**R546 Option A: Curriculum Brainstorm  
for Instructional Message Design Class**

March 3, 2012

**Part I**

***Description about Job Setting***

Even though the teaching competency is essential for me as I have a dream to be a faculty member in the future, I have not had an extensive teaching experience. By trying several times to close the teaching gaps, I had an opportunity to teach. In the Dr. Glazweski’s R541 class ‘Instructional Development & Production 1’, I led an hour-long workshop regarding instructional message design. Despite the length, it was not an easy task to engage student and to make students active in the discussion. I have prepared it for a long time by applying the motivation, collaboration, and creativity principles learned from R546 class. Experiencing an hour-long class by applying the teaching skills provided me with a reflective moment to introspect my own teaching competency. Interestingly, each individual reacted differently. The most struggling part for me was to respond student question immediately. As if I were an instructor lecturing in college, I must spend much more time to prepare instructional materials, activities, and course plan in general.

Therefore, with an assumption if I were a teacher, I would like to design and develop an eight-week course named “Instructional Message Design”. This course was designed based on the syllabus that I took a course from Ewah Womans University with an emphasis on promoting motivation, collaboration and critical/creative skills learned from R546 class.

***Brainstorming Ideas and assessment***

Based on a range of learning strategies from R546, I have drafted a brainstorming idea list to use in the proposed class. Pros and Cons were also analyzed.

***Brainstorming Ideas***

|  |  |  |
| --- | --- | --- |
| Motivation | Creativity/Critical thinking | Cooperative/Collaborative Learning |
| * Ice breaker (Self-Disclosure Introductions) * Goals and Expectations Charts * Blog self-reflection * Have you ever questions * Give flexibility in assignments and due dates * Praises, Acknowledgments | * New Perspectives (What if) * Brainstorming: / Reverse Brainstorming * Evaluative Questions * PMI * OPV: Other People's Views * Summing up | * Gallery tours * Group project for common goal * Grouping based on students interests * Group grades for group processes as well as output * Group reflection * Wikipedia Editing |

**Assessment brainstorming ideas**

*Techniques for Motivation*

|  |  |  |  |
| --- | --- | --- | --- |
| Technique | Challenge | Driving/Positive | Support |
| Ice breaker (Self-Disclosure Introductions) | If students introduce their selves simple and formal, it would be only formal process. | Student will know each other better and be interested in this course. | Instructor gives them simple guideline for introduction or use a game format. |
| Goals and Expectations Charts | Personal goals from in the first time could be change during the semester. | Instructor can understand what student hope to achieve on the long run from this class. | In the middle of the semester, instructor gives them an opportunity to revise and check it. |
| Blog self-reflection | Possible burden with heavy workload weekly update activity | Opportunity to reflect individually | Encouraged to have a student-centered reflection |
| Have you ever questions | If the question is not related to the contents that the class deals with, it could be meaningless activity. | It makes students get involved in the class activity based on their own experience. | Instructor need to try to connect the question to the class contents or class objectives. |
| Give flexibility in assignments and due dates | It could be hard to assess the output based on same standard guideline. | Students can have a various options to select based on their interests. | Instructor has to give a specific guideline for each assignment. |
| Praises, Acknowledgments | The students who did not get a praises can feel bad or confidence could decrease. | It make students get involved the activity | Should give them praise or feedback with clear fact and evidence. |

*Techniques for Creativity/Critical thinking*

|  |  |  |  |
| --- | --- | --- | --- |
| Technique | Challenge | Driving/Positive | Support |
| New Perspectives (What if) | Hard to find out proper examples | Taking a fresh perspective on the existing design | Providing a close example related to the content |
| Brainstorming | Limited to listing an idea | Having a variety of perspectives on design | Need to provide meaningful feedback based on a comprehensive review of ideas |
| Evaluative Questions | Limited to abstract questions | Providing a analytical perspective on message design | Encouraged to do after saturated knowledge in basic principles |
| PMI | Needs to associate the learning principles | Opportunity to analyze each interesting design principle based on PMI | Apply the principles as if one were to do in the real-world |
| OPV: Other People's Views | Hard to find out proper examples | Taking a fresh perspective on the existing design | Provide a closely related example to the content |
| Summing up | Need to consicely summarize within a short time | Providing an opportunity to reflect after the each class | Utilizing the end of class |

*Techniques for Cooperative/Collaborative Learning*

|  |  |  |  |
| --- | --- | --- | --- |
| Technique | Challenge | Driving/Positive | Support |
| Gallery tours | Competition encouraged by group comparison | Possible to compare pros and cons at a glance by comparing group outputs | Conveying the meaning of activity |
| Grouping based on students interests | Potential conflict from prior knowledge, skills, and characteristics | Topic can be decided whithin the common group interest | Need to adjust based on group member characteristics, prior knowledge, skills, and level |
| Group grades for group processes as well as output | Hard to evaluate the process | Individuals can be encouraged to actively participate in group activity | Need a clear set of criteria for evaluation |
| Group reflection | Tendency to positively reflect | Group reflection for the teamwork, working process | Facilitate for a critical reflection |
| Wikipedia Editing | Free-rider problem | History check and individual role are possible | Need to emphasize the importance of process as well as result. |

**Part II**

***Strategic Plan for ‘Instructional Message Design Class’***

I revised teaching techniques by combining several strategies together to facilitate students to be more active, cooperative. The following is how I will use those combined teaching strategies to teach Instructional Message Design.

