Reflection on ID Expertise

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INTRODUCTION

Following is a reflection on my work over the past seven weeks, analyzing cases presented in the Ertmer, Quinn and Glazewski (2014) text, *The ID Casebook: Case Studies in Instructional Design.* While I have a level of expertise that comes from years of experience in marketing, print and web development, I found evidence of my use of lower level analysis as I reviewed my four case analyses. This was not surprising as I had also detected areas that needed development earlier through the discussions and projects we were assigned.

I. Problem Finding

A. Summarize vs Synthesize.

Michael Bishop In the Michael Bishop case, I was able to isolate one main issue in development: "Even though many of the stakeholders recognize the game's ability to engender an understanding of the scientific inquiry process, they believe it does not fully address some fundamental needs of the teacher/partners…" (Krause, Michael Bishop Case Analysis, 2014a, p. 4); and, three issues in implementation: 1) "he (Michael) believes…he must pilot it in the exact environment in which he would like to see it implemented"; 2) "Michael wants his game to function with different rules than the rest of the classroom curriculum"; and, 3) "practical logistical barriers…he will have to address" (pp. 4-5).

Of the case specific constraints, I noted three as well: State Mandates, Resource Availability, and Personal Belief Systems (of key stakeholders) (Krause, 2014a, p. 5).

Ertmer and Stepich (2005, p. 39), when discussing synthesis vs summary, state that an expert combines case information with their own knowledge and understanding to formulate "one or two central issues." Even as I read through my Michael Bishop analysis again, I can see that Michael's personal expectations for the game encompass the first and second issues of implementation, and could fall under the 3rd case specific constraint, *Personal Belief Systems*.

Adding the *State Mandates*, one could feasibly combine all four under the more universal heading of *Stakeholder Expectations*. This leaves us with "practical logistical barriers" and "resource availability" which in actuality make-up *Functionality Requirements*. I believe I performed a modicum of synthesis; but, could have/should have refined it more.

Lynn Dixon In Lynn Dixon, I listed five (5) issues in design, and four (4) case specific external constraints. It is strange to revisit something I have previously written. I rarely do this in this program due to time constraints. Looking at the issues I listed, I can now see that they really can be further refined to just two or at most three categories: 1) *Issues related to Telopea Learning*—their internal processes such as sales, contracts, project management, and/or personnel. The changes in scope rose out of a poorly defined contract and pre-sale discussion, and a lack of follow-up. Lynn's inexperience may also have been a poor personnel decision given the nature of the venue, which is the second major category. 2) *The medium, venue and user diversity* are related to the museum Venue. If there were a third category, and the need for it is open to debate, it might be one for 3) *Inexperience* (of both Lynn and Ben). I think when I conducting the analysis, I am seeing the issues; but, I may run out of time before I actually reduce them to their lowest common denominator. This in turn may make the solutions more complex than need be (Krause, Lynn Dixon Case Analysis, 2014b, pp. 4-5).

Abby Carlin In the Abby Carlin case, I was able to see that the challenges and constraints were reducible to three main categories of issues: "Inexperience, Lack of a Production Environment in which to Learn/Practice, and a Lack of Data/Documentation/SME" (Krause, Abby Carlin Case Analysis, 2014c, p. 6). This is the first time I actually saw the consolidation of the issues as I was writing the analysis. It was really an epiphanic moment.

While Dr. Tappler asked me if I thought some of the issues were in the Development Stage, I felt it would be best to deal with them in the design stage. In my work, we have to look

ahead to the development/implementation environment and design for it. If we wait until development, we may have to go back and rewrite the functional specifications due to a limitation in the hosting/serving environment. For that reason, I looked at the limitations of the training environment (as well as the limitations for data gathering), and accounted for them in the design phase. I can see some progress at this point in my ability to synthesize the issues. Of course, the cases only get harder.

Paul Lindley I think I failed miserably to fully synthesize the issues in the Paul Lindley case. I remember nearing the 11:59 p.m. deadline and thinking I needed another few hours. One category I believe I properly identified was that of *Conflicting Goals and Requirements*. I also properly identified issues related to the *Inexperience* of the Team. As I look over my challenges and constraints now, I see that all of those I listed actually fall under one of these two overarching categories. Even my suggestion to plan for implementing an expanded evaluation capability could fall under the *Conflicting Goals and Requirements* heading (Krause, Paul Lindley Case Analysis, 2014d, pp. 4-6). As in the Lynn Dixon case, however, during the discussions, the problem and solutions became clearer to me and I found myself mentally reworking my analysis as the discussion progressed.

