Instructional Design Models throughout Recent Decades

Instructional Design Models have been used to create, implement, and carry-out ways to organize and ensure educational enhancements, understanding, and outcomes on record since the early 40's of the Twentieth Century. This is in light of publications but has been around as long as human learning has.

Robert Gagne's work during the 1960's conducted much research and development that lead to the foundations for the IDM's known today: The Dick and Carey Systems Approach Model and Jerold Kemp's IDM. These core Cognitive principles used depend on drawing for experiences, demonstrations, applications, and integrations of these skills into applications. He incorporated his research and findings that influence differentiated learning styles with respect to long term and short term memory. Others branch off on this linear unit building style that lead to a side line perspective in the ideas of Motivational Design by John Keller ARCs Model of Motivation and the five step model of Instructional Design Learning Systems by Dr. Peter Essef and Dr, Mary Essef in the 70's and Constructivism IDM.

Thus, it appears the three key components: Analyze, Design, and Evaluate (ADE), were just that of an outline to follow that produced successful outcomes in its ease of use and understanding. As all growth and development of great ideas it fits that expanding the second step, Development, and fourth step, Implementation, as refined components. This generic formulaic method has gained recognizable foundation as its own identity and not an offspring of a theorist/researcher.

The 70's IDS models were supported by researched based information with respect to cognitive and behavioral findings. Thus, details warranting use and reason for considerations and implementations of strategies that give details. The links and reading this week allowed showed comparisons and contrasts of how prior experiences, demonstrations, application of skills, and integration, makes a difference in the Instructional Design Systems/Models. As many seek to give their input synthesis takes place and separation and differentiated views evolve. Some as mentioned begin in a linear manner and others see it as an ongoing or repeated linear need that becomes cyclical or viewed in a circular graphic guideline. Often when things in education are over analyzed the processes are overloaded. Thus, the Cognitive Overload occurs when Developing Instructional Design becomes a nine step process instead of the three, four or five step process. The ability to use the reasonably short Acronyms makes it possible to target the core components in design that can be elaborated upon when prior knowledge and background or differentiate instruction is needed.