

Reflection on Developing Expertise

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The case analyses of 672 have provided a pathway toward design expertise. Although I cannot claim more than artisan status, I have been challenged and learned from the experience as the following work demonstrates.

### Case 1—Beth Owens

This case was enjoyable in that the context of college and culinary was familiar and one in which I felt comfortable. I felt I did well in Problem Finding by identifying the need for data collection and evaluation but was weaker in Problem Solving as I was rigid in advocating for a specific solution. I felt my strengths were in focusing on the principles, drawing in diverse sources through reflection and looking deeply at the implications. **Rating: medium.**

<b>Problem Finding</b>	
Summarize vs Synthesize	In addressing the design challenges, I synthesized the stakeholders' opposing perceptions. I was pleased that I could recognize and appropriately apply the conditions for behaviorism, constructivism or elements of Bloom's rather than taking a one-size-fits-all approach. <i>"Jonassen's supposition that acquisition of introductory knowledge may best be supported by behavioral approaches. (Ertmer, p 57.) This view is aligned with the 2001 revision of Bloom's Taxonomy.... The behaviorist approach in this instance is further bolstered..."</i>
Principles vs Features	To a large degree, I focused on the underlying principle of the need for data collection and analysis rather than the side features of personalities and preferred instructional methods. It was clear that Beth was receiving her information from unreliable narrators and that her own preconceptions were skewing her vision.

	<p><i>“I prioritized Beth’s challenges in this way because I felt she needed a solid grounding from which to proceed. Learning must include activity, knowledge and context. (Ertmer, p 56)”</i></p>
Relationship among Issues	<p>Although I sensed the relationship among issues I did not fully delineate the distinctions. As Chef Reiner might critique, I pureed when I should have minced. <i>“Beth’s challenge is to determine whether Dean Jacobs’ concerns are supported by enrollment data or are primarily in response to emotional students. She should also attempt to separate whether lack of retention is due to Chef Reiner’s teaching style or students’ increased understanding of the rigors of culinary work.”</i></p> <p>Although there are related ideas contained here, they should each have been more clearly defined and related. A bulleted list would have served me well in clarifying my thinking.</p>
Reflective vs Reflexive	<p>I feel I was reflective in drawing in multiple sources both on learning theory and on cultural attitudes towards cooking, including both fiction and non-fiction sources as well as television. <i>“With the advent of the Food Network and HGTV, celebrity chefs have romanticized the allure of the kitchen. Women’s fiction is rife with cupcake bakeries and the earthy appeal of baking bread.”</i></p> <p>I also drew on a friend’s experience as a caterer and my partner’s college teaching experience. Overall, I enjoyed the reflective part very much and believe I reflected on and drew from multiple diverse resources.</p>

<b>Problem Solving</b>	
<b>Relationships among Solutions</b>	<p>I had difficulty in forming relationships among solutions but rather settled on one solution and essentially viewed it as an either/or.</p> <p><i>“Clearly, I recommend the first solution.”</i> Although I did not have the insight to form these relationships, I was aware of this lack. <i>“I have not heeded my own advice in examining my own bias closely enough.”</i> So, despite not having the skill to forge the connection, I was aware of my deficit.</p>
<b>Consideration of implications</b>	<p>The implications of Beth’s different options was fascinating to consider. Although I didn’t fully address it in my analysis, it was clear that the possibility of missteps was high with Beth and that she was largely unaware of it.</p> <p><i>“It is highly unlikely Chef Reiner will be amenable to this change and may even leave. Additionally, there is the risk that the more student friendly style may result in lowered standards.”</i></p> <p>I had fun speculating about the ramifications of various paths almost to the point of feeling like a conspiracy theorist. In an odd way, I think these case studies would make very entertaining puppet shows as a sort of morality tale or dread warning for aspiring instructional designers.</p>
<b>Rigid vs. Flexible</b>	<p>Sadly, I tended toward rigidity in my analysis. I took sides with the Chef and was irritated by Beth. Although my focus on collecting adequate data was on target, I found myself less receptive than was advisable to solutions which involved altering the program.</p>

