

Presentation Outline & Final Steps:

Maximizing Impact: Creating Engaging Learning Communities through Learner-Centered Design

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Project description and context

In this three-part module, I, in collaboration with six additional designers have endeavored to create a resource for university instructors to develop their learning design practice, as informed by instructional design tenets. The project was initiated by Dr. Elizabeth Mahler as part of a Northeastern fellowship. It will not, however, be restricted to Northeastern professors, and is intended as a tool for all higher ed instructors regardless of their career stage, subject matter expertise, or learning medium. While the content is geared toward online learning, face-to-face learning, and hybrid learning, it will be offered exclusively in an asynchronous online module. To date, the site may be hosted on Canvas—but it may also be hosted in Articulate RISE to allow for the broadest range of accessibility.

Dr. Mahler has defined the ‘why’ behind her project through the realization that “almost all faculty members who teach in higher education as subject matter experts lack formal training in the science of instruction and instructional design, even though they routinely design instructional materials (Khalil & Elkhider, 2016). While instructors in a higher ed space are experts in their own field, this project operates under the belief that they would be both relieved and improved to find that the art of teaching itself can be boiled down to a heavily researched science and replicable, scaleable and most of all attainable process. Dr. Mahler’s observations of habits in her own university noted that onboarding of new teachers “offer little in terms of faculty onboarding or professional development that focuses holistically on how to create a learning experience based on sound design principles and processes” (Mahler, 2022). With these modules, those entering classrooms might feel empowered by the foundational training helping them achieve. As we know, instructors are held to the standard of outcomes and student-

generated assessments—but those areas of assessment are not on subject matter alone. They also require a professional to consider the quality of packaging around the subject matter expertise. This is where these modules and an initial application of instructional design techniques come into play.

Project Updates in Week 9

I am pleased to report that almost nothing has changed from my initial projection of this. We are still on track to produce three modules, and as I estimated in my initial timeline, script finalization continues in the background, but we have largely pivoted to laying out the workbook component of these deliverables. This vision is becoming clearer each day, and now the outline looks for each module, will likely contain some version of the following components:

Following the Active Learning module, the workbook will contain:

- Specifically listed AL strategies
- 2 Scenarios in which AL can be applied
- Reflective Questions and/or templates to personalize an AL “action plan”
- Additional Resources

Following the Community Building module, the workbook will contain:

- Specifically listed CB strategies
- 2 Scenarios in which CB can be applied
- Reflective Questions and/or templates to personalize an CB “action plan”
- Additional Resources

And finally, following my DEI module, the workbook will contain:

- Even more listed DEI strategies

- 2 scenarios/case studies in which DEI was either improperly or properly applied
- Reflective Questions and/or templates to personalize an DEI action plan
 - A Racial identities practice sheet in which learners are prompted to reflect on their own identities
- Additional Resources and further reading.

Separate from the workbook, the team has also added Pause and Ponder Reflective Questions to follow the videos in each module. Here are some examples of what my module video may be followed by:

1. What DEI strategies do you already apply?
2. What obstacles might prevent you from applying some of these new strategies? What can you do to overcome those obstacles?

Lastly, the only other aspect that has changed is the addition of the presentation session on 12/14. As mentioned, the entirety of this module will not be completed by then, or by the end of this course, but the team will need to spend time preparing elements to share with the group by that date.

Presentation Outline:

Note: The final presentation will be done with all other members of my XN team. Some aspects of the collaboration are still being worked out, but largely the idea is that Ann will introduce the context of our project, and take us home with the recap, while Liz, Leslie, and I will focus on our the modules we completed, and respond to each of the prompts for that process respectively. I will focus my outline on DEI's representation in that process.

Prompt	Outline
Recap Overview	<p>As Ann mentioned, my module focuses on providing educators with concrete strategies to promote Diversity, Equity and Inclusion in all levels of their course design.</p> <p>[Text of slide: Objective]</p>
<p>Key Takeaways</p> <p><i>– focus on skills, knowledge, etc. This must include citations from the course as well as calling out specific courses you have taken and utilized that knowledge for your project (2 points)</i></p>	<p>To accomplish this objective I needed to source elements of solid instructional design, research strategies, and DEI techniques from my MPS course work at Northeastern.</p> <p>-To obtain many of the sources that defined my instructional script and workbook activities, I utilized the library resources introduced in my Education as an Advanced Field of Study coursework.</p> <p>-To both build and speak to solid instructional design principles, I referenced numerous sources introduced in the following MPS coursework</p> <p>[Text of slide: How People Learn, Foundations of LXD, Advanced LXD, and Managing Collaborative Learning]</p> <p>-Finally, the DEI content itself was heavily informed by the concepts and reflective practices introduced in my Culture, Equity, Power and Influence coursework.</p>
Challenges and Setbacks	<p>The collaboration I experienced with the team here today made this project a smooth and incredibly fulfilling experience. I did have a powerful learning around sourcing, however, as I initially set out to almost exclusively design module elements using the courses above. Pretty soon I realized that the strongest materials for DEI content have already been built, and my colleagues had collected many powerful resources that I was neglecting in an attempt to essentially re-invent the wheel.</p> <p>When I pivot to using pre-existing DEI training and resources, my project work became very streamlined, and the organization really came together.</p>
Successes and High Points	<p>I felt that my channeling of these resources, into the needed structure and objective is a particular success.</p> <p>Specifically, I think this module does well to identify the three elements of DEI design that re-occur regularly in already curated resources. By identifying DEI techniques by way of modality, content, and tone, I feel I was able to frame some pretty big ideas in a simple and accessible way.</p>

What value has been added, and to whom?	I think higher ed instructors of all domains and experience level can use this module to either start or continue thinking about the achievable incremental steps they can do to make their teachings as accessible and effective as possible by incorporating DEI initiatives.
Suggestions for future XN students	Use your resources, focus on what matters, envision how this work will compliment your portfolio, and wherever possible, pivot & document accordingly

References

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