



THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS)

An initiative towards transforming teachers in designing instruction for delivering effective and efficient 21st century learning experiences that inspires learners of all levels towards VUCA world.

MODULE 1: INTRODUCTION



Transforming teachers....inspiring learners...

A. WHAT IS CIDS?


1. Introduction

- CIDS is a **flexible instructional design system** that provides teachers the option to **plan & manage the learning** and teaching process.
- It composes of (i) **The Integral ASIE Instructional Design Model** - a tool specifically developed to **create Instructional Planning Activities (IPA)** to meet the needs of 21st Century learning competencies for classroom best practices (ii) and other optional features such as **Lesson Study** – as part of Professional Learning Community activity, (iii) **Learners' Competency-Requirements Inventory (LCRI)**- an evaluation features to determine the infusion of competencies in instructional planning and (iv) **CIDS-VideoCorps** - a feature of visual communication.
- **IPA** is a wider concept of a **lesson plan** or **any simplified form of creating and generating ideas, prepare teachers to determine the direction of the teaching and learning process**, such as the learning objectives, procedures, methods, approaches, the infusion of required learners' competencies, values, character and other items related to the learning activities, which can be done in **various formats**.
- Most of the items in IPA are **customizable**.

2. Framework & Concept

- CIDS follows the theories **and principles of instructional design** - a branch of discipline in the field of education technology that has long existed.
- The elements in *Four-Dimensional Education (Center for Curriculum Redesign-CCR, 2015, US)* have been the main reference for adaptation of the 21st century learning in the Integral ASIE Instructional Design Model, besides other elements in current education needs .
- The instructional plan can be **shared, monitored, guided, and evaluated** individually or in bulk by various parties at various levels.
- To access the system, type <https://asiemodel.com>




Exhibit 1: The Main Page of The Collaborative Instructional Design



The 21st-Century Instructional Design System for Best Classroom Practices

The Best Instructional Design System You Are Looking For, That Manages The Classroom Instructional Planning Activities

3 Planning Activities in 1 System

IPA	Lesson Study	LCRI
 <p>Creating a high-quality Instructional Planning Activities in all subjects and school types. Simple, adaptable, and customizable planning item. Face-to-face classes and home-based instructional planning activities</p>	 <p>Sharing of instructional planning activities. Improving teaching and learning activities collaboratively</p>	 <p>Leamers' Competency-Requirements Inventory: a flexible rubric for identifying and assessing the infusion of competencies and subcompetencies required by learners in instructional planning activities and implementation</p>

WHAT IS CIDS?

- An innovative 21st-century instructional design system with an instructional design model.
- User friendly, work-effective, and time-effective.
- Framework adapted from the *Center for Curriculum Redesign (CCR, US)* and other elements of education needs.
- You may read or download materials from the user manual for its application procedures or read and review the full description of CIDS through **A Handbook of CIDS**.
- You can log in as a guest for an immediate online trial version with preset features and functions by using the following username and password.
- All features (*class category, class level, subject, teaching period & time table*) have been preset regardless of the country origin. Please do not change the setting to avoid errors.
Username: asieguest
Password: asieguest

You may **email to us** for more information.

"The Four-Dimensional Education has been selected as the 21st-Century Learning framework in the Collaborative Instructional Design System (CIDS). It guides user in the instructional planning process: redesigning, reconstructing, and reengineering academic directions, visualizing the current educational landscape towards preparing learners' future career paths that are 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 of Education, USA*