	<p><i>"I think it is unwise to tinker with a self-sustaining successful program."</i></p>
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## Case 2: Jack Watercamp

In this case analysis, I was baffled by the context, job roles and corporate structure. My lack of knowledge of typical workflow in this type of project limited my ability to achieve any level of design expertise. Despite strong effort, I struggled and came up short. Although I correctly identified the design problem and constraints, my solutions were not fully realized. **Rating: low.**

<b>Problem Finding</b>	
<b>Summarize vs Synthesize</b>	<p>Identifying job descriptions and how they related to each other posed a significant challenge. I did not understand the components well enough to begin to synthesize. <i>"Jack is working with a group of stakeholders with varied and conflicting needs and priorities. HR, product management, software R &amp; D and training are all closely involved and sales also wants to be in the loop. Operations oversees module hosting. Jack also needs a solid back and forth flow with his own team."</i></p>
<b>Principles vs Features</b>	<p>I was able to identify Jack's problem as lack of project management with a significant constraint caused by poor communication. However, I did not move beyond this to accessing defining principles. I missed the fact that, by involving other other departments, Jack was falling to Brook's Law. It was only through</p>

	<p>class discussion that I discovered I missed the application of a principle that should have been obvious.</p>
<b>Relationship among issues</b>	<p>I correctly identified that the issues were closely intertwined. Jack's lack of project management skills led directly to poor communication. <i>"As with following the guideline of monitoring and controlling, establishing communication channels will give Jack a solid ground to advance toward his goal of bringing his project in on time."</i></p>
<b>Reflective vs Reflexive</b>	<p>My responses were reflexive due to the difficulty I had in getting a grasp on the scenario. In particular, by the time I realized the SAs were not on-site but were clients, any time for reflection was long past.</p>
<b>Problem Solving</b>	
<b>Relationships among Solutions</b>	<p>The solutions I proposed were related and hinted at a viable outcome. In discussion, both Barry and Stevin filled in the blanks for me by providing industry specific knowledge. So, although I was on the right track, I was constrained by gaps in my argot leading to the use of phrases such as 'place holder'. <i>"...closely monitor the alignment of curriculum with development. My thought is that his team should design to current development levels with 'place holders' for instruction to be inserted as features are redesigned. In this way his team could move ahead with online curriculum for existing projects as it seems a number of components will be common to all."</i></p>

<b>Considerations of Implications</b>	<p>I felt I had a good awareness of the implications caused by my suggested solutions. Due to the interrelatedness of job roles, Jack taking the helm and effectively acting as a project manager would have a great deal of impact both on his team and on other departments. I also attempted to project his future course.</p> <p><i>“Damage control seems as if it will be a factor no matter what path he selects. Going forward, he needs to be focused on the role of both project manager and IDer and know when each is required.”</i></p>
<b>Rigid vs Flexible</b>	<p>Possibly due to my difficulty in feeling as if I had a handle on this case, I was much less rigid in my solutions. Although I felt my ideas offered possibilities, I was much more open to peers’ insights which demonstrated to me this willingness to listen to other options is a useful attitude to cultivate.</p>

### Case 3: Pat Kelsoe and Jean Fallon

In this case, I identified the primary design challenge as well as posed flexible innovative solutions. I enjoyed this case study and felt it was one in which I would embrace meeting the challenges. **Rating: high.**

<b>Problem Finding</b>	
<b>Summarize vs Synthesize</b>	<p>My background in sales colored my view of this case, resulting in my reading of Pat’s meeting with stakeholders as a failed sales pitch due to her lack of preparation. This led me to focus on the Analysis</p>

