

Grow Your Own Instructional Designer Workshop Guide

GROW YOUR OWN INSTRUCTIONAL DESIGNER WORKSHOP GUIDE

Strategies for reviewing and designing course content for delivery in online, on ground or hybrid models.

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Introduction

This guide is born out of a sense of urgency around diversity, equity, and inclusion in the constantly changing landscape of higher education. It can be used in synchronous and asynchronous environments, and is shared with an open license. Feel free to adapt or remix the content for your own purposes.

Faculty and Instructional Designers have a lot to learn from each other, and they need to collaborate in order to meet the demands of this constantly changing landscape. This guide, along with the included exercises and associated resources help facilitate both providing strategies for Faculty/Instructional Designer partnership.

With the future of higher education in flux, especially in more niched settings such as all-women and historically black colleges and universities, this type of collaboration between faculty and instructional designers is not only a positive step, but highly encouraged.

The 2021 version of this guide has three chapters:

1. Reflections on Teaching and Learning
2. Exercises and Activities
3. Resources and References

In the world of higher education as with most professions, compassion fatigue is a real thing. Through synchronous and asynchronous professional development models, this guide is designed to, ideally, foster more collaboration between faculty and instructional design teams and reduce fatigue and silos in order to push first-tier experiences to students in online, on-ground, and hybrid classrooms.

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Read more about compassion fatigue is a real thing in the world of higher education.

“It is incumbent on higher education to mobilize the power of knowledge and moral leadership to combat the malaise of white supremacy to prepare the next generation of leaders to not repeat the cycle of perpetual harm and trauma we are seeing today.”

Excerpt From: Tia Brown McNair. “From Equity Talk to Equity Walk.”

[PART I]

Main Body

[1]

Chapter One: Reflections on Teaching and Learning

Because critical pedagogy, or critical digital pedagogy, is a humanising pedagogy—seeking the human behind the screen, the human behind the bureaucracies of education, the human behind behaviourist technologies.

Teaching through the Screen and Necessity of Imagination
Literacy Sean Michael Morris, December 3 2020

Workshop Learning Objectives

At the end of this workshop, participants will be able to:

- Fostering collaboration between faculty and staff, staff and staff: Break down silos and share subject matter expertise between groups.
- Increasing visibility of design considerations (such as web accessibility guidelines and Universal Design for Learning) from student, faculty, and designer perspectives: These can be applied in any classroom setting.
- Exploring and implementing equitable and inclusive language in course content, including decolonizing syllabi and inviting students into the design process.
- Providing a safe space for participants to manage ongoing

development opportunities through self-assessment and reflection opportunities.

- Classify Instructional Design work.
- Differentiate between expertise of Faculty and Instructional Designers.
- Analyze aspects of facilitating courses in higher education.

About this guide

This workshop guide is less about “going further” and more about “getting started.” By using (or even better, adapting and remixing) this text as the floor plan for enrichment or development, we can and ought to be critical of our work towards improving student experiences in online, on-ground, and hybrid course environments.

What Does an instructional designer do?

Instructional designers “systematically designing, developing and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion” towards achieving “an efficient, effective, appealing, engaging and inspiring acquisition of knowledge.”

Instructional Design definition, via Wikipedia

What do instructional designers not do?

Instructional Designers, whose education and experiences meet at the intersection of pedagogy and technology, do not do the following:

- Adjust or replace course dates, content, or context without collaborating with faculty. (See What Does an Instructional Designer Do, above.)
- Grade work.
- Fix every technological issue that faculty, staff and

students may encounter in-or-out of the Learning Management System: Instructional Designers may need to connect with additional educational or information technology, student support or library services groups in order to reconcile outstanding support requests.

what does it mean to teach in 2021?

