

Issues Related to Instructional Design

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1.3 Voki Assignment: What Do Instructional Designers Actually DO for A Living?

Activity: You are to summarize the role and responsibilities of an instructional designer using the web 2.0 tool of VOKI.

Hello Professor Daniels,

Here is my [Voki for the roles and responsibilities of an instructional designer](#)

<https://tinyurl.com/2h553uwq>

Best regards,

Rick

1.4 Brilliance Learning Design

Assignment:

- Define the three key components of the design model.
- Identify the six rules for designing for 'maximum motivation'.

The three components of the Brilliance Learning System are people, content, and learning design. First, the Brilliance Learning System begins with the people, that is, who will be doing the learning. Training needs to be individualized, so knowing the learner's backgrounds and learning preferences is essential. Next, context will articulate objectives and the core message to all learners. Lastly, the final component is the learning design or how the content is delivered to the learners.

Six rules for learning design will foster and maximize learner motivation, as seen in the ENGAGE model steps. ENGAGE is an acronym representing steps in the instructional design process.

The first rule, E, stands for energizing learners. This stage occurs before the session begins, where the instructional designer engages the learners with content. Moreover, familiarizing learners with course resources such as articles, books, questions, podcasts, or study guides is necessary. Since this is a learner-centered setting, it is important to greet each person individually. Also, have an interactive activity ready for learner engagement.

The N stands for navigating content. As a learning process facilitator, many learning activities must be employed, such as demonstrations, role-plays, stories, handouts, and case studies. The key in this step is repetition and variety. All learners need equal access to learn confidently, so learning activities must be diverse to reach various learning styles.

The G stands for generating meaning. Learners need to make deep, personal connections to what they are learning to facilitate mastery learning of course content. Several ways exist to bolster the application of new knowledge, such as sharing values, benefits, and motives.

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The A stands for real-world application. At this stage, learners need repeated practice to demonstrate their knowledge and ensure they are modeling the correct behaviors. The practice setting should be real-life and work scenarios.

The G stands for gauge and celebrate. It is important to foster deep and permanent learning through review and assessment activities at this stage. For example, mind maps, presentations, quiz show style games, etc., can help cement learning and celebrate a successful learning session.

The last E stands for extending learning to action. The learning needs to be kept alive and active by awarding early adopters, sharing successful case studies, and using online discussion forums where learners can collaborate to share success stories. Another key element at this stage is to promote active learning.

1.5 Ten Instructional Design Challenges

Activity: Click on the following to read the Top 10 Instructional Design Challenges in eLearning: <http://elearningindustry.com/top-10-instructional-design-challenges-in-elearning>

On Microsoft Word, type a response to the following activity: Identify the ten (10) challenges and two strategies to address each.

Being an instructional designer is a complex and multidimensional career field. Below are ten instructional design challenges in eLearning and two strategies to address each challenge.

1. Challenge one is designing and developing powerful and effective eLearning courses.
 1. One strategy to address this challenge is to design and develop an effective eLearning course with objectives, a logical structure, understandable graphics, formative assessment, and effective navigation.
 2. Another strategy is to offer this eLearning content by having learners apply the knowledge using examples, case studies, and real-world scenarios using appropriate educational technologies, eLearning authoring tools, LMSs, and ID theories.
2. Challenge two is to identify key issues.
 1. One solution strategy is to condense critical issues and complex topics by applying micro eLearning techniques to the eLearning course to address this information.
 2. Another strategy is to divide eLearning content using "chunking" techniques.
3. Challenge three is choosing the right instructional design model.
 1. The correct ID model for the course must give structure and meaning to the ID problem.
 2. Also, this ID model needs to focus properly on the object of the design activity and not itself.

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4. Challenge four is managing the eLearning project.
 1. Time management allotment, monitoring critical tasks, setting priorities, and accurately estimating development time can help ID professionals deliver projects on time and within budget.
 2. Good communication and proper coordination must be among all parties involved, such as clients, team members, and SMEs.
5. Challenge five is crafting the art of communication.
 1. One strategy is to define your target audience clearly.
 2. Also, to create engaging eLearning courses, data needs to be collected and analyzed on the target audience to ensure proper alignment of communication with the ID strategies.
6. Challenge six is dealing with people.
 1. ID professionals must provide ongoing feedback to clients that clarify expectations and deadlines.
 2. ID professionals should consider communicating in real time via web conferencing or in-person meetings.
7. Challenge seven is resolving problems effectively.
 1. ID professionals must predict consequences, prepare for unexpected obstacles and overcome problems before they occur.
 2. ID professionals can share concerns, discuss issues, and get several ideas within an eLearning community.
8. Challenge eight is overcoming mistakes.
 1. ID professionals always need to keep learning and realize that mistakes occur regardless of how qualified, experienced, and well-prepared they may be.
 2. ID professionals must embrace failure during the creative process by realizing that innovation, progress, and learning involve trial and error, but always remember to keep learning.
9. Challenge nine is always to keep learning.
 1. Instructional design professionals must continuously learn by expanding their knowledge by reading ID and other eLearning textbooks and participating in eLearning events.
 2. Another strategy for success is to keep current with new jargon, eLearning trends, and practices.
10. Challenge ten is staying current with technology.
 1. A success strategy is to keep all eLearning software up-to-date.
 2. To stay current, instructional design professionals must keep up with the latest tech trends by visiting ID forums, ID blogs and by participating in webinars.

1.6 Reflections for Week One:

Reading, evaluating, and synthesizing solution strategies for the *Top 10 Instructional Design Challenges in eLearning* by Pappas helped me understand the role of instructional design and designers most effectively. Also, the additional links within this article elaborated on instructional design challenge topics in more depth.

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While reading and working through assignments, I employed several metacognitive strategies, such as:

- Studying cause and effect relationships in articles and readings.
- Analyzing the text by making connections, predictions, and identifying text structures and features.
- Annotating while I was reading.
- By making my learning active through VOKI and Panopto videos.

Being an instructional designer requires numerous soft skills and technical skills, which are challenging but exciting at the same time.

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