

My Philosophy as an Instructional Technologist

As an instructional designer, I believe that the systems approach is an important concept for the field of instructional systems design, because it greatly helps designers in solving instructional problems. I believe the application of systems approach in instructional design process produces a set of heuristic procedural model for instructional designers/developers' use. I also think that the use of the systems approach in designing instruction insures that instructional programs are continually developed in an effective and efficient manner to match the particular needs in an organization. I believe, constructivist philosophy of learning expands the use of the systems approach in constructing learning environments that are conducive to efficient and effective learning.

Furthermore, I believe that knowledge is individually constructed and socially co-constructed by the learners based on their previous knowledge and experiences in the world. I also believe that learning is a knowledge construction process involving individual and social interaction with learning environment. When I am analyzing instructional/performance problems, designing developing, implementing, and evaluating instructional/performance solutions, I always keep such focal points in mind. In my view, believing in constructivist suggests that assessment of learning should also be dependent on the process of learning and learners' self-evaluation and reflection. I think the combination use of the systems approach and constructivist approach is vital for an instructional technologist to produce a good product that is much more facilitative than prescriptive.

Lastly, I believe that an instructional technologist should be keenly aware of great influences of emerging technologies on instructional technology field. Technology is the major constant factor in the field. Reviewing a history of IT field, we can see great contributions of emerging technologies to evolution of design, development, utilization, management, and evaluation domains. For example, technological advance of Hypertext and hypermedia has brought about a branched and hierarchy design for instruction. The e-learning technology has enhanced dramatically the development and delivery capability of instruction. Philosophy as an Instructional Technologist