

Course :
AB1
Critical
Understanding
of ICT



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UNIT 2. a
Instructional
Design

MODULE I: ICT IN EDUCATION AND ITS IMPLICATIONS

**Unit 2: Instructional Design –Develop ADDIE model
Instructional Design based on School topic.**

- 1.1 Introduction**
- 1.2 Instructional Design**
- 1.3 ADDIE's Model for ID**
- 1.4 Implications**
- 1.5 Conclusion**

1.1 INTRODUCTION



INSTRUCTIONAL DESIGN

Instructional design, also known as instructional systems design, is the analysis of learning needs and systematic development of instruction. Instructional designers often use Instructional technology as a method for developing instruction. Instructional design models typically specify a method, that if followed will facilitate the transfer of knowledge, skills and attitude to the recipient or acquirer of the instruction.

1.1 INSTRUCTIONAL DESIGN



Instructional design is the systematic process by which instructional materials are designed, developed, and delivered.

The terms instructional design, instructional technology, learning experience (LX) design, educational technology, curriculum design, and instructional systems design (ISD), are often used interchangeably.

1.1 INSTRUCTIONAL DESIGN



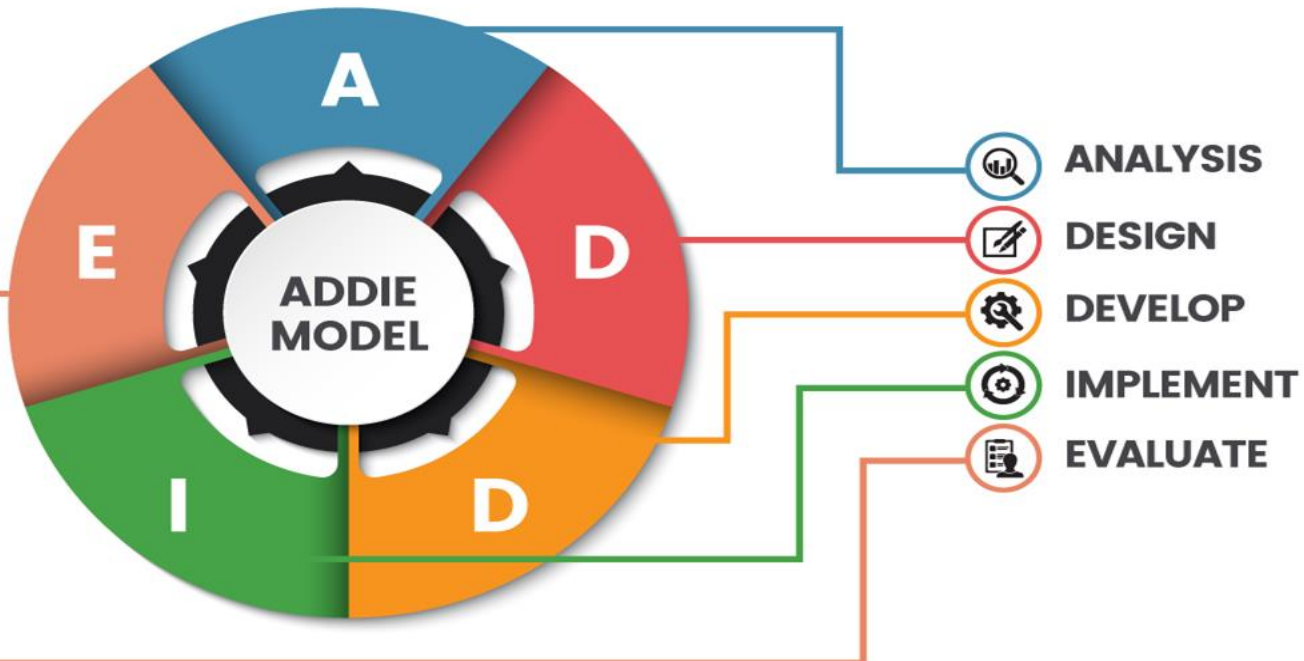
A systematic process that is employed to develop education and training programs in a consistent and reliable fashion

By Reiser, Dempsey, 2007

1.2 ADDIE MODEL

The ADDIE model is the generic process traditionally used by instructional designers and training developers.

The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.



