



COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS)

AN INTEGRAL ASIE INSTRUCTIONAL DESIGN MODEL

*A new dimension at engaging teachers collaboratively involved, in the 21st
Century instructional design, professionally and systematically*

USER MANUAL VERSION 6.0 DESIGN INSTRUCTION – PART 2



DESIGN INSTRUCTION – PART 2 – STRATEGIZE

(continuation of Design Instruction Part 1)

Planning at macro level

- **Instructional Media Integration**
 - Click on **Integrating – instructional media**
 - A pop-up window appears.
 - Write briefly how media is integrated into the lesson.
 - Click **Add**. Repeat the procedure to add more information. Finally, click **Save**



Integrating - instructional media		Brief descriptions of how selected media are infused or integrated in the learning process.
Record Name :	organisme 1	
Instructional media	<input type="text"/>	Briefly write how the selected media is integrated in the learning then click Add. Example (1) Video is displayed for learners (2) Mind map is used in mapping the learning topic
Selected Instructional Media:	<input type="button" value="Add"/>	
Images Realia Video clip		
EAC	<input type="text"/>	Briefly write how Element Across Curriculum (EAC) is integrated in the learning then click Add or leave blank if not required. Example (1) Aspect of mathematical calculation is used in the learning (2) Aspect of figure of speech is used in the learning
	<input type="button" value="Add"/>	
Others	<input type="text"/>	Write in brief other items or copy and paste and click Add or leave blank if not required.
	<input type="button" value="Add"/>	
<input type="button" value="Save"/> <input type="button" value="Cancel"/>		

2. Accommodating – skills



Accommodating - skills	
Record Name :	
21st Century Interdisciplinary Themes	
Theme	<input type="text" value="Type or select your choices"/>
Learning and Innovation Skills (4C)	<input type="text" value="Type or select your choices"/>
Life and Career Skills	<input type="text" value="Type or select your choices"/>
Information, Media and Technology Skills	<input type="text" value="Type or select your choices"/>
Lower Order Thinking Skills	<input type="text" value="Type or select your choices"/>
High Order Thinking Skills	<input type="text" value="Type or select your choices"/>
Others (state)	<input type="text"/>
	<input type="button" value="Add"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

- Click **Accommodating – skills**
- Pop- up window appears.
- Click on the specific space and select the required information.
- You may also click on the same space and add in your own information and click enter.
- Write on the “**others**” if required and click **Add** to add more skills.

- **Applying - Tools**

- Click **Applying – tools**
- A pop-up window appears.
- Click on the specific space and select the desired information.
- You may also click on the specific space and add in your own information and press enter.
- Or, write on the space “**others**” and click **Add**, to add more choices.



Record Name :		organisme 1
Thinking Tools	<input type="text" value="Type or select your choices"/>	<small>Click to select (or/and) write (or/and) copy and paste, then Enter</small>
Method, Technique, Approach	<input type="text" value="Type or select your choices"/>	<small>Click to select (or/and) write (or/and) copy and paste, then Enter</small>
Others (state)	<input type="text"/>	<small>Write in brief other items or copy and paste and c</small>
	<input type="button" value="Add"/>	
<input type="button" value="Save"/>	<input type="button" value="Cancel"/>	

- **Instilling - values**

- Click on **Instilling - value**
- Click on the specific space and select the desired information.
- You may click on the specific space and add in your own information and click enter.
- Write on the space “**others**” and click Add for adding more skills.



Record Name :	organisme 1	
Values	<input type="text" value="Type or select your choices"/>	<small>Click to select (or/and) write (or/and) copy and paste, then Enter</small>
Others (state)	<input type="text"/>	<small>Write in brief other items or copy and paste and click</small>
	<input type="button" value="Add"/>	
	<input type="button" value="Save"/>	<input type="button" value="Cancel"/>

