EXPLORING OPINIONS OF CORPORATE INSTRUCTIONAL DESIGNERS ON
THEIR PROFESSIONAL DEVELOPMENT AND TRAINING NEEDS

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ABSTRACT

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In corporate environments, instructional designers play a critical role in meeting educational needs of the institutions. However, developments in corporate education field and changing needs create challenges for these professionals. This study aims to examine the views of instructional designers operating in corporate education on their professional development and training, and to determine the obstacles they face. Within the scope of the study, 14 instructional designers working in corporate environments were interviewed using basic qualitative research methodology. The data were collected with a semi-structured interview form consisting of 12 open-ended questions, and six of the participants made written evaluations about the positive/negative aspects of PDT activities they had previously participated in. In this study, 10 instructional design projects collected from the participants were examined and analyzed. The findings of the study show

that the roles of institutional instructional designers are shaped around project management, content development, evaluation, and integration of technology. Skills in the context of PDT include problem solving, communication, collaboration, and planning. In addition, the participants emphasized the need for a balance between theory-practice and predicted that instructional design education will become more personalized and interdisciplinary in the future. The findings from this study contribute to the fields of educational sciences, curriculum and instruction by providing insights into the changing roles and needs of IDs. This study highlights the importance of aligning PDT interventions with new trends, addressing barriers such as technology and language, financial constraints, and motivation, while ultimately guiding curriculum development and instructional practices.

ÖZ

KURUMSAL ÖĞRETİM TASARIMCILARININ MESLEKİ GELİŞİM VE EĞİTİM İHTİYAÇLARI KONUSUNDAKİ GÖRÜŞLERİNİN ARAŞTIRILMASI

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Kurumsal ortamlarda öğretim tasarımcıları kurumun eğitim ihtiyaçlarının etkin bir şekilde karşılanmasında kritik bir rol oynar. Ancak kurumsal eğitim alanındaki gelişmeler ve ani gelişen iş ihtiyaçları bu profesyoneller için birtakım zorluklar doğurmaktadır. Bu çalışmada, kurumsal eğitim alanında faaliyet gösteren öğretim tasarımcılarının mesleki gelişim ve eğitimlerine yönelik görüşleri incelenerek, buna yönelik karşılaştıkları engellerin belirlenmesi amaçlanmaktadır. Çalışma kapsamında temel nitel araştırma metodolojisi kullanılarak kurumsal ortamlarda çalışan 14 öğretim tasarımcısı ile görüşme yapılmıştır. Araştırmanın verileri 12 açık uçlu sorudan oluşan yarı yapılandırılmış görüşme formu ile toplanmıştır ve katılımcılardan altısı daha önceden katılmış oldukları mesleki gelişim ve eğitim faaliyetlerinin olumlu ve olumsuz yönleriyle ilgili yazılı değerlendirmede bulunmuştur. Araştırma kapsamında katılımcılardan toplanan 10 öğretim tasarımı projesi incelenmiş ve analiz edilmiştir. Araştırmadan elde edilen bulgular kurumsal öğretim tasarımcılarının rollerinin proje yönetimi, içerik geliştirme, değerlendirme ve öğretim teknolojileri entegrasyonu etrafında şekillendiğini göstermektedir.

Mesleki gelişim ve eğitim bağlamındaki beceriler arasında problem çözme, iletişim, iş birliği ve planlama yer almaktadır. Ayrıca katılımcılar teori ve pratik arasında bir dengeye ihtiyaç olduğunu vurgularken, öğretim tasarımı eğitiminin ileride daha kişiselleştirilmiş ve disiplinlerarası bir hale geleceğini öngörmüştür. Bu çalışmadan elde edilen bulgular, öğretim tasarımcılarının değişen rolleri ve ihtiyaçları ile ilgili görüler sunarak eğitim bilimleri, müfredat ve öğretim alanlarına katkıda bulunmaktadır. Bu çalışma mesleki gelişim müdahalelerini yeni trendlerle uyumlu hale getirmenin, teknoloji entegrasyonu, dil bariyeri, finansal kısıtlamalar ve motivasyon gibi engelleri ele almanın önemini vurgularken, nihayetinde müfredat geliştirme ve öğretim uygulamalarına rehberlik etmektedir.

Anahtar Kelimeler: Öğretim Tasarımı, Kurumsal Eğitim, Mesleki Gelişim ve Eğitim.

To my joyful spirits with wagging tails…

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

ADDIE	Analysis, Design, Development, Implementation and Evaluation
AECT	Association for Educational Communication and Technology
AERA	American Educational Research Association
AI	Artificial Intelligence
ANKUZEF	Ankara University Open and Distance Education Faculty
AR	Augmented Reality
ASTD	American Society for Training and Development
ATD	Association for Talent Development
FERPA	The Family Educational Rights And Privacy Act
GDPR	General Data Protection Regulation
ID	Instructional Designer
HCI	Human-Computer Interaction
HR	Human Resources
IBSTPI	International Board of Standards for Training, Performance and Instruction
ISPI	International Political Studies Institute
ISTE	International Society for Technology in Education
KPI	Key Performance Indicator
KVKK	Personal Data Protection Law
LMS	Learning Management Systems
PDT	Professional Development and Training
PMI	Purchasing Managers' Indices
TEGEP	Turkey Training and Development Platform
TICE	Training Industry Conference and Expo

UI   User Interface

UX   User Experience

VR   Virtual Reality

WCAG   Web Content Accessibility Guidelines

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

The concept of corporate training refers to a process structured to provide learning and development opportunities for employees in a corporate or organizational environment and includes many activities that increase the knowledge, skills and competencies of employees to achieve the strategic goals of the institution (Boahin & Hofman, 2014). In corporate training, the role of instructional designers is becoming increasingly important in the context of directing corporate learning and development initiatives. These corporate learning and development initiatives can be expressed as technical training, soft skills training, orientation and onboarding training, leadership development programs, mentoring and coaching programs, creating e-learning and online training platforms, interventions supporting a culture of continuous learning and development, talent management and career development programs, performance evaluation and feedback systems, and motivation programs. The main tasks of these people are to design learning interventions, improve existing ones and make necessary applications (Saint Leo University, 2022). In addition, developing and changing educational approaches due to the rapid development of technology draw attention to the need to conduct research on the professional development and training needs of instructional designers working on corporate training. This study aims to identify the main areas for improving the skills of instructional designers, to examine the harmony between existing skills and changing professional demands, to examine what professional development opportunities instructional designers need and what difficulties they experience in accessing existing opportunities, and to identify

ways to effectively meet these needs. This study, conducted with the basic qualitative research methodology is expected to shed light on the professional development and training needs of instructional designers working on corporate training and the development of strategies to meet the needs.

Although instructional designers working on corporate training make important interventions towards institutional development and learning needs and meeting these needs, the rapidly developing and changing nature of the corporate training field and instructional design creates significant challenges for professionals working in the field. However, when looking at the literature, there is a notable gap in studies investigating the professional development and training needs of instructional designers working on corporate training. Addressing this gap is of critical importance as it is effective in increasing the competence of instructional designers to develop learning applications that meet the goals of institutions and increase the productivity and competence of employees (Sharif, & Cho, 2015). Because these needs are not fully identified, it will prevent the gap in required skills from being filled and therefore the promotion of continuous learning and development of instructional designers. Therefore, to optimize the effectiveness of instructional designers and better align the institutional training in which they intervene with the goals of the institution, it is necessary to investigate the professional development and training needs of these professionals.

1.2 Purpose of the Study

The main purpose of this study is to conduct an examination of the professional development and training needs of instructional designers who work on corporate training. Because instructional designers play an important role in designing and executing corporate training in line with the goals of the institution and ensuring that it increases the competencies of employees (Martin et al., 2022). It is important that intervention recommendations to optimize the competencies of instructional designers cover the required basic skills and even determine whether these skills are compatible with changing needs. Therefore, when the research is viewed holistically; It aims to identify the main areas for improving the skills of

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instructional designers, to examine the harmony between existing skills and changing professional demands, to examine what professional development opportunities instructional designers need and what difficulties they experience in accessing existing opportunities, and to determine ways to effectively meet these needs. For this reason, in this research, answers were sought to the research questions in the next section.

1.3 Research Questions

(1) What are the professional development areas to improve instructional designers' skills and expertise on instructional design practices?

Sub-question:

What professional skills do instructional designers working on corporate training think are necessary to develop an effective instructional design practice?

(2) What are the key professional development needs and challenges faced by instructional designers working in corporate training environments?

Sub-questions:

What challenges do instructional designers encounter when accessing and participating in professional development and training opportunities within their organizations?

What suggestions do instructional designers working on corporate training have to improve the design, implementation, and accessibility of professional development and training initiatives?

1.4 Significance of the Study

The importance of the roles of instructional designers who take part in corporate trainings in designing and conducting corporate trainings in line with the goals of the institution and ensuring that these trainings increase the competencies of the employees is clear. Therefore, the contributions of this study to the field of

professional development and the training needs of these professional groups can be explained under several headings.

Firstly, this research contributes to a deeper understanding of the skills and competencies required in the context of corporate training and instructional design. This contribution informs the design and implementation of programs to improve the professional development and training of instructional designers.

Secondly, it investigates what obstacles instructional designers working on corporate training encounter in their attempts to meet their professional development and training needs. Therefore, it also sheds light on the hindering potentials for the continuous learning and development of these professionals. Understanding these potential barriers contributes to the development of strategies to foster a supportive environment for continued learning and development, in addition to professional development and training.

Thirdly, investigating the fit between the current skills of instructional designers working on corporate training and the demands of changing instructional design practices due to evolving demands provides insight into adaptation to the trends, approaches, and technologies shaping the field. This understanding allows and guides future and current instructional designs to be tailored to changing institutional demands.

Fourthly, the findings of this research guide regulations and improvements in the field. Assists stakeholders in corporate training to effectively ensure the preparation, implementation, and accessibility of professional development and training programs.

Finally, the findings of this research provide valuable information about making educational organizational decisions in institutions. It serves as evidence-based guidance to other stakeholders, including human resources and senior executives, on why they should consider professional development and training investments and instructional design initiatives. Institutions that align institutional needs and priorities with their curriculum can both maximize their learning and development activities and increase institutional success.

Overall, the findings of this study contribute to the field of instructional design by providing evidence-based information to maximize the effectiveness of instructional designers and develop professional development and training strategies that are compatible with institutional goals in the context of instructional design.

1.5 Definition of Terms

Corporate Training: A process structured to provide learning and development opportunities for employees in a corporate or organizational environment and includes many activities that increase the knowledge, skills and competencies of employees to achieve the strategic goals of the institution (Boahin & Hofman, 2014).

Instructional Design: A creative process that includes analysis, design, development, implementation and evaluation systems of learning interventions aimed at achieving predetermined learning goals (Dalle, 2017).

Professional Development and Education: Professional development is the acquisition of new skills or the enhancement of existing knowledge and skills through continuing education and career training after entering the workforce (Harvard Professional and Executive Development, 2022).

CHAPTER 2

LITERATURE REVIEW

In this section, the studies in the literature and the following titles are included: (1) introduction to instructional design in corporate training, (2) instructional design competencies, (3) the role of instructional designers in corporate training, (4) professional development and training programs for instructional designers, (5) needs assessment methods for identifying training needs, (6) current trends and best practices in instructional design training, (7) challenges and barriers faced by instructional designers in corporate environment

2.1 Introduction to Instructional Design in Corporate Training

The concept of corporate training refers to a process structured to provide learning and development opportunities for employees in a corporate or organizational environment and includes many activities that increase the knowledge, skills and competencies of employees to achieve the strategic goals of the institution (Boahin & Hofman, 2014). The purpose of corporate training is to improve the skills of employees, inform them about both technical and social issues, and provide a working environment within the organization that is compatible with the goals of the organization (Noe, 2020). Corporate training programs can be delivered in a variety of ways; Some of these include regular classes, online sessions, courses, seminars, workshops, on-the-job training and mentoring programs. Topics covered by corporate training programs may include product knowledge, soft skills training, compliance training, leadership or technical skills training. The design of corporate training programs is created and implemented by instructional designers, education

experts, subject experts or consultancy companies serving in this field, in accordance with the goals of the institution (North et.al, 2021).

The concept of corporate training is multifaceted as it aims to increase productivity by improving employee performance, encourage innovation and employee engagement, and comply with industry regulations and standards. Additionally, corporate training helps create a competent and skilled labor that can adapt to changes and increase corporate success, so it is a strategic investment for organizations (Noe, 2020). Overall, corporate training contributes to the development and competitiveness of organizations by significantly encouraging continuous learning and development among employees.

When we look at the history of corporate training, we see that its roots date back to the Industrial Revolution (Ferriman, 2016). The Industrial Revolution increased the need for a qualified workforce and led to significant changes in this context. When we look at the first corporate training programs, we see that they were created for workers working in factories to learn new machines (Jacobs, 2003). Corporate training programs that emerged with the Industrial Revolution became more systematic in the 20th century thanks to approaches such as Taylorism and Fordism, and training programs designed for employees during this period were used intensively by institutions (Jacobs, 2003). When it came to the Second World War period, especially in the following period, more importance began to be given to the training of employees all over the world (Torraco, 2016). The concept of corporate training in this period began to be associated with the competitiveness of institutions and corporate strategies (Noe, 2020)

If the concept of instructional design is examined after the concept of institutional training, instructional design is a creative process that includes analysis, design, development, implementation and evaluation systems of learning interventions aimed at achieving predetermined learning goals (Dalle, 2017). The core of the concept of instructional design is the aim of filling the gap between learners' experiences and the goals of instruction (Nworie, 2022). Therefore, the primary responsibility of instructional designers is to make effective and interesting designs according to the goals of the curriculum and the needs of the learners (O'Malley,

2017). While doing this, they benefit from disciplines such as learning theories, psychology and pedagogy. This design process proceeds as a needs analysis to identify learning gaps after the learning goals are determined, and the creation of teaching activities, materials and evaluations that can respond to this needs analysis and goals (Shé et.al., 2022). Instructional designers can use various multimedia tools and therefore technology while preparing interesting learning designs that appeal to different learning styles. Additionally, throughout both the instructional design and implementation process, instructional designers continually evaluate and provide feedback on the effectiveness of learning experiences. At the end of the process, it makes improvements to the design based on the data collected during the evaluation. As a result, the concept of instructional design is about facilitating the knowledge, skill and competence acquisition processes of learners and providing effective learning experiences (Wei, 2023).

When looking at instructional design in the context of corporate training, its role in providing effective learning experiences that drive the employee development process and corporate success is extremely important (Nworie, 2011). Because instructional designers working in corporate training are responsible for systematically designing, implementing and evaluating instructional interventions to specifically meet the goals of the institution and the needs of the current workforce (Moore & Klein, 2020). While creating educational programs, institutions can use instructional design principles, technologies and various methodologies through instructional designers to increase the effectiveness of these programs, ensure that they are interesting and, most importantly, ensure that they are compatible with adult learning principles. Additionally, instructional designers work collaboratively with stakeholders such as subject matter experts and technology experts when working on learning designs that appeal to different learning styles. Therefore, the concept of instructional design in corporate training extends beyond just instructional design to include existing performance support, knowledge management systems, and corporate learning interventions. By taking advantage of the instructional design discipline when designing their training, institutions can create programs that are more compatible with institutional goals

and ensure that their employees are equipped with the necessary skills, knowledge and competencies more effectively. In short, professionally including the concept of instructional design in corporate trainings allows corporate trainings, which are a strategic investment for institutions, to be carried out much more effectively.

Heggart and Dickson-Deane (2021) revealed in their study that instructional designers are needed in many different sectors in today's world, especially in instructional technologies. Different studies have reached a similar conclusion, but they have stated that this need will continue to increase in the future (Alexander et al., 2019; Reiser, 2018). According to Reiser's study (2018), the increase in online learning environments, especially in the 21st century, indicates that the need for instructional designers in corporate environments will be shaped especially around the role of organizing online training. In addition, some studies have stated that rapidly developing technology will make the job of instructional designers more challenging and complex (Sims and Koszalka, 2008; Spector et al., 2006). Studies that draw attention to the importance of the role of instructional designers in corporate environments also indicate that standards should be determined for these people in the context of e-learning (Spector et al., 2006).

2.2 Instructional Design Competencies

When we look at the competencies that instructional designers should have, studies in the literature draw attention to competencies on collaboration, communication, theoretical knowledge, problem solving and course design. Among these, collaboration skills are among the most frequently mentioned competencies.

When we look at the literature, we see that the most frequently mentioned competency for instructional designers is collaboration. Collaboration is a skill that requires instructional designers to establish a systematic interaction with various stakeholders in order to achieve specified goals. Collaboration can include subject matter experts, content experts, instructors and academics. Within the scope of this interaction, instructional designers should consider that there are diversified elements such as creating consensus among these stakeholders and managing

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resources (Brigance, 2011; Gray et al., 2015; Kelly, 2016). In a study conducted by Solomonson (2008), he stated that instructional designers take on the role of consultants who develop and guide subject matter experts.

Communication skills are another skill referred to in literature for an instructional designer to be able to work with other stakeholders and facilitate learning. In this context, communication includes asynchronous (such as e-mail) and online interactions in addition to verbal and written communication. Kenny et al. (2005) included communication in the 4 main skills required for instructional designers in a study they conducted. The International Board of Standards for Training, Performance and Instruction (IBSTPI) has also defined communication as a basic competence for instructional designers (2012). Therefore, instructional designers should be effective in communicating and be able to effectively use new communication methods they encounter. In addition, having competence in terms of communication skills helps to conduct a more efficient process with stakeholders on issues related to educational interventions.

When the literature is examined, it is seen that mastering instructional design theories and models is also important among the competencies required for an instructional designer. When looking at theoretical knowledge in this field, ADDIE, adult learning theory, learning models, and instructional theories come to mind first, but skills based on theoretical knowledge are not limited to these (Sugar & Luterbach, 2015). However, while the importance of theoretical knowledge for the role of instructional designers is accepted, there are also some discussions about the practical application of theory, especially regarding designs that constantly push instructional designers to solve problems (Thompson-Sellers & Calandra, 2012).

One of the competencies encountered in the literature is problem-solving skills. Ertmer and Stepich (2005) defined instructional designers as effective problem solvers in a study they conducted. Similarly, in a study conducted by Kenny (2005) and his colleagues, it is suggested that instructional designers are necessary to find solutions to problems encountered in the instructional design process. When instructional designers collaborate with subject matter experts and other

stakeholders, they actually find solutions to more than one complex problem (Gray et al., 2015).

Finally, when looking at the competencies required for instructional designers, the ability to design courses is discussed, based on the idea that they design instructional designs to facilitate learning (Villachica, Marker, & Taylor, 2010). Here, the concept of course design refers to very comprehensive issues such as finding resources, preparing materials, assessment strategies, teaching strategies, and learning objectives, and may even include creating multimedia content (Instructional Design Competencies, 2012).

The rest of this section examines studies on instructional design competencies. Because instructional design competencies play an important role in placing the professional development and training needs of instructional designers in a systematic framework. Inferences were made about the possible professional development and training needs of instructional designers based on the results of the studies found.

Parry (1996) defined the concept of competence as the basic knowledge, skills, and attitudes required to perform successfully in a job. Richey (2001) also provided a similar definition, stating that competence is being well-qualified and that it encompasses the critical paths for success.

According to the IBSTPI, competence is defined as "a set of relevant knowledge, skills and attitudes that enable an individual to effectively perform the activities of a particular occupation or job function to the standard expected in employment" (Richey et al., 2001). In some studies, researchers have divided the concept of competence into different dimensions as knowledge, ability and skill. In a study conducted by Klein and Kelly (2018), it was stated that effective communication with stakeholders and being a subject matter expert are critical for instructional designers to be a valuable teammate in the environment they work in. In addition, in this study, it was stated that instructional designers should be able to use the procedure in the ADDIE process effectively and that they should have sufficient knowledge and skills in e-learning.

Since instructional design competencies can vary depending on the context, some studies have focused on instructional designers working in higher education. Ritzhaupt and Kumar (2015) stated in their study that instructional designers working in higher education should have knowledge of learning theories and be equipped with soft skills and technological competencies. Ritzhaupt and Martin (2014) determined in their research on educational technology multimedia competencies that instructional design competencies include instructional theories and methods, soft skills and collaboration skills.

Instructional design knowledge, skills, and dispositions constitute the expertise development process of an instructional designer (Chartier, 2021a). For this reason, some studies have also focused on instructional designer dispositions (Brill, 2016; Chartier, 2021b; Toker & Baturay, 2022). In his study, Brill (2016) examined the dispositions of novice instructional designers as well as their approaches to the project management process. Toker and Baturay (2022) examined the dispositions of instructional design students towards critical thinking during an ill-structured problem-solving process. These studies, which examined the differences between novice and expert instructional designers, stated that the most important points that differentiate experts from novices are their dispositions for adaptability and flexibility (Ashbaugh, 2013; Chartier, 2021a; Ertmer & Stepich, 2005; Rowland, 1992).

Although the components covered by the competency may vary in some cases, they all share a common goal of supporting and improving human performance (Klein & Richey, 2005). Therefore, it is often emphasized that instructional design competencies must be continuously developed and improved to meet the changing demands of the field and support professional development.

In Moallem's 1995 study examining the knowledge and skills required for instructional design graduates, he examined 150 job advertisements. He divided the job advertisements into three categories according to their fields and analyzed them. According to the findings of this study, different competence areas are expected from instructional designers working in different fields. In addition to the validity of basic theoretical skills in business/industry and higher education fields,

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the use of technology is also considered important. In addition, differences have been identified in the skills expected from instructional designers with master's and doctoral degrees. It has been determined that instructional designers with master's degrees are expected to be competent in project development and management, while doctoral graduates are expected to be competent in areas such as conducting research and writing proposals. Again, according to this study, leadership, verbal/written communication and project management skills are expressed as the areas in which instructional designers are expected to be competent.

In 2001, Tennyson's study attempted to determine the basic competencies expected from instructional designers. The competencies expected from instructional designers in the processes of solving learning and performance problems and developing instruction were divided into three groups: (1) educational fundamentals, (2) instructional systems development methodology, and (3) instructional development process. Instructional designers are defined as novice, apprentice, and expert according to their qualifications in these three groups. He stated that educational competencies that include information about learning philosophy, theory, and instructional theory in the decisions an instructional designer will make in the design process are the most important components in developing quality learning environments. The skills of applying instructional principles (evaluation, design, implementation, maintenance) are included in the instructional systems development methodologies group. The third group is the instructional development process. The application of the methodological knowledge possessed by the instructional designer in solving real-world problems is discussed. Addressing complex problems and presenting effective solutions are among the competencies that distinguish expert instructional designers from apprentice instructional designers.

Çağıltay, Kurşun, and Şumuer (2006) conducted a study focusing on job advertisements in order to determine the competencies expected from instructional design and technology specialists. In the study, three different websites were examined and 101 advertisements were analyzed using the content analysis method. In this way, the competencies expected from instructional designers and

technologists were determined for both institutional and academic environments. These competencies were grouped under four headings: (1) professional foundations, (2) educational foundations, (3) technical foundations, and (4) educational technology foundations. In the study, the competencies were examined separately for institutional and academic environments and similarities and differences were revealed. In terms of professional foundations, project management, collaboration, and communication skills were common skills for both fields. In terms of educational foundations, learning theories and principles, and e-learning techniques were among the expected common skills in both environments. However, while publishing and teaching were emphasized more in academic environments, more importance was given to curriculum and content development competencies in corporate environments. While technical fundamentals are demanded in both areas, competencies in image editing tools have been the most demanded competencies for academic environments. In terms of fundamentals of instructional technologies, competencies in instructional design and technology processes are expected in both areas, while academic environments emphasize the integration of technology into education during the in-service training process. In corporate environments, more emphasis has been placed on developing and presenting educational programs and developing storyboards.

In a study conducted by Sugar et al. (2007), the multimedia production competencies and skills of instructional designers were examined. Within the scope of the study, employers were asked what competencies instructional designers should have in order to be successful in their jobs, especially in the multimedia production process. A 14-question online survey was applied to the participants and the participants were selected from different fields of work. The research findings revealed that Flash and Dreamweaver applications were the most adopted applications by the participants, and it was stated that this finding would contribute to the curriculum development process of institutions that train instructional designers.

In the study conducted by Dicks and Ives (2009), the communication skills of 8 instructional designers working in a corporate environment were examined. The

participants stated that they needed to understand the ideas of subject matter experts and the perspective of learners in order to gather information during the instructional design process. The findings of this study also revealed the social and cognitive skills that instructional designers need during their collaboration with subject matter experts and learners during the design process. These skills, which are not clearly stated in existing instructional design models, are defined as "soft skills" and are stated as an important element that enables instructional designers to act with a pedagogical vision.

In their research conducted using the literature review method, İzmirli and Kurt (2009) grouped the competencies of instructional designers under three main headings: (1) educational competencies, (2) social competencies, and (3) technological competencies. While social competencies include internal and external communication, planning, and collaboration skills, the scope of educational competencies includes learning psychology, instructional design, and consultancy. Hardware, software, and virtual environment skills are discussed under the heading of technological competencies.

Sugar, Hoard, Brown, and Daniels (2012) analyzed job advertisements for seven months in their study investigating the multimedia production competencies of instructional designers working in corporate and higher education environments. According to the findings of the study, instructional design knowledge, collaboration, communication, e-learning, and evaluation skills were expressed as important competencies in job advertisements. When multimedia production skills are examined, e-learning-oriented skills stand out. In addition, the fact that a large portion of job advertisements (more than 80%) included at least one media production competency and one instructional design competency was interpreted as a relationship between these two competencies. In addition, it was observed that the competencies expected from instructional designers changed according to the work environment. The study also indicated the differences between software tools specific to higher education environments and software tools specific to corporate environments. When it comes to competencies other than multimedia production,

collaboration was seen as important in higher education environments, while knowledge of adult learning theories gained importance in corporate environments.

Williams van Rooij (2013) focused on the project manager role those instructional designers assume while carrying out their duties. The aim of this study was to examine the skills and abilities that employers expect from project managers. In the study, the competencies that project managers (instructional designers) should have been determined with the Delphi method and compared with the PMI, ISPI, ASTD and IBSTPI competency standards. According to the findings obtained from the study, people management skills are at the top of the project management competencies. People management skills include the ability to listen to stakeholders and to be able to communicate effectively. The results revealed that communication management is equated with process management in successful project management.

Chen, Martin, Ritzhaupt, and Wang (2021) stated that the job roles and expectations of instructional designers have changed over the years and conducted an analysis on job advertisements in order to understand this change. Based on past studies and current job market requirements, the researchers expressed that there is a need to investigate the competencies of instructional designers in detail. A mixed method was used in the study, and in addition to the data obtained from job advertisements, various data collection methods such as surveys, Delphi method, workplace interviews, and observation were used. Job advertisement analysis, one of these methodologies, has attracted attention as a frequently used and powerful method in determining the professional competencies required in instructional design. It has been stated that although the data based on job advertisements varies over time, these data can provide clues about the future trends of professional competencies. In order to guide the job advertisement analysis, a conceptual framework related to knowledge, skills, and abilities created by Ritzhaupt and his team, inspired by the 2007 AECT definition, was used. According to the analysis results, the competencies that instructional designers need to acquire were classified under the categories of knowledge, skills, and abilities. The majority of

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instructional design jobs are concentrated in the Professional, Scientific and Technical Services, Educational Services, and Health and Social Assistance fields.

In summary, the professional development and training needs of instructional designers need constant updating, considering the rapidly changing technological and pedagogical dynamics in the work environment. Instructional design competencies play an important role in placing these needs in a systematic framework. Effective performance of instructional designers depends on their mastery of basic competencies such as content development, application of learning theories, technology integration and use of evaluation methods. In this context, professional development needs may include topics such as the use of digital learning tools, creating learning designs based on data analysis and producing content appropriate for the needs of different learner groups. In this context, designing professional development programs for instructional designers in line with these competencies is inevitable in order for them to acquire the competencies required by the field.

2.3 The Role of Instructional Designers in Corporate Training

In the context of corporate training, the roles and responsibilities of instructional designers include designing, implementing, and evaluating instructional interventions that will contribute to the development and success of the institution and employees as a whole (Jordan, 2023). These duties and responsibilities can be named as needs analysis, curriculum design, content development, determination of teaching strategies, technology integration, assessment and evaluation, facilitation and implementation, and continuous improvement.

Instructional designers play an active role in conducting a comprehensive needs assessment to determine the learning needs, goals and objectives of an institution and the departments within the institution (Cavanaugh, & Chadwick, 2005). This evaluation process requires collaboration with all stakeholders, including managers, human resources personnel, and other internal decision makers, to identify aspects of training interventions that need support (Parnell, & Gangwish,

2023). Instructional designers also work with subject matter experts to learn about the necessary knowledge, skills, and competencies relevant to employee roles within the organization. By consulting with subject matter experts, instructional designers can ensure instructional designs align with institution requirements and industry standards. Additionally, instructional designers can actively involve learners in the needs analysis process and obtain their feedback to identify performance gaps, instructional preferences, and areas needing improvement (Williams et.al., 2011). This process may include surveys, focus groups, interviews or observations to directly learn the needs and expectations of learners. Through this data-driven collaborative approach, instructional designers can develop a more comprehensive and clear understanding of educational needs and goals. This understanding provides a basis for creating effective instructional designs that meet institutional goals and learner needs.

Based on the findings obtained at the end of the needs assessment, instructional designers assume responsibility for developing a comprehensive educational program that will align with the identified learning objectives. The training program development process begins with the identification of modules, paying attention to the gradual progression of concepts and skill development (Lee, 2023). The instructional designer selects methods and materials that are compatible with the needs of the target audience, including elements such as learning styles, existing knowledge, and roles. These methods and materials may include a variety of teaching methods, including practical or theoretical activities such as planned lessons, interactive presentations, simulations, role-playing exercises, case studies, etc. to actively engage learners. In addition, instructional designers can create on-the-job opportunities for learners to apply the new knowledge and skills they have acquired, thus creating strategic implementation and evaluation opportunities compatible with learning outcomes. These practice and assessment opportunities can take a variety of forms, such as exams, tasks, presentations, projects, or performance evaluations to measure learners' understanding, practice, and achievement of learning objectives. By designing engaging and well-structured instructional programs, instructional designers lay the foundation for a training

program that effectively meets the needs of learners and contributes to institutional success.

In addition to curriculum development, instructional designers are involved in the development of content that supports learning objectives (Hromalik et.al., 2020). The content development process is a blend of creativity, teaching expertise and technology concepts to produce interesting and effective teaching materials (Henriksen et.al., 2021). Instructional designers can use a variety of multimedia designs that include visual, audio, or interactive elements to enhance learner engagement and comprehension. Presenting these prepared contents in an accessible and flexible way significantly increases opportunities to meet changing learning preferences and needs. Additionally, guides can be created to provide support materials to facilitate the learning process and implementation. Throughout content development, consistency is maintained specific to the training program, ensuring that learning materials are compatible with the goals, strategies and needs of the learners (Li, & Rohayati, 2024). In this process, instructional designers contribute to the creation of highly effective and meaningful learning experiences for learners by carefully preparing instructional materials, resources and content.

Another responsibility of instructional designers when designing corporate training is to identify and implement strategies and methodologies that encourage learning and active participation for learners (Czerkawski, & Lyman, 2016). Integrating strategies that will enable learners to engage with the created content and actively participate in the teaching process into the overall instructional design is very important for the effectiveness of the program. Because, in a meticulously managed instructional design process, it is ensured that learning strategies and methodologies are based on learning approaches and evidence-based data, appeal to different learning styles and meet the needs of learners.

Integrating the opportunities offered by the technology age into efficient and effective instructional designs is another role of instructional designers (Luchs, 2023). That is, an instructional designer takes on a role that selects and integrates digital tools, platforms or applications into the curriculum to improve the accessibility and effectiveness of instructional materials. This scope includes

selecting or creating a Learning Management System (LMS) that works to structure, implement and evaluate instructional content. When choosing learning management systems, instructional designers consider criteria such as being scalable, easy to use, customizable according to needs, and compatibility with the existing system (Wright et.al., 2014). Additionally, one can leverage software tools to create interactive modules, online presentations, and assessments, as these tools allow creating and customizing dynamic teaching content. Technologies such as virtual reality (VR), augmented reality (AR) or gamification can also be integrated into instructional design to facilitate skill development in corporate trainings (Udeozor et.al., 2023). In summary, by integrating technological opportunities into the curriculum, instructional designers enrich learners' experiences in the process and create opportunities that will increase the accessibility, flexibility and impact of the program.

One of the most important aspects of the instructional design process is the design and implementation of appropriate strategies and methods to measure learners' progress, whether learning goals are achieved, and the effectiveness of the curriculum (Zhao, & Li, 2023). Therefore, one of the roles of instructional designers is to prepare evaluation methods that are compatible with the goals of the curriculum and to ensure that these methods are capable of measuring the desired skills, knowledge and competencies. These evaluations can be in the form of measurement and evaluation methods such as exams, case studies, simulations, performance tasks and business scenarios. In addition, instructional designers can ensure technology integration in this process by including online and interactive methods in their roles related to measurement and evaluation. Evaluation in instructional design is not only an end-of-process component. In order to see the general situation in achieving the goals of the curriculum, evaluations are made throughout the teaching process in accordance with the teaching strategies. As a result, instructional designers provide verification of learning outcomes by using assessment methods that are appropriate to the program's goals and strategies and provide stakeholders with information about the status of the program and the learners.

Cox and Osguthorpe (2003) conducted a study to investigate the roles of instructional designers in the workplace and conducted a survey with instructional designers working in various sectors. According to the data obtained from 142 participants in the study, the roles were expressed as project manager, trainer, consultant, developer, and designer. According to the findings of the study, the roles of instructional designers in corporate environments and those working in academia differ significantly. The roles that differentiate higher education from corporate environments the most are found to be teaching and research. The most commonly assumed role by the participants was design with a rate of 23%, followed by project management and administrative work with 22%.

Taking on the role of facilitator by offering various educational opportunities to learners in personal, face-to-face, virtual or hybrid environments is also a part of instructional design (Perrin et.al., 2014). The facilitation role also includes responsibilities such as guiding learners throughout the learning experience and providing an interesting and interactive learning environment (Stephens et.al., 2022). This role is also associated with the concept of adaptation to different learning preferences and needs. For this purpose, instructional designers encourage active participation through various methods and techniques and ensure that the instructional content reaches the learners in the most appropriate ways. In addition, instructional designers provide individualized feedback, guidance and support on issues such as creating an environment where participants feel comfortable in sharing and asking questions during the learning process, and helping learners overcome the difficulties they encounter in the process. In summary, instructional designers play a facilitating role by using various methods and approaches to address the difficulties that learners may encounter in achieving the program goals, thus increasing the effectiveness and efficiency of the program.

Campbell, Kenny, and Schwier (2009) conducted a study with 20 instructional designers working at universities and aimed to reveal the roles of these individuals on learning systems. The data for the study were collected through focus group interviews with 14 instructional designers and interviews with 6 instructional designers. The participants shared their experiences and work. According to the

findings obtained from the study, instructional designers were defined as "change leaders" because they have the power to initiate change in personal, social, institutional, and professional terms.

Hokanson and Miller (2009) presented a contemporary example of instructional design that encourages innovation and creativity for instructional designers in their study. The researchers argued that the approach known as Analysis-Design-Development-Implementation-Evaluation (ADDIE) limits the process to sequential steps, and argued that innovative, artistic and creative elements should be included in design processes. They stated that instructional designers have other roles to undertake in design processes, and that these roles are a critical part of the design process. According to the researchers, a successful design originates from the designer rather than the process. For this reason, they proposed the "Role-Based Design" model inspired by other professions. According to this model, the roles of the instructional designer include being a craftsman, engineer, architect and artist. The best aspects of these professions should be included in the instructional design process by instructional designers. Such as the aesthetic perception of the architect, the creativity of the artist, the research-based engineering perspective and the care of the craftsman. Each role is important in the design process and should be included in the solution of problems.

Schwier and Wilson (2010) examined the non-traditional roles expected of instructional designers in their work environments but for which they were not trained. Research data were collected by conducting e-mail interviews with 16 instructional designers working in higher education institutions in the USA and Canada, and focus group interviews with 6 instructional designers. According to the findings of the research, these non-traditional roles expected of instructional designers were expressed as institutional roles, teaching-learning roles, professional communication roles, and project management roles.