B. Principles vs Features

Michael Bishop While I noted principles in the Michael Bishop case, I focused more on the specific features of the case. For example:

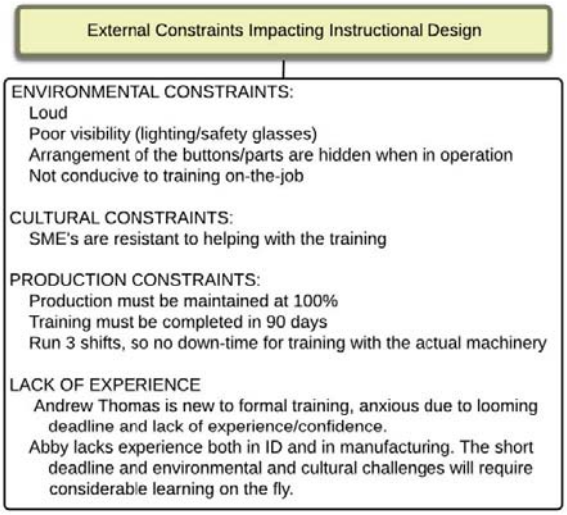
> Michael faces several challenges. First, he believes that in order for his game to become a part of the broad educational environment, he must pilot it in the exact environment in which he would like to see it implemented. Second, Michael wants his game to function with different rules than the rest of the classroom curriculum; i.e. with the teacher in a facilitator role, and without periodic checkpoints and quantitative measurements which

are standard in most traditional classrooms. Finally, Michael has been told some practical logistical barriers that he will have to address if he wants his plan to be enacted (Krause, 2014a, pp. 4-5).

Lynn Dixon In the Lynn Dixon case, I had begun to perceive broader categories such as *User Diversity* and *Issues at Telopea Learning*. I was looking past the kiosk to issues with the venue as a whole; but, I still listed *Client Zeal* as a separate issue that could easily fall under an *Inexperience* category or be shown to be the result of internal project management issues at Telopea Learning as well. I had made some progress, but, clearly still want to itemize and/or echo the details of the case study; albeit in my own words.

Abby Carlin While I did finally reduce the Abby Carlin case issues down to three main categories, as I read through my analysis, I see a lot of factual details reiterated:

Table 1.3 Case Specific Constraints, Krause, Abby Carlin Case Analysis, 2014c, p. 5.



I should admit here, that in writing the cases, I was unclear as to what type of detail we should provide to back up our classifications, decisions and solutions.

Paul Lindley While I believe I stepped backward a bit in the Paul Lindley case in that I could have further reduced the issues to two or three at most, I think I did understand the foundational principles at work. I used for the issue of *Conflicting Goals and Requirements* the following example:

> (Ex.: time vs depth of engagement): Create a relevant and engaging paper-based prototype of a video game for the teen market, without including any violence, potentially offensive (however realistic) content, or scenes that cannot be completed in 30 minutes and that provides some of the RPG functionality the students really like such as character development and leveling up. Because the standards vary widely, accommodate the differences and design so as to help learners thoroughly engage with the character(s) and thereby transfer the past reality of another person's experience into their current paradigm to create empathy and understanding of overarching principles of democracy and personal freedom (Krause, 2014d, p. 4).

So, while I did delineate details of the case, I did it in a way that summarized the multiple issues under the conflicting goals of time vs depth of engagement. This tells me I understand the principles, but, in the Lindley case fell short of fully deconstructing/reconstructing the case.

C. Relationships among Issues

Michael Bishop This example from the Michael Bishop analysis shows the forming of a relationship between disjoint facts distributed throughout the case:

> **Personal Belief Systems**. The majority of Michael's stakeholders hold beliefs that run counter to the basic objectives of PBL and thus of Rigglefish. These beliefs include: 1) Support/facilitation is not teaching; 2) External sources of motivation are equal to internal sources; 3) Transfer is important only to the point it requires additional teacher time or effort; and 4) Objective grades and multiple-choice tests are crucial to

> motivation, student engagement, and keeping the process moving forward (Krause, 2014a, p. 5).

