

EDID6503- Instructional Design, Models and Strategies

Creating an instructional model- Final Project- Remdol Instructional Designers

Keebah Brown - 320035003

Malissa Bovell - 01617332

Jerome Smith - 320026192

University of the West Indies, Open Campus

Mrs. Janelle Edward

April 26, 2021

Contents

Abstract.....	3
Instructional Environment.....	3
<i>Brown's Work Environment.....</i>	<i>3</i>
<i>Cradle Instructional Model.....</i>	<i>5</i>
<i>Smith's Work Environment.....</i>	<i>6</i>
<i>GEAT Instructional Model.....</i>	<i>7</i>
<i>Bovell's Work Environment</i>	<i>8</i>
<i>The Zeitgeist Instructional Model</i>	<i>9</i>
Similarities between the Instructional Environments	10
Differences between the Instructional Environments	11
Instructional Strategies	12
GADA Instructional Model (New combined instructional model)	14
Description of GADA Model.....	14
Justification of the GADA Model	15
Instructional strategies afforded in the GADA Model	17
Discrepancy Analysis	19
Conclusion	21
Appendices.....	22
<i>Reflections and Team Journal.....</i>	<i>22</i>
Brown's Reflection.....	22
Bovell's Reflection	23
Smith's Reflection	23
<i>Team Journal.....</i>	<i>25</i>
Keebah Brown	25
Malissa Bovell	25
Jerome Smith	25
References	26

Abstract

This paper seeks to document the final project created by the group Remdol Instructional Designers. In this project, the group was given the task of comparing and contrasting all three working environments, showcasing the various instructional strategies common or different in their environment and most importantly the merger of three instructional models to create the GADA Instructional Model. The new GADA Model is described with a summary, illustration and the design is also justified along with a discrepancy analysis. The paper concludes with personal reflections and team journals of the experience encountered while completing this major assignment as well as what aspects of the assignment each team member participated in.

Instructional Environment

Brown's Work Environment

The Codex Training Institute (CTI) is a training centre that offers over 50 programmes based on the labour market demands. It caters for the Electrical, Hospitality, Welding, Renewable, and Technological Industries. CTI's main focus is providing individuals desirous gaining various skills to make them more marketable in the work world. As such the programmes offered by CTI are designed to meet the needs of these industries and individuals through practical competency-based training which will allow individuals to transition seamlessly into the working world. The individuals who enrol at Codex Training Institution vary in gender, age group ranging from 17 to 60 years, socio-economic background, with different learning styles and qualifications from various communities within proximity to the centre.

The curricula for each programme offered are developed by the Learning Resource Development Unit (LRDU) with the assistance of programme instructors and industry personnel.

The content of the curricula are delivered over a twelve (12) to eighteen (18) months period depending on the level of the programme. A Qualification Plan and a Training & Delivery Plan is developed by the instructor(s) facilitating each programme in conjunction with the curriculum.

Throughout the programme the students are expected to engage in 160 to 280 hours of industry exposure during and after their study. The Qualification Plans and Training & Delivery Plans are reviewed then approved after all the criteria on the checklist are met before the commencement of each programme. Upon the commencement of a programme, it is the policy of the institution that a lesson plan along with handouts, PowerPoint Presentation, class activities and theory/practical assessments are submitted for review and approval by their supervisor two (2) days before commencing delivery. Instructors will develop their first lesson plan for a programme to capture all the learning styles of the students. As the classes progress instructors become familiar with students' learning styles and as such should design lesson plans that cater to all students to ensure that they grasp the content being taught as outlined in the curriculum. However, for the past three (3) years Codex has been experiencing challenges where lesson plans developed are more teacher-centred than learner-centred and the students dropout rate has increased significantly.

Cradle Instructional Model

The *Cradle Instructional Model* will provide educators or trainers with “guidelines to organize appropriate pedagogical scenarios to achieve instructional goals” (Kurt, 2018). This model ensures “learning occurs most effectively when learners are engaged throughout the entire learning process, and that strategies can be put in place to ensure that this engagement carries forward through to the completion” (Learning Technologies, n.d.). The model consists of nine (9) components that are designed to engage learners totally throughout the learning process.

