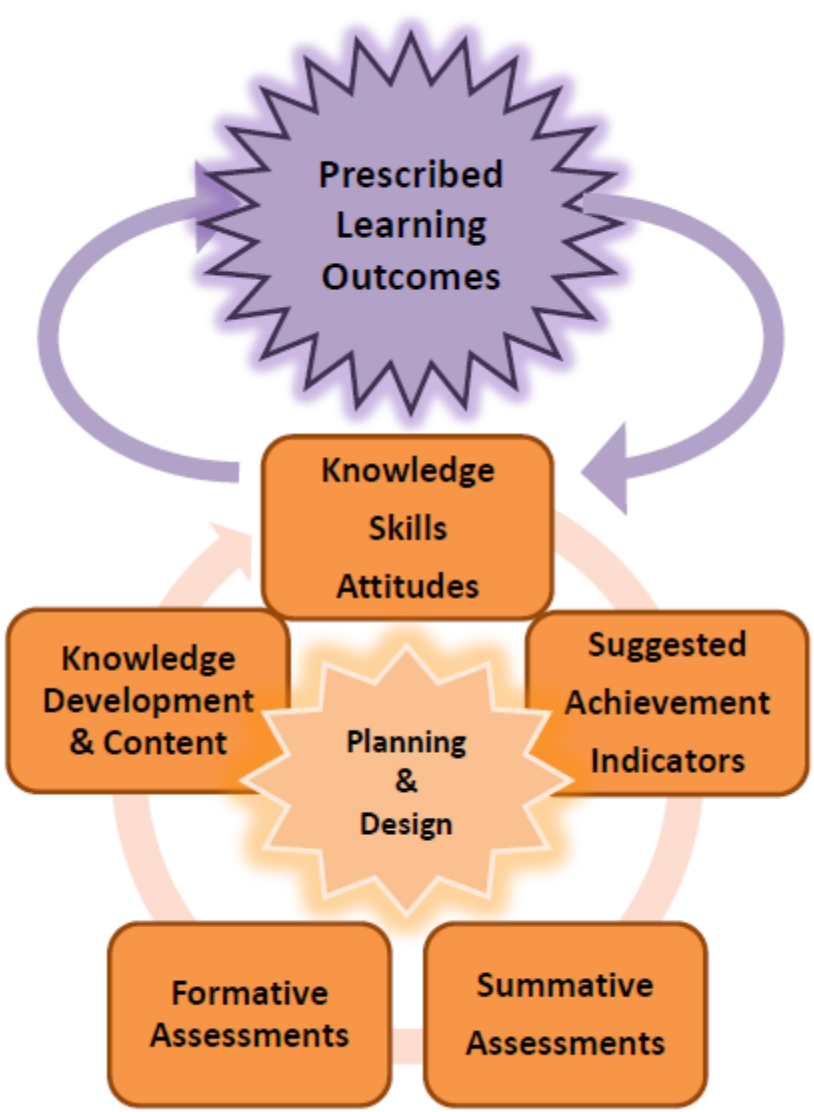
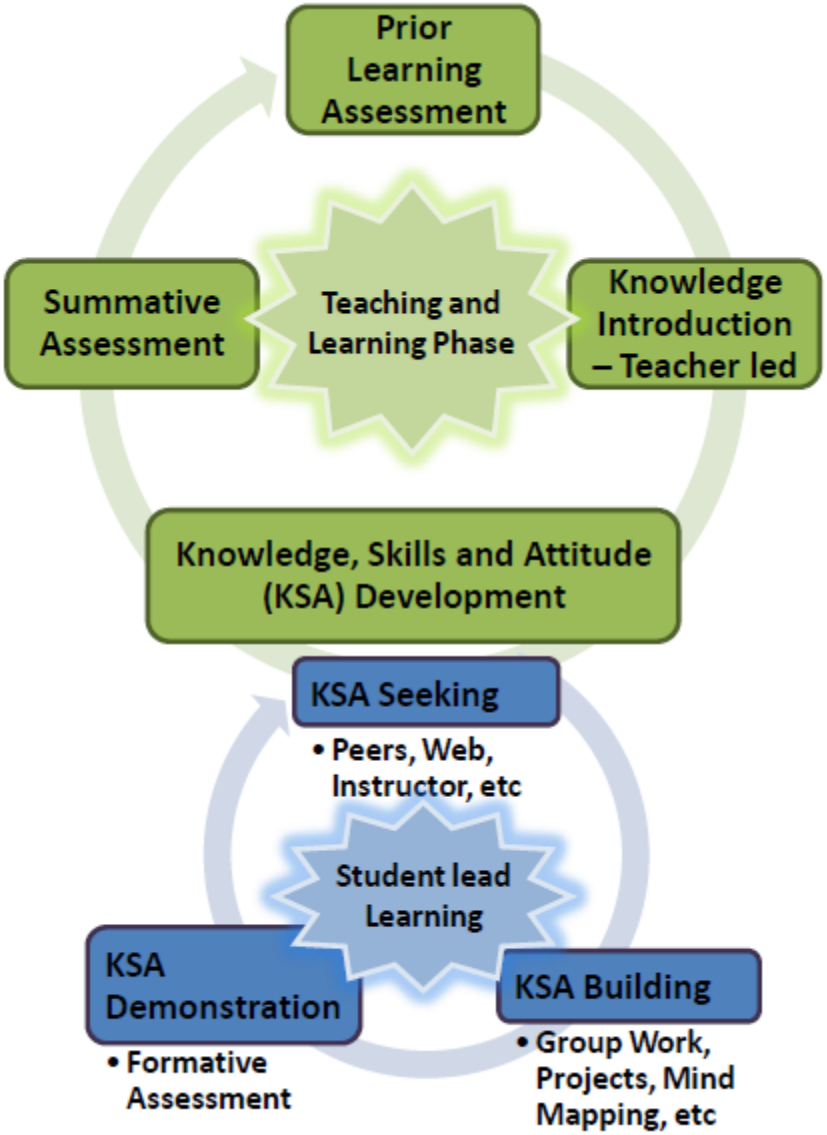
OLTD 501 – Learning Activity 3
Instructional Design Model





