



Name	Annie Kim Sytsma
Artifact Title	“VoiceThread Presentation”
Program Outcome #	2. Ensure actions are justifiable based upon theory, standards, and frameworks by analyzing and evaluating programs using principles of instructional design to address improvement issues and relevance in the field.
Required Key Assessment	DL5743 (Advanced Design of Instructional Media - Module 4)
Degree Program	M. Ed. in Instructional Design and Technology

Muhammad K. Afifi and Saad S. Alamri (2014) explains that “E-learning provides many advantages for students. For example, students have the opportunity to take the decision to engage in learning and to make decisions on issues such as the speed of learning, and the intensity of the topic learned; it depends on the student, as each student is personally responsible for his/her learning. The learning system becomes learner-centered and curricula can be organised according to the qualifications and responsibilities of students.” The course design is not for a traditional e-learning course. In an effort to get students to the point where they can access and use the e-learning model, I wanted to create a hybrid e-learning course where students will use the e-learning course alongside traditional learning environment in order to walk them through and teach them how to utilize e-learning models for future courses. Think of it as a transitional course if you will. Christopher Pappas (2014) states, “The key [to course design] is to find ways in which basic principles of good web design, along with the principles of Universal Design, can improve access to and the experience of eLearning for all learners, regardless of ability.” The VoiceThread Presentation was created to provide learners with various opportunities provided through the hybrid course design, demonstrating that the system is centered around the learners rather than the course or the facilitator. That said, the course still provides a level of rigor where learners are presented with clear learning objectives and goals prior to the lesson. Tilghman (2011) states, “Selection of an appropriate assessment strategy is another key to developing and designing online course assessment. To select appropriate assessment strategy, one must first establish the online course expectations and what it will take to fulfill the expectations.” The expectations, goals and objectives, are essential when determining which of the various assessment strategies are most appropriate for the design of your assessment.

Advanced Design of Instructional Media

Annie K. Sytsma

American College of Education

Abstract

This paper discusses the shift in education in regards to technology integration and online courses. The paper serves as a foundation of an e-learning hybrid course module designed for high school students taking Psychology, a college prep elective course at Cedar Springs High School. The course presentation was created using VoiceThread and can be found at <https://voicethread.com/myvoice/thread/7977095/43818863/44628189>. This paper is the explanation of the theories, standards and frameworks that serve as a foundation of the course module design.

Advanced Design of Instructional Media

A shift in education in the 21st century has created a need to re-envision the role of technology in the classroom. In today's age of technological advancement, educators have access to a multitude of tools that have the potential to not only engage learners better with their instructors as well as their content, but to help personalize learning for each learner. Integrating technology into education is not about putting together a slideshow presentation, showing a video, or even utilizing an interactive whiteboard. Integrating technology into education is about transforming the learning process and making it more accessible to learners. The learners of today are highly relational, even though the development of that relationship is different from what has been seen in education throughout the years. Learners require, even demand, quick access to learning and teachers as well as administrators have the means to deliver the type of learning experience the learners of today are seeking.

Background

As a developing instructional designer, it is essential to work on and focus on one case to at a time to ensure the integrity of the design. The case I have committed myself to is for the Psychology Program at Cedar Springs High School in a small, rural town in West Michigan. As the sole member of the Psychology Department, I have the flexibility of crafting the course and due to the fact that Psychology is a college prep elective, I wanted to begin transforming the course so that the course will better prepare my students to be College and Career Ready.

The desire to transform the course into an e-learning course is to better prepare my students for their future as they become true 21st century learners. My goal is to introduce effective technology to assist my students. As a high school teacher preparing students for post

high school schooling or the workplace, it is essential that students be familiar with utilizing technology to learn, to research, and to ultimately be prepared. While I have already converted the Psychology II course into a hybrid course to integrate technology, I have yet to integrate technology into Psychology I. Due to the fact that most of the students have little to no experience with technology use in education, it was that much more important for me to create learning opportunities for the students taking one or both of the college prep elective courses.

Target Audience and Context

The target audience for this case study are the students enrolled in Psychology I and II, college prep elective courses, at Cedar Springs High School in Cedar Springs, Michigan. Cedar Springs is a small, rural community with a population of approximately 3,500 people. The learners in this community are mostly born and raised in this town and very few will leave. Having taught in this district for several years now, I have seen many students go off to college with high hopes to succeed, but very little even finish their first year of college. One of the challenges of the students of Cedar Springs is the little to no knowledge they have in using technology in education.

The psychology courses at Cedar Springs High School are college prep electives, which mean they are elective courses for students who are wanting to be prepared for college level courses. To better prepare students for college, this case will focus on creating a hybrid design with the intention of guiding students to transition to be users of technology within education. Students will come to class every day, but all the material as well as all other supplemental materials will be available to students on a course website. Course assignments, projects, and assessments will take place in the classroom, but students will be required to create their own

student e-portfolio to turn assignments and projects electronically for a greater audience. This is all intended for students to become more familiar with the expectations of utilizing technology to learn and to demonstrate learning.

Assessment of Skills

The target audience of digital natives are not necessarily prepared for what is expected at the higher education level. Studies have shown “in order to be competitive, students must work with a host of websites and services to prepare for college” (Wendt, Beach, & Akinobu, 2015). Wendt, Beach and Akinobu (2015) among numerous other researchers have studied freshmen entering college to see if they have an appropriate skill set for technology use in education. Researchers have found that while students feel they are competent in working with technology; students lack confidence in integrating technology for educational purposes and oftentimes do not know where to start without any guidance.

