

## Comparing Instructional Design Models

CATEGORIES OF COMPARISON	ADDIE	SAM	DICK & CAREY
<p><b>DESCRIPTION OF COMPLETE PROCESS</b></p>	<p>Repetitive process used by ID's to consider all elements that lead to the best result. Analyzing the data that has been collected is used as input for the design on the course. The design, development, and evaluation are all part of the process of making the course. The implementation phase is the output that comes from course design completion.</p>	<p>The ID plans in small, rapid bursts in order to change course quickly, if needed. The design process occurs continuously under strict deadlines that encourage failure in order to test lots of solutions. Many different collaborators work on different aspects of the design, so they don't care as much about the overall result rather they are looking for the right solutions.</p>	<p>This model is more comprehensive than the ADDIE model. The same five components of ADDIE are included with the inclusion of four others. The focus of this model is more about the goals, objectives and testing in this model which help produce more positive outcomes. Ongoing revision allows ID's to think about their projects as ongoing and repetitive process.</p>
<p><b>DESCRIPTION OF EACH COMPONENT OF PROCESS</b></p>	<p><b>Analysis</b>-ID's collect all the data they can about the project. This data is used throughout the design process.  <b>Design</b>-IDs create the plan with all necessary specifications. Objectives, course content, and completion of design plan also occurs.  <b>Development</b>- Production of materials and pilot testing occurs during this time. Deliverables are also completed and tested.  <b>Implement</b>-The plan is shared with the learner and content delivered.</p>	<p><b>Preparation</b>- ID gathers all the information related to the project. At the end of this first phase, the "Savvy Start" occurs. This Savvy Start encourages brainstorming, sketching, and prototypes. It involves as many people as are interested.  <b>Iterative Design Phase</b>- During this phase, designs and prototypes are tested and evaluated by those interested. It's easier to give feedback about something that exists, rather than an idea.</p>	<p><b>ID instructional goals</b>- Should align to what learners will be able to do.  <b>Conduct instructional analysis</b>-Determine the end users' current knowledge and skill level.  <b>ID entry behaviors</b>- Understand what kind of background your end users' come with in order to design appropriate learning strategies.  <b>Write performance objectives</b>-Use SMART goals and lay out tasks and processes that must be mastered and</p>

	<p><b>Evaluate</b>-Takes place during every element of the process.</p>	<p><b>Iterative Development Phase</b>-The finished prototype is finalized and implemented. Once used, it can be evaluated. If needed, it can go through development and implementation phases again and again.</p>	<p>how they will be measured.</p> <p><b>Develop criterion reference tests</b>- These will monitor progress and effectiveness of instruction.</p> <p><b>Develop instruction strategy</b>-Developed only after you know what the end users' goals, current state, objectives, and testing approach are. Should use appropriate learning theories.</p> <p><b>Develop and select instructional materials</b>- Selected after the learning strategy has been determined.</p> <p><b>Develop and conduct formative evaluation</b>- This assesses the effectiveness of the learning initiative. This is prior to final delivery of product.</p> <p><b>Develop and conduct summative evaluation</b>- Occurs after the course has been delivered and assesses its effectiveness from the participants.</p> <p><b>Throughout</b>-Revise instruction on an ongoing basis. Seek feedback, test outcomes of learning and go through iterative states of the learning product.</p>
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<b>DISTINCTIVE CHARACTERISTICS</b>	Used as a prescriptive model for ID but is really a way to describe the essential components of any instructional design model. Developed for military training in the 1970's by Florida State University.	Greater emphasis placed on the iterative nature of each step. Sometimes referred to as an example of agile learning design. Failing forward is expected because real-time data points allow ID's to tailor the learning to individuals.	Classic example of systematic instructional design task. AKA: the Systems Approach Model. Builds on iterative development by ongoing revision of instruction.
<b>STRENGTHS OF THE MODEL</b>	Projects can be developed quickly. When the framework is followed, all parts of the design are addressed.	Preferred method for a course that needs to be developed fast. Innovative solutions Simplified version of ADDIE	Includes all 5 stages of the ADDIE model and adds further depth and structure.
<b>CRITICISMS OF THE MODEL</b>	ID must be familiar with the instructional design process	Failing and learn as you go may be stressful for some IDs. Design process lacks structure More concerned with engagement than effective learning	Can be cumbersome. Lacks detail in how the plan will be implemented.
<b>EXAMPLE OF HOW A DESIGN THINKING APPROACH TO THE MODEL MIGHT BE USED TO SOLVE A PROBLEM OF INTEREST TO YOU</b>	During the process of data gathering, I would use in-depth interviews and surveys to help determine where teachers are struggling in the planning and implementation of PBL in their classrooms.	Designing an AI module that intelligently interacts with the teacher based on the choices they make as they plan and develop a PBL unit. Instead of focusing on one design model, I would collaborate with many colleagues and have them brainstorm the problem and develop prototypes of their solution.	I would use this approach to train brand new teachers who have no experience with PBL. I would recruit test subjects to test out the materials and learning strategies, and I would continue to adjust the course throughout delivery to the customer.

## References

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