

IP&T 520: ISD

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Why Theory & Good Design Matters.

TODAY!

TODAY!

- Instructional Systems Design

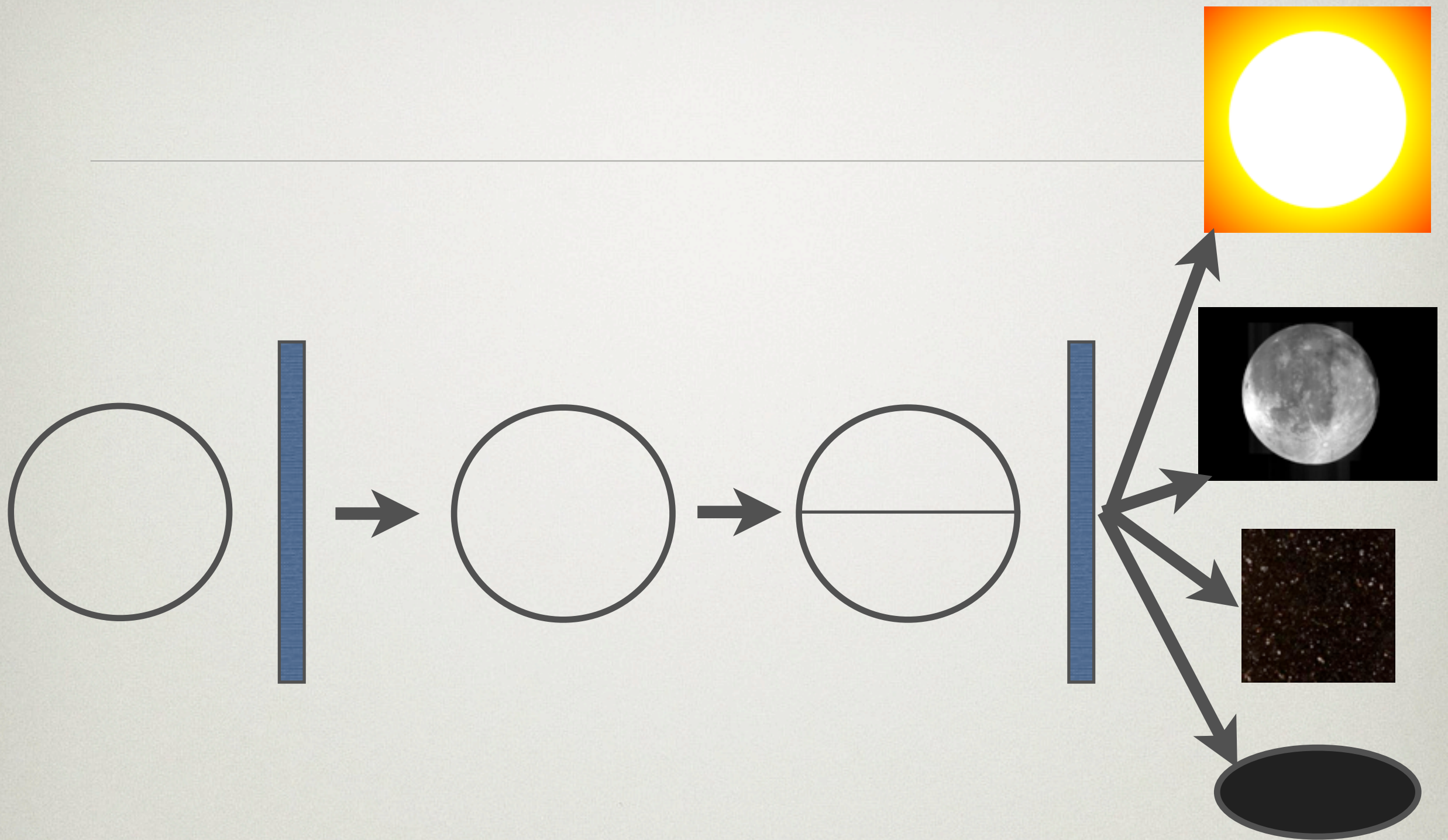
TODAY!

