

Week One - The Fundamentals of Instructional Design

Tyler Wood

OTL534K - 1 - ID Authoring Technologies and Internet Apps for Education

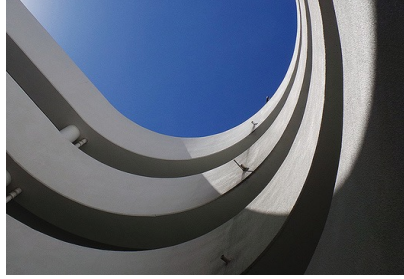
Colorado State University - Global Campus

Dr. Brenda Bagwell

January 11, 2015

What is design? It's where you stand with a foot in two worlds - the world of technology and the world of people and human purposes - and you try to bring the two together.

Mitchell Kapor



photos: Flickr Commons

Backward Design

What makes the design process a good fit?

Backward design fits into my current practice because any good design starts with an idea or goal first before putting together the pieces to achieve that goal. Identifying the “desired results” (Wiggins & McTighe, 2006, p 18) helps a teacher build to an end and stay focused. My course is being developed to replace an existing curriculum, so I have a desired result to start with. Identifying that result and building to achieve that result is the essence of UbD.

UbD is also great for feedback in the experimentation stage of the design process because the goal is the focus, not the content or assignments. Keeping this in mind helps open the door to creativity and alteration without being glued to any particular textbook.

Backward Design

What are the potential challenges?

One potential challenge with using this design process is that it might alter the content away from currently used textbooks. My school currently relies on textbooks as the backbone of the curriculum, but utilizing the UbD method, this will alter that backbone and possibly make the schools investment into textbooks less relevant. This could be a problem with parents and/or administration because of costs of previous investment.

Another potential challenge is getting everyone on the same page. In our school, teachers are given plenty of space to design their own classroom. Altering the school's pedagogy can really throw some teachers off, especially if they have lots of pre-made content based on the traditional classroom model. It will take some extra work to transform the method by designing new content, or redesigning old content to more accurately fit the methodology.

How will these challenges be overcome?

I hope to utilize the UDL method of offering multiple means of representation and not being tied down to textbooks can really help me achieve that goal in an online, blended, or even physical classroom (NCUDL, 2014). Not needing textbooks can also save money in the long run, even the initial costs of wasted books is high because we will not need to update books. The parents will also appreciate not having to buy textbooks.

With proper teacher training and collaboration, the extra workload should be reduced as much as possible. Utilizing preexisting content can also help reduce the workload of redesigning the methodology. If the teachers are brought into the loop and their ideas are listened to, as they should be in the ideation stage, then they will have more autonomy and support which should provide motivation for the transition.

Backward Design

What successes are anticipated with this design process?

If designed properly, student success should be the main success anticipated. With clear goals and actionable feedback, students will have a better understanding of what is expected of them and how they can achieve a successful outcome. Designers design for the client, students in this case. “The effectiveness of their designs corresponds to whether they have accomplished explicit goals for specific end-user” (Wiggins & McTighe, 2006, p 13). If the design does not work, then that failure will inform the next experimentation. Because of the design process, there is always something to learn and the process of designing never ends. This mindset is how success is created.

The biggest success I anticipate from the design process being utilized in my professional life is simply shifting the paradigm from being finished with the curriculum, to thinking of the curriculum and methodology of teaching being in a constant state of flux. Learning is standing in a river. “No man ever steps in the same river twice” (Heraclitus). The river is constantly changing no matter how similar it may look from the outside.

References

National Center on Universal Design for Learning (NCUDL). (2014, July). *What is UDL?* National Center of Universal Design. Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl>

Wiggins, G., & McTighe, J. (2006). *Understanding by design*. (2nd ed). Upper Saddle River, NJ: Pearson.