In a study conducted by Sugar and Moore (2015), the activities, roles and collaboration skills of instructional designers were examined for a year. In this study, which was conducted using the case study method, in-depth information was collected about the daily work of instructional designers. The research data

consisted of a diary kept by instructional designers working at a university in the United States and 7 semi-structured interviews conducted with each participant. It was observed that the activities of instructional designers were grouped into 3 groups as design, support and production. While design activities include social media, webinars, presentations and e-learning projects, support activities include providing the necessary support at every stage of design activities. Production activities include interventions related to media creation. In addition to these, it was stated that instructional designers also do administrative work. It was stated that instructional designers spend a large portion of their time on support activities within these activities.

Instructional designers actually play a very important role that encompasses all the roles mentioned above: continuous improvement. Issues such as evaluating educational programs, arranging them according to learner needs, integrating programs with technology, and providing guidance to learners throughout the process are related to this role (Pollard, & Kumar, 2022). While instructional designers fulfill all these roles, they are in constant improvement depending on new trends and practices. This continuous improvement process can actually be expressed as a cycle. This process begins with collecting feedback on the strengths and weaknesses of the program from learners, stakeholders and subject experts, and continues with the instructional designer analyzing the data collected during the learning process. This analysis process may include examining components such as the impact of the program on learners, participants' performances, and post-training surveys. In addition, in this process, instructional designers can benefit from new trends, professional conferences and organizations' events, and literature reviews. This information then reveals improvement opportunities on issues such as developing content, changing teaching strategies, and new technologies. In short, instructional designers who adopt a culture of continuous improvement can constantly identify the changing needs of the curriculum by constantly following current developments and ensure that these curricula remain compatible with current developments.

2.4 PDT Programs for Instructional Designers

Professional development and training programs for instructional designers are very important and necessary to improve the quality and effectiveness of designs (Sharif & Cho, 2015). Today, there are various opportunities for this purpose. These can be categorized as certificate programs, undergraduate and graduate programs, workshops and seminars, courses, conferences, associations and organizations, and training offered by companies that provide services for instructional technologies.

Today, certificate programs for instructional design are offered within professional organizations and universities and offer comprehensive training opportunities on subjects such as instructional design methodologies, principles and technologies, needs assessment, evaluation, and curriculum design. These programs are generally designed for people who want to improve their existing skills in instructional design or who want to gain in-depth knowledge and who are already working in the field of instructional design. Through these programs, participants have opportunities to participate in various practical applications depending on the learning content. They can develop their knowledge and skills regarding instructional design in depth. Certificate programs are offered in various formats such as face-to-face, hybrid and online. Upon successful completion of the program, participants receive a certificate demonstrating their skills and knowledge regarding the content of the program. For instructional designers, successfully completing the certification programs of recognized and reliable institutions in the sector is an important way to increase their competence in the field (TechGuide, n.d.). For example, Purdue University's instructional design certificate program covers topics such as learning theories, technology integration, and game design in education. Similarly, Arizona State University's Learning Design and Technologies certificate focuses specifically on adult education and aims to provide skills in areas such as online course design and developing innovative learning methods. When looking at certification programs in Turkey; Ankara University offers different trainings such as an online instructor certificate program

through the ANKUZEF platform. These programs aim to help develop skills in instructional design. Another example is that it is possible to find instructional design trainings such as online or face-to-face instructor training on the Yıldız Technical University Continuing Education Center platform. These programs focus on planning and developing instructional processes.

Undergraduate and graduate programs offered by universities, especially postgraduate programs, are ideal for people who want to gain advanced expertise and training in instructional design (Harvard Professional and Executive Development, 2022). Because these programs offer various courses, in-depth research and application opportunities to their participants so that they can develop their knowledge and skills in theory and practice at an advanced level. For example, the University of Georgia offers graduate programs in Educational Technology and Learning Design. This program allows students to study topics such as e-learning development, educational material design, and learning analytics. For another example, Florida State University offers graduate programs in Educational Technology and Instructional Design. This program trains students in instructional design, media, and technology integration, and allows them to practice in different learning environments. In Turkey, graduate and undergraduate programs are offered by both public and private universities, such as Middle East Technical University, Ankara University, and Turkish Education Association University. Participants attend courses on a variety of topics, such as instructional design models, measurement and evaluation, and curriculum development, and prepare for the challenges they are likely to encounter in their work environments by examining trends in the field of instructional design in depth. Practical experiences such as internships and graduation projects enable the development of practical skills in addition to theoretical knowledge and enable real-life experiences. In graduate programs, in addition to deep theoretical knowledge, opportunities are offered to conduct original research under the guidance of academics in the field of instructional design. Additionally, graduate programs provide opportunities to specialize in specialized areas such as instructional technology, institutional development and education, according to the academic

interests of the participants. Upon successful completion of the programs, participants can pursue professional careers in a variety of settings, including K-12 schools, higher education institutions, and corporate academies.

One of the opportunities that have a significant impact on the professional education and development of instructional designers in terms of staying current in the field of instructional design, networking with colleagues, and gaining new skills are workshops and seminars (Grave et al., 2014, pp. 181-195). Workshops and seminars covering a wide range of topics related to instructional design theory and practice are often organized by universities, professional associations, or institutions operating in the field. For example, ATD TechKnowledge is a conference that focuses on learning technologies and offers participants practical learning opportunities, with important organizations and individuals in the field. Each year, different sessions cover new learning technologies and innovations. Learning Guild: From Analysis to Evaluation is an online event that covers the basic elements of instructional design. It offers participants practical strategies for developing online courses. Another example is the Digital Learning Annual Conference. This conference offers participants customized sessions and the opportunity to learn about digital learning strategies and professional development. Finally, DevLearn is one of the leading learning and development conferences in North America and offers more than 150 sessions on technology-enabled learning to participants each year. Practical experiences, interactive sessions and demonstrations in workshops and seminars allow instructional designers to acquire new techniques and skills. In workshops and seminars, participants gain information about the latest instructional technologies, software and methodologies, and have the opportunity to gain insight into the latest approaches and practices for designing effective instructional programs. In addition, at such events, instructional designers have the opportunity to connect with experts and other professionals in the industry, enabling them to collaborate, share knowledge and become involved in professional networks (Miller, 2023). In other words, participants have the chance to share their interests and challenges in the field of instructional design, communicate with people who have similar experiences,

exchange ideas, be informed, inspired and consulted. For these reasons, workshops and seminars on designing and implementing effective learning experiences are important for the professional development of instructional designers.

One way for instructional designers to develop their skills and knowledge is through online courses and seminars, which are becoming increasingly popular. These online platforms offer a variety of educational programs related to instructional design, meeting the needs and interests of participants at all levels of expertise (Gameil, & Al-Abdullatif, 2023). Platforms such as Coursera, LinkedIn Learning, Udemy, Skillshare and edX offer a large library covering various topics in instructional design, from basic theories to advanced practices and the latest trends. These courses often include interactive activities, video lessons, assignments, and assessments and allow Participants to continue their education at their own pace. Additionally, these courses often include opportunities to interact with other participants and instructors, such as discussion forums, virtual office hours, question-and-answer sessions, and more. This supports community and collaboration; Because in this way, participants stay in interaction with other colleagues while supporting their knowledge and skills, and an environment of knowledge and experience sharing is created (Miller, 2023). Instructional designers can access news about developments in the field, learn about new techniques, and improve their skills by attending online courses and seminars.

Professional conferences are a convenient opportunity to access the latest trends, practices, and innovations in the field of instructional design. Because in these conferences, instructional designers with different degrees of expertise from all over the world, educators working on the field of instructional design and industry experts come together and a unique learning environment is created for all participants (Eastern Kentucky University, 2021). In addition, these conferences include various presentations, workshops and sessions planned according to the needs and interests of the participants. For example, the Association for Educational Communication and Technology (AECT) International Convention is one of the leading conferences in the field of instructional design worldwide (AECT, 2018). This conference includes workshops and sessions on a wide range

of topics such as learning analytics, multimedia design, instructional technology, instructional design theories. At this conference, participants have the opportunity to communicate directly with leading scientists, researchers and experts in the field. Another important conference is the e-Learning Association's DevLearn Conference and Fair. This event is an important conference for instructional designers working in the field of e-learning to learn about e-learning development tools, technologies and instructional design strategies. Participants can have opportunities to be informed about the latest developments and trends in the fields of mobile learning, virtual reality (VR), gamification and augmented reality (AR) and to receive direct information from field experts and practitioners. Another important conference that appeals to instructional designers working in the field of corporate training and development is The Training Industry Conference and Expo (TICE). TICE offers sessions on topics related to corporate training and development, such as talent management, performance improvement, leadership development, employee engagement. With TICE, instructional designers can follow developments and trends in corporate training and collaborate with colleagues from leading institutions to create effective instructional programs.

Another way for instructional designers to connect with their colleagues and access up-to-date resources and professional development opportunities is through professional associations (Fries et al., 2021). In addition to learning about the latest trends in the field, sharing professional experiences and being in an interactive environment, these associations also provide the opportunity to collaborate with colleagues from around the world. As an example of a professional association, the Association for Talent Development (ATD) is one of the largest professional associations for instructional designers, including all education professionals (Association for Talent Development, 2024). The Talent Development Association offers a variety of courses, publications and seminars on topics such as training delivery, talent development and e-learning and development, in addition to the topic of instructional design. Secondly, the International Society for Technology in Education (ISTE) is another professional association that provides a variety of resources and support for instructional designers working in educational

technologies (International Society For Technology In Education, 2002). Resources offered by ISTE include standards, conferences, seminars and publications for technology integration. Under ISTE, instructional designers can join a variety of online communities and professional networks for topics such as educational technology and digital learning. The Association for Educational Communication and Technology (AECT) provides professional development and training opportunities for instructional designers by offering resources such as conferences, publications and seminars in areas such as instructional design and educational technology (Association for Educational Communications and Technology, n.d.). Members of this association, like other professional associations, can achieve their professional development through the opportunities offered by the association regarding instructional design theory and practices.

In addition to international associations, instructional designers can benefit from many regional associations. For example, Turkey Training and Development Platform (TEGEP), which operates in Turkey, provides corporate training, corporate academies and courses, publications and events related to instructional design (TEGEP, n.d.).

In general, joining professional associations or unions creates opportunities for instructional designers to participate in professional networks, rich resources, and activities aimed at their professional development, allowing instructional designers to remain sensitive to current developments in the field.

Another source of professional development and training opportunities for instructional designers is training offered by software vendors. Most software vendors offer comprehensive training for different levels of knowledge in using their products. These trainings are intended to introduce the features, applications and functions of the software used in instructional design. For example, Articulate offers certified training for Articulate Storyline, one of the most frequently used tools by instructional designers. During the course, participants receive training on using Articulate Storyline effectively from certified instructors and have the opportunity to improve their practical skills. The content of these courses covers various topics such as creating interesting multimedia content, creating interactive

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online courses, scenarios and evaluation methods. In addition, Adobe offers certification courses and training for Adobe Captivate, another widely used online tool. Similar to Articulate Storyline, these courses detail the processes of creating online trainings and simulations using the functions and powerful features of Adobe Captivate. Participants receive training on designing interactive and engaging learning experiences that are engaging and appropriate to their learning objectives. Additionally, Learning Management Systems (LMS) vendors such as Moodle offer certification courses for instructional designers responsible for administering online courses, in addition to authoring tools. The content of these courses includes topics such as managing user accounts, creating course content, configuring and customizing. Participants gain experience with Moodle's functions and features and benefit from the LMS to provide interactive and interesting e-learning opportunities. In summary, educational opportunities offered by software vendors provide a variety of learning opportunities such as online courses, workshops, modules, etc. to meet the professional needs of instructional designers. Participants who are successful as a result of these events can receive certificates or accreditation.

2.5 Needs Assessment Methods for Identifying Training Needs

Determining the professional development and training needs of instructional designers working in an institution requires a specific approach that takes into account the skills, responsibilities and roles of these individuals. In this section, various methods for determining the needs of instructional designers will be discussed.

One of the methods used to determine the competencies of instructional designers and the aspects that need support is skill assessment surveys. The design purpose of these surveys is to collect self-reported data on various aspects of instructional design and to collect information about the experiences and competencies of instructional designers (Yalçın, Ursavaş, & Klein, 2021). The questions in the skill assessment survey may cover topics such as evaluation, needs analysis, multimedia design, and curriculum development, which constitute various stages of

instructional design. To give an example of this issue, instructional designers may be asked to rate their skills in selecting and applying teaching methods suitable for different learning environments in order to evaluate their skills in different instructional design models or their ability to conduct an effective needs assessment process. In addition to the self-assessment questions included in skills assessment surveys, case studies or scenarios that require practice may be included to measure knowledge and skills related to solving practical problems and making decisions. This assessment method provides knowledge of theoretical understanding of instructional design concepts, as well as abilities related to the application of this theoretical knowledge to real situations. In addition to all these, the specific needs and priorities of the institution may also affect the skills expected from the instructional designer (Stefaniak, Yang, & Xu, 2024). Therefore, these surveys can be customized with items that address the organization's needs and priorities. For example, if a new online learning initiative is planned in the institution, questions about online learning tools, online learning strategies and systems can be included in the skills assessment survey. In this way, the educational interventions that the instructional designer needs for this initiative are determined. Similarly, if the organization cares about increasing employee engagement and retention, the questions included in the skills assessment survey can be customized with questions about learner-centered and interactive teaching approaches. In summary, through skill assessment surveys, institutions can identify the strengths and weaknesses of instructional designers and offer professional development and training opportunities to meet the resulting needs. As a result of these initiatives, the institution makes its training investments more targeted and achieves improved learning outcomes with appropriate strategies.

One of the methods that can be used to determine the difficulties encountered and the resulting needs regarding instructional design within the institution is to conduct interviews with stakeholders. The word stakeholders here refer to project managers, subject matter experts, supervisors, staff, and even other instructional designers. Because each of these people offers different perspectives on all processes of the instructional design process from design to implementation. In

addition to the goals of instructional design practices, project managers and supervisors can also provide information about the initiatives the institution specifically expects from instructional designers. It can provide clear feedback on the outcomes of current practices, inform needed improvements to instructional design, and identify gaps in the performance of instructional designers. Subject matter experts can provide valuable input regarding the content, learning objectives, and participant needs that instructional designers address during design practices. In addition, subject experts provide information about the suitability and effectiveness of the teaching materials included in the educational process. One stakeholder group that can provide valuable information regarding the professional needs of instructional designers is other instructional designers. Instructional designers can gain information about what has been learned from past practices, innovative approaches and current practices through conversations with other instructional designers working within the institution. These conversations also holistically support collaboration and professional development opportunities for the instructional design team. In addition to all this, it is also important to interview the customers served by employees to obtain information about their needs, expectations and preferences for the projects. Because these interviews reveal the training needs of the employees, therefore whether the teaching designs meet these needs and their shortcomings/strengths. Overall, interviews with stakeholders provide a source of high-quality information that can influence educational initiatives, provide information for the decision-making process, create an internal culture of continuous improvement, and provide a source of high-quality information regarding the needs for professional development and training of instructional designers.

Another evaluation method for the professional needs of instructional designers is portfolio review. Reviewing portfolios provides insight into instructional designers' past projects, expertise, and accomplishments. In fact, since portfolio review also considers past processes, it offers a holistic evaluation from past to present (Yang, & Wong, 2024). Within the scope of this review, various components such as certificates, presentations, instructional videos, training materials can be examined

and the abilities and skills of the instructional designer can be seen more concretely. Additionally, examining the types of projects worked on in the past, the technologies used, and the resulting learning outcomes helps identify areas where support for the instructional designer is needed. For example, the strengths and weaknesses of the instructional designer for designing interactive online training modules can be estimated through portfolio review. Similarly, the diversity of projects included in the portfolio can provide information about the learning designer's skills and competencies to meet different learning needs in different contexts.

Performance reviews are another method that includes performance evaluations and feedback from supervisors and helps to reveal the aspects of an instructional designer that need professional development (Criss, et al., 2024). These assessments generally include assessment of skills related to collaboration, communication, creativity, and project management, in addition to skills related to instructional design. Supervisors can make their submissions through observations of the designer's work, contributions, and interactions in an instructional design study. Thanks to the feedback provided as a result of performance evaluations, institutions can identify aspects of instructional designers that need additional support or training. For example, as a result of a performance evaluation, it may be concluded that while the instructional designer's skills in collaboration and project management are evaluated as strong, he needs improvement in technology integration. In line with this information, the professional development needs of the instructional designer can be met and their effectiveness within the institution can be increased. By using both portfolio review and performance evaluation methods, institutions can gain a detailed understanding of an instructional designer's abilities, areas of development, and achievements. This holistic approach to identifying professional development and training needs allows instructional designers to continually improve their skills and abilities, thereby delivering high-quality instructional designs and contributing to the institution's strategic goals.

Comparing the performance, skills and competencies of instructional designers within the institution with industry standards and even current trends and practices

is among the methods that can be applied to determine the professional development and training needs of instructional designers. Compliance with industry standards provides a reference point for areas where the instructional designer needs support (Larson, & Lockee, 2009). Comparing compliance with industry standards means examining the compliance of instructional designers' competencies and skills with frameworks and guidelines set by professional organizations and associations (University of South Florida, n.d.). Examples of these standards include the Association for Educational Communications and Technology Standards for Professional Education Programs (2012) or the International Society for Educational Technology Standards for Educators (2017). These organizations have competency definitions that outline the necessary knowledge and skills for instructional design. These standards are critical to effective instructional design practices. In addition to compliance with professional standards, institutions can obtain information about current trends and developments by reviewing field publications, conferences and other events and take this information into account when comparing. Because in this way, institutions pave the way for educational interventions to ensure that instructional designers remain competitive and innovative in the field. In summary, making comparisons against professional standards and current developments provides institutions with valuable information to address deficiencies in the professional needs of instructional designers. This ensures that internal training interventions meet industry expectations and remain aligned with the institution's strategic objectives. By identifying skill gaps and investing in professional development and training opportunities, institutions enable the implementation of high-quality instructional designs.

In addition to all these methods, there is task/job analysis, which is not a definitive needs analysis method but points to the possible needs of employees. The task/job analysis method is a systematic review of the tasks, performance and requirements of the instructional designer (Lee, 2019). During this process, job descriptions may be reviewed, other employees may be interviewed, and job description-related materials and documents may be analyzed. Based on these analyses, a framework

can be presented regarding the possible professional development and training needs of instructional designers and proactive interventions can be designed to address this issue. Components related to the instructional designer's role can be divided into tasks and activities. This activity includes an examination of the entire instructional design process, such as curriculum development, instructional delivery methods, needs assessment, evaluation design. In addition, commonly used instructional design tools and technologies such as software, multimedia tools, learning management systems, and online platforms can also be identified. Through job/task analysis, institutions can develop a detailed understanding of the required competencies, skills, and knowledge regarding the roles of instructional designers (Jonassen, 1999). Determining the training needs of the instructional designer is valuable in terms of designing in-house training in line with institutional goals and ensuring its effectiveness. In this regard, the information obtained through job/task analysis is important for the institution. In short, the job/task analysis method ensures that instructional designers are equipped with the competencies and knowledge needed to meet institutional goals, deliver high-quality instructional programs, and support employee performance.

2.6 Current Trends and Best Practices in Instructional Design Training

In order to have the knowledge, skills and competencies required to be successful in the field of instructional design, it is important for professional development and training to keep up with current trends and practices. Instructional design is a multifaceted field that requires a mixture of technical competence, theoretical knowledge and practical expertise (Exter, & Ashby, 2022). Therefore, during their professional training, instructional designers go through a comprehensive process consisting of a wide range of topics such as evaluation methods, technology integration, instructional design models, learning theories and needs analysis. In this context, the importance of keeping up with technological developments, trends and the latest applications is obvious. For this purpose, instructional designers can keep up to date through various resources such as online courses, seminars and conferences. In addition, collaboration opportunities, professional networking,

continuous learning culture and professional associations are important resources for following innovations. The concept of instructional design not only supports theoretical and practical skills, but also creativity, problem solving and critical thinking skills. Because in the course of their work, instructional designers encounter situations where they think critically about instructional strategies, learning objectives, and participant needs and find creative solutions to achieve desired learning outcomes. In this process, innovative methods such as microlearning, simulations and gamification can be used. In addition, due to ethical issues such as privacy, copyright, accessibility and inclusivity during instructional design practices, instructional designers should also be trained on issues such as responsible behavior and ethical decision-making. This section will discuss current trends and best practices for training instructional designers.

2.6.1 Experiential Learning Approaches

Experiential learning approaches such as case studies, simulations, and project-based learning enable instructional designers to develop their practical skills and experience. Thanks to these approaches, instructional designers are guided to the complexities and difficulties they may encounter in professional environments and are enabled to experience them (Kolb, & Kolb, 2017). Take the project-based learning experience as an example, where instructional designers work on projects such as developing an online course or analyzing the training needs of an institution. Thanks to these projects, instructional designers can gain experience in subjects such as content development, needs analysis, and technology integration. Similarly, in simulations and case studies, instructional designers have the opportunity to experience different scenarios and problem-solving situations. With these experiential learning activities, instructional designers develop skills such as problem solving, decision making, and critical thinking and gain experience about the complexities of the instructional design concept (Dunlap, Dobrovolny, & Young, 2008).

Ertmer and his colleagues (2008) examined how instructional designers use their knowledge and experience in unstructured instructional design problems, and

focused on the process of analyzing the problem that they think separates experts from novices, and investigated how instructional designers use their knowledge and experience under these conditions. The data of the study was collected using a survey, interview, and think-aloud protocol method, and 7 participants were studied. The participants were given an undefined instructional design problem and were asked to express their thoughts out loud during the problem analysis process. According to the findings of the study, it was determined that expert instructional designers first narrowed down the problem during the problem analysis process and created an instructional design model based on their past knowledge and experience. It was determined that expert instructional designers found very similar, and even the same, solutions with this method. In the suggestions section of the study, based on the findings, suggestions such as case study, internship, and application experience were made for novice instructional designers to gain more experience. As a suggestion to institutions that train instructional designers, it was stated that learners should be supported more in terms of observation and application opportunities.

2.6.2 Collaborative Learning Environments

Group projects, peer coaching, and communities of practice are collaborative learning environments for instructional designers that enable knowledge sharing and encourage professional networking. The interaction that occurs through collaborative learning environments enables instructional designers to be informed on current issues and provides opportunities to share ideas with people with similar interests (Zhang, Liu, & Wang, 2017). If we take communities of practice, for example, these communities bring together instructional designers with similar interests or expertise to share experience, knowledge, or resources related to instructional design. Members of these communities learn from each other, solve problems, and share knowledge about current trends in the field through discussions, collaborations, and regular meetings (Admiraal, Akkerman, & Graaff, 2012). In peer coaching, instructional designers are paired with experienced colleagues who provide guidance, support, and feedback for their professional

development (Melekhina, & Barabasheva, 2019). These experienced instructional designers provide advice based on their expertise and experience, helping other instructional designers develop new skills, solve problems, and achieve their career goals. The concept of peer coaching also reinforces feelings such as responsibility, mutual learning and friendship between individuals. Projects can also be given as examples of collaborative learning environments. In these projects, the opportunity is provided to work on challenges that may be encountered in the real world, as in case studies and simulations, but this time, during these tasks, the team acts collaboratively in a group. Through collaboration, different perspectives, methodologies and approaches are introduced. This allows for more innovative and rich instructional designs. Collaborative projects/tasks support the development of communication, teamwork and problem-solving skills for instructional designers in the long term.

Christensen and Osguthorpe (2004) investigated whether instructional designers benefit from previously presented theories while carrying out their duties. In this context, they applied a four-part survey to 113 instructional designers. Most of the participants (46%) work in business and industry, while the rest work in K-12 and military organizations. According to the findings obtained from the research, instructional designers mostly make decisions based on their past experiences and brainstorming with their teammates while carrying out their duties. Using an existing theory or method is among the least preferred methods. Almost half of the participants stated that they use existing methods. However, almost all of the participants stated that they learn new theories, trends and models related to the field from their peers or colleagues and that they attach importance to this interaction.

Sharif and Cho (2015) examined the current situation of how instructional designers deal with professional problems in their study. In this study, which was conducted with instructional designers working in schools and private companies, a survey was conducted on the perceptions of the role of instructional designers and the difficulties encountered by instructional designers. Most of the participants defined themselves as curriculum developers, media developers or instructors.

Although the titles of most of the participants were different from instructional designers, the roles they assumed were the roles and responsibilities of instructional designers. In addition, 52% of the participants stated that when they introduced themselves as instructional designers, the knowledge about what the profession was was at a very low level and that people did not know about this profession. The researchers stated that traditional models such as ADDIE were insufficient to meet instructional design needs in the 21st century and that it was necessary to use different models according to special needs and tasks. In addition, the necessity of professional development was emphasized due to the dynamism of the field; in parallel, the difficulties experienced by instructional designers due to reasons such as excessive workload, lack of importance given to professional development and lack of budget allocation were expressed. It is suggested that communities of practice be established so that instructional designers can collaborate and support each other, and that they can agree on and discuss developments in the field.

2.6.3 Technology Integration

Training programs for instructional design education attach importance to the integration of technological tools, software and platforms in instructional design processes. Instructional designers receive training on software and technological tools for instructional design to improve their competencies and technical skills on this subject (Chugh et al., 2023). For example, authoring tools such as Adobe Captivate, Articulate Storyline, and Lectora are tools used to develop multimedia presentations, online learning modules, and simulations. Thanks to these tools, instructional designers can design interactive learning experiences.

In addition to authoring tools, instructional designers can receive training on Learning Management Systems (LMS) to deliver and manage online training programs and track participants' progress. They gain knowledge about functions such as managing teaching programs, registration management, course creation, evaluation management and reporting. In addition, instructional designers can gain competencies in software such as Camtasia, Vyond and Adobe Creative Suite,

which create and edit multimedia elements such as animation, sound, graphics and video to increase the effectiveness and attractiveness of learning materials.

Another important application in instructional design education is virtual reality (VR) and augmented reality (AR) applications (Tusher, Mallam, & Nazir, 2024). Instructional designers can take interactive learning experiences to a different dimension by using AR and VR technologies such as 360-degree videos, virtual simulations, and applications developed with augmented reality. These technologies are one of the most effective ways to increase both learner participation, knowledge retention, and experiential learning in training such as security training or technical skills training in corporate training environments (Stefan, Mortimer, & Horan, 2023).

2.6.4 Continuing Professional Development

The concept of continuing professional development is a concept that is frequently emphasized in order for people to be informed about the developments and trends in theories and practices related to their profession Neimeyer, & Taylor, pp. 214, 2014). Due to its dynamic nature, instructional design reveals the importance of the concepts of continuous learning culture, skill development and knowledge updating. For continuous learning, the first thing that comes to mind is activities such as professional conferences, seminars and workshops. As mentioned in the previous sections, such events are important resources for following new developments in the field. At these events, instructional designers have the opportunity to communicate and interact directly with domain experts and other colleagues from around the world.

Another resource under the heading of continuous learning is online seminars and courses. Here are courses for instructional designers, led by field experts, addressing various topics related to the field of instructional design. These events provide participants with educational opportunities at their own pace and in the comfort of their own work environment. Topics covered may cover a variety of topics such as technology integration, multimedia production, designing interactive

learning experiences, instructional design models, etc., at varying levels of expertise. LinkedIn Learning, Udemy, Coursera and EdX are examples of these platforms.

2.6.5 Multidisciplinary Knowledge

During their roles, instructional designers may have to develop multidisciplinary knowledge by being exposed to different fields such as educational psychology, human-computer interaction, user experience (UX) design, and learning sciences. Because instructional design is a multidimensional field that blends with various disciplines and emphasizes the integration of different approaches and perspectives into instructional designs (Czerkawski, & Schmidt, 2019).

Educational psychology contributes to increasing the effectiveness of learning experiences by providing instructional designers with information about how people process information and learn (Tetzlaff, Schmiedek, & Brod, 2021). Thanks to educational psychology, instructional designers learn various learning theories such as constructivist, cognitive, behavioral; They even have information about factors affecting motivation, memory, attention, learning transfer and outcomes.

Learning sciences, on the other hand, examines the cultural, social and cognitive aspects of the concept of learning and investigates how these affect learning environments and instructional designs (De Jong, 2010). Instructional designers benefit from anthropology, sociology, neuroscience and cognitive sciences to gain knowledge about how to make instructional designs that are effective, interesting and increase motivation to learn.

Human-Computer Interaction (HCI), as its name suggests, is concerned with the design of interfaces and systems that facilitate human-computer interaction (Dix, p.1330, 2009). Instructional designers learn interface design, usability testing, and user-centered design principles to design technology-enriched learning experiences and intuitive and user-friendly learning environments, thanks to the knowledge provided by the HCI field.

The field of user experience (UX) design investigates how design choices and the holistic experience of users interacting with services, systems, and products affect accessibility, usability, and user satisfaction (Schmettow, Vering, & Elst, 2021). Instructional designers utilize UX design principles to create engaging and learner-centered instructional designs that meet the varying needs and preferences of learners.

2.6.6 Critical Thinking and Creativity

Critical thinking and creativity skills are important for instructional designers to design effective and innovative learning experiences (Liesl, & Phyllis, 2010). It is necessary for instructional designers to develop a critical mindset that includes the skills to question assumptions, evaluate evidence, analyze information, and make informed decisions (Hokanson, Miller, & Hooper, 2008). Therefore, instructional designers learn to critically evaluate instructional content, assessment strategies, and learning objectives (Rowland, 1995).

Additionally, to design inclusive and culturally responsive learning experiences, instructional designers may need to think critically about learners' backgrounds, diverse needs, and preferences (Tisdell, 1995). Because when designing teaching materials and experiences, criteria such as motivation, learning styles, existing knowledge and access needs should be taken into account (Starko, 2005). With their critical thinking and analysis skills, instructional designers can identify potential obstacles to instructional design and develop effective strategies to overcome them.

Programs for the training of instructional designers encourage, in addition to critical thinking skills, creativity skills that inspire innovative solutions and approaches (Cuesta-Hincapie, Cheng, & Exter, 2024). Therefore, trying new ideas, taking risks in design processes, and trying to think outside the box are some of the practices used to develop creativity skills. Techniques such as gamification, storytelling, multimedia production and scenario-based learning are blended with

the creative skills of the designer to attract participants' attention and improve learning outcomes.

In his study conducted in 2003, Gibbons drew attention to the fact that it is not correct to focus on a single layer of instructional design in relation to solving complex problems and focused on the multi-layered structure of the instructional design process. Accordingly, he addressed the instructional design process as management, representation, message, control, content, strategy and media layers. He suggested that each layer has its own structure, goals, theory and design. Each layer requires its own special skills and according to Gibbons, layering the design process is important for designers in terms of enriching the process and detailing it with creative interventions.

Instructional designers can develop their own creative potential and create innovative-transformative instructional designs through initiatives such as brainstorming to produce innovative solutions and working with multidisciplinary teams such as graphic designers, subject experts, and multimedia experts when creating learning experiences (Baum, & Newbill, 2010).

Training programs for instructional designers enable instructional designers to develop critical thinking and creativity skills through hands-on projects and collaborations (Chirico et al., 2018). This makes it easier to overcome complex challenges in instructional design, adapt to changing contexts, and design experiences that inspire a culture of engagement, curiosity, and lifelong learning (Puccio, & Cabra, 2011).

2.6.7 Ethical Considerations

Another issue integrated into the training programs developed for instructional designers is ethical issues, including subheadings such as copyright compliance, privacy, inclusivity and accessibility (Osguthorpe et al., 2003). These considerations ensure that instructional designers comply with ethical guidelines and standards in their design processes and implementation (Gray, & Boling, 2016). In this context, instructional designers learn the ethical guidelines and

principles specified in the legal regulations, industry standards and professional codes of conduct governing the field of instructional design.

First, instructional designers are responsible for designing learning experiences that are accessible to everyone in the target audience, including participants with disabilities (Estes, Beverly, & Castillo, 2020). They can learn about how to design interfaces, multimedia content, and learning content through accessibility guidelines and standards such as the Web Content Accessibility Guidelines (WCAG) (65). Instructional designers are trained to consider changing needs and preferences when preparing instructional materials and to provide equitable access environments for all participants (Starcic, & Bagon, 2014).

Training programs for instructional designers emphasize the importance of designing learning experiences that value and respect the diversity of participants (Resta et.al., 2018). Thanks to these programs, instructional designers learn to make instructional designs that reflect different backgrounds, experiences and perspectives and are sensitive to cultural diversity (Treviranus, 2018). Diversifying examples, using different language options, visualization, and offering multiple paths during learning experiences to adapt to different learning styles are some of the interventions that ensure the inclusiveness of an instructional design.

In addition to inclusivity and accessibility, another ethical consideration is the principle of privacy. Throughout the training programs, instructional designers are aware of the regulations and laws regarding data privacy such as the General Data Protection Regulation (European Union, 2016), the Family Educational Rights and Privacy Act (United States Department of Education, 1974), the Personal Data Protection Law (Republic of Turkey, 2016) and the teaching of these studies. They are trained on how it is applied to their designs. Instructional designers gain knowledge on how to securely handle data regarding sensitive participants and how to use this data in educational processes.

One thing that instructional designers learn about ethical issues in their education process is that they learn about intellectual property rights, copyright laws, and how these are involved in instructional design, especially in the instructional

materials design process. They are informed about the guidelines, permission processes and license agreements regarding the legal use of materials protected by copyright laws in educational content. Instructional designers are obliged to protect and respect the rights of the creators of the content they use in their design processes and to pay attention to copyright laws and ethical standards regarding the use of third-party materials (Hai-Jew, 1026).

Giving information about making ethical decisions and responsible behavior in training programs are among the important practices in the training of instructional designers. Thanks to this method, instructional designers are equipped to deal with ethical problems they may encounter during the design process. By integrating ethical considerations into educational programs, instructional designers are encouraged to consider ethical standards and laws and promote concepts of honesty, respect, and justice.

2.6.8 Mentoring

The most popular trend today in the professional development and training of instructional designers is mentoring programs. In both institutions and professional associations, instructional designers have access to opportunities related to mentoring programs. In these programs, mentors guide mentees, provide support and feedback, and share their expertise, experience, and knowledge with colleagues who have less experience than themselves (Castanheira, 2016). Mentoring programs significantly contribute to instructional designers' more practical skills, such as solving the problems they encounter and achieving their career goals. Additionally, opportunities such as participating in professional networks and skill development increase significantly through mentoring programs.

In summary, mentoring programs contribute to learning through the experiences of others, exchanging ideas, building professional networks, and interacting with broader instructional design communities. In this way, instructional designers have direct access to resources, support and guidance that contribute significantly to their professional development and training.

2.7 Challenges and Barriers Faced by IDs in Corporate Environment

When instructional designers work on corporate training, they may encounter a number of challenges or obstacles that will affect the effectiveness of their designs (Dicks, & Ives, 2009). Problems such as limited resources, tight deadlines, and technology integration can be given as examples of these difficulties. In addition, learner resistance to change, participation problems, measurement and evaluation disruptions may be additional challenges for the instructional designer, and it may be necessary to produce more innovative and even strategic solutions for these compared to other problems. Additionally, if instructional designers work in a multinational company, cultural differences and language may contribute to these challenges from a different field. Even in these dynamic environments, instructional designers play a crucial role in preparing instructional programs that meet the needs of learners and institutional goals. In this section, the difficulties and obstacles faced by instructional designers working on corporate training will be examined in detail.

2.7.1 Limited Resources

Encountering constraints in time, budget, and access to basic resources is problem instructional designers often face (DeVaughn, & Stefaniak, 2021). Time constraints, unlike tight deadlines, may arise due to competing priorities within and across organizations. For instructional designers, offering solutions to curriculum in the context of these priorities in limited time periods can feel under pressure, or focusing on these priorities may cause some disruptions in the integrity of the curriculum (Armstrong, 2004). Budget constraints that may be encountered during these time problems may increase the impact of these difficulties, because instructional designers make all these initiatives within the financial resources determined for them, and this generally proceeds as an effort to establish a constant balance between the desired features and the budget.

In addition to time and budget constraints, instructional designers may also encounter problems accessing subject matter experts, needed content, or tools. In

particular, inadequate technological infrastructure or outdated tools may create some difficulties in implementing interactive experiences or innovative teaching strategies (Chochard, & Davoine, 2011). Ensuring the participation of subject matter experts in the instructional design process can be challenging for all stakeholders, especially if an existing design process has not started or is overextended. In addition to all this, it can be difficult to collect and present up-to-date content in areas where content resources are very limited and in rapidly developing sectors.