- Instructional Systems Design
- Discussion on papers and coding

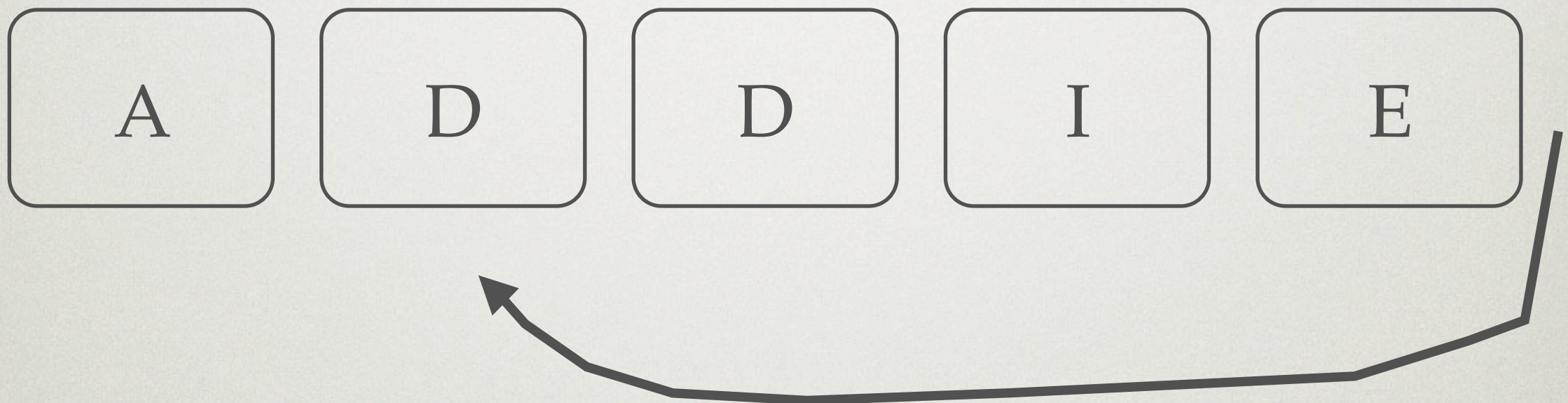
TODAY!

- Instructional Systems Design
- Discussion on papers and coding
- Tip: Start collecting descriptions of potential jobs you might be interested in!

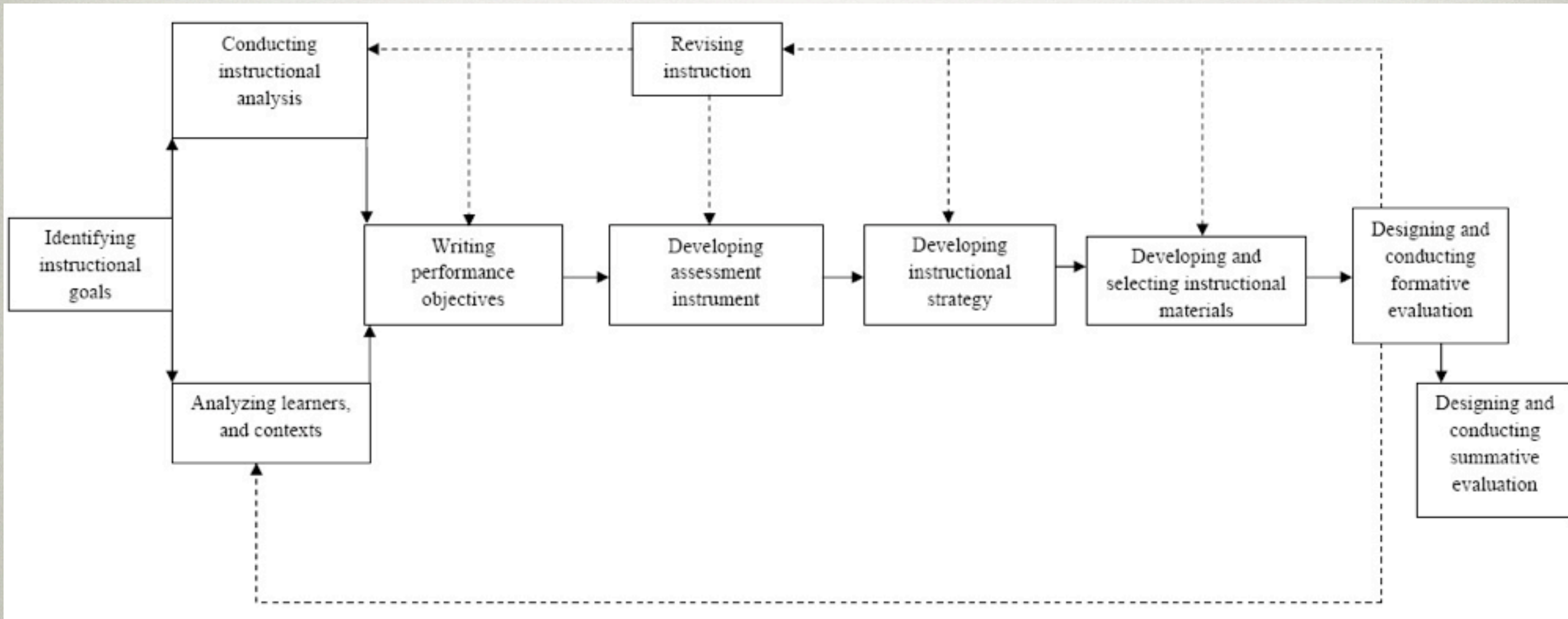
FILL IN THE BOXES!





