Looking to make your course more engaging for your students? Are you implementing authentic learning tasks into your courses? Have you tried VoiceThread in your classes? Do you want to implement evidence-based practice in the design and development of your courses? If your answer to any or all of these questions is “Yes!”, then connect with the instructional designers. We are available to consult with you regarding overall course design and development as well as targeted components of the instructional process, such as assessment or learning activities. Additionally, we can provide instruction and support for the use of technology to augment and enhance instructional methods.

Connect with the Instructional Design team!
The key purpose of social media is engagement of others through electronic means, most often supported through Internet sites or software. These are called social networking sites and involve people who ‘follow’ or are ‘friends’ with each other, meaning that people linked to a person can see his or her information and updates. Within these sites people also share their lists of followers and interact to exchange information, knowledge, opinions, and other forms of communication (Boyd & Ellison, 2007). Technological advances continue to fuel the development of social media as a mechanism for knowledge and information exchange within local, national, and global communities.

**SOCIAL MEDIA**

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**SOCIAL PRESENCE**

Establishing social presence in the online learning environment through the use of social media is a widely accepted principle of effective pedagogy. But, if you are a little weary of using media apps such as Facebook, Twitter or LinkedIn in an instructional setting, don’t worry! You can still establish social presence by setting up your profile in the Sakai My Workspace and asking your students to do the same. Then you can “connect” with students without having to leave the instructional environment. And you can certainly use the Sakai Profile tool to connect with your F2F students as well!

---

Check out this [Pinterest site](https://www.pinterest.com) devoted to social media in healthcare!

Pinterest in the classroom? Sure, why not?
- Create a booklist or reading list for your course on Pinterest -- a syllabus of sorts!
- Have students gather web resources on a topic and display and share on Pinterest.

---

**Concept maps can provide an initial conceptual frame for subsequent information and learning.**

Graphic Organizers

Graphic Organizers are a visual communication tool that use visual symbols to express ideas and concepts to convey meaning and depict relationships between facts, terms, and/or ideas within a learning task. Because graphic organizers help learners “map out” their ideas in a visual manner, they are often referred to as a “map.” Other related names for graphic organizers include:
- Knowledge maps
- Concept maps
- Story maps

Advance Organizers

Advance Organizers are a cognitive instructional strategy used to promote the learning and retention of new concepts.
What’s in a Name?  
who are we,  
what do we do...  

There is an old saying that if you don’t know where you are going, any road will get you there. Well, this is a good philosophy if our students were spending a summer “experiencing” Europe; but, when it comes to developing instructional programs this old saying just doesn’t cut it! One of the purposes of instructional design is to provide both an appropriate destination, and the right road to get there by. The destination for our students is learning that culminates in the acquisition of some level of knowledge, skills and attitude. The road is one of the many paths that instruction can follow to facilitate the learning.

In the last newsletter, we first asked the question “What's in a name? Who are we? What do we do?” Since that time, some of you had the opportunity to work with the Instructional Design Team or go through the online teaching certification course and thus, have a fairly good idea of who we are and what we do. Many of you attending the Fall Academic Council meeting and retreat and heard explanations of the services provided by the ID Team, but you might not truly understand “instructional design.” So, then, what is instructional design -- ID? Previously, we began our discussion with defining the much broader field of instructional technology. Through those discussions, the field of instructional design was identified as a subset of instructional technology. Instruction is defined as “the deliberate arrangement of learning conditions to promote the attainment of some intended goal” (Driscoll, 1994, p. 332). Design, as defined by Webster’s Dictionary, is a “detailed plan or schematic.” Designing instruction, then, is the process of transmitting principles of learning and instruction into plans for instructional materials and activities (Smith & Ragan, 1999, p. 2) The emphasis is on creating a...  

continued on page 12
Concept Maps
How to construct them...

Concept maps depict the structure of knowledge within a scientific discipline as perceived by the student, the instructor or an expert in a field. Concept maps are a diagram of nodes containing concept labels which are linked together with directional lines. Propositional phrases are often used to show the relationship between the concepts. They employ a hierarchical structure moving from general to specific concepts.

