

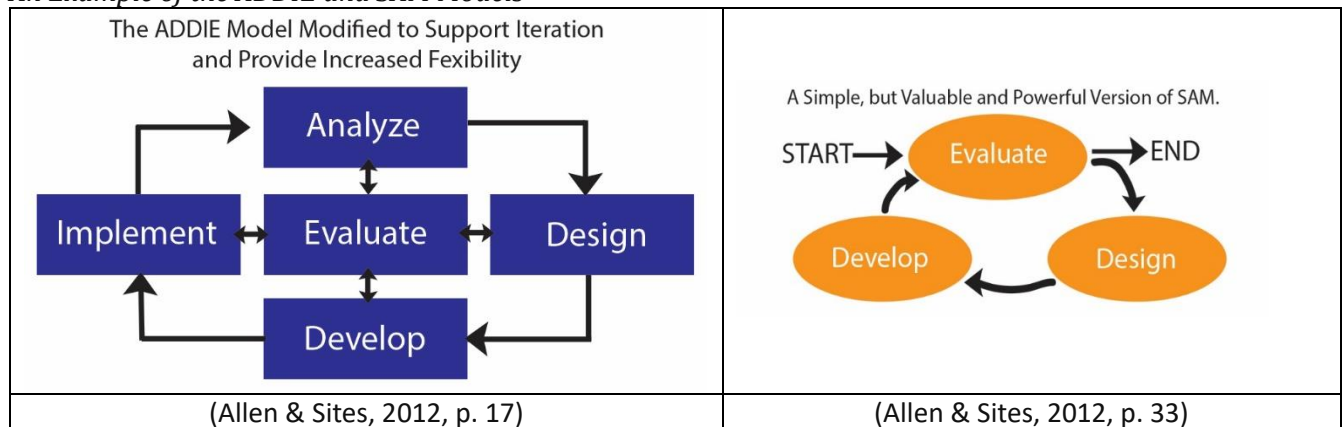
Introduction:

My name is Krista Rundiks and I am a professional digital media designer with over 15 years of experience. Currently, my full-time position is primarily focused on front-end web design and web marketing. In staying current with the latest technology trends over the years, I have taken numerous online tutorials which piqued my interest in Instructional Design. I have completed one year of UNM's MA Instructional Design program. I'm confident the additional knowledge and situated learning experiences provided within the OILS graduate classes will enable the expansion of my design career.

Instructional Design Philosophy:

My goals are to create an instructional design that solves a learning problem and accommodates deadlines, budgets, and most importantly individual client and learner needs. The ADDIE (Analysis, Design, Development, Implementation, Evaluation) Model is well known throughout the field of instructional design and can be modified to support iteration, increased flexibility and has been a tested model to produce successful products (Allen & Sites, 2012). SAM (Successive Approximation Model) is an effective model that can be applied to projects that require quicker iterations in both the design and development phases (Allen & Sites, 2012). Whether ADDIE or SAM models are used, it is imperative that an iterative process combined with evaluation is essential to the success of the instructional design outcome.

An Example of the ADDIE and SAM Models



Using the ADDIE Process in Framing and Prototyping Designs for Learning (OILS 546 and 547):

Analysis:

After completing the Framing Designs for Learning class I have discovered that comprehensive analysis is vital to the design and development processes. Through a situated learning project, I conducted a need's assessment consisting of four phases (planning, collecting data, analyzing data, and preparing for a final project) in order to determine the correct learning problem(s), learning goals and objectives to base the instructional design on (Morrison, Ross, Kalman, & Kemp, 2012).

Needs Assessment:

In the analysis phase, I helped create a problem statement, generated learner surveys, participated in an online recorded interview with the client, and provided a questionnaire to another stakeholder via email as methods for collecting data. In preparing for the design phase, I went through the needs assessment results and created a table with all the outstanding needs brought forth by the primary learning audience and the client.