Exhibit 2: The Integral ASIE Instructional Design Model

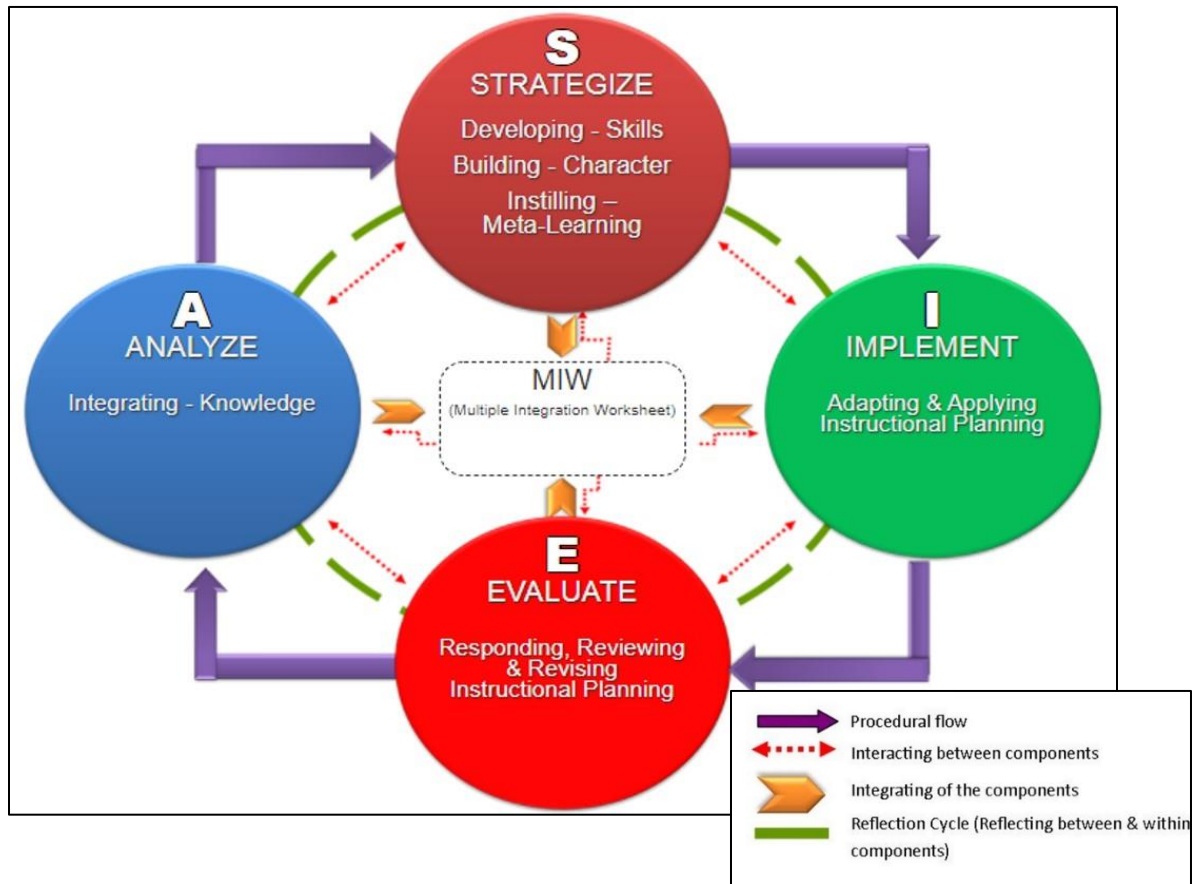
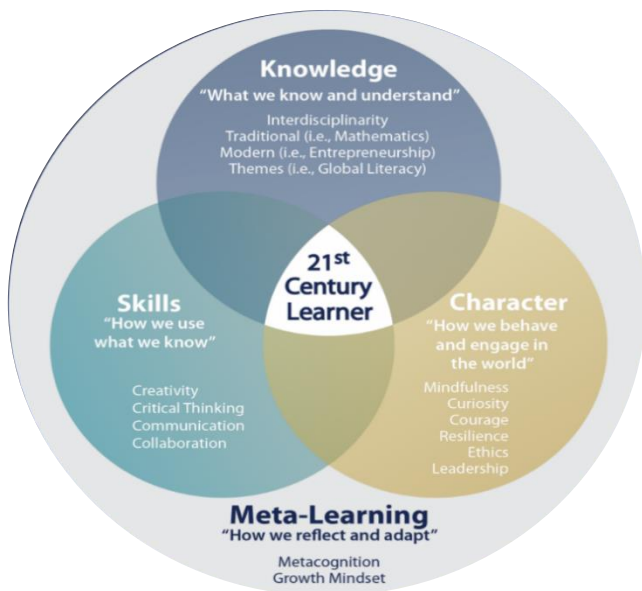


