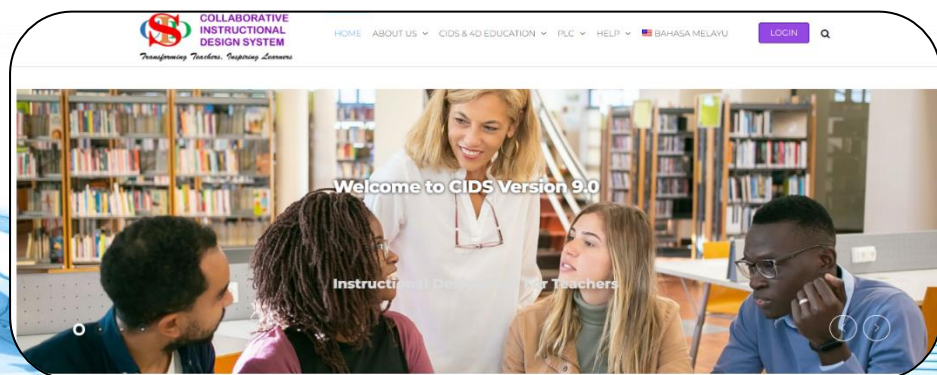




Handbook of **THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM**



Ismail Md. Zain, PhD.
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Initiated by:



Supported by:



Handbook of

THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM

(CIDS)

Transforming teachers, inspiring learners

A new dimension of engaging teachers collaboratively involved in the instructional design professionally and systematically for the current 21st-century learning and future educational needs.

4th Edition

Ismail Md. Zain, Ph.D.
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2023

"The Four-Dimensional Education has been selected as the 21st-Century Learning framework in the Collaborative Instructional Design System (CIDS). It guides user in the instructional planning process: redesigning, reconstructing, and reengineering academic directions, visualizing the current educational landscape towards preparing learners' future career paths that are relevant to the Fourth Industrial Revolution."

– Charles Fadel – *Global Education Thought Leader, Author, Futurist, Inventor, Founder & Chairman, Center for Curriculum Redesign, USA
Project Director at Harvard Graduate School of Education, USA*



Charles Fadel

REFLECTIONS

The government has formulated a transformation of education policy & philosophy for the country to fulfill the current 21st century learning needs but.....

Do we teachers design our instructions following the needs and aspirations?

Teachers are enriched with pedagogical knowledge, skills & technology in their pre-service & in-service courses but.....

Do we teachers apply & integrate into our instructional planning?

**CIDS - "Collaborative Instructional Design System" -
*transforming teachers.....inspiring learners...***

THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS)

A. PREFACE

The transformation of the education ecosystem is critically required, particularly in the era of information technology, as well as preparing students for the VUCA (*volatility, uncertainty, complexity, and ambiguity*) world. The main aim is to enhance the quality of educational practices whilst creating an inspiring learning environment for learners, allowing them to determine their learning activities as far as the learner-centered approach is in practice.

Much effort has been spent on providing e-learning applications to the learners, tools, and strategies for teachers. However, not much effort has been made in connecting the dots - integrating elements and requirements of the current educational needs, fulfilling the nation's educational policies and aspirations into a mechanism that helps teachers to have a wider perspective on the process of designing the instructions professionally, systematically and creatively.

The development of Collaborative Instructional Design System (CIDS) serves dual functions – (i) a transformation of the ID model that contributes to the 21st Century classroom-based ID Model (ii) a mechanism/platform for on-line instructional planning in fulfilling the current educational needs, particularly the 21st Century education developing “globally competitive learners”, and learning opportunities regardless of their abilities.

CIDS comprises of three instructional planning programs. (i) The Integral ASIE Instructional Design Model (Ismail Md. Zain, Balakrishnan M. 2014, 2016), who guides teachers in instructional planning with pedagogical approaches. It provides practitioners a valuable tool and perspective in enhancing the quality of instruction, supports experiential and collaborative learning in gaining and creating new ideas, skills, and knowledge for the learners both in the classroom and online. Thus, establishing a more participative, communicative and innovative learning environment. Its IHE features (integrative, hybrid, eclectic) can collaborate with many elements in producing highly-rich, effective and creative instructional planning activities. (ii) Lesson Study – sharing and analyzing instructional plans collaboratively for improvements. (iii) LCRI - Learners' Competency-Requirements – evaluating of the infusion of 4 dimensional-education elements in teachers' instructional plans).

Aspects of the model are based on the proposed 21st-Century Learning Framework of Four-Dimensional Education (Fadel., Bialik. M., Trilling, B. Centre for Curriculum Redesign, 2015. 2019 - <https://curriculumredesign.org/>), - The four dimensions (*knowledge, skills, character and meta-learning*) are relevant in the current 21st Century teaching and learning process.

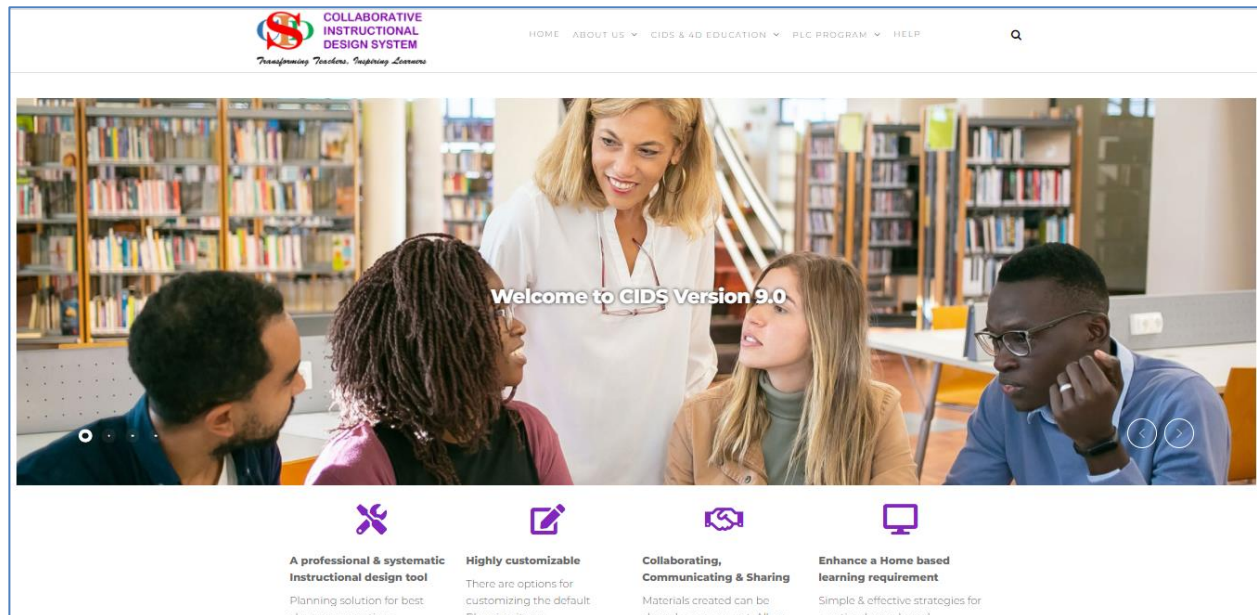
The model has fundamentally encompassed the philosophical attributes of metaphysics, epistemology, axiology, ethics, and logic. These philosophical underpinnings strengthen the need for professional education players, primarily classroom teachers, to execute this model in their daily teaching and learning endeavors.

It is a classroom-based ID model that follows the theories of behaviorism, cognitivism, constructivism (Jonassen, 1991), and connectivism (Siemens, 2005; Ireland, 2007).

In early 2020, an outbreak of the Covid-19 pandemic resulted in a global change in the education landscape. Home-based or digital learning has become an important means of delivering lessons despite an issue of poor connectivity faced by certain countries and the unpreparedness of those who are involved in the learning-teaching processes. This is a big challenge for the whole world. Besides, various learning approaches have been introduced for a student to pursue their studies. CIDS with new features make possible for students to register and participate in CIDS-VideoCorps (communication channel for virtual meet) as an option and value-added in an e-learning environment. CIDS is accessible at <https://asiemodel.com>

B. INTRODUCTION TO THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS) - *Connecting the Dots*

Exhibit 1: The Introduction Page of CIDS (<https://asiemodel.com>)



(i) Framework & Concept

- CIDS is a system that provides teachers with the option to plan & manage the learning and teaching process (including other planning, such as Lesson Study and, LCRI - Competency-Requirements)
- It helps teachers to have a wider perspective on the process of designing the instructions creatively, systematically, and professionally in the current teaching and learning environment, in connecting the dots - integrating elements and requirements of the current educational needs, fulfilling the nation's educational policies and aspirations through its integral features.
- The process of **planning and managing learning and teaching** is implemented following the **theories and principles of instructional design** - a branch of discipline in the field of education technology that has long existed.
- Thus, the **Integral ASIE Instructional Design Model** was created by CIDS to **meet the needs of 21st Century Education** - to transform the field of instructional design in line with the **needs of education today**. Besides, it becomes an **added value** to the **knowledge and skills** of teachers in the field of **instructional design** for **classroom best practices**.

- **It is a simple and practical planning tool** that fulfills the features of current and future educational needs. It allows teachers to strategize approaches, methods, and activities for learners to determine their own choices that will motivate them to engage in inspiring learning activities.
- The elements in ***Four-Dimensional Education*** (*Center for Curriculum Redesign-CCR, 2015, 2019, US*) have been the **main reference** for adaptation in the Integral ASIE Instructional Design Model.
- The uniqueness of the innovation of this model is that it has a **dual function**-(i) as a **classroom-based 21st century instructional design model** (ii) as well as a **classroom-based 21st century online instructional design model** that simplifies and **allows teachers to design the instruction** (*teacher lesson plans*) directly on the model by following the flow of **planning procedures** found on its **components, aspects, and items**.
- The planning can be **shared, monitored, guided, and evaluated individually** or in **bulk** by various parties at various levels.

(ii) Terminology

- **Collaborative Instructional Design System (CIDS)** - an application system for instructional design (including lesson study & covering various dimensions of instructional planning for teachers, administrators, and learning strategies for students, to meet the educational needs of local and global levels.
- **An Integral ASIE Instructional Design Model** - Instructional Design Tool (*based on the principles & theory of instructional design*) that provides a flow of professional & systematic instructional planning procedures. ASIE is an acronym for:
 - **A = Analyze**
 - **S = Strategize**
 - **I = Implement**
 - **E = Evaluate**
- **Components** - Four (4) components that have several dimensions in the ASIE Model for the instructional planning process.
- **Dimension**-aspects of planning found in each component of the model are adapted from the Four Dimensional Education Learning Framework (*Center for Curriculum Redesign, 2015, 2019*). They are competencies and sub-competencies of 21st century

learning required by learners to be infused in teachers instructional planning activities (IPA).

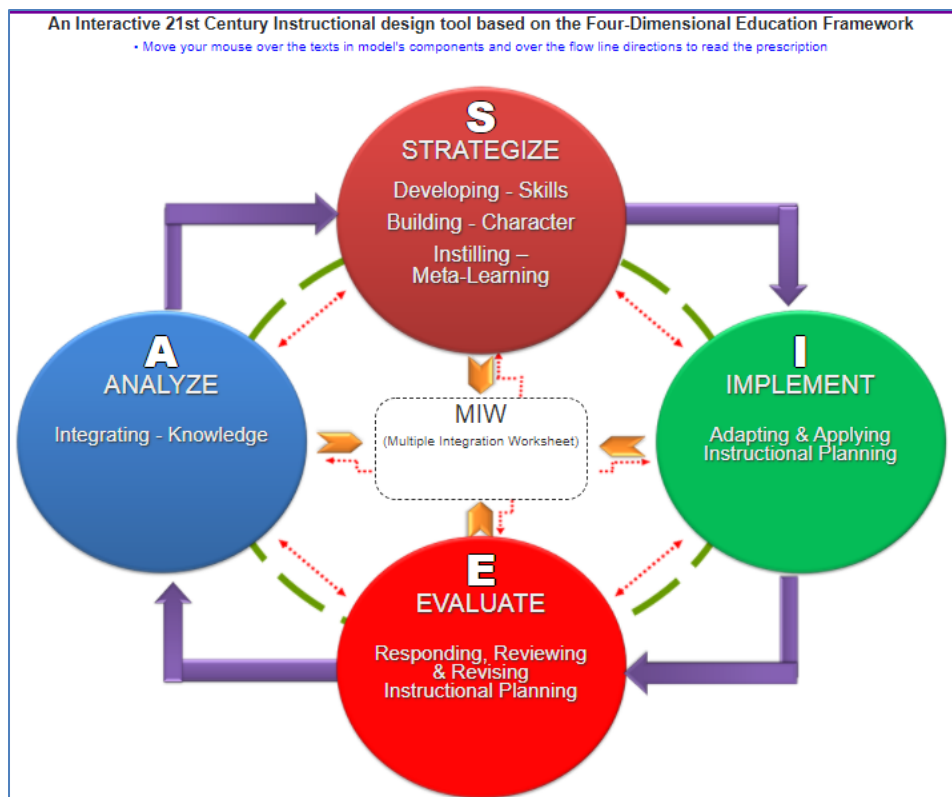
- **Items** - several planned items in each aspect that can be customized by the user.
- **YIP** - Yearly Lesson Plan – consists of several weekly instruction plans.
- **MIW** - Multiple Integration Worksheet - is weekly planning information displayed from items selected by users in the model that indirectly generates YIPs automatically. Users may select items from it to create several IPAs for the week.
- **IPA** – Instructional Planning Activities – is a daily lesson plan or any term used to describe teachers’ preparation for classroom planning activities– derived from selected items of MIW.
- **Instructional Events** - Steps for T&L activities in IPA
- **Record** - refers to a complete set of teacher lesson plans (MIW & IPAs) created.
- **Insert Comment** - Comments/guidance made by evaluators on teacher’s learning activities for improvement purposes.
- **Shared Record** - complete records submitted for sharing by other users.
- **Supervisory Records** - a list of teacher planning records under the supervision of an administrator.
- **Links to Share Resources** - refers to the process of uploading video clips, images, and information from the internet or materials from local folders to be uploaded to CIDS for sharing.
- **Links to Teaching Evidence Sources** - refers to the process of uploading materials from various sources as evidence of teaching activities carried out by teachers (*examples: pictures of fieldwork, reports, student activities, etc.*)
- **Teaching Timetable** - A schedule of teaching time created by a teacher for the system, especially on the setting of date and time of the IPAs.
- **Modular learning** - The combination of subjects/topics in the same class level or at the different class level.
- **CIDS-VideoCorps** - A virtual communication feature for CIDS users and guests.

