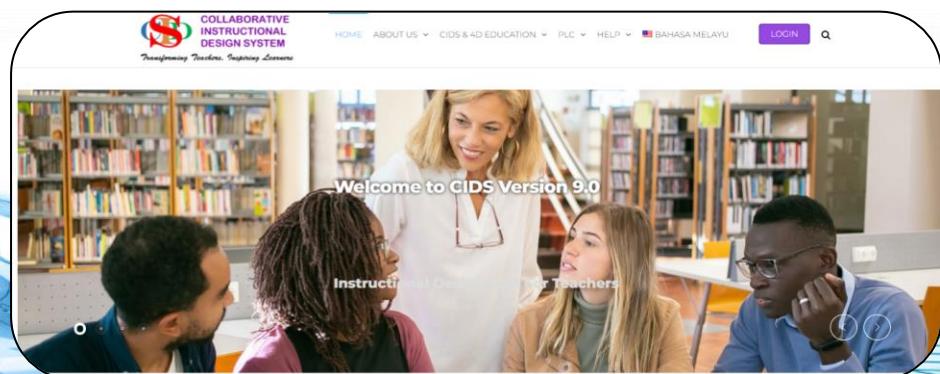




*Handbook of*

# THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM

3<sup>rd</sup> Edition



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*Handbook of*

## **THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS)**

*Transforming teachers, inspiring learners*

*A new dimension of engaging teachers collaboratively involved in the instructional design professionally and systematically for the current 21st-century learning and future educational needs.*

3<sup>rd</sup> Edition

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2021

The 4-Dimensional Education (4DEdu) framework has been selected as the 21<sup>st</sup> Century Learning Framework in the Collaborative Instructional Design System (CIDS). The 4DEdu-CIDS guides user in the instructional planning: redesigning, reconstructing and reengineering academic directions, visualizing the current Education landscape towards preparing learners' future career path that is relevant to the Fourth Industrial Revolution.

Charles Fadel



*Global Education Thought Leader, Author, Futurist, Inventor,  
Founder & Chairman, Center for Curriculum Redesign, USA*

*Project Director at Harvard Graduate School o Education, USA*

## **REFLECTIONS**

*The government has formulated a transformation of education policy & philosophy for the country to fulfill the current 21<sup>st</sup> century learning needs but.....*

**Do we teachers design our instructions following the needs and aspirations?**

*Teachers are enriched with pedagogical knowledge, skills & technology in their pre-service & in-service courses but.....*

**Do we teachers apply & integrate into our instructional planning?**

**CIDS - "Collaborative Instructional Design System" -**  
*transforming teachers.....inspiring learners...*

## **THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS)**

### **A. PREFACE**

The transformation of the education ecosystem is critically required particularly in the era of the information technology. The main aim is to enhance the quality of educational practices whilst creating an inspiring learning environment for learners, allowing them to determine their learning activities as far as the learner-centered approach is in practice. Much effort has been spent on providing e-learning applications to the learners, tools, and strategies for teachers. However, not much effort has been done in connecting the dots - integrating elements and requirements of the current educational needs, fulfilling the nation's educational policies and aspirations into a mechanism that helps teachers to have a wider perspective in the process of designing the instructions professionally, systematically and creatively.

The development of Collaborative Instructional Design System (CIDS) served dual functions – (i) a transformation of the ID model that contributes to the 21st Century classroom-based ID Model (ii) a mechanism/platform for on-line instructional planning in fulfilling the current educational needs particularly the 21st Century education developing “globally competitive learners”, and learning opportunities regardless of their abilities. It is a new dimension at engaging teachers and other professional learning communities to be collaboratively involved in planning and participating in the 21st-century learning towards a new era of Education 4.0 and upcoming Education 5.0 (Jonathan, 2019) where learners need to be trained and not taught. Information needs to be made accessible and learners required to learn how to find it rather than the teacher offering it to them in a rigid structure (<https://www.intelitek.com/what-is-education-4-0/>) towards problem-solving and value creation, facilitating and preparing learners in responding to the Fourth Industrial Revolution – IR4.0, and Industry 5.0 while facing the challenges of the newly emerging super-smart Society 5.0.

CIDS comprises The Integral ASIE Instructional Design Model (Ismail Md. Zain, Balakrishnan M. 2014, 2016), that guide teacher in the instructional planning with pedagogical approaches determine by users. It provides practitioners a valuable tool and perspective in enhancing the quality of instructions, support the experiential and collaborative learning in gaining and creating new ideas, skills, and knowledge for the learners both in the classroom and online. Thus, establishing a more participative, communicative and innovative learning environment. Its IHE features (*integrative, hybrid, eclectic*) can collaborate with many elements in producing highly-rich, effective and creative instructional planning activities. Aspects of the model are based on the proposed 21<sup>st</sup>-Century Learning Framework of Four-Dimensional Education (Fadel., Bialik. M., Trilling, B. Centre for Curriculum Redesign, 2015. 2019), - The four dimensions (knowledge, skills, character and meta-learning) are much relevant in the current 21<sup>st</sup> Century teaching and learning process.

The model has fundamentally encompassed the philosophical attributes of metaphysics, epistemology, axiology, ethics, and logic. These philosophical underpinnings strengthen the need for professional education players primarily classroom teachers to execute this model in their daily teaching and learning endeavors.

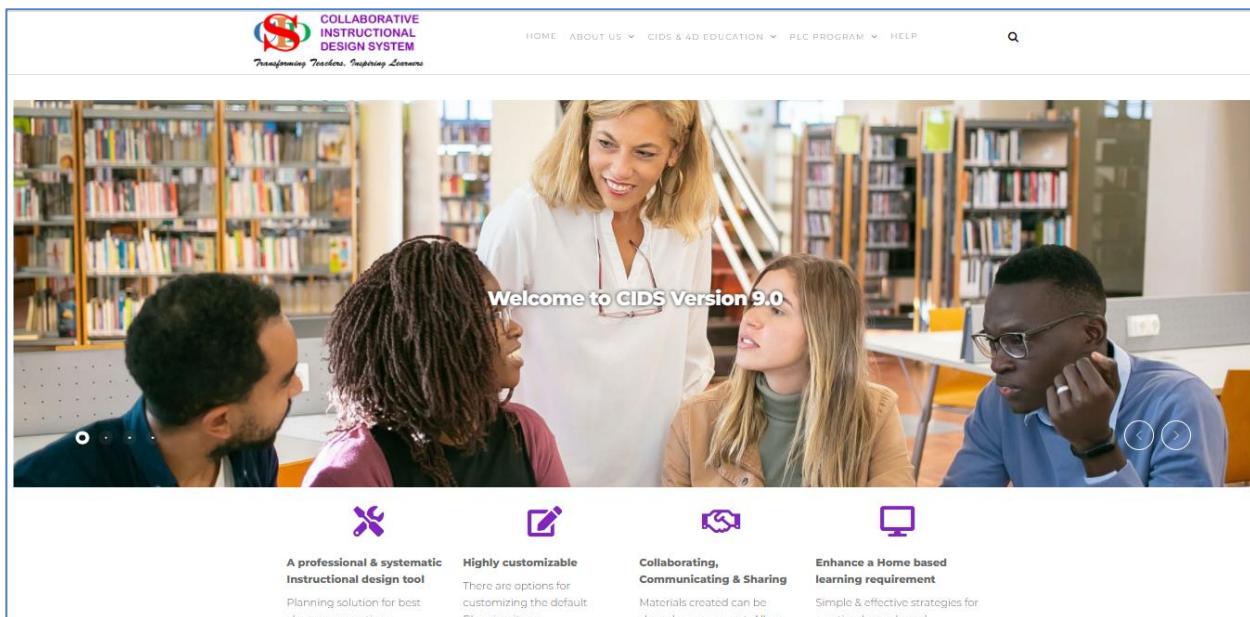
It is a classroom-based ID model that follows the theories of behaviorism, cognitivism, constructivism (Jonassen, 1991), and connectivism (Siemens, 2005; Ireland, 2007).

CIDS provides advanced features of the Professional Learning Community (PLC). It enhances teachers' professionalism while enriching learners' experiences connecting virtually with other communities. Initially, PLC involves teachers meet together to discuss the educational issues, however, CIDS goes one step beyond by inviting participants from other various communities, particularly from industries, to be part of the PLC members either in a public or private community to share and contribute expertise, advice, opinions, and useful resources virtually.

In early 2020, an outbreak of the Covic-19 pandemic resulted in a global change in the education landscape. Home-based or digital learning became an important means of delivering lessons despite an issue of poor connectivity facing by certain countries and the unpreparedness of those who are involved in the learning-teaching processes. This is a big challenge for the whole world. Besides various learning approaches has been introduced for a student to pursue their studies CIDS with new features make possible for students to register and participate in e-forum or full e-learning activities based on Moodle platform as an option and value-added in an e-learning environment. CIDS is accessible at <https://asiemodel.net>

## B. INTRODUCTION TO THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS) - *Connecting the Dots*

**Exhibit 1:** The Introduction Page of CIDS (<https://asiemodel.net>)



### (i) Framework & Concept

- **CIDS** is a **system** that provides teachers the option **to plan & manage** the learning and teaching process (*including other planning such as co-curricular activities, Evaluation of Teachers Competency (ETC), lesson study & virtual – home-based learning*).
- It helps teachers to have a wider perspective in the process of designing the instructions creatively, systematically, and professionally in the current teaching and learning environment in connecting the dots - integrating elements and requirements of the current educational needs, fulfilling the nation's educational policies and aspirations through its integral features.
- The process of **planning and managing learning and teaching** are implemented following the **theories and principles of instructional design** - a branch of discipline in the field of education technology that has long existed.
- Thus, the **Integral ASIE Instructional Design Model** was created from CIDS **to meet the needs of 21st Century Education** - to transform the field of instructional design in line with the **needs of education today**. Besides, it becomes

an **added value** to the **knowledge and skills** of teachers in the field of **instructional design** for **classroom best practices**. It is a simple and practical planning tool that fulfills the features of current and future education needs. It allows teachers to strategize approaches, methods, and activities for learners to determine their own choices that will motivate them at engaging with inspiring learning activities.

- CIDS has added new **e-learning features** which make possible for students to register and participate in e-forum and e-learning/home-based learning environment with their teachers as supervisors.
- The elements in ***Four-Dimensional Education*** (*Center for Curriculum Redesign-CCR, 2015, 2019, US*) have been the **main reference** for adaptation in the Integral ASIE Instructional Design Model.
- The uniqueness of the innovation of this model is that it has a **dual function**-(i) as a **classroom-based 21-st century instructional design model** (ii) as well as a **classroom-based 21-st century online instructional design model** that simplifies and **allows teachers to design the instruction** (*teacher lesson plans*) directly on the model by following the flow of **planning procedures** found on its **components, aspects, and items**.
- The planning can be **shared, monitored, guided, and evaluated individually** or in **bulk** by various parties at various levels.

## (ii) Terminology

- **Collaborative Instructional Design System** (CIDS) - an application system for instructional design covering various dimensions of instructional planning for teachers, administrators, and learning strategies for students, to meet the educational needs of local and global levels.
- **An Integral ASIE Instructional Design Model** - Instructional Design Tool (*based on the principles & theory of instructional design*) that provides a flow of professional & systematic instructional planning procedures. ASIE is an acronym for:
  - **A = Analyze**
  - **S = Strategize**
  - **I = Implement**
  - **E = Evaluate**

- **Professional Learning Community (PLC)** - guide the implementation of *Lesson Study* activities, participating in various communities to share information, resources, assist teachers in the T&L process through e-forums, chat, video conferencing, and online learning.
- **Components** - Four (4) components that have several dimensions in the Model for the instructional planning process.
- **Dimension**-aspects of planning found in each component of the model are adapted from the Four Dimensional Education Learning Framework (*Center for Curriculum Redesign, 2015, 2019*).
- **Items** - several planning items in each aspect that can be customized by the user.
- **YIP** - Yearly Lesson Plan which contains several weekly lesson plans.
- **MIW** - Multiple Integration Worksheet - is weekly planning information displayed from items selected by users in the model that indirectly generates YIPs automatically. Users may select items from it to create several DLPs for the week.
- **DLP**- Daily Lesson Plan – derived from selected items of MIW.
- **Instructional Events** - Steps of T&L activities in DLP.
- **Record** - refers to a complete set of teacher lesson plans (MIW & DLPs) created.
- **Insert Comment** - Comments/guidance made by evaluators on teacher's learning activities for improvement purposes.
- **Shared Record** - complete records submitted for sharing by other users.
- **Supervisory Records** - a list of teacher planning records under the supervision of an administrator.
- **Links to Share Resources** - refers to the process of uploading video clips, images, and information from the internet or materials from local folders to be uploaded to CIDS for sharing.
- **Links to Teaching Evidence Sources** - refers to the process of uploading materials from various sources as evidence of teaching activities carried out by teachers (*examples: pictures of fieldwork, reports, student activities, etc.*)

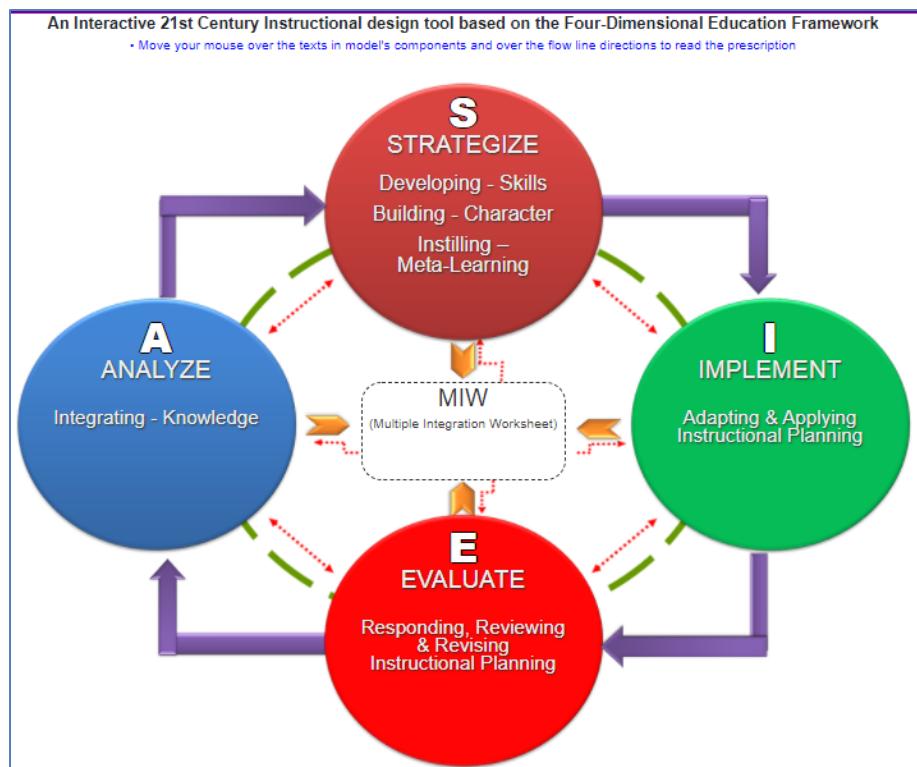
- **Teaching Time** - A schedule of teaching time created by a teacher for the system, especially on the setting of date and time of the DLPs.
- **Modular learning** - The combination of subjects/topics in the same class level or in different class level.
- **CIDS-VideoCorps** - A virtual communication feature for CIDS users and guests.
- **E-Forum** –Student virtual interaction session with materials posted by teachers.

## C. THE INTEGRAL ASIE INSTRUCTIONAL DESIGN MODEL

### (i) Introduction

- The Integral ASIE Instructional Design Model is the instructional design model that has been transformed to meet the current learning environment. This model provides the procedural flow of the instructional planning which is flexible (*with customizable planning items*), constructive, and user-friendly.
- It provides an option for practitioners in the field of education as a valuable tool or mechanism in planning the lesson creatively, following the needs of learners based on their characteristics or attributes. Learners are also given an equal opportunity to determine a variety of methods, activities, and recommendations proposed to be experienced in inspiring and exciting learning and facilitating environments. This model has a broad perspective towards improving the quality of learning, facilitating and training activities.
- It has a high impact on teachers and learners in the learning process through the options available in providing opportunities for them to discuss and share materials, experiences, and creativity with other colleagues throughout the country towards creating a high-tech learning approach fulfilling the requirements of the current education landscape.

