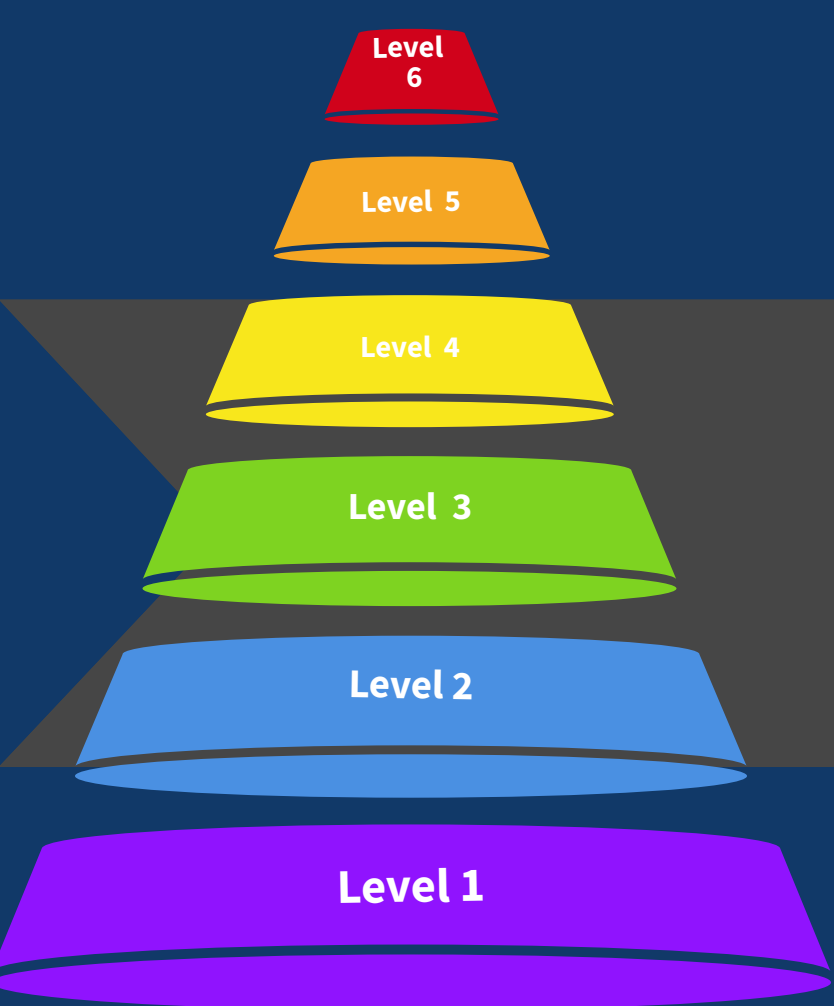


# BEH Instructional Design Theory

Behaviorism-based instructional design theories focus on the idea that learning occurs through the learner’s interaction with their environment, where behavior is shaped by stimuli, reinforcement, and punishment.