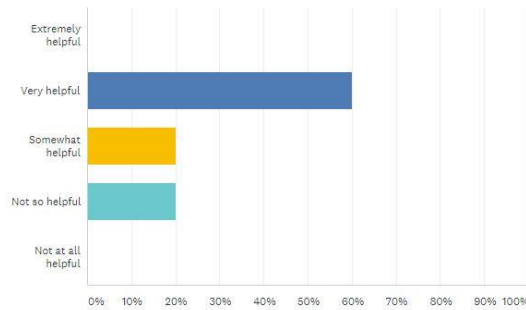
Example of Survey Question from SurveyMonkey.com

Q2

Customize Save as

Please rate how helpful your previous training for course review was to assist with your course reviews:

Answered: 10 Skipped: 0

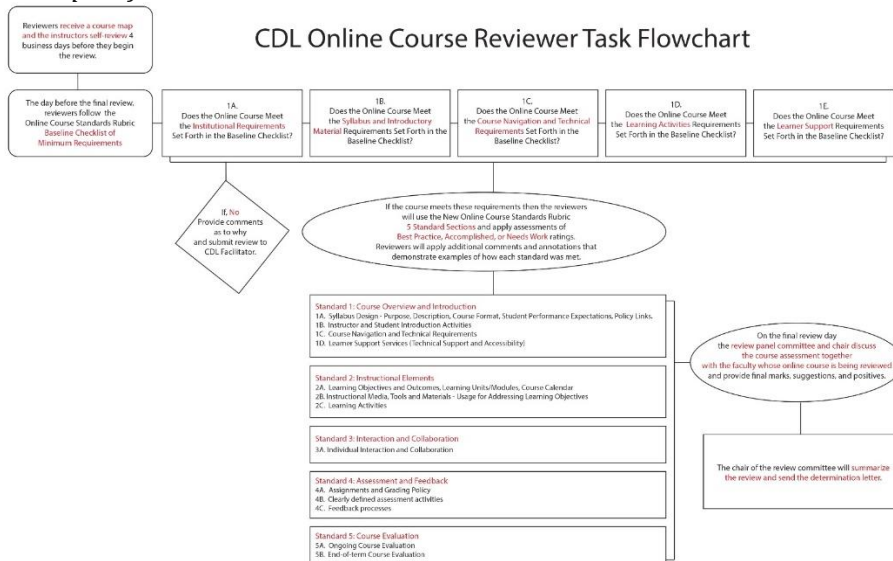


ANSWER CHOICES	RESPONSES
Extremely helpful	0.00% 0
Very helpful	60.00% 6
Somewhat helpful	20.00% 2
Not so helpful	20.00% 2
Not at all helpful	0.00% 0
TOTAL	10

Task Analysis:

Morrison et al. (2012) suggest conducting one of four types of task analysis in order to define content for the instructional design, these are topic, procedural, critical incident, and cognitive. After several interviews with the client, a procedural task analysis was produced in an outline format and reinforced through a flowchart illustrating each task and its relationship to other tasks.

Example of Flowchart:



Design:

The design phase of the project started with ideation or idea generation where each group member came up with different instructional design solutions to solve a learning problem (Silk, Daly, Jablow, Yilmaz, Rosenberg, 2014). It also included providing evidence of our design solutions through identifying the primary learning theories to apply, and finally in creating a low-fidelity prototype.

Ideation and Brainstorming:

Through ideation and brainstorming tasks set forth using the wrong theory protocol (Dadich, 2014), our group came up with deliberate bad design ideas, which in turn helped us produce four good ideas and allowed us to better determine the quality of them. Our four good ideas included productive failure, scenario-based learning, collaborative learning, and experiential learning.

