Module 2 Analysis

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DL5783 – Engaging Learners in Online Instruction

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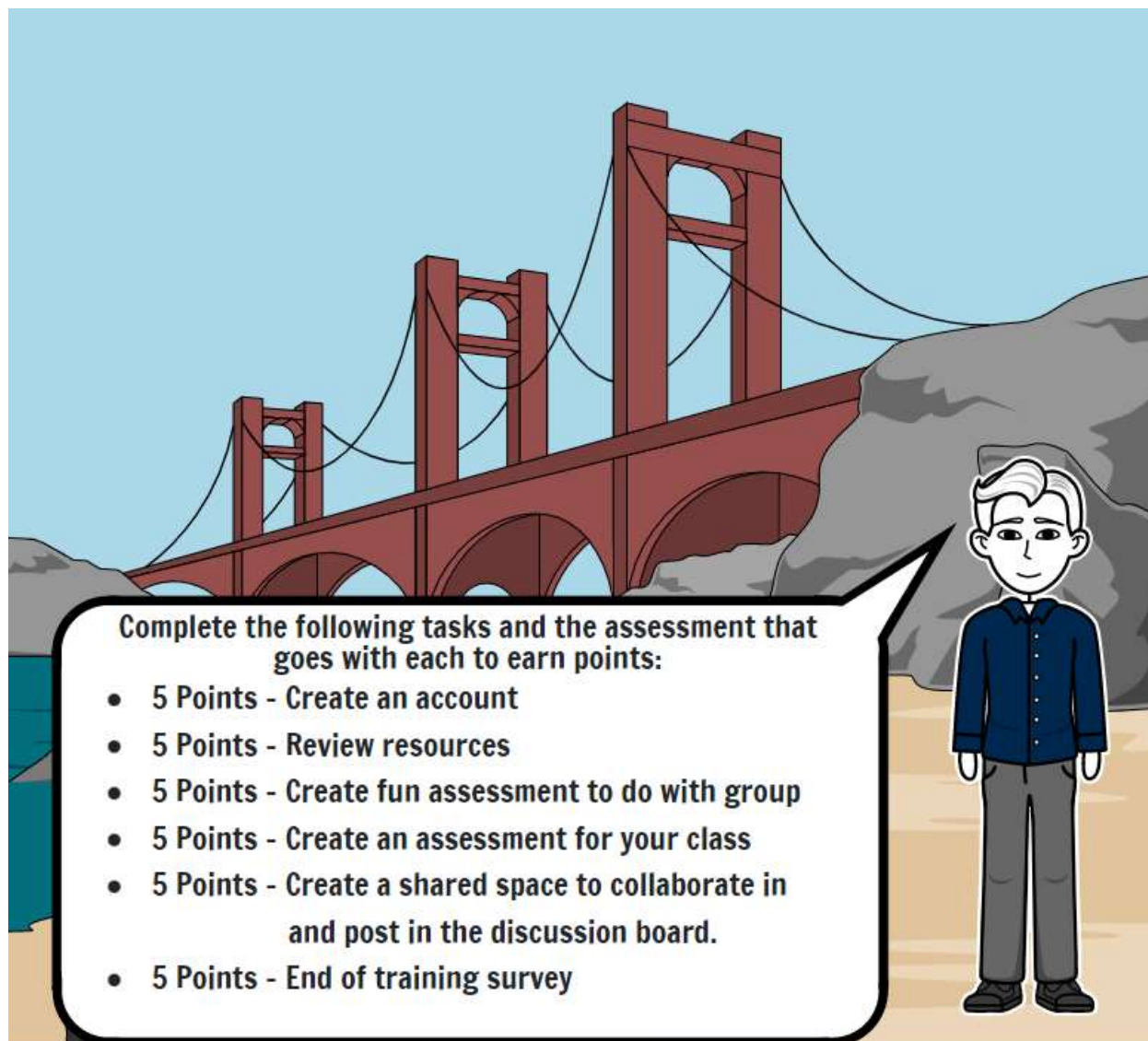
Part 1: Designing the Game