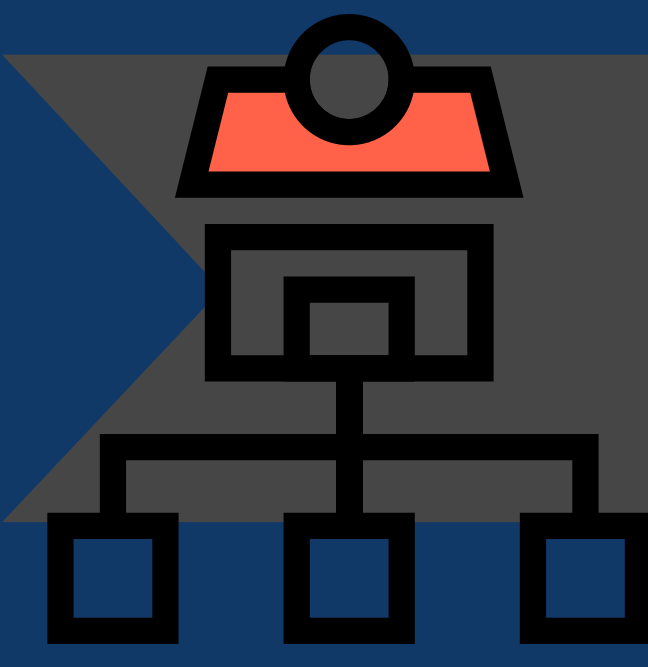
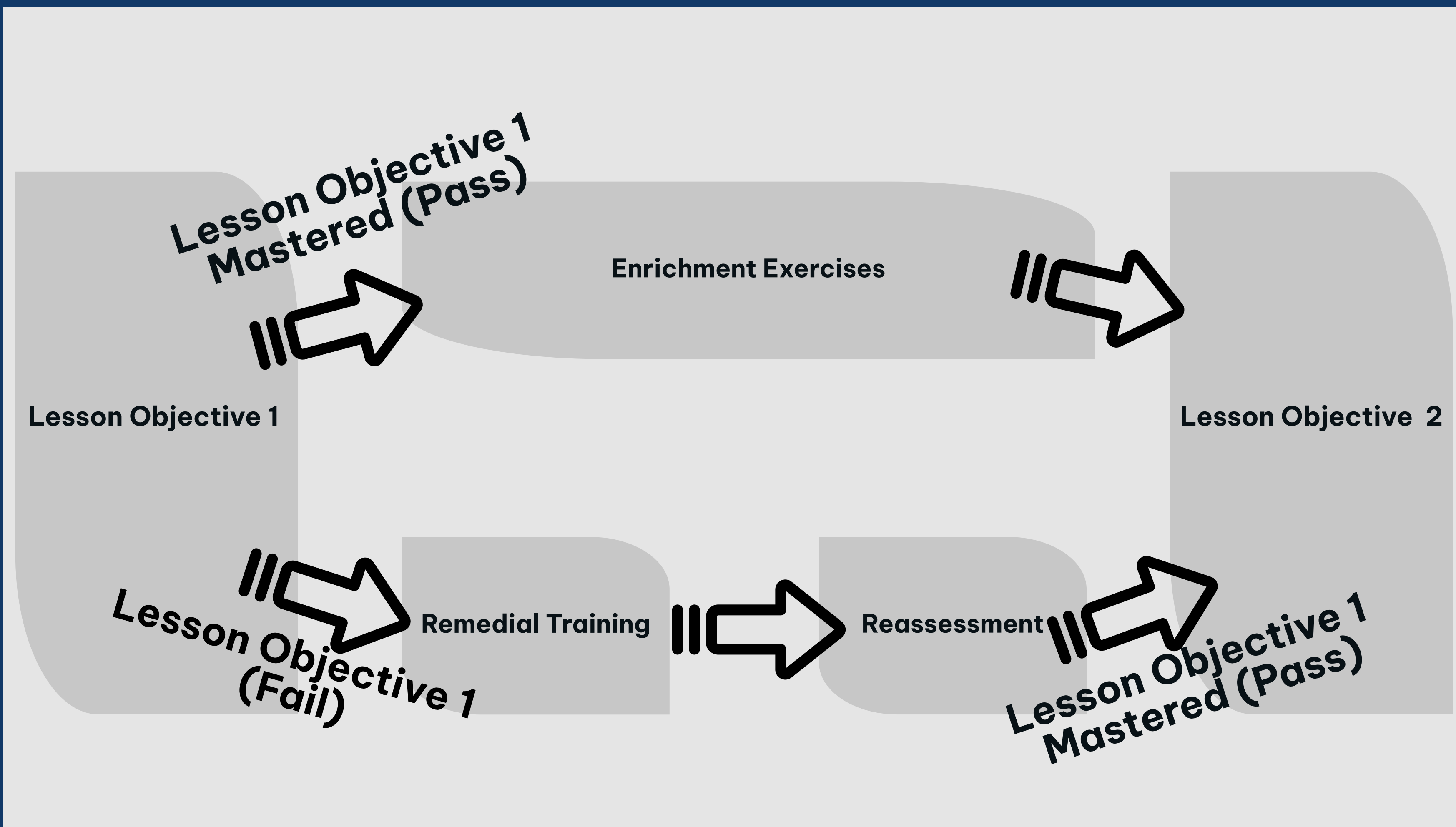


