

Chapter VII

School Multimedia Design Teams and Projects

ISTE NETS_T, I. Technology operations and concepts

Teachers demonstrate a sound understanding of technology operations and concepts.

ISTE NETS_T, V. Productivity and professional practice

Teachers use technology to enhance their productivity and professional practice.

Chapter objective: The teacher knows general design guidelines and the different roles and responsibilities involved in developing a multimedia project.

The chapter introduces the major instructional design models in education. The chapter also identifies the different roles and responsibilities involved in developing a typical title. A detailed scenario of the design and development process for multimedia projects is also included.

Instructional Design Models

Instructional design models aid teachers in the creation of instructional materials. Often they include visualized representations of the design process. The visualization will generally display the main phases and their relationships of a task. In traditional instructional design (ID) models, each of the steps has an outcome that feeds the subsequent phase (Reiser & Dempsey, 2002). These are generally called “linear” models because step 1 is followed by step 2, and so on, until the entire process is completed.

There are many types of ID models, including some relatively new ones that are nonlinear. However, the term ISD or “instructional systems design” is the general term used to designate the most popular and traditional type of ID model used today. This ID model was developed by Walter Dick and Lou Carey (1978, 1990). Dick and Carey are widely viewed as the torchbearers of the ISD approach, and their authoritative book, *The Systematic Design of Instruction* (1990), is widely used as a text in instructional design courses.

Previously, during the 1960s, Robert Gagné’s text, *The Conditions of Learning* (1965), was a milestone text that related different classes of learning objectives to appropriate instructional designs. His work contributed greatly to the field of instructional technology with regard to instructional design. Gagné (1965) proposed a systems-approach model of designing instruction that could be utilized to help learners understand the process. Gagné introduced the idea of task analysis to instructional design. That is, an instructional task could be broken down into sequential steps: a hierarchical relationship of tasks and subtasks.

Currently, there are more than 100 different ISD models; however, the version of the systems approach, a process comprised of a series of phases, is referred to as the ADDIE model. This systems approach of instructional design contains the following major phases: analysis, design, development, implementation, and evaluation (Reiser & Dempsey, 2002):

- Analysis
 - Determine the instructional goal.
 - Analyze the instructional goal.
 - Analyze the learners and context of learning.

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