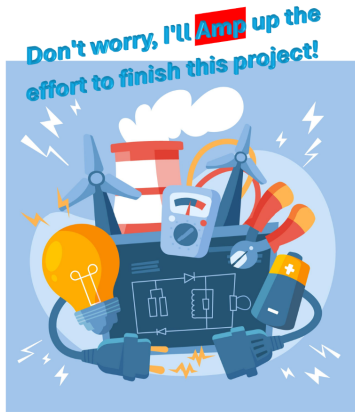


## Using feedback to improve performance (EDCI 572, Using media and visuals)

| Initial design (before feedback)                                                  | Final design (After feedback)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div><p>Expected Time: 2 minutes</p></div> <p>Where in this picture do you think would a multimeter be used and why?</p> <div><h3>Safety tips</h3><div><p>Expected Time: 3 minutes</p></div><div><h4>Watch and learn</h4><ul style="list-style-type: none"><li>• Why safety is important</li><li>• How you should stay safe</li></ul></div></div> |

Feedback received included the following:

This visual works really well. It's clever and sets the right tone before students even touch a multimeter. The "Amp up" line adds just enough humor to ease them in. Nice choice. It would be helpful to see where it fits into the flow of your instruction.

One idea that could make the visual even more engaging is to connect it more explicitly to the learning activity. For example, guiding students with a question such as, "Where in this image might a multimeter be used, and why?" could encourage them to start thinking critically about the tool before the formal instruction begins. Since safety is a key part of your module, a brief visual or prompt related to safe handling could also reinforce that priority early on.

## Giving feedback to peers (EDCI 572, Using media and visuals)



**Sowbhagya Sundaresan** ▼

November 22 at 2:02 PM • 106 Words

██████████ good choice here with the infographic. I was actually curious when I first saw it as to why you had chosen this over a video or image. Appreciate the reasoning. This is a very relevant media for your topic. Cathy Moore's Action Mapping approach is all about learning bringing about behavior change, and that is the prime focus of performance improvement training programs in businesses. So your media captures that information well. The media addresses the Attention and Relevance aspects of the ARCS model, and might even contribute to learner Confidence and Satisfaction, since they know what to look for in a training program.



**Sowbhagya Sundaresan** ▼

November 22 at 1:43 PM • 107 Words

██████████ enjoyed reading and understanding the context of your learning module. I watched the video and it's a great choice for middle schoolers. The video catches attention, gets exactly to the point, has solid visuals and can be sped up if students want to watch it quickly. (I myself ran it at a slightly higher speed to quickly get an idea). This is an important topic too and I'm happy you have chosen to focus on this aspect as part of your module. Having a follow up interactive activity for practice is a smart choice. Good luck, and hope this is a hit with your students!

↩ Reply