*Navigating Between Theory and Practicable Content development – Lessons Learned*

*Through her presentation, Ms. Asselin aims to discuss the virtues of using a tried and tested instructional design model such as the CFITES model (Canadian Forces Individual Training and Education System) when developing large-scale curriculum products, while also being mindful of the pitfalls related to the design phase in particular.*

*Too often, the****design phase****is not given the amount of time and attention it requires within the overall instructional design cycle. This results in key design decisions being pushed into the subsequent materials development phase where individual curriculum developers bear the brunt of the responsibility. When designers are left to make critical design decisions on their own, without the benefit of a robust design phase, the end result is a disjointed product that lacks standardization and cohesion.*

*Ms. Asselin suggests that there are four main design pitfalls to avoid in order to create the conditions for successful materials development. In order to achieve commercial levels of quality in content design, one must engage in comprehensive course mapping, which includes sequencing and scaffolding. Furthermore, due diligence must be given to the selection of topics and time management, especially as it relates to time on task within a classroom setting. Finally, prototyping is of critical importance, as it marks the transition from a descriptive process to a concrete and visual working model.*

*When the design phase is addressed responsibly, the foundation for a successful instructional design cycle is laid. Unfortunately, the realities of the design process are not often discussed in pedagogical theory. With this in mind, Ms. Asselin has identified what she considers are the challenges of the design phase and offers best practices in order to overcome them.*