Exhibit 3: The Four-Dimensional Education



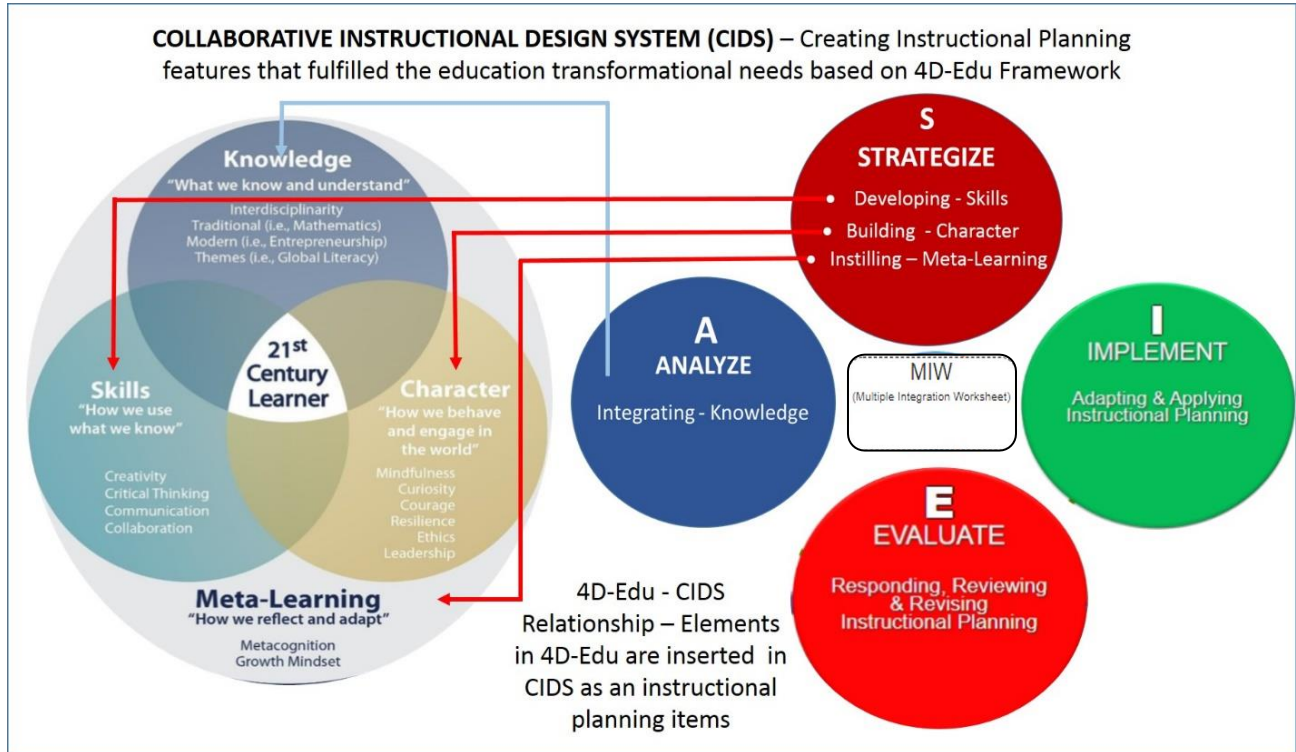
The [Four-Dimensional Education \(4DEdu\) framework](#) has been adapted as the 21st Century Learning Framework in the Collaborative Instructional Design System (CIDS). The 4DEdu-CIDS guides user in the instructional planning: **redesigning, reconstructing, and reengineering academic directions, visualizing 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 of
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Exhibit 4: An Adaptation of the 21st Century Learning Competencies into ASIE Model



The 4rd component – evaluation purposes (*optional*)

- **User creates a record** (*term used to refer to teaching record*). Fill in/select instructional profile items from Component 1 (syllabus for a week lesson or more)
- Follow the planning procedural flow from the **model to select the competencies and sub-competencies** needed from the items (Component 2) to be infused in the planning activities.
- It will be gathered in a **Multiple Integration Worksheet (MIW)** – a planning template (*master template*) consisting of four dimensions of current learning competencies.
- **The Instructional Planning Activities - IPA** (lesson plan or any other terms used) is created by selecting content from MIW for a particular lesson or several lessons/single class/multiple classes.
- Since certain schools required Yearly Lesson Plan (YIP), MIW will automatically generate YIP and be listed in a yearly instructional planning menu.
- **CIDS provides 2 preset most common instructional planning templet** to choose (refer to the module) or the user may compose their own templet. All planning items are customizable.

