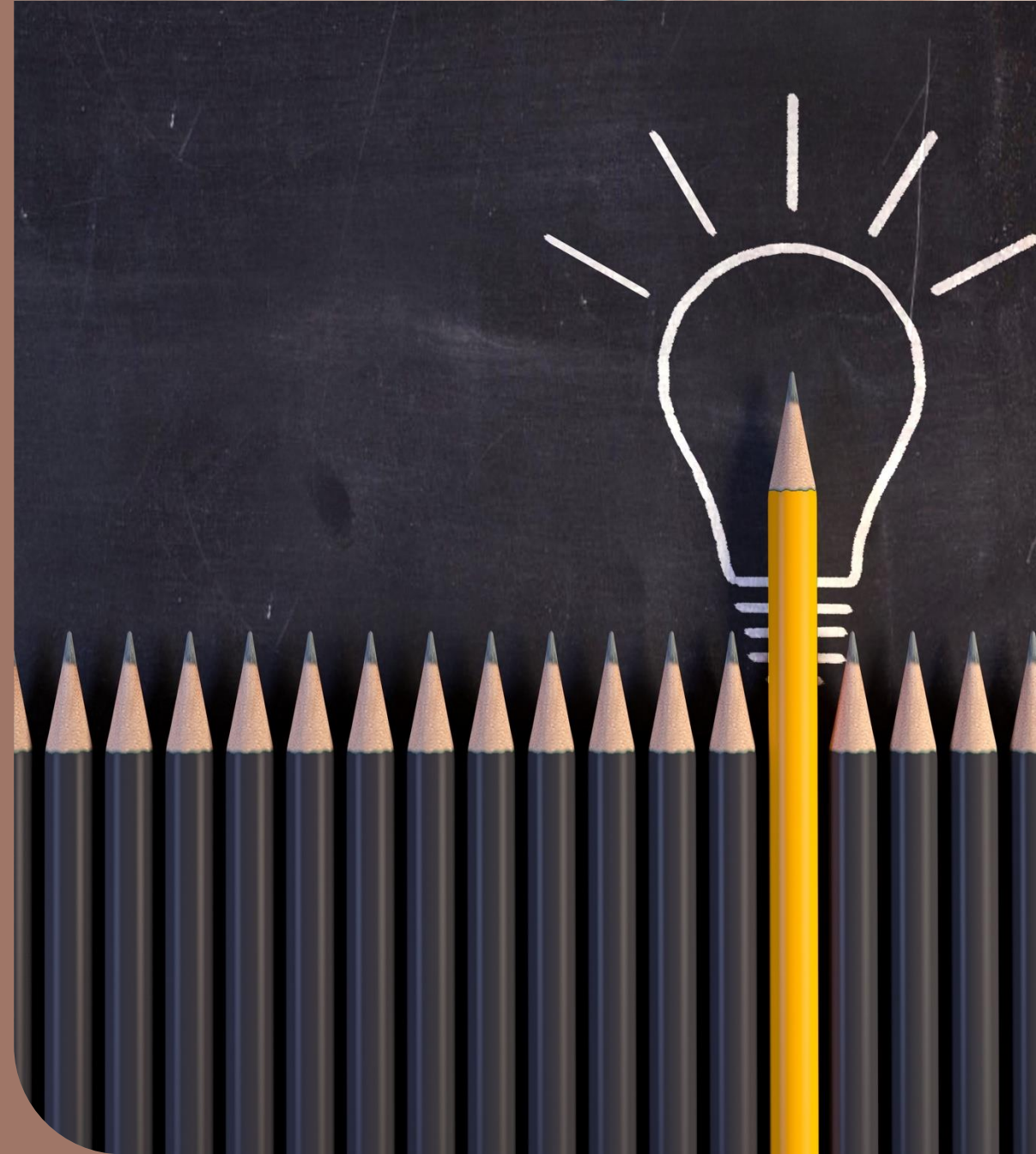


FOUNDATIONS OF INSTRUCTIONAL DESIGN: HISTORY, FRAMEWORKS, AND RESEARCH