Campbell, Kenny, Schwier, and Zhang (2005) conducted a study on whether current instructional design models meet the needs of instructional designers, their practical applicability, and whether they meet the needs of instructional designers. The literature review method was used in the study and focused specifically on situations related to instructional designers working in higher education. The purpose of the study also includes revealing other processes that instructional designers can benefit from during their professional activities. Ten articles on process-based instructional design models were examined within the scope of the study. The findings of the study revealed that instructional designers use traditional models but do not follow them strictly. In addition, the participants stated that they make different interventions that are not specified in the models. The researchers stated that most of the studies in the instructional design literature focus on the technical skills, competencies, and activities of instructional designers regarding the process. However, in addition to these studies, they argued that attention should be drawn to socio-cultural roles such as what it means to be an instructional designer, how they are included in the instructional design culture, how they understand the importance of their work, how they construct and sustain their professional identities, what satisfaction they get from their work, and whether they see themselves as cultural change leaders, rather than what instructional designers do.

These limitations pose obstacles for instructional designers to ensure that curriculum is of high quality that is compatible with institutional goals and meets the needs of learners. In the face of these obstacles, instructional designers can try

to overcome these difficulties and obstacles and design instructional programs that are compatible with institutional goals by using methods such as improving existing resources and optimizing their use, identifying and prioritizing factors that are critical to target learning outcomes, and collaborating with stakeholders on alternative solutions.

2.7.2 Tight Deadlines

Instructional designers working on corporate training may work under strict time constraints and deadlines in situations that may arise due to strategic institutional changes, urgent business needs, etc (Raza, Malik, & Jumani, 2020). Designing and developing comprehensive and effective curriculum in these tight time frames, that is, comprehensive analysis, planning and design, is quite difficult.

Struggling to meet tight deadlines often proves to be a negative factor in instructional designers' ability to design high-quality instructional programs (Hoard et al., 2019). Because, prioritizing certain aspects of the design due to urgency during the instructional design process may have the potential to be sacrificial or rushed for another party, and this may result in some deficiencies in the design (Garrison, 1997). For example, any disruption that may occur in stages such as needs assessment, content development, and pilot applications may cause important learning objectives to be overlooked, incorrect or incomplete content to be created, and even teaching strategies to be inadequate.

Another challenge created by tight deadlines is that collaboration between subject matter experts and stakeholders may not proceed as required when necessary review and feedback processes are rushed. In the context of compliance with instructional design principles and standards and compliance with institutional goals, this problem is a problem that should not be ignored by instructional designers.

Instructional designers can overcome all the problems by using some strategies for this problem. Some of these strategies include prioritizing basic learning objectives throughout the process, using existing resources efficiently, and establishing

continuous and close cooperation with stakeholders to keep decision-making processes fast (Knightley, 2007). In addition, involving project management professionals in the execution and implementation of the process will contribute positively to reducing the risks that may occur due to tight deadlines and to the efficient progress of the work. Additionally, generating adaptable strategies during the planning process, proactive planning, and effective communication with stakeholders have a positive impact on smoothly managing tight deadlines, executing a high-quality instructional design process that increases employee performance and aligns with corporate goals (Rodchua, 2017).

2.7.3 Changing Corporate Needs

Institutional environments are dynamic for many reasons, including industry fluctuations, technological advances, regulatory interventions, and corporate restructurings. In other words, business priorities, strategies and goals are constantly changing according to industry needs. Therefore, instructional designers working on corporate training may face complex challenges in creating instructional designs that can adapt to dynamic business needs and changing corporate strategies (Instructional Design in Corporate Training, 2022). The most important need raised by these challenges is the need to ensure the effectiveness and ongoing validity of designed educational interventions and to remain aligned with changing institutional priorities (Tracey, & Hutchinson, 2013). Because customer preferences and regulations, which may vary according to industry conditions, may create a gap between the current skills of the organization's employees and the skills needed in the industry. It is a necessity for instructional designers to make rapid changes to the content, presentation and objectives of the curriculum in order to constantly eliminate performance deficiencies that may arise from this situation (Chametzky, 2014).

For the reasons mentioned above, instructional designers must constantly collaborate with stakeholders within the organization, including senior managers, human resources professionals, department managers, and subject matter experts (Chan, 2010). Because this collaboration is of critical importance in terms of being

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able to follow a proactive approach throughout the instructional design process, creating effective communication channels with learners, ensuring that the actions to be taken as a result of their feedback are fully compatible with the goals, and aligning educational initiatives with institutional priorities in the ongoing processes (Laurian-Fitzgerald, 2018). In addition, it is important to follow industry trends, current practices and developing technology in order to predict future training needs and produce early innovative solutions. Therefore, creating a continuous professional development network during the instructional design process and sharing ideas and experiences with other instructional designers allows changing institutional needs to be met effectively (Morrison, Ross, & Kemp, 2007).

In their research, Demps, Gibby, Liu, and Quiros (2002) conducted interviews with instructional designers to examine the roles of instructional designers and how they adapt to rapid changes and overcome the challenges they encounter. 11 instructional designers were interviewed in the study and 141 questions were asked to the participants. When the roles of the participants were examined, it was stated that in addition to marketing, testing, production, and design processes, they also took part in project management in some cases. The difficulties that the participants encountered while carrying out their duties were stated as balancing multiple roles, customer relations, and adapting to changing needs. Regarding the issue of adapting to changing needs, the participants stated that they were able to overcome this problem thanks to practical courses and formal education.

Consequently, the possibility that the dynamic nature of institutional environments may create some challenges for instructional designers is open. Despite all this, instructional designers can make curriculum adaptable to changing needs through creativity and problem-solving skills. In line with this purpose, supporting the culture of innovation, cooperation and continuous improvement within the institution has a strengthening effect on increasing competitiveness and ensuring flexibility within the sector (Pew, 2007).

2.7.4 Resistance to Change

Although resistance to change is a frequently encountered phenomenon, especially in adult education contexts, it may arise from situations such as seeing change as a threat to established practices and routines and fear of unknown situations (Bawa, & Watson, 2017). Related to this situation, resistance to change emerges as an obstacle faced by instructional designers in implementing new teaching methods or technologies. This resistance can be seen not only on the part of learners, but also on the part of managers and even subject matter experts. The reasons why employees resist change may be the concern that the workload will increase, unfamiliarity with new technologies and methodologies, and doubt about the anticipated benefits of the changes made (Intentional Futures, 2016). In the management context, business disruption, budget constraints, or doubts about investment in instructional design can result in resistance to change.

Instructional designers must skillfully manage the elements that cause resistance in participants and stakeholders to ensure the necessary support for their work. Understanding concerns through effective communication methods, eliminating doubts by providing rational justifications for the changes to be made, and clearly presenting potential developments regarding the institution are positive approaches to softening the resistance (Kumar, & Ritzhaupt, 2017). In addition, instructional designers can create a perception that convinces stakeholders and employees of change by presenting the logic of how the proposed educational interventions are compatible with institutional goals, how they will close skills gaps and increase competitiveness (McGriff, 2001).

In addition, stakeholders and learners can be included in the design process, and through their suggestions and contributions, their sense of ownership and authority over the design, and therefore the change decision, can be increased and resistance to change can be reduced. This collaborative decision-making and participatory design culture increases trust and participation in change, making employees and stakeholders have positive ideas about adopting new methodologies and technologies (Morgan, p.370, 2019). To overcome the challenges posed by

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resistance to change, instructional designers must take a proactive approach and encourage consensus and a culture of continuous learning. In environments that encourage and support innovation, the successful progress of qualified educational interventions that increase institutional development is inevitable.

2.7.5 Challenges to Technology Integration

Integrating technology into instructional designs is an important initiative that increases learner engagement, interaction, and accessibility. However, on the other hand, technology integration may also bring about a number of technical problems that instructional designers must intervene in (Bećirović, 2023). The first of the most common problems regarding this issue is the incompatibility of the existing software and hardware systems within the institution with the tools or platforms planned to be integrated (Ardıç, 2021). Instructional designers must pay attention to the compatibility of the new technological intervention with the existing infrastructure in order to prevent this disruption that may occur in the implementation process of the curriculum.

Second, software limitations are another challenge that instructional designers face when integrating technology into instructional programs. In other words, limitations in technological tools or learning management systems (LMS) can negatively impact content interactivity, degree of program customization, and scalability (Castro-Guzmán, 2021). Therefore, instructional designers should make a preliminary assessment of features such as ease of use, flexibility, and scalability when selecting technological tools or systems in order to develop instructional programs that most effectively meet institutional goals and learner needs.

Thirdly, infrastructure disruptions such as network connection problems, out-of-date hardware or software, and limited bandwidth create obstacles when integrating technology into curriculum. Instructional designers should cooperate with the information technology department or technology support professionals in order to solve infrastructure problems and use technological systems safely (Durff, & Carter, 2019). This collaboration may include researching methods such as network

optimization, improving hardware components, and resolving technical limitations (Francom, 2020).

Finally, instructional designers must have acquired the necessary troubleshooting skills and knowledge to promptly resolve technical problems that may arise during the implementation phase of the training. Examples of these knowledge and skills include resolving compatibility issues and software errors, troubleshooting connection or user access problems. These knowledge and skills are important to ensure the functioning of curriculum. Familiarity with technological tools and platforms, mastery of troubleshooting techniques, and the creation of an established culture of continuing education on these issues are important for effectively solving the problems that instructional designers encounter during the technology integration process (Nagel, 2013). Because technology integration can be a complex issue, a systematic approach should be adopted in solving problems related to this issue (GoGuardian Team, 2019).

2.7.6 Learner Participation

Active participation of employees in in-house training is necessary to gain knowledge and skills (Penuel, 2011). However, in some cases, instructional designers may encounter a lack of student participation in the implementation of curriculum. This is a challenge often encountered when the learning content is not aligned with the participants' job roles, interests and needs. Accordingly, participants may think that the training is disconnected from their job roles and find it boring. This may lead to lack of motivation for participation and passive learning situations (Könings, Seidel, & van Merriënboer, 2014).

To solve this problem, instructional designers should follow student-centered approaches that care about increasing participant interaction, relevance to roles, and harmony with real-life experiences when planning the curriculum (Bovill, Cook-Sather, & Felten, 2011). For this purpose, interactive learning experiences such as role playing, simulation, gamification and case studies that encourage students to be active can be planned. Additionally, content can be enriched with

multimedia components such as animations and videos to increase visual appeal and adapt to different learning styles.

The relevance of the learning content to the participants' work roles is an element closely related to the state of participation, that is, a way to attract the attention of the learners and increase their motivation to learn (Bovill, & Bulley, 2011). Therefore, instructional designers must ensure that training contents and materials are compatible with employees' roles and responsibilities, and even clearly demonstrate the connection between learning content and daily experiences in business life. Therefore, by customizing learning experiences in the context of events that employees encounter in the work environment, the anticipated benefits of the curriculum can be emphasized and the active participation of employees can be increased.

In addition, supporting the participants' sense of independence and competence during the implementation of the curriculum will have a positive impact on active participation and motivation to learn (Cohen et al., 2013). In this context, instructional designers should create opportunities for employees to explore their interests, be aware of their learning styles, customize teaching methods, and actively use their existing knowledge and skills during teaching practice (Cook-Sather, 2003). These can be opportunities for sharing that also encourage social learning, such as collaboration and discussion.

In summary, instructional designers have an important role in both effectively presenting learning content and developing instructional programs that attract participants' attention, increase learning motivation, and encourage active participation (Vermetten, Vermunt, & Lodewijks, 2002). Interactive learning experiences, learner-centered teaching methods, and linking the curriculum to real work experiences can create positive effects and support institutional success as instructional designers can overcome the barriers they face regarding student participation in the implementation process.

2.7.7 Assessment and Evaluation

One of the most reliable ways to evaluate the impact of corporate training programs on skill acquisition, employee performance and corporate success is to evaluate the training program (Bichelmeyer, Boling, & Gibbons, 2006). However, instructional designers may face some difficulties in developing reliable evaluation methods and thus collecting meaningful data about the instructional process.

Difficulties with assessment and evaluation may have different reasons. The first of these is the lack of measurable learning objectives (Brinkerhoff, 2006). The goals of training programs are created to be compatible with institutional goals and the desired degree of performance, but in this process, learning goals may lose some of their features such as clarity and measurability. For this reason, instructional designers should be careful to clarify educational goals and performance indicators, determine success criteria, and cooperate with measurement and evaluation professionals when necessary. Because it is important to set clear and measurable learning objectives in order to design methods that accurately present whether the intended learning outcomes have been achieved or not, allowing the impact of training to be meaningfully evaluated (Fitzpatrick, Sanders, & Worthen, 2011).

Another possible problem with assessment and evaluation is the development of appropriate assessment and evaluation tools (Hardré, Ge, & Thomas, 2006). While developing assessment and evaluation tools, issues such as compatibility with the content of the training program, compatibility with learning objectives, format and implementation should be taken into consideration; the tools may vary according to these factors (Kirkpatrick, 1996). Instructional designers can benefit from different formats such as pretest-posttest, simulations, exams, observations, and performance tasks when developing appropriate instruments.

The process of collecting data to evaluate training program outcomes and make improvements may in some cases be affected by time constraints and limited resources (Reeves, & Hedberg, 2003). In such cases, getting feedback from institutional managers, participants and other stakeholders through tools such as surveys and interviews can be a solution. By analyzing this data, insight into the

curriculum can be obtained and areas for improvement can be identified. In addition, when evaluating the curriculum, instructional designers should not ignore the long-term effects of the program on employee performance and institutional success.

In summary, one of the difficulties that instructional designers face regarding their roles and responsibilities is the issue of assessment and evaluation. Instructional designers can benefit from systematic evaluation approaches and technology and collaborate with stakeholders to collect meaningful data about educational programs and provide improvements. In addition, by paying attention to the features of clarity and measurability when determining learning objectives, by ensuring the compatibility of assessment and evaluation tools with the learning content and by collecting relevant data, one can obtain meaningful data about the curriculum (Kirschner et al., 2002) and optimize the effects of the program on employee performance and institutional success.

2.7.8 Cultural and Language Differences

One of the most common difficulties that instructional designers face, especially in multinational working environments, is the difficulties arising from cultural and language differences (Wang, & Schlichtenmyer, 2017). It is clear that cultural diversity brings great richness to work environments, but this diversity also requires culturally sensitive and inclusive attitudes in work environments.

The first of the difficulties that cultural diversity creates for instructional designers is that different cultural values are reflected in people's communication styles (Li, 2012). This difference in communication styles may cause various communication problems during the education process. For this reason, when creating curriculum, instructional designers should comprehensively consider the cultural values, beliefs and preferences of the participants and even make evaluations accordingly (Joy, & Kolb, 2009). By respecting and recognizing cultural differences, the attractiveness of the training program can be increased. Accordingly, the participants' sense of belonging and motivation increases.

Sharif and Gisbert (2015) stated in their research that there are many factors affecting the instructional design process and emphasized that one of these factors is culture. They conducted a survey with instructional designers working in Spain and Canada to investigate the effects of culture on the design process of online learning environments. The survey used in the research was created based on the Quality Matter rubric. Although there are many studies on the effects of culture, background, and beliefs on the instructional design process (Janakiraman, Watson & Watson, 2019), this study concluded that cultural differences do not have an effect on online course design and applications. Despite cultural differences, instructional designers in Canada and Spain cared about the same elements to create quality online learning environments and focused on these elements in their applications. However, it was concluded that designers in Canada focused more on student support strategies compared to those in Spain.

Language differences create a different challenge for instructional designers. Therefore, when designing instructional materials, instructional designers should ensure accessibility and inclusiveness for participants who speak a different language; The training content should be kept as clear, easy to understand and short as possible. This may include interventions such as providing educational materials in different languages, providing additional resources for language support, and supporting the content with appropriate multimedia tools.

Instructional designers must be able to adapt learning materials and content to accommodate changing learning preferences and communication styles (Parrish, & Linder-VanBerschot, 2010). Audio, visual, app-based, etc. Multiple learning modes, such as learning activities, can ensure that the curriculum is interesting and accessible to all participants. In addition, creating a learning environment that supports a culture of cooperation, interaction and mutual respect among participants allows employees from different cultures to share their experiences, knowledge and perspectives (Parrish, & Linder-VanBerschot, 2009).

Another issue that instructional designers should pay attention to regarding cultural and linguistic diversity is to be careful about cultural prejudices and stereotypes (Bennett, Hammer, & Wiseman, 2003). With cultural competence training and

continuous feedback, the cultural inclusiveness, appropriateness and respect features of training programs can be constantly monitored (Edmundson, 2007).

As a result, developing educational programs that are sensitive and inclusive to the concept of cultural and linguistic diversity may require extra effort from instructional designers. In these cases, instructional designers should see this diversity as a strength and can design effective learning experiences that appeal to different cultures and increase institutional success with a globalized training program.

2.8 Summary of the Literature Review

The concept of corporate training refers to a structured process to provide learning and development opportunities to employees in a corporate or organizational environment and includes many activities that increase the knowledge, skills and competencies of employees in order to achieve the strategic goals of the organization (Boahin and Hofman, 2014). The purpose of corporate training is to develop the skills of employees, inform them on both technical and social issues, and provide a working environment within the organization that is compatible with the goals of the organization (Noe, 2020). Corporate training contributes to corporate competitiveness by supporting the continuous learning and innovation of employees.

Instructional design is a systematic process aimed at achieving learning goals and includes the stages of analysis, design, development, implementation and evaluation (Dalle, 2017). The design process includes steps such as determining learning needs and developing materials appropriate to these needs (Shé et al., 2022). The main responsibilities of instructional designers include designing effective and engaging content in line with curriculum objectives (Nworie, 2022).

When looking at the studies in the literature, the competencies that instructional designers should have focus on topics such as collaboration, communication, problem solving, theoretical knowledge and project management. Collaboration is a skill that refers to instructional designers' effective design process by reaching a

consensus with different stakeholders (Brigance, 2011; Gray et al., 2015). Communication skills are critical for effective interaction in both verbal and written platforms (Kenny et al., 2005; IBSTPI, 2012). While theoretical knowledge includes topics such as the ADDIE model, adult learning theories and learning models, various difficulties may be experienced in applying this information in practice (Sugar & Luterbach, 2015). Problem solving is a skill that allows instructional designers to find creative solutions to complex problems they encounter, and this skill is a fundamental competency for effective designs (Ertmer & Stepich, 2005). Studies in the literature emphasize the necessity of a continuous learning culture for professional development, and draw attention to the importance of professional competencies in issues such as technology integration, learning theories, and content development based on data analysis (Klein & Richey, 2005).

When looking at professional development programs for instructional designers, these opportunities are offered in a wide range, such as undergraduate and graduate education, certificate programs, workshops, seminars, online courses, and professional conferences (Sharif & Cho, 2015; Harvard Professional and Executive Development, 2022). These programs combine theoretical and practical knowledge, providing participants with the opportunity to adapt to current trends. In addition, trainings offered by professional associations and software manufacturers allow instructional designers to expand their professional networks by supporting knowledge sharing and collaboration.

Innovative methods such as technology integration, gamification, simulations, and microlearning are gaining importance in instructional design practices every day (Exter & Ashby, 2022). In addition, issues such as ethics, accessibility, and inclusiveness are among the important issues to be considered in instructional design (Edmundson, 2007).

When the challenges that instructional designers face while carrying out their duties are examined, it is seen that these are constraints such as limited time, lack of budget and resources, resistance to change, technical problems in technology integration, and cultural differences (Dicks & Ives, 2009; Raza et al., 2020). On the other hand, the lack of measurable goals in evaluation processes and the lack of

development of appropriate tools are also among the important challenges (Brinkerhoff, 2006; Reeves & Hedberg, 2003). Finally, cultural and language differences are seen as another challenge that affects communication and collaboration in multinational environments (Parrish & Linder-VanBerschot, 2010).

In summary, studies in the literature emphasize the importance of continuous education and compliance with current trends for the professional development of instructional designers. Therefore, it is recommended that instructional designers be supported at both individual and institutional levels so that they can perform effectively despite the difficulties they face while carrying out their duties.

CHAPTER 3

METHODOLOGY

In this section, the design of the research, the justifications for the choice of methodology, the application process, the participants and the sample, the data collection tool, the data collection process and analysis, validity and reliability measures and the limitations of the research are discussed.

3.1 Research Design

When considered in the context of social sciences, qualitative research methods are important in terms of examining social issues in depth and making sense of them (Creswell, 2002). Basic qualitative research, which is one of the most common and basic of these methods, is based on the use of methods such as document analysis, interview, and observation, and allows the elements subject to research to be examined holistically and in their natural environment (Merriam, 2015). The basic qualitative analysis method was also adopted in the design of this research.

The basic qualitative research method is a method in which data is collected in order to understand a specific situation or phenomenon, the collected data is systematically analyzed, and meaningful patterns or themes are revealed as a result of this analysis (Creswell & Poth, 2016). Rather than being in the light of a certain theory, the basic qualitative analysis method enables the researcher to develop an understanding based on the data they collect (Saldana, 2018). Merriam (2015) described this method as a process in which researchers collect qualitative data to better understand the phenomenon they are researching and create meaningful inferences with this data. The dynamic and complex nature of research topics in social sciences makes basic qualitative research a powerful method in researching

these topics. In this context, the greatest advantage that basic qualitative research method offers to those conducting research on social sciences is the flexibility of the data collection and analysis process. According to Creswell and Poth (2016), this advantage allows researchers to pose new questions and shape the questions as they interact with the data they collect. In other words, this helps guide the research in light of the information that emerges during the research process.

Basic qualitative research-method offers researchers the opportunity to collect in-depth information. Data collected with various methods such as observation and interview provide detailed information about the social structures, perceptions and experiences of the people participating in the research (Pattron, 2014). In this way, complex phenomena in social sciences can be better understood.

Another advantage that basic qualitative research offers researchers is that they can use their own experiences and perspectives, which can increase the depth and quality of the study (Denzin, & Lincoln, 2011). However, it is important to use personal experiences and perspectives in a way that does not create bias in the research.

(1) The first main research question of this study, "What are the professional development areas to improve instructional designers' skills and expertise on instructional design practices?" and (1a) the related question "What professional skills do instructional designers working on corporate education think are necessary to develop an effective instructional design practice?" aim to understand which professional skills instructional designers working in corporate education need to carry out an effective instructional design process and which professional development areas they give importance to. In order to answer these questions, the responses given to specific questions in the interview form used in the research were analyzed. First of all, the question "As an instructional designer, can you tell us about your duties and responsibilities in the institution you work for?" in the survey allows participants to define in detail the tasks they undertake in the institutional context and the skills required for these tasks. This information contributes to the creation of a basic understanding of the professional skills included in the research questions. Determining the tasks needed in the institutional

context and the skills required to successfully perform these tasks provides concrete data on which professional development areas to focus on. In addition, the question "What are the skills and competencies that you consider necessary to successfully carry out your role as an instructional designer?" is directly based on the participants' self-assessments regarding the research sub-question. The data collected with this question reveals the participants' own perceptions of what professional skills they need to develop in order to carry out an effective instructional design process in the context of corporate training. Such a self-assessment allows the skills and competencies at the center of the research question to be defined from the participants' perspective. Finally, the question "What professional development areas do you consider important to improve the quality of your designs as an instructional designer?" directly answers the main research question. The participants' assessments of their professional development areas reveal which areas they need to develop themselves in and how these areas can affect instructional design practice. In this context, the participants' views on professional development areas provide important insight into the knowledge and skill areas required for effective instructional design practice.

(2) The second main research question of this study, "What are the key professional development needs and challenges faced by instructional designers working in corporate training environments?" aims to understand the professional development needs and challenges faced by instructional designers working in corporate training environments. In order to answer this question, it is aimed to obtain in-depth information on this subject by analyzing the responses given to specific questions of the interview form used in the research. First, the question "What are the challenges you face while performing your duties as an instructional designer?" in the interview form provides a direct answer to the theme "challenges encountered" in the second part of the research question. This question encourages participants to describe the specific challenges they experience while performing their duties and to explain how these challenges affect their job performance and professional development needs. Such information contributes to understanding the challenges that professional development needs arise in response to by revealing

the key factors affecting instructional design practice in the corporate context. Secondly, the question "When considered in the context of corporate training, how do you perceive the fit between your current skills and the changing demands of the institution due to developing technology and educational approaches?" The question provides information about which areas of professional development the participants need to keep up with changing institutional needs and innovations. In an environment where technological developments and innovative educational approaches create changing demands, the participants' evaluations of how they adapt to this situation concretize the theme of "professional development needs" focused on in the research question. This question reveals the perceptions of instructional designers about the changing needs of institutions and the development needs caused by this situation in order to better understand their current and future professional development needs.

(2a) The sub-question of the second main research question, "What challenges do instructional designers encounter when accessing and participating in professional development and training opportunities within their organizations?" aims to determine the challenges that instructional designers working in institutional settings face in the process of accessing professional development and training opportunities. In order to answer this question, the responses given to specific questions of the interview form used in the research were analyzed. The question "What kind of challenges do you experience in accessing professional development and training opportunities as an instructional designer?" in the interview form provides a direct answer to the main theme of the sub-research question. This question encourages participants to express the challenges they face in accessing professional development and training opportunities from their own perspectives. The responses given by the participants to this question provide important data to understand the variety of obstacles in the access process and how these obstacles are reflected in their professional development processes. On the other hand, the question "Do you think there are any gaps or deficiencies in professional development and training opportunities in the institution you work in? What is the impact of this situation on your duties and responsibilities at your workplace?"

examines the adequacy of existing professional development opportunities and the effects of deficiencies in these areas, if any, on the participants' professional roles. This question provides an important resource for understanding the criticisms of participants regarding professional development opportunities in their institutions and the reasons for difficulties in accessing and participating in development opportunities. Determining the effects of the inadequate provision of development areas in institutional environments on the participants' work and development processes provides information to answer the research question. In addition, the questions "Have you found any of the professional development and education activities you have attended so far valuable? What do you think makes this experience valuable?" and "Have you found any of the professional development and education activities you have attended so far ineffective? What do you think is the reason for their ineffectiveness?" allow participants to evaluate the effectiveness of professional development opportunities based on their past experiences. These questions allow participants to define which development activities they find valuable or ineffective and the factors that cause these judgments. While such evaluations provide insights into how in-house development opportunities can be made more efficient, they also reveal the extent of difficulties experienced in accessing and participating in current development opportunities.

(2b) The second sub-question of the second main research question, "What suggestions do instructional designers working on corporate training have to improve the design, implementation, and accessibility of professional development and training initiatives?" aims to understand the suggestions of instructional designers working on corporate training for improving the design, implementation, and accessibility of professional development and training initiatives. The question "What strategies and resources do you think are appropriate to overcome the challenges you face in meeting your professional development needs?" in the interview form provides a direct response to the theme of "suggestions" that forms the basis of the sub-research question. This question encourages participants to express from their own perspectives which strategies and resources could be

effective in overcoming the professional development challenges they face. In addition, thanks to this question, the strategies that participants suggest or find useful in order to cope with existing challenges provide an important framework for how an effective professional development process in corporate instructional design should be structured. In addition, the participants answered the question "How do you see the future of professional development and training for instructional designers working on corporate training?" to answer this sub question. The responses given by the participants to this question, which includes their future predictions, encourage them to define the needs and possible development areas in the current professional development system. While the participants express the areas of improvement that can make the professional development system in the corporate training environment more effective and useful, they make suggestions about how such initiatives should be structured in the future. In addition, the question "What are your suggestions for increasing or improving professional development and training opportunities for instructional designers working on corporate training?" was asked in order to directly learn the participants' suggestions for improvement regarding professional development opportunities. With this question, participants express what kind of strategic and structural changes they recommend to improve the design, implementation and accessibility of professional development initiatives.

In addition to the interviews, participants were asked to provide written evaluations of the professional development and training activities they had previously attended, both positively and negatively. Written data were collected five months after the interview date due to the potential risks of collecting interview data at a specific time.

For the purpose of data triangulation, the instructional design projects produced by the participants were examined within the scope of artifact analysis and in the light of the ADDIE instructional design model, and the strengths and weaknesses of the projects were analyzed. In this way, the research data were prevented from being affected by a possible bias that may arise from the gap between the participants' self-expression and the actual situation.

When the basic qualitative research method is examined in the context of educational environments, it is seen that it is a powerful method for understanding the views of different stakeholders due to the advantages listed above. Therefore, it is a method that can be chosen in terms of better revealing the dynamics in an educational environment. As in this study, it makes it possible to see the views on the situation that is the subject of the research and the factors that affect this situation in detail.

In addition, the basic qualitative research method helps to evaluate all aspects of educational interventions within their own context. Because educational interventions become meaningful under certain contexts and conditions, therefore, evaluating such interventions outside their own context can be misleading for researchers (Delamont, 2012).

Finally, basic qualitative research allows for in-depth research and more meaningful results for research conducted in the field of education (Bhandari, 2024). In a study conducted to better understand a specific problem encountered in educational interventions, a more applicable and effective process can be carried out between researchers and participants thanks to the basic qualitative analysis method. This situation plays a critical role in improving educational interventions, though indirectly.

In conclusion, basic qualitative research is a powerful method for examining complex and dynamic situations and/or phenomena that are the subject of research in social sciences and educational sciences. The strong features of this method include flexibility for researchers, the opportunity to evaluate the research topic contextually, and the ability to collect in-depth data (Elliott, Christy, & Xiao, 2023). In addition, a basic qualitative analysis study conducted in the field of education ensures that all stakeholders involved in the education process are included. It provides detailed information about the experiences and perspectives of these people. In this way, it helps the researcher to better understand things related to the educational environment or situation (Frederick, 2014).

3.2 Context of the Study

This study aims to examine the views of instructional designers operating in the field of corporate education in Turkey on professional development and training needs. The focus of the study is to understand the effects of rapidly changing corporate education needs and developments on instructional designers working in this field and to reveal the professional development and training needs that may arise in this context and the difficulties in meeting these needs. Therefore, this study also focuses on how this dynamic environment affects the roles of these professionals. In addition, this study examines interventions for the professional development and training of instructional designers in the context of Turkey and offers a comparative perspective with the current findings in the international literature. In the findings of the study, lack of local resources, cultural incompatibility in training interventions, cooperation problems and language barriers stand out as important elements in understanding the training needs of these professionals. When the context of the study is examined from an environmental perspective, this study was conducted with instructional designers working in institutions operating in different sectors in Turkey. The participants work in the human resources departments, training and development units or academies of these institutions. All of these institutions offer various training programs for the professional development of their employees and therefore assign certain responsibilities to instructional designers in this direction. The institutions where the participants are located are representative of the corporate education environment in Turkey. In addition, these institutions operate both locally and internationally.

3.3 Participants

Purposeful sampling is a sampling method consisting of participants selected according to certain characteristics or criteria in order to answer a specific research question or hypothesis (Suri, 2011). This method is based on selecting individuals

or situations that are suitable for the purpose of the research. The purposeful sampling method was used in this research.

The participants of the study consist of employees of institutions operating in Turkey with training and development departments or corporate academies, or instructional designers working in the human resources unit. Participants were reached via the LinkedIn platform. Their CVs were first reviewed to see if they were suitable for participation in the study. The participation criterion was whether or not the participant worked as an instructional designer in these institutions. Afterwards, 47 people were contacted and 14 people were interviewed via the Zoom platform.

In addition, six randomly selected instructional designers (P3, P4, P5, P10, P11, P14) responded to the questions "Have you found any of the professional development and education activities you have attended so far valuable? What do you think makes this experience valuable?" and "Have you found any of the professional development and education activities you have attended so far ineffective? What do you think is the reason for their ineffectiveness?" in the semi-structured interview form, in writing, 5 months after the interview date.

For Artifact evaluation, six participants were asked to share their instructional design projects. In this context, a total of 10 instructional design projects were analyzed. The analysis of the projects was made in the light of the ADDIE instructional design model and the aim was to determine the weaknesses and strengths of the projects.

All of the instructional designers who participated in the study work in different sectors. The participants have an average of 8 years of experience. The participant with the lowest level of experience has 9 months of work experience. On the other hand, the employee with the highest level of experience has been working in this sector for 16 years. When their academic backgrounds are examined, it is seen that 6 participants have a bachelor's degree in computer education and instructional technologies, and 3 experts have a master's degree in the same department.

Table 3.1 Demographic information of the instructional designers interviewed

Participant	Gender	Experience	Education
P1	Male	9 Months	Computer Engineering B.Sc.
P2	Male	8 Years	Electronics Education B.Sc., Computer Education and Instructional Technologies /Master
P3	Female	8 Years	Computer Education and Instructional Technologies B.Sc.
P4	Female	4 Years	Industrial Design B.Sc.
P5	Male	7 Years	Computer Education and Instructional Technologies B.Sc./Master
P6	Male	6 Years	Physics Education B.Sc.
P7	Male	12 Years	Physics Education B.Sc.
P8	Female	6 Years	Computer Education and Instructional Technologies - B.Sc./Master's/PhD.
P9	Male	10 Years	Computer Education and Instructional Technologies B.Sc.
P10	Male	5 Years	Math Education B.Sc.
P11	Female	2 Years	Science Education B.Sc. Educational Design and Evaluation/Master's
P12	Female	15 Years	Business Administration B.Sc.
P13	Female	16 Years	Business Administration B.Sc./Master
P14	Female	16 Years	Computer Education and Instructional Technologies B.Sc.

3.4 Data Collection Instruments

The data of the research were collected through a semi-structured interview form developed by the researcher. The semi-structured interview form consists of 12 questions. In the first part of the form, there is a demographic information form that

contains general information about the participants. While creating the interview form;

(1) A question pool related to the purpose of the study and the research questions was created by the researcher. The questions in the question pool were prepared by reviewing the literature and referencing previous studies (Kumar, & Ritzhaupt, 2017; Morgan, 2019; Nworie, 2022; O'Malley, 2017; Pollard, & Kumar, 2022). In addition, attention was paid to ensure that the questions were clear and understandable, did not guide the participants, and were interpretable (Creswell, 2012).

(2) The questions in the question pool were reviewed by 2 experts working in the field of instructional design and curriculum development. Questions that were not suitable for the purpose of the study and the research questions were removed from the semi-structured interview form.

(3) After the semi-structured interview form was finalized, it was examined in terms of language and expression. Questions that could cause ambiguity were made clearer and more explicit.

(4) After the structural arrangements of the form were completed, two instructional designers were interviewed, one with a Computer Education and Instructional Technologies undergraduate degree and the other with a Curriculum and Instruction Ph.D. As a result of the interview, questions that were noticed to have similar answers were removed from the interview form and the semi-structured interview form reached its final form.

For the written statements of the participants, the 6th and 7th questions in the semi-structured interview form, which were created for the professional development activities previously attended, were used. In addition, the participants stated the statements they wanted to add in an additional field.

For the evaluation of the artifact, the stages of the ADDIE instructional design model were taken as a guide and a checklist was prepared accordingly and the instructional designs were evaluated and reported.

Table 3.2 Dates and Durations of Interviews

Participant	*Interview Date*	*Duration*
P1	June 20	1 h 2 min.
P2	June 22	1 h 3 min
P3	June 24	16 min 23 sec.
P4	June 24	19 min 02 sec
P5	June 25	27 min 29 sec
P6	June 26	22 min 04 sec
P7	June 26	29 min 44 sec
P8	June 26	23 min 24 sec
P9	June 27	27 min 00 sec
P10	June 30	28 min 05 sec
P11	July 2	28 min 43 sec
P12	July 3	18 min 12 sec
P13	July 4	15 min 35 sec
P14	July 5	41 min 10 sec

3.5 Data Collection Procedures

In this study, three types of data were collected from the participants. These data are the semi-structured interview form, the written evaluations of the participants regarding the professional development activities they have previously participated in, and the instructional design projects produced by the participants.

The participants were contacted via the LinkedIn platform for the data collected via the semi-structured interview form. After determining their eligibility for participation in the study, a date was determined for the interview. First, the participants were asked to fill out the consent form and the necessary permissions were obtained for the recording of the data. The interviews were then conducted

and recorded via the Zoom platform. In this way, data was collected from a total of 14 instructional designers.

After the interviews, the participants were contacted again for written statements. In their written statements, the participants evaluated the professional development and training activities they had previously participated in in terms of their positive and negative aspects. The participants sent their written statements via e-mail. Within the scope of the study, written data was collected from 6 participants 5 months after the interview date.

Finally, the participants shared their own instructional design projects. While some of the projects were sent via e-mail, some projects were shared directly as online course links. For the projects shared as a web link, the researcher completed each course and collected data about the project during this time. For the projects sent as documents via e-mail, the document analysis phase was started without attending the course. A total of 10 instructional design projects were analyzed within the scope of the research.