	<p>phase of ADDIE. <i>“Pat’s top priority should be to re-evaluate her design plans and build a solid analysis of needs and problem identification. ‘ I felt my sales perspective allowed me to form a cohesive reading of the case and propose workable solutions.</i></p>
<b>Principles vs Features</b>	<p>The overriding need in this case was for Pat to provide a thorough analysis and well-drafted plan to prove herself and garner support. A certain amount of class discussion focused on design specifics which I found premature. The importance of analysis in creating a design seemed to me to be the guiding principle and I remained honed in on that. <i>“With solid ADDIE planning in place, I feel the other constraints will smooth before her.”</i></p>
<b>Relationship among issues</b>	<p>The relationship among the issues seemed clear in that it was critical for Pat to provide a well-drafted plan and communicate clearly to offset her new kid status. The constraints of communication and lack of support and resources all hinged on her ability to produce a solid proposal. <i>“Without the plan, Pat is in danger of being overwhelmed by the constraints and may well find herself packing for another move.”</i></p>
<b>Reflective vs Reflexive</b>	<p>Again, in this case I felt I was able to reflect on the issues and solutions involved because I understood the context in which it was based. This case was fun to think about and I felt I provided innovative solutions that would have been successful in implementation and which I would love to have been a part of.</p>
<b>Problem Solving</b>	

<b>Relationships among Solutions</b>	<p>The solutions I presented related to each other, with one offering the potential to serve as a stepping stone for the other.</p> <p>Although they were not well written, I felt the solutions I envisioned for this case came the closest to design expertise in their coherence. <i>“I would recommend Pat build rapport and forge a team with Solution 1. However, I also feel the plan of presenting a range of designs covering the same material will allow her to build on the trust she’s created and ultimately design the innovative programs that all parties hope for.”</i></p>
<b>Considerations of Implications</b>	<p>This case was a feel good in that I felt a solution which was beneficial to all parties was well within reach. The biggest stumbling block was what I viewed as Pat’s poor presentation skills which it seemed likely she would be able to overcome. <i>“The benefit of this plan is that Pat demonstrates she is an innovative thinker who is able to offer options within the constraints given her. She has demonstrated she is not fixated on one idea but is flexible. I think she is more likely to receive increased funding and greater trust by offering a range of responsive solutions to a well-delineated problem.”</i></p>
<b>Rigid vs Flexible</b>	<p>Although I had strong views on this case, I remained open to the possibility of multiple solutions. I felt Pat needed to build and substantiate her proposal however, there were multiple deliverables that could be used to achieve her goals. <i>“With that</i></p>

	<i>focus, I would suggest she provide three tiers of design options which accomplish these objectives.”</i>
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#### Case 4: Frank Tawl and Semra Senbetto

This case analysis posed a challenge. Although identifying the challenge as designing a culturally-sensitive performance-based instructional design curriculum was clear-cut, the ‘why’ of the training was never clearly explicated which made the success of any given solution problematic as well. Despite this, I felt I identified solid potential solutions as well as pinpointed the design challenge. **Rating: high.**

Problem Finding	
<b>Summarize vs Synthesize</b>	Although I’m not sure whether it made me more or less effective, I felt I brought my experience to bear in synthesizing this case. I’m in a minority at my school, not only within the demographic of the student population, but also among my co-teachers. I try daily (hourly) to stay attuned to cultural nuances and adjust accordingly. This experience colored my perspective of the case and perhaps led me to be less optimistic of easy outcomes.
<b>Principles vs Features</b>	Viewing this case through the lens of cultural sensitivity seemed straightforward. The overriding principle appeared to be one of honoring dignity across cultures and I maintained focus on that.  <i>“... allow Frank and Semra to move forward to build the relationships and foster the flow of communication which will result in a successful curriculum.”</i>