C. THE INTEGRAL ASIE INSTRUCTIONAL DESIGN MODEL

(i) Introduction

- The Integral ASIE Instructional Design Model is the instructional design model that has been transformed to meet the current learning environment. This model provides the procedural flow of the instructional planning which is flexible (*with customizable planning items*), constructive, and user-friendly.
- It provides an option for practitioners in the field of education as a valuable tool or mechanism in planning the lesson creatively, following the needs of learners based on their characteristics or attributes.
- Learners are also given an equal opportunity to determine a variety of methods, activities, and recommendations proposed to be experienced in inspiring and exciting learning and facilitating environments. This model has a broad perspective towards improving the quality of learning, facilitating and training activities.
- It has a high impact on teachers and learners in the learning process through the options available in providing opportunities for them to discuss and share materials, experiences, and creativity with other colleagues throughout the country towards creating a high-tech learning approach fulfilling the requirements of the current education landscape.

Exhibit 2: The Integral ASIE Instructional Design Model Version 9.5



(ii) Theoretical And Conceptual Framework Of The Collaborative Instructional Design System

The Integral ASIE ID Model has fundamentally encompassed the philosophical attributes of metaphysics, epistemology, axiology, ethics, and logic. This can be seen in flexible planning items that rely heavily on the creativity of teachers and students.

Exhibit 3: The Philosophical attributes of The Integral ASIE ID Model

Philosophical attributes	Definition
metaphysics	The branch of philosophy deals with the first principles of things, including abstract concepts such as being, knowing, identity, time, and space.
epistemology	The theory of knowledge concerning its methods, validity, and scope, and the distinction between justified belief and opinion.
axiology	The study of the nature of value and valuation, and of the kinds of things that are valuable.
ethics	Moral principles that govern a person's behavior or the conducting of an activity.
logic	The reasoning is conducted or assessed according to strict principles of validity.

These philosophical underpinnings strengthen the need for professional education players, primarily classroom teachers, to execute this model in their daily teaching and learning endeavors. It can be seen from various perspectives, concepts, and theories in the following descriptions.

- Theoretically, by looking at various perspectives, CIDS, as its name applied, can collaborate with many elements in the instructional planning. The Integral ASIE Instructional Design Model encompassed in CIDS has the features of IHE (*integrative, hybrid, eclectic*).
- The items contained in this model are integral because they are integrated with the various basic elements in education, which include the science of technology, pedagogy, and content knowledge - TPACK (Mishra, P., & Koehler, MJ (2006) comprehensively to meet the current learning needs. It involves various communities that contribute to the development of learners' knowledge, skills, and character.
- Likewise, the key elements in the current learning framework of **Four-Dimensional Education** (2015, 2019) are adapted to be part of the planning items in this model to ensure it's relevant to current learning situations.

Exhibit 4: Characteristic of The Integral ASIE ID Model

Characteristic of The Integral ASIE ID Model	Description
Integral	• Integrates various basic elements in the knowledge of education, namely technological knowledge, pedagogical and content knowledge (TPACK) • Integrates all dimensions of Four-Dimensional Education, CCR 2015, 2019 – the 21st Century learning needs • It involves various communities that contribute towards the development of learners' knowledge, skills, and character.
Hybrid	• It is a classroom-based instructional design model. • It has a wider scope that goes far beyond the four walls involving the virtual environment learning (home-based learning), gives room to the blended type of learning as well as to make the possibility of the flipped classroom being practiced.
Eclectic	• Incorporates ideas from various learning theories. • Aim at building a more effective learning experience than just focusing on one theoretical influence.

- Looking at the features on the components and items of the model, it can also be classified into the hybrid instructional design system category. Although basically, it is a classroom-based ID model, it has a wider scope that goes far beyond the four walls involving virtual environments learning which give room to the blended type of learning as well as to make the possibility of a flipped classroom being practiced.
- It follows an eclectic approach to instructional design whereby a designer (*user*) blends ideas from multiple learning theories to construct a learning experience that works better than from only one theoretical influence. Hence, the paradigms of behaviorism, cognitivism, constructivism, and connectivism are likely being considered and applied in the various instructional planning procedures, unlike some of the conventional models that were initially designed for Instructional System Development (ISD) (Seel, N. M. 1997, Gustafson K.L., Branch R.M. 2002) which make this model differs from other conventional ID models.
- Theories of behaviorism, cognitivism, constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when technology did not impact learning. Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn.

Learning needs and theories that describe learning principles and processes should be reflective of the underlying social environment. Vaill (1996) emphasizes that “learning must be a way of being – an ongoing set of attitudes and actions by individuals and groups that they employ to try to keep abreast of the surprising, novel, messy, obtrusive, recurring events” (p.42).

- New technology forces the 21st-century learner to process and apply information in a very different way and at a very different pace from any other time in history, thus, leading to the emergence of connectivism.
- According to Siemens, (2005) connectivism was driven by the understanding that decisions were based on rapidly altering foundations. New information is continually acquired, and the ability to draw distinctions between important and unimportant information is vital.
- In 1932, Bartlett pioneered what became the constructivist approach (Good & Brophy, 1990). Constructivists believe that learners construct their reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events. What someone knows is grounded in the perception of the physical and social experiences which are comprehended by the mind (Jonassen, 1991).

Exhibit 5: An Eclectic Approach to Theory in Instructional Design

An Eclectic Approach to Theory in Instructional Design (Collaborative Instructional Design System – ASIE Model)				
LEARNING THEORIES	Behaviorism	Cognitivism	Constructivism	Connectivism
INSTRUCTIONAL DESIGN PROCEDURES	Elements of 21 st -century learning in the instructional planning procedures will create awareness, which is a great contribution towards the character building of the learners. Example: Life and career skills, the theme of 21 st -century learning.	The approaches towards the learning methods will generate the thinking skills of the learners.	The 4Cs skills will help learners to construct, collaborate, share, and generate ideas in the learning process.	Blended learning and flipped classroom practices will produce highly independent learners. While ICT literacy allows an unlimited amount of information access, that shaped them to become globally competitive learners.

- As a result of the above theories, various learning and teaching models have been developed which introduce different methods and techniques to be applied by teachers and students in learning situations. These methods and techniques can be integrated into teacher's planning procedures according to their creativity in the Integral ASIE ID Model.
- While adapting to the basic principles of instructional design and other instructional design models such as the Dick & Reiser Model, Dick & Carey Model, ASSURE Model, ARCS Model, ADDIE Model, attention was also given to other related fields in the formation of this ID model.
- Basically, what distinguishes between The Integral ASIE ID Model and conventional ID models is the goal towards meeting the concept of the learner-centered approach. Most other models carry the question "What elements need to be determined by the teacher to build a learning situation for learners" – it is more teacher-centered because teachers determine the planning process.
- While The Integral ASIE ID Model asks the question "How teachers strategize the learning (*with suggested learning items listed*) in developing a flexible learning situation to meet the needs of the learners" - it is more learner-centered learning because teachers only suggest various elements that are appropriate while learners are allowed to implement those activities that inspire their interest in fulfilling the current educational situation. It is more about the collaborative work between teacher-student, student-student.
- As an example of a strategy proposed by the teacher for the problem-solving session, a group of learners may choose a mind map for discussion/presentation, while another group of learners may be interested in finding the appropriate video clip for discussion/presentation.
- In this situation, special attention should be given to learners' profiles, their readiness in following the lesson, media attributes, and learners' thinking levels in establishing the differentiated learning situation. Moreover, the relevance between the principles and theories taught in the classroom to the working environment to be met in the era of the Revolutionary Industry 4.0 (IR4.0) and their position and role in the emergence of the smart society 5.0 (Society 5.0) in the future is a vital factor to be analyzed, strategized and implemented.
- These factors are important in creating the concept of "*thinking out of the box*" among learners and educationalists, as well as in addressing the current educational developments.

(iii) Comparison of Instructional Design Models

Instructional Design Models are characterized by their relevancy in designing a particular field/condition. Although the components may look alike in general (*Example: Analyze, Develop, Design, etc.*), but it has to be carefully adapted to meet the requirements of a particular designing field. It can be summarized as follows:

Exhibit 6: Comparison between conventional and situational ASIE ID Model

CONVENTIONAL ID MODELS	SITUATIONAL ASIE ID MODEL
- Most of the models were originally designed for Instructional System Development (ISD). (http://www.nwlink.com/~donclark/history_isd/addie.html) - Some of the conventional ID models created based on the specific needs, conditions, and theoretical aspect; Example: ADDIE model - focus on the creating of the software product, ASSURE Model - focus on media selection in learning. The ARCS model - focuses on motivational elements in instructional planning. Dick & Reiser model - focuses on general classroom practices.	- It is purely designed for classroom orientation, regardless of the mode of learning (<i>traditional, online, home-based, blended learning, flipped classroom, etc.</i>). - The 21st Century Learning Framework from the <i>Four-Dimensional Education</i> (CCR, 2015, 2019) has been adapted into the procedural flow of The ASIE ID Model. - They are competencies and sub-competencies of 21st century learning required by learners to be infused into teachers' instructional planning activities (IPA). - Since Competencies & Sub-competencies required for different disciplines have been released by CCR through their research, CIDS used the AI element to match it automatically in the system for users' convenience. - The model provides a flexible planning item that could be easily customized accordingly to the needs of the teachers' planning practices. - Bridging between theoretical framework and best classroom practices.

- Many lesson plans use templates to design a course or lesson. - Some applications provide space for sharing a variety of teaching lesson resources. Example Edmodo. - There is a model for specific areas. Exp. The SAMR Model is to assist instructors in determining the level of technology integration in the learning environment. The goal is to introduce technological tools that redefine the learning space, which is ultimately accomplished by replacing traditional teaching methods with alternate learning environments.	- Teachers may collaboratively be involved in planning their instruction virtually or sharing instructional planning with others. - It is integral that teachers and students have the freedom to choose the mode of learning (<i>digital or non-digital</i>) in the course of their learning session. - They may refer to other ID Models to support the strategies developed. - ASIE model does not focus on a certain approach. It is more about instructional planning for learners with flexible planning items. Teachers have the autonomy to adopt a variety of approaches to inspire learners that are relevant to the current learning environment.
- More concern about teachers' delivering in designing instruction – teacher-centered. - Instructional planning is more structured, a stereotype with rigid planning items.	- More concern about learners' aspirations, emphasizing the learning strategies, fulfilling learners' learning requirements (<i>learner-centered</i>) in designing instruction. - Flexible design items – allows customization with regards to the current situation (<i>able to add and remove items in the online version</i>).
Normally, except in certain circumstances, learners <u>follow</u> teachers' instructional process with less freedom in selecting and creating their activities.	Learners have freedom in choosing their activities based on their profiles, creating an interesting, exciting, motivating, inspiring, and innovative learning environment.
Answering the question “What type of instructional planning should be prepared and delivered to learners? – (<i>teachers' centered</i>)	Answering the question “How to strategize the instruction according to learners' needs” (<i>gaining, receiving, responding, transferring, creating, innovating new skills and knowledge?</i>) promotes learners' engagement/interactions - <i>collaborating, sharing, communicating, critical and creative thinking</i>)
Application towards system development, courseware development, selection of teaching materials, and the development of teaching methods.	The optional and advanced features of the application provide wider input from various sources' including the professional learning community created towards accommodating, integrating, applying (<i>strategizing</i>) current educational needs, preparing learners for the current and future educational environment.

• A certain classroom-based model provides components for the general planning process.	• The components of the model provide teachers with guidelines to plan their instruction at the macro-level (<i>topical/weekly/monthly lesson planning</i>) and the micro level (<i>daily lesson plan</i>)
• Learners are not involved in the ID model.	• Learners are given opportunities to determine their strategies (<i>methods, technique, activities</i>) that inspire them in the learning activities. • Learners are able to participate in the CIDS-VideoCorps – communication channel for virtual meeting.
• Planning is done conventionally – manually designed.	• Online planning – the model’s advanced features provide opportunities, enabling instructors/teachers/educationists to share ideas in their planning across nations with other communities.

D. THE 21ST CENTURY EDUCATION

So much attention has been given to the characteristics and features of the 21st Century Learning framework in the development of the Integral ASIE ID Model

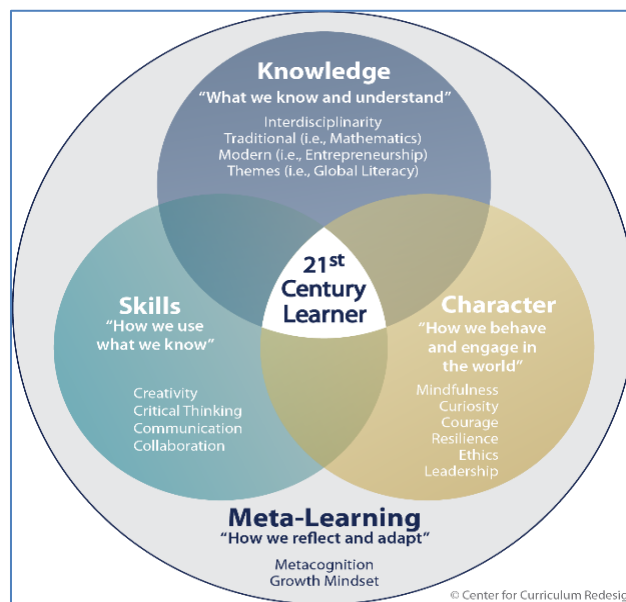
- Initially, The framework for the 21st Century Learning (2002,), which describes the skills that learners need to thrive in today’s global economy, has been proposed by The Partnership for The 21st Century Skills (www.21stcenturyskills.com).
- P21's **Framework for 21st Century Learning** was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life, and citizenship, as well as the support systems necessary for 21st-century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st-century skills at the center of learning. (<http://www.p21.org/our-work/p21-framework>).
- In 2015, **The Four-Dimensional Education** (*Centre for Curriculum Redesign, 2015, 2019*) has been released to give a wider perspective on the framework of 21st century learning.