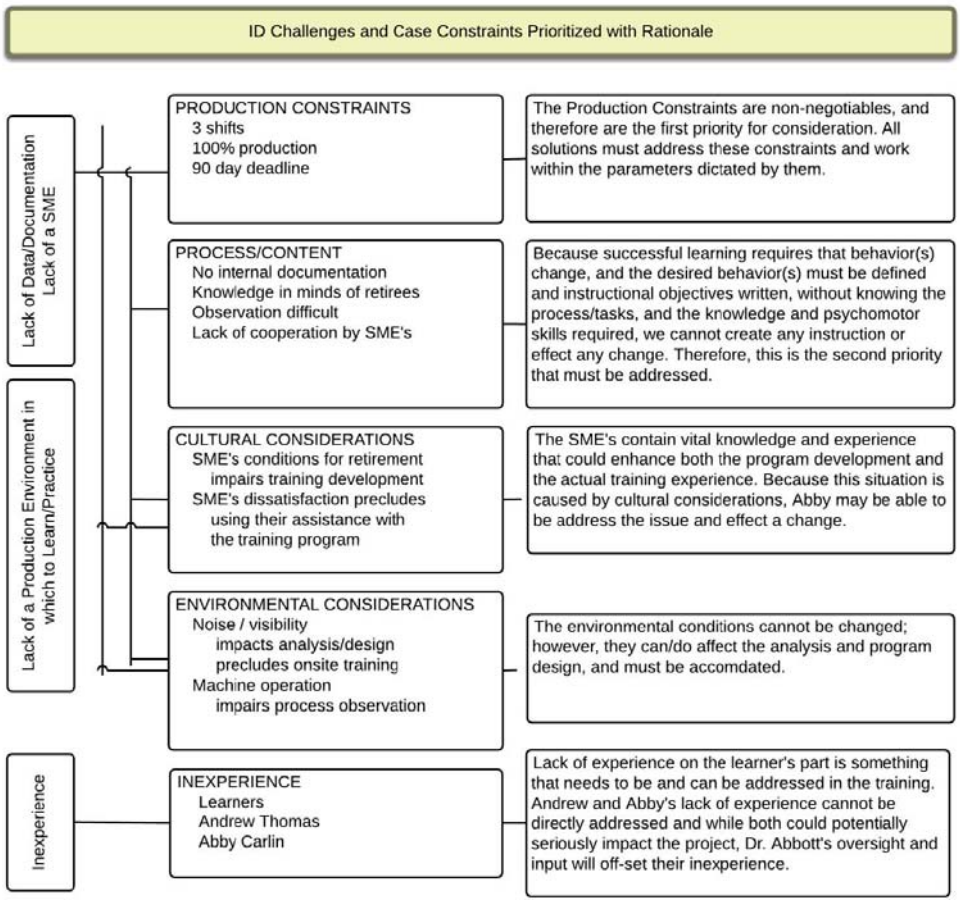
I am able to see relationships between items and issues based on various principles such as cause and effect or chronology. In the Bishop case, I prioritized the ID challenges and external constraints by those which were negotiable versus those which were non-negotiable as that seemed to be the most expeditious and efficient way to address them. Revisiting the case, I stand by my thought process.

Lynn Dixon Because of my background owning a tech/web development business, the Lynn Dixon case was really fun for me. I was able to understand issues relative to the technical aspects of the project that should be considered as well as to note project management concerns that were part of the internal issues at Telopea. The following is my summary of the Telopea issues; although these would change slightly as a result of this reflection exercise:

> **Issues at Telopea Learning.** Lynn has identified several issues within her corporate environment that will impact the successful completion of this design project. First, the corporate environment is casual while the client is a professional government sponsored museum. Second, the sales and budget/quote processes employed are not necessarily meant for e-Learning projects, and are especially unfitting to a kiosk environment. To quote by the minute is usually reserved for video and/or animation projects. Finally, the sales function (at least as far as Janette is concerned) appears to be separate from the ID function. ID is not involved in the sale or quoting of the job and Sales disappears during critical project discussions that are contingent on the quoted product (Krause, 2014b, p. 5).

Abby Carlin In the Abby Carlin case, the issues were really fairly clear, and the relationship between the main issues and their impact on training was apparent. I noticed as I was pulling the data for this reflection that I lost a section of my chart (see Table 1.4 below) which should show the relationship between the environmental, production and cultural constraints to the issue of a *Lack of a Production Environment in which to Learn/Practice*—a small error in physical size, but, considerable in meaning and impact. One thing I have learned over time is that this type of error can cost a job (either securing a client or if one is an employee— one could lose their position). It gives the appearance of a lack of attention to detail.

Table 1.4 ID Challenges and Case Constraints Prioritized with Rationale (Krause, Abby Carlin Case Analysis, 2014c, p. 6).



Paul Lindley While I organized some of the prior cases according to things like negotiable v non-negotiable issues, I organized the Lindley data according to the impact it would have on the success of the project (cause/effect). For example, I noted that "without the teachers to facilitate the use of the game, the project would be futile" (Krause, 2014d, p. 6) which warranted attending to the needs/wants of the teachers as the first priority. In this category, then, we had 30 minute time limits, engagement considerations, higher level learning goals that aligned to state standards, empathy for the prisoners, and the transfer of the experience to the personal experience of the individual student in their current context (p. 6). All of these issues were mentioned throughout the case and needed to be addressed as a single issue.

