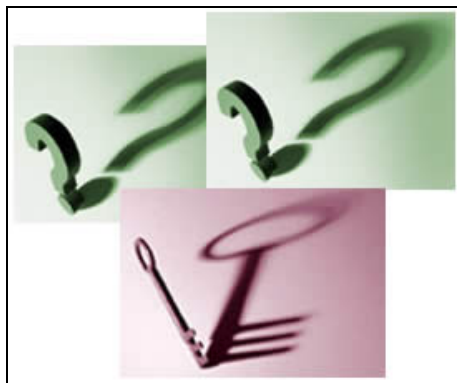


# **Instructional Design, E-Learning And Educational Publishing: Creator To Consumer In A Digital Age**

**Learning element 1.1**

## **Instructional Design**

*What is Instructional Design and why is it important?*



*Bill Cope, Mary Kalantzis and Adam Saulwick*



**Instructional Design, E-Learning  
And Educational Publishing:  
Creator To Consumer In A Digital Age**

**Instructional Design**

*What is Instructional Design and why is it important?*

*Bill Cope, Mary Kalantzis and Adam Saulwick*

[www.C-2-CCourse.com](http://www.C-2-CCourse.com)

## About The Course Developer

Adam Saulwick  
Course Developer  
Faculty of Education, Language  
and Community Services  
RMIT University

Adam has worked extensively in the fields of curriculum development, language instruction and instructional design in Australia and Europe in a variety of media. In addition to conducting extensive linguistic and ethnographic research in northern Australia, he has compiled a dictionary of an Australian Aboriginal language. Adam has an Honours degree in Linguistics and is currently working on a doctoral thesis in Linguistics, which describes the grammatical structures of a polysynthetic language of northern Australia.

This Learning Element is published at RMIT University

First Published in Australia in 2003  
by the Faculty of Education, Language  
and Community Services  
PO Box 71  
RMIT University  
Bundoora VIC 3083

Copyright © 2003 RMIT University

All rights reserved. Apart from fair dealing for the purposes of study, research, criticism or review as permitted under the Copyright Act, no part of this book may be reproduced by any process without written permission from the publisher.

[Cataloguing-in-Publication and ISBN data]

Cover image: <image\_resources\_id.jpg> [http://www.hper.indiana.edu/icts/resources\\_id.html](http://www.hper.indiana.edu/icts/resources_id.html)

## Contents

Framework map .....	6
Aims .....	7
Knowledge scope .....	7
Knowledge and capability aims .....	7
Important terminology .....	7
Learning processes .....	8
Learning activity: Online/Tutorial issues .....	8
Recommended reading:.....	8
Sources .....	9
Assessment Task A option.....	14
Learning pathways .....	15
Transition from Learning Element 1.1 .....	15
Pathway options .....	15

## Framework map

### Instructional Design, E-Learning And Educational Publishing

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p><b>Theme 1: Instructional Design</b></p>	<p><b>1.1</b></p> <p><b>Instructional Design (ID)</b></p> <p><i>What is Instructional Design and why is it important?</i></p>	<p><b>1.2</b></p> <p><b>The Importance Of Instructional Design</b></p> <p><i>What does ID contribute to the educational objective?</i></p>	<p><b>1.3</b></p> <p><b>Designing Curricula And Methodology</b></p> <p><i>How are current ID models best implemented?</i></p>
<p><b>Theme 2: E-Learning</b></p>	<p><b>2.1</b></p> <p><b>Electronic Learning</b></p> <p><i>What is E-Learning?</i></p>	<p><b>2.2</b></p> <p><b>E-Learning For Today's Societies</b></p> <p><i>Why are challenges in E-Learning relevant to educators and society?</i></p>	<p><b>2.3</b></p> <p><b>E-Learning: Case Studies</b></p> <p><i>Who is learning online and how?</i></p>
<p><b>Theme 3: Educational Publishing</b></p>	<p><b>3.1</b></p> <p><b>Educational Publishing</b></p> <p><i>What is changing in Educational Publishing?</i></p>	<p><b>3.2</b></p> <p><b>Theories Of Educational Publishing</b></p> <p><i>Why do changes in education theory impact on Educational Publishing?</i></p>	<p><b>3.3</b></p> <p><b>Some Practicalities Of Educational Publishing</b></p> <p><i>What are key industry initiatives in Educational Publishing?</i></p>

## Aims

### Knowledge scope

**Instructional Design** challenges you to develop a critical appreciation of what is understood under the label of ‘Instructional Design’ (ID).