• Formulating - instructional questions

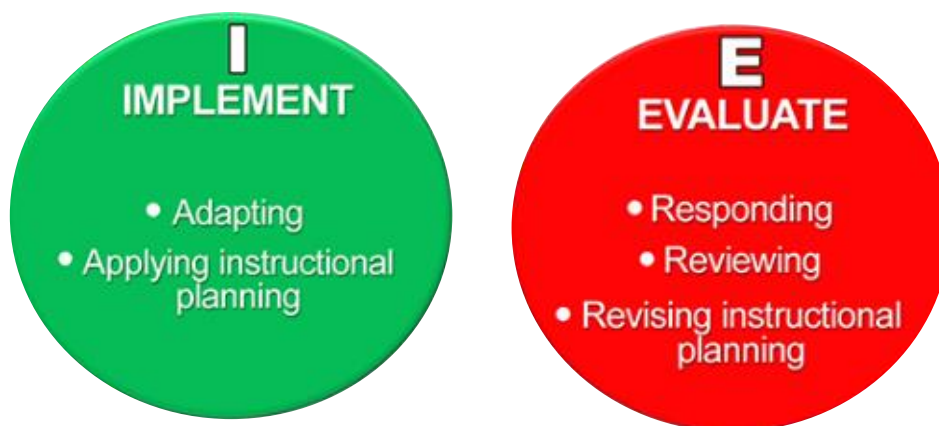
- Click on **Formulating– instructional questions**
- Click on the specific space and write in the required information.
- Click **Add** to add in information.
- Repeat the same steps for adding more information.
- Tick / on the box to enable the allocation of time in the lesson plan activities.
- Or write on “**Others**” and click “**Add**” for adding other items and click “**Save**”.
- Click **Change Setting** to change the Instructional Setting, if required.



Formulating - Instructional Questions		Several main instructional questions (initial questions) or statements formulated for the creation of learning activities in the classroom in achieving the stated learning objectives
Enter the appropriate statements of instructional questions		
Record Name :	Test1	
The main instructional questions or statements based on LOTS <small>(Statement should be based on the learning objectives or success criteria constructed) Example: (1) List of factors leading to flood in town areas (2) Describe the effect of flood upon human life</small>	<input type="text"/>	<small>Write in brief (or/and) copy and paste the main instructional questions or statements based on LOTS which will evaluate learners capabilities in the learning topic, then click Add To edit, double click at the texts, and Click / to accept</small>
	<input type="button" value="Add"/>	
The main instructional questions or statements based on HOTS <small>(Statement should be based on the learning objectives or success criteria constructed) Example: (1) Forecast the weather situation for the next 3 days (2) Suggest ways to avoid flood in town areas</small>	<input type="text"/>	<small>Write in brief (or/and) copy and paste the main instructional questions or statements based on HOTS which will evaluate learners capabilities in the learning topic, then click Add To edit, double click at the texts, and Click / to accept</small>
	<input type="button" value="Add"/>	
Assessment <small>(Type of assessments required for classroom activities or as a homework)</small>	<input type="text" value="Select your choices or write"/>	<small>Click to select or/and write or/and copy and paste, then Enter. Leave blank if not required</small>
Others (state)	<input type="text"/>	<small>i. Write, or copy and paste the required texts or leave blank ii. To edit, double click at the texts, and Click / to accept</small>
	<input type="button" value="Add"/>	
Instructional Events <small>Planning items that represent the instructional steps, instructional sequences, or other items used to describe the flow of activities in the daily lesson plan. The creation of the items is based on the procedures of the specific teaching model or method selected for the lesson.</small>	<input type="button" value="Step 1"/> <input type="button" value="Step 2"/> <input type="button" value="Step 3"/> <input type="button" value="Step 4"/> <input type="button" value="Step 5"/>	<small>Items of instructional events. Click Change Setting to add, remove or rearrange the items displayed.</small>
<input type="button" value="Change Setting"/> <small>Click Save before changing the Setting</small>		
Time Allocation	<input checked="" type="checkbox"/>	<small>Please tick to insert Time Allocation into the Daily Lesson Plan</small>
	<input type="button" value="Save"/>	<input type="button" value="Cancel"/>

5. Creating Daily Lesson Plan - DLP (Planning at micro level)

- Click at the component **Implement** or **Evaluate**.
- **MIW** (multiple integration worksheet) will be displayed.
- It consists of information (in blue text) that has been inserted in every item of the component.
- The information is editable.
- The user needs to select information in MIW to create several lesson plans.
- Figures below shows the creation of DLP.



MULTIPLE INTEGRATION WORKSHEET MIW

MIW will appear when user click on 3rd and 4th component of the model. MIW is functional when the instructional planning has been performed on component A & B of the model.

