Kemp Model (1985)  Kemp's model differs the most from the other models. As it has evolved over the years, it has moved further from linearity. The model was introduced in a text in 1971. Figure 3.6 shows the 1985 model.

**Figure 3.6 Kemp Model**

The 1985 model presents ten design elements that can be approached by different paths as long as the starting point is the step in the center, needs and goals. One problem with the model is a lack of specificity on some of the steps (e.g., goal setting), at least at the level required by a professional designer. Another problem is insufficient attention to instructional analysis. A strength of the model is its step of identifying teaching/learning activities (large group, small group, independent study) before resource selection.

This model is helpful to novice designers. Kemp's model allows more latitude in writing objectives. He suggests using expressive as well as instructional objectives.