In this element you will address some essential questions regarding ID. Firstly, what is ID? Secondly, why is ID particularly relevant to current trends in online learning and educational publishing? Moreover, how can theories of ID usefully feed into notions of E-learning and why is this important? Finally, we look at why it is important to be aware of developments in the theories of E-learning and ID for educational publishers.

### Knowledge and capability aims

As a result of working through this element, you will have the capacity to:

- ⊗ understand some of the basic concepts underlying ID;
- ⊗ identify various theories of ID;
- ⊗ develop a sense of some problems with recent notions of ID;
- ⊗ locate, analyse, and employ primary and secondary source material;
- ⊗ improve your ability to research primary evidence and construct critical arguments; and
- ⊗ research and structure empirical data in such a way as to provide a platform for further critical analysis.

## Important terminology

The ‘Learning Framework’ is the overall educational endeavour of ‘*Instructional Design, E-Learning And Educational Publishing*’. This is comprised of three ‘themes’, presented in the left-hand column of the Framework map. Each theme is divided into three learning ‘processes’, presented in the top row of the Framework map. Altogether this constitutes nine ‘elements’. The Learning Framework is also referred to as the ‘course’.

## **Learning processes**

The primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, starting from the list of weblinks provided.

You will notice that the information included with each source indicates its perspective, whether it tends to be:

Business,  
Cultural studies or  
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological changes taking place in the industry.

### **Learning activity: Online/Tutorial issues**

Engage in Online/Tutorial discussion in response to the following questions:

- 1) What is typically understood under the term ‘Instructional Design’?**
- 2) How is ‘ID’ differently construed by the education community as opposed to the business sector?**
- 3) What value do new definitions of ID have for traditional and new conceptions of pedagogy?**
- 4) What are the most relevant aspects of ID models to online content development?**
- 5) Some recent writings have criticized models of ID. What is the basis of these criticisms? Are these criticisms valid in your view? If so, why? If not, why not. How have people responded to this?**

### **Recommended reading:**

Focus your initial reading efforts on (Berger, 2002; Gustafson and Branch, 2002; Malachowski, 2002; Piskurich, 2000; Ritchie and Hoffman, 1996). They will help you scope out your initial responses to the above questions and direct further exploration of the Sources.

## Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled '**Perspective**'. Use this as a guide in determining its relevance to the three categories: Business, Culture or Technology.

<b>Title:</b>	<a href="http://www.umich.edu/~ed626/define.html">Definitions of Instructional Design</a>
<b>Author(s):</b>	Berger, Carl
<b>Year:</b>	2002
<b>Producer:</b>	University of Michigan
<b>URL:</b>	<a href="http://www.umich.edu/~ed626/define.html">http://www.umich.edu/~ed626/define.html</a>
<b>Access Date:</b>	8/11/2002
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Instructional Design, Pedagogy
<b>Abstract:</b>	A number of definitions of Instructional Design from different perspectives: as a process, a discipline, a science and a reality.

<b>Title:</b>	<a href="#">The Attack on ISD</a>
<b>Author(s):</b>	Gordon, Jack; Zemke, Ron
<b>Year:</b>	2001
<b>Magazine:</b>	Training mag.com
<b>Perspective:</b>	Business, Technology
<b>Keywords:</b>	Instructional Design, Instructional Systems Design, Business
<b>Abstract:</b>	The 'systems approach' to instructional design is the training industry's guiding light. Some of the best minds in the business now say it's leading us astray. Source: Gordon & Zemke (2001)

**Title:** [What Is Instructional Design](#)  
**Author(s):** Gustafson, Kent L.; Branch, Robert M.  
**Year:** 2002  
**Book Title:** Trends and issues in instructional design and technology  
**Editor:** Reiser, Robert A.  
**City:** Melbourne  
**Publisher:** Pearson Education  
**Pages:** 16-25  
**Perspective:** Technology  
**Keywords:** Instructional Design, Instructional Systems Design  
**Abstract:** As Gustafson and Branch point out in this chapter, ID is a systematic process that is employed to develop education and training programs. Although there are many ID models ... a key set of elements, or phases, is incorporated into most of the models. The authors describe each of these element and then go on to describe some distinguishing features ... of the ID process.

