming instruction, the teacher gives the learners a stimulus. Before the learners can start to process any new information, the instructor must gain the attention of the learners. This might entail using abrupt changes in the instruction. Informing learners of objectives: The teacher tells the learner what they will be able to do because of the instruction. The teacher communicates the desired outcome to the group. Stimulating recall of prior learning: The teacher asks for recall of existing relevant knowledge. The teacher gives emphasis to distinctive features. The teacher helps the students in understanding semantic encoding by providing organization and relevance. The teacher asks the learners to respond, demonstrating learning. The teacher requires more learner performance, and gives feedback, to reinforce learning. Enhancing retention and transfer: The teacher provides varied practice to generalize the capability. The figure below illustrates these five ideas. He emphasized the design principles and procedures that need to take place for effective teaching and learning. His initial ideas, along with the ideas of other early instructional designers were outlined in Psychological Principles in Systematic Development, written by Roberts B. Increasing the effectiveness and efficiency of practice was of particular concern. Learning design might be defined as "the description of the teaching-learning process that takes place in a unit of learning e. This acronym stands for the 5 phases contained in the model Analyze, Design, Develop, Implement, and Evaluate. Over the years, the steps were revised and eventually the model itself became more dynamic and interactive than its original hierarchical rendition, until its most popular version appeared in the mids, as we understand it today. The five phases are listed and explained below: The instructional designer then classifies the information to make the content more applicable and successful. Design â€” The second phase is the Design phase. In this phase, instructional designers begin to create their project. Information gathered from the analysis phase, in conjunction with the theories and models of instructional design, is meant to explain how the learning will be acquired. For example, the design phase begins with writing a learning objective. Tasks are then identified and broken down to be more manageable for the designer. The final step determines the kind of activities required for the audience in order to meet the goals identified in the Analyze phase. Develop â€” The third phase, Development, involves the creation of the activities that will be implemented. It is in this stage that the blueprints of the design phase are assembled. Implement â€” After the content is developed, it is then Implemented. This stage allows the instructional designer to test all materials to determine if they are functional and appropriate for the intended audience. Evaluate â€” The final phase, Evaluate, ensures the materials achieved the desired goals. The evaluation phase consists of two parts: This process incorporates formative assessment , while the summative assessments contain tests or evaluations created for the content being implemented. This final phase is vital for the instructional design team because it provides data used to alter and enhance the design. Connecting all phases of the model are external and reciprocal revision opportunities. As in the internal Evaluation phase, revisions should and can be made throughout the entire process. Proponents suggest that through an iterative process the verification of the design documents saves time and money by catching problems while they are still easy to fix. This approach is not novel to the design of instruction, but appears in many design-related domains including software design, architecture, transportation planning, product development, message design, user experience design, etc. For this reason many traditional methods of instructional design are beginning to be seen as incomplete, naive, and even counter-productive. As this argument goes, at the heart of Instructional

