



第200話



ロバート・リーサー先生を囲む会(仮)

1. IDTが特に効果的なのはどのような場面でしょうか？ 有効なトピックがありますか？ 有効な学習者は？ 軍隊や医療でしょうか？ 初等中等／高等教育／企業内教育では？ Describe what kind of situation where IDT is most effective? Topic dependent? Learner dependent? Military/Medicine/etc. K-12/Higher ed/Corporate training/etc.
2. 著書に紹介されたさまざまなトピック、IDモデルや理論の中で、先生が現在特に注目しているものを教えてください。他にも著書発刊後の諸動向で注目していることがあったら教えてください。 Please teach us which topics, ID models or theories from your latest book entitled "Trends and Issues in Instructional Design and Technology (3rd ed.)" are you paying attention especially? Or do you have new topics which came up after the book was published?
3. 新しいテクノロジーに直面した時、インストラクショナルデザイナーは何をすればよいですか？ What should an instructional designer do when new technology comes in?
4. インストラクショナルデザイナーに最も必要なスキルは何ですか(職場でIDについてほとんど知らないスタッフがまず学ぶべきことは何かと考えているので) What are the most critical skills of instructional designers? I am wondering what I should teach to my co-workers who know nothing about ID.
5. [その他の質問](#) (新しい質問も歓迎します！) [リーサー略歴](#)・[若かりし頃...](#)

