Title: Stories from the Globe: Practitioners' Voices on Instructional Design and Technology

Authors:
Dr. Camille Dickson-Deane | University of Technology, Sydney, Australia
Dr. Tutaleni Iita Asino | Oklahoma State University, OK, USA
Dr. Hengtao Tang | University of South Carolina, SC, USA
Yeqing (Frank) Cheng | Open Polytechnic, Te Pūkenga, New Zealand
Monica Sulecio de Alvarez | Independent Consultant, Guatemala
Dr. LeRoy Hill | University of the West Indies, St. Augustine, Trinidad
Dr. Wanjira Kinuthia | Learning Design Consultant, Kenya
Dr. Virna Rossi | Ravensbourne University, United Kingdom
Dr. Briju Thankachan | EdTech Society, India
Martin Zgraggen | William Anglis Institute, Australia

Abstract
This chapter presents a view of how the field of instructional design and technology (IDT) is practiced in different geographies. It provides a practitioner voice of where their knowledge about the field originates and how this knowledge is translated for purpose and use to a specific context. The chapter includes stories from these contexts and positions the field as one that is still emerging both in name and value. The value is noted by practitioners and is still being evidenced by the contexts that are represented in the stories.

Introduction

The field of instructional design situates itself in varied spaces, places, times, and positions. It is not bounded by a country and can be pursued in isolation or as a skill alongside or embedded within another. A familiar approach to designing for and with instruction can look different to people and be evidenced in societies differently. This chapter discusses how the field manifests in varied countries with cases highlighting contexts of how the field prospers.

The growth of the field can depend on lines that some use to identify how the field should progress, what theories exist and how they are validated. Perspectives which push designers and scholars alike will only allow for growth by identifying gaps - gaps which are formed from contexts which introduce views from culture and positions (i.e., intersections, etc.) (Crenshaw, 2017). These gaps capture, what most label cultural perspectives - where different geographies, based on policies, economies, societal dispositions, technologies and infrastructures have a major influence on how instructional design is conducted for learning and performance, what "instructional design" is called and when it is used (Dickson-Deane & Sutherland, 2022; Pelletier et al., 2022). Reaching learning and performance for a specific goal requires an in-depth

understanding of the situation where this goal will be achieved. This can include language differences, ethical considerations and ways of thinking which challenge the theoretical foundations of the field.

This chapter uses stories from different geographies (i.e., global voices) to provide clarity about how the field is used for contextual impact by answering the question - **what instructional design and technology (IDT) design activities are commonly being experienced in the country where you reside and which ones (if different) do you employ in your professional practice?** These stories were collected from practitioners who are aware of the clear distinction of the field knowing that in their part of the world the field may just look different. Each story is described as *a voice* to provide a level of subjectivity yet realism to each of the stories.

Yeqing's (Frank's) Voice

Who am I?

As a university of Reading and Nottingham graduate in food science, my interest in project management guided me to move to New Zealand for work. My past experience as a teacher and mentor in various schools created enriching insights into the field of learning design. Migrating to New Zealand from China (via the UK) gave me the opportunity to use my expertise in food technology as a stepping stone to cross-disciplinary knowledge. I'm a committed PRINCE2 (PRojects IN Controlled Environments) practitioner - a project management certification - and I apply this as a project manager at Open Polytechnic, Te Pūkenga - New Zealand Institute of Skills and Technology.

My experience in New Zealand is different

In my role, I engage in collaborative efforts with learning designers, subject matter experts, and contractors to develop specialized online courses. Our initiatives are government-funded, emphasizing the production of content that incorporates diverse industry insights and viewpoints. A significant focus of our methodology is on co-designing and bi-cultural designing activities. This is especially pertinent in New Zealand, where the integration of indigenous Māori culture with academic disciplines is a vital expectation. Our courses incorporate input from Cultural Appraisers to ensure the perspectives of Māori and Pacific nations are integral to our programme designs. The Open Polytechnic prioritizes the inclusion of Māori pedagogy and content in our courseware, providing continuous and robust support throughout the learning journeys of our ākonga (students).

