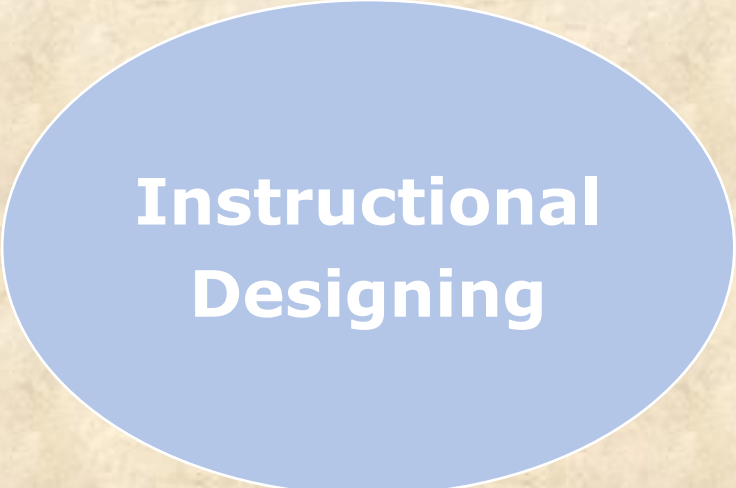
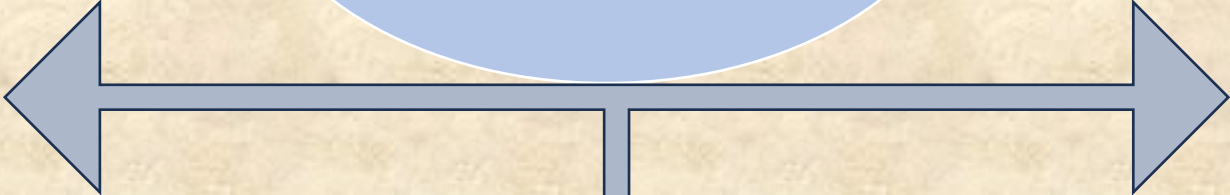


Concept, Need and Scope of Instructional Designing

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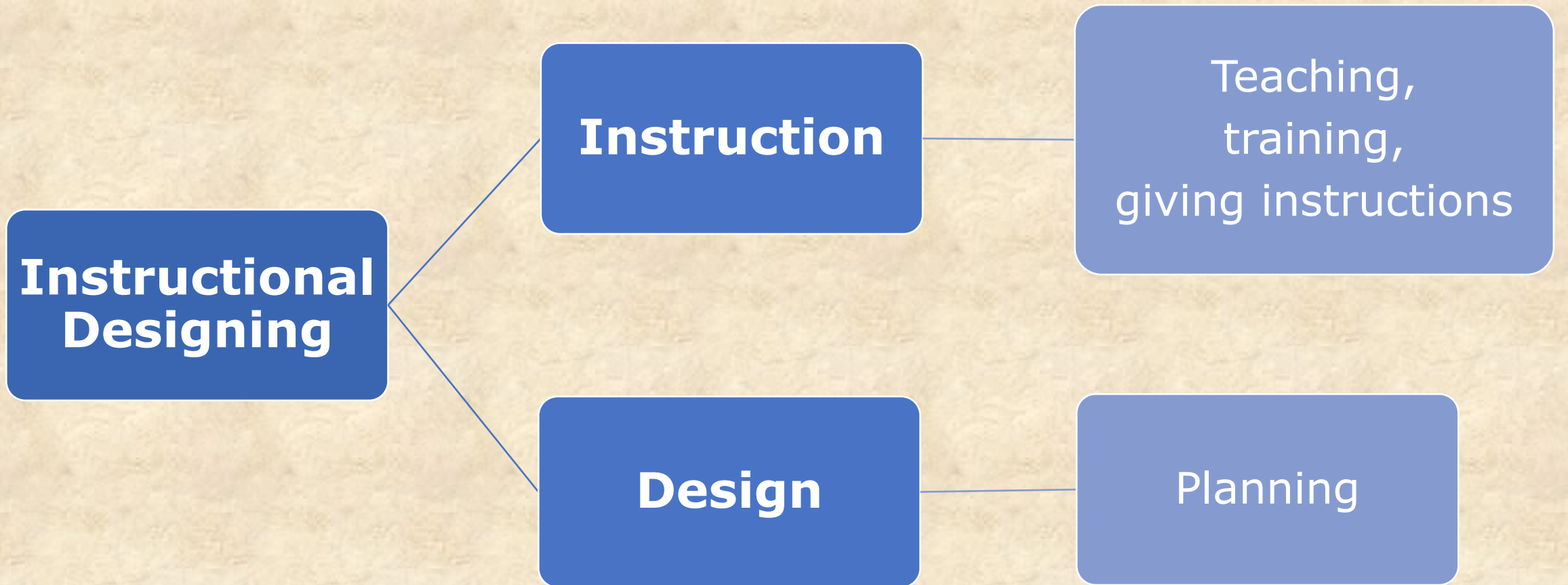


