

SUPRA-BADGE:	Design and Development
SUB-BADGE:	Instructional Design & Development Process
CHALLENGE:	Select or create an instructional design process based on the nature of the project.
ARTIFACT:	Case Study Analysis developed for EDCI 672: Advanced Practices in Learning Systems Design (Summer 2026) – Cassie Standage Workplace Violence Prevention Training Case Study.
CRITERIA:	Criteria for successful completion of this challenge: Evidence of using an instructional design model (ADDIE, Dick and Carey, Assure, Arcs, etc.) that aligns with a project. Reflection must address: How you determined which instructional design model to use and why – list specific examples (state of development, using learning objectives as a reference point, resources available, input from your company, etc.). <i>Examples:</i> Demonstration of walking through an ID Model (ADDIE, Kirkpatrick, Backwards Design, etc.) on a project, The Evaluation Plan (EDCI 577), Case study (EDCI 672), Final Project (EDCI 569 if taken in Spring 2021 or later), work-related examples of using an ID model as a standard, starting point, or other projects, etc.

Reflection

I. Competency and Artifact Identification

The competency for this challenge is selecting an instructional design process that aligns with the needs of a project within the Design and Development supra-badge. The artifact I selected is my **Cassie Standage Workplace Violence Prevention Case Study Analysis**, completed for **EDCI 672: Advanced Practices in Learning Systems Design (Summer 2026)**. In this assignment, I analyzed a complex instructional design project involving the development of workplace violence prevention training for Arizona firefighters and fire service leaders. Rather than immediately proposing instructional solutions, I first identified the project's instructional design challenges, determined the current stage of development within the ADDIE model, analyzed project constraints, and recommended instructional design approaches that best fit the client's needs. This artifact demonstrates my ability to intentionally select and apply an instructional design process based on the characteristics and requirements of a real-world project.

II. Description of How the Artifact Supports the Competency

This artifact demonstrates the competency because selecting an instructional design process was central to the entire case analysis. I first identified that the primary instructional design challenge occurred during the **Analysis** phase of ADDIE due to limited opportunities to conduct an in-depth learner and context analysis. I also recognized a second challenge during the **Design** phase involving uncertainty about how to address the Cave Creek incident within the training. Rather than treating the project as a linear design process, I evaluated two possible instructional design approaches. The first recommendation incorporated the **Successive Approximation Model (SAM)** to support rapid prototyping, iterative feedback, and refinement while meeting the client's accelerated timeline. The second recommendation followed a more traditional **ADDIE** approach that emphasized additional learner analysis before development. After comparing the advantages and limitations of both

approaches, I recommended the SAM model because it best balanced project constraints with the need for meaningful learner input and continuous improvement before statewide implementation. This experience strengthened my ability to evaluate project characteristics and intentionally select an instructional design process that aligns with learner needs, organizational constraints, and project goals rather than relying on a single design model for every situation.

III. Competency Alignment with Prior Knowledge and Experience

Before entering the Learning Design and Technology program, my professional decision-making as a speech-language pathologist was guided primarily by clinical reasoning rather than formal instructional design models. Although I routinely analyzed patient needs, selected interventions, and modified treatment plans, I had not intentionally used structured instructional design processes such as ADDIE or SAM to guide educational solutions. Through this assignment, I learned that selecting an instructional design model depends on the unique characteristics of the project, including the stage of development, learner needs, available resources, project timelines, and organizational constraints. I also developed a deeper appreciation for iterative design approaches that allow instructional designers to gather feedback and refine solutions throughout development instead of assuming that one linear process is appropriate for every project.

IV. Reflection on Experiences

Completing this case analysis helped me understand that instructional design models are decision-making frameworks rather than rigid sequences of steps. I learned that effective instructional designers must evaluate the context of each project before selecting an appropriate design process. In this case, the client's compressed timeline, the sensitive nature of the training topic, and the limited opportunity for learner analysis made rapid prototyping through the SAM model a more appropriate choice than relying solely on a traditional linear process. This experience strengthened my confidence in selecting instructional design models that balance learner needs, project constraints, and organizational goals. **As I continue developing as an instructional designer, I will apply this same decision-making process when evaluating future projects, recognizing that different situations may require different design models. For example, I may choose an iterative model such as SAM for projects with evolving stakeholder feedback or tight timelines, while selecting a more structured model such as ADDIE for projects requiring extensive analysis, documentation, and phased implementation. This experience reinforced that effective instructional design begins with selecting the process that best fits the project rather than expecting every project to fit the same process.**