An example of this approach is evident in our Bachelor of Engineering Technology programme, specifically in a course titled 'Water and Waste Treatment.' This course extends beyond conventional engineering methodologies to encompass the perspectives of tangata whenua (local Māori people) on wastewater management. It explores the cultural values and attitudes of iwi (local tribes) around Turanganui a Kiwa (Poverty Bay), particularly their views on wastewater and its management strategies.

In a similar vein, Te Pūkenga has been instrumental in collaboratively developing three unified programmes: Bachelor of Nursing - Māori, Bachelor of Nursing – Pacific, and

Bachelor of Nursing. These programmes were co-designed with reference groups, focusing on establishing the guiding philosophies and ngā mātāpono (guiding concepts) for each. This collaborative approach exemplifies our commitment to equitable design decision-making in partnership with Te Pūkenga and Te Tiriti partners, integrating te reo and tikanga Māori, while acknowledging the socio-political implications of the Treaty of Waitangi. Furthermore, we are dedicated to enhancing the social and emotional wellbeing of both students and educators. This commitment is reflected in our efforts to integrate mental health programmes within our courses, striving to balance academic achievement with the overall wellbeing of students. Lastly, a noteworthy trend in New Zealand education is the increasing engagement through gamified learning and eSports. We recognize the potential of these methods to boost not only academic performance but also social-emotional learning. Despite concerns over potential overreliance on online gaming, our experience with eSports teams has been largely positive, demonstrating their beneficial impact on student engagement and development.

What I do as a project manager in IDT/LDT

As a project manager, a recurring challenge I encounter is enhancing the role of subject matter experts (SMEs) within projects. Project teams, being temporary organizations, often include dedicated learning designers working with SMEs. However, there seems to be a limitation in improving SME performance to enhance project outcomes. Typically, the inherent attributes of an SME are what the project must adapt to, which can be a significant hurdle.

One potential solution might be to draft more precise contracts for SMEs, ensuring clearer expectations and guaranteed deliverables. This approach could involve setting early performance benchmarks, where failure to meet these could result in re-evaluating their role in the project. Additionally, the recruitment of academic staff members (ASMs) with relevant expertise could be a strategic move. Temporarily transferring ASMs to these new positions just for the design and development phases of projects could substantially improve outcomes. This strategy, however, presents resourcing challenges, a common issue in project management within instructional design. Moreover, integrating hybrid project management methodologies, like combining waterfall (i.e., a linear yet sequential process) and agile (i.e., an iterative process) approaches, could lead to more tailored and relevant project outputs. The application of diverse project management techniques in learning design is still evolving, reflecting the broader progression of project management as a discipline. This situation underscores the potential benefit of a comprehensive database for learning designers. Such a resource would detail their skills, experience, and expertise, facilitating the alignment of specific project needs with the most suitable learning designer. Recognizing the diversity in learning design skills is crucial; not all designers need to possess the same skill set. By maintaining this database, we can more accurately match project requirements with the appropriate learning designer expertise.

Monica's Voice

Who am I?

I am from Guatemala, a Central American country just south of Mexico. My experiences as a practitioner are influenced by my Master's degree which I received in the United States as a Fulbright Latin American Scholarship Program of American Universities (Fulbright LASPAU) Scholar in 2012. I call myself a learning experience designer for the field of eLearning as I focus on how learners enjoy their experiences - their holistic experiences - in an eLearning environment. I learned about the field in 2002 whilst pursuing a major in education and fell in love with the dynamics of eLearning, so pursuing further studies to enhance my abilities in the subject was an easy choice.

What I do in Guatemala?