## Mastery Learning Principles

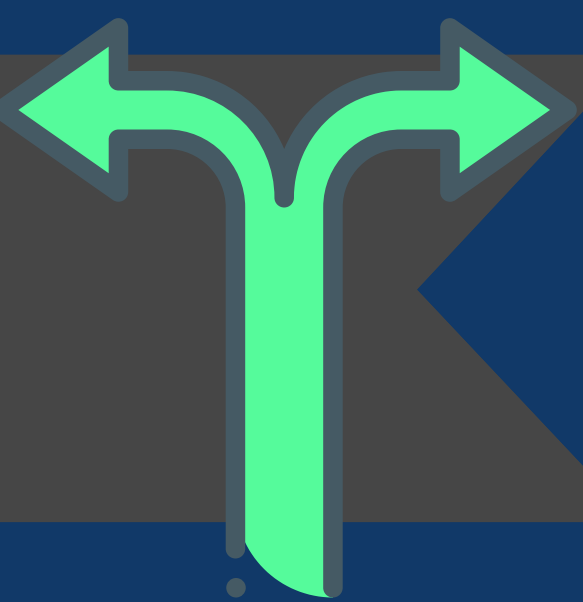


- Bloom's Ideas
- Small discrete units
- A logical sequence
- Demonstration of mastery at the completion of each unit
- A concrete, observable criterion for mastery at each unit
- Additional remedial activities for students needing extra help or practice

