Learning & Instruction Strategies (A1)

For the instructional unit, the ultimate product will most closely align with cognitivism because the learners will take everything they've learned from the activities and create their own infographic from a template in Canva. Each objective is color-coded to align with cognitivism and behaviorism. Each set of goals and objectives will include a subsection that describes possible instructional strategies and/or activities.

Task Analysis Course Goal: By the end of the unit, the learner will be able to design an accessible, inclusive, and visually appealing infographic from a template in Canva to suit their instructional or design needs.

1. **Goal 1: The learner will be able to navigate to infographic templates via the search function on the Canva menu.**
   1.1. Objectives:
       1.1.1. Without notes, TLWBAT click the purple "Create a design" button in the upper right corner.
       1.1.2. Without notes, TLWBAT type "Infographic" in the blank field.
       1.1.3. Without notes, TLWBAT select the first option, "Infographic."
   1.2. Instructional Strategies/Activities
       1.2.1. The learner will watch a video that demonstrates how to access infographic templates within Canva. They will need to remember this information to complete the objective.

2. **Goal 2: The learner will be able to select a template that best fits their instructional or design needs.**
   2.1. Objectives:
       2.1.1. Without notes, TLWBAT identify a template that best fits their needs.
   2.2. Instructional Strategies/Activities
       2.2.1. The learner will need to evaluate the existing templates and choose one that will work best for their task. They will need to synthesize their knowledge of the goal and the topic of the assignment to make this decision.   Also constructivism.

3. **Goal 3: The learner will be able to replace existing sample text using the Canva editor interface with their own.**
   3.1. Objectives:
       3.1.1. Without notes, TLWBAT identify and click on text boxes within the template to select them.
       3.1.2. Without notes, TLWBAT edit the text as needed, adding their own content.
           3.1.2.1. Without notes, TLWBAT change font, size, color, and alignment.
           3.1.2.2. Without notes, TLWBAT change the lettering style and shape. Examples include arched text, shadow effect, outline, etc.
   3.2. Instructional Strategies/Activities

3.2.1. The learner will watch a video that demonstrates how to identify and click on text boxes. They will need to remember how to identify text boxes. Then they will use their existing knowledge about the topic to input new information into the template to satisfy the assignment goals.

4. **Goal 4: The learner will be able to modify, remove, or replace images using the Canva editor interface.**
   4.1. Objectives:
      4.1.1. Without notes, TLWBAT identify which images need to be modified, removed, or replaced.
      4.1.2. Without notes, TLWBAT explain the need for these modifications.
      4.1.3. Without notes, TLWBAT analyze whether visuals match the topic and are inclusive (representation of all genders, races, abilities, etc.).

   4.2. Instructional Strategies/Activities
      4.2.1. The learner will watch short videos and/or read short articles and then will practice identifying positive and negative examples of images on infographics via matching activities.
      4.2.2. The learner can also choose from a number of multiple-choice options to pick the correct explanation for the need for such modifications.

5. **Goal 5: The learner will be able to modify colors and background to enhance visual appeal and adhere to accessibility accommodations**
   5.1. Objectives:
      5.1.1. Without notes, TLWBAT identify and evaluate color combinations of images, text boxes, and background that require modification.
      5.1.2. Without notes, TLWBAT adjust colors between text and background to ensure high contrast.

   5.2. Instructional Strategies/Activities
      5.2.1. The learner will read short articles and/or watch short videos about accessibility accommodations and will apply that knowledge in the design of their infographic.

6. **Goal 6: The learner will be able to assess the need to add or remove visual and textual elements as necessary.**
   6.1. Objectives:
      6.1.1. Without notes, TLWBAT assess consistency in font size, style, and alignment and make adjustments as necessary.
      6.1.2. Without notes, TLWBAT assess coherence in spacing and size of elements and make adjustments as necessary.
      6.1.3. Without notes, TLWBAT evaluate whether the infographic design is overly busy or visually cluttered and make adjustments as necessary to adhere to accessibility accommodations.
      6.1.4. Without notes, TLWBAT explain the need for any modifications.

   6.2. Instructional Strategies/Activities

6.2.1. The learner will read short articles and/or watch short videos about accessibility accommodations and will apply that knowledge in the design of their infographic.

6.2.2. The learner will read short articles and/or watch short videos about consistency and coherence in design, and will then apply that knowledge in the design of their infographic.

6.2.3. The learner will express their knowledge of positive and negative examples via a matching activity.

7. **Goal 7: The learner will be able to save their work in Canva**

   7.1. Objectives:

   7.1.1. Without notes, TLWBAT locate the "File" menu in the top left corner and click on the Pencil icon to edit the file name.

   7.1.2. Without notes, TLWBAT click "Save" to save their work or ensure that it says "all changes have been saved" at the very top of the interface.

   7.2. **Instructional Strategies/Activities**

   7.2.1. The learner will watch a video that demonstrates how to save infographic templates within Canva. They will need to remember this information to complete the objective.

8. **Goal 8: The learner will be able to download or share their new infographic**

   8.1. Objectives:

   8.1.1. Without notes, TLWBAT click on the "Share" Button in the top right corner, then click the "Download" button.

   8.1.2. Without notes, TLWBAT evaluate which desired file format (e.g., PNG, JPEG, PDF) will best suit their needs and download the infographic. Alternatively, they may decide to print the infographic directly from Canva if desired.

   8.2. **Instructional Strategies/Activities**

   8.2.1. The learner will watch a video that demonstrates how to share infographic templates within Canva. They will need to remember this information to complete the objectives.

