PASS THROUGH EXAMPLES OF INSTRUCTIONAL DESIGN - I

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Abstract
The paper presents different kind of examples for instructional design, applied into the learning process without the intention to be exhaustive or to promote a hierarchy.

Keywords: Instructional Design, ADDIE model, ARCS model, ASSURE model

Instructional Design (ID) is concerned with factors that influence how well a person will be able to acquire, recall, and use new knowledge and skills. These are the factors that together with effort, the outcome of motivation, have a direct influence on the quantity and quality of a person’s performance in learning.

From other point of view we can find different kind of expressions for Instructional design (also called Instructional Systems Design) such as:

a. is a technology for the development of learning experiences and environments which promote the acquisition of specific knowledge and skill by students.

b. is a technology which incorporates known and verified learning strategies into instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing;

c. is the process by which instruction is improved through the analysis of learning needs and systematic development of learning materials

On the other hand, ID is a process followed by the teachers/professors for predicting, describing and realising, in a rationale and motivating way, the curriculum for the students for accomplish the learning outcomes.

With a view of conducting learning activities by the teachers/professors we can present a list of instructional design examples which provide some milestones to organise and structure the process of creating learning situations, for benefit of the students which gain learning experiences. These examples can be used by all the educators which want to approach to the art of science of education.

Examples provide guidelines and frameworks to organize and structure the process of creating instructional activities and can be followed or not, choose or not, depending of each educator who wants to design learning processes.

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Below are dotted examples of ID considered accepted by the vast majority of educators:

- ADDIE
- ALGO-HEURISTIC THEORY
- ARCS
- ASSURE
- BACKWARD DESIGN
- COGNITIVE APPRENTICESHIP
- CONDITION OF LEARNING (R. GAGNÉ)
- CRITERION REFERENCED INSTRUCTION (R. MAGER)
- DICK & CAREY
- DISCOVERY LEARNING
- ELABORATION THEORY
- EMPATHIC INSTRUCTIONAL DESIGN
- GOAL-BASED SCENARIOS
- INSTRUCTIONAL SYSTEMS DESIGN
- INTEGRATIVE LEARNING DESIGN FRAMEWORK
- ITERATIVE DESIGN: RAPID PROTOTYPING AND SPIRAL MODEL
- KEMP DESIGN MODEL
- ORGANIZATIONAL ELEMENTS MODEL

In this part we will briefly present some of the mentioned ID models as follows:

**ADDIE Model**

Consisting of five phases: *Analysis, Design, Development, Implementation and Evaluation*, this model represent a dynamic and flexible guideline for building effective training situations.

In the **analysis phase**, instructional problem is clarified, *the instructional goals and objectives are established* and *the learning environment and learner's existing knowledge and skills are identified*. Some of the questions that could be raised during the analysis phase are as follow:

- Who is the audience and their characteristics?
- Identify the new behavioral outcome?
- What types of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?

The **design phase** deals with *learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection*. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the
project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details. The steps used for the design phase:

- Documentation of the project's instructional, visual and technical design strategy
- Apply instructional strategies according to the intended behavioral outcomes by domain (cognitive, affective, psychomotor)
- Create storyboards
- Design the user interface and user experience
- Prototype creation
- Apply visual design (graphic design)

The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), student registration. This is also the phase where the project manager ensures that the books, hands on equipment, tools, CD-ROMs and software are in place, and that the learning application or Web site is functional.

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

**ARCS Model**

The ARCS model (created by J. Keller, 1983) – Attention, Relevance, Confidence and Satisfaction - is an instructional design approach that focuses on the motivational aspects of learning environment having two major parts:

- **The first** is a set of categories representing the four components of motivation: arousing interest, creating relevance, developing an expectancy of success, and producing satisfaction through intrinsic/extrinsic rewards.
- **The second** part of the model is a process that assists instructional designers in creating appropriate motivational elements for the intended learners.

**ARCS categories are following:**

<table>
<thead>
<tr>
<th>Attention</th>
<th>Relevance</th>
<th>Confidence</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptual arousal</td>
<td>Goal orientation</td>
<td>Learning requirements</td>
<td>Intrinsic reinforcement</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Motive matching</td>
<td>Success opportunities</td>
<td>Extrinsic rewards</td>
</tr>
<tr>
<td>Variabil</td>
<td>Familiarity</td>
<td>Personal control</td>
<td>Equity</td>
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The ARCS motivational design process is a systematic problem solving approach that requires knowledge of human motivation and progresses from learner analysis to solution design and includes:

- Knowing and identifying the elements of human motivation,
- Analyzing audience characteristics to determine motivational requirements,
- Identifying characteristics of instructional materials and processes that stimulate motivation,
- Selecting appropriate motivational tactics, and
- Applying and evaluating appropriate tactics.

Thus, motivational design includes a systematic process that contains these steps and results in the preparation of learning environments that contain tactics, or activities, that have a predictable influence on the amount and direction of a person’s behavior. Motivation consists of the amount of effort a person is willing to exert in pursuit of a goal; hence, motivation has magnitude and direction. Consequently, motivational design is concerned with connecting instruction to the goals of learners, providing stimulation and appropriate levels of challenge, and influencing how the learners will feel following successful goal accomplishment, or even following failure.

**ASSURE Model**

The ASSURE (Heinch, Molenda, Russell, Smaldino (1996)) model incorporates Robert Gagne's events of instruction and emphasizes:

- Teaching to students with different learning styles and
- Constructivist learning where students are required to interact with their environment and not passively receive information

The ASSURE model is helpful for designing courses using different kinds of media. This model assumes that instruction will not be delivered using lecture/text book only. It allows for the possibility of incorporating out-of-class resources and technology into the course materials. This model is especially helpful for instructors designing online courses.

The acronym ASSURE means:

**A** — *Analyze learners*

- General character
- Specific entry competencies
- Learning Style

„First, ASSURE starts with looking at the learner in detail. Nothing we plan or design is effective, unless we have taken the time to look at the learners. Teachers must assess their students’ knowledge and skills prior to instruction to ensure that they differentiate instruction. That means that by understanding where the learners are at the start of instruction, a teacher will make every effort to assist all learners to be successful in their learning endeavors.” (S.Smaldino, 2008)

**S** — *State standards & objectives*
Learning outcomes
Conditions of performance
Degree of acceptable performance
Select strategies, technology, media & materials
Select available materials
Modify existing materials
Design new materials

The educational developers should know the intended outcomes or expectations. No instruction should begin without everyone having a clear understanding of what is supposed to happen in the instruction. This does not preclude the possibility of additional learning taking place, but without a road map, some of your learners may well be "lost." Learners need to know what they are to do” and we “cannot assess learning without knowing what was expected.” (S. Smaldino, 2008)

Utilize technology, media & materials

Preview the materials
Prepare the materials, environment
Provide the learning experience

Require learner participation
In-class and follow-up activities so learner can process the information

Evaluate & revise
Before, during and after instruction
Assess learner, media methods

Once we have completed the design and instruction and gathered the data about the outcomes and impressions from our learners, we need to take the time to consider what went well and what could be changed in that particular instructional event. This information will help us re-design that instructional event for future opportunities. But, this information also guides us on how to better address our learners in instruction beyond this particular instructional event.” (S. Smaldino, 2008)

The ASSURE model is an ISD (Instructional Systems Design) process that was modified to be used by teachers in the regular classroom. The ISD process is one in which teachers and trainers can use to design and develop the most appropriate learning environment for their students. We can use this process in writing our lesson plans and in improving teaching and learning.

References:
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