

Instructional Design Model

The development of an online course is not a simple task, sometimes taking as long as six months to complete. To assist you with the process, OIT forms a Course Design Team for each course under construction consisting of the instructor or subject matter expert, the instructional designer and media specialist. The team walks the course through the design, development, and evaluation phase with the instructor.

The instructional design team addresses the actual build issues and recommends learning/teaching strategies. OIT uses the Dick and Carey instructional design model which has an iterative cycle and includes nine steps:

1. Assess needs to identify instructional goal(s): to identify what it is the learners are expected to be able to do at the end of the instruction
2. Conduct instructional analysis: to determine a step-by-step of what learners are doing when they are performing the goal; to determine what skills and knowledge are required
3. Analyze learners and contexts: to identify learners' present skills, preferences and attitude as well as the characteristics of the instructional setting; the useful information about the target population includes entry behaviors, prior knowledge of the topic area, academic motivation, attitudes toward the organization
4. Write performance objectives: to specify what it is the learners will be able to do with the statements of the skills to be learned, the conditions, and the criteria
5. Develop Assessment Instruments: to develop a criteria-referenced assessment consistent with the performance objectives
6. Develop instructional strategy: to develop strategies in pre-instructional activities (motivation, objectives and entry behavior), presentation of information (instructional sequence, information, examples), learner's participation (practice and feedback), testing and follow-through activities (remediation, memorization and transfer)
7. Develop and select instruction: to use the instructional strategies to produce the instruction
8. Design and conduct formative evaluation: to collect data that are used to identify how to improve the instruction
9. Revise Instruction: to use the data from the formative evaluation to examine the validity of the instructional analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, and instruction.

