Instructional design is very messy as well

Business, Strategy

Name: Instructor: Course: Date: Instructional Design Is Very Messy As Well Why Instructional Design Is Messy The use of instructional design requires that the user be examined frequently to check if he or she is conforming to the stipulated guidelines. There are specific instructions and restrictions meant to be followed by the user. If a breach of these regulations occurs, it affects both the supervisors and the learners using this model. If one step in the outlined guideline is missed, then the whole process will have to be started again. In addition, despite the fact that designing a certain model for use could be accomplished in a specified duration, this is the hardest part.

Implementing most models takes a lot of time and resources to do. In some cases, implementing a certain model might require that there be a complete top-down overhaul of the system. This engaging process most times leads to wastage of precious working time that could have been used in completing other tasks. In addition, despite the perception that the model is linear in all its applications, it is difficult to implement this in situations where there is no order. This means that if one attempts to use instructional design in a situation where things are jumbled up, it will be hard to achieve the desired goals within the specified time.

Instructional design works best only in situations where there is order and a clear structure. Another reason why using instructional design is viewed as messy is also because of the fact that it requires a lot of training to be able to master. . Strategies That Can Help The Designer Manage The Process. In using instructional design, the trainer needs to create ways of ensuring that the training was effective. One of these result-boosting strategies is understanding the learning styles of individual trainees so that the trainer

assesses and assists them according to their needs. The trainer should understand the trainees' memory system and give them instructions that their memory systems will accommodate. In addition, trainers should collect a lot of information about the different learners so that it is possible to create a profile about them showing their rate of progress.

The designer should also be able to fully interpret data gathered in the different data collection processes. This helps in discovering facts about the problem being examined and goes a long way in helping the designer to settle on a particular solution for the problem (Lohr and Ursyn, 6). This strategy also helps the designer in deciding what the learner should know about a particular design and how to explain this to the learner. The designer should also establish the learner's cognitive load capacity and capability. This is the extent to which the learner can be able to understand a particular concept taught and how effective the learner can be in applying this concept.

It is crucial for the designer to refrain from hurrying learners into mastering a certain concept. The designer should instead give learners an ample duration to master the concepts. Instructional design is a time consuming process and therefore the designer should always be ready to offer assistance when the learners request for direction. Another way to boost the results of an instructional design program is to spend more time concentrating on the practical elements than on the theoretical elements.