

Prabesh Devkota: Journal- Advanced Instructional Design

Pre-work

15th May 2019

Success in online courses:

- Create a plan of action
- Participate

Study habits: Find a place, remove distractions, plan work, discipline

Success: Blackboard, syllabus, make a task list, meet deadlines

Communicate: synchronous and asynchronous- cite resources, ask thoughtful questions,

Creating instruction: When there exists a problem relating to knowledge skills and attitudes, Instruction is purposefully created to facilitate learning, ADDIE

Competency: ipstpi competencies, guideline for courses

Welcome tutorial: gives an overview of the course and the expectations

Create an instruction and critique it (storyboarding), prepare and post work, participate in virtual sessions, interact regarding the project with 2 or 3 people outside the course.

Journal: Reflect on learning, activity, learning, difficulty, thinking about content,

Reflection: A lot of tutorial, hard to keep up with everything that needs to be done. Always worried about missing something.

Online case: It is well designed and documented. Perhaps note the risks and assumptions for this storyboard design. There could be more detailed storyboard for each of the storyboards made here.

Strengths are it covers a lot of things needed to deliver the instruction.

Weakness could be that there are certain unexpected contingencies that might not allow it to happen. Also this might not happen in a linear manner as presented.

20th May 2019

Talked with Dr Pusch and he gave his ideas and resources. It excited me as it would enable me to learn through my work (with professionals and good resources). Has given me more people to consult in the future.

<https://supa.syr.edu/about-sup/>

Initial ideas about the project:

I have decided to work on a project related to my current job at Syracuse University Project Advance (SUPA). Last semester, we conducted a program evaluation of one of the missions of SUPA which was to increase students college readiness. I would like to expand on this study and work in creating instruction for teachers to contribute to their students college readiness skills.

In this particular project, I will focus on creating a syllabus and, time and task management strategies to be incorporated by SUPA teachers into their courses (instructions). This activity would be done by SUPA instructors in seminar sessions meant for the teachers coming from different subject areas. I have been working in SUPA, and hence have a general idea about how things work. I have not been a part of creating instructions for the teacher seminars before, so this will be new. However, I have easy access to all resources and expertise in this area. Overall, this should provide good learning.

Activities

Receiving content/information- Lecture, readings, discussions

Practice with content- group activities, demonstration activity, rubric, strategies, applications

Assessment of learners content knowledge/skills- question and answer session, paper feedback, reflection activity at end of session

Debrief- One minute summary at end of session, discussions, question and answer

Objectives

To provide skills to instructors to design, develop and implement a syllabus for their course (annual) reflecting on their teaching

To provide three time and task management strategies required for college level education by delivering the contents of the course

Delivery

The instruction would be delivered through pre learning readings, in class activities, lectures, case studies and demonstration, rubrics, role play, discussions

Format

It would be a classroom based instruction covered in two major session in a full day program

Video Session 1

21st May 2019

Did **scavenger hunt**,

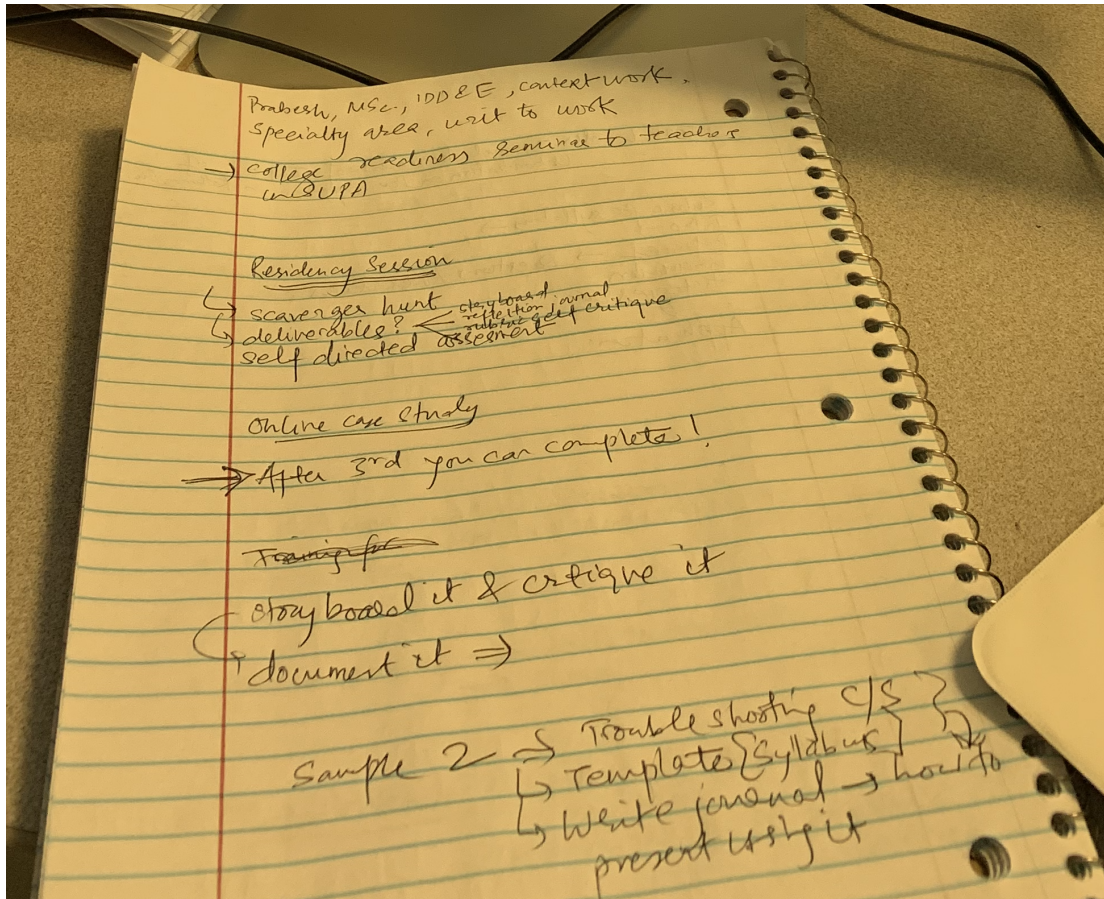
How to critique the instructional unit (initially and finally)