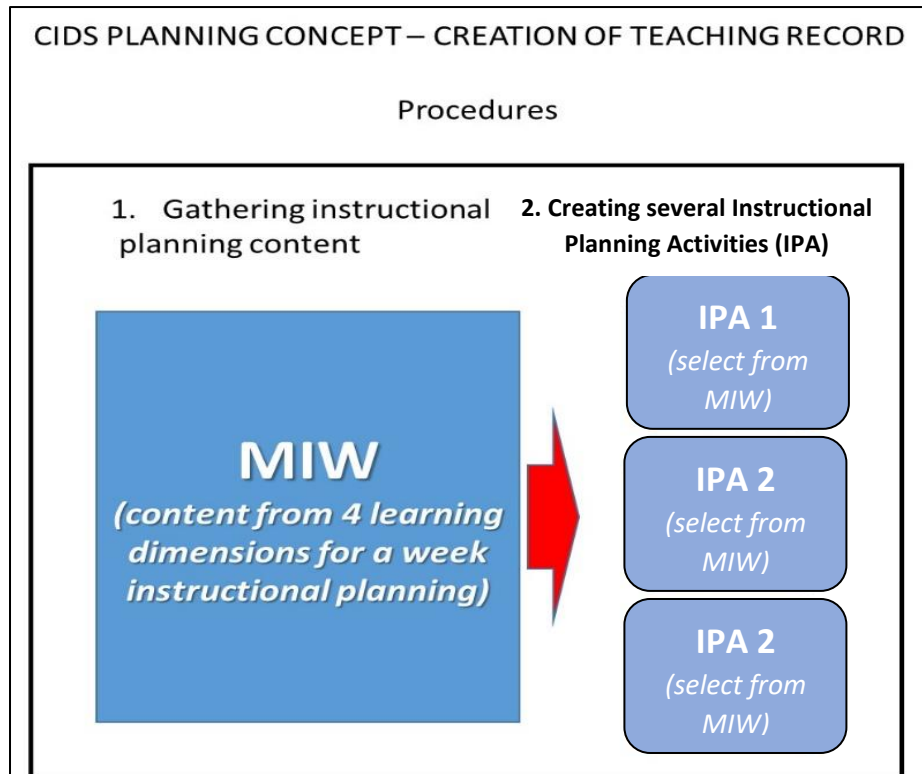
Exhibit 5: Component, Aspect & Item of the model

COMPONENT		ASPECT	ITEM	MIW
A	ANALYZE	Dimension 1: Knowledge <i>Integrating - Knowledge</i>	<ul style="list-style-type: none"> ○ 21st century themes, subject, topic, subtopic, learning objectives, etc. ○ Learners’ profiles – readiness, learners’ attributes/ psychological profiles. ○ Types of media chosen ○ Integration of media 	<ul style="list-style-type: none"> • 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.
		Dimension 2: Skills <i>Developing: Skills</i>	<ul style="list-style-type: none"> ○ mindfulness ○ curiosity ○ courage ○ resilience ○ ethics ○ leadership ○ other related items: <ul style="list-style-type: none"> • method, technique, approach, assessment, etc. 	
Dimension 3: Character <i>Building: Character</i>	<ul style="list-style-type: none"> ○ <i>mindfulness</i> ○ <i>curiosity</i> ○ <i>courage</i> ○ <i>resilience</i> ○ <i>ethics</i> ○ <i>leadership</i> 			
Dimension 4: Meta-Learning <i>Instilling Meta-Learning</i>	<ul style="list-style-type: none"> ○ <i>metacognition</i> ○ <i>growth mindset</i> 			
I	IMPLEMENT	Adapting & Applying Instructional Planning <i>Adapting Applying</i>	<i>All selected items and content are gathered & displayed in MIW for adapting & applying in the creation of DLP for best classroom practices</i>	
		<i>responding reviewing</i>	<ul style="list-style-type: none"> ○ responding to the feedback ○ reviewing the instructional planning strategies for improvement 	
E	EVALUATE	<i>revising</i>	<ul style="list-style-type: none"> ○ revising the instructional planning strategies for future redesigning 	

C. INSTRUCTIONAL PLANNING

1. Instructional Planning Mapping

Exhibit 6: Instructional Planning Mapping



2. Instructional planning procedural flow

Instructional planning procedural flow guides users to **determine and select the required item of the 21st learning competencies sub-competencies** adapted from Four-Dimensional Education.







Examples:

Dimension 1 – Knowledge

Competency: *Themes – Essential Content: disciplines, branches, subjects, topics Core Concepts (including processes, lesson objectives etc.).*

Sub-competency: the descriptions/content of the item

Exhibit 7: Example for Dimension 1: Knowledge

Notifications 	<input type="text" value="Select your choices or fill in"/>	<small>(Optional) Press to select or fill in the note if necessary</small>
21ST- CENTURY THEMES 	<input type="text" value="Select your choices or fill in"/>	
Main Topic 	<input type="text" value="Select your choices or fill in"/>	<small>Press to select or/and fill in or/and copy and paste, then Enter</small>
Subtopic 	<input type="text" value="Select your choices or fill in"/>	<small>Press to select or/and fill in or/and copy and paste, then Enter</small>
Learning Objectives 	<input type="text"/> <input type="button" value="Add"/>	<small>i. Fill in or copy and paste the required texts and Press enter. ii. Double click at the texts to edit and press  to accept</small>

