

My Philosophy of Teaching and Learning

It's important to think through teaching and learning systematically. It is crucial to have the end learning goal in mind when designing instruction.



Below are 10 steps with which I go about designing instruction. They can be used for youth or adults both in and outside of the classroom. They can be applied formally or informally.



Think of what you want people to come away knowing

Backwards design : Start with the end goal, then design how people will get there backward.



Make a plan

Plan the project of instructional design. Use a Gantt chart or a PERT chart to organize your thoughts and targets. How will you gather information on the success of instruction? How will you analyze that information? Utilize the ADDIE or SAM models as you plan if that framework is helpful.



Get in there!

Work through the steps of designing your instruction according to the steps you outlined in your Gantt or PERT chart. Rapid prototyping!



Take a break

Take pauses to consider how your work is going. Evaluate your progress and look at the big picture.



Try out the instruction you have designed

When your instructional design is done and is as good as you can make it, try it out with some learners. Combine this with step 6 when needed,



Utilize the Kirkpatrick Model of Evaluation

If there is time, utilizing the four levels of the Kirkpatrick Model, measure the learners' reactions, learning, behavior and the results of your instruction (the big-picture effects). This is included in the steps of ADDIE.



Make necessary changes

Based on the results of the Kirkpatrick Model (the E in ADDIE) change the instruction as reflects what has been learned.



Professional learning

Being a member of some professional organizations, reading newsletters and journals, and being a member of professional social media groups are all ways I learn new things and grow as a professional. They inspire me.



Employ usability testing when needed

In testing the instruction's efficiency and errors, how much change is needed can also be assessed. This can relate to how much change in the instruction is possible after its creation and implementation.



The design process never ends

The needs of all stakeholders will change. Instructional design is a constant process of planning, utilizing, assessing, and adjusting.