Teaching in 2021, spurned on by a pandemic that is caused serious and widespread disruption to all aspects of higher education, faculty in higher education face a range of pressing concerns to provide the best learning experience for their students. Now more than ever, faculty need to:

- Attend to culturally relevant pedagogy.
- Implement Universal Design for Learning principles.
- Keep current with changing standards (such as the ISTE Standards for Educators)
- Provide authentic assignments and activities while considering how surveillance technologies may be increasing anxiety in our students [1, 2].
- Remain attentive to all other student concerns.
- Keep up with their own mental health.

It is more important now than ever that faculty and instructional designers work as teams, from pre-planning on a new course build or redesign in online, on ground, or hybrid modalities and see it through until the end: Nobody is going to get through this alone.

How do we get better, together?

Faculty and instructional designers can make a great team, when both parties let their guard down. Each has a lot to bring to the table. Faculty are subject matter experts, and the main contact person for many students. Instructional Designers are experts in blending

learning science with course design in Learning Management Systems. Faculty and instructional designers can work together to develop accessible courses that contain all of the information faculty need their student to absorb without being cognitively overwhelming.

When this collaboration blossoms to the larger university community and includes the institution's library, accessibility, and information technology departments – everyone benefits. Conversely, silos serve the individual, and the student will surely not benefit.

The next section, Exercises and Activities, is devoted to hands-on experiences that take these principles and make them actionable.

“Design means to make a mark, make a plan, or problem-solve; all human beings thus participate in design.”

Design Justice: Community-Led Practices to Build the Worlds We Need (2020) Sasha Costanza-Chock

[2]

Chapter Two: Exercises and Activities

“Take a moment to set your intention for these activities. After all, you’ve made the choice to be here today.”

Exercise and activity Delivery outline

These exercises and activities are designed to support growth in the area of instructional design and subject-matter understanding. They can be used by groups of any number of team members working in higher education.

Without sharing our knowledge with each other, it will be harder to make the changes we wish to see for our students. For instance, during a build of a course in the sciences, the instructional designer needs to ask questions about the subject material to assist in the build and organization of the course, and the faculty needs to ask design questions that address considerations of content delivery. Both need to explore areas outside of their immediate comfort zone to build the best possible course for their students.

Probing questions and permission to explore (and fail – most ideas won’t stick) is a key tenet of collaboration.

Never Worked with an Instructional Designer Before?

To help participants new to collaborating with Instructional Designers (also known as Learning Designers), explore an example workflow of a course build.

Each exercise and activity include Learning Objectives, Suggested Materials, and Examples to support participants.

exercise Modalities: Synchronous or Asynchronous

Deepen your practice by engaging in one or more of the following exercises, designed to allow you time to reflect, review and react to course design. Whether in person, over web conference, or self-guided and at your own pace, each exercise has been designed for the individual or group.

Because this is all open source, modify to whatever situation you are in. Materials and delivery are totally up to you, though you may want to have an abundance of sticky notes (large and small), something to write with, and outlets for keeping devices charged.

Facilitating a workshop? Run with these as starting points and let the participants tell you where they need to go.

Exercise and activities List

1. On Design
2. Equitable Access
3. Making Access Mean Something
4. From a Certain Point of View
5. Responsible Design for Digital Communities
6. Having Changed

[3]

Chapter Three: Resources and References

References for The 2021 edition

- Design Justice, Sasha Costanza-Chock
- Radical Hope, Kevin Gannon
- The New Education, Cathy Davidson
- The Anti-Racist Writing Workshop, Felicia Rose Chavez

Resources for the 2021 edition

- The Noun Project
- H5P
- Pressbooks
- Design Resources (Notion board; open for comments and duplication)
- A Nobel Laureate's Education Plea: Revolutionize Teaching

[PART II]

Example Workflow of a New Course Build

example workflow of a new course build

The following workflow was designed for a liberal arts course at the undergraduate level, but the concepts can be applied across the curriculum from Traditional Undergraduate to Graduate and Doctoral studies.

Each step is listed with sub-steps.

