

Abstract

The purpose of this case study is to discover the effectiveness of the instructional design of an organization's current programs. The central research question was to determine how instructional design impacts the effectiveness of a nontraditional court-ordered parental instructional program. The theory guiding this study is Kearsley & Schneiderman's engagement theory, as it structures interactions to facilitate collaboration in a project-based environment with a meaningful focus using instructional design. The methodology for analyzing this study includes Yin's and Stake's models to understand a profoundly complex social phenomenon and actual live program. This study gave intrinsic and extrinsic validity while researching a single program. During this study, ten parents expressed their experiences through interviews, participants' reviews of the interview findings, and letter writing. The study used Yin's transparent and systematic data collection and analysis approach. In addition, participants reviewed their interview drafts and pattern matching instead of the parent and instructor's relationships influencing the response. This study found that the instructional design for this program affected the perceived effectiveness by deliberately associating intervention methods and models of the engagement theory, transformative learning theory, and peacebuilding practices. As a result, an instructional design emerged supporting specific attributes for mothers with symptoms of prolonged complex post-traumatic stress disorder to transition their mindset while lowering their cognitive load. In addition, it provided a safe space for the parents to create and practice solutions with stakeholders through meaningful projects.

Research Questions

The qualitative central research question and three sub-questions are consistent with the problem and purpose statement, conceptual and philosophical, about perceptions.

Central Research Question: How does instructional design affect the perceived effectiveness of a non-traditional court-ordered parental instructional program?

Sub-Question One: How effective is stakeholder collaboration during non-traditional parental intervention programs?

Sub-Question Two: How effective are project-based practices in a non-traditional parental intervention program for parent participants?

Sub-Question Three: How does meaningful focus influence the effectiveness of a parental intervention program for parent participants?

Methods

During this embedded qualitative case study Yin's (2018) exterior and Stake's (1995) intrinsic and extrinsic design using recording devices and transcribing digital files enhanced detailed field notes. The interviewees reviewed the interview responses during participant interviews, checking techniques with conversation to understand the program thoroughly. An in-depth analysis of the responses, participants' attitudes, and an understanding of their motivations defined their outcomes and the participant's perceptions of the effectiveness of the program's ID in its natural, real-life context. Coded data sets, new ideas, and theories for quantitative research was created for future studies. Themes and coded data sets from the in-depth conversations guided the answering the research questions (Creswell, 2013, p. 45, Eriksson et al., 2016). Deep conversations were had that quantitative data would not have provided. Looked at a single controlled environment with same variables. A single organization's method is to discover engagement while implementing technology in an educational setting (Finger & Houquet, 2007). The research design aligned with the research questions and procedures.

Future Work

1. A quantitative case study using more specific questions.
2. Study Fathers' perspectives.
3. Effectiveness of TMID for other parenting instruction or other fields.
4. Perform a controlled comparison study of TMID theory's effectiveness.
5. Find how effective is TMID when used widely as a standard for parents in high-conflict court cases.
6. Effectiveness of asynchronous design.

