

Kemp Model

Description of the Kemp Instructional Design Plan:

The oval shape of the model gives the designer the sense that the design and development process is a continuous cycle that requires constant planning, design, development and assessment to insure effective instruction. The model is systemic and nonlinear and seems to encourage designers to work in all areas as appropriate. For ease of explanation, the description of the model will start in the inner most sphere at "twelve o'clock" and proceed clockwise.

Identify instructional problems, and specify goals for designing an instructional program.

Examine learner characteristics that should receive attention during planning.

Identify subject content, and analyze task components related to stated goals and purposes.

State instructional objectives for the learner.

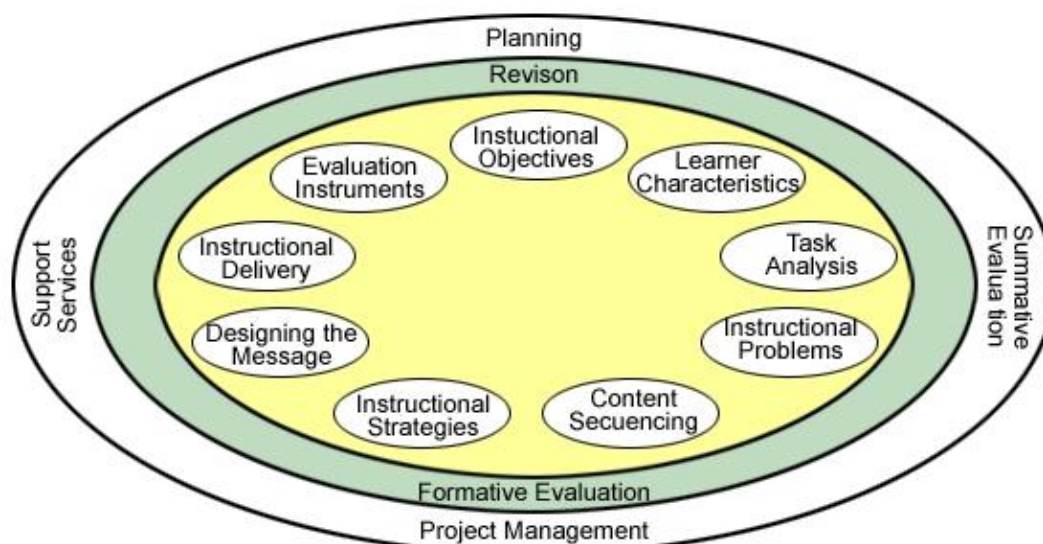
Sequence content within each instructional unit for logical learning

Design instructional strategies so that each learner can master the objectives.

Plan the instructional message and delivery.

Develop evaluation instruments to assess objectives.

Select resources to support instruction and learning activities.



Revision encircles all nine elements of model. The two outer ovals illustrate the feedback geature, which allows the designer to make changes in the content or treatment of elements at any time during the development cycle. The idea is to improve any weak parts of the program as they are discovered to better insure learners will be able to accomplish the instructional objectives at a satisfactory level.

The nine elements form a logical, clockwise sequence as shown in the diagram, however, the starting point

and order in which the designer addresses the individual elements is not predetermined. The use of the oval as a visual organizer underscores this purpose. Designers may use the model flexibly to suit their own needs. The elements are not connected with lines or arrows, which would indicate a linear, sequential order. All programs or projects may not require all nine elements.

The word element is used as a label to describe each of the nine parts. In keeping with the non-linear concept of the model, terms such as step, stage, level, or sequential item were deliberately not used.

References:

Kemp, J.E., Morrison, G.R., & Ross, S.M. (1996). *Designing Effective Instruction, 2nd Edition*. Upper Saddle River, NJ: Prentice-Hall.