

Reflection - Class Session 8-27

Just as in IDE 621, I didn't really know what to expect from IDE 631. It seemed to me that Instructional Design could mean so many different things. It seemed so broad. I think that I learned that it's much more fine tuned than I imagined. There is a method, or theory underlying the whole idea of Instructional Design. I'm looking forward to learning about that!

The first class session was filled with so much information that it's difficult to know where to begin. Not to mention I was losing energy toward the end. Not the instructor's fault, of course...almost five hours of sitting in class will do that to many people. I'm actually a little worried about that as we go on. I'm a tired person to begin with and in my current state I'm even more tired! I'll pull through just fine...there might be a lot of yawns, but I'll never fall asleep and it doesn't mean I'm not interested.

Anyway, confusion definitely arose when "Frankenstein" was mentioned. I know it doesn't actually mean Frankenstein, and that it means a model of something that we come up with, but I still have no idea what it really will be about. I do have a feeling that whatever I decide it means will be completely different from what one of my classmates may think.

I'm a little nervous about the Instructional Design project because it's always been hard for me to focus on something small. I'm the kind of teacher who has multiple things going on in the classroom at once and they all come together in the end. I struggled with teaching just one concept, as so many math concepts pile on top of one another and go together so seamlessly. My most recent position was as a math teacher, and that is what I have always been interested in. Not necessarily the computation part of math, but that way that math is taught. I'm sure if I brushed up on middle school or high school algebra I'd be able to teach it, but I like elementary level the most. I feel I can be more creative in the presentation of the material. Further, my undergrad term paper was focused on Gardner's Theory of Multiple Intelligences and how they apply to math instruction and learning. I'm hoping that I'll be able to choose a topic that is simple enough for which to design a specific plan.

I think I am also going to have a hard time separating IDE 621 and 631...as of now, they seem very closely related. I suppose that could be helpful at some point, but as of now, I'm not sure. It's going to take another few classes to really know the specifics of each course, I guess.