During the professional development session, teachers will be learning how to use three different tech tools to formatively assess their students efficiently and effectively. The game will challenge teachers to complete the different tasks within a set amount of time; teachers will earn points for each task they successfully complete. The story board below will help me design the interactive game.
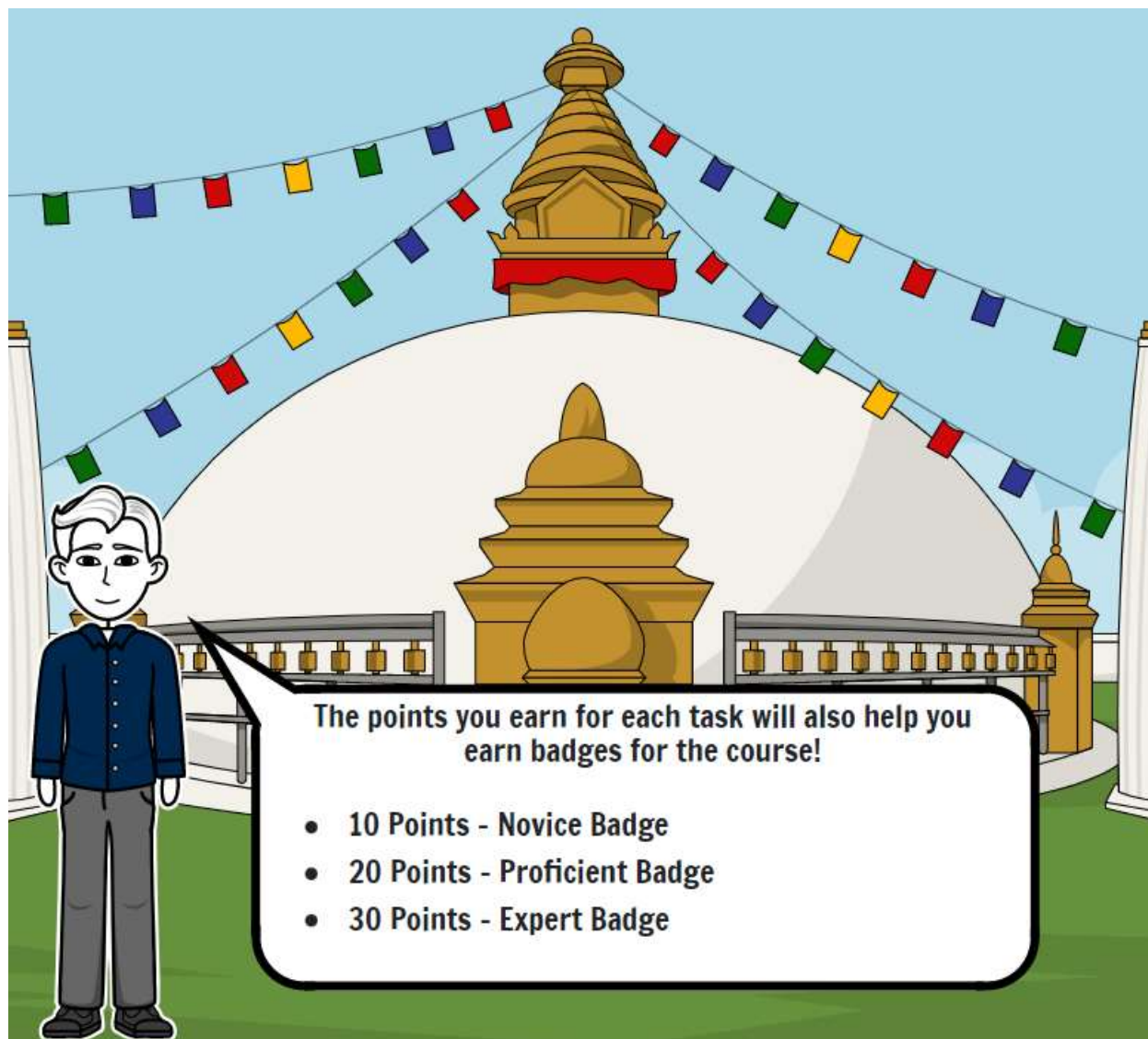
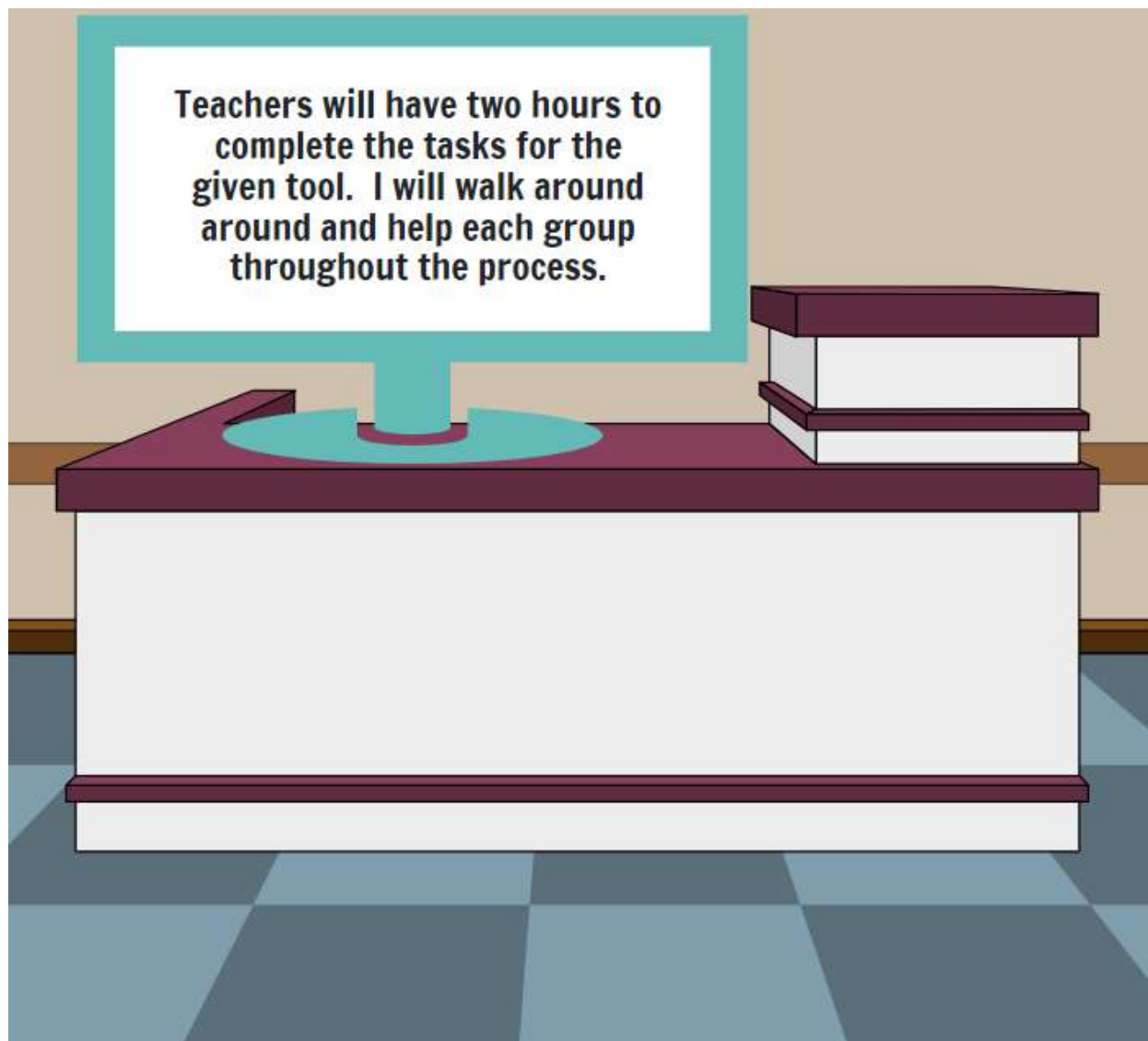**Storyboard – Slide 1:**

