



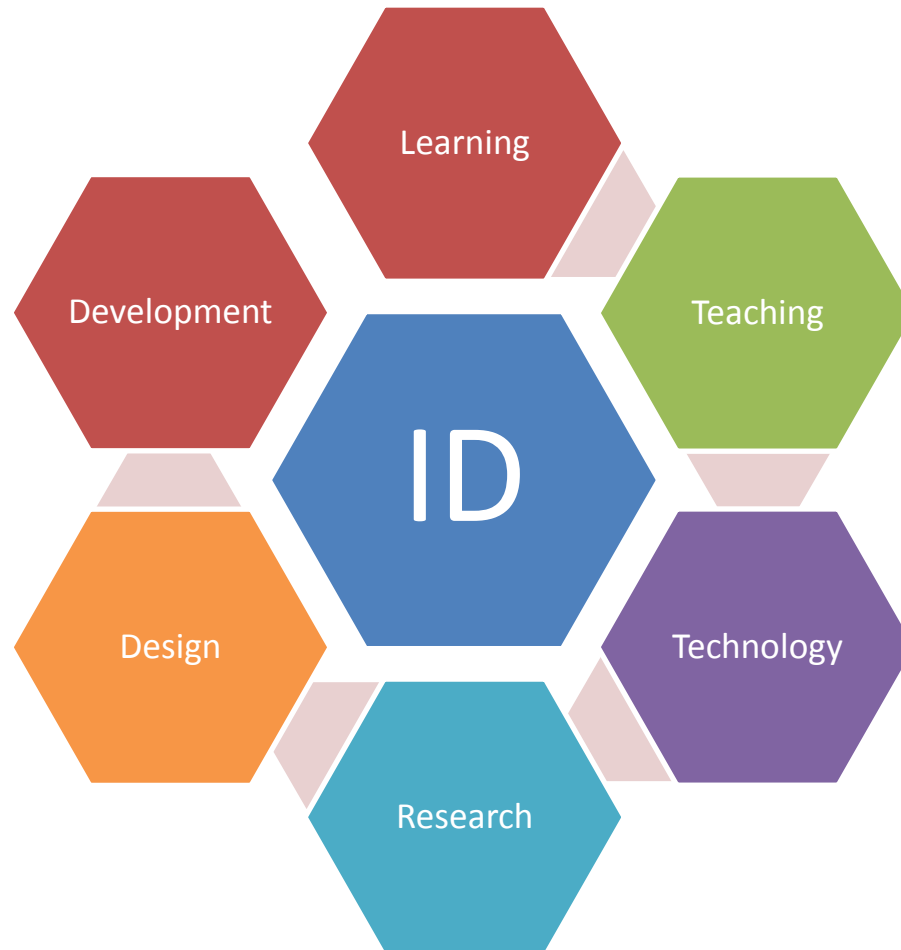
Secret Handshakes of ID

Ellen Wagner

November 9, 2011 – AECT

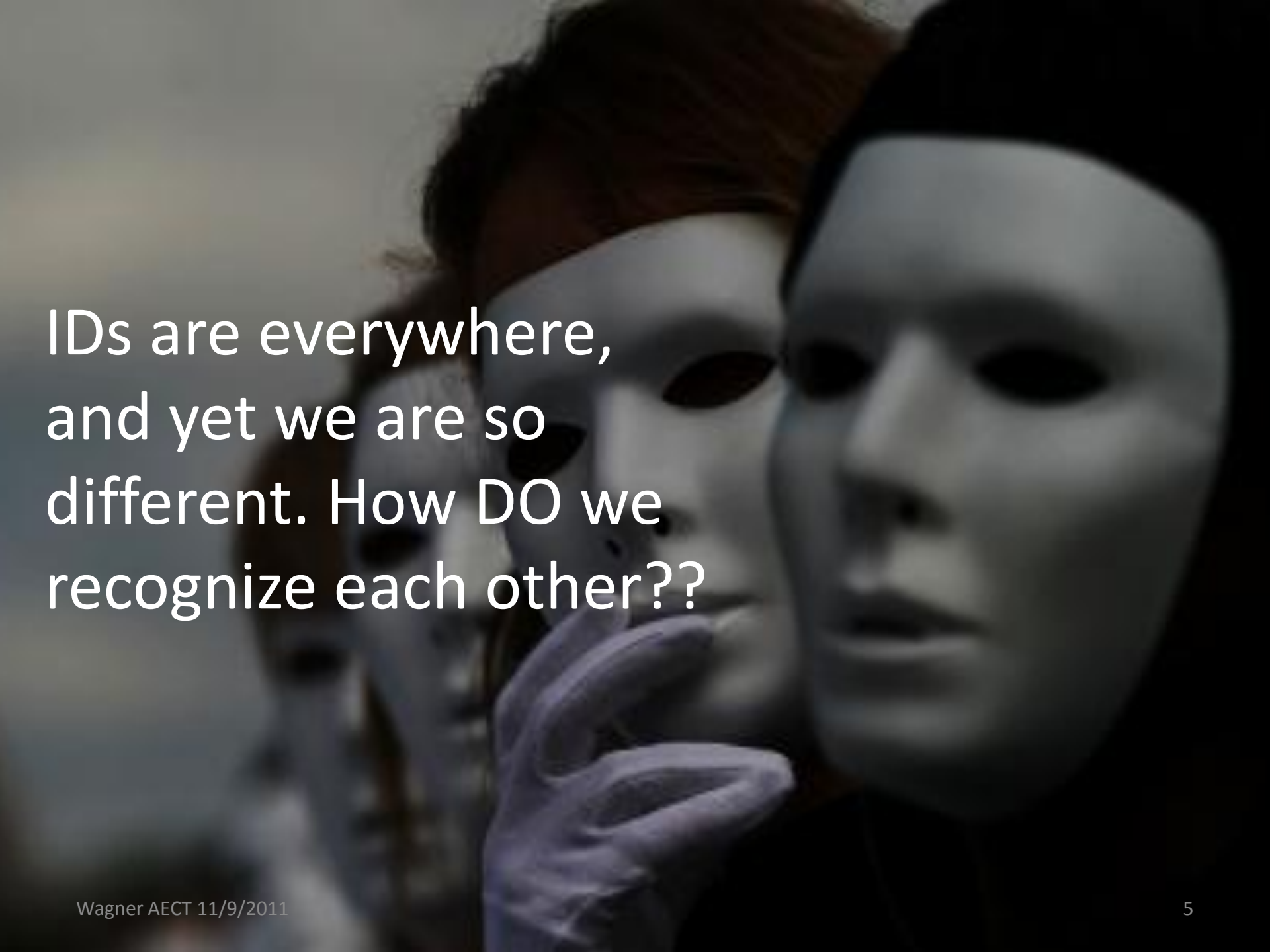
Regardless of our epistemological roots, our professional training, the number of or lack of our graduate degrees or the places where we work, many of us call ourselves IDs.

Components of Instructional Design (ID)



Pop Quiz

- How many of you struggle to precisely describe what it is that you do for a living or that you are studying in school?
- Do you have a hard time finding the job title that fits when filling out online forms?
- When confronted with inconsistencies in the subtle nuances of ID constructs, concepts and ideas do you ever find yourself saying things like “well, it’s all kind of the same thing...”

A close-up photograph of several people wearing white, featureless masks. The masks are plain white with no facial features, only dark eye cutouts. One person in the foreground is wearing purple gloves. The background is dark and out of focus.

IDs are everywhere,
and yet we are so
different. How DO we
recognize each other??



*Dr. Wagner's
Secret Handshakes of ID*

"Real" IDs call ourselves IDs.

We know just what we are talking about when we call ourselves that. No need to go through the loooooooooooooong explanation about what ID stands for.

*All *real* IDs make fun of ADDIE*

If you DON'T make fun of ADDIE, then other *real* IDs will make fun of you. They won't even bother to go behind your back

IDs have never met a learning theory we didn't like.

I'm not suggesting this is a bad thing.
The learning theories we love become our "colors". Let your freak flag fly high.

*In our hearts IDs believe
we are artists.*

We are engaged in the creative
expression of new ideas and
information. We want to design
experiences that engage and inspire.

Nobody really understands us.