(i) The Four - Dimensional Education

The Four-Dimensional Education (Centre for Curriculum Redesign, 2015, 2019) (Exhibit 7) focuses on the transformation of our education systems in relation to the competencies and aspirations needed by our learners in the 21st-century learning environment. The

component has been restructured to portray the qualities of human learning dimensions, namely the knowledge, skills, character, and meta-learning that involve the metacognition processes.

Exhibit 7: The Four-Dimensional Education (*Centre for Curriculum Redesigning, 2015*)



CIDS integrates the framework of The Four Dimensional Learning in the instructional design items to guide the user in the instructional planning: redesigning, reconstructing and reengineering academic directions, visualizing the current educational landscape towards preparing learners' future career path that is relevant to the Fourth Industrial Revolution.

The four dimensions and their competencies are integrated into CIDS as follows:

Dimension 1: Integrating – Knowledge (*what we know & understand*)

- *Themes – Essential Content:* Disciplines, Branches, Subjects, Topics Core Concepts (including processes)

Dimension 2: Developing – Skills (*how we use what we know*)

- *Creativity*
- *Critical Thinking*
- *Communication*
- *Collaboration*

Dimension 3: Building – Character (*how we behave and engage in the world*)

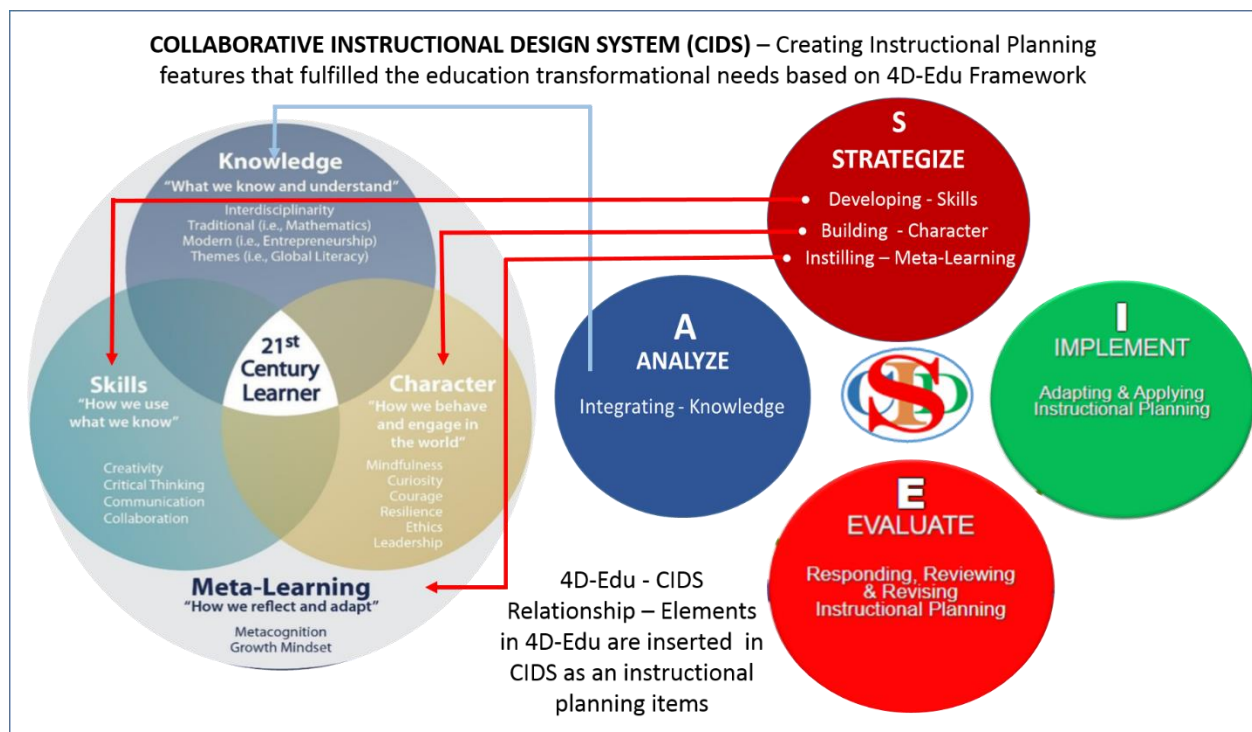
- *Mindfulness*
- *Curiosity*
- *Courage*
- *Resilience*
- *Ethics*
- *Leadership*

Dimension 4: Instilling - Meta-Learning (*how we reflect & adapt*)

- *Metacognition*
- *Growth Mindset*

Please refer to the website for more information on [The Four-Dimensional Education](#).

Exhibit 8: The Integration of 4D-Edu in the Model



The above figure illustrates the integration of 4 Dimensions in the Integral ASIE Instructional Design Model.

E. THE INTEGRAL ASIE INSTRUCTIONAL DESIGN MODEL FEATURES

(i) The main component of The Integral ASIE ID Model

- Composed of 4 components (*following the instructional design theories & principles*)
- The 4DEdu elements are adapted into the integral ASIE ID Model as integrated pedagogical planning elements that guide teachers to design their instructional flows (*creation of lesson plans*) professionally & systematically.

Exhibit 9: The Integral ASIE Instructional Design Model



- Users will be able to read the prescriptions of each aspect of the model component and its direction when the mouse is positioned over the particular text. Here are some examples.

Exhibit 10: Model's Prescriptions

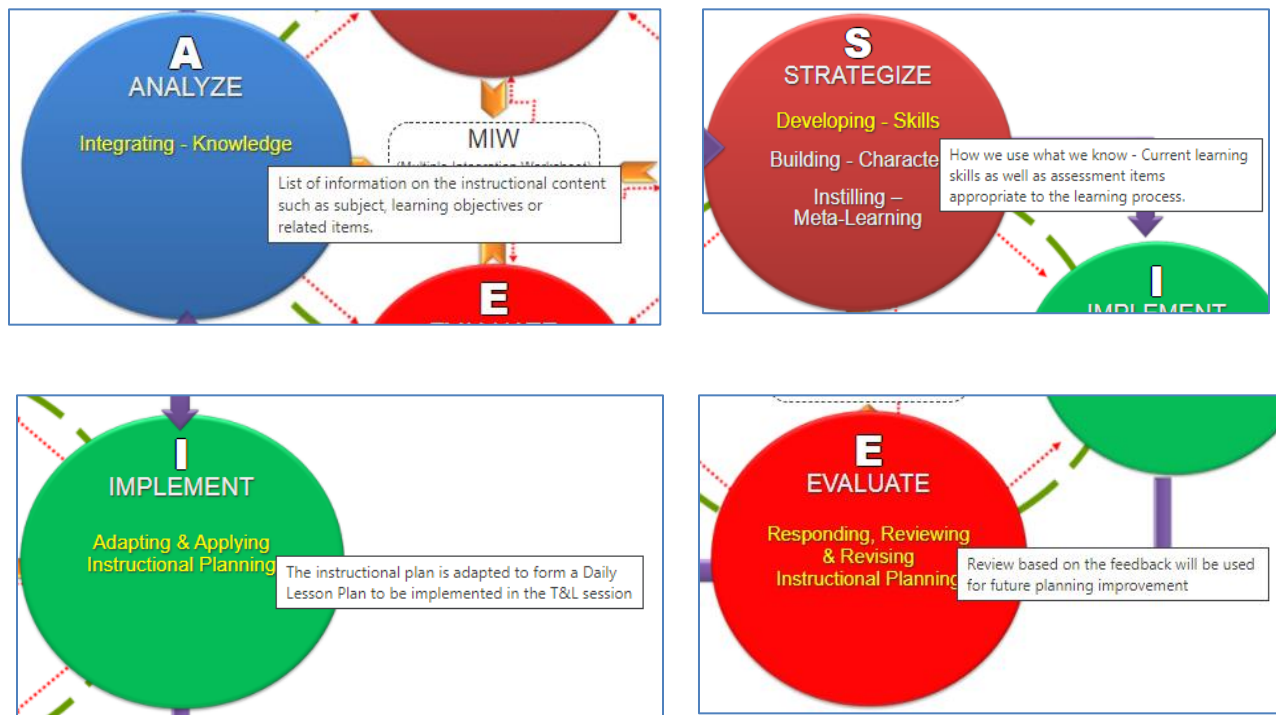


Exhibit 11: Structure of The Integral ASIE ID Model

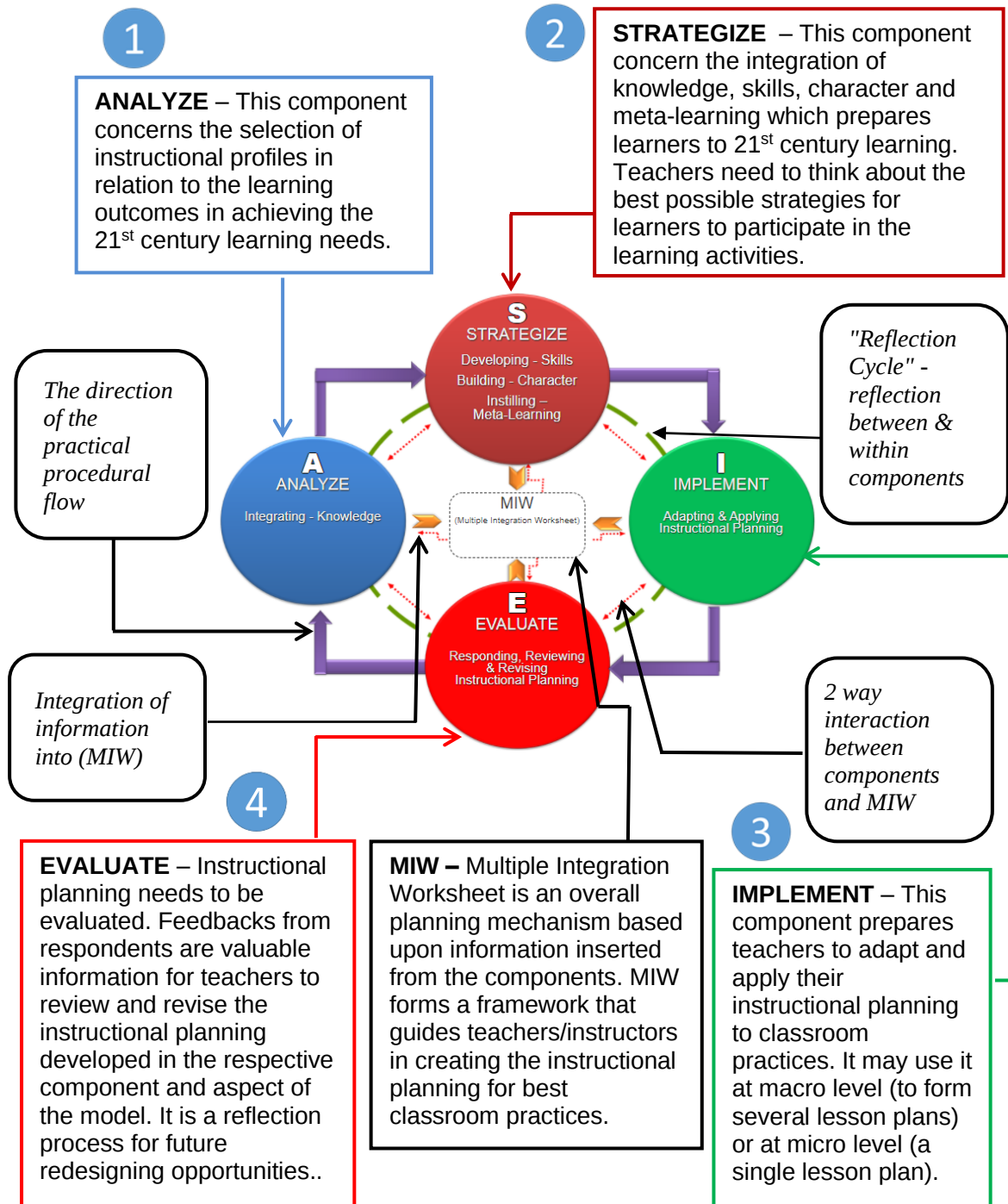


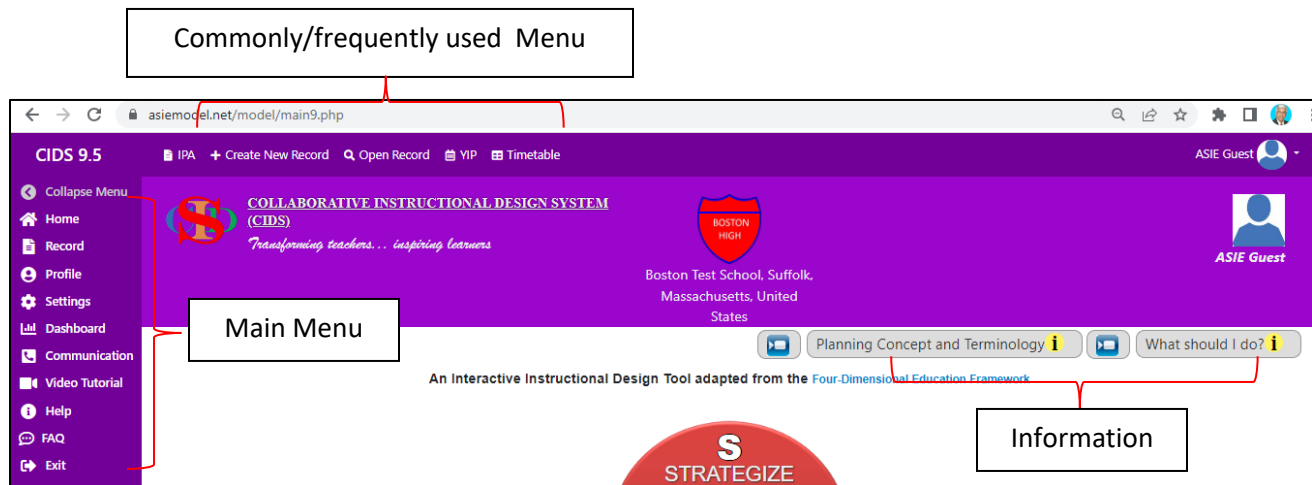
Exhibit 12: Components, Aspects, and Items of The Integral ASIE ID Model