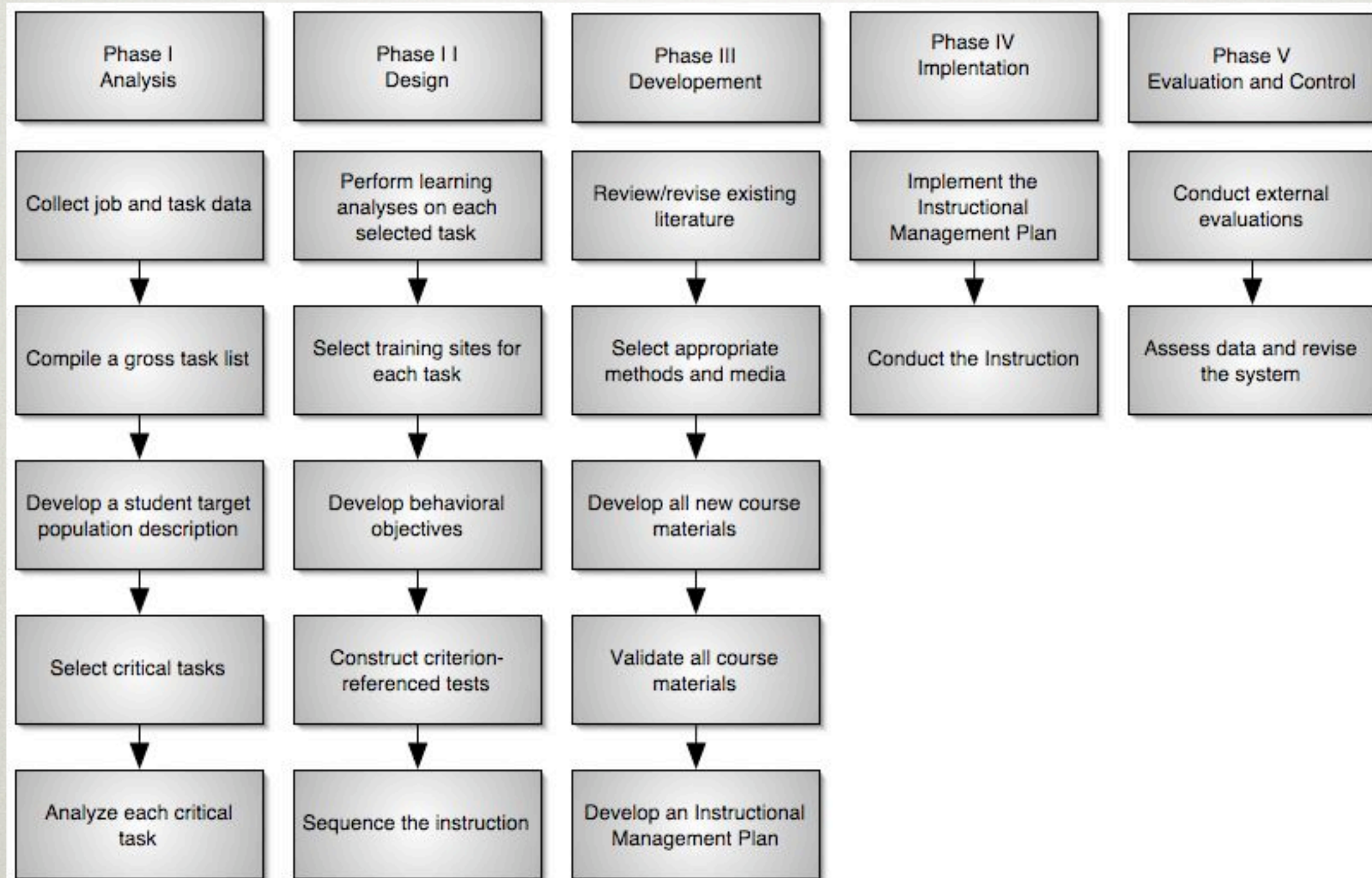


OR, THIS.