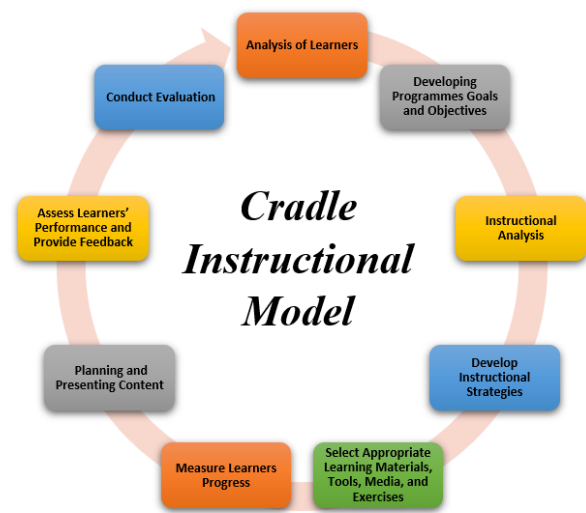


Figure 1: Cradle Instructional Model

1. Analysis of Learners, to determine learner’s prior knowledge, instructional strategies, and appropriate learning materials, tools, media, and exercises.
2. Developing programmes goals and objectives to guide learners of the skills and knowledge they will acquire upon completing the programme.
3. Measuring learners’ progress through assessment to determine performance.
4. Planning and presenting content using problem solving activities through case studies, simulations, discussion questions (May, 2018).
5. Assess learners’ performance and provide feedback.
6. Conduct an evaluation of the programme to determine if the goals and objectives outlined were achieved.

Smith's Work Environment

St. Mark's College is situated in the parish of St. Elizabeth, and was established in 1861 with the support of the Moravian Church in Jamaica. Over the years, St. Mark has been one of the foremost tertiary institutions offering quality teacher education programmes to many Jamaicans between the ages of 16 and 60 years. St. Mark started as a female institution and has since become a coeducational one with a rapidly growing population. They offer associate degrees in Business Management and Bachelor's Degrees in, Early Childhood, Primary and Secondary education.

The College has always been a dynamic institution – training teachers of the highest quality, contributing to the development of the community through employment, and a continuing education for adults. St Mark has forged many linkages with a wide range of tertiary institutions in Canada, the United States of America thus exposing the students to cross-cultural experiences, and to the best of techniques and technology.

Upon completion of study, students receive a Bachelor of Education degree or an Associate degree in their area of specialization. Most of the programmes last for four years while students in the part time programme last for five years. Students are given the opportunity to select whether they wish to specialise to work in a Primary or Secondary school during their fourth year of college. The college also caters to clients who would like to pursue a Post Graduate Diploma in Education given that they only have a non-teacher training degree. All teacher training students are expected to complete teaching practice in their third and fourth year of college. Teaching practice also known as practicum is done to prepare them for the world of

work and give the best experience in their field of study. They are expected to plan lessons and teach at their school of choice and will be monitored by a supervisor over two to three months.

GEAT Instructional Model

This model is geared towards facilitating a more student-centred approach to teaching and learning. The instructional model got the name because the first letter in each associated experience was used therefore the name GEAT and based on its etymology. The word gate or door can be used to

make association. GEAT provides an open door or opportunity for students to achieve their best potential once instructors adopt the model for their work environment or class.

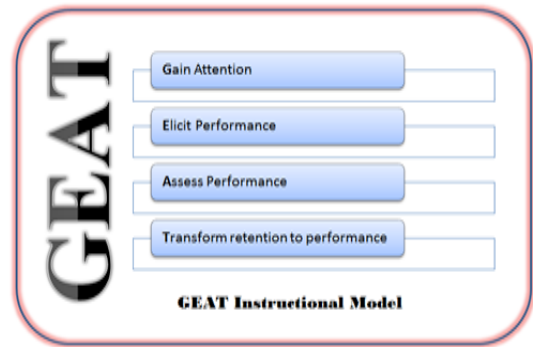


Figure 2: The GEAT Instructional Model

- **Gain Attention** of the student is gained through thought provoking questions and discussions. This stimulates the students' cognitive abilities and encourages them to think. New knowledge is internalized through various activities prepared for the learner and emphasises on full or partial recall so that the knowledge found can be adopted.
- **Elicit and Assess Performance** of the student should be accommodated with feedback and a full assessment should also be done. The assessment will include practicum exercises and summative assessments.
- **Transformation** takes place at the last step as it converts the new knowledge gained into action or practice. It is also associated with the use of modern technologies that support learning management systems and online learning platforms.