In our hearts we are serious scholars

Admit it – the idea of “doing ID” isn’t anywhere near as compelling as positing theories, schemas, ecosystems and paradigms for OTHERS to use when they “do ID”.

We love innovation. We go wild for new technologies. Oh yes we do.

These days we really love social media and iProducts. But that will change. Trust me. There's always something new and bright and shiny on the horizon.

IDs love to share ideas

IDs love sharing ideas more than anything in the entire world. We post, posit, present, tweet, blog, write articles and books and white papers. We especially love to share our slides.

Thank you for sharing.

"We don't need no stinkin' numbers"

Some of us are really smart number crunchers. Still, in the Land o' ID, we do a lot of "qualitative research." Evaluation is downplayed by saying "Our stakeholders don't want it", or "We ran out of time to do anything formal. But people really seem to like what we did. "

But Wait – There's More...

- Having deeply held convictions about learning objectives is another ID secret handshake - Julie Dirksen
- IDs focus more on behaviors than content. We're more interested in what a person does differently as a result of our work than how much content they were "exposed to" – Richard Clark (not from USC)
- We know that Powerpoint and a voice, alone, does not ensure learning, and we struggle to explain that to non-IDs – Judy Unrein

My Point ..and I Do Have One

- There is a concern in the worlds of technology and learning that instructional design (as a practice) has and IDs (as a profession) have lost their relevancy.
- Articles, presentations, tweets and blog posts posit that ID is an artifact of the 20th century, for dealing with 20th century, industrial era problems
- In the age of Web 2.0, Learning 2.0, and e-Learning 2.0, some believe that ID needs to go away.

The Best of Times? Or the Worst of Times?



Are We Ready for our Learning 3.0 Close-up?