The term instructional designer was not a noted position 15 years ago and there were very few educators for eLearning. I started doing instructional design work at a private university with a fellow colleague and from that began the movement of eLearning. As the field of education has evolved in Guatemala, now, instructional design is a much more visible profession, so much so that there are jobs on offer. This new trend of instructional design brings to the forefront the past where my colleagues and I were known as educators who created resources for distance learning - with no formalised title for what we did. Giving a name to the actual activity has paved a way for people to understand the need for the skill that is the instructional designer. For example, at universities the teacher who delivers courses online is still a teacher who has to do everything from deciding on the content, designing the content for instruction and then delivering it to the learners - in other words, the instructional designer and the facilitator are one. But in some places, they are beginning to separate those roles, to actually give the instructional designer the role of helping the facilitator in creating that environment. In this educational ecosystem, it is now becoming clearer that there are subject matter experts for the discipline, and they may not understand how learning happens. In steps the learning designers who have the knowledge of the theories and understanding of the "how". This new trend in Guatemala is now evident and that is good as it is also expanding into degree offerings at the university - where there was only a degree in education, now there are programs preparing people for careers in instructional design.

As education is growing as a career, what is still challenging is what actually occurs in the profession. I love to design the instructional message - I specialise in the message. I am not, however, a fan of building the resources with the graphics and everything that is involved - although I did it for a while. I know about platforms, and I'm able to put things in Canvas, Moodle and whatever, but it's not me. I remember during my studies at Virginia Tech, Dr. Cennamo referenced her book "Real life Instructional Design (Cennamo & Kalk, 2019) where there was in Chapter 8 or so she said your job as an instructional designer stops here and then start all the development, all the graphic design, all the platforms, all the technical issues, etc. This was eye-opening to me because I had been doing everything. And it made sense because you will need to know all the technical parts, all the technology that is emerging. Of course, an instructional designer needs to know the affordances of technology right to put it in the design. Because I am a translator, what I love about the instructional message design is to kind of "translate" the elaborate

experience of the SME to a language that engages the learner to look for more and go deeper. I always compare both jobs of the translator and the instructional designer, as professions in which we bring the ideas from the language of someone into the language of another person. The difference is that as instructional designers, we are also helping the learners learn the new language and eventually speak the language of the SME fluently.

My view on the field of IDT

The IDT field is a very small space but everyone can find their corner. I do instructional design for competency-based learning. So that means I try to focus on what learners will be able to actually *do*, where they actually practice while learning. The instructional design I've seen has been like testing about knowledge,...right concepts. When I work with people who do that and they see me working with the idea of providing practice for the learner which is more engaging, more complex, I get a conversation which says "..., but that solution doesn't have a grade." My response confirms such and then the response is ".. but they are not going to do it, it there is no grade." I believe if they discover that it's valuable for them, they will do it. And that's something that I think is important - we need to have the mindset that we don't need to force people to do things. We just need to engage them in learning and if they engage in discovering that the practice helps them be more competent in whatever they're learning, they will do it.

LeRoy's Voice

Who am I?

I am a learning designer and academic leader who originates from Anguilla, but works in Trinidad and Tobago - both countries in the Caribbean. My education is from the University of Nottingham in the UK with further education in Manitoba, Canada. I see myself as an enabler of others, in that, I challenge and support individuals to advance themselves into various avenues of excellence. Be it in my teaching in the ID field or my leadership role in HE, I live for the moment to see others transform.

What challenges are there in Trinidad?

The main challenge is of technology integration and access. Trinidad & Tobago like many other countries in the Caribbean experience the challenge of effectively integrating technology in learning environments. This in part is due to the challenge of equitable access to devices and reliable internet for the various stakeholders involved. For this reason, the design implications as well as learner experience are impacted. This issue was highlighted during the pandemic. While we have made inroads into the development of learning environments and technology integration, there remains a strong digital divide that continues to impact opportunities for some. The digital divide also illuminates the diversity issues in the country where cultural sensitivity and relevance are impacted. There is a need to deepen commitment in the adoption of socio-cultural indigenous perspectives in designing learning experiences. Designing learning experiences that are relevant and inclusive to the local Trinidad & Tobago diverse population is a challenge but also an opportunity. This includes making content that learners can relate to in the local

context. Many designers are tempted to adopt cases, strategies, and instructional artifacts that are not culturally sensitive to the local context just because of traditional knowledge and inability to translate and transfer solutions. Additionally, the one-size-fits-all works well for many as they are catering for commonalities in curriculum and not the learner. While many practitioners may tout the idea of differentiating content, process and product – this is not widely practised as it is such an easy fix to adopt more cookie-cutter approaches. Thus, adaptive and personalised learning, in my view, will continue to be a challenge. Therefore, to reflect the contextual challenges there is an increased interest for more online and blended learning partly due to the pandemic. In order to support this, institutions are pushing for more faculty training and support - general upskilling in digital tools and understanding what student engagement means

