

BEHAVIORISM-INSPIRED

INSTRUCTIONAL DESIGN THEORIES

General Characteristics

- Instruction is systematic
- Behavior-focused
- Sequenced into manageable steps
- Immediate feedback
- Advance after performance is observed

Timeline



1900s: Drill and Practice

Earliest behaviorist application in classrooms. Focus on repetition, memorization, and habit formation.

Used widely in arithmetic and language drills.



1950s–1960s: Programmed Instruction

B.F. Skinner (linear sequences) & Norman Crowder (branching).

Learning broken into small steps with immediate feedback.

Self-paced progression emphasized.



1960s–1970s: Computer-Based Instruction (CBI)

Extended programmed instruction into digital form.

Enabled adaptive learning, simulations, and interactive practice.

Early computer-assisted learning environments.



Late 1960s: Mastery Learning

Benjamin Bloom introduced the model. Students must fully master one step before advancing.

Emphasized formative assessments, corrective feedback, and clear objectives.

Referenced
INSTRUCTION



1970s: Criterion-Referenced Instruction (CRI)

Popularized by Robert Mager and others. Performance measured against fixed objectives, not peer comparison.

Reinforced the focus on measurable and observable learning outcomes.