EDA 7944

Instructional design – ACE in Health Promotion

**Reflective Essay**

This project was originally proposed because I wanted to showcase the vast collection and knowledge base I had gained over the past year in my chosen research subject, health literacy. I also wanted to develop my skills in curriculum development, an area I originally lacked experience in. A surprising result of this project is a new found enjoyment, intrinsic motivation and excitement in the development of this course. I feel like my journey as a student has turned full circle. When asked in my entrance interview into this program why I choose to apply I mentioned my uncontrolled (and admittedly annoying) behavior of trying to tell (teach) people about what I had learned on a particular subject I (and most likely not the person I was speaking to) found interesting. I thought then that I wanted to be a teacher. I thought that was what a teacher was, someone who cannot stop talking about what they love. Over the years in this program I began to think I was wrong. Teachers, ultimately adult educators are not just passionate talkers. The program taught me how and why adults learn and the contexts in which they learn; adult learning theory and models (traditional models and the newer more radical approaches to adult learning); also the ideas and theories behind adult development. Then there was the same stuff about leadership. Through it all my journey led me to enjoy research and the variety of methodologies I was allowed to explore. But all the while I was slowly losing my focus on teaching and ultimately curbing my uncontrolled behavior of talking about what I love. My thoughts became more structured and my ideas for the future were less uncontrolled. As I sit here reflecting on this journey I cannot help but feel fortunate that I have again found the passion I was slowly loosing. This time though I am able to be organized and controlled and hopefully more logical when I speak my research interests. It because of the lesions I have learned in this program and the skill developed that I can hope that this project, this instructional design will inspire others to find the same passion I have found for this subject.

**Time Sheet**

**20 hours –** Instructional design organization. Development of curriculum goals and objectives.

**15 hours -** Developing PowerPoint’s & weekly activities

**45 hours -** Bibliography development (compilation of 4 semester’s worth of references – over 80 sources)

**15 hours -** Collecting supplemental ID material

**10 hours** - Reading course texts

**45 hours -** Developing a knowledge base of subject matter (compilation of 4 semester’s worth of active self-directed learning – very hard to quantify)

**5 hours -** Creativity in course design

**20 hours -** Interacting (attending presentations, meeting, speaking, online dialog) with experts in the field of health promotion

**1 hour -** Interviewing one doctoral student and one master’s student for ID feedback (informal evaluation of ID)

**Total project time: 176 hours**