

Development Project Journal 3

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### **Overview of the Objectives:**

1. Professors will recognize how to use the Zoom platform.
2. Professors will identify basic computer skills with the use of the instructional technologies.
3. Professors will demonstrate techniques for distance education.
4. Professors will utilize motivational design approaches for online learning courses.
5. Professors will apply the instructional design model for blended higher education.

### **Success of the Learners:**

Looking at the course concerns, ways that my design will help with student success is because of how we will break down the sessions in a way that won't be difficult for the professors, especially since they are not great with technology. How I will do this is by going through the sessions in a way that will enhance student development by them getting more used to the technology they need to use (i.e., starting the first sessions face-to-face with me describing the technology they need to learn). Since my session will have the capacity of only 6 professors, there will be more than enough time to have the one-on-one sessions with each learner; therefore, there will always be student support available as well as a better pacing and scheduling for each session, and faster feedback by the instructor on course progress.

### **Learner Characteristics/Types of Support:**

My learner characteristics are that they are faculty members that are new to teaching remotely. They have little to no experience about distance education as these faculty have been teaching completely traditional courses, and because of the current circumstances, they need to start teaching remote. They are also motivated in learning how to teach remotely as it is completely required for them to be able to, but they worry that they might not learn properly because of their lack of knowledge in technology. Their learning style is face-to-face hands-on learning, and I will try to provide the best strategies for their learning style. The learners are faculty, and they are quick to adapting to the new change they need to go through, this being the more use of technology they need to learn. They are very motivated and that is a very great learning characteristic they have for my project plan as it will match well with the ARCS-V Motivational Design Approach I plan to use as the type of support I will provide for the learners in my project. The types of support they might need to succeed in my instruction are more support with technology use, which should be covered completely in our first two sessions.

### **Checking the Quality:**

What will make my plan a quality project design is that there will be many learner interactions with the instructor and other learners as an essential characteristic and is facilitated through a variety of ways with the main one being connecting and discussion how to work on our objectives through face-to-face then Zoom calls. The format I will implement in my plan will go through more of a discussion format than a lecture format where I just example what they need to know. Therefore, our format will strictly be through discussion base where the learners are always free to jump in when they what to ask questions any time that they want. The plan will also meet the mission statement, in this case the objectives, all throughout each session. The plan will be implemented based on the needs for the faculty, and the objectives are made for just that; therefore, needs assessments will also be done to ensure that the objectives are met.

**Dialog and Structure:**

We will have many structures for dialogue in distance education that can structure my design in a way that can be handled very well even though we all need to be virtual in this design. The list of technology we will use to make sure we stay connected are audio/video recordings, computer conferencing, and web-based learning. Audio/video recordings will be used by us having our Zoom meetings all recorded for future use. Computer conferencing will be used by having all of our sessions be done through a computer or will have the use of a computer involved by using it as a virtual conference (i.e., Zoom meetings). Lastly, web-based learning will be used for our sessions to teach the faculty on how to do web-based learning themselves by contributing online learning.

**References to Learning Theory and Research:**

The professional distance education organization guides that can help our organization in developing its distance education programs are Sloan Consortium, Distance Education and Training Council, U.S. Distance Learning Association, the ARCS-V Motivational Design Approach, and Instructional Design Model. Sloan Consortium has great resource that can help faculty in transitioning to online learning because of COVID-19 (Sloan Consortium, n.d.). Sloan Consortium provides great sources for the faculty to move to teaching online, and we believe that this will be a great resource we can use for training our faculty for the project of this course. Additionally, Distance Education and Training Council also provides great guidance by having trainings that can better help our participant for this project (Distance Education and Training Council, n.d.). One of the trainings from the Distance Education and Training Council that we would like to look at for our project is the one titled, “Association for Educational Communications and Technology (AECT),” (Distance Education and Training Council, n.d.). This training connects professionals with a shared interest in the use of educational technologies and its contribution to the learning environment to provide guidance in educational media and technology (Distance Education and Training Council, n.d.). The U.S. Distance Learning Association will be another guidance we will look into for our project, especially by looking at the resources they provide about distance learning in Higher Education (U.S. Distance Learning Association, n.d.). We will especially look at the “Instructional Design: The Addie Approach” resource U.S. Distance Learning Association provides since that approach can be one of the sessions, we will provide in our training for the faculty to teach online since the faculty would like to know what kind of teaching format they would want to go with for online teaching (U.S. Distance Learning Association, n.d.). Furthermore, we would like to also use the two articles reviewed on previously about the ARCS-V Motivational Design Approach and the Instructional Design Model. The ARCS-V Motivational Design Approach combines with interaction types within the Interaction Equivalency Theory, and e3- learning approach for instruction designs (Ucar & Kumtepe, 2016). Lastly, we would like to also include in the project the Instructional Design Model that was also reviewed, which includes blended education, and the model integrates the complexities of higher education strategically and is practically framed to support faculty with design challenges (Hack, 2016).

## References

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