Second in priority (due to its potential impact on the project) were the limitations of the resources of the design team; and, third, maintaining the integrity of the story line while meeting the requirements of the stakeholders including parents. The remaining issues, while important were such that I believed they could be overcome, and for that reason, they comprised the bottom three in the hierarchy. Were I to do this over again, I would probably group the ID challenges and external constraints under the three classifications discussed above, but, I believe the prioritization of the issues would still fall to potential impact.

D. Reflective vs. Reflective

While I often recount so as to set the stage for my reflections, I find that my natural tendency is to introduce commentary into my assessments. In fact, as an aside, I read to my husband when we travel and he told me I am his "book on tape with commenTerri" because I interject things I know or have come to understand as I read to him. I do the same thing when I write. This is, perhaps, the strongest area of my analyses and an area that demonstrates a higher level of expertise that could carry over between domains.

Michael Bishop I believe a good example of reflection can be found in the *Cons Addressed* section of my final recommendation for the Michael Bishop case:

> **Cons addressed.** Michael may have already contacted his funding agency to learn his options; but if not, that is a good first step. Often, they are understanding and flexible, and willing to work with researchers. It may be that once Michael weighs the options, he will be willing to see the positive side of modifying his initial vision. Antonia did make a good point when she said the alternate environments could provide an opportunity for Michael to work out the issues with implementation while streamlining the user experience (Ertmer, Quinn, & Glazewski, 2013, p. 37). Because the initial pilot groups did not complete the full program, it is questionable whether all of the objectives of Michael's research were met. For that reason, not being able to use them as a basis of comparison against like classrooms may be less critical (Krause, 2014a, p. 9).

In this example, I demonstrate prior knowledge of working with grantors, affirm Antonia's recommendation to Michael, and postulate that losing the prior data may not be as important a consideration as originally thought. While I suggest Michael seek approval to alter the grant, it is with the purpose of determining his options. Without knowing whether a change in direction is possible, he cannot really proceed to develop an alternate plan. I then suggest that as a result of this step, he may find he is willing to adjust his vision. These steps appear to meet the criteria of a reflective approach.

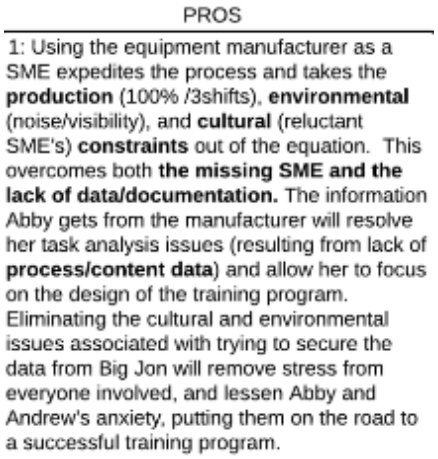
Lynn Dixon This example from the *Case Specific Constraints* section of the Lynn Dixon Case Analysis (Krause, 2014b, p. 5) demonstrates a reflective methodology as well.

> **Resource Availability.** Lynn is probably responsible for too many jobs at one time as is evidenced by major components of the project not being included or addressed in her initial design. She mentions time as an issue, and this is not likely to be due to the

> delivery date because World Wetlands Day is February 2nd, and that is at the end of the summer in Australia. Currently it is chilly out in a latitude similar to New York, indicating it may be sometime in the spring. So, there should be at least three months until the project is due. The time issue is probably due to Lynn's workload, not an unreasonable deadline.

Finding the date of the World Wetlands Day, I then determined when summer occurs in Australia. Next, I extrapolated from that information and details in the case the (probable) least number of months Lynn had to complete the job and drew a conclusion from the resultant timeframe. While I could have just stopped with not being told the exact timing, I wanted to determine the cause of her repeated references to time, and my conclusion is that the issue is not with this particular job—there is sufficient time—but with her workload as a whole. While this was not included in the articles that I remember, to me an expert demonstrates their skill also in knowing what to research further.

Abby Carlin In the Abby Carlin Case Analysis (Krause, 2014c, p. 8), I present a possible solution: *Contacting the equipment manufacture for help.* Following, is the first of two Pros which demonstrates an analysis of the impact this strategy would have on each of the related concerns. One of my reasons for proposing this solution was that with so many environmental and cultural constraints, Abby needed a solution that circumvented as many of the issues as possible. This is not a recommendation that is without meaning or merit. It is the most expeditious way to overcome the obstacles and move forward, which is critical with such a short timeframe, and comes from my knowledge of large manufacturing equipment suppliers.



PROS

1: Using the equipment manufacturer as a SME expedites the process and takes the **production** (100% /3shifts), **environmental** (noise/visibility), and **cultural** (reluctant SME's) **constraints** out of the equation. This overcomes both **the missing SME and the lack of data/documentation.** The information Abby gets from the manufacturer will resolve her task analysis issues (resulting from lack of **process/content data**) and allow her to focus on the design of the training program. Eliminating the cultural and environmental issues associated with trying to secure the data from Big Jon will remove stress from everyone involved, and lessen Abby and Andrew's anxiety, putting them on the road to a successful training program.

