



RMID09 601 - The Changing Role of the Instructional Designer (ID): Re-Tooling Perspectives and Competencies

Ellen Wagner, Sage Road Solutions, LLC

www.sageroadsolutions.com

ellen@sageroadsolutions.com

<http://elearningroadtrip.typepad.com>

In This Session, You Will Learn:

- About opportunities and expectations facing today's Instructional Designer (ID)
- Why historical and current models of ID tend to misrepresent the full range of professional responsibilities
- What IDs can do to be taken more seriously by their business counterparts
- Top 10 things that can help IDs drive better value in their workplace and in their professional practice

Rationale for Session

- There is a concern in the worlds of technology and learning that instructional design (as a practice) 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.

Living with the Dangerfield Syndrome?

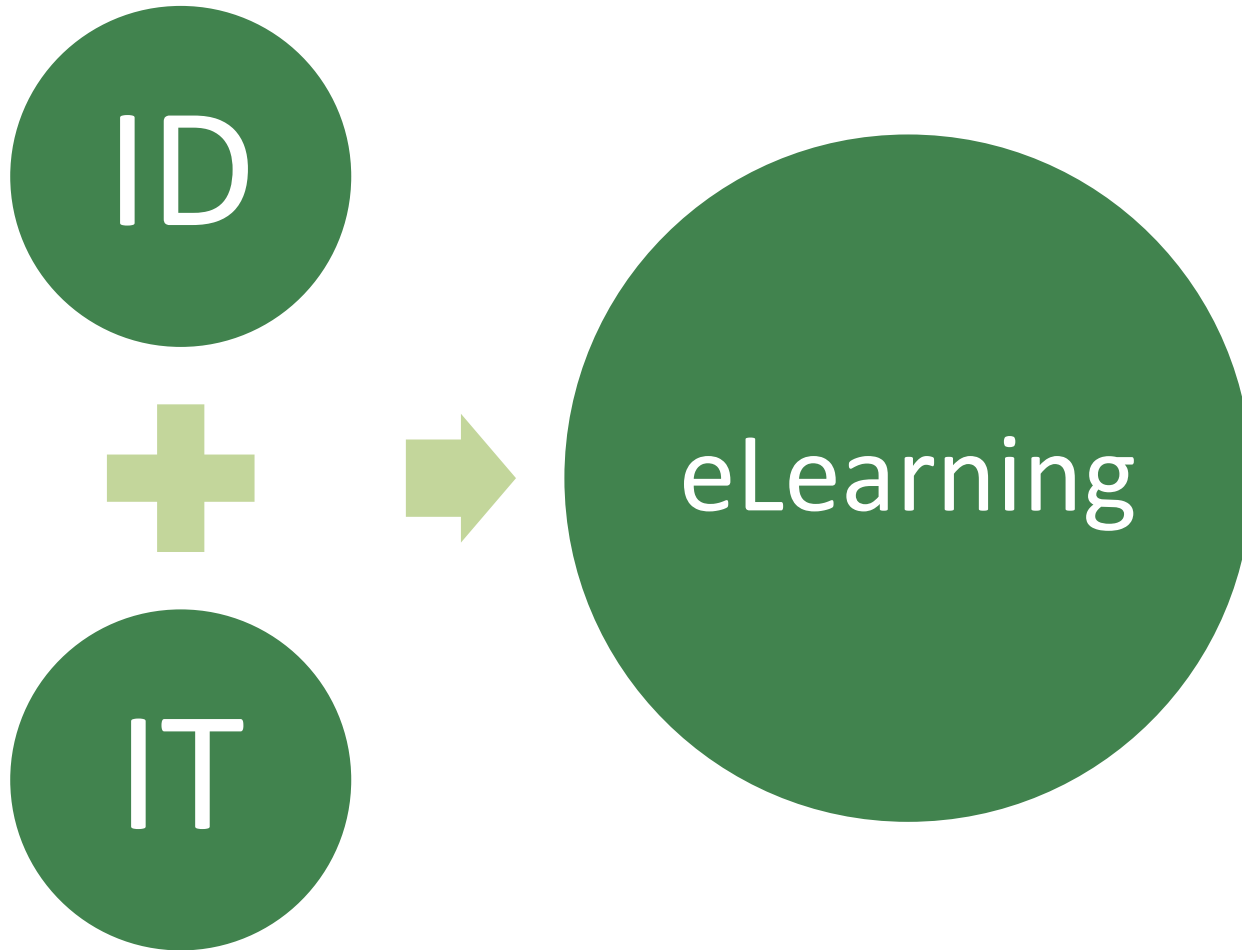
- Do you still struggle to precisely describe what it is that you do for a living?
- Have you ever noticed that when you go to fill in a form online that you have a hard time finding the job description that fits what you do or who you are in your organization?
- Did you know that there is no job category for Instructional Designers in the US Labor statistics?

