Title: Providing Experience as Worked Example: A Strategy for Diffusion of Instructional Design in Japan

Short Description (must not exceed 75 words): This study reports on the strategy of using blended workshops to diffuse instructional design (ID) in Japan. The workshops were redesigned based on the principles of ID theory and taught in accordance with the demonstration phase of Merrill's First Principles of Instruction. This resulted in a confirmed increase in the number of participants. The study suggests that participants had positive reactions to the concept of ID-based course design.

Keywords: Instructional Design Education, Diffusion Strategy, Blended Workshops, Digital Badge

Presentation type: Poster

Division: Teacher Education

Abstract (must not exceed 1000 words):

Introduction

Since 2011, Kumamoto University has offered instructional design (ID) workshops as part of its university extension courses. In 2014, we were faced with the challenge of a decreasing number of participants. It appeared that only those who were already interested in ID were attending the workshops. Therefore, we decided to approach the workshops differently. One of the solutions was to effectively demonstrate worked examples of the application of ID theory. This was confirmed by participants, who shared that they wanted to know successful cases, which would serve as examples for sharing the benefits of ID theory with their colleagues. Due to the limited educational practice based on ID theory in Japan, the participants' colleagues struggled to imagine the benefits of ID theory. Merrill (2002) suggests that the demonstration of worked examples is an essential element of instruction. Based on these ideas, we reconstructed the concept of the workshops as “teaching ID experientially, through courses based on ID theory.” The concept was redesigned from one-day face-to-face workshops to blended workshops, consisting of prior learning activities (online), a face-to-face program (one day), and post-learning activities (online) (Amano, Suzuki, Tsuzuku, & Hiraoka, 2017).

Reconstruction of the Concept and Redesign of the ID Diffusion Program

The study's subject was the “Introduction to ID” class, held as a beginner-level university extension course. After improving the concept and design of the workshops in 2015, three concepts for the diffusion of ID were set.

First, we applied Mager's CRI framework to the course design blueprint, learning objectives, evaluation methods, and the learning strategy. Once modified, these were provided to participants through promotional and e-learning websites. The instructor confirmed a syllabus to the participants at the opening and end of the face-to-face workshop. To demonstrate the importance of mastery and accomplishing learning objectives rather than seat-time, digital badges were issued to participants who completed the post-learning activities.

Secondly, the ten basic ID models taught in the workshops were adopted as design principles for the introductory class itself. For example, we designed a promotional website for the workshops and distributed motivational e-mails to attract attention. Assignments were created for participants to use ID theory in their job settings as a way of increasing familiarity with the course contents. E-learning assignments, which could be completed before the workshop to increase confidence, were introduced. In addition, individual feedback was made available through the participants' digital badges. Application examples of ID theories used at ID course were also demonstrated through
h Q&A sessions among instructors and participants in the face-to-face workshops and individual feedbacks written on the digital badge.

Finally, we set an “analysis and improvement of the ID course” proposal as one of the post-learning assignments. This strategy was aimed at letting participants reflect on their experience at the ID course and encouraging the use of ID.

Through the use of face-to-face workshops and e-learning, we attempted to provide the experience of the ID course itself as a worked example of ID, as applied to education.

Results and Discussion

As a result of the change of concept, the number of participants increased. Before the redesign, in 2014, 116 participants (3 venues) attended the workshops. Following the redesign, there were 177 participants (4 venues) in 2015, 201 (5 venues) in 2016, and 219 (5 venues) in 2017. Each year since 2015, approximately 30 people could not attend although they waited for cancellations. This is in contrast with 2014, when there were vacant seats.

In 2017, we conducted a questionnaire survey during the application stage. The survey gathered attributes such as age, participant occupation, and the source where the participants found out about the workshops. The survey’s results will be shown at the presentation. To the question about how they discovered the workshop, participants stated friends, acquaintances, and colleagues as the most frequent source (47% of the total). This was followed by promotional websites (29%), the Kumamoto university graduate school, (13%), and mailing lists for education-related events (8%). Social networking services (SNS) like Facebook account for 7% of the total. Adding up the percentages reveals that friends, colleagues, and SNS, amount to over half of the sources. This demonstrates that word of mouth was the main influencing factor behind the increase in applicant numbers.

Furthermore, it may be useful for participants to share experiences of worked examples of ID in the final reports of the workshops. This may prove an effective strategy for diffusing ID among working adults with limited practical experience of the theory. Comments from past participants will be shared in the presentation.

Concluding Remarks

This study describes the strategy of using a blended digital badge program to diffuse instructional design. It focuses on providing experience as worked example of ID theory thorough blended workshops. In many cases, educational professionals teach active skills through lectures. In other cases, learning outcomes are not checked using workshops, even if the lectures teach to assess learning. We, however, believe that a “show me” (Merrill, 2002) approach is more effective in creating better learning environments and the diffusion of ID theory than the theoretical “tell me” approach. This practice demonstrated that adopting a strategy of efficient and engaged learning is more effective in increasing participation than superficial strategies like commercials. Based on these findings, we aim to continue providing the experience of the workshop as a worked example of applied instructional design.

References


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