PROFESSIONAL STATEMENT

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"I strive for two things in design: simplicity and clarity. Great design is born of those two things." – Lindon Leader

Abstract

I possess a versatile skill set that has allowed me to create effective learning courses and materials that set the conditions for an engaging learning environment and experience. My skills range from designing instructional management systems, implementing knowledge checks to assess the learner, analysis and research on new innovation in both the learning and education design and 508 Compliance. These and other skills will help me create and achieve functional design that meets the needs of individual learners.
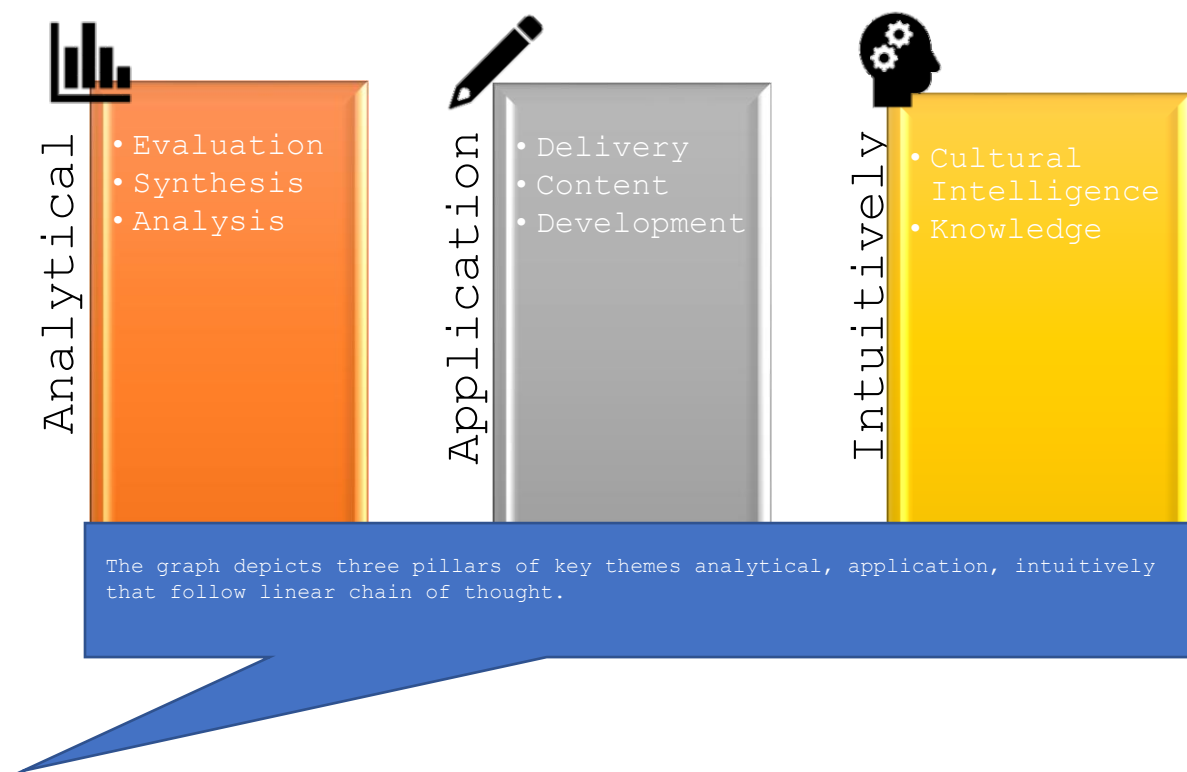
Professional

The type of professional that I seek to become is a Performance Consultant and Instructional Designer for the US federal government. Additionally, I will continue to volunteer with the local community centers in helping our youth. My degree in communications, and twenty years of leadership experience provides the background needed for entry into this field. In completing the University of Tennessee Instructional Technology Program has allowed me to increase my knowledge in education and development the required skills to enter into the government environment. I believe my real-world experiences in delivering presentations to senior diplomats, my leadership, and education will enable me to contribute to giving back to future generations of students. I have the ability to be a positive influence on young adolescents, and I find happiness in knowing that I might play an integral part in helping someone achieve their personal goals as an Instructional Designer. The instructional technology program has allowed me to view new philosophies in teaching. In addition, the program has provided the platform for me to be able to create effective lesson plans and assessments. According to authors Branch and Merrill (2012) "instructional design focuses on meaningful performances and complex behaviors that solves problems."[1] I like this partial definition of instructional design because it gives me the

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[1] Branch, Robert M., Merrill, David M. (2012). Characteristics of Instructional Design Models. In Robert A. Reiser, John V. Dempsey, Trends and Issues in Instructional Design and Technology (pg. 11). Boston, MA: Pearson Education Publishing.

framework to narrow my focus on a definition that is constantly evolving and slightly complex. The skills that I have developed will allow me to operate in the government or consulting settings. The following proficiencies are attributes I envision in providing:

- Project Management
- Problem Solving
- Research
- Creativity
- Implement performance solutions

The following graph depicts the core competencies that I will continue to master:

Analytical
- Evaluation
- Synthesis
- Analysis

Application
- Delivery
- Content
- Development

Intuitively
- Cultural Intelligence
- Knowledge

The graph depicts three pillars of key themes analytical, application, intuitively that follow linear chain of thought.

