

## The Creator Tooling Gap

*Challenge: Conduct a Gap Analysis*

### Summary:

**\*\*Origin:\*\*** Ask Pete (Capstone Project). This artifact is the Gap Analysis Report from the Daydream Initiative. This strategic analysis identifies a critical market failure in Instructional Design: the 'Creator Tooling Gap.' It presents evidence that IDs are currently forced to choose between narrative flexibility and technical power, leaving them unable to build complex Intelligent Tutoring Systems without specialized engineering support.

### Reflection:

I addressed the challenge to Conduct a Gap Analysis by determining why narrative-driven instruction is rarely implemented at scale. My investigation revealed a dichotomy between the 'Actual Situation' where Instructional Designers (IDs) are restricted to linear authoring tools like Storyline or Articulate and the 'Desired Situation,' where IDs could build complex, branching Intelligent Tutoring Systems (ITS). I identified this as the 'Creator Tooling Gap,' quantifying it by the high technical barrier (coding expertise) required to use game engines like Unity for educational purposes. To validate this gap, I analyzed the characteristics of the current market, specifically the 'Tier 1' gamification tools that focus on extrinsic rewards (points/badges) rather than intrinsic narrative structures. My data showed that while IDs possess the pedagogical knowledge to design complex learning environments (e.g., Vygotskian scaffolding), they lack the technical agency to implement them. This disconnect creates a 'Pedagogical-Technical Integration Gap,' where advanced learning science remains theoretical because the tools to operationalize it are inaccessible.

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