3.6 Data Analysis

The analysis of qualitative data consists of 3 stages: description, analysis and interpretation (Cresswell, 2012). The first stage, the description stage, includes the interviews, the transcription of the interviews and the sorting of these transcriptions. The analysis stage that follows analyzes the extracted data and reveals meaningful relationships for the research. In this process, the transcriptions are coded, independent coders code and a consensus is reached between the researcher and the independent coders. In summary, coding the data and dividing it into themes is an important part of the analysis process. In the last stage, the interpretation stage, the process carried out in the analysis stage is interpreted. A code map is created, and interpretations are made in light of this.

Within the scope of this research, data were collected through interviews. A semi-structured interview form developed by the researcher was used during the interviews. The interviews were conducted and recorded via Zoom. The data

obtained with the semi-structured interview form in the study were recorded and then deciphered by the researcher. In the analysis of the deciphered data, the answers given to the questions were coded to make inferences and the coded answers were collected around a limited number of themes. The MAXQDA 2020 program was used for coding and theming the data. The data were interpreted and reported using thematic analysis method.

Thematic analysis is the detailed and systematic examination and interpretation of a material in order to identify themes, assumptions, patterns and meanings (Cresswell, 2012). Although there may be slight differences depending on the context of the research, all thematic analyses generally consist of similar stages (Berg, & Lune, 2017). In general, the stages are as follows: (1) Data are collected and arranged in a readable way. This also applies to visual materials. (2) Codes are developed. They are converted into clusters inductively, deductively or mixed. (3) Codes are converted into themes. (4) Materials are grouped according to these categories, similar expressions, relationships and differences are identified. (5) Grouped materials are examined. (6) Materials are evaluated, and a generalization set is created.

In summary, interviews were first conducted with participants in the data analysis process of the research. Following the interviews, interview records were transcribed and the transcribed data was coded. After the codes were created by the researcher, independent coders were worked on and a consensus was reached between the coders. Then, the codes were themed and a code map was created. The data of the research was interpreted based on the created code map.

3.7 Trustworthiness/Transferability

In the context of qualitative research, issues of validity and reliability are expressed through the concepts of confirmability, consistency, transferability and credibility (Lincoln and Guba, 1985). Since producing reliable information is the most basic goal of scientific research, the data and results obtained in the research must be reliable and valid. In addition to obtaining consistent and clear data, these data

must be confirmable by other researchers. Because the failure to provide these conditions creates problems regarding the credibility of the research. Therefore, there are a number of strategies against such problems that may arise in a research. In this section, the measures taken to eliminate the problems related to the validity and reliability of this research are mentioned.

Regarding the various stages of the research, researchers can get opinions from experts throughout the process. In this way, they can increase the reliability of the research. Because by getting expert opinions, researchers can expand the scope of their studies, gain different perspectives, and collect important comments from experts during the opinion-gathering stage. For these reasons, getting opinions from experts during the research process ensures the validity and reliability of the research and increases the credibility of the results. During the stages of this study, various experts working in the field of institutional education were interviewed and their opinions were obtained.

The concept of transferability in qualitative research corresponds to the concept of generalizability used for quantitative research (Lincoln and Guba, 1985). The assumption that the universe is normally distributed, which is the case in quantitative research, is not a valid idea for qualitative research. Accordingly, it is widely believed that no generalization can be made with qualitative research findings. However, the results of qualitative research are transferable for similar situations and conditions. Purposeful sampling and detailed description methods can be used to ensure transferability. These have the potential to increase the transferability, and therefore the reliability, of the data obtained throughout the research.

In the context of qualitative research, the detailed description of the case is important in terms of ensuring transferability. Being objective while describing, that is, conveying situations and events without subjective fatigue, is critical. In this way, readers can clearly understand the context in which the research was conducted. The data obtained in this research was conveyed directly, without any intervention.

In qualitative research, the random sampling method is not frequently used, based on the principle of obtaining detailed and in-depth information. For this reason, while conducting this research, the purposeful sampling method was used, because it was aimed to obtain detailed information about the professional development and training needs of instructional designers working on corporate trainings. The participants were specifically composed of instructional designers working in this field.

Instead of the reliability element in quantitative research, the concept of consistency is preferred in qualitative research (Lincoln and Guba, 1985). Because while variables in quantitative research show repeatability, variables in qualitative research may differ in relation to the consistency of the research process. In this context, it is critical to follow a consistent path throughout the qualitative research process. In this research, consistency between different coders was considered important to ensure consistency.

The attitude of quantitative research methods is far from subjective approaches, but this situation is not seen as possible for qualitative research. For this reason, the concept of confirmability has emerged (Lincoln and Guba, 1985). When the scope of the concept of confirmability is examined, it is seen that it expresses the establishment of a verification mechanism for the research process. The data and results of this research can be confirmed by independent coders.

3.8 The Role of the Researcher

This study examined the views of instructional designers operating in the field of corporate education on their own professional development and training needs. The data in the study consisted of interview data, written statements of participants regarding professional development activities they had previously participated in, and instructional design projects they had produced. The role of the researcher actively emerged during the processes of collecting, analyzing, and interpreting data. In these processes, the researcher assumed the roles of interpreter, facilitator, analyst, ethical guardian, and creator.

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The researcher assumed the role of interpreter while interpreting the interview data, written statements, and instructional design projects obtained from the participants. By analyzing the experiences and opinions of the participants, the professional development needs of these professionals were examined in depth, and the context behind their statements was attempted to be resolved. In order to explain how instructional designers perceive their own professional development processes, theoretical knowledge and observations were blended to create a coherent meaning. In this study, the researcher revealed the patterns in the participants' statements and determined the basic elements related to their professional development needs.

During the data collection process, the researcher created a suitable environment for the participants to express their views comfortably and facilitated this process for the participants. Therefore, one of the roles of the researcher in this study is the facilitator role. Open-ended questions were asked during the interview and thus the participants were encouraged to elaborate on their experiences. A flexible and open structure was created in the collection of written statements so that the participants could reflect their past experiences. In addition, during the analysis process of the instructional design projects, communication was maintained with the participants and additional information about the projects was provided. This approach allowed the participants to share their views in more depth and increased the efficiency of the data collection process.

The researcher assumed the role of analyst in the process of determining the needs of the participants by analyzing the obtained data. The interview data and written statements were categorized with the analysis methods and the instructional design projects were evaluated within the scope of the ADDIE model. During the analysis process, the strengths and weaknesses of the designs were revealed and possible deficiencies and needs in the participants' professional development processes were determined. In addition, these analyses were carried out systematically in order to ensure consistency between the data sets and to highlight the results based on the participants' experiences.

The researcher assumed the role of ethical guardian in this study in order to protect the privacy and rights of the participants. In this context, the interviews were

recorded with the permission of the participants and all data were anonymized. Participants' identities were kept confidential, especially in the evaluation of written statements and projects. During the research process, it was ensured that the consents of the participants were confirmed at every stage and the data were used only for research purposes. Ethical rules were adhered to in all processes and the compliance of the research with ethical standards was ensured.

The researcher brought together different data sources by producing creative solutions in the data collection and analysis processes. In the study, a comprehensive analysis was presented regarding the research questions by comparing the data obtained from the interviews, written statements and projects. In order to best reflect the experiences and opinions of the participants, different data collection methods were used together and the results were interpreted in an integrated manner. These interventions ensure that the research is addressed from a multi-faceted perspective and reveal the different dimensions of the professional development needs of instructional designers.

3.9 Limitations of the Study

The findings of this study are based on interviews conducted with 14 instructional designers working on corporate training. This may reduce the generalizability of the findings obtained as a result of the study to instructional designers working in different environments. These findings only point to the professional development and training needs of instructional designers working on corporate training.

Qualitative research involves the process of interpreting the interview data by the people conducting the research. This situation may cause bias in the steps of the data analysis process. Although this situation was tried to be prevented by obtaining opinions from different coders, there is always the potential for subjectivity in the interpretation of the data.

This study only includes instructional designers working in the context of corporate training. Other stakeholders such as trainers, human resources professionals and managers who are involved in the design process of corporate training were not

included in the research sample. This intentional focus, which aims to investigate the perspectives of instructional designers in more depth, makes it difficult to examine institutional training in a broader system.

The data of the study were collected by interviewing each participant only once. Therefore, it addresses the experiences of instructional designers only as they expressed them at the time of the interview. The use of longitudinal data collection methods in the study allows for the examination of elements spread over time such as the process of applications for instructional designers, changes in institutional strategies, and changes in the sector.

This study was conducted with instructional designers working in Turkey, and this situation may prevent the generalization of the study to other cultures. Because staying in a certain geographical area may provide a focused analysis opportunity for that region, but it limits the globalization of the research findings.

CHAPTER 4

RESULTS

In this section, the interpretation of the findings obtained as a result of the research is presented in the context of the research questions.

4.1 Roles and Responsibilities of IDs

Within the scope of the research, 14 instructional designers working on corporate training were interviewed. In the steps of investigating the professional development and training needs of these professionals, the participants were first asked about the tasks they carried out and the responsibilities they assumed in their workplaces.

Table 4.1 Roles and Responsibilities of IDs

Theme	Category	Code	N
Roles and Responsibilities of IDs	*Instructional*	Analysis	6
		Design	5
		Development	9
		Implementation	8
		Evaluation	6
		Technology	5
	Functional	Collaboration	9
		Problem Solving	8
		Communication	7
		Coordination	5
		Follow-up Trends/Innovations	6
	Executive	Project Management	6
		Learning Management System	4

For this purpose, the participants answered the question "Can you tell us about your duties and responsibilities as an instructional designer in the institution you work for?" in a semi-structured interview form. Based on the answers given to the question, the tasks undertaken were grouped into three main theme as instructional tasks, functional tasks and executive tasks. Instructional tasks were created according to the tasks undertaken by the participants in the learning and teaching processes. Functional tasks cover the tasks that instructional designers carry out thanks to the skills they have developed personally rather than technical knowledge. Finally, the executive tasks category covers tasks that are outside the other two categories and are mostly related to the functioning of the management systems within the company.

4.1.1 Instructional tasks

In the instructional task theme, the categories are seen to be analysis, design, development, evaluation, technology and instruction.

The first task that participants performed in the instructional task category was **analysis-related** tasks. Participants expressed the tasks they performed for analysis as data analysis and needs analysis.

> *"We usually do needs analysis ourselves (P2)."*

> *"I was also responsible for data analysis and reporting processes (P3)."*

> *"We constantly have data passing through our hands. We analyze that data, that is, we constantly make needs of improvement (P11)."*

> *"I start the process with needs analysis for companies (P13)."*

Another category in educational tasks is the **design** category. The work they do in design-related tasks is centered around revision. Participants express their duties in this regard as follows:

> *"I also take part in the development, evaluation and revision stages (P2)."*

"Reviewing the prepared material is also one of my duties. Both visually and in terms of content (P4)."

"Control, development, measurement and evaluation of the content prepared by the education unit, that is, the content unit (P5)."

"Actually, it is the job of drawing reports of education outputs and making analyses accordingly and reorganizing them (P11)."

The **development** category is also included in the tasks carried out by the participants within the scope of instructional tasks. In this category, the titles are divided into four as curriculum development, content development, multimedia development and educational material development.

Multimedia design is an element of the participants' roles and responsibilities. Tasks related to multimedia development are included in the daily work plan of instructional designers.

"Software developer, backend developer, frontend developer, printer, visual designer... Those process designs and such are actually the duty of the educational designer (P6)."

"Sometimes there is an application called Articulate Storyline, I prepare trainings on it. In the meantime, I also prepare the multimedia materials to be used. These can also be videos (P8)."

Participants also mentioned curriculum development as part of development-related tasks.

"Curriculum preparation. We sit down with the instructor and prepare the curriculum (P1)."

"We are given a book. They ask us to examine the book and create a curriculum accordingly. I do these (P7)."

"I develop curriculum for the trainings to be given to institutions. These can be culture training, leadership training, professional development training (P14)."

Content development regarding the designed educational content is another task within the scope of design.

"When any training, new training, comes out, I design its content (P2)."

"Developing new training content is my main responsibility (P4)."

"I control and develop the content prepared by the education unit (P5)."

"We prepare instructional materials... Medical There are many case studies used in school. I develop their content (P8)."

In addition to these, participants stated that they also undertook tasks related to **technology** within the scope of instructional tasks. Participants expressed their tasks under this heading as follows:

"We are now using AI video generators. Naturally, I also decide where and how these AI video generators will be used (P2)."

"For example, there is an application called Top Head. They can ask questions instantly and collect the answers. I also carry out tasks related to these and similar applications (P8)."

"We provide support to academics in lesson planning. We introduce technologies to them (P11)."

When the participants' answers are examined, it is seen that some of them do tasks related to user experience.

"When I leave the student alone with the computer, how to get the most out of that material, answering this question is the main thing, one of my tasks (P6)."

"PLE, that is, personalized learning experience. I take part in interventions related to this, especially on the digital side (P11)."

When the answers of the participants in the study are examined, it is seen that one of the tasks they take in the instruction process is **evaluation**. The participants clearly stated that they evaluate the educational materials, curriculum and learners.

"I decide how the evaluation will be (P2)."

"I do the measurement and evaluation of the content prepared by the content unit (P5)."

"Evaluation design. This is also one of my tasks (P6)."

"I also do tasks such as writing the exams, designing the scope, determining the difficulty distribution, question order and option distribution (P10)."

"Of course, I also take part in the evaluation part of this process (P11)."

"...if the measurement side is requested, if the evaluation side is requested, I am there too (P13)."

Finally, in the instructional task category, participants stated that they sometimes undertake the role of **instructor**.

"Training the people who will provide training. Preparing them for training, finding examples, etc. I provide these trainings (P4)."

"Faculty may not be very familiar with this. In this case, we provide training on how to use it (P8)."

"I have developed content and organized separate trainings on active learning (P9)."

"Flipped learning, artificial intelligence and blended learning. We work with academics to increase their educational formation. I directly provide trainings on these subjects (P11)."

"I also provide trainings on educational design. Sometimes other institutions come and I provide their trainings on educational design (P14)."

4.1.2 Executive Tasks

Another task group undertaken by the participants is seen to be executive tasks. The most important of these tasks is the execution of **learning management system** processes and **project management**. Executive tasks are expressed as a combination of processes that concern both technical and human resources and at some points also include the leadership role. Participants expressed themselves about executive tasks as follows:

"My main duty is actually working as an academy manager (P2)."

"As an instructional designer, my primary duty is actually on the project management process, instructional design and process management (P3)."

"Of course, my responsibility in the institution I currently work for is actually running LMS (Learning Management Systems) operations (P5)."

"When an instructional designer works in a multifunctional team, it is also the starting point of a job because we are the ones who design the entire educational experience. ... Process design is also my duty. In other words, what steps will or will not happen (P6)."

"Running instructional management systems. In addition, what can be considered as my side duty is to control all the content prepared by the education unit, that is, the content unit (P7)."

"We control the data of students and academicians and follow the systems that will ensure their development (P8)."

"I am involved in every process of printed publications, I run the process (P10)."

"We do all the controls of the learning management system, that is, instructional management systems (P11)."

"It is my duty to follow every stage of the project from beginning to end (P13)."

4.1.3 Functional Tasks

The duties and responsibilities of instructional designers working on corporate trainings vary widely. In addition to instructional tasks, some tasks can be evaluated in a separate category as functional tasks. Tasks within this scope are grouped as collaboration, problem solving, communication, coordination and following trends. Collaboration involves working with professionals from different disciplines to carry out the process, while problem solving covers the skills related to solving the problems encountered in these processes with creative methods. Communication tasks ensure the flow of information with stakeholders during the process, while coordination is related to ensuring the necessary order and flow in all stages of the projects. The tasks in these groups refer to the competencies that instructional designers have while performing operational roles.

Collaboration was expressed as a responsibility frequently mentioned by participants within the scope of roles and responsibilities.

"You work with multiple teams. That's a big part of your job (P5)."

"Working with more than one person is one of the responsibilities. These are also people outside your field, software developer, backend developer, frontend developer, printer, visual designer... (P6)."

"Our strategy is generally to try, that is, to work directly with all the teams and talk about it and then try it out so that we can really get it? We do this all together (P14)."

Problem solving is an important part of the duties of instructional designers. Participants expressed their responsibilities in this regard with the following expressions:

> *"A problem arose in a class... Depending on the situation, I intervene or we talk to the producer and take action (P1)."*

> *"That he can solve the problem. Actually, in every project, especially when we look at the e-learning side, we look at the instructional designer as if he can solve the problem (P6)."*

> *"... In that project, we were in a debate about whether we should put a video below this training in sign language or should we give it with subtitles? This is actually a problem-solving stage (P9)."*

The duties of instructional designers also include conducting **communication** processes.

> *"We have an educational design in front of us. It doesn't matter if it's from pedagogy or andragogy. Something is being produced. Here, it's also my responsibility to ensure communication between teams (P6)."*

> *"We support academics in lesson planning. We introduce them to technologies. I also ensure communication between academics during this process (P11)."*

> *"The visual team we work with consists of hearing impaired employees. We always communicate via e-mail. I control the communication process in between (P14)."*

Ensuring **coordination** between stakeholders and in-company cases is another duty of instructional designers.

> *"One of my jobs is to coordinate the information that comes to me. To coordinate the requests that come to me. To delegate the work. To get the outputs of the results of the work (P2)."*

> *"I create the training plan. I take part in the planning, coordination and organization of the trainings (P13)"*

Another category that stands out among the functional tasks of the participants is **the follow-up of innovations**. In addition to the tasks mentioned above, instructional designers also follow up on innovations and inform the institution about them.

> *"Now, an instructional designer needs to be able to follow the literature. First, they need to want it, and second, they need to be aware of the need for literature review. I do this job as well (P2)."*

> *"I definitely say trend tracking. This is very important, but of course what I mean here is following trends in the world (P3)"*

> *"It is my responsibility to develop those materials and adjust them according to new trends and things (P4)."*

> *"I also follow the technology outside. For example, there has been a lot of production regarding the use of Metaverse in education. A lot of companies have attacked that business. But most of them did not actually use Metaverse, they made games. It is important to be aware of this (P6)."*

> *"Articulate, Captivate, and 360Rise, Beyond, etc. I follow those technologies (P8)."*

> *"You need to have knowledge of new technologies in the field. When such things come out, you need to know something so that you can think of something accordingly. I also follow these innovations (P10)."*

> *"Investing in new technological tools is important. Planning them is important. I am conducting these processes (P12)."*

> *"I frequently follow trends on the education side. I am interested in technology. I also bring these issues to the agenda in the institution I work for (P13)."*

4.2 Professional Development Areas for IDs

Under this heading, findings related to professional development areas for instructional designers are presented. For this purpose, participants answered the questions "What are the skills and competencies that you think are necessary to successfully fulfill your duties as an instructional designer?" and "Which professional development areas do you consider important to increase the quality of your designs as an instructional designer?" in the semi-structured interview form. The responses were analyzed in two separate categories as hard skills and soft skills.

Table 4.2 Professional Development Areas for IDs

Theme	Category	Code	N
Professional Development Areas for IDs	*Hard Skills*	ID Models	7
		Andragogy Knowledge	6
		Pedagogy Knowledge	4
		Evaluation	5
		Project Management	6
		Curriculum Development	4
		Learning Management System	6
		UX/UI	3
		Basic Software	3
		Language	6
	Soft Skills	Organization & Planning	4
		Problem Solving	7
		Collaboration	7
		Communication	4
		Follow-up Trends	9

4.2.1 Hard Skills

In this category, it is seen that the answers given by the participants are gathered around theoretical knowledge, technology and language. Below, these categories are explained in more detail as codes.

Theoretical Knowledge

It was seen that one of the professional development areas required for an instructional designer is theoretical knowledge. Participants expressed these theoretical knowledge areas in various dimensions as instructional design models, andragogy and pedagogy knowledge, evaluation methods, project management knowledge and curriculum development.

The most frequently mentioned element in the theoretical knowledge section was knowledge of **instructional design models**. Participants drew attention to the importance of having knowledge of these models and the ability to adapt them where necessary, even if one does not strictly adhere to them.

> *"For example, he/she needs to know Mayers' multimedia learning principles and digest them (P2)."*

> *" When I say the 4CID model, he/she should not be an unfamiliar of this (P2)."*

> *"Education faculties also offer courses such as educational sociology and educational psychology. This is inevitable. I think technical infrastructure is very important (P5)."*

> *"It is about how you perceive education and how you know how to reach the student. Therefore, I think that education should definitely be received to increase these things. I think that it is necessary to come from at least a background related to education (P8)."*

> *"There were illiterate people here, there were also manufacturers. When the project analysis audit came, it was said that one of the most successful aspects was actually the education model there. Even if it is adapted later, it is important to know the models in principle (P12)."*

> *"You already need to know the models. You need to be able to adapt them (P14)."*

Participants stated that it is important to have knowledge of **andragogy** in order to produce more qualified products.

> *"I don't even mention andragogy at all. When it comes to adult education, it is necessary to have an idea about the education of adults (P5)."*

> *"It is necessary to know the principles of adult education well (P12)."*

> *"Since we are on the adult education side here, andragogical knowledge is important (P13)."*

It was emphasized that in addition to andragogy, knowledge of **pedagogy** is also necessary.

> *"Pedagogical knowledge is very important for the effective application of methods such as active learning (P8)."*

> *"I can talk about pedagogical knowledge first. Being able to apply teaching strategies effectively (P10)."*

> *"It is also important to master methodologies and apply pedagogical principles (P11)."*

Participants stated that **evaluation** processes are also a part of their jobs. They drew attention to the importance of being equipped in this regard for effective evaluation processes.

> *"In order to be able to conduct e-evaluation, it is necessary to know Phillips ROI etc. at a basic level (P2)."*

> *"It is necessary to know the methodologies well for process evaluation and measurement-evaluation (P10)."*

> *"I prefer to go a little bit tailor-made, depending on the need. That is why this is important (P13)."*

As seen under the heading of roles and responsibilities, **project management** is a part of the roles of instructional designers. In parallel, participants stated that

having knowledge about project management processes is very important for professional success.

> *"I also think that knowledge should be gained in project management and analysis-reporting processes (P3)."*

> *"The educational designer is the starting point of the process and assumes responsibility for project management (P6)."*

Being competent in the field of **curriculum development** and being able to use the information in this field effectively was another theoretical knowledge element deemed necessary by the participants.

> *"In the curriculum development process, it is important to have knowledge of this (P7)."*

> *"I provide curriculum guidance for the needs of institutions in educational design processes. Theoretical knowledge is very important here, of course (P14)."*

Technology

Another area of professional development required for an instructional designer emerged under the title of technological knowledge. Participants expressed the required technological knowledge areas in various dimensions such as **instructional technologies, artificial intelligence, online tools,** and **basic software knowledge**.

> *"I think it is necessary to know technology, even a little bit of software (P1)."*

> *"It's not very advanced, but what is basic software, what is html, how does it work, what is css, how does it work, file formats, these are the things an instructional designer needs to know today. Finally, let me add that in 2024, an instructional designer should actually be able to use Generative AI software like Chat GPT or Gemini in all its forms (P2)."*

"I think online tools should be used well for now. For me, this is one of the most important parts, one of the most important skills (P4)."

"Computer literacy is absolutely essential. You know, there really needs to be computer literacy at a basic level, even a little bit above the basic, there needs to be digital literacy. I think it is absolutely necessary to be familiar with artificial intelligence. Now, all LMSs, all educational institutions and companies have started to integrate artificial intelligence, both abroad and in the world, and in Turkey. Therefore, integrating artificial intelligence into your work is one of the three most important features, both as an individual, as a team and as a company, in my opinion (P5)."

"So, computer literacy, technology literacy is required. It's not just Word, Excel, PowerPoint. There are new generation tools... There's Articulate, which is used by instructional designers. Even though we don't like it, there's Captivate. There are planning tools other than these. Like Redmond. You also need to know how to use them. Also, apart from these, you need to be a little familiar with software technologies. For example, how do you do something in Unity? How do you model something in Maya? After that, what is HTML? In other words, if you're going to do something and visualize a product in your mind, you need to know more or less how to do it and who to go to (P6)."

"You need to follow new technologies. Because of new technologies... When I say technology, for example, you need to follow all these technological developments in the digital world, from artificial intelligence to AI VR technology or, how should I say, technologies related to connectivity (P7)."

"Yes, knowing different technologies can strengthen your hand. For example, you need to develop something for active learning. These are a bit difficult without knowing technology. You need to know. But this is important, it seems more like in our field, when you know the technology, everything seems to be done. Sometimes you see, yes, there is technology

but there is a problem with the content. That is not enough. Just using technology is not enough (P8)."

"In addition to these, technology of course. Nowadays, it is necessary to know technology well (P11)."

"The fourth is video, interface, physical interface, digital interface. The fifth is tools. In other words, it is also important to know the tools used other than the interface (P12)."

"Artificial intelligence tools are important, for example. But what I am saying here is not to have it do everything. To use it like an assistant, to use it efficiently (P13)."

Language

In addition to all these skills, participants emphasized the importance of knowing a **foreign language** and **being able to use it effectively**.

Participant 6 stated that knowing a foreign language enables access to international resources and therefore contributes to professional development. *"There is a foreign language requirement. Because there are many resources related to this globally. In order to develop, you need to be able to follow them. (P6)"*

Participants 10 and 14, on the other hand, considered the correct use of language important in order to be more effective, especially in soft skills, cooperation, communication, etc.

"I can also say language and expression skills for all these (P10)."

"Of course, I am not adding things, you will write properly, read, and make sentences. I have put them more at the core. I can say language and expression skills on that side as well (P14)."

Participant 14 also touched upon the necessity of using a language effectively in the context of copywriting, *"First, I teach you how to write proper text, to explain*

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your problem and to express it systematically. This is very important in the case of copywriting. This is a part of your job (P14)."

4.2.2 Soft Skills

In the data collected, the skills and competencies that instructional designers need are gathered under a wide range. When the participants' statements are examined, having an inquisitive and curious nature is among the most frequently mentioned characteristics. In addition, the areas considered important in order to make qualified designs can be expressed as adaptation, following literature and trends, managing feedback processes well and problem-solving skills. The participants stated that thanks to this, they have knowledge on the subjects they think are necessary while carrying out their educational processes and that they can quickly adapt to new subjects.

In addition to these characteristics, it was stated that **planning skills and organization** are also of critical importance in the necessary skills. The reason for this was stated as instructional designers frequently encountering last-minute changes and the need to quickly adapt to these changes. Under these conditions, organization and planning skills were seen as necessary in order to effectively manage the programs.

> *"...In addition, you need to be dynamic. I can say that the dynamics of academia and the dynamics of the private sector are completely opposite to each other. In other words, the amount of detail in academia, the amount of meticulousness, the feeling that everything can really be molded, causes a lot of clumsiness in the private sector. In the private sector, it is necessary to act faster and more urgently, how should I say, to have quick reflexes. Well, one of the keys to having these quick reflexes is communication. Well, this is the fourth thing that is required. Communication is also very important. There also needs to be the knowledge that will provide that communication (P5)."*

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"...being able to be analytical and think systematically. Being able to see the big picture. Being able to create a correct communication system. Stakeholder communication is very valuable here. Being able to ask the right questions. I can call it customer-focused and a bit service-focused (P14)."

According to the participants, it was also considered important for an instructional designer to be equipped with **skills related to social issues** such as being able to collaborate, communicate effectively, solve problems, and collect information from the field. The importance of this issue has been highlighted as critical, especially by participants who are involved in international collaborations, working with subject matter experts and various trainers, in the context of increasing educational efficiency.

"An instructional designer usually does not work on their own. Especially when we look at the international leg of this work, they get information from people we call subject matter experts and experts in their fields, or they work together with those instructors. Naturally, they need to be able to collaborate with these people. They need to be able to ask the right questions to these people and decide whether a problem they encounter can be solved with training or not. Therefore, this is a very critical thing (P2)."

Problem-solving skills were considered important by the participants for instructional designers to be able to produce qualified products. It was stated that being able to produce effective solutions to the problems encountered is also a skill required to be successful in this field.

"...In addition to knowing these, they also need to be very good at communicating and have very good problem-solving skills (P2)."

"First of all, problem solving, that is also effective. Because actually, this is entrepreneurship, since my main field is entrepreneurship, everything starts with problem solving skills. I think what I explain in the trainings is also effective for a designer, and has an effect on him/her. When we look at the

training content in learning design here, for example, from a product
perspective, as we look at an initiative, first what is the problem, what does
the other party want to do? What does he/she need to learn? We understand
that, and then we develop ourselves on how to solve the problem. In other
words, I say identifying the problem before solving it, then solving it. In
other words, they are all interconnected (P4)."

The participants stated that the **evaluation of the feedback** collected from the
employees during and at the end of the training processes and the improvements
based on these are important. They also stated that this feedback collection process
allows for the continuous improvement of the designs and the increase in the
motivation of the participants.

"For example, we look at the feedback, we collect the feedback from the
participants. We make calls, how was it, were you satisfied, what are your
experiences, etc. Here, those feedbacks do this, for example, we look at this
and say "we should add this to this". Of course, it is impossible to please
everyone (P1)."

Participants emphasized the importance of **following the trends** and latest
developments in the field of learning design in order to be able to make qualified
designs that meet the expectations of the age. The integration of these new
techniques and information into the designs was deemed necessary to keep the
designs up to date. In this context, continuous literature follow-up was expressed as
a critical component.

"It is important to follow the fields and to be able to use the information
there. It is important to follow the trends. What I mean by these trends is
that in these trends, we need to be able to think "Should we invest in this or
should we catch up? (P2)"

"You also need to keep your theoretical knowledge constantly up to date.
That is, when a new teaching technique develops, you have the chance to
design something new with that creativity, like there is such a thing (P6)."

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In general, the findings obtained from the answers given to this question indicate that instructional designers need to adopt a culture of continuous learning in various fields in order to be able to make qualified designs. These areas are important for increasing quality in designs, meeting the expectations of the age and improving learner experiences.

4.3 Challenges and Barriers About Roles

Under this heading, findings regarding the difficulties encountered by instructional designers while performing their duties are presented.

Table 4.3 Challenges and Barriers About Roles & Responsibilities

Theme	Category	Code	N
Challenges and Barriers About Roles & Responsibilities	*Challenges Originating from the Institution*	Workload	7
		Time Pressure	5
		Insufficient Budget	5
		Lack of Equipment	3
	Personal Effort Based Challenges	Adaptation	4
		Follow-up Trends/Innovations	7
		Increasing Interaction	4
	Customer-Related Challenges	Changing Expectations	6
		Sharing Insufficient and Complex Knowledge	4
		Gender Discrimination	2
		Collaboration	4
		Generation Gap	2
		Insufficient Knowledge About ID Profession	5
		Resistance to Change	4
		Unnecessary Training Demands	6

For this purpose, participants answered the questions "What are the difficulties encountered while performing your duties as an instructional designer?" and "In the context of institutional education, how do you perceive the harmony between the ever-changing institutional demands depending on developing technology and educational approaches and your current skills?" in the semi-structured interview form. The answers given to these questions were analyzed and the obstacles related to the professional roles of instructional designers were revealed. It was observed that the difficulties encountered by the participants during their duties varied in both institutional and human relations contexts. In addition, in this context, the participants' ability to adapt to new technologies, new approaches and changing institutional demands was examined.

4.3.1 Challenges Originating from the Institution

In this section, the findings in the category of challenges originating from the institution are presented first. It is seen that the participants' answers are focused on **workload, budget and time constraints**. In other words, these challenges reflect problems arising from intense work dynamism, cognitive load, budget and time constraints in the design process. While some participants cope with one of these challenges, it is seen that some are exposed to more than one. The participants' statements on this subject are given below directly.

> *"Me and other friends have approximately 15 courses on average. The process goes like this (P1)."*

> *"The workload is always high. Since the work is done according to the logic of what the higher-ups say, the requests never end. Sometimes this makes it difficult for me (P11)."*

> *"They have 50 steps to do and they have to do them. On the one hand, they have to design training, they have to deal with difficult people, and on the other hand, they have to stay up to date (P14)."*

"There are problems related to time. For example, production times, content production times. When it is compressed, the production quality has to be reduced (P7)."

"Generally, when a project comes or when we are asked to produce and design a new product, the time period allocated to us is very limited. For example, we are asked to finish and complete a job that would ideally take 1 year in 3 months (P10)."

"In the general program, you start at 9:30, which is lunch break. We are also in Izmir. We will go to Izmir. People there leave at 4, and when you add the lunch break, you have very little time for the interactive workshop format we want (P12)."

Lack of budget were stated as factors that made the participants' jobs difficult. The inability to obtain the necessary hardware and software due to budget constraints were mentioned.

"Well, there is also a budget problem in Turkey now. This is something we always encounter. The software that a foreigner buys for a thousand dollars, which is not a thousand dollars for a company. We buy it for a thousand dollars in Turkey, but for me it means 35 thousand liras. If I buy 3 licenses per year, it means a hundred thousand liras. These are needed to do business, so I have to deal with absurd policies. The difficulties I encounter are always like this (P2)."

"I think challenges in Turkey generally stem from the budget. When we consider needs in a corporation, there are no enough employee for these things; so there is always a time pressure and workload (P12)."

Some participants stated that in-house trainings are not sufficient due to **the lack of current technological updates**. Accordingly, they have difficulty doing their jobs due to technologies that are not updated.

"So, we are an educational technology company, but the cloud or system we use within the company, the system where the questions are generated, is far behind the times. It's very slow and we encounter a lot of problems and there are software problems. I would expect the interface and design of the applications we use while working to be a little more up-to-date and useful, but it's not. It's very outdated (P10)."

4.3.2 Personal Effort Based Challenges

In addition to the difficulties that arise due to the institutional context, it has been observed that some of the problems encountered by instructional designers are also problems based on personal effort. It has been revealed that these difficulties are gathered around topics that require keeping up with the modern world such as time management, adaptation, artificial intelligence, trend following, and technology following. In addition, difficulties related to technical skills such as copywriting and creating an interactive environment have also been expressed.

Participants stated that the necessity **to adapt quickly** to evolving situations was challenging in some cases.

"There is a natural adaptation mechanism for the company and you to survive. In other words, you do this involuntarily. How much of it happens and how difficult it is, is debatable, of course (P6)."

"I think that the ability to respond quickly and agilely in terms of adaptation, which is a difficult thing, should be increased (P14)."

Participants stated that developments in the field are very rapid and that it is difficult to **follow trends** as a result.

"Rapid change, in other words, we really cannot keep up with the speed of technology. During the period when we do something, when we design our trainings, everything changes so quickly. Sometimes something new comes out before we finish (P13)."

"I already have to follow blogs regularly, I have to know the technologies, I have to follow the trends so that I can easily speak as an expert when I come to the other side of the table (P14)."

"For example, the most popular thing right now is artificial intelligence. Following artificial intelligence requires extra work (P11)."

"Instructional design does not have a very prestigious place in many institutions... These people cannot find enough time, focus and mentors for their professional development. And new things are constantly coming out. How will they be followed? (P14)"

Participants talked about the difficulty of keeping up with and adapting to rapidly developing **artificial intelligence**.

"We have been having all our voice-overs done by artificial intelligence for two and a half years, and we have really made good progress in this regard in two and a half years. Of course, we have also put in extra effort and time for this (P2)."

"Our visualization has accelerated incredibly fast by bringing it to the artificial intelligence tool. But we need to spend extra time for these (P12)."

Some participants said that they had difficulty **increasing the level of interaction** in the designs they produced.

"I am trying to achieve that harmony by trying to bring the interaction in digital and face-to-face interaction to a similar point with new online tools. This is a bit difficult (P4)."

"The institution also wants something dense with literature. It wants a lot of slides. Because they want to see it, they measure the density of the information there with the number of slides. This creates difficulty in creating interaction (P12)."

4.3.3 Customer-Related Challenges

Some of the difficulties that instructional designers encounter while performing their professions are categorized as customer-related problems. Unlike institutional difficulties and personal efforts, these difficulties based on human factors can be gathered under various headings. These difficulties include disagreements with instructors, difficulty in cooperation, gender discrimination, resistance to change and generation gaps. In addition, another difficulty expressed by the participants is that the instructional design profession is not widely known in society and institutions. Based on the responses, it is possible to say that the irrational training demands that come on top of these make the participants' jobs harder.

The participants stated that the people they worked with could be challenging at times. They stated that the **expectations and feedback of the customers** during the curriculum preparation process could change frequently and that this situation exposed the instructional designers to work under time pressure. In addition, the fact that the information and educational objectives were not clearly expressed makes the curriculum preparation process difficult.