Paul Lindley In the Paul Lindley Case Analysis, (Krause, 2014d, p. 10), is an excerpt that demonstrates my use of "*what I know" (Ertmer & Stepich, 2005, p. 40)* as justification for a possible solution: "While some of the goals appear to conflict (the need to engage vs the need to be done in 30 minutes), we experience television in 30 minute segments on a daily basis and many of us deeply engage and empathize with the characters. I suggest we approach this game with a sitcom mindset and design our episodes to conclude in 30 minutes, but, to leave the students hanging and wanting to come back for more." This transfer of knowledge from one domain to another is evidence of proficiency and understanding.

II. Problem Solving

Relationships among Solutions

Michael Bishop I think that while I understand tying my solutions to the challenges/constraints and stated needs, I do not necessarily show all of my thought process in my analyses. I am not certain how much detail to include. Following, is an excerpt from the Michael Bishop analysis that demonstrates the manner in which I make the connection between the stated problems and solutions. I think I could be more systematic and may need to look for a better format for the data.

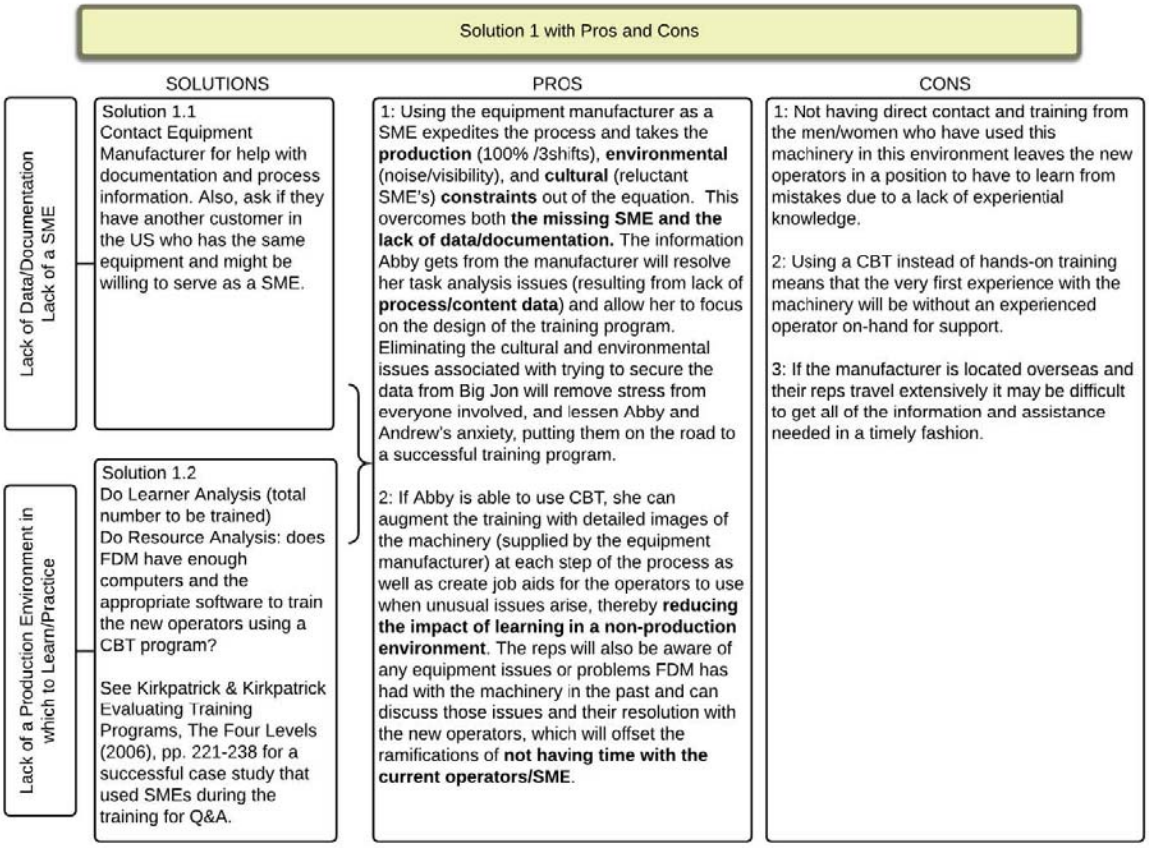
> **Solution 1 as it addresses the challenges and constraints.** Michael can attend to non-negotiable challenges and constraints by altering the game to: 1) Incorporate shorter lessons that fit the standard classroom hour and meet the mandates of the state; 2) Include creatively embedded single question multiple-choice quizzes throughout the lessons, based on state requirements and teacher input, which produce exportable data for grading purposes. **Note:** This answers the teachers' contention that these tests better prepare students for the state tests while helping move the students through the lesson (virtual rewards are recommended for correct answers); and, 3) Program the online notebooks to allow online journaling that exports to a flat file for easier instructor oversight and bypasses the need for increased instructor time and resources (printing, a stated need). In phase 2, Michael can work on making the transfer functionality more teacher-friendly as well; but, it should wait unless time and money are not issues (Krause, 2014a, p. 7).

