

IST526 Final Reflection:

IST622 Questionnaire Development

Introducing interactive activities to the IST622 Assessment and Evaluation, Questionnaire Development lesson creates an opportunity to conduct experimental comparisons of student performance, cohort performance, and lesson effectiveness. Design of Questionnaire Development interactive activities assumed increasing importance as course development progressed.

IST526 Boundary conditions afforded broad limitations to implement the Multimedia principle across modalities. Dr. Su and I met a few times over the course of the term. Though the meetings were 30 minutes or less, each meeting contained instruction, examples, and instruction implementation feedback. Legal and Copyright Permissions were granted during the initial meeting by Dr. Su in the form of a request to design project content.

Tool Implementation Process

- *Input:* PowerPoint
- *Design Version 1:* PowerPoint + Canvas H5P SCORM assignments
- *Design Version 2:* PowerPoint + Canvas H5P SCORM assignments + Panopto Audio
- *Final Design:* HTML, Storyboard, Canvas H5P SCORM assignments including Panopto Audio

Client's Target Audience

California State University, Monterey Bay (CalState Monterey Bay) Master's of Instructional Science and Technology (MIST) graduate students are eligible to enroll in the

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Summer IST 622 Assessment and Evaluation course. MIST Assessment and Evaluation students are familiar with industry leading instructional technologies, instructional methodologies, foundational learning theories, and multimedia concepts. Though these students are acquiring knowledge, their proficient understanding of learning theories, instructional design, and instructional technology primes them to apply concepts within e-learning products. Universal design principles are implemented within course closed captioning, text size, background color contrast, and numbered slide navigation.

Professional Look and Feel

Interactive assignments contrast the bullet point format of instructional content slides. All slides are aligned through consistent audio, accessibility, and design themes. Both content and design repeat. Instructional slide titles are repeated on example slides, instructional rules are repeated within the interactive activity feedback, proximity of title to content or interactive activities repeats as well. Interactive activity objects are contained within H5P modular boxes.

Conclusion

Development of the evaluative IST622 Questionnaire Development course illustrates the idea advantage of community-of-practice application. I was fortunate to receive instructional guidance from Dr. Su while Dr. Lara advised the development of the IRB research proposal.

Receiving instruction from these subject matter experts motivated me, a nascent student and instructional trainer, to apply knowledge and skills in a real-world environment. Increased

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student engagement and achievement were outcomes of the community-of-practice application, evidencing one of the hypothesis of the Proposal to Explore CS Student Perspectives on Service Learning: Comparing Study of Online and In-Person Settings.