

Instructional Design Discussion Questions

What are your subject, level of instruction, and intended audience?

Graphic Design Highschool 9-12 grade

What are the key institutional documents (i.e. syllabus, outline, accreditation standards, etc.) that will influence your design process?

Syllabus, Class Outline, Graphic Design Texas Essential Standards, iCEV Curriculum

What design approach have chosen? Why?

Blended learning integrates traditional classroom teaching with online resources, enhancing my high school graphic design curriculum. This approach offers my students the flexibility to access tutorials and design materials outside of class, allowing them to learn at their own pace. Additionally, online platforms facilitate collaborative projects and peer feedback, promoting teamwork and communication skills. I can personalize my instruction and assignments to cater to individual student needs. By combining face-to-face instruction with digital resources, blended learning will give my students a significant learning environment and prepare my students for success in graphic design.

Who controls the learning?

The control is shared between the teacher and the students. The teacher maintains a guiding role by designing the overall curriculum, selecting appropriate online resources, setting learning objectives. They will also provide instruction and support as needed. Students also have significant control over their learning experience. They have the flexibility to go through online materials at their own pace, and have self-directed learning. Students will have opportunities to collaborate with peers, contribute ideas, and take ownership of their learning process through projects, discussions, and interactive activities.

Are you using competency-based education (CBE) or outcome-based education (OBE)? Why?

My approach aligns more closely with Outcome-based Education (OBE) rather than Competency-Based Education (CBE). A blended learning approach will have specific learning outcomes or objectives that students are expected to achieve by the end of a course or program. In my high school graphic design course the emphasis is on defining clear learning objectives related to graphic design skills.

How will you balance assessment Of/For/As learning?

Assessment "Of" Learning: This type of assessment occurs at the end of a unit and course and aims to evaluate students' understanding and proficiency in graphic design concepts and skills. I will use assessments such as quizzes, tests, projects, and eportfolios. I will design rubrics aligned with course objectives to assess students' mastery of specific content in graphic design.

Assessment "For" Learning: This type of assessment focuses on providing ongoing feedback to my students during the learning process, helping them understand their strengths, areas for improvement, and how to progress toward learning goals. I will use assessments such as peer reviews, self-assessments, checkpoints within online activities, and discussions..

Assessment "As" Learning: In this type of assessment as learning students can engage in reflective practices, self-assessment activities, and portfolio development to show their learning journey and growth over time. ePortfolios can facilitate opportunities for students to document their learning process, set goals, and reflect on their progress.

Are you moving your learners into deeper learning? If not, why not?

Yes, by incorporating a balance of assessment "Of," "For," and "As" learning strategies within a blended learning environment, my learners are more likely to engage in deeper learning experiences. I am creating a supportive learning environment that challenges my students to engage in deeper learning experiences. This will develop critical thinking skills, creativity, and mastery of graphic design concepts and skills.

[3 Column Table](#)

[Implementation outline](#)