My view on the field of IDT

I am reminded of the need that while content is king, the presentation of such can have an impact on the learning experience. For this reason, the idea of micro-learning and chunking of content is growing more popular in this region. More organisations are valuing this in their credentialing approach as it requires less time to commit to organisational resources. They are also faster bouts of success and provide a quicker way to meet learning outcomes for the busy learner. With the onset of XR and now AI the field needs to adapt to incorporate creativity more.

Wanjira's Voice

Who am I?

I have had a long, varied journey as a learning designer, wearing different hats. I was born in Kenya, where I started my education and eventually moved on to finish my PhD in the United States. I started as an instructional designer, working on assignments with different corporations, and also as a doctoral assistant at the university. Thereafter, I taught at Georgia State University for many years, first as an assistant and then as an associate professor. I really enjoy research and working with students, You learn so much! So, the origin of my experiences is from academic and industry perspectives, most of which were technical, for example, in the industrial sector or working with Technical and Vocational Educational Training (TVET) skills. Then, when I left full-time teaching, I also began to consult because of my background in learning design and international development. For the last eight or so years, I've worked with non-governmental organisational (NGOs), nonprofits, united nation (UN) agencies, and multilateral development banks (MDBs) in different learning, design, and eLearning development capacities. Reflecting on my experiences in the US, Caribbean, Middle East, various African countries, and now at home in Kenya, I view everything as what you learn from one context and bring to another. I always find context for what I do in this or that area and find ways to bring it back to the classroom - I still keep a foot in teaching and research.

What I do and experience in Kenya

One of the things I've noticed, and I think maybe is a common answer, is that the pandemic demystified many things. Before, I would try with little success to explain to others what I do for a living. They would say - Did you say industrial design? Is that something designed? Is it interior design? People didn't quite get it. But in the last, maybe three or four years, that has been somewhat clarified. There is also a mix in terms of people who picked up on eLearning and instructional design. As people are resisting technology, some are becoming confident in using technology. One example is M-Pesa™, the highly utilized mobile money service, that even those with no bank account use to conduct business and receive money from family and friends. The idea that a phone can be used for certain things, including learning, talks to the diffusion that is occurring with the use of technology - with the government as well as institutions in higher education having a vested interest.

From a business perspective, the development of training materials is outsourced yet created in-house using software like Articulate Storyline. I suspect this is due to limited human resources with the specific skill set required. On the other hand, some institutions are using solutions such as Linkedin Learning as the main provider for their in-house training. These sorts of solutions also incorporate micro-learning, which allow for three to five minutes of video-based training on generic topics such as workplace harassment and ethics - an affordable investment in digital learning. At the same time, funding agencies acknowledge the contribution to learning as an activity that can be added to research grants. This allows for collaboration between entities as they identify funds for consultants in monitoring, evaluation and research - a scenario that is becoming prevalent with the request for learning designers in the healthcare and agriculture industries, as an example.

My view on the field of IDT

Three trends come to mind: the internationalizing of instructional design, contemporary approaches to the field, and inclusivity and accessibility. Regarding the internationalization of the field, some institutions are now more willing to look outside of a particular context or country. When I was doing my doctoral research, It took a while to put together my committee because there weren't that many professors with an interest in what I wanted to study. So, I came up with the closest topic I could because I couldn’t find a way to marry my international development interest and experience in learning design. I’ve seen that change, but it’s taken more than twenty years to come this far.

