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*by Zz Zz*

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## **Instructional Design in Education**

Instructional design is the methodic planning of the instructional practice. Instructional design can be comprehensive and demanding or flexible enough to meet itemized desires of a distinct learning environment. Nonetheless, the instructional design aims to make education open to every student because the core of the instructional design is acquiring knowledge. In this regard, the instructional design process aims to establish activities that allow the learner to acquire knowledge.

Instructional design is not a new concept since it has been used even during the Second World War. During the war, the United States military psychologists used evaluation to determine the skills and understanding of recruits to select the most suitable individuals for different programs. However, in recent years instructional design has become mainstream as the traditional methods of instruction continue to face scrutiny (Suartama et al., 2019). It was universally accepted that students would sit in the classrooms and receive content instructions from the teachers. Subsequently, the learners would then harness this knowledge and apply the principles learned after school time via homework; however, the digital age has challenged the general principles of teaching because content can be accessed anytime.

In this new paradigm shift, the role of the instructor is also changing. The instructor is no longer on the stage in front of the learners delivering content. Furthermore, this change is not only expected on the teachers' end. The student is also expected to exert effort because learning is an active process (Reigeluth & Lee, 2016). The instructor cannot exert this effort for the student. Presently, the learner takes active responsibility in their quest for knowledge, and the teacher facilitates their learning. For instance, in response to educational issues in higher learning, blended learning has advanced. In such setups, students watch instructional videos in

advance then attend classes where they engage each other and the instructors in the process of learning. According to Lee et al. (2017), this change has forced instructors to re-examine their instructional methods, advancing instructional design in this new paradigm. Also, with the advancements in technology in the education sector, institutions are tempted to migrate towards a new method because it is normal. However, this move must be avoided because new models and technologies should only enhance effective instructional design. It is essential to point out that the cooperation of new tools or methods of instruction can harm instruction if the tool or method adopted does not help the instructional design.

To sum it up, though the instructional design is not keen on what the teacher does in class, focusing on the learner's academic work and the anticipated result is vital in shaping what should happen in the learning environment. In addition to that, what makes instructional design interesting is that it goes beyond choosing tasks and administering quizzes; it extends past the instructor's performance to address the foundation of the entire education system in a student-focused manner.

## References

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