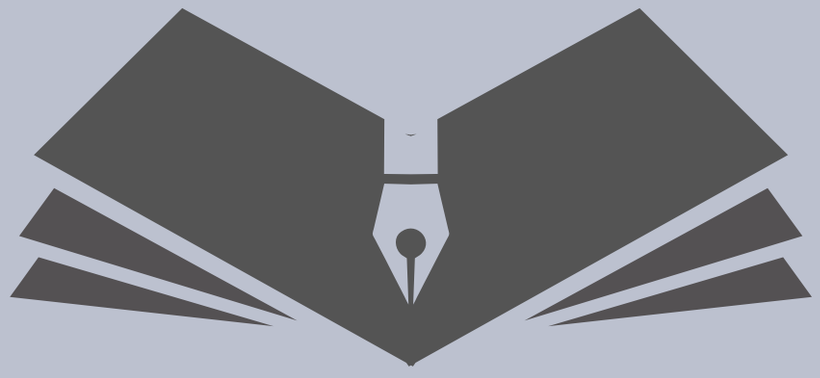
Guide Book

Designing Self-Instructional Material (SIM)

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

PUSAT SUMBER & TEKNOLOGI PENGAJARAN



Guide Book

Designing Self-Instructional Material (SIM)

DR. ZULISMAN MAKSOM

THE ART OF SIM

DESIGN IS EVERYWHERE

GREAT TEACHER INSPIRE

To be a great teacher you inspire by showing your capabilities to your learner to learn and being inspired to your ability to adapt to new skills and competencies.

CONTENTS

FIND YOUR WAYTO YOUR SIM

01

INTRODUCTION

WHAT IS SELF-INSTRUCTIONAL MATERIAL (SIM)

Getting the definition right

Self-instructional materials are teaching materials that are specifically designed and created to enable students to self-learn or independently learn on their own about a topic/issue. These materials are intended to be self-directed and self-paced, allowing students to learn at their own speed and on their own schedule.

When designing and developing self-instructional materials, it is important to take into account various learning theories and models, such as the TPACK (Technology, Pedagogy, and Content Knowledge) model, which emphasizes the integration of technology, pedagogy, and content knowledge in the design of educational materials.

WHAT IS SELF-INSTRUCTIONAL MATERIAL (SIM)

Getting the definition right

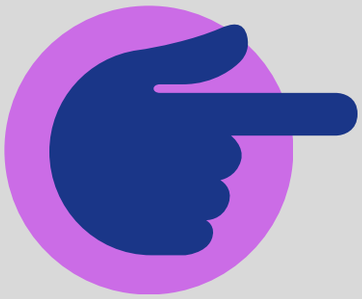
Additionally, considering the different learning styles of students is crucial, as different students have different preferences and ways of learning. For example, some students prefer visual aids such as pictures and diagrams, while others prefer to learn through hands-on activities or listening to audio recordings.

Finally, alternative assessments can be used to evaluate the effectiveness of self-instructional materials. These assessments can include quizzes, tests, or projects that allow students to demonstrate their understanding and mastery of the material.

WHAT IS SELF-INSTRUCTIONAL MATERIAL (SIM)

Getting the definition right

Overall, the design and development of self-instructional materials require careful planning and consideration of various factors, including learning theories, models, styles, and alternative assessments, in order to create effective and engaging materials that support students' learning needs.



Goals of SIM Content

The goal of instructional content is to create material to develop educational and training programs for the learners.

Objective of SIM Content

The self instructional content of a training session or program allows the learners to learn only what is needed for him, and whatever information is required.

SIM Content Intent

The self instructional content is designed specifically for publishers, public sectors, NGOs, e-learning companies, higher education system, and corporates.

What Does Instructional Content Do

The curator of instructional content aims to explore concepts and generate ideas for the learners, with interactive and engaged learning session.

WHAT IS SELF-INSTRUCTIONAL MATERIAL (SIM)

Getting the definition right

Self-instructional materials (SIMs) are resources that allow learners to learn independently, at their own pace and convenience, without the direct supervision of a teacher. SIMs can take many forms, including books, manuals, videos, audio recordings, online courses, and more. They are particularly useful in situations where access to traditional classroom teaching is limited, such as in remote or rural areas, or for learners who need to study at their own pace. Developing high-quality SIMs is essential to ensure that learners have access to effective and engaging learning materials. In this article, we will discuss the key considerations and best practices for self-instructional materials content development.

