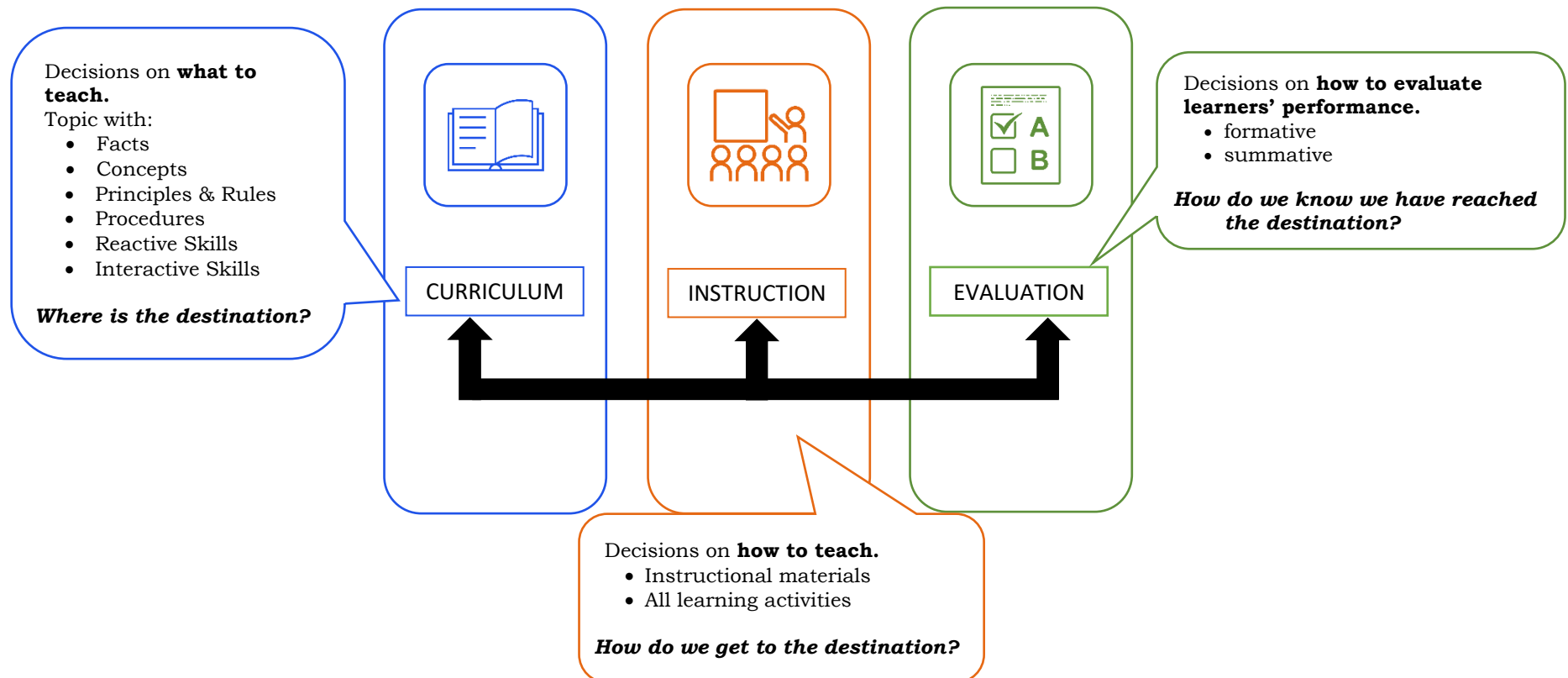


Instructional Decision Model (IDM): A Road Map for Effective and Efficient Teaching

Developed by Briju Thankachan Ph.D.

Learning is a journey from one destination to another destination. As a faculty, our responsibility is to move learners from little or no proficiency (ignorance/incapability) of knowledge, skills and attitude to perfect performance (mastery/competency). However, many faculty and administrators struggle to facilitate this journey and to deliver quality instruction (carefully planned and ordered presentation) because of a lack of a roadmap. The Instructional Decision Model (IDM) provides a road map to make decision on what to teach (curriculum), how to teach (instruction), and how to evaluate our students.



Curriculum - *what to teach.*

Curriculum involves decisions on *what to teach*. As a content expert, you have knowledge in different topics in your field. However, when you plan a unit/lesson you must make the decision on *what to teach*. In a traveler guide example, you are familiar with different destinations in a region or a country. As a travel guide (learning coach) you are taking learners to a new destination. Defining the destination is called the *learning objectives*. As an instructor you can define the destination broader or narrow. The broader objectives will become the program or course objectives and the narrow objectives will become the module or unit objectives.

Let's say your destination is *New York*. This means you are taking students to New York. This can be a program/course level objective. The accreditation agencies are looking for the direction or a destination. However, the module or unit level objectives are more specific. Let's say your destination is *Empire State Building in New York City*. You can write an objective by adding an action verb "*Describe Empire State Building in New York City*".

Instruction – *how to teach.*

In the curriculum, we made the decision on *what to teach* or Where is the destination? In Instruction, the question is how do we get to the destination? or the decision on how to teach. In the traveler guide example, the destination is New York, how do we reach to the destination is the decision about different types of transportation. By Air, Ground (car, bus, train) or Water (boat, ship). In similar way, we make decision on different instructional methods and pedagogical practices such as face to face, blended, online, flipped classroom, Team Based Learning, Peer Instruction etc...

Evaluation – *how to test learning.*

Evaluation is about testing the learning. In other words, how do we know that we have reached the destination. In the traveler guide example, if the learner can list the facts and describe about the destination or demonstrate an activity in the destination. Let's say as a travel guide (learning coach), you took your students to the *Empire State Building* in New York. Formative evaluation is about testing learners prior/existing knowledge the destination. During the instruction, you can ask how many of you visited the destination before etc.... Summative evaluation is at the end of the instruction. Let's say after the visit, *if the learner can list the number of storeys, the height and describe the history of the building*.

Note: You can make higher levels of learning by changing the action verb in the learning objective. Let's say the objective is "*Evaluate Empire State Building*". Please contact the author to get a copy of the Bloom's Taxonomy guide with action verbs.

References

- Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing effective instruction*. Hoboken, NJ : Wiley.
- Reigeluth, C. M., Beatty, B. J., & Myers, R. D. (Eds.). (2017). *Instructional-design theories and models: The learner-centered paradigm of education: Vol. IV*. Routledge.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional design*. J. Wiley & Sons.

How to cite this document: Thankachan, B., (2019), *Instructional Decision Model (IDM): A Road Map for Effective and Efficient Teaching*