
Instructional Design

An Overview

Agenda:

Define Instructional Design

Why Instructional Design?

- ❑ The Need
 - ❑ The Approach
 - ❑ The Benefits
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What Is Instructional Design?

Definitions:

- ❑ The mechanism to facilitate the learner to reach his/her destination – by making learning an easy and engaging process.
- ❑ A learning methodology / process that is used to create effective learning materials through the analysis of learning needs.
- ❑ The systematic development of instructional specifications (Learning Materials) to ensure the quality of instruction.

“Effective teaching may be the hardest job there is” - William Glasser

What Is Instructional Design?

Instructional Design simply means :

“The most effective way to present learning material.”

Why do we need the most effective way to present content?

Advent of the e-learning resulted in:

- Information Overload*
- Need for Just-in-time / Self-paced Learning*
- Learning ceased to be a synchronous process*

Therefore the need to present information in such a way that it maximizes user learning.

“Information is not instruction.”

Why Instructional Design?

The Need - An exercise

Effective Teacher	Not Effective Teacher

“Effective teaching may be the hardest job there is” - William Glasser

Why Instructional Design?

The Need - An exercise

Effective Teacher	Not Effective Teacher
Makes it interesting	Doesn't take any effort to create learner interest
Provides relevance – explains why	Brilliant, but cannot convey information to others
Gives examples	Does not provide relevant examples to enhance learner understanding
Gives feedback	Does not provide timely feedback / lacks interactivity

- In the classroom mode of learning, a teacher forms the bridge between the learning material and the student, and so an effective teacher can present instruction to the student such that it maximizes learning
- Presentation mode to match the needs of the students in class
- Information will be structured and taught to match the competency level of the students in class

Why Instructional Design?

The Need

- Presenting instructionally sound content that understands and addresses the needs and competency levels of the target audience is critical.
 - To design instructional content you need to understand:
 - How do people learn?
 - What are the stages involved in learning?
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Why Instructional Design?

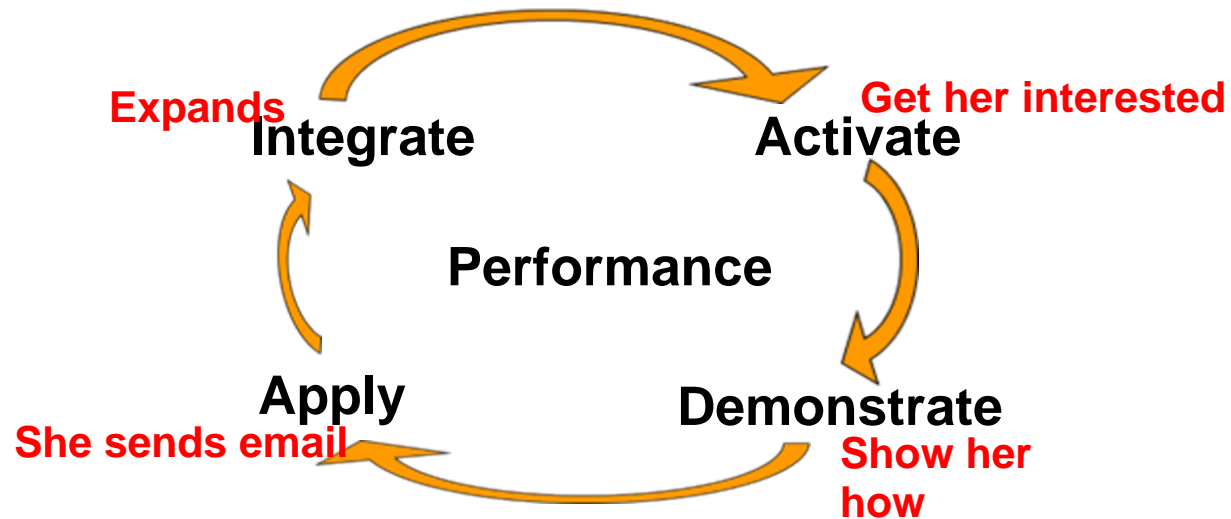
The Need: Learning Process - Example

Assume you want to make your mom e-mail savvy. How would you go about it?

- ❑ Convince
 - ❑ Bring in Relevance
 - ❑ Demonstrate/ Teach
 - ❑ Initiate Participation
 - ❑ Adept
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Why Instructional Design?

The Need: Learning Process - Example



Why Instructional Design?