Traditional approaches like ADDIE and backward design laid the foundation for designing courses and curricula. But now, fields like project management, leadership, and ed-tech policy are integral to the conversation, and more research is being conducted in these areas. These elements of the practice, along with the increased use of social media and digital learning, make it easier for practitioners from other fields, like

finance or healthcare, for example, to acquire certificates and other credentials and be part of the learning design field.

Finally, there is more research and interest in inclusion and accessibility, especially when discussing digital learning. I think the assumptions about computers, whereby anybody can access them creates a simplistic view of the field. Comments about the screen size, colours used in content designs and just the overall ability to see the content on screens should be seen as more important. Thus a a conscious decision to include concerns for different abilities in the standards is key.

Virna's Voice

Who am I?

I consider myself a teacher educator and an educational developer. My own formal higher education began in Italy where I was born, studying French and English. On a visit to England, I decided to transfer my studies and move to England. After graduation, I was focusing on teaching foreign languages and then in 2001 I participated in a new provision, a teacher 'training' program called Post Graduate Certificate in Education (PGCert). This course was a new governmental initiative to professionalise post-16 educators. Whilst pursuing this program I was looking for work in that emergent field, as I had fallen in love with developing teachers in what we call in the UK "post-16 education". I was offered work as an adjunct in the same teacher training program I had just completed. For a while I was teaching languages as well as on the PGCert until 2010 when I dropped languages and took up roles that were only in teacher education.

In my current role, I lead the in-house PGCert where I support in-service teachers (who are not qualified yet) to complete the internal PGCert staff development course worth 60 credits at postgraduate level, which is ⅓ of the credits required for a Master's in Education/Teaching. I've ensured that the offering is practice-based, which entails a focus on learning about learning design and its place in teaching.

Researching the challenges of implementing more inclusive learning design and the use of threshold concepts is my passion, which has led me to publish a book on Inclusive Learning Design (Rossi, 2023). Yet, integrating inclusive learning design through the PGCert program is challenging due to internal and external constraints.

Key issues about my work in the UK

For the higher education sector in the UK, finances are a large challenge and this is coupled with the new trend of unethical use of Artificial Intelligence (AI). Brexit has contributed to changed funding, fees and associated policies in this country. This has affected the ease with which the UK was able to recruit students from mainland Europe. Overseas fees are very high and there is much competition to attract overseas students. Research funding cuts and increased costs are making it difficult to attract and retain the best talent.

Just as there is growing momentum regarding inclusive learning design (to support the extremely diverse and growing student body), AI has shaken the field to its core, creating a conundrum of how to proceed. These pressures and new waves of tools add to my workload.

Due to the small size of our institution, for many years I have not been part of a team or of a teaching and learning unit but I have been professionally isolated internally in my educational development work. The various management changes have also meant that I have had to be very proactive and resourceful at all stages of the course design and development, managing recruitment, set up, running the course, assessment and accreditation. The operational nature of my role has meant that my research profile has taken much longer than I would have hoped to develop.

Limited resources often mean limited scope to design and develop 'enrichment' activities for the PGCert participants. This also applies to the participants: I need to be realistic about how much staff-students can give, with the result that the course is mostly offered on a 'skeleton' basis, focusing on the core learning only. However, overall, participants develop and often transform their practices as a direct consequence of the learning on the course and often get more involved in further SoTL activities, which I am then challenged to support.

What I think about the IDT field

Due to post-pandemic stress, global conflicts, higher cost of living and other factors, the field is struggling with the increased need for emotional and mental well-being. This applies to all levels: management, educational developers like me, university teachers, ‘para-academics’ and students as well.

In our role to develop staff, as much as we provide skills and expertise for the staff we are supporting, having enough time for one's own development, and doing so whilst keeping a reasonable work-life balance is a definite issue.

This, on top of the priorities of AI ethical use and ongoing efforts around inclusivity, is top of mind for academic staff who need to design, develop and implement education for an increasingly diverse student body with all the challenges this entails. Being supportive in these areas requires us all to be slightly ahead of the game and become familiar with the new tools/platforms, their limitations and affordances in order to be in the position of helping colleagues use them wisely.