Figure 1. Qualitative Data Analysis

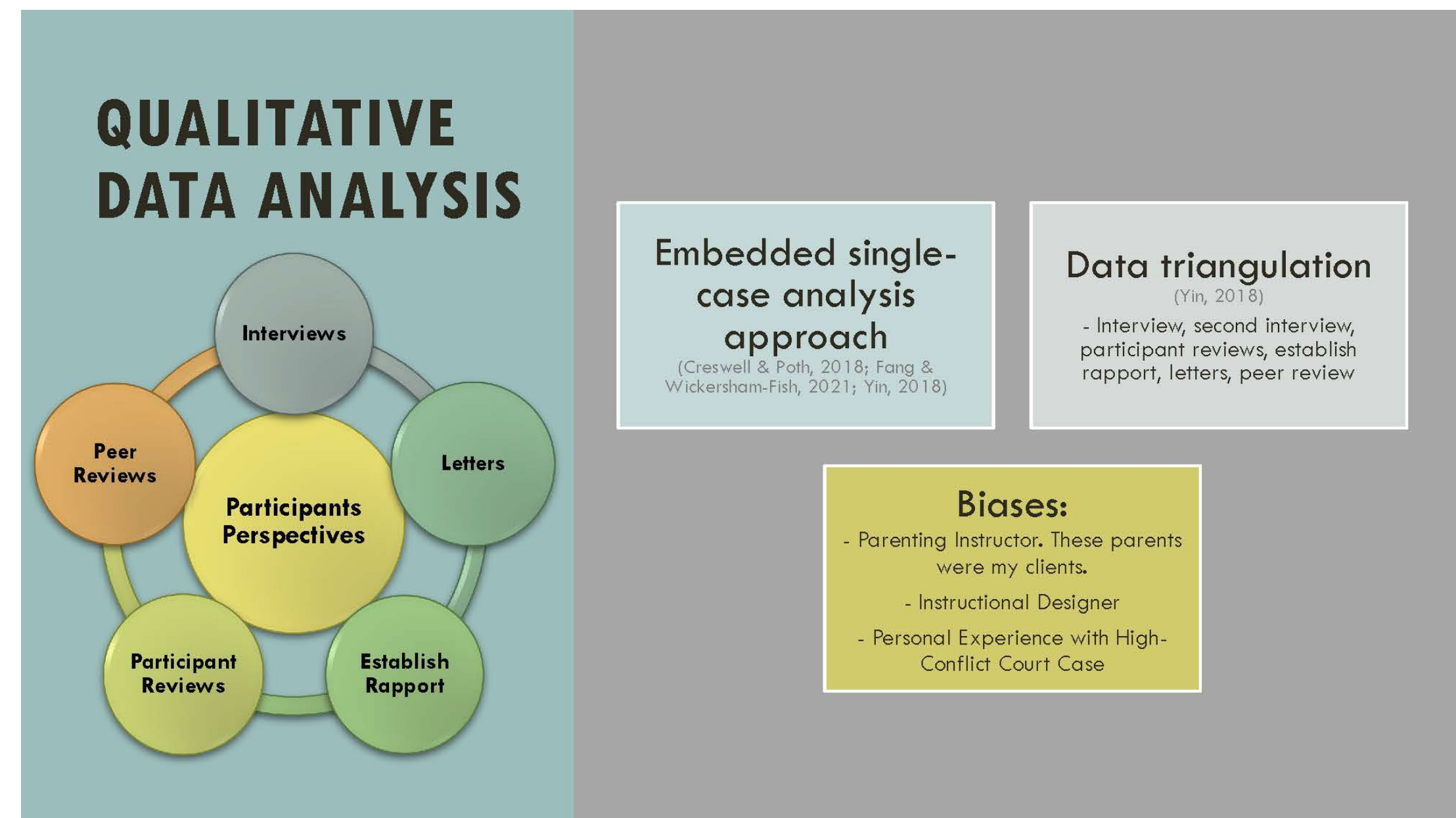


Figure 3. Findings

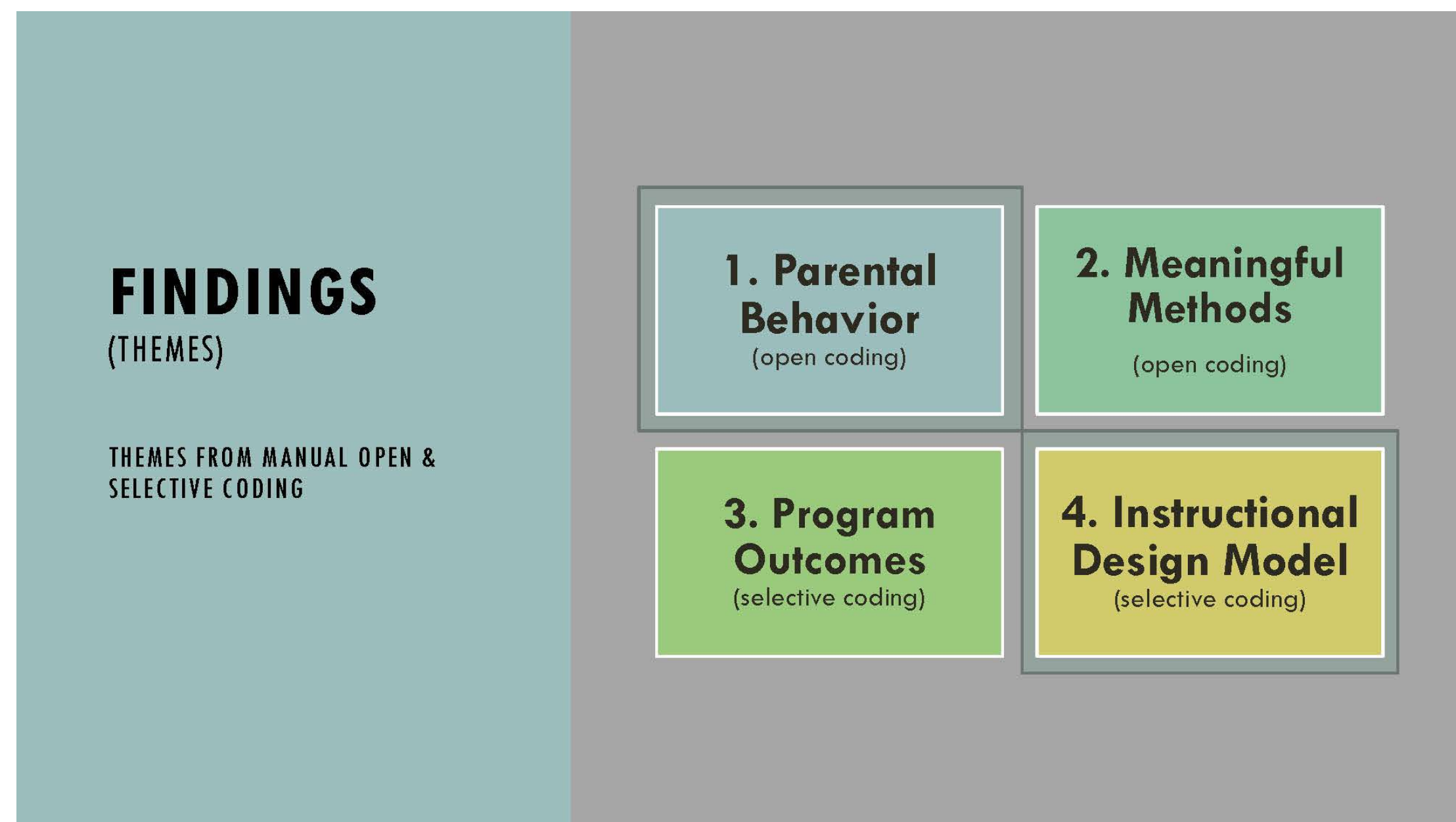


Figure 5. Discussion

The Transformative Mindset Instructional Design (TMID) emerged from the findings of the case study.

