

INSTRUCTIONAL DESIGN MODEL

- Many instructional design models have been developed. These models tend to pay attention to the unique conditions of various instructional settings as well as alternative orientation to the instructional process itself (Richey & Klein, 2011). The systematic use of instructional design models is not a new phenomenon.
- According to Saettler (2004) there are evidences of systematic use of theories, models and methods from the earliest times by educators such as Commenius, Pestalozzi, Dewey, Skinner, Brunner, Ausubel, Gagne, Briggs etc.
- During the Second World War, there was a need to train military personnel quickly and effectively in reaching the objectives. For this purpose, instructional design models were developed and used.
- The systematic use of instructional design models was found to be effective in reaching the learning objectives. A survey of literature shows that there are many instructional design models.
- Although the overall objectives of the models are to improve instructions, they differ from one another in terms of number of steps it has, the underpinning theories, the purpose of use etc.
- In the face of dynamic growth of ID models, instructors have to be careful to choose the right model for their purposes.
- There are many types of instructional design models. These models can be categorized theoretically or functionally. Theoretically, the models may belong to the paradigms of behaviorism, cognitivism, constructivism or connectivism.
- However, ID model needs to move from adopting a standard approach to developing models that could be customized to the 21st century needs of each learner and thereby creating a much better learning experience both in classroom and online.

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- As a result ID models need to be moved in the direction of being flexible, customized and empowering learners if it is to allow ID models to keep up with the technological changes.
- Hence traditional ID models will have to be re-modelled and re-designed to deliver instructions to students/learners in the information age today. Especially during the times when Instructional approaches are becoming more learner centered than process centered.

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