

## **Reflection on ID Process and Decisions**

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When designing this learning module, I made the decision to use a motivational design theory that I believe will help the students stay engaged with what could be some difficult content for some of the students to digest. With this in mind, I employed John Keller's ARCS Model of Motivational Theory which advocates for getting their "A"ttention first (video of Blackish star talking about his Type 2 Diabetes), making the content and course "R"elevant to the learner (diabetes), setting up the learning environment so they have early success which builds their "C"onfidence which helps them stay engaged enough to end the course or module with a feeling of "S"uccess. Everything I have chosen for the course has been chosen with this backdrop in mind.

The best practices for learner engagement as well as UDL have been employed with features like quick, specific feedback (online quizzes with feedback), providing a mixture of case study materials like charts, graphs, data, video stories of individuals with diabetes, adding close captioning to video clips, giving learners options for how to take in the information (provide multiple means of representation) and also on how to show what they know (provide multiple means of action and expression).

When doing instructional design, whatever model we will be employing in the workplace - ADDIE or Agile, or Dick and Carey Model, Gerlach-Ely Model, or another - they all have the main attributes of analysis, design, develop, implement, evaluate in some form. It seems to me that the UW Stout program is bringing us through the Dick and Carey Model most closely, though. The ID process with this model includes:

1. Identifying instructional goals.
2. Conducting instructional analysis
3. Identify entry behaviors and learner characteristics
4. Write performance objectives
5. Develop criterion-referenced test items.
6. Develop Instructional strategy.
7. Develop and select instructional materials,
8. Develop and conduct formative evaluation.
9. Develop and conduct summative evaluation.

We have done through #7 above with the conclusion of EDUC 766. Given the course description of EDUC 767, it looks like we will continue on with #7-9 during the next two courses.

In terms of reflecting upon how I've grown as an instructional designer from this course, I feel, at this point, very confident that I can do the upfront assessment of needs and learners, and develop appropriate learning and enabling objectives that align with the aim and each other.

I also feel confident about making decisions on the absorb, do and connect content and I feel empowered with the knowledge of how to make it user friendly to everyone using universal design for learning standards.

The books and resources we have been exposed to (and which I have carefully catalogued for future reference) along the way have been priceless. I've never taken coursework that so clearly aligns with exactly what I will be doing in my job. While taking this course, I have been watching job postings for Instructional Design and the necessary skills and experience align with what we are doing in these classes. The next two courses will complete the picture - technological tools for instructional design as well as project management. I looked at multiple programs around the country to see where I should do a certificate, and UW Stout stood out - no messing around - these four graduate classes hit all the skills. Straight to the point, efficient skill development. So far I've been extremely impressed with all we've learned and the growth that I've gone through in these last five months!!!

UW Stout needs to get an administrator to get the UW Stout ID Graduate Certificate in Instructional Design ranked in the top few programs. That needs to happen - someone that knows how that game is played needs to make that happen at UW Stout. This is an excellent program.