BASED PRACTICE

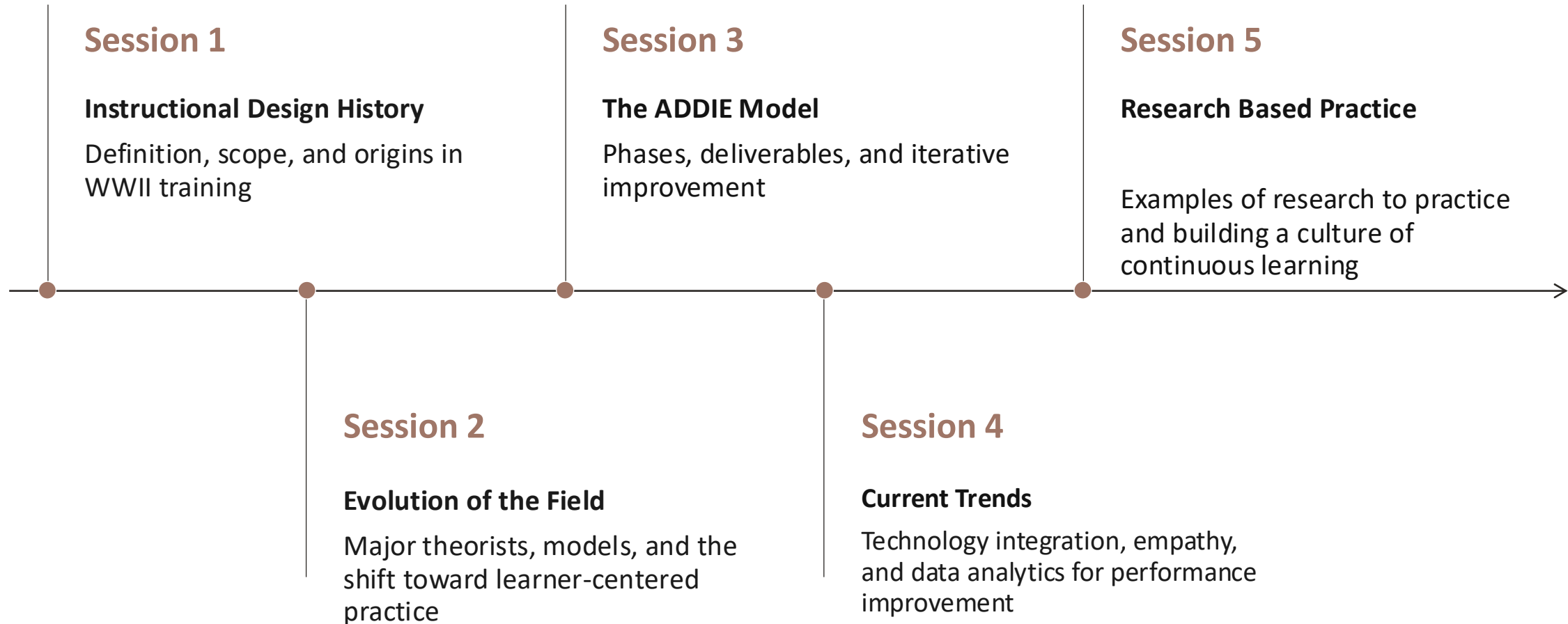
For new members of the Instructional Design Team

