

Practice & Preparation for IDE Project Report

For my **Project Title**, I collaborated on the "IDE 631: Team V2W Project Report" which focuses on the initiative to "Integrate and Implement Otter.AI in District 1 Schools". As for the **Authors and list of contributors**, I co-authored this report alongside my teammates Chuck Vaughn and Johanna Vaughn for our IDE 631: Instructional Design and Development I course, submitted to Professor Tiffany A. Koszalka, Ph.D. In the **Context of the project work**, this initiative addressed a State School Board mandate to modernize the 8th-grade English Language Arts (ELA) curriculum using Otter.AI. My team identified that despite having state funding and access to the technology, middle-school educators were not utilizing these AI resources due to a lack of training and structured practice. To solve this, we designed a 90-minute professional development prototype designed to equip these educators with the foundational knowledge and technical skills needed to confidently integrate Otter.AI into their lesson planning, product development, and student assessments.

Regarding the **Description of which phase(s) of IDD&E this product represents**, this comprehensive report spans the entire instructional design lifecycle. I contributed to the instructional analysis to define the performance problem and audience constraints, the design of learning objectives and rubrics, and the development of storyboards and flowcharts for the training session. Furthermore, the project encompasses the implementation phase through a detailed dissemination plan utilizing a cascade training model, and the evaluation phase via comprehensive formative and summative assessment strategies.

In my **Short reflection and self-assessment of the product**, designing this instructional solution reinforced my understanding that simply providing technology to educators is insufficient without dedicated, structured support. By analyzing our target audience, I recognized how established routines, demanding workloads, and technology-related burnout act as significant barriers to AI adoption. I am proud of how our proposed instruction directly mitigates these challenges by offering hands-on, practical applications, like prompting AI to create quizzes and study guides, to build educator confidence. Ultimately, this project demonstrated my ability to craft a scalable, evidence-based professional development program that balances technical integration with the emotional and practical realities of adult learners.