Design is the analysis phase. After you thoroughly conduct the analysisâ€”you can then choose a model based on your findings. That is the area where most people get snaggedâ€”they simply do not do a thorough-enough analysis. Dick and Carey Systems Approach Model Dick and Carey made a significant contribution to the instructional design field by championing a systems view of instruction, in contrast to defining instruction as the sum of isolated parts. The model addresses instruction as an entire system, focusing on the interrelationship between context, content, learning and instruction. Identify Instructional Goal s: A goal statement describes a skill, knowledge or attitude SKA that a learner will be expected to acquire Conduct Instructional Analysis: Identify what a learner must recall and identify what learner must be able to do to perform particular task Analyze Learners and Contexts: Identify general characteristics of the target audience, including prior skills, prior experience, and basic demographics; identify characteristics directly related to the skill to be taught; and perform analysis of the performance and learning settings. Objectives consists of a description of the behavior, the condition and criteria. Designers try to identify areas of the instructional materials that need improvement. To identify poor test items and to identify poor instruction Design and Conduct Summative Evaluation With this model, components are executed iteratively and in parallel, rather than linearly. Gabriel Ofiesh, a founding father of the Military Model mentioned above. In , Peter and Mary Esseff created an eLearning course to enable participants to take the GL course online under the direction of Dr. The components of the Guaranteed Learning Model are the following: Design a task analysis Develop criterion tests and performance measures Develop interactive instructional materials Validate the interactive instructional materials Create simulations or performance activities Case Studies, Role Plays, and Demonstrations Other[edit] Other useful instructional design models include: Learning theories also play an important role in the design of instructional materials. Theories such as behaviorism , constructivism , social learning and cognitivism help shape and define the outcome of instructional materials. Motivational design[edit] Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation theory is concerned with the process that describe why and how human behavior is activated and directed. Motivation concepts[edit] Intrinsic and Extrinsic Motivation Instrinsic: When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external rewards. If we are intrinsically motivated, we would not be worried about external rewards such as praise. Writing short stories because you enjoy writing them, reading a book because you are curious about the topic, and playing chess because you enjoy effortful thinking Extrinsic: People who are extrinsically motivated may not enjoy certain activities. They may only wish to engage in certain activities because they wish to receive some external reward. John Keller [65] has devoted his career to researching and understanding motivation in instructional systems. These decades of work constitute a major contribution to the instructional design field. First, by applying motivation theories systematically to design theory. Attention, Relevance, Confidence, and Satisfaction. The first 2 of 4 key components for motivating learners, attention, and relevance can be considered the backbone of the ARCS theory, the latter components relying upon the former. This component is split into three categories: Within each of these categories, John Keller has provided further sub-divisions of types of stimuli to grab attention. Grabbing attention is the most important part of the model because it initiates the motivation for the learners. Once learners are interested in a topic, they are willing to invest their time, pay attention, and find out more. Relevance[edit] Relevance, according to Keller, must be established by using language and examples that the learners are familiar with. The three major strategies Keller presents are goal-oriented, motive matching, and familiarity. Like the Attention category, Keller divided the three major strategies into subcategories, which provide examples of how to make a lesson plan relevant to the learner. Learners will throw concepts to the wayside if their attention cannot be grabbed and sustained and if relevance is not conveyed. Confidence[edit] The confidence aspect of the ARCS model focuses on establishing positive expectations for achieving success among learners. The confidence level of learners is often correlated with motivation and the amount of effort put forth in reaching a performance objective. This can be achieved in the form of a syllabus and grading policy, rubrics, or a time estimate to complete tasks. Additionally, confidence is built when positive reinforcement for personal achievements is given through timely, relevant feedback. Satisfaction[edit] Finally, learners must obtain some type of satisfaction or reward

from a learning experience. This satisfaction can be from a sense of achievement, praise from a higher-up, or mere entertainment. Feedback and reinforcement are important elements and when learners appreciate the results, they will be motivated to learn. Satisfaction is based upon motivation, which can be intrinsic or extrinsic. To keep learners satisfied, instruction should be designed to allow them to use their newly learned skills as soon as possible in as authentic a setting as possible. This process has 4 phases Analysis, Design, Development, and Evaluation with 10 steps within the phases:

3: Instructional design - Wikipedia

If you're new to eLearning, then understanding and following instructional design best practices from the beginning is crucial to your success. The eLearning niche is vast, and you will find numerous theories, models, and resources that have worked for different experts.

4: Instructional-design Theories and Models: A New Paradigm of Instructional Theory - Google Books

eLearning Course Design: 7 Instructional Design Theories & Models To Consider If you want to be an expert in the field of Instructional Design, you need to do your research. Learning various Instructional Design theories will help you develop more meaningful eLearning courses.

5: Design Theories & Models Archives - Learning Theories

Once the designer has taken that critical ï¬•rst step, instructional design models and learning theories enter the picture to provide a systematic approach (or plan) for crafting effective and efi¬•cient training solutions that meet organizational and individual needs.

6: Instructional Design Models | Instructional Design Central (IDC)

Instructional Design Models and Theories: Instructional Design Theories for Your Next Course April 20, By Philippos Savvides Leave a Comment One of the most difficult questions for a course developer to answer is which instructional design theory or theories is best suited to the course being developed.

7: Instructional Design Models and Theories

instructional design model, planning, implementation, and evaluation of courses and programs becomes more structured. Regardless of the educational theories supported by each simulation centre, instructional design models.

8: Instructional Design Models - www.enganchecubano.com

It is a sequel to Instructional-Design Theories and Models: An Overview of Their Current Status, which provided a "snapshot in time" of the status of instructional theory in the early s. Dramatic changes in the nature of instructional theory have occurred since then, partly in response to advances in knowledge about the human brain and.

9: Learning Theories and Models summaries - Educational Psychology

An instructional design model provides structure and meaning to an instructional design problem. Many of them have common instructional design principles and patterns. Below is a list of the most common instructional design models (including the ADDIE model) that are used to design learning experiences, courses, and instructional content.

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