Technology is new.. Have difficulty at times knowing who is going to go in a conversation

+Scavenger hunt allowed us to discover the blackboard and navigate it

-I did not like the fact that these were not so easily available (not that user-friendly)

-Hard to follow instructions coming from multiple points- kind of blocks the whole picture at times



Critique the instructional unit with a rubric--- use it to revise the instruction and include something new (but the change needs to be convinced)--critique the final with the same rubric

Online case discussion: incorporating more when we have limited time might require us to think creatively... like having a follow up online module or something in that regard. Success rates of 100% may not be realistic

Reflection on storyboard template: It gives a structure or outline to our overall instruction. It also gives us an overall way to represent the period of instruction through a flow-chart. It forces us to think every detail about our instruction activity- the activity description, deliverables of that activity, resources required to complete the activity, the outcome in learning, key contents covered,...visually and with some text

Professor did clarify it is not linear-- provide a note to say this, but the storyboard is in an order... no details of things like exams, just mention it

I have a description of the instruction to storyboard, but don't have expertise on it. I will get my initial storyboard checked with experts to see if I am capturing the content.

Title: Design development & implementation of a course syllabus
Estimated Time: 5 hrs
Purpose: to teach teachers to prepare syllabus

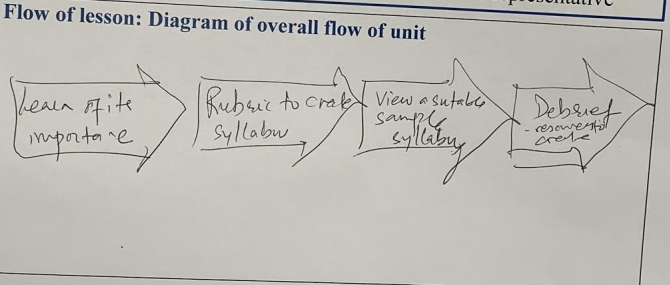
Context: Narrative of context SUPA is a dual enrollment program

Overview: Narrative of high level overview of instructional unit
 - providing students with college readiness skills
 - teach the instructors in their regard of strategy for instruction

Expected outcomes: list key objectives
 ① Design, develop, implement a course syllabus
 ② Have clarity in student responsibilities
 ③ Provide a well articulated criteria to evaluate student performance

Resources: Key resources used in instruction – both facilitator and student
Facilities: Where instruction takes place, technology support structures / seminar hall
Stakeholders: Facilitator-description; Audience-description teachers, SUPA
 Secondary: students, SUPA

Title: Troubleshooting Customer Calls
Estimated Time: 90 min
Purpose: Introductory session for new customer service representative



Description: Brief list of key points in each section of unit

Course title:	Estimated Time:
Activity Title:	Instructional Activity Description:
	Activity Deliverables/Outcomes:
	Resources Required:
Notes:	Key learning outcomes:
	Key Content Points:

Till now today, we have learned to navigate this online course, have an initial idea of an instructional unit prepared, learned in brief how to storyboard this, helpful overall... learned alot

Reading 1:

This reading attempts to give a direct scientific correlation to learning for the first principal by stating that learning would be implemented in direct proportion to the implementation of the principal. Also the degree of the implementation of this first principle being explicitly implemented would facilitate learning better. First principles are design oriented rather than learning oriented.... Don't make assumptions, real life is messy- people are different >> go through all stages mentioned by Merrill

Merrill, M. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43-59. doi: 10.1007/bf02505024

Mayer, R. E. (2008). *Learning and instruction*. Upper Saddle River: Merrill.

