

Supra-Badge Reflection #3

Design and Development

Completing the Design and Development supra badge has been a great way to reflect on how I design and develop materials for projects, design materials systematically for the learners, create instructional interventions for all learners, produce materials, and design and implement assessments. By reflecting on all of these challenges and looking back on all of the work I've done training as an instructional designer, I can see how much I've improved and learned and ways I can continue growing as a professional.

Instructional Design and Development Process

For this set of challenges, I showed my skills through my work in three separate classes, EDCI 572, 531, and 556. With my Design Documents for two different classes, I was able to build my skills using different ID models to help me create a product based on each step of those models. The Designing with Theories assignment helped me build skills in adapting and modifying assignments based on the theory I'm working with or that the client needs me to work with. All of these assignments focused on following and adapting different ID models to create a final product that is evidence-based and effective for the client.

Systematic Design

Through the LDT program, I've been able to build my skills in sequencing instructional goals and learning/performance outcomes. This skill has been honed through many of my classes but for this challenge, I focused on EDCI 556 and 569. For each of these classes, I created a final product for the client that was well thought out and sequenced in a way to make sure the learners and the professor were satisfied. Being able to be intentional in the planning phase of a project and create my project with the end goal in mind has helped me improve the overall quality of my ID projects.

Design Instructional Interventions

This badge has a lot of components to it and involved a lot of different courses to help me build this skill. In my LDT program, all of the classes I took gave me different opportunities to identify instructional interventions, design principles, and generate design documents. These skills are integral in ID work and through completing these challenges I was able to practice and

learn more about how I align lessons with learning outcomes, utilize different design models and principles, and show the design and thinking behind the project via design documents. Design documents consist of a lot of different components and each time I completed one I was able to improve more and more on how I design and implement my vision for a project.

Select or Modify Instructional Materials

Being able to choose and modify instructional materials is a skill that I use every day in my life and a skill that I've been able to reflect on throughout the challenges. The Evaluation Plan from EDCI 577 shows the skill of selecting resources to help create a final product. This is shown each of the times that I choose and implement an ID model for a project or find resources related to the project I'm working on to engage my learners. I am also able to and will often modify instructional materials based on my target audience. Being in special education, I often modify assignments and assessments to make sure they are accessible to my students and I did the same thing for my ID projects based on my target audience.

Develop Instructional Materials

In all of my courses, I've had a chance to make projects and materials in a variety of formats, including but not limited to PowerPoints, infographics, research papers, design documents, educational game, case study analyses, small-scale literature reviews, timelines, Gantt charts, excel sheet, interviews with professionals, professional workshop, evaluation plan, and lesson plans. This has helped me build skills in planning, designing, and implementing instructional materials. From these challenges, I have learned how to utilize and leverage different presentation and creation formats to make sure that I am engaging my learners and facilitating retention of the material.

Design Learning Assessments

Creating learning assessments for modules I've created or other modules I'm looking through has been a skill that I am starting to get the hang of. Being intentional, planning ahead, and aligning the learning target to the assessment are skills that are invaluable for ID. Through these challenges, I've been able to look at the bigger picture and create assessments to gain data on what the target audience gained from the training. I've also been able to learn about different types of assessments and different delivery formats for assessments. Just a test or a quiz at the end of a learning module isn't always enough and isn't always appropriate for the target audience of a project so having this skill is going to help me as an ID in whichever field I decide to go in.