Weeklong Workshop Series

Presented By: Vivian Stepp

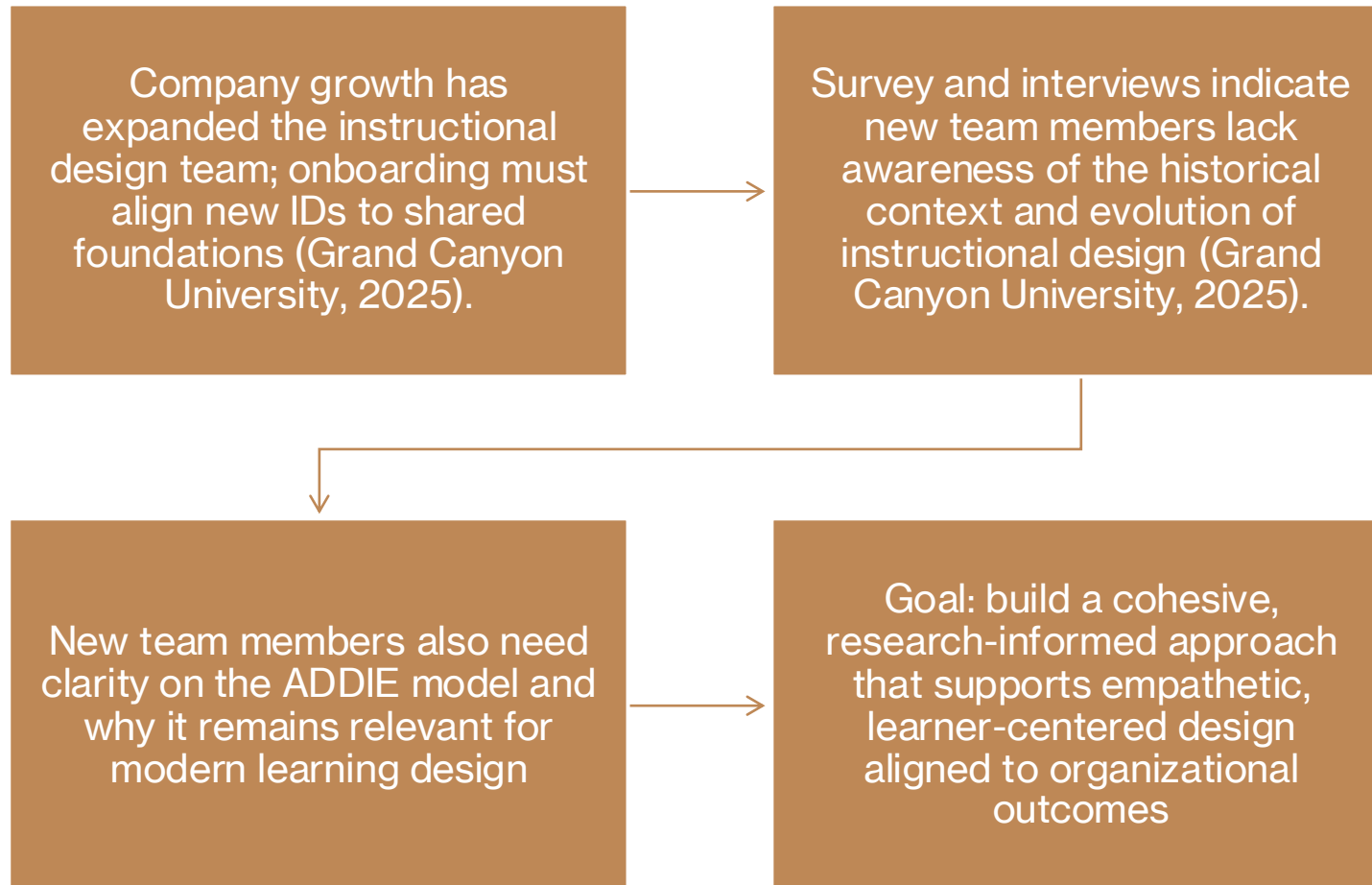


THIS WEEK'S AGENDA



WORKSHOP PURPOSE AND NEEDS

GROUNDED IN THE EID-500 SCENARIO NEEDS ANALYSIS



SESSION 1

INSTRUCTIONAL
DESIGN
HISTORY

LEARNING GOALS



Define instructional design (ID) and describe its scope in education and training.



Explain why the field emerged as a systematic response to large-scale training needs



Identify early milestones that influenced modern instructional practice



WHAT IS INSTRUCTIONAL DESIGN

A SHARED DEFINITION FOR ALIGNMENT

- Instructional design is the systematic process of planning, developing, and improving learning experiences to achieve measurable outcomes.
- IDs translate learning theory into practical decisions: objectives, assessments, content structure, activities, and media selection.
- ID work spans classroom learning, corporate training, performance support, and digital learning ecosystems.