COMPONENT		ASPECT	ITEM (Competencies & Sub-competencies)	MIW
A	ANALYZE	Dimension 1: Knowledge – “what we know & understand” Integrating – Knowledge	○ 21st century themes, subject, topic, subtopic, learning objectives, etc. ○ learners’ profiles – readiness, learners’ attributes/ psychological profiles. ○ types of media chosen ○ integration of media	• Multiple Integration Worksheet - is weekly planning information displayed from items selected by users in the model that indirectly generates yearly instructional planning (YIP) automatically. • Users may select items from it to create several Instructional Planning Activities (IPAs) for the week.
		Dimension 2: Skills – “how we use what we know” Developing: Skills	○ creativity ○ critical Thinking ○ communication ○ collaboration other related items: <i>method, technique, approach, assessment, etc.</i>	
S	STRATEGIZE	Dimension 3: Character – “how we behave and engage in the world” Building: Character	○ mindfulness ○ curiosity ○ courage ○ resilience ○ ethics ○ leadership	
		Dimension 4: Meta-Learning - “how we reflect & adapt” Instilling Meta-Learning	○ metacognition ○ growth mindset	
I	IMPLEMENT	Adapting & Applying Instructional Planning <i>Adapting Applying</i>	All selected items and content are gathered & displayed in MIW for adapting & applying in the creation of IPA for best classroom practices.	
E	EVALUATE	<i>responding</i>	○ <i>responding to the feedback</i>	
		<i>reviewing</i>	○ <i>reviewing the instructional planning strategies for improvement</i>	
		<i>revising</i>	○ <i>revising the instructional planning strategies for future redesigning</i>	

F. THE PROCEDURAL APPLICATION OF THE INTEGRAL ASIE ID MODEL

(i) Introduction

Exhibit 13: CIDS Main Menu



The Integral ASIE Instructional Design Model is an integrated strategical approach to the design of the instruction in fulfilling the learners' needs in today's learning environment.

Items of the model are based on the **Four-Dimensional Education** released by the *Centre for Curriculum Redesign - CCR (2015)*.

These items/content of each aspect are competencies and sub-competencies required by students that are infused into the teachers' instructional planning activities. The selection of the competencies & sub-competencies for each discipline of subject is indicated by colours. This is the result of the research done by CCR. Thus, CIDS has inserted an AI element in determining which competencies and subcompetencies are relevant to each subject. However, the user is free to select any other item that is relevant to the discipline or subject.

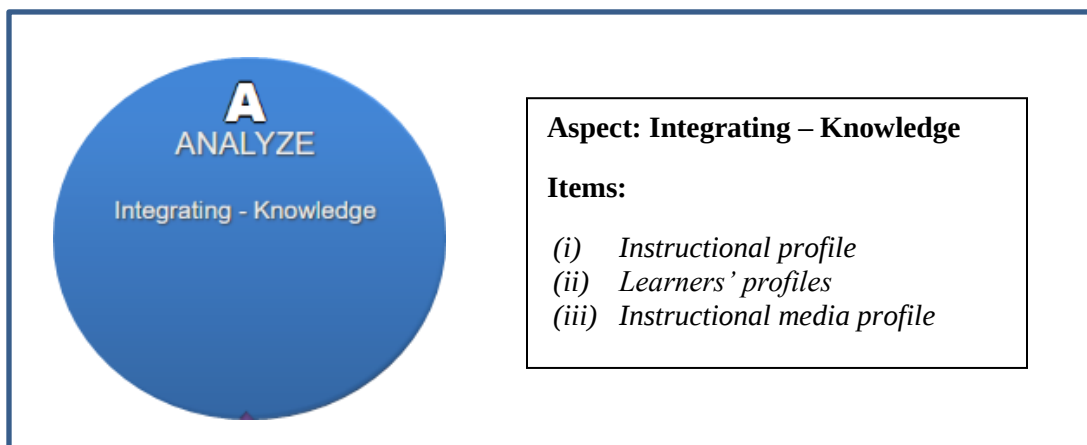
(ii) Procedures

Exhibit 14: First Component - Analyze

Dimension 1 - Integrating-knowledge

Creating specific information on **Essential Content** items: **Themes** –embedded across knowledge in various **Disciplines, Branches, Subjects Profiles & Core Concepts** (including processes)

Integration of knowledge of the 21st century themes, pedagogical aspects, and resources required to meet the “ learner-centered “ approach in the teaching and learning processes. It is blended into the instructional profiles as part of instructional planning in the component



- The model begins with the first component that deals with knowledge integration. An individual teacher or a group of teachers may collaboratively analyze the suggested aspects in the first component of the model, which includes the instructional profiles such as 21st century theme, subject, topic, subtopic, learning objectives, learners' readiness, material and resources (*instructional media profile*) or other instructional profiles for the particular subject. Teachers may select the content provided in each item or add their content (*highly customized*).

(iii) Items:

- *21st Century Themes*
- *other necessary pedagogical planning items such as Main topic, Subtopic, Learning objective, etc. (customizable)*
- *multiple intelligences*
- *type of instructional media*
- *or other required items*

(iv) **Operational/technical procedures**

- Create record (*follow – help menu*).
- Users may press to select/add contents for each item.
- Press Save – to save the information on the record.

Users may point at the information icon at each item to read the instructions. Information of the procedural flow will be displayed after each dimension has been saved. Users are requested to read the instructions and press the appropriate button.

Exhibit 15: Integrating - Knowledge



Dimension 1: Integrating - Knowledge

"What we know and understand"

Creating specific information on **Essential Content** items: **Themes** –embedded across knowledge in various **Disciplines, Branches, Subjects Profiles & Core Concepts** (including processes)

4DEdu

Knowledge
"What we know and understand"
Interdisciplinarity
Traditional (i.e., Mathematics)
Modern (i.e., Entrepreneurship)
Themes (i.e., Global Literacy)

21st Century Learner

CIDS

A
ANALYZE
Integrating - Knowledge

INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES

The need of **knowing & understanding** instructional profiles in instructional planning

NOTIFICATIONS	Select your choices or fill in
21st Century Themes	Select your choices or fill in
Main Topic	Select your choices or fill in
Subtopic	Select your choices or fill in
Learning Objectives	



Dimension 1: Integrating - Knowledge

"What we know and understand"

Information on learners readiness and resources that will be used with teachers in learning

4DEdu

Knowledge
"What we know and understand"
Interdisciplinarity
Traditional (i.e., Mathematics)
Modern (i.e., Entrepreneurship)
Themes (i.e., Global Literacy)

21st Century Learner

CIDS

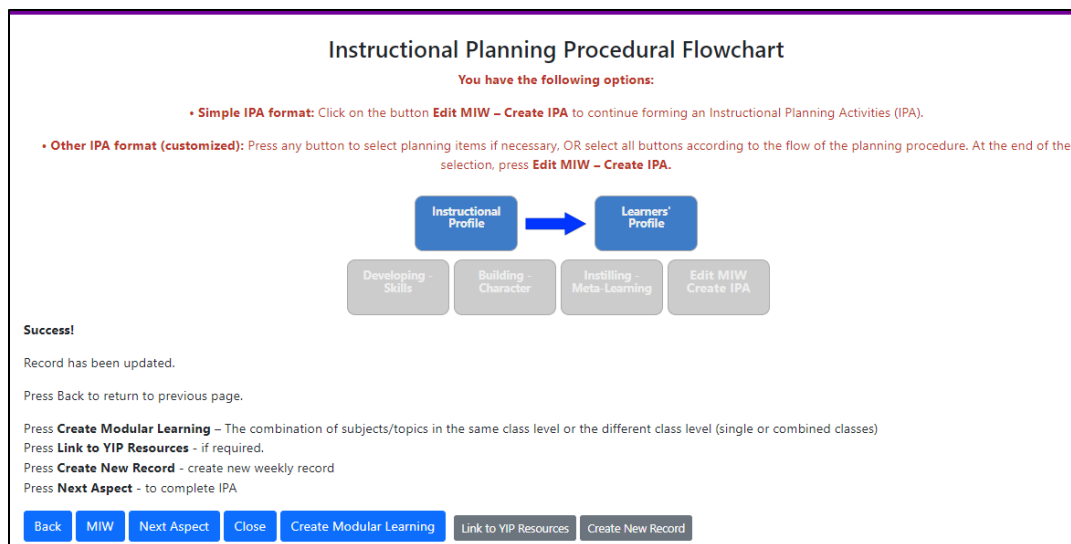
A
ANALYZE
Integrating - Knowledge

INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES

The need of **knowing & understanding** learners' profiles to types of media selected in instructional planning

Record Name	ENG1
Select only the required items. Unselected items will not be displayed in MIW and IPA. Please press the Change Settings button for customization	
Multiple Intelligences	Select your choices or fill in
Types of Instructional Media	Select your choices or fill in Press Save Types of Instructional Media
Instructional Media Integration i (Optional) Press Save Types of Instructional Media to enable the selected items to appear	

Exhibit 16: Procedural Flow



Second Component – Strategize

Dimension 2 - Developing - Skills

List of 21st Century Learning Skills, Methods, Techniques, Approaches & Assessment

Items:

- *creativity*
- *critical thinking*
- *communication*
- *collaboration*
- *or other pedagogical planning items such as method, technique, approach, etc. (customizable)*



Aspect: Developing – Skills

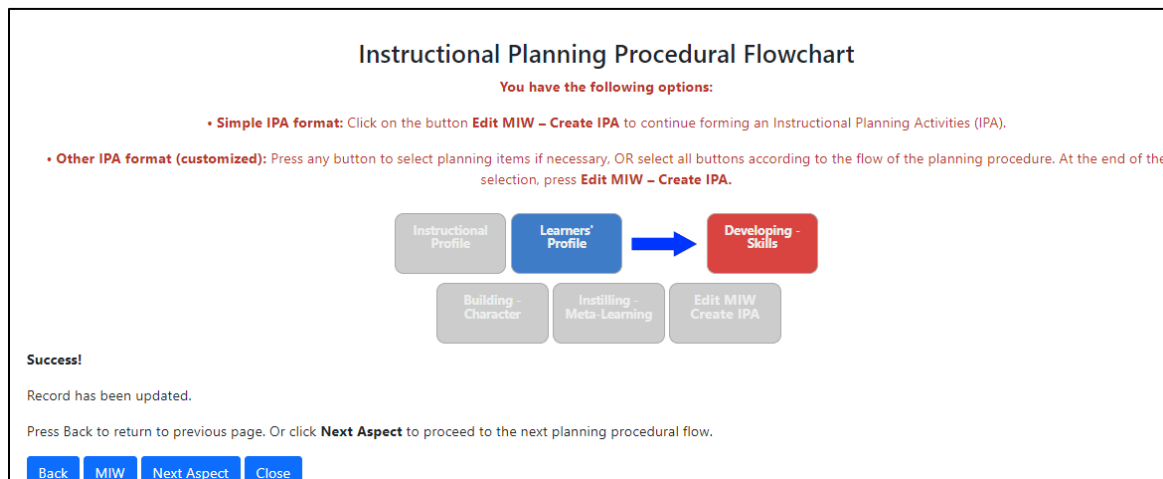
Items:

- *21st century learning skills*
- *pedagogical planning items*

In the second component of the model, features of 21st-century learning skills analyzed, including various instructional tools (*pedagogical planning items - techniques, methods, and activities*) are selected. A list of character building and appropriate meta-learning items (*metacognition and growth mindset*) are identified.

Exhibit 17: Operational/technical procedures

- On the same record created record, follow the next step
- Users may press to select/add contents for each item.



Dimension 2: Developing - Skills
21st Century Learning Skills

"How we use what we know"

List of 21st Century Learning Skills, Methods, Techniques, Approaches & Assessment

4DEdu

21st Century Learner

CIDS

S STRATEGIZE

Developing - Skills
Building - Character
Instilling – Meta-Learning

INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES

Skills

Press to select (or/and) fill in (or/and) copy and paste, then Enter
Research showed that items with coloured areas indicate competencies required and recommended to match specific disciplines or subjects. However, the user is free to select any other item that is relevant to the discipline or subject.
Dark green areas indicate the top Competencies per Discipline
Light green areas indicate mid Competencies per Discipline
Grey areas indicate bottom Competencies per Discipline

Creativity	Generating and seeking new ideas
Critical Thinking	Identifying, clarifying, and organizing information
Communication	Select your choices or fill in
Collaboration	Select your choices or fill in

Method, Technique, Approach

Student Enrichment Learning Framework (SELF)

(Optional) Press to select (or/and) fill in (or/and) copy and paste, then Enter

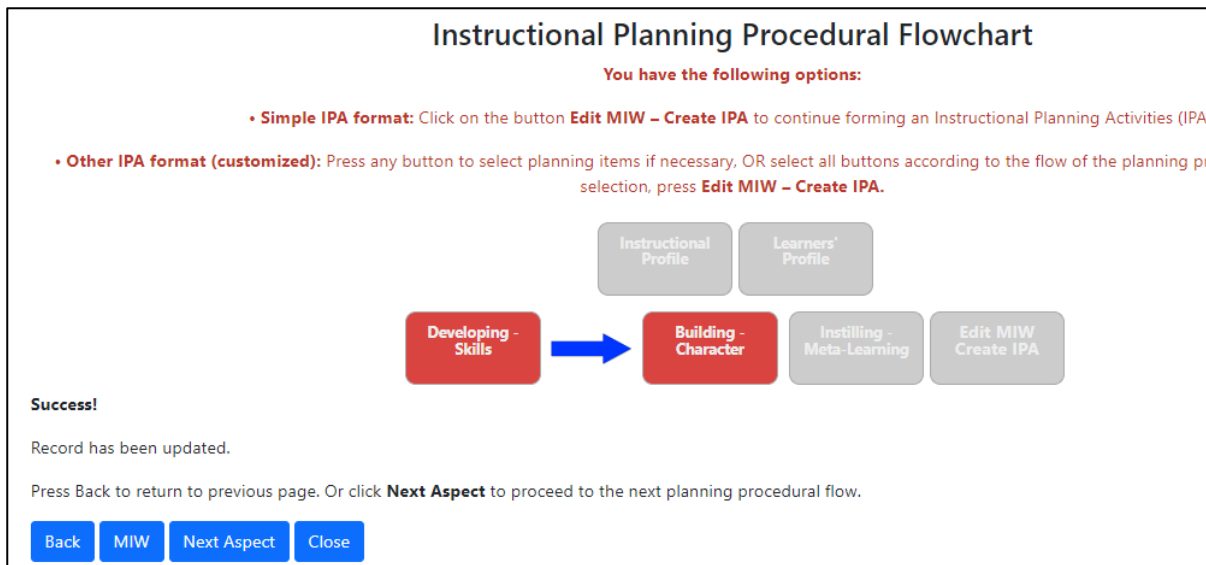


Exhibit 18: Building - Character

Dimension 3 - Building - Character

Human Values

aka agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, values, beliefs, social and emotional skills, non-cognitive skills, and soft skills.