BEFORE DEVELOPING SIM

what need to be considered?

01 Determine Learning Objective

Before developing SIMs, it is important to determine the learning objectives that the materials will address. Learning objectives should be clear and specific, and should describe what the learner is expected to know or be able to do after completing the SIM. For example, if the SIM is designed to teach a language, the learning objectives might include being able to speak and understand basic conversational phrases, read and write simple sentences, and understand the basic grammar rules of the language.

BEFORE DEVELOPING SIM

what need to be considered?

02 Identify Target Audience

Knowing the target audience for the SIMs is crucial in developing content that is relevant and appropriate for the learners. The target audience could be students of a particular age group, professionals in a particular industry, or individuals with a specific level of knowledge or experience. Understanding the needs, interests, and preferences of the target audience will help to ensure that the SIMs are engaging and effective.

BEFORE DEVELOPING SIM

what need to be considered?

03 Choose the right format

The format of the SIMs should be chosen based on the target audience, learning objectives, and the resources available. For example, if the target audience is located in a remote area with limited internet access, an online course may not be the most effective format. Instead, a book or a series of audio recordings might be more appropriate. Similarly, if the learning objectives require visual or interactive elements, a video or an interactive e-learning module may be more effective.

BEFORE DEVELOPING SIM

what need to be considered?

04 Develop a Structure and Outline

Once the learning objectives, target audience, and format have been determined, it is important to develop a structure and outline for the SIMs. The structure should be logical and easy to follow, with clear headings, subheadings, and sections. The outline should include all the topics and subtopics that will be covered in the SIMs, as well as any learning activities or assessments that will be included.

BEFORE DEVELOPING SIM

what need to be considered?

05 Write Clear and Concise Content

The content of the SIMs should be clear, concise, and engaging. Use simple language and avoid jargon or technical terms that the target audience may not understand. The content should be organized logically, with each section building on the previous one. Use examples, case studies, and real-life scenarios to illustrate key concepts and make the content more relatable and relevant to the learners.

BEFORE DEVELOPING SIM

what need to be considered?

06 Include Interactive Elements

Interactive elements, such as quizzes, activities, and assessments, can help to engage learners and reinforce learning. These elements should be designed to be challenging but achievable, and should provide immediate feedback to the learner. Including interactive elements also helps to break up the content and make the SIMs more engaging.

BEFORE DEVELOPING SIM

what need to be considered?

07 Test and Revise

Once the SIMs have been developed, it is important to test them with a sample of the target audience to ensure that they are effective and engaging. Feedback from the learners should be used to revise and improve the SIMs before they are finalized. In conclusion, developing high-quality self-instructional materials requires careful planning, consideration of the target audience, and the use of effective instructional design principles. The content should be clear, concise, and engaging, and should be delivered in a format that is appropriate for the learners and their environment

THE CHARACTERISTIC OF SELF-INSTRUCTIONAL MATERIAL (SIM)

The features of SIM content development

01 Align The Learning

Aligning the outcomes, content, and assessment in self-instructional materials is crucial for the ease of both the learner and the creator. When the learning outcomes, content, and assessment are aligned, it helps to ensure that the material is relevant and meaningful to the learners and that it is effectively addressing the intended learning goals.

THE CHARACTERISTIC OF SELF-INSTRUCTIONAL MATERIAL (SIM)

The features of SIM content development

02 Sequence The Content

Self-instructional content development involves organizing the content in a logical and structured manner to ensure that it is easy for developers and creators to follow and understand. This process typically involves creating a flow chart or outline of the different chapters, with a clear aim or objective for each one. Sequencing the content in this way helps to ensure that the material is presented in a coherent and cohesive manner, and that there is no overlap or repetition of ideas.

THE CHARACTERISTIC OF SELF-INSTRUCTIONAL MATERIAL (SIM)

The features of SIM content development

03 The Model And Style Of Learning

Self-instructional content can be enhanced by incorporating learning activities that encourage active engagement and participation from the learner. These activities can include problem-solving tasks, discussions, and creative projects that require learners to think critically and generate new ideas.

