

Personal Philosophy as an Instructional Technologist

As far back as I can remember I have always been interested in how we, as human beings, think, feel and react to our environment. Growing up, I was always concerned with learning new things, practicing reflective activities and building upon the knowledge that I gained. Throughout my years in higher education, especially within the field of psychology, this interest grew into a personal philosophy of experiential living. When I began learning about the theories and practices of Instructional Technology, I realized that I could apply this philosophy using a multitude of prescriptive and phenomenological models to facilitate understanding and knowledge acquisition in other people. This is when I became aware of my new mission in life – to help people learn.

In order to accomplish this mission, I learned how to follow systematic instructional design processes like the Dick and Carey Model; conduct a number of analyses including needs assessment, learner and task analyses; design instructional materials using models like Problem-Based Learning; develop instructional materials using print, computer-based or integrated technologies; and conduct formative, summative and confirmative evaluations.

Through this pedagogical process, I have come to understand that my personal philosophy falls within the realms of constructivism. I believe that people construct their own understanding and knowledge by experiencing new things and thinking about how it is all connected. So, I will use my knowledge and understanding of instructional technology with its theories, models, techniques and applications to help other people learn how to be active learners and accomplish their goals.