

LYNN ZELMER  
U.C.Q.

*Multimedia*

*Virtual Reality*

*Instructional Design*

*Computer Based Learning*

*Collaborative Learning*

ASCILITE

'92

# A FUTURE PROMISED

Editors

Bill Chia, Russell Pennell and Rod Sims

# Developing Computer Assisted Learning in the Real World

Lori Gillespsie  
Johns Hopkins University

Principal Consultant  
Instructional Consultant  
Baltimore

## Abstract

Instructional design and development is becoming increasingly complex for those of us trying to design and develop effective and efficient learning programs. Skill and knowledge requirements are increasing exponentially as our field expands to include computer assisted learning technologies and other human performance technologies. Advances in information storage, manipulation, and display technologies are pushing new capabilities in the face of those of us who have barely learned to cope with previous simpler versions of instructional technology. Deciding how to incorporate these new technologies in our curricula and course designs is a daunting task. Faced with trying to update our approaches to design, we are resorting to looking for and applying

whatever short cuts and pre-built templates we are offered. Unfortunately, this is leading to a new generation of courseware that fails to teach our learners what they really need to learn.

This paper will discuss several myths that computer assisted learning designers and developers seem to be applying in their development projects. These myths are patterning behavior that is doomed to failure in the context of most "real world" computer assisted learning projects. Eliminating these myths from our mindsets should be a primary goal for all of us designing and teaching computer assisted learning design and development.

15 issues

1) CBI/CAI not being used to its potential.

- attitudes, esp. academics used (ego) to stand in front of class.  
- need to "industrialize" (marketing)

- only adopt if there are real benefits (and not enough \$/w/c/w).  
- we don't use it ourselves.

2) New technologies blurring picture of CBI.

CBI/CAI or CBI or what?

"Computers in learning" - our expertise is in facilitating learning.

3) Technology changes in workplace, education & home entertainment have not led to widespread use of CBI.

- funding issue?

- what do people want to learn?

- who wants to learn?

4) Bad CBI is everywhere.

- cost & effort required to produce good CBI & not enough return.

See inside front cover -

Sandra Wills has a video on interactive design that might be useful for CACT.

330 2209 - CT User at UTS - Good transfer Mac-Dos

### Lack of Training / Research in CBL Techniques

Myth 1: If I use a systems approach to developing CBL, the courseware will be effective.

Myth 2: Only content experts can develop good CBL.

Myth 3: I have to be a techno-nerd to develop CBL.

"Don't buy anything that rats or needs repairing"  
Billy Rose

### Overdependence upon or Inappropriate Selection of Authoring S/W

Myth 1: An authoring system will not allow me to create bad software

### Lack of Follow Through

Myth 1: CBL is effective if no one complains about it

Myth 2: CBL does not require much support.

### Guidelines / Factors for Success

Planning (incl agreement on goals)

Organisation

Leadership

Integration (into regular program)

Team work & Training

Implementation (How, where, when, etc.)

Communication & Coordination

Synergy & Synergy (whole greater than parts)

### Lois Gillespie (cont).

### Unrealistic expectations

Myth 1 - CBL can deliver an immediate pay off or return on investment

"often the investors are not the people who get the return" - esp Training Dept makes the investment but operations get the benefit.

Books, for eg, don't have any cost to the institution when someone writes it - some (often) for a new subject being developed.

CBL, on the other hand, is expensive

Myth 2: CBL will save lots of time & money.

Myth 3: CBL can be developed without additional funding & support commitments.

### Unrealistic Time Frames

Myth 1: CBL can be developed as quickly as regular instruction

Myth 2: CBL can be developed in my spare time.

### Inappropriate Selection of CBL Media / Technology

Myth 1: All instruction is more motivating & effective in CBL form

Myth 2: CBL is the answer to all instructional needs.

Myth 3: CBL is designed just like regular instruction, except you use a computer.