This course supports the assessments for Foundations of Instructional Design. The course covers 7 competencies and represents 2 CUs.

Introduction

Foundations of Instructional Design provides an overview of how to select the most appropriate learning theories, design processes, and instructional strategies based on student audience, instructional setting, and current and desired state of learning.

Getting Started
Welcome to Foundations of Instructional Design. In this course you will acquire competency in the systematic design of instruction to optimize your instructional efforts. To complete this course, you will work through the materials and activities as presented in the course. Competency will be demonstrated by passing the associated objective assessment.

Competencies
This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 505.1.1: Needs Analysis**
  The graduate conducts a needs analysis to determine needs and interests learners.

- **Competency 505.1.2: Learner Analysis**
  The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.

- **Competency 505.2.1: Scope and Sequence**
  The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

- **Competency 505.2.2: Learning Theories**
  The graduate explains how different learning theories apply to an instructional setting.

- **Competency 505.2.3: Instructional Strategies**
  The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.

- **Competency 505.2.4: Theories of Design**
  The graduate examines the important elements of the following theories of design: backwards design (understanding by design), teaching for understanding, and Gagne's nine events of instruction.

- **Competency 505.2.5: Learning Assessment**
  The graduate facilitates the development of a variety of techniques to assess learning.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.
Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you are studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to enroll manually or acquire other resources independently. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


**Ebook Central E-Books**

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.
Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

ASCD
You will access ASCD materials at the activity level within this course. These courses are an online independent study learning resource provided by the Association for Supervision and Curriculum Development (ASCD).

Other Learning Resources
You will use the following learning resources for this course.

WGU Library Articles
This course utilizes resources located in the WGU Library, with articles available for you to open and download. To access the WGU Library articles, see the IDC1 LibGuide.

The following WGU Library articles will be used in this course and are located under IDC1-Introduction to Instructional Design (Multiple Instructors):


Study Plan
You are encouraged to follow this study plan as you work through the course, or as a final review for the exam.

- IDC1 Study Plan

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested time frame.

**Week 1**

Getting Started

- Navigate through / Become familiar with:
  - Course
  - e-text Chapter 1 *Introduction to Instructional Design* (Dick, Carey, & Carey)
  - Learning Resources (within CoS)
  - e-Reserves (in Library)
- Review webinar schedule in Course Tips (right-hand side of course)
- Download IDC1 Study Plan from Preparing for Success tab
  - Follow along with the study plan as you complete the course
- Read this week's topic
  - Introduction to the Systematic Design of Instruction

**Week 2**

Needs Analysis / Learner Analysis / Scope and Sequence / Learning Assessment

- Read this week's topics
  - Needs Analysis
  - Learner Analysis
  - Developing Assessment Instruction
- Learning resources as referenced in the course
- Read e-text Chapter 2 *Identifying Instructional Goals Using Front-End Analysis* (Dick & Carey)
- Read e-reserve chapter *Needs Assessment* (Rossett, 1995)
- Watch the *Needs Analysis Overview recording* in the IDC1 Course Search Knowledge Base
- Read e-text Chapter 3 *Conducting a Goal Analysis* (Dick & Carey)
- Read e-text Chapter 4 *Identifying Subordinate and Entry Skills* (Dick & Carey)
- Read e-text Chapter 5 *Analyzing Learners and Contexts* (Dick & Carey)
- Read e-Reserves
  - Task Analysis (Morrison, Ross, & Kemp, 2001)
  - Defining Performance Objectives (Gagne, 1985)
- Read e-text Chapter 6 *Writing Performance Objectives* (Dick & Carey)
- Read e-text Chapter 7 *Designing Assessment Instruments* (Dick & Carey)

**Week 3**

Theories of Design / Learning Theories / Instructional Strategies

- Read this week's topics
  - Designing Instruction for Understanding
  - Learning Theories
- Learning Theories and Instructional Strategies
  - Learning resources as referenced in the course
  - Read e-text Chapter 8 *Planning the Instructional Strategy* (Dick & Carey)
- View Design Theories Comparison
- View Backward Design
- View Teaching for Understanding
- Read e-Reserves
  - *Gagne’s Nine Events of Instruction*
  - Read e-text Chapter 10 *Developing Instructional Materials* (Dick & Carey)
- Complete *Learning Theory in the Classroom ASCD Online Resource*
- Read e-Reserves
  - *Learning Theories and Integration Models* (Roblyer, 2001)
  - *Behaviorism, Cognitivism, Constructivism* (Ertmer & Newby, 1993)
- Research-based Strategies (Willis, 2006) access from course
- View Learning Theories Matrix

**Week 4**
**Preparing for Exam**

- Review FAQs in the Course Search Knowledge Base
- Take pre-assessment and score 75% or higher.
- Complete IDC1 Study Plan in Preparing for Success tab if you do not meet the cut-off score.

*Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.*

## Introduction to the Systematic Design of Instruction

Throughout this learning environment you will be given activities to support the readings you are assigned. These activities are designed to help you better understand the sequence of learning steps and activities to develop competence in the subject area of instructional design. The work you do on these activities will assist you in other instructional design assessments. It is very important that you complete all readings and activities; however, activities do not need to be submitted to the course instructor or in Taskstream.

## Overview and Problem Selection

Instructional systems design (ISD) is traditionally taught as a process—an orderly set of activities performed to develop an instructional program. Although there are many ISD models, they all possess far more similarities than differences. For example, all models follow a systematic approach to designing performance-based instruction and the collection of data from students to revise the instruction.

**Pre-Instructional Activity:**
View the following presentation explaining what instructional systems design is:

- **Instructional Design Overview**

Read the following case study:

- **Instructional Design Domain**

As you read, notice the following:

- title page design
- use of APA formatting for headings, subheadings, tables, and references
- style of graduate student writing
- how the case study presents a problem that follows a systematic process for analyzing and designing the instructional unit
- if the author presents enough information for you to understand the problem
- if each section of the paper transitions smoothly so that the reader can follow the writing

Consider the following:

- What questions do you have after reading the paper?
- What did you find difficult to understand?
- How do you see this process benefitting you as an educator?
- If you are not in an educational field, how can these same concepts be applied to the design of training or instruction in your field?
- Do you see anything new that you believe might help you better identify how to improve instruction?

**Chapter 1**

Read the following chapter in *The Systematic Design of Instruction*:

- **Chapter 1 Introduction to Instructional Design**

**Identifying a Problem**

Instructional design involves the analysis, design, and development of an instructional unit created to help solve a problem or need. Identifying a problem that instruction will help improve is the starting point for understanding the systematic processes for the design of instruction. You will identify an instructional problem statement and begin this work in your next course, Instructional Design Analysis (or Issues in Instructional Design, if Instructional Design Analysis is not a course in your Degree Plan).

**Processes**
The case study in this section provides an excellent example of how a problem was chosen and how the systematic design of instruction was used to design a blueprint for creating an effective instructional unit.

Analyzing the Problem, Part 1

The systematic process of instructional design involves the analysis, design, development, implementation, and evaluation of instruction. In this unit you will be introduced to the concepts and procedures for analyzing the problem to help ensure the design of effective instruction.

Needs Analysis

A need may be defined as the situation that occurs when what is actually happening is below that which is expected. Need can mean two different things:

1. discrepancy between actual and ideal situations or states of affair
2. discrepancy between groups or subgroups of people

A needs analysis is conducted to obtain information about a problem or a need in education or business.

- Is there a need for instruction, or can the problem be solved by some other intervention?
- What instruction should be developed to bridge the gap between the current state and the desired state?

When applying this definition to education, you could say that an educational need is the situation that occurs when student performance is below what is specified in a behavioral objective or state standards.

This topic addresses the following competency:

- **Competency 505.1.1: Needs Analysis**
  The graduate conducts a needs analysis to determine needs and interests of learners.

This topic highlights the following objectives:

- Explain why a needs assessment is necessary.
- Identify valid data sources for specified subjects.
- Identify the purposes of specified data-gathering instruments.

Analyzing Your Problem
1. Summarize your problem in one paragraph in your journal. (Your journal is any means you may choose to take notes. This does not need to be submitted.)
2. What is the current state of this problem you defined?
3. What is the desired state? How would you like the students to be performing?

Make a list of questions you would like to have answered about your problem from the following:

- students
- instructors
- parents
- principal or manager
- test score data

**Chapter 2**

Read the following chapter in *The Systematic Design of Instruction*:

- Chapter 2 Identifying Instructional Goals Using Front-End Analysis

Read the following e-reserve article:

- Needs Assessment

**Your Questions**

1. Revisit the list of questions you would like to have answered from the sources of data identified in the pre-instructional activity. Make changes to those questions as you think appropriate. Refer to the performance assessment and needs analysis information in Chapter 2 of *The Systematic Design of Instruction*.
2. What is the best way to have those questions answered: survey, questionnaire, interview, focus group, or assessment?
3. Complete the practice activities and view the feedback in Chapter 2 of *The Systematic Design of Instruction*.