Select information in the small boxes for creating daily lesson plan (DLP).

Click on the selected blue text to edit the information.

Name: NOOR HANIDA BT CHE ISMAIL
 Institution: SK TAMAN SUNGAI BESI INDAH, Selangor, Malaysia
 Class: Berlian
 Subject: English
 Date: 05-01-2017 To 31-01-2017
 Week: 3 To 5

MULTIPLE INTEGRATION WORKSHEET (MIW)

ANALYZE			STRATEGIZE				
Instructional Profile	Learners' Profiles	Instructional Media Profile	Integrating - Instructional Media	Accommodating - Skills	Applying - Tools	Instilling - Values	Formulating - Instructional Questions
<p>Learning Topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 Grammar <input type="checkbox"/> 1 Listening and Speaking <input type="checkbox"/> 2 Reading <input type="checkbox"/> 3 Writing <input type="checkbox"/> 4 Language Arts <p>Content Standard</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes. <p>Learning Standard</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.2.1 Able to participate in daily conversations: (a) express good wishes(b) ask for help(d) respond to someone asking for help(d) offer help(e) talk about oneself(f) introduce family members and friends. <input type="checkbox"/> 1.2.2 Able to listen to and follow : (a) simple instructions. (b) simple directions <p>Learning Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> By the end of the lesson, pupils will be able to understand the stories by respond to the teacher <input type="checkbox"/> By the end of the lesson, pupils should be able to listen teacher 	<p>Psychometric Test</p> <p>Aptitude Test (General)</p> <p>Bahasa Melayu</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kemahiran perktataan (KP) (0%) <input type="checkbox"/> Kemahiran konsep verbal (KKV) (0%) <input type="checkbox"/> Kemahiran aplikasi kribikal (KAK) (penyelesaian masalah) (0%) <p>English</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word skills (WS) (0%) <input type="checkbox"/> Verbal concept skills (WCS) (0%) <input type="checkbox"/> Critical application skills (CAS) (0%) <p>Mathematics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mathematical reasoning for Numerical system and Logical numbers (0%) <input type="checkbox"/> Mathematical reasoning for Perceptual logic (0%) <input type="checkbox"/> Problem Solving (0%) <p>Others</p>	<p>Types of Media</p> <ul style="list-style-type: none"> <input type="checkbox"/> Animated clip <p>Elements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audio <input type="checkbox"/> Graphic <input type="checkbox"/> Sound <p>Composition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectation <input type="checkbox"/> Feeling 	<p>21st Century Interdisciplinary Themes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Global Awareness Learning and Innovation Skills (4C) <input type="checkbox"/> Communication <input type="checkbox"/> Creativity <input type="checkbox"/> Life and Career Skills <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Information, Media and Technology Skills <input type="checkbox"/> Media Literacy <input type="checkbox"/> Lower Order Thinking Skills <input type="checkbox"/> Understand High Order Thinking Skills <input type="checkbox"/> Creative thinking <input type="checkbox"/> Innovation skills <input type="checkbox"/> Reasoning skills <input type="checkbox"/> Decision making <input type="checkbox"/> Prediction 	<p>Thinking Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consequences and Sequels (C&S) <p>Method, Technique, Approach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Role play/ Dramatization 	<p>Values</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team work <input type="checkbox"/> Helping each other 	<p>The main instructional questions or statements based on LOTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) List of the characters from the story <input type="checkbox"/> 2) Describe the characteristics of Rosemary. <p>The main instructional questions or statements based on HOTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) Predict what happen next in the story <input type="checkbox"/> 2) If you are Rosemary, what will you do? <p>Facilitating Procedures Based on the high prototypical questions or the main statements of LOTS and HOTS formulate</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Step 1 <input checked="" type="checkbox"/> Step 2 <input checked="" type="checkbox"/> Step 3 <input checked="" type="checkbox"/> Step 4 <input checked="" type="checkbox"/> Step 5 	



MIW DLP 1 DLP 2

List of shared DLP content : DLP 1

1. [Link] <https://www.youtube.com/watch?v=qeLierZ5IXk>

List of DLP created

Supervisors' Remark

Endorsement				
Name	Position	Remark	Date	Endorsement
 DR ISMAIL, MD ZAIN	Observer Pusat bantuan	Tahniah.	05-08-2017 10:30 PM	<input type="button" value="Verify"/> 

-
-
-
-
-

Click to upload learning & teaching materials (document, video, graphic, audio & others).

