Module 3 Analysis Paper

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It is important for an instructional designer to create a module that delivers the content in an interactive and engaging way. Within the module, the instructional designer needs to give the learner ample opportunities to self-reflect and grow as a learner; promoting continual self-improvement and a growth mindset will build self-efficacy. A learner with a strong sense of self-efficacy will have higher self-esteem, will persevere through complex tasks, and achieve their goals (Heslin, 2006). The module I created and revised, gives the learner several opportunities to become proficient in the content and build, or strengthen, self-efficacy.

Part 1: Revising a Storyboard or Blueprint

This week's discussion gave me the opportunity to reflect on my storyboard and receive feedback from my peers. This task was very rewarding as I was able to take feedback from my peers and strengthen my module. The feedback from my peers helped me reinforce the learning targets through several different learning platforms such as IXL, include a pre-assessment to determine if students have the prerequisite skills necessary to complete the module, create discussion prompts throughout the module, and create an exit ticket after the YouTube videos to ensure students watched the videos. These suggestions improved the content within the module and added more resources for practice and reteaching. Students will work in several different platforms such as YouTube, IXL, Khan Academy, and other math websites. The module is engaging, interactive, and has a minimum of two weeks' worth of content.
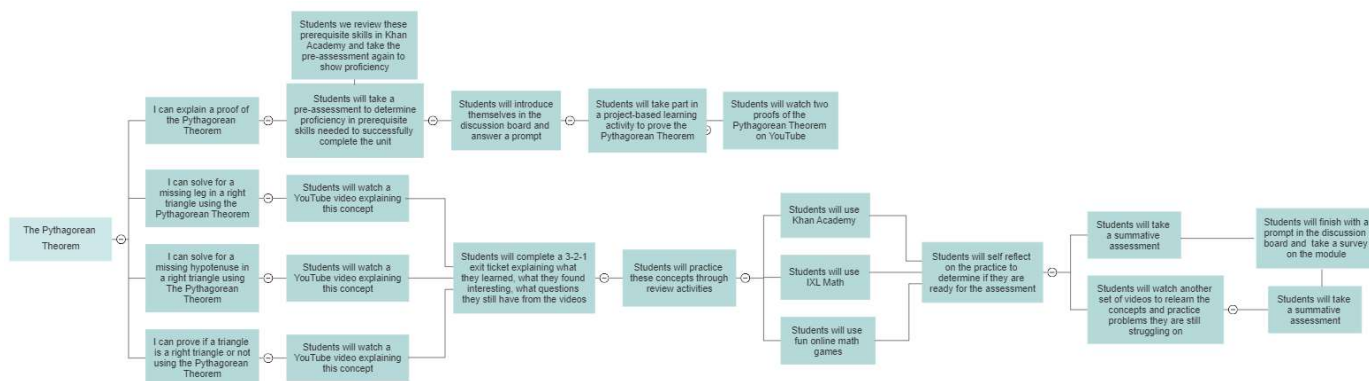
Part 2: Reflection on the Design Process

The most challenging part of creating the storyboard was designing a cohesive flow within the module while blending in different activities, assessments, websites, and technology. As the designer of the course, I knew what students needed to learn and how I wanted to assess them. Creating the bridge between these two, the core of the module, proved to be a challenging task. I did my best to ensure students knew what they should be learning, that I allowed for continual reflection throughout the module, and that I provided several assessments to demonstrate mastery. As someone who is an expert in my content area but new to instructional design, I researched what are some common mistakes instructional designers make to help me with my storyboard revisions. Our course has helped me avoid common mistakes such as not seeking feedback from others or completing revisions, clearly defining tasks and outcomes with the module, and using learning objectives as the backbone of the module. One thing I learned is the module, through videos or activities, should tell the story; I should not have to write out large paragraphs, continually explaining the module (Struck, n.d.).

Part 3: Professional Organizations

The professional organization I enjoyed learning about was Quality Maters. This organization stives to help instructional designers in the field of education. The organization allows designers to go through self-paced professional development courses that meet the individual needs of the member and encourages collaboration between members (*Supporting Quality Instructional Design through Community*, n.d.). The collaborative aspect of the organization would help me in the design of my module. I'm sure there is a forum I could put questions in and get expert advice from other professionals in the organization. Being able to collaborate will help me grow as a designer and help my students master the content within my module.

As I reflected and revised my storyboard, I learned more about the process of instructional design and have a greater appreciation for what it takes to make a quality module. I was able to see firsthand how collaboration and peer feedback can dramatically improve the quality of a module. Professional organizations are another resource that help instructional designers continually improve in their craft. This week's application assignment was a great blend of activities to help me better understand instructional design.

References

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