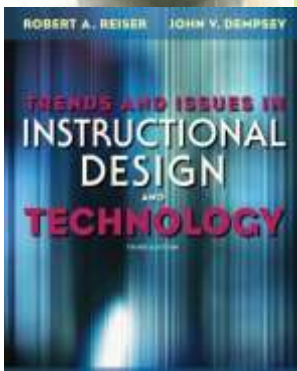




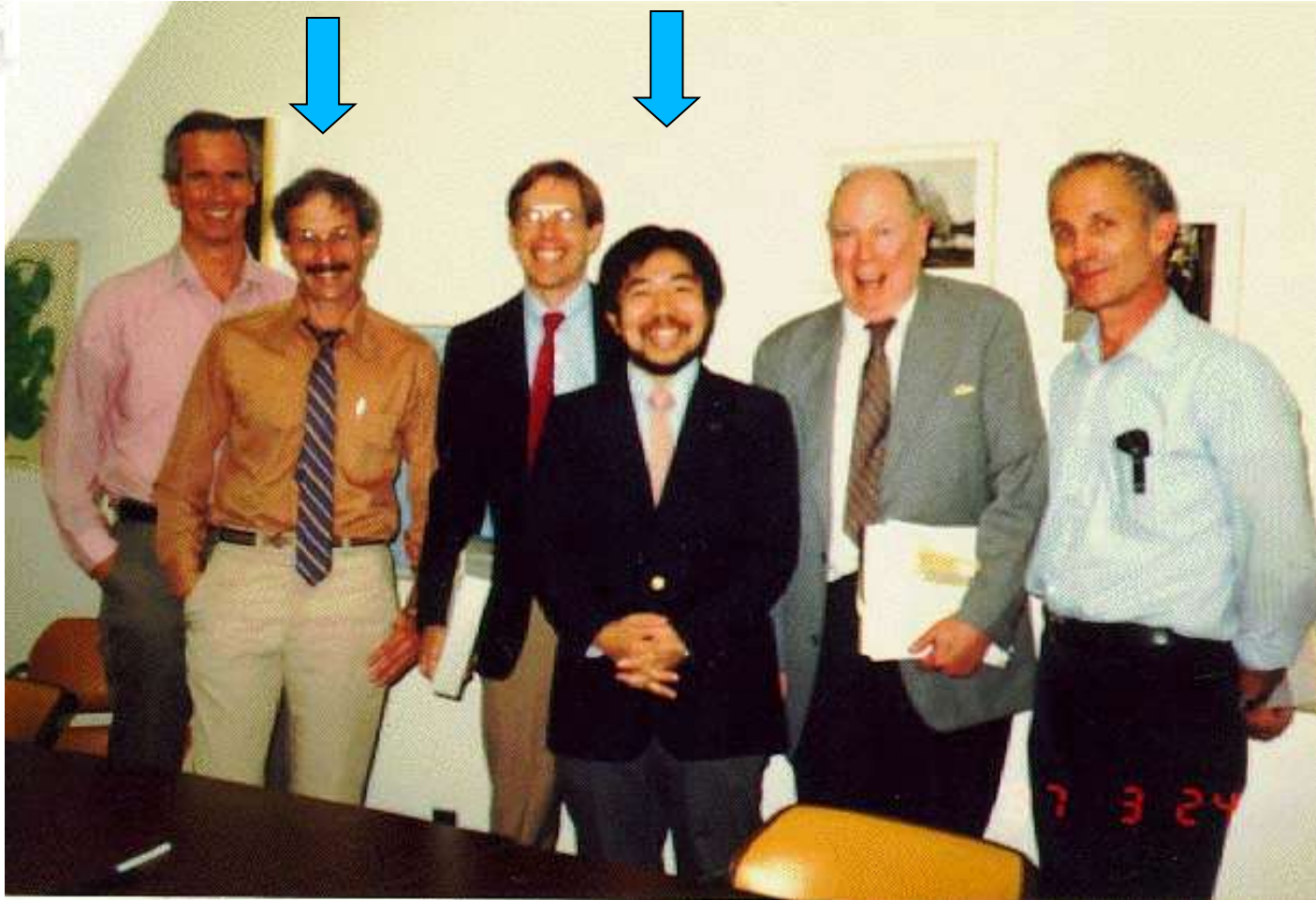
ロバート・A・リーサー (Robert A. Reiser)教授

Distinguished Teaching Professor and Robert M. Morgan Professor of Instructional Systems, Department of Educational Psychology and Learning Systems, Florida State University, U.S.A.

- e-mail: rreiser@mailers.fsu.edu
- professional website: <http://mailers.fsu.edu/~rreiser/>
- 主な業績
- Reiser, R.A., & Dempsey, J.V. (Eds.) (2011). *Trends and Issues in Instructional Design and Technology* (3rd ed.). Saddle River, NJ: Pearson Education.
- Reiser, R.A., & Dick, W. (1996). *Instructional planning: A guide for teachers* (2nd ed.). Boston, Massachusetts: Allyn & Bacon.
- Dick, W., & Reiser, R.A. (1989). *Planning effective instruction*. Englewood Cliffs, New Jersey: Prentice Hall.
- Reiser, R.A., & Gagne, R.M. (1983). *Selecting media for instruction*. Englewood Cliffs, New Jersey: Educational Technology.
- 学会活動など:
- *Educational Technology Research and Development* 編集者17年間
- AECT Division for Design and Development Awards Program 代表23年間



若かりし頃...



米国フロリダ州立大学大学院の一室にて 1987. 3. 24



Other questions to Robert Reiser

- Q1. What do you think the future of MOOCs? Prosper or Perish? How do you think MOOCs affect the higher education?**
- Q2. Do you think that the flipped classroom will become popular method even in K-12 education? What are challenges?**
- Q3. In the near future, do you think learning/training with smartphones will be as usual as with PCs? What are challenges?**
- Q4. In Japan, it is still not easy to make the occupation called “Instructional Designer” popular at universities. Please give us advices to go over this issue, so that all the GSIS of Kumamoto University students will be encouraged to keep challenging for gaining ID’s popularity.**
- Q5. Lately, I got a rejection letter from a university, but I was not so disappointed because I was reading Chapter 26 of your book. Please give words of encouragement to the people like me who started learning ID as adult learners and are trying to get jobs to be researchers of Instructional Systems.**
- Q6. Please tell us how the students at GSIS of FSU are learning there. I would like to know about students (all adults?), curriculum and delivery (mainly e-learning?). How many Japanese students are learning?**
- Q7. TRENDS AND ISSUES IN INSTRUCTIONAL DESIGN AND TECHNOLOGY is 3rd Edition, what changed or not changed from the 1st Edition to the 3rd Edition?**
- Q8. What would you do to connect learning that emerge in various situation (e.g., classroom, community, and conversation among friends)? Please show us if there are some good examples.**
- Q9. Are there any good samples to show that delivery of video-taped lectures is not the only mode of e-learning?**