Briju’s Voice

Who am I

I am from and reside in India where I help educators make better decisions in the learning design process. I teach and design for learning using my Ph.D. from Ohio University along with my certifications in higher education teaching, team-based learning

and project management (PMP certification). My experiences also include being a Quality Matters peer reviewer and serving in an advisory capacity to the G. S. Gawande College in Umarkhed, India. Being educated and working in the US then returning to my home country has been the guide for me in this field of instructional design.

Practicing, Teaching and Researching Instructional Design in India

In India, there are few institutions providing certifications or training in instructional design. The field of instructional design (ID) and/or learning design is still very new to faculty leading private organisations like KPMG leading the charge in certification/training offerings. Instructional design or learning design is still a new term (and by extension field) for many faculty members. Many are not aware of the foundational principles associated with instructional and learning theories. However, some private training institutes like KPMG are offering certificate courses in Instructional design. There is some hope, though, because top higher education institutions in India are establishing Teaching and Learning Centers along with Educational Technology Centers to provide professional development (PD) for faculty and staff. This has created another segue with masterclasses and panel sessions on AI tools like ChatGPT being organized by professional associations like EdTech Society, where I am the Executive Director, to help educators in India. These sessions' primary purpose is to help educators better understand the use of AI tools in Education, but there is the opportunity to share key concepts of the field here as well.

Another challenge in India is in the rural parts of the country, where there is a lack of proper infrastructure for higher education institutions to support technological learning and delivery as well as the professional development opportunities that are associated with it. The government is in the process of implementing a new educational policy to address PD issues with the hope of integrating more evidence based active learning strategies which are aligned with Instructional and learning design principles.

Martin's Voice

Who am I?

As a Swiss educated Chef by trade, I have spent 20 years of my working life in 5-star Hotels across 5 continents. I have been very fortunate to experience and learn from many different cultures, as they influence and shape my view on practice-focused and workplace-informed learning. I was 40 years old when I lost my vision and this resulted in me being transformed into a vocational education teacher (VET). Since 2005 I've been in Australia, where I have delivered and developed formal Vocational Education and Training (VET) Culinary and Hospitality professional qualifications. Within this ongoing process, I continued my professional educational development and training by completing Adult Education degrees and certifications. Now, I focus on designing courses and programs guided by our organization's strategic framework of Educational Excellence (EdEx), which is founded on the Conceptual Blended Learning Framework (CBLF) model (Zgraggen, 2021, pp. 203–206) in VET hospitality training.

Due to the complexity and size of our organization, across national and international jurisdictions, blended learning and its approaches are still a very challenging area. In this space, I am a strong advocate for enabling a blended learning approach by utilizing relevant and tested learning technologies. I do this with the view of actually producing fit-for-purpose and industry-informed practices to foster more innovative and student-centric teaching and learning practices.

What's happening in Australia

So, everyone in the world is discussing how the emergence of AI is going to affect us. The regulators here are having consultations on what policies and procedures should guide the use of AI. This, I think, is a huge challenge because technology evolves faster than people can write policies and procedures. These issues not only influence how the country is doing but also, play a big part in my everyday work. I just returned from a conference that was at the international level for education excellence in tourism and hospitality. The conversations, panel of experts, discussions, and presentations across the different educational providers were about the ethical use and integration of AI in the work and in the training space. We know AI is already playing an important role in the work environment and we need to think about how to integrate these agile and constantly evolving AI-driven technologies into our educational practices. Suggestions include a greater alignment and collaboration between industry and educational organisations, with less governmental red tape. Such suggestions it is believed can facilitate and foster a more cohesive approach in (co) designing and developing bespoke and innovative teaching and learning content and its practices.

A potential AI practice case that was discussed at the conference is the creation of a culinary app for chefs and trainee chefs that is AI-driven, where you could take a picture of your prepared dish, and the AI-generated response will give you some feedback. How would this look? How should it look? Should it provide some alternative presentation (plating), suggest suitable ingredients for substitution and so forth as a self-reflective and 'in real-time' learning tool? Lots to think about.

