

Week 2 Article Review

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My biggest takeaway from reading Woszczynski et al.'s (2021) article on Agile course design was that higher education is changing rapidly and in order to keep up with evolving technology and information Agile methodology like used in tech companies could be beneficial for creating effective learning experiences. The authors explored how faculty from three different universities used Agile principles to redesign an online MBA information systems course. The article was about rethinking and restructuring how instructors collaborate and adapt when designing courses. Having worked as a graphic designer in a small IT company that used Agile, I realize how valuable these ideas can be in education.

Summary of Article

The main issue the authors discussed was inconsistency. Students were having very different experiences depending on who taught their section of the course. To fix that, the team used an Agile Collaboratively Developed Course model. They prioritized flexibility and collaboration, encouraging each instructor to build course modules based on their expertise while working from shared resources. One of the most effective strategies was the use of a sandbox where instructors could test and refine materials before students saw them. At my job working at an IT company, we used a similar approach when designing websites. Getting feedback on websites I designed before launching them saved time and improved quality. Reading this article and seeing how sandboxes can be implemented in course design was interesting and exciting.

Critical Analysis

The article does not claim Agile is perfect or easy. Not every Agile principle was implemented, and improvements in student satisfaction were not statistically significant, but what stood out was the increased consistency across course sections. I have seen how confusing

it is when users, or students, get different experiences from the same system. Reducing that variability makes a big difference. I also appreciated how the article emphasized reusability. In my IT work, we often reused design elements and templates that had already been proven effective. The ACDC team did something similar by sharing successful assignments and discussions among instructors. Reusing effective and proved materials can help save time and raise the overall quality of the course. The article made me realize that I can apply those same ideas when designing training and educational materials by building flexible modules, testing them in small cycles, and collaborating closely with others.

Conclusion

Woszczyński et al. (2021) offer a practical example of how education can benefit from using Agile. Agile is about adopting a mindset that values collaboration, iteration, and responsiveness. Even though I wasn't leading Agile projects, I saw how powerful that method could be from the inside. Now, as I move into instructional design, I plan to carry those lessons forward when I am creating learning materials or helping others deliver them. In my future as an instructional designer, I want to design with flexibility, feedback, and shared ownership in mind.

References

Woszczynski, A. B., Pridmore, J. L., Bandyopadhyay, T., Godin, J., & Prince, B. J. (2021). Agile Course Design: Multi-University Faculty Collaboration to Design the IS Course for an Online MBA Program. *Journal of Information Systems Education*, 32(1), 9–22.