|  |  |
| --- | --- |
| **Week/Contents** | **Technique** |
| **W1**  Introduction of ‘Instructional message design’ | **Ice breaker** (Self-Disclosure Introductions):  To get student know each other better and be interested in this course, instructor gives them simple guideline for introduction or use a game format.  **Goals and Expectations Charts:**  Instructor can understand what student hope to achieve on the long run from this class. In the middle of the semester, instructor gives them an opportunity to revise and check it. |
| **W2**  Basic principle of message design - PARC | **Group practice and OPV (Other People's Views):**  Student can revise the sample design that instructor gave applying the four basic principle of message design and also share other group’s work.  **PMI (Plus, Minus, Interesting points)**:  In closing, student can summarize the concept of the four basic principles through PMI technique. |
| **W3 ~ W4**  Cognitive theory and instructional message design -  *1. Motivation Principles & Perception Principles, 2. Cognitive Load theory* | **New Perspectives (What if):**  Through the ‘what if’ activities, student can understand and have new perspectives about the relationship between cognitive theory and instructional message design.  **Summing up:**  In closing, student can summarize the relationship between cognitive theory and instructional message design in pair. |
| **W5 ~ W7**  6 Message design principle for multimedia contents development | **Goals and Expectations Charts:**  Instructor gives students an opportunity to revise and check goals and expectations they wrote at a class of 1st week.  **Evaluative Questions and OPV (Other People's Views):**  Students can ask a question and answer the question about evaluation of usefulness 6 Message design principle for multimedia contents development and also share other student’s perspectives.  **Closing: PMI, Summing up:**  In closing, student can summarize the concept of the six instructional message design principles through PMI technique and summing up techniques. 6 Message design principle lasted 3 weeks, therefore instructor can use the techniques on a rotation. |
| **W8**  Final review and presentation | **Gallery tours:**  Student put the final output of group assignment on the wall, and shares their idea. Each student can put a feedback using a star mark sticker.  **Praises, Acknowledgments:**  Instructor gives each group a positive feedback and praises as well as some points needed to improve. |
| **Assignment** | **Technique** |
| Weekly Self-reflection | **Blog self-reflection:**  Students need to post at least one blog self-reflection in a weekly basis. |
| Individual assignment | **Give flexibility in due dates:**  Students can have a 48 hours extension of due-date. |
| Group assignment: | **Grouping based on students interests:**  Topic can be decided within the common group interest. Need to adjust based on group member characteristics, prior knowledge, skills, and level.  **Group grades for group processes** as well as output (by using **Wikipedia editing**):  Individuals can be encouraged to actively participate in group activity. Need a clear set of criteria for evaluation. History check and individual role are possible Need to emphasize the importance of process as well as result.  **Group reflection:**  Group reflection for the teamwork, working process. Need to facilitate for a critical reflection. |

***Reflection***

Through this experience, I have come to know that the most important strategy is to best situate with learning context rather than applying a variety of learning principles inappropriately. Specifically, considering learning contents, learner characteristics, and environmental characteristics were the priority to select for better learning outcome.

Since the class time is limited, it is impossible to apply a variety of activities at once. Therefore, I applied a number of strategies that promote internalization and reflection. The target audience for this class in graduate students so I tried to apply teaching skills that entails deep perspective. As this has not been proven effective, more revision and modification are necessary based on learner reaction and learning effectiveness.

What is important is to clearly convey learning materials that make learners internalized with the contents. Therefore, it is important to have a deeper thought on identifying how to elevate and maintain learner motivation.

**Appendix: Simplified Syllabus**

**Course title:** Instructional Message Design

**Instructor:** Minkyoung Kim ([kimmink@indiana.edu](mailto:kimmink@indiana.edu))

**Course Goals:**

By taking this course, students will be able to:

1. Understand the basic principles for message design
2. Understand the relationship between cognitive theory and instructional message design: Motivation and Perception principle & Cognitive load theory
3. Understand six instructional message design principles for developing multimedia learning course
4. Apply the learned principles to analyze, review, and revise instructional message

**Assignment:**

1. Individual assignment:

Individual student needs to find out examples at least one good design, and one bad design. Based on the basic principles for message design (PARC), student will analyze the examples and suggest ways to improve those.

1. Group assignment:

A group of students needs to find out one open source online course (i.e., MIT OCW course) and analyze the course and suggest ways to improve based on six message design principles.

1. Weekly Self-reflection:

Students need to post at least one blog self-reflection in a weekly basis.

**Grade:** Participation (10%), Individual assignment (30%), Team assignment (30%), Weekly Self-reflection (30%)

**Course schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Contents** | **Assignment** | |
| W1 | Introduction of ‘Instructional message design’ |  | Weekly reflection *(weekly base)* |
| W2 | Basic principle of message design - PARC |  |
| W3 | Cognitive theory and instructional message design -  *1. Motivation Principles & Perception Principles* |  |
| W4 | Cognitive theory and instructional message design -  *2. Cognitive Load theory* | Individual assignment *(due-date)* |
| W5 | Message design principle:  1) Multimedia principle, 2) contiguity principle |  |
| W6 | Message design principle:  3) Modality principle, 4) Redundancy principle |  |
| W7 | Message design principle:  5) Coherence principle, 6) Personalization principle |  |
| W8 | Final review and presentation | Group assignment  *(due-date)* |

**Textbook**

Clark, R. & Mayer, R. E. (2008). E-learning and the science of instruction (2nd ed). San Francisco: Jossey-Bass.

Flemming, M., & Levie, W. H. (1993). Instructional Message Design (2nd ed.). NJ: Educational Technology Publications.

Williams, R. & Tollett, J. (2006). The non-designer's web book. Berkeley, CA: Peachpit Press