Another issue being discussed is how should we design and write curriculum with a particular focus on meeting regulatory compliance and stakeholder expectations of quality. The task of deciphering and delivering the approved content is still a battle as the recognition and importance of 'learning design' is still not fully viewed as important and appreciated across educational organisations. My last issue is, in my organisation, as we work with multiple learning management systems across several different state and international jurisdictions, I provide as much support and guidance (as an advocate for learning design) as possible to my colleagues as well as an elected VET representative and board members. This kind of support, somewhat like professional development, is still being negotiated in many spaces and is slowly being seen as a significant need.

What I think the field of IDT needs

In my view, the combination of the AI conversation and how it shapes teaching and learning practices is greatly underestimated and misunderstood. However, LMS/LXP providers such as OpenLMS are driving AI-generated technological applications to the forefront in designing and delivering tertiary courses and programs at scale. They are using AI to automate context and learning-designed content on their platform. For example, the creation and population of AI-generated pictures (content) can be applied within a few seconds across any relevant course or program LMS shell. Of course, there are still many questions to be raised and answered, including copyright, academic integrity, privacy, equity and accessibility. But it shows how powerful this AI-driven technology is already and how we can and/or should make the best use of it. And I think automating mundane jobs (tasks) to provide more space and time for human-centric, specific and interrelated activities is what we need - it's a game changer.

This means that we can probably put the focus back onto the human needs, but I see our field going in the opposite direction; not understanding the role of technology. For example, in the hospitality industry in Singapore, we use technology to automate coffee machines. Think about it, the machine didn't replace the person, the person is still there. I think in education we need to refocus on what is important: the learner.

Discussion

Instructional design as a field has masqueraded for decades as an agnostic field. Some have said it's the perfect field for those who never want to grow up and decide on a career because the field can be applied to so many different content areas. The training provided for Instructional Designers conditions those in the field to think that they can interface with any industry and succeed in any organization. Textbooks and articles are written to condition practitioners that they are to focus on the *design* of instruction as guided by the subject matter experts. In some way there is still truth to this perspective, however as the voices from this chapter show, there are some distinctions and situational differences depending on the geographical locations and cultural distinctions.

Each voice outlines a context that is geographically different with characteristics that show similarities from a social, economic and political point of view. All of the stories are told by practitioners who gained their knowledge outside of their own countries and all returned to enhance learning by transferring their knowledge into their native contexts. Most have to work against the existing systems to introduce new knowledge sets whilst being hindered by social and cultural pressures where systemic change may not be welcomed. There are some common threads in these voices. For example, almost all of us are struggling with access. Whether this is differential access by age, race, gender, socioeconomic status, or other factors, the gifts of technology are not always, if ever, equally given to people. Simple issues of broadband or even power availability become significant in the lives of instructional designers. The roles that instructional designers take on across cultures vary distinctly. In some cases, ID's do everything, in others, they are more dependent on SME's. But as future instructional designers, it is important for you to take into consideration the specific geographical and cultural impacts on your role as an instructional designer. Some voices seem to accept the occurrences of other spaces as what

those contexts desired and all had the initial focus on some form of digital learning as a way forward.

The increasing roles of certain technologies: eLearning, LMS's, AI, and the role of future technologies came up over and over again among our Global Voices. There remain no clear answers to many of the questions that have come up in these culturally diverse contexts about how technology will be used and what impacts it may have on those that engage its use. Instead, we have a varied and textured perspective across these many voices about the *potential* impacts of these technologies on their work, life and cultures. One thing that is clear, there are geographical places that still are unaware of, or continuing to define for themselves what this field of IDT is - they use different terms to define the field and create employment criteria that suit their own educational systems. Inclusion and connection are the common thread that all spaces and places experience. How we can connect to one another and how we can better share and collaborate across the field should be of great and ongoing concern for those of us who represent the next generation of instructional design theorists and practitioners.

