TAKEAWAY 3: E-LEARNING INSTRUCTIONAL DESIGN – CRITICAL SUCCESS FACTORS

**Instructional Design in E-learning Principles**

**and Models**

1. What is instructional design?

Instructional design is the systematic process of translating general principles of learning and instruction into plans for instructional materials and learning. (www.elearnspace.org/Articles/InstructionalDesign.htm)

1. Why instructional design for e-learning?
* **The goal of e-learning is LEARNING.** To make learning happen, learning activities need to be carefully designed using instructional strategies.
* **No physical instructor**– In a physical classroom, the facilitator can direct the involvement and response of learners and suit his delivery style accordingly. Learners have the flexibility to ask questions and get immediate answers. E-learning is no different than learning in a physical classroom. So, learners are expected to get the same experience, despite lacking the physical presence of an instructor.
* **E-learning needs to make learning applicable**– The online medium is tasked not just with knowledge but also with equipping employees with skills to apply in their jobs. This requires learning strategies to provide application-ready knowledge.
* **E-learning implies changing roles**– In online learning, instructors are not the sole owners and distributors of information; they assume the role of facilitators and the onus of learning lies with the learners. The medium must help learners use the environment and resources effectively.
1. **Instructional Design Models**

Instructional Design models are frameworks for learning. There are many different models of ID.

* 1. ADDIE (Analyze, Design, Develop, Implement, Evaluate) – This is probably the best known and frequently used model in academic circles as well as in e-learning industry.
	2. Robert Gagne’s ID model: Gagne proposes that events of learning and categories of learning outcomes together provide a framework for an account of learning conditions.
	3. Minimalism of J.M Carroll. The theory suggests that (1) all learning tasks should be meaningful and self-contained activities (2) learners should be given realistic projects as quickly as possible (3) instruction should permit self-directed reasoning and improvising by increasing the number of active learning activities, (4) Training materials and activities should provide for error recognition and recovery and, (5) There should be a close linkage between the training and actual system.