This study guide is a companion to *The Systematic Design of Instruction* by Walter Dick, Lou Carey, James O. Carey.

Instructional Design

- Reiser & Dempsey (2007) define instructional design as a "systematic process that is employed to develop education and training programs in a consistent and reliable fashion" (pg. 11).
  Reiser, R.A. & Dempsey, J.V. (2007). *Trends and Issues in Instructional Design* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Instructional Design Models

- Instructional design models (or methods) are guidelines (Read: blueprints) that instructional designers follow when creating instruction.
- ADDIE instructional design model
- Systematic Design of Instruction Model (Dick & Carey instructional design model)
- Reeves multimedia design model

Systematic Design of Instruction Model (Dick & Carey Instructional Design Model)

- Based on a systems approach for designing instruction
- Based on a behaviorist perspective of learning

Instructional Triad

Define Instructional Goals (a.k.a. Front-end analysis)

- Refer to figure 2.1 p17
1) Conduct performance analysis
2) Conduct needs assessment / analysis
3) Conduct job analysis
4) Identify the instructional goal
   a) The instructional goal is written as goal statement.
   b) Goal statement is the broad, general purpose of instruction. Not measurable because it does not clarify exactly what a learner must do or how a learner should perform.
   - A goal may be defined as a general statement of desired accomplishment. It does not specify exactly all of the components or steps or how each step will be achieved on the road to accomplishing the goal.
   - Example Goals: (1) Students will master the procedure of setting up a multiple camera production system (2) Students will understand the concept of basic networking.
5) Classify the goal
   - Classify each goal into one of the domains (identify the type of learning outcome specified in goal statement)
   - The type of assessment and instructional strategy will vary

depending upon the learning outcome to be taught. Four types of learning outcomes:

i) Intellectual skill goals (Cognitive domain)
   (1) Concept - identify examples of concepts. E.g. identify architectural style of buildings.
   (2) Rule - apply rule to solve problem. E.g. compute averages.
   (3) Problem solving - select and apply a variety of rules to solve problems. E.g. write a business letter.
ii) Psychomotor skill goals (Psychomotor domain)
   - Goals that require basic motor skills and/or physical movement.
iii) Attitudinal goals (Affective domain)
   - Goals pertaining to attitudes, appreciations, values, and emotions.
iv) Verbal information goals (Cognitive domain)
   - Facts and knowledge. E.g. name the capitals of various countries.
   ii) Cognitive strategy (Cognitive domain)
   - Employ a learning strategy. E.g. use a memorization technique.

Guide To Systematic Instructional Design

Thirumalaisamy P. Velavancorresponding

Guide To Systematic Instructional Design:

The Enigmatic Realm of **Guide To Systematic Instructional Design**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Guide To Systematic Instructional Design** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those that partake in its reading experience.

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Table of Contents Guide To Systematic Instructional Design

1. Understanding the eBook Guide To Systematic Instructional Design
    - The Rise of Digital Reading Guide To Systematic Instructional Design
    - Advantages of eBooks Over Traditional Books
2. Identifying Guide To Systematic Instructional Design
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an Guide To Systematic Instructional Design
    - User-Friendly Interface
4. Exploring eBook Recommendations from Guide To Systematic Instructional Design
    - Personalized Recommendations
    - Guide To Systematic Instructional Design User Reviews and Ratings

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