


Chapter 8

Defining Salient Features of “Boutique” Instructional Designs and Implications for Design, Development, and Deployment

Shalin Hai-Jew

 <https://orcid.org/0000-0002-8863-0175>
Kansas State University, USA

ABSTRACT

“Boutique” instructional design (ID) projects are fairly common across verticals, especially in higher education, open shared learning, government, and some commercial enterprises. In general, boutique-designed learning is small-scale, with narrowly targeted learners, limited development funding/access to information/development and deployment technology/human resources, and other aspects. The strategies and tactics for successful boutique projects differ in some ways than those used for mid-scale and full-scale/general ID projects. This work explores some of the dimensions of boutique ID projects and the implications of those dimensions on design, development, and deployment strategies and tactics. This work is informed by decades in the profession, a review of the literature, and analyses of related open-source and closed-source online learning objects.

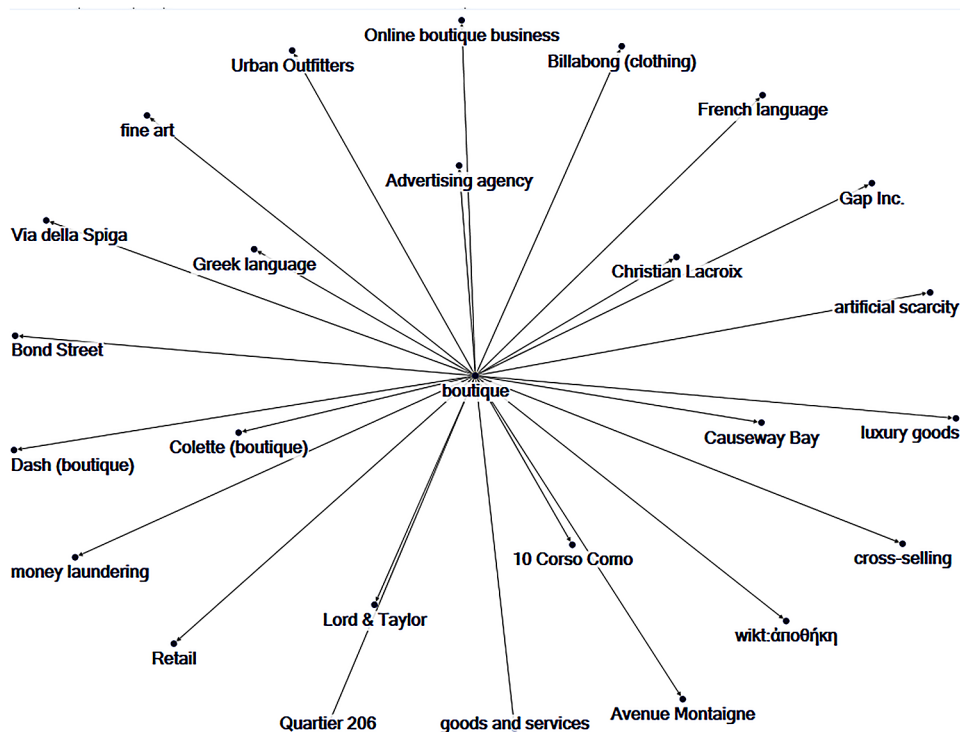
DOI: 10.4018/978-1-5225-9833-6.ch008

INTRODUCTION

Boutique instructional design projects are of a particular but fairly common kind. To understand the background meanings of this term, it may help to first explore what a “boutique” is without any tie to instructional design.

Boutiques, in the real physical and online, are specialty shops that are organized around particular themes, brands, shopper experiences, services, and select products. Here, the personality of the shopkeeper or the brand (corporate or local) is important. A major selling point is that the shopping experience is one-of-a-kind and unavailable elsewhere. Boutique collections are tailored, selected, and curated, for particular aesthetics or other purposes, by a masterful hand. In general parlance, a “boutique” refers to a specialty store dealing in stylish luxury goods, with elite patronage; boutiques traffic in high cost products, typically clothing (“Boutique,” June 13, 2019). A direct one-degree article-article network on Wikipedia, based on the “boutique” article page, the crowd-sourced encyclopedia, shows a variety of evocations at present, with fine art, clothing brands, shop brands, services, and other references (Figure 1).

Figure 1. “Boutique” article-article network on Wikipedia (1 deg.)



14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/defining-salient-features-of-boutique-instructional-designs-and-implications-for-design-development-and-deployment/236779

Related Content

A Critical Review of Reflectivity, Andragogy, and Confucianism

Viktor Wang, John A. Henschke and Karen M. Fay (2013). *Handbook of Research on Teaching and Learning in K-20 Education* (pp. 356-376).

www.irma-international.org/chapter/a-critical-review-of-reflectivity-andragogy-and-confucianism/80296

The Labour Market Under Consideration of the Technical Changes

Tom Sander, Phoeey Lee Teh and Anabela Mesquita (2021). *International Journal of Online Pedagogy and Course Design* (pp. 1-14).

www.irma-international.org/article/the-labour-market-under-consideration-of-the-technical-changes/266392

Emergent Pathways for the Future of Instructional Design

Pascal Roubides (2016). *International Journal of Online Pedagogy and Course Design* (pp. 42-59).

www.irma-international.org/article/emergent-pathways-for-the-future-of-instructional-design/142809

Rhetoric Situation of Novel Coronavirus (COVID-19) in Social Media and its Impact on Pedagogy

Muhammad Asif, Deng Zhiyong, Mahesh S. Raisinghani and Ahdi Hassan (2021). *International Journal of Online Pedagogy and Course Design* (pp. 62-77).

www.irma-international.org/article/rhetoric-situation-of-novel-coronavirus-covid-19-in-social-media-and-its-impact-on-pedagogy/279102

Policies and Practices to Promote Physical Activity: A Pilot Study in Portuguese Childcare Centers

Linda Saraiva, Fernando Santos, Ana Ferreira and César Sá (2021). *Physical Education Initiatives for Early Childhood Learners* (pp. 306-321).

www.irma-international.org/chapter/policies-and-practices-to-promote-physical-activity/273442