Re-Framing the Question

What makes our work unique when compared, say, to the work of ...

- a graphic artist or a web designer?
- a teacher, trainer, instructor?
- a content author?
- An LMS manager
- RIA developer?
- other WLPs (workplace learning professionals)

The formula that defines this profession today



Another Way To Think About It

Instructional design (application of learning, pedagogy, assessment, evaluation skills) with a focus on process and methodology



Information technology (application of production, authoring, scripting, coding, programming skills) with a product focus on productivity, performance

“Big Tent” eLearning*

* Thanks to Allison Rossett

Let's Reframe the Question

Why would we get rid of one of the two things that makes elearning professionals like us unique in today's evolving economy?

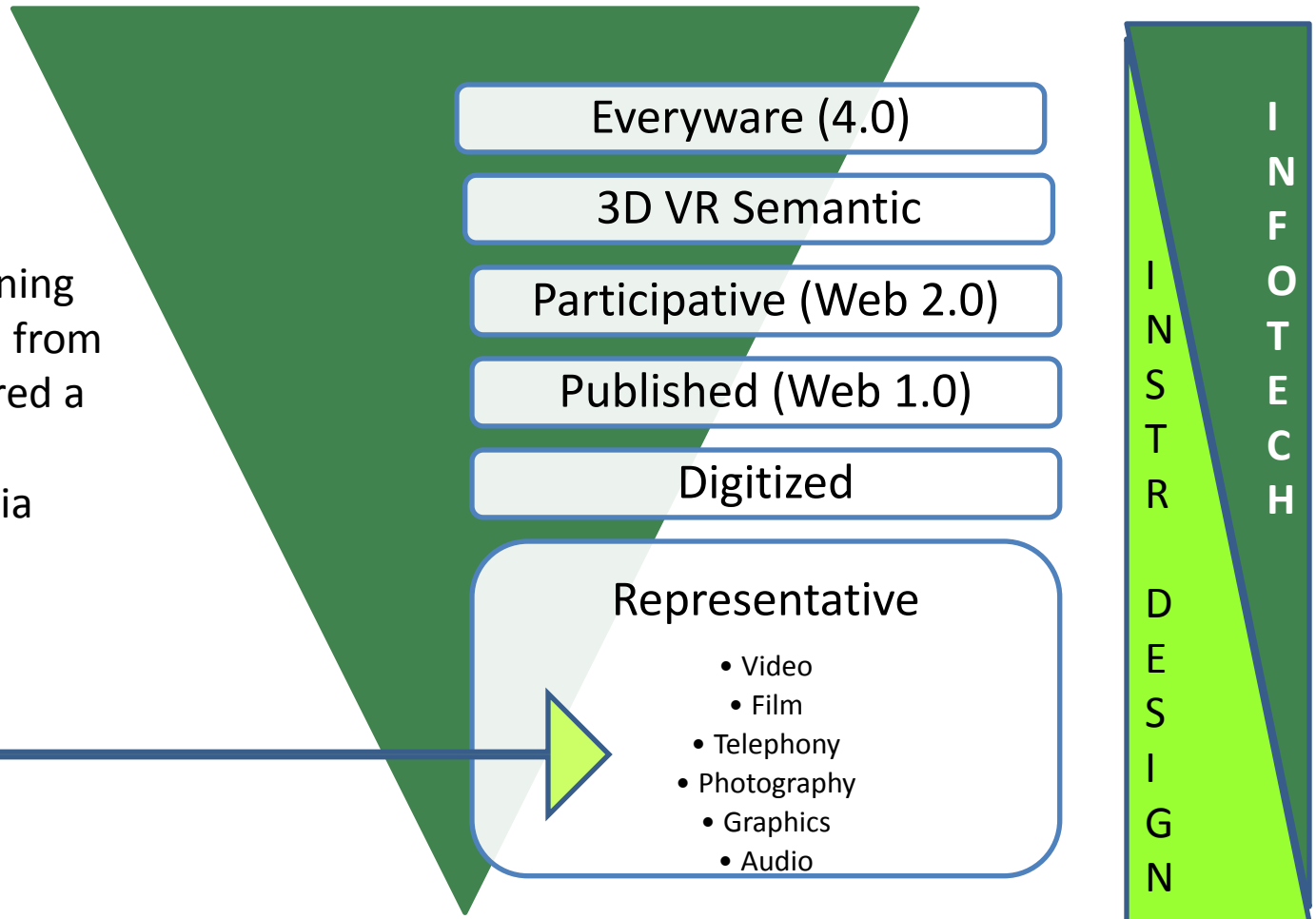
“Big Tent” Means More than an Online Course*