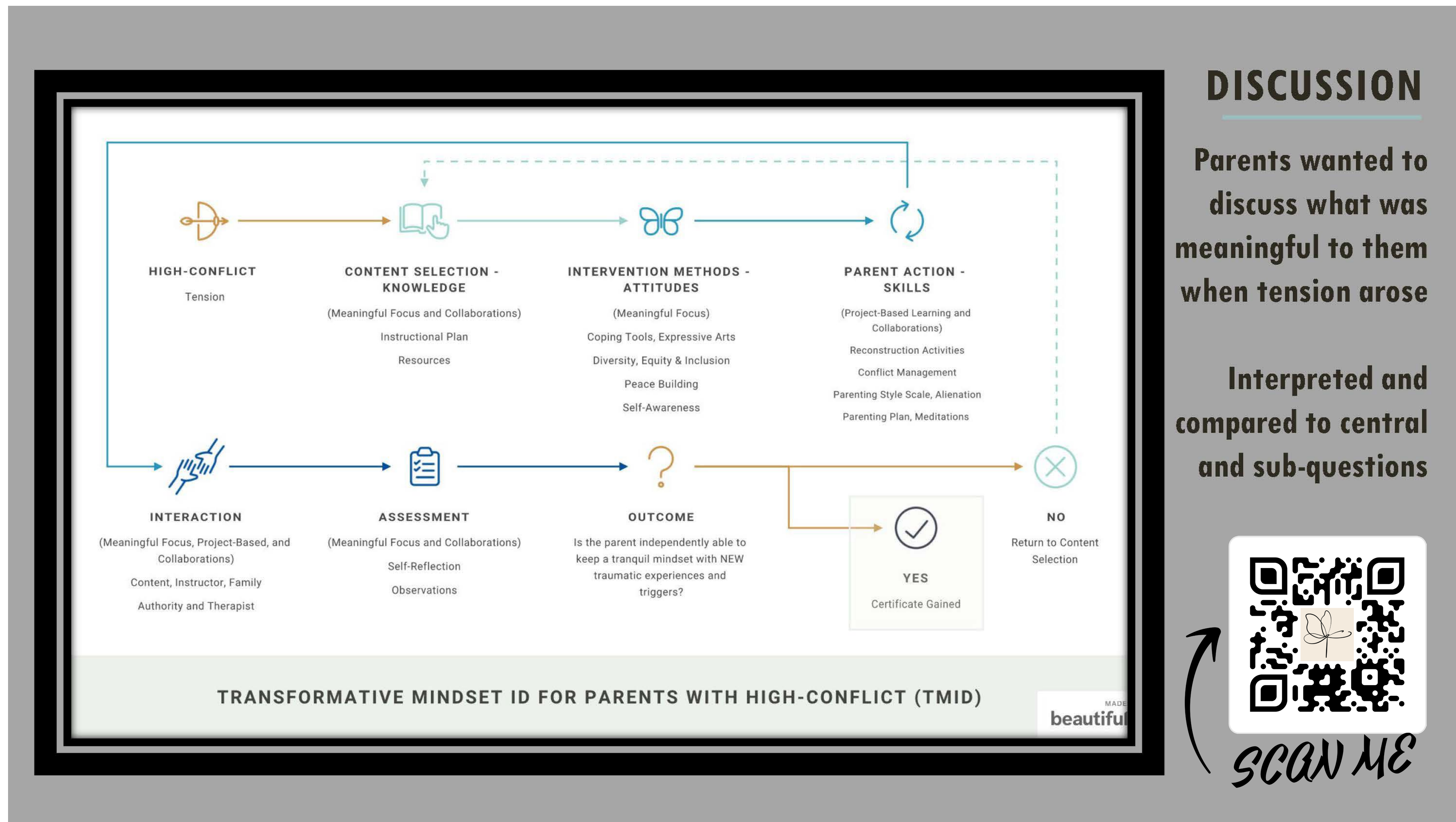


Figure 2. Limitations, Delimitations, and Recommendations