**Exhibit 2:** The Integral ASIE Instructional Design Model Version 9.0



## (ii) Theoretical And Conceptual Framework Of The Collaborative Instructional Design System

The Integral ASIE ID Model has fundamentally encompassed the philosophical attributes of metaphysics, epistemology, axiology, ethics, and logic. This can be seen in flexible planning items that rely heavily on the creativity of teachers and students.

### Exhibit 3: The Philosophical attributes of The Integral ASIE ID Model

Philosophical attributes	Definition
metaphysics	The branch of philosophy deals with the first principles of things, including abstract concepts such as being, knowing, identity, time, and space.
epistemology	The theory of knowledge concerning its methods, validity, and scope, and the distinction between justified belief and opinion
axiology	The study of the nature of value and valuation, and of the kinds of things that are valuable.
ethics	Moral principles that govern a person's behavior or the conducting of an activity
logic	The reasoning is conducted or assessed according to strict principles of validity.

These philosophical underpinnings strengthen the need for professional education players primarily classroom teachers to execute this model in their daily teaching and learning endeavors. It can be seen from various perspectives, concepts, and theories in the following descriptions.

- Theoretically, by looking at various perspectives, CIDS, as its name applied, can collaborate with many elements in the instructional planning. The Integral ASIE Instructional Design Model encompassed in CIDS has the features of IHE (*integrative, hybrid, eclectic*).
- The items contained in this model are integral because they are integrated with the various basic elements in education, which include the science of technology, pedagogy, and content knowledge - TPACK (Mishra, P., & Koehler, MJ (2006) comprehensively to meet the current learning needs. It involves various communities that contribute to the development of learners' knowledge, skills, and character.
- Likewise, the key elements in the current learning framework of **Four-Dimensional Education** (2015, 2019) are adapted to be part of the planning items in this model to ensure it's relevant to current learning situations.

**Exhibit 4:** Characteristic of The Integral ASIE ID Model

Characteristic of The Integral ASIE ID Model	Description
<b>Integral</b>	<ul style="list-style-type: none"> <li>Integrates various basic elements in the knowledge of education namely technological knowledge, pedagogical and content knowledge (TPACK)</li> <li>Integrates all dimensions of Four-Dimensional Education, CCR 2015, 2019 – the 21<sup>st</sup> Century learning needs</li> <li>Involves various communities that contribute towards the development of learners' knowledge, skills, and character.</li> </ul>
<b>Hybrid</b>	<ul style="list-style-type: none"> <li>It is a classroom-based instructional design model.</li> <li>It has a wider scope that goes far beyond the four walls involving the virtual environments learning (home-based learning) which give rooms to the blended type of learning as well as to make the possibility of the flipped classroom being practiced.</li> </ul>
<b>Eclectic</b>	<ul style="list-style-type: none"> <li>Incorporates ideas from various learning theories.</li> <li>Aim at building a more effective learning experience than just focusing on one theoretical influence.</li> </ul>

- Looking at the features on the components and items of the model, it can also be classified into the hybrid instructional design system category though basically, it is a classroom-based ID model it has a wider scope that goes far beyond the four walls involving the virtual environments learning which give rooms to the blended type of learning as well as to make the possibility of a flipped classroom being practiced.
- It follows an eclectic approach to the instructional design whereby a designer (*user*) blends ideas from multiple learning theories to construct a learning experience that works better than from only one theoretical influence. Hence, the paradigms of behaviorism, cognitivism, constructivism, and connectivism are likely being considered and applied in the various instructional planning procedures, unlike some of the conventional models that initially designed for Instructional System Development (ISD) (Seel, N. M. 1997, Gustafson K.L., Branch R.M. 2002) which make this model differs from other conventional ID models.
- Theories of behaviorism, cognitivism, constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when technology did not impact learning. Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn. Learning needs and theories that describe learning principles and

processes should be reflective of underlying social environments. Vaill (1996) emphasizes that “learning must be a way of being – an ongoing set of attitudes and actions by individuals and groups that they employ to try to keep abreast of the surprising, novel, messy, obtrusive, recurring events” (p.42).

- New technology forces the 21<sup>st</sup>-century learner to process and apply information in a very different way and at a very different pace from any other time in history thus, lead to the emergence of connectivism.
- According to Siemens, (2005) connectivism was driven by the understanding that decisions were based on rapidly altering foundations. New information is continually acquired, and the ability to draw distinctions between important and unimportant information is vital.
- In 1932, Bartlett pioneered what became the constructivist approach (Good & Brophy, 1990). Constructivists believe that learners construct their reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events. What someone knows is grounded in the perception of the physical and social experiences which are comprehended by the mind (Jonassen, 1991).

#### **Exhibit 5:** An Eclectic Approach to Theory in Instructional Design

An Eclectic Approach to Theory in Instructional Design (Collaborative Instructional Design System – ASIE Model)				
LEARNING THEORIES	Behaviorism	Cognitivism	Constructivism	Connectivism
INSTRUCTIONAL DESIGN PROCEDURES	<p>Elements of the 21<sup>st</sup>-century learning in the instructional planning procedures will create awareness which is a great contribution towards the character building of the learners.</p> <p>Example: Life and career skills, the theme of 21<sup>st</sup>-century learning.</p>	<p>The approaches towards the learning methods will generate the thinking skills of the learners.</p>	<p>The 4Cs skills will help learners to construct, collaborate, share, and generate ideas in the learning process.</p>	<p>Blended learning and flipped classroom practices will produce highly independent learners. While ICT literacy allows an unlimited number of information accessing that shaped them to become globally competitive learners.</p>

- As a result of the above theories, various learning and teaching models were developed which introduce different methods and techniques to be applied by teachers and students in learning situations. These methods and techniques can be integrated into teacher's planning procedures according to their creativity in the Integral ASIE ID Model.
- While adapting to the basic principles of instructional design and other instructional design models such as the Dick & Reiser Model, Dick & Carey Model, ASSURE Model, ARCS Model, ADDIE Model, attention was also given to other related fields in the formation of this ID model.
- Basically what distinguishes between The Integral ASIE ID Model with conventional ID models is in terms of the goal towards meeting the concept of the learner-centered approach. Most other models carry the question "What elements need to be determined by the teacher to build a learning situation for learners" - is more teacher-centered because teachers determine the planning process.
- While The Integral ASIE ID Model brings the question "How teachers strategize the learning (*with suggested learning items listed*) in developing a flexible learning situation to meet the needs of the learners" - it is more learner-centered learning because teachers only suggest various elements that are appropriate while learners are allowed to implement those activities that inspire their interest in fulfilling the current educational situation. It is more on the collaborative works between teacher-student, student-student.
- As an example of a strategy proposed by the teacher for the problem-solving session, a group of learners may choose a mind map for discussion/presentation, while another group of learners may be interested in finding the appropriate video clip for discussion/presentation.
- In this situation, special attention should be given to learners' profiles, their readiness in following the lesson, media attributes, and learners thinking levels in establishing the differentiated learning situation. Moreover, the relevance between the principles and theories taught in the classroom with the working environment to be met in the era of the Revolutionary Industry 4.0 (IR4.0) and their position and role in the emergence of the smart society 5.0 (Society 5.0) in the future is a vital factor to be analyzed, strategized and implemented.
- These factors are important in creating the concept of "*thinking out of the box*" among learners and educationalists as well as in addressing the current educational developments.

### **(iii) Comparison of Instructional Design Models**

Instructional Design Models are characterized by their relevancy in designing a particular field/condition. Although the component may look alike in general (*Example: Analyze,*

*(Develop, Design, etc.)* but it has to be carefully adapted to meet the requirements of a particular designing field. It can be summarized as follows:

**Exhibit 6:** Comparison between conventional and situational ASIE ID Model

CONVENTIONAL ID MODELS	SITUATIONAL ASIE ID MODEL
<ul style="list-style-type: none"> <li>Most of the models were originally designed for Instructional System Development (ISD). (<a href="http://www.nwlink.com/~donclark/history_isd/addie.html">http://www.nwlink.com/~donclark/history_isd/addie.html</a>)</li> <li>Some of the conventional ID models created based on the specific needs, conditions, and theoretical aspect;           <ul style="list-style-type: none"> <li>Example: ADDIE model - focus on the creating of the software product, ASSURE Model - focus on media selection in learning. The ARCS model - focuses on motivational elements in instructional planning.</li> <li>Dick &amp; Reiser model - focus on general classroom practices.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>It is purely designed for classroom orientation regardless of the mode of learning (<i>traditional, online, home-based, blended learning, flipped classroom, etc.</i>).</li> <li>The 21<sup>st</sup> Century Learning Framework from the <i>Four-Dimensional Education</i> (CCR, 2015, 2019) has been adapted in the procedural flow of The ASIE ID Model.</li> <li>The model provides a flexible planning item that could be easily customized accordingly to the needs of the teachers' planning practices.</li> <li>Bridging between theoretical framework to best classroom practices.</li> </ul>
<ul style="list-style-type: none"> <li>Many lesson plans use templates to design a course or lesson.</li> <li>Some applications provide space for sharing a variety of teaching lesson resources           <ul style="list-style-type: none"> <li>Example Edmodo.</li> </ul> </li> <li>There is a model for specific areas.           <ul style="list-style-type: none"> <li>Exp. The SAMR Model is to assist instructors in determining the level of technology integration in the learning environment. The goal is to introduce technology tools that redefine the learning space, which is ultimately accomplished by replacing traditional teaching methods with alternate learning environments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers may collaboratively involve in planning their instruction virtually or sharing instructional planning of others.</li> <li>It is integral whereby teachers and students have the freedom to choose the mode of learning (<i>digital or non-digital</i>) in the course of their learning session.</li> <li>They may refer to other ID Models to support the strategies developed.</li> <li>ASIE model does not focus on a certain approach. It is more about instructional planning for learners with flexible planning items. Teachers may adopt a variety of approaches to inspire learners that relevant to the current learning environment.</li> </ul>

<ul style="list-style-type: none"> <li>More concern about teachers' delivering process in designing instruction – teacher-centered.</li> <li>Instructional planning is more structured, a stereotype with rigid planning items.</li> </ul>	<ul style="list-style-type: none"> <li>More concern about learners' aspirations, emphasizing the learning strategies, fulfill learners' learning requirements (<i>learner-centered</i>) in designing instruction.</li> <li>Flexible designing items – allows customization with regards to the current situation (<i>able to add and remove items in the online version</i>).</li> </ul>
<ul style="list-style-type: none"> <li>Normally, except in certain circumstances, learners <u>follow</u> teachers' instructional process with less freedom in selecting and creating their activities.</li> </ul>	<ul style="list-style-type: none"> <li>Learners have freedom in choosing their activities based on their profiles, creating an interesting, exciting, motivating, inspiring, and innovative learning environment.</li> </ul>
<ul style="list-style-type: none"> <li>Answering the question “What type of instructional planning should be prepared and delivered to learners? – (<i>teachers' centered</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Answering the question “How to strategize the instruction according to learners' needs” (<i>gaining, receiving, responding, transferring, creating, innovating new skills and knowledge?</i>” promotes learners' engagement/interactions - <i>collaborating, sharing, communicating, critical and creative thinking</i>)</li> </ul>
<ul style="list-style-type: none"> <li>Application towards system development, courseware development, selection of teaching materials, and the development of teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>The optional and advanced features of the application provide wider input from various sources including the professional learning community created towards accommodating, integrating, applying (<i>strategizing</i>) current educational needs, preparing learners for the current and future educational environment.</li> </ul>
<ul style="list-style-type: none"> <li>A certain classroom-based model provides components for the general planning process.</li> </ul>	<ul style="list-style-type: none"> <li>The components of the model provide teachers collaboratively plan their instruction at the macro-level (<i>topical/weekly/monthly lesson planning</i>) and the micro level (<i>daily lesson plan</i>)</li> </ul>

<ul style="list-style-type: none"> <li>Learners are not involved in the ID model.</li> </ul>	<ul style="list-style-type: none"> <li>Learners are given opportunities to determine their strategies (<i>methods, technique, activities</i>) that inspire them in the learning activities.</li> <li>Learners may register freely and log in to the specific group created in PLC to share opinions, suggestions in the forum, response to the question, or interact virtually in the video chat or video conference with their teachers or college, developing/engaging/exploring their potentials (<i>the development of 4Cs</i>) through the features provided in the model.</li> </ul>
<ul style="list-style-type: none"> <li>Planning is done conventionally – manually designed.</li> </ul>	<ul style="list-style-type: none"> <li>Online planning – the model's advanced features provide opportunities, enabling instructors/teachers/educationists to share ideas in their planning across nations with other communities.</li> </ul>

## D. THE 21<sup>ST</sup>CENTURY EDUCATION

So much attention has been given to the characteristics and features of the 21<sup>st</sup> Century Learning framework in the development of the Integral ASIE ID Model because it is a kind of current requirements in learning that support the era of IR4.0, IR 5.0 as well as the emergence of the smart Society 5.0.

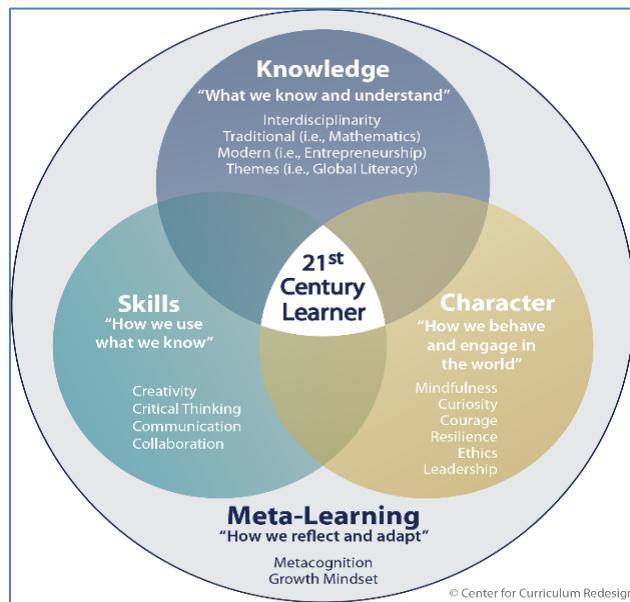
- Initially, The framework for the 21<sup>st</sup> Century Learning (2002,), which describes the skills that learners need to thrive in today's global economy has been proposed by The Partnership for The 21<sup>st</sup> Century Skills ([www.21stcenturyskills.com](http://www.21stcenturyskills.com)).
- P21's **Framework for 21st Century Learning** was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life, and citizenship, as well as the support systems necessary for 21st-century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st-century skills at the center of learning. (<http://www.p21.org/our-work/p21-framework>).
- In 2015, **The Four-Dimensional Education** (*Centre for Curriculum Redesign, 2015, 2019*) has been released to give a wider perspective on the framework of the 21<sup>st</sup> century learning.

### (i) The Four - Dimensional Education

The Four-Dimensional Education (*Centre for Curriculum Redesign, 2015, 2019*) (Exhibit 13) focuses on the transformation of our education systems in relation to the competencies

and aspirations needed by our learners in the 21<sup>st</sup>-century learning environment. The component has been restructured to portray the qualities of human learning dimensions namely the knowledge, skills, character, and meta-learning that involved the metacognition processes.

**Exhibit 7:** The Four-Dimensional Education (*Centre for Curriculum Redesigning, 2015*)



CIDS integrates the framework of The Four Dimensional Learning in the instructional design items to guide the user in the instructional planning: redesigning, reconstructing and reengineering academic directions, visualizing the current Education landscape towards preparing learners' future career path that is relevant to the Fourth Industrial Revolution.

