Translating Theory to Practice: Systems Thinking in Instructional Design

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Systems Thinking Across Disciplines
Theory to Practice

Theory

Practice

Reasoning

Application

Deductive

Inductive

Design

Delivery

Principle 1

Principle 2

Principle 3
The Law of Consequent Production

A system can only produce what it produces.

What the system produces is the best indicator of how the system performs.

Helps analyze the gap between what is claimed and what exists in reality.

Helps identify accurate, authentic, and realistic organizational performance.

If what the system delivers is not what is intended, reverse engineer it.
Activity:
The Law of Consequent Production

1) What does the system *purport* to produce?
2) What does the system *actually* produce?
Complementarity

Each person's perspective is both valid and incomplete.

The simultaneous validity and insufficiency of each perspective reveals a system reality.

As it pertains to learners, the organization, and continuous professional development.

An infinity of views contributes to the design of clear and accurate analysis of the system.

Speaks to the inductive reasoning that clarifies a system reality.
What might be possible if we considered all perspectives valid, even those we disagreed with?
Holism

Perceiving, understanding, and appreciating a system from its collective essence.

Vital to systems thinking, holism is non-linear and inclusive; allowing for and urging emergence.

Addresses connections between parts of the system while maintaining focus on purpose and direction.

Relationships among parts and to the purpose mean depth, richness, innovation, and inspiration become available.

A lens through which to view the field of instructional design.
Activity: Holism

All relationships are relevant and present opportunities to realize the system purpose.

Considering this, what might be possible if these relationships / connections were created, interrupted, elaborated, etc.?
Law of Consequent Production

Complementarity

Holism

Needs Assessment
Identify accurate, authentic, and realistic organizational performance

Learner Analysis
As it pertains to learners, the organization, and professional development

Contextual Analysis
A lens through which to view the field of instructional design
Resources / Recommended Reading


