

Instructional Design for Improving Homework & Study Skills (Section 1 - Time Management)

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Abstract

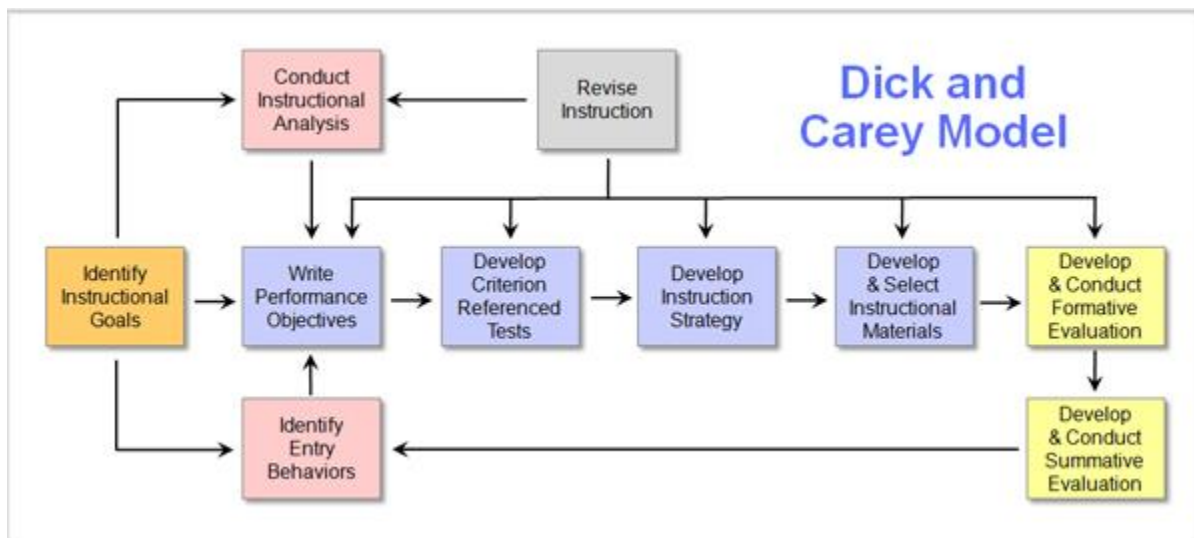
Acquiring skills for completion of homework in a timely fashion and incorporating good study habits can assist students in preparation for college, relieve anxiety and stress, and help them to manage their time wisely. This is *Section 1* of an overall instructional design created to provide good study habits and time management skills for students prior to attending college; this section is focused on time management skills. The overall project will be created in several stages as it entails a lot of information. I will be using Dick & Carey's systems approach model along with Gagne's domains of learning instructional design model. In addition to these techniques, I will also be incorporating instructional strategies using multimedia design principles and the incorporation of eLearning technology. For my overall delivery strategy for the entire project, I will be using a combination of ARCS, problem-based learning, lecture, and game-based learning.

Keywords: Study, habit, process

Instructional Design for Improving Homework and Study Skills (Section I-Phase I)

Executive Summary

One of the major issues facing teachers today is the ability to motivate students to complete their homework and to do so in a timely manner. Good study habits, time management, and organization are skills that are necessary for young people to achieve success in college, in future employment as an adult, and life with learning skills such as paying bills on time, getting to work on time, and managing and investing their money among other things. This instructional design project will be focused on finding a way to motivate students to want to learn these skills and implement them in their lives. In designing this instructional process, I will be using the Dick & Carey systems approach model for designing instruction detailed in *The Systematic Design of Instruction*. (Dick, Carey, & Carey, 2015) along with Gagne's Nine Events of Instruction.



Needs Analysis

Client

Mr. Antton Wilbanks teaches three college prep chemistry classes at Christ School averaging ten to eleven students per class. His education includes a BA Chemistry with a minor in educational studies from UNC-W where he studied abroad in Finland for one school year. This is his 3rd year teaching Chemistry. He would like to see an improvement in student's completion of homework in a timely manner and not have students waiting until the last minute to complete their assignments or waiting till it is past due. This instructional design process will focus on an analysis of improving homework and study skills for Mr. Antton Wilbanks' class and is not representative of the whole school.

Learner/Content Analysis

Christ School is an episcopal boarding school for boys located in Arden, NC which was founded in 1900. It is a college prep school with an enrollment of over 290 students from 8th to 12th grade that focuses on leadership, mind, body, spirituality, and community. The students' experience there includes small class sizes of 10-12 students per class, advanced placement and honors courses, extensive extracurricular opportunities, a nationally recognized outdoor program, and an athletic program which features 19 teams in 11 sports. (Christ School, 2018)

Gap Analysis

What is happening?	What should be happening?
Two out of 34 students starting assignments early	All students should be completing assignments daily as they learn the material so that they are all complete by the due date.
Students starting assignments one day before it is due	

Students starting assignments day after it is due	They have two weeks of material being taught and a total of three weeks to complete assignments.
Students completing assignments 7 days after due date	
*Roughly 5% of student’s assignments are on time, 75% last minute, and 20% are late.	

Desired status (100% of students turning their homework in on time)
 – Actual Status (5% of students turning their homework in on time)
 = Need (95% of additional students to turn their homework in on time)

Overall Project Goal Statement

The students of Christ School will be able to use the skills and knowledge shared with them to incorporate good study habits, homework skills, and time management to not only help them to turn assignments in on time but also to complement future life skills.

Goal Statement for eLearning Project

The students of Christ School will be able to use the skills and knowledge shared with them to incorporate time management skills into their daily lives.

Project Design Overview

In designing this eLearning project, I incorporated Mayer's principles of multimedia design. The way I used the coherence principle is by not using unnecessary words, pictures, or sounds. I attempted to use pictures that related to the subject matter that the students could relate to. They also have the option to mute the sound if they would like and read the text in the note section. I felt that giving the user control of the pace of the presentation would be more effective and engaging for them, that way they could go through it at their own pace and even go backwards if they wanted to. In using the signaling principle, I used bullets with the list along with animation on the objectives slide introducing each skill as I spoke it. Bullets were used

throughout the presentation whenever there was a list unless the list of objects were in text boxes. The redundancy principle was a little tricky for me as I wanted to re-iterate some of the material as I felt it was important to do so, but I tried to keep to using conversational style as much as possible throughout the presentation invoking the personalization principle and voice principle. I did go back and rework some of the slides after our feedback section in class. The slides were presenting in user-paced segments implementing the segmenting principle by splitting up each objective into its own slide with stress management being split up into two slides. The multimedia principle was incorporated throughout also using pictures that the students could relate to not only when it comes to actions but also behaviors. My intent was to encourage them to think about what actions they take and how they can affect their lives.

(Mayer, 2005)

Golombisky and Hagen's seven elements of design and seven rules of good design were also important to implement in this project. The seven elements being space, line, shape, size, pattern, texture, and value were incorporated throughout by use of even margins, alignment, font and shape sizes, use of white/green space, consistent pattern with font titles and left alignment. The texture of the clock and brick building were incorporated to instill nostalgia as Christ School is over 100 years old. I used white backgrounds at times to make darker value objects stand out and vice versa. The seven rules of good design are focal point, contrast, balance, movement, rhythm, perspective, and unity. Consistency was used throughout most of the eLearning module with the same font style, titles being 28 size cream-colored font. I also used a green background on most of the slides. Each slide had a focal point with using the same consistent title, some focal points were text I made larger to draw attention to the words or sometimes a picture such as the rafters working together as a team. Contrast was achieved by using contrasting colors of green

and white, orange, and black mostly. I did use some blue on the forgiveness slide to invoke a feeling of peace and it also tied in with the picture of the tree. The red brick color was also used which was a nice contrast with the green and white and blended well with the picture of the brick building. I feel that the whole presentation had a nice feeling of rhythm and unity throughout with a mostly consistent design and a well-balanced presentation throughout with information chunking. It just seemed to flow well from one subject to the next. (Golombisky, 2010)

The following table explains my perspective on the design decisions that were made throughout this eLearning design of Time Management skills.

Slides	Design decisions
<p>1 – Introduction slide</p> <p>I used a 28 Century Gothic cream white font throughout the whole presentation for the Titles. I will not repeat this throughout the whole description of design decisions.</p> <p>I left-aligned objects throughout most of the project and tried to allow for even margins on each side.</p>	<p>I used a picture of an older looking mantle clock for nostalgia purposes as the school is over 100 years old and a green back ground because the school's sports team name is named <i>The Greenies</i>. I aligned the title left with the orange text info box. I chose a 28 font in a cream white color as I felt it also blended well with the feeling of nostalgia and it was easy to see but not blinding. I used a brown font close to the color of the clock which also contrasted well with the orange background textbox.</p>
<p>2 - Objectives</p>	<p>I used cream white font for the definition size 20 and size 12 font dark green for the list of objectives to tie into the background color. I spaced out the list to 0.6 px for readability. I left aligned the text in the slide also. I felt it was important to say the words as they were expressed with animation and this was introducing the 14 objectives.</p>
<p>3 – 4 Notetaking methods</p>	<p>I used 14 font cream white so that it would stand out as a subtitle of the types of notetaking examples that were presented. I left-aligned the text throughout.</p>

4 – Recordkeeping/Organization	I used a white bold font, centered in each box as I felt it balanced better that way and used a totally green background as it made the boxes stand out better.
5 – Focus	I used a white background behind the picture, so it would tie in with the letters in the picture.
6 - Teamwork	I used a dark green font to tie in with the background color at the top, left-aligned with the title. Tried to keep margins even on both sides. I included a picture of rafters in a boat on the river to show the importance of teamwork and personalize it to the students in a way they could relate to.
7 – Communication	I used orange font size 25 for Listening to make it stand out in the definition and to make noticeable that it is the most important part of communication. I used a lower case 13.5 white font for the definition and tied it in the same way in the information boxes, so they would stand out. I decided to center the subtitles as I did not want listening left-aligned under Listening as it did not look well and make it seem a little redundant that way.
8 – Setting goals	I used a black bold size 14 font for the terms and un-bolded for the definitions, underlining the words near and far to make them stand out. I gave examples of each in the pictures and used a white background because the sizes of the pictures were uneven and inconsistent, and I did not want it to show that way. This way it blended them all in. I used the same cream white background in the text boxes.
9 – Decision-making	I used a 16-font white for the questions with each word I was trying to implement into learning Orange and capitalized. I choose white because I did not want it to tie in with the title and the picture to avoid some redundancy and make the questions stand out

	<p>better. I then used a picture of a young boy thinking to instill in the audience to think about the decisions they make.</p>
10 – Questioning & Challenging	<p>I used a nice nostalgic picture of a brick building with a blank pole with a sign that said Ask as this is what I want to instill in them to do. Then in the text boxes I used a black font to tie with the colors of the pole with a brick-colored background to also tie it in.</p>
11 – Get Motivated!	<p>I inserted a picture with a message that shows a message that encourages students to let them know that although the road may be difficult, good things will follow the hard work. I showed reasons that lead to being unmotivated as sometimes being aware of the reason, a person can then enact solutions for the problem. The title is not left aligned with the below text boxes because I wanted to keep the font size of 28 consistent with the rest of the slides and in order to keep it that way I had to move it over more to the left so that it would fit. I wanted to keep the text boxes having an equal margin also. I decided to use a combination of white and black letters in the text boxes to tie in with the sign on the left.</p>
12 – Self-awareness	<p>I used cream white size 12 font left aligned with the title. I used a picture on the left that said stop doing what doesn't work that stands out because of the red tacks.</p>
13 – Stress triggers	<p>I used black font in the text boxes to tie in with the bumble bee looking creature, used white font in the subtitles as it stood out better against the colored backgrounds. I used a size 20 font along with the 28 font in the title as I wanted the words, Stress triggers, to stand out more.</p>
14 – Stress management	<p>I threw a cute little sign in there that relayed the message that you are responsible for your own happiness along with a cute happy little baby stating he has decided to be happy</p>

	because it is good for my health. This is an important message to get across to students as stress and unhappiness can take a toll on your health. I used a black font in the text boxes as it stood out well.
15 – Patience	I used a nice picture for patience and the definition. I used a cream-colored size 14 font spaced out at 0.6 pixels to increase the readability factor.
16 – Forgiveness	I gave the definition of what forgiveness is using a size 13.5 font as it fit well at that size. I also used the same color font in the text box showing the benefits of forgiveness with a teal background to tie into the colors of the tree in the picture. Since the picture had a border, I inserted a cream-colored border on the teal text box. I also tried to make the boxes the same size and the same distance with use of the margins.
17 – Coping	I used a size 12 cream-colored font with a spacing of 0.4 pixels for readability. I used a size 14 bold black font below the video instructing the student to watch the video. I used this font to make the instructions stand out. The video is on 7 ways to reduce stress. It uses doodling and along with real people explaining how to reduce stress from a scientific standpoint. I thought the students would like this since they are Chemistry students.
18 – Natural Planning Method	An almost 18-minute video on The Natural Planning Method. This is not for this class project, but I wanted it in there for my son to use with instructions that this is something he might would want to split up to do in a different lesson time due to time constraints.
19 – Conclusion	I used a size 14 cream-colored font to tie in with the title. This is just an overview of the time management skills we went over and instructing the students that I hoped they took good notes because now it is Game Time!

Game	This is a multiple-choice jeopardy-type game template that I used, and I inserted questions into it that were simple and fun. It does have cheering and booing but I feel that his students will take it all in stride and not get offended or be made to feel dumb. If that is a problem, then it can be changed in the future. There are instructions on the beginning slide and notes showing how to play the game.
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Summary

In summary, my overall goal for this project was to educate students on ways to incorporate time saving skills into their lives. I am sure they will not remember all the knowledge I shared with them, after all remember the rule 7 ± 2 , but hopefully there will be time management skills that will embed into their long-term memory that will help them when they encounter stressful situations in life. I feel that sometimes we as adults just assume that young people know these skills and think about these things but most of the time I feel they are not, they are focused on having fun and hanging out with their friends. And that is okay to do that, now they know ways to be able to do that more often.

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