Instructional Designer & Editor

Case Study | Oliver Juggins

AUGUST 2021

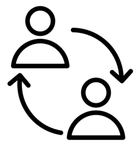
Schedule

Instructional Designer & Editor Case Study

The session today will be divided into three sections where I will begin with presenting my approach taken and content created. There will then be an open discussion followed by some time for feedback.

Presentation ~ 20’

Present the approach taken in designing the instructor and student facing content including how knowledge is built up through the lesson and how the tasks and assessments can evaluate learning



Questions and Discussion ~20’

Open discussion with Core Education team and Key Stakeholders about the components of the case study and approach taken

Feedback - 5’

Opportunity to receive feedback from panel to close the session

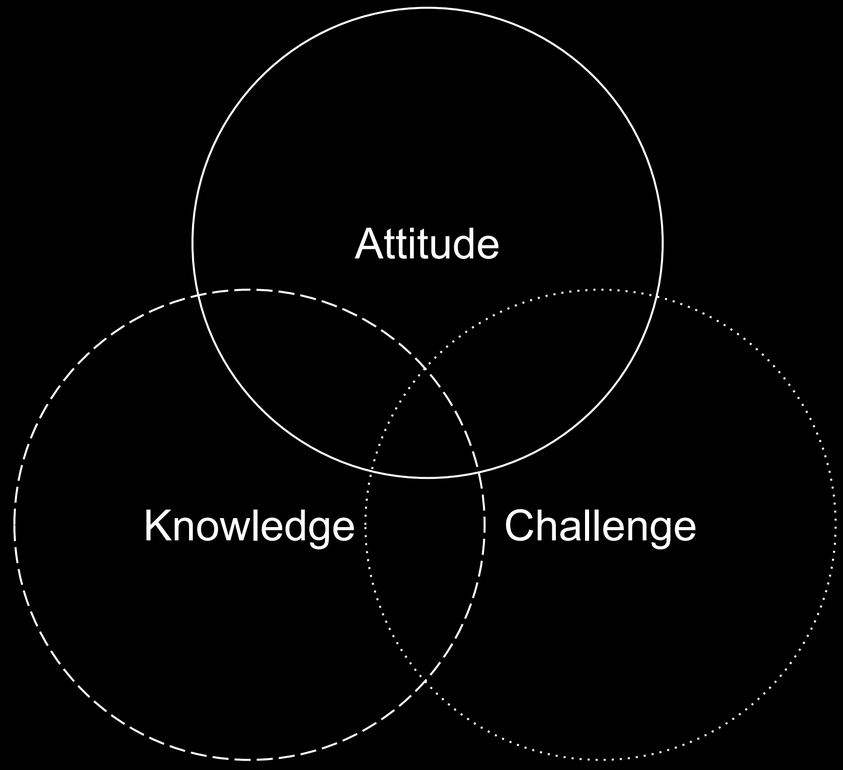
Part 1: Case Study Overview & Approach

Case Study Overview

- **Pedagogical Approach**
  - Attitude
  - Skills
  - Knowledge
- **Interaction Modes**
- **Instructor Resources**
  - General Guidelines
  - Lesson Plan
- **Student Resources**
  - Pre-work
  - Lesson
  - Evaluation & Assessment
- **Overall Evaluation**

Pedagogical Approach

The three core components of attitude, knowledge and a challenge have shaped the activities developed for active student learning with the aim to encourage self-led learning on behalf of the student, transiting from **guided → autonomous learners**



Attitude

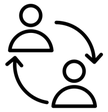
How can a positive attitude be developed for students as they progress through the course?

Community

How can students feel part of the Ironhack community and feel connected to their instructors and peers?

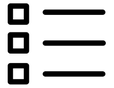
References

Connecting class content to the real-world through providing references and context to what they are learning about and why.



Support

How can students feel supported by instructors in both synchronous and asynchronous environments?



Evaluation

How do students receive feedback from instructors about their progress and understand if they are meeting learning goals?

Knowledge

How can knowledge exchange happen for students to enhance active learning and their overall experience?

Content

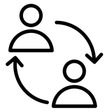
How can a variety of content be delivered in different ways to facilitate learning?

Expertise

How can the expertise of instructors be communicated in the best possible ways during classes and asynchronously?

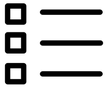
Tools

Which learning tools can be utilized to engage students during classes and to be used for assessments and different activities? Which are the most effective tools for remote learning?



Facilitation Methods

How can a variety of facilitation methods such as instructional, guided and autonomous be combined to cater for different learning styles?



Assessment

Which are the best ways to evaluate student learning and how well they are acquiring knowledge?

Challenge

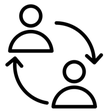
How can students having a challenge they have ideated themselves motivate them and enhance learning?