THE CHARACTERISTIC OF SELF-INSTRUCTIONAL MATERIAL (SIM)

The features of SIM content development

By actively participating in these activities, learners are able to monitor their own understanding of the material and identify areas where they need further clarification or reinforcement. Additionally, this kind of active learning approach can help learners to develop higher-order thinking skills, such as analysis, synthesis and evaluation, which are crucial for deeper understanding of the subject matter.

THE CHARACTERISTIC OF SELF-INSTRUCTIONAL MATERIAL (SIM)

The features of SIM content development

04 Self Explanatory Content

Self-instructional content is designed to be self-explanatory, meaning that it provides clear and detailed instructions for both the learners and the creators. The self-explanatory nature of the content allows learners to easily understand and follow the steps required to complete a task or understand a concept. This can be especially useful for learners who are working independently or at their own pace.

THE CHARACTERISTIC OF SELF-INSTRUCTIONAL MATERIAL (SIM)

The features of SIM content development

Additionally, self-explanatory content can also help creators by providing a clear outline of the steps and reasoning behind the content, making it easier to design and implement. Overall, the self-explanatory nature of self-instructional content can make the learning process more efficient and effective for both the learners and the creators.

02
LEARNING THEORY

LEARNING THEORY

What is Learning Theory

In summary, learning theories are general frameworks that explain how individuals acquire and process information during the learning experience. These theories provide insight into how people learn and can guide the development of instructional design models. There are various learning theories, but the three main ones that most commonly influence instructional design models today are behaviorist, cognitivist, and constructivist learning theories. These theories focus on different aspects of the learning process and offer different perspectives on how to best design instruction for effective learning. Connectivism learning theory, which is more recent, also can be considered as one of the learning theories that influence instructional design.

LEARNING THEORY

What is Learning Theory

There are several prominent learning theories, including:

- **Behaviorism:** This theory posits that learning is the result of external stimuli that lead to a specific response. It emphasizes the importance of reinforcement and punishment in shaping behavior.
- **Cognitive psychology:** This theory focuses on how individuals process and interpret information, and how this processing leads to learning. It suggests that learning is an active process that involves attention, memory, and problem-solving.
- **Constructivism:** This theory suggests that individuals construct their own understanding of the world through their experiences and interactions. It emphasizes the importance of active participation and exploration in the learning process.

