Literacy and Technology:
In Conversation with Dr. Dave Edyburn

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to explore how technology can support student success.

How can teachers make the shift to becoming instructional designers?

This conversation guide is intended to be used after viewing the video clip, **How can teachers move from instructional planners to instructional designers?**

General synopsis

In this brief video, author and researcher Dr. Dave Edyburn talks about how teachers can transition to instructional designers.

Key understandings

- Instructional design is an important aspect of 21st century teaching.

- Instructional design gives teachers opportunities to think about the students they will be working with and think about what supports need to be available so those students are successful.

- As a result of 20th century technology, teachers would often base a lesson plan around one textbook and teach to the middle of the class. That method of teaching is changing.

- Teachers are increasingly faced with the challenge of creating meaningful learning experiences for a more diverse range of students. Part of the challenge is gathering the necessary resources to make sure all students have the supports they need to learn.

- Learning occurs best when there is appropriate challenge. However, it is difficult to gauge what that challenge level will be without actively involving the student.

- Differentiated instruction is a powerful construct to help teachers think about how to engage and support all learners.

Questions for reflection and discussion

- What statement in this video had resonance for you? Why?
- What are examples within a typical school day, when teachers might need to act as instructional designers?
- What are some of the consequences of **not** providing differentiated instruction for students?
- What are some of the challenges that teachers face in providing supports for individual students?
- How does teachers' expertise with technology affect their ability to be an instructional designer? Or does it?
- If teacher practice is moving toward an instructional design model, what are the implications for pre-service training and professional development in the future?

Link to the *Learning and Technology Policy Framework*

Policy Direction 3: Professional Learning

http://education.alberta.ca/admin/technology/policyframework/policy3.aspx

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