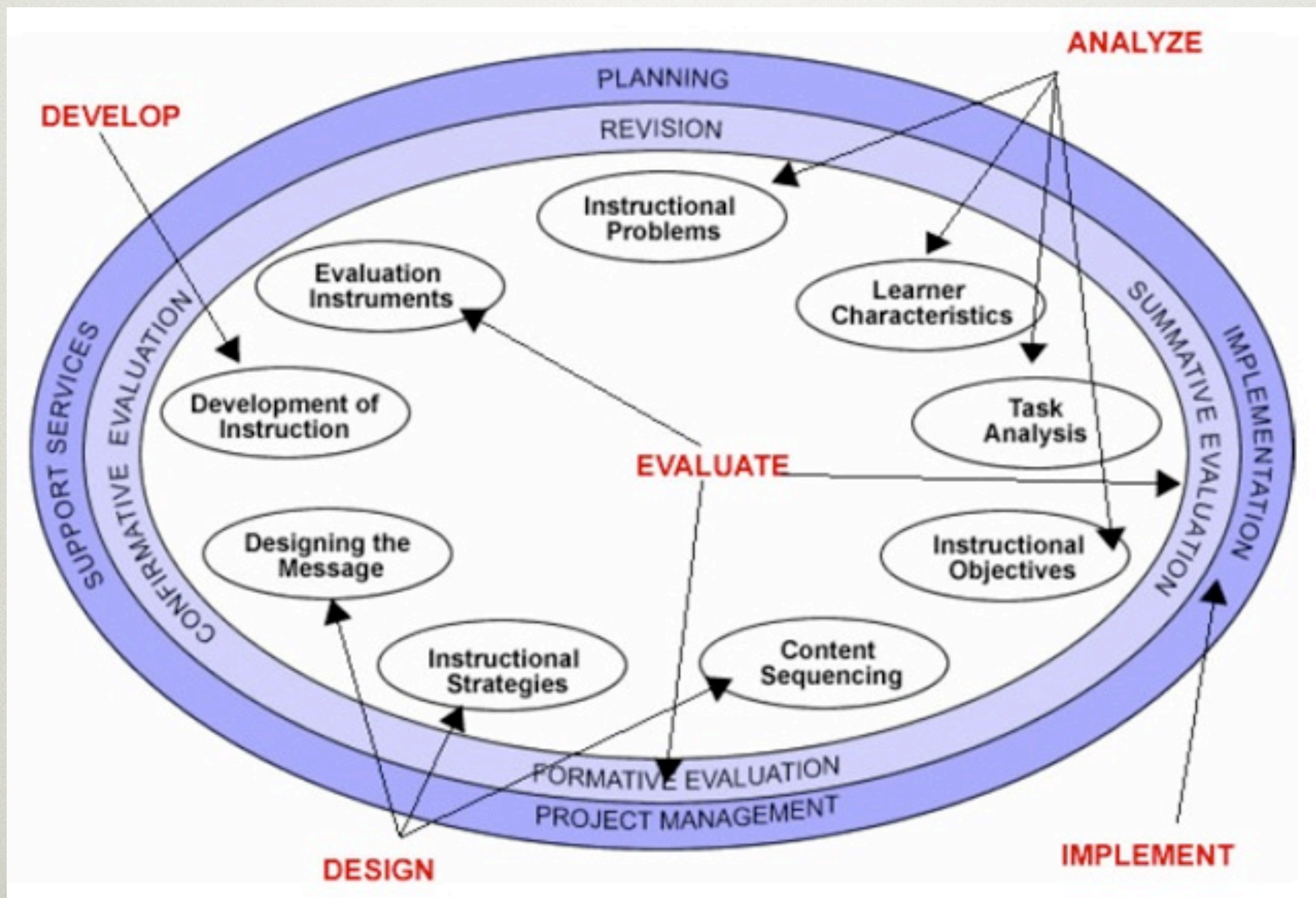
The Dick and Carey systematic instructional design model (Dick, Carey & Carey, 2005)

THIS,



The five phases of ISD according to Russell Watson (1981)

AND THIS.