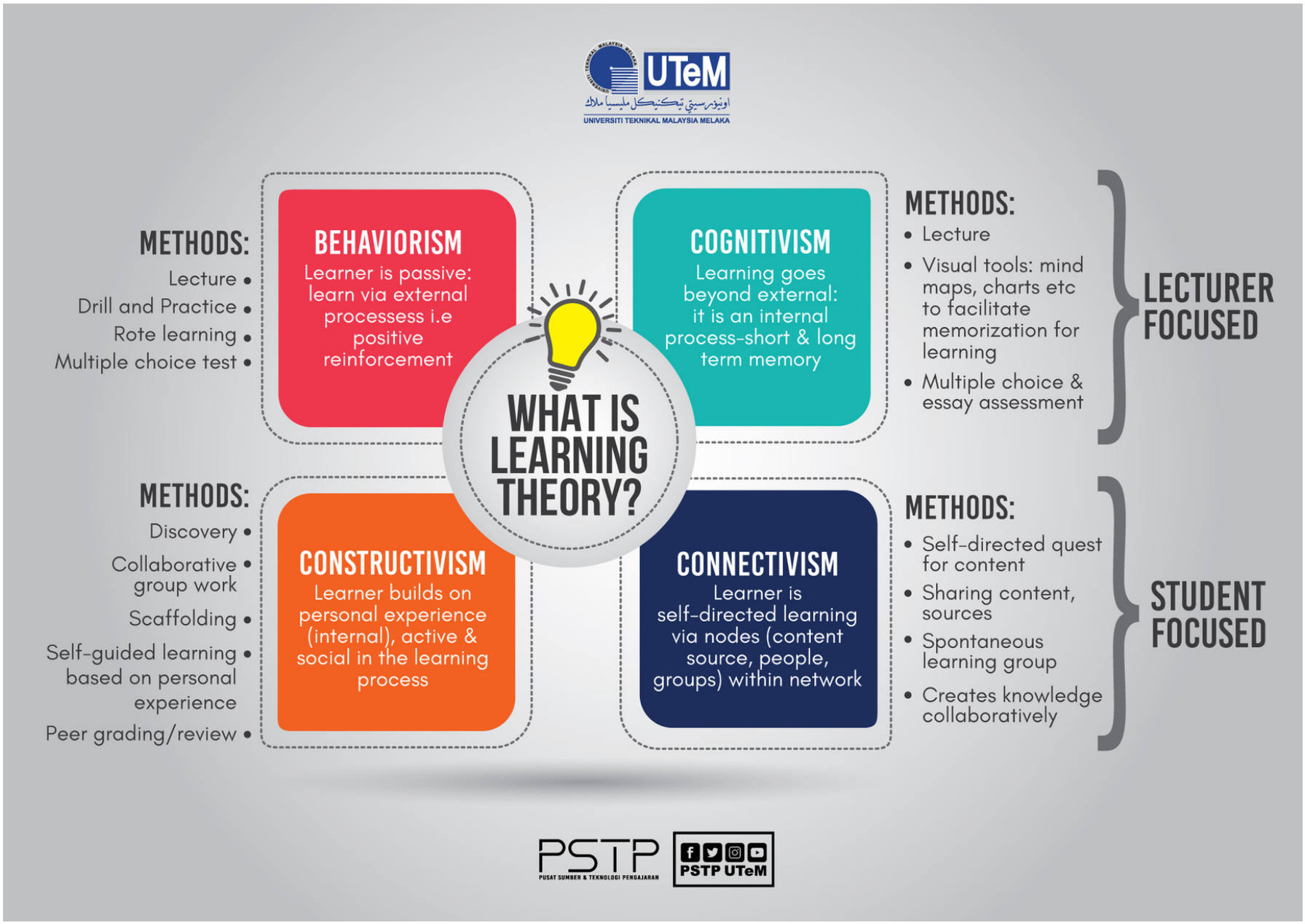
LEARNING THEORY

What is Learning Theory

- **Social learning theory:** This theory suggests that learning is influenced by social interactions and observations of others. It emphasizes the role of modeling, imitation, and feedback in learning.
- **Humanistic theory:** This theory emphasizes the importance of personal growth and self-directed learning. It suggests that individuals have innate capacities for creativity, problem-solving, and self-reflection, and that these capacities can be developed through learning experiences that emphasize personal choice and autonomy.

LEARNING THEORY

Infographics



03

LEARNING STYLE

LEARNING STYLE

VARK Infographics

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VARK LEARNING STYLES

The **VARK learning style** model introduced by Fleming includes a questionnaire that identifies a person's sensory modality preference in learning. This model classfies students into four different learning modes;
Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K)

VISUAL LEARNERS

Visual learners learn best by seeing. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all helpful learning tools for visual learners.

AURAL LEARNERS

Aural (or auditory) learners learn best by hearing information. They tend to get a great deal out of lectures and are good at remembering things they are told.

READING AND WRITING LEARNERS

Reading and writing learners prefer to take in information that is displayed as words and text. Could you be a reading and writing learner? Read through the following questions and think about whether they might apply to you.

KINESTHETIC LEARNERS

Kinesthetic (or tactile) learners learn best by touching and doing. Hands-on experience is important for kinesthetic learners.

" The one size fits all approach in teaching is convenient but lazy"

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LEARNING STYLE

What is Learning Style

The VARK model of learning styles is a popular concept that suggests that there are four main ways in which people learn: visually, auditorily, reading/writing, and kinesthetically. According to this model, some people learn best through visual means, such as by looking at diagrams, videos, or illustrations. Others learn best through auditory means, such as by listening to lectures or audio recordings. Still others learn best through reading and writing, such as by reading text or taking notes. And some learn best through kinesthetic means, such as by doing hands-on activities or experiments.

The VARK model is widely used in psychology and education as a way of identifying how people learn best. It was introduced by Neil Fleming in 1987 and is designed to help learners and teachers understand how to tailor instruction to match individual learning styles.

LEARNING STYLE

What is Learning Style

According to the VARK model, learners are identified by whether they have a preference for:

- **Visual learning** (pictures, movies, diagrams)
- **Auditory learning** (music, discussion, lectures)
- **Reading and writing** (making lists, reading textbooks, taking notes)
- **Kinesthetic** learning (movement, experiments, hands-on activities)

LEARNING STYLE

Example

Imagine that you are learning how to perform a new physical skill such as riding a bike or dancing a certain style of dance. In which way would you learn this skill the best?

