

EDTC 6991 Capstone Project Reflective Statement

The Project

The overall goal of this project was to complete an instructional design project by utilizing all of the steps in the instructional design process. This is the first course that I took in my Master's program. At the time, I had very little experience designing and creating instruction. The topic I chose for this particular project is one that I had a little experience with at a previous job. I chose to design instruction based on training faculty on a new Learning Management System.

The project consisted of instructional goals and objectives, an overview of the learner needs and questions to include in the learner analysis as well as the learner analysis results. A task analysis flow chart for three processes was also included. I was the SME for this particular instruction. The instructional strategy I used was what I like to refer to as the 3D approach, describe, demonstrate, do. I was first exposed to this approach at my previous job. I had not yet learned many other instructional strategies prior to this project. Since only two learners engaged in this instruction, I assessed and evaluated them by observing them as they were creating and customizing their first course shell. Using a checklist, I monitored their success in creating and customizing a second course shell. Usability testing was part of my formative evaluation. Kirkpatrick's Four Levels of Evaluation (Brown & Green, 2011, p170) was utilized for the summative evaluation of this project.

Project Development

I was quite intimidated when it came to where to start with this project. I relied heavily on Dr. SVT's instructional modules throughout the course as well as on the text for the course, **Essentials of Instructional Design** by Abbie Brown and Timothy Green. After choosing the

topic I wanted, I reflected on the different parts of the instructional design process and created my project in a procedural step-by-step fashion, starting with the overall instructional goals and objectives. I used the ABCD approach when developing the objectives.

Since this was my first exposure to Instructional Design, I wasn't really sure what instructional strategy to utilize as I hadn't quite learned about many other than what was presented in the text. I find that I am an eclectic designer, using a non-traditional approach to instructional design. I like to take aspects of different models and make my own model to follow. While I did complete all of the steps of the instructional design process, following the ADDIE model, I picked and pulled different steps from other models such as the systems approach model, and Kemp, Morrison, and Ross's Instructional Design plan. In a way, I wish the requirements for this project were to pick one of the models covered in the text and strictly use that, in order to learn more about a specific model than to make my own. I don't think there is anything wrong with making my own, but so early in the program, I feel that having to pick a specific instructional module to use would have been helpful in learning the different models.

Professional Goals and Objectives

This particular project laid the groundwork for me throughout all of my courses in the MSITE program. It introduced me to the ADDIE model which is the basis for all instructional design models, in my opinion. I have used this base model in all of my professional instructional development. The text for this course, **Essentials of Instructional Design** by Abbie Brown and Timothy Green, will be a staple in any of my future instructional design. I have used the text for this course as a reference for this project as well as every other project included in my portfolio. I feel that it gives a great overall summarization of the entire instructional design and technology

process. I have reached for it when creating basic technical documentation in my current role at North Carolina Virtual Public School.

I will always have the ABCD acronym in my mind when creating instructional goals. One thing that I have learned from this course is to always incorporate a measurable objective. While I have gotten more comfortable with creating instructional goals and objectives, I still feel that I am intimidated by them. Creating instructional goals and objectives is probably the most difficult part of the instructional design process for me.

References

1. Brown, A., & Green, T. D. (2006). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.