**Title:** [Emerging Instructional Technologies: The Near Future](#)  
**Author(s):** Jacobs, John W.; Dempsey, John V.  
**Year:** 2002  
**Book Title:** Trends and issues in instructional design and technology  
**Editor:** Reiser, Robert A.  
**City:** Melbourne  
**Publisher:** Pearson Education  
**Pages:** 319-332  
**Perspective:** Technology  
**Keywords:** Instructional Design, Instructional Systems Design  
**Abstract:** Jacobs and Dempsey review a broad spectrum of emergent technologies to select those they think will have a growing impact on the IDT field in the foreseeable future. Even within this limited scope they present evidence of a technology-induced paradigm shift that is currently underway. They also describe ethical issues that may soon overtake the research community as it reaches out to incorporate advances within the related fields of cognitive science and neuroscience.

**Title:** [ADDIE Based Five-Step Method Towards Instructional Design](#)  
**Author(s):** Malachowski, Michael  
**Year:** 2002  
**Producer:** Malachowski  
**Perspective:** Culture, Technology  
**Keywords:** Instructional Design, Pedagogy, Curriculum  
**Abstract:** Simple step methodologies provide an organized design procedure for the use of instructional materials that can facilitate the creation and maintenance of classes and training. These methodologies are applicable to current courses, suggesting practices for redesign to infuse your delivery with a new effectiveness and vitality. They may be utilized for incorporating new technology into the creation and delivery of courses. They are also beneficial for the development of courses using alternative delivery methods. Source: Malachowski (2002)

**Title:** [Empathic Instructional Design](#)  
**Author(s):** Nichani, Maish  
**Year:** 2002  
**Producer:** elearningpost  
**URL:** <http://www.elearningpost.com/features/archives/001003.asp>  
**Access Date:** 8/11/2002  
**Perspective:** Technology  
**Keywords:** Instructional Design, E-Learning, Product Design  
**Abstract:** Critics of e-learning are quick to point out that many course offerings are nothing but digital page-turners. Some refer to the act of taking an e-learning course as "e-reading." Many reasons are attributed to this prevalent condition—from time and budget constraints to limitations of traditional instructional design. We feel another important reason is the lack of exposure to alternative practices. In this article, we take cues from Interaction Design, Usability Engineering and Product Design in a process known as empathic design, a user-centered approach to design that can lead to innovative e-learning. Source: Nichani (2002)

**Title:** [Trends and issues in instructional design and technology](#)  
**Author(s):** Reiser, Robert A.; Dempsey, John V.  
**Year:** 2002  
**City:** Upper Saddle River, N.J.  
**Publisher:** Merrill/Prentice Hall  
**Perspective:** Technology  
**Keywords:** Instructional Systems Design, Educational Technology  
**Abstract:** This text, which includes chapters written by many of the leading figures in the field, is organized into six sections. The first section of the book, entitled 'Defining the Field', focuses on foundational issues. Terms such as instructional technology, instructional design, instructional media and instructional design and technology, each of which has long held different meanings to different people, are discussed and defined. The distinguishing features of the instructional design process are also described. Moreover, to enable readers to understand how the field has progressed, a history of the field is also presented. Source: Reiser (2002)  
Other chapters of the book are: Learning: Foundations and Trends; Performance Technology; Trends and Issues in Various Settings and New Directions in Instructional Design and Technology.