HISTORICAL ROOTS: WWII AND THE ARMED SERVICES

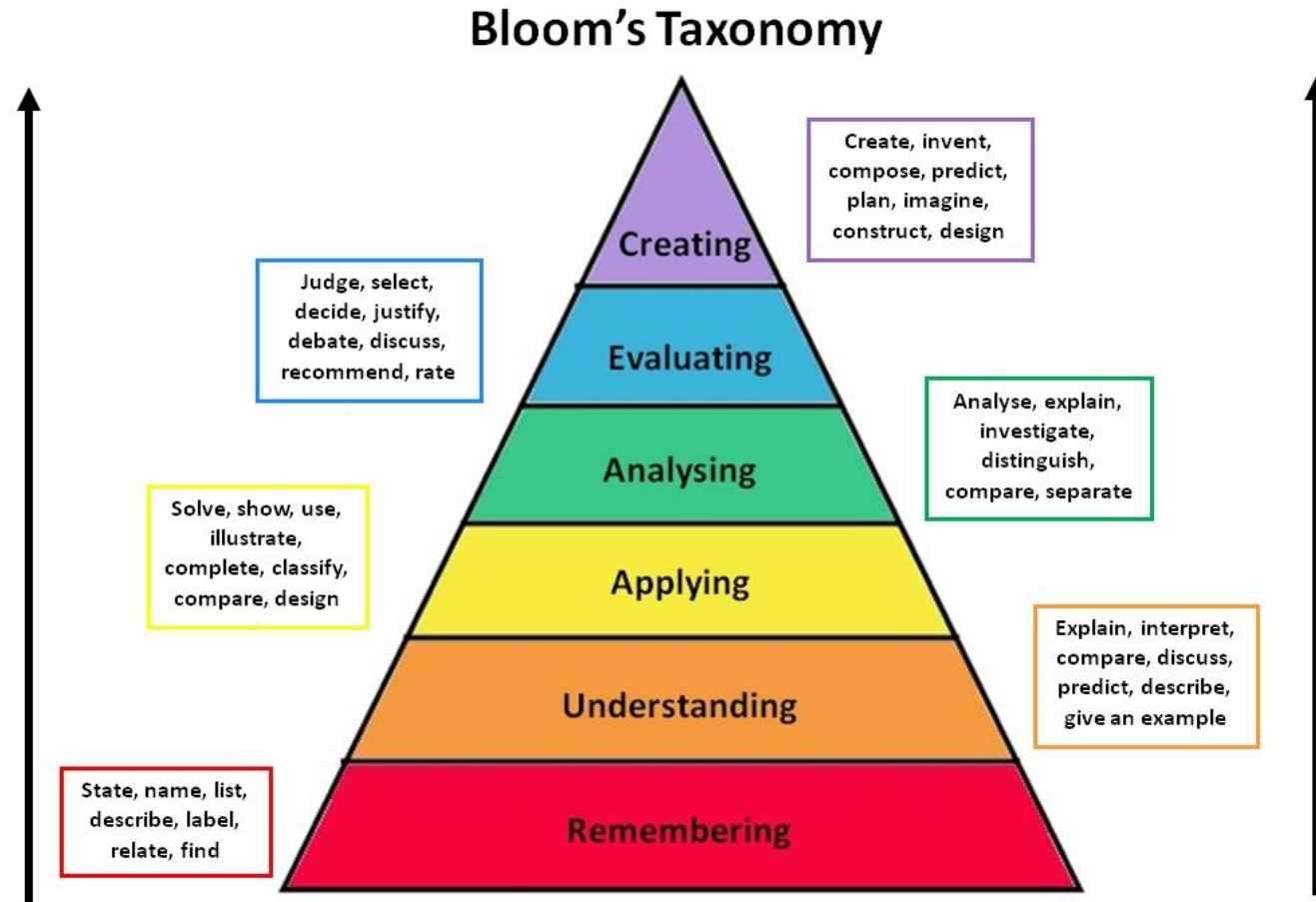
During World War II, thousands of recruits needed rapid, effective training, prompting more systematic approaches (Peck, 2024).

Training was treated as a system with clear stages and assessment methods to ensure readiness (Peck, 2024).

This foundation shaped later models used across military, academia, and corporate contexts.

EARLY MILESTONES THAT SHAPED THE FIELD

- Edgar Dale's "Cone of Experience" emphasized the relationship between concrete and abstract learning experiences (Peck, 2024).
- Skinner highlighted self-pacing, small steps, frequent questions, and immediate feedback in instructional materials (Peck, 2024).
- Bloom's Taxonomy organized learning into cognitive, affective, and psychomotor domains, supporting clearer objective writing (Peck, 2024).



SESSION 2

EVOLUTION OF
THE FIELD

LEARNING GOALS



Describe how instructional design evolved across decades (1940s to present) (Peck, 2024).



Identify key theorists and how their ideas show up in modern practice.



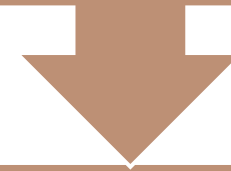
Connect shifts in theory and technology to current instructional design expectations.

1960 SYSTEMS THINKING AND INSTRUCTIONAL DESIGN

Mager (1962) popularized writing learning objectives with behaviors, conditions, and assessment methods (Peck, 2024).



Gagné (1965) described learning outcomes and “events of instruction” that support attention, practice, feedback, and retention (Peck, 2024).



Scriven (1967) advanced formative evaluation to improve materials before final release (Peck, 2024).