From *Sunset Boulevard*, 1950 via <http://www.imdb.com/title/tt0043014/>

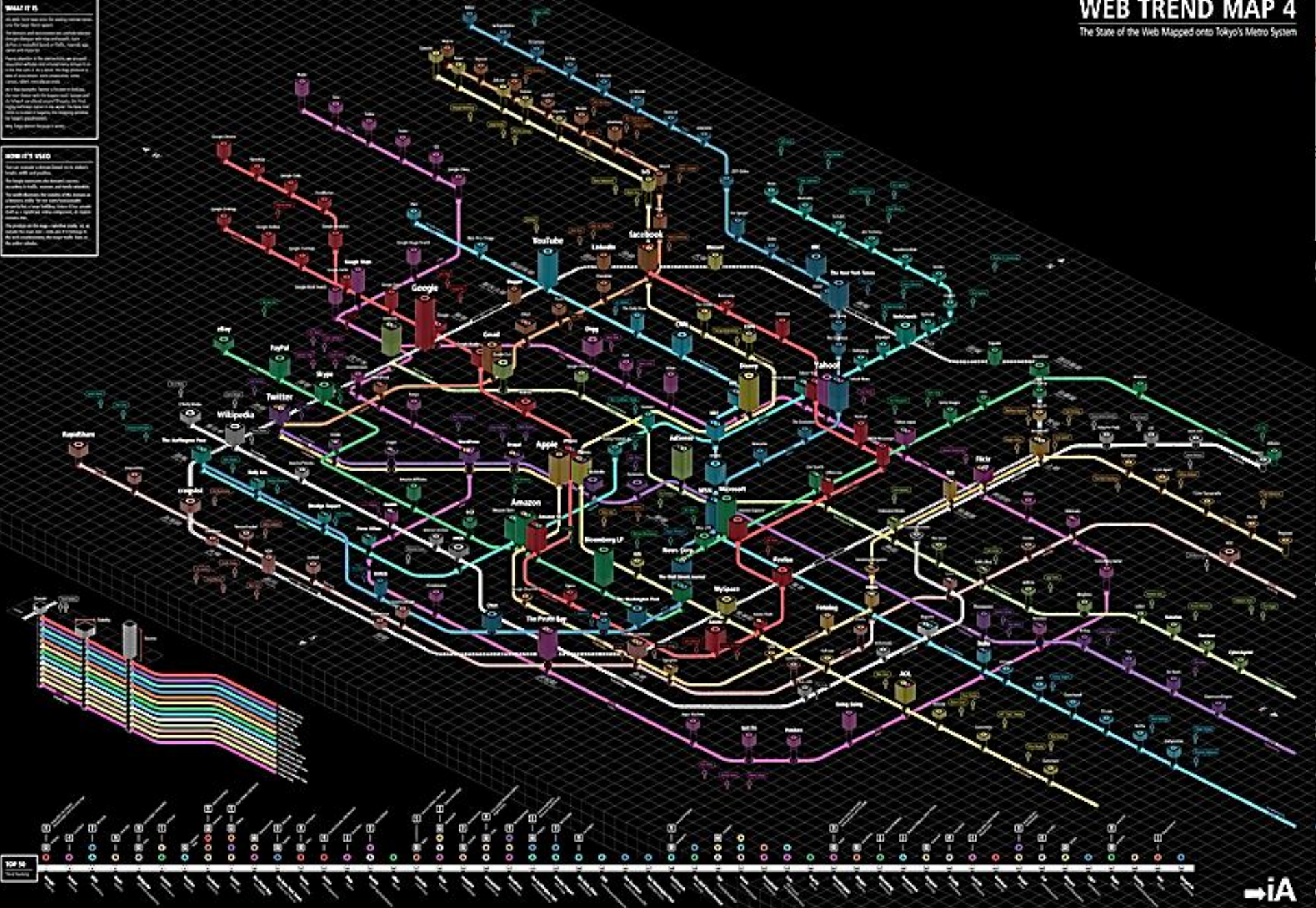


THE **HORIZON** REPORT

2011 EDITION

WHAT IT IS
This map shows the state of the web as of 2011. It is a visualization of the web's structure, showing the relationships between different websites and how they are connected. The map is based on data from a large-scale web crawl, and it shows the most popular and influential websites in the world. The map is presented in a 3D perspective, with the Tokyo Metro system overlaid on top. The map is a complex network of lines and nodes, representing the web's structure. The nodes are represented by small circles, and the lines represent the connections between them. The map is a visual representation of the web's structure, showing the relationships between different websites and how they are connected. The map is based on data from a large-scale web crawl, and it shows the most popular and influential websites in the world. The map is presented in a 3D perspective, with the Tokyo Metro system overlaid on top.

HOW IT'S MADE
The map is a visualization of the web's structure, showing the relationships between different websites and how they are connected. The map is based on data from a large-scale web crawl, and it shows the most popular and influential websites in the world. The map is presented in a 3D perspective, with the Tokyo Metro system overlaid on top. The map is a complex network of lines and nodes, representing the web's structure. The nodes are represented by small circles, and the lines represent the connections between them. The map is a visual representation of the web's structure, showing the relationships between different websites and how they are connected. The map is based on data from a large-scale web crawl, and it shows the most popular and influential websites in the world. The map is presented in a 3D perspective, with the Tokyo Metro system overlaid on top.



Seth Godin on the Extraordinary Revolution of Media Choice

In a world where everything is a click away, and in a world where everyone can have their own YouTube channel, ten blogs and a thousand email accounts... *the only thing that's scarce is attention.*

Today, the exception is the linear consumer, the rare bird that sits from the beginning to the end.
Weird is in, mass is fading.

In a world of surfers, all you can do is work to make the best wave you can. The real revolution is that you get to make waves, not just ride them.

http://sethgodin.typepad.com/seths_blog/2011/11/the-extraordinary-revolution-of-media-choice.html