Bovell's Work Environment

The Education Sector Enhancement Institute ESEI is a subsidiary of the Ministry of Education, Science and Technology in Barbados. The institute is responsible for technology and technological training of educators across the nation. The institute caters to the educational systems of over 70,000 students of various races and nationalities but predominantly black Barbadian children. The students are from poor and middle income households with most of the parents only having a high school education. There are three plants, with the main one located in Bridgetown. There is one in Warrens and one in Lancaster. There are a total of 45 staff members including instructional, administrative, and auxiliary staff. ESEI Lancaster branch consists of twelve (12) staff members working in the positions of Education Officer, Information Technology Specialists, Special Education Needs Officer, Assessment Officer, Admissions Officer, Data Entry Clerk and a Receptionist. The qualification for all staff ranges from a PHD in Educational Psychology, Technology Bachelor's Degree in Business Management to a Diploma in Administrative Assistant. The teachers at the schools whom we cater to must satisfy the entry requirement of possessing at least a Bachelor's degree and a post graduate diploma in Education; however this was a more recent requirement. There are many persons who have not developed themselves professionally beyond High school CXC's, or holders of diplomas and associate or bachelor's degrees. There have been several complaints about teachers not recording morning and afternoon student attendance on a daily basis using the computer-based system OpenEmis (Open Education Management Information System). The teachers complain that they are unwilling to enter the data because the class register is the only legally recognized document for marking attendance. Under the Education Act, this duty falls under the teachers' custodial care responsibilities. Most teachers have been trained in the use of OpenEmis and the majority

of classrooms have been outfitted with computer devices and Wi-Fi access to facilitate this data entry. Teachers find this additional duty to be burdensome. There is a shift among the younger, tech savvy, trained teachers (due in part to a change in the criteria for hiring staff) and the older appointed staff. The rift is major.

The Zeitgeist Instructional Model

The stages of the Zeitgeist Model are explained below:

1. Gain attention- This first step is similar to Gagné's first event as it places emphasis on gaining the participant's attention. Educators

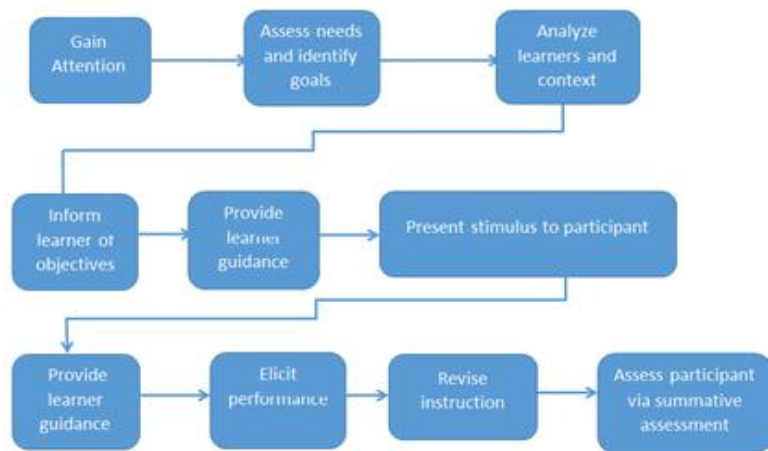


Figure 3: Zeitgeist Instructional Model

- are immersed in many pedagogical and custodial responsibilities and you still need to fight for their attention for training beyond the teaching. The objective in this stage is to capture the educator's interest and stimulate interest and inquiry (Keller, 2000).
2. Assess Needs and identify goals- The second step in the model is similar to the Dick and Carey behaviouristic and systems foundations model. It is an internal skills audit of the participants based on the needs and learner requirements related to the execution of the intended tasks.
3. Analyse learners and context- This stage, similar to the Dick and Carey model, identifies the participants' prior skills, preferences and attitudes. The data collected here determines the more effective instructional strategies.