> *"The human difficulty comes first. Since it is a multifunctional thing, you need to work with people. You proceed by convincing someone of something. This is a persuasion process. More precisely, the negotiation process. The fact that something goes live, that is, passes until it reaches the user. That is one of the basic difficulties. You tell one about it, you tell the other about something. There are always missing parts during this process. This is a challenge (P6)."*

> *"Convincing people, the mutual understanding part. What I mean by the real difficulty, how can I say it, is not such a nightmare, but something we constantly deal with and encounter (P8)."*

> *"The problems experienced with the customer are problems. The basis here is of course communication-related problems. Sometimes they may have irrational expectations, and these expectations always change (P9)."*

"The human factor is a bit challenging. Keeping up with them. Convincing people to do the right things can be a bit difficult. I think the thing I had the most trouble with was the human factor (P13)."

Participants expressed the necessity of adapting to rapidly developing technology for instructional designers and the difficulty of meeting the demands and expectations of institutions in the meantime. Some of the participants stated that it was difficult to maintain the quality of education in short-term projects and in meeting frequently changing demands. Participants who were consultants to different institutions, especially in the field of instructional design, emphasized that it was seriously tiring and difficult to maintain the balance between the demands that sometimes completely contradict each other.

"I work in an institution that can react very quickly to developing technologies such as artificial intelligence, augmented reality, and virtual reality, and can make very fast decisions and start projects immediately. But you will appreciate that technology is developing so fast, especially artificial intelligence right now. So, the expectations of the customers are changing according to this. Again, they may be unnecessary mostly, but you have to meet them (P5)."

"We generally cannot distinguish between needs and wants. Institutions or individuals with money say, "I want this. I want this kind of training." However, there is no need for it. We need to allocate a lot of resources for the training they say they want. In fact, what they need is something that can be designed in 1 week with fast content generation tools. Because the training needs change while they design and deliver a training (P14)."

Also, the **complexity of the information** coming from field experts and the difficulties experienced in effectively transferring this information to learners were stated by the participants. This situation creates difficulties in instructional design, especially when it is considered in the context of technical or complex issues.

"There may be different problems, but if we talk about design, especially SEM, that is, subject matter expert. The faculty is the person who provides us with the information. Sometimes it is difficult to communicate with them. As I said before, when they do not have much knowledge about education. In other words, your requests and their requests may not match. To give an example, there is a subject. He thinks that if I transfer this information to the program we use, it will be enough. But the information is very complex (P8)."

Sexist attitudes encountered during the job were also expressed as another difficulty. It was stated by the participants that the prejudiced and sexist attitudes of the fieldwork workers towards female instructional designers made it difficult for the designers to do their jobs. One of the participants (P2) stated that the lack of respect for the talents and knowledge of female designers and the fact that they were exposed to sexist behaviors was an obstacle.

"At this point, what I will complain about again is that I have encountered in many places, not just where I work, but the Turkish people's perspective towards women, especially young women, is not good. I'm not talking about sexuality, etc. They don't want to learn anything from that person. Or they don't respect that person's knowledge. My assistant who has petite type and has a doctorate. The customers didn't want to learn anything from that girl. In other words, they gave her arrogant answers. Where I currently work, customers did not want to learn software from women and were trying to mansplain to them. That is a problem (P2)."

Some participants stated that they encountered some **obstacles due to the trainers** they worked with, and that projects could even come to a standstill. They explained this as the constant change of trainers, their unwillingness to implement the training, or the extra workload.

"Some trainers are really easy to work with, I mean they are great people... But since the trainer is suddenly found, there is no time to revise... When a

trainer comes like this, if I do one thing, I don't feel like doing a thousand things. But sometimes the opposite happens. Then things always get better (P1)."

"The faculty didn't provide the information. They didn't want it, we couldn't progress because they are also trainers. So we gave up because it wouldn't be useful (P8)."

One participant stated that in educational environments where people from **different generations** come together, this difference can sometimes be a challenge, especially depending on the language of communication used.

"Since there is a generation difference between us, there is a language change here. And unfortunately, since the learning process slows down as we get older, our process of adapting technology to their lessons becomes more difficult for them (P11)."

Participants stated that turning to **organizing training for any problem** encountered within the institution is a frequently encountered problem. They stated that turning to training without examining the source of the problems causes both time and resource waste. According to the participants, not conducting a root cause analysis causes wrong training demands to be created. In addition, the wrong perceptions and insufficient knowledge of customers and managers about training result in wrong and insufficient training interventions.

"I guess the biggest challenge is; let's do training. This is something you encounter everywhere without exception. Not just where I work now, but in all places. Either something like this happened, let's do training. The person didn't understand it, let's do training (P2)."

"How do we solve this? More training! There is such an understanding. (P4)"

"Unfortunately, we get training like we buy fruit and vegetables from the market (P5)."

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"Let's say that customer A received training and had an exam. They may comment something like this. These questions are too superficial, let's make it harder next time. But customer B says, you made this training very difficult. Our employees failed, make it easier (P10)."

"He wants something he doesn't need. I don't try to convince him. He wants very big things in a short time (P14)."

Another obstacle that participants encountered while carrying out their duties was that other employees provided **incomplete and insufficient information** about the training. It was stated that such situations prevented the target audience from being analyzed correctly and therefore made it difficult to create content that was fully compatible with the training objectives.

"The most difficult part of my job is that I am sometimes not included in the processes until I reach that stage. Before starting an instructional process, we go through a process that focuses on the information received from customers. However, the information that the customer provides to us there may be incomplete or insufficient. We may not know the target audience when we start the production process. At the same time, there may be a guidance process due to the customer's weak educational knowledge. Because the people who manage this process on the customer side are usually either marketing, sales or human resources employees. However, when they do not have sufficient knowledge, the process can become difficult for us when we produce according to the information given to us (P3)."

Participants also expressed **resistance to change** as a difficulty they encountered while carrying out their professions. The fact that the people they work with or support are closed to innovations or that they think a possible intervention will disrupt their work were cited as reasons for this difficulty.

"Until a few years ago, we couldn't convince people to do online training. Now they come with this demand. It was a challenge at that time (P5)."

"Actually, you go there for support, but he thinks that his work is being interfered with and that his order will change. He does not listen to your suggestions and things get harder (P8)."

"For example, they don't want to use it because they are afraid of technology (P11)."

Another difficulty was expressed as **the lack of sufficient knowledge of the instructional design field** and therefore the lack of full understanding of the roles of the employees within the institution. Participants stated that they had difficulty in introducing their work and being understood, and therefore elements such as collaboration and business communication were negatively affected by this situation.

"What are the difficulties? Our field is not very well known. Even, the biggest difficulty is that this profession has not yet taken its place in people's minds. I have been complaining for years. Mostly, we explain what we are doing to people (P5)."

"They often cannot understand what you do (P8)."

"Instructional design does not have a very prestigious place in many institutions... It is perceived as a more technical role (P14)."

4.4 Professional Development and Training Barriers

Under this heading, findings regarding the difficulties encountered by instructional designers in accessing opportunities related to professional development and training are presented. For this purpose, participants answered the questions "What kind of difficulties do you experience in accessing professional development and training opportunities as an instructional designer?" and "Do you think there are any gaps or deficiencies in professional development and training opportunities in the institution you work for? What is the impact of this situation on your duties and responsibilities at work?" in a semi-structured interview form. The answers given to these questions were analyzed and the obstacles encountered by instructional

designers in accessing professional development opportunities were revealed. It was observed that the difficulties encountered by the participants in accessing these opportunities varied in terms of both their institutional and personal efforts. In addition, the participants expressed some problems regarding the resources they could access.

Table 4.4 Professional Development and Training Barriers

Theme	Category	Code	N
Professional Development and Training Barriers	*Institutional*	No Guidance	5
		Same Training to Everyone	6
		Insufficient Budget/Time	7
		Ignoring Suggestions	5
	Personal	Lack of Motivation	5
		Location	4
		Expensive Trainings	6
		Lack of Local Sources	6
		Access to Sources	5
	Training and Sources	Not Sustainable	3
		No Practice	5
		No Interaction	5
		Overload	3
		Long Sessions	3
		Outdated Topics	5
		Too Repetitive	2
		Environmental Problems	2
		Attitudes of Instructors	3
		Inadequate Content/Trainer	6

4.4.1 Institutional

The difficulties that instructional designers face in accessing professional development and training opportunities in the context of the institution are based on different reasons. Participants expressed these obstacles as not allocating enough time for professional development activities, not allocating a budget, lack of guidance, inadequate equipment, and not taking into account the suggestions of

employees. In addition, they also stated that the lack of a separate unit for professional development was an obstacle in reference to the lack of guidance.

Almost all of the participants stated that there were deficiencies in professional development and training opportunities in the institutions they worked for. They stated that even if the institutions organized some trainings, the content of these trainings did not meet the expectations of the instructional designers and were insufficient.

Participants stated that they expect **more guidance and direction** from the institutions they work for regarding the selection of trainings. For this purpose, they emphasized that the human resources unit should evaluate the training needs of employees more frequently and should take a more proactive approach in this regard.

> *"How does this situation affect my duties and responsibilities? In other words, it is difficult for me to deal with this or to receive it, to complete the 'am I missing (P4).''*

> *"I usually guide the institution in this regard. But I wish there were someone guiding me as well (P5)."*

> *"If a unit were to follow up on this, I wouldn't have to deal with it... A unit would have to measure what is missing with various tests internally (P7).''*

> *"In other words, this unit is us for other employees. But there is no intervention aimed at us in this sense. We find it ourselves (P11).''*

> *"I would like there to be a party that says, 'Look, there is this too, take a look if you want. (P13).''*

Another deficiency that was considered important by the participants was that the **same trainings** were given to all employees. This situation prevented the development of the employees, their time was wasted, and the trainings to be given to the employees should be shaped according to a needs analysis to be conducted in

advance. This is an issue that the participants frequently expressed in the context of this question.

> "They give mandatory training without considering the person's background or need (P1)."

> "In other words, this may actually be a deficiency due to the assignment of the same trainings to every employee in some areas. In other words, everyone's needs may be different within that institution. Some people may have a deficiency in the analysis process, but they are assigned a video production training and they may lose time and motivation for nothing. Let's say, since they cannot complete their deficiency in the analysis process, if I have knowledge about that subject, I may have to take responsibility for that person. Therefore, my own time and my own responsibilities may become difficult. Therefore, I think it would be more efficient for each employee to choose their own training and receive training in the subject they think they are deficient in (P3)."

> "Everyone is assigned the same training. This shouldn't happen (P6)."

> "It is definitely not right to put someone with 10 years of experience and someone who just graduated from university in the same training (P11)."

The participants stated that the institutions they work for do not support professional development and training activities sufficiently and **do not allocate sufficient budget and time** for them.

> "Unfortunately, the company does not allocate extra time for these (P1)."

> "By the way, trainings are very expensive. If you want to send an employee to a specific technical training, 2-3 day courses start at a thousand dollars (P2)."

> "Another difficulty is that the management team does not show enough care and allocate enough resources for the professional development, professional development and training of their employees, and even if they

allocate financial resources, they cannot create this time and environment for them. I think this is one of the biggest problems (P5)."

"The institution needs to allocate a budget for this. But the budget is very small (P7)."

"Training is not included in strategic goals, unfortunately, it is always left in the background (13)."

"Learning and development are in the background for these people due to their roles and responsibilities (P14)."

Participants stated that the institutions they work for do **not value their suggestions** and that this is an obstacle to their professional development. It was stated that suggestions submitted to institutions for professional development and training are mostly rejected and not taken into consideration.

"There needs to be constant pressure. If I go with something new five times, only one of them gets approved (P5)."

"We go with a suggestion. They usually always reject it. It is very rare that we get positive results (P6)."

"I work in the administrative staff, in the administration, they do not do a good needs of improvement. Up until now, I have been here for two years, they have never come to me with a survey or anything like are you satisfied with the institution, what are your deficiencies (P11)."

4.4.2 Personal

Instructional designers also stated that they faced some difficulties when they wanted to access professional development activities themselves. These difficulties are affected by both individual and environmental factors. Participants expressed these difficulties as lack of motivation, budget, language barrier, time, place and difficulty in finding appropriate training. In addition, the limited resources in their native language is a frequently expressed type of difficulty.

The problems that participants experience in accessing professional development and training opportunities were expressed as **time management and lack of motivation**. Participants stated that attending trainings outside of work hours is often tiring and that they have difficulty allocating enough time and provide motivation for this.

> *"I myself make time outside of work. I try to participate. But it is tiring. This also affects our motivation (P1)."*

> *"I would say that the first thing to do is allocate time. Although the time issue has actually become easier with many things being online, sometimes trainings organized in different countries make it difficult to participate due to the time difference in our country. It can happen at night, or it can happen during our working hours. The process of allocating time can be difficult in this regard (P3)."*

> *"When the workload is this high, naturally the time you can spend on personal and professional development in institutions is very limited. For example, you get an education in one place, you get two. After a while, the fast-paced order of the private sector takes you in and you start not being able to spare time for it (P5)."*

> *"Motivation is actually a challenge. Because time can be made if you have the patience. Especially in the theoretical knowledge part... Most people do not have that either (P6)."*

> *"Right now, where I stand, I can say that my biggest constraint is time constraint. Because we really work hard in Turkey. I say this regardless of the sector and role. We need to take the development area out of our own private and resting times. This does not change much when you do your own job. I can say that I still have difficulty establishing this balance (P14)."*

Participants talked about the difficulty of accessing the events from **location**.

"You can't always get ready and go (P4)."

"Of course, there is also the difficulty of transportation. I'm not even talking about abroad (P7)."

"I live in Çorlu... I am close to Istanbul, but my main problem is being a little far from the center of the education sector (P13)

The participants saw **financial constraints** as an obstacle in accessing professional development and training opportunities. Participants stated that conferences and programs organized abroad in particular are almost impossible to access due to high exchange rates.

"The budget issue is that trainings, conferences and seminars organized abroad are in dollars and euros, so it can be difficult to plan their budgets right now. So that both the companies and us employees can participate with our own budgets (P3)."

"Now, since I say foreign resources, it is directly the exchange rate. The exchange rate difference, money is also effective. Because, like, trainings are usually face-to-face. Going abroad, accommodation, spending time, etc. You cannot spare that money anyway (P4)."

"It's very expensive. Even for people there, some trainings are very expensive. We have the exchange rate difference on top of that (P10)."

"There was a training I wanted to attend in America. Instructional design model trainings were given. How can it be designed? It was very expensive (P11)."

Participants stated that the **expensiveness of technological tools and software** that can be used for instructional design creates serious problems in accessing these tools, and they again cited the high exchange rate as the reason for this.

"Apart from that, it is important to invest in technological tools. These are very expensive budgets in Turkey. I can talk about that (P14)."

Another barrier that most of the participants stated was the **lack of sufficient resources** in the field of instructional design in Turkey. This situation caused the participants to constantly refer to foreign resources regarding the field. As a result, according to the participants, a **cultural incompatibility** arose between foreign resources and the designs created in the context of Turkey based on these resources. Most of the participants stated that the examples and applications in foreign resources were not suitable for the educational environments in Turkey and therefore they constantly encountered problems during the implementation process.

> *"It is very difficult to find a source in Turkish (P2)."*

> *"Always being a foreign source. Yes, I know English, but I have difficulty finding a cultural fit at some points. I mean, we start with the warm-up games we call ice-breaker, but it's like America... It can be very ideal for those whose social norms and cultures are very different. When I do the same, I can see the discomfort in all the participants in the training (P4)."*

> *"I know that it is a concept that many people have heard with the pandemic. One of the biggest challenges is finding the right resource. Resources are very limited in Turkey. Academic resources are the same. Things that were done in 1995 are still being taught (P6)."*

> *"There are very few resources in the literature in Turkey. There are translated works, for example, but when we look at the most recent translation, we are talking about something written in America 10 years ago (P7)."*

> *"When I look at it as sector professionals, I can say the language barrier. Turkish sources are very necessary to reach more people (P14)."*

> *"For example, there are translated works, but they cannot capture the cultural difference here (P14)."*

The participants stated that the field of instructional design in Turkey, it is difficult to **access the right resources**.

"Even if you do, you do not have access to that source. For example, we could access it when we were at university. It is closed when we graduate. Why is it closed? (P2)"

"I can say that there is a problem with accessing quality resources (P7)."

"That is almost impossible to access literature through legal means (P11)."

"When I was at university, I had access to many resources. It would be great if we could access and use such resources again (P14)."

4.5 Evaluation of Professional Development and Training Interventions

Under this heading, the views of instructional designers on professional development and training events they had previously attended were examined. For this purpose, the participants answered the questions "Have you found any of the professional development and training events you have attended so far valuable? What do you think made this experience valuable?" and "Have you found any of the professional development and training events you have attended so far not useful? What do you think is the reason for their ineffectiveness?" in the semi-structured interview form. The answers given to these questions were analyzed and the views of instructional designers on the events they had previously attended were revealed. The participants' views were examined in two groups according to whether the events they had attended were productive or not.

4.5.1 Characteristics of Effective PDT Interventions

The reasons why instructional designers previously described the events they attended as valuable are based on various elements such as the design, implementation and social dimensions of the event. When specifying the characteristics of these events, participants underlined elements such as high level of interaction, suitability for needs, appealing to different senses, theory-practice balance, selection of appropriate teaching methods, treatment of current issues and a well-designed curriculum. In addition to these, the opportunity to create a

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network, peer learning, a multicultural learning environment and the opportunity to be inspired by important people in the field were other features mentioned by the participants. Participants expressed the positive effects of all these features on their professional development.

The fact that the trainings are **learner-centered** has been one of the elements that the participants find important and that increases the impact of the training. The participants stated that they increase active participation by sharing their own knowledge and experiences, and that this contributes to the internalization of what is learned in the training.

> *"A training was designed in which participants, namely learners, shared their own knowledge and constantly interacted on forum pages based on comments, which we call a peer-to-peer process, in other words, peers evaluated each other. This was very valuable for me (P3)."*

> *"When I saw how learner-centered designs could emerge by matching the right methods, I was incredibly motivated about those readings (P14)."*

Choosing **appropriate teaching methods** is another element expressed by the participants.

> *"Then, when I saw how learner-centered designs could emerge by matching the right methods with the applications we did there, I was incredibly motivated about those readings (P14)."*

The participants found the activities they attended to be **practice-oriented** and supported by opportunities for theoretical knowledge to be extremely valuable and effective. Participants stated that experiencing the application stages after the theoretical knowledge he learned during the training he attended made the knowledge more permanent for him.

> *"There were psychology professors from Koç University. There were things there that I could really add value to and learn. It was very useful in terms of combining theoretical knowledge with practice (P2)."*

"There were excellent trainings published on Harvard University's LMS. They were trainings that went deep into the work and explained how an analysis should be done with very good examples (P5)."

Participants also stated that an **interactive learning environment** was offered among the elements that made the professional development and training activities they attended valuable. One participant stated that the common point in all the activities he found valuable was the high level of interaction and the fact that they allowed the participants to actively share information. According to the participants, the interactive trainings, which even included **peer evaluation**, allowed them to make innovative applications in the instructional design processes and to be more actively involved in the learning processes.

"...What I thought was important in this training was that the level of interaction was very well structured. In other words, there was no flow where only a video was given, text was given, and participants read it and passed the page. It was a peer-to-peer training where participants, in other words, learners, shared their own knowledge and constantly interacted on forum pages based on comments. In other words, there was a process where peers evaluated each other. This was very valuable to me. In my own trainings, this had been meaningful for design. I had worked on it (P3)."

"I also joined a training designers' community abroad. I listen to the things there, a lesson. We try online tools together. In fact, I tried them in a department. I did a training, workshop design. The approaches there were very good. In other words, it was very nice to try the training you designed with people who do training design. In terms of development. The feedback I received improved me a lot (P4)."

"The storyboard training taught me how to use visuals more effectively in different ways. As participants, we designed products during this training. Using creative methods made the training much more valuable (P7)."

"Sometimes just talking to a colleague can give you a valuable perspective (P9)."

"We made lesson plans there with teachers from different countries under the name of sustainability. It was very effective with its structure, environment and processing (P11)."

The fact that trainings are **need-oriented** is seen as a valuable element by the participants. Participants have described the activities that complete their deficiencies and meet their needs as valuable and as increasing their motivation to learn.

"There were things there that I could really add value to myself, that I could learn (P2)."

"I also realized my own shortcomings in that activity. It was really something to learn (P11)."

"I find activities that provide the right motivation to learn valuable. So how? Do I need this? (P14)."

Within the scope of needs analysis, some participants added the criterion of **covering current issues** to the features of the activities they found valuable.

"...and the topics were up-to-date. We learned the topics that the world was talking about simultaneously (P5)."

"The most important topic this year was AI. How can it be used, how can it be implemented? I had the opportunity to see many examples of this (P8)."

Activities that **appeal to different senses** and thus enrich the learning process stand out as activities that are valued by participants. Trainings that include applications and use various visuals and videos were found effective by participants.

> *"It was important to create a structure that would appeal to more than one sense or stimulus and keep attention alive (P9)."*

> *"It was a very diversified activity in terms of sensory aspects. Images, videos, applications (P10)."*

According to the participants, what makes a learning activity valuable is the quality and **well-organized training content**. The trainings received from trainers who have high field knowledge and who organize the training content well and present it effectively were stated as effective and valuable by the participants.

> *"The program was very well prepared. There were professors from Koç University. This made the training very effective (P2)."*

> *"Apart from that, of course, there are some more, how should I say, theoretical trainings. There were excellent trainings published on a learning platform, especially on Harvard University's LMS. They were very useful for me. Because, how should I say, I listened to them from very good professors who went deep into the subject and explained how an analysis should be done with very good examples. It was very valuable. It has well-organized curriculum, and content of this training was also great. These are the ones that come to my mind right now (P5)."*

Participants see events that offer **mentoring and networking opportunities** as important for their professional development processes. It was stated that such events not only provide information, but also provide direct communication opportunities with industry experts and provide participants with different perspectives. These events, which provide opportunities to establish new connections, are seen as valuable and inspiring due to their strong social aspects.

> *"Meeting the instructors here is honestly the most beneficial thing. It could be useful for my current job or it could be something related to software, which is my main area of expertise. It would be very useful for me, at least they gave me ideas (P1)."*

"It was very productive not only in terms of knowledge but also for networking and seeing different perspectives (P5)."

"The training at TEGEP did not only provide me with technical knowledge, but also provided me with the opportunity to meet resources and different people from abroad (P13)."

Another participant said that during the training he received from a well-known academician in the field, this person made important contributions and **guidance** to him, and therefore had an important place in his career progress in certain areas.

"...As someone who is against coaching and makes fun of coaches, I still make fun of them by the way, that academician really memorized and understood the concept of coaching in international literature. He was very good at that too. I learned what coaching is and how to do it from him (P2)."

Participants stated that it was important to address **different cultural perspectives** during the training. They stated that being able to communicate with colleagues from different cultures, especially in international events, and learning their perspectives directly is important in terms of increasing the effectiveness of their own designs. According to the participants, such experiences help to expand their professional vision and understand the reflections of different cultures in the field of instructional design.

"I am localizing global development programs via these types of events. Learning from different cultures during this process was very insightful for me (P14)."

"You get a different vision in the trainings in America. Cultural differences provide new perspectives. I think that getting that cultural difference opens a new eye to you (P5)."

The participants stated that **meeting with experts** in the field and being able to communicate directly were extremely important for their professional

development. For example, one participant stated that communicating with trainers and benefiting from their experiences during the trainings made significant contributions to him.

> *"The processes our trainer went through and the processes I went through are very similar sometimes. Seeing him in front of you as someone who has finally succeeded is very motivating (P1)."*

4.5.2 Characteristics of Ineffective PDT Interventions

The reason why instructional designers did not find the professional development and training activities they had previously attended effective is based on structural and contextual reasons. According to the participants, the reasons that reduce the effectiveness of an educational activity are long class hours, insufficient content and trainers, not being sustainable, not being needed, teacher-centered approach, inappropriate physical conditions, repetition, outdated topics, overload of information, low interaction and overload of information. These problems were an obstacle to the participants' meeting their learning needs and were seen as a waste of time.

The lack of sustainability of training is another problem stated by the participants. Instructional designers stated that such trainings usually remain as one-time trainings and that there are even doubts about whether they have achieved their purpose, and that there is no follow-up mechanism regarding whether the learnings in these trainings have been put into practice. These features deprive the trainings of long-term benefits.

> *"Training takes place and ends. Something is gained there or not. After that, there is no return on how much they use this training, how much they apply it to their lives (P7)."*

> *"Most of the time, the trainings are not continued. It ends there (P11)."*

Another point criticized by the participants is that the trainings only provide **theoretical information and do not include practical applications**. According to the participants, it is possible for a training to achieve its goal as long as theoretical information is supported by applications.

> "Sometimes the teacher just explains. I read it from a pdf, I mean (P1)."

> "The person just explains for 4 hours, we just listen. It would be much better if there was reinforcement with activities in the classroom (P8)."

> "... teaching methods are a little lacking with only theoretical information. The teacher can be a little fun, the narration can be a little fun, but if only theoretical information is given, when we cannot put it into practice, when we cannot transfer it to the person, when we do not use teaching methods, this remains very incomplete. Yes, the participants can have fun at that moment, but in the end, we cannot reach the goal we want to reach (P13)."

The participants criticized the **lack of interaction**. They stated that asynchronous and online trainings are generally ineffective, especially because of the lack of interaction. They stated that these activities, which lack interaction, remain superficial and do not provide a real learning experience because they do not reinforce knowledge. In order to increase the effectiveness of training processes and deepen knowledge, participants argued that there should be meaningful communication between the learner and the trainer.

> "There is very little interaction and the efficiency of activities that only work one of my senses is very low (P3)."

> "Lack of interaction in asynchronous online tools makes training ineffective (P4)."

> "Of course, we need to work extra to learn the job properly, but I think the biggest problem of this training is that there is too much, there is no environment that allows us to interact with the content (P8)."

Participants see information **overload** during training as a reason that reduces the efficiency of professional development activities. It has been stated that such activities make the learning process difficult and turn into a tiring experience.

> *"I am currently receiving training on Project Management. I do not have much knowledge about project management. Therefore, I am exposed to a lot of information. It is tiring for me (P8)."*

> *"In activities that involve excessive information transfer, I feel like 'if only you had sent me these resources, I would have read them and come back (P14)."*

The **long hours of training** were expressed as a negative feature by the participants. It was stated that these programs were distracting and tiring. It was stated by the participants that these trainings, which did not provide sufficient breaks, reduced both active participation and learning motivation.

> *"Sometimes that class never ends. It's so long that I feel like falling asleep in front of the computer (P1)."*

> *"A program that lasts four hours a week, back-to-back, with only 10-minute breaks. This is too long and not effective (P8)."*

Another reason why the effectiveness of the activities is reduced according to the participants is that **outdated topics** are covered in the training. The participants emphasized that the training results in ineffective training because the old topics are no longer applicable. In some cases, they even stated that these topics are already being implemented in the sector and do not contribute to their professional development.

> *"We went to the event; the teacher was talking about something from 5 years ago (P1)."*

> *"For example, we had already been implementing the thing mentioned in that event for 1 year in the company. It wasn't new (P7)."*

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> *"When I started my master's degree, the articles we read were from the 1950s. They were not suitable for today's conditions (P10)."*

Some participants stated that activities that are **too repetitive** also reduce the effectiveness of the training.

> *"Most of the trainings become repetitive at a certain point. That's why I think they are ineffective (P9)."*

Environmental conditions and wrong venue selection were also stated by the participants as reasons that decreased the efficiency of the training. Lack of comfort, inappropriate classroom arrangements and inadequate physical space caused the participants to have problems focusing during the training.

> *"Class selection is very critical. For example, half of that training was disrupted due to lack of oxygen. In another place, a huge class was given to 20 people (P5)."*

Finally, the **negative attitudes of the trainers** were also seen by the participants as an obstacle to effective education. The trainers' attitudes that prevent them from communicating equally with the participants and their high-ego attitudes caused the participants to be negatively affected during the education process. The participants stated that they did not feel comfortable in such environments and that their learning processes were interrupted.

> *"I don't understand anything about that training when we are not given the opportunity (P4)."*

> *"...The second is the environment that does not make me feel comfortable, for example, the dominant ego is high. I will tell you now and you ask a question at the end, I know a lot, do you know how much my stamp is, listen to me carefully, the one who comes with his ego. I do not feel good in the education of trainers who have difficulty communicating equally and at eye level. Because I feel stressed. If I talk now, will he misunderstand, why is there any need for conflict? (P14)"*

The first factor that caused the participants to think that the activity they attended was ineffective was stated as the **inadequacy of the content, presentation style and trainer**. In other words, the fact that the training content was not compatible with the participants' current knowledge level, the trainer did not have sufficient knowledge and experience and therefore could not meet the training expectations, according to the participants, caused the efficiency of the training to decrease.

"...Then we attended a second activity. We had this enthusiasm ready. It took us a while to find the venue. We finally got in, they had set up a party-like environment. We didn't really understand, did we come to the wrong place, did something happen? Then the speaker started explaining something, it was about Python. I remember most of it very clearly. The reason I joined the Python thing was because I came here thinking we would understand it. Because we were receiving training in Python. Here are the topics that were discussed, nothing tangible was discussed. One hour of ours was wasted. They bought food for everyone there. So we went, I mean we didn't even want to eat. We just packed up and left. One or two hours of ours were really wasted (P1)."

"I look at such events. In other words, very insufficient trainer, insufficient content. Just because someone is well-known doesn't mean they know very well (P2)."

"...And the other thing is that I often question the competencies of experts, experts who come as trainers. Very well-known people can come as speakers from time to time. For example, on sustainability. But being very well-known does not necessarily mean explaining very well. Knowing something very well may not mean explaining it very well. But making this distinction at many points... I have seen many organizations; I have seen many events. You know, we watch and see that they are doing very good work, but does it add anything to us? That is a bit debatable. At least for me it is (P5)."

"One time, the person who came to a creative writing training was very incompetent. Artificial intelligence training was already a topic we talked about 6-7 months ago (P6)."

4.5.3 Written Evaluations of Previous PDT Interventions

In addition to verbal statements, some of the participants also made a written evaluation of the events they had previously attended 5 months after the interview date. In this context, they responded to the questions "Have you found any of the professional development and training events you have attended so far valuable? What do you think made this experience valuable?" and "Have you found any of the professional development and training events you have attended so far not useful? What do you think is the reason for their ineffectiveness?" in the semi-structured interview form in writing. The responses to these questions were analyzed and compared with the statements given by the instructional designers during the interviews and their written evaluations.

The fact that the training courses **meet the needs of the participants** is among the elements that make them valuable. The participants evaluated the activities where they could learn new things as valuable and motivational. The participants stated that they improved themselves in these activities and spent their time quality.

> *"There has to be something new that I learned in that activity. It is definitely a waste of time to cover the same topics over and over again. When I participate in the activities, I look for what is new there. If there is something that I need especially while doing my job, I participate with great pleasure (P4)."*

> *"The activity I participated in was within my needs. While learning something, I also realized what I was missing. This was very valuable. An activity has to make you realize what you don't know (P11)."*

> *"I find activities that increase learning motivation valuable. The characteristic of these activities is that they are related to what I need.*

When an activity is assigned, I first question whether I need it or not. If I need it, these activities are usually the ones that I participate with pleasure (P14)."

Participants stated that **meeting with experts** in the field and being able to communicate directly were extremely important for their professional development. For example, one participant stated that communicating with trainers and benefiting from their experiences during the trainings made significant contributions to him.

"When I think about the steps I took for my own professional development, I can say that there were things that kept me up to date in the sector. What was important in these events was my interaction with the people in that environment. Being able to communicate one-on-one with both my colleagues and the people who gave those trainings is very valuable. During this time, we can inevitably get into a closer relationship with these people than usual. Even if the training we attended was a one-day event, we usually stay in touch after this communication. This is very motivating and mind-opening. We have the chance to get advice from each other directly. Because I especially want the advice of those who are more experienced. I can share my career journey and experiences. Seeing someone who has achieved what you want is a very different motivation. So I can say that the big impact is here (P3)."

Participants stated that it was important to address **different cultural perspectives** during the training. They stated that being able to communicate with colleagues from different cultures, especially in international events, and learning their perspectives directly is important in terms of increasing the effectiveness of their own designs. According to the participants, such experiences help to expand their professional vision and understand the reflections of different cultures in the field of instructional design. Participants also stated that such events increase their motivation to learn.

"Here I also see how this issue is implemented in other countries. Because in fact, we in this community do the same things in different countries. Something I implement may not work somewhere else. I have the opportunity to see this. Of course, the same thing applies to me. I get inspired by a design, the process is carried out very well in practice. But when I implement it, I may encounter problems because it is a different culture. They especially contribute a lot to me in terms of adaptation (P4)."

"The vision that foreign colleagues who have been working in this field for years bring here is very different. I attended an educational technologies summit in Istanbul. I had the opportunity to gain very valuable and different visions and opinions there. For example, there was a participant from America, I can say that he brought me a completely different vision. Because there is an incredible cultural texture difference between America and Turkey. Capturing that cultural difference and being able to think about it opens a new eye. Because the target audience is different, that is how you look at it. But there are very serious differences between the solutions they can produce and the solutions you need to produce for them. This reveals the value of adaptation. In terms of being able to incorporate this vision into myself, it was definitely a very valuable event for me (P5)."

Participants also stated that an **interactive learning environment** was offered among the elements that made the professional development and training activities they attended valuable. One participant stated that the common point in all the activities he found valuable was the high level of interaction and the fact that they allowed the participants to actively share information. According to the participants, the interactive training, which even included peer evaluation, allowed them to make innovative applications in the instructional design processes and to be more actively involved in the learning processes.

"ADDIE Flow was a training that I attended with great pleasure and gained experiences that I thought were important in my own training design process. It was a 4-week asynchronous and synchronous mixed training,

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and what I thought was important in this training was that the level of interaction was very well structured. In other words, it was not a flow where only a video was given, the text was given and the participants read it and moved on to the page. It was also a peer-to-peer training where the participants shared their own knowledge and constantly interacted on the forum pages according to the comments. In other words, there was a process where peers evaluated each other. This was very valuable to me. I thought this was meaningful in terms of design in my own trainings and I worked on it (P3)."

"When I started working, I usually learned by watching people giving training. This is very valuable because I can directly see what an instructor, an expert in the field, does. I also joined a community of instructional designers abroad called Butter Community. I listen to the things there and follow them regularly. The designers there try out online tools together. I had such an experience. I organized a workshop. The people there approached my product very well. In other words, trying out the training you designed with people who are also doing instructional design was very valuable in terms of professional development. For example, the feedback I received improved me a lot and I saw how people in the learning position viewed this process. As I said before, it is difficult to try this in different cultures; however, it is clear that learning from instructional designers in different cultures is more mind-opening and improves thinking in different contexts (P4)."

According to the participants, the inclusion of **peer/colleague evaluation** in the activities is an important feature for the effectiveness of the event. This evaluation and interaction helps the participants learn about more innovative practices and take a more active role in the learning process. In addition, the instant feedback received during the event is also considered important in this context.

"In addition, that training was a peer-to-peer training where the participants shared their own knowledge and constantly interacted. In other

words, there was a process where colleagues evaluated each other. This was definitely very important because I thought these were very meaningful in terms of my own designs. My interest in the subject increased and I worked on this after the event (P3)."

"For example, receiving feedback from my colleagues at ButterCommunity improved me incredibly. As I said there, we produce, implement and evaluate among ourselves right away. I can say that I learned many things in the field here (P4)."

"We designed many new products as participants in this training. As instructional designers, we evaluated them among ourselves and gave each other feedback. I have never seen this anywhere before. Using this method made the training much more valuable (P10)."

"Talking to a colleague during the process always gives you a valuable perspective. Because your colleague is someone who has received training in this field and may notice something you may have missed during the process. For this reason, I find communities formed with colleagues very valuable for professional development (P14)."

According to the participants, what makes a learning activity valuable is the quality and **well-organized training content**. The trainings received from trainers who have **high field knowledge** and who organize the training content well and present it effectively were stated as effective and valuable by the participants.

"The events where we come together as a community are always very valuable because, as I mentioned before, instructional design is a very new and unknown concept in our country. There are a limited number of people who know about it, and an environment where a limited number of people who know about it can share their experiences is very valuable. We can be very productive not only in terms of gaining information, but also in terms of networking and seeing different perspectives (P4)."

"Of course, there is also the theoretical training aspect of this. The most important feature of these events is that they are well-structured and given by someone who is truly an expert in the field. These events were very useful for me. Because, as I mentioned, I listened to these from very good teachers, they went into the subject in depth and explained how it should be done with very good examples. The answers to the questions we asked were satisfactory. It was definitely very valuable (P5)."