Summary of Key Principles and Practices

1. Different parts of the world reference the field differently. Some call it education technology, some instructional design (i.e., ID), others learning design (I.e., LD) and some don't use a specific name as it is subsumed into another task or field. It should be known that for this chapter each person references the field based on their own use and geographic location and still it is under the same umbrella of purpose and use.
2. Contexts originate with geographies but should not be limited to just that - they should include all that is used to compare and contrast one's own understanding from that of the description. This means that it may include (but not limited to) individual (person) characteristics, infrastructure, socially constructed mindsets or understandings and much more.
3. Technology in the broad sense of the term, is referenced in terms of understanding how access and use in countries differ from one another. What may seem a pervasive technology in one country, may not immediately translate to another country.
4. Countries may not all have English as their first language and thus translating theories and practices which are primarily in English may not seamlessly work in their contexts.
5. Design-led thinking philosophies vary and may or may not use prescriptive methods within the field. The foundational views are still upheld but operationalising the views can and should look different.

APPLICATION QUESTIONS

1. Open a common search engine and in the setting change the country/region different from where you are located. Find job descriptions from different countries where the keywords "learning" and "technology" are referenced. If there are other keywords you think may reference this field, please use them. Once you have found job descriptions, review the criteria for the job.
    a. What do you notice?

b. What differences are there by region, type of job, level of education required, etc.?
c. What may you conclude about how the field is represented in this part of the world?

2. The World Population Review (https://worldpopulationreview.com/) collects up-to-date global population data and demographics. The team working with this data is committed to delivering up-to-date information about each and every country albeit the information shared on the website may have challenges. Using this website as a source
   a. Find two countries that you have never visited
   b. Review the data for 2015, 2020 and this year
   c. Using the search box, search for internet speeds by country and find the two countries that you selected. Review the information on internet speeds.
   d. Using the search box, search for internet users by country and find the two countries you selected. Review the information on internet users.
   e. What can you hypothesize about the two countries with respect to how digital learning may occur?

3. You are hired as a consultant to go to a country on a continent to which you have never been. As a consultant, your job responsibility is to help a university set up an instructional design department that will develop online courses.

1) What steps will you take to learn the context and the culture in which the university exists?
2) How will you ensure that the department is responsive to the context and not a replication of what you know and your way of doing things?
3) How will you empower the local staff to design for their context?

References

Cennamo, K., & Kalk, D. (2019). *Real world instructional design: An iterative approach to designing learning experiences*. Routledge. https://books.google.com/books?hl=en&lr=&id=xT33DwAAQBAJ&oi=fnd&pg=PP1&dq=real+life+instructional+design+cennamo&ots=gSwS0kXvQF&sig=1g246JL-NLkTNkFzzpPmEBN3rek

Crenshaw, K. W. (2017). *On intersectionality: Essential writings*. The New Press.

Dickson-Deane, C., & Sutherland, J. (2022). *Technologies and practices: Educational technology infrastructure to enable learning* (pp. 23–25). ASCILITE. https://ascilite.org/wp-content/uploads/ContextualisingHorizonReport2122f.pdf

Pelletier, K., McCormack, M., Reeves, J., Robert, J., Arbino, N., Al-Freih, M., Dickson-Deane, C., Guevara, C., Koster, L., Sanchez-Mendiola, M., Skallerup Bessette, L., & Stine, J. (2022). *2022 EDUCAUSE Horizon Report* | *Teaching and Learning Edition*. EDUCAUSE. https://library.educause.edu/resources/2022/4/2022-educause-horizon-report-teaching-and-learning-edition

Rossi, V. (2023). *Inclusive Learning Design in Higher Education: A Practical Guide to Creating Equitable Learning Experiences*. Taylor & Francis. https://books.google.com/books?hl=en&lr=&id=Enu2EAAAQBAJ&oi=fnd&pg=PT7&dq=virna+rossi&ots=6m35TbOdkM&sig=px8O9ClqnS_aq94IWkQ1YVxYknM

Zgraggen, M. (2021). Blended learning model in a vocational educational training hospitality setting: From teachers' perspectives. *International Journal of Training Research*, *19*(3), 202–228. https://doi.org/10.1080/14480220.2021.1933568