Personal Connection

How can students form challenges that allow them to draw on their own life experience and be motivated by having ownership of projects their work?

Research

How can students use research to create projects in the real world by evaluating state of the art?



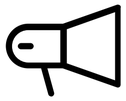
Support

How can instructors mentor and facilitate projects for students to help them fulfil their project goals?

Interaction Modes

Accommodating different learning styles

For each lesson there may be different modes of interaction necessary, depending on the nature of the content and the desired input and output from students. Using a variety of interaction modes during the class may help engage students and a variety of learning styles and levels.

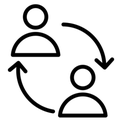


Presentation Mode

- One-directional lecture from instructor
- Instructor shares screen
- Minimal interaction from students

Workshop Mode

- Hands-on activity
- Can be guided session or involve group work
- Instructor shares screen
- Active involvement and participation from students



Discussion Mode

- Class-wide discussions
- May include students presenting work
- Troubleshooting certain topics and concepts

Studio Mode

- “Connected” working - students working on a task independently or in groups
- Instructor available to answer questions and facilitate

Instructor Resources

General Guidelines

Document outlining general guidelines that instructors may find useful to complement the lesson plan

Lesson Plan

Lesson plan including learning goals, lesson schedule, engagement strategies and remote considerations.

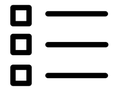
General Guidelines

Core components of the lesson format for instructors

The exact format of each lesson will depend on the content and learning objectives, but as a guide lessons may contain the following core components. The different elements of the lesson can be paired with the different interaction modes to provide an active learning environment.

Pre-work

- This happens before the session, so students enter with a basic understanding of what they will be doing in the session
- Task to be completed before the lesson
- This could include reading, videos, lectures

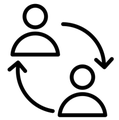


Introduction [Presentation Mode]

- Connect topic to previous lesson
- Any initial questions and doubts from the students can be answered
- The intention of the activity is described and what the desired end goal and key learnings will be
- The agenda of the session will be described (including breaks)

Main Activity [Workshop Mode]

- Guided instructional where tutors go step by step through an activity with the whole class
- Screen sharing is recommended for students to be able to follow what the instructor is doing
- Breaks are needed to keep students engaged and provide a chance to solve potential problems which stop the student from being able to follow

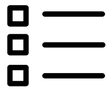


Reflection [Discussion Mode]

- Chance to evaluate learnings and get a sense of what students have understood from the sessions
- Discuss how the lesson content can be applied to their own project

Problem Solving [Studio Mode]

- Any problems that students have can be resolved in this period
- Time is given at the end of the guided component where students can finish the task
- Support offered for those that need it, and can be organised and coordinated as a class as potentially many students encounter the same problem



Next Steps [Presentation Mode]

- The session is wrapped up and closed with any final questions being answered
- The readings, any outstanding tasks and topics for the next session will be communicated and shared

Remote Considerations

What are additional considerations needed when planning remote classes?

Zoom Tips

- Ask students to connect to the Zoom/video call link **5 minutes before** to ensure class starts on time
- Encourage students to ask questions in the **Zoom chat**
- All students should be on **mute** unless they are talking to ensure no background noise
- Use break out rooms for groups activities and dynamics

Interaction

- **More breaks needed** than in-person lessons - 5 minutes every 30 minutes of content can be used as a rule of thumb, as well as asking students
- **Check-in with students more** often and take extra care that they are following the lesson, especially in **guided activities**
- Don’t forget the importance of social interaction between students, facilitate these moments when possible

Practical Tips

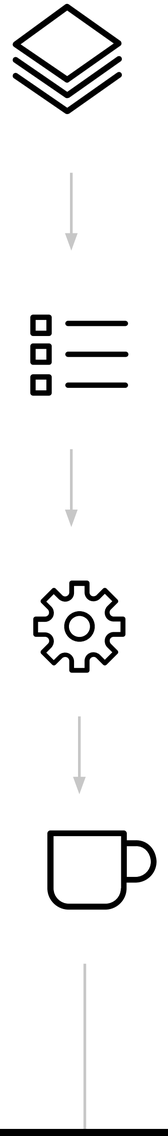
- **Extra monitor recommended**, so students can follow the instructors screen and use another for their own work
- Use a **quiet room** with carpet if possible to reduce echo
- Sit **in front of natural light** if possible, or place a lamp behind the screen to illuminate the face and avoid contrast with the background

Lesson Plan

Core components of the lesson plan

The lesson plan includes all of the key information required for an instructor including description, learning goals, delivery recommendations, schedule, engagement strategies, remote considerations, assessment tools and reflection exercise.

Students will be introduced to basic and advanced selectors in a guided, step by step manner where knowledge is built up incrementally through the lesson. Students will go from **guided** → **autonomous** learners through the different activities.