Concept

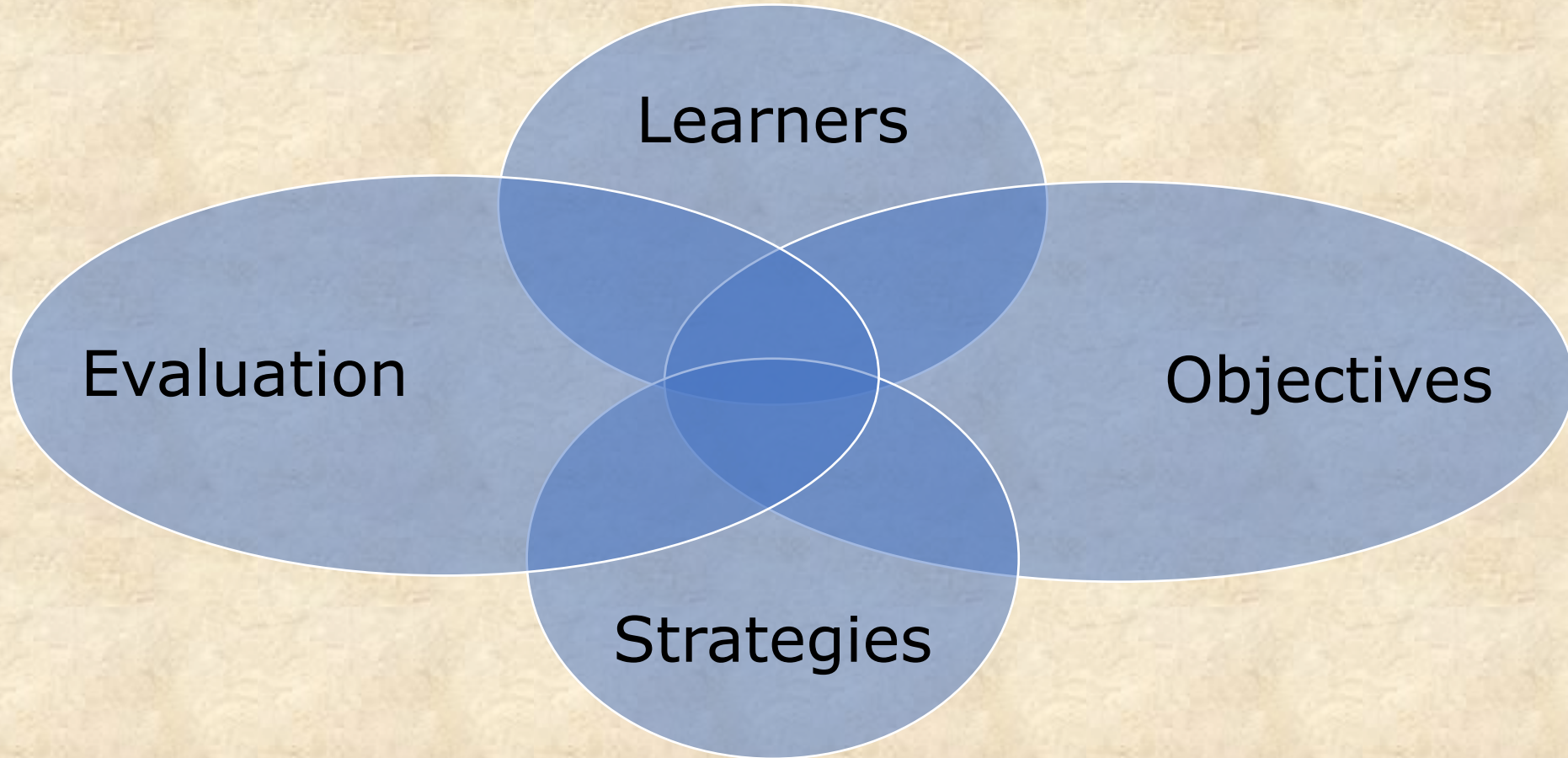


Scope

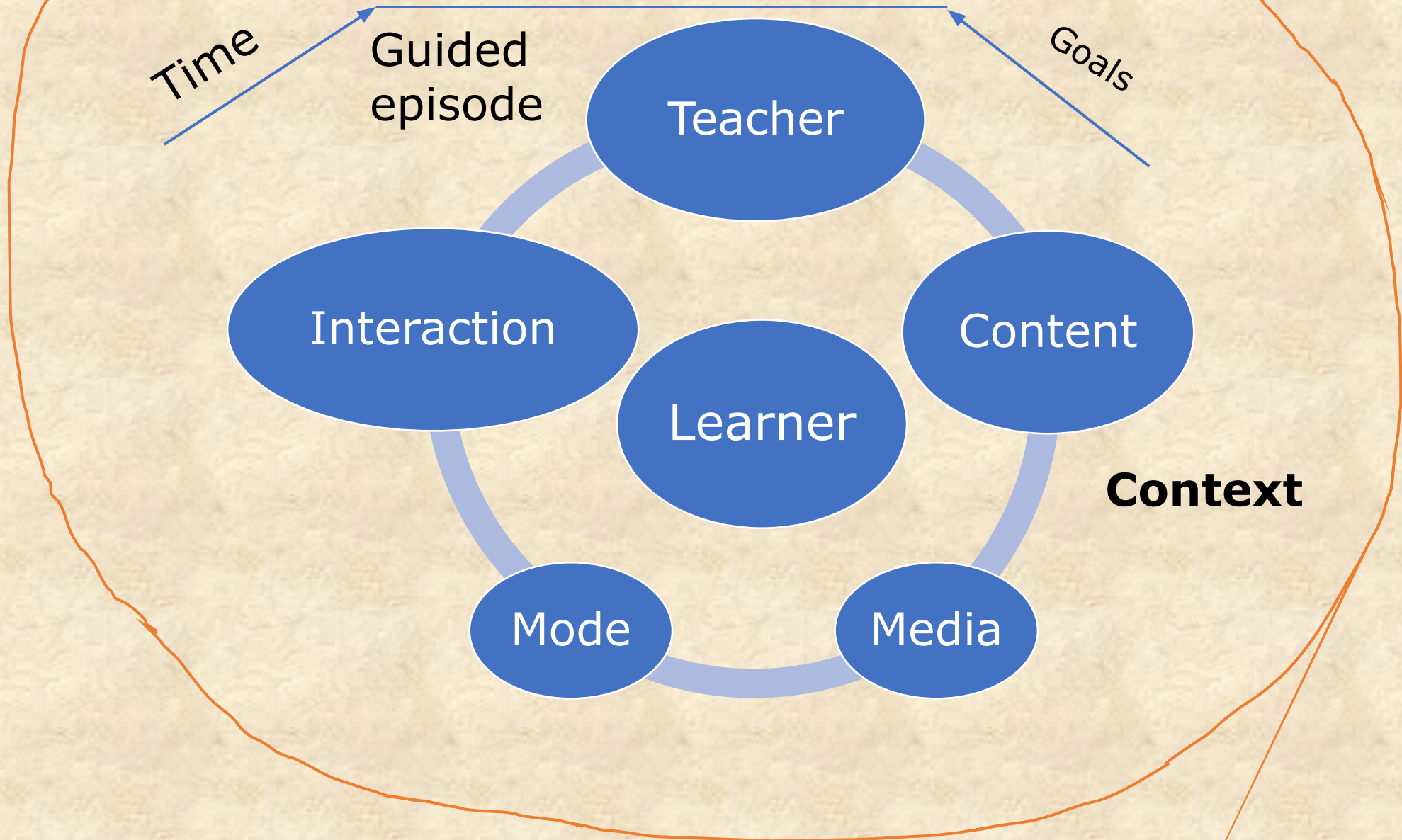
Need



Fundamental Components of ID



(Intentional) Learning Space



Complexity of the Learning Space

- Learner
- Content
- Goals
- Peer / Interaction
- Media
- Modes
- Teacher
- Time

Complexity of the Learning Space

- Learner

- Development

- cognitive
 - emotional
 - social
 - physical
 - spiritual

- Behavioral patterns

- intelligence
 - cognitive styles
 - motivation
 - cultural norms
 - creativity
 - socio-economic status

Complexity of the Learning Space

- Content

- Facts
- Concepts
- Principles
- Procedures
- Processes
- Meta-cognition
- Skills

- Goals

- Cognitive
- Affective
- Psychomotor

- Peer / Interaction

- Age
- Ability
- Group learning

Complexity of the Learning Space

• Media

- text
- audio
- video
- graphics
- interactivity

• Modes

- Offline
- Online
- Blended
- Field

- Technology affordance
at learner end

• Time

- Synchronous
- Asynchronous

Complexity of the Learning Space

- Teacher
 - identifying appropriate goals
 - analysing learning needs
 - arranging content information
 - choosing media
 - selecting instructional strategies
 - conducting assessment

Instructional Design: Focus on

- How to better help learners learn and develop.
- Development of learning experiences and environment that promote the acquisition of specific knowledge and skills by learners.