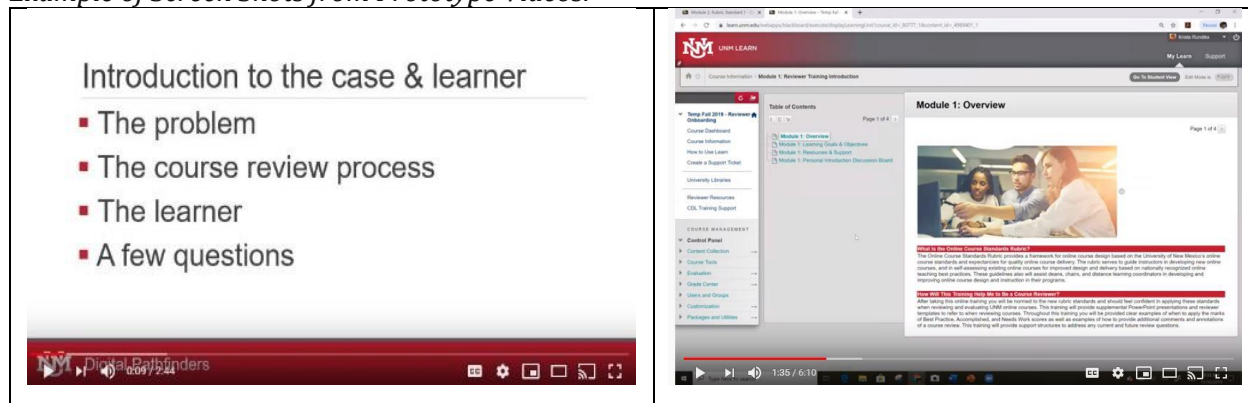
Learning Theories:

To better understand if the solutions we came up with from our ideation sessions would solve our learner problem, I found a few peer-reviewed articles that matched some of the design parameters of our case and suggested using components within the case study examples. Constructivism, social constructivism, and cognitivism were central theories in our design.

Prototyping:

In the prototyping phase our group wanted to quickly create viewable and interactive ideas to obtain feedback. Each member in our group contributed to their own take of the online learning module format and content design. We then produced a short-narrated screen share video and presented this to our peers for constructive feedback. We knew what the main components of our online course within Blackboard Learn would consist of, we just didn't know the most effective way to make them concise, user-friendly, motivational, engaging, supportive, and allow for feedback. We found the responses useful and took this information into the development phase.

Example of Screen Shots from Prototype Videos:



Development:

The development phase is where our team came together to finalize our design. We had a couple group meetings to establish an agreement on the design changes after receiving feedback on the prototype as well as to delegate the production work, and deadline for completion. Our main goal in development was to hand off a final unified product to our client, one which they could pilot test on the primary audience and easily make changes to content for future iterations.

Unintended Consequences:

Although the pilot training program addresses previous course reviewers only, future iterations will mainly focus on new course reviewers and previous course reviewers will only need to attend a training if there are changes to the rubric. The new rubric is not completely finalized, so module content may need updated to support any future rubric modifications. Due to the time-constraints of this course (OILS 547) we did not build out the final module, which is a proposal for an experiential based activity for learners to partake in either a mock or real course review. The final module would conclude with evaluation information such as a post-training survey and the artifacts from the course review.

Reflection:

In reflection there were a few challenges encountered and lessons learned from this project. The main challenge was coordinating all group member and client schedules to conduct synchronous meetings

during the week. The second largest challenge was project management. It would have been more efficient to delegate or vote to elect a project manager and agree on what exactly those responsibilities entail. Although, we defined team member roles such as client communications and group meeting facilitator, being clearer in other roles would have been beneficial for communication and production tasks. A third challenge was due to a combination of factors such as the fast-paced duration of the graduate class, the amount of assigned readings and individual activities in tandem with the group assignments and collaboration required. So essentially this challenge revolved around personal and group time management, communication, and the alignment of motivations.

References:

Allen, M. W., & Sites, R. (2012). Leaving Addie for Sam: an agile model for developing the best learning experiences.

Dadich, S. (2014, September 23). Why Getting It Wrong Is the Future of Design. Retrieved November 17, 2019, from <https://www.wired.com/2014/09/wrong-theory/>.

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Silk, E. M., Daly, S. R., Jablokow, K. W., Yilmaz, S., & Rosenberg, M. (2014). Interventions for Ideation Impact of Framing, Teaming, and Tools on High School Students' Design Fixation.