

Crystal Johnson

Dr. Marshall Jones

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### Requirements Map: Interactive Learning Materials

1. **User Experience:** My learners should be able to quickly learn and understand how to use my learning environment because I made my best attempt to offer directions for each activity, starting with the environment itself.
2. **Found Content:** This material functions as opportunities to frontload learners and to provide support and/or clarification. For example, some of the videos explain (while sometimes perpetuating) each myth, and others debunk them. There are a couple of images that learners can use in the 10-20-30-50-70-90% lesson to compare and contrast the differences between the original and the misinterpreted Cone of Experience. There is one article that learners can choose to read that debunks the myth instead of watching a video.
3. **Original Content:** This material serves a number of functions: to provide directions and explanations for the learning environment, to delineate goals for the unit and for each lesson, to provide opportunities to reinforce and practice knowledge, to summarize, and to assess knowledge.
4. **Assessments:** There are a number of opportunities for learners to practice, reinforce, and assess their knowledge growth, which include:
  - 4.1. Fill in the Blank
  - 4.2. Multiple Choice

- 4.3. Scenarios
  - 4.4. Matching
  - 4.5. Essay Response
5. **Usability Testing:** I had three people use my learning unit and here is what I found:
- 5.1. My daughter, 13, had no problem using the learning environment. She navigated the spaces with ease and enjoyed playing around with the knowledge checks. However, she did not want to watch the videos or engage in the entire course because "it's too much work" haha. She did suggest that I use the "Continue" button after every little chunk of information within each lesson because "it forces people to focus on one thing at a time," instead of being able to scroll through the entire lesson immediately. I agreed and added them in.
  - 5.2. My boyfriend, 45, similarly had no problems using the course. He regularly engages in professional development and noted that my unit was similar to what he sees. However, he did suggest that I provide some additional information at the beginning of the unit, like how much time it should take and that the learner could start and stop as needed. I liked those ideas so I added them in. He also helped me proofread, which was nice. He is polylingual so it was interesting to get feedback on wording. I tend to write long compound, complex sentences and he helped me see where it could be easier to read.
  - 5.3. My mother, 71, had some issues using my laptop and navigating the spaces, but swore to me that if she'd done it on her old work computer (she's been retired from nursing for a couple years now and doesn't have a home computer), she would have had an easier time because she was familiar with it. Its an interesting

problem, but I am not sure how I could make the space easier for learners with similar situations. She also wanted verbal directions on what to click on and when; the learning environment was certainly the most challenging for her out of the three.

6. Mayer's Multimedia Principles: My learning environment used the following principles

- 6.1. Multimedia: there is a mix of text, visuals, and videos.
- 6.2. Coherence: everything included supports the lesson and unit.
- 6.3. Signaling: included directions and bolding to help guide learners.
- 6.4. Redundancy: did not overload learners with too many similar sources of info.
- 6.5. Spacial Congreguity: text, video, and images are situated near relevant info.
- 6.6. Segmenting: learning environment is divided into chunks.
- 6.7. Pre-Training: frontloaded learners for lessons via text and infographics.
- 6.8. Modality: kept text concise.
- 6.9. Personalisation: used an informal and inviting tone.