The four dimensions and their competencies are integrated into CIDS as follows:

**Dimension 1: Integrating – Knowledge (what we know & understand)**

- *Themes – Essential Content*: Disciplines, Branches, Subjects, Topics *Core Concepts (including processes)*

**Dimension 2: Developing – Skills (how we use what we know)**

- *Creativity*
- *Critical Thinking*
- *Communication*
- *Collaboration*

### Dimension 3: Building – Character (*how we behave and engage in the world*)

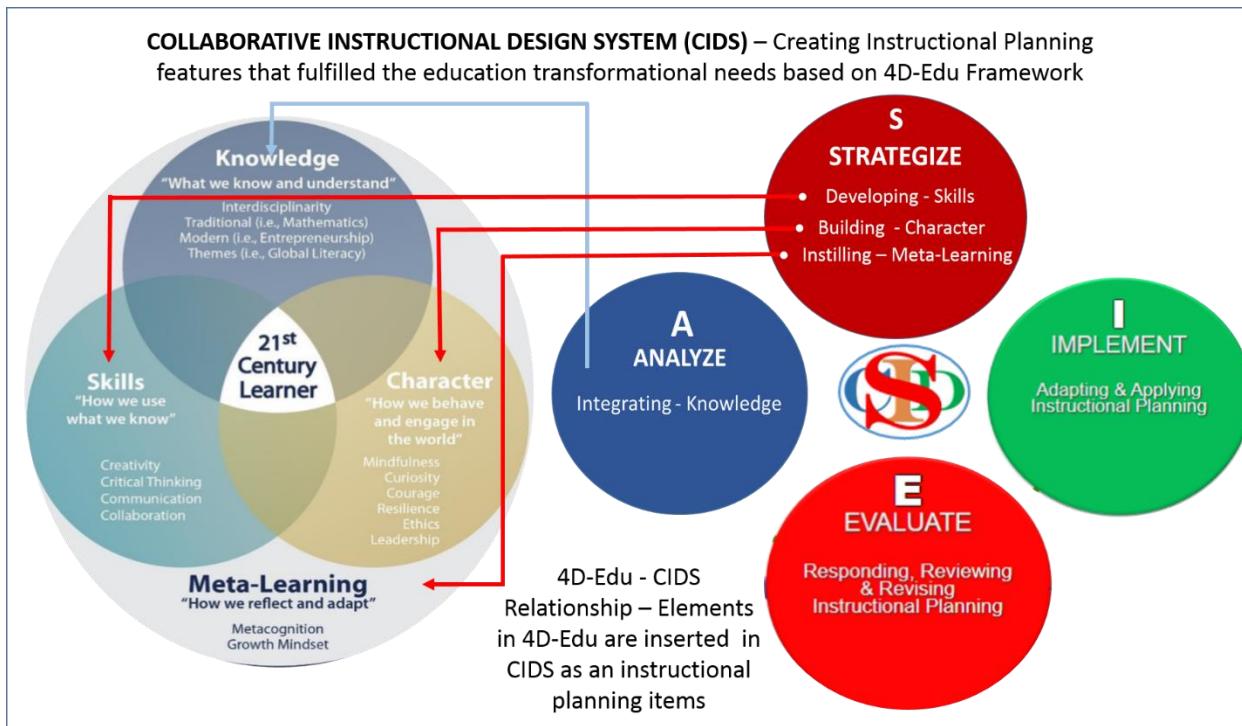
- *Mindfulness*
- *Curiosity*
- *Courage*
- *Resilience*
- *Ethics*
- *Leadership*

### Dimension 4: Instilling - Meta-Learning (*how we reflect & adapt*)

- *Metacognition*
- *Growth Mindset*

Please refer to the website for more information on [The Four-Dimensional Education.](#)

### Exhibit 8: The Integration of 4D-Edu in the Model



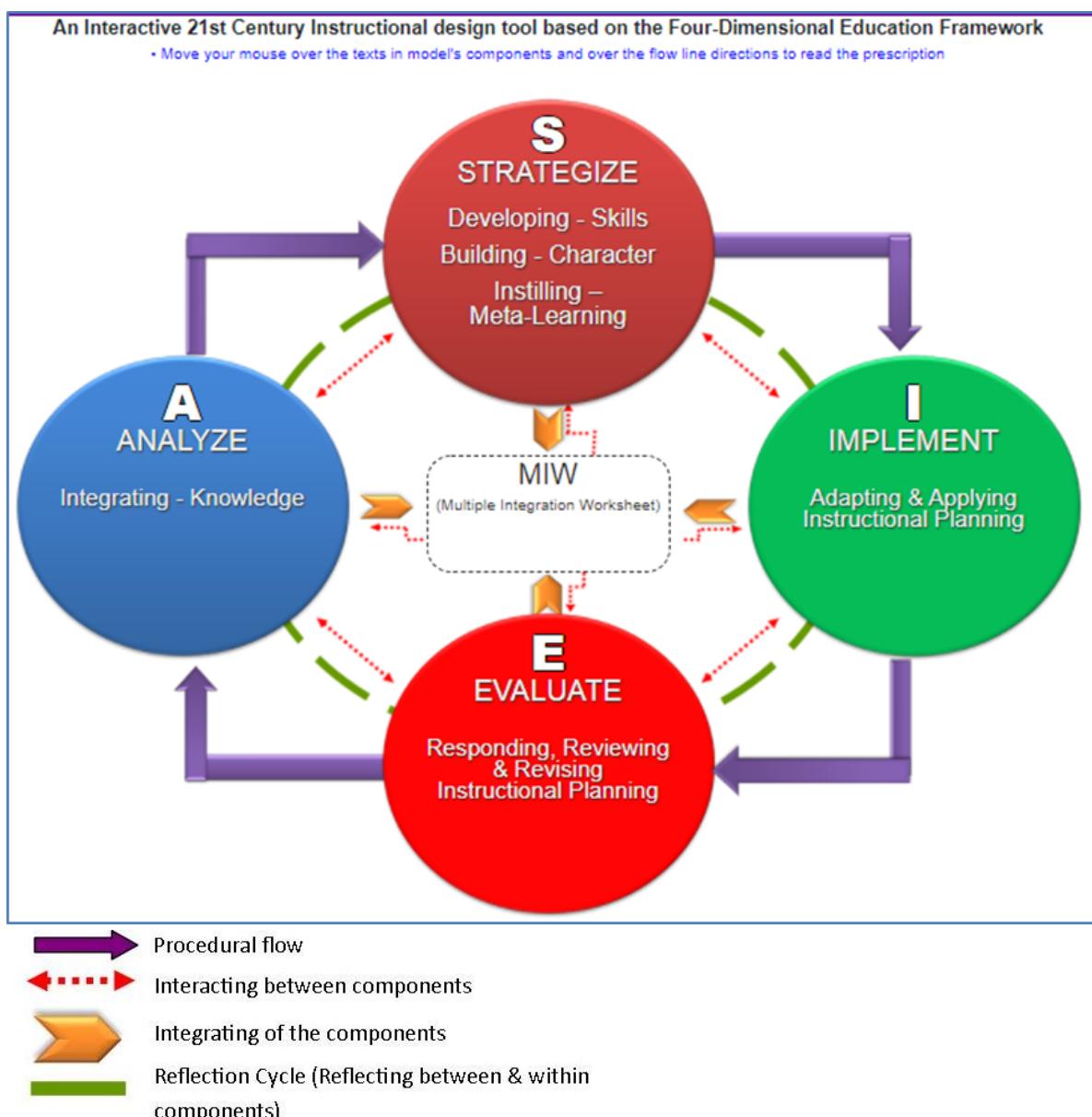
The above figure illustrates the integration of 4 Dimensions in the Integral ASIE Instructional Design Model.

## E. THE INTEGRAL ASIE INSTRUCTIONAL DESIGN MODEL FEATURES

### (i) The main component of The Integral ASIE ID Model

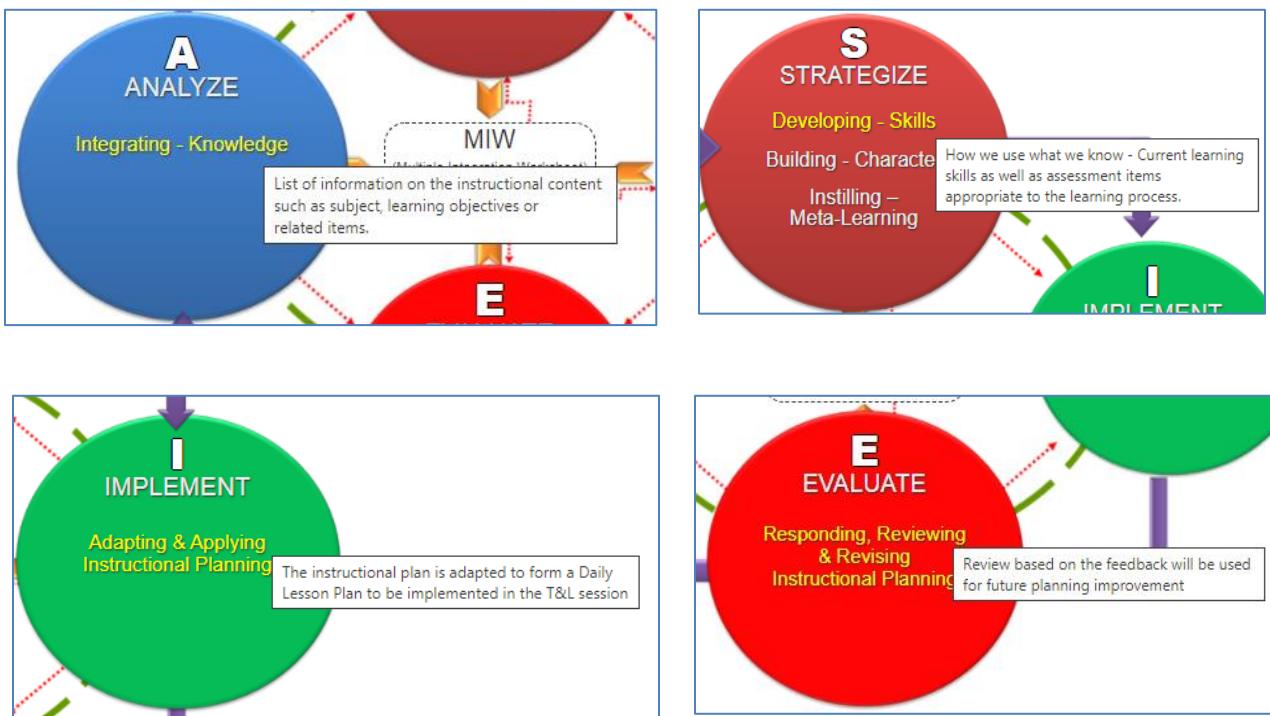
- Composed of 4 components (*following the instructional design theories & principles*)
- The 4DEdu elements are adapted into the integral ASIE ID Model as integrated pedagogical planning elements that guide teachers to design their instructional flows (*creation of lesson plans*) professionally & systematically.

**Exhibit 9: The Integral ASIE Instructional Design Model**

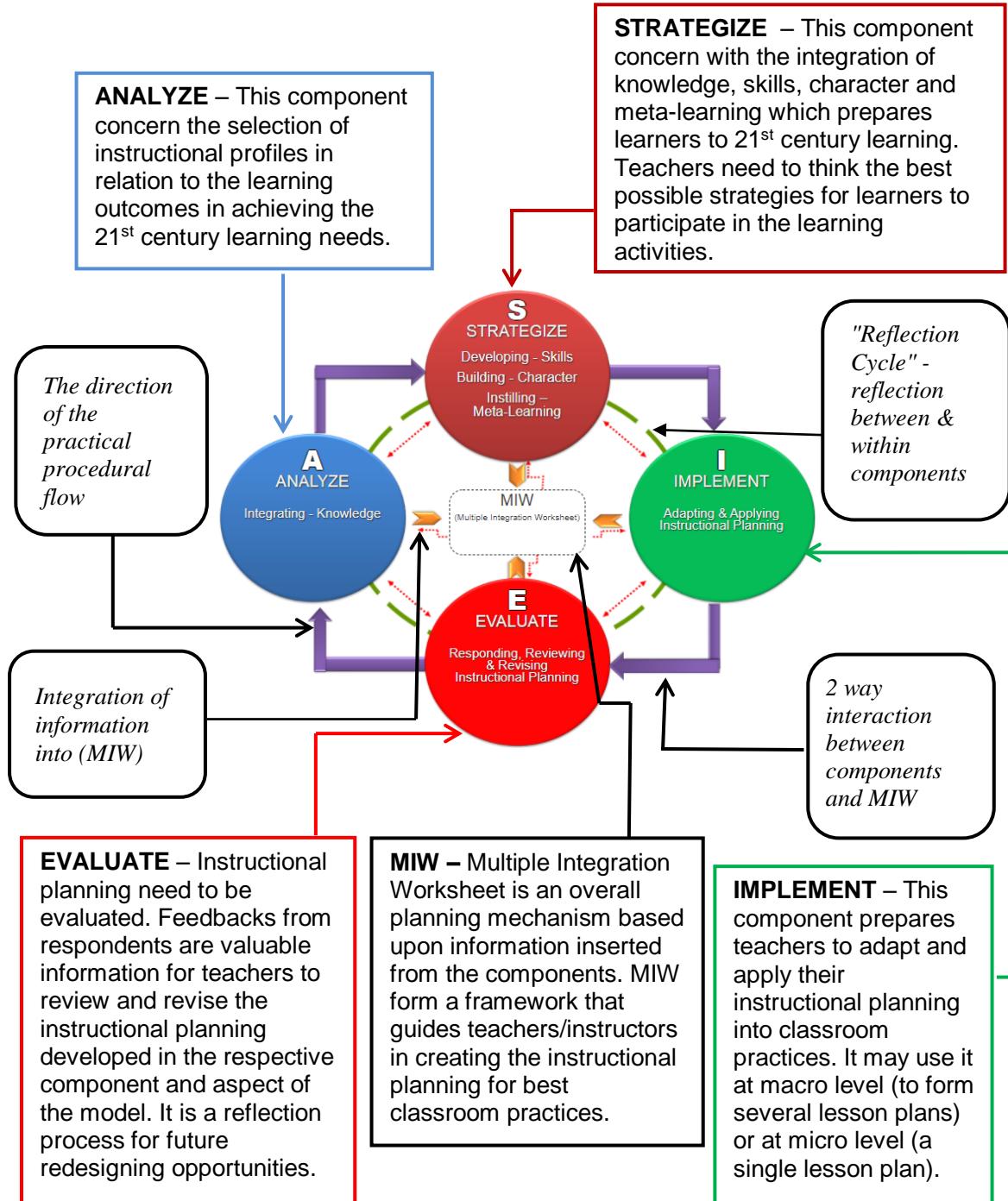


- Users will be able to read the prescriptions of each aspect of the model component and its direction when the mouse is positioned over the particular text. Here are some examples

#### Exhibit 10: Model's Prescriptions



**Exhibit 11: Structure of The Integral ASIE ID Model**



**Exhibit 12: Components, Aspects, and Items of The Integral ASIE ID Model**

COMPONENT	ASPECT	ITEM	MIW
A	ANALYZE	<b>Dimension 1:</b> <b>Knowledge – “what we know &amp; understand”</b> <b>Integrating – Knowledge</b>	<ul style="list-style-type: none"> <li>○ <i>21<sup>st</sup> century themes, subject, topic, subtopic, learning objectives, etc.</i></li> <li>○ <i>learners' profiles – readiness, learners' attributes/ psychological profiles.</i></li> <li>○ <i>types of media chosen</i></li> <li>○ <i>integration of media</i></li> </ul>
S	STRATEGIZE	<b>Dimension 2: Skills – “how we use what we know”</b> <b>Developing: Skills</b>	<ul style="list-style-type: none"> <li>○ <i>creativity</i></li> <li>○ <i>critical Thinking</i></li> <li>○ <i>communication</i></li> <li>○ <i>collaboration</i></li> <li>other related items:           <ul style="list-style-type: none"> <li>• <i>method, technique, approach, assessment, etc.</i></li> </ul> </li> </ul>
		<b>Dimension 3:</b> <b>Character – “how we behave and engage in the world”</b> <b>Building: Character</b>	<ul style="list-style-type: none"> <li>○ <i>mindfulness</i></li> <li>○ <i>curiosity</i></li> <li>○ <i>courage</i></li> <li>○ <i>resilience</i></li> <li>○ <i>ethics</i></li> <li>○ <i>leadership</i></li> </ul>
		<b>Dimension 4: Meta-Learning - “how we reflect &amp; adapt”</b> <b>Instilling Meta-Learning</b>	<ul style="list-style-type: none"> <li>○ <i>metacognition</i></li> <li>○ <i>growth mindset</i></li> </ul>
I	IMPLEMENT	<b>Adapting &amp; Applying Instructional Planning</b> <i>Adapting Applying</i>	All selected items and content are gathered & displayed in MIW for adapting & applying in the creation of DLP for best classroom practices
E	EVALUATE	<i>responding</i> <i>reviewing</i> <i>revising</i>	<ul style="list-style-type: none"> <li>○ <i>responding to the feedback</i></li> <li>○ <i>reviewing the instructional planning strategies for improvement</i></li> <li>○ <i>revising the instructional planning strategies for future redesigning</i></li> </ul>

## F. THE PROCEDURAL APPLICATION OF THE INTEGRAL ASIE ID MODEL

### (i) Introduction

Exhibit 13: CIDS Main Menu



The Integral ASIE Instructional Design Model is an integrated strategical approach to the designing of the instruction in fulfilling the learners' needs in today's learning environment.

