

# A Comparison of Traditional to Modern Instructional Design

## Espoused Beliefs (Mental Model)

	Traditional Instructional Design	Modern Instructional Design
<b>Nature of learning</b>	<ul style="list-style-type: none"> <li>Necessary to</li> <li>• get a job</li> <li>• gain social status</li> <li>• sometimes very unpleasant</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle for</li> <li>• self-expression</li> <li>• self-improvement</li> <li>• social betterment</li> </ul>
<b>Typical Learning Structure</b>	<ul style="list-style-type: none"> <li>• Individual, solitary learner</li> <li>• Teacher as expert</li> <li>• Lecture/Test Based</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative</li> <li>• Teacher as resource, learning facilitator</li> <li>• Variety of learning activities, many experiential</li> </ul>
<b>View of the state of Knowledge</b>	<ul style="list-style-type: none"> <li>• Stable, slow-changing</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic, fast-changing</li> </ul>
<b>Typical Classroom climate</b>	<ul style="list-style-type: none"> <li>• Passive/Dependent Learning</li> <li>• Oriented toward Teacher as Authority</li> <li>• Formal Structures                             <ul style="list-style-type: none"> <li>• (e.g., seats in a row)</li> </ul> </li> <li>• Closed enrollments</li> <li>• Competitive Grading</li> </ul>	<ul style="list-style-type: none"> <li>• Active/Independent Learning</li> <li>• Oriented toward Respect for Teacher as Subject Matter expert and resource</li> <li>• Informal Structures                             <ul style="list-style-type: none"> <li>• (e.g., seats in a circle)</li> </ul> </li> <li>• Open enrollments</li> <li>• Grading on Collaborative Outcomes and/or peer evaluation and/or self evaluation</li> </ul>
<b>Diagnosis of needs</b>	<ul style="list-style-type: none"> <li>• Faculty devise curriculum</li> <li>• Teachers choose objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual Diagnosis                             <ul style="list-style-type: none"> <li>• finding right blend of curriculum requirements and learner's own objectives</li> </ul> </li> </ul>
<b>Purpose of intervention</b>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Standardization</li> <li>• Instruction</li> <li>• Skills acquisition</li> <li>• Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Development</li> <li>• Communication</li> <li>• Creation of new knowledge</li> <li>• Life long learning</li> </ul>
<b>View of human nature</b>	<ul style="list-style-type: none"> <li>• Theory X</li> </ul>	<ul style="list-style-type: none"> <li>• Theory Y</li> </ul>

# A Comparison of Traditional to Modern Instructional Design

## Underlying Assumptions

	<b>Traditional Instructional Design</b>	<b>Modern Instructional Design</b>
<b>Learners Attitude</b>	<ul style="list-style-type: none"> <li>• Dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Independent/Self-responsible</li> </ul>
<b>Possible Answers</b>	<ul style="list-style-type: none"> <li>• One right way</li> </ul>	<ul style="list-style-type: none"> <li>• Many ways</li> </ul>
<b>Motivation to learn, change, or improve</b>	<ul style="list-style-type: none"> <li>• External, dictated by others</li> </ul>	<ul style="list-style-type: none"> <li>• Internal, response to personal, career, or performance needs</li> </ul>
<b>Role of experience</b>	<ul style="list-style-type: none"> <li>• Often undervalued</li> <li>• Irrelevant to curriculum requirements</li> </ul>	<ul style="list-style-type: none"> <li>• A rich resource</li> <li>• Basis for what to learn next</li> <li>• Integrated with curriculum requirements</li> </ul>
<b>Learner self-concept</b>	<ul style="list-style-type: none"> <li>• Needs direction</li> </ul>	<ul style="list-style-type: none"> <li>• Capable of self-organizing, self-direction, taking the initiative</li> </ul>
<b>Learning orientation</b>	<ul style="list-style-type: none"> <li>• Subject-centered</li> <li>• Logic oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Life, career, performance-centered</li> <li>• Process oriented</li> </ul>
<b>Learning objective</b>	<ul style="list-style-type: none"> <li>• Do the minimum required to get the grade, degree, job, promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Self-betterment, keep performance commitments</li> </ul>

# A Comparison of Traditional to Modern Instructional Design

## Consequent Learning Design

	Traditional Instructional Design	Modern Instructional Design
<b>How need is established</b>	<ul style="list-style-type: none"> <li>• Mandate from above</li> </ul>	<ul style="list-style-type: none"> <li>• Learner's desire motivated by self-identified performance improvement or learning outcome expectations</li> </ul>
<b>Instructional design</b>	<ul style="list-style-type: none"> <li>• Traditional lecture-based face-to-face classroom or pencil &amp; paper based correspondence courses or computer-based training</li> </ul>	<ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Collaborative Learning</li> <li>• Reflective Learning</li> <li>• Pragmatic Learning (real world application)</li> </ul>
<b>Learning process</b>	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Memorization</li> <li>• Modeling</li> <li>• Demonstration</li> <li>• Coaching</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Reflective Thinking</li> <li>• Personal Mastery</li> <li>• Shared Visioning</li> <li>• Discussion and dialogue to surface assumptions and deepen learning.</li> <li>• Experiences that mirror reality, such as team learning, case studies, simulations, field trips, ropes courses, etc.</li> </ul> <p>Real-world experience, new information, adaptation, practice, and integration.</p>

Based in part on the following:

Cross, K. Patricia. *Adults as Learners: Increasing Participation and Facilitating Learning* (San Francisco: Jossey-Bass, 1981).

Knowles, Malcolm S. *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* (New York: Association Press, 1970).

Pepitone, James S. *Future Training: A Roadmap for Restructuring the Training Function* (Dallas: AddVantage Learning Press, 1995).