

Design rubric



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ADDIE Model Analysis October 15, Introduction Instruction is continually helping people in learning and developing in a structured manner.

Instructional design using the ADDIE model is the systematic approach to the process of analysis, design, the development, implementation and the evaluation of learning activities. Its main aim is a learner centered approach to instruction, rather than the traditional teacher centered approach. This ensures that effective learning takes place. Every component of the instructions is governed by learning outcomes, determined through analysis of the needs of the learner (Malachowski, 2002).

This paper presents an information system capable of realizing both the learning method and the learning management process. This system has been designed using the ADDIE model and is divided into 5 phases as discussed in the following section. The course is about introduction to the basics of a computer system.

1. Analysis

In this phase, the primary aim is to clarify the instructional problem, establish the goals and objectives and identify the characteristics of the learners and the learning environment.

The main aim of this course is to enable the students identify and familiarize with the different parts and basic architecture of a computer system. The basic architecture refers to computer components (both hardware and software) and how they interact together. After this course, students should also be able to identify the various types of input and output devices. The target students are teenagers of mixed gender aged between 13 to 17 years, who have used computers before.

The main teaching approach will be done face to face (direct interaction

between students and the tutor). There will also be practical lessons in the computer room. Students will be provided with learning materials throughout the course which is expected to last for 4 months.

2. Design

In the design phase, the primary aim is to develop the contents of the course. This phase also specifies how learning is going to be done (Malachowski, 2002).

Students will be given a detailed introduction to the computer hardware parts. During the practical lessons, students will be divided into several groups and given various hardware components and asked to identify them. Students will be required to give their feedback after every session in order to ensure that they fully understand the topic at hand. Students will also be told about the latest technology related to each software or hardware component (Clark, 2004).

3. Development

The development phase will mainly involve preparation and production of the learning materials.

Students will be provided with work books and lesson programs that will be produced in the library. This will help the students prepare for the coming lessons. A flow chart will also be created and will help in guiding the tutor on the flow of events throughout the course period.

Assessment tests will be produced, and these will be exceedingly vital in evaluating the students.

Computer assisted instructions will also be used by students for practice as well as other educational games that will be played on the computer. These programs will be installed on every computer.

4. Implementation

The goal of this phase is distribution of the instructional materials (Malachowski, 2002).

Before any session, it will be ensured that students have all the necessary materials. Before lab sessions, the instructor will ensure that all computers are turned on and functioning properly. The instructor will organize group discussions and will be present during all sessions to help students answer any arising questions. Students requiring extra guidance will also be able to get help from their fellow students through the discussions.

Each student will proceed to work at their own pace until they obtain all the knowledge and information as required on the outline (Clark, 2004).

5. Evaluation

This phase is meant to ensure that the desired goals are achieved.

The main evaluation technique that will be used will be the use of quizzes and assessment tests at the end of each unit. The performance students will be evaluated and used to conclude on whether or not they were able to meet objectives of the course. The course evaluation will also be done in order to determine its success as well as the areas requiring improvement.

Conclusion

Lesson planning is created on a daily basis but is not done in a detailed manner. However, the ADDIE tool can be useful in ensuring that all lessons are completed and not only do they meet the required standards, but also the goals and objectives that need to be achieved by the students (Malachowski, 2002).

References

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