MY ROLE AND EXPERIENCE AS AN INSTRUCTIONAL DESIGNER

by TERRI GOLDEN

INTRODUCTION

Instruction Design was a course I know I needed, however, I was very apprehensive when I learned that there would be a group project. You hear so many negative things about working in a group, that it's intimidating when the instructor mentions a group project. I must say, that I truly enjoyed being a part of a group because we worked as a team. There was no other way to accomplish the many tasks of our project working alone in the time frame that was allotted.

Dr. Cheryl Ward informed our class that we would form teams of 4-5 and work on a problem submitted to her by her colleagues of the University of Akron. Dr. Ward went over each of the problems, and gave us the names of the Professors that would serve as our Subject Matter Experts (SMEs). First, we had to formulate a team. We submitted a video clip of ourselves, telling a little about ourselves including our strengths and weaknesses, and then we would request to be a part of a team. I was the first to establish contact with the team members. I instantly became the "Communicator" of our team. Our team name was TeaM 3J (Te for Terri, M for Melissa, and the 3 Js for Jacki, Jenna, and Jennifer) Melissa came up with the team name. Our team members were Melissa Ferry, Jaclyn Hawkins, Jenna Ward, Jennifer Lanza, and Terri Golden.

After the teams were formulated, we would discuss, as a team, which instructional problem we wished to work on, and submit our choices to Dr. Ward.

All of the members of our team choose Dr. Ward's Instructional Problem of the Flipped Classroom. We were all quite interested in knowing more about the Flipped Classroom concept. So, we were very pleased when we were selected to work on the Flipped Classroom problem. Dr. Ward, was our SME (Subject Matter Expert). I set up our initial meeting with Dr. Ward in Elluminate Live! The experience of using the online collaboration tool was priceless. I learned how to conduct a live meeting and share my desktop, share documents, record, and use the whiteboard tools, so much more than OoVoo or Skype! I have got to find my own (affordable) collaborative tool to conduct meetings. It was the best! All of our meetings were in Elluminate Live!

ANALYSIS PHASE

Dr. Ward expressed her desire to come up with a way to keep up with technology. She explained to us that several students had asked her about the "Flipped Classroom", and she wanted to address their inquiries. She needed to know if there was enough interest amongst the IT Masters students to include the "Flipped Classroom" as a learning module in her course, Instructional Design.

Once the team met with our SME, I created our Wikispaces on the course wiki. I was responsible for the organization, and maintenance of our team's course Wikispaces

http://instructionaldesignspring11.wikispaces.com/Introducting+TeaM+3J. I provided a picture of each of the team members, and each team member wrote a brief biography next to their photo. I was responsible for updating all the information in our course Wikispaces. Information included: Instructional Design Problem, Team Collaboration Log, Team Progress Reports, Final Project link to Flipped Classroom wiki http://team3j.wikispaces.com/ , the Final Paper, and the Presentation.

As Communicator, I initiated every meeting, for our team on Elluminate Live! We also meet through chat on Gmail. Some of our meetings were with our SME on Elluminate Live! Elluminate Live! Was the best way we could all meet and get work done together.

After our initial meeting with Dr. Ward, the team decided to conduct a survey to find out how many IT Masters students were interested in learning about the Flipped Classroom. I created the survey on Survey Monkey at http://www.surveymonkey.com/s/29H89RY. Once Dr. Ward approved the survey, the survey was implemented through the IT Masters' portal. Dr. Ward added an extra incentive for IT Masters' students to participate in the survey. She informed the IT Masters' students who participate in the survey and evaluate the learning module may use the experience as participation in an online learning module (names of participants are at the end of this document). I kept track of the responses, and contacted, via email, the students who were interested in using the survey and were willing to evaluate the Flipped Classroom learning module for Field Experience and their ePortfolio as

evidence for participation in an online learning module. I sent emails out to the eleven

students who showed interest. I summarized the data collected from the surveys and

reported the findings to the team.

http://instructionaldesignspring11.wikispaces.com/Introducting+TeaM+3J.

DESIGN PHASE

The results of the survey, affirmed the need for the Flipped Classroom learning

module for the Instructional Design course. It was time to get to work. The team decided

to put our Flipped Classroom learning module on Wikispaces. So I started an account

on Wikispaces for our team http://team3j.wikispaces.com/. I posted the results of the

survey onto our course wiki as well as the team wiki Each of the team members began

to collect information on how the Flipped Classroom works, once we understood how

the Flipped Classroom works, we found research to support its methodology.

