

Conceptual Modeling Special Event: Evaluate and Critique the Importance of Essential AIS functions

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Background: Different instructional methods and techniques have different levels of effectiveness. Additionally, different instructors have different levels of effectiveness, even when using similar methods and techniques. Finally, effectiveness from both sources can vary due to instructional situation and environment. Effective Adaptive Instructional Systems will focus their adaptations to align with these varied sources of effectiveness.

Discussion:

Talking Point #1: Adaptive (and non-adaptive) instructional techniques and methods can be identified through evidence of effectiveness. Adaptive Instructional Systems should use these evidence-based approaches. For example, evidence demonstrates that learners are more effective in their learning when they are able to explain instructional principles and examples.

Talking Point #2: Even when instructional techniques and methods are held constant, there are varying levels of effectiveness in individual instructors. A significant factor is the ability to engage and motivate learners. For example, even though learners can be told that they should try explaining principles and examples, there is not strong evidence on how to encourage and motivate learners to do so.

Talking Point #3: Motivation, engagement, and effectiveness are not exclusively a function of instructional and motivational techniques and methods. Different learners may learn differently and will find motivation from different sources.

Recommendations:

Recommendation #1: Effective AIS should include adaptations that foster and teach such explanatory abilities.

Recommendation #2: Successful instructors find ways to engage their audience, and effective AIS should include adaptations that exploit engagement techniques, where possible.

Recommendation #3: Tailored adaptations should attempt to identify learning-specific strategies for motivation and identifying effective instructional methods.