

Produce Instructional Materials In A Variety Of Delivery Formats

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Reflection

To complete my first challenge “Produce Instructional Materials In A Variety Of Delivery Formats,” I have chosen to submit my work related instructional materials, “*Instructions For GameMaker*” from my video game development group and my personal blog post, “*The Game Development Doc*,” as it is the outline of my group coursework.

Both of these materials reflect instructional design within educational use for both students and adults. “*The Game Development Doc*” is an instructional outline on how video game coursework should be created. It explains everything a student should come to understand; from concept to final development of the video game. This document instructs potential instructors/learners as to the flow of the development process. It begins with instruction that should be used as verbal curriculum and leads into its third phase which is application based. “*Instructions For GameMaker*” is the application based piece for “*The Game Development Doc*.” It is a document that gives a step by step overview on how to code and create a functional game level within the GameMaker software. Being written out in steps allows the students to self regulate, work on memory, and to better their visual accommodation. A student must be able to self regulate in order to follow the proper order. If they can not self regulate, they may miss steps or write the incorrect code format. Memory is formed in remembering which step you were on as well as remembering what steps have already been completed. Finally, a learners visual accommodation is their ability to change their focus on something like a piece of paper and then re-adjust to focusing on a computer.

Running head: Challenge 1 - Produce Instructional Materials In A Variety Of Delivery Formats

Prior to starting this course, I didn't look at the provided materials as instructional materials. With an undergraduate background in graphic design and web development, I have always looked at video game design & development as a hobby. I had such a deep interest in video game production and, when in undergrad, game development was a "who you know field." After taking a game development course, I realized that instructors were at a loss of where to go and what to do after the storyboarding process. This caused me to set out and document all my findings on how to develop a video game while not being a part of the video game industry. Then, upon my arrival at the Rebecca School, my position gave me the chance to create a curriculum for a population who have, essentially, been disregarded in terms of being able to succeed in the tech field.

As I reflect on these two documents, I am happy that I followed my passion and documented, essentially, my own curriculum. I will focus, over time, in better structuring my documents and combining them in order to advance my skills. I believe that the presented artifacts show my competency in producing instructional materials as both were delivered in two different formats, online and in person. I am confident that these artifacts will meet the challenge.