The Morrison-Ross-Kemp Model

TO ADDIE, OR NOT TO ADDIE

TO ADDIE, OR NOT TO ADDIE

- What do you feel are the strengths of using the ADDIE approach?

ZEMKE ET AL.

ZEMKE ET AL.

- What were the authors' critiques of ADDIE?

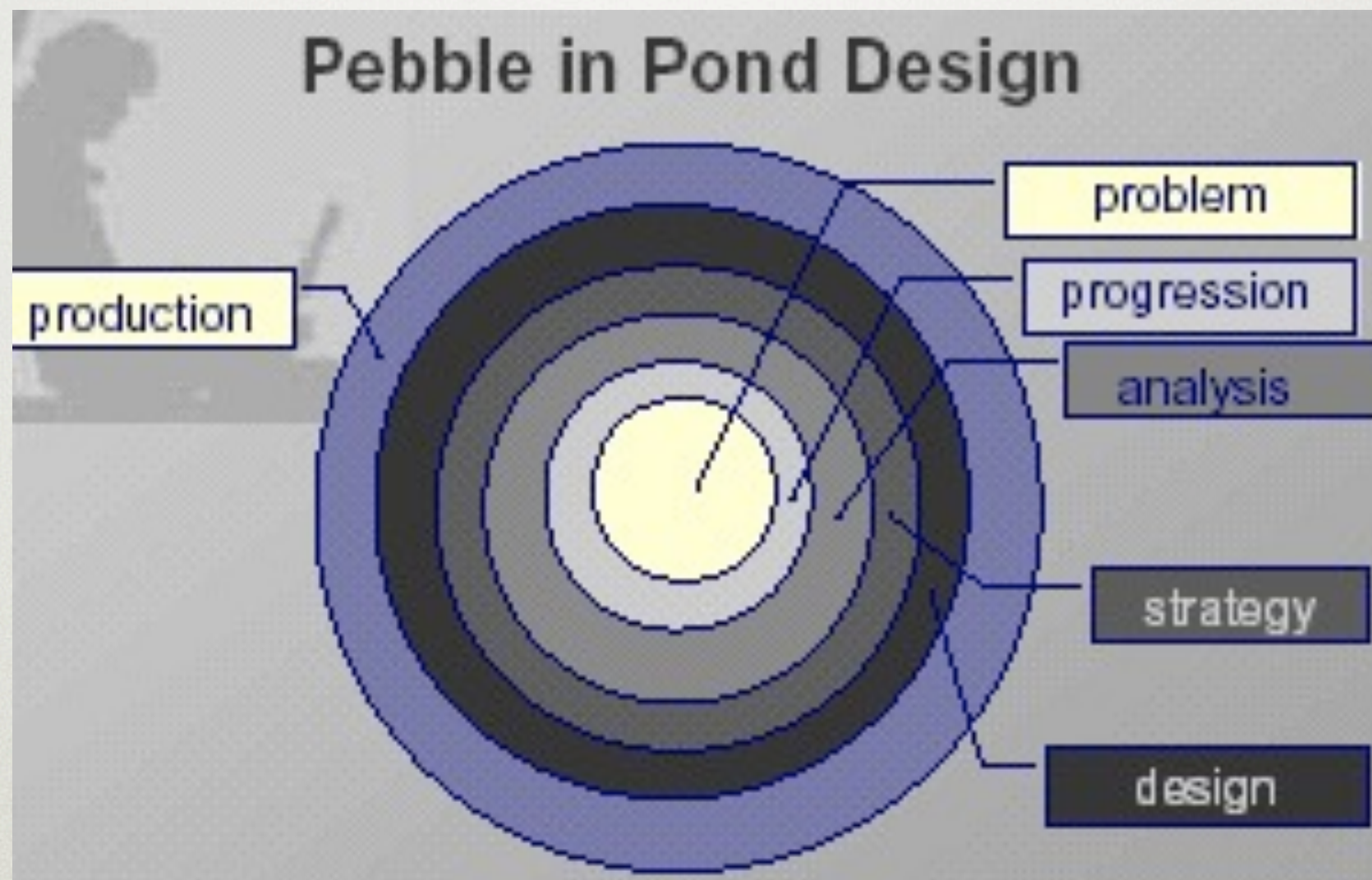
ZEMKE ET AL.