Items:

- *mindfulness*
- *curiosity*
- *courage*
- *resilience*
- *ethics*
- *leadership*



Aspect: Building – Character

Items:

- *mindfulness*
- *curiosity*
- *courage*
- *resilience*
- *ethics*
- *leadership*

Operational/technical procedures

- On the same record created follow the next step
- Users may press to select/add contents for each item.

Dimension 3: Building - Character

"How we behave & engage in the world"

Human Values

aka agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, values, beliefs, social and emotional skills, non-cognitive skills, and soft skills.



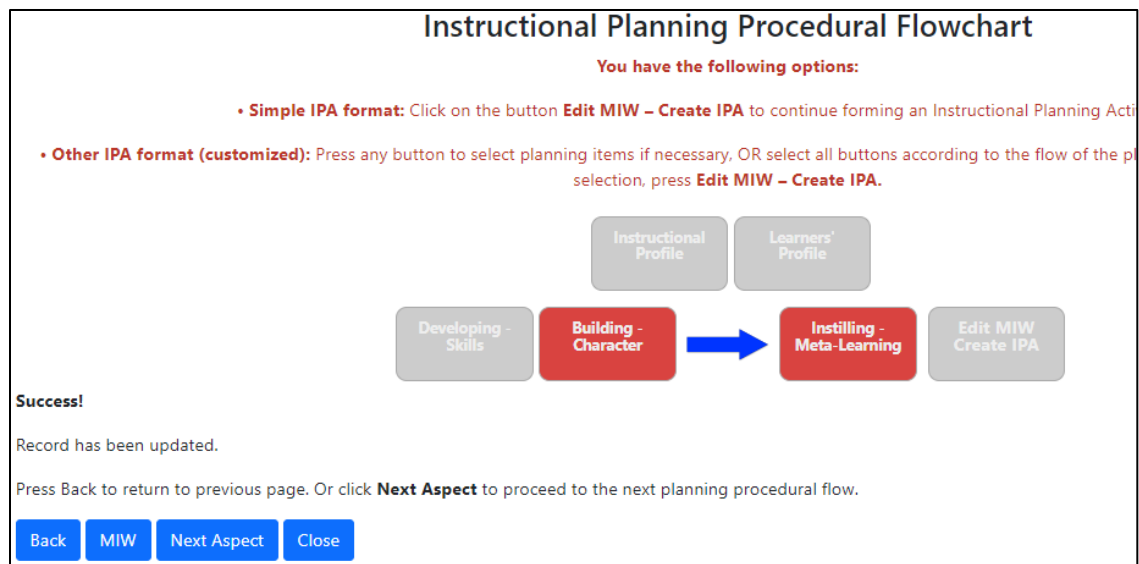
INTEGRATION OF 4DEdu-CIDS FRAMEWORK – INTO INSTRUCTIONAL PLANNING PROCEDURES

Values in **building characters** that determine one's **behavior & engagement** in the world

Mindfulness i	Select your choices or fill in
Curiosity i	CUR1: Seeking to understand deeply ×
Courage i	Select your choices or fill in
Resilience i	Building strong social networks ×
Ethics i	Making ethical decisions and taking ethical actions ×
Leadership i	Select your choices or fill in

Operational/technical procedures

- Continue to the next step



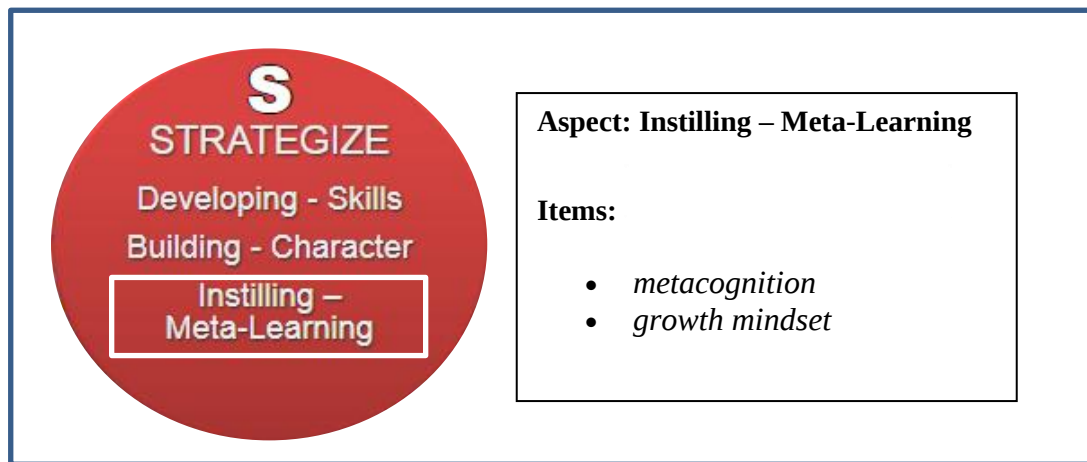
Dimension 4 - Instilling - Meta - Learning

Reflection & Adaptation in Meta-Learning
List of values in Meta-cognition & Growth Mindset

Items:

- *metacognition*
- *growth mindset*

Exhibit 19: Instilling – Meta-Learning



- Users may press to select/add contents for each item.

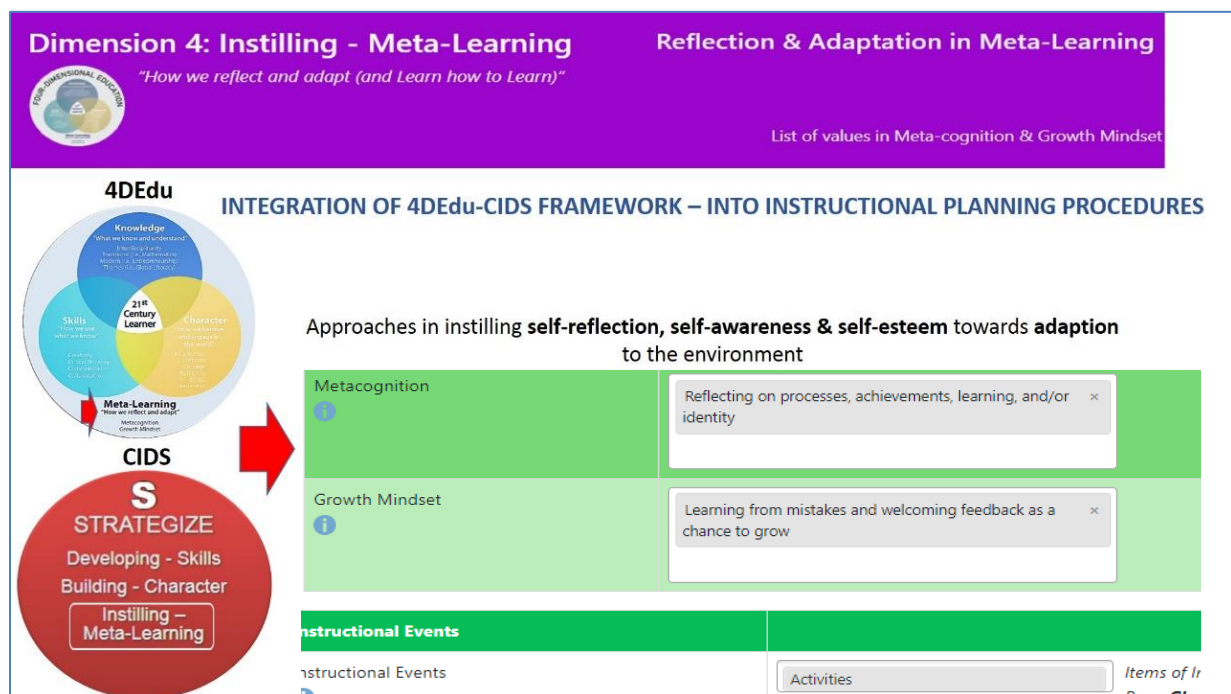


Exhibit 20: Operational/technical procedures

- Continue to the next step

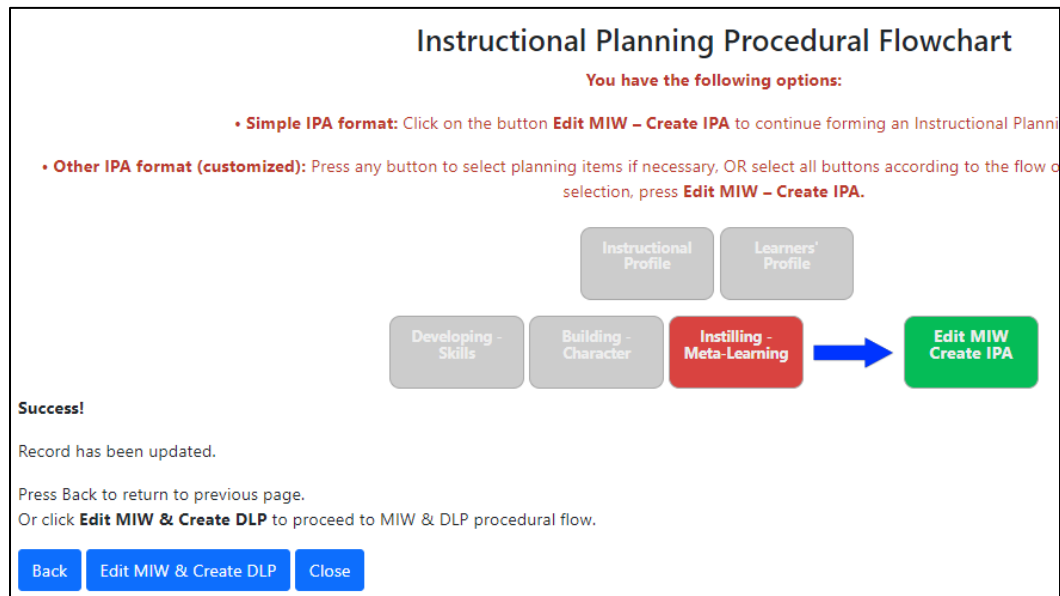
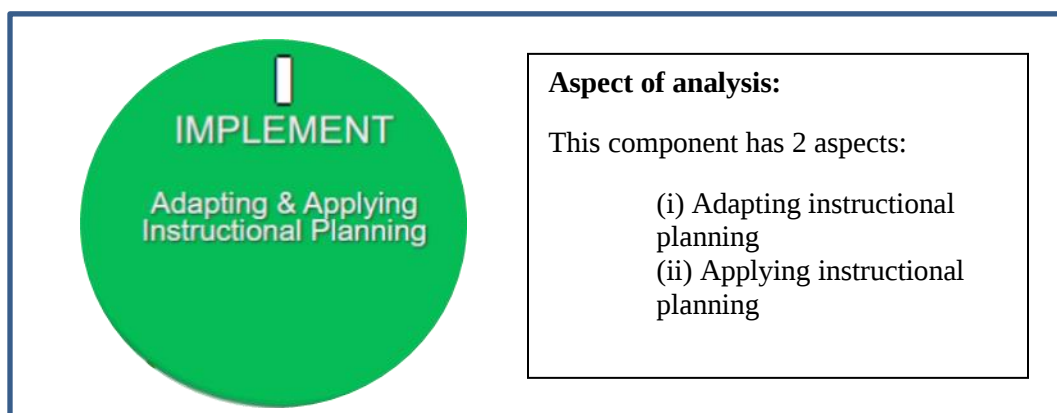


Exhibit 21: Third Component – Implement



- **Adapting - instructional planning** - adapting the designs created at this macro level to serve as a guide in the development of Instructional Planning Activities (IPA) - at the micro-level
- **Applying - instructional planning** - daily lesson plans developed based on this model will be implemented in the learning process. The selected items are shown in the Multiple Integration Worksheet (MIW) automatically. It is weekly instructional planning for the creation of IPA.