1. Faculty are hired by Program Directors to fulfill an open teaching position.

Do they have experience with the university's Learning Management System (LMS)? If so, continue to step two. If not, set aside time for synchronous training sessions or through an asynchronous introductory course or resources provided by the Program Director or Educational Technology staff.

2. Faculty and Instructional Designer are connected, either through Program Director or established lines

of communication.

Sharing of experience, relationship building and first steps, are discussed.

3. Faculty submit their course map and syllabus to the Instructional Designer to begin building.

If no course map available, syllabus feedback is provided to ensure consistency with institutional policies and templates, as applicable. Feedback loop continues prior to initial build, ideally continuing until course is fully developed and during course delivery.

- 4. Instructional Designer begins work on the course, referring back to the syllabus for clarification on content for overviews, discussions, and assignments.**
- 5. Instructional Designer suggests a variety of established principles for building content, continuing communication with faculty.**

This includes, but is not limited to; assisting with naming conventions, connecting to external resources (think linking to resources on using APA citations rather than just a text box stating 'You will use APA formatting.'), adding third-party apps to the LMS for authentic assignments (established through collaboration or by request of the faculty).

6. Instructional Designer adds web accessibility content per Web Content Accessibility Guidelines.

This might include color contrast, alternative text for images, title text for web links. In instances where the Instructional Designer cannot facilitate the accessibility guidance, will utilize faculty or a third-party service for closed captions on videos.

7. Course is reviewed prior to publishing for student access by faculty. Instructional Designer continues to support as needed.



An interactive or media element has been excluded from this version of the text. You can view it online here:

<https://open.baypath.edu/growyourown/?p=91>

[PART III]

Exercises and Activities: Overview

Learning Objectives

After this section, students will be able to:

- Reflect on their course content through the lens of design and access.
- Take an active role as Designer, reframing or revising course content while considering Universal Design for Learning, Web Content Accessibility Guidelines, and more.

Over the course of the exercises, participants will be asked to view themselves and their courses through the lens of Faculty, Staff, and Designer. It is with this holistic approach that we are then able to see a clearer picture of the collaboration needed in order to support all of our students through inclusive and equitable access.

Every community member at the institution has a part to play here. Before starting with the first exercise, let's take a look at three key roles in the process and how they can support the process.

faculty

Faculty, whether full-time or adjunct, will deepen their practice by identifying, recognizing, examining, evaluating and ultimately developing and designing more intuitive resources for their students.

staff

Staff, from educational technology and student life to financial services and advising, supports persistence and retention. Exploring these activities will provide the resources needed to support students in their coursework by integrating similar experiences in other campus-wide support structures.

designer

Designers will deepen their practice through collaboration, as well as continuing the exploration of content from a multi-tiered perspective of faculty, staff and student in order to provide more targeted, inclusive, and equitable solutions during course development projects.

student view

Lastly, before moving on to the exercises, we must consider the reason behind this work: Supporting our students. Whether in a group workshop or going at your own pace, participants will be asked to reflect critically on a number of topics, and some of them require you – or, in some instances, a collaborator – to inspect your course content, including the syllabus, from a student point of view.

As can often happen with any work over time, the world changes around us yet time may not afford us the ability to catch up and adapt. That our work may need revisiting is a difficult and tough realization. But through pragmatic reflection, we can effect real change.

Exercise: On Design

Learning Objectives

At the end of this exercise, participants will be able to:

- Reflect on how all everyone participates in design work.
- Identify and examine gaps in their own design knowledge.
- Recognize areas of opportunity for collaboration.

Suggested Materials

Presenters

- Presenter display, such as connected television or projector.
- Various examples of accessible code snippets and workflows, such as alternative text and closed captioning.
- Sticky notes, both in easel and post-it sizes if available.
- Writing utensils to hand out to participants.
- Jamboard, Padlet, or other software for teams to collaborate.

Participants

- Computer, tablet, or smartphone.
- Post-it notes and writing utensil (provided by presenter)

Estimated Activity Time

Thirty Minutes

Exercise Outline

Consider the quote that concluded chapter two:

“Design means to make a mark, make a plan, or problem-solve; all human beings thus participate in design.”