Items of the model are based on the **Four-Dimensional Education** released by the *Centre for Curriculum Redesign (2015)*.

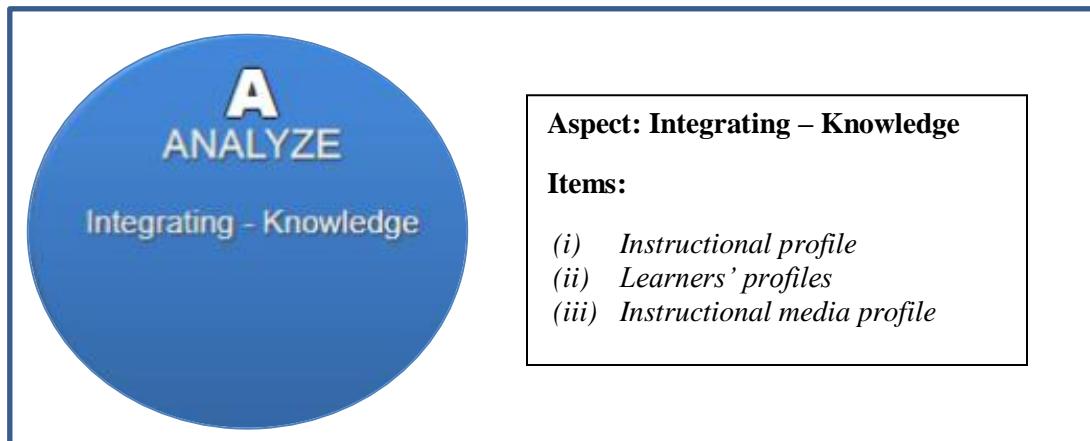
## (ii) Procedures

### Exhibit 14: First Component - Analyze

#### Dimension 1 - Integrating-knowledge

Creating specific information on **Essential Content** items: **Themes** –embedded across knowledge in various **Disciplines, Branches, Subjects Profiles & Core Concepts** (including processes)

Integration of knowledge of the 21<sup>st</sup> century themes, pedagogical aspects, and resources required to meet the “learner-centered” approach in the teaching and learning processes. It is blended in the instructional profiles as part of instructional planning in the component



- The model begins with the first component that deals with the knowledge integration. Individual teacher or a group of teachers may collaboratively analyze the suggested aspects in the first component of the model that include the instructional profiles such as 21<sup>st</sup> century theme, subject, topic, subtopic, learning objectives, learners' readiness, material and resources (*instructional media profile*) or other instructional profiles for the particular subject. Teachers may select the content provided in each item or added their content (*highly customized*).

#### (iii) Items:

- *21st Century Themes*
- *other necessary pedagogical planning items such as Main topic, Subtopic, Learning objective, etc. (customizable)*
- *learners' readiness*
- *type of media*
- *or other required items*

**(iv) Operational/technical procedures**

- Create record (*follow – help menu*).
- Users may press to select/add contents for each item.
- Press Save – to save the information on the record.

Users may point at the information icon at each item to read the instruction.

Information of the procedural flow will be displayed after each dimension has been saved. Users are requested to read the instruction and press an appropriated button.

**Exhibit 15: Integrating - Knowledge**

**Dimension 1: Integrating - Knowledge**  
"What we know and understand"

**INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES**

The need of knowing & understanding instructional profiles in instructional planning

NOTIFICATIONS 	Select your choices or fill in
21st Century Themes 	Select your choices or fill in
Main Topic	Select your choices or fill in
Subtopic	Select your choices or fill in
Learning Objectives 	

**Instructional Profiles**

Creating specific information on **Essential Content** items: **Themes** –embedded across knowledge in various **Disciplines, Branches, Subjects Profiles & Core Concepts** (including processes)

**Dimension 1: Integrating - Knowledge**  
"What we know and understand"

**INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES**

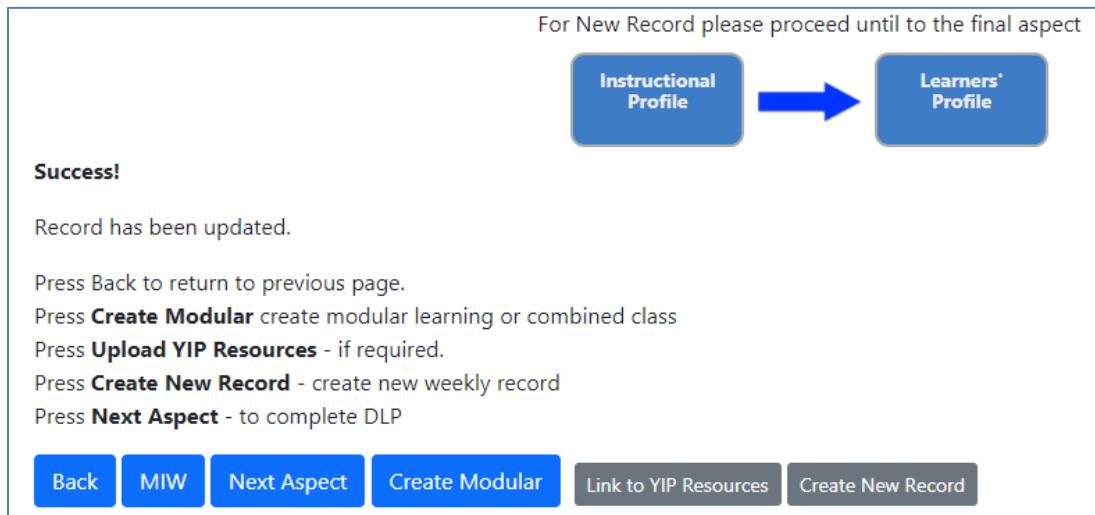
The need of knowing & understanding learners' profiles to types of media selected in instructional planning

Learners' Readiness 	Select your choices or fill in
Types of Media 	Select your choices or fill in  <b>Save Types of Media</b>
Instructional Media Integration 	

**Learners' Profiles**

Information on learners readiness and resources that will be used with teachers in learning

## Exhibit 16: Procedural Flow



## Second Component – Strategize

### *Dimension 2 - Developing - Skills*

List of 21st Century Learning Skills, Methods, Techniques, Approaches & Assessment

Items:

- *creativity*
- *critical thinking*
- *communication*
- *collaboration*
- *or other pedagogical planning items such as method, technique, approach, etc. (customizable)*



### Aspect: Developing – Skills

Items:

- *21st century learning skills*
- *pedagogical planning items*

In the second component of the model, features of the 21st-century learning skills analyzed including various instructional tools (*pedagogical planning items - techniques, methods, and activities*) are selected. A list of character building and appropriate meta-learning items (*metacognition and growth mindset*) are identified.

### Exhibit 17: Operational/technical procedures

- On the same record created record, follow the next step
- Users may press to select/add contents for each item.

For New Record please proceed until to the final aspect

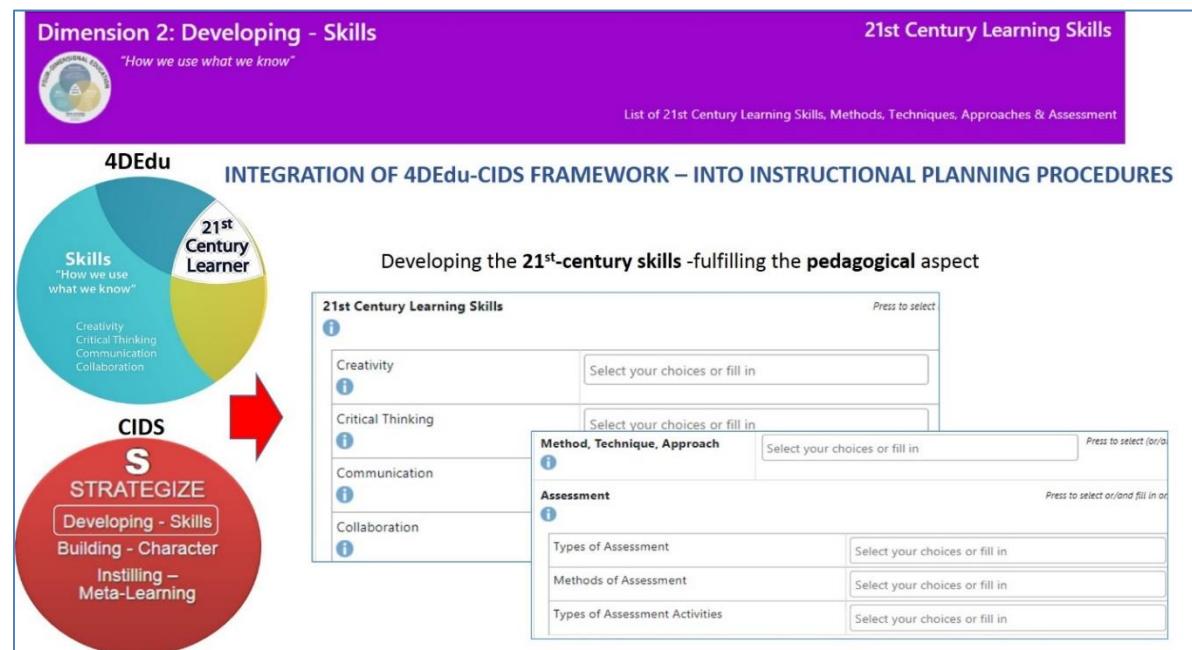
Developing - Skills

**Success!**

Record has been updated.

Press Back to return to previous page. Or click **Next Aspect** to proceed to the next planning procedural flow.

[Back](#) [MIW](#) [Next Aspect](#)



For New Record please proceed until to the final aspect

```

graph TD
    IP[Instructional Profile] --- DP[Developing - Skills]
    LP[Learners' Profile] --- DP
    DP --> BC[Building - Character]
  
```

**Success!**

Record has been updated.

Press Back to return to previous page. Or click **Next Aspect** to proceed to the next planning procedural flow.

[Back](#)   [MIW](#)   [Next Aspect](#)

### **Dimension 3 - Building - Character**

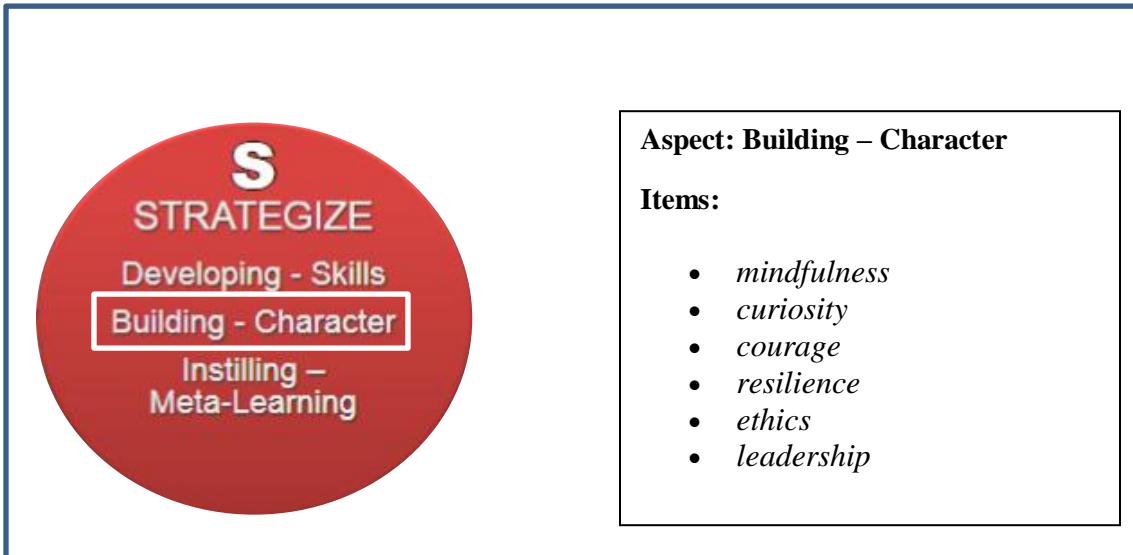
#### Human Values

aka agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, values, beliefs, social and emotional skills, non-cognitive skills, and soft skills.

Items:

- *mindfulness*
- *curiosity*
- *courage*
- *resilience*
- *ethics*
- *leadership*

## Exhibit 18: Building - Character



## Operational/technical procedures

- On the same record created follow the next step
- Users may press to select/add contents for each item.

Dimension 3: Building - Character		Human Values																					
<p>"How we behave &amp; engage in the world"</p>																							
<p>aka agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, values, beliefs, social and emotional skills, non-cognitive skills, and soft skills.</p>																							
<b>INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES</b>																							
<p><b>4DEdu</b> <b>21<sup>st</sup> Century Learner</b> <b>Character</b> "How we behave and engage in the world" Mindfulness Curiosity Courage Resilience Ethics Leadership</p> <p><b>CIDS</b> <b>S</b> STRATEGIZE Developing - Skills Building - Character Instilling – Meta-Learning</p>	<p>Values in <b>building characters</b> that determine one's <b>behavior &amp; engagement</b> in the world</p> <table border="1"> <thead> <tr> <th colspan="2">Fostering Values</th> <th>Press to select (or/and)</th> </tr> </thead> <tbody> <tr> <td></td> <td>Mindfulness</td> <td>Select your choices or fill in</td> </tr> <tr> <td></td> <td>Curiosity</td> <td>Select your choices or fill in</td> </tr> <tr> <td></td> <td>Courage</td> <td>Select your choices or fill in</td> </tr> <tr> <td></td> <td>Resilience</td> <td>Select your choices or fill in</td> </tr> <tr> <td></td> <td>Ethics</td> <td>Select your choices or fill in</td> </tr> <tr> <td></td> <td>Leadership</td> <td>Select your choices or fill in</td> </tr> </tbody> </table>	Fostering Values		Press to select (or/and)		Mindfulness	Select your choices or fill in		Curiosity	Select your choices or fill in		Courage	Select your choices or fill in		Resilience	Select your choices or fill in		Ethics	Select your choices or fill in		Leadership	Select your choices or fill in	
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	Ethics	Select your choices or fill in																					
	Leadership	Select your choices or fill in																					

## Operational/technical procedures

- Continue to the next step

For New Record please proceed until to the final aspect

**Success!**

Record has been updated.

Press Back to return to previous page. Or click **Next Aspect** to proceed to the next planning procedural flow.