"Moreover, the people who organized and implemented the training were very competent people. Therefore, we saw that this activity was very well structured from the design process to its implementation. Because what someone who really knows this job produces is very different (P10)."

In contrast to the expressions about effective training interventions, participants were asked about activities they had previously attended that they had not found useful, and their opinions were listened to regarding why these activities were not useful.

The participants see the **unsustainability** of an event they attend as a negative feature. Participants generally defined unsustainable trainings as one-time trainings and stated that they had doubts about whether the learning objectives were achieved or not, and that there was even no follow-up mechanism regarding these objectives. These features deprive participants of the long-term benefits of the trainings.

"The training takes place, ends and you either gain something from it or you don't. After the training is over, the people who organize the training usually have no idea about the outcomes of the training and how much the participants applied this knowledge in their business lives. However, it should be. A training is organized to achieve certain goals. But if this is not measured, I think that the training is organized only for the purpose of being organized. Let's say that the purpose is to do this training (P10)."

"Most of the time, trainings are not continued. You attend for a certain period of time and it ends there. Therefore, we do not see evaluation processes very often in such trainings. I think this is an important problem because if a training is given, its evaluation must definitely be done in the context of the training objectives. Otherwise, the participants will question why this training is given. This is also important for the evaluation of the training itself. You should measure how well you have achieved the training objectives (P11)."

The first factor that caused the participants to think that the activity they attended was ineffective was stated as the **inadequacy of the content, presentation style** and **trainer**. In other words, the fact that the training content was not compatible with the participants' current knowledge level, the trainer did not have sufficient knowledge and experience and therefore could not meet the training expectations, according to the participants, caused the efficiency of the training to decrease.

"I once attended an event about a subject I really wanted. It was a subject I had started to improve myself on but hadn't made official. I remember most of the event very clearly. First of all, I went there to improve myself on this subject and learn in depth. Because it was a current issue in the company I worked at. However, unfortunately, I didn't see any tangible benefit from the topics discussed at the event. My time was definitely wasted. I had already learned what was explained there on my own and the topics were covered very superficially. It was like repeating what was already known (P3)."

"Another issue is that I often question the competence of experts who come as trainers. Very well-known people can sometimes come as speakers. In fact, we see these people in almost all events. But being very well-known does not mean explaining very well. But we do not see this distinction in almost any event in Turkey. I have seen many organizations, many events. I know the people, I watch them and I see that they do very good work, but they cannot contribute anything to us. This is definitely an issue that needs

to be discussed for me. I think these people should also think about how to explain something better (P5)."

"There are many events I have attended that did not work very well. The reason for this was that the person who came was very incompetent. This is a very shameful thing. Many people take the time to come to your event, try to learn something, but this usually ends up being a waste of time. The reason for this is that we have already talked about the things that the people who give the training say and thought about them among ourselves. I definitely do not think that the people who organize the training are as fast as we are. They usually come from far behind (P11)."

"I think it is very important for those who will give training on a subject, especially if it is a very specific field, to have at least a master's or doctorate degree in this field. We are already people who have received training on this at university, but a person who will train us must have done something more advanced than us and deepened their knowledge even more. Of course, a person can share their knowledge and be an instructor, but they need to be more knowledgeable in their field and have done something different. When I look at it from this perspective, I observed that trainings and instructors are mostly very inadequate (P14)."

The participants criticized the **lack of interaction**. They stated that asynchronous and online trainings are generally ineffective, especially because of the lack of interaction. They stated that these activities, which lack interaction, remain superficial and do not provide a real learning experience because they do not reinforce knowledge. In order to increase the effectiveness of training processes and deepen knowledge, participants argued that there should be meaningful communication between the learner and the trainer.

"Activities that are low in interaction and outside of my needs are activities that I think are not productive. Especially if they consist of everyone coming together in a Zoom meeting and listening to what the participant says, these

activities are activities that I think my brain will never be able to grasp. Because these are activities where only one sense is working and their productivity is very low (P3)."

"I once attended an asynchronous training, a topic that I really wanted was related to work. It was a training that continued once a week for 4 hours in a row. I was a beginner participant and therefore I was exposed to a lot of information. Because the subject was very comprehensive and naturally had many different aspects. Unfortunately, attending four hours of consecutive lessons and trying to keep my mind active, while the person giving the training was just explaining, was incredibly difficult. The biggest problem of this training was that it was too "too much" and there was no environment that allowed us to interact with the content (P14)."

Environmental conditions and wrong venue selection were also stated by the participants as reasons that decreased the efficiency of the training. Lack of comfort, inappropriate classroom arrangements and inadequate physical space caused the participants to have problems focusing during the training.

"Secondly, venue selection is very critical in training, especially in face-to-face training. I can say that this issue has been overlooked in most of the trainings I have attended so far. For example, in one event, a very large classroom was reserved for 20 people. People were sitting in a very scattered manner, we could not communicate with each other. The instructor did not intervene in this regard. He could have at least warned the participants to sit closer. As an instructor, I am sure he was aware of the importance of this, but he did not show the necessary care (P5)."

Another point criticized by the participants is that the training **only provides theoretical information** and do not include practical applications. According to the participants, it is possible for a training to achieve its goal as long as theoretical information is supported by applications.

"When teaching methods are given only with theoretical knowledge, they are a bit incomplete. In other words, when only theoretical knowledge is given in a training, when we cannot put this knowledge into practice, when we cannot transfer it to the person practically, when we do not use teaching methods effectively, this knowledge is very incomplete. The participants may be listening well at that moment, but in the end, we cannot reach the goal we want to reach (P14)."

The **negative attitudes of the trainers** were also seen by the participants as an obstacle to effective education. The trainers' attitudes that prevent them from communicating equally with the participants and their high-ego attitudes caused the participants to be negatively affected during the education process. The participants stated that they did not feel comfortable in such environments and that their learning processes were interrupted.

"In addition, instructors with high egos prevent me from feeling comfortable during the lesson. Instructors who come with the ego of "I will explain first and then you will ask questions, I know a lot, I am very famous in this field, listen to me carefully" create a very problematic education environment in my opinion. It is absolutely necessary to communicate equally and at eye level during the education because I feel stressed. Some questions come to my mind during the lesson and it is very important to be able to ask them while the subject is already being explained. However, it is very difficult to have this kind of communication with such instructors (P14)."

4.6 Findings Regarding Instructional Designs

Within the scope of the research, 10 instructional design projects collected from the participants were analyzed. These projects were created by the participants and designed to ensure that the employees of the institution perform more effectively in the workplace. The examined projects were systematically evaluated according to the analysis, design, development, implementation and evaluation stages within the

framework of the ADDIE instructional design model. In the analysis heading (1), the target audiences, learning needs and content planning of the projects were discussed in detail. In the design heading (2), the determination of learning objectives, the teaching strategies used, content planning and approaches in the use of materials were examined. In the development heading (3), the creation of materials, the integration of technological tools and feedback processes were evaluated. In the application heading (4), elements such as pilot testing processes, participant experience and technical infrastructure were analyzed. Finally, under the evaluation heading (5), the learning outcomes of the projects, the evaluation methods used and the effectiveness of the feedback mechanisms were emphasized. The main purpose of this evaluation is to present a perspective on the possible needs of the participants for their professional development by revealing the strengths and weaknesses of these instructional designs designed for different sectors.

4.6.1 Analysis

While examining the characteristics of the projects regarding the analysis process, it was examined whether target audience analysis, determination of learning needs, content and subject analysis and analysis regarding the learning environment were conducted. At some points, participants were directly asked whether an intervention was made in this regard. Since the projects were designed for adult learners, they were analyzed in line with andragogic principles.

Target Audience Analysis

It was stated that target audience analysis was performed to a significant extent in the projects examined (D1, D3, D6, D8, D10). Participants stated that they collected information about the institutional context and the needs of the employees both through data obtained from previous projects and before the project examined before starting these projects. This information also includes professional experience and job description. For example, Design 6 was planned for field sales teams, and the designer of the project stated that the feedback provided by the field

sales personnel to the institution they worked for in the pre-project period was taken into consideration. On the contrary, it was stated that target audience analysis was performed superficially or hypothetically in some projects (D2, D4, D7). For example, Design 4 is an advanced level training for engineers working in a technical unit. Although this training was designed for experienced engineers, it is seen that basic level information is given too much at some points. This situation shows that an in-depth analysis was not performed regarding the current knowledge level of the participants.

Needs Analysis

In the evaluations regarding needs analysis, it was stated by the designer that some projects (D1, D3, D6, D8, D10) considered the needs of the participants and the corporate goals together. For example, Design 1 is a leadership training prepared for team leaders in the company, and it was stated that the data collected from the target audience in the past was taken into consideration during the preparation of this training and that this training was prepared in line with the strategies of the company to develop leadership competencies. In this context, when the training is examined in more detail, it is seen that it focuses on leadership competencies and problem-solving strategies. In some projects (D2 and D7), it was stated that the needs analysis was based on assumptions. Design 7 is an introductory level technology training, but when examined in detail, it is seen that it contains relatively complex information for the introductory level and becomes complex at some points.

Subject and Content Analysis

It is important to conduct subject and content analysis in order to evaluate the adequacy of instructional design projects to meet educational needs. In some projects (D3, D6, D8, D10), the contents addressed were determined by considering professional needs and structured by taking learning hierarchies into account. Design 8 was prepared for team leaders in a software company and addressed project management processes. The contents in this project were

explained with examples and presented with case studies. In some of the projects (D4 and D9), it is seen that the scope of the contents is very broad and moves away from the focus of professional needs. For example, Design 4 includes long theoretical explanations and ignores practical examples. In this project, it is clearly seen that the institutional context and business needs should be addressed in a more focused manner during the content analysis phase.

Environment and Resource Analysis

Since the lack of environment and resources was frequently expressed by the designers participating in the study, it was also examined whether they made an analysis regarding this during the analysis phase. D1, D3, D6, D8 and D10 took into account the elements related to employees' access to training and effectively used digital tools and online learning platforms for this purpose. Design 10 was designed for team members in the production phase and the designer of the project stated that he organized the training modules according to the participants' work shifts. In this project, offline access opportunities and online learning materials were provided so that employees could access the training according to their own means. In some projects (D2 and D7), it is seen that there are some deficiencies in terms of resources and learning environment. The designer stated that Design 7 was initially designed face-to-face but was offered online due to the physical environment and employee conditions. Following this sudden change, the inability to use online tools effectively created some access problems.

4.6.2 Design

Under this heading, the findings obtained from the evaluations regarding the design phase of instructional design projects are presented. Learning objectives, teaching strategies, content planning and material usage elements are discussed in detail.

Determination of Learning Objectives

The projects were first examined in terms of learning objectives. Some differences were observed regarding learning objectives in these projects designed according to

adult learning needs. In some projects (D1, D3, D6, D8), learning objectives were measurable and clearly stated. In addition, it was observed that the learning objectives in these projects were directly related to business needs. For example, in Design 6 prepared for field sales teams, the learning objective was clearly stated as "The participant can correctly define and explain with examples at least three effective communication strategies in order to increase customer satisfaction." On the other hand, in some projects (D4 and D7), it was observed that the learning objectives were not clearly stated, were addressed in very general terms and were not focused. In addition, the fact that the learning objectives in these projects were not measurable was another negative feature. For example, in Design 7, designed for the use of a technological tool, no clear learning objective regarding the targeted tool was seen among the learning objectives.

Instructional Strategies

Instructional strategies are an important element for an instructional design project to achieve its goals. Therefore, an evaluation was made on the projects in this context. It is seen that various instructional strategies such as case studies, problem solving, interactive simulations and project-based learning were used in D1, D5, D6 and D10. Various cases were presented in Design 5 and these cases were discussed together with problem solving processes. In this way, the participants were given the opportunity to apply what they learned. In Design 2 and Design 9, it is observed that there is a significant lack of interaction in instructional strategies. Especially in Design 9, the learning process progresses through text-based content and presentations and is aimed at passive learning. It is possible to infer that this situation limits active learning and interaction.

Content Organization

When content planning is evaluated in the context of supporting learning objectives, it is seen that D3, D6, D8 and D10 are structured according to the learning hierarchy and offer a clear learning order. Especially in Design 6 and Design 8, the trainings start with basic concepts and continue with advanced

strategies. It is possible to say that the topics are diversified with different examples and that this situation offers the opportunity to see its reflections in practice. In addition, this structure paved the way for the participants to combine their prior knowledge with new information in the process and to structure new information. On the other hand, in some projects (D4 and D7), it is seen that the scope of the content is very wide and planned without any hierarchy. Especially Design 4 has the potential to create cognitive load on the participants due to the density and scattered structure of technical and theoretical information. In addition, this scattered structure makes it difficult to follow the training.

Material and Technology Use

Technology integration in designs was another element frequently mentioned by the participants. Therefore, while evaluating the design processes of the projects, the use of materials and technology was also evaluated. In four projects (D1, D6, D8, D10), the materials were visually enriched and presented in an interactive way. The use of technology in presenting the content was not at a simple level, online tools and digital platforms were used effectively. On the other hand, it is seen that the variety of materials in Design 2 and Design 7 is extremely limited and technology is not used at a sufficient level. The technologies used are limited to simple Power Point presentations. When these designs are examined in terms of visual quality, it is possible to say that they are insufficient to keep the participants' attention alive.

4.6.3 Development

Under this heading, the development phase of instructional design projects was evaluated and findings regarding content production, material quality, integration of technological tools and feedback processes were presented. In addition to the principles of andragogy, the applications at this stage were analyzed by considering technological accessibility elements.

Material Development

When we look at the material development processes, there are significant differences between the projects. In D1, D3, D6 and D10, the structuring of the content is compatible with the learning objectives and rich materials are presented both visually and in terms of variety. For example, the learning materials of Design 6 consist of materials created for sales teams, focused on business objectives, short and clear, enriched with practical examples and case studies. These materials not only provide practical information that can be applied in the business environment, but also keep attention alive with different and diverse stimuli and create an active learning environment. In some projects (D2 and D7), the materials are superficial and limited, and at some points complex. For example, Design 2 is based solely on text-based content and presentations. This situation creates some limitations in the learning process of the participants due to the lack of visual and auditory elements. In Design 7, although the materials are relatively more diverse, they create information overload because they contain too much theoretical information, reducing the effectiveness of the materials.

Integration of Technological Tools

There are differences between projects in the evaluations made for the effective integration of technological tools. It is possible to say that the learning process was enriched with technological tools in most of the projects (D1, D5, D6, D8, D10). In these projects, technological tools were used at different stages from subject explanation to evaluation tools. Technology was used in these projects in terms of putting the learned information into practice in the learning process. On the other hand, it was seen that technological tools were very limited in Design 4 and Design 7. It is clear that there was no effective technology integration in these projects due to the simple use of technology and the limited interactive elements.

Feedback and Support Mechanisms

The provision of feedback and support mechanisms during the development process is important both for the evaluation of the project and for supporting the

learners during the process. Therefore, the projects were also evaluated in this sense. Another issue taken into consideration during the evaluation was whether there was any pilot application or expert opinion regarding the training that emerged during the development phase of the project. The designers stated that these processes were included in D3, D6, D8 and D10. They also stated that they made revisions in the trainings according to the data collected at the end of each training. It was also observed that there were special areas allocated for the participants to receive support and provide feedback in the interfaces. Although no formal process was carried out regarding the pilot application issue, it was stated that trials were conducted at many points regarding the designed training during the development phase. On the other hand, it was observed that the feedback processes were not sufficient in some projects (D2 and D9). It was stated that the designed trainings in these projects were directly put into practice and the participant feedbacks were collected with a survey applied at the end of the process.

4.6.4 Implementation

In the evaluations regarding the application, the experiences of the participants and the issues related to the technical infrastructure were evaluated.

Learner Experience

When examined in terms of the experiences of the learners, it is seen that D1, D6, D8 and D10 have the potential to carry out the learning process with active participation. These projects include various examples, case studies and adaptations related to real-world experiences, and there are interventions for the learners to see different aspects of the process. Such interactions have the potential to increase learning motivation. In some projects (D2, D4 and D9), more passive learning methods were preferred, and this situation has the potential for a negative learning experience. These projects mostly include theoretical knowledge and only use slides. Therefore, it is clear that the learning outcomes will be limited to only one aspect.

Technical Support

Interventions regarding technical infrastructure and support are of great importance for the success of the projects. In D1, D6, D8 and D10 projects, participants are provided with the support they need through online interventions. For example, Design 10 offers technical support to participants. This support is not limited to technical issues but also provides content-oriented assistance during the learning process. This intervention significantly reduces the problems that may be experienced in accessing learning materials. In D2 and D7, the lack of a functioning technical support unit has the potential to create obstacles regarding participation in training and the learning process.

4.6.5 Evaluation

Finally, the instructional design was analyzed in terms of evaluation processes. In this context, the level of achievement of the projects' learning objectives, the evaluation methods used, and participant feedback were evaluated.

Evaluation Methods

The evaluation methods used in an instructional design project are of critical importance in terms of assessing whether the learning objectives have been achieved. In a significant portion of the projects (D1, D3, D6, D8, D10), the evaluation methods are process-oriented and multi-faceted. Many evaluation tools were used together in these projects. For example, in Design 8, performance evaluations, case studies, and quizzes are used. This approach allows the participants to evaluate their skills in practice as well as theory. On the other hand, in some designs (D2, D7, D9), the evaluation methods are extremely limited. In particular, the evaluation method of Design 9 is based only on a final test applied at the end of the process. No tool was used to provide an evaluation regarding the exact points at which the participants experienced problems during the process.

Learning Outcomes

Direct communication was established with the designers regarding the extent to which the learning objectives were achieved in the projects examined. It is observed that the learning objectives were achieved to a significant extent in D1, D3, D6 and D8. For example, in the evaluation conducted on Design 6, it was reported that the participants made a 40% improvement. This situation is clearly seen in the findings obtained from the evaluation data collected throughout the training. Although there is no clear result data on D2, D7 and D9, there are doubts about whether the learning outcomes were achieved due to the use of a single tool for evaluation.

Participant Feedback

Participants' feedback can also be used as a method to evaluate the effectiveness of projects. In this context, general feedback from participants about education was collected in D1, D3, D6, D8 and D10. From this perspective, it is possible to say that these designs are learner-centered. On the other hand, it is seen that there is no intervention for participant feedback in some projects (D2 and D9). Not caring about the participants' opinions creates a negative effect in terms of correcting possible problems in the instructional design project.

4.7 Suggestions to Improve PDT Interventions for IDs

Under this heading, suggestions for improving professional development and training opportunities for instructional designers are presented. For this purpose, participants responded to the questions "What strategies and resources do you think are appropriate to overcome the difficulties you encounter in meeting your professional development needs?", "How do you see the future of professional development and training for instructional designers working on corporate training?" and "What are your suggestions for increasing or improving professional development and training opportunities for instructional designers working on corporate training?" in the semi-structured interview form. The responses to these

questions were analyzed and suggestions for professional development and training interventions by instructional designers were revealed.

Participants expressed their suggestions for improving professional development and training opportunities in a wide range. These suggestions were gathered under the headings of suggestions for institutions, instructional designers and academical institutions.

Table 4.5 Suggestions to Improve PDT Interventions for IDs

Theme	Category	Code	N
Suggestions to Improve PDT Interventions for Instructional Designers	*For Institutions*	Allocating Time/Budget	5
		Company Strategies	5
		Separate Unit for PDT	4
		Proactive Approach	4
		Continuity of Trainings	3
		Need Analysis	6
		Professional Awareness	5
		Employee Demands	7
	For Instructional Designers	Lifelong Learning	5
		Follow-up Trend/Innovation	11
		Foreign Language	5
		Professional Community	9
	For Academic Institutions	Updating Programs for ID	6
		Increasing Local Studies	6
		In Turkish Resources	4
		Access to Library	3

4.7.1 Suggestions For Institutions

Participants made some suggestions for institutions to support the professional development and training of instructional designers. These suggestions were expressed as allocating time and budget for PDT activities, including training activities in institutional strategies, establishing a separate unit for monitoring and organizing PDT activities within the institution, taking a proactive approach, paying attention to employee demands, continuous needs analysis, ensuring the

continuity of these activities by creating institutional memory, and creating role-responsibility awareness.

It is seen that the participants agree that institutions should **allocate sufficient time and budget** for professional development and training activities.

> *"A specific budget should not be determined and no restrictions should be made with the platform. It is important to maintain balance, otherwise employees will burn out in a short time (P1).''*

> *"First of all, it is necessary to allocate serious time and budget for this (P2).''*

> *"Time and resources should definitely be allocated here. Of course, not every employer has that vision (P5).''*

Participants stated that the institutions they work for should support their professional development and that this issue should be given a place among the **company strategies**. Because, as the participants stated before, the inadequacy of company resources and incentives causes a serious loss of motivation for their professional development.

> *"You will include this in the policies so that you can take action accordingly (P2).''*

> *"Training should be a part of the company's strategies (P5).''*

> *"It needs to be compatible with strategic goals and it needs to be included (P7).''*

> *"It needs to be in line with the goals. Training is not something independent of the company. Companies will train their employees according to their goals so that they can be successful (P10).''*

> *"It needs to be in line with the strategic goals and it needs to be included (P13).''*

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Participants stated that they had difficulty in finding and following appropriate professional development and training activities. In this regard, they suggested that there should be a **separate unit in the institutions** for the management and organization of PDT activities.

>*"Now I have been given unlimited access to training on a platform. But I really don't know what training to get. What do I really need? The organization needs to have suggestions on this (P1)."*

>*"There needs to be people who guide employees. As I said before, I may not always find the right things on my own (P4)."*

>*"There definitely needs to be a unit for this, there needs to be such a strategy within the company (P7)."*

Participants emphasized that institutions should take a **proactive stance** regarding professional development and training activities.

>*"Some things shouldn't be expected. You need to be able to foresee them (P2)."*

>*"If you wait for something to happen, it won't happen. You need to follow up and take precautions (P5)."*

>*"I think we need to switch from a reactive to a proactive attitude (P14)."*

Participants suggested that **employee demands** should be taken into consideration and a **feedback mechanism** should be established in order to improve professional development activities.

>*"A feedback system can be established to ensure active participation of employees in the processes (P1)."*

>*"I can be given training based on my shortcomings. For this, it is important to receive feedback regularly (P4)."*

"We go and tell them, we spend time ourselves, but they always ignore it. Okay, let them ignore it three times, but if they say yes once in a while, that will be fine (P7)."

"Employee demands are unfortunately not taken seriously. Wrong... (P10)."

"Employees can be contacted at certain intervals as an institution on this issue (P11)."

"If I constantly say let's go and get this training, this should be taken seriously (P14)."

Participants stated that a **needs analysis** should be conducted when organizing PDT events and that this should be done regularly at certain intervals.

"It is necessary to develop an approach to understand the needs of employees with needs analysis questions (P1)."

"In the simplest way, feedback sessions can be held with me and my deficiencies can be identified (P11)."

"Continuous improvement should be made a policy (P13)."

"We can also call them needs analysis questions. I can say questions that will trigger the other party. You need to be doing this for a real impact (P14)."

Participants stated that in order to manage professional development and training activities correctly, it is necessary to **know the professional background well** and **to have role-responsibility awareness**.

"Instructional designers should know the professional ground well and expand their vision accordingly (P5)."

"People in the institution need to know what we do. However, this is a very complicated situation (P8)."

"Even where I work, I should not be explaining what I do (P11)."

"We need to do role and responsibility awareness work. This is an important thing about what you will learn. That person should say, I have to learn this (P14)."

Ensuring the **continuity of educational activities** and even **creating an institutional memory** on this subject was another suggestion made.

"What we call institutional memory is very critical, especially in instructional design. Because we need to constantly remember what we learned in the previous design. A systematic approach needs to be brought to this (P5)."

"There needs to be continuity in these. Because continuous trainings provide both individual and institutional benefits by ensuring that trends and new developments are followed (P8)."

"We should not see training as a break that is taken and finished in one day. There needs to be continuity in this (P13)."

4.7.2 Suggestions For Instructional Designers

In addition to making suggestions to companies, participants also mentioned some professional development and training interventions that instructional designers can do on their own. These interventions are explained under two headings: suggestions for instructional designers as individuals and as a community.

Suggestions For Instructional Designers: As Individual

It is suggested by participants that employees should also care about their own development and take personal initiatives towards this, such a culture of continuous learning, learning foreign language, follow-up trends, technology and literature.

Participants see adopting a **culture of continuous learning** as very important among their personal strategies.

> *"Individual development must definitely continue. There is no other chance for this. We will be outdated immediately. We will lose our current status immediately. Both our knowledge, our practices and our reflexes (P5)."*

> *"It is necessary to remain constantly practical and dynamic. This is not something that can be achieved in one day. That discipline needs to be established in the person (P8)."*

> *"Continuous training and development should continue in companies, yes. But not every company is the same. The person should adopt this themselves. It is not right to leave it completely to the company. First of all, we will do this for ourselves (P13)."*

> *"The trainings in the institution should be continuous, yes, but we should adopt this culture ourselves. Our personal efforts should also be in this direction (P14)."*

Participants considered it important to **follow-up trends/technology/literature** in order to continue their professional development. Following these issues is considered important in order to stay up to date in the sector.

Follow-up Trends:

> *"It needs to inflame employers and teammates a little with constant new trends and summits. Look, there is this here, let's not miss it (P5)."*

> *"Following trends is critical not only for individual development, but also for the institution to stay on the agenda (P7)."*

> *"Of course, there is also the institutional side of this. There are very nice summits globally. We need to follow them and nudge employers a little so that the institution allocates a budget for them (P9)."*

"We have to work with new trends and learn how these trends provide solutions to needs (P14)."

Follow-up Technology:

"I constantly recommend artificial intelligence in meetings. It attracts attention and we can immediately turn it into training (P5)."

"Even showing the correct use of technologies that have been used for years makes a difference. Integrating new technologies is very, very important (P6)."

"It is necessary to learn how to use artificial intelligence correctly. When used correctly, it can provide incredible labor and time savings (P11)."

"For example, I showed a simple but effective method in PowerPoint the other day, this is a new feature. We saved time thanks to this (P10)."

Follow-up Literature:

"An instructional designer needs to be able to follow the literature. He needs to realize that this is necessary (P2)."

"Following up on literature is necessary for both professional knowledge and sectoral vision (P5)."

"For example, reading theses, articles and understanding how we can use them in our work is very valuable. But these should be more easily accessible. I also mentioned that (P14)."

Participants mentioned the necessity of **knowing a foreign language** in order to access resources in world literature and to participate in international events.

"Since the majority of the literature is in a foreign language, it is not possible to advance in this profession without knowing the language (P2)."

"Knowing a language is a must in order to take part in international conferences and summits and gain vision in this field (P13)."

"Foreign language education should definitely be supported for instructional designers. Literature and trends can only be followed in this way (P14)."

Suggestions For Instructional Designers: As A Community

In addition to making suggestions about what instructional designers can do individually, participants also made suggestions about what they can do collectively. The prominent categories in these suggestions were learning collaboratively, creating a community, sharing experiences, and participating in professional networks. These suggestions also serve as suggestions for institutions.

It has been suggested to **create a community** as instructional designers. It has been stated that through these communities, instructional designers can develop their ideas and create new areas for themselves.

"As a small number of people working in this sector, it is really valuable to be a community (P7)."

"First of all, being involved in such communities creates a space for you. You can get ideas and try things together. I think these are important (P4)."

Regular interactions with colleagues on social platforms such as LinkedIn and creating environments where they can share information and experiences are among the strategies that participants adopted on their own.

"In order to improve myself personally, I actually try to create a network of my colleagues on LinkedIn as much as possible. In this way, I can say that I try to gain knowledge and develop by examining their experiences and processes. If we think of a development that the company can provide, it can create an environment where we can share experiences in the same way. It may be productive for an institution or a network to include us. Or

*organizing meetings once a month where only instructional designers can
share their experiences. In the form of where were the difficulties that
month, what could we do better? It may be good for them to create
environments where they can share their own experiences. Because
instructional designers working on different projects sometimes can't even
get together and talk. They may be going through the same processes, but
this happens because they are on different projects. So I think these can be
beneficial (P3)."*

*"It is necessary to be a part of global trends. Therefore, joining
professional networks, or at least being informed I think it should be (P2)."*

Creating environments where employees can share their professional experiences
among themselves and encouraging these information and **experience sharing**
environments is seen as an important strategy for the development of both
instructional designers and institutions.

*"Designers working on different projects can come together and share their
experiences, share their projects, and discuss solutions. Let's say I have a
problem. Maybe there will be someone else there who has already
experienced it and solved it (P9)."*

*"Platforms where sample works are shared and feedback is received are
very important. They can be very effective in developing our designs.
Because after all, there is another perspective there. Maybe I missed
something, maybe there is another method to this... (P10)."*

Participants stated that trying different techniques in designs and **working
collaboratively** are also critical for professional development. Receiving
continuous feedback from stakeholders is also seen as an important strategy that
supports the professional development of participants.

*"Workshops and collaborative interaction environments that provide
opportunities to try different techniques are of course very valuable for*

instructional designers. Small-scale experiments and joint projects can be supportive in this regard. Look, I did this, what else can be done? Let's try it together (P5)."

"If necessary, if necessary, we can ask for help from each other. I think this way because our job is education. In this way, since we understand this, there can be cooperation with other people (P11)."

"It is important for instructional designers to cooperate especially on new trends. For this "Both learning and working together culture needs to be developed (P14)."

4.7.3 Suggestions For Academical Institutions

Participants also made some suggestions for academic institutions. These suggestions were expressed as the need to increase studies conducted in a local context, not to restrict access to literature after graduating from university, to increase resources published in Turkish, to update university curricula, and to add courses specific to institutional education.

The participants stated that they had problems **accessing international literature** during their professional development and education processes. They emphasized again that accessing international articles is expensive, book fees are very high due to the high exchange rate, and this situation constitutes an obstacle to their professional development. In addition, the fact that their access to university libraries is terminated after graduation is seen as another factor that the participants described as a negative. The participants find it important to continue their online access to the libraries of the schools they graduated from, at least in terms of accessing the resources they find necessary for their professional development.

"Now, an instructional designer needs to be able to follow the literature. First, they need to want it, second, they need to be aware of it and that literature review is necessary. Third, of course, accessing these resources.

Again, this is our biggest lesson in Turkey. It is impossible to access this international literature through legal means (P2)."

Participants stated that the number of **articles and scientific research published in Turkish** should be increased in this field.

"I think Turkish resources need to be increased. There are very few proper Turkish resources, and if there are, most are not up to date (P2)."

"It is sometimes really difficult to access publications. There is a big gap especially in Turkish resources. That is why we have to follow English literature, but not every employee is ready for this (P5)."

"Turkish content needs to be increased. Especially for our sector, the fact that the literature is only in English is an obstacle. The lack of local resources is a big deficiency (P14)."

Participants also argued that practices quoted from foreign sources should be made more **culturally compatible** and that such studies should be increased in our country, in accordance with our own culture, in terms of contribution to the literature.

"I mentioned it. For example, I don't like ice-breakers, but I see them as necessary for educators. I also see that they work. But as I said, it is more important to implement one that fits our culture. That is a separate issue. There needs to be different local implementations like this (P4)."

"Yes, there are translated resources, but they are not localized. Research based on local cases is required (P14)."

Participants 6 and 7 suggested that the curriculum in universities mainly focuses on the K12 group, but that these **curricula should be updated to include corporate education**. They stated that courses on educational technologies in particular should focus on more up-to-date tools and give more space to practical applications.

"There is no such training in education faculties, that is, there is nothing about this corporate education side in the curriculum of any course in the education faculties of any university. Then there are these educational technologies course things. They still teach Word and Excel there. In fact, if they taught, what are the skills, what are the things for this side? They need them. It is ignored a lot and unfortunately not known much in the field. There is definitely a need for intervention there. Don't think of it as direct education, but like the content of such courses. Syllabuses were great for us, but they also need to be updated with the information on this side. We still act like, as if computers were just released and entered homes this year. The curriculum is far behind in universities. They need to be updated on this side (P6)."

"…This is now a profession, you know. The faculty of education used to train teachers, and it still does, but teachers don't only work in public schools or private schools. There is a great need in such places. For example, I think there are around 100 graduates of the faculty of education in our company. More than the staff of private schools. Therefore, the more they provide education, the better their contributions and development will be. People who develop establish start-ups and open new companies and new areas (P7)."

Participant 2 stated that the application and academic dimensions of instructional design in Turkey should be developed. He shared the view that courses in this field, especially in education faculties, should be diversified and increased due to the interdisciplinary structure of the field. He also stated that equipping education faculty graduates with the skills that can take place in the institutional training process will have positive effects on the field. In this context, he suggested that the existing qualified employee resource is being wasted and that this resource should be used more effectively and efficiently.

"In this field, these jobs have always been left to human resources specialists. In other words, these jobs have been abandoned to this field in

Turkey. Graduates of education faculty are waiting to be appointed or are trying to work in ridiculous jobs. Well, there is no institutional perspective on this in Turkey. In other words, there are so many unemployed teachers in Turkey, there is no way to employ these people or direct them. Have you ever heard of this? You can do that too, you can also turn to corporate training etc. I think of this situation as a waste of the human resources we have. This needs to be managed in Turkey somehow. I mean academically. This needs to be managed somehow… I don't know, the courses can be diversified, something can be added in this regard. Education is not just K12 level (P2)."

4.8 Summary of the Results

The research examined the duties and responsibilities of 14 instructional designers working on corporate training, and these duties were grouped under three main themes: instructional, administrative and functional. Instructional duties include analysis, design, development, evaluation, technology use and training processes. In this context, participants stated that they carried out activities such as data and needs analysis, curriculum development, content and multimedia development, evaluation of training materials and UX/UI. Participants also stated that they sometimes took on the role of trainer. When looking at administrative duties, processes such as operating learning management systems and project management, including the duties of technical units and human resources units, are seen. Functional duties include collaboration, problem solving, communication, coordination and monitoring of innovations. These duties reflect the skills of instructional designers in solving problems with creative methods, ensuring information flow, organizing processes and informing the institution by following innovations in the sector. This research reveals that the duties of instructional designers have a multifaceted and dynamic structure.

In the research, the professional development areas of instructional designers were examined under two main headings as technical skills (hard skills) and social skills (soft skills). Among technical skills, theoretical knowledge areas such as

instructional design models, andragogy and pedagogy knowledge, evaluation methods, project management and curriculum development stand out. In addition, technological skills such as artificial intelligence, online tools and basic software knowledge, as well as foreign language knowledge are also seen as important areas for professional development. Within the scope of social skills, having a curious and questioning approach, following literature and trends, being able to effectively manage feedback processes, problem-solving skills, planning and organization stand out. Participants stated that social skills such as collaboration and effective communication play a critical role in educational processes. They also stated that a continuous learning culture should be adopted for designs that meet the expectations of the age and are enriched with current innovations. These findings reveal that instructional designers need a multifaceted development area based on both technical and social skills.

In the research, the difficulties that instructional designers encounter while performing their duties are grouped under three main headings as institution-based difficulties, personal effort-based difficulties and customer-based problems. Institutional difficulties include excessive workload, budget and time constraints, lack of access to current technologies and uncertainty of institutional demands. Among the challenges that require personal effort, time management, adapting to rapidly changing technologies and trends, following artificial intelligence developments, increasing the level of interaction in designs, and technical skill deficiencies stand out. When looking at customer-related challenges, these challenges are associated with human factors such as collaboration problems with trainers, resistance to change, gender discrimination, communication problems arising from generation gaps, and irrational training demands. In addition, according to the participants, incorrect training demands and incomplete information sharing make target audience analysis and content adaptation difficult. In addition, the participants stated that they also experienced difficulties in collaboration and communication processes due to the lack of full understanding of their roles in the institution they work for. These findings reveal that IDs need to overcome these various obstacles with both technical and social skills.

The research examined the difficulties that instructional designers face in accessing professional development and training opportunities, and these challenges were addressed under two headings as institutional and personal factors. When looked at at the institutional level, the prominent problems are not providing sufficient budget, time, and guidance for professional development, not taking employee suggestions into account, and providing the same training to everyone without conducting a needs analysis. Participants emphasized that the training content did not meet expectations and that the lack of a separate unit for professional development was an important deficiency. In terms of personal difficulties, factors such as lack of motivation, time management, language barrier, financial constraints, lack of availability of appropriate training, and especially inadequacy of local resources in Turkey were stated. While access to conferences and technological tools abroad becomes difficult due to high exchange rates, the fact that foreign resources are not suitable for educational environments in Turkey also causes cultural incompatibilities in the design process. These findings indicate that instructional designers need more institutional support and local resource development to support their professional development.

