ABSTRACT

Title:	Development of a Model for Instructional Design in Distance Education at Allama Iqbal Open University
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Distance education is a term which covers the range of teaching and learning strategies. It is an educational process in which most of the time students are at a distance from the institution with the provision for students to choose time, place and environment of learning, requires design, development production, and delivery of self-instructional material along with student support services.

Design is an area of human experience, skills and knowledge and is concerned with one's ability to cope with one's environment and needs. Design is science of creating detailed specifications for the development, implementation, evaluation and maintenance of situations which facilitate the learning at individual and group level. Instructional design is systematic application of theory and organized behaviour. The goal of any instruction is to overcome deficiency in skills

and knowledge. This can be only possible if design is made collaborative process. As technology is being advanced and being increasingly integrated into curriculum, need for instructional design is being increased. To make instructional system of AIOU systematic, this study was undertaken. After the study of related literature, these five questionnaires were drafted on five point likert-scale, validated, tried out and administered. (1) Questionnaire for course development coordinators (2) Questionnaire for reviewers (3) Questionnaire for editors (4) Questionnaire for media producers and (5) Questionnaire for tutors.

Questionnaire for course development coordinators was administered to 92 academicians of AIOU, out of which 78 responded. Questionnaire for course reviewers was administered to 115 academicians, out of which 92 responded. Questionnaire for editors was distributed to eight editors of AIOU who all responded, questionnaire for media producers was administered to 10 media producers, all producers responded. Questionnaire for tutors was administered to 99 tutors of M.A. Education/M.Ed (Distance and Non-formal Education and Teacher Education) Semester 2000 of Islamabad and Rawalpindi regions, out of these 77 responded. Major findings of the questionnaire for course development coordinators include that instructional design considers learner's profile, goals are determined by the faculty, objectives are reflected in content, introductions, summaries, activities are included, language is simple and stimulating, pilot testing is made and continuous monitoring is carried out.

Findings of the questionnaire of reviewers include that design process is systematic. Design considers specific learning needs, general purposes, examines characteristics of the learners, states goals, objectives, design activities, selects resources to support activities. Course development coordinator should be aware of writing style for distance education.

Findings of questionnaire for editors include that editor should have full awareness of the distance education system, knowledge of course production. The Editors should be an expert in editing distance education materials. Editors ensure the format of text, check it for making error free, easy to understand and style. Editors participate in the meetings of course team and committee of courses.

Questionnaire for media producers led to findings which include: the producers have knowledge of distance education, role of producers and target group. Producers advise on the type and duration of script along with the media which is to be used, check the voice of presenter and are also responsible for the production of A.V. aids.

Questionnaire for tutors provided these findings: tutor should have knowledge of distance education and instructional design process. Tutors should be an experienced subject specialist. They should know the target group. Tutors should help the students by motivating them, elaborating different words, solving exercises and giving over all view. Tutors can serve many learners at one time more over tutors point out the content which requires updating.

On the basis of these findings, conclusions were drawn, recommendations were made and an instructional design model for AIOU was developed.