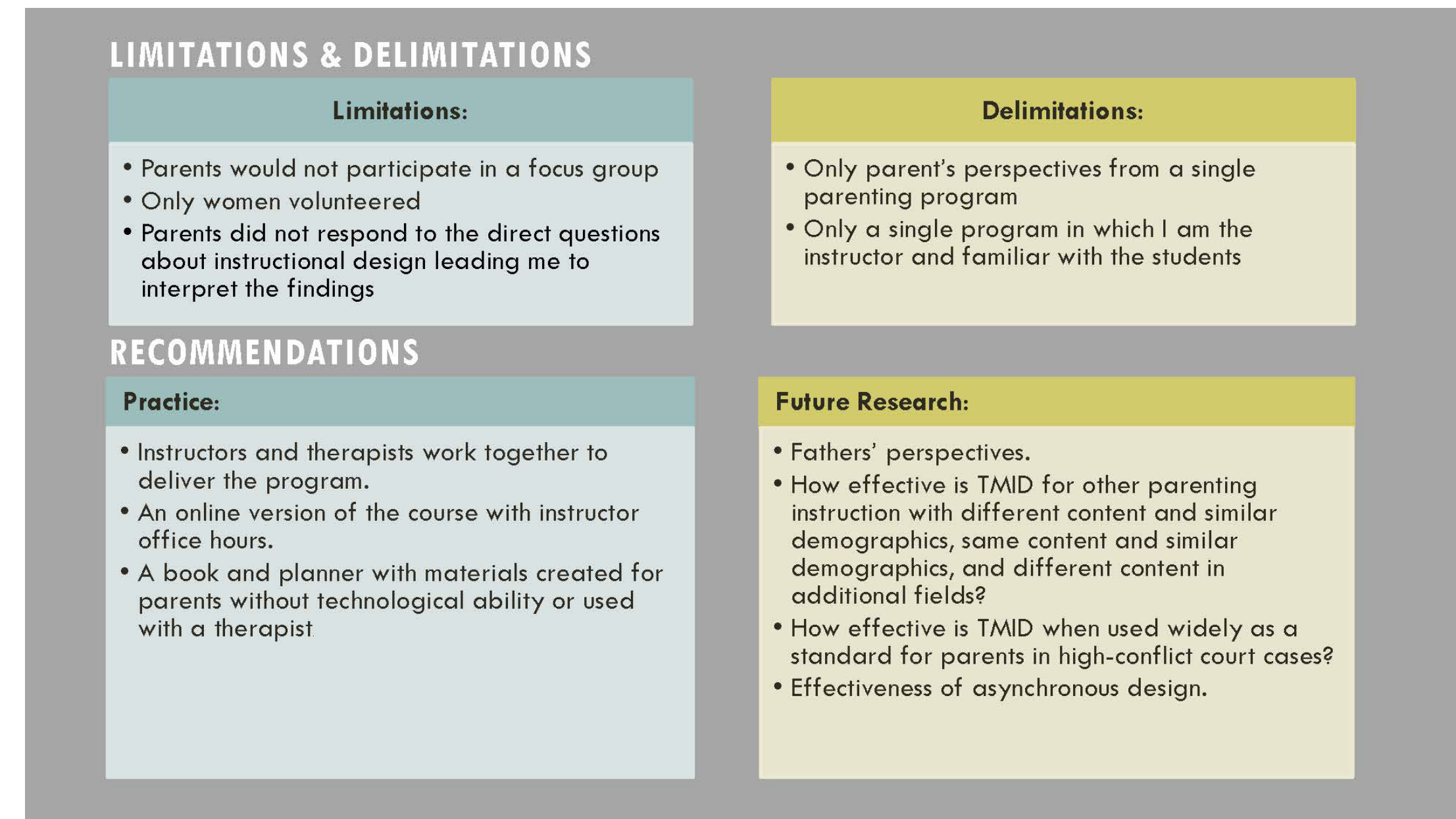
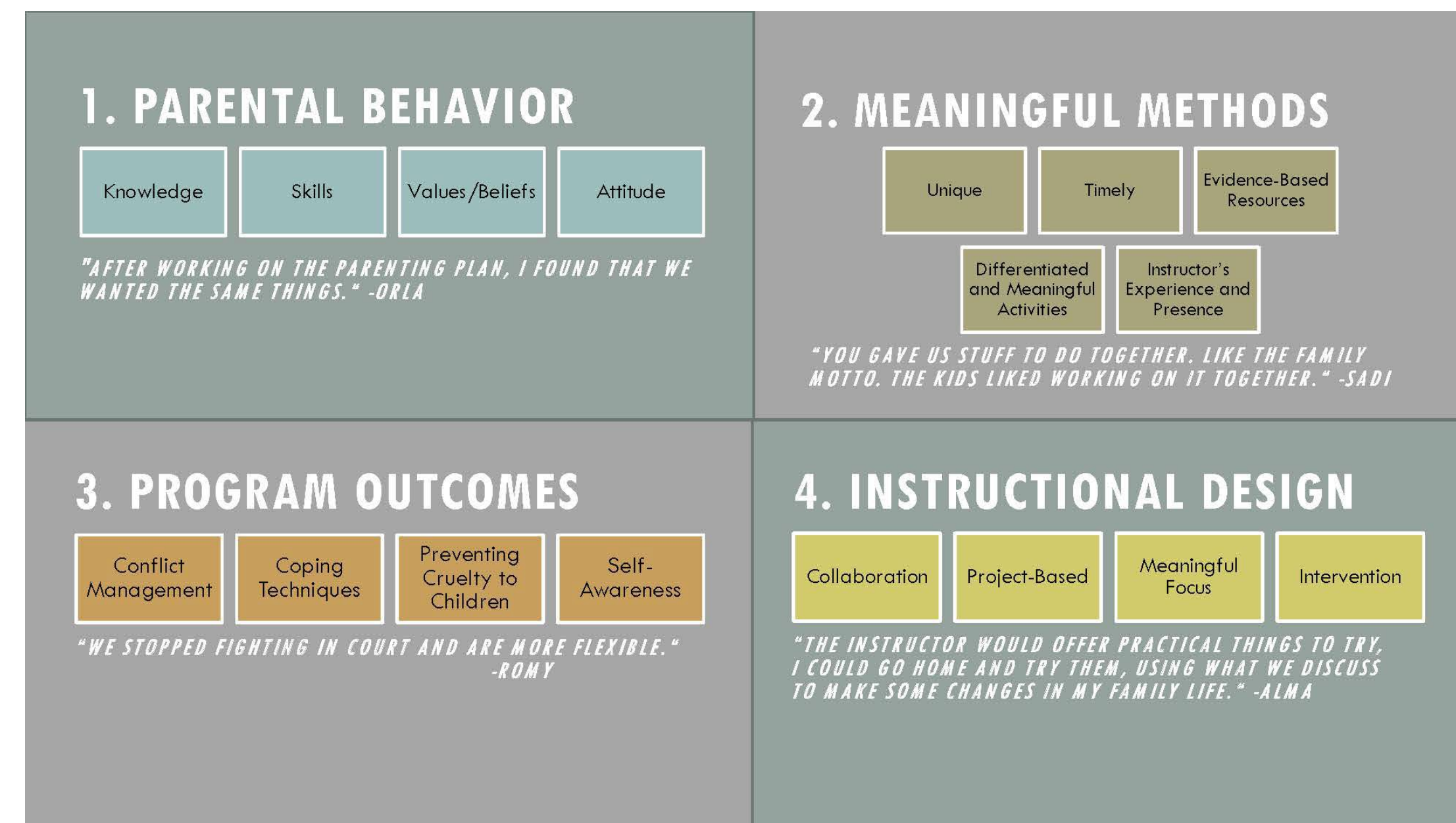