Exercise Guidelines

- Given the context of this workshop and the quote above, take a few minutes to freewrite a short reflection on how you see yourself as a faculty designer.
 - Reflect on strengths as well as gaps as to where you self-identify shortcomings.
 - Yes, this type of reflection not always easy to do so. But, since we’re all educators here, it’s what we ask our students to do. Let’s get to modeling!
 - Use any document editor of choice – computer, smart phone, tablet or paper.
 - Share out.
 - Take a few minutes to ask others to comment on – and look for ways to collaborate – with other participants in the workshop.

About and Considerations for Freewriting

According to Merriam-Webster, freewriting is defined as the “automatic writing done especially as a classroom exercise.” The hope is that one idea will lead to another, connecting threads and opening possibilities or areas of opportunity.

Note that some participants may not feel comfortable sharing their writing, which is both expected and encouraged: Ask the group how else might they be included in the recap process of this exercise.

Exercise: Equitable Access

Equitable Access

Learning Objectives

At the end of this exercise, participants will be able to:

- Evaluate various aspects of accessible web design.
- Design accessible aspects for their courses; such as
 - Find and draft alternative text for an image.
 - Add or research ways to incorporate closed captions.
- Identify content chunking.

Suggested Materials

Presenters

- Presenter display, such as connected television or projector.
- Various examples of accessible code snippets and workflows, such as alternative text and closed captioning.
- Sticky notes, easel and post-it sizes if available.
- Writing utensils to hand out to participants.

Participants

- Computer
- Post-it notes and writing utensil (provided by presenter)

Estimated Activity Time

Sixty minutes.

Exercise Outline

Whether situational or temporary, 61 million adults in the United States live with a disability. By designing with accessibility first in mind, we have the best chance at reaching the widest possible audience without working backwards to correct when – and sometimes only when – a student self-identifies as needing accommodations.

Students who don't self-identify with an accessibility services department may not be able to fully engage with the meticulously curated content faculty have selected to serve their learning objectives.

The following exercises have been designed to encourage deeper thought into the process of designing and presenting content for equitable access by all.



People in a scene, in various states of motion.

Exercise Guidelines

- Consider this blog post from EdX – Optimal Video Length for Student Engagement and ask the following questions:
 - Does your video content hold up to the suggested timing? If so, are captions included on each of them? If not, do you know how to add them?
- After reading Penning Alt Text Made Me a Better Writer, consider how you could use descriptive text for course images. If you are already using alternative text, how might you encourage other faculty to use it – beyond HTML Living Standard requirements. If you aren't using alternative text, do you know how to add it?
- Let's challenge your frame of reference on disability and what accessibility means to you. Is there an icon or image that presents accessibility in a new frame of reference for you or your students?
 - Search the web for an image that represents disability to you: This can be a ramp, glasses, pictures with captions – don't limit yourself.

Alternative Text Example and Consideration

- Is your image informational? The text alternative should convey the meaning or content that is displayed visually, which typically isn't a literal description of the image. (Source: Web Accessibility Tutorials – Images)
- Using `<figure>`, review an example from Mozilla on code usage.

- How are you leveraging web design principles to chunk out larger portions of text on a page? Do you utilize headers and line breaks – or know where the options are in the Learning Management System editor?

Chunking Examples

- For users on the autistic spectrum, the United Kingdom Home Office suggests using bulleted lists rather than a wall of text.
- The World Wide Web Consortium has a document on making content usable for people with cognitive and learning disabilities, with a focus on content chunking.
- Want to go further with your design? Review HTML Semantic Elements to add even more clarity to your courses.
 - A semantic element clearly describes its meaning to both the browser and the developer.

- Related to equitable access and differing backgrounds and lived experiences of your students are word choices taken into consideration when building out content that lives, via text, in perpetuity in your Learning Management System.
 - As a starting point, review course content in one of your more text-heavy content pages

and, using the Diversity Style Guide, draft out versions of the text to share with others in your workshop. Try a before-and-after approach.