- What were the authors' critiques of ADDIE?
- Did you feel their critiques were valid, or is ADDIE more robust?

ZEMKE ET AL.

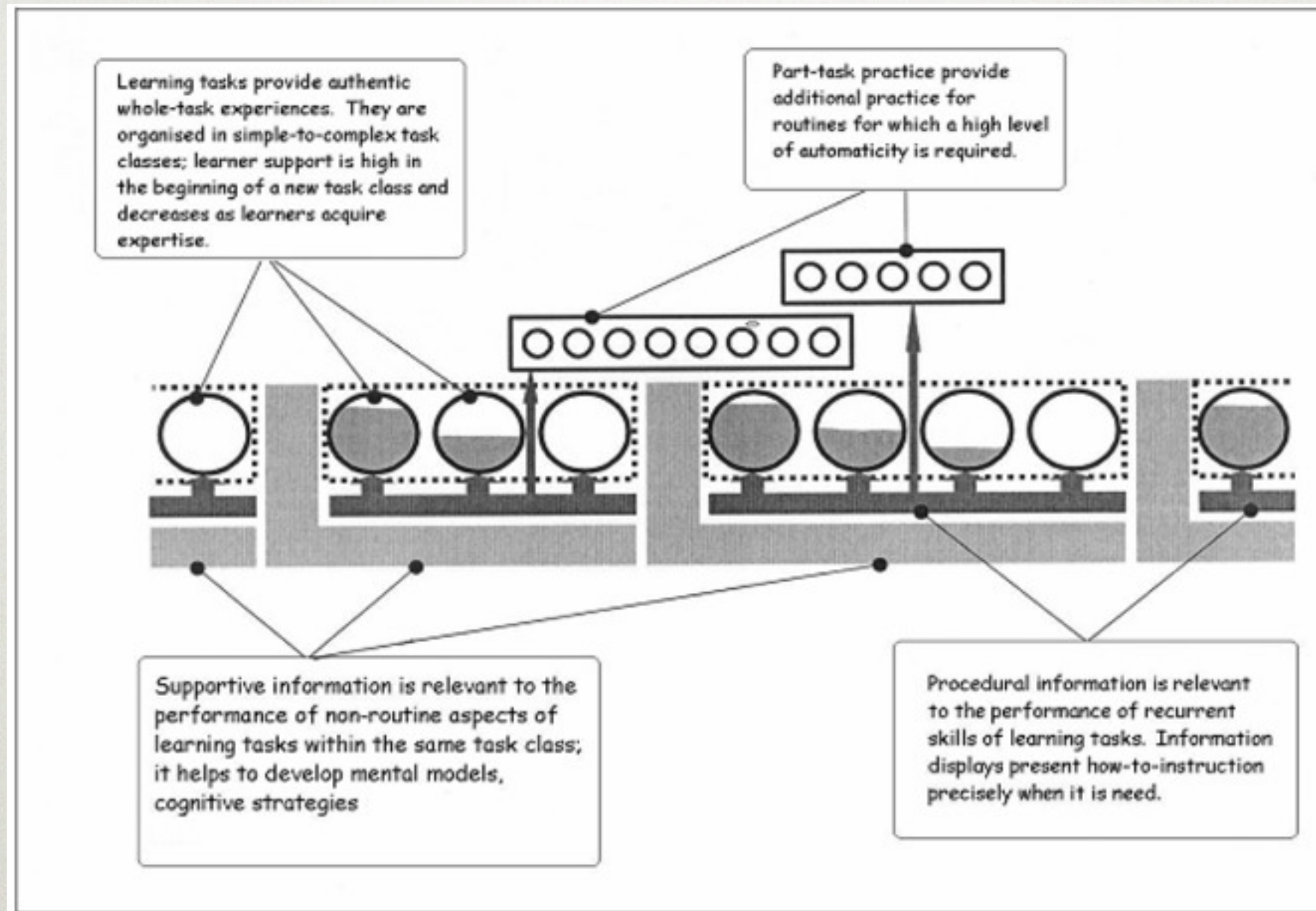
- What were the authors' critiques of ADDIE?
- Did you feel their critiques were valid, or is ADDIE more robust?
- What would be an alternative?