Figure 4. Comprehensive Findings



Results and Conclusion

Results

The case study methodology used two analysis steps, narrative coding, and open coding. Seventeen codes emerged. Selective coding refined how the responses answered the central research question. The three research sub-questions and constant comparison resulted in four selective codes. Four new themes emerged during manual constant comparison analysis, discovering the relationships between narrative, opening, and selective coding. The four themes from this case study encapsulated the ID methods that contributed to the completion of the parenting program for these women: parental behavior, program outcomes, instructional design, and meaningful methods.

Participants did not mention any specific instructional design and technology techniques or tools affecting the program's effectiveness. However, they did mention activities using the three elements of the engagement theory as most significant. Even though all activities mentioned in the program used either collaboration, project-based learning, or meaningful purpose frameworks, this case study showed additional themes that affect the effectiveness of the program's ability to meet the parent's needs. The parents reported that the most significant factors for using the program as an effective intervention include the uniqueness of meaningful methods, timeliness, evidence-based resources, meaningful purpose, and instructor presence. Even though each activity ties back to the mentioned framework, this case study strongly suggests that effective ID does not rely on newer technology for participants of a non-traditional court-ordered parental instructional program.

Conclusions

Throughout this study, parents' experiences describe high-conflict court cases and the ID of a non-traditional parenting instruction program. It explained how the ID affects the program's effectiveness. In addition to describing these processes, interpretations of parents' experiences through their abstract narratives highlight meaningful aspects. These aspects flow from one step to the next. Sometimes parents visit sections out of order or simultaneously as needed throughout the design. ID has invisible aspects for students, making it complicated to describe. The researcher found the flow chart design when the parents named their many prolonged experiences after coding the themes. The parents with CPTSD experienced a structure to alter their behaviors and mindsets knowledge, skills, and attitudes to find creative solutions regarding their family situations. Instructional designers use deliberate techniques and rely heavily on strategies and frameworks (Gagné & Briggs, 1974). The student's perception of the instructor's mindset and the safe space provided for their transition was relevant.

Other designers, instructors, therapists, criminologists, the states, and the court system can follow this study to understand the design process. The parents' narratives and outcomes displayed the instructor's effective interventions. Additional inquiries could create policy changes, support procedures, personnel, and design aspects for these parents. Finally, by switching the content and persons of interest, the TMID could create a structure for other adult learners with different needs who may be suffering from emotional crises and dilemmas.

References

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