Purpose. Concept maps are a very useful instructional tool that:

- Provide a visual aid to learning and instruction -- powerful visual picture of information.
- Allow the mind to see undiscovered patterns and relationships.
- Integrate new concepts with prior knowledge
- Brainstorm and generate new ideas
- Design complex structures, processes and flows

Process. Follow these five steps to construct a concept map:

Select - Focus on a theme and then identify related key words or phrases.

1. **Rank** the concepts from the most abstract and inclusive to the most concrete and specific.
2. **Cluster** concepts that function at similar levels of abstraction and those that interrelate closely.
3. **Arrange** concepts into a diagrammatic representation.
4. **Link** concepts with linking lines and label each line with a proposition.
Concept Maps
When to use them...

Pedagogy. Concept maps support a variety of learning activities and teaching goals...use them in the instructional setting for:

**Learning Activities**
- Viewing expert maps
- Data collection
- Report preparation
- Oral presentation
- Group collaboration
- Evaluation

**Teaching Goals**
- Learn terms, facts, and concepts of a subject
- Organize information into meaningful categories
- Synthesize and integrate information, ideas, and concepts
- Think about the “big picture” and see connections among concepts
- Think creatively about the subject
- Improve long-term memory skills for accessible knowledge
- Develop higher-level thinking skills, strategies, and habits
- Use graphics effectively

Instructional Tool. Using concept mapping as an instructional tool by having students construct their own maps. Students can help identify gaps in knowledge by graphically organizing their understanding or a concept with a map. They can work collaboratively with classmates to construct a map and thereby share their understanding of a concept. Concept maps also work great as a study tool or for organizing thoughts for presentations or papers. Instructors can utilize student-constructed maps as an assessment strategy. Concept maps provide the instructor with insights into the way students view a topic and can help an instructor determine a learner’s current knowledge on a topic.

Instructional Aid. There are many ways an instructor can use concept maps to aid in providing instruction to students. A fully developed map, created by the instructor or another expert in the field, can be used as a handout for a lecture or as a study guide or advance organizer. Expert maps can also be partially developed. These expert “skeleton” concept maps can serve as a guide or scaffold through the instructional process. For example, the students can complete the skeleton map during the lecture as a form of note taking. Groups of students can work together to complete a expert skeleton map as a collaborative learning activity. This strategy can be implemented pre or post instruction.

Here are some suggested instructional activities involving concept maps...

- Answer a focus question
- “Parking Lot” - students construct a map from a list of concepts
- Collaborative concept mapping - negotiate the meaning of scientific concepts attempting to reach a consensus
  - *Different viewpoints can clarify or expand the knowledge of a learner*
- Students complete a skeleton map
  - *Add their own representations (nodes, propositions, direction lines)*
  - *Fill in blank nodes -- the instructor can provide a list to select from*
- Fill-in concept mapping - instructor creates the map then removes the concept labels but keeps the links and propositions
  - *Students fill in the concept labels*

Organizational Uses. In addition to their use in the instructional setting, instructors can use concept maps to assist them with a variety of organizational activities as well. Concept maps can be used to outline the structure of a course or to strategize on a research project.
Good Practice
Enhancing student learning...

The Seven Principles for Good Practice are anchored in extensive research about teaching, learning, and the college experience. The 7 Principles have been widely adopted in higher education as best practices not only in undergraduate education but in graduate education as well.

Principles for Good Practice incorporating the principles...

1. Good Practice
   ...Encourages student-instructor contact
   Frequent contact is an important factor for student motivation and involvement. The use of technologies can help strengthen the interactions between faculty and students. Technologies such as email and the Internet present opportunities for interactions and exchange of work.
   ✓ “Cura Personalis” - treat students as persons -- ask how they are doing
   ✓ Share past experiences, values, and attitudes
   ✓ Use email, announcements, texts, twitter, etc. to encourage and inform

2. Good Practice
   ...Encourages cooperation among students
   Learning is enhanced by group work. Sharing ideas not only improves thinking and deepens understanding but increases the student’s involvement in the learning activity can help strengthen the interactions between faculty and students. Technologies such as email and the World Wide Web present opportunities for interactions and exchange of work.
   ✓ Use small group projects, group presentations or case studies
   ✓ Create study groups within your course
   ✓ Encourage students to construct knowledge together and share their understandings of the content