The above core competencies will continue to help facilitate my goals in becoming a competent designer, and performance consultant, and a collaborator.

As my experience in instructional technology has increased, my understanding of what instructional design entails has continued to shift and grow. According to authors Branch and Merrill (2012) "instructional design focuses on meaningful performances and complex behaviors that solve problems" (p.11). I remain

supportive of this definition, however, my belief that instructional design as a profession is too complex. The quote by Lindon Leader sums up my reasoning for the slight change. "*I strive for two things in design: simplicity and clarity. Great design is born of those two things.*" – Lindo Leader. My goal is to make my approach to design as simple with clarity, because, I believe this is the best methodology for me as a future designer.

Roles

I see myself as a combination of a leader, designer, teacher, and collaborator. Moreover, I see myself a performance designer in resolving business and performance needs. My goal is to continue to obtain the expertise in thinking creativity in order to bring the latest design aptitude and methodology to potential clients. I will do this by attending professional seminars and conferences.

Values

My core values and beliefs are aligned with instructional technology profession. I believe learning happens through experiences, to include formal and informal environments. As I continue to learn better design approaches in that are similar in conjunction with my military background, I have concluded that my military training has many similarities to the execution of design approach. The military is a big proponent of teamwork and performance and is steeped in experiential learning. Moreover, the military is such a diverse profession with extensive ranges of talents and that required for a plethora job assignments and military tasks that provides a unique framework. These assignments and tasks give way to considerate cognitive styles and learning outcomes defined by theorist Robert Gagne describes "five domains-verbal information, intellectual skills, psychomotor skills, attitudes, and cognitive strategies. Each of which require a different set of conditions to promote learning."[2] My experiences in the military and what the military demands from its leaders and soldiers are codified with Gagne five domains of learning outcomes.

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[2] Reiser, Robert A., (2012). A History of Instructional Design and Technology. In Robert A. Reiser, John V. Dempsey, Trends and Issues in Instructional Design and Technology (pg. 25). Boston, MA: Pearson Education Publishing.

Gagne's Domain	Military Fundamentals
Verbal Information	Recalling large quantity of information
Intellectual Skills	Decision-Making/Problem Solving
Psychomotor Skills	Performance Weaponry / Sensory motor/Physical Training
Attitudes	Courage/beliefs/Values
Cognitive Strategies	Tactical Knowledge/Complex Operations

Author Reiser defined instructional design "as the systematic design of instruction and the use of media for instructional purposes."[3] AECT defines instructional design as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning."[4] With multiple definitions and the definition constantly evolving. The below graph depicts how I theorize my current approach to information and learning.


Expertise Development

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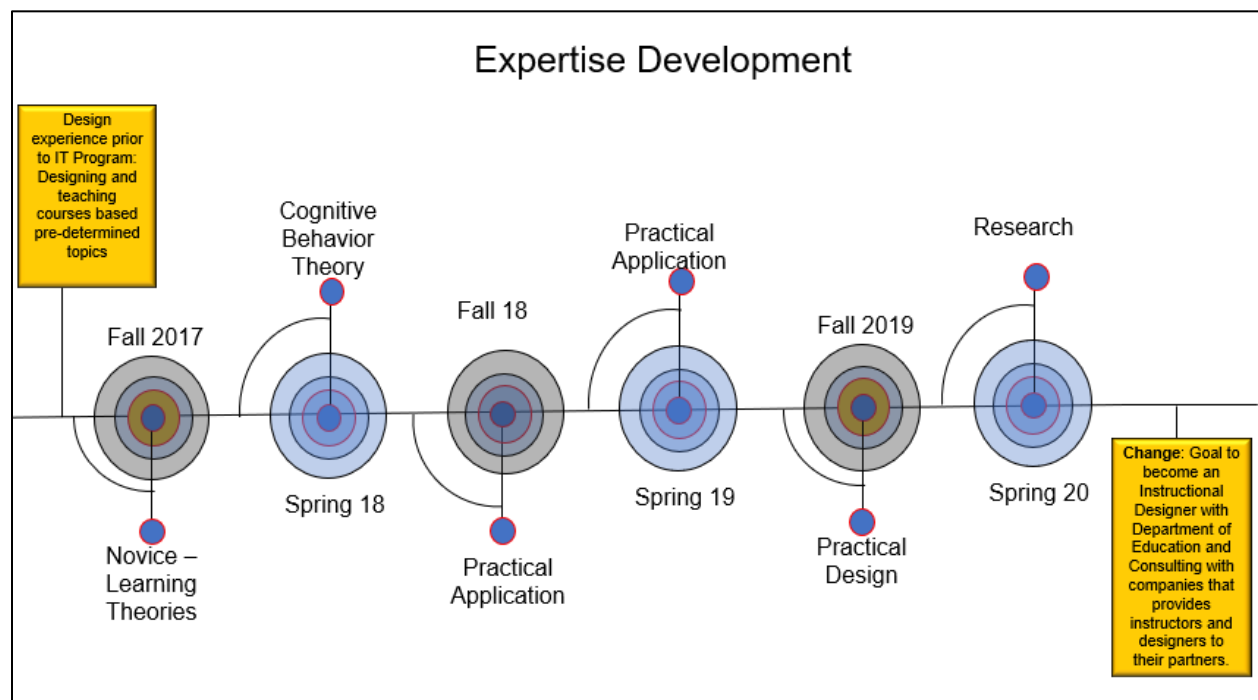
[3] Reiser, Robert A., (2012). What Field Did You Say You Were In? In Robert A. Reiser, John V. Dempsey, Trends and Issues in Instructional Design and Technology (pg. 6). Boston, MA: Pearson Education Publishing
[4] What is Knowledge Base? (2001). Retrieved from http://www.aect.org.