OLTD 501 – Learning Activity 3
Instructional Design Model Rationale

My instructional design model assumes a blended learning environment where the learner and instructor have the opportunity to communicate online frequently, but where the course is delivered asynchronously.

During the Planning and Design Phase of instruction, the prescribed learning outcomes (PLOs) and suggested achievement indicators will inform a backwards design (Wiggins & McTighe) of the course contents. Backwards design allows for contents to be developed following a minimalist approach (J. Carroll) so content related tasks are chunked into smaller, more meaningful pieces and learners can "fill in the gaps" in ways that make the most sense for them.

During the Teaching and Learning Phase of instruction, the process starts with a prior learning assessment to determine what scaffolds the student has in place (Piaget), what level of self-direction is appropriate, and how much instructor support is needed. After a prior learning assessment, the instructor introduces the knowledge to be developed to help scaffold the learners. The learners can then move into Knowledge, Skills and Attitude (KSA) Development independently.

In the Student Lead Learning phase, students enter a cycle of knowledge seeking, building and demonstrating. Their ultimate goals are decided using the PLOs with appropriate stepping stones set out during the Planning and Design Phase, but how they reach those goals and progress through the stepping stone is dictated by them. Students seek, build and demonstrate their knowledge in a way and pace that works for them (Wedemeyer). Depending on the student, the instructor may choose to encourage them to pursue networked learning opportunities, or may need to support them in more traditional knowledge building. Formative assessment is built into the Student Lead Learning phase, to ensure students stay on track and are able to properly scaffold their learning. The student would be asked to reflect on and share their learning during the demonstration part of this phase.

Once the Student Lead Learning phase is complete, the learner can complete a summative assessment to close off the Teaching and Learning Phase and move on to the next step, a prior learning assessment for the next piece of chunked content. Ideally, the summative assessment would be competency based and demonstrate the various formative assessment steps taken to achieve the competency. The summative assessment phase also gives the opportunity to review the plan and design, to continue to make improvements to the content, as in the ASSURE model.