

PAL: Participatory and Application of Learning Instructional Design Model

The instructional design model I have created is the Participatory and Application of Learning (PAL) model. It is cyclical in nature. Its most significant feature is the inclusion of choice and student involvement in each stage of learning. The model is applicable, though not exclusive, to online learning. The learner can be in a classroom, at a computer screen or on an athletic field, depending on their focus.

The model consists of four stages. In the Direct Instruction stage, the learner acquires knowledge through teacher-led instruction, browsing the Internet, reading texts, viewing multimedia or interviewing experts. The learner has the ability to choose based on their learning preferences and the area of study. The role of the teacher would be to guide the student to necessary resources pertinent to their studies.

The second stage in the model is the Application stage. In this stage the learner chooses a method for demonstrating their knowledge. They may opt to present a project, teach what they have learned to a peer or sit for a formal examination. There are many ways to demonstrate learning and this model allows students to choose the method best suited to them and the chosen area of study. The role of the teacher in this stage would be enforcing mutually agreed upon criteria and deadlines.

The third stage is the Evaluation stage. In this stage the student's mastery of the skill or content knowledge is assessed. This can be through reflection and self-evaluation, peer evaluation, or teacher assessment of a project or examination. It may incorporate a combination of methods. Again, student choice is paramount. They must be comfortable with the selected assessment tool. The teacher may not be directly involved in the assessment but will have ensured that students are familiar with the criteria that has been mutually developed and have been given the proper training and skills to conduct self-assessment or peer-assessment. The Evaluation stage will influence the final stage in which goals are set.

The fourth stage is the Goal Setting stage. Here the student and teacher collaborate to identify goals, develop a plan and set a time line. Setting milestones and pre-determined check-in points will allow for formative assessment and assist the student in achieving success. This stage guides this student-driven model of instruction. The student may be given parameters determined by prescribed learning outcomes but it is the student who ultimately determines the course of their learning, the method of assessment and the time frame for their studies.

In this cyclical, choice-driven model the final Goal Setting stage actually becomes the first stage of the next unit of study. Learning is continuous and achieved through Constructivist and Connectivist methodologies.