Module 5:
Maximizing Student Talk Time

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Reflection:

Instructional Strategies and Justification: The instructional strategies selected for Module 5: Maximizing Student Talk Time emphasize active learning and engagement. For example, I incorporated scenario-based learning and interactive elements to encourage the learner to engage with the new material. By using real-world classroom situations, I knew the information would transfer more easily to application than just answering multiple choice or short answer questions. Also, I knew that the information needed to be chunked in order not to overload working memory. By breaking the information into more manageable units, I increased the probability that the learners will understand, remember, and process the new material.

Design Decisions: To begin with, I knew I wanted an interactive classroom setting to teach the material. It was important to make the course as engaging and interactive as possible to ensure that the content would "stick". I decided to use videos with Vyond to make visually appealing classroom scenes. And then I chose Articulate Storyline to host the course since it has the capability to make the instruction interactive. Both of these tools gave me the ability to create dynamic animations and user-friendly interfaces, enhancing the learning experience.

Accessibility Considerations: Accessibility was a priority in my design process. I ensured that all materials were compliant with UDL guidelines, using clear fonts, appropriate contrast, and providing alternative text for images to support learners with diverse needs. I also made sure that my color scheme took colorblindness into account.

Interface and Visual Design: Interface design principles, such as consistency, simplicity, and feedback, were incorporated throughout my projects. Visual design elements, including the use of district-specific colors and intuitive navigation, were employed to create a cohesive and aesthetically pleasing user experience. I did this by being consistent with the color scheme throughout the course as well as with the font choices and size. Lastly, I made certain to adhere to the principles of visual design: contrast, repetition, alignment, proximity, white space, and hierarchy.

Assessment Methods: I chose formative assessments for this course because it would provide ongoing feedback that helps the learners identify areas for improvement throughout the learning process. The matching exercise after the 6 best practices encourages active participation, while the scenarios provide learners consequences for their choices. Additionally, the formative assessments allow for real-time adjustments to ensuring that instructional goals are met effectively and efficiently. This approach fosters a more supportive learning environment.

Usability Testing: I created the usability test to ensure the effectiveness and intuitiveness of this RLO. It was important to gain insight into the learner's experience on what worked and what didn't. This feedback led to improvements in navigation, content clarity, and user engagement. For example, one change was to the navigation where I had removed learner choice if they did not score 80% or better on the knowledge check. They originally were automatically redirected to the beginning of the 6 lessons on best practices. This lack of control over the learning material frustrated the tester. Thus, I immediately added the navigation controls to the results page offering the learner the choice to review the material or to take the knowledge check again without reviewing.

New Insights: Through this project, I gained new insights into the competencies required for instructional designers, such as the importance of continuous feedback, adaptability, and the integration of multimedia elements to enhance learning. I also found how important it is to have a very detailed storyboard and flowchart. The more work I put into planning paid off when it came time to develop the project.

Professional Growth:

Expanding the Use of CBT: In my current position, I plan to expand the use of CBT by incorporating more interactive and scenario-based modules to move professional development online. This way new hires as well as veteran teachers may access the material when it is convenient for them. This is also a more engaging way to learn than by just watching a video online. The interactive scenarios are learner focused and highly practical making them valuable assets to our program.

Valuable Concepts and Activities: The most valuable concept gained was the importance of user-centered design. The activity of creating a storyboard was particularly impactful, as it allowed me to visualize and organize content effectively before development.

Course Impact: This course has significantly influenced my approach to instructional design, emphasizing the need for thorough planning, testing, and iterative improvement. The learning curve was steep but well worth the time and effort. I now feel extremely confident in my ability to create instructional material with interactivity and user engagement. Additionally, I feel prepared to be competitive in the instructional design field.

Questions and Concerns: A concern I have is staying updated with the latest CBT tools and technologies. To address this, I plan to join professional communities and attend relevant workshops and conferences to continue my learning.

Conclusion: Overall, the course has deepened my understanding of instructional design principles and their practical application. I am excited to apply these skills to create more effective and engaging learning experiences for my students.