**EDCI-763**

**RA2**

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**Instruction Design Models:**

1. ADDIE

The ADDIE is a prescriptive instructional design model. The ADDIE model consists of generally five processes: Analysis, Design, Development, Implementation, and Evaluation. These processes are a dynamic guideline for creating effective instruction and performance support tools (Instructional Design Central, 2013). Most instructional systems models are variations of or stem from the ADDIE model.

1. Problem Based Learning

Problem Based Learning (PBL) is an instructional design model related to inquiry based learning and was developed by Piaget and Vygotsky. PBL is a combination of cognitive and social constructivist theories and focuses on collaborative learning. It teaches students “soft skills” as well as specific content and subject skills. Generally, PBL teaches students five skills: solving real-life problems, efficient problem solving, independent learning, self-monitoring, and teamwork. It encourages life-long learning and does not test the skill; rather, it assists in developing the skill.

1. Bloom’s Learning Taxonomy

Bloom’s Learning Taxonomy is a classification of levels of intellectual behavior that are significant in learning and was developed by a group of educational psychologists who were headed by Benjamin Bloom. The model identifies six levels of cognitive behavior and is ordered in the form of a pyramid from lowest (at the bottom) to highest (at the top). The lowest possible level is the recall or recognition of facts. The levels increase in complexity, to the highest order, which is evaluation. The six levels are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

A new group of cognitive psychologists, lead by Lorin Anderson, a former student of Bloom, updated the taxonomy to make it more relevant to the 21st century. The new taxonomy includes a higher level of cognitive performance called “Create.”

1. Nine Events of Instruction

Nine Events of Instruction, developed by Robert Gagné, offers a systematic approach toward instructional design and training. The approach is considered a behaviorist approach and focuses on the behaviors or outcome that result from training.

In his book *The Conditions of Learning,* Gagné identifies the following nine steps as the Events of Instruction:

1. Gain attention
2. Inform learner of objectives
3. Stimulate recall of prior learning
4. Present stimulus material
5. Provide learner guidance
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention transfer
10. ARCS Model of Motivational Design

The ARCS model is a problem solving approach to designing motivational aspects of instruction. The model was developed by John Keller and focuses on promoting and sustaining students’ motivation to learn. There are four steps within this process:

1. Attention: explores methods for grabbing the students’ attention including active participation, variety, humor, inquiry and examples.
2. Relevance: makes the instruction relevant to the students by using examples that they are familiar with.
3. Confidence: giving feedback, setting objectives and prerequisites and giving students control over their learning instills confidence.
4. Satisfaction: making the students understand the benefits of the skill, providing feedback and not patronizing students by over rewarding them for easy tasks can lead to satisfaction, which is based on motivation.

References

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