The target audience has little to no knowledge, practice and experience using technology for learning purposes. They seem dependent on the instructor and instead of viewing the process of learning as a responsibility they must own as the learner, they quickly project that responsibility onto the instructor. This course will model the use of technology in the education framework so that students are practicing and building a framework of how to sit in the driver’s seat of their own learning. Similar to the practices of differentiation in a traditional classroom, the hybrid/e-learning model will also offer a personalized learning experience for each unique learner. The intention is to create interactive lessons for the learner to build knowledge at their own pace by allowing them to watch, re-watch, and review at their own leisure. The hybrid

model of the course will offer learners of this target population the personalization they need as class time will focus on questions students may have after viewing the presentations.

Description of the Module or Course

A presentation of the hybrid course design can be found at <https://voicethread.com/myvoice/thread/7977095/43818863/44628189>. The learners of the case site are always concerned with their grade in the course or what will be tested. For this reason, each module of the course must begin with specific learning targets, list of terms/applications, along with success indicators. Each module of the course will clearly outline all the information the learner will be responsible for knowing along with all that the learner will be responsible for completing, almost like a checklist to guide the learner to take ownership of their own learning. The course site will also include supplemental videos to assist students who need further instruction after reading the textbook, listening to the class lecture, and participating in the class discussion. The intention here is to have students practice using various resources on the web to help assist in their learning of the material.

In addition to learning how to apply technological resources to their learning process, the use of technology will also help in developing the literacy of students in this case. Brandi Hayes and Brittney Wilson (2016) state that “Curriculum, classes and activities must be designed to engage students in problem solving and discovery, often called inquiry-based learning. Using today’s multimedia culture, which includes print but is not limited to it, provides nearly limitless resources for acquiring a broad range of skills. Classrooms and schools must be transformed to provide instruction that is motivating, engaging and strategic.” Learners will be engaging in and experiencing different mediums to engage their problem solving and discovery. They will be

building literacy practices as well as developing multimedia literacy to transform their learning. The case will be developed with the strategy of Robert Gagne's instructional design model called Gagne's Nine Events. This strategy will serve as the base foundation and a sequence for learning the material in the modules of the course.

Description of the Instructional Design Model

This module for this case will be created using Robert Gagne's instructional design model called *Gagne's Nine Events of Instruction*. Gagne's Nine Events of Instruction resonated with me early on because it provides a behaviorist framework while also drawing from the cognitive approach, which I believe to be an integral combination for the learning process. In trying to guide students to build their technology acumen, I am working with both the behaviorist model as well as the cognitive model, making Gagne's Nine Events of Instruction the ideal basis for this design. The framework provided by Gagne's Nine Events naturally aligns to the goals I have set forth for this design framework.

Studies have shown that implementing multimedia based resources in a teaching and learning environment has the potential to greatly improve the effectiveness and efficiency of learning by engaging students at a deeper level. Gagne's Nine Events of Instruction is ideal as he associated internal mental processes and formulated these events as elements for a good lesson design to promote effective learning (Gagne, Briggs. & Wagner, 1992). The following nine steps of Gagne's instructional design model may be used to influence, support and provide the necessary conditions for learning:

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prior knowledge

4. Presenting the stimulus material
5. Providing learning guidance
6. Eliciting performance
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

Every case has a unique context and it is essential for instructional designers to meet the needs of their unique context. Gagne's model requires teachers to learn and understand the frame of references of the learners and meeting the needs of the professional context is the same. Gagne's model is a great model because it is consistent to the way I design instruction and curriculum and because it is fitting with the way in which I teach. Gagne's instructional design model has always made sense to me because it is naturally how I teach.

Conclusion

There is no one right way to develop or design a module. An instructional designer must design to not only fit the needs of the client, but to fit the needs of the learner as well. While research has been conducted about the most effective way in creating an effective interactive learning framework, it is important to note that there are various ways to be successful. The key factor, however, is to create a learning-centered learning module incorporating a framework that is consistent and cohesive to the needs of the learners. The use of multimedia has demonstrated to produce active and engage learners who own their learning by participating in their own learning process. It is my intention that the result of this case produces students who are more engaged in their learning process and in their learning material and that they continue to build their literacy skills while becoming more and more college and career ready by learning how to utilize technology in education.

References

- Afifi, M. M., & Alamri, S. S. (2014). *Effective Principles in Designing E-Course in Light of Learning Theories*. *Turkish Online Journal Of Distance Education (TOJDE)*, 15(1), 128-142.
- Gagne, R., Briggs, L. & Wager, W (1992). *Principles of Instructional Design*. Fort Worth, TX: Harcourt Brace Jovanovich
- Hayes, B., & Wilson, B. (2016). *Literacy: The Essential Skill for College and Career Readiness*. *Techniques*, (2), 8.
- Pappas, C. (2016, May 24). *Instructional Design For Accessibility: How To Ensure That Learning Is For Everyone*. Retrieved June 14, 2016, from <https://elearningindustry.com/instructional-design-for-accessibility-free-technical-article>
- Wendt, J., Beach, J., & Akinobu, A. (2015). *Technology Readiness of Freshman Education Majors*. *Proceedings Of The Multidisciplinary Academic Conference*, 1.