

ID Models

Kirkpatrick Model

-Developed by Dr. Donald Kirkpatrick in the 1950s.

-This model can be used throughout a training course to show the value of the training to the business.

-There are four levels in this model: Reaction, Learning, Behavioural Change, and organizational performance.

- Reaction
 - Objective for this level is to evaluate how people reacted to the training. Did the participant enjoy their experience? Did they find the material in the program useful for their work?
 - This info can be gathered through surveys, interviews, comment forms, etc.
 - This level should be completed right after the training concludes.
- Learning
 - Objective for this level is to gauge how the participants have developed in expertise, knowledge, or mindset.
 - Assessment for this can be tests, self-assessment, team assessment.
 - Ideally there is a pre-test and a post-test!
 - This level should be completed right after the training concludes.
- Evaluation - Transfer
 - Objective for this level is to analyze the differences in the participant's behavior at work after completing the program. This helps determine if the skills that were taught are being used in the workplace.
 - Many people think that this level offers the truest evaluation of the program's usefulness.
 - Some challenges to measuring this is that it is hoard to know when a person will start to utilize their new skills.
 - This level starts 3-6 months after training.
 - This level can be carried out through observations, interviews.
 - It is important that this level is executed some time after the training so you can evaluate significant change (not just immediate right after the training), and any transfer that has taken place.
- Results
 - Objective for this level (and goal for the program) is to determine the overall success of the training by measuring factors such as lowered spending, higher ROI, improved quality of products, less accidents in workplace, more efficient production times, and higher sales.

<https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/>

Dick, Carey, and Carey

- Most popular in schools
- Criticized as linear, but take that with a grain of salt.
- There are 10 steps to this model: Identify Instructional Goals, Conduct Instructional Analysis, Identify Entry Behaviors, Write Performance Objectives, Develop Assessment Instruments, Develop Instructional Strategy, Develop and Select Instructional Materials, Design and Conduct Formative Evaluations, Design and Conduct Summative Evaluation, and Revise Instruction
- Identify instructional Goals – Broad statements about what learners should know and be able to do at the end of instruction. Try to tie to real world applications so learners will know how the instruction can benefit them outside of the eLearning space.
- Conduct Instructional Analysis – Identify what the target audience is not able to sufficiently do and the steps needed for proficiency. It is also important to find out what learners can do for purposes of the training.
- Identify Entry Behaviors and Learner Characteristics – Identify basic demographics, and what students know and have previous knowledge or experience with. The goal is to be able to start instruction at a place where all students have a grasp on the material and can reference previous knowledge or experiences. Also identify motivation factors, and personal preferences (she-her).
- Write Performance Objectives – What students need to learn and how students will demonstrate proficiency
- Develop Assessment Instruments – Develop activities to show student progress and understanding. You also need to develop rubrics for each assessment.
- Develop Instructional Strategy – Create flow chart of activities that tap into previous knowledge and then develop new skills
- Develop and Select Instructional Materials and Activities – Fully develop content and activities
- Formative Evaluation – Using a small sample size, gather information on instructional material that identifies areas for improvement in course.
- Summative Evaluation – Did the outcomes match the learning objectives.
- Revise Instruction – Use formative and summative evaluations to decide what needs to be changed for maximum learning and effectiveness in course.
- This model is all about the relationships between educational content, context, learning behavior and instructional technique. All of these components work together to bring about desired learning outcomes.

<https://elearningindustry.com/9-steps-to-apply-the-dick-and-carey-model-in-elearning>

ASSURE

- ASSURE is an acronym for the model: Analyze Learners, State Objectives, Select, Modify or Design Materials, Utilize Materials, Require Learner Response, Evaluation
- Analyze Learners - Get info on age, academic abilities, interests, prior knowledge, etc.
- State Standards and Objectives - What will the learners be able to do as a result of the instruction.
 - Use the ABCD method for stating standards and objectives:
 - Audience - Who is it?
 - Behavior - What is the behavior or performance to be demonstrated?
 - Conditions - What are the conditions under which the behavior or performance will be observed?
 - Degree - To what degree will the knowledge or skill be mastered?
 - Use verbs from Bloom's Taxonomy
- Select Strategies, Technology, Media, and Materials
 - Now that you know what your objectives are, you need to select these materials to bring about the results that you want.
 - Pick a delivery method.
 - A teacher is a facilitator.
- Utilize Technology, Media, and Materials
 - This step is about making a plan as to how you will use the various materials you identified in the previous step.
 - All materials must contribute to the objectives!
 - Use the 5 Ps to achieve this:
 - Preview the Technology, Media, and Materials
 - Prepare the Technology, Media, and Materials (Make sure that they work, and create them where necessary)
 - Prepare the Environment (enough desks, minimal noise distractions, etc.)
 - Prepare the Learners
 - Tell learners what the learning objectives are
 - Tell learners how they will be assessed
 - What are the benefits of learning the material?
 - Provide the Learning Experience - Carry out the learning
- Require Learner Participation
 - This step is actually used before it appears in the model
 - How are you (the instructor) going to engage the students in your learning; this needs to be figured out at the class level and the individual level
 - One method could be to require a specific kind of note taking (double column method)
- Evaluate and Revise
 - Were objectives met?
 - How can the learning be improved?
 - Student feedback

<https://educationaltechnology.net/assure-instructional-design-model/>

Backward Design Model

- ID model where instructor designs learning based on the desired results
- The ID starts with the question “What should learners be able to understand and do” after the training, followed by figuring out what types of evidence are sufficient proof of this desired result
- This model consists of three steps:
 - Identify Desired Outcomes - What learners should be able to understand and do
 - Identify Acceptable Evidence - What assessments and measures serve as evidence that a learner has met the desired outcomes
 - Plan Learning Experiences and Instruction - Develop materials, exercises, and overall instruction around the desired outcomes

<https://www.learning-theories.com/backward-design.html>

Kemp Design Model

- Also known as the Morrison, Ross, and Kemp Model
- Kemp model is circular; this is achieved by viewing the 9 core elements as interdependent rather than singular and independent.
- One may start the design process with any of the 9 design components.
 - In this model several stages may be addressed at once, and others may be omitted.
- The tasks of this model address the 4 essential elements of instructional planning (learner, objectives, methods, and evaluation). These are the basis for a functional design plan, and when augmented (such as in the Kemp Design model), form a complete ID model

The Kemp Instructional Design Model: Nine Core Elements

- Determine the specific goals, and also identify potential instructional issues
- Identify characteristics of learners that should be taken into account during the planning process
- Clarify course content, and analyze the proposed task components in relation to the stated goals and purposes of the course
- Define instructional objectives and desired learning outcomes
- Ensure that content for each instructional unit is structured sequentially and logically to facilitate learning
- Design instructional strategies to enable individual learners to master the content, and achieve desired learning outcomes
- Plan the instructional message and the appropriate mode of delivery
- Develop evaluation instruments suitable for measuring and assessing learners' progress towards achieving course objectives
- Choose the appropriate resources that will support both teaching and learning activities

<https://educationaltechnology.net/kemp-design-model/>