

A Missing Link

Instructional designers perform wide variety of tasks within a university environment. This includes support for teaching, needs assessment, curriculum development, syllabus design, educational technology implementation, assessment, and evaluation. According to Ensminger et. al. (2004), instructional designers play a crucial role as change agents in the implementation of educational technology and products. As a field, instructional design is historically and traditionally rooted in cognitive and behavioral psychology. In this particular best practice session, practices such as collaboration, partnership, sharing, caring, and support will be explored as the basis for developing strong relationships as well as a missing link to the instructional designers world. Finally the role of the instructional designer will be discussed in relation to faculty status at the university.

Instructional designers perform wide variety of tasks within a university environment. This includes support for teaching, needs assessment, curriculum development, syllabus design, educational technology implementation, assessment, and evaluation. The true task of an instructional designer at a university is not just to support faculty with their courses but to also build relationships faculty and other staff with at the university. How these relationships are built and some best practices used by the author and supported by research are highlighted in this session.

This presentation describes successful practices and roles for instructional designer when working with faculty, staff, technology specialists, or other educational support personnel at the university level. According to Ensminger et. al. (2004), instructional designers play a crucial role as change agents in the implementation of educational technology and products. As a field, instructional design is historically and traditionally rooted in cognitive and behavioral psychology. However, because of process driven theories such as instructional design theory (Dick and Carey, 1996), change theory as it relates (D. P. Ely 1990, 1999) (Kotter, 1996), to instructional and technology innovation (Rogers, 1995) there has been very little room for the discussion of other skills. In this particular session best practices those other skills such as collaboration, partnership, sharing, caring, and support will be explored as the basis for developing strong relationships and working successful as an instructional designer. This presentation will also provide discussion of the benefits of those skills when working with graphics, media developers, and support staff in terms of the flexibility and the creation of community around the instructional designers. Finally the role of the instructional designer will be discussed in relation to faculty status.