Instructional Design for Me: An Effective and Efficient Way to Motivate Learners in Self-regulated Learning

Nowadays instructional design has been an established profession as well as an area of study. As a profession, it consists of a series of well-defined competencies, which are an internationally validated set of standards that define a competent instructional designer. The competencies are composed of 5 domains divided into 22 instructional designer competencies that are supported by 105 performance statements. The five domains include: professional foundations, planning and analysis, design and development, evaluation and implementation, and management. From the ibstpi website (ibstpi.org) or the ID standards book, we can identify:

- Each domain is made up of competency statements suggesting competence, there are 22 in total.
- Each competence statement is accompanied by a series of performance statements that provide measures of competence. They clarify competence.
- All statements, competencies and performance statements can be demonstrated at various level of experience… essential, advanced, and managerial.
  • Essential statements are those competencies that all instructional designers are expected to develop.
  • Advanced statements are those competencies that are experienced instructional designers are expected to have.
  • Managerial statements are those competencies that instructional design or educational project managers are expected to have.

These ID competencies serve many purposes in the profession. They are used as hiring guidelines, evaluation criteria, and professional development guidelines. They can help build my competencies and support my ongoing professional development in your future career.

On the other hand, as an area of study, it has a rich and growing foundation of research and theory viewed from diverse points of view. Both the practice and the study of ID can be seen in two ways: as strategies for creating particular products and as the implementation and management of the overall design process.

Competent instructional designers can use instructional design theories and research-based principles of instruction and learning to inform their design thinking, use instructional design processes to inform their strategic work processes and activities and technical tools or equipment that best support learning and delivery of instruction to create well-designed instruction.

Reviewing these tutorials shocked me and pushed me back to rethink my research. Why did I pursue my PhD here? I was hoping to equip myself with a diversity of theories, methods, tools, models in IDDE field to analyze different situations existing in K-12 educational settings. Last semester I was overwhelmed by new courses and almost forgot my initial goal. I am grateful you have provided us with these engaging tutorials so that I was reminded and determined to do research on **The influence of instructional design decisions on teachers' practices to develop**

students' self-regulated learning in K-12 schools in China. I am thinking using intervention(chosen from instructional design strategies like Quality Matters process or ID4T model) to compare and approve a prototype to benefit both teachers and students. I hope when I graduate, I can be like you to design instruction in accordance with Chinese situation as well as a senior trainer who can help teachers and students to settle different kinds of performance problems and contribute to the education system in my motherland.

I love design. I didn't realize this until I started to do some projects. I can keep reading the related books without eating or sleeping. This feeling makes me understand why I self-studied advertising when I was an undergraduate. Maybe this is an innate gift from my parents, which makes me so fascinated with design. This IDD&E program has given me abundant opportunities to create and discover what I love. I have discovered my passion, motivation, and obsession in this profession.

Smith and Ragan's (2005) defined the profession instructional design as: "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation" (P.4).

The following word cloud can visually demonstrate a wide range of activities from analysis through evaluation.

It's not easy to be a competent instructional designer. The most difficult part is the process of deciding what methods of instruction would be the best for bringing about the expected outcomes in knowledge, skills, attitudes, or working environment. Fortunately, these tutorials have provided powerful tools and diagrams to help us.

The following table is very useful when I write my learning objectives. Learning objectives are not goals, they are the outcome by providing a description of the terminal behavior, standard of performance and description of the conditions under which the performance is accomplished.

It's related to the content of the instruction for that particular event. It should be a list of the content learning points in the form of behavioral learning objectives. From the table below I can figure out what kinds of verbs and strategies I can use to write learning objectives from lower level to high level.

LEVEL	DEFINING QUESTION	VERBS FOR OBJECTIVES	INSTRUCTIONAL STRATEGIES
Creating	Can student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write	model design/develop, reflection, collaboration
Evaluating	Can student justify a stand or decision?	appraise, argue, defend, judge, select, support, value	troubleshooting, problem-solving, role play, debate
Analyzing	Can student distinguish between the different parts?	appraise, compare, contrast, differentiate, discriminate, examine, experiment, question	experiment/inquire, data/situ analysis, simulation, de-construction activities
Applying	Can student use information in a new way?	choose, demonstrate, dramatize, illustrate, interpret, schedule, solve, use, write	hands-on/generative, problem-/ case-based, team work, role play
Understanding	Can student explain ideas or concepts?	classify, describe, discuss, explain, identify, recognize, report, select	concept mapping, inquiry, Q/A, review & identify, collaboration, debate
Remembering	Can student remember or recall the information?	define, duplicate, list, recall, memorize, repeat, reproduce	lecture, didactic, reading, notetaking, worksheet

To write effective learning objectives, it's smart to follow the procedures below:

Learning objectives are informed by the type of learning (cognitive, affective, psychomotor) and the level of learning with the content of the instruction. It is important that learners be given the opportunity to demonstrate and apply their new knowledge and skills within the instructional unit.

In a word, a carefully applied learning design prototype to take learners to a new level of knowledge, skill, or attitude will influence their learning, and lead them towards the desired outcomes.

References:

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