

Instructional Technology Philosophy Statement

My personal philosophy of instructional design and technology is that instructional design and technology is a system or process keeping individual learners in mind. In current times, I believe that instructional design and technology should encompass all types of learners with one universal design for learning. Many factors are involved in the field of instructional design and technology. Understanding the basics of human behavior, thinking, and learning is the foundation upon which successful instructional design is founded. History has shown that there are multiple ways to accommodate different audiences. An instructional technologist who encompasses the universal design for learning principal can accommodate all audiences with the same instruction. The technology age has given teachers and learners a vast amount of resources to pull from. Creating universal design for learning is possible. It is, however, never ending. The design and technology integration of instruction must be done properly. Creating design and the technology used to integrate and deploy the instruction must be a seamless partnership. Technology must enhance and support the design, not hinder it.

In Universal Design for Learning, adaptation is better than flexibility. Diversity is the norm, not the exception. You must design from the outset. Instruction is designed for all learners from the beginning. It isn't designed for a specific learner and then adjusted or redesigned to cater to specific individuals. An instructional technologist must really get to know their learners. Instead of designing to the average, designing should be done to and from the edges. Seek diverse perspectives. Universal design for learning is never ending because diversity is never ending. Including many diverse perspectives in instructional design and technology will help to change the way instruction is designed and how it fits all learners.