## Mastery Learning Model

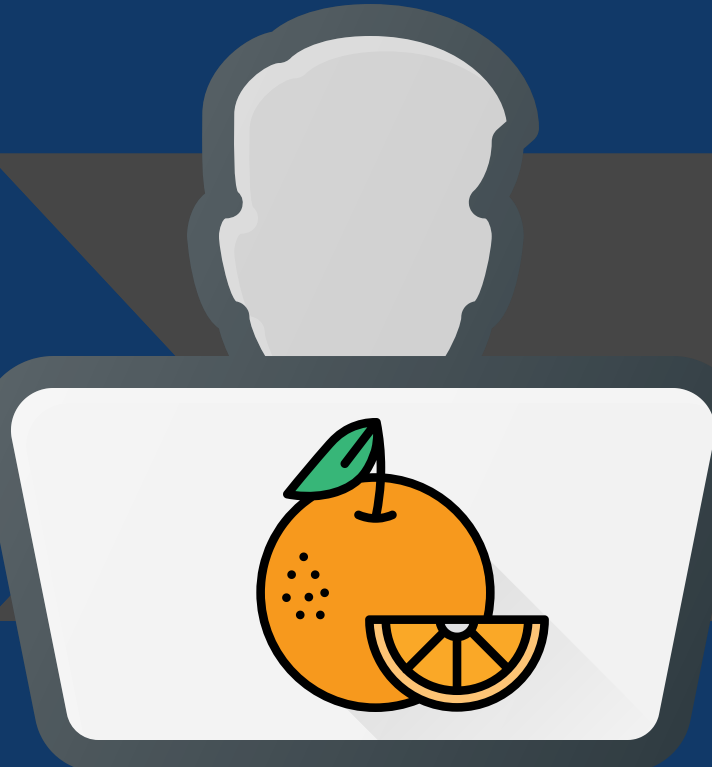
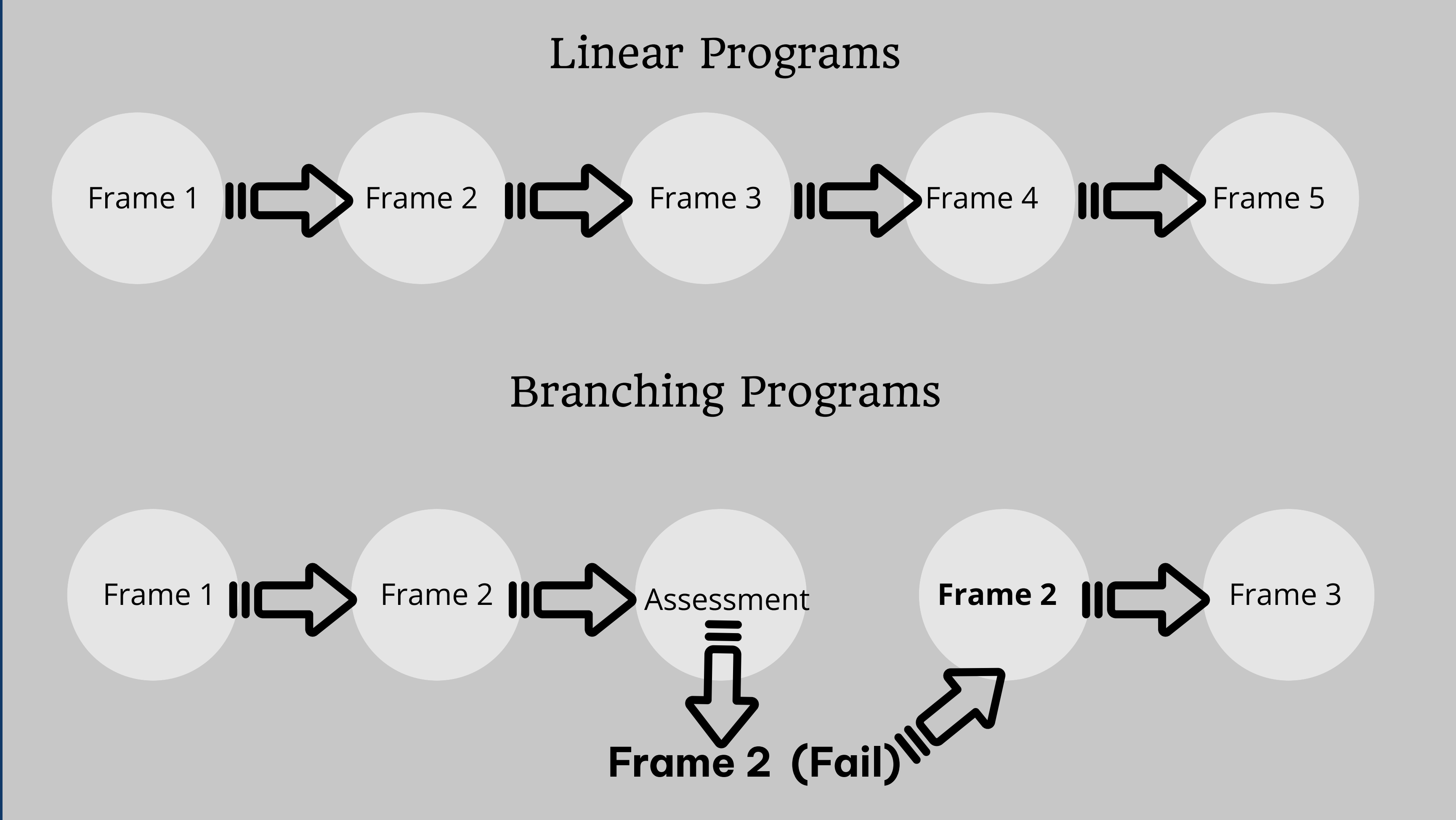


## Programmed Instruction



- Active responding. Students make a response in each frame
- Developed by B.F. Skinner
- New information broken into tiny pieces an instruction proceeds through a gradual presentation of increasingly difficult pieces
- Provides immediate reinforcement. Each correct answer is reinforced immediately in the form of correct feedback
- Self-pacing instruction, Students proceed at their own rates