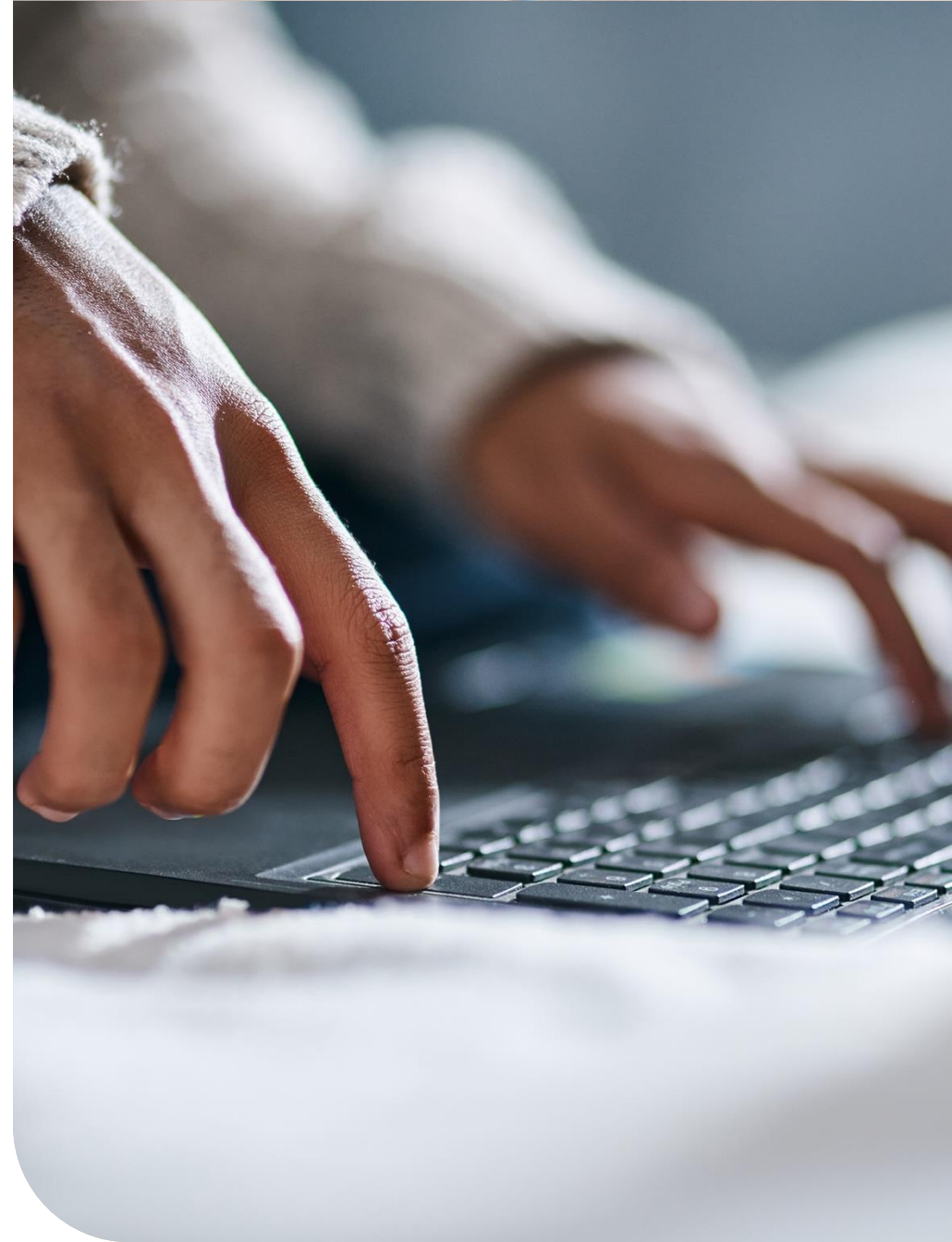


1970 -1990: EXPANSION AND EARLY LEARNING TECHNOLOGIES

- Instructional design expanded into academia, military, and corporate training (Peck, 2024).
- TICCIT marked an early example of technology enabled instruction (Peck, 2024).
- PLATO and later computer based training supported feedback and online learning features (Peck, 2024).
- Constructivist approaches emphasized active learning and meaning making, not passive reception (Peck, 2024).

2000 – PRESENT: ONLINE LEARNING, GAMIFICATION AND AI

- Mass adoption of the internet accelerated online learning platforms and effective simulations (Peck, 2024).
- Gamification increased as designers leveraged game mechanics to support engagement (Peck, 2024).
- Social media, AI, and cloud services continue to shape learning ecosystems and workflows.
- Informal and self led learning are rising as organizations invest in knowledge platforms (Peck, 2024).



SESSION 3

THE ADDIE
MODEL

LEARNING GOAL



Explain the five phases: Analysis, Design, Development, Implementation, Evaluation (Kurt, 2018).



Connect ADDIE deliverables to real ID workflows and handoffs.



Describe how evaluation creates feedback loops for continuous improvement (Kurt, 2018).