Storyboard – Slide 2:

Storyboard – Slide 3:

Storyboard – Slide 4:

Storyboard – Slide 5:

Storyboard – Slide 6:
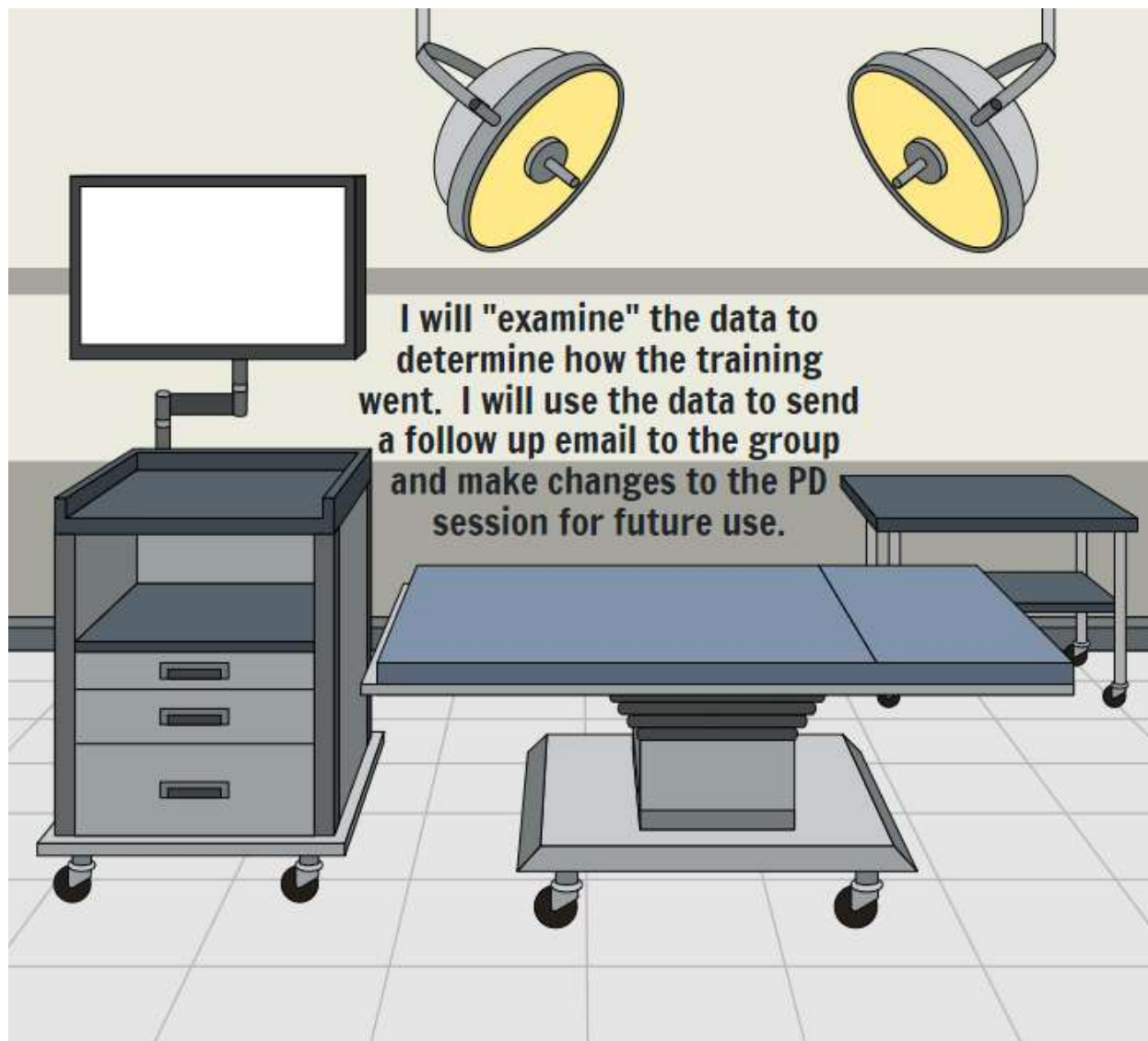
I have created an interactive game for teachers to play as they go through their PD training. The course focuses on learning how to use Plicker Cards. Here is a link to preview the course https://rise.articulate.com/share/WUXUmYzknC_AavgN-pudpm6Tpgma9eGC.