Competencies

The core required competencies are presented during this master's program. With a communications degree, I believe instructional design demands that one's design should effectively communicate orally and visually. The below diagram depicts how I see myself conceptually and rationally in design methodology.
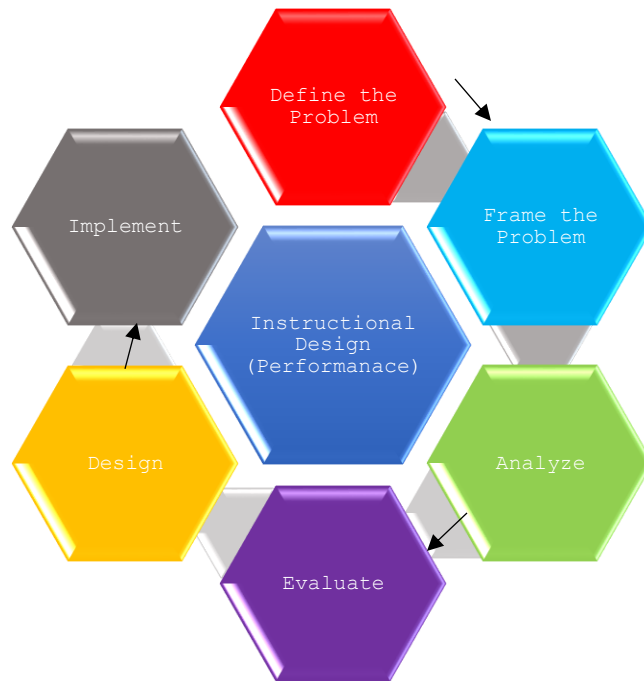
Strength

My current strength is leadership and management. The areas that I need to continue to develop is instruction/teaching techniques. Prior to the advent of online instruction, I designed and taught business management courses. In recent years I have designed and presented training classes to assist my subordinates in professional development. I aim to find ways and opportunities to sharpen and develop instructional and teaching techniques as I pursue my goals described in question number two.

As I design projects, I explore software and design applications to determine the tools that would work most concisely and align with the project goals and the desired learning outcomes. The research, evaluating, and testing of different learning management systems and associated tools have been fascinating and frustrating at times. However, I would not change the mistakes I encountered while learning my craft and becoming proficient. These moments have become teachable moments and has increased my learning.

Development

I will continue my professional development by (1) keeping up with the changing job market, (2) professional development in maintaining what's happening in the field, (3) reading professional journals and visiting online forums, (4) attending industry events, webinars, and conferences, (5) and finally joining professional organizations. One of the organizations that have caught my attention is the Association for Educational Communications and Technology (AECT). Their goal is to improve instruction through the use of technology.

References

Branch, Robert M., Merrill, David M. 2012. "Characteristics of Instructional Design Models". Pp. 11 *Trend sand Issues in Instructional Design and Technology,* edited by Robert A. Reiser, John V. Dempsey, Boston, MA: Pearson Education Publishing.

Reiser, Robert A., 2012. "A History of Instructional Design and Technology". Pp. 25 *Trends and Issues in Instructional Design and Technology*, edited by Robert A. Reiser, John V. Dempsey, Boston, MA: Pearson Education Publishing.

What is Knowledge Base? 2001. Retrieved Sept 26, 2017 from (http://www.aect.org)