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Thread:	Teaching for ID Expertise	**Posted Date:**	December 17, 2015 1:15 AM
Post:	second try	**Status:**	Published
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Earlier I wrote a post. It was up for a couple of hours (enough for me to think about it on my way home from work). It didn't talk to the discussion question about instructional strategies. So I started over.

Ertmer, York, & Gedik (2009) began discussing the research they did for their article. The section started with a caveat regarding extracting the "rule of thumb" from an expert is akin to asking SMEs to share what they know instinctively (Ertmer, et. al., 2009, p. 22). This follows that whatever instructional strategy supports the development of ID expertise; a lot of time and practice is involved. A strategy that the authors suggest is the use of reflection in structured discussions. Reflection can be scaffolded by the use of guided prompts by the facilitator and the modeling provided by experts (Ertmer, et. al., 2009, p. 20). At my company we hold "post-mortem" meetings after a project ends. We list the pluses and deltas and discuss them. That is a way for novices to benefit vicariously from the experts as well as become familiar with what other project members' best practices.

I've been lucky that I had a mentor who gave me challenges and opportunities to learn how to design and think like a designer. My mentor offered me one hour each week to discuss or go over any of the projects I was working n or if I need help in presenting in a meeting or to a new client. The environment that my mentor (and colleagues) created encouraged me to become more interested in instructional design that I decided to enter this program.

The learning and development group at my company not only excellent models of ID expertise, they teach back new ID models (like the SAM model I mentioned in an earlier week's discussion) and continue to throw new learning challenges to each other and I am a happy recipient of that generosity.

The experts in the article and video talk about approaches, start with the learner, and think with the end in mind. With all these great tips we now need to practice them so that we can make mistakes. Let me end by paraphrasing a line that has been attributed to Yoda, "You want to know the difference between a master and a beginner? The master has failed more times than the beginner has ever tried."

Ertmer, P. A., York, C. S., & Gedik, N. (2009). Learning from the Pros: How Experienced Instructional Designers Translate Instructional Design Models into

Practice. *Educational Technology*, *Jan-Feb*, 19–26.

← **OK**