qq

by Qq Qq

Submission date: 29-May-2021 11:01PM (UTC-0700)
Submission ID: 1596908861
File name: instructional_design_models.edited.docx (34.23K)
Word count: 1559
Character count: 9256

Compare and Contrast Instructional Design Models

Name

Institution

Course

Instructor

Date

Abstract

Learning is a critical process for the learners; therefore, through appropriate procedures, they can deliver the knowledge effectively. Thus, the instructional design is critical in helping instructors in the design of lessons and ensuring they achieve their learning objectives. Instructional models to enhance the learning process are because instructors can utilize them in developing new methods of integrating learning and utilizing approaches to attain new learning goals. Although there are many instructional models in existence, this paper will focus on three models: ADDIE, Bloom's Taxonomy together with Merrill's principles of instruction. Moreover, instructional design does not focus on the design of lessons only but also on how learners remember, create, recognize and execute information they are provided with. Every model will be explained differently and then the similarities and differences explained.

Compare and Contrast Instructional Design Models

Learning is a complex process and thus, through the development of instructional design models, the process becomes simpler and easier. Different authors have varying definitions of instructional design. However, they all lead to the same goal. Seel et al. (2017) defined instructional design as the procedure where instruction is enhanced by examining learning requirements and systematic progression of learning experiences. Therefore, instructional designers always utilize technology and multimedia as equipment to improve instructions. This illustrated that instructional design has two main functions, including examining learning requirements and methodically creating enhanced learning practices.

Moreover, an instructional design model delivers strategies to establish suitable educational scenarios to attain instructional objectives. Also, although there are several instructional design models, they all aid trainers and scholars to direct and plan the complete process in different strategies. This paper will compare and contrast three instructional design models, including Bloom's Taxonomy model, ADDIE model and Merrill's principles of instructions.

Blooms Taxonomy

Armstrong (2016) emphasized that Benjamin Bloom and other psychologists developed bloom's Taxonomy in 1956 to help in attaining educational goals. Therefore, the model was approved to assist educators and trainers worldwide because it permitted them to divide the learning objectives. Although Uma et al. (2017) claimed that the model had six primary divisions, including acquittance, understanding, application, examination, synthesis and assessment, acquittance was regarded as the foundation division for all the learning. Therefore, all other skills and capabilities required one to obtain knowledge first. Nevertheless, the model is

significantly known by the six stages starting from the simplest to the most intricate. The lowest division starts from remembering, understanding, applying, analyzing, evaluating and creating.

Remember is the simplest division because it requires one to reminiscence and recognizes the presented information. Remembering was essential for the trainer to know if the goals of learning were attained. Understanding is the next part that necessitates the students to explain the information; for instance, they can be given a test. Applying is a bit complex because it requires one to use the information to new ideas taught. On the other hand, analyzing also needs students to review what they are educated on; through this, they can compare and contrast the information. Evaluation is the second last division because it requires them to utilize the information taught to make reasonable purposes (Armstrong, 2016). The most intricate part is creating that necessitates learners to apply the information learned in developing new learning practices. The divisions, when used appropriately, will enable one to progress cognitively and educationally.

ADDIE Model

The ADDIE model provides the designer with a roadmap that needs to be well-thought-out when developing their design. ADDIE is an acronym for Analyze, Design, Develop, Implement together with Evaluate according to Budoya et al. (2019). The same source emphasized that the model has an elastic guideline that assists the instructional designers in creating an efficient support tool by following the five stages. The first stage is analyzing, which requires examining the goals intended to be attained, the problem to be addressed and the intervention. Then the design phase comprises the instruction design. Drljača et al. (2017) stated that the instructional designer will have to create the learning objectives and controls the instructional techniques that will be used to attain those objectives.

The development phase will comprise of collecting and integrating the design to generate the instructional support materials. The product is revised for quality requirements. Then they advance to implementation, which requires the instructor to execute the developed product and present it to the learners. Drljača et al. (2017) claimed that it is in the implementation phase where the students should experience the design developed and attaining the anticipated learning objectives. Finally, the evaluation phase requires the instructors to realize if the approaches used have attained the expected results. The instructors can refer to the analysis and recognition that the learners have attained what was expected.

