

OLTD 512
Reflection on Evidence 1

Program Learning Outcome:

- Become familiar with common terms, definitions and elements related to online environments

Evidence: Instructional Design Model Comparison

I have selected the instructional design model comparison that I completed as part of a group of three to stand as evidence of my familiarity with common terms, definitions and elements related to online environments. The video and educator's resource guide that Lindsey Heslop, Nicole Hamilton and I developed for this project, *Transitioning from UbD to Project-Based Learning*, examines, compares and contrasts an outcomes oriented instructional design model, *Understanding by Design*, to an alternative, inquiry oriented model, *Project-Based Learning*.

Through completing this project and reviewing the comparison projects completed by other members of my cohort, I learned the names and key elements of several traditional and alternative instructional design models. Some of these models I not been previously exposed to, such as ASSURE, and others I had thought of in general terms, not realizing there was well-developed and distinct instructional model in place, such as in the case of *Global Learning and Authentic Learning*. In gaining a better knowledge of some instructional design models possible, and comparing an outcomes oriented model to an inquiry oriented model, I developed a deeper understanding of the purpose of consciously selecting and applying an instructional design model when developing online courses.

An instructional design model provides instructors with a framework to help focus their planning and guide their work. Applying a specific design model represents a significant element of thought that has gone into the planning of the instruction and the process of the learning, and it helps to ensure that there is a process in place for identifying the instructional goals, guiding the learners towards these goals, evaluating the success of the instructional process, and revising the process as needed. For me, one of the most important take-aways from completing this project is the idea that the instructional design model selected has implications concerning the the instructor's beliefs about the primary way in which learners learn and what the key target of the instruction actually is.

Knowing about a variety of instructional design models and the common elements across models will support me in my future work as I continue to critically assess my own practice and review the effectiveness of my current methods of course design and those applied across my current teaching environment. The courses I provide to my students communicates to them what I believe is important for them to learn, however I do not think that the online courses I have in place at this time are an accurate reflection of my beliefs, nor do they provide the level of personalization of learning that I am striving for. I now have a more solid theoretical foundation that I can build upon, apply and experiment with in order to better achieve my desired learning environment and promote the skills and competencies that I believe are critical to the long-term success of my students.