1.2

ADDIE MODEL

Analysis Phase

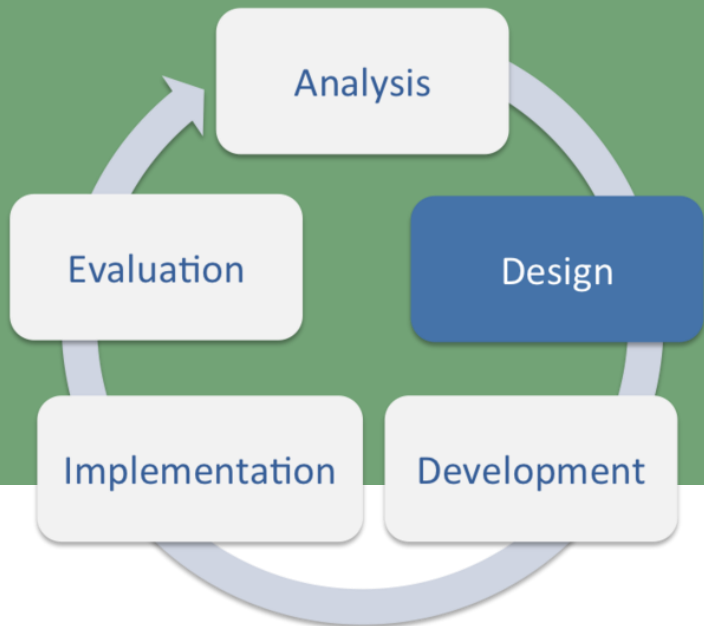


In the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- * 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?

1.2

ADDIE MODEL Design Phase



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.

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

1.2

ADDIE MODEL

Developmental Phase

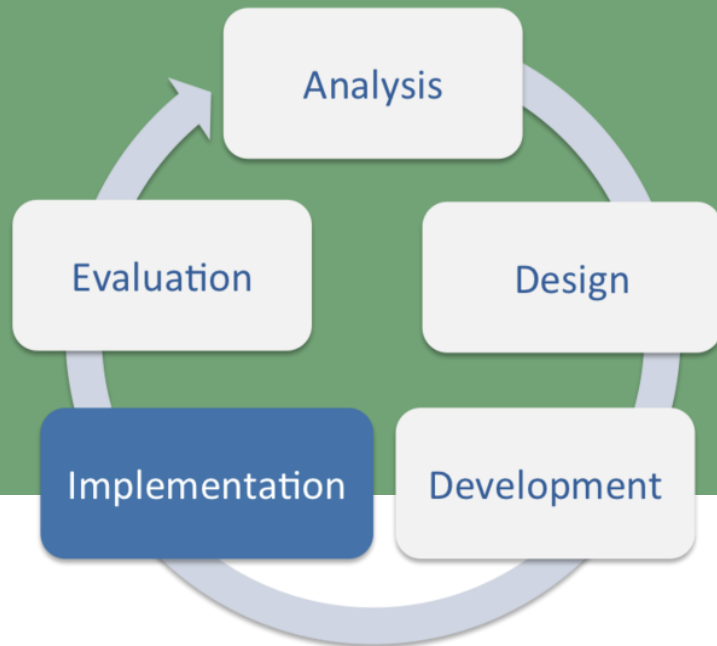


The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.

1.2

ADDIE MODEL

Implementation Phase



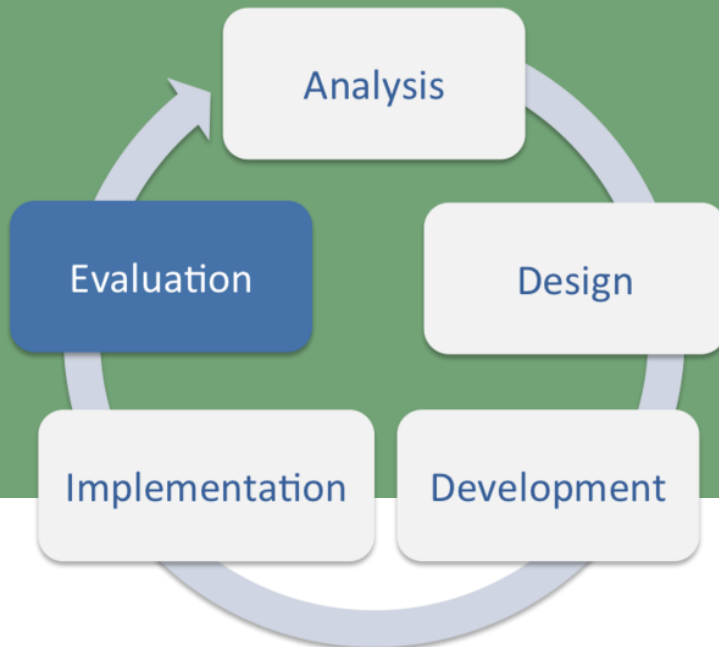
During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software 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.

1.2

ADDIE MODEL

Evaluation Phase



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.

1.5 Implications of ID



Implications

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Strengthen the learner's tendency to engage in intentional learning processes, especially by encouraging the strategic exploration of errors.

References

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