In the study, the views of instructional designers on the professional development and training events they attended were examined in two groups as effective and ineffective interventions. It was stated that effective trainings were presented with well-designed content that was suitable for the needs of the participants, had a high level of interaction, balancedly combined theory and practice, focused on current issues. In addition, the social dimensions of these events were frequently emphasized by the participants. It was stated that elements such as networking opportunities, peer learning, providing a multicultural environment and direct communication with experts in the field were valuable for the participants. In ineffective trainings, long course durations, insufficient content and instructors, topics that were not suitable for the needs, low level of interaction, overload of information, lack of practical applications, focusing on outdated topics and lack of sustainability were the prominent problems. The participants stated that such trainings were a waste of time and did not contribute to their professional

development. In addition, inappropriate physical conditions and negative attitudes of instructors were stated as other factors that reduced the efficiency of the events. These findings reveal the importance of an interaction, timeliness and participant-oriented approach for vocational training to be effective.

In the study, 10 instructional design projects created by the participants were analyzed within the framework of the ADDIE model and their strengths and weaknesses were revealed. In the analysis phase, target audience and needs analyses were made in detail in some projects (D1, D3, D6, D8, D10), but remained superficial in some projects (D2, D4, D7). In the design phase, projects that included elements such as measurable learning objectives, interactive teaching strategies and hierarchical content planning (D1, D3, D6, D8) were found effective, while in some projects (D4, D7) it was observed that the objectives were unclear and the contents were irregular. In the development phase, projects where enriched materials and technological tools were used effectively (D1, D3, D6, D10) were remarkable, while in some projects (D2, D7) it was determined that the materials were limited and superficial. In the implementation phase, projects with active participation and technical support (D1, D6, D8, D10) positively affected the learning experience, while passive learning methods were preferred in some projects (D2, D4, D9). In the evaluation phase, projects that took multi-dimensional evaluation methods and participant feedback into account (D1, D3, D6, D8) were found to be successful in achieving the learning objectives, but in some projects (D2, D7, D9) the results remained uncertain due to limited evaluation tools. These findings emphasize the importance of detailed analysis, interactive design, integration of technology and multi-dimensional evaluation processes for effective instructional design.

In the research, the suggestions of instructional designers for improving professional development and educational opportunities were addressed under three headings as suggestions for institutions, suggestions for instructional designers and suggestions for academic institutions. Among the suggestions for institutions, the importance of allocating sufficient budget and time for professional development, incorporating training activities into strategic plans, taking into

account employee demands, conducting continuous needs analysis and creating institutional memory was emphasized. The suggestions for instructional designers were examined under two headings as individual and community level suggestions. When looking at individual suggestions, adopting a culture of continuous learning, following trends and literature, developing technology skills and learning a foreign language stand out. In community-level suggestions, sharing information with colleagues, participating in professional networks and working collaboratively were suggested. In suggestions for academic institutions, it was stated that more work should be done in the local context, university library access should be maintained after graduation, Turkish resources should be increased, university curricula should be updated with a focus on institutional education and interdisciplinary skills should be provided in education faculties. These findings reveal the importance of addressing professional development processes with a holistic approach at individual, institutional and academic levels.

CHAPTER 5

DISCUSSION

In this section, the findings obtained from the research are discussed, inferences are made based on these findings and suggestions for future research are presented. This research aims to identify the main areas for improving the competencies of instructional designers, to examine what professional development interventions instructional designers need and what difficulties they experience in accessing existing ones, and to determine ways to effectively meet these needs.

5.1 Discussion of the Findings

In this part, the research questions have been discussed based on the findings obtained from the research.

5.1.1 What are the PDT areas to improve IDs' skills and expertise on instructional design practices?

In scope of this research, the areas that instructional designers consider necessary for their professional development and training have been revealed, and the statements of the participants regarding the professional competencies required to improve instructional design interventions, especially in the context of corporate training, have been evaluated. The research findings reveal that instructional designers working in the context of corporate training should be equipped in terms of both hard skills and soft skills. These findings are supported by many studies in the literature, as stated below.

Hard Skills

In the context of hard skills, the areas in which instructional designers should be competent are diversified as theoretical knowledge, technological knowledge and foreign language knowledge.

Participants described having in-depth knowledge in areas related to andragogy and pedagogy knowledge, curriculum development, project management and instructional design models as absolutely necessary in order to be able to make more effective designs. Similarly, Raynis (2018) emphasized in his research that instructional designers working on corporate training should be competent in project management, and that this skill is the main competency area required to work in this field. Moreover, as stated in international publications, a significant part of instructional design activities are aimed at training employees and therefore this field stands out as adult education, especially in the private sector; therefore, competencies for adult education are considered important (Klein and Kelly, 2018; Moallem, 1995; Richey et al., 2011; Tracey and Morrison, 2018). In particular, being knowledgeable about instructional design models and being able to adapt these models where necessary is a critical requirement for being able to produce innovative and qualified designs.

Another issue in the context of hard skills was technological field knowledge. According to the participants, technological field knowledge is diversified as online tools, basic software knowledge, artificial intelligence applications and instructional technologies. Being competent in these technologies is absolutely necessary for instructional designers to be able to make designs that are suitable for the requirements of the digital age and to produce creative solutions to the problems they encounter.

In addition, participants emphasized that an instructional designer should know a foreign language. Because foreign language knowledge is a critical skill, especially in terms of accessing international literature, and therefore accessing more qualified and up-to-date resources. Foreign language knowledge was also deemed

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necessary by the participants in terms of developing and effectively using skills such as communication, collaboration and copywriting.

Soft Skills

Within the scope of soft skills, most of the participants mentioned the necessity of having a curious and questioning structure, which is not exactly a soft skill but a personality trait. When the remaining topics are examined, the prominent ones are planning and organization skills, cooperation, effective communication, problem solving, ability to manage feedback processes, and innovations and trends, which are divided into various categories. Similarly, Campbell et al. (2005) argue that in addition to theoretical knowledge, instructional designers should also be competent in some soft skills. According to researchers, instructional designers are leaders who have the potential to initiate change and accordingly, they should be competent in communication, problem solving and collaboration (Campbell et al., 2005; 2009). Similarly, in another study, the importance and necessity of instructional designers' problem-solving competencies were expressed (Yusop and Correia, 2014).

Among soft skills, the most frequently mentioned skill of following innovations and trends is also important in terms of staying up-to-date in the sector and staying in line with the requirements of the age. Being able to manage and evaluate feedback processes effectively was expressed as a necessary skill, especially in terms of increasing the motivation of the participants, seeing the need and ensuring continuous improvement in designs. In addition to these, another skill expressed by the participants was adaptation skill. This skill is seen as critical for quickly adapting to changing demands and new developments and managing processes effectively.

What professional skills do instructional designers working on corporate training think are necessary to develop an effective instructional design practice?

In order to answer this research question, the roles and responsibilities that the participants undertake in their working environments were first examined. Because

the way to produce qualified designs is through instructional designers being able to carry out their roles and responsibilities more efficiently. It is seen that these findings regarding the roles and responsibilities examined within the scope of producing qualified designs completely overlap with the findings expressed in the previous section. In this context, the areas in which instructional designers working on corporate training should be competent in order to produce qualified designs were examined in three categories as instructional skills, functional skills and executive skills.

Instructional Skills

These areas were expressed as analysis, design, development, evaluation, implementation and technology and emerged directly related to instructional design processes. This situation is consistent with the finding in the study conducted by Klein and Kelly (2018) that instructional designers should be competent in analysis, design, development, implementation and evaluation. Similarly, Villachica, Marker and Taylor (2010) analyzed job advertisements in their study and listed the areas in which employers expect instructional designers to be competent. In addition, the necessity of being competent in these tasks is clearly stated within the framework of professional standards (IBSTPI, 2021).

Participants stated that they undertook needs analysis and data analysis tasks, carried out these tasks within the scope of analysis and that these tasks were the basis of the process required to produce an effective design. ATD Research (2015) emphasized the importance of instructional designers being able to effectively determine learners' needs and found that this task has a large place in the work plan of instructional designers.

Revision studies and improvement of educational materials are among the tasks carried out by the participants and are within the scope of design. At this stage, participants also plan the structural process of an instructional design.

The tasks within the scope of development vary according to the institution where the instructional designers work and are diversified with tasks such as multimedia

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design, content development, and curriculum development. It was stated by the participants that the tasks in this group are always included in their daily work plans. North et al. (2021) analyzed job postings in their study and examined the competencies expected from instructional designers in these postings. In 96% of the postings, instructional designers are expected to be competent in development-related issues.

Continuous evaluation of educational materials and the process and evaluation of the results were stated among the tasks within the scope of evaluation. In addition to evaluation of design, instructional designers need to be competent in receiving feedback and processing this feedback correctly, according to the research findings. Similarly, in the study conducted by Schwier and Wilson (2010), it was emphasized that instructional designers should create an effective feedback mechanism in order to increase the effectiveness of the process they carry out and to work efficiently with stakeholders.

Some participants stated that they had the role of an instructor regarding implementation and that they carried out the implementation process of the trainings themselves. Cox and Osguthorpe (2003) found that instructional designers spend the most time on needs analysis and instructor role among all the tasks they perform; therefore, according to the findings of this study, being competent in these two areas is of particular importance.

In addition to a classic instructional design process, some participants stated that they also undertook tasks related to the use and integration of technology. These tasks include user experience, user interface and basic software work. Reiser (2018) found the role of instructional designers to be crucial in technology integration, especially in planning online courses. Similarly, according to the study conducted by Wheeler (2022), online education is among the most popular topics currently and the technology-related competencies of instructional designers are highlighted in this regard.

Functional Skills

Functional skills refer to skills that increase the impact of technical skills that instructional designers use while carrying out their duties, but are based on their personal skills and abilities. Participants expressed these skills as following trends and innovations, coordination, communication, problem solving and collaboration. The necessity of these skills is frequently emphasized, especially by participants working in interdisciplinary environments and working with different professional groups.

The findings of this study particularly draw attention to the fact that instructional designers should be competent in communication and collaboration skills. These skills have been considered absolutely necessary to carry out an effective instructional design process. These findings can be supported by many studies in the international literature (Dicks & Ives, 2009; Izmirli & Kurt, 2009; Kang & Ritzhaupt, 2015; Klein & Kelly, 2018; Kumar & Ritzhaupt, 2017; Liu et al., 2002; Moallem, 1995; North et al., 2021; Raynis, 2018; Sugar et al., 2012; Sumuer et al., 2006; Van Rooij, 2010; Heggart & Dickson-Deane, 2021; Schwier & Wilson, 2010). In addition to these studies, communication and collaboration skills are clearly stated and required within the framework of professional standards (AECT, 2012; IBSTPI, 2021).

Executive Skills

Another area in which instructional designers working in the context of corporate training are expected to be competent in order to make qualified designs is expressed as executive skills. Tasks referring to these skills are expressed as project management and management of learning management system processes. This skill group has a combination that includes both technical knowledge and soft skills. In support of these findings, there are many studies in the international literature expressing the importance of instructional designers being competent in executive skills (Cox and Osguthorpe, 2003; Liu et al., 2002; Raynis, 2018; Schwier and Wilson, 2010; Van Rooij, 2010; Williams van Rooij, 2013). Participants also

mentioned the concept of effective leadership while talking about their duties in this group. Liu et al. (2002) stated that a large portion of the participants in their study undertook project management-related tasks, and that it was critical for them to be competent in this regard. Similarly, in the study of Cox and Osguthorpe (2003), it is emphasized that the second important task in the job descriptions of instructional designers is project management. In addition, project management skills have been defined as a subject in which instructional designers should be competent within the framework of professional standards (IBSTPI, 2021).

5.1.2 What are the key PDT needs and challenges faced by IDs in corporate training environments?

In this section, firstly, the challenges related to the roles and responsibilities of instructional designers are discussed in order to examine their professional development and training needs in more detail and in a contextual manner. The findings show that the difficulties encountered by instructional designers while carrying out their work fall into three categories: institutional, individual effort-based, and client relationship-based difficulties.

Institutional Challenges

The workload that arises due to budget and time constraints is the most important challenge that participants face in the theoretical context. This work tempo creates a cognitive load on employees and also causes them to be pressured in the instructional design process. The inability to provide necessary hardware and software due to budget insufficiency makes the work of instructional designers difficult, especially in terms of technology adaptation. The time constraint factor, on the other hand, leads to a decrease in the quality of designs due to the failure to give due importance to some components in the design process, according to the participants. Stefaniak (2024) found that the factors that negatively affect the effectiveness of instructional designers in their work include lack of resources and deficiencies in the provision of technological resources.

Difficulties Based on Individual Effort

In addition to the difficulties based on institutional reasons, the participants also mentioned some difficulties that require individual effort. Adaptation is seen as the first of these. They stated that the developments and changes experienced today, especially in technological matters, are very fast and that following them effectively, adapting to them and staying up to date requires great effort on an individual level. In addition, they stated that they may experience problems in issues that indicate technical skills such as copywriting and creating an interactive learning environment. In addition, it was stated that they experienced some difficulties that can be associated with soft skills such as communication, problem solving and time management (unlike the in-house time constraints).

Customer-Related Challenges

Participants also mentioned the challenges related to customer relations within the scope of the research. These challenges vary as generation gap, resistance to change, disagreements with trainers and subject matter experts, sexist attitudes, and collaboration difficulties. Stefaniak (2024) examined the factors affecting the duties of instructional designers in his study and touched upon the difficulties that are resistance to change, disagreements with subject matter experts and collaboration difficulties, in the relationships between instructional designers and stakeholders section. The difficulties experienced in these areas constitute an obstacle for instructional designers to carry out their work.

Participants also stated that they frequently encounter the situation where customers' expectations often change rapidly and without rational reasons, and that this situation also creates time pressure. The fact that the information received from the customer is not complete and clearly stated is seen as another challenge.

Sexist attitudes towards female instructional designers emerge as another problem expressed by the participants. The lack of respect for the expertise of female instructional designers makes it difficult for them to do their jobs.

The frequent change of trainers and the disruption of the collaboration process due to this is another element that makes the job of instructional designers difficult.

Participants stated that the target audience can often have a very diverse age group, and in this case, they have difficulty finding methods and a common language that appeal to everyone.

For the participants, the most important difficulty that causes loss of time, labor and budget is to try to solve these problems by organizing training without conducting a root cause analysis of the problems encountered. According to the participants, these problems are mostly solved with training, when they could be solved with interventions other than training. This situation leads to a significant waste of resources.

The fact that the teams supported are not open to innovation and therefore resist change is expressed as an element that makes the work of instructional designers significantly difficult.

Another difficulty frequently stated by the participants is that the people they work with mostly do not have any knowledge about the field of instructional design. This situation leads to problems with the definition of roles and responsibilities and results in extra workload. According to the participants, this situation is not limited to customers only, but also generalizes to the institutional and social context.

What challenges do instructional designers encounter when accessing and participating in professional development and training opportunities within their organizations?

This section discusses the findings regarding the difficulties that instructional designers face in accessing professional development and training activities. The findings show that these difficulties vary in three different contexts: institutional, individual, and structural and content inadequacy of the activities.

Institution-Related Challenges

The institutional reasons for the difficulties that the participants encountered regarding professional development and training are based on insufficient time and budget, lack of guidance, lack of attention to the demands of the employees and lack of needs analysis.

Participants frequently stated that the institutions they work for do not allocate sufficient budget and time for such activities. This situation restricts participants' access to tools and activities for professional development and negatively affects the professional development process.

Participants stated that they have difficulty following current professional development activities and that their institutions do not provide sufficient support and guidance on this issue. In this regard, they emphasized the importance of establishing a separate unit for professional development and training and regularly analyzing sectoral needs.

Regarding the problems based on institutional resources, the participants stated that their suggestions for professional development and training were ignored and disregarded by the institutions they worked for. They emphasized that this situation caused them to lose motivation and limited the professional development and training opportunities they could access.

Almost all of the participants stated that the trainings provided by the institution, even made mandatory, are the same for everyone and are organized without considering professional needs and experience levels. According to the participants, this situation leads to a waste of resources and wastes time for them. It becomes necessary for these trainings to be carried out in line with the needs analysis.

Difficulties Based on Individual Effort

Within the scope of the research, participants also mentioned the problems they experienced when they wanted to access professional development and training

opportunities themselves. In this context, the difficulties expressed by the participants were lack of motivation, time management, insufficient budget, lack of resources, language barrier and location differences.

Participants stated that when they want to attend an event, they have to do it outside of work hours, and that this situation is both tiring and difficult in terms of maintaining motivation. In this context, the time management element poses a major obstacle to the individual motivation and effort of the participants.

It was stated that high budgets are required to access events and prestigious programs organized abroad, and that it is not possible to access these opportunities due to the exchange rate difference. Participants did not limit this situation to only programs abroad, and stated that qualified programs in the country also require high budgets.

Participants stated that the events they find qualified are usually face-to-face, and in this case, they experience a location problem. In this context, participating in events abroad is seen as impossible for instructional designers who continue their work.

The limited number of Turkish resources covering current issues is seen as a significant obstacle for the participants in the professional development process. For this reason, participants direct them to foreign resources. In this case, it was stated that problems such as language barrier and cultural incompatibility arise. Participants emphasized that the suggestions in foreign resources are mostly not suitable for an educational environment in Turkey in practice.

Deficiencies of Trainings

As part of the research, participants were also asked to evaluate the opportunities they had access to. Participants stated the activities they had previously attended and found ineffective, along with their reasons. The reasons for the ineffectiveness of the trainings are based on various factors.

According to the participants, the reason why the trainings provided do not provide long-term benefits is that they are usually one-time and there is no follow-up after the training is completed. The lack of a tracking mechanism to follow how much of the information acquired in the trainings has been put into practice reduces the effectiveness of the trainings.

The very low level of interaction in both online and face-to-face trainings significantly affects the learning process of the participants and causes a decrease in efficiency. In order to reinforce the information and gain in-depth knowledge, the participants emphasized that the interaction levels should be at the highest possible level.

In addition to the lack of interaction, the intensive transfer of theoretical information during the trainings makes the learning process difficult and tiring. The participants describe such activities as information confusion.

The fact that issues such as attention span are ignored when planning the lesson hours and the lessons are held without breaks and one after the other caused the participants to evaluate the activities as inefficient. They stated that their active participation in these lessons and therefore their learning levels are very low.

What suggestions do instructional designers working on corporate training have to improve the design, implementation, and accessibility of professional development and training initiatives?

This section discusses the participants' suggestions for improving professional development and training opportunities. The findings are grouped into three categories: suggestions for institutions, suggestions for instructional designers, and suggestions for academic institutions.

Suggestions for Institutions

While presenting their suggestions for institutions, participants mentioned some responsibilities that they think institutions should undertake. These suggestions include allocating time and budget for professional development and training

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opportunities, incorporating training activities into institutional strategies, establishing a separate unit to manage these needs, proactive attitude, conducting training based on needs analysis, creating institutional memory, conducting role and responsibility awareness studies.

Participants emphasized that the necessary budget and time should be allocated to improve professional development and training opportunities. Otherwise, this situation will lead to insufficient resources and will negatively affect the professional development process in addition to reducing employee motivation.

Participants emphasized that training activities should not be considered separately from the institution and that strategies for professional development and training should be included among institutional strategies. This will increase the effectiveness of professional development and training activities, make them compatible with institutional policies, and ensure the continuity of these activities.

Participants share a common view that institutions should have a separate unit for the management, organization and guidance of professional development and training activities. The existence of such a unit is considered necessary especially in terms of monitoring current activities and needs analysis and is thought to increase accessible opportunities for professional development.

According to the participants, the most important initiative to ensure the continuity of training activities is to conduct continuous needs analysis at regular intervals. These analyses will prevent unnecessary trainings and prevent waste of resources. In addition, institutions should value the suggestions of their employees, because these requests also reflect the need in some way.

Participants stated that institutions should take a proactive stance when planning professional development and training activities. Otherwise, trainings lag behind current developments, and training is provided for what is already known. In addition, it provides the opportunity to anticipate developments in advance and train employees on possible outcomes.

Suggestions for Instructional Designers

Participants also made some personal suggestions for the professional development and training of instructional designers. These suggestions include adopting a culture of continuous learning, learning a foreign language, creating an environment of collaboration and experience sharing, and creating a professional community.

Participants see it as a necessity for instructional designers to adopt a continuous learning discipline. In this way, instructional designers stated that they can stay up-to-date in the face of rapid developments. Because the culture of continuous learning is a concept that refers to the regular follow-up of technology, literature and trends. In this regard, Exter and Ashby (2022) examined the benefits of developing a lifelong learning discipline for instructional designers in their study and expressed this discipline as a necessity for instructional designers to manage their own learning. Similar results were reached in the study conducted by Rana, Ardichvili, & Polesello (2016). In addition, this study is important in terms of the suggestions it offers regarding promoting this discipline.

Knowing a foreign language was also expressed as a necessity by the participants. Because they stated that they can access international resources and follow events organized abroad. They emphasized that the most important developments in instructional design are in America and therefore it is important for an instructional designer to follow the resources there instantly. It was also stated that knowing a foreign language creates the opportunity to communicate and collaborate directly with colleagues working in these countries.

In the research, suggestions were also made to instructional designers as a community. Participants emphasized the importance of creating a formal community. Because, according to them, one of the most important parts of professional development is collaboration with colleagues, regular communication and, most importantly, sharing experiences. It was emphasized that instructional designers can develop themselves by creating such communities through peer

learning, mentoring and learning from colleagues. In this context, instructional designers can carry out joint projects and be in constant interaction. Even though these communities are informal and small, they are seen as very valuable and necessary in terms of their potential to develop professional knowledge and skills. There are many studies that support these findings and emphasize the positive effects of learning communities on professional development (Jones et al., 2016; Muljana, Luo & Watson, 2020; Trust, Carpenter & Krutka, 2017; Wenger & Snyder, 2000).

Suggestions for Academic Institutions

Participants also made some suggestions for academic institutions in terms of supporting professional development. These suggestions include increasing studies conducted in the local context, increasing Turkish resources, updating the university curriculum and including a place in the corporate training field, and providing graduates with library access.

Participants stated that university programs on instructional design are mostly K12 and there is no program on corporate training. Giving more space to this subject at the university will create more work areas for educators who graduated from this faculty and will allow for the training of more qualified employees in this field. Participants also stated that current university curricula, especially in technology issues, are behind the times and that these courses should be organized according to current issues. In support of these findings, some studies in the literature state that there are some gaps between the training received by instructional designers and the expectations in their work environments (Guerra-Lopez and Joshi, 2021; Miriam Bender Larson, 2004; York and Ertmer, 2016; Yusop and Correia, 2014). Regulations are recommended for the training of instructional designers that will increase their skills in corporate training and improve their understanding in this context (DeVaughn and Stefaniak, 2020; Heggart and Dickson-Deane, 2021; Lowell and Moore, 2020).

Participants suggested that academic institutions should increase their studies conducted locally. The reason for this is that there is a cultural incompatibility when they apply foreign practices, especially in current issues, and apply these interventions in the Turkish context. This situation also applies to their own professional development practices. Therefore, local studies are considered important to achieve cultural compatibility and improve professional development opportunities.

The limited availability of Turkish resources is also seen as an important problem. Participants stated that it is very difficult to follow developments in the world from a Turkish source.

Participants stated that they could not access university resources after graduation and that this was a big mistake. They emphasized that university resources have significant potential in terms of following current issues and that access to these resources is important for their professional development.

5.2 Implications for Practice

Suggestions for curriculum development for instructional designers are important in terms of being able to adapt to rapidly developing technologies and innovative teaching methods. Today's corporate training is a dynamic process that supports employees to develop a culture of continuous learning rather than just transferring information. Therefore, instructional designers need to be able to create a balance between theoretical knowledge and practical applications, integrate new technologies into instructional designs, produce accessible solutions to employees' problems and make cultural adaptations. In addition to these, they need to work collaboratively and adopt an interdisciplinary approach, and accordingly develop more comprehensive, innovative and qualified instructional designs. These curriculum development suggestions will shed light on instructional designers' preparation for future developments and their ability to meet their current professional needs.

A curriculum that responds to the educational needs of today's instructional designers should both strengthen their theoretical knowledge and adequately include practical applications of this theoretical knowledge. In addition to topics such as basic design principles, instructional models and approaches, it should provide opportunities and examples of how this information can be used in the design application process. These opportunities will allow instructional designers to integrate the knowledge they have acquired into their designs immediately.

When developing curricula, introducing new technologies and including how to use these technologies is critical to adapting to rapidly developing technology. Innovative technologies such as virtual reality, augmented reality, and artificial intelligence should be included in the curriculum, and practical training should be planned on how to integrate them into educational processes.

User experience and accessibility are also among the critical elements of instructional design. Therefore, these issues should also be included in the curricula to be developed, and the adaptation of educational materials according to learners with different needs and abilities should be taught.

Problem-solving skills should be included in the curriculum so that instructional designers can cope with the difficulties they encounter while carrying out their duties and produce effective solutions. These skills should be addressed with reinforcement through real-life scenarios.

The fact that instructional designers work with individuals and teams from different disciplines indicates that issues such as collaboration and effective communication should be addressed in curricula to be developed for these individuals. Emphasis should be placed on issues such as increasing the effectiveness of communication with instructors, administrators, field experts, and other stakeholders, and conducting the collaboration process.

A curriculum developed for instructional designers should provide information that will help them understand different cultural perspectives and integrate these understandings into their designs. The skills to make designs compatible with

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different cultural contexts should be provided through international collaborations. In addition, these collaborations help designers develop a universal perspective.

In order to be able to follow current developments closely, having a culture of continuous learning is becoming increasingly important. Therefore, the curriculum should encourage instructional designers to develop a culture of continuous learning. Courses should be offered on how these individuals can access the resources needed to continue their professional development and stay up-to-date, self-learning techniques, literature, and trend tracking.

A curriculum that will increase the effectiveness of instructional designers and meet their professional development needs should take into account the fact that the field of instructional design has an interdisciplinary structure. Accordingly, instructional designers should be taught how to effectively use information from different disciplines and how to work with this information. This curriculum should help designers design comprehensive and efficient programs by effectively blending fields such as education, design, psychology, and technology.

5.3 Recommendations for Further Research

Instructional design is a critical discipline for improving the quality of educational processes and activating learning experiences. Research conducted in this field both contributes to theoretical knowledge in the field and helps improve interventions for practice. Therefore, interventions for professional development and training needs for instructional designers will allow these professionals to make more qualified and efficient designs. In addition, studies conducted in this field will have a positive impact on institutions' improvement of their training strategies and creation of a culture of continuous development.

Theoretical knowledge is of great importance in order to be able to make designs in this field, however, creating a balance between theoretical knowledge and practical applications is an intervention that should be given importance in terms of the permanence of the information learned during training. Therefore, researchers

should conduct studies on how to integrate theoretical knowledge into practice environments and how to optimize learning processes in the context of this balance.

Nowadays, artificial intelligence and technological applications play a more active role in educational processes and become more important day by day. More studies should be conducted on the effective use of this technology, its integration and its transformative effects on the work of instructional designers. Trends in the field of instructional design, new technological applications and approaches should be included in the training programs for these designers. The advantages and possible disadvantages of these applications should be examined in detail and better applications for instructional design should be discovered.

User experience and accessibility issues play a critical role in the design processes of today's designers. Researchers should conduct more research on this subject to determine the most effective teaching methods for individuals with different learning needs. Because these resources will allow instructional designers to create more accessible and inclusive designs.

In today's world, more research is needed on how instructional design applications and processes can be adapted to different cultures. This issue is especially important in terms of adapting applications inspired by foreign sources to local culture. Researchers should conduct more research on localization processes and the integration of the concept of cultural adaptation into instructional design processes.

Researchers should conduct studies on strategies for continuous learning and how to make these strategies more efficient. These studies allow the development of professional development and training strategies both institutionally and individually.

Interaction and feedback mechanisms with learners are factors that have an impact on the quality of instructional design. Researchers should examine the effects of these mechanisms on instructional designs and investigate how instructional designers can benefit more effectively from these feedback mechanisms and

optimize interaction processes. These studies will also contribute to increasing the effectiveness of training programs created for instructional designers.

Instructional designers experience difficulties in resource management and financial constraints regarding professional development and training interventions. More research is needed on how to make professional development and training opportunities more economical and how to use existing resources more efficiently. Researchers can develop solution suggestions in this direction by examining the difficulties faced by both designers and individuals on this issue.

The interdisciplinary aspect of the field of instructional design is increasing day by day and becoming more important. Researchers should conduct research on the integration of these techniques and information from different disciplines into design processes and how they can be integrated more effectively into training for instructional designers. These studies will help instructional designers use a wider range of information when creating their designs and develop more innovative practices.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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05 TEMMUZ 2024

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Elif ÖZTÜRK

Danışmanlığını yürüttüğünüz Nazlı GÖKALP'ın *"Kurumsal Eğitimler Üzerine Çalışan Öğretim Tasarımcılarının Mesleki Gelişim ve Eğitim İhtiyaçlarının Araştırılması"* başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0370-ODTUİAEK-2024** protokol numarası ile onaylanmıştır

Bilgilerinize saygılarımla sunarım

Prof. Dr. Ş. Halil TURAN
Başkan

Prof.Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç. Dr. Şerife SEVİNÇ
Üye

Doç.Dr. Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

B. INVITATION EMAIL

Sayın …… (kişi),

Ben Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü öğrencisi Nazlı Gökalp.

Sizleri, Sayın Dr. Elif Öztürk danışmanlığında yürütmekte olduğum yüksek lisans tezim kapsamında yer alan **"Kurumsal Eğitimler Üzerine Çalışan Öğretim Tasarımcılarının Mesleki Gelişim ve Eğitim İhtiyaçlarının İncelenmesi"** başlıklı çalışmaya katılmaya davet ediyorum. Araştırma demografik bilgiler formu ve 12 açık uçlu sorudan oluşmaktadır. Görüşme süresi 30 dakika olarak ön görülmektedir ve çalışmaya katılımınız çok değerlidir.

Katılım durumunuzu ………… @ ………… adresine bildirebilirsiniz. Teşekkür eder ve iyi günler dilerim.

Nazlı Gökalp
Eğitim Programları ve Öğretim Tezli Yüksek Lisans Programı, Öğrenci
Orta Doğu Teknik Üniversitesi, Ankara, TÜRKİYE

C. CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Değerli Katılımcı,

Katılacağınız bu çalışma, Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü Öğretim Üyesi Sayın Dr. Elif Öztürk danışmanlığında Nazlı Gökalp tarafından yürütülen yüksek lisans tezi kapsamında yapılmaktadır. Araştırmanın amacı, kurumsal eğitimler üzerine çalışan öğretim tasarımcılarının mesleki gelişim ve eğitime yönelik ihtiyaçlarını incelemektir. Araştırmaya katılımınız gönüllülük esasına dayanmaktadır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayınlarda kullanılacaktır. Bu araştırma genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak katılım esnasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, görüşmeyi yarıda bırakabilirsiniz.

Çalışmaya dair sorularınızı .... adresine iletebilirsiniz.

Desteğiniz için teşekkür ederim.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Görüşme esnasında ses kaydı alınmasına izin veriyorum / vermiyorum.

Ad Soyad   **Tarih**   **İmza**

D. INTERVIEW QUESTIONS

BÖLÜM 1 – DEMOGRAFİK BİLGİLER FORMU

1. Mezun olduğunuz bölüm ve üniversite nedir?
2. Ne kadar süredir bu mesleği yapıyorsunuz?
3. Çalıştığınız kurumun ana faaliyet alanı nedir?
4. Çalıştığınız kurumun çalışan sayısı nedir?
5. Çalıştığınız kurumda bağlı olduğunuz birim nedir?
6. Kurumsal eğitim faaliyetleri üzerine çalışan personel sayınız nedir?
7. Kurumsal eğitim faaliyetleri için ayrılan yıllık bütçeniz nedir?

BÖLÜM 2 – GÖRÜŞME SORULARI

1. Bir öğretim tasarımcısı olarak, çalıştığınız kurumdaki görev ve sorumluluklarınızdan bahsedebilir misiniz?
2. Bir öğretim tasarımcısı olarak, görevinizi başarılı olarak yürütebilmek için gerekli olduğunu düşündüğünüz beceri ve yeterlilikler nelerdir?
3. Kurumsal eğitimler bağlamında düşünüldüğünde, mevcut becerileriniz ile gelişen teknoloji ve eğitim yaklaşımlarına bağlı olarak sürekli değişen kurum talepleri arasındaki uyumu nasıl algılıyorsunuz?
4. Bir öğretim tasarımcısı olarak tasarımlarınızın niteliğini artırmak adına hangi mesleki gelişim alanlarını önemli görüyorsunuz?
5. Bir öğretim tasarımcısı olarak mesleki gelişim ve eğitim fırsatlarına erişimde ne gibi zorluklar yaşıyorsunuz?
6. Şimdiye kadar katılmış olduğunuz mesleki gelişim ve eğitiminize yönelik etkinliklerden değerli bulduğunuz oldu mu? Bu deneyimi değerli yapan sizce nedir?

7. Şimdiye kadar katılmış olduğunuz mesleki gelişim ve eğitiminize yönelik etkinliklerden işe yaramadığını düşündüğünüz var mı? Etkisiz olmasının nedeni sizce nedir?

8. Bir öğretim tasarımcısı olarak görevinizi yürütürken karşılaştığınız zorluklar nelerdir?

9. Çalıştığınız kurumdaki mesleki gelişim ve eğitim fırsatlarında herhangi bir boşluk veya eksiklik olduğunu düşünüyor musunuz? Bu durumun sizin iş yerindeki görev ve sorumluluklarınıza etkisi nedir?

10. Mesleki gelişim ihtiyaçlarınızı karşılamak ile ilgili karşılaştığınız zorlukların üstesinden gelmek adına uygun olduğunu düşündüğünüz stratejiler ve kaynaklar hangileridir?

11. Kurumsal eğitimler üzerine çalışan öğretim tasarımcılarına yönelik mesleki gelişim ve eğitimin geleceğini nasıl görüyorsunuz?

12. Kurumsal eğitimler üzerine çalışan öğretim tasarımcılarına yönelik mesleki gelişim ve eğitim fırsatlarının artırılması veya iyileştirilmesine yönelik önerileriniz nelerdir?

E. TURKISH SUMMARY / TÜRKÇE ÖZET

Kurumsal eğitim, çalışanların bilgi, beceri ve yetkinliklerini artırarak kurumların stratejik hedeflerine ulaşmasını destekleyen yapılandırılmış bir süreçtir (Boahin ve Hofman, 2014). Öğretim tasarımcıları, bu süreçte uygun öğrenme müdahaleleri tasarlayarak, mevcut programları iyileştirerek ve yeni teknolojileri bu sürece entegre ederek kritik bir rol üstlenirler (Saint Leo Üniversitesi, 2022).

Bu çalışmanın temel amacı, öğretim tasarımcılarının mesleki gelişim ve eğitim ihtiyaçlarını belirlemek, mevcut becerilerle değişen mesleki talepler arasındaki uyumu analiz etmek ve öğretim tasarımcılarının mesleki gelişim ve eğitim fırsatlarına erişimde karşılaştıkları engelleri incelemektir. Literatürde, özellikle kurumsal eğitim bağlamında çalışan öğretim tasarımcılarının ihtiyaçlarına yönelik çalışmaların sınırlı olduğu görülmektedir. Öğretim tasarımcılarına yönelik eğitimlerin iyileştirilmesi, bu kişilerin kurumların hedeflerine uygun etkili eğitim uygulamaları geliştirebilmesi açısından kritiktir (Sharif ve Cho, 2015).

Bu çalışmadan elde edilen bulgular, öğretim tasarımcılarının mesleki gelişimini destekleyecek programların tasarımı ve uygulanması için gerekli beceri ve yeterliliklerin kapsamlı bir şekilde anlaşılmasına katkıda bulunmaktadır. İkinci olarak, öğretim tasarımcılarının mesleki gelişimlerini sınırlayan potansiyel engelleri araştırarak, destekleyici ortamların oluşturulması ve sürekli öğrenme fırsatlarının artırılması için stratejiler geliştirilmesine ışık tutmaktadır. Ayrıca bu çalışma, mevcut beceriler ile öğretim tasarımı uygulamalarındaki değişen kurumsal talepler arasındaki uyumu inceleyerek, gelecekteki tasarımların değişen ihtiyaçlara göre nasıl şekillendirilebileceğine dair içgörüler sunmaktadır. Son olarak, insan kaynakları birimleri ve üst düzey yöneticiler için, mesleki gelişim ve eğitim yatırımlarının önemi konusunda kanıta dayalı öneriler sağlayarak, eğitimsel karar alma süreçlerine katkıda bulunmaktadır.