Introduction & Recap [Presentation Mode] - 10’

- Connect to previous session
- Recap on document trees
- Short introduction to CSS Selectors

Pre-work review [Discussion Mode] - 5'

- Quick review of pre-work and short show and tell
- Answer any initial questions

Guided Examples [Workshop Mode] - 40’

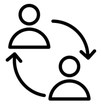
- Guided session following instructor applying the examples to project

Break - 10’

- Guided session following instructor applying the examples to the project

Experimenting with Selectors [Studio Mode] - 25'

- Self-led learning
- Apply different selectors to project

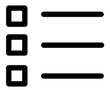


Student Exchange [Studio Mode] - 10'

- Short dynamic in pairs to share work

Reflection & Discussion [Discussion Mode] - 15'

- Guided session following instructor applying the examples to the project



Next Steps & Closing [Presentation Mode] - 5'

- Assessment and evaluation
- Answer final questions

Student Resources

Pre-work

Pre-work task to connect previous content to the lesson and provide students with the opportunity to create their own project as part of the lesson

Lesson

Full lesson and documentation to follow along with instructor during class

Evaluation & Assessment

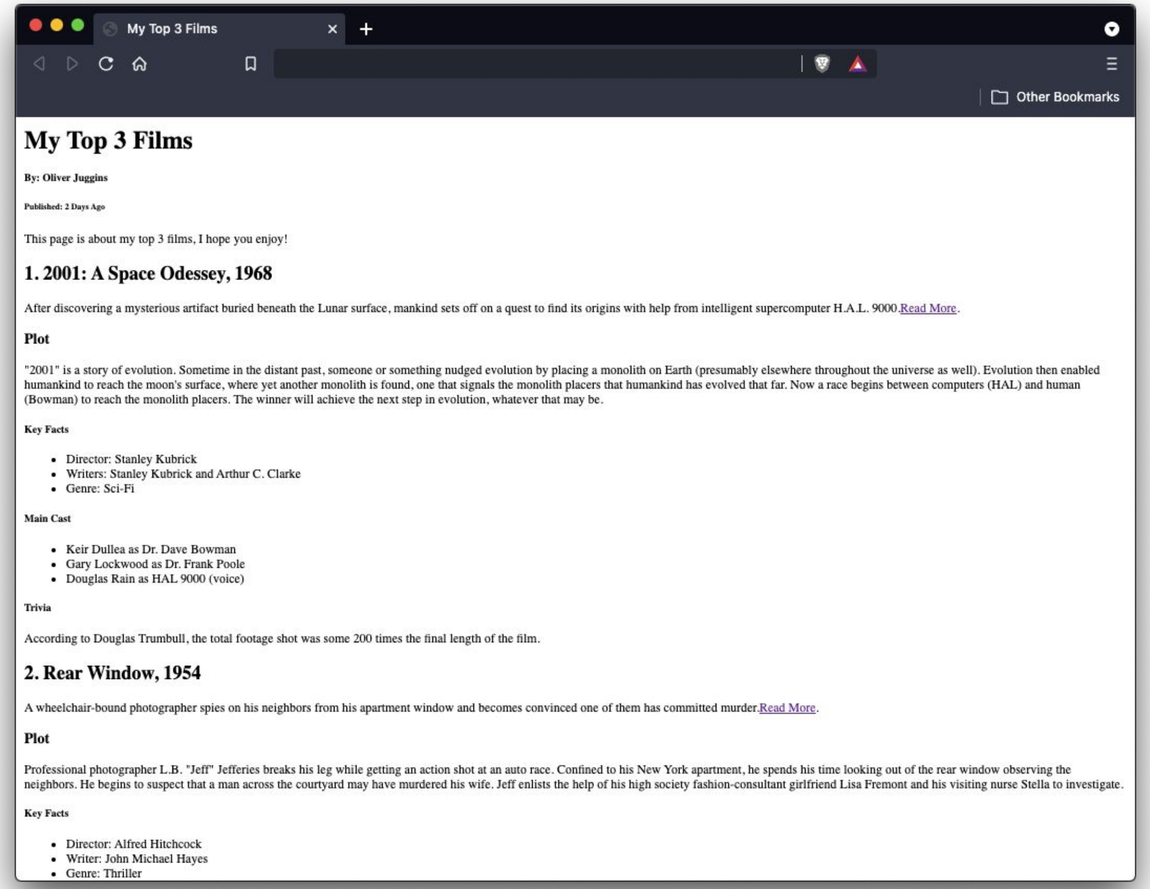
Evaluation material including a task, self-assessment exercise and quiz

Pre-work

Connecting content to previous topics

This pre-work is designed to contextualise CSS selectors topic with what students have learnt so far. This includes basic HTML and concepts such as the document tree. The idea is for students to have ownership and personal connection to their work, even in a small project used for one lesson.

