Using Instructional Design Principles for the Production of Your Instructional Materials.

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Abstract:

This presentation will introduce the audience to the field of Instructional Design. The ADDIE model of instructional design will then be described, and participants will be provided with practical tools they will be able to use to improve the design of their own instructional materials. The target audience of this presentation is those foreign language professionals who, as part of their tasks, need to select, adapt, or prepare their own classroom materials.

Summary:

Introduction

The field of Instructional Systems Design (ISD) has developed in the last decades resulting from the need to establish standards, procedures, and methodologies for the design of instruction at the system level, course level, and lesson level.

ISD is associated, and overlaps with, areas such as educational technologies, performance technology, instructional technologies, curriculum and instruction, educational research, and educational psychology, among others (Smith & Ragan, 1993).
Sound ISD principles have been extensively used and applied in both business and industry, and academia. Those principles are contained in a series of models that have been developed over time, to provide a framework for the design and development of effective instructional materials, that support successful instruction (Gagne & Briggs, 1992).

The word “instruction” as used in ISD does not imply that these methods are only “teacher centered”. ISD models are flexible enough to be used with very different approaches such as Task Based Learning (TBL), Experiential Learning (EL), Computer-based training (CBT), as well as both constructivist and behaviorist theories of learning and cognition.

**ISD in context**

The field of language teaching can make use of some general ISD principles to provide a sound framework for the production of instructional materials, be it at the classroom level, with small-scale production, or at the system level, with medium- to large-scale production of workbooks, textbooks, web pages, and other instructional support materials.

Although the vast majority of foreign language teachers engage in, and have experience with, the selection, adaptation, and/or production of their own materials, doing so in a consistent way, with a systematic approach, may enormously enhance their effectiveness in performing those tasks.

**Components of an ISD model**

All design models in ISD share some common steps that ensure the production of quality instructional materials. A general model (of which many others have evolved) is the ADDIE model. The name summarizes the steps of Analysis, Design, Development, Implementation, and Evaluation. This model is a basic one, but at the
same time it is comprehensive enough to be used in a variety of settings with excellent results.

Other design models, more complex and intricate, have been developed using the ADDIE model as a basis. Most of those models share a common set of components (Rothwell & Kazanas, 1998), which normally include:

- needs analysis
- target audience analysis
- instructional objectives
- course/lesson structure
- media selection
- evaluation/assessment items
- implementation
- formative evaluation
- summative evaluation

In a foreign language (FL) classroom setting, these activities would be conducive to the design of practice materials, visual aids, and lesson components to support the teaching and learning activities in that FL classroom.

**Conclusion**

The goal of this presentation is to show participants the different elements at play in the instructional material design process, and to provide them with practical tools to improve their own everyday experience as small-scale or medium-scale materials designers. In this way, they will be able to move from a generally intuitive, experience-based approach to a more sound, scientific, research-based one.
References:


Biographical note:

Roberto G. Pérez Galluccio is a graduate from the Profesorado Medio y Superior en Inglés, UNLPam, Argentina. He obtained his Master of Science (MSc) in Instructional Systems at Florida State University, USA. He has presented in national and international conferences, and he currently teaches “Introduction to Educational Technologies” at Florida State.