Click to create DLP.

Click Save Pdf file

Click to print MIW/DLPs.

Endorsement from administrator/principal /evaluator.

DAILY LESSON PLAN (DLP)

The content of DLP is in 2 parts. The first part is based upon the selected items in MIW. The second part is the information of teachers' facilitation activities, learners' engagement activities, impact and remark as shown below.

ANALYZE		STRATEGIZE				
Instructional Profile	Learners' Profiles	Instructional Media Profile	Integrating - Instructional Media	Accomodating - Skills	Applying - Tools	Instilling - Values
<p>Learning Topic 1 Listening and Speaking</p> <p>Content Standard 1.1 By the end of the 8-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation. 1.2 By the end of the 8-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.</p> <p>Learning Standard 1.1.4 Able to speak on related topics with guidance. 1.2.2 Able to listen, follow, and give instructions. 1.2.3 Able to listen to, follow, and give directions to places around their town and state. 1.2.4 Able to participate in conversations with peers</p> <p>Performance Standard Tahap 3 Can talk about related topics with a satisfactory level of fluency, accuracy and correct pronunciation, stress, rhythm and intonation Tahap 3 Can listen to, follow and give instructions and directions to places around their town and state with satisfactory ability</p> <p>Learning Objectives 1. At the end of the lesson, pupils will be able to give directions.</p> <p>Success Criteria Pupils will be successful if they are able to : (i) understand the places in kings castle. (ii) give directions on how to get to a place correctly.</p>	<p>Learning Styles Verbal (Read/Write)</p> <p>Psychometric Test</p> <p>Others</p>	<p>Types of Media Printed materials</p> <p>Elements Graphic Text</p> <p>Composition Environment</p>	<p>Instructional media Printed materials are used as handouts.</p> <p>EAC Aspect of direction is used in learning.</p>	<p>21st Century Interdisciplinary Themes Theme Theme Civic Literacy Learning and Innovation Skills (4C) Critical Thinking Communication Collaboration Life and Career Skills Initiative and Self-Direction Information, Media and Technology Skills Information Literacy Lower Order Thinking Skills Remember Understand Apply High Order Thinking Skills Critical thinking Reasoning skills Problem solving</p>	<p>Thinking Tools Graphic organizer</p> <p>Method, Technique, Approach Outcomes based learning Cooperative learning Simulation Brainstorming</p>	<p>Values Integrity Helping each other</p>

IMPLEMENT					
LEARNING & FACILITATING ACTIVITIES					
					(f) Additional Activities (Optional) Information for the learners' enrichment activities
(a) Instructional Events	(b) Facilitating Procedures <small>(Activities in the facilitating procedures should be based on the main instructional questions of the main assignments of LOFS and HOTS formulated)</small>	(c) Planning Items <small>(The selected planning items listed below should be integrated in the instructional planning)</small>	(d) Learners' Engagement <small>(Involvement of learners in the learning activities)</small>	(e) Remarks	
<p>Introduction 0 Minutes</p>	<p>Teacher shows things and asks pupils to talk about it. Teacher introduces the topic of the day.</p>	<p>Types of Media Textbook On My English book</p> <p>Elements Text Composition Environment</p> <p>Instructional media Textbook is used as the main reference book. On My English book is used for pupils to write / paste their tasks.</p> <p>21st Century Interdisciplinary Themes Theme Civic Literacy Environmental Literacy Learning and Innovation Skills (4C) Critical Thinking Life and Career Skills Initiative and Self-Direction Information, Media and Technology Skills Information Literacy Lower Order Thinking Skills</p>	<p>Pupils talk about it.</p>		<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>↑</p> <p>Informations gathered to enrich learners' activities</p> </div>
<p>Development 0 Minutes</p>	<p>Teacher explains about adjectives.</p>		<p>Pupils listen and respond.</p>		
<p>Enrichment 0 Minutes</p>	<p>Teacher asks pupils to get in groups.</p>		<p>As teacher puts up pictures on the board, pupils create sentences describing the object.</p>		

Elaboration of intended facilitation activities for learners.

Planning items that has been selected by users

Elaboration of expected learners' engagement activities.

Write an important notes/remarks when necessary.