eLearning connects people with (digital) learning experience, wherever and whenever they want, on whatever device they choose.

- Online courses
- Webinars
- Virtual classrooms
- Mobile learning and performance support
- Games and Simulations
- Contents and Apps
- Interactive /Smart Documents
- LBS
- RIAs
- SaaS

*Not that there's anything wrong with that

New Media Hierarchy: Beyond Dale's Cone of Experience*



*Dale's Cone of Experience is a learning technologies model from the 1950s that offered a simple-to-complex representative media hierarchy

Media Selection Used to be a Choice

- ADDIE
- ASSURE
- Reiser & Dick
- Kemp
- Smith and Ragan

ADDIE

- ANALYZE the learning situation
- **DESIGN an intervention to solve learning problems**
- **DEVELOP the solution**
- IMPLEMENT the solution
- EVALUATE the effectiveness of the solution

Classroom Orientation

▶ ASSURE

- Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (1996). *Instructional Media and Technologies for Learning* (5th ed.). New York: Macmillan.

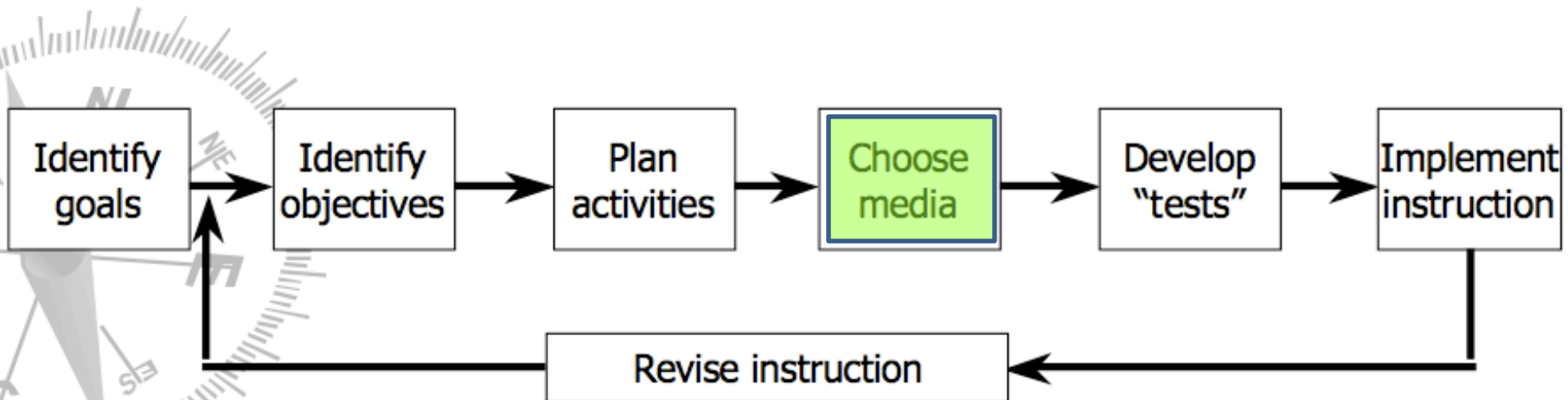
A	Analyze learners
S	State objectives
S	Select media and materials
U	Utilize materials
R	Require learner participation
E	Evaluation/ review

