

Learning Intervention and Design Documentation

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This learning intervention is an assignment module template that can be imported into a Canvas course and edited to include specific course content.

- The module begins with instructions for the course instructor on how to use the template in their course. This section is designed to be deleted before publishing the module.
- Part 1 focuses on the research portion of the assignment. This is specific to the course and should be completed by the course instructor.
- Part 2 focuses on the poster portion of the assignment. The content has been created for the instructor, but there is a discussion assignment that requires some edits.
- Part 3 focuses on the assignment deliverables and collaboration. Portions of these discussions and assignments need to be edited by the instructor.

The course can be accessed here: <https://acu.instructure.com/enroll/449D63>

Instructional Design Model: Backward Design

For this assignment, I used the Backward Design instructional design model to build the instruction needed for designing an academic research poster.

- One of the strengths of this design model is that the instructional designer knows where they are headed in terms of the learning objectives and know what the final assessment will be. By knowing the learning objectives and the final assessment, the instruction, activities, and assessment can be more efficiently developed (Bowen, 2017).
- One potential weakness in this design model is that it may be seen as “teaching to the test.” While I can see how this can be an issue, this assignment has many variables that allow a student to not come to a single conclusion but gives them the opportunity to decide the best way to communicate their research findings visually.

Learning Need

Throughout the past 3 years, my work within educational technology at Abilene Christian University has involved working with faculty to implement creative assignments that use Adobe

Creative Cloud applications, such as Adobe Illustrator, InDesign, XD, and Photoshop. Choosing to use Adobe applications was two-fold;

- All faculty and students have free access to Creative Cloud, and
- It would require the majority of students to learn something new, an important part of engaging in the creative process.

In 2020, LinkedIn Learning published a report identifying creativity as the top soft skill employers desired their employees to learn (LinkedIn Learning, 2020). Higher institutions are positioned to prepare students for post-graduation career readiness by intentionally giving students opportunities to develop creative skills. This prompted the work with faculty across academic disciplines to replace or reenvision non-creative assignments to include a creative project.

Theoretical Framework

My learning intervention uses the Community of Inquiry framework because students will be doing the majority of their work outside of class, and the delivery of the material will be done in an online format.

- Students will engage in the Cognitive presence through assigned readings and videos.
- Students will engage the Social presence through Canvas discussion groups and peer feedback.
- Students will engage with the Teaching presence through the Canvas course. They will be able to communicate with the instructor online or in person because office hours will be posted. Students will also have access to my appointment calendar to receive additional guidance.

Major Design Decisions

Many of the major decisions I made came from feedback from students in a nursing research course. Many of the students wondered why they were designing a poster when they needed to be studying for the NCLEX. The need for students to develop creative skills was not explained well when starting a poster assignment. Because of this, I have included a section on creativity and why it is important. When I first started working with this nursing course, I only did a live demonstration and then gave students access to a screen recording of that session. The 45-minute

screen recording was difficult for students to try and find one task/skill in the video. Students expressed difficulty in finding what they needed in the video, so I now create a series of shorter videos that are much easier to navigate.

Technology Integration

I chose to use Canvas as the LMS tool for this assignment template. Faculty and students are already familiar with Canvas. Eventually, the assignment module template will be uploaded to Canvas Commons so that ACU faculty will be able to import the template into their course and easily modify course-specific information.

Diversity

In terms of accessibility, the learning intervention includes two strategies that are geared toward a more diverse learner. Because there is a significant amount of text, it was important to make each page more readable by using a larger font (14 pt) than the default (12 pt) font size. There is a significant amount of videos within the learning intervention as well. To make these more accessible, each video has the capability of turning on closed captions to assist those with hearing impairments.

Evaluating the Learning Intervention

To evaluate the effectiveness of this learning intervention, I plan to connect with the Nursing Research faculty that are already using a poster assignment and have them include this module template in their course. I would like to give a survey to the students at the end of the assignment that will help give insight into what they liked or disliked about the module. This would allow me to make necessary adaptations.

References

Bowen, R. S. (2017). Understanding by Design. Vanderbilt University Center for Teaching.

Retrieved July 5, 2022, from

<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

LinkedIn Learning. (2020). *4th Annual LinkedIn Learning Workplace Learning Report*.

<https://learning.linkedin.com/content/dam/me/learning/resources/pdfs/LinkedIn-Learning-2020-Workplace-Learning-Report.pdf>