Yukarıda belirtilen nedenler doğrultusunda, bu araştırmada yanıt aranan araştırma soruları şu şekildedir:

(1) Öğretim tasarımcılarının öğretim tasarımı uygulamaları konusundaki becerilerini ve uzmanlıklarını geliştirmek için hangi mesleki gelişim alanları vardır?

> (1a) Kurumsal eğitimde çalışan öğretim tasarımcıları, etkili bir öğretim tasarımı uygulaması geliştirmek için hangi mesleki becerilerin gerekli olduğunu düşünüyor?

(2) Kurumsal eğitim ortamlarında çalışan öğretim tasarımcılarının karşılaştığı temel mesleki gelişim ihtiyaçları ve zorluklar nelerdir?

> (2a) Öğretim tasarımcıları, kuruluşları içinde mesleki gelişim ve eğitim fırsatlarına erişirken ve katılırken hangi zorluklarla karşılaşıyor?

> (2b) Kurumsal eğitimde çalışan öğretim tasarımcılarının mesleki gelişim ve eğitim girişimlerinin tasarımını, uygulamasını ve erişilebilirliğini iyileştirmek için hangi önerileri var?

ALAN YAZIN TARAMASI

Kurumsal eğitim kavramı, kurumsal veya örgütsel bir ortamda çalışanlara öğrenme ve gelişim fırsatları sağlamak için yapılandırılmış bir süreci ifade eder ve kurumun stratejik hedeflerine ulaşmak için çalışanların bilgi, beceri ve yetkinliklerini artıran birçok etkinliği içerir (Boahin ve Hofman, 2014). Kurumsal eğitimin amacı, çalışanların becerilerini geliştirmek, onları hem teknik hem de sosyal konularda bilgilendirmek ve organizasyon içinde organizasyonun hedefleriyle uyumlu bir çalışma ortamı sağlamaktır (Noe, 2020). Kurumsal eğitim, çalışanların sürekli öğrenme ve yenilikçiliğini destekleyerek kurumsal rekabet gücüne katkıda bulunur.

Öğretim tasarımı, öğrenme hedeflerine ulaşmayı amaçlayan sistematik bir süreçtir ve analiz, tasarım, geliştirme, uygulama ve değerlendirme aşamalarını içerir (Dalle, 2017). Tasarım süreci, öğrenme ihtiyaçlarının belirlenmesi ve bu ihtiyaçlara uygun

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materyallerin geliştirilmesi gibi adımları kapsamaktadır (Shé vd., 2022). Öğretim tasarımcılarının temel sorumlulukları arasında müfredat hedeflerine uygun etkili ve ilgi çekici içerik tasarlamak yer almaktadır (Nworie, 2022).

Literatürdeki çalışmalara bakıldığında, öğretim tasarımcılarının sahip olması gereken yeterlilikler iş birliği, iletişim, problem çözme, teorik bilgi ve proje yönetimi gibi konulara odaklanmaktadır. İş birliği, öğretim tasarımcılarının farklı paydaşlarla fikir birliği sağlayarak etkin bir tasarım süreci yürütmesine atıfta bulunan bir beceridir (Brigance, 2011; Gray vd., 2015). İletişim becerileri hem sözlü hem de yazılı platformlarda etkili etkileşim için kritik öneme sahiptir (Kenny vd., 2005; IBSTPI, 2012). Teorik bilgi, ADDIE modeli, yetişkin öğrenme teorileri ve öğrenme modelleri gibi konuları içerirken, pratikte bu bilgilerin uygulanmasında çeşitli zorluklar yaşanabilir (Sugar & Luterbach, 2015). Problem çözme, öğretim tasarımcılarının karşılaştıkları karmaşık sorunlara yaratıcı çözümler bulmalarını sağlayan bir beceridir ve bu beceri etkili tasarımlar için temel bir yetkinliktir (Ertmer & Stepich, 2005). Literatürdeki çalışmalar, mesleki gelişim için sürekli öğrenme kültürünün gerekliliğini vurgulayarak, mesleki yeterliliklerin teknoloji entegrasyonu, öğrenme teorileri ve veri analizine dayalı içerik geliştirme gibi konulardaki önemine dikkat çekmektedir (Klein & Richey, 2005).

Öğretim tasarımcıları için mesleki gelişim programlarına bakıldığında, bu fırsatlar lisans ve lisansüstü eğitimler, sertifika programları, atölye çalışmaları, seminerler, çevrimiçi kurslar ve profesyonel konferanslar gibi geniş bir yelpazede sunulmaktadır (Sharif & Cho, 2015; Harvard Profesyonel ve Yönetici Gelişimi, 2022). Bu programlar, teorik ve pratik bilgiyi birleştirerek katılımcılara güncel trendlere uyum sağlama fırsatı sunar. Ayrıca, mesleki dernekler ve yazılım üreticilerinin sunduğu eğitimler, öğretim tasarımcılarının bilgi paylaşımını ve iş birliğini destekleyerek profesyonel ağlarını genişletmelerine olanak tanımaktadır.

Teknoloji entegrasyonu, oyunlaştırma, simülasyonlar ve mikro öğrenme gibi yenilikçi yöntemler, öğretim tasarımı uygulamalarında her geçen gün önem kazanmaktadır (Exter & Ashby, 2022). Ayrıca, etik, erişilebilirlik ve kapsayıcılık

gibi konular da öğretim tasarımında dikkate alınması gereken önemli hususlar arasında yer almaktadır (Edmundson, 2007).

Öğretim tasarımcılarının görevlerini yürütürken karşılaştıkları zorluklar incelendiğinde bunların sınırlı zaman, bütçe ve kaynak eksikliği gibi kısıtlamalar ile değişime direnç, teknoloji entegrasyonundaki teknik sorunlar ve kültürel farklılıklar gibi zorluklar olduğu görülmektedir (Dicks & Ives, 2009; Raza vd., 2020). Öte yandan, değerlendirme süreçlerinde ölçülebilir hedeflerin olmaması, uygun araçların geliştirilmemesi de önemli zorluklar arasında yer almaktadır (Brinkerhoff, 2006; Reeves & Hedberg, 2003). Son olarak, kültür ve dil farklılıkları, çok uluslu ortamlarda iletişim ve iş birliğini etkileyen bir diğer zorluk olarak görülmektedir (Parrish & Linder-VanBerschot, 2010).

Özetle, literatürdeki çalışmalar öğretim tasarımcılarının mesleki gelişimi için sürekli eğitim ve güncel trendlerle uyumun önemini vurgulamaktadır. Bu nedenle, öğretim tasarımcılarının görevlerini yürütürken karşılaştıkları zorluklara rağmen etkili performans gösterebilmesi için hem bireysel hem de kurumsal düzeyde desteklenmesi önerilmektedir.

YÖNTEM

Sosyal bilimler bağlamında ele alındığında nitel araştırma yöntemleri toplumsal konuları derinlemesine inceleyip anlamlandırmak açısından önemlidir (Creswell, 2002). Bu yöntemlerin en yaygın ve temel olanlarından biri olan temel nitel araştırma, belge analizi, görüşme ve gözlem gibi yöntemlerin kullanımına dayanır ve araştırmaya konu olan unsurların bütünsel olarak ve doğal ortamlarında incelenmesine olanak tanır (Merriam, 2015). Bu araştırmanın tasarımında da temel nitel analiz yöntemi benimsenmiştir.

Katılımcılar, Türkiye'deki eğitim ve geliştirme departmanları veya kurumsal akademilerde çalışan öğretim tasarımcılarından oluşmaktadır. LinkedIn üzerinden 47 kişiyle iletişime geçilmiş ve uygun kriterleri sağlayan 14 katılımcı ile Zoom platformunda görüşmeler yapılmıştır. Katılımcıların mesleki deneyimleri 9 ay ile 16 yıl arasında değişmekte olup, ortalama 8 yıl olarak hesaplanmıştır. Akademik

olarak, 6 katılımcı BÖTE alanında lisans derecesine, 3 katılımcı ise BÖTE alanında yüksek lisans derecesine sahiptir.

Görüşmelere ek olarak, katılımcılar içerisinden rastgele seçilen 6 öğretim tasarımcısı daha önce katıldıkları mesleki gelişim ve eğitim etkinliklerine ilişkin yazılı değerlendirmede de bulunmuştur. Bu yazılı veriler, görüşme tarihinden 5 ay sonra toplanarak tek bir anda veri toplamanın getireceği kısıtlamaları azaltılmıştır. Ayrıca katılımcılar tarafından oluşturulan toplam 10 öğretim tasarımı projesi çalışma kapsamında toplanmıştır ve bu projeler ADDIE öğretim tasarımı modeli temel alınarak değerlendirilmiştir.

Araştırmada kullanılan yarı yapılandırılmış görüşme formu, literatüre dayalı bir soru havuzundan (Kumar & Ritzhaupt, 2017; Morgan, 2019; Nworie, 2022) oluşturulmuş ve uzman görüşleri alınarak revize edilmiştir. Form, demografik bilgi formu ve 12 açık uçlu sorudan oluşmaktadır. Dil ve anlatım açısından düzenlemeler yapıldıktan sonra pilot görüşmeler gerçekleştirilmiş ve tekrarlayan sorular çıkarılarak görüşme formu son haline getirilmiştir.

Toplanan veriler, tematik analiz yöntemi ile MAXQDA 2020 programı kullanılarak analiz edilmiştir. Görüşmeler, Zoom üzerinden kayıt altına alınmış ve daha sonra deşifre edilmiştir. Veriler, araştırmacı tarafından kodlanmış, bağımsız kodlayıcılarla fikir birliği sağlandıktan sonra kodlar temalandırılarak bir kod haritası oluşturulmuştur.

Öğretim tasarımı projeleri, ADDIE modeline göre değerlendirilmiştir. Bu değerlendirme sırasında projelerin güçlü ve zayıf yönleri bir form aracılığıyla kategorilendirilmiş ve raporlanmıştır. Veri üçgenlemesi yaklaşımı benimsenerek katılımcı ifadeleri ile projeler arasında tutarlılık sağlanmıştır.

BULGULAR

Araştırmada, kurumsal eğitimler üzerine çalışan 14 öğretim tasarımcısının görev ve sorumlulukları incelenmiş, bu görevler öğretimsel, yönetsel ve işlevsel olmak üzere üç ana tema altında toplanmıştır. Öğretimsel görevler; analiz, tasarım, geliştirme,

değerlendirme, teknoloji kullanımı ve eğitim verme süreçlerini kapsamaktadır. Katılımcılar bu bağlamda veri ve ihtiyaç analizi yapma, müfredat geliştirme, içerik ve multimedya geliştirme, eğitim materyallerini değerlendirme ve UX/UI gibi faaliyetler yürüttüklerini belirtmişlerdir. Ayrıca katılımcılar zaman zaman eğitmen rolü üstlendiklerini ifade etmişlerdir. Yönetsel görevlere bakıldığında ise öğrenme yönetim sistemlerinin işletilmesi ve proje yönetimi gibi, teknik birimler ve insan kaynakları biriminin görevlerini de içeren süreçler görülmektedir. İşlevsel görevler ise iş birliği, problem çözme, iletişim, koordinasyon ve yeniliklerin takibini kapsamaktadır. Bu görevler, öğretim tasarımcılarının yaratıcı yöntemlerle problem çözme, bilgi akışını sağlama, süreçleri düzenleme ve sektördeki yenilikleri izleyerek kurumu bilgilendirme becerilerini yansıtmaktadır. Bu araştırma, öğretim tasarımcılarının görevlerinin çok yönlü ve dinamik bir yapıya sahip olduğunu ortaya koymaktadır.

Araştırmada, öğretim tasarımcılarının mesleki gelişim alanları teknik beceriler (hard skills) ve sosyal beceriler (soft skills) olarak iki ana başlıkta incelenmiştir. Teknik beceriler arasında, öğretim tasarımı modelleri, andragoji ve pedagoji bilgisi, değerlendirme yöntemleri, proje yönetimi ve müfredat geliştirme gibi teorik bilgi alanları öne çıkmıştır. Ayrıca, yapay zekâ, çevrimiçi araçlar ve temel yazılım bilgisi gibi teknolojik beceriler ile yabancı dil bilgisi de profesyonel gelişim için önemli alanlar olarak görülmektedir. Sosyal beceriler kapsamında ise, meraklı ve sorgulayıcı bir yaklaşıma sahip olmak, literatür ve trendleri takip etmek, geri bildirim süreçlerini etkin bir şekilde yönetebilmek, problem çözme becerileri, planlama ve organizasyon gibi yetkinlikler öne çıkmaktadır. Katılımcılar, iş birliği ve etkili iletişim gibi sosyal becerilerin eğitim süreçlerinde kritik bir rol oynadığını belirtmişlerdir. Ayrıca, çağın beklentilerini karşılayan ve güncel yeniliklerle zenginleştirilmiş tasarımlar için sürekli öğrenme kültürünün benimsenmesi gerektiği ifade etmişlerdir. Bu bulgular, öğretim tasarımcılarının hem teknik hem de sosyal becerilere dayalı çok yönlü bir gelişim alanına ihtiyaç duyduğunu ortaya koymaktadır.

Araştırmada, öğretim tasarımcılarının görevlerini yerine getirirken karşılaştıkları zorluklar kurum temelli zorluklar, kişisel çaba temelli zorluklar ve müşteri kaynaklı

sorunlar olarak üç ana başlıkta toplanmıştır. Kurumsal zorluklar arasında iş yükü fazlalığı, bütçe ve zaman kısıtlamaları, güncel teknolojilere erişim eksikliği ve kurumsal taleplerin belirsizliği yer almaktadır. Kişisel çaba gerektiren zorluklar arasında ise zaman yönetimi, hızla değişen teknolojilere ve trendlere uyum sağlama, yapay zekâ gelişmelerini takip etme, tasarımlarda etkileşim düzeyini artırma ve teknik beceri eksiklikleri öne çıkmaktadır. Müşteri kaynaklı zorluklara bakıldığında ise bu zorluklar eğitmenlerle iş birliği sorunları, değişime direnç, cinsiyet ayrımcılığı, kuşak farklarından doğan iletişim problemleri ve irrasyonel eğitim talepleri gibi insan faktörleriyle ilişkilendirilmektedir. Ayrıca, katılımcılara göre yanlış eğitim talepleri ve eksik bilgi paylaşımı, hedef kitle analizini ve içerik uyumunu zorlaştırmaktadır. Ek olarak, katılımcılar çalıştıkları kurumdaki rollerinin tam anlaşılmaması nedeniyle iş birliği ve iletişim süreçlerinde de zorluklar yaşadıklarını belirtmiştir. Bu bulgular, öğretim tasarımcılarının hem teknik hem de sosyal becerilerle bu çeşitli engelleri aşmaları gerektiğini ortaya koymaktadır.

Araştırmada, öğretim tasarımcılarının mesleki gelişim ve eğitim fırsatlarına erişimde karşılaştıkları zorluklar incelenmiş ve bu zorluklar kurumsal ve kişisel faktörler olarak iki başlıkta ele alınmıştır. Kurumsal düzeyde bakıldığında, mesleki gelişim için yeterli bütçe, zaman ve rehberlik sağlanmaması, çalışan önerilerinin dikkate alınmaması ve ihtiyaç analizi yapılmaksızın herkese aynı eğitimlerin sunulması öne çıkan sorunlardır. Katılımcılar, eğitim içeriklerinin beklentileri karşılamadığını ve profesyonel gelişim için ayrı bir birimin olmamasını önemli bir eksiklik olarak vurgulamışlardır. Kişisel düzeydeki zorluklarda ise motivasyon eksikliği, zaman yönetimi, dil bariyeri, finansal kısıtlamalar, uygun eğitimlerin bulunamaması ve özellikle Türkiye'de yerel kaynakların yetersizliği gibi faktörler ifade edilmiştir. Yüksek döviz kurları nedeniyle yurtdışındaki konferanslara ve teknolojik araçlara erişim zorlaşırken, yabancı kaynakların Türkiye'deki eğitim ortamlarına uygun olmaması da tasarımlar sürecinde kültürel uyumsuzluklara neden olmaktadır. Bu bulgular, öğretim tasarımcılarının mesleki gelişimlerini destekleyecek daha fazla kurumsal destek ve yerel kaynak geliştirilmesine ihtiyaç duyduğunu göstermektedir.

Araştırmada, öğretim tasarımcılarının katıldıkları mesleki gelişim ve eğitim etkinliklerine dair görüşleri, etkin ve etkisiz müdahaleler olarak iki grupta incelenmiştir. Etkin eğitimlerin, katılımcıların ihtiyaçlarına uygun, etkileşim seviyesi yüksek, teori ve pratiği dengeli bir şekilde birleştiren, güncel konulara odaklanan ve iyi tasarlanmış içeriklerle sunulduğu ifade edilmiştir. Ayrıca, bu etkinliklerin sosyal boyutları da katılımcılar tarafından sıklıkla vurgulanmıştır. Network imkânı, akran öğrenmesi, çok kültürlü bir ortam sunma ve alanında uzman kişilerle doğrudan iletişim sağlama gibi unsurların katılımcılar için değerli olduğu belirtilmiştir. Etkisiz eğitimlerde ise uzun ders süreleri, yetersiz içerik ve eğitmen, ihtiyaçlara uygun olmayan konular, düşük etkileşim seviyesi, aşırı bilgi yüklemesi, pratik uygulamaların eksikliği, güncelliğini yitirmiş konulara odaklanma ve sürdürülebilirlik eksikliği öne çıkan sorunlar olmuştur. Katılımcılar, bu tür eğitimlerin zaman kaybı yarattığını ve mesleki gelişimlerine katkı sağlamadığını ifade etmişlerdir. Ayrıca, fiziksel koşulların uygunsuzluğu ve eğitmenlerin olumsuz tutumları da etkinliklerin verimliliğini düşüren diğer faktörler olarak belirtilmiştir. Bu bulgular, mesleki eğitimlerin etkili olabilmesi için etkileşim, güncellik ve katılımcı odaklı bir yaklaşımın önemini ortaya koymaktadır.

Araştırmada, katılımcılar tarafından oluşturulan 10 öğretim tasarımı projesi ADDIE modeli çerçevesinde analiz edilerek güçlü ve zayıf yönleri ortaya konmuştur. Analiz aşamasında, bazı projelerde (D1, D3, D6, D8, D10) hedef kitle ve ihtiyaç analizleri detaylıca yapılmış, ancak bazı projelerde (D2, D4, D7) yüzeysel kalmıştır. Tasarım aşamasında, ölçülebilir öğrenme hedefleri, etkileşimli öğretim stratejileri ve hiyerarşik içerik planlaması gibi unsurların yer aldığı projeler (D1, D3, D6, D8) etkili bulunurken, bazı projelerde (D4, D7) hedeflerin net olmadığı ve içeriklerin düzensiz olduğu görülmüştür. Geliştirme aşamasında, zenginleştirilmiş materyaller ve teknolojik araçların etkili kullanıldığı projeler (D1, D3, D6, D10) dikkat çekerken, bazı projelerde (D2, D7) materyallerin sınırlı ve yüzeysel olduğu belirlenmiştir. Uygulama aşamasında, aktif katılım ve teknik destek sağlanan projeler (D1, D6, D8, D10) öğrenme deneyimini olumlu etkilerken, bazı projelerde (D2, D4, D9) pasif öğrenme yöntemleri tercih edilmiştir. Değerlendirme aşamasında, çok yönlü değerlendirme yöntemleri ve katılımcı geri bildirimlerinin

dikkate alındığı projeler (D1, D3, D6, D8) öğrenme hedeflerine ulaşmada başarılı bulunmuş, ancak bazı projelerde (D2, D7, D9) sınırlı değerlendirme araçları nedeniyle sonuçlar belirsiz kalmıştır. Bu bulgular, etkili öğretim tasarımı için detaylı analiz, etkileşimli tasarım, teknolojinin entegrasyonu ve çok yönlü değerlendirme süreçlerinin önemini vurgulamaktadır.

Araştırmada, öğretim tasarımcılarının mesleki gelişim ve eğitim fırsatlarının iyileştirilmesine yönelik önerileri kurumlar için öneriler, öğretim tasarımcıları için öneriler ve akademik kurumlar yönelik öneriler olarak üç başlıkta ele alınmıştır. Kurumlara yönelik öneriler arasında, mesleki gelişim için yeterli bütçe ve zaman ayrılması, eğitim faaliyetlerinin stratejik planlara dahil edilmesi, çalışan taleplerinin dikkate alınması, sürekli ihtiyaç analizi yapılması ve kurumsal hafızanın oluşturulmasının önemi vurgulanmıştır. Öğretim tasarımcılarına yönelik öneriler bireysel ve topluluk düzeyinde öneriler olarak iki başlıkta incelenmiştir. Bireysel önerilere bakıldığında, sürekli öğrenme kültürünün benimsenmesi, trendlerin ve literatürün takip edilmesi, teknoloji becerilerinin geliştirilmesi ve yabancı dil öğrenimi öne çıkmaktadır. Topluluk düzeyindeki önerilerde ise meslektaşlarla bilgi paylaşımı, mesleki ağlara katılım ve iş birliği içinde çalışma önerilmiştir. Akademik kurumlara yönelik önerilerde, yerel bağlamda daha fazla çalışma yapılması, mezuniyet sonrası üniversite kütüphane erişiminin sürdürülmesi, Türkçe kaynakların artırılması, üniversite müfredatlarının kurumsal eğitim odaklı güncellenmesi ve eğitim fakültelerinde disiplinlerarası becerilerin kazandırılması gerektiği belirtilmiştir. Bu bulgular, mesleki gelişim süreçlerinin bireysel, kurumsal ve akademik düzeyde bütüncül bir yaklaşımla ele alınmasının önemini ortaya koymaktadır.

TARTIŞMA

Araştırma bulgularına göre, kurumsal eğitim bağlamında çalışan öğretim tasarımcılarının mesleki gelişim ve eğitim ihtiyaçları hem teknik beceriler (hard skills) hem de kişisel beceriler (soft skills) açısından değerlendirilmektedir. Teknik beceriler kapsamında, katılımcılar, öğretim tasarımı modelleri, yetişkin eğitimi (andragoji ve pedagoji) bilgisi, müfredat geliştirme, proje yönetimi ve temel

yazılım bilgisi gibi alanlarda uzmanlaşmanın önemini vurgulamışlardır. Özellikle, dijital çağın gereksinimlerine uygun, yenilikçi tasarımlar yapabilmek için çevrimiçi araçlar, yapay zekâ uygulamaları ve öğretim teknolojilerinde yetkinlik kritik bir gereklilik olarak ifade edilmiştir ve bu bulgu literatürdeki farklı çalışmalarca da desteklenmektedir (Raynis, 2018; Klein ve Kelly, 2018). Ayrıca, uluslararası literatüre erişim ve iletişim becerileri için yabancı dil bilmenin önemi katılımcılar tarafından belirtilmiştir. Kişisel beceriler bağlamında, planlama ve organizasyon, iş birliği, etkili iletişim, problem çözme, geri bildirim süreçlerini yönetme ve yenilikleri takip etme gibi yetkinlikler öne çıkmıştır. Campbell vd. (2005) ve Yusop ve Correia (2014) tarafından yürütülen çalışmalarda da vurgulandığı üzere, öğretim tasarımcılarının değişen taleplere hızla uyum sağlayarak süreçleri etkin bir şekilde yönetme becerisi, tasarımlarını sürekli iyileştirmek için kritik görülmektedir. Bu beceriler hem çağın gerekliliklerine uyum sağlama hem de etkili öğrenme tasarımları geliştirme açısından hayati öneme sahiptir.

Araştırma bulgularına göre, kurumsal eğitim bağlamında çalışan öğretim tasarımcılarının etkili bir öğretim tasarımı uygulaması gerçekleştirmek için sahip olması gereken beceriler üç kategoriye ayrılmaktadır: öğretim becerileri, fonksiyonel beceriler ve yönetim becerileri. Öğretim becerileri, analiz, tasarım, geliştirme, değerlendirme, uygulama ve teknoloji entegrasyonu gibi öğretim tasarımı süreçlerini kapsamaktadır (Klein & Kelly, 2018; IBSTPI, 2021). Özellikle ihtiyaç analizi, multimedya geliştirme, UX ve geri bildirim süreçlerinin yönetimi bu alanlarda kritik önem taşımaktadır (ATD Research, 2015; Reiser, 2018). Fonksiyonel beceriler, teknik becerilerin etkisini artıran iletişim, iş birliği, problem çözme, koordinasyon ve yenilikleri takip etme gibi kişisel becerileri içermektedir (Dicks & Ives, 2009; IBSTPI, 2021). Bu beceriler, özellikle disiplinlerarası çalışmalarda ve profesyonel gruplarla iş birliği yaparken kritiktir. Yönetim becerileri ise, proje yönetimi ve öğrenme yönetim sistemlerinin süreçlerini yönetme gibi görevleri kapsar ve hem teknik bilgi hem de liderlik gibi yumuşak beceriler gerektirir (Cox & Osguthorpe, 2003; Van Rooij, 2010; IBSTPI, 2021). Bu kategoriler, uluslararası literatürde ve profesyonel standartlarda belirtilen gereksinimlerle uyumlu olup, tasarımcıların kaliteli ve yenilikçi tasarımlar

yapabilmesi için bu alanlarda yetkinlik sahibi olması gerektiğini ortaya koymaktadır.

Araştırma bulgularına göre, kurumsal eğitim ortamlarında çalışan öğretim tasarımcılarının mesleki gelişim ve eğitim ihtiyaçları, karşılaştıkları zorluklar temelinde üç ana kategoride incelenmektedir: kurumsal, bireysel çaba gerektiren ve müşteri ilişkileri kaynaklı zorluklar. Kurumsal zorluklar arasında bütçe ve zaman kısıtlamaları nedeniyle artan iş yükü, gerekli donanım ve yazılıma erişimdeki yetersizlikler ve tasarım sürecine gereken önemin verilememesi öne çıkmaktadır ve bu bulgular Stefaniak (2024) tarafından yürütülen çalışmada da desteklenmektedir. Bireysel çaba gerektiren zorluklar kapsamında, hızlı teknolojik gelişmelere ayak uydurma, etkileşimli öğrenme ortamları oluşturma ve zaman yönetimi gibi teknik ve yumuşak becerilerdeki eksiklikler belirtilmiştir. Müşteri ilişkileri kaynaklı zorluklar arasında ise nesil farkı, değişime direnç, eğitmenlerle ve konu uzmanlarıyla yaşanan anlaşmazlıklar, iş birliği problemleri ve kadın öğretim tasarımcılarına yönelik cinsiyetçi tutumlar yer almaktadır (Stefaniak, 2024). Ayrıca, katılımcılar müşteri beklentilerinin sık sık değişmesinin, net olmayan bilgi akışının ve kök neden analizi yapılmadan sorunlara yalnızca eğitimle çözüm aramanın zaman, emek ve bütçe kaybına yol açtığını vurgulamışlardır. Bu zorluklar, öğretim tasarımcılarının işlerini etkili bir şekilde gerçekleştirmelerini engelleyerek, alanlarındaki bilgi eksikliğinin hem kurumsal hem de sosyal bağlamda sorunlara neden olduğunu göstermektedir.

Araştırma bulgularına göre, kurumsal eğitim ortamlarında çalışan öğretim tasarımcılarının mesleki gelişim ve eğitim fırsatlarına erişimde karşılaştıkları zorluklar üç ana bağlamda incelenmiştir: kurumsal, bireysel çaba gerektiren ve eğitimlerin yetersizliği. Kurumsal zorluklar, yetersiz zaman ve bütçe ayrılması, rehberlik eksikliği, çalışan taleplerine duyarsızlık ve ihtiyaç analizinin yapılmaması gibi sorunları içermektedir. Katılımcılar, zorunlu eğitimlerin profesyonel ihtiyaçlara göre düzenlenmemesinin kaynak ve zaman israfına yol açtığını belirtmişlerdir. Bireysel çaba gerektiren zorluklar arasında motivasyon eksikliği, zaman yönetimi, yüksek maliyetler, dil bariyeri, konum farklılıkları ve sınırlı Türkçe kaynaklar öne çıkmıştır. Katılımcılar, nitelikli kaynaklara erişimde dil ve

kültürel uyumsuzlukların önemli bir engel oluşturduğunu vurgulamıştır. Eğitimlerin yetersizlikleri ise etkileşim eksikliği, aşırı teorik bilgi yüklemesi, takip mekanizmalarının olmaması ve dinlenme süresi verilmeden yoğun ders saatleriyle planlanmaları gibi faktörlere dayanmaktadır. Bu durumlar, katılımcıların öğrenme süreçlerini olumsuz etkileyerek mesleki gelişimlerini sınırlamaktadır.

Araştırma bulgularına göre, kurumsal eğitimde çalışan öğretim tasarımcılarının mesleki gelişim ve eğitim fırsatlarını iyileştirmek için çeşitli önerilerde bulundukları görülmüştür. Kurumsal düzeyde öneriler arasında, profesyonel gelişim için yeterli zaman ve bütçe ayrılması, eğitim faaliyetlerinin kurumsal stratejilere entegre edilmesi, bu süreçleri yönetmek için ayrı bir birim oluşturulması, düzenli ihtiyaç analizleri yapılması ve çalışanların taleplerine önem verilmesi öne çıkmıştır. Katılımcılar ayrıca, proaktif bir yaklaşım benimsenmesi ve eğitimlerin sürekli güncel tutulmasının gerekliliğini vurgulamıştır. Bireysel düzeyde, öğretim tasarımcılarının sürekli öğrenme kültürünü benimsemesi, yabancı dil öğrenmesi ve meslektaşlarıyla işbirliği ve deneyim paylaşımına dayalı topluluklar oluşturması önerilmiştir. Özellikle sürekli öğrenme disiplini, katılımcılar tarafından hızlı teknolojik ve sektörel gelişmelere ayak uydurmak için hayati bir gereklilik olarak belirtilmiştir. Literatürdeki bir çok çalışma da öğretim tasarımcılarının mesleki yeterliliklerini artırmak adına sürekli öğrenme kültürü benimsemesi gerektiğinin önemini vurgulamaktadır (Exter ve Ashby, 2022; Rana, Ardichvili ve Polesello, 2016). Akademik kurumlara yönelik öneriler arasında ise üniversite müfredatlarının güncellenmesi, kurumsal eğitim konularına daha fazla yer verilmesi, yerel bağlamda daha fazla çalışma yapılması, Türkçe kaynakların artırılması ve mezunlara kütüphane erişiminin devam ettirilmesi yer almıştır. Literatürdeki çalışmalar da müfredatların güncel teknolojik gelişmelere uygun olmadığını ve daha nitelikli tasarımcılar yetiştirilmesi için düzenlemelerin yapılması gerektiğini vurgulayan bulgular ortaya koymaktadır (Guerra-Lopez ve Joshi, 2021; Lowell ve Moore, 2020). Bu bulgular, öğretim tasarımcılarının mesleki gelişim süreçlerini desteklemek için hem kurumsal hem de bireysel düzeyde stratejik girişimlerin önemini vurgulamaktadır.

Bu çalışmadan elde edilen bulgular, öğretim tasarımcılarının mesleki gelişimini destekleyecek programların tasarımı ve uygulanması için gerekli beceri ve yeterliliklerin kapsamlı bir şekilde ele alınmasına katkıda bulunmaktadır. Bu doğrultuda, öğretim tasarımcıları için oluşturulan programların iyileştirilmesi için eğitim programları ve öğretim alanına yönelik bazı öneriler sunulmuştur.

Öğretim tasarımcıları için müfredat geliştirme önerileri, bu profesyonellerin hızla gelişen teknolojilere ve yenilikçi öğretim yöntemlerine uyum sağlayabilmeleri açısından önemlidir. Günümde kurumsal eğitim alanı, çalışanların sadece bilgi aktarmaktan ziyade sürekli öğrenme kültürü geliştirmelerini destekleyen dinamik bir süreçtir. Bu nedenle, öğretim tasarımcılarının teorik bilgi ile pratik uygulamalar arasında bir denge kurabilmeleri, yeni teknolojileri öğretim tasarımlarına entegre edebilmeleri, çalışanların sorunlarına erişilebilir çözümler üretebilmeleri ve kültürel uyarlamalar yapabilmeleri gerekir. Bunlara ek olarak, işbirlikçi bir şekilde çalışıp disiplinler arası bir yaklaşım benimsemeleri ve buna göre daha kapsamlı, yenilikçi ve nitelikli öğretim tasarımları geliştirmeleri gerekir. Bu müfredat geliştirme önerileri, öğretim tasarımcılarının gelecekteki gelişmelere hazırlıkları ve mevcut mesleki ihtiyaçlarını karşılama yetenekleri konusunda ışık tutacaktır.

Günümüz öğretim tasarımcılarının eğitim ihtiyaçlarına yanıt veren bir müfredat, hem teorik bilgilerini güçlendirmeli hem de bu teorik bilginin pratik uygulamalarını yeterli şekilde içermelidir. Temel tasarım ilkeleri, öğretim modelleri ve yaklaşımları gibi konulara ek olarak, bu bilgilerin tasarım uygulama sürecinde nasıl kullanılabileceğine dair fırsatlar ve örnekler sunmalıdır. Bu fırsatlar, öğretim tasarımcılarının edindikleri bilgileri tasarımlarına hemen entegre etmelerine olanak tanıyacaktır.

Müfredat geliştirirken, yeni teknolojileri tanıtmak ve bu teknolojilerin nasıl kullanılacağını dahil etmek, hızla gelişen teknolojiye uyum sağlamak için kritik öneme sahiptir. Sanal gerçeklik, artırılmış gerçeklik ve yapay zeka gibi yenilikçi teknolojiler müfredata dahil edilmeli ve bunların eğitim süreçlerine nasıl entegre edileceği konusunda uygulamalı eğitimler planlanmalıdır.

Kullanıcı deneyimi ve erişilebilirlik de öğretim tasarımının kritik unsurları arasındadır. Bu nedenle, bu konular da geliştirilecek müfredata dahil edilmeli ve farklı ihtiyaç ve yeteneklere sahip öğrencilere göre eğitim materyallerinin uyarlanması öğretilmelidir.

Öğretim tasarımcılarının görevlerini yerine getirirken karşılaştıkları zorluklarla başa çıkabilmeleri ve etkili çözümler üretebilmeleri için müfredata problem çözme becerileri dahil edilmelidir. Bu beceriler gerçek yaşam senaryoları aracılığıyla pekiştirilerek ele alınmalıdır.

Öğretim tasarımcılarının farklı disiplinlerden bireylerle ve ekiplerle çalışması, bu bireyler için geliştirilecek müfredatlarda işbirliği ve etkili iletişim gibi konuların ele alınması gerektiğini göstermektedir. Eğitmenler, yöneticiler, alan uzmanları ve diğer paydaşlarla iletişimin etkinliğini artırma ve işbirliği sürecini yürütme gibi konulara vurgu yapılmalıdır.

Eğitim tasarımcıları için geliştirilen bir müfredat, farklı kültürel bakış açılarını anlamalarına ve bu anlayışları tasarımlarına entegre etmelerine yardımcı olacak bilgiler sağlamalıdır. Tasarımları farklı kültürel bağlamlarla uyumlu hale getirme becerileri, uluslararası işbirlikleri aracılığıyla sağlanmalıdır. Ayrıca, bu işbirlikleri tasarımcıların evrensel bir bakış açısı geliştirmelerine yardımcı olur.

Güncel gelişmeleri yakından takip edebilmek için sürekli öğrenme kültürüne sahip olmak giderek daha önemli hale gelmektedir. Bu nedenle müfredat, öğretim tasarımcılarını sürekli öğrenme kültürü geliştirmeye teşvik etmelidir. Bu bireylerin mesleki gelişimlerini sürdürmek ve güncel kalmak için ihtiyaç duydukları kaynaklara nasıl erişebilecekleri, kendi kendine öğrenme teknikleri, literatür ve trend takibi konusunda rehberlik sunulmalıdır.

Öğretim tasarımcılarının etkinliğini artıracak ve mesleki gelişim ihtiyaçlarını karşılayacak bir müfredat, öğretim tasarımı alanının disiplinler arası bir yapıya sahip olduğu gerçeğini hesaba katmalıdır. Buna göre, öğretim tasarımcılarına farklı disiplinlerden gelen bilgileri etkili bir şekilde nasıl kullanacakları ve bu bilgilerle nasıl çalışacakları öğretilmelidir. Bu müfredat, eğitim, tasarım, psikoloji ve

teknoloji gibi alanları etkili bir şekilde harmanlayarak tasarımcıların kapsamlı ve etkili programlar tasarlamalarına yardımcı olmalıdır.

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