3. Good Practice
   ...Encourages active learning
   Learning is enhanced when students talk about what they are learning, and undergo reflection, bringing forth into the learning situation past experiences and applying it to real life situations. Technologies support instructional strategies such as the use of concept map to review case study exercises.
   ✓ Use concrete, authentic learning tasks
   ✓ Model asking questions, listening behaviors, and feedback
   ✓ Use technology to encourage active learning
   ✓ Incorporate service learning and clinical opportunities

4. Good Practice
   ...Gives prompt feedback
   Students need faculty help to assess their existing knowledge and competence. They need opportunities to practice and improve their performance. Reflective activities that confirm that they have learned and/or need to know are necessary to enable students to assess their own performance. The use of technologies to communicate progress and provide opportunities to relearn new concepts are valuable to student growth in learning.
   ✓ Return assignments and exams promptly
   ✓ Give frequent learning assessments to help student monitor their learning
   ✓ Use rubrics to clarify expectations and supply performance feedback

5. Good Practice
   ...Emphasizes time on task
   Students need help managing their time, setting goals and monitoring their performance. Helping students allocate a realistic amount of time to learn helps student reach learning objectives. Technology can help students increase their time on a task by making them more efficient.
   ✓ Expect students to complete assignments promptly
   ✓ Use Sakai to make resources readily available to students
   ✓ Meet with students who are struggling to discuss study habits, schedules

6. Good Practice
   ...Communicates high expectations
   Setting high expectations helps student learning. Students face conflicting demands on their time balancing personal life with college work. Technologies support student learning by communicating expectations and promoting self-regulatory behavior such as managing one’s time, setting goals and monitoring one’s progress.
   ✓ Set clear expectations at the onset
   ✓ Regularly discuss student progress
   ✓ Allow students to revise work

7. Good Practice
   ...Respects diverse talents and ways of learning
   Students of different ages and cultures learn differently. They bring their diverse backgrounds and styles into the classroom. Providing students with opportunities to learn in ways that work for them can be accomplished using text and interactive media that include graphics and audio.
   ✓ Use a range of teaching activities
   ✓ Use a variety of assessment methods
   ✓ Provide extra materials or activities for students lacking prerequisite knowledge

The Seven Principles for Good Practice are anchored in extensive research about teaching, learning, and the college experience. The 7 Principles have been widely adopted in higher education as best practices not only in undergraduate education but in graduate education as well.
The chart below and the pages that follow outline strategies for incorporating the Seven Principles for Good Practice utilizing the tools available in Sakai.

### Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987)

#### Incorporating the Seven Principles

<table>
<thead>
<tr>
<th>Principle for Good Practice</th>
<th>Tools Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages contact between students and faculty</td>
<td>Voice Thread or Panopto</td>
</tr>
<tr>
<td>Develops reciprocity and cooperation among students</td>
<td>Wiki</td>
</tr>
<tr>
<td>Encourages active learning</td>
<td>Wiki</td>
</tr>
<tr>
<td>Gives prompt feedback</td>
<td>My Progress</td>
</tr>
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<td>Emphasizes time on task</td>
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</tr>
<tr>
<td>Communicates high expectations</td>
<td>Assignments</td>
</tr>
<tr>
<td>Respects diverse talents and ways of learning</td>
<td>Learning Module</td>
</tr>
</tbody>
</table>

**Voice Thread or Panopto**
- Relate and transfer passion on the topic to establish strong connection with students.

**Wiki**
- Set up Wiki to enable students “space” to work on a group project.

**Wiki**
- Encourage students to use the Wiki tool to share responsibility in writing a report for a project or paper.

**My Progress**
- Show students what they have completed, and information on how to improve performance.

**Syllabus**
- Provide a course overview, dates in which the Module will open in Sakai, as well as information on assignments and tests, etc.

**Assignments**
- Individualize rubric to provide criteria that must be met, at different levels of competency.

**Learning Module**
- Add message design elements to introduce students to a concept, by incorporating an image, or diagram, that best describes the concept, etc.

