BOOK REVIEW: DESIGNING EFFECTIVE INSTRUCTION (7TH EDITION), 2013
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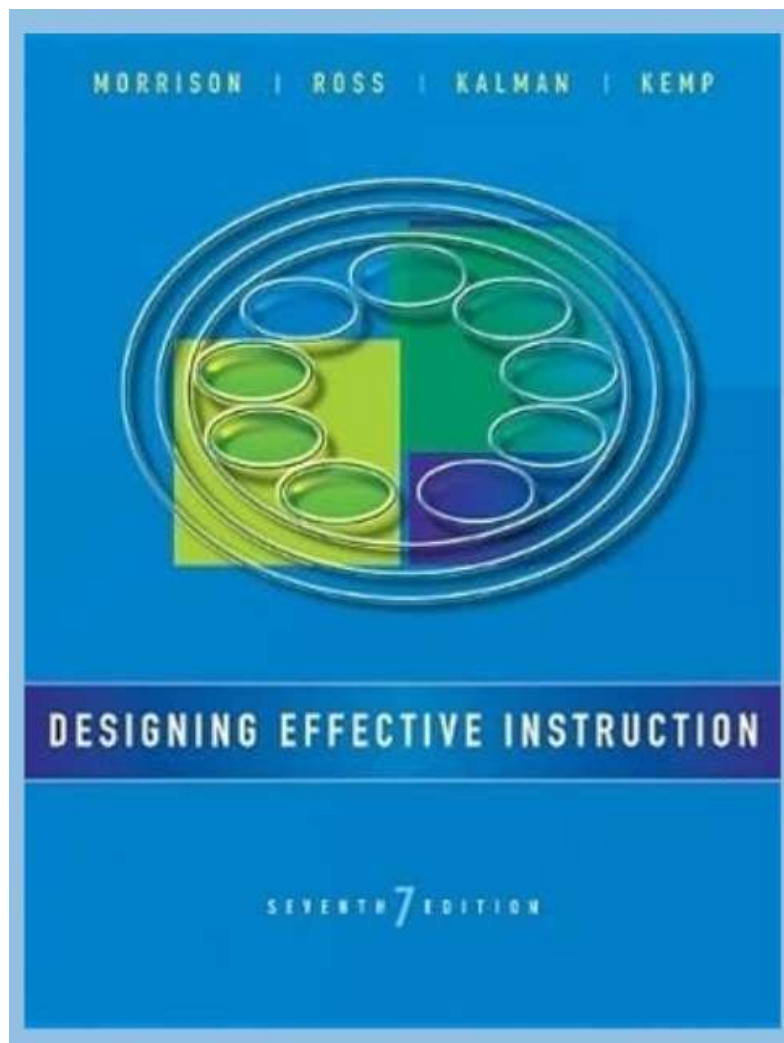
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ABSTRACT

Instructional Design (ID) is a systematic approach to creating effective learning systems closely tied to instructional technology. Popular systematic models of Instructional Design include Gagne's nine events of instruction, introduced in 1961, and five tasks from comprehensive learning frameworks. These models combine teaching approaches with learning theories to enhance learner development and achieve desired learning outcomes.

Effective Instructional Design incorporates thematic analysis to address factors contributing to a practical e-learning experience. Well-crafted instructional designs can stimulate learners' cognitive structures, making learning more effective. Both instructors and instructional designers need to understand the demands of the instructional design process. Quality learning experiences result in achievements encompassing knowledge, skills, and attitudes.

Keywords: Systematic instructional design, Instructional design model, Instructional model,

Introduction:

Designing Effective Instruction is based on the work of Jerrold E. Kemp, who started his career as a professor at San Jose State University in California. In 1971, he published his first book, "Instructional Design: A Plan for Unit and Course Development". This book provides essential knowledge about instructional design and outlines the process, emphasizing its purpose and importance in educational contexts. In Figure 1, Kemp's instructional model is flexible and adaptable to various disciplines and learning styles. He stresses that the learning experiences created for students should be challenging, engaging, and rewarding. His model features a nonlinear, circular structure, illustrating that the design process is an ongoing cycle. A well-crafted instructional model based on Kemp's approach must include continuous planning, design, and evaluation to ensure high-quality instruction.
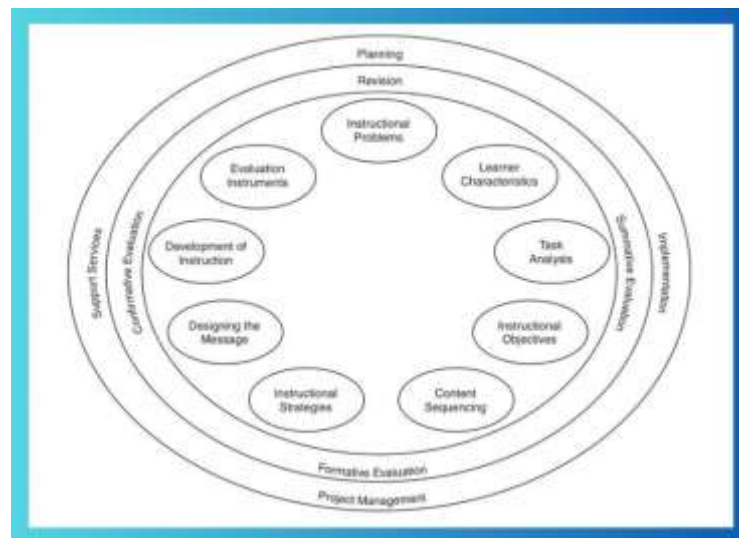

Figure 1: Component of the instructional model plan (Morrison, Ross, Kemp, 1971)

Book Structure:

The field of instructional design began to take shape during World War II. This article discusses the origins and development of instructional design, highlighting shifts in theoretical approaches, particularly those related to behaviorism and cognitive psychology. It focuses on contemporary theories, research, methodological challenges, and potential future directions.