PEBBLE IN THE POND



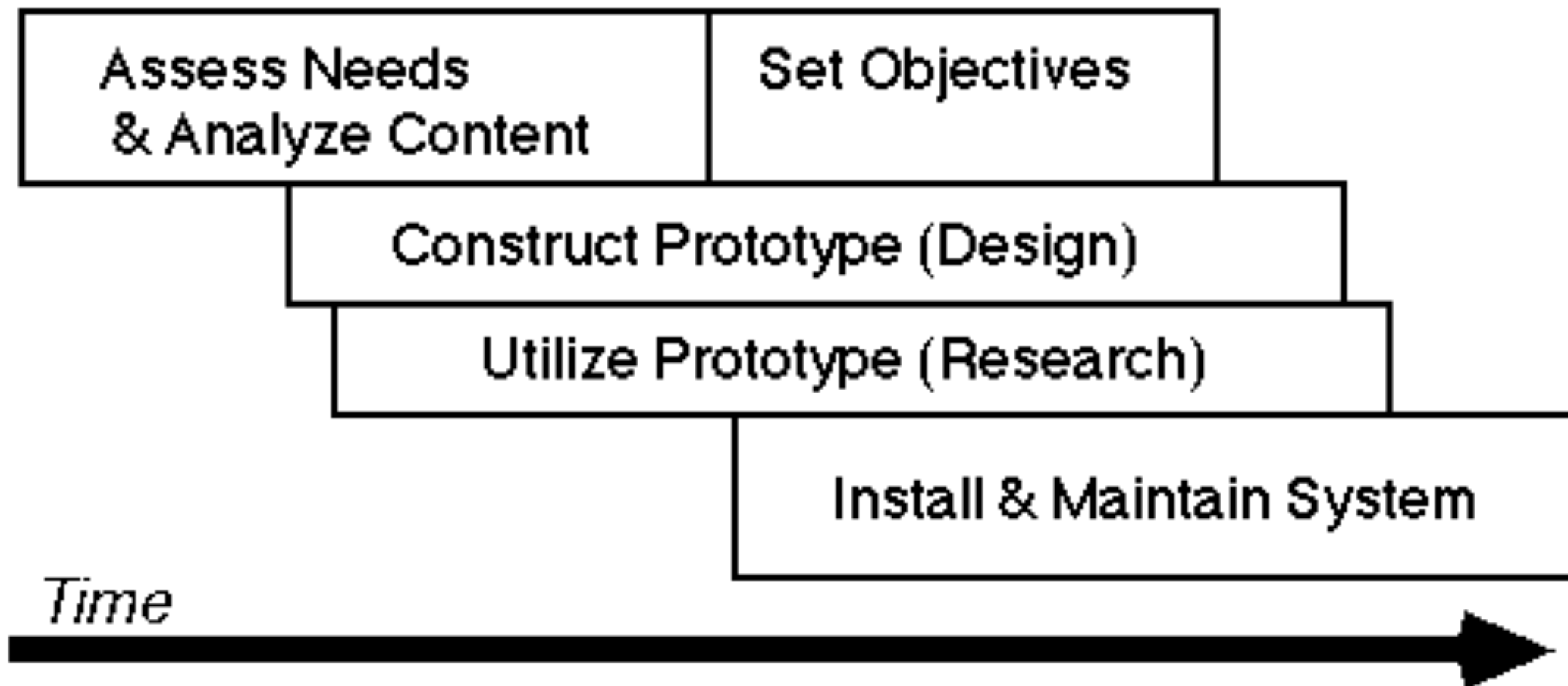
From David Merrill

RAPID PROTOTYPING



Jeroen van Merriënboer & colleagues

RAPID PROTOTYPING



Taken from Tripp, S., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. *Educational Technology Research & Development*, 38(1), 31-44.

DESIGN LAYERS

- Content
- Strategy
- Message
- Control
- Representation
- Media-logic
- Data management



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From: Gibbons, A. & Roger, C. (2009). The architecture of instructional theory. in C. M. Reigluth & A. A. Carr-Chellman (Eds). *Instructional-design Theories and Models*. (Vol. 3). New York: Taylor and Francis.