- Now, apply this concept to video and audio recordings in your class – either curated or recorded by yourself.

Word Choice Examples

- In Education: “Parents and families” ought to be written as “Families and caregivers.”
- In Psychology: “Crazy” ought to be written as “People living with a mental illness.” (Source: Diversity Style Guide)
- “Educate students on ableist language and abstain from using it yourself, whether you have disabled students in your class or not.” (Source: How Educators Can Support Accessibility – A11y for Writers)
- New York Times: The Words That Are In and Out With the Biden Administration

Exercise: Making Access Mean Something

Learning Objectives

At the end of this exercise, participants will be able to:

- Examine institutional support structure through the lens of Universal Design for Learning.
- Examine institutional support structure through the lens of Instructional Design.
- Design a pathway for students in their courses to access institutional support.

Suggested Materials

Presenters

- Presenter display, such as connected television or projector.
- Pre-loaded, or bookmarked, institutional support webpages or contact information.
- Sticky notes, easel and post-it sizes.
- Writing utensils to hand out to participants.

Participants

- Computer
- Post-it notes and writing utensil (provided by presenter)

Estimated Activity Time

Thirty minutes.

Exercise Outline



Universal Design for Learning guidelines, based on the Why, What and How of learning.

Universal Design for Learning (UDL) is a set of guidelines that focus on aspects of Engagement, Representation, and Action & Expression to support every learner through a series of deliberate and carefully orchestrated choices to improve material access.

At its core, “UDL can be viewed as a combination of addressing accessibility needs in a proactive way and giving all students a chance to internalize information and express themselves in a variety of formats.”

Note that during the collaborative design and build process, Web Content Accessibility Guidelines must also be considered. The Equitable Access exercise goes into more detail about the “design” phase, often solely taking place within the Learning Management System.

Exercise Guidelines

Note that these exercises can be delivered sequentially, scaffolding to build off each other, or run independently: The scope of either activity is not necessarily without impact on the other.

Activity One

- Using a map or syllabus for an upcoming or past course, look at how rubrics are leveraged throughout.
 - Are there rubrics available for your students, either in the syllabus itself or the Learning Management System?
 - If there are no rubrics, are there opportunities for them to be included? How might they, along with UDL, better support students as well as your own time providing feedback.
- Rather than prescribing the “What” of assignment submission (“Word doc only!”), adapt the thinking to “How.” If a student struggles with writing, why not allow them to submit a video? If they are not comfortable doing a video, how about an infographic? Could the rubric be based in knowledge rather than content type?
 - How might the idea of Novice, Intermediate, and Adept/Proficient submissions encourage students to take a deeper look into the concepts provided?

Activity Two

- Run an accessibility check and link verifier on one of your current courses.
 - If you do not know how to run an accessibility check or link verifier, the workshop facilitator

may have this information handy. If not in a workshop or the facilitator is unsure of where to locate this information, do a collaborative search through the provider website. Or there is always Google.

Considerations

Some Learning Management Systems (LMS), such as Canvas, have their own built-in accessibility checkers. Others may not. Check with your LMS Admin, LMS provider webpage, or Google search, to find out how to utilize it.

Note that these may be more surface-level and not as in depth as what the Web Content Accessibility Guidelines outline.

Check with your institution to see if you have access to third-party accessibility checkers for a deeper dive. Two possible options are:

- UDOIT, for Canvas.
- ALLY, for Blackboard, Moodle, Desire to Learn, and Canvas.

- After running the accessibility checker, reflect on the following:
 - Create a list of the resources available in your institution to support UDL and web content accessibility.
 - Are most of them housed in a teaching and learning center or division, in the Information Technology department, or in an office of disability services?
 - Discover how students navigate your institutions process for seeking assistance or accommodations for their learning.
- After running the link validator, reflect on the following:
 - Are your students able to access everything as you intended?