**Analyzing the Problem, Part 2**

The systematic process of instructional design involves the analysis, design, development, implementation, and evaluation of instruction. In this unit you will be introduced to the concepts and procedures for analyzing the goal of instruction to identify what the students must know in order to accomplish the goal.

**Conducting a Goal Analysis**
The instructional goal describes what the students will be able to do when they complete the instructional unit. It describes how the students will use and apply the knowledge and skills in the real world.

The goal of instruction should be to foster meaningful learning and to help the student transfer the new information to other learning experiences and problem solving. Reflect on the main components of a goal statement: the students, what the students will be able to do in the performance or learning context, the performance context in which the skills will be applied, and the tools that will be available to the students in the performance context.

This topic addresses the following competency:

- **Competency 505.2.1: Scope and Sequence**
  The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

This topic highlights the following objectives:

- Identify an appropriate instructional goal based on reviewing several examples.
- Define the purpose of the task analysis.

**Creating a List**

Make a list of all the things you want your students to be able to do following completion of the instructional unit.

**Chapters 3 and 4**

Read the following chapters in *The Systematic Design of Instruction*:

- [Chapter 3 Conducting a Goal Analysis](#)
- [Chapter 4 Identifying Subordinate and Entry Skills](#)

Read the following e-reserve articles:

- Defining Performance Objectives
- Task Analysis

**Practice**

Complete the practice activities and review the feedback for Chapters 3 and 4 in *The Systematic Design of Instruction*.

**Analyzing the Problem, Part 3**
The systematic process of instructional design involves the analysis, design, development, implementation, and evaluation of instruction. In this unit you will be introduced to the concepts and procedures for analyzing the target student population.

**Learner Analysis**

You must not determine only what must be delivered or taught but also how the instruction will be taught using instructional strategies. In order to determine which instructional strategies to build into your lessons, it is important to identify unique characteristics of your students. Therefore, an important part of the analysis process is gathering information about the learners.

Assumptions about students may be inaccurate and lead to problems when the instruction is delivered. It is important to obtain the following information to identify achievement deficiencies and the selection of instructional strategies:

- demographics
- entry behaviors
- prior knowledge of the topic area
- attitudes toward the content and potential delivery system
- academic motivation
- educational and ability levels
- general learning preferences
- attitudes toward the organization giving the instruction
- group characteristics

This topic addresses the following competency:

- **Competency 505.1.2: Learner Analysis**
  The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.

This topic highlights the following objectives:

- Identify instruments for obtaining information about a specified target population.
- Determine which instruments to use for obtaining information about a specified target population.
- Identify the types of data collected during learner analysis.
- Identify appropriate data sources for a learner analysis.
- Identify deficient entry-level skills to consider when writing performance objectives.
- Identify areas of potential sensitivity to consider when selecting, designing, or evaluating curriculum and instructional materials.

**Characteristics**

Think about the students you will be designing your instructional unit for and reflect on the following questions in your notebook:
• Do they have any unique characteristics that will influence their learning?
• How have you addressed these characteristics in the past?

Chapter 5

Read the following chapter in *The Systematic Design of Instruction*:

• Chapter 5 Analyzing Learners and Contexts

Practice

Complete the practice activity and view the feedback in Chapter 5 of *The Systematic Design of Instruction*.

Learner Analysis

Read the following analysis by Karen Strain:

• Learner Analysis

Designing the Instruction, Part 1

The systematic process of instructional design involves the analysis, design, development, implementation, and evaluation of instruction. In this unit you will be introduced to the concepts and procedures for designing the instruction by writing performance objectives.

The need for these clear and precise statements is often attributed to Robert Mager who has greatly influenced the educational community with his work on objectives and their relationship to assessment. Mager's model for an objective contains these three major components: action/behavior, condition, and criterion. All of the objectives in your work must follow the Mager model.

Your performance objectives will identify the conditions under which the task or skill must be performed, the performance or skill to be learned, and the criterion for successful performance.

