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Model-centered instruction.

J. Struct. Learn. Intell. Syst. 14, No. 4, 511-540 (2001).

Model-centered instruction is a theory of instruction which centers attention of the designer on direct experience - not with subject matter but with the natural, environmental and expert behavior systems which produce subject matter. This perspective anticipates the following effects: (1) It redefines, broadens and places in perspective the roles of the agents involved in instruction; (2) It suggests to the designer a systematic basis for generating new instructional configurations through variable substitution; (3) It provides a new set of design constructs to designer; (4) It suggests a new order of design and so modifies traditional views of the instructional design process; (5) It redefines the design tool requirements of the designer to carry out the design of new instructional types; (6) It creates a rationale for media and technology use, assigning media the primary roles of model representation and of implementing messaging and interaction for instructional augmentation that supports learning from the model; (7) It interprets standard instructional acts in different terms and provides a basis for analyzing both traditional and experimental instructional methods.

Classification: C30

Keywords: instructional roles; instructional goals; instructional theory; instructional design; instructional modelling; problem-based instruction; problem-based learning; model representation