<http://www.sjsu.edu/depts/it/mcgriff.html>

Classroom Orientation

► Reiser & Dick

- Reiser, R. A, & Dick, W. (1996). *Instructional Planning: A Guide for Teachers*. Boston: Allyn and Bacon.

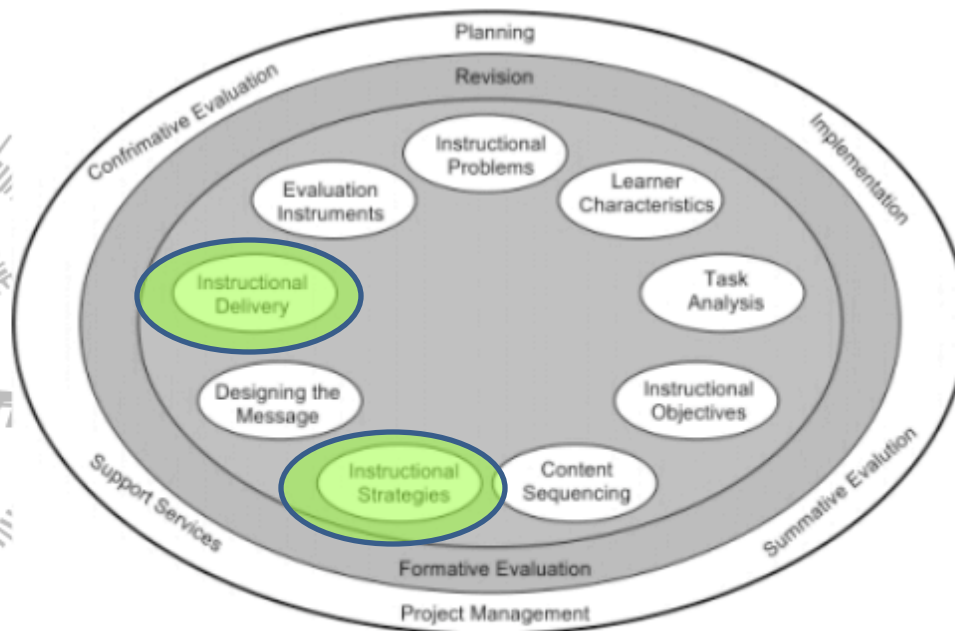


<http://www.sjsu.edu/depts/it/mcgriff.html>

Classroom & System Orientation

► Kemp model

- Morrison, G., Ross, S. M. & Kemp, J. E. (2004). *Designing Effective Instruction* (4th ed.). New York: Wiley.

