

Learning Module

Learning Profiles & Instructional Design

Scenario

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Write the scenario you've chosen below?
<p><i>You are working with a SME (Subject Matter Expert) who intends to develop a course that could have upwards of 100 people in it. The SME wants to structure the course so that learners have some choice to self-direct their learning. The SME believes it's important that learners have a strong self-awareness in order to direct their learning towards a goal, so she is looking for a way to help students improve their metacognition skills in order that they can be successful in directing their learning.</i></p> <p>Abstract: This course/learning module is intended for graduate students enrolled in a Learning & Development program at a university. This module and the overall course will help guide learners to develop effective, intentional course designs based on research-based learning theories and Adult Learning Profiles. Activities, discussions, and assessments in this particular module will measure learners' abilities to effectively analyze and communicate their choices in Instructional Design.</p>

Sample Learning Module

Module Topic: Learning Profiles & Instructional Design
Learning Objective 1: Upon completion of a week-long graduate-level course on Instructional Design, learners will be able to clearly and effectively communicate how instructional design influences factors that determine learner success, such as Self-

Directed Learning, Life Experience, Motivation, and Prior Knowledge.			
Learning Objective 2: Upon completion of a week-long graduate-level course on Instructional Design, learners will be able to analyze potential obstacles to adult learning.			
Learning Objective 3: Upon completion of a week-long graduate-level course on Instructional Design, learners will be able to critique and analyze a self-selected learning experience through the lens of the theories and concepts we have explored thus far in this course.			
Page Title	Week ly Obj Align	Page Content	Notes
Overview: <i>Learning Profiles & Instructional Design</i>		<p><u>Overview of Topics and Concepts</u></p> <p><i>Adult learning encompasses an intricate environment in which we explore how adults transfer knowledge, strategies, and ways of thinking as they progressively continue learning throughout life. A number of important qualifiers define adult learning, stemming from cognitive development, adult responsibilities, lifelong experiences, and overall motivation. Crafting impactful experiences that drive adult learning must take into account these qualifiers, focusing on the myriad of descriptors and drivers that drive adult learning and rich, meaningful learning opportunities.</i></p> <p><u>Learning Objectives</u></p> <p>Learning Objective 1: Upon completion of a week-long graduate-level course on Instructional Design, learners will be able to clearly and effectively communicate how instructional design influences factors that determine learner success, such as Self-Directed Learning, Life Experience, Motivation, and Prior Knowledge.</p>	

		<p>Learning Objective 2: Upon completion of a week-long graduate-level course on Instructional Design, learners will be able to analyze potential obstacles to adult learning.</p> <p>Learning Objective 3: Upon completion of a week-long graduate-level course on Instructional Design, learners will be able to critique and analyze a self-selected learning experience through the lens of the theories and concepts we have explored thus far in this course.</p> <p><u>This Week's Agenda</u></p> <p><i>Check for weekly announcements.</i></p> <p><i>Complete this week's readings and instructional materials.</i></p> <p><i>Review this week's presentation materials.</i></p> <p><i>Contribute to this week's class discussions.</i></p> <p><i>Submit this week's assignment.</i></p>	
Readings and Instructional Materials		<p><u>Readings</u></p> <p><u>Adult Learning Theories</u></p> <ul style="list-style-type: none"> Consider While Reading: <i>Adult learning theories provide insight into how adults learn and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve.</i> <p>Esra, Phil. 2011. "Adult Learning Theories." https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf.</p> <p><u>An Investigation of Self-Directed Learning Skills of Undergraduate Students</u></p> <ul style="list-style-type: none"> Consider While Reading: <i>The aims of this study were to reveal university students' self-directed learning skills and determine whether these skills vary based on university type, gender, field of study, year</i> 	

