

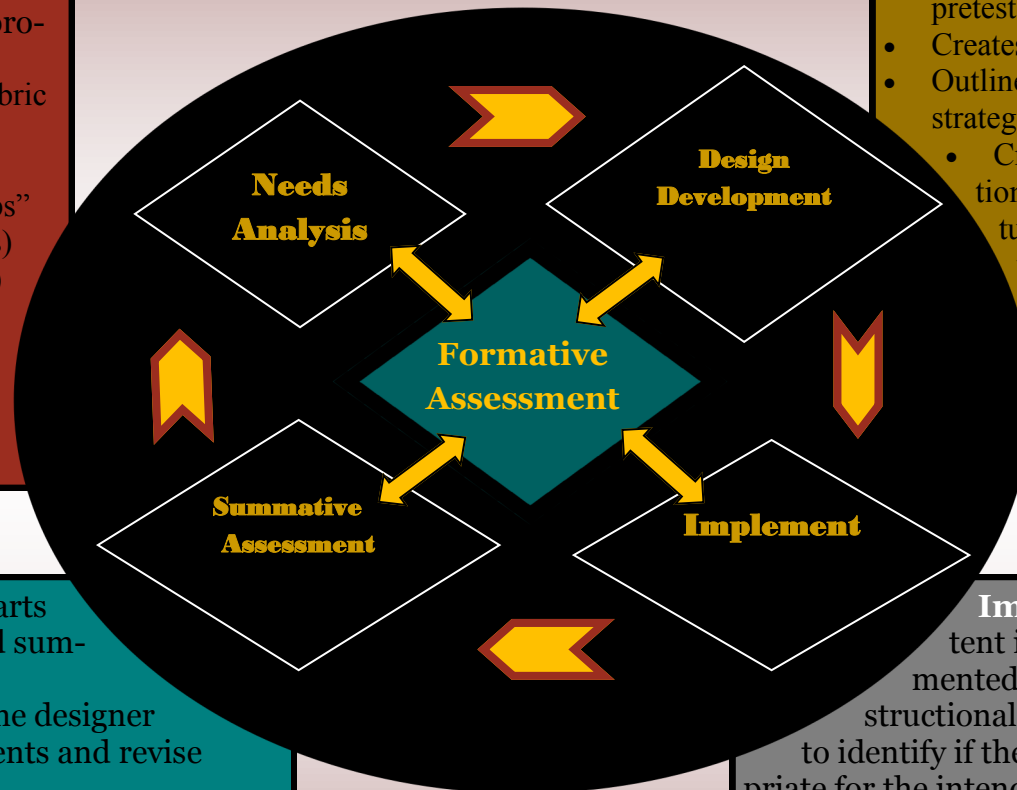
Pittsburg State University Critical Thinking Instructional Model

Needs Analysis – The first phase of content development begins with Needs Analysis. Needs Analysis refers to the gathering of information about the content, the tasks to be completed, and the program’s overall goals. During this phase the program area:

- Review of Critical Thinking Rubric
- Determines overall goals
- Assess’ learning needs (i.e., knowledge or performance “gaps” in existing vs. desired behaviors)
- Identifies the target audience (s)
- Determines delivery environment

Design Development – The second phase is the Design phase. In this phase, program area :

- Identifies learning objectives
- Develops assessment instruments (i.e. pretests, post-test, evaluations)
- Creates practice exercises
- Outlines content and instructional strategies to match learning objectives
- Creates all assets for the educational program or activity (i.e., lecture slides, graphics, animations, video, audio, photographs, texts, web-based tools, etc.)



Assessment – There are two parts to the assessment, formative and summative assessment.

- **Formative**—At each stage the designer can assess the project’s elements and revise them if necessary
- **Summative**—The summative assessments contain tests of student samples providing data used to alter and enhance the design.

Implement – After the content is developed, it is then Implemented. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience. During this phase the program area:

- Schedule and Deliver Courses
- Deliver or distribute the educational program or activity to the intended audience
- If necessary, create and implement a plan for learner support

Model is based on the Princeton University definition for instructional design and the ADDIE model.