DEVELOPMENT PHASE

I provided the team the following resources for our learning module:

The flipped classroom: a new way to look at schools, published by Schoolwires Come

Together (6/12). "The flipped classroom is a hot topic among schools, colleges,

politicians and education technology providers. Even mainstream media has picked up

this educational concept, including 60 Minutes, the New York Times and the BBC. So

how does it work and what does it mean for the future of education?"

The Flipped Classroom This is a short video about a science teacher using the flipped

classroom approach in his classroom.

Flipped Classroom This is a video presentation about flipped classrooms from the two

main contributors to this approach, Aaron Sams and Jonathon Bergman.

http://www.knewton.com/flipped-classroom/- This website provides an easy-to-follow

infographic about Flipped Classrooms. This infographic explains the history of Flipped

Classrooms and provides an example of Flipped Classrooms at the High School level.

http://fliptheclass.wikispaces.com/ - This wiki for Flipping the Classroom uses

wikispaces as a "content repository" and students' projects platform grades K-12.

schoolwires_flipped_classroom_0612.pdf – an article which addresses concerns of

teachers who have learners who do not have access to technology at home, or

learners who lack the self-discipline or motivation to participate in the Flipped

Classroom learning module at home.

     Another grand resource, we weren't able to include is

http://softchalk.com/webinar/innovators-in-online-learning-webinar-flipping-your-

classroom - must register to view video http://softchalk.com/view-webinar-form. Video

describes how Social Workers are using the Flipped Classroom with their students.

IMPLEMENTATION PHASE

The other team members were responsible for putting the information onto the team wiki. After all of the information was entered, I then contacted our SME for implementation. Once we were approved by our SME. I sent, via email, the wiki site address to the "Evaluators" (Students who were interested in using the survey and willing to evaluate the Flipped Classroom learning module as Field Experience and ePortfolio), along with instructions for inputting comments on the wiki reflections page of the learning module. I also updated the information to the course wiki, for others to view.

EVALUATION PHASE

We received responses on our team wiki http://team3j.wikispaces.com/, as well as on the course wiki http://instructionaldesignspring11.wikispaces.com/Introducting+TeaM+3J. As communicator for the team, I responded to each of the "Evaluators" on our team wiki, and was extremely relieved when Dr. Ward sent out an email for every team member to respond to the comments on the course wiki. ☺

All of our team papers for the Analysis Phase, Design Phase, Development Phase, Implementation Phase, and Evaluation Phase, were completed during team meetings in Elluminate Live! I was responsible for the drafting the initial Evaluation Phase paper because I was more familiar with the data from the survey, and the Wiki

Reflections responses from our team wiki, and course wiki comments. All of the team members contributed to the various Phase documents and the Final Document.

While conducting a meeting in Elluminate Live!, the team was trying to decide how we were going to piece our Jing presentations together for our final presentation. I was sharing my desktop at the time and decided to log into our team Wikispaces. I created a new page and started loading or .swf files. It worked! Problem solved. I designed the final presentation on our Wiki for the Flipped Classroom learning module http://team3j.wikispaces.com/, but did not include it on the wiki for public viewing. It was more or less a draft. I discovered that I could not redirect the page onto the course wiki. Each of the team members had to upload their Jing individually to the course Wikispaces.

CONCLUSION

Overall, I really enjoyed working with my team. I found that I had the role of motivator throughout the process. But once I encouraged the team members, they kicked into high gear, and got the job done!

Everyone on the team feels that a Flipped Classroom is doable. I have talked with a couple of teachers, whom unknowingly, already do a Flipped Classroom. One teacher from Maple Heights, has been videotaping "must see" lessons for students who are absent from school on those days. He feels the lesson is too important to miss, so

he videotapes it and makes it available to student(s). He has been doing this for a few years. He records his lessons on VHS tapes, yes, in 2012. Another teacher from Twinsburg, has videotaped lessons all the time. One of her students has cancer and is out of school frequently. She says it's a lot easier to catch up students by giving them a tape. There are teachers who record "important" lessons to submit for National Board Certification, one such teacher makes copies of the lessons on DVD for her students to watch as often as necessary.

I have learned that the Flipped Classroom is merely a methodology, a means of recording valuable lessons to share with learners who need to review lessons vital to their success. I definitely plan to use this methodology in the future, and I can foresee the Flipped Classroom methodology catching on more as teachers begin to utilize social media more and more. I also feel that the Flipped Classroom learning module my team created will make a great learning module for the Instructional Design course, and for many learners who view it.

TeaM 3J did an exceptional job! Team members plan to stay connected and continue to share ideas in the future.

IT MASTERS STUDENT PARTICIPANTS OF SURVEY & EVALUATION

For FLIPPED CLASSROOM LEARNING MODULE

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Thank you acknowledgements were sent via Email to participants.