- Does the validator return any invalid links – such as if a webpage returns a 404 Error, or suddenly points to a new article on the server but not the one you originally linked to? What do you do next, and do you know how to make the updates in your Learning Management System?
- How often do you run the validator or audit the course material, other than when importing it year-over-year?

Optional Activity

- Design an infographic for inclusion in your syllabus and/or course on how students can connect with support services.
 - Not sure where to get started making infographics? Take a look at Piktochart or Canva.

Exercise: From a Certain Point of View

Learning Objectives

At the end of this exercise, participants will be able to:

- Critique a syllabus from a student perspective.
- Create a visual representation of the syllabus review.

Suggested Materials

Presenters

- Presenter display, such as connected television or projector.
- Various examples of accessible code snippets and workflows, such as alternative text and closed captioning.
- Sticky notes, easel and post-it sizes.
- Writing utensils to hand out to participants.
- Optional: Collaborative Word Cloud generator, such as Mentimeter.

Participants

- Computer, tablet, or smartphone.

- Access to a recent course syllabus.
- Post-it notes and writing utensil (provided by presenter)

Estimated Activity Time

Ninety minutes.

Exercise Outline

We've all seen the various comics and images about content questions: "It's in the syllabus" is a common refrain online, and a Google search returns quite a few image results for this – memes, t-shirts, even face masks.

However, what if the answer to the question is not in the syllabus, or not clearly spelt out.

Or, what happens if the syllabus changes? Did you upload the correct version back to the Learning Management System?

Additional Resource

- Trauma-Aware Teaching Checklist
 - This checklist has been prepared for higher educators as a tool to reflect on their teaching and courses, regardless of modality. The six principles of trauma-informed care developed by SAMHSA (Substance Abuse and Mental Health Services Administration) are a foundational concept in the trauma field. In this checklist, they are adapted to the field of education to assist teachers in creating more trauma-aware classrooms. For additional basics on trauma

awareness, please view these slides:
<https://bit.ly/olctraumaslides>.

Exercise Guidelines

- Participants will access a recent, or in-progress, syllabus.
- Perform a syllabus review using The Syllabus from a Student Perspective checklist.
 - Modality Options:
 - Synchronous: If folks are open to it, ask participants to share syllabi for review with others in the room or over web conference – but make clear that this is a safe space and we are all working together for the same outcome. Nobody should feel obligated to share if they don't want to. Individual review is totally acceptable.
 - Asynchronous: Review your own syllabus.
 - Optional: share via email or chat channels and/or solicit additional syllabi to review.
- Consider the rhetoric in your syllabus: Is it in your syllabus punitive, or supportive? Maybe a bit harsh or contractual?
 - Are there areas in your syllabus where language could be softened a bit?
 - Start by looking at 'Best By' versus 'Due Date' language from Dr. Lindsay Masland.
 - Students lives are constantly in flux. Using an existing syllabus, looks for areas to emphasize

positive language using the Rhetoric section of Accessible Syllabus as a guide.

- Develop a word cloud, leaving out common words (such as; the, and, but, if):
 - What types of words appear most frequently?

Optional: Exercise Debrief

- Share the word clouds (or their key takeaways).
 - Did other participants have similar patterns or cloud images?
 - Are there opportunities to pair up and review?

Exercise: Responsible Design for Digital Communities

Learning Objectives

At the end of this exercise, participants will be able to:

- Consider community in their classrooms.
- Explore the ideas of safety, trauma, and environment in their course offerings.

Suggested Materials

Presenters

- Presenter display, such as connected television or projector.
- Various examples of accessible code snippets and workflows, such as alternative text and closed captioning.
- Sticky notes, easel and post-it sizes.
- Writing utensils to hand out to participants.
- Jamboard, Padlet, or other software for teams to collaborate.

Participants

- Computer, tablet, or smartphone.

- Post-it notes and writing utensil (provided by presenter)

Estimated Activity Time

Ninety minutes.