**Back** **MIW** **Next Aspect**

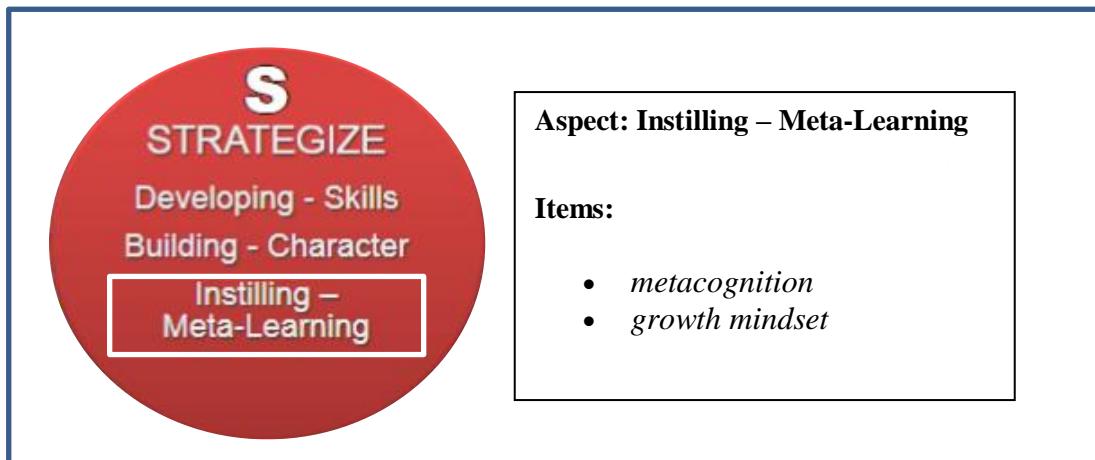
### ***Dimension 4 - Instilling - Meta - Learning***

Reflection & Adaptation in Meta-Learning  
List of values in Meta-cognition & Growth Mindset

#### **Items:**

- *metacognition*
- *growth mindset*

### Exhibit 19: Instilling – Meta-Learning



- Users may press to select/add contents for each item.

**Dimension 4: Instilling - Meta-Learning**  
"How we reflect and adapt (and Learn how to Learn)"

**Reflection & Adaptation in Meta-Learning**

List of values in Meta-cognition & Growth Mindset

**INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES**

Approaches in instilling **self-reflection, self-awareness & self-esteem** towards adaption to the environment

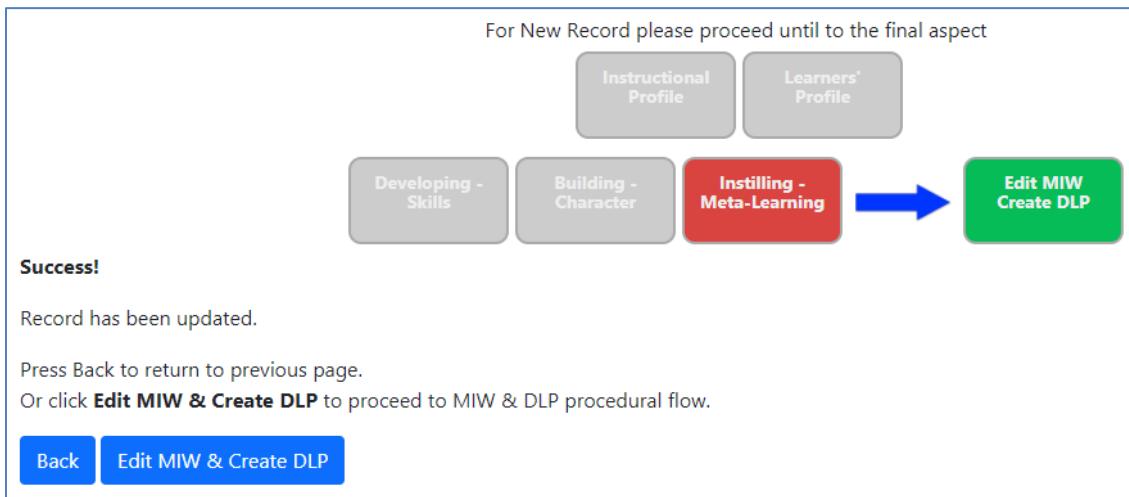
**Meta-Learning**

Press to select (or/and) fill in (o)

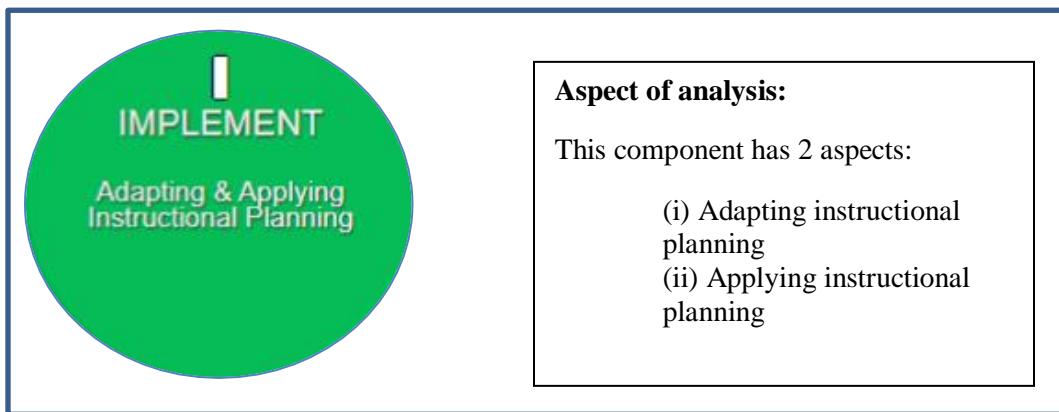
Metacognition	Select your choices or fill in
Growth Mindset	Select your choices or fill in

## Exhibit 20: Operational/technical procedures

- Continue to the next step



## Exhibit 21: Third Component – Implement



- **Adapting - instructional planning** - adapting the designs created at this macro level to serve as a guide in the development of a daily lesson plan (DLP) - at the micro-level
- **Applying - instructional planning** - daily lesson plans developed based on this model will be implemented in the learning process. The selected items are shown in the Multiple Integration Worksheet (MIW) automatically. It is weekly instructional planning for the creation of a daily lesson plan (DLP).

## Exhibit 20: the Multiple Integration Worksheet (MIW)

IMPLEMENT– PLANNING ITEMS DISPLAYED IN MIW FOR CREATING BEST CLASSROOM INSTRUCTIONAL PLANNING PRACTICES						
ANALYZE		STRATEGIZE				
Dimension 1: Integrating - Knowledge						
Instructional Profile		Dimension 2: Developing - Skills				
Learners' Profile		Dimension 3: Building - Character		Dimension 4: Instilling - Meta-Learning		
<b>MODULAR</b> Class Level: Form 4 Subject: English Learning Areas <input checked="" type="checkbox"/> 1.0 Listening Skills <input checked="" type="checkbox"/> Content Standard <input checked="" type="checkbox"/> 1.2 Use appropriate listening strategies in a variety of contexts Purpose <input checked="" type="checkbox"/> Use strategies to understand meaning on familiar topics Learning Standard <input checked="" type="checkbox"/> 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics Performance Standard <input checked="" type="checkbox"/> 1.2 Can display minimal understanding of the main ideas, specific details and attitudes or opinions in an extended text after repeated listening with a lot of support. 2. Can display minimal understanding of longer simple narratives after repeated listening with a lot of support. 3. Can understand very few complex questions, recognise minimal features at word, sentence and text levels of a range of spoken texts with a lot of support		<b>Learners' Readiness</b> <input checked="" type="checkbox"/> Students have been exposed to this topic before <b>Types of Media</b> <input checked="" type="checkbox"/> Audio clip		<b>21st Century Learning Skills</b> <b>Creativity</b> <input checked="" type="checkbox"/> Generating and seeking new ideas <b>Critical Thinking</b> <input checked="" type="checkbox"/> Identifying, clarifying, and organizing information <b>Communication</b> <input checked="" type="checkbox"/> Asking questions and actively listening <b>Collaboration</b> <input checked="" type="checkbox"/> Utilizing each individual's unique skills and perspectives <b>Method, Technique, Approach</b> <input checked="" type="checkbox"/> Differentiated Learning <input checked="" type="checkbox"/> Inquiry-based Learning <b>Assessment</b> <b>Types of Assessment</b> <input checked="" type="checkbox"/> Summative <b>Methods of Assessment</b> <input checked="" type="checkbox"/> Written Exercise <b>Types of Assessment Activities</b> <input checked="" type="checkbox"/> Simulation <b>Instructional Events</b> <input checked="" type="checkbox"/> Set Induction <input checked="" type="checkbox"/> Step 1 <input checked="" type="checkbox"/> Step 2 <input checked="" type="checkbox"/> Step 3 <input checked="" type="checkbox"/> Closure	<b>Fostering Values</b> <b>Mindfulness</b> <input checked="" type="checkbox"/> Understanding by describing one's emotions and reactions <b>Curiosity</b> <input checked="" type="checkbox"/> QUBI: Seeking to understand deeply <b>Courage</b> <input checked="" type="checkbox"/> Pursuing ambitious goals despite the social, financial, physical, or emotional risk to self <b>Resilience</b> <input checked="" type="checkbox"/> Persevering through challenges but seeking help when needed <b>Ethics</b> <input checked="" type="checkbox"/> Identifying and describing ethical concepts <b>Leadership</b> <input checked="" type="checkbox"/> Respectfully collaborating with others	<b>Meta-Learning</b> <b>Metacognition</b> <input checked="" type="checkbox"/> Defining goals, plans to achieve those goals, and monitoring one's progress <b>Growth Mindset</b> <input checked="" type="checkbox"/> Understanding one's current strengths and weaknesses

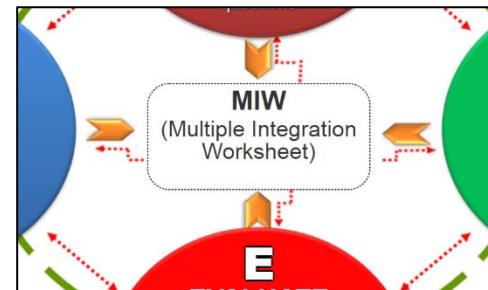
- In the third component of the instructional flow, the DLP will be used as a guideline for the teaching and learning process. The strategies prepared in DLPs will determine their appropriateness and effectiveness for the best practices in the classroom.

## Multiple Integration Worksheet (Miw) – Planning At Macro Level

Information selected or written in the 1<sup>st</sup> & 2<sup>nd</sup> component of the model (*Analyze & Strategize*) is compiled or inserted in the MIW. It will be displayed when the user clicks on any aspects of the 3<sup>rd</sup> and 4<sup>th</sup> components of the model (*Implement & Evaluate*).

- MIW can be edited for improvement
- MIW exhibits plans tailored to the learning topics. Items of the MIW can be selected to create several daily lesson plans (DLPs)
- MIW and DLPs can be stored in PDF file format.

## Exhibit 21: The Multiple Integration Worksheet



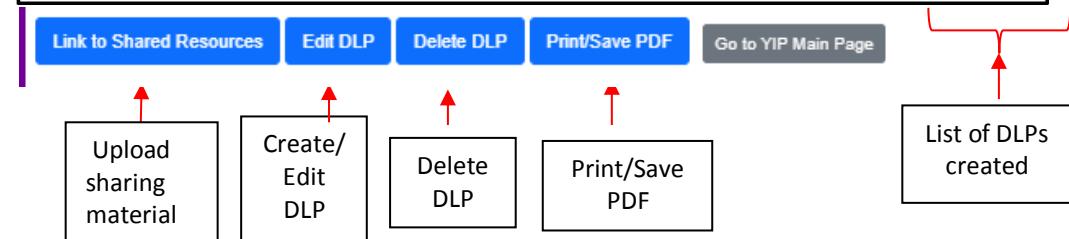
## Exhibit 22: Multiple Integration Worksheet (MIW)

Teachers may select information in each column to create a daily lesson plan (DLP)

Blue text is editable

The screenshot shows the MIW interface with three main sections: ANALYZE, STRATEGIZE, and INSTILL. Each section contains a grid of checkboxes for selecting instructional items. Red arrows point from callout boxes at the top to specific sections in the grid.

Supervisors' Remarks																														
<b>Endorsement</b> <table border="1"> <thead> <tr> <th>Name</th> <th>Position</th> <th>Remarks</th> <th>Date</th> <th>Endorsement</th> </tr> </thead> <tbody> <tr> <td></td> <td>Pegawai Pendidikan Daerah Pejabat Pendidikan Daerah Kinta Selatan <b>DR. MOHD HAMDOH BIN HJ. GHAZALI</b></td> <td>Overall remarks: Congratulations. Description: Terima kasih atas usaha dan komitmen anda.</td> <td>01-05-2021 7:59 AM</td> <td>Verified </td> </tr> <tr> <td></td> <td>Headmaster SEKOLAH KEBANGSAAN PENGKALAN BAHARU <b>SHAFARI BIN TAIIB</b></td> <td></td> <td>02-05-2021 11:03 PM</td> <td>Verified </td> </tr> <tr> <td></td> <td>Director JABATAN PENDIDIKAN PERAK <b>DR. MOHD SUHAIMI BIN MOHAMED ALI P.C.M.</b></td> <td>Overall remarks: Congratulations and keep it up.</td> <td>20-05-2021 03:29 PM</td> <td>Verified </td> </tr> <tr> <td></td> <td>Observer HELP CENTRE <b>DR. HJ. ISMAIL MD. ZAIN P.M.P.</b></td> <td>Remarks for this DLP: (Select or leave blank if not required) <input type="text" value="Seen ="/> Description (Fill in or leave blank if not required)</td> <td>24-05-2021 3:29 PM  Press to set date, time automatically and proceed to verify the planning</td> <td>Verify </td> </tr> </tbody> </table>						Name	Position	Remarks	Date	Endorsement		Pegawai Pendidikan Daerah Pejabat Pendidikan Daerah Kinta Selatan <b>DR. MOHD HAMDOH BIN HJ. GHAZALI</b>	Overall remarks: Congratulations. Description: Terima kasih atas usaha dan komitmen anda.	01-05-2021 7:59 AM	Verified 		Headmaster SEKOLAH KEBANGSAAN PENGKALAN BAHARU <b>SHAFARI BIN TAIIB</b>		02-05-2021 11:03 PM	Verified 		Director JABATAN PENDIDIKAN PERAK <b>DR. MOHD SUHAIMI BIN MOHAMED ALI P.C.M.</b>	Overall remarks: Congratulations and keep it up.	20-05-2021 03:29 PM	Verified 		Observer HELP CENTRE <b>DR. HJ. ISMAIL MD. ZAIN P.M.P.</b>	Remarks for this DLP: (Select or leave blank if not required) <input type="text" value="Seen ="/> Description (Fill in or leave blank if not required)	24-05-2021 3:29 PM  Press to set date, time automatically and proceed to verify the planning	Verify 
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## Daily Lesson Plan (Dlp) – Planning At Micro Level

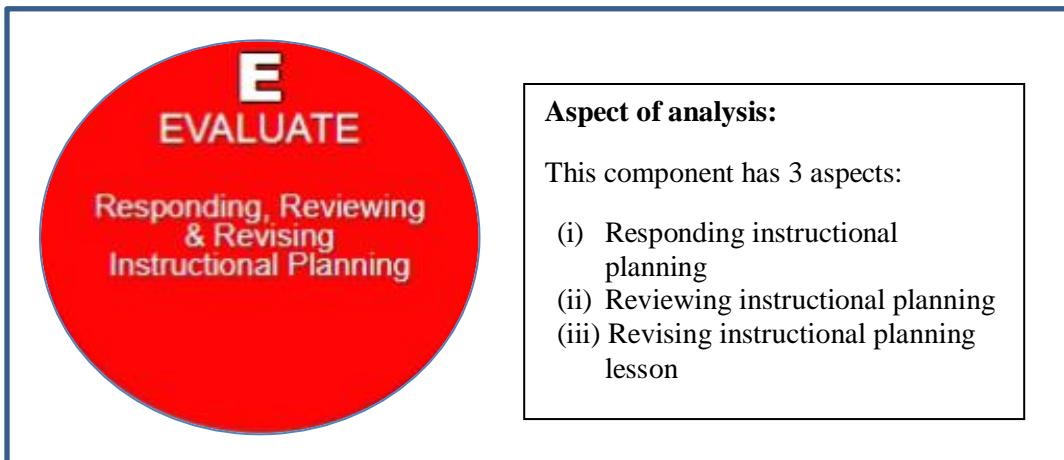
The content of DLP is in 2 parts following the model's component.

