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Artefact # 2 MDDE 604 - Instructional Design in Distance Education

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**Introduction**

I chose MDDE 604 Instructional Design in Distance Education to explore new instructional design principles and investigate different application platforms. My goal was to work through step by step, of the instructional systems design (ISD) process, designing, developing and evaluating distance learning materials. My role was to systematically create an original unit of instruction or learning object that meets an educational need or solves an identified performance problem. ISD is described by Clark (2015) as "the systematic and iterative method for creating learning experiences that develop and enhance skills and knowledge.”

The reason I selected this artifact was my quest to deepen my understanding of the development of educational and training programs. I chose to focus on ADDIE (i.e., ADDIE - Analysis, Design, Development, Implementation, and Evaluation) because I was keen to develop and demonstrate the application of online curriculum and content designs. The ADDIE model, with its systematic approach, played a crucial role in this process, enlightening me about the intricacies of online curriculum development and content design.

**The ADDIE model learning curve!**

"As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students' progress towards achieving learning goals" (Growing Success, 2010). This quote resonates with me because it is a huge part of what I do as an educator and encompasses the many different roles I play. It also aligned with the ADDIE Model and reminded me that assessments need to align with my instructional activities and learning objectives to ensure cohesion and relevance. I chose to concentrate on ADDIE (i.e., ADDIE - Analysis, Design, Development, Implementation, and Evaluation) as I have teaching credentials in Kindergarten to Grade 10, and I wanted to develop and showcase the development and application of K-12 online curriculum and content designs. I wanted to create a proposal that would benefit teachers in an online platform (1.7). I chose to develop modules for an online reading intervention program for students transitioning from JK/SK Kindergarten to Grade 1.

First ~~thing was first!~~ I had to familiarize myself with the ADDIE model to ensure that designing a curriculum unit for online kindergarten reading was well organized and structured yet offered flexible plans that adhered to the developmental needs of young students learning to read, such as continually considering ways to engage a young reader (1.8). I conducted a needs assessment to determine the knowledge gaps and learning objectives related to using this model. In this stage, I found that many factors needed to be addressed before bridging the gap for our early readers (4.6). Some of the questions I had going into the needs assessment were: Did the COVID pandemic strain our young readers? How do we assess young students to be successful in Digital Literacy? What is the data telling us if they are struggling in oral reading? Lastly, how do I bridge the gap as an educator? (5.1, 5.2). These questions led me to interview teachers to examine how teachers were helping students….

In these interviews and primary teachers, my main goal was to focus on the following (4.8): How do we keep children motivated and learning at home and school during the ongoing COVID-19 pandemic? How can schools support their students' social and emotional needs and try to bridge the gaps in reading as kids eventually return to school? (1.2). This research taught me that it is difficult to successfully teach reading and writing, emphasizing phonics recognition and decoding for our young readers in an online setting. (1.1).

From this research, I decided that breaking down the material into small components was necessary to help struggling learners reduce cognitive load. I wanted to outline step-by-step ways to support little readers in an online component. For example, I broke down each module into small learning experiences such as phonological awareness, decoding, alphabetic principles, etc. (2.2, 2.3). I felt that breaking information into smaller steps would not only help the students but also help the teachers ………This process made me realize that student demographics matter when developing an online course. I also learned how important it is to follow a process such as ADDIE to **ensure I had the necessary assessment pieces that teachers would be using in each module.**

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While completing the development of these modules on kindergarten literacy, I wanted to use the "language" and "assessment" requirements from the Ministry of Education. As a diagnostic assessment tool, I wanted to implement the comprehensive Fountas & Pinnell Benchmark Assessment System. This is widely known to educators to formulate proper diagnostics and support whole-group, small-group and independent learning opportunities, including students in the K-1 realm of readers (5.8). The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who need to achieve grade-level expectations in reading. Using the Fountas and Pinnell Benchmark tools allowed me to integrate a way to determine students' independent and instructional reading levels online in a way that was already familiar to teachers. For example, using this tool, teachers could use a synchronous learning tool such as Zoom or Microsoft Office to observe and quantify student reading behaviours and make informed decisions that connect assessment to responsive teaching. Using language and tools that students were already familiar with in an online environment would…..From this experience, I came to understand …….

Feedback from students parents, educators, on their experience with the online modules. Identify strengths, areas for improvement, and future enhancements for each modules moving forward (4.3).

Incorporating the science of reading for kindergarten children into online learning was no easy task. “The body of work referred to as the ‘science of reading’ is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. By using already established assessment and learning tools and transferring them to an online setting using synchronous tools, I overcame some barriers to online kindergarten education. I was able to help teachers identify their students' areas of strength and areas needing improvement. These models also helped provide teachers with data to inform instructional decisions, differentiate instruction, and provide targeted interventions. I also aligned all of my modules with the Ministry of Education's data-driven assessment (5.9). In creating this module, I learned the importance of……

First Introduction to Canvas

Canvas was the LMS system that we were required to use for creating these online modules. This program allowed me to create multimedia content, interactive activities, and progress tracking (3.1). This was the first time I had ever experienced Canvas and there was a great deal of apprehension about how this program worked. It was not an easy program to navigate in each section, never mind trying to build each module (4.1). I was familiar with certain platforms such as Moodle, Google Classroom and Brightspace so I needed to get into a better head space. I needed to stop being so negative about using a new program and start watching "how to videos" that our course syllabus provided.

I watched the "Sample Pilot in Canvas” and began to progress of creating literacy modules in the program. I recognized that technical challenges contributed to both the learning curve and the success of the completion of this course (2.2). Some of these challenges included the initial setup and navigation of the Canvas program and occasional glitches often having to reboot my computer (4.2). I found it complex to navigate because I found it was limited to customization such as making it engaging and colourful to kindergarten students (3.5). I also had difficulty accessing certain features like uploading videos and images. I wondered if this program was going to present a challenge for parents, teachers and students. It was important I had the necessary time to conduct proper feedback from teachers in order to adjust the program accordingly (5.8).

Conclusion

As a result of this assignment, I have developed efficient online modules employing the ADDIE instructional design process. Understanding this process has allowed me to create content that is student-centered and through the creation of content for each of these modules, I have gained confidence in using new technological applications to enhance learning experiences for online learners.

My goal was to create online learning modules for educators and literacy coaches to provide training to teach online reading for an early literacy learner who has "not yet met" grade-level reading by providing an easy to use step by step learning guide in a clear, concise and specific language for teachers for their literacy lessons. These modules offer strategic actions for working on different levels of texts in grades K -1. I created modules that will also be useful for teachers who are who are working with older students reading below grade level. These modules explore ways to use the language in various teaching settings during reading workshops and small-group interventions. Both classroom and intervention teachers need to understand that the use of common language and expectations will benefit their struggling readers (6.4).

Final thoughts. "As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students' progress towards achieving learning goals" (Growing Success, 2010). Why is this relevant? You already used a similar quote above. Considering deleting and ending with your reflection