- Incorporation of known and verified learning strategies into instructions experiences that make acquisition of knowledge and skills more efficient, effective and appealing.

Instructional designing is a **systematic** process of translating general **principles of learning** and instructions into **plans** for instructional material and learning.

- elearnspace (2002)

Focus by Instructional Designer

Content Matter Expert

- What to cover

Instructional Designer

- Defining the problem
- Determining what knowledge and skills are needed to solve the instructional problem
- Covers what the learners "*needs to know*" and avoids the content that is "*nice to know*"

ID Contribution to the Process of Learning

Effective – enjoyable, meaningful, sustainable

Efficient – in terms of the cost of development process and time of learners

Engaging, interesting

With good return over investment (ROI)

Scope of ID

- Begins with identifying performance problems

**And does
NOT**

- assume that instruction is the answer to all problems

- Considers instructions from the angle of the learner

than

- the angle of the content

Some Focus Questions in ID

- What level of readiness do learners need for accomplishing the objectives?
- What instructional strategies are apt for specific objectives and learner characteristics?
- What technology / other resources are the most suitable?
- What (learner) support will be needed for successful learning?
- How will achievement of the objectives be measured?
- What revisions will be necessary if the tryout of the program does not match the expectations?

Aspects addressed by ID

- For whom is the program developed?
- What is expected of the learners to learn / demonstrate?
- How is the content matter / skill be best learnt?
- How will the extent of learning be determined?

Who's Who in ID Process

- Subject matter expert
- Instructional designer
- Evaluator
- Graphic designer
- Studio technical staff

Some Questions raised about ID

- Isn't ID process a mechanistic than a humanistic?
 - Individual learner comes into picture
- Doesn't ID process discourage creativity in teaching?
 - design elements many be manipulated and improved by teachers
- Isn't main attention in ID given to low-level and immediate outcomes than to higher-order and long-term outcomes?
 - possibility of combination of both short-term and long-term measurements
- Doesn't ID take too long?
 - worth the investment than wasting time, efforts

Instructional Design is the process of **orchestration** of strategies, modes, media, sequences, chunks as per the need/ best fit for the learner, objectives and the content.

Thank you