- The first part is the information of the selected items from MIW- 1<sup>st</sup> & 2<sup>nd</sup> component of the model (**Analyze & Strategize**).
- The second part is the information of the teaching and learning activities (facilitating activities, learners' engagement activities) as indicated in the 3<sup>r</sup>d component of the model (**Implement**) as well as impact, reflection, and remark as indicated in the 4<sup>th</sup> component of the model (**Evaluate**).

**Exhibit 23:** The Daily Lesson Plan (DLP)

Planning items that has been selected by users from MIW																																			
 <p>NAME: C CLASS LEVEL: YEAR 4 CLASS: TAHUN4 KENANGA NO. OF STUDENTS: 10 STUDENT ATTENDANCE : 5 SUBJECT: SCIENCE WEEK: 21 TEACHING WEEK: 9 DATE: TUESDAY, 25-05-2021 TIME: 12:15 PM TO 12:30 PM</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>ANALYZE</b> <table border="1"> <thead> <tr> <th colspan="2">Dimension 1: Integrating - Knowledge</th> </tr> <tr> <th>Instructional Profile</th> <th>Learners' Profile</th> </tr> </thead> <tbody> <tr> <td>           Theme: SAINS HAYAT            Learning Topic: 3.0 HAYAN            Content Standard: 3.1.1.1 Pemahaman Haiwan            Learning Standard: 3.1.1 Mengenal pasti organ pemahaman haiwan.            Performance Standard: 2 Menerangkan contoh haiwan vertebrata dan invertebrata.            Success Criteria: ik            Learning Objectives: obj         </td> <td>           Learners' Readiness: Students have a basic knowledge of this topic.            Types of Media: Animated clip            Instructional Media Integration: Instructional clip            Listen to perform learning activities         </td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <b>STRATEGIZE</b> <table border="1"> <thead> <tr> <th>Dimension 2: Development - Skills</th> <th>Dimension 3: Building - Character</th> <th>Dimension 4: Instilling - Meta-Learning</th> </tr> </thead> <tbody> <tr> <td>           21st Century Learning Skills:            Creativity: Developing personal tastes and aesthetics            Critical Thinking: Considering other points of view            Collaboration: Working together to reach individual's unique skills and perspectives            Method, Technique, Approach: Application activities            Types of Assessment: Formative            Types of Assessment Activities: Role Play         </td> <td>           Fostering Values Mindfulness: Understanding by describing one's emotions and reactions            Curiosity: Curiosity: Seeking out novelty and trying new things            Resilience: Building strong social networks         </td> <td>           Meta-Learning Metacognition: Reflecting on processes, achievements, learning, and/or identity         </td> </tr> </tbody> </table> </div> </div> <div style="text-align: right;">  <p>HELP CENTRE, Daerah-daerah Malaysia, Negeri-negeri Malaysia, Malaysia DAILY LESSON PLAN</p> </div>						Dimension 1: Integrating - Knowledge		Instructional Profile	Learners' Profile	Theme: SAINS HAYAT Learning Topic: 3.0 HAYAN Content Standard: 3.1.1.1 Pemahaman Haiwan Learning Standard: 3.1.1 Mengenal pasti organ pemahaman haiwan. Performance Standard: 2 Menerangkan contoh haiwan vertebrata dan invertebrata. Success Criteria: ik Learning Objectives: obj	Learners' Readiness: Students have a basic knowledge of this topic. Types of Media: Animated clip Instructional Media Integration: Instructional clip Listen to perform learning activities	Dimension 2: Development - Skills	Dimension 3: Building - Character	Dimension 4: Instilling - Meta-Learning	21st Century Learning Skills: Creativity: Developing personal tastes and aesthetics Critical Thinking: Considering other points of view Collaboration: Working together to reach individual's unique skills and perspectives Method, Technique, Approach: Application activities Types of Assessment: Formative Types of Assessment Activities: Role Play	Fostering Values Mindfulness: Understanding by describing one's emotions and reactions Curiosity: Curiosity: Seeking out novelty and trying new things Resilience: Building strong social networks	Meta-Learning Metacognition: Reflecting on processes, achievements, learning, and/or identity																		
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Theme: SAINS HAYAT Learning Topic: 3.0 HAYAN Content Standard: 3.1.1.1 Pemahaman Haiwan Learning Standard: 3.1.1 Mengenal pasti organ pemahaman haiwan. Performance Standard: 2 Menerangkan contoh haiwan vertebrata dan invertebrata. Success Criteria: ik Learning Objectives: obj	Learners' Readiness: Students have a basic knowledge of this topic. Types of Media: Animated clip Instructional Media Integration: Instructional clip Listen to perform learning activities																																		
Dimension 2: Development - Skills	Dimension 3: Building - Character	Dimension 4: Instilling - Meta-Learning																																	
21st Century Learning Skills: Creativity: Developing personal tastes and aesthetics Critical Thinking: Considering other points of view Collaboration: Working together to reach individual's unique skills and perspectives Method, Technique, Approach: Application activities Types of Assessment: Formative Types of Assessment Activities: Role Play	Fostering Values Mindfulness: Understanding by describing one's emotions and reactions Curiosity: Curiosity: Seeking out novelty and trying new things Resilience: Building strong social networks	Meta-Learning Metacognition: Reflecting on processes, achievements, learning, and/or identity																																	
<b>IMPLEMENT</b> <p>LEARNING &amp; FACILITATING ACTIVITIES</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="3">Self-reflection</th> <th>(f) Additional Activities (Optional) Information for the learners' enrichment activities</th> </tr> <tr> <th>(a) Instructional Events</th> <th>(b) Facilitating Procedures <small>(Activities in this facilitating procedures should be based on the main instructional questions or the main statements of LOTS and HOTS formulated)</small></th> <th>(c) Planning Items <small>(The selected planning items listed below should be integrated in the instructional planning)</small></th> <th>(d) Learners' Engagement <small>(Involvement of learners in the learning activities)</small></th> <th>(e) Remarks</th> <th></th> </tr> </thead> <tbody> <tr> <td>Set Induction 5 Minutes</td> <td>Pupils recall how to use 'although' and 'since' by using examples of sentences.</td> <td>           Types of Media:            Printed materials            Elements            Text            Composition            Expectation             Instructional media:            Printed materials are displayed to pupils            EAC            Language             21st Century Interdisciplinary Themes:            Theme: Civic Literacy            Learning and Innovation Skills (4C)         </td> <td>Pupils respond to the teacher's questions.</td> <td></td> <td></td> </tr> <tr> <td>Step 1 15 Minutes</td> <td>Pupils do fill in the blanks activity using 'although' and 'since' orally through classroom discussion.</td> <td></td> <td>Pupils do fill in the blanks activity orally.</td> <td></td> <td></td> </tr> <tr> <td>Step 2 0</td> <td>In small groups, pupils create sentences using 'although' and 'since' and then discuss their answers in classroom discussion.</td> <td></td> <td>Pupils do a group discussion.</td> <td></td> <td></td> </tr> </tbody> </table>								Self-reflection			(f) Additional Activities (Optional) Information for the learners' enrichment activities	(a) Instructional Events	(b) Facilitating Procedures <small>(Activities in this facilitating procedures should be based on the main instructional questions or the main statements of LOTS 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		Set Induction 5 Minutes	Pupils recall how to use 'although' and 'since' by using examples of sentences.	Types of Media: Printed materials Elements Text Composition Expectation  Instructional media: Printed materials are displayed to pupils EAC Language  21st Century Interdisciplinary Themes: Theme: Civic Literacy Learning and Innovation Skills (4C)	Pupils respond to the teacher's questions.			Step 1 15 Minutes	Pupils do fill in the blanks activity using 'although' and 'since' orally through classroom discussion.		Pupils do fill in the blanks activity orally.			Step 2 0	In small groups, pupils create sentences using 'although' and 'since' and then discuss their answers in classroom discussion.		Pupils do a group discussion.		
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Duration and instructional events	Elaboration of intended facilitation activities for learners.	Selected items displayed	Elaboration of expected learners' engagement activities																																

## Exhibit 24: Component 4: Evaluate



Planning requires self-reflection before or after the learning proses or an evaluation from a colleague, and learners.

This component has 3 aspects that need to be studied:

- Responding to instructional planning** - responding to the feedback
- Reviewing instructional planning** - review the strengths, weaknesses of the instructional planning strategies for improvement
- Revising instructional planning** - revising the instructional planning strategies for future redesigning.

**Purpose:** Further improvement of the strategies developed for future redesigning in producing and sustaining high-quality instructional planning strategies.

Besides preparing a lesson for the teaching and learning process, the DLP is also applicable for evaluation purposes. CIDS provides a tool for *Evaluation of Teachers' Competencies (ETC)*, as well as for *Lesson Study* activities.

- However, evaluation is not only taking place at the end of the planning but at every component of the model as indicated by dotted lines linking to each component of the model. The Reflection Cycle is another form of evaluation/reflection for teachers in their instructional planning process as indicated by the green circle.
- Other advanced features benefit teachers in their instructional planning as well as instructional leaders (*principle, headmasters, inspectorates, evaluators*) in monitoring, supervising, guiding, evaluating, and accessing the teachers' professional competencies.

- The latest version of the model has various options allowing teachers to create daily lesson plans (DLPs) according to their respective needs and environment (*home-based learning/blended learning*) creatively and professionally and creating a Professional Learning Community (PLC) to build character and unleash learners' creativity.

## **Exhibit 25: MIW**

**E**  
**EVALUATE**

Responding, Reviewing & Revising Instructional Planning

## EVALUATE– PLANNING ITEMS DISPLAYED IN MIW FOR THE IMPLEMENTATION OF BEST CLASSROOM PRACTICES

ANALYZE		STRATEGIZE		
Dimension 1: Integrating - Knowledge		Dimension 2: Developing - Skills		
Instructional Profile		Learner's Profile		
<b>HOODLAM</b> Classroom Form 4 Subject English Learning Areas <input checked="" type="checkbox"/> Language Arts Skills <input checked="" type="checkbox"/> English Standard Learning Standard <input checked="" type="checkbox"/> Listening Learning strategies Listening and speaking strategies in a variety of contexts Focus Students will be exposed to understand meaning on familiar topics Learning Standard 1.2.1. Listen for the meaning of unfamiliar words and by context or a variety of familiar topics Performance Standard <input checked="" type="checkbox"/> 1.2 Gain detailed, meaningful understanding of the main idea(s) of a text or message. Students are expected to have repeated listening with a lot of support. 2.2 Gain detailed, meaningful understanding of the main idea(s) of a text or message. Students are expected to have repeated listening and pass the meaning of very difficult texts. 3.2 Gain detailed, meaningful understanding of the main idea(s) of complex situations, recognise multiple facets of situations and last levels of a range of systems/levels of outcomes.	<b>Learner's Readiness</b> <input checked="" type="checkbox"/> Students have been exposed to the concepts <b>Type of Media</b> <input checked="" type="checkbox"/> Audio clip	<b>First Century Learning Skills</b> <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Identifying, defining, and solving problems <input checked="" type="checkbox"/> Communications <input checked="" type="checkbox"/> Applying knowledge and applying concepts <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Showing each individual's unique strengths and talents <input checked="" type="checkbox"/> Metacognition <input checked="" type="checkbox"/> Differentiated Approach <input checked="" type="checkbox"/> Differentiated Learning	<b>Forming Values</b> <input checked="" type="checkbox"/> Mindfulness Mindfulness by describing one's emotions and responsibilities <input checked="" type="checkbox"/> Integrity <input checked="" type="checkbox"/> Seeing to understand deeply <input checked="" type="checkbox"/> Courage Courage by showing attitude that keeps the social, financial, physical, or emotional risk to self <input checked="" type="checkbox"/> Perseverance Perseverance through challenges but seeking help when needed <input checked="" type="checkbox"/> Ethics <input checked="" type="checkbox"/> Ethical values and decisions about conduct	<b>Multi-Learning</b> Metacognition Metacognition is the ability to evaluate one's own actions and make changes to achieve those goals and maintaining steady progress <b>Growth Mindset</b> Growth mindset by showing one's current strengths and weaknesses

**EVALUATE**

Instructional planning needs to be evaluated. Feedbacks from respondents (evaluators, learners) are valuable information for teachers to review and revise their instructional planning developed in the respective component and aspect of the model. It is a reflection process for improvement and future redesigning opportunities.

### Type of Evaluation

Professional Learning Community (Lesson Study—LS)

(Lesson study is a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a single class lesson)

**Evaluation of Teachers' Competency (ETC)**

(A customizable instrument for continuously evaluates the quality of teachers instructional planning)

**Search & Create ETC**

**List of ETC**

## G. ENHANCING INSTRUCTIONAL ACTIVITIES

Insert external resources in to the lesson plan (images, video clip) & display/link to the resources

### Exhibit 26: Insert external resources

**INSERTING EXTERNAL RESOURCES IN THE INSTRUCTIONAL PLANNING**

The screenshot shows the 'IMPLEMENT' section of the instructional planning software. At the top, there are buttons for 'Link to Reflection Resources' (with a red arrow pointing to it), 'Link to Shared Resources' (highlighted with a red arrow), 'Edit DLP', 'Delete DLP', and 'Print/Save PD'. Below these are sections for 'Make selection' (radio buttons for 'DLP Format A' and 'DLP Format B'), 'Tools for creating learning activities' (buttons for Doc, Slides, Sheets, Forms, YouTube, DELIMA, Info, Images), and 'IMPLEMENT' (TEACHING AND LEARNING ACTIVITIES). The 'Facilitation & Learners' Engagement' column includes a 'Learners' Readiness' section with a note about students being exposed to the topic before and a 'Types of Media' section with an 'Audio clip' link. The 'Planning Items' column has a 'Planning Items' section with a note about 21st Century Learning Skills and Creativity. On the left, there's a 'Set Induction' section with a dropdown for 'Minutes' set to 0. A callout box titled 'Type of Content:' lists icons for YouTube, IMAGE Google, INFO Google, Google Drive, Google Classroom, and OneDrive, with 'Insert link' fields and 'Link' and 'Cancel' buttons below.