Lynn Dixon Below is an excerpt from the Lynn Dixon analysis (Krause, 2014b, p. 8) that is a better effort at tying the solution to the challenges in the Lynn Dixon case. Again, I do not directly state the problem with the solution; but, I did order them and number them in this case. I think making a clearer link is a good idea because it would preclude missing an item and also make it easier for the client to understand the approach I have chosen to solve the problem.

> **Solution 2 as it addresses the challenges and constraints.** Lynn can rework the plan from a learner-centered rather than content-centered stance. 1) First, she needs to take a few days to become more familiar with the subject matter and the limitations of the medium/venue, related to user variability. 2) Lynn can then address Ben's requests… 3) Lynn can also propose other interactive elements that are less costly... 4) Lynn can conduct a user survey … 5) When a user steps up to the kiosk, Lynn can

offer a choice of up to 4 language options as well as an Experts Option... 6) To address the natural limitations of a kiosk and offer a future solution to large groups, Lynn can recommend the installation of monitors to display what is being displayed on the kiosk. 7) Lynn can take Laura up on the offer for a pilot test group as senior citizens represent some of the most difficult challenges, next to the language issue.

Abby Carlin In the Abby Carlin case analysis, I actually show the linkage between the problems and proposed solutions. I think, however, that I could have and possibly should have given each solution its own Pro/Con bubble, and that might have helped a client (or in this case my instructor) better follow the logic.



Paul Lindley Even though I seemed to find a format that presented the information well in the Carlin case, I went back to a narrative format in the Paul Lindley case. I think part of that was due to a time constraint. I spent so much time analyzing the case that I ran out of time when

I tried to put it all together. I do think, that I attended to each problem in order and proposed a solution in the same order with referring text, but, I believe the Carlin format was easier to follow. In Solution 1 below, I begin (and this follows through to the end) by stating the first priority and then the methodology I would use to address every aspect of meeting the teachers' needs and concerns:

> **Solution 1 as it addresses the challenges and constraints.** Meeting all of the needs/desires of the various stakeholders presents a complex challenge, and will require a multi-faceted solution. Because the first priority is meeting the needs/desires of the teachers who are critical to the success of the program, the structure of the game should be built around their requests. 30 minute time blocks that juxtapose the internment camp experiences against modern day issues that dramatically demonstrate the possibilities of our own loss of freedoms can be written to the highest of all of the available standards so that the game meets every criterion for any school district (Krause, 2014d, p. 9).

Consideration of Implications

Michael Bishop In my work, I have been accused of thinking too far ahead and being too careful in my consideration of the potential implications of our decisions. But, I have learned over time that even thoroughly researched decisions that have been signed off on by senior stakeholders can have implications that can render the product null and void. So, I will continue to fault on the side of over-caution. In the Bishop Analysis (Krause, 2014a, p. 8), I provide this excerpt in which I address even the emotional implications of a change in direction:

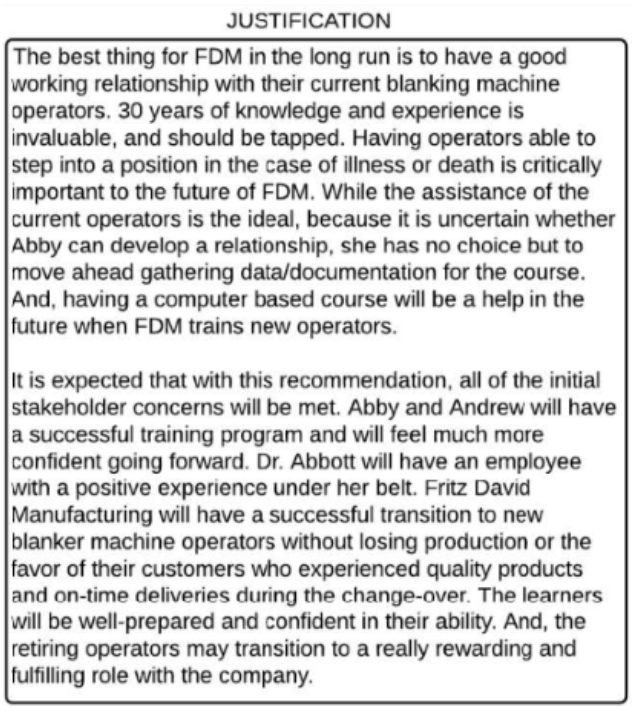
> **Cons.** Changing the environment could render the original pilots less valuable as they will not be able to be compared against a similar classroom setting; however, they will

> be able to be used in the overall evaluation of the program…Michael will have to deal with the emotional aspects of giving up a critical component of an elegant plan.

