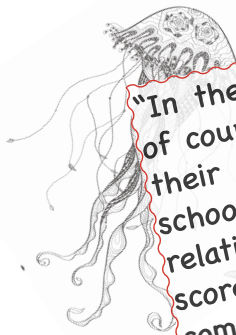


ANNOTATING ID

Read each of the following quotes and in the marginal spaces provide, annotate them with your thoughts and impressions. Underline/highlight important words, phrases, sentences and connect these to your ideas. If you like, at the end reflect upon any strong thoughts or feelings that came to you as you completed this exercise.



"In the world of K-12 and higher education, the issues of course design and evaluation of learning always make their way into the discussion of competency of both school-age children and competitiveness in the world relating to higher education accomplishments. If test scores in the United States are lower than those of other comparable countries around the world, essentially that's an instructional design problem"

(Hodell, 2016, p. 187).



"The phrase 'better, faster, cheaper' is not new to the instructional designer working in business and industry. This phrase has become a mantra for many organizations as they seek to tackle the problems associated with a constant changing society and the workforce that must perform in response. Instructional designers today are tackling the problems associated with producing instruction in a 'better, faster, and cheaper' manner while adhering to the foundations of proven instructional design approaches"

(Reiser & Dempsey, 2011, p. 183).



Systems are everywhere in our world and are more a fact of life than the famous "death and taxes" absolutes often wistfully evoked. In fact, systems include death and taxes and everything else in our lives. There is a system associated with every facet of our world, and the more we recognize that logic, the more we are able to function efficiently and effectively. The recognition that training and education are both systems leads us directly to the logical notion that curriculum development is more productive when utilizing a systems approach like ISD [instructional systems development]. In fact, system is its middle name"

(Hodell, 2016, p. 311).

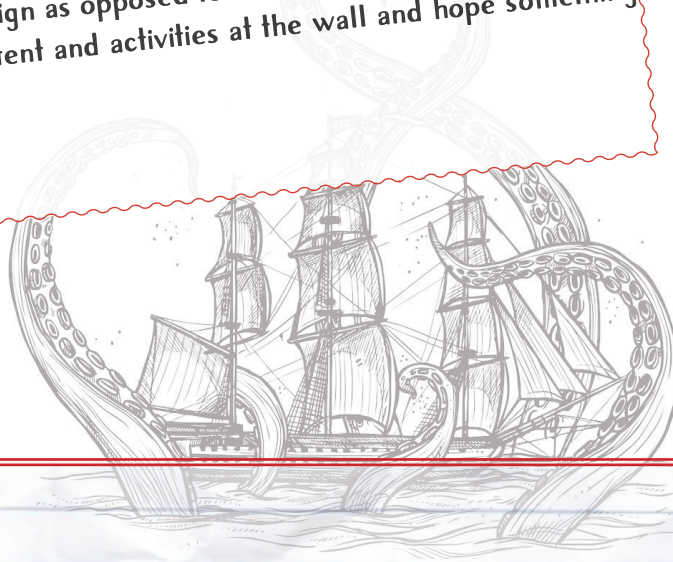
"...what's the difference between a learning experience that's effective and one that gets forgotten as soon as the learner is done? Even "amazing" classes are useless if the learner doesn't do something different afterward. While some learning experiences as "learning for the sake of learning," I won't really address those in this book... For me, the goal of good learning design is for learners to emerge from the learning experience with new or improved capabilities that they can take back to the real world and that help them do the things they need or want to do. If your learners are on a journey from novice to expert, how can you help them along that path?"

(Dirksen, 2016, vii).



"Teaching is a means to an end, and planning precedes teaching. The most successful teaching begins, therefore, with clarity about desired learning outcomes and about the evidence that will show that learning has occurred. Although not a novel idea, backward design as we frame it results in more clearly defined and wisely blended short-term and long-term goals, more appropriate assessments, and more purposeful teaching than typical planning. This is particularly so if you acknowledge that a primary goal of education is effective transfer of learning we want understanding by design as opposed to understanding by good fortune; that is, we don't want to just throw content and activities at the wall and hope something sticks"

(Wiggins & McTighe, 2011, p. 7).



Reflection

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