4. The fourth step in the model is to inform the learner of the objectives. This manages the internal process of expectations and helps to motivate participant engagement.
5. Stimulating recall of prior knowledge – In this fifth step, participants actively recall prior knowledge of the topic and set the scaffolding for new information in order to encode and store information into the long term memory.
6. The sixth step is presenting the stimulus to the participant. This gives them the opportunity to practise the skill.
7. The seventh step follows Gagné's model to provide learner guidance by using techniques to elaborate on the topic to improve understanding.
8. The eighth step is to elicit performance, just as described in Gagné's model. This step allows the participant to showcase their understanding of the material.
9. The ninth step is to revise instruction and design. This iterative characteristic is similar to the Dick and Carey model and can be repeated at any time during the process.
10. The tenth step is to assess the participant on the work completed via a summative assessment.

Similarities between the Instructional Environments

- Malissa and Keebah's environments both show performers to task integration in development of the skills
- Malissa and Keebah's environments engage in data collection to capture the learning styles of participants to determine instructional strategies.
- Malissa and Keebah's environments incorporate adaptations to delivery of instructional strategies to student centered approaches. Their environments are therefore more learner-centred.

- Both Malissa's and Jerome's work environments offer training to teachers and instructors. Both environments function as a type of in house training for practitioners.
- Keebah's and Jerome's environment both offer practicum/ work experience so that students can have first experience of the work world.
- Both Keebah and Jerome's environment target individuals in their late teens to their late fifties.

Differences between the Instructional Environments

- Malissa's work environment offers a performer to task integration ratio 2:8. This means there is 20% theory and 80% practical.
- Jerome's work environment offers a performer to task integration ratio 8:2. This is 80% theory and 20% practical.
- Keebah's work environment offers a performer to task integration ratio of 3:7. This is 30% theory and 70% practical.
- Jerome's target audience is more geared towards prospective teachers
- Keebah's main target audience is for the Computing/Engineering and Hospitality Industry.

Instructional Strategies

Table 1: Instructional Strategies Used in the Instructional Environments

Table 1
Instructional Strategies Used in the Instructional Environments

Instructional Strategies/ Approach	Keebah	Malissa	Jerome
Face to face / Direct Instruction	x	x	x
Group instruction/ small groups	x	x	
Discussion	x	x	x
Demonstration	x	x	
Feedback	x		
Formative Assessment	x		x
Summative Assessment	x	x	x
Simulation	x	x	
Tutorial	x		x
Experiential Approach		x	x
Problem-based approach		x	x
Guided Discovery learning		x	

- All instructional environments used the face-to-face, discussion and summative assessment instructional strategies.
- Keebah's environment was the only one that used feedback while Malissa's used guided practice.
- Malissa's and Keebah's environment were the only that used Group instruction, demonstration, simulation for their learners.
- Malissa's and Jerome's environment both use experiential and problem-based approaches to facilitate learners.
- Malissa's environment was the only one that used the instructional strategy guided discovery learning.

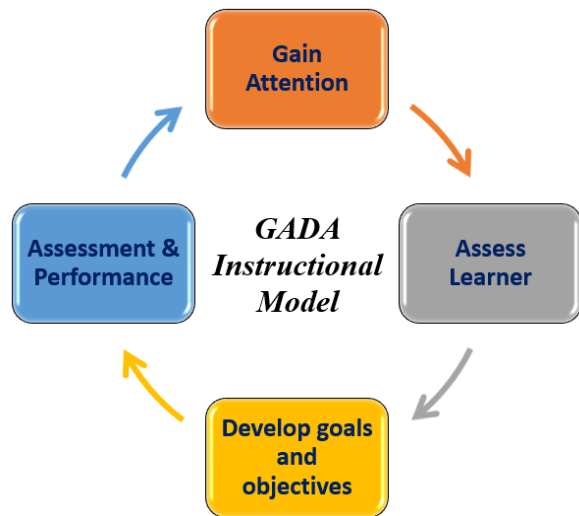


Figure 4: GADA Instructional Model

GADA Instructional Model (New combined instructional model)