Resource from local drive must first be uploaded to Google Drive OR OneDrive

You may link to:

<a href="#">YouTube</a>	Video Clip - video clip URL from YouTube
<a href="#">IMAGE Google</a>	Image Link from Google - copy and paste URL from website
<a href="#">INFO Google</a>	Info Link from Google - copy and paste URL from website
<a href="#">Google Drive</a>	Resource Link from Google Drive - copy and paste URL from website
<a href="#">Google Classroom</a>	Resource Link from Google Classroom - copy and paste URL from website
<a href="#">OneDrive</a>	Resource Link from Microsoft OneDrive - copy and paste URL from website

## H. OTHER OPTIONAL FEATURES

### i. Co-Curriculum Activities

**Exhibit 27:** Planning and reporting co-curriculum activities

PLANNING & REPORTING CO-CURRICULUM/CO-ACADEMIC PROGRAM	
 DR. HJ. ISMAIL MD. ZAIN P.M.P.	 HELP CENTRE
PLANNING & REPORTING CO-CURRICULUM / CO-ACADEMIC PROGRAM	
Users are asked to select or fill in the information to implement the process of preparing and reporting co-curriculum or co-academic activities	
SECTION A: PROGRAM PROFILE	
PROGRAM	
(a) PROGRAM TYPE <input type="button" value="Select your choices"/> <span style="float: right;">(Please press to choose or fill in)</span>	(b) PROGRAM NAME <input type="button" value="Select your choices"/> <span style="float: right;">(Please press to choose or fill in)</span>
(c) MEETING: <input type="button" value="1"/>	(f) DAY : <input type="button" value=""/>
(d) Date : <input type="button" value=""/>	(g) Time : <input type="button" value=""/>
(e) WEEK : Teaching Week : <input type="button" value=""/>	(h) VENUE: <input type="button" value=""/> <small>(Fill in information)</small>
MEMBERSHIP	
(i) ADVISER <input type="button" value="Select your choices"/>	(j) PRESIDENT/PROGRAM COORDINATOR <input type="button" value=""/>
(k) POSITION: <input type="button" value="Select your choices"/> <span style="float: right;">(Please press to choose or fill in)</span>	
(l) TOTAL NUMBER OF MEMBERS: <small>(Fill in number)</small>	

### INTEGRATING/ DISPLAYING RESOURCES (IMAGES/VIDEO CLIPS) IN THE INSTRUCTIONAL PLANNING

Instructional Events	Facilitation & Learners' Engagement	IMPLEMENT	
		TEACHING AND LEARNING ACTIVITIES	Planning Items
Set Induction 10 Minutes		Learners' Readiness Students have been exposed to this topic before Types of Media Audio clip	
Step 1 20 Minutes		21st Century Learning Skills Creativity Generating and seeking new ideas Critical Thinking Identifying, clarifying, and organizing information Communication Asking questions and actively listening Collaboration Utilizing each individual's unique skills and perspectives Method, Technique, Approach Differentiated Learning Blended Learning Assessment Types of Assessment Summative Methods of Assessment Written Exercise Types of Assessment Activities Simulation	
Step 2 0		Fostering Values Mindfulness Understanding by describing one's emotions and reactions Curiosity CUR1: Seeking to understand deeply Courage Pursuing ambitious goals despite the social, financial, physical, or emotional risks	

## ii. Professional Learning Community

### Exhibit 28: Professional Learning Community

**PROFESSIONAL LEARNING COMMUNITY PROGRAM  
(PLC)  
LEARNING USING DAILY LESSON PLAN  
(LESSON STUDY)**

*Lesson study* is a professional development process devoted to instructional improvement.

In Lesson Study, the teachers, SMEs or Knowledgeable Other (KO) are invited to share their knowledge and experience and provide comments and opinions in improving the planning and classroom practices.

There are 2 types of forms to fill in:

OBSERVATION FORM (Tool Kit LS3) – Checklist for teacher's planning and teaching reviews  
REFLECTION REPORT (Tool Kit LS4) - Reports from teachers' reflection and sharing session on the planning and classroom practices

Please select DLP: DLP 1: Thursday, 15-04-2022 ▾ View Open Other Record

OBSERVATION FORM      REFLECTION REPORT

Back to List of Lesson Study Back to Search & Create Lesson Study Back to Model

**PROFESSIONAL LEARNING COMMUNITY PROGRAM  
(PLC)  
LEARNING USING DAILY LESSON PLAN  
(LESSON STUDY)**

*Lesson study* is a professional development process devoted to instructional improvement.

In Lesson Study, the teachers, SMEs or Knowledgeable Other (KO) are invited to share their knowledge and experience and provide comments and opinions in improving the planning and classroom practices.

of forms to fill in:  
ORM (Tool Kit LS3) – Checklist for teacher's planning and teaching reviews  
PORT (Tool Kit LS4) - Reports from teachers' reflection and sharing session on the planning and classroom practices

Please select DLP: DLP 1: Thursday, 15-04-2022 ▾ View Open Other Record

OBSERVATION FORM      REFLECTION REPORT

Back to List of Lesson Study Back to Search & Create Lesson Study Back to Model

**LESSON STUDY**  
*(Reports From Teachers' Reflection & Sharing Sessions On The Instructional Planning & Classroom Practices and the Teaching Session)*

**REFLECTION REPORT**  
*(The information checklist is used for teachers' lesson plan reports & teaching observation sessions based on Observation Forms as well as teacher reflection sessions.)*

**TEACHER'S TEACHING PROFILE**

Name: SARASVATHI AP KARUPPAN	Class Level: Year 4	Class: 4 UM	No. of Students: 29
Subject: Science		Date: Monday, 12-04-2021	Time: 9:10 AM To 10:10 AM

**REFLECTION SESSION INFORMATION**

Date & Time: 12-04-2021 10:26 AM  
Name of lesson study group members:  
HASSIM BIN MAMAT  
JAHARA BEHAM BINTI IBRAHIM

Documented by:  
JAHARA BEHAM BINTI IBRAHIM

Please provide comments and suggestions for improvement on the Daily Lesson Plan (DLP) according to the stated aspects.  
Press to select commentaries and suggestions for improving the DLP. Other commentaries and suggestions may be filled in at the same space or in the blank space provided.

Initially, PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

- However, CIDS goes one step beyond by inviting participants from other various communities especially from industries, such as professionals and administrators to become part of the member of PLC communities and to work collaboratively – sharing and contributing expertise, advice, opinions, views, relevant and useful resources, virtually through its advanced features on improving knowledge and skills, towards fulfilling the current and future industry needs and challenges, with regards to the learners' future employability issues. Hence, promotes lifelong learning.
- PLC is divided into 2 major communities - public community and private community.
- In the Public community (teacher, educator, learner, professional, administrator) everyone may join any of the sub-communities listed.
- In the Private community, the user may create their community exclusively while others may request membership.
- CIDS is a “hub” connecting people with different communities around the world collaboratively engaged in building future generations of human capital.

### **iii. The role of PLC members**

- Contribute expertise, views, and advice in respective areas through the communication features in the CIDS:
  - Teaching methods, strategies, or innovations in learning & teaching practices.
  - Knowledge or skill needed for learners' future employability opportunities.
  - Sharing digital or non-digital materials to enhance classroom activities
  - Information on the products/nature of works in the workplace /career opportunities, related to the principles of the topic studied in the classroom. Eventually, it will give a great impact on strengthening, motivating, and inspiring learners towards more dynamic learning and teaching process.
  - Other forms of assistance to enhance teachers' continuous professional development in achieving the 21st Century learning needs as well as industrial requirements establishing “a global personality” amongst their learners.

## **Exhibit 29:** The introduction page of PLC

### INTRODUCTION TO PROFESSIONAL LEARNING COMMUNITY

Home / Introduction to Professional Learning Community

 Introduction to PLC     Public Communities     Private Communities     PLC Members     Login / Register

## WELCOME TO PROFESSIONAL LEARNING COMMUNITY HOME PAGE

.....connecting..... communicating..... sharing.....

The Professional Learning Community (PLC) is a "hub" connecting professional in various fields including teachers and students collaboratively engage in sharing of information virtually through forum, video chat, video conference and other features for building future high-quality generations fulfilling the needs of the Industrial Revolution era 4.0 (IR4.0) and the Smart Society 5.0 (Society 5.0)

*You may join as a member of any of the following communities as appropriate. Your valuable contribution is a great help for teachers and students to relate their studies to the future industrial needs in determining the career paths.*

## **Exhibit 30:** Communities of PLC

### Public Communities

 Teacher  
Expert teachers who directly involved in classroom practices.  
Teachers with special skills

 Educator  
Professors, lecturers in the higher institution, Researchers,  
Lecturers in the Teacher's Institute of Education and other related  
to educational practices

 Learner  
School Students at various levels, undergraduates, trainee teachers  
etc.

### Private Communities

 You may create your own community exclusively while others may request for membership

#### iv. Features of PLC

Online communication and collaboration are made possible through its user-friendly futures either on the main page of PLC or within each community that will inspire learners in the process of searching and share information.

#### v. Virtual Learning: E-Forum

- *E-learning program for home-based activity.*
- *Students may register themselves or teachers may register for them*

The screenshot shows a virtual learning environment titled "E-FORUM". On the left, there is a video player with a thumbnail of a woman smiling in front of a city skyline. The video title is "Lose Weight and Maintain It In a Sustainable Way". Below the video, there is a link to "Watch on YouTube". To the left of the video player, there is a sidebar with the profile picture and name of "Felicia Wong, Moderator (162.158.165.73)". Below this, there is a link to "Healthy food" and a section titled "Discussions" with two bullet points: "Make a list of "healthy food"" and "How to maintain your bodyweight?". At the bottom of the sidebar, there is a note: "You can also include resources /materials and views that can be shared by others.". On the right side of the interface, there is a "Chat" window titled "E-FORUM" with a list of "CHAT ROOMS (1)" and "Public Chatroom". There are also sections for "ACTIVE USERS (0)" and a "Settings" icon.

#### vi. Digital Flipped Learning

- *Creation of learning topic for flipped learning program based on Moodle application*
- *learners' (student) may participate using ID created by teachers or by themselves*

The screenshot shows the homepage of the "CIDS" (Collaborative Instructional Design System) platform. The header features the CIDS logo and navigation links for "My Lessons" and "English (en)". The main banner highlights "DIGITAL FLIPPED LEARNING" and "Initiatives Towards Home-Based Learning Environment". Below the banner, there is a section titled "Digital Flipped Learning" with several icons: "Link", "Communication", "Register User", "Create Lesson", and "CIDS". A sub-section titled "WHAT IS DIGITAL FLIPPED LEARNING?" contains a bulleted list of characteristics and a small image of a classroom setting. To the right of this, there is a blue cloud-shaped graphic containing a smaller image of a person working at a computer.

## vii. Comunication

*Virtual interaction (briefing, learning, meeting, discussing, etc.) using CIDS-VideoCorps*

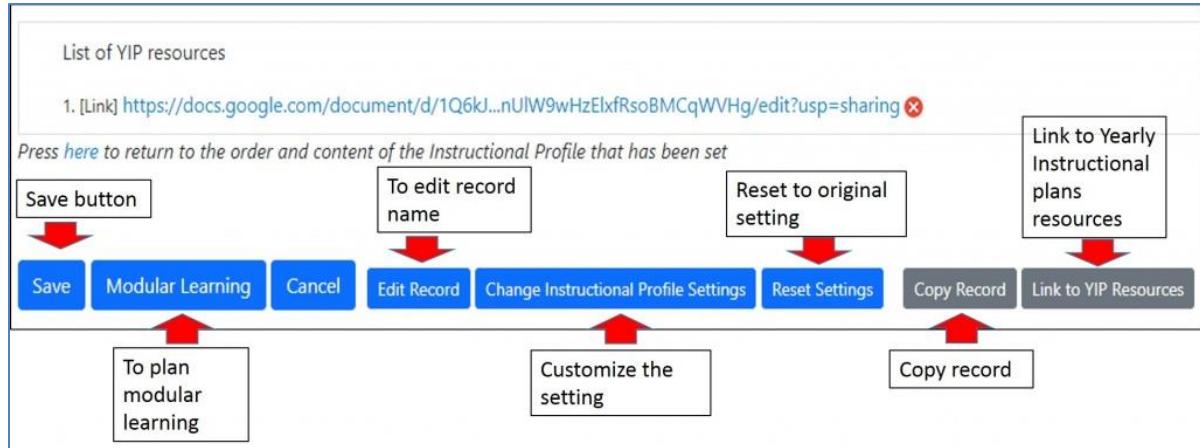


## viii. Button - Functions

*Create Record for Home-based learning & STEM, STEAM, STREAM Project*

The form has a 'Subject' field with an information icon and a placeholder 'Press and select'. To the left, a box contains 'Options to create instructional plan' with a red arrow pointing to the 'Home-based Learning' checkbox. Another red arrow points to the 'Create Record' button. The form also includes a note: 'Tick  to activate one of the formats if required'. The 'Create Record' button is highlighted with a blue background and white text.

**ix. Record Management – buttons for various functions**



**x. Record Management – other buttons for other links**

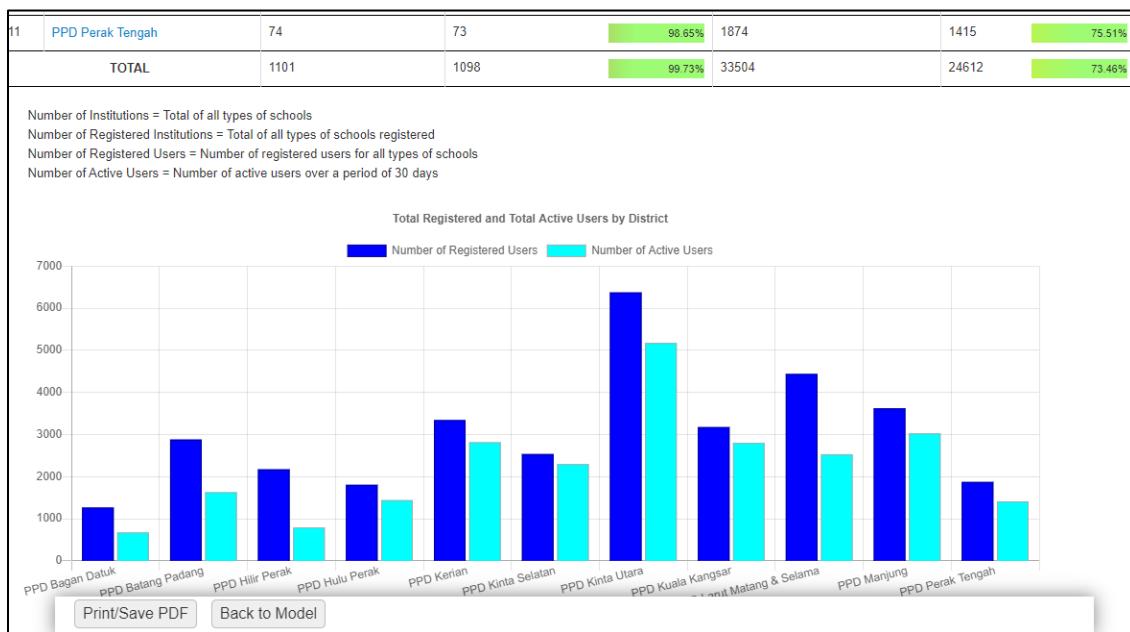
The screenshot shows an "EVALUATE" section for "Learning Impact / Self Reflection". It includes a timestamp "Update : 15-04-2021 14:32:43". A blue button labeled "Link to Reflection Resources" is marked with a circled "1". Below it is a section for "Supervisors' Remarks" with a blue button labeled "Submit For Endorsement" and a circled "4". A red note says "Press to submit the completed MIW and DLPs". A table for "Endorsement" is shown with columns for Name, Position, Remarks, Date, and Endorsement. A checkbox "Ready for Observation" is marked with a circled "2". A blue button labeled "Link to Shared Resources" is marked with a circled "3". At the bottom right are buttons for "MIW", "1 Alpha", and "1 Beta". Other buttons at the bottom include "Edit DLP", "Delete DLP", "Print/Save PDF", and "Go to YIP Main Page".

