

Whether designing educational content alongside a professor, independently for a faculty member, or for my own course, pedagogical foundation and the learners' needs are my primary focuses. When I taught writing, I began each semester by asking students about their goals for the course, and I carry this approach into instructional design. Starting each design project with a clear understanding of the goals helps me move forward with creating learning objects and educational experiences that are well-suited to learners' needs. To support this approach, I root my instructional design in three tenets: appropriateness, accessibility, and adaptability.

As someone with a background in composition pedagogy, I have a deep appreciation for analyzing and understanding the context before deciding on a rhetorical approach. With this in mind, my instructional design process must start with some level of assessment. Whether it is a formal needs assessment or an informal discussion with the professor to better understand their students, determining what learners need and how to design instruction based on that are critical first steps. Beyond the fundamental concern of appropriateness, I like to think about where the instructional materials will be going.

Instruction created without a plan for distribution is short-sighted. There must be some way for learners to experience the content, and it is important to think about these aspects of accessibility during the creation process. These concerns may simply extend to the platform on which target learners will engage with the learning objects, but the pervasiveness of educational technology in general and open educational resources in particular adds "openness" as a component of accessibility when creating content. Making sure that instruction is available and licensed in a way that will support the widest benefit is important throughout my instructional design process.

This consideration about openness is also linked to the final tenet of my approach: adaptability. While the learning objects that I create should be appropriate for and accessible to my target learners for the specific context at hand, I believe they should also be available in a variety of forms that allow other instructors or instructional designers to adopt or adapt my content to fit their learners and their needs. This includes things like making editable versions of project files available to download and making sure that my documents are marked as remixable under the Creative Commons licensing system.

Throughout my time designing instruction for more and less formal contexts, I have come to understand that the specific software, tools, and resources will constantly be shifting and

evolving, but the approach is what matters most. By staying informed about developments in pedagogy and considering each group of learners' individual needs, I think it is possible to design content that is appropriate, accessible, and adaptable within a given context and beyond.