Instructional design involves creating structured learning plans that effectively deliver educational experiences. The primary goal is to develop the skills and knowledge that learners need to acquire. Instructional designers draw on academic theories and models to better understand how people learn and the cognitive processes involved in learning. These instructional models ensure that teaching methods are as effective as possible for imparting knowledge and teaching skills. Instructional design (ID) refers to the systematic and professional planning of education or training. ID is interconnected with instructional technology, instructional science, and educational psychology. The evolution of instructional design has been driven by two key factors: first, the duration of training, which influences how much time learners need to acquire knowledge; and second, the necessity of using efficient instructional methods. These methods can include various media options, such as written instructions, demonstration videos, and hands-on exercises. (Morrison et al., 2013).

Designing Effective Instruction (Morrison, Ross, Howard, and Kemp, 2013) is a comprehensive textbook that presents a flexible framework for instructional design based on the model by Morrison, Ross, and Kemp. This book is intended for instructors, educators, graduate students, and anyone involved in education. It is also valuable for those looking to adopt instructional design models for corporate organizations. The book is divided into three main sections. First, it is organized into fifteen chapters. The initial chapters cover the instructional design process, including an introduction to instructional design, analysis of instructional needs, learner and contextual analysis, task analysis, setting instructional objectives, designing instructional strategies, sequencing content, and developing instructional messages. The tenth chapter specifically addresses the use of technology in instruction.

The second section focuses on evaluation, compiling various types of assessments and illustrating the relationships between them. These chapters emphasize the importance of the validity and reliability of tests and their interrelationship. The third section includes chapter twelve, which outlines the process and criteria for developing evaluation instruments, and chapter thirteen, which demonstrates how to implement these instruments within a learning program. Chapter fourteen explores learning and instructional theory, while chapter fifteen explains how to implement instructional design effectively. Additionally, several instructional models have been developed and integrated into learning processes. The final chapter, Instructional Design Project Management, covers essential aspects of implementing instructional learning models in projects. The appendix contains collections of instructional design model documents and examples of instructional units.

The seventh edition of this book was released in 2013 and consists of 16 chapters. Instructors have the flexibility to adapt the chapter sequence to create a class learning plan that aligns with their teaching approach. The editorial team developed this book based on feedback and ideas from their colleagues. Each chapter begins with an introductory section that provides real-world scenarios related to the chapter's topic. This is followed by relevant content and essential information on the main subject. The section on practicing instructional design shares insights, successes, and perspectives from real-world situations, often introduced through an interactive presentation. The content of each chapter is organized with an introduction and guiding key inquiries that help readers navigate essential issues. All related processes of instructional design

are explained in various ways, with detailed discussions on how these processes have been applied and the elements of the model involved. At the end of each chapter, there are exercises designed to test readers' skills, concluding with professional feedback on instructor decisions and choices.

This book emphasizes the cohesive nature of a learning model that can adapt to basic skills and be applied in various contexts, including multimedia, traditional classrooms, and distance education. It serves as a valuable theoretical resource in the fields of education and educational technology. In today's digital era, educational technology is essential for enhancing learning experiences and preparing students for the future. It utilizes a variety of tools and applications to improve teaching and learning across different academic environments, ranging from traditional classrooms to online learning spaces. During the COVID-19 pandemic, educators adapted by utilizing online tools to effectively facilitate quality distance learning. As a result, technology has become an integral part of classroom instruction, whether in-person or online, across all educational levels. The field of educational technology is rapidly evolving and expanding. Instructional designers leverage educational technology to create curricula that equip organizations with information, skills, or practices. Instructional design is a systematic process that connects teaching strategies with technology, making it easier to implement technology that simplifies complex concepts.

Reflection:

This method of instructional design customizes learning approaches by integrating technology into online courses. By taking into account learning goals and student needs, a well-designed classroom can promote interactive learning environments that strengthen connections among learners, instructors, and the content, thereby enhancing effective learning. Utilizing instructional design models can greatly improve the overall learning experience. These models help bridge the gap between content and learning outcomes, establish appropriate objectives, and create interventions that enable participants to achieve their learning goals.

An engaging textbook helps users understand instructional models by connecting concepts to relatable, everyday examples and using language that is easy for everyone to understand. To enhance comprehension, clear diagrams paired with straightforward explanations significantly boost the instructor's engagement from the start. Sharing expert insights alongside real-world experiences in instructional design links theory to practical application. This book is consistently updated in each edition, ensuring it remains a valuable and current resource. The structured presentation of supportive information enhances confidence and clarity for beginners in instructional design. Instructors gain a comprehensive understanding of the instructional design processes, allowing them to effectively organize their instructional model framework. Effective instructional models lead to greater learning outcomes and can inspire practitioners to innovate their instructional design approaches. The implementation of these models can be beneficial in both academic education and training programs.

Conclusion:

Designing Effective Instruction (7th Edition), published in 2013, encompasses various settings, including technology, to enhance instructional design and foster student learning. The book emphasizes the unity of the instructional design model, providing a solid foundation of knowledge while improving essential skills. All chapters have been updated to reflect recent trends and research. This practical resource offers impactful and adaptable frameworks that connect to various academic fields and industries.

REFERENCES

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing effective instruction* (7th ed.). John Wiley & Sons.