The new instructional model proposed is called the GADA Instructional Model. This model is geared towards facilitating a more learner centred approach inclusive of on the job skill development and learning. The instructional model got the name because the first letter in each associated experience was used therefore

the name GADA was created. Based on its meaning, the GADA is the main weapon of the Hindu God Hanuman and is known for his strength. This model is going to be a strong tool as it will provide opportunities for learners to achieve their best potential. This model ensures competency and skill development. Two of the work environments which are much larger in size and staff complement were strongly influenced by Gagné's Nine Events of Instruction. This characteristic directs the success of a merger with the human capital / workforce. The attention of the adult learner has to be secured. Stimulation occurs when their cognitive abilities are encouraged and challenged through goal based and problem based learning activities.

Description of GADA Model

Gain attention - Ensure the adult learners are ready to learn and engage in activities .This may be achieved by appealing to their senses and by presenting a stimulus to capture their attention, most notably, visual and auditory stimuli. A few methods/strategies for capturing learners' attention include; Engage learners with novelty, uncertainty, and surprise with simulation activities, introduce present day dilemmas to activate thought process, ice breaker activities. The

instructional strategies were selected because the two work environments with the larger staff numbers also have a higher practicality ratio. Therefore the merge has to reflect that to ensure continued productivity.

Assess Learner- Learner profiles will drive/ determine the instructional strategies best suited for the target audience.

Develop Goals and Objectives- the learner will know what they are expected to accomplish at the end of the course, what is expected of them and the activities to be completed. The learning objectives are developed for learners and facilitators to understand “the skills to be acquired, learning conditions, and criteria for a successful performance”.

Assessment & Performance- The learner is required to practice the new skill or behaviour while eliciting performance provides an opportunity for them to confirm their correct understanding. Repetition further increases the likelihood of retention. The intent is for learners to demonstrate what they have learned without penalty. Learning strategies can include: assignments, projects, discussions between students.

Justification of the GADA Model

Each team member’s goal was to improve performance among learners on the job.

According to Knowles (1973) the following when considered offers best results from learners we have observed that the strategies he outlined were in tandem with our merged environments.

Table 2 Justification	
1	Mature, adults tend to prefer self-direction. The role of the instructor is to engage the learner in a process of inquiry, analysis. The instructor’s role is a guide rather than to transmit knowledge.
2	Adults’ experiences lend to active participation in planned activities. Coupled with the appropriate teaching strategies such as discussions or problem solving exercises. The application to work or real life dilemmas guide the methodology for training adults. Retention levels in adult learners occur faster when experiential activities are provided.

3	There is an acute awareness in adult learners in relation to specific learning needs. Their areas of interests offer a great target point for “gaining learner attention”.
4	Adult learners are competency-based learners. They are interested in learning new skills that they can apply immediately to their real life situations. On the job training presents a “more appropriate framework for adult learning than academic or theoretical approaches. Knowles (1973)

This model was created based on careful observation and analysis of all the three models. As a team, we realized that the three models were aimed at solving the needs of learners who require the exposure and experience from a practical perspective. Majority of the competency based courses are practical based which involve instructional approaches such as discussion and experiential learning. The same goes for the teacher training institution where students must complete observations and practicum to prepare them for the work world. After completing the merger of models and deliberating about the three environments, the GADA Model was formed to address the needs of learners, once applied correctly by the instructors or institution.

Both practical observation and experimental evidence suggest that in the case of many skills “the amount of transfer of learning is proportional to the amount of initial practice” (Gagné, 1954). Acknowledging that the new model was highly inspired by Gagné, we have come to realize that the intellectual skills needed for the development of learners involve the student knowing how to perform an act as contrasted with them knowing that certain conditions exist. Gagné emphasizes that intellectual skills are not units of verbalized knowledge as a result, this approach involves concrete defined concepts and the use of motor skills (Reigeluth & Carr-Chellman, 2009). Gagné as cited in (Reigeluth & Carr-Chellman, 2009) explains that concrete concepts include identifying classes of concrete objects, features, or events and defined concepts are based on classifying things by their abstract features. Performing a physical task to a specific task would be covered by the subcategory motor skills.