Exhibit 22: the Multiple Integration Worksheet (MIW)

IMPLEMENT– PLANNING ITEMS DISPLAYED IN MIW FOR CREATING BEST CLASSROOM INSTRUCTIONAL PLANNING PRACTICES				
ANALYZE		STRATEGIZE		
Dimension 1: Integrating - Knowledge		Dimension 2: Developing - Skills	Dimension 3: Building - Character	Dimension 4: Instilling - Meta-Learning
Instructional Profile	Learners' Profile			
MODULAR Class Level: Form 4 Subject: English Learning Areas ☒ 1.0 Learning Skills Content Standard ☒ 1.2 Use appropriate listening strategies in a variety of contexts Focus ☒ Use strategies to understand meaning on familiar topics Learning Standard ☒ 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics Performance Standard ☒ 1.0 Can display minimal understanding of the main ideas, specific details and attitudes or opinions in an extended text after repeated listening with a lot of support. 2.0 Can display minimal understanding of longer simple narratives after repeated listening and guess the meaning of very few unfamiliar words with a lot of support. 3.0 Can understand very few complex questions, recognise minimal features at word, sentence and text levels of a range of spoken texts with a lot of support	Learners' Readiness ☒ Students have been exposed to this topic before Types of Media ☒ Audio clip	21st Century Learning Skills Creativity ☒ Generating and seeking new ideas Critical Thinking ☒ Identifying, clarifying, and organizing information Communication ☒ Asking questions and actively listening ☒ Utilizing each individual's unique skills and perspectives Method, Technique, Approach ☒ Differentiated Learning ☒ Blended Learning Assessment ☒ Summative Types of Assessment ☒ Written Exercise Types of Assessment Activities ☒ Simulation Instructional Events ☒ Set Induction ☒ Step 1 ☒ Step 2 ☒ Step 3 ☒ Closure	Fostering Values Mindfulness ☒ Understanding by describing one's emotions and reactions Curiosity ☒ CuRI-1: Seeking to understand deeply Courage ☒ Pursuing ambitious goals despite the social, financial, physical, or emotional risk to self Resilience ☒ Persevering through challenges but seeking help when needed Ethics ☒ Identifying and describing ethical concepts Leadership ☒ Respectfully collaborating with others	Meta-Learning Metacognition ☒ Determining goals, plans to achieve those goals, and monitoring one's progress Growth Mindset ☒ Understanding one's current strengths and weaknesses

- In the third component of the instructional flow, the IPA will be used as a guideline for the teaching and learning process. The strategies prepared in IPAs will determine their appropriateness and effectiveness for the best practices in the classroom.

Multiple Integration Worksheet (Miw) – Planning At Macro Level

Information selected or written in the 1st & 2nd component of the model (**Analyze & Strategize**) is compiled or inserted in the MIW. It will be displayed when the user clicks on any aspects of the 3rd and 4th components of the model (**Implement & Evaluate**).

- MIW can be edited for improvement
- MIW exhibits plans tailored to the learning topics. Items of the MIW can be selected to create several daily lesson plans (IPAs)
- MIW and IPAs can be stored in PDF file format.

Exhibit 23: The Multiple Integration Worksheet

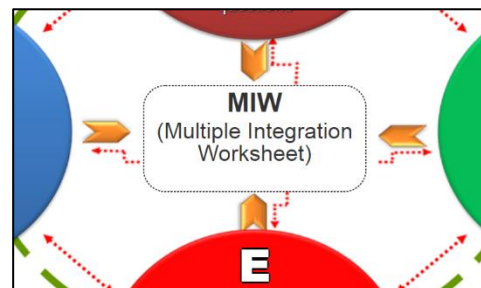


Exhibit 24: Multiple Integration Worksheet (MIW)

Teachers may select information in each column to create a daily lesson plan (IPA)

Blue text is editable

District Education Officer

Headmaster

Director of State Education Department

Observer

Supervisors' Remarks				
Name	Position	Remarks	Date	Endorsement
DR. MOH HAMID BIN HJ. GHAZALI	Pegawai Pendidikan Daerah Pegawai Pendidikan Daerah Kuala Lumpur	Overall remarks: Congratulations. Description: Terima kasih atas usaha dan komitmen anda.	01-05-2021 7:59 AM	Verified
SHAFARI BIN TAIB	Headmaster SEKOLAH KEBANGSAAN PENKALAN BAHARU		02-05-2021 11:03 PM	Verified
DR. MOHD SUHAIMI BIN MOHAMMED ALI P.C.M.	Director JABATAN PENDIDIKAN PERAK	Overall remarks: Congratulations and keep it up.	20-05-2021 03:20 PM	Verified
DR. HJ. ISMAIL MD. ZAIN P.M.P.	Observer HELP CENTRE	Remarks for this DLP: (Select or leave blank if not required) Description (Fill in or leave blank if not required) 	24-05-2021 3:28 PM	Verify

Link to Shared Resources

Edit DLP

Delete DLP

Print/Save PDF

Go to YIP Main Page

Upload sharing material

Create/Edit IPA

Delete IPA

Print/Save PDF

List of IPAs created

Instructional Planning Activities (IPA) – Planning At Micro Level

The content of IPA is in 2 parts, following the model's component.

- The first part is the information about the selected items from MIW- 1st & 2nd component of the model (**Analyze & Strategize**).
- The second part is the information about the teaching and learning activities (facilitating activities, learners' engagement activities) as indicated in the 3rd component of the model (**Implement**) as well as impact, reflection, and remark as indicated in the 4th component of the model (**Evaluate**).

Exhibit 25: The Instructional Planning Activities (IPA)

Planning items that has been selected by users from MIW



NAME: C
CLASS LEVEL: YEAR 4
NO. OF STUDENTS: 10
SUBJECT: SCIENCE
WEEK: 21
TEACHING WEEK: 9
DATE: TUESDAY, 28-05-2021
TIME: 12:15 PM TO 12:30 PM



HELP CENTRE, Daerah-daerah Malaysia, Negeri-negeri Malaysia, Malaysia
DAILY LESSON PLAN



ANALYZE

Dimension 1: Integrating - Knowledge

Instructional Profile	Learners' Profile
Theme SAINS HAYAT Learning Topic 3.0 HAIWAN Content Standard 3.1 Organ Pernafasan Haiwan Learning Standard 3.1.1 Mengenal pasti organ pernafasan haiwan. Performance Standard 2 Menyebutkan contoh haiwan vertebrata dan invertebrata. Success Criteria Ks Learning Objectives obj	Learners' Readiness Students have a basic knowledge of this topic Types of Media Animated clip Instructional Media Integration Animated clip Listen to perform learning activities

STRATEGIZE

Dimension 2: Developing - Skills	Dimension 3: Building - Character	Dimension 4: Instilling - Meta-Learning
21st Century Learning Skills Creativity Developing personal tastes and aesthetics Critical Thinking Considering other points of view Communication Clearly and concisely articulating ideas or messages Collaboration Utilizing each individual's unique skills and perspectives Method, Technique, Approach Application activities Assessment Types of Assessment Formative Types of Assessment Activities Role Play	Fostering Values Mindfulness Understanding by describing one's emotions and reactions Curiosity CURI2: Seeking out novelty and trying new things Resilience Building strong social networks	Meta-Learning Metacognition Reflecting on processes, achievements, learning, and/or identity

IMPLEMENT

LEARNING & FACILITATING ACTIVITIES

Instructional Questions					(f) Additional Activities (Optional) Information for the learners' enrichment activities
The main instructional questions or statements based on LOTS <i>Identify the use of</i>					
The main instructional questions or statements based on HOTS <i>Write sentences using</i>					
(a) Instructional Events	(b) Facilitating Procedures (Activities in this facilitating procedures should be based on the main instructional questions or the main statements of LOTS and HOTS formulated)	(c) Planning Items (The selected planning items listed below should be integrated in the instructional planning)	(d) Learners' Engagement (Involvement of learners in the learning activities)	(e) Remarks	
Set Induction 5 Minutes	Pupils recall how to use 'although' and 'since' by using examples of sentences.	Types of Media <i>Printed materials</i> Elements Text Composition <i>Expectation</i>	Pupils respond to the teacher's questions.		
Step 1 15 Minutes	Pupils do fill in the blanks activity using 'although' and 'since' orally through classroom discussion.	Instructional media <i>Printed materials are displayed to pupils</i> EAC Language 21st Century Interdisciplinary Themes Theme <i>Civic Literacy</i> Learning and Innovation Skills (4C)	Pupils do fill in the blanks activity orally.		
Step 2 0	In small groups, pupils create sentences using 'although' and 'since' and then discuss their answers in classroom discussion.		Pupils do a group discussion.		

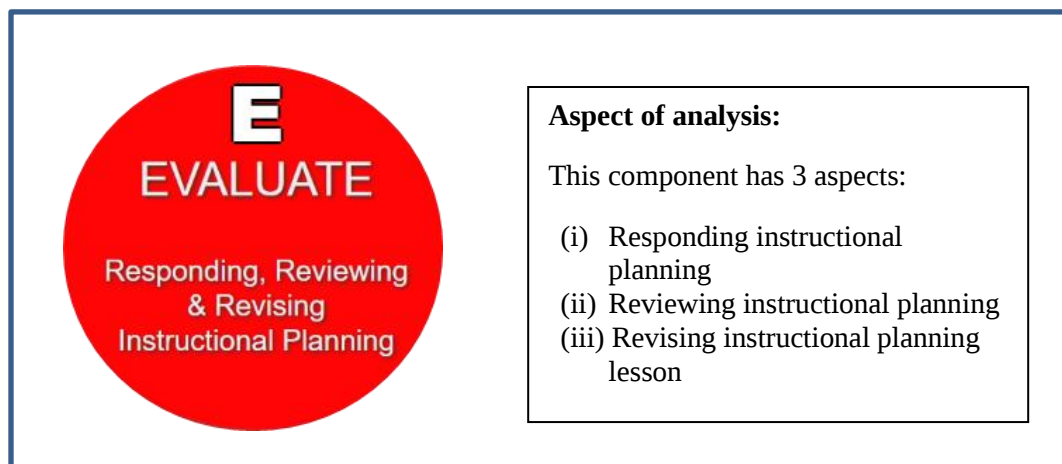
Duration and instructional events

Elaboration of intended facilitation activities for learners.

Selected items displayed

Elaboration of expected learners' engagement activities

Exhibit 26: Component 4: Evaluate



Planning requires self-reflection before or after the learning process or an evaluation from a colleague, and learners.

This component has 3 aspects that need to be studied:

- (i) **Responding to instructional planning** - responding to the feedback
- (ii) **Reviewing instructional planning** - review the strengths and weaknesses of the instructional planning strategies for improvement
- (iii) **Revising instructional planning** - revising the instructional planning strategies for future redesigning.

Purpose: Further improvement of the strategies developed for future redesigning in producing and sustaining high-quality instructional planning strategies.

Besides preparing a lesson for the teaching and learning process, the IPA is also applicable for evaluation purposes. CIDS provides a tool *Learners' Competency-Requirements Inventory (LCRI)*, as well as for *Lesson Study* activities.

- However, evaluation does not only take place at the end of the planning but at every component of the model as indicated by dotted lines linking to each component of the model. The Reflection Cycle is another form of evaluation/reflection for teachers in their instructional planning process as indicated by the green circle.
- Other advanced features benefit teachers in their instructional planning as well as instructional leaders (*principal, headmasters, inspectorates, evaluators*) in monitoring, supervising, guiding, evaluating, and accessing the teachers' professional competencies.

- The latest version of the model has various options, allowing teachers to create IPAs according to their respective needs and environment (*home-based learning/blended learning*) creatively and professionally and creating a Lesson Study to share their planning.

Exhibit 27: MIW

EVALUATE– PLANNING ITEMS DISPLAYED IN MIW FOR THE IMPLEMENTATION OF BEST CLASSROOM PRACTICES



ANALYZE		SYNTHESIZE	
Dimension 1: Integrating Knowledge		Dimension 2: Developing Skills	Dimension 3: Building Character
Instructional Profile	Learner Profile		
MODULAR Design and Plan 4 Subject English Learning Phase 1.1 Learning Skills Content Standard 1.2 Use appropriate learning strategies in a variety of contexts. Process 1.3 Use strategies to understand meaning on familiar topics. Learning Standard 1.1.1 Understand the meaning of unfamiliar words from class provided by other words and by context on a wide range of familiar texts. Performance Standard 1.1.2 Can display minimal understanding of the main idea, details and attitudes or responses in an extended text needed learning with a lot of support. 1.2 Can display minimal understanding of longer texts needed learning with a lot of support. 1.3 Can understand the meaning of unfamiliar words with a lot of support. 1.4 Can understand the meaning of unfamiliar words with a lot of support. 1.5 Can understand the meaning of unfamiliar words with a lot of support.	Learner's Readiness 1.1.1 Can learn from exposure to the text. 1.1.2 Can learn from exposure to the text. 1.1.3 Can learn from exposure to the text. 1.1.4 Can learn from exposure to the text. 1.1.5 Can learn from exposure to the text. 1.1.6 Can learn from exposure to the text. 1.1.7 Can learn from exposure to the text. 1.1.8 Can learn from exposure to the text. 1.1.9 Can learn from exposure to the text. 1.1.10 Can learn from exposure to the text.	21st Century Learning Skills Creativity 1.1.1 Can learn from exposure to the text. Critical Thinking 1.1.2 Can learn from exposure to the text. Communication 1.1.3 Can learn from exposure to the text. Collaboration 1.1.4 Can learn from exposure to the text. Character 1.1.5 Can learn from exposure to the text. 1.1.6 Can learn from exposure to the text. 1.1.7 Can learn from exposure to the text. 1.1.8 Can learn from exposure to the text. 1.1.9 Can learn from exposure to the text. 1.1.10 Can learn from exposure to the text.	Formative Values Integrity 1.1.1 Can learn from exposure to the text. Respect 1.1.2 Can learn from exposure to the text. Responsibility 1.1.3 Can learn from exposure to the text. Teamwork 1.1.4 Can learn from exposure to the text. Leadership 1.1.5 Can learn from exposure to the text. Service 1.1.6 Can learn from exposure to the text. Openness 1.1.7 Can learn from exposure to the text. Empathy 1.1.8 Can learn from exposure to the text. Resilience 1.1.9 Can learn from exposure to the text. Perseverance 1.1.10 Can learn from exposure to the text.

EVALUATE

Instructional planning needs to be evaluated. Feedbacks from respondents (evaluators, learners) are valuable information for teachers to review and revise instructional planning developed in the respective component and aspect of the model. It is a reflection process for improvement and future redesign opportunities.

Type of Evaluation

Professional Learning Community (Lesson Study—LS)

 (Lesson study is a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a single class lesson.)

