

## **Self-Evaluation**

When I enrolled in the instructional design program, I could not imagine that this field was much broader than just developing instructions for students. However, over the year of study, I improved as an Instructional Designer from a beginner to a more advanced level while studying and working on my projects. All the courses gave me a better understanding of the instructional design process. They helped me to become a professional and to be able to work as an instructional design intern in the Office of Effectiveness and Assessment.

With the IDE 621 Learning Theories course, I realized that I never praised my students and didn't reinforce their performance, which led to a decreased motivation to study. Knowledge base and reflection on every learning theory helped me improve my teaching strategies and apply them wisely. IDE 631 course gave me a basic understanding of the ADDIE model and instructional design in general. I could implement this new knowledge into our project on International Students' Money Management Skills. IDE 632 opened my eyes to a wide range of instructional models and taught me how to develop my model or adapt an existing one. In this course, I worked on my project covering the diffusion of innovations in Ukrainian Higher Education. IDE 712 covered human performance analysis and made me feel confident in the analysis stage of the project. IDE 641 gave me instruments for formative and summative evaluation and a real case scenario where my team worked on the Shared Competencies project that is being implemented at Syracuse University.

With all the skills I gained through the Fall and Spring semesters, I was not afraid of the Capstone project by June. I was familiar with all the mechanisms and procedures I needed to follow to find an instructional solution; I knew how to work with the client, what questions to ask, and what information to pay attention to. I felt so confident that I could not believe myself - how is that possible to grow into a specialist for a year of study? I would say that the key to such a drastic leap forward in knowledge is the instructional design itself. When a program is constructed following the principles of learning, when the assignments are designed according to Bloom and Fink's taxonomy levels, and when professors teach using nine events of instruction, the educational process gets more manageable, fulfilling and engaging. Over this year, I learned not only how to be an instructional designer but how to adore the instructional design and its concepts.