ONE CONSTRUCTIVIST MODEL

Recursive Reflective Design Model (R2D2) (Willis, 1995):

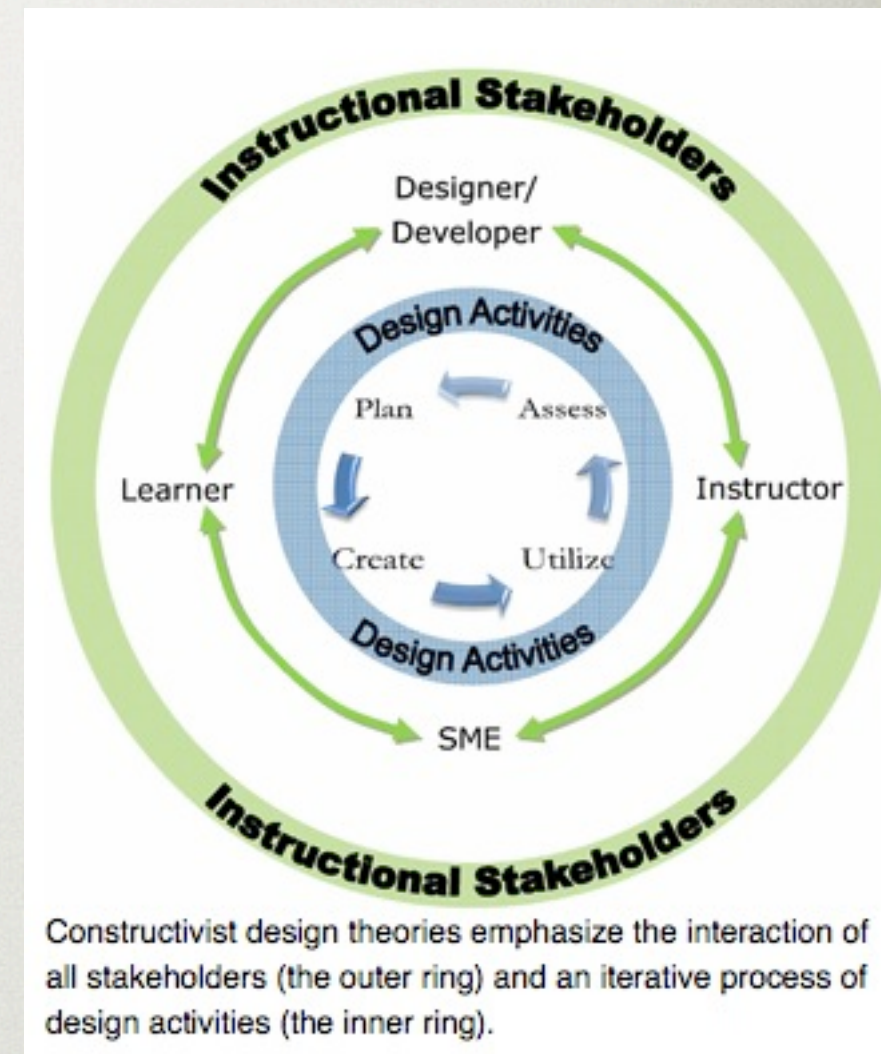
Designers should reconsider any element of the design process at any time.

Connected to this, designers should reflect on new information and modify the design based on new information.

The process is not a step-by-step procedure but only identifies vital points to address.

Instructional design should include the learners in the design process.

Willis, J. (1995). A recursive, reflective instructional design model based on constructivist-interpretivist theory. [Electronic version]. *Educational Technology*, 35(6), 5-23.



From: http://eet.sdsu.edu/eetwiki/index.php/Constructivist_alternatives_to_ADDIE

CHOOSE YOUR APPROACH

- Form groups:
 - A: Designing a stand-alone, web-based instructional unit
 - B: Designing a classroom activity, for adults or children
 - C: Designing a large-scale system, such as a corporate training program or a school district.
- Decide which design approach is most appropriate and why.
 - What trade-offs will there be?
 - What modifications to the design model would you make?

PROJECTS

- Questions?
 - ... particularly about the methods?
 - new terms: Descriptive, interpretative, inferential
- Citation Analysis (Rick)
- Subject Term Analysis (Dan)

FOR NEXT TIME ...

- Read a chapter from the Green Book
- Merrill, 2002
- Review 4 theories from the TIP database
- Annotate
- Teaching/Learning Philosophy statements by Oct. 3