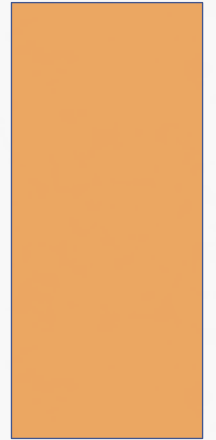# INSTRUCTIONAL DESIGN BASICS

MICHELLE KAYE MALSBURY

INTRODUCTION TO INSTRUCTIONAL DESIGN

Path

- The first step to Instructional Design is the Analysis phase.
- Educators or designers analyze learners' characteristics to help them create or shape the desired learning outcomes.
- Analysis of the learner(s) includes; the age of the learner(s), various learning styles, interests, academic attributes, and prior competencies.
- Learning styles determine how best the learner learns. I.e., visual, tactile, auditory.

WHAT IS THE OBJECTIVE OR STANDARD

- Step two is stating your objectives and standards clearly and concisely for each learning module that will be created.

- Objectives and standards are the criteria that the learner is tasked with knowing as a result of this instruction. I.e., do they need to select a scalpel out of several surgical instruments or do they need to know how to use the scalpel to make an incision?

- These objectives can be used as the metrics for measurement of success and grading.

- Objectives let the student know what they must accomplish or become proficient in in order to pass this segment of the class.

CHARACTERISTICS OF LEARNING OBJECTIVES

- Who is your audience?
- What behavior or performance is being demonstrated?
- What are the conditions under which this behavior or performance is being observed?
- What level of performance must be mastered for this to be considered a success?

STRATEGIES, TECHNOLOGY, MATERIALS, AND MEDIA

- It is important to have the right mix of learning strategies, technology, learning materials, and media to capture your learning objectives and bring about your desired results.

- Will this be an instructor led class? I.e., instructor lectures, teacher demonstrations, and videos.

- Or a more student-centered class? I.e., group discussions, cooperative group work or teamwork. Learning is more exciting when it hinges on class participation. Students are required to master the material.

INSTRUCTIONAL DESIGN STEPS

- Gain attention of the learner(s)and motivate them to want to learn
- Inform the learner(s) of the learning objectives
- Stimulate recall of prior learning and tutor if necessary
- Present stimulus materials and explore differing scenarios for learning
- Provide learner guidance or help
- Elicit performance and engage in studying, learning, and sharing
- Provide feedback
- Access Performance
- Enhance retention and transfer of knowledge

INSTRUCTIONAL LEARNING SYSTEMS DESIGN

- There are many learning systems for instructional design. Four learning systems are highlighted below:

- Individual Information Processing

- Behavioral Factors

- Social and Cultural Interaction

- Personal Experiences
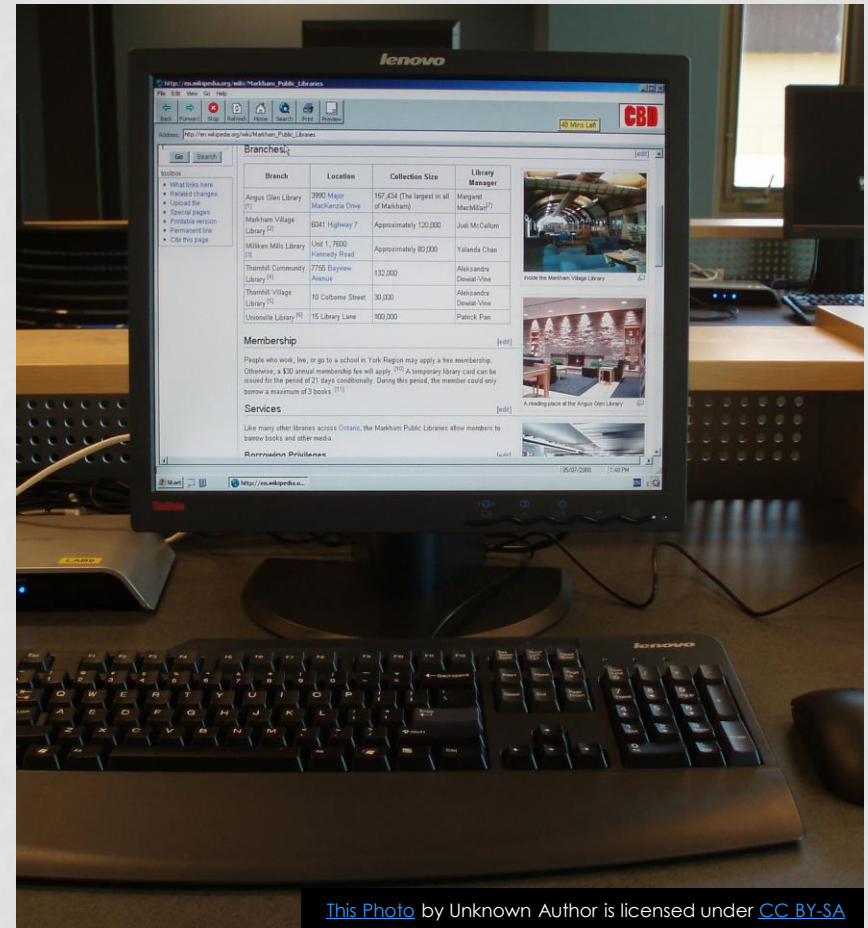
PRINCIPLES OF PSYCHOLOGICAL LEARNING

- Behavioral - uses a combination of repetition and reinforcement.
- Cognitive - involves conscious intellectual activity, i.e. thinking, reasoning and remembering.
- Constructivist – stems from cultural and societal constructs.

INDIVIDUAL INFORMATION PROCESSING

- The human mind, like a computer, receives information, organizes it, and stores it for recall later.

- All people do not process information the same way.

BEHAVIORAL FACTORS

- This approach uses a combination of prior learning and actions to encourage and shape future learning and actions. Sometimes this is done by observing others.

SOCIAL AND CULTURAL INTERACTION

- How people interact with and understand one another is social interaction.
- Social interaction is shaped by our cultural lenses. Life experiences differ from one person to another. What one has as a good experience can be bad for another and so on.
- Different cultures have different social protocols and people need to be adept at navigating all of those potential scenarios when circumstances dictate.
- Both social and cultural interactions focus on body language and facial gestures, as well as, environmental constructs of what those mean in various social and cultural situations. I.e. in some middle eastern cultures it is not proper for women to go outside of the home uncovered.

PERSONAL EXPERIENCES

- Each person develops their own ideas about how things work based on their life experiences and exposure to problem solving.

- These ideas can come from observation and lifelong learning and/or storytelling.

REFERENCES

- https://www.verywellmind.com/
- https://www.researchgate.net/
- https://emeraldworks.com/
- https://en.wikipedia.org/
- https://www.alleydog.com/