

Instructional Design Philosophy: Kim Myers

My passion for designing and teaching courses comes from my interest in academia, particularly in the social sciences, and my desire to share my interest with others and guide them through the learning process. I am excited to have entered the field of post-secondary course development and instruction during a time of rapidly evolving technological innovation. It is my goal as an instructional designer and instructor to foster a respect for and interest in the discipline being studied and incorporate theory, pedagogy, and technology that aids in the learning process. Furthermore, these tools must be assessed for effectiveness to ensure that courses are meeting student and faculty needs.

My role as an instructional designer, therefore, is threefold. First, my role is to provide information and build appropriate tools for student and faculty use in the virtual classroom. I fulfill this role by careful organization and planning of course schedule, materials and activities appropriate for the discipline, per the direction of subject matter experts. In the courses that I both develop and teach, I employ traditional approaches such as reading assignments, evaluation of comprehension and lecture. However, I also employ group/team tasks and assignments, written responses to activities, large group discussion and web-based media. My decision to use a variety of pedagogical approaches is based upon a desire and willingness to adapt to the diverse learning styles of each student. By employing diverse approaches, I am also recognizing a need to adapt to often diverse experiences with technology that vary according to sociocultural factors.

My second role as an instructional designer is to foster a learning environment that aides students in recognizing the salience of the material in their daily lives and fosters subject matter expert input in development of such materials. By encouraging students to apply the material to their personal lives through written assignments and discussion, the material becomes not only interesting, but important on an individual level.

Lastly, my role is to foster a learning environment that encourages students and faculty to be self-reflective and make intellectual strides, while providing a safe environment in which to do so. This is achieved through supporting a classroom environment that encourages respect for and sensitivity to diversity including race, ethnicity, socioeconomic class, sex, gender, sexuality, gender identity, religion, ability and intellect. This supportive environment is built and maintained in the courses I teach by inclusion of a diversity statement in course materials and discussion of said statement throughout the semester. In courses that I develop, I work closely with faculty to foster inclusive and affirming environments.

While my primary objective may be to develop courses that foster students' intellectual and personal growth, I find it equally important to foster my own growth. By employing new and diverse tools for learning and discovery, I have an opportunity to positively impact faculty development and my own professional development.