

ECI 617 Foundations of Instructional Design and Technology

Constructivist Instructional Design Worksheet

Preliminary

This exercise will walk take the ADDIE model and “adapt” it to constructivist concepts. The first task is to select a lesson to be taught. Ideally, this will be a subject you currently teach or will be planning to teach. For now, try to pick a subject that is easily defined and evaluated. How to operate a lathe is better than aesthetics in lathe design. You can use the same subject as the last exercise.

While this paper makes a nice guide, you may find yourself using several more sheets of paper and drawing pictures.

Needs Analysis

Develop a description of your problem. This should be as rich as possible, and free from any solutions you may think are right:

List the characteristics of your learners. What is their background, what do they already know, what might their interests be, how much time do they have:

Set the context of the problem, and the environment in which you will be working on it. Why should this problem matter to your learners? Where will they typically be working on this problem?

List the key concepts you have identified from the above work

Reflect. What new observations about instructional design have arisen so far? What parts are difficult to answer? What don't you know enough about yet?

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Design

At this point key concepts have been identified. You should have an idea of what the environment for learning should be and who will populate it. Now its time to design an instructional environment. Answer the following:

Develop a list of learning objectives that allow individuals to modify and adapt them as needed.

What learning sequences can be identified (either for groups or individuals)

In what ways will the context drive evaluation? How will each participant play a part?

Development

We will not do much here, but:

Develop a list of learning resources and artifacts that will be a part of the learning environment.

How long do you think all this would take to develop? And who should do the development?

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Implementation

Again, this can only be anticipated:

How will the teacher act as a consultant and facilitator? How will he/she use the materials developed?

How will the learner direct and control their learning? What will be used to organize this activity?

Evaluation

It's important to emphasize that evaluation needs to be a collaborative effort between learners and teachers. Throughout the process you should work with your target population to get their perspective on the definition of the problem and actions that will be taken to solve them.

Formative Evaluation: What questions are important to ask to inform the development of your instructional design? How is it that the learner will come to meet the learning goals?

Summative Evaluation: What questions would be asked to see if the program met the identified and emergent learning goals? Who will answer these questions?

Outcome

Word process your design document and post it to Blackboard as an attachment. If you use Word I add comments using the track changes function. We will use this document as a basis for work on learning theories, so keep a copy at hand.