Writing Performance Objectives

The performance objectives are usually written after the task analysis has been completed; they are specific statements of what the students will be able to do when they complete instruction. Performance objectives:

1. Identify the conditions under which the task/skill must be performed
2. Identify the performance/skill to be learned.
3. Identify the criterion for successful performance.
This topic addresses the following competency:

- **Competency 505.2.1: Scope and Sequence**
  The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.

This topic highlights the following objective:

- Identify the components of a quality performance objective using Mager's Criteria.

**Goal Consideration**

Review the goal of instruction that you created. Consider the following questions:

- Is your goal a statement of the ultimate performance?
- Does it take into account the transfer of learning from the instructional setting to the performance setting?
- Do your goals describe a context that is authentic and realistic?

**Chapter 6**

Read the following chapter in *The Systematic Design of Instruction*:

- [Chapter 6 Writing Performance Objectives](#)

**Practice**

Complete the practice activity and view the feedback in Chapter 6 of *The Systematic Design of Instruction*.

**Creating Examples of Objectives**

Create an example of an objective for each type of learning you learned about in [Chapter 3 Conducting a Goals Analysis](#).

**Performance Objective Considerations**

Before beginning to write a performance objective, reflect on the following:

- the importance of a needs analysis to learn more about the problem and how to bridge the gap between the current state and the desired state
- a goal of instruction, based on the needs analysis, that describes the ultimate performance of the target learner population and is directly tied into the problem statement
- content, knowledge, and skills needed to accomplish the goal of instruction (i.e. the task or instructional analysis)
- your students to determine if instruction that involves entry-level skills should be considered
Designing the Instruction, Part 2

The systematic process of instructional design involves the analysis, design, development, implementation, and evaluation of instruction.

In this unit, you will learn about learner-centered assessments, which are in the forefront of the school-reform movement. Learner-centered assessments are linked to the instructional goal and performance objectives and are congruent with traditional criterion-referenced assessments. This type of testing/assessing indicates exactly how well the learners were able to achieve the intended performance objectives, and they indicate exactly which components of instruction were effective and which ones need to be analyzed for possible revision.

Developing Assessment Instruments

Previously you learned about creating performance objectives. Assessment is the process by which you determine if a student has achieved those learning objectives. In order to develop criterion-referenced tests, you will need the list of performance objectives that you developed in "Designing the Instruction, Part 1," based on your task analysis.

Remember, the quality of your test items and instruments depends on the quality of your performance objectives, which in turn depends on the quality of your goal statement and resulting task analysis.

This topic addresses the following competency:

- **Competency 505.2.5: Learning Assessment**
  The graduate facilitates the development of a variety of techniques, including technology, to assess learning.

This topic highlights the following objectives:

- Identify the different purposes for assessment.
- Identify appropriate item types for a given performance objective.

Considering Your Students

Reflect on the following:

1. How do you determine if your students are ready to begin your instruction?
2. How do you determine if students are acquiring the intended knowledge and skills?
3. Do you use performance objectives for writing your assessments?
4. How do you identify incorrect thinking in students?
5. Do you use the results of assessments to revise your instruction or curriculum? If not, how do you determine if your instruction or curriculum needs to be revised to improve learning?
Chapter 7

Read the following chapter in *The Systematic Design of Instruction*:

- **Chapter 7 Designing Assessment Instruments**

**Practice**

Complete the practice activity and view the feedback in Chapter 7 of *The Systematic Design of Instruction*.

**Performance Objective Case Study**

For examples of how test items have been written for performance objectives, refer to the case study "Group Leadership Training" in *The Systematic Design of Instruction*.

- **Chapter 7 Developing Assessment Instruments**

Refer to Table 7.4 for test item examples for verbal information and intellectual skills. For each type of learning make your own example of the performance objective and associated assessment.

**Designing the Instruction, Part 3**

In this unit you will learn important information about theories of learning that support the design and use of instructional strategies.

**Learning Theories**

You will be introduced to three learning theories: behaviorism, cognitivism, and constructivism. Additionally you will be introduced to the latest brain-based research that supports many instructional strategies. Dr. Judy Willis's book, *Research-Based Strategies to Ignite Students Learning*, provides scientific information from brain mapping research to showing educators how they can use these powerful discoveries to help students learn more effectively.

Guiding principles of brain-based learning include the following:

- Multiple complex and concrete experiences are essential for meaningful learning and teaching.
- Before students can make memories or learn, someone must capture their attention.
- Brains are structured to remember novel events that are unexpected. Surprise can be used to bring students' brains to attention.
- The more regions of the brain that store data about a subject, the more interconnections there are.

