Project 1: Critical Analysis of an Instructional Design Model/Approach/Framework (Individual project)

Possible points (maximum): 20 points

Due: February 9 at 11:59 pm US Eastern Time

Project Description:
➢ Select an Instructional Design Model/Approach/Framework. It can be selected from the list *at the bottom of this document* or selected from other sources identified by you.
➢ Give a brief description of the Model/Approach/Framework. Explain why it is a model, approach or framework. List the major theoretical assumptions (or overarching theory paradigm) of it. Briefly describe the components of the ID Model/Approach/Framework. Use visuals (e.g., graphics or diagrams) to better depict the model/approach/framework.
➢ Analyze the Model/Approach/Framework. Here are some criteria that you may follow on your analysis:
   1. **Type of Orientation - Prescriptive or Descriptive**: Descriptive models describe a given learning environment and speculate how the variables of interests will be affected in such an environment. Prescriptive models outline how a learning environment can be altered or constructed in order to affect the variables of interested in a certain way or bring about the desired outcome. (see Edmonds, Branch & Mukherjee*, 1994, page 60);
   2. **Type of Knowledge - Procedural or Declarative**: The kinds of instructional and student variables emphasized by a model depend on whether the model is based on procedural knowledge (how to reach a goal) or declarative (why we reach a goal). (see Edmonds, Branch & Mukherjee*, 1994, pages 60-61);
   3. **Required Expertise - Novice, Intermediate or Expert**: ID models vary in the amount of expertise required by individuals to apply the model. Some instructional design models/approaches/frameworks provide step-by-step descriptions of the process of designing instruction which are more useful for a novice or inexperienced instructional designer to employ, while others rely on an expert's intuition and experience to guide the process. For example, the Dick and Carey (1990) model might be appropriate for a novice instructional designer, while a minimalist framework might be more appropriate for an expert instructional designer. (see Edmonds, Branch & Mukherjee*, 1994, page 61);
   4. **Theoretical Origins - Hard systems, Soft Systems or Intuition**: This category is conceptualized essentially as a distinction between systems theory and alternative theories. Hard-system advocates contend that the world contains systems which can be "engineered" and that models of those systems can be constructed. Hard systems identify problems and seek solutions to rectify those problems. Soft systems do not support the idea that the complexity of the world can be reduced to systemic models. This tradition leads to "learning" replacing "optimizing" or "satisficing;" it takes the language of "issues" and "accommodations" rather than "solutions." Alternative approaches to hard systems theory allow for the designer's intuition and context specific constraints to impact upon the process of design, as well as the final design itself. (see Edmonds, Branch & Mukherjee*, 1994, pages 63-64);

5. **Instructional Contexts**: Instructional design is practiced most often in one of the following four contexts: K-12 education, higher education, business training, and government training. Each context is characterized by features which make it unique. Just as instruction designed for one context is not necessarily appropriate for another, a model developed for a particular context may not be suitable for another. One must be able to determine the context in which an instructional design model is applicable. (see Edmonds, Branch & Mukherjee*, 1994, pages 66-67);

6. **Levels of Instruction:** Instructional design models are intended to plan instruction for different levels of implementation depending on the size of the population targeted by the instruction. For example, *mass*-level instructional design might involve planning a global AIDS-awareness initiative; *institutional*-level instructional design might occur for all the professional training staff at OSU; *curriculum*-level instructional design could be for a degree program such as a bachelor's in mathematics at the University of Botswana; *course*-level instructional design could be sequencing the subjects such as in Calculus 256; *unit*-level instructional design would determine specific topics or tasks to be learned; *lesson*-level instructional design would be concerned with the actual events that would occur during specific episodes of instruction (e.g., virtual introductions in a MOOC); and *module*-level instructional design would address micro details (e.g., how to use APA style). (see Edmonds, Branch & Mukherjee*, 1994, pages 68-69).

   *Edmonds, G. S., Branch, R. C., & Mukherjee, P. (1994). A Conceptual Framework for Comparing Instructional Design Models. *Educational Research and Technology*, 42(2), pp. 55-72. Available at: https://osu.box.com/s/ukpvaslwhoeul4knsidcy09n435fcoc9

➢ Do not list features of the ID Model/Approach/Framework one after another, but rather discuss, problematize & challenge it. You should account for significant voices in the scholarly conversation about your ID Model/Approach/Framework, but also voice your own views about this conversation. **Be critical and insightful**.

➢ Describe the strengths and weaknesses of the ID Model/Approach/Framework to an "**expert audience**," your peers and course instructor.

➢ Make sure the multimedia presentation is edited and addresses an "expert" audience so the presentation should be polished.

➢ In your critical analysis, you should look for information and other specific details that makes your analysis more compelling. For that, use at least **five** sources of information following **APA style** to cite them and include a list of references.

Deliverable:

Critical Analysis Project: Use multimedia to present your critical analysis. Some multimedia tool examples include (and are not limited to) PowerPoint, Prezi, PowToon, Adobe Captivate, and Articulate Storyline 360. More important than the tool that you use is the content of the presentation. Being critical and insightful are the most important features of your presentation.

If needed, use a Word document in addition to the multimedia presentation to list the five sources of information used.

Submission:

1. Under Carmen Assignment area
2. Post on Carmen Week 05 wikipage on "Project 1- Submission to the Class" so your peers can learn from your analyses.

Evaluation Criteria (20 points):

The quality of your analysis is the most important part of this project.

Your analysis will be evaluated based on:

- Inclusion of (8 points):
  a) brief description of the ID Model/Approach/Framework
  b) an explanation why it is a model, approach or framework
  c) a list of major theoretical assumptions (or overarching theory paradigm) of it
  d) a brief description of the components of the ID Model/Approach/Framework (use of visuals, for example, graphics and diagrams).
- Analysis based on at least three criteria as explained above (6 points).
- Discussed strengths and weaknesses of the ID Model/Approach/Framework (4 points)
- Use at least five sources of information following APA style to cite them and include them in a list of references (1 point)
- Clarity of the presentation for an "expert audience" and quality of the content (1 point)

List of Instructional Design Model/Approach/Framework:

− Morrison, Ross Kalman & Kemp (2013) (textbook Chapter 1: pages 14-20)

− Foshay, Silber & Stelnicki (2003). Cognitive Approach to Training Development. In *Writing Training Materials That Work* (pages 9-21)

− Willis, J. & Wright, K. (2000). General set of procedures for constructivist instructional design: the new R2D2 model. *Educational Technology*, 40(3), 5-20.
  http://etec.ctlt.ubc.ca/510wiki/The_R2D2_Model_of_Instructional_Design

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

http://www.comp.dit.ie/dgordon/courses/ilt/ilt0004/rapidprototypinganalternativeinstructionaldesign.pdf

- ADDIE
  http://www.instructionaldesign.org/models/addie.html

- ASSURE (Heinich, Molenda, Russel, and Smaldino)
  http://www.instructionaldesign.org/models/assure.html

- Backward Design (Wiggins & McTighe)
  http://www.instructionaldesign.org/models/backward_design.html

- Dick and Carey ID Model
  http://www.instructionaldesign.org/models/dick_carey_model.html

- Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples
  http://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples

- Minimalist Framework for Design
  http://www.instructionaldesign.org/theories/minimalism.html

- Agile Learning Design
  http://www.bottomlineperformance.com/what-is-agile-learning-design/

- IDEO Human-Centered Design
  http://www.designkit.org/

For more ID Model/Approach/Framework check:
http://www.instructionaldesigncentral.com/instructionaldesignmodels