<p><b>Relationship among issues</b></p>	<p>It was interesting in this case to discover the need to draw distinctions between issues as a means of clarifying relationships.</p> <p>The trainers' resistance seemed to be both cultural and job related dissatisfaction. To reach a solution, these aspects needed to be examined separately. In the other case studies, I felt I tried to find commonalities so this was a reversal in attack strategy. <i>"Frank and Semra need to sort through the varied objections to determine which are cultural and which are due to job dissatisfaction."</i></p>
<p><b>Reflective vs Reflexive</b></p>	<p>I feel I was reflective in approaching this case in the sense that I was troubled by the cultural ramifications and thought about them at length. I did not see evidence for program implementation other than it being 'modern' and Westernized. . <i>"Although the 'what' of modern is clear, the 'why' or the need has not been clearly delineated."</i> The role of the Singaporean trainers made me uneasy and I questioned whether insistence on performance-based implementation was semi-benign cultural imperialism. This case caused me to think about conflicts that I may be likely to encounter between efficient solutions and those that I find more palatable. <i>"Although this may appear culturally insensitive, it has the advantage of short-cutting the time span..."</i></p>
<p><b>Problem Solving</b></p>	
<p><b>Relationships among Solutions</b></p>	<p>My solutions were a bit of an either/or. <i>"Although it has inherent risks, I would suggest Frank and Semra utilize Solution 1 and develop curriculum which will be delivered by U.S. instructors."</i> In</p>

	<p>discussion, classmates suggested ways to integrate the trainers into the planning process. Because I was less hopeful of a modulated solution, I chose expediency and may well have overlooked small steps toward greater relationships.</p>
<b>Considerations of Implications</b>	<p>A consideration of the implications was made more complex by the cultural considerations. Although I felt the more efficient solution was to utilize U.S. trainers, the impact on the Singaporean trainers would likely be hurtful and result in a further loss of face.</p> <p><i>“Has the potential to further alienate the learning community by being ‘other’. Trainers may be offended by this option and feel marginalized.”</i> This case was the first in which I felt there would most likely be a ‘loser’ and it made contemplating the implications difficult because my sympathy was with the trainers. In other cases, it felt possible to pose a win-win but not so much here.</p>
<b>Rigid vs Flexible</b>	<p>In discussion, peers posed the option of involving the Singaporean trainers in designing the curriculum. Although I found that a hopeful idea, I questioned whether it would truly be effective in addressing cultural concerns. In a way, I consider myself to have been flexible by being open to other solutions while doubting the possibility of wholehearted success of any, including my own.</p>

### III. Overall Rating of “high,” “medium,” or “low” by case

Beth Owens: Medium

Jack Waterkamp: Low

Pat Kelsoe and Jean Fallon : High

Frank Tawl and Semra Senbetto: High

#### **IV. Action Plan for Moving Forward**

In moving forward, the Ertmer article (Ertmer, 2009) provides both inspiration and guidance. Although I will continue to utilize ADDIE, I will do so in a more organic way. Beginning with the deliverables or goal in mind, I will be more fluid and work back and forward rather than in a prescribed linear way. I think this approach would have served me well in preparing the case analyses for this class and believe it will yield even more benefit in the future.

The article also stressed the importance of communication. Although we didn't delve into it to a great extent in discussions, the case studies highlighted how critical communication and awareness of social environments are. In particular, Beth Owen and Pat Kelso seemed to be walking through political minefields and seemed largely unaware. I was fascinated by their potential pitfalls and believe that a heightened awareness of environment will be an invaluable skill going forward.

The case studies were also instructive in thinking about future instructional design roles. My goal in enrolling in this program was to gain skills for creating curriculum and I believe that it was a wise decision. Beyond that, the case studies demonstrate that it is incredibly important to map a path forward based on an inventory of strengths and weaknesses. Most of the case studies made my head want to explode with anxiety for the designer. I've altered an elective to Educational Research and am exploring possibilities that hopefully may be less fraught with drama than those situations which we've learned about in this course.

## REFERENCES

Ertmer, P., York, C, Gedik, N. (2009) Learning from the pros: How experienced designers translate instructional design models into practice. *Educational Technology*, v49 n1 p19-27.