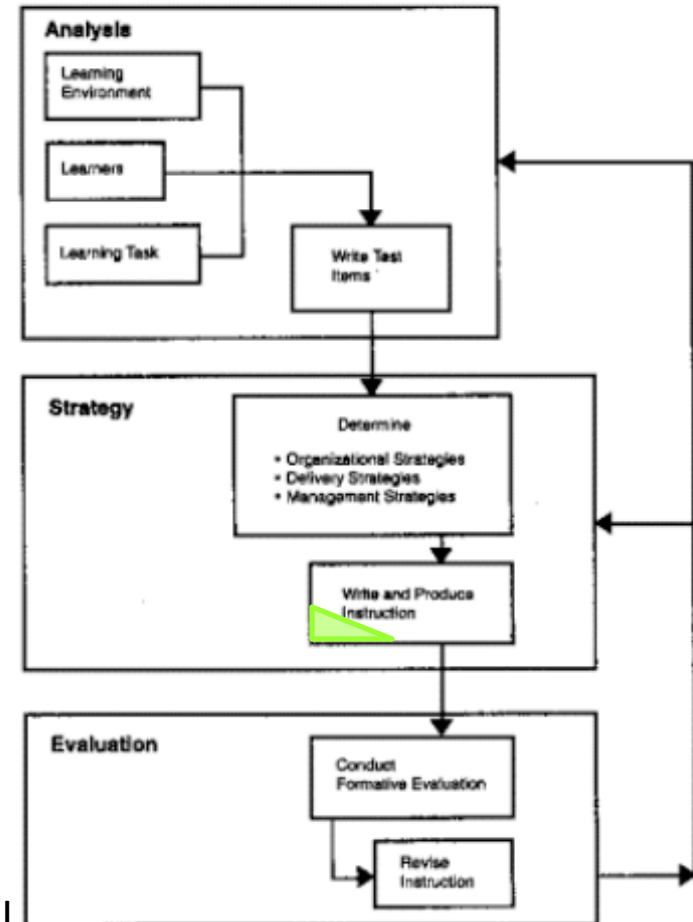


<http://www.sjsu.edu/depts/it/mcgriff.html>

System Orientation

► Smith & Ragan model

- Smith, P. & Ragan, T. (1999). *Instructional Design*, (2nd ed.) New York: Wiley



<http://www.sjsu.edu/depts/it/mcgriff.html>

Today the Web is a Requirement for eLearning

Learning, Education, Training, Performance Support



“What does eLearning look like in your enterprise?”

- Online courses?
- Learning Management Systems?
- Virtual classrooms?
- Rapid learning?
- Distance Learning / video, multimedia?
- Interactive content / learning objects?
- Blogs, Podcasts, VODcasts?
- Web Conferencing and Collaboration?
- Mobile Learning?
- Serious Games?
- Degree programs?
- Professional education?
- Virtual Schools?
- Employee Orientation?
- Compliance and Regulatory?
- IT training?
- Customer service training?
- Product Roll-outs?
- Performance support?
- Tech documentation?

Enterprises need to be able to create some or all of these elearning solutions that do ALL these things and more, when and where they are needed, at times they are needed most

Reframing the Opportunity

- Review the role that IDs play in technology-mediated learning.
- Rethink the essential competencies and skills required for IDs to be successful in today's and tomorrow's learning settings.
- Reconsider various professional paths where ID skills and competencies matters

Who's Your ID?

My ID knows how to transform
intangible information assets into
things of great **business** or
epistemological value.

Not Just ANYONE can be an ID

First, you've got to qualify:

1. Express oneself effectively in writing, using a variety of forms and styles to achieve different effects.
2. Present ideas to others in such a way as to inform, engage, persuade. Make the business case.
3. Demonstrate technological proficiencies using a variety of software in a variety of platform settings.
4. Have an appreciation for Design.