The Need: Learning Process

Stage	Description
Activate	Convince, Bring in relevance – The stage where learners gain interest and are initially motivated to learn.
Demonstrate / Teach	Present new information - Learners see and understand what they have to do by watching someone do it.
Apply	Try it out - Learners apply skill or knowledge to perform the task.
Integrate	Reinforce/ rehearse - Learners become adept at applying their skills to a different instance or situation. Mostly done on the job.

**Keeping in mind the various natural learning stages and providing for it in the instruction will make it instructionally effective.

Why Instructional Design?

-The Approach

- Learning Modes
 - Development Models
 - Delivery Modes
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Why Instructional Design?

The Approach : Learning Modes

- Passive Learning
 - Active Learning
 - Discovery Learning
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Why Instructional Design?

The Approach : Learning Modes

■ Passive learning

- Type of learning in which it students minds are fed knowledge
- Students are mere receivers and not participators
- Information is verbalised by the teacher and the students merely take notes in a passive manner.

“Tell me and I will forget, show me and I will remember, involve me and I will understand.” – Chinese Proverb

Why Instructional Design?

The Approach : Learning Modes

■ Active learning

- Type of learning in which students participate actively
- Students interact actively with the instructors to receive information and feedback
- Students try their hand at performing tasks in a near real-time situation.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” - William Arthur Ward

Why Instructional Design?

The Approach : Learning Modes

■ Discovery learning

- An inquiry-based learning method
- Learning happens when the learner develops his or her own meaning of the content
- Leads to development of critical thinking skills
- Takes place mostly in problem situations where the learner draws on his own experience and prior knowledge to discover the truths that are to be learned

**Applying the best mode of learning appropriately will enhance learning.

“Every truth has four corners. As a teacher I give you one corner, and it is for you to find the other three.” - Confucius

Why Instructional Design?

The Approach: Development Models

Several instructional models are used as the basis to help design and formulate instructionally sound materials.

- **ADDIE** - The **ADDIE model** is the generic process traditionally used by instructional designers and training developers.
 - **Bloom's Taxonomy** - A classification of learning objectives for learning.
 - **ARCS** – A motivational design model that can be applied to enhance students' motivation to learn.
 - **Gagne's Nine Events of instruction**
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Why Instructional Design?

The Approach: Development Models

ADDIE	BLOOM'S Taxonomy	ARCS	Gagne's Events
Analysis	Knowledge	Attention	Gain attention
Design	Comprehension	Relevance	Inform learners of objectives
Development	Application	Confidence	Stimulate recall of prior learning
Implementation	Analysis	Satisfaction	Present the content
Evaluation	Synthesis		Provide learning Guidance
	Evaluation		Elicit Performance(Practice)
			Provide feedback
			Asses Performance(final)
			Enhance retention and retrieval of knowledge

Why Instructional Design?

The Approach: Delivery Modes

- Synchronous Learning
 - Two or more people communicate and share information in real time
 - Is most the most common mode in academic programs – typically represents classroom training
 - Synchronous e-learning imitates a classroom, which means classes take place in real-time and connect instructors and students via streaming audio or video or through a conference room.

- Asynchronous Learning
 - Student accesses pre-packaged training on his own time, working at his own pace
 - Independent of Time and Space
 - Just-in-time, On-demand training program
 - CBT or WBT

**No one mode of delivery is the best!

Why Instructional Design?

The Approach: Delivery Modes

Blended Learning – The need of the hour

- Asynchronous self-paced courses were not engaging and motivating enough for students
 - The social aspect of classrooms was missing
 - This deficiency can be fulfilled to some extent by introduction of live classrooms via Internet.
 - In this approach, the entire class does not have to run in real time.
 - One can blend the self-paced (asynchronous) e-learning with the live classes (synchronous) together to make an advanced virtual classroom.
 - Can have chats, discussion threads, group work, and real-time class meetings with whiteboards and file sharing to imitate real-time classrooms.
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Why Instructional Design?

The Benefits

- ❑ Learner Centric - Instructional materials designed to meet specific learning needs
 - ❑ Objective-based – Content is authored with a very definite learning outcome in mind
 - ❑ Target audience – Content coverage is decided on the basis of audience skill level
 - ❑ Chunking – Instruction is grouped logically into sections to maximize retention
 - ❑ Evaluation methodologies - Gives timely feedback to make the learning effective
 - ❑ Defined Process - Follows a definite process for development
 - ❑ Look and Feel - Maintains consistency in terms of presentation of instruction
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QUESTIONS?