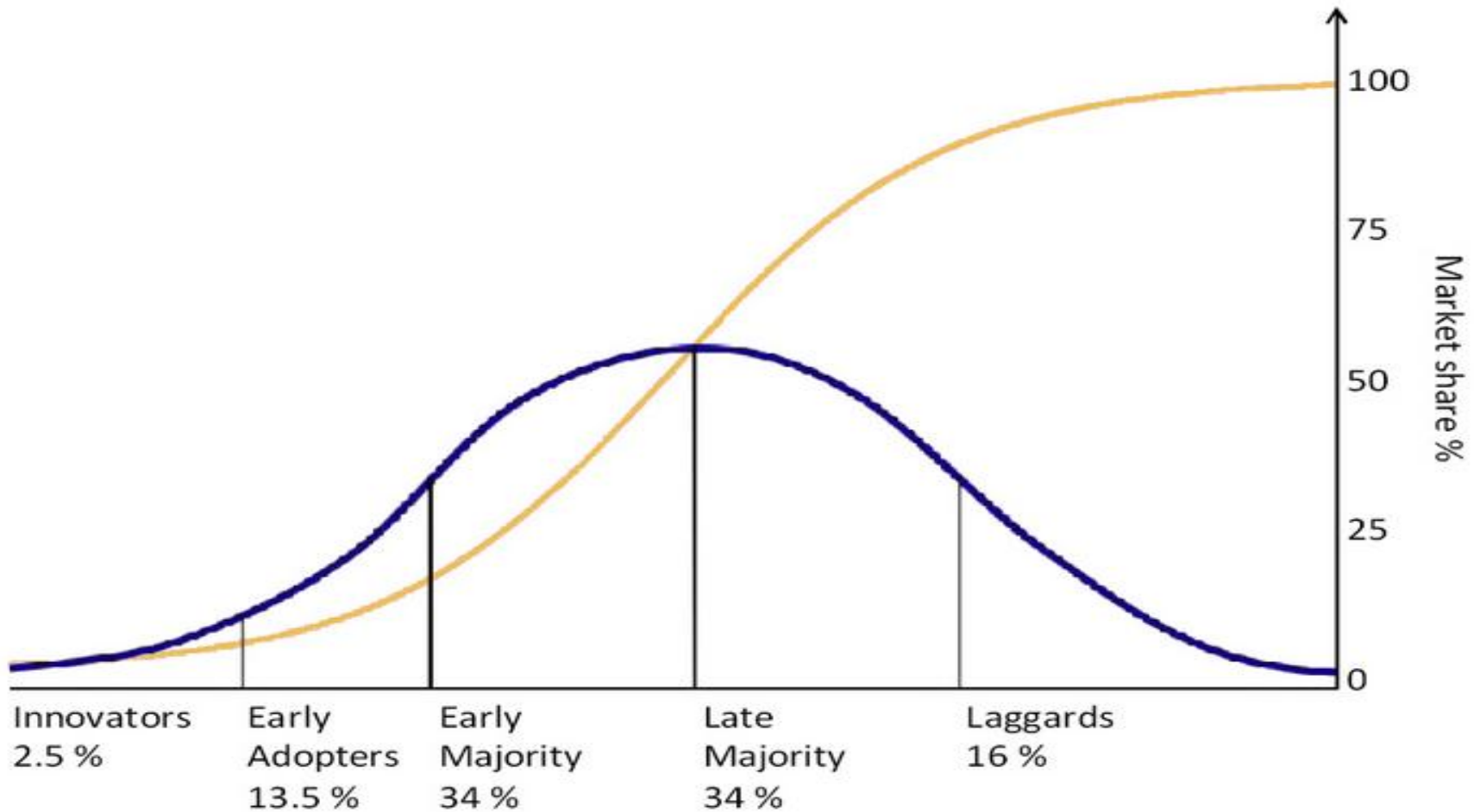
ID and Innovation

- The term **innovation** derives from the Latin word *innovare* "to renew or change."
- Innovation generally refers to the creation of better or more effective products, processes, technologies, or ideas that affect markets, governments, and society.
- Innovations = solutions for responding to new opportunities and for solving problems

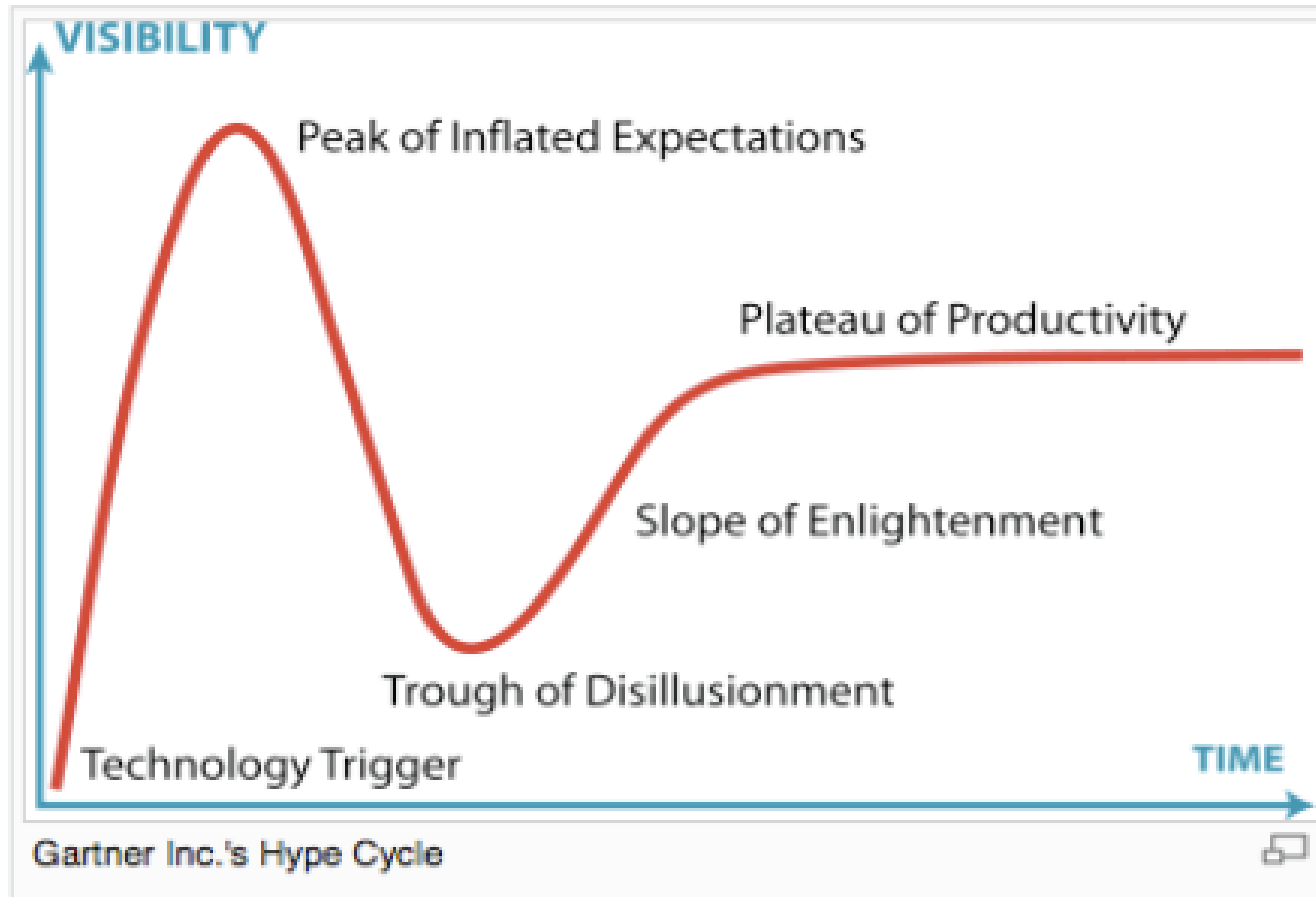
<http://en.wikipedia.org/wiki/Innovation>

ID offers a practice framework for creating innovative solutions that intentionally improve learning and performance. It's how we make waves.

Rogers' Diffusion of Innovations



Gartner Hype Cycle

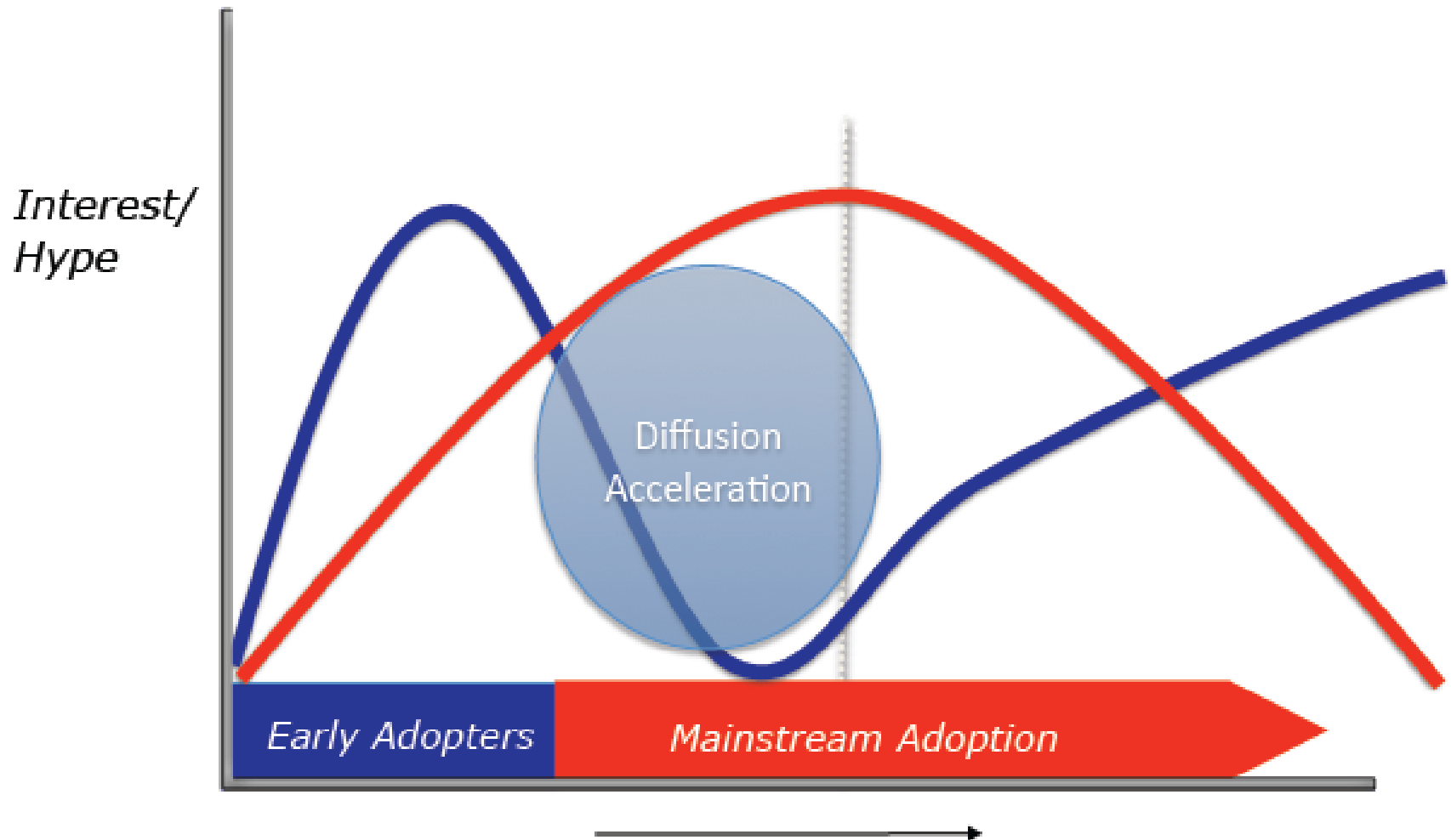


Some New Technologies for 2012

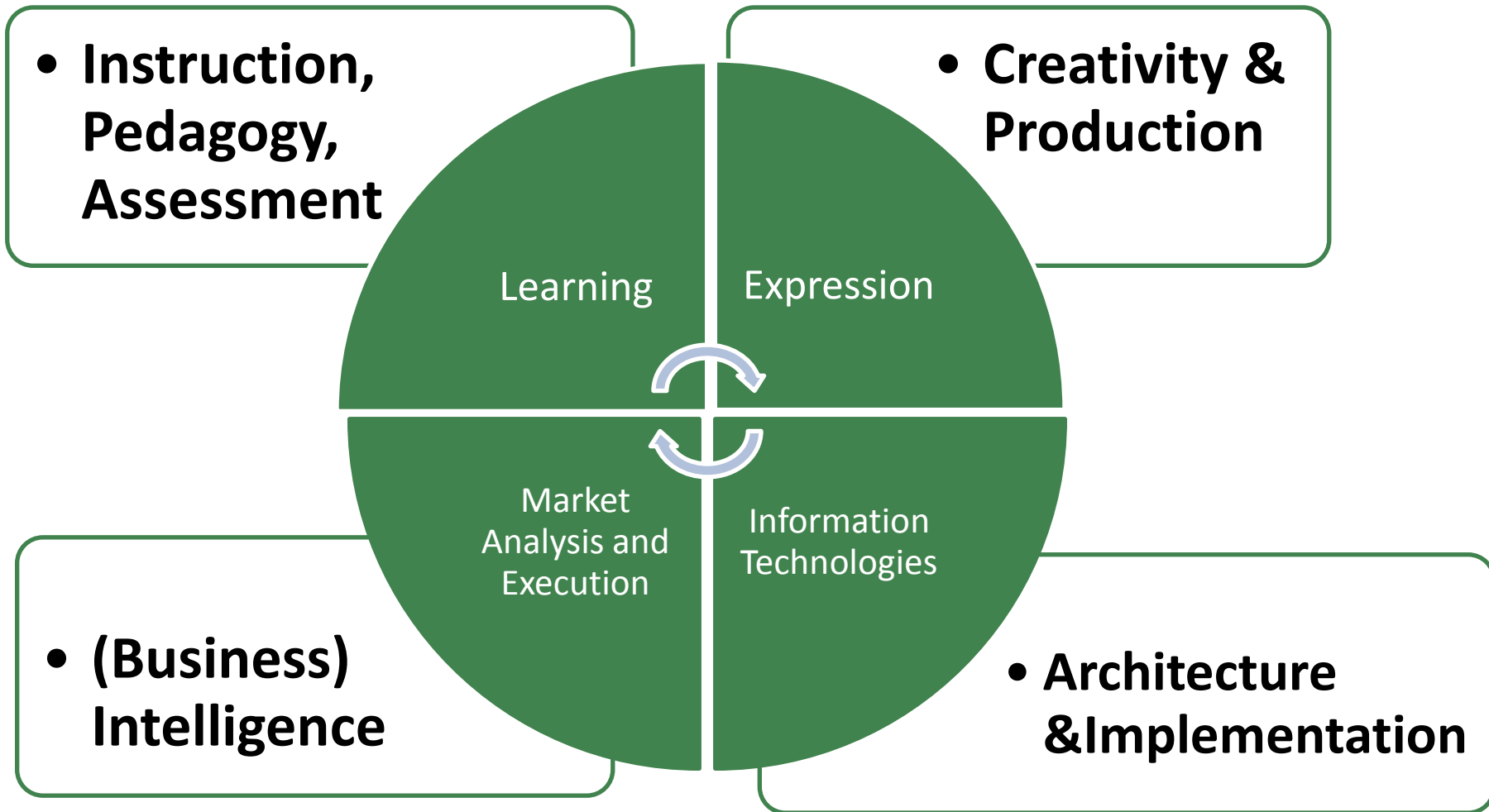
- Wireless docking for mobile devices
- Inexpensive mobile broadband everywhere
- Three dimensional printing
- HTML5 will make the Web an app
- OLED (Organic Light Emitting Diodes) for multiscreen designs

Jason Hiner, Editor-in-Chief, **Tech Republic**, 2011

When Hype Cycle And Disruptive Innovations Meets the Innovation Adoption Curve



Reframing Today's ID Opportunities



8 Pillars for Innovation that Matters

- Have a goal that matters
- Think big but start small
- Strive for continual innovation, not instant perfection
- Look for ideas everywhere
- Share everything
- Spark with imagination, fuel with data
- Be a platform
- Never fail to fail

Susan Wojcicki (2011)

- Never fail to deliver on the promise of your designs

Ellen Wagner (2011)



Thanks!

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This presentation is based on the following:

- An essay I wrote that was published in the Journal of Applied Instructional Design (JAID) <http://www.jaidpub.org/wp-content/uploads/2011/03/EssayWagnerApr2011.pdf>
- Multiple eLearning roadtrip blogposts: http://elearningroadtrip.typepad.com/elearning_roadtrip
- A Pecha Kucha presentation (20 slides x 20 seconds) <http://www.youtube.com/watch?v=fwPDdJCGkBQ> from a March 2010 Learning Solutions conference session with Cammy Bean and Koreen Olbrish.