

Instructional Processes versus Instructional Models

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The Instructional Systems Development (ISD) process is a generic methodology used by all specific Instructional Design (ID) models to structure and organize the overall development of instructional systems and products. The process of analyzing training needs, designing instructional solutions to those needs, developing those solutions, implementing them and evaluating their effectiveness is the overall framework for all training development, regardless of the specific ID model employed for any given project or program. An ID model tailors the generic template of the ISD approach to solve a particular instructional problem with a defined set of model-specific procedures.

Some models specify steps that address the full scope of the ISD process. The PIE (Plan, Implement, Evaluate) model does this, as does the ASSURE model. The ASSURE model, for example, was developed specifically for school use and can be scaled up or down from the development of an entire course to the development of a single lesson. The acronym represents the following:

A Analyze Learners

S State Objectives

S Select Methods, Media and Materials

U Utilize Methods, Media and Materials

R Require Learner Participation

E Evaluate and Revise

More commonly, ID models address only a portion of the ISD process, usually development. Gagne's Nine Events of Instruction, Merrill's Component Display Model, and Gibbon's Design Layers model all limit themselves to the design phase of the overall process. Some focus on attaining a specific goal, such as the rapid development approach of Successive Approximation Model (SAM). Others focus on media and technology resources, such as Action Mapping and Substitution, Augmentation, Modification, Redefinition (SAMR). Some focus on motivation, such as the Attention, Relevance, Confidence, Satisfaction and Volition (ACRS-V) model. All of these ID models personalize the impersonal generic approach known as ISD.

With dozens of individual ID models, most authors who have addressed them have organized them into three broad categories: classroom, product and process. For the development of a large scale aviation training system, those models in the process category are most relevant.