		<p><i>of study, academic success, type of university entrance score, income level, and the desire to pursue a graduate degree.</i></p> <p><i>Tekkol, Ilkay Aşkin, and Melek Demirel. 2018. "An Investigation of Self-Directed Learning Skills of Undergraduate Students." Frontiers in Psychology 9, no. 2324 (November). https://doi.org/10.3389/fpsyg.2018.02324.</i></p> <p><u>Developing Self-Directed Learners</u></p> <ul style="list-style-type: none"> Consider While Reading: <i>Explore the meaning of self-directed learning, challenges with implementation, and strategies to overcome obstacles in educational settings.</i> <p><i>Robinson, Jennifer D., and Adam M. Persky. 2019. "Developing Self-Directed Learners." American Journal of Pharmaceutical Education 84, no. 3 (December): 847512. https://doi.org/10.5688/ajpe847512.</i></p> <p><u>Videos</u></p> <p><u>Adult Learning Theory: Knowles' 6 Assumptions of Adult Learners</u></p> <ul style="list-style-type: none"> Consider While Reading: <i>"Andragogy" is a term coined by Malcolm Knowles in the 1960s to describe the theory and practice of adult education. It refers to the principles and strategies that are specifically effective in facilitating the learning process for adult learners. Andragogy is often contrasted with pedagogy, which focuses on teaching children and adolescents.</i> <p><i>Fox, Patrick. 2020. "Adult Learning Theory Knowles' 6 Assumptions of Adult Learners." Www.youtube.com. July 22, 2020. https://youtu.be/SArAggTULLU.</i></p>	
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Page Title: Presentation— Learning Profiles & Instructional Design		<p><u>Differences Between Working with Adults & Students</u></p> <p>Often, L&D professionals begin their careers as great teachers of children or adolescents, and sometimes it can be a little bit surprising to recognize that adults learn differently. This presentation focuses on the ways that teaching adults is different from teaching students. There are some fundamentally important elements that are worth knowing as an L&D professional who supports adult learning.</p> <p><i>Cofino, Kim. 2020. "The Difference between Working with Adults & Students." Www.youtube.com. 2020. https://youtu.be/EVglmEV6y8w.</i></p>	
Page Title: Discussion 1— Elevator Pitch	<p>Obj #1</p>	<p>An elevator pitch is a concise and compelling description of an idea, product, service, or yourself, typically delivered in the time it takes for an elevator ride, which is around 30 seconds to 2 minutes. It's designed to quickly capture someone's attention and communicate key information effectively. An elevator pitch should be clear, engaging, and tailored to your audience. Choose one of the four topic areas listed below, and develop an effective, efficient elevator pitch to introduce it to someone for the first time. Provide a brief overview of the topic and related concepts for your classmates. Make sure to address the following questions:</p> <ul style="list-style-type: none"> • What are the main arguments associated with this topic? • How does this topic differ from the other three? • What considerations for adult learning does this topic suggest? • What are the benefits of considering this topic and the main arguments associated with it? <p>Please record a video of your elevator pitch and post it in the discussion thread.</p> <p>Topics Self-Directed Learning</p>	<p><i>Learning Activity or Engagement</i></p>

		<p>Life Experience Motivation Prior Knowledge</p> <p>ENGAGEMENT EXPECTATIONS</p> <ul style="list-style-type: none"> • Your first response is due by Wednesday at 11:59 pm MT. • Your responses to at least two other posts are due by Sunday at 11:59 pm MT. • Quality posts and responses contribute to a rich learning community by citing readings, sharing examples, and building on the ideas of others in a collegial manner. 	
<p>Page Title: Discussion 2— Newspaper Advertisement</p>	<p>Obj #2</p>	<p>Creating a newspaper advertisement requires consideration of design, content, and layout. When creating a newspaper advertisement, make sure to consider the design, font sizes, colors, and any guidelines provided by the newspaper. The content should be clear, engaging, and convey the key message of your promotion or announcement. Include contact information and a call to action to encourage readers to take the desired action.</p> <p>Adult learning can be greatly beneficial, but there are several obstacles that can impede the process. These obstacles can vary depending on individual circumstances and contexts. Choose three of the topic areas from the list of possible obstacles below, and develop an effective, efficient newspaper article to explain the rich rewards of adult learning, <i>despite</i> the potential obstacles.</p> <p>Topics</p> <p>Time Constraints Financial Barriers Lack of Confidence Prior Negative Learning Experiences</p>	<p><i>Learning Activity or Engagement</i></p>

		<p>Technological Challenges Fear of Failure Lack of Relevance Family Responsibilities Language Barriers Work Demands Cultural and Social Factors Age</p> <p>ENGAGEMENT EXPECTATIONS</p> <ul style="list-style-type: none"> • Your first response is due by Wednesday at 11:59 pm MT. • Your responses to at least two other posts are due by Sunday at 11:59 pm MT. • Quality posts and responses contribute to a rich learning community by citing readings, sharing examples, and building on the ideas of others in a collegial manner. 	
Page Title: Assignment— Learning Experience Analysis	Obj #3	<p>Purpose or Introduction Text Throughout this course, we have explored the differences between adult learners and how adults learn. In this assignment, you will analyze these ideas and principles about adult learners and apply them to an experience of your own. The purpose of this assignment is for you to relate foundational theories of adult learning with your own personal experiences to highlight the development of effective, engaging learning experiences and the tools that enhance these experiences with the greatest impact.</p> <p>Engagement Expectations or Connection to Content In this assignment, you are asked to critique a learning experience you have participated in as an adult.</p>	<i>Learning Activity or Engagement</i>

