IDT in my area of work

I work in a unique situation where I am no longer actively engaged in a classroom sitting. But if I were I would be trying out many of the new technologies and applications that I have been reading about. Reiser and Dempsey have been quite thorough in their explanation of how IDT works today. (Reiser & Dempsey, 2012)During the break between terms I decided to work toward my Google Teacher Certification. The one thing I have discovered about Instructional Design Technologies is that they assume far too much when it comes to those who are new to using and understanding how it works many things work. Whenever I'm trying to add new knowledge to my current understanding of techniques and devices the writers of the information assume you just naturally know all the pre-information and never take into consideration that you may be a novice to the whole progress.

Google (https://edu.google.com/) has so many wonderful applications that would make a teacher look and feel empowered as they do their jobs. The students just love the many opportunities for teacher-student interaction. Even parents can get connected to what's happening in their child's classroom and they can even communicate with the teacher. Google has more than eleven tools and devices that can be used by the teacher to aid in instruction. The use of Chromebooks and the many G Suite applications that so many teachers are using across the country are the new buzz of today. The beauty of it all is that it is teacher and student friendly.

But most of all the information that was discussed pertaining to the six characteristics of DT from the ADDIE model. I had seen the model before but never had a name to connect to it and an explanation on how it worked. I can appreciate the flow of the ADDIE Model and how it can easily be used to help create a learning environment that is student based and student driven according to their specific learning choices. Branch and Merrill did an excellent job of explaining how it works and how it should be used in class planning and preparation. The description of learning as if a pebble where the fall in a pond approach is a good visual (Merrill, 2017). He listed six steps to follow in his basic design model and eight steps to the more complex approach.

Basic Model

- Specify task.
- Identify a progression of problems or tasks.
- Analyze each problem for component skills.
- Design a task-centered instructional strategy.
- Design an instructional interface and navigation.
- Evaluate the course

Reading about the history of IDT brought back many memories as I recalled how each decade that I was teaching influenced me and my performance as a teacher. Today the changes are not happening by decades but by short years less than five at a time. Just thinking about how much the classroom and teaching has changed since I left just six years ago is almost frightening to me.

References

Merrill, D. (2017, June 07). *Online Course: Finding and Designing e3 Instruction*. Retrieved from
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http://mdavidmerrill.com/Workshops/PebbleModel.html

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