Exercise Outline

Consider the following quote:

“What does safety look like in those spaces when you are basically letting these people into your home in a way, ...who you didn’t bargain [with].”

A refrain often heard in the kindergarten through twelfth grade space is, through remote instruction, we (as teachers) are inviting our students into our homes. So too, are we going into theirs. What may have once happened solely within the walls of the classroom is now being broadcast for parents to see. And possibly recorded (warning: this video contains explicit language.)

Part of our responsibility is to provide safe spaces (also known as Affinity Spaces within the lens of Connected Learning) and to encourage student voice from the outset.

To frame the exercise guidelines, this list may provide a starting point for your reading and activities:

1. User – Student, faculty, guest speaker.
2. Device – Computer, tablet, smartphone. Operating System.
3. Environment – Wireless Networks.

Exercise Guidelines

- Review the section on Educational Spaces, starting on page 18, of Responsible Design for Digital

Communities.

- Using The Checklist as a guide, start a document to collect your thoughts on the questions posed.
 - If you have completed From a Certain Point of View, this can be an additional activity.
- At the end of a specified amount of time, come together as a group and share out your ideas using collaborative software such as Padlet or Jamboard.
- Review the following points:
 - What themes emerged around the idea of latency, syncing, polls and – using your Learning Management System – consistent ways to share content and media?
 - Did opportunities to connect in smaller break out groups or future sessions around these ideas come up?
 - How might these questions reflect back on Universal Design for Learning or web content accessibility?

Exercise: Having Changed

Learning Objectives

At the end of this exercise, participants will be able to:

- Review and recap key learnings from this workshop that will have an impact on their future collaborations and designs.
- Study, or consider, their work in both conscious and unconscious areas of collaboration, design, and facilitations and interactions with communities.
- Choose one exercise and draft idea from this workshop to turn into a more realized practical application.

Suggested Materials

Presenters

- Presenter display, such as connected television or projector.
- Sticky notes, easel and post-it sizes.
- Writing utensils to hand out to participants.

Participants

- Computer, tablet, or smartphone.

- Post-it notes and writing utensil (provided by presenter)

Estimated Activity Time

Forty-five minutes.

Exercise Outline

This is the culminating exercise, and is all about self-reflection. One prompt, based on the readings, exercises and activities contained in the workshop.

Participants may use the Having Changed Question Template to get started.

Exercise Guidelines

Following the guidance set by Story Structure 101, think of this workshop and your participation in it as a character in a television show, podcast, book, or movie. Chart your path through everything you have encountered in this workshop – including inclusive language, accessibility, and Universal Design for Learning. Then, take time to reflect on the following:

1. What or when do you envision your “Having Changed” moment in this workshop?
2. What action steps does that lead you to?

Activity: Game of Tomes

1. Game of Tomes: A modified version of Game of Phones, these cards are available in digital or ready-to-print versions for use in various modalities.



An interactive or media element has been excluded from this version of the text. You can view it online here:
<https://open.baypath.edu/growyourown/?p=126>

This is the first chapter in the main body of the text. You can change the text, rename the chapter, add new chapters, and add new parts.

Chapters

Chapter One: Reflections on Teaching

- Morris, Sean Michael. (2020) Teaching through the Screen and the Necessity of Imagination Literacy. (December 3, 2020.) <https://www.seanmichaelmorris.com/teaching-through-the-screen-and-the-necessity-of-imagination-literacy/>
- Instructional Design (February 26, 2021). https://en.wikipedia.org/wiki/Instructional_design
- About Universal Design for Learning. (n.d.) <https://www.cast.org/impact/universal-design-for-learning-udl>
- Johnson, Khari. (2020) ExamSoft's remote bar exam sparks privacy and facial recognition concerns (September 29, 2020.) <https://venturebeat.com/2020/09/29/examsofts-remote-bar-exam-sparks-privacy-and-facial-recognition-concerns/>
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