Rubrics have set expectations in terms of learning and instruction/ message design. They do try to ensure all the components are measurable and gradable. This will make critiquing our units easy and systematic.

After Video Session 1

22nd May 2019

The three articles gave an idea of what has to be done while creating instruction. For my case which was in providing instructions to teachers, to teach their students, the two other articles make sense as well. College readiness includes some of the skills mentioned, so it makes sense as well.

It was suggested that including both the syllabus and time/task management pieces in the storyboard might be a bit too much, so I decided to go forward with only the time/task management piece.

27 May 2019

Started to work on the storyboard. I would be using the storyboard template that our group created for the Instruction design and development course.

28 May 2019

Did the storyboard and rubric.

Video Session 2

29 May 2019

Documenting and critiquing...

Take from the 3 articles to enhance instruction

First 5 principles

Mnemonics

Generative strategies>active using summarizing, questioning and self regulating

Rubric addition: presence of reflective thinking, collaborative thinking

Use rubric in between instruction informally

Storyboards

Submit in pdf files

Discussions gave insight into the stories, specially Zeenars was laid out very well professionally.

The flow charts should give a conceptual overview

Perhaps assessment part in each part can be done formally for each small module

For yours: put in the activity to integrate in application

Talk about learner strategy for each of the strategies... what are we doing to help.. Who is doing what (clarify)

Pictures can explain clearly the process

Simple is always good- your model is easy to follow

Learning from the readings to incorporate into project (at least 3 more strategies from initial)

People outside the class- talk with them

After Video Session 2

31 st May

Had an informal discussion in SUPA with Dr.Pusch regarding the integration component of the time/task management skills that were made. Unfortunately the meeting was cut short due to another engagement. Will get back to it soon.

3rd June 2019

Have decided to start the last three readings today.

Developing An Instructional Design Strategy To Support Generic Skills Development: **Self regulated learning** (self directed/ autonomous) < perhaps time/task management skills is all about this: setting goals and priorities, goals and objectives for learning, planning and learning>.. **Reflecting** <constructing meaning for the learning of skills by integrating them through self assessment, exchange ideas activity, commenting on others work, peer and self assessment activities> Authenticity is to develop knowledge and skills for specific contexts, jobs and roles < work experience>

Brief description of activities designed to enhance levels of learner engagement in DEEP learning: <Having good questions for reflection...how are you going to use it in your course... what would you do differently in your classes after learning these skills?>

What is contextual teaching and learning? Contextual learning theory says learning only occurs when learners process information or knowledge in a way that makes sense to them in their own frames of reference <teachers will use their prior teaching experience and see the importance of time/task management- and also incorporate it> <use of their on the job learning by reflecting on it>

Luca, J., & Oliver, R. (2002). Developing an instructional design strategy to support generic skills development.

9th June 2019

Started improving the storyboard. Made changes in places where I saw need for improvement. Generative strategy was mentioned as an approach included in the question answer sessions, that had room for reflection too, in each strategy. This was more to make things explicit, though this was already implied in the earlier version.

Deep learning was included in the application session by incorporating a think pair share activity. Want to include a contextual teaching learning activity in debrief, but can't seem to find an appropriate strategy.

11th June 2019

Received feedback from Dr.Pusch on the storyboard. He had pointed out a few changes to make, like the importance for teachers to incorporate the strategies into their teaching. Also he gave a good debrief activity to include, which I was struggling to find in the contextual teaching learning.

Video Session 3

12th June 2019

Rubric multiple interactions? Not graded for it. Say it honestly in comment. Look at the instruction to see how it meets the criteria... instruction not perfect

Different components can lead to the objective.. If they are well made can reinforce

Objectives (learning outcomes) - remember **observe** and **measure** --needs to be measurable (Like repeat, write, say, point, reflect on writing, ...)

ABCD- Audience Behavior Criteria Degree

After Video Session 3

13th June 2019

Had my storyboard read by another colleague, Sari Signorelli. She suggested edits in terms of grammar and punctuation. She said she liked how it was done overall.

14th June

Worked on improving the storyboard and rubric. Checking the links between objectives and activities was one of the major things done. Also, a few objectives were clarified keeping the ABCD approach in mind.

Tried to work on the rubric in detail. The rubric actually made me realize that my citations were not clear enough. I rectified this.

17th June

Performed a final proofread of my storyboard and rubric. Made a few edits on the storyboard. Also edited my journal. Did all remaining surveys. Submitted everything.