ADDIE AT A GLANCE

Analysis

Design

Development

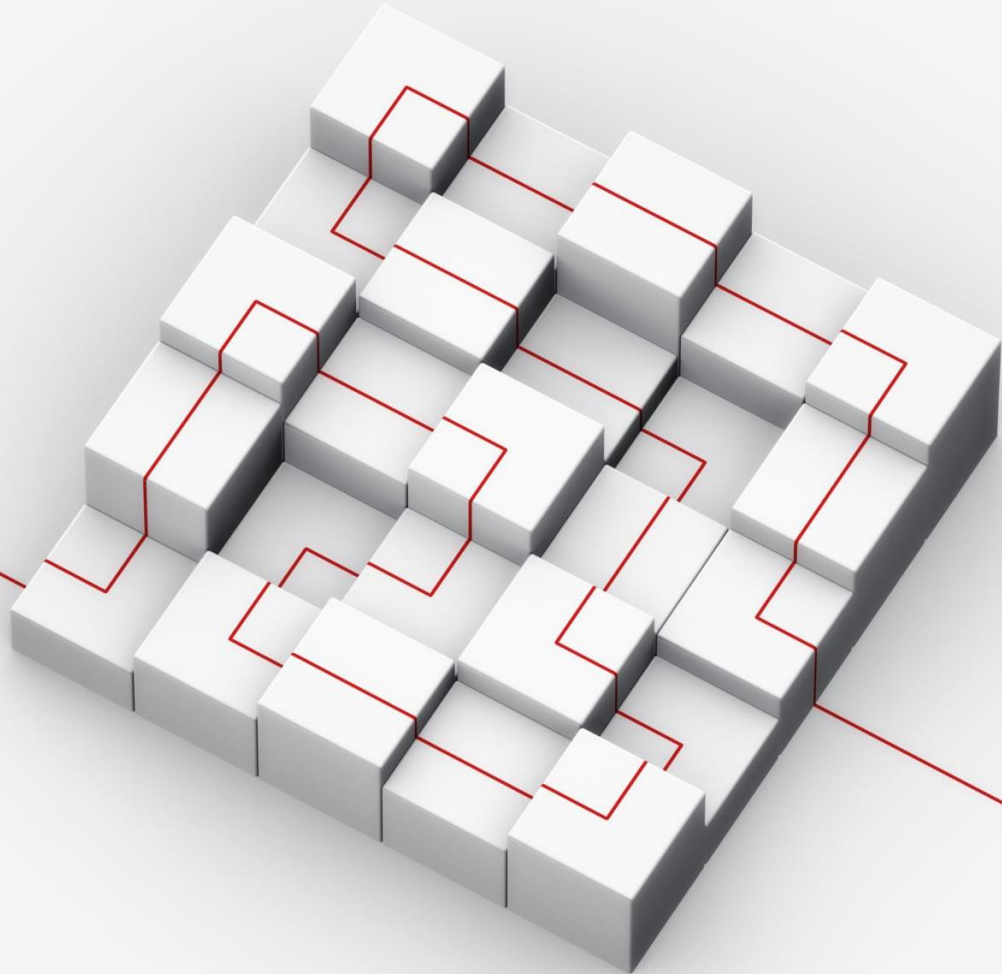
Implementation

Evaluation

- ADDIE is widely used because clear stages help teams implement effective training tools (Kurt, 2018).
- Most ID models are variations of ADDIE, with iterative revision built in (Kurt, 2018).
- Originally developed for the U.S. Army and later adopted across branches of the U.S. Armed Forces (Kurt, 2018; Peck, 2024).

PHASE 1-2: ANALYSIS AND DESIGN

1. Analysis: Conduct needs assessments, learner analysis, and define objectives; distinguish what learners know vs. need to know (Kurt, 2018).
2. Key analysis outputs: problem statement, audience profile, constraints, and measurable learning outcomes.
3. Design: Plan learning objectives, content structure, assessments, storyboards, and media choices (Kurt, 2018).
4. Design outputs: design document, assessment plan, prototype/storyboard, and evaluation plan.



PHASE 3–4: DEVELOPMENT AND IMPLEMENTATION

- Development: Produce and test materials using data from Analysis and Design; drafting → production → evaluation (Kurt, 2018).
- Development outputs: final media assets, facilitator guides, job aids, LMS build, and QA results.
- Implementation: Deliver the instruction, train facilitators, and monitor learner engagement; revise as needed (Kurt, 2018).
- Implementation outputs: rollout plan, communication plan, facilitator readiness, and support workflow.

PHASE 5: EVALUATION

- Evaluation includes both formative and summative approaches; formative happens throughout, summative occurs after delivery (Kurt, 2018).
- Use feedback loops to determine whether goals were met and what revisions are needed (Kurt, 2018).
- Plan evaluation criteria (e.g., learning, motivation, performance outcomes) and data collection timing (Kurt, 2018).
- Outcome: continuous course improvement and evidence of effectiveness for stakeholders.



SESSION 4

CURRENT TRENDS

LEARNING GOALS



Explain how technology, AI, and cloud tools influence modern ID workflows (Peck, 2024).