**Blog**
- Support student reflection, by providing guidance, on a topic where “affective” objectives are to be met in the module.

**Voice Thread**
- Set up assignment to enable student to post Voice Thread and comment on one another’s work.

**LiveBinder**
- Create opportunity for students to organize resources, or create a Portfolio, to see one’s growth in learning over a period of time.

**Tracking Reports**
- Sequence topics using text and multimedia elements to communicate overall structure of course.

**Blog**
- Incorporate private blogs to provide students with individualized feedback, to communicate and support high expectations.

**Discussion**
- Use to prompt new insights on a topic, correct misunderstandings or provide varying perspectives on assignments.

**Gradebook**
- Shape learning by encouraging faculty-student relationship via text or audio comments.

**Concept Map - CMap**
- Provide students with instructions to create a concept map. Set up Student Content page to support student collaboration and provide tools, e.g., discussion forum, chat, etc.

**Panopto**
- Record lectures that require students to collaborate on weekly discussions, etc. (extend classroom time)

**Discussion**
- Clarify topics for discussion and give feedback. Post summary of weekly discussion.

**Tracking Report Statistics**
- Review statistics in discussion forum, and test and quizzes, to understand student level of understanding and provide opportunities to relearn material if needed.

**Announcements**
- Send regular announcements to acknowledge student assignments, and to remind students of the expectations of class assignments.

**Interactive Media**
- Incorporate media to promote critical thinking and problem-solving ability.
Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987)

### Incorporating the Seven Principles

<table>
<thead>
<tr>
<th>Principle</th>
<th>Communication</th>
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<td>Peer Review – Discussion Forum</td>
<td>Enable students to comment on one another’s papers, to enhance student learning and skill at providing constructive feedback.</td>
<td>Concept Map - CMap</td>
<td>Assign a case study exercise or individual or group project, where students use case map. Model use of concept map, e.g., to complete elements of a research paper, case study exercise, etc.</td>
<td>Gradebook</td>
<td>Provide periodic feedback, to move students to higher levels of learning via Bloom’s taxonomy.</td>
<td>Schedule Course Calendar</td>
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Adobe Connect
- Schedule online office hours to address questions or concerns.
- Group Assignment
  - Encourage collaborative relationship and provide “space” for group work.
- Adobe Connect
  - Schedule synchronous sessions for course activity, e.g., case study, role playing exercise, debate, or expert panel discussion on a topic.
- Assignment
  - Provide comments and grade to enable mastery of subject, and provide guidance where necessary.
- Learning Module
  - Communicate the learning objectives that enable overall goals be met, as indicated on the syllabus.
- Discussion
  - Incorporate language in forum assignment, as to the degree of rigor expected in the discussion forum activity.
- Assessment
  - Incorporate media types and knowledge self-checks

Discussion Tool
- Address student questions and concerns.
- Chat/Whiteboard Tool
  - Enable students to collaborate on group project
- Learning Modules
  - Chunk learning units into individual module, and link activities such as discussion forum, assignment, interactive elements, e.g., diagram, self-check quiz, etc. to provide opportunity for learning flow.
- Quizzes
  - Set up quiz to enable mastery learning, opportunities for students to check understanding and work toward higher levels of performance on assignments and project work.
- Tracking Report
  - Monitor student learning by viewing student tool usage and communicating this information to students
- Gradebook
  - Use the email feature in grade book to send student reminders on assignments.
- Concept Map
  - Incorporate a variety of activities to enable students to analyze and synthesize information learned in the course and outside of the course, using software such as CMap.
Incorporating the Seven Principles

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<td><strong>Sign-Up Tool</strong> &lt;br&gt; Schedule office hours</td>
<td>Blog &lt;br&gt; Set up learning activity to enable students to build upon one another’s perspective.</td>
<td>Voice Thread &lt;br&gt; Create narrated presentation where students add comment. Require students to post research paper or project, and narrate using VT, to encourage active learning.</td>
<td>Survey or Quiz Tool &lt;br&gt; Survey students to determine their readiness to take an online course, or learn new concepts. Provide resources to support learning of new material.</td>
<td>Assignment &lt;br&gt; Include criteria using a rubric, time limits, and due dates in the assignment.</td>
<td>Schedule Tool &lt;br&gt; Use calendar feature to promote goal setting, self-monitoring and self-management through time management</td>
<td>Assignment &lt;br&gt; Provide best example of an assignment submission using various media types, e.g., VoiceThread, video, etc. Provide students with tools such as Loyola Media, to enable upload of files.</td>
</tr>
<tr>
<td><strong>Syllabus</strong> &lt;br&gt; Communicate expectations and provide guidelines</td>
<td>Add Student Content page &lt;br&gt; Create a “space” for students to share individual or group work.</td>
<td>Web Links &lt;br&gt; Add links to external websites. Integrate software such as Delicious to encourage sharing and collaboration of resources to support conceptual framework in nursing.</td>
<td>Discussion &lt;br&gt; Provide timely responses to student posts, to clarify misunderstandings and encourage critical thinking.</td>
<td>Selective Release &lt;br&gt; Set up activities to require learning in steps</td>
<td>Tracking Report &lt;br&gt; Statistics &lt;br&gt; Track student learning by referring students to actions, e.g., reread course material, or prerequisite information, to enable accomplishment of course objectives.</td>
<td>Blog &lt;br&gt; Incorporate tool in group activity to enable students to share information.</td>
</tr>
<tr>
<td><strong>Assignment</strong> &lt;br&gt; Provide constructive feedback and align student work with rubric criteria</td>
<td>Add Comment &lt;br&gt; Add the “Comment” field to encourage students to collaborate. Create opportunities to clarify student understanding of a concept.</td>
<td>Discussion &lt;br&gt; Incorporate leader type discussion topics, where students take the lead in responding to one another’s discussion and summarizing the weekly discussion. Faculty provide a “good” example of how to lead the dialog.</td>
<td>Assignment &lt;br&gt; Use MS Word “markup” feature to provide feedback. Use Turnititin feature, to enable students to view originality report and/or provide feedback using GradeMark feature.</td>
<td>Discussion &lt;br&gt; Create topics that can be locked, graded and tracked. Advise students that discussion forum will no longer be available after the due date.</td>
<td>My Progress &lt;br&gt; Provide feedback using Comment feature in Gradebook</td>
<td>Group Manager &lt;br&gt; Create groups and provide students with access to communication tools to complete assignments.</td>
</tr>
</tbody>
</table>

*Chickering & Gamson, 1987*
**The Chunking Principle**

**What is chunking?**
Chunking refers to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information. The reason the brain needs this assistance is because working memory, which is where we manipulate information, holds a limited amount of information at one time. The chunking principle is also described as a process of classifying information into groups to avoid information overload.

**Why chunk information?**
The notion of chunking information is supported by research in how people encode and store information. Early research indicated that we can only hold about seven pieces of information in our short-term memory. Most experts now agree that we cannot hold more than three or four items in working memory. Because the human mind has limited information-processing, too much information presented at once will result in cognitive overload and lower motivation. The theory of cognitive load which suggests that learners can absorb and retain information effectively only if it is provided in such a way that it does not “overload” their mental capacity is related to the principle of chunking. Adhering to the chunking principle when developing lecture presentations will help your students remember an inclusive concept or anchoring idea. Chunking increases working memory and avoids strain on working memory thus avoiding cognitive overload.

"Presentations that chunk information enable learners to see how the information is organized. It is easier to revise and improve lecture presentations when they are organized and chunked logically."

---

**Apply the Chunking Principle**
You can apply the chunking principle to the content you develop by becoming more aware of the limitations of your student’s working memory and by following these best practices:

- Limit content presentations (e.g., narrated and non-narrated lectures) to 8-10 minutes.
- Develop multiple presentations to clarify or explain a single concept and embed the presentations into a learning module.
- Present 3 or 4 main points about the content.
- Clearly identify which points of information are most important. Use formatting and labeling techniques to denote important points.
- Group related information under the 3 or 4 main points.
- Group large amounts of information based on learners’ existing knowledge structures and the complexity of information.
- Limit chunks to no more than four items for information that is difficult to grasp.
- Limit chunks to no more than seven items for information that is relatively easy to grasp.
## Narrated Presentation Tools
### Making the right choice...

<table>
<thead>
<tr>
<th>Authoring Tools</th>
<th>Adobe Connect</th>
<th>Camtasia</th>
<th>Snagit</th>
<th>Jing</th>
<th>SoftChalk</th>
<th>VoiceThread</th>
<th>Articulate Studio (Presenter, Engage, Quizmaker, Video Encoder)</th>
<th>Lectora Inspire (Camtasia, Snagit, Flypaper)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Point Plug-in</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Snap!</td>
<td></td>
</tr>
<tr>
<td>Screen Capture</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Snagit/Camtasia</td>
<td></td>
</tr>
<tr>
<td>Webcam Video</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Video Encoder</td>
<td>Camtasia</td>
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<tr>
<td>Interactive Animation</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Engage</td>
<td>Flypaper</td>
</tr>
<tr>
<td>Quizzing</td>
<td></td>
<td></td>
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### Ease of Use

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<th>Quick / Practice</th>
<th>Basic Content Authoring</th>
<th>Editing</th>
<th>Publishing To LMS</th>
<th>Publishing to Video Streaming (YouTube, Screencast, etc)</th>
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1. **Access Panopto** from the link in your Sakai course. If you have not yet made the Panopto Tool available in your course, go to **Site Info <Edit Tools** and select Panopto.

2. Click the Create button, then select Record a new session to open the recorder.

3. Install Panopto if you are using it for the first time (Panopto is installed on lab computers at Lakeshore and Watertower campuses); if it’s already installed, choose **Launch Recorder**.
4. **Choose your course folder** in the Panopto recorder by selecting the down arrow.

5. Then click **Add New Session**.

6. Select **Audio and Video inputs** under Primary Source.
7. Select **PowerPoint and screen capture options** under Secondary Capture sources.

8. Click the **RECORD** button to start everything running. Once your recording has started, that button will change into **PAUSE** and **STOP**.

9. Click **STOP** to end your recording.

10. **Before you log out**, make sure that both the green and amber bars have finished loading (this will take a few minutes).
What’s in a Name? who are we, what do we do...

plan for developing instructional materials and activities that increase an individual’s learning. Reigeluth (1983) compares this task with that of an architect. The architect produces a blueprint or plan that effectively integrates important aspects such as the needs of the building occupants and the intended use of the facility. Now a builder may choose to build the structure without using the architect’s plans, but he just might encounter some problems...Let me put it this way, if you were the homeowner, would you want the builder to follow the plans or not?

The procedures through which instructional design and development are carried out are often clumped into as many as five or six phases. Regardless of the number of subcategories, instructional design procedures all relate to these three phases: plan, implement, evaluate.

Aspects of instructional design include:
- The overall instructional plan -- what to include and how to arrange the component parts.
- Various analysis techniques and methods that help determine the current skill levels of the learners and what skills they need to acquire in order to accomplish the task.
- Analysis techniques to determine what information students are to learn and what should be the focus of the instruction.
- Process technologies (instructional tools that aid in instructional design): a collection of methods and activities that can be used to increase student learning.
  » Methods: cooperative learning, problem solving, simulation, discussion, demonstration, presentation
  » Instructional Techniques: focusing questions, highlighting, analogies, mnemonics, imagery, concept maps, case studies, role playing
  » Instructional Activities: motivation activities: orientation activities (to help students see where they have been, where they are now, and where they are going in relation to the material); information activities, application activities, evaluation activities

Strategies for sequencing instructional materials so that learners get the proper amount of information when needed
- An emphasis on evaluation to ensure that the instructional materials and procedures resulted in students achieving the desired goals.

What is ID? Designing instruction is the process of transmitting principles of learning and instruction into plans for instructional materials and activities.
What can we do for you? Here are some areas we can help you with...

- Online course design and development
- Assessment methods
- Instructional strategies
- Multimedia design and development
- Course/content imports in Sakai
- Effective usage of Sakai tools
- Instructional technology tools - training and implementation