The conditions for learning are highly overlooked by many educational institutions. The GADA model is geared towards preparing learners by categorizing learning goals based on the type of outcomes presented. These conditions are catered by determining the roles of the goals and objectives for learning sessions created by the instructor (EDID 6503, 2020).

Instructional strategies afforded in the GADA Model

The table below contains the instructional strategies and the associated purpose in regards to the new GADA Instructional Model. It also highlights the strategies that were used in the other individual models provided by team members.

Table 3: Instructional models identified in the new model The GADA model

Table 3 Instructional Strategies Used in the new model					
Instructional Strategies/Approach	Purpose /Reason	GADA Model	CRADLE	ZEITGEIST	GEAT
Face to face / Direct Instruction	This will be used to establish learning objectives for lessons, activities, and projects, and then making sure that students have full understanding of course requirements	X	x	x	x
Group instruction/ small groups	N/A		x	x	
Discussion	This will be used to explain content and encourage learners to critically think about the topic at hand. It will develop or enhance their cognitive skills	X	x	x	x

Demonstration	This will involve educational projects, presentations, or products through which students showcase what they have learned, usually as a way of determining whether they have achieved the learning objectives for a course	X	x	x	
Feedback	N/A		x		
Formative Assessment	This is an ongoing process of assessment where there is focus on learning goals. It takes stock of where current work is in relation to the goal.	X	x		x
Summative Assessment	This is the cumulative work over an extended period such as a final project or creative portfolio. End-of-term or midterm exams.	X	x	x	x
Simulation	This teaching technique allows for learning and training, which develops the ability in an individual regarding problem solving behaviour. It has been defined as an intense role playing activity in which the learner performs the role in an artificially created environment.	X	x	x	
Tutorial	N/A		x		x
Experiential Approach	This type of strategy creates activities where learners are expected to be active participants with much self-direction. This approach allows students to be involved in shaping both the process and the outcome of their learning.	X		x	x

Problem-based approach	In this approach students are encouraged to collaborate with each other, solving real world problems and use research data to find solutions.	X	x	x
Guided Discovery learning	N/A		x	

Discrepancy Analysis

Difference between the GADA Model and Keebah's Cradle Model

A comparison among the GADA and the Cradle Models has outlined a few differences between them. The GADA model consists of four (4) components which is first aimed at gaining the attention of learners to ensure their readiness for the learning. The Cradle model on the other hand, consists of nine (9) components which focuses firstly on analysing the learners by highlighting their prior knowledge upon entering the programme as well as outlining the skills, knowledge and attitude they will obtain upon completing the programme.

The GADA model though facilitates a learner centred environment as the Cradle model; they both utilize different instructional strategies to enhance their learners. The GADA model does not utilize the group instruction/small groups, feedback or the tutorial strategies which are used by the Cradle model when facilitating training and assessment.

Difference between the GADA Model and Jerome's GEAT Model

The GEAT Model is strongly influenced by Gagné's Nine Events of Instruction and its main focus is on Gaining attention, eliciting and assessing performance then transforming retention gained by students to performance. Among the differences between the GEAT Model is

the fact GEAT is more focused on gaining the attention of the students while the GADA model is more focused on developing objectives and creating opportunities where students can receive full hands-on/ practical experience.

The GEAT model is geared towards creating performance levels while GADA aims at creating a continuous (360°) cycle learning, as it seeks to improve performance of learners and the delivery of objectives and assessments. The GADA model uses instructional approaches such as demonstrations, simulations as well as six additional approaches for instruction while GEAT used six approaches. The GADA model can also be adopted for Technical and Vocational Education and Training to provide knowledge and skills for employment.

Difference between the GADA Model and Malissa's Model (ZEITGEIST)

The GADA model includes fewer steps to completion than the ZEITGEIST model. The initial steps of the ZEITGEIST model are more learner centered and its instructional strategies are in alignment with this goal. They are inclusive of guided discovery, The ZEITGEIST model allows learners to start wherever they may be most competent; instead of participating from the same point. This helps to avoid boredom and inertia.