- xi. Evaluation** is one of the components of the model, thus CIDS provides a proposed Evaluation of Teachers' Competency (ETC) evaluation items/rubric for users particularly administrators to continue monitoring teachers' planning and teaching practices for further improvement and upskilling in the Continuous Professional Development (CPD) program. **Observation** and **Reflection** evaluation items are provided for the **Lesson**

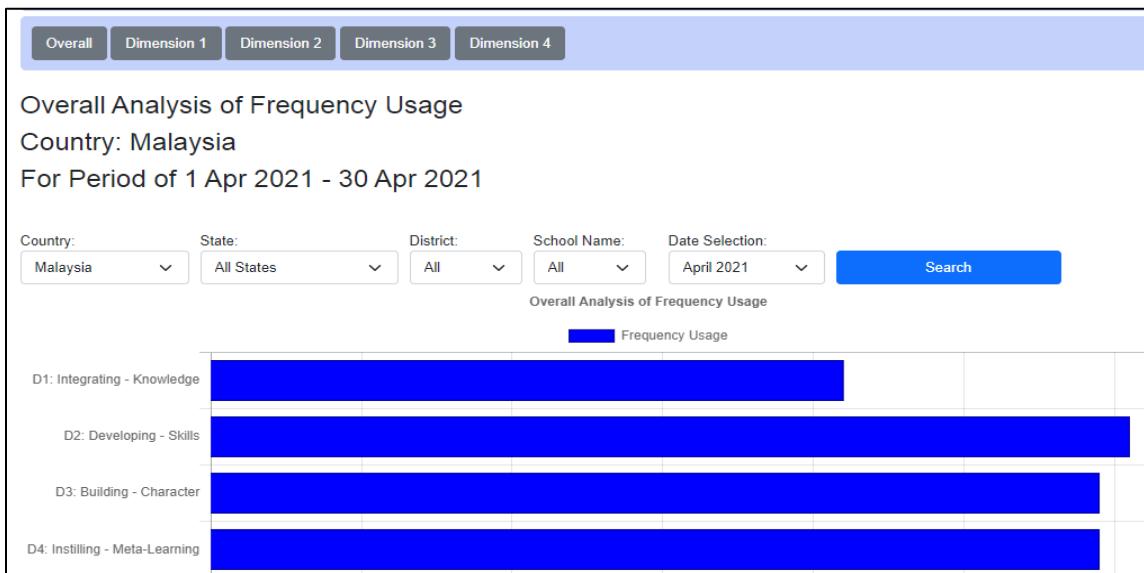
**Study** session in PLC. Both evaluations allow customization of the item in fulfilling the institutional needs.

- xii. **Statistical display** – The Statistical Analysis of the CIDS application by users are available at administrative levels where it summarizes the number and percentage of users in schools, district, and country. Besides, a statistical display on the pedagogical aspect of instructional design (*the integration of the 21<sup>st</sup> Century learning dimensions and items*) is also displayed.

### Sampel of CIDS User Statistical Analysis



Sample of the frequency usage of the 21<sup>st</sup> Century dimensions in the instructional planning



## I. STRENGTH AND CAPABILITY

Generally, the strength of The Integral ASIE ID Model are as follows:

- Designing instruction at macro and micro level systematically and professionally
- Allows customization to meet users' requirements
- Sharing teaching record (*lesson plan*)
- Searching teaching record
- Uploading all types of teaching resources
- Searching & displaying information on global development and issues related to the topic for learners' co-academic & co-curriculum activities
- Interacting, communicating, and collaborating, and sharing of information with communities virtually through e-forum, chatting, and video conferencing enhancing and promoting the concept of thinking out of the box.
- For user convenience, this model provides user manuals, information materials, and video guidance to understand and facilitate the application and operation of this model
- Guidance, endorsement, and validation of the instructional planning can be carried out professionally at different administrative levels.
- Provide evaluation items for teachers' competencies.

### i. The impact of the Integral ASIE ID Model

#### *Teachers*

- Teachers can plan and strategize their instruction effectively and professionally that fulfill learner's abilities.
- Time effective
- Reduce teachers' burden in preparing the lesson.
- Provide sharing of ideas, planning documents, and resources through its features.
- Establishing unlearn, learned, and relearn society - to learn different approaches in educational designing, relearn of new strategies formulated in response to the changes in the educational landscape, and unlearn the past experiences through the transformation process in creating awareness of the importance and impact of current innovation in ID towards the 21st-century education, establishing a better future living for the next generation in preparing them to the Industrial Revolution – IR4.0, IR5.0 for their future career development. Thus, improve the quality of education and enhance teacher's professionalism, creating awareness towards lifelong learning as required by The Sustainable Development Goal 4 –Education 2030 Agenda (UNESCO).

### **Learners**

- Equal opportunities for gaining knowledge & skills regardless of their differences in capabilities resulting from the high-quality systematic design of teachers' instructions.
- Unleash their potentials through learners' centered approached
- Established globally competitive learners – following the 21-century learning needs
- Inspiring learners – learning is not just gaining knowledge and skills but responding to the industrial needs for future employability.

### **School Administrators**

- Accessible for verification, monitoring, and evaluating the process
- Time effective for supervision purposes
- As a mechanism for identifying teachers' competencies (strength and weaknesses)
- Assist in identifying the relevant CPD courses for teachers

### **Education Ministry**

- Cost-effective – using online ID application
- Time effective – accessible for monitoring, supervising, and evaluating the process
- Establishing a complete network and database of teachers' instructional planning

## J. SUMMARY

CIDS comprises **The Integral ASIE Instructional Design Model** and advanced features of the **Professional Learning Community (PLC)**.

- The Integral ASIE Instructional Design Model is an integrated strategical approach to the designing of the instruction in fulfilling the learners' needs in today's learning environment.
- It is a simple and practical planning tool that allows teachers to strategize approaches, methods, and activities for learners to determine their own choices that will motivate them at engaging with inspiring learning activities while preserving the characteristics of teachers' professionalism in learning and facilitating procedures.
- The 21<sup>st</sup> learning framework of **Four-Dimensional Education** has been selected as a major instructional design component in CIDS.
- It responds to the challenges towards 21<sup>st</sup>-century learning and perhaps provides a solution for teachers to design instruction professionally, effectively, and systematically.
- The model has the following basic capabilities:
  - Designing instruction at macro and micro level systematically and professionally
  - Allows customization to meet users' requirements
  - Sharing teaching record (lesson plan) across nations
  - Searching teaching record
  - Uploading all types of teaching resources
  - Searching & displaying information on global development and issues related to the topic for learners' co-academic & co-curricular activities.
  - Guidance, endorsement, validation, and evaluation of the instructional planning can be carried out professionally at different administrative levels
- Meanwhile, the Professional Learning Community (PLC) is a “hub” connecting professional in various fields including teachers and students collaboratively engage in sharing of information virtually through a forum, video chat, video conference, and other features for building future high-quality generations fulfilling the needs of the Education 4.0 and future Education 5.0 in responding to the **Industrial Revolution era 4.0 (IR4. 0), 5.0 and the Smart Society 5.0 (Society 5.0)**. There are other optional features for planning & implementing reports.
- For user convenience, CIDS provides user manuals, reference materials, information materials, and video guidance to understand and facilitate the application and operation of this model

## REFERENCES

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## APPENDIX

### CIDS – MAIN PAGE

COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM  
Transforming Teachers. Inspiring Learners

HOME ABOUT US CIDS & 4D EDUCATION PLC HELP BAHASA MELAYU LOGIN

Welcome to CIDS Version 9.0

Instructional Design System for Teachers

A professional & systematic Instructional design tool

Highly customizable

Collaborating, Communicating & Sharing

Enhance a Home based learning requirement

### An Interactive ASIE ID Model - Main Menu

COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM  
Transforming teachers... inspiring learners

AN INTEGRAL ASIE INSTRUCTIONAL DESIGN MODEL VERSION 9.0

From theories to best classroom practices

An Interactive 21st Century Instructional design tool based on the Four-Dimensional Education Framework

Move your mouse over the texts in model's components and over the flow line directions to read the prescription

S STRATEGIZE

Developing - Skills Building - Character Instilling - Meta-Learning

A ANALYZE

Integrating - Knowledge

I IMPLEMENT

Adapting & Applying Instructional Planning

MIW (Multiple Integration Worksheet)

## List of Records

Screenshot of the CIDS 9.0 software interface showing the 'List of Records' page. The page title is 'Open Record'. It displays a table of teaching records with columns for No., Week, Information, Name, Subject, Class & Last Submission Date, Date & Teaching Time, and Action. The table contains three rows of data. The interface includes a sidebar with various menu options like Home, Record, Counseling Record, Co-curricular, Evaluation, Profile, Settings, Statistics, Language, Virtual Learning, Communication, Video Tutorial, Links, Help, Switch to Version 8, FAQ, and Exit. The status bar at the bottom shows system information.

No.	Week	Information	Name	Subject	Class & Last Submission Date	Date & Teaching Time	Action
1	Week 35	BIT4W29 Year 4  Teaching Week 29	KHAIRUL HELMY BIN NABURI SEKOLAH KEBANGSAAN GORENG PPD Kinta Selatan, Perak, Malaysia	English Overall Total DLP submitted: 1	<b>MIW</b> 25-08-2021 4 DLP (Total DLP: 1) <b>DLP 1</b>	30-08-2021 — 03-09-2021  Monday 30-08-2021: 10:45 AM-11:45 AM	<input type="checkbox"/> Endorsement
2	Week 35	BIT6W29 Year 6  Teaching Week 29	KHAIRUL HELMY BIN NABURI SEKOLAH KEBANGSAAN GORENG PPD Kinta Selatan, Perak, Malaysia	English Overall Total DLP submitted: 2	<b>MIW</b> 25-08-2021 6 UTARID (Total DLP: 1) <b>DLP 1</b>  6 MARIKH (Total DLP: 1) <b>DLP 1</b>	30-08-2021 — 03-09-2021  Monday 30-08-2021: 10:45 AM-11:45 AM  Monday 30-08-2021: 10:45 AM-11:45 AM	<input type="checkbox"/> Endorsement
3	Week 35	PENDIDIKAN MORAL TAHUN 5	ZAINAL BIN BAHARI	Moral Education	<b>MIW</b> 25-08-2021	30-08-2021 — 03-09-2021	<input type="checkbox"/> Endorsement

## A Weekly Teaching Record

Screenshot of the CIDS 9.0 software interface showing a 'Weekly Teaching Record' for Nurul Khalson Binti Omar. The record details include student profile, subject, date, and teaching week. The main area is divided into four dimensions: ANALYZE, STRATEGIZE, BUILDING - CHARACTER, and INSTILLING - META-LEARNING. Each dimension contains various learning activities, skills, and values. The status bar at the bottom shows system information.

ANALYZE				STRATEGIZE			
Dimension 1: Integrating - Knowledge		Dimension 2: Developing - Skills		Dimension 3: Building - Character		Dimension 4: Instilling - Meta-Learning	
Instructional Profile	Learners' Profile						
Nurul Khalson Binti Omar CLASS LEVEL FORM 5 SUBJECT: ENGLISH DATE: 30-08-2021 TO 03-09-2021 WEEK: 35 TEACHING WEEK: 28	NAME: NURUL KHALSON BINTI OMAR CLASS LEVEL FORM 5 SUBJECT: ENGLISH DATE: 30-08-2021 TO 03-09-2021 WEEK: 35 TEACHING WEEK: 28	Dimension 1: Integrating - Knowledge Instructional Profile Learners' Profile	Dimension 2: Developing - Skills Learners' Readiness 21st Century Themes Sustainability/Environmental literacy (environmental science, impacts on humanity)	Dimension 3: Building - Character 21st Century Learning Skills Creativity Being comfortable with risks, uncertainty, and failure Critical Thinking Identifying, clarifying, and organizing information Communication Communicating via multiple modes (digitally, orally, etc.) Collaboration Uniting each individual's unique skills and perspectives Program Transisi Ke Kerjaya MBK (untuk Sekolah Menengah Pendidikan Khas sahaja) KS Kesediaan Kerjaya (Tingkatan 3,4,5) KS.1 Kumpulan Sokongan Ahli Keluarga (KSAK) Assessment Types of Assessment Formative Methods of Assessment Written Exercise Types of Assessment Activities Presentation	Dimension 4: Instilling - Meta-Learning Metacognition Determining goals, plans to achieve those goals, and monitoring one's progress Growth Mindset Persevering for deeper expertise and understanding		
Focus Communicate information clearly Organise information coherently Learning Standard 4.1 Explain and evaluate (i) visual (ii) read (iii) heard information Performance Standard 3.2 Can ask about and communicate information adequately. □ Can manage interaction by paraphrasing and rephrasing as well as use questions appropriately. □ Can explain and justify a point of view, feelings, plans and ambitions Learning Objectives At the end of lesson, students able to explain on the reasons why they may have a university degree Success Criteria Students able to talk and list down why they need a university degree Method Using Modules Title or Theme Environment	Dimension 1: Integrating - Knowledge Instructional Profile Learners' Profile	Dimension 2: Developing - Skills Learners' Readiness 21st Century Themes Sustainability/Environmental literacy (environmental science, impacts on humanity)	Dimension 3: Building - Character 21st Century Learning Skills Creativity Being comfortable with risks, uncertainty, and failure Critical Thinking Identifying, clarifying, and organizing information Communication Communicating via multiple modes (digitally, orally, etc.) Collaboration Uniting each individual's unique skills and perspectives Program Transisi Ke Kerjaya MBK (untuk Sekolah Menengah Pendidikan Khas sahaja) KS Kesediaan Kerjaya (Tingkatan 3,4,5) KS.1 Kumpulan Sokongan Ahli Keluarga (KSAK) Assessment Types of Assessment Formative Methods of Assessment Written Exercise Types of Assessment Activities Presentation	Dimension 4: Instilling - Meta-Learning Metacognition Determining goals, plans to achieve those goals, and monitoring one's progress Growth Mindset Persevering for deeper expertise and understanding			

CIDS – At International Level

**PENCAPAIAN ANTARABANGSA**

1<sup>st</sup> Annual International Conference on  
**EDUCATION - 2015**  
国际教育大会

09 - 10 April 2015 | Beijing, China



1<sup>st</sup> Annual World Conference on  
**MEDIA & MASS COMMUNICATION - 2015**  
世界媒体与大众传播大会





TIIKM's First Annual International Conference on Education - 2015  
TIIKM's First Annual World Conference on Media & Mass Communication 2015  
09 - 10 April 2015, Beijing, China



TIIKM's First Annual International Conference on Education - 2015  
TIIKM's First Annual World Conference on Media & Mass Communication 2015  
09 - 10 April 2015, Beijing, China

**INTERNATIONAL CONFERENCES – ORLANDO, US MARCH, 2017  
“BEST PAPER PRESENTATION”**



**GUEST SPEAKER**

**Adamson University, Manila, 28-29 September, 2017**

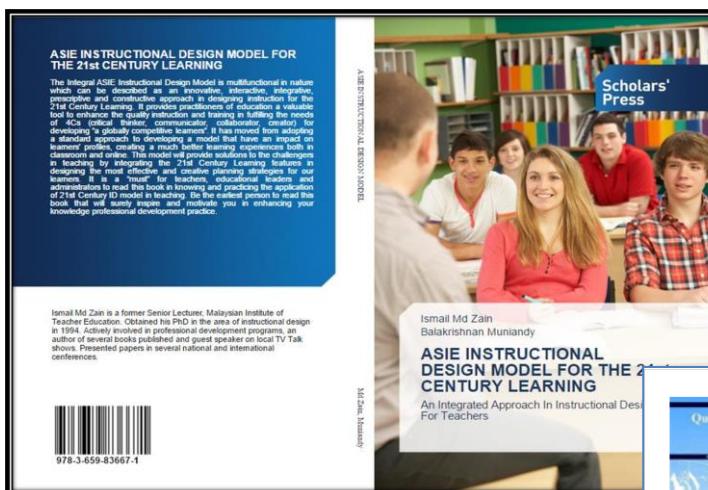




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**Project Asie: Breaking Through the 21<sup>st</sup> Century Instructional Design Model for Teachers**

Ismail Md Zain  
Teacher Institute of Education, Malaysia

**ABSTRACT**

The 21<sup>st</sup> Century Learning Framework (P21) requires learners to develop their thinking skills, communication skills, collaborating skills as well as enhancing their creativity (4Cs) towards establishing "globally competitive learners." It is a challenge for teachers to design the instruction by the above requirements in the current education landscape. The development of An Integral ASIE Instructional Design Model (Ismail Zain, Balakrishnan, M., 2014) provides a

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### An Integral ASIE ID Model: The 21<sup>st</sup> Century Instructional Design Model for Teachers

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**Abstract** Design of instruction is an important feature in teacher education at fulfilling the needs of 4Cs (*critical thinker, communicator, collaborator, creator*) developing "a

much needed. It requires teachers to understand deeply the areas of instructional design as part of their instructional planning to ensure our education system continues to

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Volume 19 #4, 2018



Meeting with  
authors of  
Four-Dimensional  
Education



Meeting with  
Instructional  
designer  
expertise/  
author

