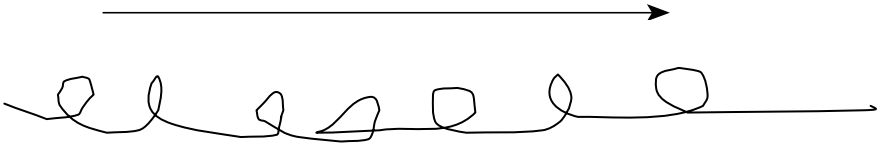
INSTRUCTIONAL DESIGN*

Designing instruction is an *iterative* process (i.e., **not** linear, step-by-step, standardized).

NOT Begin End



BUT

Begin End

It is also *idiosyncratic* – its starting points, sequences, and tools will be as varied as the individual contexts.

NOT	**Paint by Number**	**BUT**	**Blank canvas**
NOT	**Cooking by Recipe**	**BUT**	**Cooking from available ingredients**

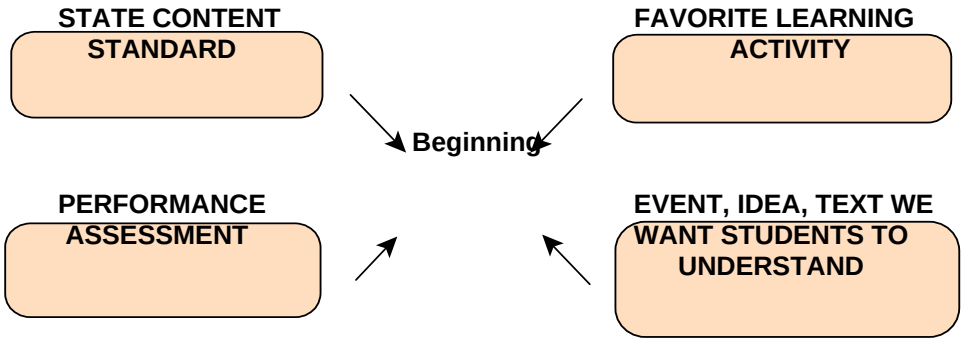
We are like architects developing a blueprint. The architect cannot, in one fell swoop, listen to a client, review the building codes, research materials and labor costs, and develop a blueprint by following a step-by-step recipe. The blueprint emerges from a process of trying out ideas, getting feedback, matching the proposed ideas to the reality of the available space, and fulfilling client wishes. Each design idea affects other design ideas – and leads to a new, perhaps unexpected, reaction by the client, requiring more changes.

Architecture also has crucial givens, such as building codes, budget, and number of rooms and their functions. The challenge in design is to keep playing with the imaginative possibilities while ensuring that all givens are honored. Curricular design has a similar challenge. The designer can imagine all sorts of wonderful possibilities, but a new idea about learning activities may require rethinking the proposed assessment plan. Givens exists here as well – state content standards, realistic time and resources constraints, and student achievement levels and interest – and they must be balanced with our imagination.

Imagination & Creativity ⟷ **Given Constraints**

Where should instructional design begin?

Some common beginnings:



Where we begin determines our sequence. For example:

State content standard → What does it mean and how do we know if students have reached it? → What learning activities would be appropriate for meeting the standard?

Performance task → What understandings or learning could such a task assess? → What state standards can be addressed by the unit? → What changes to the task and scoring criteria can be made to make it a more valid measure?

Wherever you begin, you need to gravitate toward the question:

> **Toward what important understandings, knowledge, and skills does it aim? (Essential questions)**

Why have you chosen the unit you have?

What's the point? Why study this unit? What <u>larger</u> purpose and body of knowledge does it tie to? What relevance does it have? You will need to answer this question for yourself because you will need to answer it (at some level) to your students. Students want to know, "Why are we doing this?" or "Why are we learning this?" The rationale answers this question.

Some rather weak responses to this question might include:

- Because it's in the curriculum guide.
- We've always studied that.
- Because I said so.
- It's just what you do or learn in eighth grade.
- I don't know.
- Why don't you figure it out yourself?

- It's the state content standard!

How do you incorporate content standards?

A rather poor way to design instruction is to go down the list of state content standards (or the district curriculum guide derived from these standards) and construct units and/or lessons based on each discrete standard. It is NOT a one-to-one relationship! That is, you don't have to have a unit or a lesson for each standard.

In fact, as you consider the standards, they can be combined in units and lessons in more meaningful ways to promote more meaningful learning rather than taught as discrete, unrelated, isolated standards of information or skills.

So, when considering content standards, you will probably want to use them dynamically with your planning – that is, you will be aware of them so you can include them in your planning and, at the same time, plan with an awareness of the standards, creatively interweaving them throughout your instructional year, unit, and lesson. One important consideration – as you create objectives, you might be sure to include the essence of the standards so that as students take assessments (i.e., benchmark tests) later, they will have not only learned the material but will make associations on the assessment instrument with the prior learning.

In this course, you will need to "find" standards to "fit" your plans, but in authentic teaching situations, you will be provided standards and will then follow the suggestions above. (You won't have to go looking for them!)

Instructional design is not complete without considering resources such as media, technology, materials, and speakers.

Your planning will no doubt require instructional materials and media and perhaps outside people such as speakers. You must plan for these needs ahead of time because they do not pop on the scene when needed if you've not anticipated their need and secured their use or presence.

Media include:

- ❒ Videotapes
- ❒ Audiotapes
- ❒ Computers
- ❒ Wiring
- ❒ Carts
- ❒ CD's
- ❒ Slide shows (Hyper Studio, Presentations, Power Point)
- ❒ Web pages / Internet
- ❒ DVD's
- ❒ Disc-players

- ❒ Speakers
- ❒ Televisions
- ❒ VCR’s
- ❒ Posters
- ❒ Maps
- ❒ Slide projectors
- ❒ Slide carousels
- ❒ Extension cords
- ❒ Power strips
- ❒ Remote controls
- ❒ Overhead transparencies

Props and models include:

- ❒ Globes
- ❒ Aquariums
- ❒ Fish bowls
- ❒ Cages
- ❒ Tables
- ❒ Boxes
- ❒ Blocks
- ❒ Manipulatives

People include:

- ❒ Parent speaker
- ❒ Specialist speaker
- ❒ Public official
- ❒ Principal
- ❒ Dads and Moms

Materials include:

- ❒ Construction paper
- ❒ Markers
- ❒ Crayons
- ❒ Glue
- ❒ Glitter
- ❒ Paste
- ❒ Scissors
- ❒ Tape
- ❒ Poster board
- ❒ Butcher paper

Special materials include:

- ❒ Handouts (prepared by you or commercially)
- ❒ Extra textbooks
- ❒ Supplemental texts
- ❒ Special books, manuals, etc.
- ❒ Folders

And, of course,

- ❒ What you didn't think of!

As you plan, you will interactively incorporate media/technology/resources/materials into your plans. Make notes when and where to use.

You will need to specify in your plans for this class media/technology/resources/materials so they can be specifically noted. Include copies of handouts and other materials with your unit and lesson plans. Slide shows and other technological media should be included with the unit for review. For items that cannot be practically attached, note them.

*Some of the material in the handout (particularly on pages 1-4) is adapted from Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD.