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...”
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 looooooooolong 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/
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.

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


**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

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

- **Interest/Hype**
  - Early Adopters
  - Mainstream Adoption

**Diffusion Acceleration**
Reframing Today’s ID Opportunities

- Instruction, Pedagogy, Assessment
- Creativity & Production
- (Business) Intelligence
- Architecture & Implementation

Learning
Expression
Market Analysis and Execution
Information Technologies
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!

Ellen Wagner
Partner and Senior Analyst, Sage Road Solutions, LLC
Executive Director, WICHE Cooperative for Educational Technologies
edwsonoma@gmail.com
Twitter: @edwsonoma
http://elearningroadtrip.typepad.com
This presentation is based on the following:

- Multiple eLearning roadtrip blogposts: [http://elearningroadtrip.typepad.com/elearning_roadtrip](http://elearningroadtrip.typepad.com/elearning_roadtrip)
- A Pecha Kucha presentation (20 slides x 20 seconds) [http://www.youtube.com/watch?v=fwPDdJCGkBQ](http://www.youtube.com/watch?v=fwPDdJCGkBQ) from a March 2010 Learning Solutions conference session with Cammy Bean and Koreen Olbrish.