

# Policy Session on Instructional Design for Content Development

## Outcomes of the National Instructional Design workshop



- **Vision:**
  - Country needs to have a vision for using Educational technology (ET) if it wants to realize its pedagogical vision statements and be consistent with the goals and objectives in the national curriculum framework 2005
- **Process:**
  - Process for developing content which has ID as an integral part of it needs to be mapped.
  - Process for how technology gets integrated at the school level and in teachers' and teacher educators' education and how textbooks get enriched with the principles of ID.
  - Policy documents and detailed guidelines as to what the states could follow should be given
- **People:** While outsourcing, criteria and conditions should be developed as to what the government expects from instructional designers
- **Infra/Structures:** State-wide and nation-wide linking of various institutions responsible for quality education in the country
- **Finance:** Dedicated budgets based on needs assessment including funds for research and teachers' and teacher educators' training. All these should be accompanied by a continuous feedback into



- **NEEDS ASSESSMENT:**

- Invest time and resources for the *analysis of the learner* and the *learning context*
- Access to communicate with all the stakeholders during the content development process

- **DESIGN:**

- Design accessibility for the physically challenged
- Accommodate for cognitive diversities - Dyslexic, slow learners, gifted etc.
- Develop blended interventions based on the learning context
- Explore a variety of strategies/methodologies to impart content based on established/indigenous learning theories/philosophies
- Identification of appropriate ICT technologies for the intervention
- Establish *evaluation* as an integral part of the content design process



- **DEVELOPMENT:**

- Partnership models between ID experts (both sides) for creation and quality checks of resources already created
- Criteria for outsourcing the development of e-content

- **EVALUATION:**

Data driven decision making process

- iterative framework
- Effectiveness of the learning intervention
- who is engaged in collecting and interpreting data and recommending for decision making
- what tools emerge as aids for decision making
- what type of data is needed for what type of decisions

Emphasis on evaluation of

- content and not just the hardware
- learning gains
- Appropriate use of media



# Other suggestions:

- Establish a process for integrating technology seamlessly in the learning context
- Develop a competency framework for teachers (K-S-A)
- Revamp teacher training to include multi-technology modes
- Recognize of teachers for innovation using ICT , by sharing best practices
- Establish a process for Deployment of ICT interventions
  - ET does not mean only deployment of computers in schools but a whole lot more
  - Deployment = development of content - training - delivery - evaluation
- Establish a process for sharing information
  - The need to share info across states and how others can learn from the implementation experience of one state
- Hiring qualified ID individuals (in the DIETs, SCERTs)

## Moving Ahead

- Creation of a master-syllabus for technology conversion - Sorted by domain, assigned media
- Shelf-life of the reusable learning objects - Suitability for virtual classrooms