Merrill's Principles of Instruction

The model was developed by David Merrill in 2002 and was the first to present the principles of instruction. Therefore, the model has five instructional design ideologies that encourage learning when designing and creating training programs. The first principle is problem-centred which proposes that whenever the learning process is developed, real-world problems need to be involved because learning always begins with a real-world problem with which they can relate (Mueller et al., 2017). Similarly, by providing students with a problem to associate their learning with, they can easily develop new concepts and experiences.

Another principle is activation which triggers students to utilize the existing acquittances and assist them in relating with the past knowledge with the new concepts. Lo & Hew (2017) stated that the activation principle allows learners to remember knowledge from past practices and apply them to the learning presented. The demonstration principle is the next and requires instructors to present the course in different demonstrations, such as visually to enhance knowledge. A different demonstration of learning materials ensures that knowledge retention is enhanced (Lo & Hew, 2017). The application principle requires learners to utilize the concepts

and knowledge taught to solve new problems. Also, students need to apply the new knowledge in learning from their experiences and mistakes. Finally, the integration principle provides the learners with an opportunity to integrate their acquittances into their everyday lives and present the knowledge they obtained. The knowledge can be integrated through explanation, replication and performance.

Compare and Contrast

Although all three models focus on enhancing the learning process, they also have their similarities and differences. For instance, they are similar because they all have phases, skills and ideologies. Therefore, having these elements permits the instructional designer to create materials that will make the learners attain all phases and values. Also, all the models have resemblances in their phases. For instance, application, evaluation and knowledge are integrated into the frameworks. Similarly, the models follow a specific order while every phase or principle is adding to the phase before or after it.

Moreover, the models have differences in their operation because both ADDIE and Merrill's principles of instruction have concentrated on one problem or activity and the implementation of the design is positioned in arriving at the goal of the problem. Nevertheless, Bloom's Taxonomy is not concentrating on solving the problem, but the phases it presents can be used in all the learning ideas. Therefore, Bloom's model is concentrating on the cognitive characteristic of learning. Also, this model has focused on progressing the brain in utilizing the different stages to the learning lessons. On the other hand, ADDIE and Merrill's principal models can also be used in cognitive enhancement, but it is not their primary role.

In summation, instruction models are many. However, the ones discussed in this paper are Bloom's Taxonomy, Merrill's principle of instruction and ADDIE models. Despite all the models utilizing phases, principles and skills, they are vital in the educational sector because they deliver a chance for learners to progress and permit instructors to advance as instructional designers. However, the models have differences because ADDIE and Merrill's principles have focused on solving a particular problem or attaining a certain task. Nonetheless, Bloom's Taxonomy has focused on providing instructors and thus can be used in all learning ideas. Executing the three phases can help in the lessons hence improving educational development, retention, accomplishment and enhancement in knowledge.

References

Armstrong, P. (2016). Bloom's taxonomy. *Vanderbilt University Center for Teaching*.

Budoya, C., Kissaka, M., & Mtebe, J. (2019). The instructional design enabled the Agile method using the ADDIE model and Feature Driven Development method. *International Journal of Education and Development using ICT*, *15*(1).

Drljača, D., Latinović, B., Stanković, Z., & Cvetković, D. (2017). Addie model for the development of e-courses. In *Documento procedente de la International Scientific Conference on Information Technology and Data Related Research SINTEZA [Internet]* (pp. 242-247).

Lo, C. K., & Hew, K. F. (2017). Using "first principles of instruction" to design secondary school mathematics flipped classroom: The findings of two exploratory studies. *Journal of Educational Technology & Society*, *20*(1), 222-236.

Mueller, C., Lim, J., & Watson, S. L. (2017). First principles of attitudinal change: A review of principles, methods and strategies. *TechTrends*, *61*(6), 560-569.

Seel, N. M., Lehmann, T., Blumschein, P., & Podolskiy, O. A. (2017). *Instructional learning design: Theoretical foundations*. Springer.

Uma, D., Thenmozhi, S., & Hansda, R. (2017, November). Analysis on Cognitive Thinking of an Assessment System Using Revised Bloom's Taxonomy. In *2017 5th IEEE International Conference on MOOCs, Innovation and Technology in Education (MITE)* (pp. 152-159). IEEE.

qq

ORIGINALITY REPORT

1%	1%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.analyticsinhr.com Internet Source	1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		