This topic addresses the following competency:
• **Competency 505.2.2: Learning Theories**  
The graduate explains how different learning theories apply to an instructional setting.

This topic highlights the following objectives:

- Identify the principal characteristics of behaviorist theory.
- Identify the underlying theories of the constructivist model of learning.
- Identify the principal characteristics of cognitive-behavioral theory.
- Distinguish examples and non-examples of specified approaches to learning.
- Differentiate between objectivism and constructivism as theories of learning.

**Questions for Discussion**

Think about the following and write down your answers for discussion.

- Did you ever attend a workshop, seminar, or class, and not remember anything that was discussed? Why do you think that happened?
- Did you ever cram for a final exam and find that in several months you could not recall much of the information you had studied? Why do you think this occurred?
- What was your most powerful learning experience in school or college? Why do you think you remember this and feel so positive about it?
- Why do you think that you are a better teacher now than when you first got out of college?
- What do you think makes a subject matter expert an expert?
- How do you think information is stored in your mind?
- Why do you think that you learn better when you have had experience with a subject area related to the new information?
- Do you currently use constructivism in your classroom? Provide an example. Why do you think this approach encourages learning?

**Reading**

Read these books and chapters in the order listed. Websites are provided for additional information to support your learning and understanding of learning theories.

1. Read the following e-reserve article:  
   • Learning Theories and Integration Models
2. Read the following e-reserve article:  
   • Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective
3. Read the following book:  
   • *Research-Based Strategies to Ignite Student Learning: Insights From a Neurologist and Classroom Teacher*
4. Complete the ASCD mini course:  
   • Learning Theory in the Classroom

**Creating a Table**
Create a table with three columns and three rows.

Title the columns:
- Name of Learning Theory
- Description of Theory and How Learning is Promoted
- How this Theory Can Be Used in Your Instructional Setting

Title the rows:
- Behaviorism
- Cognitivism
- Constructivism Model

Use the information from the readings and Internet resources to describe each theory and model.

<table>
<thead>
<tr>
<th>Name of Learning Theory</th>
<th>Description of Theory and How Learning is Promoted</th>
<th>How this Theory Can be Used in Your Instructional Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviorism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitivism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructivism Model</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Theories and Models**

**Learning Theories Matrix**

Use the readings and Internet resources to add examples of each theory and model.

<table>
<thead>
<tr>
<th>Learning Theory or Model</th>
<th>Example of How this Theory or Model was Used to Promote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviorism</td>
<td></td>
</tr>
<tr>
<td>Cognitivism</td>
<td></td>
</tr>
<tr>
<td>Constructivism Model</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection**
In this module you were introduced to three learning theories (behaviorism, cognitivism, and constructivism) and brain-based learning. Reflect on the following questions:

- What is learning?
- Why is knowledge of learning theories important to the design and development of curriculum and training?
- How have these learning theories contributed to what I currently do with my students?
- How does this statement from "brain-based learning" fit with Gagne's first event of instruction: "Before students can make memories or learn, someone must capture their attention"?
- Why does technology fit so perfectly as a tool to enhance learning based on how the mind works?

Designing the Instruction, Part 4

In this unit you will learn about important strategies to be used when designing instruction to help ensure student learning.

Learning Theories and Instructional Strategies

An important component of the design process is to consider how instruction will be sequenced and presented to the student. The use of instructional strategies includes a variety of teaching/learning activities that will be included within a lesson to help ensure that students learn. These strategies are referred to as microstrategies and are a part of an overall macrostrategy. The macrostrategy is the total delivery of the instruction and is usually created and delivered by a teacher or instructor.

Macrostrategies include:

- defining the performance objectives,
- writing lesson plans and tests,
- motivating students,
- presenting content,
- engaging the student in learning, and
- administering the assessments.

The first step in developing an instructional strategy is to identify the sequencing of the content as identified in the instructional analysis. The second step involves determining how much information will be presented in a unit. The third step involves careful consideration of student characteristics and entry-level skills to determine what you will do before the content is presented, how it will be presented, and what the students will do with the content.

In this topic you will learn about developing instructional strategies and the use of different strategies for different types of learning. Additionally you will learn about Keller's motivational ARCS model and its relationship to the five major learning components.

This topic addresses the following competency:
• **Competency 505.2.3: Instructional Strategies**
  The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.

This topic highlights the following objectives:

• Identify Gardner's multiple intelligences.
• Distinguish examples and non-examples of Gardner's multiple intelligences.
• Define Keller's motivational model.
• Select which instructional strategies will be most effective given learner characteristics and performance objectives in a given setting.

**Retaining Information**

Think back to when you were in school. Write down four approaches or strategies that were used by your teachers for learning that helped you remember the information beyond the end of term tests.

• What do you remember from your middle school years? Why?
• What do you remember from your high school years? Why?
• What is most memorable from your college classes? Why?

**Chapter 8**

Read the following chapter in *The Systematic Design of Instruction*:

• [Chapter 8 Planning the Instructional Strategy: Theoretical Bases](#)

Included below are a number of additional learning resources found on the Internet to support your understanding and learning of instructional strategies.

**Keller's ARCS Model**

• [Keller's Website](#)
• [Keller's ARCS Model](#)

**Multiple Intelligence**

• [Howard Gardner's Project Zero](#)
  • The Mission of Project Zero (Harvard University) is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.
• [Multiple Intelligence](#)
• [Multiple Intelligence in Education](#)
Instructional Strategies

Refer to the examples in *The Systematic Design of Instruction* and make instructional strategies for a lesson that follows constructivism.

- Chapter 8 Planning the Instructional Strategy: Theoretical Bases

Include strategies for the five major learning components.

Read Chapter 10 Developing Instructional Materials of *The Systematic Design of Instruction*.

Designing the Instruction, Part 5

This unit introduces you to another approach to designing instruction beginning with the end in mind and designing for understanding.

Designing Instruction for Understanding

An important component of the design process is to consider how instruction will be presented to the student. In this lesson, you will learn about the following three design processes:

1. Grant Wiggins and Jay McTighe: The Backward Design Process
2. Harvard: Teaching for Understanding framework
3. Robert Gagne: Nine Events of Instruction

This topic addresses the following competency:

- Competency 505.2.4: Theories of Design
  The graduate examines the important elements of backwards design (understanding by design), teaching for understanding, and Gagne's nine events of instruction to plan instruction.

This topic highlights the following objectives:

- Identify elements of Wiggins's theory of backwards design.
- Identify Gagne’s nine events of instruction.
- Categorize specified learning activities based on Gagne's nine events of instruction.

Design Theory Information

The following learning resources will provide you with information on the three design theories:

1. Backward Design by Wiggins and McTighe suggests a planning sequence that has three stages for curriculum development. Read the following to learn about these stages:
a) Grant Wiggins
b) Multimedia presentation from Columbia University
c) "Authentic Education: What Is an Essential Question?"

1. Harvard's Teaching for Understanding Framework includes four key ideas based on generative topic, understanding goals, performances of understanding, and ongoing assessment.
2. "The Events of Instruction" by Robert Gagne, located in the WGU e-reserves, represents consideration by the teacher/designer or developer of the external instructional activities needed to support the internal mental processes of learning.

Design of Instruction, Part 6

The systematic process of instructional design involves the analysis, design, development, implementation, and evaluation of instruction. In this unit you will be introduced to how theory is integrated into design to create effective instruction.

Through this course you learned how to

- analyze a problem to determine how to create an effective instructional unit to help make the problem better,
- collect data on the problem by doing a needs analysis,
- create a goal of instruction that is the statement of what you would like to see the students doing after your instruction,
- identify the content that the students must learn to accomplish the goal of instruction and make the problem better,
- write performance objectives for each and every task and subtask to act as a statement of what the students will be able to do,
- evaluate if learning has occurred sufficiently to accomplish the goal,
- create assessment measures after the performance objectives are written,
- create scoring guides for evaluation of the criterion measures identified in the objective, and
- analyze the students, which is the basis for designing instructional strategies.

The analysis and design work you do helps to ensure that the instructional unit helps to solve the problem and meet the goal of instruction.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

Test Preparation
The following multimedia presentation has been designed to help you review for the IDC1 objective assessment:

- **Instructional Design Overview: Preparing for the IDC1**

This presentation focuses on the competencies for the objective exam by discussing each in terms of the instructional systematic design model (ISD). It begins by discussing the importance of selecting a problem that is clearly stated in terms of a resulting instructional unit. Discussions include problem selection, scope and sequence (needs analysis, task analysis), goal statement, performance objectives, student analysis, and learning theory and its application to the selection of instructional strategies.