

Reflection on Instructional Design

Case Study #1

The instructional design characteristics provided by Reiser and Dempsey (2012), were very useful in applying questions to the case studies. As open-ended templates, the six characteristics allowed me the opportunity to look at the case studies with objective lenses and ask the obvious, but sometimes elusive questions, that could be overlooked when applying strategic methods such as the ADDIE model. Being able to ask questions such as, "Is the instructional design goal oriented and geared toward student centered learning?" helps me to reevaluate my approach so as to assure myself that my directives and objectives are sound. If I fail to satisfy my queries, in relation to these fundamental characteristics, with answers that substantiate my overview of the project, I believe that my approach and final product could be riddled with unaddressed and underlying issues.

As an IT professional, these six characteristics will definitely be useful for problem-solving within my own locus of control. As a member of a technical "think tank", there are many ideas and positions that are laid out on the floor for everyone to examine. In most cases, our design approach is not formal by any means. Instead, we typically take the "outside-the-box" approach, which generally caters to figuring out ways around a problem in lieu of looking at the issue head on. From an instructional design perspective, these characteristics will be most useful in bringing the team together so that we are all on the same page while constructing and proposing our individual ideas.

Although it may not seem like it, these six characteristics offer a very interesting way of arbitrating a team session without a designated team leader. While it is very important to have a project manager involved in orchestrating the interactions between individuals and their respective departments, these six characteristics can provide mandated guidelines that keeps everyone focused and on point. If an individual happens to have a different set of goals in contrast to the overall team objective, having this list of guidelines can provide a positive means of questioning whether their intended actions and goals complies with the six characteristics of instructional design. This should provide for improved synergy between team players.