

PAPER:

***RESEARCH INFORMING PRACTICE:  
INSTRUCTIONAL DESIGN FOR WORKPLACE LEARNING***

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Abstract:

Research has an important role to play in the development of new knowledge to inform practice. This paper takes a critical stance on the development of instructional materials and methodologies to support flexible delivery, and argues and quality client centred flexible delivery requires data to be generated on the learning preferences and context of learners in the workplace.

The paper traces a feeling of dissatisfaction with instructional development that is based on educated guesswork and assumption, and indicates how systematic data collection can assist in informing instructional decisions that need to be taken at the design stage. The paper reports on research carried out to date on different learner clienteles, and how that information challenges some of the processes through which instruction is designed.

Finally, the paper argues a case for the inclusion of learner specific data in the development of instruction to support flexible delivery.