[List of Lesson Study](#)

[Search & Create Lesson Study](#)

Learners' Competency-Requirements Inventory (LCRI)

 The inventory, based on a flexible rubric, is designed to identify the infusion of competencies and sub-competencies that are required by learners in the teachers' instructional planning activities and the implementation of the teaching and learning process in the current educational environment. It is adapted from Four-Dimensional Education (Center for Curriculum Redesign, 2015) and other sources.

[Search & Create LCRI](#)

[List of LCRI](#)

G. ENHANCING INSTRUCTIONAL ACTIVITIES

Insert external resources/local folders in to the lesson plan (images, video clip) & display/link to the resources

Exhibit 28: Insert external resources & from local folders

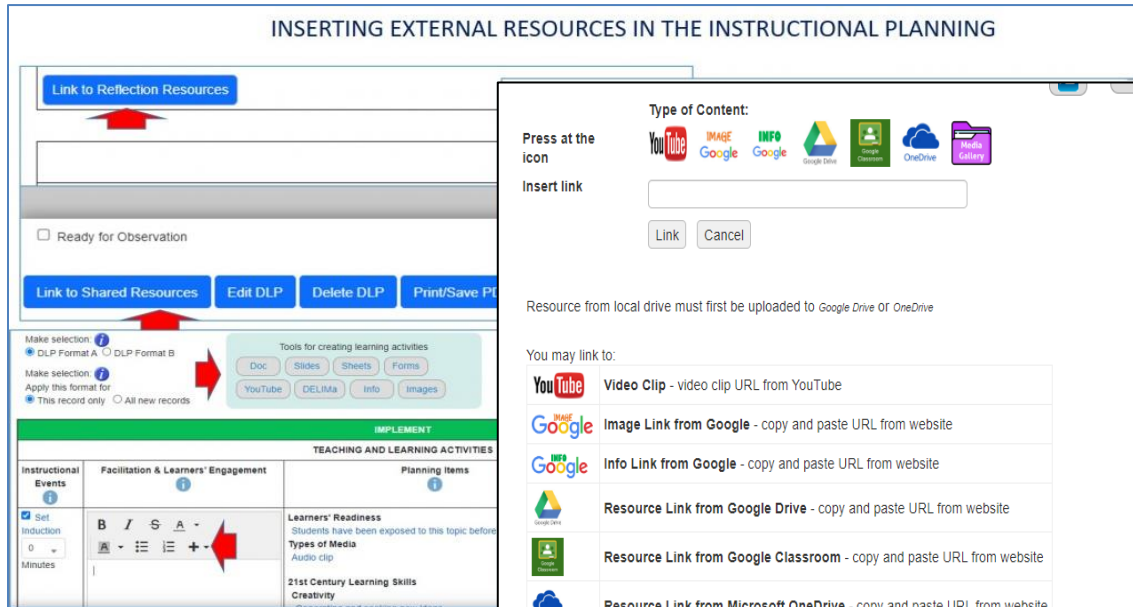


Exhibit 29: Communication

Virtual interaction (briefing, learning, meeting, discussing, etc.) using CIDS-VideoCorps



Exhibit 30: Record Management

ix. *Record Management – buttons for various functions*

List of YIP resources

EVALUATE What should I do?

Learning Impact / Self Reflection

Update : 15-04-2021 14:32:43

Link to Reflection Resources 1

Supervisors' Remarks 5 What should I do?

4 Submit For Endorsement
Press to submit the completed MIW and DLPs

Endorsement				
Name	Position	Remarks	Date	Endorsement

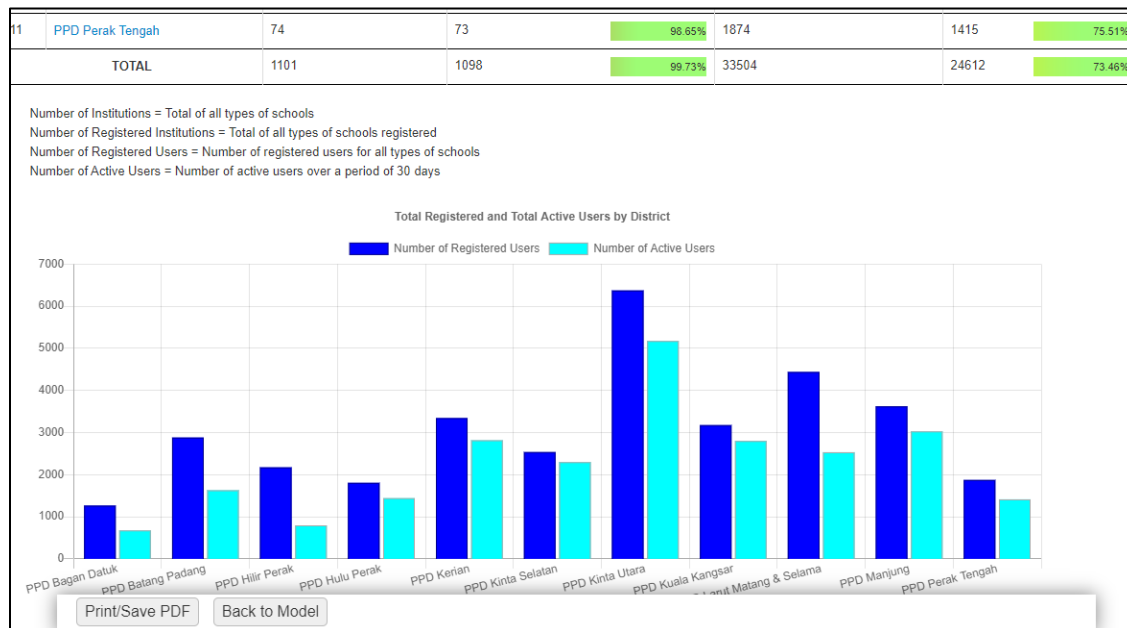
☐ Ready for Observation 2 3 6 MIW 1 Alpha 1 Beta

Link to Shared Resources Edit DLP Delete DLP Print/Save PDF Go to YIP Main Page

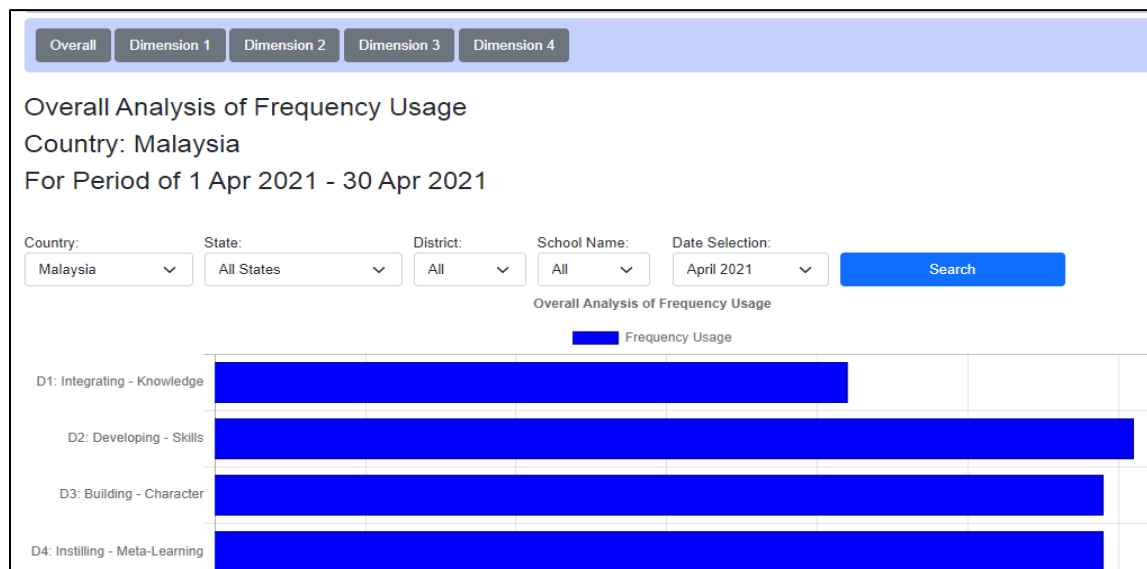
x. *Record Management – other buttons for other links*

- xi. **Evaluation** is one of the components of the model, thus CIDS provides a proposed *Learners' Competency-Requirements Inventory (LCRI)*, evaluation items/rubric for users, particularly administrators, to continue monitoring teachers' planning and teaching practices for further improvement and upskilling in the Continuous Professional Development (CPD) program. **Observation** and **Reflection** evaluation items are provided for the **Lesson Study**. Both evaluations allow customization of the item to fulfill the institutional needs.
- xii. **Statistical display** – The Statistical Analysis of the CIDS application by users is available at administrative levels where it summarizes the number and percentage of users in schools, district, and country. Besides, a statistical display on the pedagogical aspect of instructional design (*the integration of the 21st Century learning dimensions and items*) is also displayed.

Sampel of CIDS User Statitcal Analysis



Sample of the frequency usage of the 21st Century dimensions in the instructional planning



H. OTHER OPTIONAL PLANNING ACTIVITIES

Exhibit 31: Lesson Study Introduction Page


**Boston Test School,
Suffolk, Massachusetts**

Tool Kit LS3

LESSON STUDY

OBSERVATION FORM

TEACHER'S TEACHING PROFILE

Name: ASIE Guest	Class Level: 4th Grade	Class: K4 Alpha	No. of Students: 16
Subject: Demo English		Date: Monday, 19-06-2023	Time: 8:00 AM To 8:30 AM

OBSERVATION INFORMATION

Date & Time:

Name of lesson study group members:

Name of knowledgeable others:

Exhibit 32: LCRI Introduction Page


Ismail
Evaluator


Boston Test School


ASIE Guest
Evaluator

LEARNERS' COMPETENCY-REQUIREMENTS INVENTORY

Information on an appropriate selection of competencies & sub competencies infused in the instructional planning & teaching practices

TEACHING PROFILE

Name: ASIE Guest	Class Level: 4th Grade	Class: K4 Alpha	No. of Students: 16
Subject: Demo English		Date: Monday, 19-06-2023	Time: 8:00 AM To 8:30 AM

Date & Time:
(Please press to choose)

Name of teachers involve in teaching:
 (Please press to choose or fill in)

Name of evaluators:

I. STRENGTH AND CAPABILITY

Generally, the strengths of the Integral ASIE ID Model are as follows:

- Designing instruction at macro and micro level systematically and professionally
- Allows customization to meet users' requirements
- Sharing teaching records (*lesson plan*)
- Uploading all types of teaching resources
- Interacting, communicating, and collaborating, and sharing information
- Guidance, endorsement, and validation of the instructional planning can be carried out professionally at different administrative levels.
- Provide evaluation items for teachers' competencies.

i. The impact of the Integral ASIE ID Model

Teachers

- Teachers can plan and strategize their instruction effectively and professionally to fulfill learners' abilities.
- Time effective
- Reduce teachers' burden on preparing the lesson.
- Provide sharing of ideas, planning documents, and resources through its features.
- Establishing to unlearn, learned, and relearn society - to learn different approaches in educational design, relearn new strategies formulated in response to the changes in the educational landscape, and unlearn the past experiences through the transformation process in creating awareness of the importance and impact of current innovation in ID towards the 21st-century education, establishing a better future living for the next generation in preparing them to the Industrial Revolution – IR4.0, IR5.0 for their future career development. Thus, it improves the quality of education and enhances teachers' professionalism, creating awareness towards lifelong learning as required by The Sustainable Development Goal 4 –Education 2030 Agenda (UNESCO).

Learners

- Equal opportunities for gaining knowledge & skills' regardless of their differences in abilities, result from the high-quality systematic design of teachers' instructions.
- Unleash their potential through learners' centered approached
- Established globally competitive learners – following the 21-century learning needs
- Inspiring learners – learning is not just gaining knowledge and skills but responding to the industrial needs for future employability.

School Administrators

- Accessible for verification, monitoring, and evaluating the process
- Time effective for supervision purposes
- As a mechanism for identifying teachers' competencies (strengths and weaknesses)
- Assist in identifying the relevant CPD courses for teachers

Education Ministry

- Cost-effective – using online ID application
- Time effective – accessible for monitoring, supervising, and evaluating the process
- Establishing a complete network and database of teachers' instructional planning

J. SUMMARY

CIDS comprises The Integral ASIE Instructional Design Model

- ✓ The Integral ASIE Instructional Design Model **is an integrated strategical approach** to the design of the instruction in **fulfilling the learners' needs** in today's learning environment.
- ✓ It is **a simple and practical planning tool** that allows teachers to **strategize approaches, methods, and activities** for learners to **determine their own choices** that **will motivate them to engage with inspiring learning activities** while preserving the characteristics of teachers' professionalism in learning and facilitating procedures.
- ✓ The 21st learning framework of **Four-Dimensional Education** has been selected as a major instructional design component in CIDS.
- ✓ It responds to the **challenges of 21st-century learning** and perhaps **provides a solution for teachers to design instruction professionally, effectively, and systematically.**
- ✓ For user convenience, CIDS provides user manuals, reference materials, information materials, and video guidance to understand and facilitate the application and operation of this model.

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APPENDICES

CIDS – MAIN PAGE

COLLABORATIVE
INSTRUCTIONAL
DESIGN SYSTEM
Transforming Teachers... Inspiring Learners

HOME ABOUT US PRICING CIDS & 4D EDUCATION HELP SIGN UP

EN



An Innovative 21st Century Classroom-Based Instructional Design Model

The Best Instructional Design System You Are Looking For, That Manages The Classroom Instructional Planning Activities

3 Planning Activities in 1 System

AN INTERACTIVE ASIE ID MODEL - MAIN MENU

CIDS 9.5 IPA Lesson Study LCRI

Ismael

COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM
(CIDS)
Transforming teachers... inspiring learners



Boston Test School, Suffolk,
Massachusetts, United
States

Ismael

Press To Select the Type of Planning Activities

Instructional Planning

- Instructional planning for all subjects for all types of schools. • The flexible planning format can be customized to meet the current needs of 21st-Century Education. • Monitoring, verification of various levels of administration.