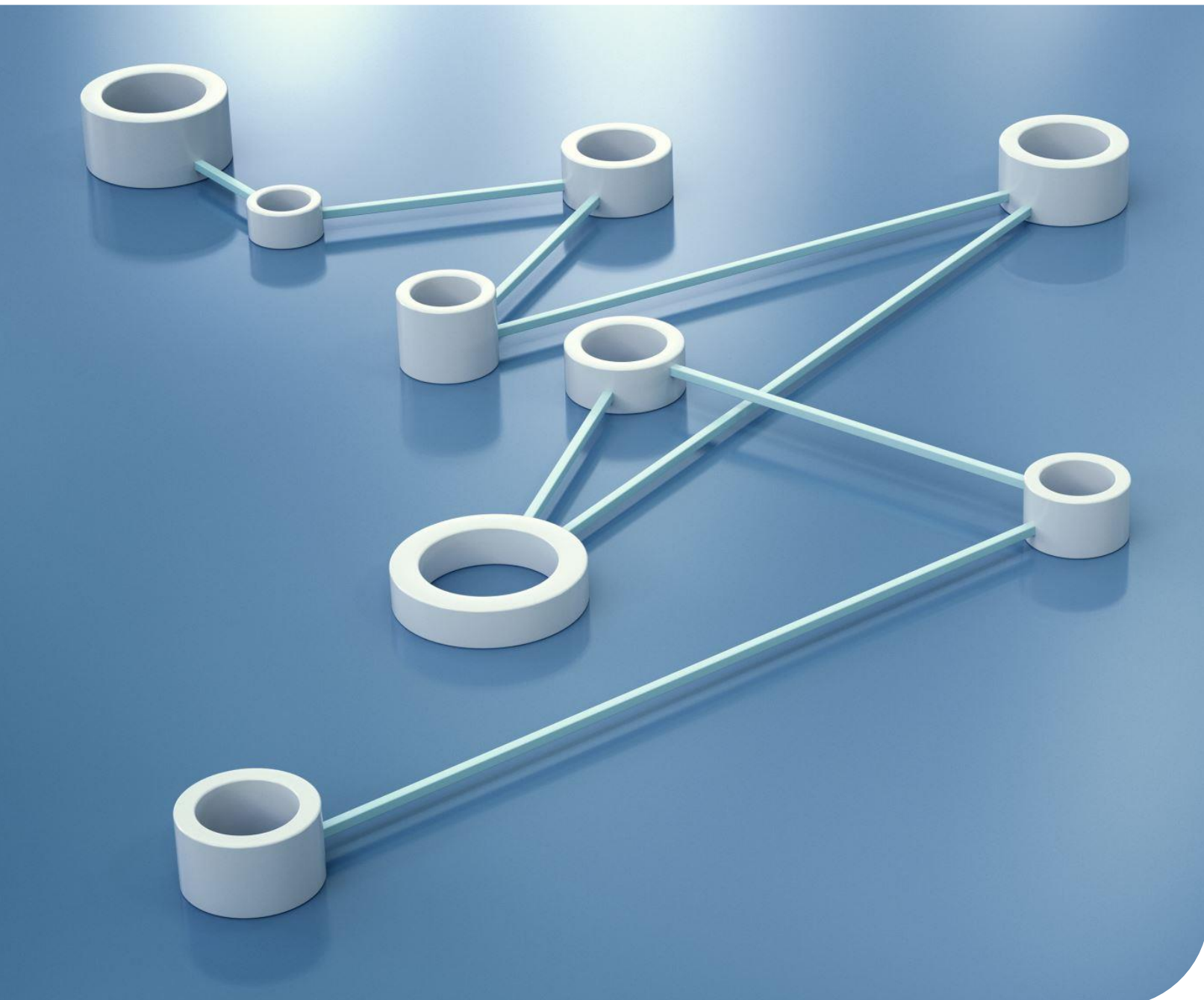
Describe learner-centered and empathetic approaches as professional expectations.



Identify how data analytics refine instruction and support decision making.



Analyze at least two trends and implications for the future of learning.



TECHNOLOGY + AI IN ID

- Cloud based services and modern tools enable rapid development, collaboration, and scalable distribution (Peck, 2024).
- AI can support faster drafting, personalization, and content iteration; IDs still validate quality and alignment to outcomes.
- Implications: stronger need for review processes, accessibility standards, and data informed decisions.



EMPATHY + ANALYTICS

- Learner centered practice emphasizes engagement, relevance, accessibility, and inclusion. Designing with the learner's context in mind.
- Data analytics helps teams identify friction points (drop off, confusion), measure learning impact, and iterate (Peck, 2024).
- Implications: more personalized learning experiences and continuous optimization of instruction (Peck, 2024).

SESSION 5

RESEARCH
BASED
PRACTICE

LEARNING GOALS



Explain how instructional design research informs design decisions and improves practice.