## Programmed Instruction Model

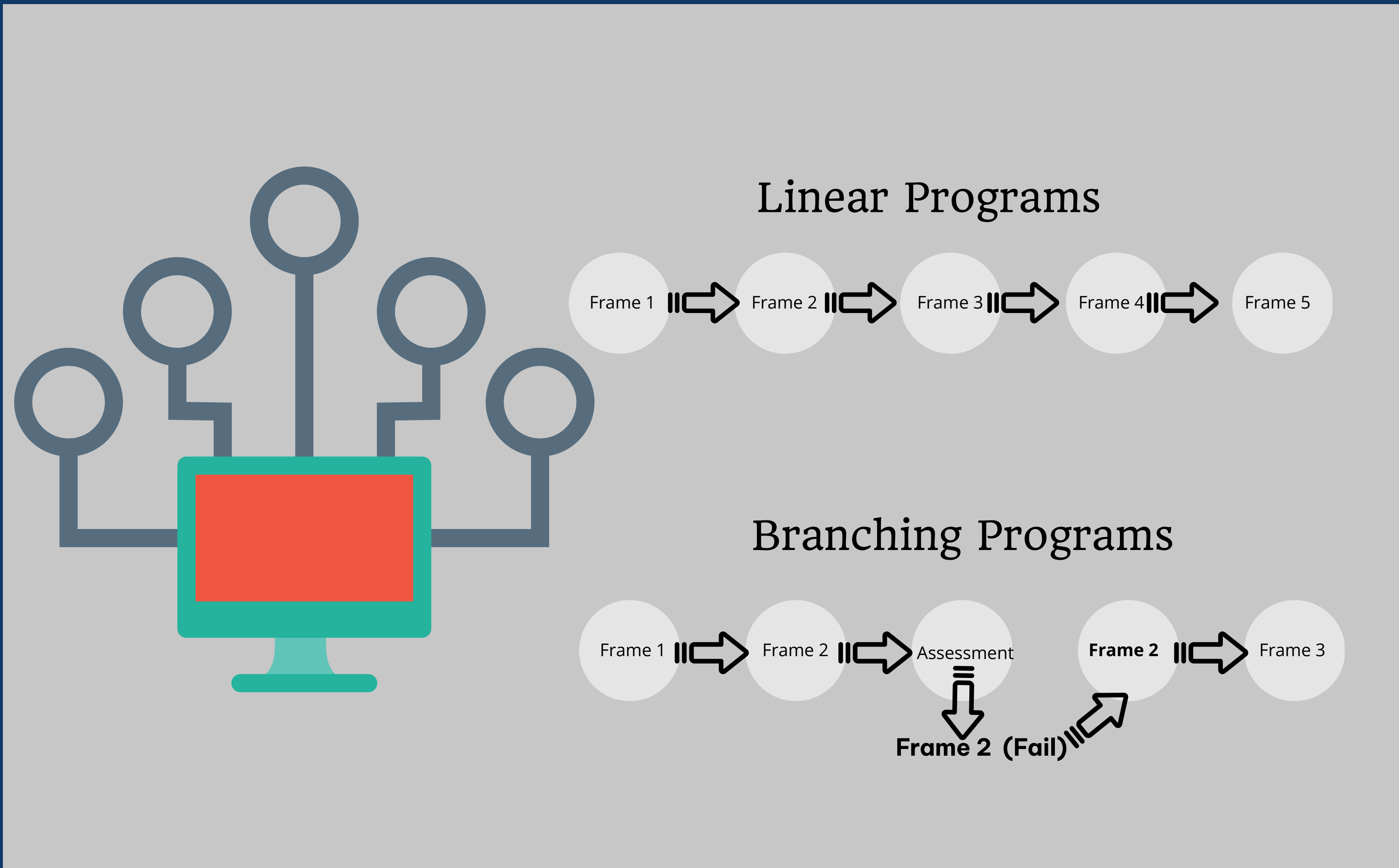


## Computer-Assisted Instruction



- Digitally Delivered Programmed Instruction through use of Videos, Animations, and other graphics
- Active responding. Students make a response in each frame
- New information broken into tiny pieces an instruction proceeds through a gradual presentation of increasingly difficult pieces
- Provides immediate reinforcement. Each correct answer is reinforced immediately in the form of correct feedback
- Self-pacing instruction, Students proceed at their own rates
- Use of branching program or linear programs

