

Reflection on how you approached the design process

The first step in the design process was the awareness of the need for the course, the identification of who will benefit from the course and who should be attending the course. The next steps that followed in the design process included the identification of goals, objectives, and planning the appropriate activities and the corresponding assessment tools to be used.

Aligning all the instructional elements is extremely crucial and using an alignment matrix has been beneficial. The feedback from peers and from Susan has been doubly beneficial. I hope to work on the remaining objectives, and design for them the most appropriate activities, and assessment tools.

The next most vital steps in the design of this course is the development of the course materials which I hope to work well in order to bring this course to its full development.

How I grew in EDUC 766 as I design the plan for this ID course

All the learning activities from Module 1 to Module 8 of this course helped me tremendously in my growth, in my learning, and in my understanding not only of what an Instructional Designer should be but also of how an instructor, trainer, or learning facilitator should be. The modeled attitude, approach, and teaching–learning facilitation from Susan Manning ignited further my motivation and also strengthened my beliefs and teaching philosophy. The ideas and insights gained from our weekly discussions have expanded my vision across the horizon of the world of teaching and learning.

My belief that technology is a tool that could enhance teaching and learning has been proven in alignment with the current practices and trends in education. My desire to know more of how technology can be used effectively for teaching and learning has grown. My capabilities to utilize technology has been extremely humbled down and it is hard not to feel so behind from technological skills when it comes to designing learning activities that are interactive and highly animated. Designing game-like activities is something that I look forward to knowing. I truly hope to enhance my ability to design course materials in varying forms in order to cater to the various interest, skills, learning styles, and preferences of learners..

Applying best practices or the element of universal design for learning

Incorporating universal design principles, I believe, is applying best practices. The use of UDL provides use with better chances of addressing a wider range of learners' diverse traits, interests, backgrounds, and learning capabilities.

For the course contents, I hope to create materials in videos plus text, and provide as well text or hand-out format materials in order to address the learners varying ways of taking in information. This may also be helpful in making sure that less technology-skilled participants have varied options in the format of information they would use.

Whenever possible and practical, in the full design of the course, its materials, and activities, I will strive to provide choices for participants in the way they express what they students know in order to cater to learners varying abilities. Lastly, I want to incorporate different methods of learning engagement, allowing participants to choose which engagement is best for them based on their own interests, skills, and technological capabilities.