The task is to create a simple HTML page of a “Top 3” of a particular topic such as Top 3 films. This page will form the base that students will apply the different CSS Selectors to.



CODEPEN EXAMPLE

Lesson

Hands-on experience with varied interaction modes

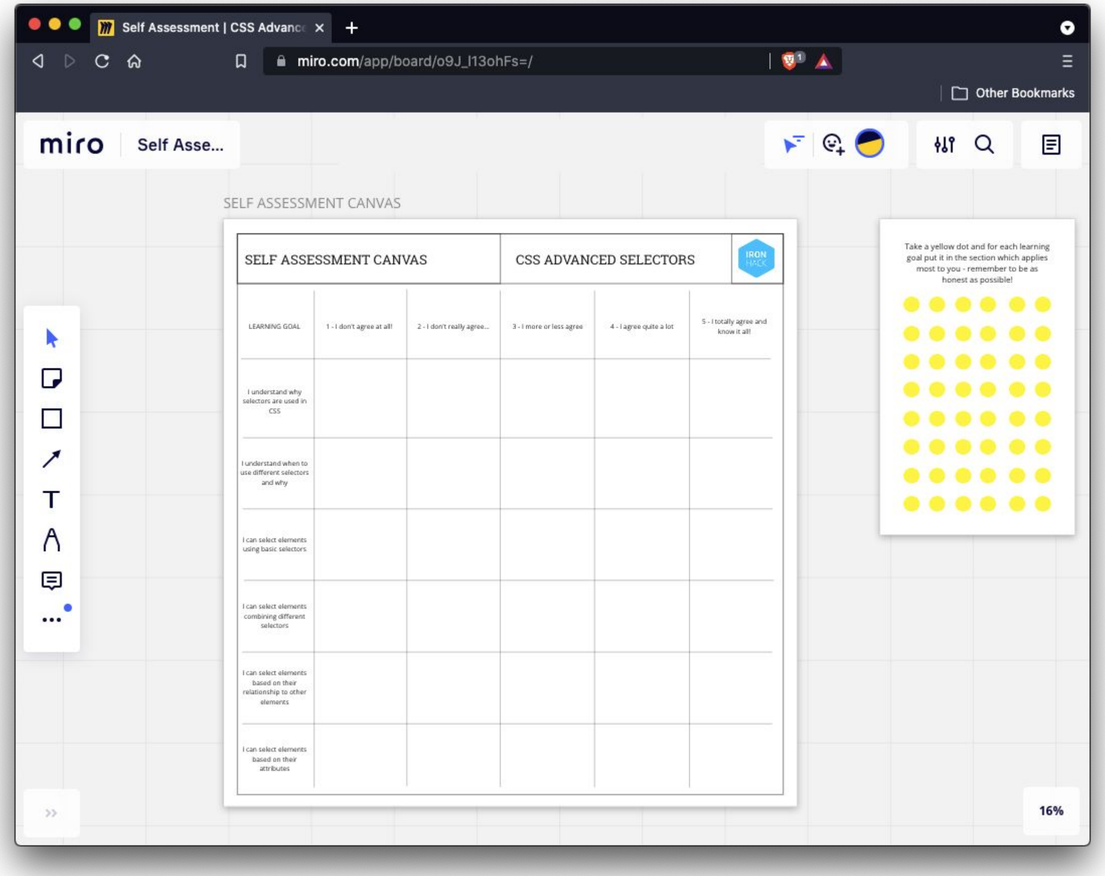
The lesson builds up knowledge, connecting CSS selectors to previous topics and contextualising the topic. Students work on their own project throughout the lesson and have examples in codepen for each example.

The lesson transitions from a **guided** → **autonomous** session where students are able to experiment and expand on the CSS selectors they were exposed to during the lesson. Knowledge exchange between students is facilitated through a group dynamic before a reflection and evaluation activities are communicated.

Evaluation & Assessment

Using a number of evaluation methods to gain insights

There are three suggested ways that the topic of CSS Advanced Selectors can be evaluated: the completion of the task, a self-assessment exercise and short quiz. The task can be evaluated by instructors through the ability of students to apply different CSS selectors to their project, and the score of the quiz.



A self-assessment canvas gives an indication to the overall level of understanding of the class and if any concepts need to be covered in the following lesson.

Overall Evaluation

Evaluating the lesson as a whole

There are a number of factors that can be measured that will give an indication as to how successful the lesson is:

- Completion of the task to a high standard by students, evaluated by instructors
- Scores in the quiz carried out by students
- Scores given in the self-assessment exercise
- Level of student engagement, were they asking questions and trying out new CSS selectors from the documentation
- Interviews with instructors and students to gain personal insights on their experiences

Part 2: Discussion & Questions

Part 3: Feedback

Thank you!