

## Reflection:

**1. What was the context (the course, purpose, situation, etc.) in which this artifact was created?**

This artifact was created to fulfill the final project requirements for 240:240, Instructional Design. It is intended to support the creation of a 2-4 hour online training course for Blackboard.

**2. What outcome(s) (ECIT standards) were you to demonstrate in creating it? For each outcome, describe how the artifact addresses the standard. (A review of aligned indicators will assist you in completing this response.)**

Using the ADDIE design model (1.1.b), I created a 2-4 hour online training course. Throughout the planning, I used the ECIT standards listed at the end of this document. For example, during the analysis stage, I wrote appropriate objectives, analyzed instructional tasks and categorized my objectives (1.1.a – c). I also selected motivational strategies appropriate for the target learners when I determined learner characteristics (1.3.d). I evaluated the different sections of the project based on the ECIT standards and created the following chart matching the standards to the phase of the instructional design process.

	ECIT Standards Met
<b>Analysis Phase</b>	
<b>1) Project Overview</b>	
a) Project Description	1.1.a, 3.3.2, 5.1.1
b) Instructional Goal(s) and Narrative	1.1.2.b
c) Overall Project Goal	1.1.2.a
<b>2) Goals and Objectives</b>	
a) Objectives and Learning Domains	1.1.c
b) Goal Analysis Materials	1.1.a, 1.1.b
<b>3) Content or Task Analysis</b>	
a) Hierarchical Analysis	
b) Entry	1.4.a
c) Matching Skills + Objectives	1.3.a, 1.4.b
<b>4) Learner Analysis</b>	
a) Learner Characteristics	1.1.2.b, 1.3.a, 1.3.d, 1.4.a
<b>Design Phase</b>	
<b>5) Instructional Strategy</b>	
a) Description and rationale of selection process for instructional strategies	1.2.a, 1.3.b, 1.4.b, 3.1.1
b) Instructional strategy (strategies) to be used	1.1.5.a, 1.3.c
<b>6) Instructional Media</b>	
a) Selection and description of the instructional media to be used	1.2.b, 3.1.2, 3.1.1, 2.0.3, 2.0.1
b) Instructional Materials selection considerations	1.1.2.b, 1.2.a, 1.2.c, 1.4.c
c) Sample media	1.1.2.b, 1.2.a, 2.0.3
<b>Evaluation Phase</b>	
<b>7) Learner Assessment</b>	
a) Assessment Matrix	1.1.5.a, 1.1.5.c, 5.3.1

b) Sample assessment Instrument(s)	1.1.5.a
<b>8) Formative Evaluation</b>	
a) Proposed process	1.1.5.b, 1.1.5.c, 2.0.5
b) Sample Formative Evaluation Instrument(s)	1.1.5.b, 5.3.1
c) Revision Plan based on evaluations	1.1.a, 1.1.5.b, 2.0.6
<b>9) Summative Evaluation</b>	
a) Proposed process	1.1.5.b, 1.1.5.c, 5.3.1
b) Identification of intended recipient	3.4.1, 3.4.4
<b>10) Reflection</b>	
Lessons learned	2.0.7

**3. What problem(s) did you encounter in creating this artifact? What did you learn from encountering this problem, and how can you apply this in your current or future professional life?**

I biggest problem I encountered was biting off more than I could chew for the short amount of time I had to create this project. This taught me to focus my attention and to determine what is important. I had to refine my goals and objectives in order to be able to complete the project, an ability that will be useful in the future. Time is always a constraint in education because we have limited time to prepare and teach.

**4. What does this work show about you and your capabilities?**

This work demonstrates that I can follow the ADDIE design process to analyze, define and evaluate instructional goals, strategies and materials. I had never created curriculum from the ground up with such structure. It makes the instructional design process harder and easier. It shows that I am capable of organizing materials and planning instruction.

**5. What did completing this work teach you about yourself within the field of instructional technology?**

Content comes first. That is a theme throughout the master's courses; from my Emerging Instructional Strategies reflection:

Content comes first. Throughout this class, we discussed how we need to choose technology based on the content and objectives. If I use technology without a clear goal, it negates the effectiveness of the technology. I need to have a plan before I jump on a technology band wagon. If I identify my goals and objectives, I can find the appropriate technology for implementation or possibly find that technology is not the answer.

The Instructional Design class has taught me how to determine goals and objectives and choose appropriate media. I have also learned that I am more of a constructivist than I thought, and that I use a wide variety of learning theories every day. I'm looking forward to finishing the materials for the project and hope that it will be implemented soon.

## **ECIT Standards:**

### Design:

#### Instructional Systems Design

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

### Analyzing

1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.b Analyze instructional tasks, content, and context.

1.1.c Categorize objectives using an appropriate schema or taxonomy.

### Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate the application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

### Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

### Message Design

1.2.a Apply principles of educational psychology, communications theory, and visual literacy to the selection of media for macro- and micro-level design of instruction.

1.2.b Apply principles of educational psychology, communications theory, and visual literacy to the development of instructional messages specific to the learning task.

1.2.c Understand, recognize, and apply basic principles of message design in the development of a variety of communications with learners.

### Instructional Strategies

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

- 1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experience.
- 1.3.c Analyze selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.
- 1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

#### Learner Characteristics

- 1.4.a Identify a broad range of observed and hypothetical learner characteristics for the particular area(s) of preparation.
- 1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.
- 1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

#### Development:

- 2.0.1 Select appropriate media to produce effective learning environments using technology resources.
- 2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.
- 2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
- 2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.
- 2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

#### Utilization:

- 3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional learning process.
- 3.1.2 Use educational communications and instructional technology (ECIT) resources in a variety of learning contexts.

#### Implementation and Institutionalization

- 3.3.2 Identify and apply techniques for integrating ECIT innovations in various learning contexts.

#### Policies and Regulations

- 3.4.1 Identify and apply standards for the use of instructional technology
- 3.4.4 Identify and implement effective policies related to the utilization, application, and integration of instructional technologies.

#### Evaluation:

## Problem Analysis

5.1.1 Identify and apply problem analysis skills in appropriate educational communications and instructional technology (ECIT) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

## Criterion-Referenced Measurement

5.2.1 Develop and apply criterion-referenced measures in a variety of ECIT contexts.

## Formative and Summative Evaluation

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of ECIT contexts.