1. **Look at pictures of people performing the skill. (Visual)**
2. **Listen to an expert explain how to do the task. (Auditory)**
3. **Read about how to perform the task in a book. (Reading/Writing)**
4. **Watch someone else perform the skill and then trying it yourself. (Kinesthetic)**

04

TPACK

TPACK

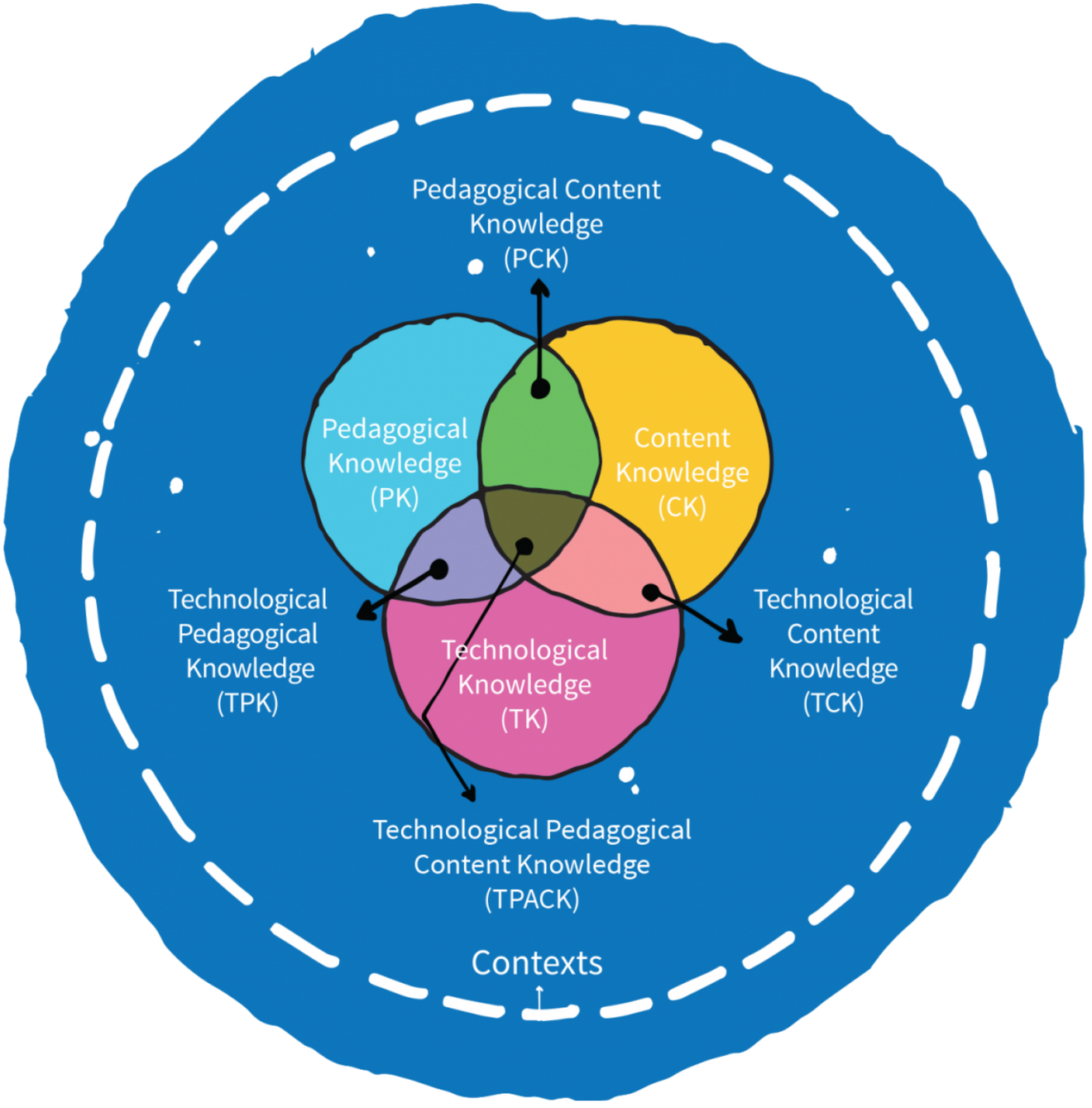
Technological Pedagogical and Content Knowledge

The effective integration of technology in education requires a holistic approach that takes into account the interplay between content, pedagogy, and technology. The TPACK framework (Technology, Pedagogy, and Content Knowledge) emphasizes that effective integration is not just about the technology itself, but also how it is used to support teaching and learning.