Lynn Dixon In the Lynn Dixon analysis, I address the issue of changing a budget to meet a change in scope after something has been promised. The implications for future work are far-reaching, both with the current client and future referrals:

> **Justification.** Asking a client to increase the budget is a death knoll to future business and hints at lack of integrity. Lynn's original plan was remiss in addressing the user needs and showed a lack of understanding and creativity in her linear proposal. She can show the client she did indeed hear what was expected, understands the project, and is able to meet the challenge with an excellent, comprehensive, and ideologically sound solution (Krause, 2014c, p. 10).

Abby Carlin In the Abby Carlin analysis (Krause, 2014c, p. 10), I discuss the long-term implications of restoring the relationship with the retiring operators as well as the need to have a plan B as a back-up due to the uncertainty of the success of the plan to woo the retirees. I also point out the implications to the other stakeholders going forward. An excerpt is below:



JUSTIFICATION

The best thing for FDM in the long run is to have a good working relationship with their current blanking machine operators. 30 years of knowledge and experience is invaluable, and should be tapped. Having operators able to step into a position in the case of illness or death is critically important to the future of FDM. While the assistance of the current operators is the ideal, because it is uncertain whether Abby can develop a relationship, she has no choice but to move ahead gathering data/documentation for the course. And, having a computer based course will be a help in the future when FDM trains new operators.

It is expected that with this recommendation, all of the initial stakeholder concerns will be met. Abby and Andrew will have a successful training program and will feel much more confident going forward. Dr. Abbott will have an employee with a positive experience under her belt. Fritz David Manufacturing will have a successful transition to new blanker machine operators without losing production or the favor of their customers who experienced quality products and on-time deliveries during the change-over. The learners will be well-prepared and confident in their ability. And, the retiring operators may transition to a really rewarding and fulfilling role with the company.

Paul Lindley The Paul Lindley case presented many opportunities to look at future implications, beginning with the problem evaluation. Because the paper-based game was to be a precursor to the RPG version, the final product needed to be taken into consideration as the paper-based game was being designed so that programmatic issues could be anticipated rather than being accommodated after the fact. An example of this can be seen in the following discussion of Implementation and Evaluation:

Fundamental issues in Implementation: Implementation considerations should be kept in mind during design. This includes the design of the both the paper-based game and the final RPG video game; as well as the Teacher's Manual for both. The design will need to meet the least common technical criteria and fit within the 30 minute timeframe to guarantee it can be played; and, will need to be written for the most flexible and comprehensive standards of interoperability.

Evaluation Stage. Extensive evaluation tools were not requested for this project; but, in order to be prepared in case the game takes off, it is best during design to factor in future

> evaluation methodologies so we don't accidentally preclude the capability of producing sophisticated reports tying to standards by student if it becomes desirable (Krause, 2014d, p. 5).

Rigid vs. Flexible

Michael Bishop In Michael Bishop, I used terms such as "probable, may, and could" to denote the uncertainty of the situation. There is little hard evidence at this point without making contact with the funding agency; and while I can foresee serious problems with re-engineering the game, my concerns are based on prior experience, not on hard data:

> **Justification.** Michael is two years into his project. He may already be in a precarious position by losing his pilot group. It is probable that his funds and available man-hours would not support the amount of programming that would be required to meet the non-negotiable needs/requirements; and trying to re-engineer the game to include tests and short time periods could be disastrous if done without proper forethought and planning" (Krause, 2014a, p. 9).

Lynn Dixon In Solution 2 of the Lynn Dixon Case Analysis (Krause, 2014b, pp. 8-9), I describe the implementation of a workable plan, based on my experience and knowledge of the industry and technology. Because I know what is possible, I discuss Lynn's options using the word "can". This is because all of the suggestions are possible in a practical sense; but, Lynn still has the choice of whether or not to do them. I was careful not to use the word should, even in instances where I would have strongly suggested Lynn implement my recommendation(s). I noticed that in addressing the Cons, while I use some flexible terminology, some of my statements are more rigid (p. 10):

> **Cons addressed.** While Ben has a desire to be more involved, *it would not be* in the best interest of the project to change his role from SME to designer/developer…Appealing to

> his understanding…*will go a long way*…The full implementation *would need to be done* correctly...Simple labels …*will meet* the needs of a majority of the museum's visitors. Experts probably are not going to be concerned with interactive functionality. They *will be looking for* key information...

