Air Force Model

Air Force Model (1975)

The Air Force has been a pioneer in the application of instructional systems design concepts. It was the military that emphasized a systematic procedure for ensuring application of instructional technology to course planning and development. The Air Force was among the first organizations to use a systematic approach to ID. Today the Air Force annually trains thousands from all ranks as instructional designers. Manuals for training instructors in ID concepts were published from 1975.

Because training using the ID approach is so important, Air Force policy states that ID should be used to produce all training materials. The five-step model used by the Air Force is shown in Figure 3.3.

The process requires the following:

1. Determining job performance requirements
2. Determining training requirements (what is necessary to bring them to a skill level)
3. Writing behavioral objectives and test items
4. Designing instructional procedures and materials
5. Conducting and evaluating the instruction

There is interaction between steps of the model, so sometimes portions of several steps can be revised simultaneously. The output of one step is intended to provide the information needed to accomplish a later step.

The Air Force Model is accompanied by adequate detail. Generally it is used by a team, although sometimes one person uses the model to perform the ID process. This model emphasizes a thorough systems analysis before moving to the design phase. A lengthy process of collecting information on the learners, instructors, environment, subsystems, purposes, and policies is conducted, and task analysis is done thoroughly. The problem is examined until it is proved to be an instructional problem. After the first phase, decisions in other phases are based on the conclusions reached during the analysis stage. Classroom management techniques and individual differences are stressed at the “plan instruction” stage. The “conduct and evaluate” instruction stage includes support functions such as instructor training and facilities maintenance. Evaluation is conducted in both the field and the learning environment. This military model emphasizes analysis of content requirements and stresses instructional and systems management.

Figure 3.3 Air Force Model

CONTRAINS

Analyze System Requirements

1

Define Education / Training Requirements

2

Develop Objectives and Tests

3

Feedback and Interaction

Conduct and Evaluate Instruction

4

Plan, Develop, and Validate Instruction

5

Legend: Curriculum Loop

Feedback and Interaction Loop