Learners are more actively involved in the ZEITGEIST model, it is therefore more constructive and learner centered. The GADA model uses both summative assessments and task performance assessments at the end of its cycle, while there are opportunities for continuous assessment in both areas using the ZEITGEIST model.

Conclusion

Remdol Instructional Designers was given the task to create a model from three different models and three contrasting work environments. The task included the creation of a new combined model that included elements of the ZEITGEIST Model, Cradle Model and GEAT Model to ensure a successful merger of three pre-existing work environments.

To accomplish this task, the group examined the similarities and differences in the learning environments. The various learning approaches were also taken into consideration as well. Achieving the correct skills based on the development of goals and objectives aimed at improving learner performance was -at the forefront of the new model. The model developed by the team is the GADA Instructional Model which is learner centred and is geared towards learning via practical learning experiences.

Designing this instructional model was essential in fostering an effective learning environment that caters to each learner's development while providing opportunities for creative thinking as learning takes place. We hope that this assignment will provide other instructional designers, teachers and trainers with an understanding on how to develop an instructional model that implements learner-centred practices in any educational or training systems.

Appendices

Reflections and Team Journal

Brown's Reflection

As I was reviewing the assignment to be completed as a group, I deemed it to be difficult as we now had to combine three (3) different working environments into one. It was an arduous task creating an instructional model and identifying appropriate instructional strategies which were aimed at accomplishing specific goals and objectives.

We met as a group on Telegram to discuss the assignment and identify the best approach to successfully complete the task. We shared our individual assignments via Google Docs, set a timeline to complete the first two (2) sections of the assignment and we worked together via Telegram and Google Docs to do so by the first week in April 2021. As a group we worked well together asking questions to gain understanding, sharing understanding of various instructional ideas, encouraging each other especially for other aspects of the course and our other courses. Collaboratively, we examined and justified our respective work environments. It became vividly clear that in order for a successful model to be forged, we (Malissa, Jerome, and Keebah) needed to coextend in order to birth a successful merger.

All three (3) working environments spoke about the opportunities educational institutions offer adults interested in furthering their studies in various areas. As such, it is important for educators to select or design instructional models appropriate to their work environment to ensure that the goals and objectives of all involved are accomplished. Designing an instructional model appropriate for any learning environment is intended to achieve work goals and objectives while deciding on the instructional strategies to help learners grasp content (Reigeluth & Carr-Chellman, 2009).

Bovell's Reflection

This paper afforded me the opportunity to critically assess and analyse my working environment and the instructional practices used there in tandem with those of my peers. As an educator in this age of information I support the fact that the integration of technology in the learning environment enhances the experience. From research and personal experiences, I recognized that technology promotes: an engaging learning experience, diversity within the learning environment, initiative and self-directed learning. Kimble (2016) suggests that learning theories are developments of perspectives used to explain how the “change in behaviour” may occur. Exploring the Behaviourist, Cognitive and Constructivist Learning theories allowed me to understand that although they may be presented separately they also work in producing a positive learning experience.

Ever mindful of objectives that are to be S.M.A.R.T, (Specific, Measurable, Attainable, Realistic and Time bound) we incorporated this into our group planning. The course material on constructivism highlighted the benefits of collaborative groups and how these groups assist in developing social skills; we all worked well together and developed more in this regard. Merging work environments and cultures are always challenging. Ideally what may be perfect in theory may be counterproductive in practice. Merging our learning environments was not difficult as we have discussed our work environments and were able to compare them in terms of theory to practical ratios. Against the influence of Gagné's Nine Events of Instruction throughout the models, I am confident that our merger is likely to work well in practice.

Smith's Reflection

This assignment was challenging and it gave me and my team members the opportunity to gain more understanding about each other's work environment, models used for imparting

knowledge skills and understanding, as well as the strategies used to facilitate learners. My team and I met twice per week to discuss the various ways we could approach this assignment and iron out the issues we had in regards to merging. The BBC session held with Mrs Edward on Tuesday April 6, 2020 gave our team a better understanding of the expectations of the assignment. My team and I agreed on sharing our third individual assignment via Google drive so that we could read and understand each other's models and strategies. This collaborative use of technology was impactful.