Abby Carlin In the Abby Carlin case (Krause, 2014c, p. 10), so much was unknown, and the best solution depended on gaining cooperation from a group of people who had chosen to isolate themselves. The recommendations, justification and cons addressed acknowledged the individual volition of the retiring operators using words such as "should, may be able to, might be without, can arrange, might be willing:"

CONS ADDRESSED

Should the current operators ultimately refuse to help despite Abby's efforts, her contact with the equipment manufacturer, and observation from above and behind Big Jon, as well as her video/photographs of the process will help overcome the lack of direct support and move her toward on-time completion. Also, the equipment manufacturer may be able to circumvent a lot of the potential mistakes of the inexperienced operators by discussing the past history of problems and issues with them during their training sessions. While using a CBT instead of hands-on training would mean that the very first experience with the machinery might be without an experienced operator on-hand for support, Abby can arrange for the manufacturer's rep to be on-hand the first day at least to alleviate the stress. Because many of the equipment manufacturers are located overseas and the reps travel extensively, it may be that they will know someone in the US who has or is operating a similar machine that might be willing to be on hand the day (or week) of transition.

Paul Lindley In the Paul Lindley case I recommended Paul go with the elegant solution and in so doing was fairly emphatic in my terminology: "**Final Recommendations with Rationale.** I truly believe it is better to do the project in what I consider to be the right way. That is, to implement solution 1 in its entirety, and to bring on a game developer to help with the process... He can be in on the ground floor… It is in his best interest to do the job right… The teachers will have a fun way to present somewhat dry content to their students which could possibly help the students begin to love history instead of avoiding it. The team will learn and grow from interaction with a more experienced developer and will be able to produce a better planned and

deployed final product. The content will extend…" Even in doing so, however, I use the term "could possibly" where a certain result is only plausible and not definite.

When I go on to discuss the Pros, I use more flexible terms such as "could be, would have more likelihood, and generally…is easier (Krause, 2014d, p. 11):

> **Pros.** If all of the needs/desires of all of the stakeholders could be satisfactorily addressed, while retaining the integrity of the historical record, the product would have more likelihood of being funded and used. When a product is built for the highest standard, with the future possibilities already anticipated, fewer surprises pop up and generally upgrading going forward is easier and cleaner. In addition, if Paul and his team can demonstrate that that this highly complex task can be successfully addressed, he will find it much easier to gain acceptance of future projects.

III. Action Plan for Moving Forward

I knew when I applied for this program that my years of experience in design and technology would be an asset, and I believe my case analyses demonstrate a certain level of expertise as a result. My weakness is as should be expected—in the instructional design portion of the process. While I do not have to learn to break a job down, or detect the stakeholder needs and concerns, I range between an advanced beginner and a proficient performer when it comes to learning theory, principles and methodologies. I say this because, according to Dreyfus & Dreyfus (1986), while I of necessity (due to my lack of experience in instructional design) use analytical skill to make choices among the learning tools, I do not believe I do it in a detached manner.

The studies did not really deal with carryover from one domain to another; but, I experienced a certain comfort level with the cases due to the characteristics that were familiar to me based on my prior experiences. For example, I have designed materials both for a museum

(Studebaker Museum in South Bend, IN), and for a kiosk (although we did not implement the job). Thus, the Lynn Dixon case was easy for me to break down by situational elements. The context for the Paul Lindley case was familiar to me due to its being a tech scenario with an inexperienced team of students. And, Abby Carlin had a manufacturing environment with large equipment—again a part of my background.

I believe life experience is really what I need to grow in my ID skills. I also think rereading the texts from my courses, having now had the case studies course, might help solidify the concepts and help me to more quickly assimilate the principles into my practice. I also intend to read through the other cases once I am through the course.

Along a continuum from Novice to Expert, in the actual designing of instruction, I believe I am perhaps an advanced beginner, although informed and at most semi-detached. I see growth in my approach to the cases, as I began to look at the cases more intuitively and construct my solutions based on what seemed right, rather than perhaps the most obvious and logical response.

I do struggle with wanting the elegant solution. I have a very difficult time reconciling myself to anything short of perfect for my client or myself. I am looking for ways/venues in which to practice ID so that I can begin to gain a comfort level with the learning portion of the process. I would also like to spend more time studying the solutions experts have devised for specific ID case problems because I believe that could help me move toward proficiency as well. Knowing what an expert looks like and some of the steps necessary to attain expertise will help; but, achieving more than competence will take time and opportunity.

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