Module 1 Part 2: Instructional Materials

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Capstone Practical Application (EIDT-6910-2)

June 5, 2017

Instructional Materials Overview

CourseSites Login Information

Course Link for: Strategies for the Online Instructor: Build a Learning Community
It is open for self-enrollment but *please enter this* ***Access Code: 062817*** *when logging in*.
https://www.coursesites.com/s/_UI-001-SS

Instructional Materials

The target audience for this course is comprised of University of Idaho instructors. As many instructors teach year-round, the course must be flexible and focused to work around the busy academic lives of professors. It is critical that the chosen training format recognizes the diverse schedules of the learners. The analysis of the learners needs dictates that the course be a self-paced, asynchronous, fully online course that provides needed Just-in-Time (JIT) training. This format will provide flexibility for the instructors as they find themselves ready to consider improvements to their individual online courses. Access to the course can take place at anytime and anywhere by the learner. The audience will be comprised of adult learners who are motivated and self-directed which also aligns with the online format.

The instructional materials developed for this course are designed to promote online learner success. The course provides an orientation to the Blackboard/CourseSites environment to assist the new online learner with navigating the learning environment. A syllabus, instructor introduction, and other technical support information is provided to the learner to assist in their level of comfort with the course. Navigation links are clearly defined on the left-side menu and links to module progression are included in each CourseSites module area. Approximate module

completion time for the Adobe content modules are displayed to facilitate learner time management.

Each instructional module is presented in its own Blackboard content area. The navigation and design of the four instructional modules built in Adobe Captivate are standardized using modular-based design template to promote consistency for the learner. “By incorporating the same types of components in each course module, students quickly pick up on the course’s rhythms and patterns and have a better idea of what to expect than if the course were designed using a varying structure” (Kelly, 2009). The design of the modules is minimalist providing clean look and feel of the learning modules.

An introduction and module learning objectives are presented at the beginning of each module to orient the learner to the material being presented. Titles and subtitles are utilized on each module page to facilitate orientation. The topics of the four modules build upon each other in a progression. Information within each module is presented in a logical manner as basic concepts progress to more complex concepts, each building upon previous knowledge in each module (Morrison, Ross, Kalman, & Kemp, 2013). The relationship between modules is also emphasized to create more complex knowledge.

Multimedia is incorporated into the LMS structure and the four instructional modules to increase learning and create a connection to the real-world. Utilizing video assists learners in understanding educational materials, retention and forming new knowledge (Bransford, Brown, and Cocking, 1999, p. 194). Mayer’s Principles of Multimedia Learning were applied to enhance the learner’s experience and provide a meaningful learning experience:

- Multimedia principle: Images and text combined to enhance learning.
- Spatial Contiguity Principle: Associated images and text are collocated.

- Temporal Contiguity Principle: Associated images and text are displayed at the same time.
- Segmenting Principle: Multimedia material is presented in a self-paced modular format. (Mayer, 2002)

Effective use of white space is implemented to guide the learner's eye as they progress through the instructional modules. The fonts used in CourseSites/Blackboard were chosen specifically for readability using Helvetica as the main San Serif font and Georgia as the emphasis Serif font. Within the Adobe Captivate instructional modules the Source Sans Pro font was used exclusively for continuity and readability. Signaling is utilized (font size, weight, color) within the instructional modules and in the CourseSites/Blackboard hosting platform to emphasize important information and improve the transfer of knowledge. Finally, colors were chosen to enhance readability and provide an esthetically pleasing interface.

Assessment Materials

"Assessment is defined as the process of measuring, documenting, and interpreting behaviors that demonstrate learning" (Simonson, Smaldino, & Zvacek, 2015, p. 226) This course is a professional development course without a grading component or pass/fail requirement. Assessments developed for this course include a prior knowledge check, course reflection blog activity, and an evaluation survey. Additionally, the course links to the Test of Online Learning Success (ToOLS) self-assessment test is presented in the Module 1 eLearning Module.

The prior knowledge check will assist learners in gauging their level of existing knowledge about online learning communities and the related concepts presented in this course. The prior knowledge check is presented in a survey format and designed to provide both the learner and instructor with a level of base knowledge from which to build. By identifying areas

of weakness and strength, the learner can concentrate on concepts that require development (Carnegie University, 2017). The survey results are reported to the learner and the instructor for review.

The ToOLS self-assessment test provides the learner with a score to show readiness for online learning. This quiz is provided in the course as an example of the skills needed to ensure success in the online learning environment as well as a gauge for the instructor's readiness to be an online learner. A reflection question is provided asking the learner to consider how they might assist those learners who score poorly on the test for their online courses. The guidelines and scoring information for the ToOLS self-assessment can be found at http://txwescetl.com/test-of-online-learning-success-tools/.

An end of course reflection blog posting summative assessment is provided to allow the learner to reflect upon the knowledge gained through the course. The activity asks the learner to answer a several questions and to contemplate how they will apply their knowledge to their own online classrooms. By providing a link from the knowledge gained to their own online classrooms it will facilitate meaningful, and deeper learning (Palloff & Pratt, 1999, p. 116).

The course evaluation is provided as the last step of the course. The information gathered from the learners will inform course improvement. Participants are asked scale/Likert questions as well as given the opportunity to provide additional information by using short answer questions where the learner can elaborate on issues or suggestions. The learner is encouraged to provide honest input for the purposes of course improvement.

References

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