		<p>Choose an organized adult learning experience you have been involved in recently as a learner. The experience can be a training course or program you have completed for your job, a college course you recently took, a cooking class, a series of online training modules to learn a computer program, etc. This adult learning experience should be something that occurred in the recent past, and not one that is currently ongoing.</p> <p>In your paper, after briefly describing the learning experience, critique and analyze this experience through the lens of the theories and concepts we have explored so far in this course. This should include principles of andragogy, instructional tools, and learning concepts related to adult learning differences. The goal is to analyze and critique the experience from the perspective of an adult learner.</p> <p>Your final product should address the following elements and questions:</p> <ul style="list-style-type: none"> • Provide a brief description of the learning experience. • How well did the experience fulfill its intended learning outcomes? • In what ways did your experience follow and/or deviate from select concepts and theories about adult learners? • Which instructional tools helped YOU find this learning experience motivating or non-motivating? • How well do you suspect this experience met or did not meet the needs of OTHER learners? What types of learners might have been left out, or not motivated, by this experience? <p>Formatting & Style Requirements</p> <ul style="list-style-type: none"> • Submissions should be between 1,300 words and 1,500 words in length. 	
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Presentation

As the SME (subject matter expert), you asked for help to develop a course that could have upwards of 100 people in it that could also be structured so that learners have some choice to self-direct their learning. Since you believe it's important that learners have a strong self-awareness in order to direct their learning towards a goal, I focused this module to help students improve their metacognition skills (which you explained as "thinking about thinking") in order that they can be successful in directing their learning. The metacognitive aspect of learning, therefore, will lean heavily on Bloom's Taxonomy to develop learners' abilities to effectively analyze and communicate their choices in Instructional Design.

Moreover, when developing a learning module to showcase Learning Profiles for adult learners, it was necessary to sequence the content, the learning activities, and the assessments in a logical order that supports a progression of learning. Sequencing is the efficient ordering of content in such a way as to help the learner achieve the objectives in an efficient and effective manner. A key benefit of using sequencing requires that the content be delivered in a way that is efficient and effective for the learner. Additionally, the development of an effective learning module requires "sequencing that's determined by the nature of the content within a larger context [because] it requires the learner to know or to apply more information than just the content itself" ("World-Related Sequencing" 2023). This sample module scaffolds the content in a logical order that follows Concept-Related Sequencing. Concept-related Sequencing (Posner and Strike 1976, 673):

- reflects the organization of the conceptual world;
- reflects a sequence in which content is structured in a manner consistent with the way the concepts themselves relate to one another;
- is often referred to as the "logical structure"; and

- focuses on the properties of knowledge in its "final" form when relationships between premises and conclusions can be analyzed.

Presentation of material in a certain order is important because it impacts the time, energy, efficiency, and effectiveness that the learning process produces. "Careful attention to design decisions, such as activity sequence, can have a meaningful impact without increasing learning time" (Lai, Portolese, and Jacobson 2017, 1). A learning designer must be conscious when making decisions for ultimate knowledge transfer so that the organization is thoughtful and leads to an intended and highly predictable outcome. Since much of adult learning requires the organization of content in families or groups, this sequencing model is often the most effective and time-efficient of all.

References

Cofino, Kim. 2020. "The Difference between Working with Adults & Students." Wwww.youtube.com. 2020.

<https://youtu.be/EVgImEV6y8w>.

Esra, Phil. 2011. "Adult Learning Theories." https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf.

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Lai, Polly K., Alisha Portolese, and Michael J. Jacobson. 2017. "Does Sequence Matter? Productive Failure and Designing Online Authentic Learning for Process Engineering

Posner, G. J., & Strike, K. A. 1976. A categorization scheme for principles of sequencing content. *Review of Educational Research*, 46, 665-690.

Robinson, Jennifer D., and Adam M. Persky. 2019. "Developing Self-Directed Learners." *American Journal of Pharmaceutical Education* 84, no. 3 (December): 847512. <https://doi.org/10.5688/ajpe847512>.

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"World-Related Sequencing." 2023. University of Denver. https://canvas.du.edu/courses/165386/pages/week-5-lecture-sequencing-and-structure?module_item_id=3475867.