Part 2: Explaining the Game

Web 2.0 is defined by Investopedia as "A new version of the internet that allows users to actively participate in the experience rather than just acting as a passive viewer who takes in information" (Kenton, 2022). This shift in how the internet is being used has changed the game for education, especially for online courses. Gamification and other interactive learning experiences have helped to keep learners engaged and excited which is why it is so important to include opportunities such as these for students when developing an online course. However, these practices are not only effective for teaching children. Interactive lessons are also effective for online modules created for adult learners.

The online simulation that I have created is a professional development course for teachers. This course covers three different interactive assessment tools that teachers can use in their courses to help facilitate learning. The three assessment tools are Padlet, Kahoot!, and Plicker Cards. The online course that I created to teach educators how to use these tools follows the Web 2.0 policies and allows the participants to actively engage with the material. How it works is each teacher has the opportunity to work through the six sections of the online course. The sections are each integral for mastery of the topic. For example, it starts with You Tube videos showing an overview of that particular assessment strategy. It then takes the educator to the website to create an account to use the assessment tool. Next, it allows for work time with their group or department and then gives the learner an opportunity to incorporate the tool within an already existing unit that they teach. Throughout the PD lesson, there are checks for understanding. As they work through the sections, they earn points for each section that is successfully completed. Once the educator earns a certain amount of points, they will receive a badge to add to their credentials showing their mastery of the topic. The badges are similar to

the digital badges that users can earn on LinkedIn. In 2019 these badges were introduced to the users of the social media platform. They were very well received and the ability to display a badge is a motivator for doing the work to earn it. LinkedIn's CEO has even said, "Digital badges provide employees with a public, visible recognition of their hard work and success" (Kruse, 2022). Much like with LinkedIn, this point system and the digital badges for the teacher PD course will act as a motivator for educators to complete each module in the simulation.

In addition to the badges, there is an opportunity to be entered into a giveaway to earn a gift card. This motivational tool will push those people who aren't as driven by the badges. With the opportunity to earn a tangible item, this should push additional learners to complete the entire module and become masters of each topic.

This online game is based on the theory of constructivism. Constructivism focuses on the idea that learners build their knowledge on "the foundation of previous learning" (Mcleod, 2019). The reason this course fits the constructivist mold is because of the audience. The teachers who will be taking this professional development course will all have different backgrounds. Some will be veteran teachers while others will be starting their first year in education. Some may even be apprehensive about learning online and be considered digital immigrants, while other learners, digital natives, may be very comfortable learning online (Kirk et al., 2015). Some may have only ever taught in one content area while others may be experienced and teaching many different courses. Since the teachers' backgrounds will all be different, they will be looking at the PD module through different lenses of how they can incorporate the assessment strategies within their classes. Some teachers may see Padlet as being the most important tool, while others may have lessons in mind that would easily incorporate the Plicker Cards. Since each teacher's foundational knowledge would affect how

they perceive the content of the PD course, it is obvious that the theory of constructivism is incorporated within this online module.

This online simulation also follows the theory of brain-based learning. With a goal of efficient and quick learning, brain-based learning focuses on the brain's ability to learn new information. Some core principles of brain-based learning that are prevalent in the online course are group work, practice, limited lectures, meaningful information, stimulation and less stress. Teachers have the ability to work through the online simulation together or alone. If they decide to do it together, working in teams allows the educators to learn from each other and give examples of how they would use each assessment tool in their own class. This will help with retention. Since the online course is set up to allow teachers to work through the material at their own pace, there are limited lectures. According to the School of Education, "Only 5-10 percent of information is retained during a lecture" proving that it is not the most effective way for students to learn (School of Education - American University, 2022). Lastly, games help to stimulate the emotional center of the brain and increase student engagement. This is a great way to ensure that students are focused and learning. Overall, it is clear that brain-based learning is displayed within my online course.

Online learning has changed drastically from the inception of the internet to the newly altered Web 2.0. Previously learners were very much passive in their acquisition of knowledge. Today, under the new Web 2.0 theory, the learners have a much more active way of learning. The learners are even more engaged and active in their learning when gamification and other interactive activities are included with the lessons. These interactive lessons are effective for learners of all ages and that is why my professional development created for educators is also more effective with the gamification aspect.

References

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