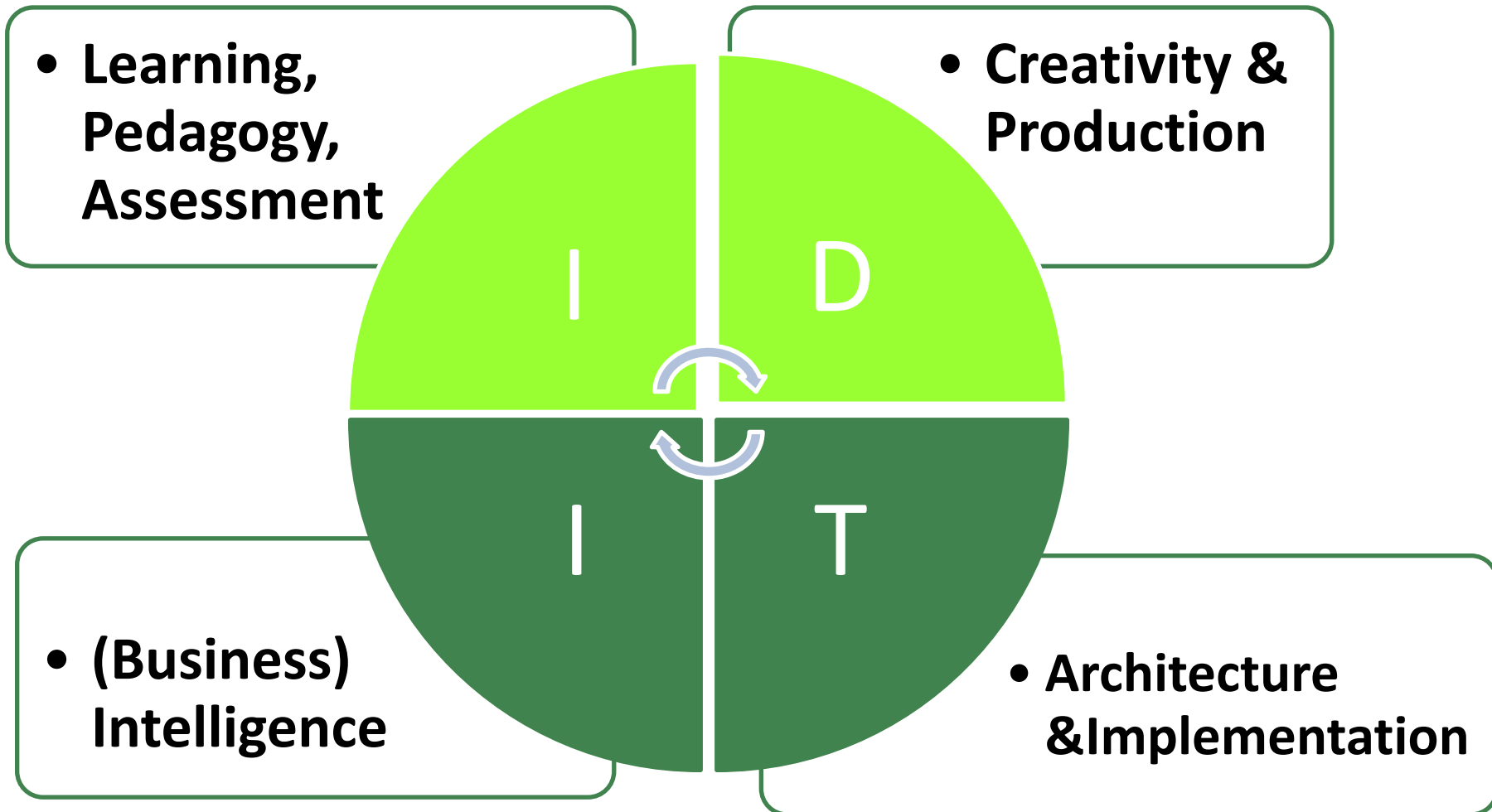
Can You Survive the “ID-cathelon”?

1. Determine real opportunities /consequences.
2. Propose solutions that respond to real problems/opportunities.
3. Socialize proposals with key stakeholders.
4. Analyze solution requirements.
5. Analyze customer requirements.

