

Course Type, Modality, and Reflection

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LDTTC 605: Instructional Design Models

Unit 3 Assignment

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This deliverable finalizes the course type and modality for Digital Foundations, the procedural base module of my Getting Ready for AI minicourse.

Course Type and Modality

Course type: *How-To / Step-by-Step*. Digital Foundations teaches concrete security tasks: setting up a password manager, two-factor authentication, device encryption, and automatic backup. The gap is procedural, so a How-To course that walks each learner through one observable task per lesson on their own device fits better than an informational one. Of the unit's options, step-by-step, informational, how-to, onboarding, and problem-solving, How-To best matches a procedural goal such as configuring a password manager on a personal device, and the non-technical working-adult audience who need a usable result (University of Maryland Global Campus, 2024b).

Modality: *Asynchronous online, self-paced*. The audience is time-constrained working adults across shifts and time zones with uneven technology comfort. Self-pacing lets them work when they can, repeat steps, and skip what they know; because the content is procedural and individual, synchronous sessions would add a scheduling barrier with no instructional payoff. Against the unit's modality criteria, learner preferences, resources, interaction, accessibility, and

technical requirements, asynchronous online is the strongest fit (University of Maryland Global Campus, 2024b). Feedback comes from in-tool cues and one instructor checkpoint on the capstone.

Keeping the topic current. Acting on Week 3 peer feedback, each module carries a “What is current” panel, recommended tool, last-reviewed date, and fallbacks, so volatile details refresh without rebuilding the lesson.

Reflection

Diverse preferences and needs. I designed for learner variability, not fixed learning styles, which the evidence does not support (Pashler et al., 2008). Each step appears several ways, a short demonstration, captions, a transcript, and screenshots, and self-pacing lets a confident learner move fast while another replays. Because every lesson ends in a real result on the learner's own device, it meets learners where they are.

Barriers and mitigation. For technological access, the course stays lightweight and mobile-responsive, with downloadable transcripts and one free tool plus documented fallbacks. For motivation, each lesson is short, gives an immediate visible win, shows progress, and builds a capstone artifact the learner keeps. For accessibility, it meets WCAG 2.2 AA: captions, transcripts, keyboard navigation, contrast, plain language, and indicators that do not rely on color alone (CAST, 2024).

ADDIE versus Dick and Carey. Both share the analyze, design, develop, implement, and evaluate DNA but differ in weight. Dick and Carey's ten steps front-load analysis and enforce explicit alignment among objectives, assessments, and materials (Dick & Carey, 1978; University of Maryland Global Campus, 2024c), suiting complex, stable curricula. ADDIE is more flexible and iterative, framed by the unit as the more adaptable model (University of Maryland Global Campus, 2024a). For a short, asynchronous How-To on fast-changing tooling, ADDIE fits better, since a full ten-step pass would be stale on release; my plan keeps Dick and Carey's alignment discipline inside an ADDIE shell.

References

CAST. (2024). *Universal Design for Learning guidelines (Version 3.0)*.

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Dick, W., & Carey, L. (1978). *The systematic design of instruction*. Scott, Foresman.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105–119.

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University of Maryland Global Campus. (2024a). *ADDIE vs. Dick and Carey*. Brightspace.

University of Maryland Global Campus. (2024b). *Identifying a course type and modality*.

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Note on AI Use

AI tools were used to assist with drafting and formatting this document. The instructional design decisions, analysis, and conclusions are my own. Cited course resources and outside sources were independently reviewed.