Strategically Integrating Instructional Designers in Medical Education

Medical educators must answer questions about what they teach, how they teach, and how they assess learning in the Digital and Information Age. Related questions involve what personnel (i.e., talent) organizations should select and cultivate to drive their missions. Learner-centered paradigms, instructional design, and educational systems are growing areas of interest that must be deliberate, not reactionary.¹

### Increased Demand for Instructional Designers (IDs)¹⁻³

| >5,000 JOB OPENINGS across the United States posted on LinkedIn in 2013 | 3x JOB GROWTH in the last three years | 28% INCREASE IN JOBS by 2025 predicted³ |

### Factors Contributing to the Rise in IDs¹⁻³

- Advances in digital learning and use of technologies in education
- Time and productivity pressures for medical education faculty
- Rapidly evolving pedagogical models and science of learning

### Instructional Design and Academic Medicine

Instructional design is a relatively new, evolving, and burgeoning field with 70% of IDs on the job for fewer than 10 years, and 38% for fewer than 4 years.³ Major competition for ID talent is not within education or health care, but in business and industry.³

### As medical education and its workforce continue to evolve, judiciously investing in talent is a key responsibility of leaders.

### References:

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