**Title:** [Using Instructional Design Principles To Amplify Learning On The World Wide Web](#)  
**Author(s):** Ritchie, Donn C.; Hoffman, Bob  
**Year:** 1996  
**Producer:** San Diego State University  
**URL:** <http://edweb.sdsu.edu/clrit/WWWInstrdesign/References.html>  
**Access Date:** 8/11/2002  
**Perspective:** Technology  
**Keywords:** Pedagogical Directions, Instructional Design  
**Abstract:** Most educators in this country have heard about the World Wide Web. Many have explored this resource, and some are now publishing their own materials for student access. Throughout the brief history of the Web, the overriding educational principle has been to view this resource as a storehouse of information, which provides unparalleled avenues of research. The potential for the Web, however, is greater. This article justifies and describes instructional design principles, which can be used to transform Web material from simple informational resources to a powerful, instructional medium. Source: Ritchie & Hoffman (1996)

**Title:** [Comments to Nichani's article](#)  
**Author(s):** Various  
**Year:** 2002  
**Producer:** elearningpost  
**URL:** <http://www.elearningpost.com/features/archives/001003.asp?discuss=yes>  
**Access Date:** 8/11/2002  
**Perspective:** Technology  
**Keywords:** Instructional Design, E-Learning, Training  
**Abstract:** A web discussion that follows Nichani's (2002) article on Empathic ID.

**Links to relevant material on diverse websites:**

ID sites:

<http://cid.byu.edu/flash.jsp>

ID models:

[http://carbon.cudenver.edu/~mryder/itc\\_data/idmodels.html](http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html)

Technology and ID:

<http://www.utexas.edu/academic/cit/>

## **Assessment Task A option**

You may wish to draw on the issues raised in this element, **Instructional Design**, for your Assessment Task A (worth 25% of your overall grade).

A possible task would be to articulate the principles of ID. For example, you might ask the following questions:

*What are the essential elements to ID?*

*What is the relationship between technology and ID?*

To complete Assessment Task A, you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication, and/or business sectors.

The aim of Task A is to:

- (i) help you begin to format the structure of Task B; and
- (ii) help you begin to build the content for Task B.

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

**Note: You are required to do only one Assessment Task A throughout the course.**

Choosing issues from **Instructional Design** as the springboard for your Assessment Task A does not necessarily lock you into pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you use as the basis for your Assessment Task A.

**Note: Assessment Task A must be submitted by the end of week four.**

## Learning pathways

### Transition from Learning Element 1.1

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

### Pathway options

By the completion of this element you should have a solid understanding of the principles of 'Instructional Design'.

You may wish to now build on this empirical knowledge by further exploring the way in which current theories of ID are changing in the light of the introduction of web-based learning. This information is covered in the *Conceptual And Critical* element called *The Importance Of Instructional Design*.

Alternatively, you may wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding the relationship between the book and the Internet. This is covered in the element called *Educational Publishing*. If you wish to tackle an *Applied And Transferred* element at this point, you need to bear in mind that it will draw on information you may not have yet covered.

You can choose to proceed to any other element. On completion of the entire course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests.

### Example pathways

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<i>Theme 1: Instructional Design</i>	1.1 → Instructional Design ↓	1.2 The Importance Of Id	1.3 Curricula And Methodology
<i>Theme 2: E-Learning</i>	2.1 Electronic Learning	2.2 E-Learning For Today's Societies	2.3 E-Learning: Case Studies
<i>Theme 3: Educational Publishing</i>	3.1 Educational Publishing	3.2 Theories Of Edu Publishing	3.3 Practicalities Of Edu Publishing

## About this Learning Element

**Instructional Design** challenges you to develop a critical appreciation of what is understood by the term.

In this element you will address some key questions that are necessary to understand the field. For example, what is Instructional Design and why is it particularly relevant to current trends in online learning and educational publishing? Moreover, how can theories of Instructional Design usefully feed into notions of e-learning and why is this important? Finally, you will become aware of recent developments the theories of e-learning and Instructional Design?

### Keywords

Curriculum Assessment  
Curriculum Evaluation  
Instructional Design  
Learning Processes  
Pedagogical Theory  
Program Implementation