Civic Pathways Leadership Program
Project Reflection and Rational

The Instructional Design Process

The methodology used for the instructional design process of the Civic Pathways Leadership Program was based on the Morrison, Ross, Morrison, Kalman model described in their book Designing Effective Instruction. This structure starts with the problem and then builds around the four components of instruction, the learners, methods, objectives, and evaluations. From the problems and constraints of the project identified by New American Pathways using a needs assessment, goals analysis, and contextual and learner analysis, terminal objectives for each of the six sessions were established.

Example Research-Based Choices

After establishing the more extensive program goals and objectives for all sessions, various strategies from adult learning theories, motivation theories, and universal learning design (UDL) were applied to design the instruction for each session. UDL was used to consider the unique perspective shared by participants in a new American leadership program. For example, in session two on K-12 education and advocacy, one activity focusing on investigating examples of paradigm shifts in thinking centered on building equity and inclusion uses a variety of legislation and advocacy examples centered around participant inclusion. One provided example, DACA, the Deferred Action for Childhood Arrivals, was chosen to engage this cohort who expressed in all of their essays the desire to represent the needs of new American refugees. That same activity includes Title IX legislation, which intends to elicit interest from all participants, particularly the large group of female participants from Afghanistan, a country with minimal female rights. The third legislation highlighted is Affirmative Action, which should resonate with the group as a defined minority population. Other more general structures within the learning design use the principles of UDL. Within each session, there is a variety of foundational content for each theme introduced. However, for participants who seek a deeper understanding of any particular topic, resources for an in-depth look at each subject matter are provided on the google classroom site.

Regarding motivation theories, the inherent focus of the program around empowerment and building confidence in leadership and speaking is a vein throughout the instructional design. In session two, the public comment development allows the group to practice speaking that they might use in reality, something the previous cohort had expressed a desire to have embedded in programming. Learning and instructional theories were central to all parts of the instructional design.