Dimension 2 – Skills

Competency: Creativity, Critical Thinking, Communication, Collaboration

Sub-competency: the descriptions/content of the competency

Exhibit 8: Example for Dimension 2: Skills

Learning Competency

Competency	Sub-competency
Creativity 	Select your choices or fill in
Critical Thinking 	Select your choices or fill in
Communication 	Select your choices or fill in
Collaboration 	Select your choices or fill in

Select your choices or fill in

- Identifying, clarifying, and organizing information
- Considering other points of view
- Applying sound reasoning to decision-making
- Assessing validity and quality of information
- Reflecting critically on one's own reasoning and assumptions

Researcher showed that item with colored areas indicates Competencies required and recommended to match specific Disciplines/subject. However, the user is free to select any other item (items) that is relevant to the discipline/subject.

Dark green areas indicate the top Competencies per Discipline
Light green areas indicate mid Competencies per Discipline
Grey areas indicate bottom Competencies per Discipline

Dimension 3 – Character

Competency: Mindfulness, Curiosity, Courage, Resilience, Ethics, Leadership

Sub-competency: the descriptions / content of the competency

Exhibit 9: Example for Dimension 3: Character

Learning Competency

Competency	Sub-competency
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

Select your choices or fill in



- CUR1: Seeking to understand deeply
- CUR2: Seeking out novelty and trying new things
- CUR3: Seeking different perspectives to broaden understanding
- CUR4: Actively pursuing one's interests and passions

Dimension 4: Meta-Learning

Competency: Metacognition, Growth Mindset

Sub-competency: the descriptions / content of the competency

Exhibit 10: Example for Dimension 4: Meta-Learning

Learning Competency	
Competency	Sub-competency
Metacognition 	Select your choices or fill in
Growth Mindset 	Select your choices or fill in

Select your choices or fill in

- Reflecting on processes, achievements, learning, and/or identity
- Determining goals, plans to achieve those goals, and monitoring one's progress
- Monitoring comprehension and managing information accordingly
- Evaluating one's actions and their consequences

D. TERMINOLOGY

- **Collaborative Instructional Design System (CIDS)** – an application system for instructional design covering various dimensions of instructional planning for teachers, administrators, 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.
- **Professional Learning Community (PLC)** – guide the implementation of *Lesson Study* activities, participating in various communities to share information, resources, assists teachers in the T&L process.
- **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 which 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 IPAs for the week.
- **IPA**- Instructional Planning Activities – derived from selected items of MIW.
- **Instructional Events** – Steps of Teaching & Learning activities in IPA.
- **Record** – a complete set of teacher lesson plans (MIW & IPAs) created.
- **Shared Record** – complete records submitted for sharing by other users.
- **Supervisory Records** – a list of teacher planning records under the supervision of an administrator.
- **Modular Learning** – A type of learning that offers a combination of subjects (*example – mathematics & science*) for (i) a same class level – single class (*example – 1st Grade*) – or for (ii) a combination of different class level & different subjects – combined class & combined subject (*example 1st Grade & 2 Grade, mathematics & science*)
- **Links to Shared Resources** – insert link to the instructional planning (video clips, images, and information from the internet or materials from local folders)
- **Links to Teaching Evidence Resources** – insert link to the instructional planning (materials from various sources as evidence of teaching activities carried out by teachers (*examples: pictures of fieldwork, reports, student activities, etc.*)
- **Instructional Timetable** – a schedule of teaching time table created by a teacher for the system, especially on setting of date and time of the Daily Lesson Plans.
- **CIDS-VideoCorps** – A virtual communication tool for CIDS users and guests.
- **E-Forum** – Student virtual interaction session with materials posted by teachers.

The specific application procedures of the model are found in several modules which helps users to plan the instructional activities

SUMMARY

- CIDS is a flexible instructional design system that provides teachers the option to plan & manage the learning and teaching process.
- The Integral ASIE Instructional Design Model is a tool specifically developed to create Instructional Planning Activities.
- CIDS follows the theories and principles of instructional design.
- The elements in *Four-Dimensional Education (Center for Curriculum Redesign-CCR, 2015, US)* have been the main reference for adaptation of the 21st century learning competencies in the Integral ASIE Instructional Design Model.