For the learning unit, the ultimate product will most closely align with behaviorism because the learners will study three different educational myths and then be able to identify and explain them. Each objective is color-coded to align with constructivism and behaviorism. Each set of goals and objectives will include a subsection that describes possible learning strategies and/or activities.

Content Analysis Course Goal: By the end of the course, learners will be able to identify three different educational myths (Learning Styles, Digital Natives, and the 10-20-30-50-70-90 myth), explain the possible detrimental consequences of the myths, and be able to devise possible solutions or ideologies to better serve learning communities.

1. **Goal: Recognize the myth of Learning Styles, and be able to identify and explain the reasons why it is a myth, the consequences of the myth, and how to develop possible solutions or ideologies that better serve learning communities.**
   1.1. Objectives:
      1.1.1. Without notes, TLWBAT identify and explain the myth of Learning Styles.
         1.1.1.1. Without notes, TLWBAT explain what VARK (visual, auditory, reading, and kinesthetic) "learning styles" are.
      1.1.2. Without notes, TLWBAT recognize and explain how lack of evidence regarding Learning Styles influences learners, educators, and the education community at large.
      1.1.3. Without notes, TLWBAT recognize and explain how oversimplification, ineffective instruction, and negative self-perceptions can be consequences of the myth.
      1.1.4. Given this new breakdown of the myth, TLWBAT identify, explain, and implement strategies that can combat the possible detrimental side-effects of perpetuating the myth, such as varying instruction, personalizing learning experiences, and cultivating students' metacognition.
   1.2. **Learning Strategies/Activities**
      1.2.1. Learners will watch a short video and/or read short articles explaining the myth and then will answer a number of multiple choice questions to display knowledge of the definition of the myth, how the myth is perpetuated, and consequences of the myth.
      1.2.2. Learners will write a short answer to conceive of possible strategies educators could do instead. Learners could also participate in an asynchronous digital discussion with other learners.
2. **Goal: Recognize the myth of Digital Natives, and be able to identify and explain the reasons why it is a myth, the consequences of the myth, and how to develop possible solutions or ideologies that better serve learning communities.**
   2.1. Objectives:
      2.1.1. Without notes, TLWBAT identify and explain the myth of Digital Natives.

     2.1.1.1. Without notes, TLWBAT explain the myth's idea that younger generations, having grown up with technology, are inherently more skilled in using digital tools for learning.

   2.1.2. Without notes, TLWBAT recognize and explain how socio-economic background, access to technology, and individual motivation significantly impacts digital skills and engagement and that generalizing ignores these crucial factors.

   2.1.3. Without notes, TLWBAT explain how true digital literacy encompasses diverse skills like critical thinking, information evaluation, online safety, and responsible behavior and that these skills require explicit instruction and practice.

   2.1.4. Without notes, TLWBAT identify and explain that the digital landscape continuously changes, how assuming "digital nativeness" can lead to neglecting essential digital literacy instruction in schools, how ignoring inequality perpetuates educational inequities, and how stereotyping and discrimination by labeling generations as "digital natives" or "digital immigrants" can create unnecessary division and hinder collaboration across age or generational groups.

   2.1.5. Given this new breakdown of the myth, TLWBAT identify and implement strategies that can combat the possible detrimental side-effects of perpetuating the myth, such as differentiating instruction, explicitly teaching critical thinking, problem-solving, responsible online behavior, and information evaluation, and fostering intergenerational collaboration.

  2.2. **Learning Strategies/Activities**

   2.2.1. Learners will watch a short video and/or read short articles explaining the myth and then will answer a number of multiple choice questions to display knowledge of the definition of the myth, how the myth is perpetuated, and consequences of the myth.

   2.2.2. Learners will write a short answer to conceive of possible strategies educators could do instead. Learners could also participate in an asynchronous digital discussion with other learners.

3. **Goal: Recognize the 10-20-30-50-70-90 myth, and be able to identify and explain the reasons why it is a myth, the consequences of the myth, and how to develop possible solutions or ideologies that better serve learning communities.**

  3.1. Objectives:

   3.1.1. Without notes, TLWBAT identify and define the 10-20-30-50-70-90 myth.

     3.1.1.1. Without notes, TLWBAT to explain the myth's idea that supposedly learners remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and write, and 90% of what they say and do.

     3.1.1.2. Without notes, TLWBAT identify and explain how the myth stems from an outdated and fraudulently cited interpretation of "The Cone of Experience" developed by Edgar Dale in 1946, and how lack of evidence and robust research perpetuates the myth.

3.1.2. Without notes, TLWBAT identify and explain how oversimplification of learning ignores the multifaceted nature of memory and learning, and how the percentages of the myth might lead to neglecting valuable learning methods based on assumed ineffectiveness.

3.1.3. Given this new breakdown of the myth, TLWBAT identify and implement strategies that can combat the possible detrimental side-effects of perpetuating the myth, such as encouraging active engagement with information, multiple senses, and modalities, diversifying instructional methods like lectures, discussions, visuals, activities, and practice to reinforce understanding, and regularly revisiting and using learned information to strengthen memory and understanding.

3.2. Learning Strategies/Activities

3.2.1. Learners will watch a short video and/or read short articles explaining the myth and then will answer a number of multiple choice questions to display knowledge of the definition of the myth, how the myth is perpetuated, and consequences of the myth.

3.2.2. Learners will write a short answer to conceive of possible strategies educators could do instead. Learners could also participate in an asynchronous digital discussion with other learners.