## Computer-Assisted Instruction Model

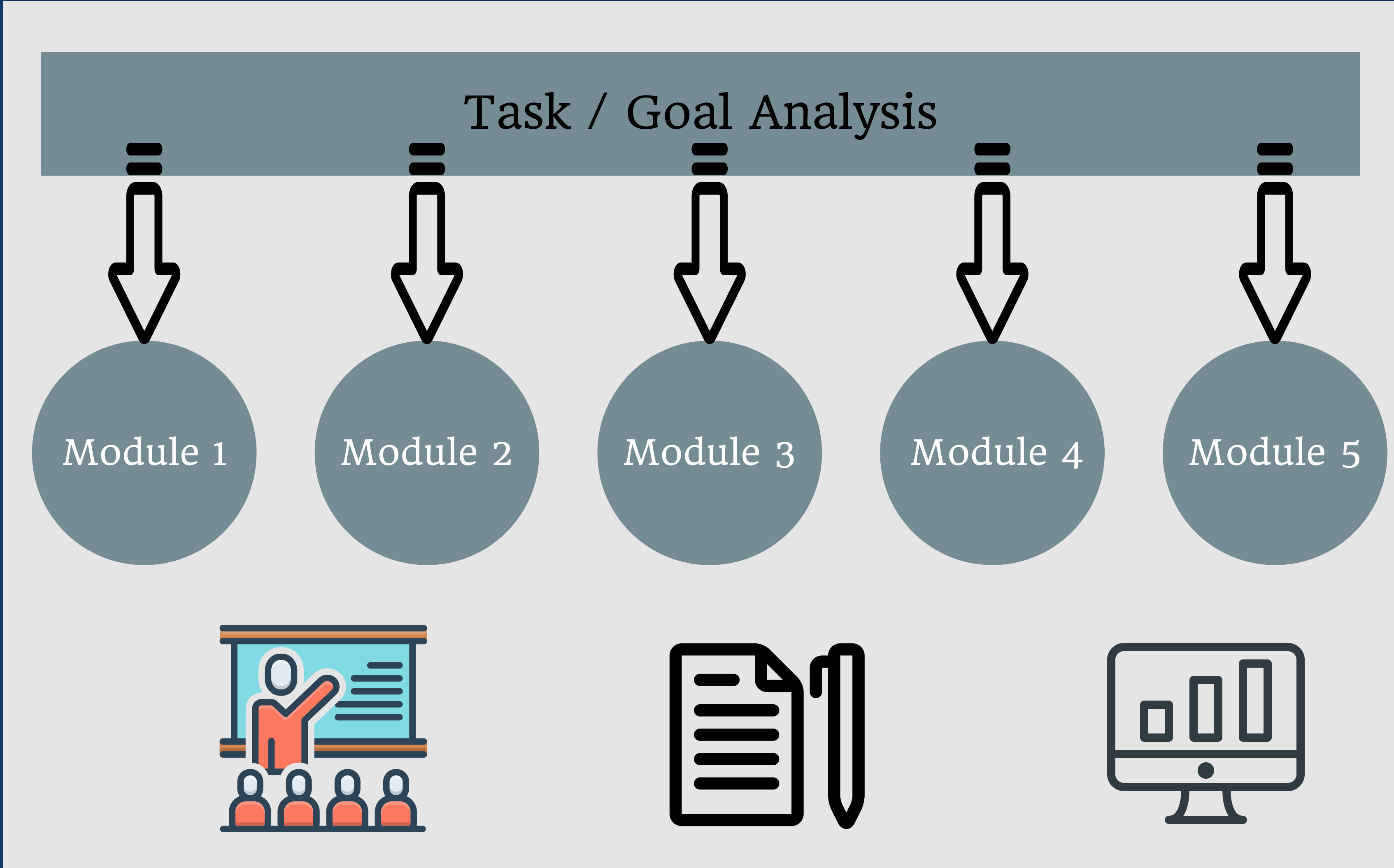


## Criterion Referenced Instruction



- Framework developed by Robert Mager
- Instructional objectives are derived from job performance and reflect the competencies that need to be learned
- Study and practice only those skills not yet mastered to the level required by the objectives
- Opportunities to practice each objective and obtain feedback about the quality of their performance
- Repeated practice in skills that are used often or are difficult to learn
- Free to sequence their own instruction within the constraints imposed by the pre-requisites and progress is controlled by their own competence
- Can incorporate technology or paper or other mediums

## Criterion Referenced Instruction Model



### References:

Graphics: Piktochart

Ormrod, J.E. (2012) Human Learning (8th edition). Upper Saddle River, NJ: Pearson Education  
Criterion Referenced Instruction (Robert Mager) - InstructionalDesign.org

Author: Leah Willis