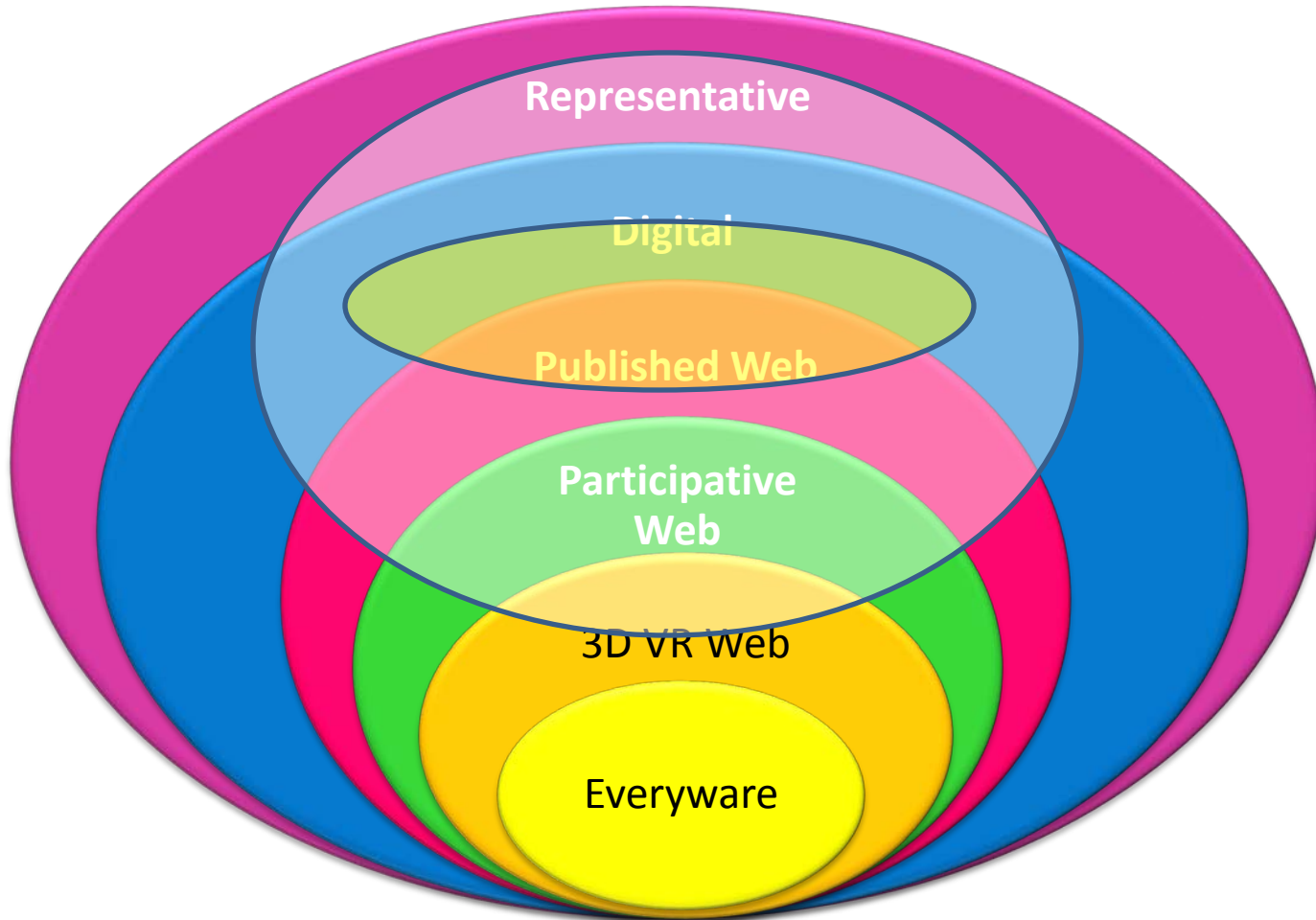
Can You Survive the “ID-Cathelon”?

6. Create Prototypes.
7. Field Test solutions with stakeholders, customers.
8. Develop and produce solutions.
9. Launch the solution, get organizational buy-in and get systems online.
10. Evaluate, Summarize, Document.

Reframing Today's eLearning Opportunities



Where eLearning Lives in Today's New Media Hierarchy





Thanks for your interest and attention.

For more information:

ellen@sageroadsolutions.com

www.sageroadsolutions.com

<http://elearningroadtrip.typepad.com>

<http://twitter.com/edwsonoma>