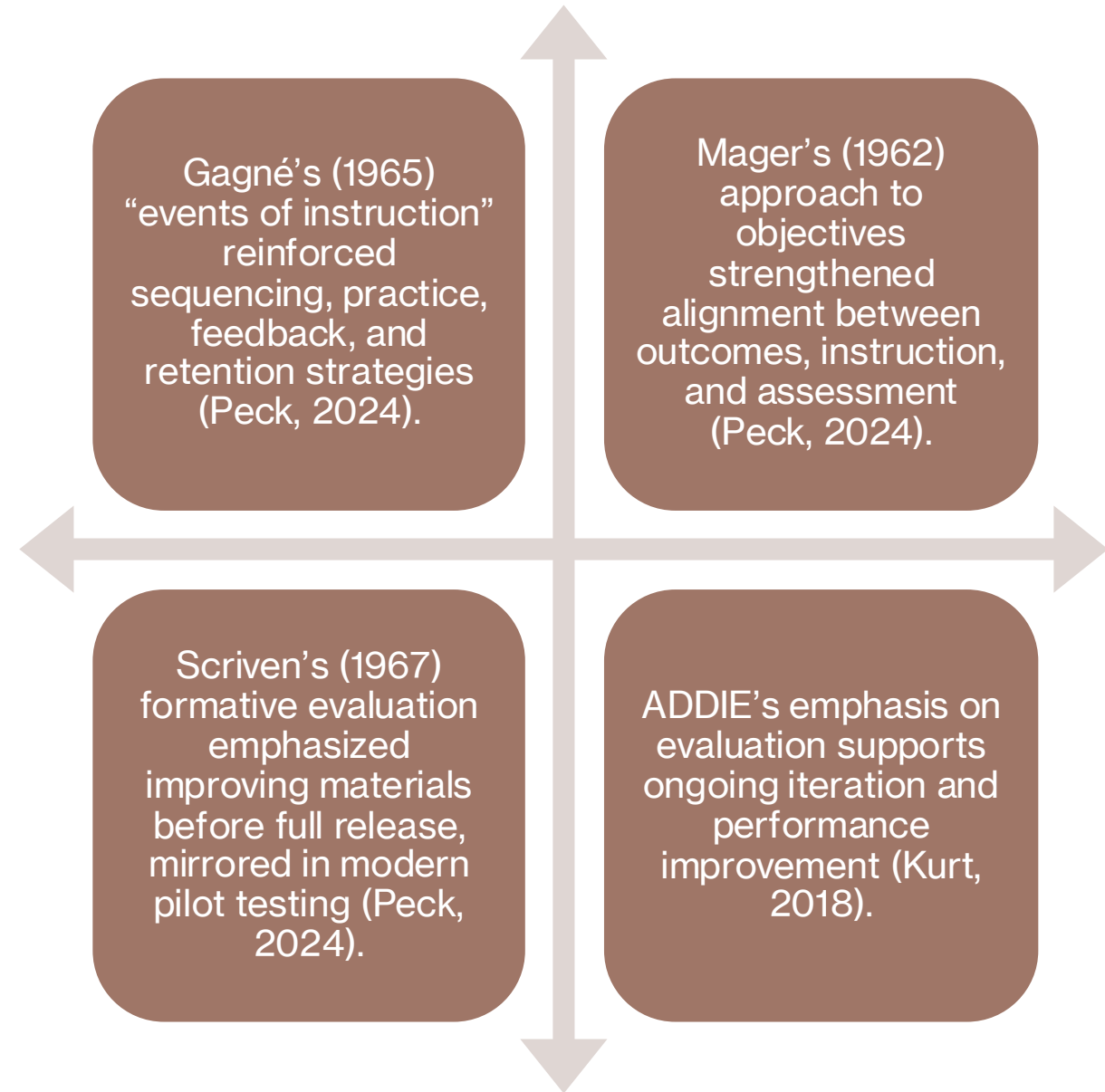


Identify at least two examples of research contributions that shaped ID practice (Peck, 2024).



Describe routines that support continuous learning within the ID team (Grand Canyon University, 2025).

RESEARCH → PRACTICE: EXAMPLES THAT IMPROVED ID



BUILDING A CULTURE OF CONTINUOUS LEARNING

1

Use after-action reviews: what worked, what didn't, what to change next time (ADDIE evaluation mindset).

2

Share templates and exemplars (objectives, storyboards, rubrics) to create consistency and speed quality work.

3

Pilot, collect feedback, and iterate before scaling. Build "revision time" into timelines (Kurt, 2018).

4

Commit to professional growth. Short learning shares, tool demos, and regular review of research-informed practices (Grand Canyon University, 2025).

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Grand Canyon University. (2025). EID-500 Scenario Needs Analysis (Topic 1).

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