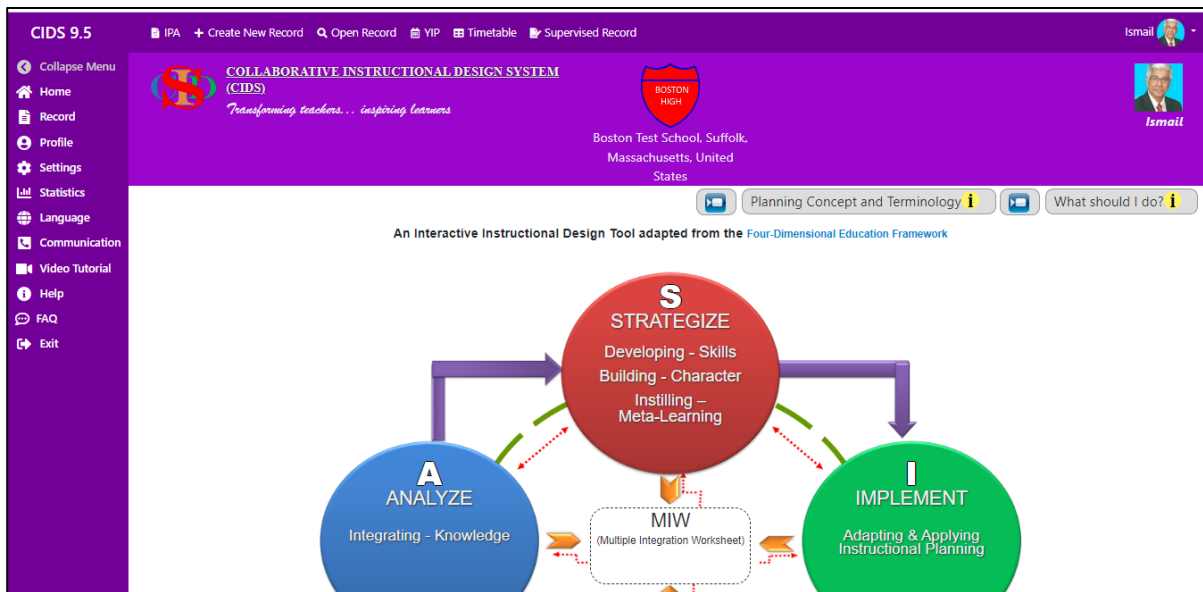
Lesson Study

- Plan, teach, observe, and share information collaboratively as a result of

LCRI

- Learners' Competency-Requirements Inventory: a flexible rubric for identifying

INSTRUCTIONAL PLANNING PAGE (ASIE MODEL)



LIST OF LIST OF PLANNING RECORDS

CIDS 9.0 | Home | Create New Record | Open Record | Supervised Record | Switch to Version 8 | DR. HJ. ISMAIL MD, Z

Open Record

List of created records

What should I do?

State: All States | District: All | School Name: All | Name: All | Subject Category: All | Subject: All | Display Limit: 10 | Search

You can endorse teaching records in bulk to simplify the verification process.
To use this feature please press the **Supervised Record** button.

No.	Week	Information	Name	Subject	Class & Last Submission Date	Date & Teaching Time	Action
1	Week 35	BIY4W29 Year 4	KHAIRUL HELMY BIN NABURI SEKOLAH KEBANGSAAN GOPENG, PPD Kuala Selatun, Perak, Malaysia	English	Overall Total DLP submitted: 1 MIW 25-08-2021 4 DLP (Total DLP: 1) DLP 1 25-08-2021	30-08-2021 — 03-09-2021 Monday 30-08-2021 : 10:45 AM-11:45 AM	☐ Endorsement
2	Week 35	BIT6W29 Year 6	KHAIRUL HELMY BIN NABURI SEKOLAH KEBANGSAAN GOPENG, PPD Kuala Selatun, Perak, Malaysia	English	Overall Total DLP submitted: 2 MIW 25-08-2021 6 UTARID (Total DLP: 1) DLP 1 25-08-2021 6 MARIKH (Total DLP: 1) DLP 1 25-08-2021	30-08-2021 — 03-09-2021 Monday 30-08-2021 : 10:45 AM-11:45 AM Monday 30-08-2021 : 10:45 AM-11:45 AM	☐ Endorsement
3	Week 35	PENDIDIKAN MORAL TAHUN 5	ZAINAL BIN BAHARI SEKOLAH KEBANGSAAN KHIR	Moral Education	MIW 25-08-2021	30-08-2021 — 03-09-2021	☐ Endorsement

A WEEKLY TEACHING RECORD (MIW)

https://asiemodel.net/model/miw9.php?action=openmiw&id=3675390

ANALYZE

NAME: NURUL KHALSOM BINTI OMAR
CLASS LEVEL: FORM 5
SUBJECT: ENGLISH
DATE: 30-09-2021 TO 03-10-2021
WEEK: 35
TEACHING WEEK: 28

SEKOLAH MENENGAH KEBANGSAAN BUKIT MERCHU, PPD KUALA KANGSAR, PERAK, Malaysia
MULTIPLE INTEGRATION WORKSHEET (MIW)
(Weekly planning / topical)

Dimension 1: Integrating - Knowledge		Dimension 2: Developing - Skills	Dimension 3: Building - Character	Dimension 4: Instilling - Meta-Learning
Instructional Profile Public Holiday 21st Century Themes Sustainability/Environmental literacy (environmental science, impacts on humankind) Learning Areas 2.0 Speaking Skills 4.0 Writing Skills Content Standard 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics 4.1 Communicate intelligibly through print and digital media on familiar topics Focus Communicate information clearly Organise information coherently Learning Standard 4.1.1 Explain and evaluate (i) visual (ii) read (iii) heard information Performance Standard 3 □ Can ask about and communicate information adequately □ Can manage interaction by paraphrasing and rephrasing as well as use registers appropriately □ Can explain and justify a point of view, feelings, plans and ambitions Learning Objectives At the end of lesson, students able to explain on the reasons why they may have a university degree Success Criteria Students able to talk and list down why they need a university degree Method Using Modules Title or Theme Environment	Learners' Profile Students have been exposed to this topic before Types of Media Audio clip	21st Century Learning Skills Creativity Being comfortable with risks, uncertainty, and failure Critical Thinking Identifying, clarifying, and organizing information Communication Communicating via multiple modes (digitally, orally, etc.) Collaboration Utilizing each individual's unique skills and perspectives Program Transisi Ke Kerjaya MBK (jurnal Sekolah Menengah Pendidikan Khas sahaja) KS Kesejahteraan Kerjaya (Tingkatan 3 & 4) KS.1 Kumpulan Sokongan Ahli Keluarga (KSAG) Types of Assessment Formative Methods of Assessment Written Exercise Types of Assessment Activities Presentation	Fostering Values Mindfulness Building effective habits for the regulation of inner experience Curiosity CUR3: Seeking different perspectives to broaden understanding Courage Standing up for one's values Resilience Managing stress and expressing emotions appropriately Ethics Understanding the ethical perspectives of others Leadership Evaluating team outcomes and adapting accordingly	Meta-Learning Metacognition Orienting goals, plans to achieve those goals, and monitoring one's progress Growth Mindset Persisting for deeper expertise and understanding Instructional Events Instructional Events Pre-Learning (Virtual / Conventional / Blended) Learning Development (Virtual / Conventional / Blended) Post-Learning (Virtual / Conventional / Blended)

INSTRUCTIONAL PLANNING ACTIVITIES (DAILY LESSON PLAN)

CIDS 9.5

IPA + Create New Record Open Record YIP Timetable Supervised Record Record: BI T3M M9

DR. HJ. ISMAIL MD. ZAIN P.M.P.

IMPLEMENT

INSTRUCTIONAL PLANNING ACTIVITIES
(Teaching & Learning Activities)

Instructional Events	Facilitation & Learners' Engagement	Planning Items	Remarks
Get Induction 5 Minutes	1. Pupils revise the vocabulary that they have learned before in the previous lesson. 2. Pupils open their textbook Get Smart Plus 3 on page 10. Direct pupils' attention to the vocabulary section at the top of the page and point out the words. 3. Play the video a few times and have pupils listen carefully, point to the words and repeat. (Video 1):  Watch on YouTube 4. Say the words again in random order. Pupils repeat and point.	21ST-CENTURY THEMES Information literacy (evaluate, synthesize, transform information into usable knowledge) Types of Instructional Media Video clip Web page Text Book Instructional Media Integration Video clip Listen to answer questions Watch for classroom activities Web page Material for questioning Listen to perform learning activities Listen to answer questions Watch for understanding of the topic Text Book As a teaching reference For understanding the learning topic Skills Creativity Connecting, reorganizing, and refining ideas into a cohesive whole Critical Thinking Identifying, clarifying, and organizing information	Learning video: https://www.youtube.com/watch?v=Rp2CTbaZMfw Learning Video/Audio 1: https://www.youtube.com/watch?v=8o1b11gou3c

CIDS – At International Level



Orlando, US, Mac, 2017



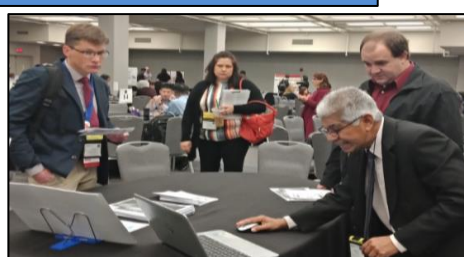
Adamson University, Manila, 28-29 September, 2017



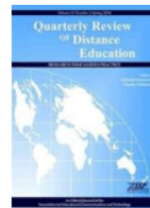
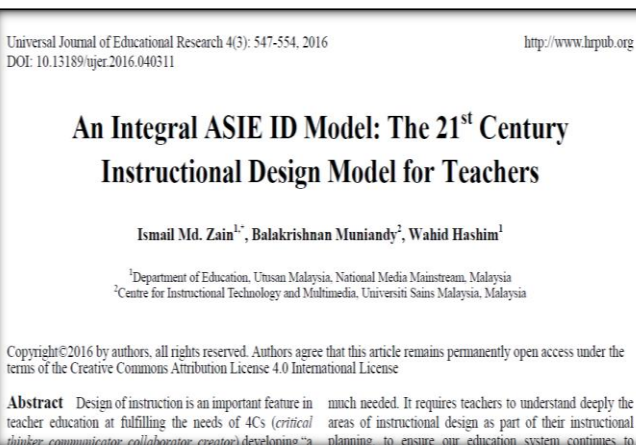
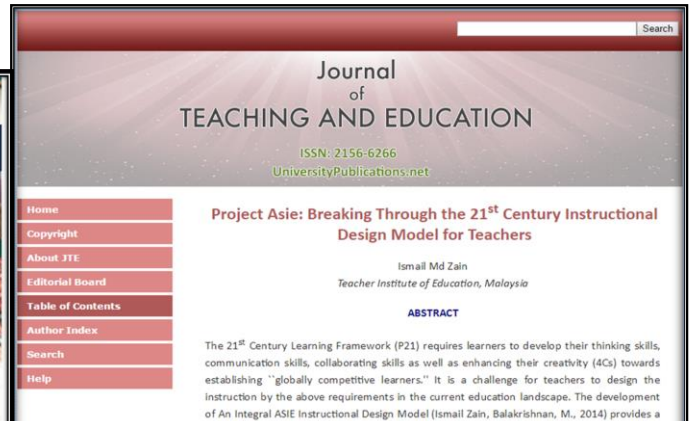
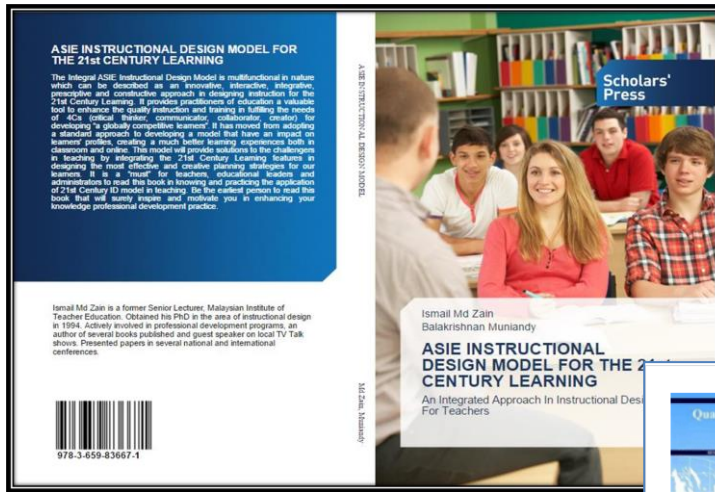
Workshops/conferences – India 2019



EDUCATION EXIBITION – KANSAS CITY, 2017



PUBLICATIONS



Quarterly Review of Distance Education

Research that Guides Practice

An Official Journal of the Association for Educational Communications and Technology

Editor: Michael Simonson, Nova Southeastern University

[Indexed in DE HUB](#)

Volume 19 #4, 2018

ARTICLES:

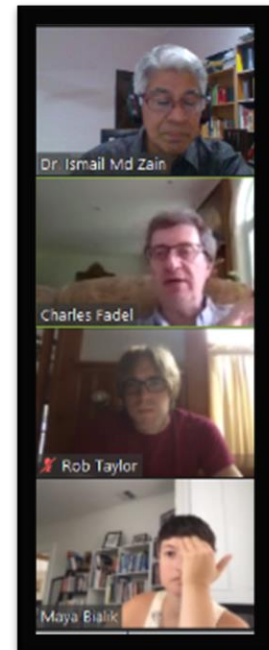
Factors Explaining Instructor-Integrated Use of Mobile Devices: A Multiyear Survey Study, *Cheng Chang Pan, Ming-Tsan Pierre Lu, and Jeffrey Graham.*

The Collaborative Instructional Design System: An Innovative Instructional Design Tool for 21st Century Learning, *Ismail Md. Zain.*

Online Course Taking Behavior for On-Campus College Students, *John J. Cheslock, Carly Ford, Liang Zhang, and Janet M. Dillon.*



Meeting with
authors of
Four-Dimensional
Education



Meeting with
reknown
Instructional
designer
expertise/



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