The process of creating one model from three other models was very difficult; nevertheless we had the privilege of discussing and completing more reading and research for the creation of the new model. We all agreed to strategically use tables to capture content in the assignment to present information in a comprehensive way and avoid being too verbose.

The research and time spent on this assignment was worthwhile as it was the first time I have ever combined my assignment with other members of my group. I will use this knowledge gained to have a better understanding of my own work environment, and even have dialog with stakeholders to see if we can use the concepts learned in EDID6503 as a guide to implement appropriate strategies and models to improve processes at my institution.

Team Journal

Keebah Brown - In the assignment, I worked on the merging of the three instructional models to create the GADA model. I designed the visual for the GADA model. My teammates and I worked on identifying the instructional strategies which were showcased in a table and selecting the new instructional strategies for the GADA model. We all worked collaboratively in formalizing the overall content for the project.

Malissa Bovell - I worked on the construction of the GADA model, the tables within the paper and the editing of the paper. Additionally I worked on contributions and justifications to strengthen our team paper. There were full collaboration on our team paper in spite of any pre-assigned roles and duties. Therefore, similar to all others I made contributions to the overall paper where ever necessary.

Jerome Smith - I was responsible for making the final edits on the Microsoft Word version of the team's Google Doc version of the final assignment. I was also responsible for creating Google Meet spaces and Telegram groups. Total collaboration was a priority so I maintained team connection and scheduling. I was also responsible for summarizing my work environment and instructional model. My team read through the entire document to make sure that it was in alignment with the assignment brief.

References

- Driscoll, M. (2014). Motivation and self-regulation in learning. In Psychology of learning for instruction (p. 313). Essex, England: Pearson education limited.
- EDID 6505 Unit 1 Introduction to Evaluation (2021). Review of Instructional Systems Design. Retrieved 20 February 2021 from https://2020.tle.courses.open.uwi.edu/pluginfile.php/140231/mod_resource/content/8/EDID_6504_Unit_1.pdf
- EDID-6503, (2020). Instructional Design Theories, Models and Strategies - Instructional Design Models. Unit 4
- Gagné, R.M. (1954). Training devices and simulators: Some research issues. *American Psychologist*, 9(7), 95–107.
- Garrison, D. R. (2003). Self-directed learning and distance education. *Handbook of distance education*, 161-168.
- Kaye, A. (1992). Collaborative Learning through Computer Conferencing: The Najaden Papers Springer Verlag Berlin.
- Keller, J. M. (1983). Motivational design of instruction. In C.M. Reigeluth (Ed.). *Instructional-design theories and models: An overview of their current status*. Hillsdale, NJ: Lawrence Erlbaum, Publisher.
- Kimble, G. A. (2016). Learning theory. *Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/science/learning-theory>.

Knowles, M. (1973). *The Adult Learner: A Neglected Species*. Houston, TX: Gulf Publishing Company

Kurt, S. (2018). "Instructional Design Models and Theories," in *Educational Technology*, December 9, 2015. Retrieved from: <https://educationaltechnology.net/instructional-design-models-and-theories/>

Kurt, S., (2018). ADDIE Model: Instructional Design. Retrieved from: <https://educationaltechnology.net/the-addie-model-instructional-design/#:~:text=For%20many%20years%20now%2C%20educators,Develop%2C%20Implement%2C%20and%20Evaluate.>

Learning Technologies, (n.d.). Instructional Design Models, Theories & Methodology: ARCS Model of Motivational Design. Retrieved from: <https://k3hamilton.com/LTech/ARC.html>

May, A., ((2018). Instructional Design Models: Comparing ADDIE, Bloom, Gagne, & Merrill. Retrieved from: <https://www.dashe.com/blog/instructional-design-models-comparing-addie-bloom-gagne-merrill>

Pike, R. W. 1989. *Creative Training Techniques Handbook*. Minneapolis, MN: Lakewood Books

Reigeluth, C. M., & Carr-Chellman, A. A. (2009). *Instructional-design theories and models, Volume III: Building a common knowledge base*. Routledge.