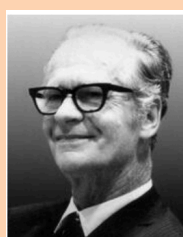


A BRIEF HISTORY OF INSTRUCTIONAL DESIGN

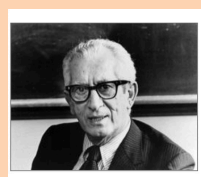
The Programmed Instruction Movement

1950s - 1960s

- In 1954, B.F Skinner through his article 'The Science of Learning and the Art of Learning' pioneers the concept of programmed instructional materials.
- 1956 - Bloom Benjamin leads the development of the 'Taxonomy of Educational Objectives' identifying three principal domains of learning.
- Early 1960s - Robert F. Mager emphasises the importance of desired behaviour, learning and assessment in writing learning objectives.



B.F. Skinner



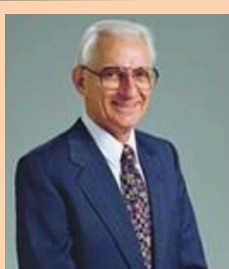
Benjamin Bloom



Robert F. Mager

The Criterion-Referenced Testing Movement

Early 1960s



Robert Glaser

In 1962, Robert Glaser introduced 'criterion-Referenced measures' to assess students' entry level behaviour & past training competency.

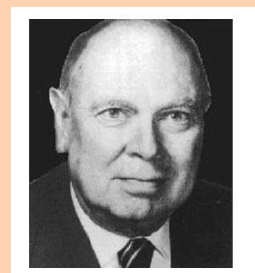
The Conditions of Learning

1965

In 1965, Robert Gagne identifies the 9 events of instruction highlighting some important areas in learning hierarchies and hierarchal analysis.



GAGNE'S NINE EVENTS



ROBERT GAGNE

A Rise of Interest in the Systems Approach

A number of models based on information processing developed across military, academia and organisations, many of which use media to improve the quality of instruction.

The Birth of eLearning

1980s

Methods are evaluated as to how the PC could be used in an academic or interactive context, as PLATO, the first generalised computer assisted instruction system allows computers to be integrated into instruction. Currently, there is also a rising interest in the principles of cognitive psychology.



1990s

A Rising Interest in Constructivism

The Constructivist theory underlines the importance of 'authentic' learning tasks that replicated the actual complexity of the real world environment of trainees as opposed to the theoretical learning approach which preceded it.

The Rise of Online Learning

2000s

Deeper internet penetration, better bandwidths and rise of social media makes online learning a viable, economical and effective medium.

Online

2010- beyond The Future of Instructional Design

Now is the age of learning technology in all its forms - social, mobile and personalised. Big data and analytics are shaping the way learning is tailored to the needs and preferences of each learner. Learning is now designed to be more contextual and learner friendly. Social mobile analytics and Cloud technologies are at the heart of this era of learning.