It also acknowledges that the implementation of technology in education needs to be contextualized to specific settings, such as the individual educator, grade level, class demographics, and cultural factors. Therefore, one-size-fits-all solutions are not adequate, and educators must be flexible and adaptable in their approach to technology integration. The TPACK framework provides a useful guide for researchers and practitioners to consider these factors and develop strategies that are appropriate for their specific contexts.

TPACK

Technological Pedagogical and Content Knowledge Framework



TPACK

CK - Content Knowledge

Content Knowledge (CK) is one of the three components of the TPACK framework. It refers to a teacher's understanding and knowledge of the subject matter they are teaching. This includes not only knowledge of the concepts, theories, and evidence within a particular subject area, but also the best practices and established approaches for communicating this information to students. CK can vary depending on the subject, grade level, and type of class. For example, a high school biology teacher will have a different level of CK than a college biology professor, and a middle school science teacher will have a different CK than a middle school history teacher. It's also important to note that CK is not only limited to knowledge of the subject matter but also to the best practices of teaching methods and assessment techniques that are most suitable for that particular subject matter.

TPACK

PK - Pedagogical Knowledge

Pedagogical Knowledge (PK) is another component of the TPACK framework. It refers to a teacher's understanding of the practices, processes, and methods of teaching and learning. This includes knowledge of the purposes, values, and goals of education, as well as specific areas such as understanding student learning styles, classroom management skills, lesson planning, and assessment. PK is essential for effective teaching, as it allows teachers to design and implement instruction that is tailored to the needs of their students and aligned with their learning goals. It also enables teachers to select appropriate teaching strategies and assessment methods that are most suitable for their students and the subject matter they are teaching. PK encompasses the knowledge of how students learn, what are the best teaching methods, and how to evaluate the effectiveness of the instruction.

TPACK

TK - TechnologicalKnowledge

Technological Knowledge (TK) is the third and final component of the TPACK framework. It refers to a teacher's knowledge of, and ability to use, various technologies, technological tools, and resources. TK includes understanding the capabilities and limitations of different technologies and how they can be used in education, recognizing when technology can enhance or hinder learning, and continuously learning and adapting to new technology offerings. TK is essential for effective technology integration in education as it allows teachers to select and use appropriate technology tools that align with their pedagogical and content goals, and also evaluate their effectiveness. The technological knowledge of an educator also includes an understanding of how to use the technology, troubleshoot issues, and how keep themselves updated with the latest technologies.

TPACK

PCK - Pedagogical Content Knowledge

Pedagogical Content Knowledge (PCK) is a term that was first introduced by Lee Shulman in 1986 and is related to the TPACK framework. PCK refers to the knowledge that a teacher has about how to teach a specific subject matter. It encompasses the intersection of content knowledge (CK) and pedagogical knowledge (PK). This knowledge includes an understanding of how to design curriculum, develop assessments, and report results in a way that promotes student learning. PCK is specific to a particular subject matter and grade level, and it is the knowledge that allows a teacher to effectively link the content and the pedagogy used to communicate it. PCK is considered as a key component of effective teaching, as it enables teachers to design instruction that is tailored to their students' needs and learning goals, and aligns with the curriculum standards. It's important to note that the PCK of a teacher will evolve and change over time as they gain more experiences and knowledge in teaching that subject matter.

TPACK

TCK - Technological Content Knowledge

Technological Content Knowledge (TCK) is a term that is related to the TPACK framework, and it is a specific type of PCK. It refers to a teacher's knowledge of how technology can be used to support the teaching and learning of a specific subject matter. This includes understanding how technology can influence the way content is presented and how it can be used to enhance the learning experience. Teachers with TCK are able to identify the best technology tools to support the teaching of a specific subject matter and understand how to use them effectively. TCK involves the understanding of how to use technology to communicate the subject matter in an effective way and how to use technology to support the learning process. It also includes understanding how to evaluate the effectiveness of technology tools and how to modify their use if necessary. TCK is an essential component for effective technology integration and it is important for teachers to continuously develop their TCK to keep up with the latest technologies and trends in their field of study.

TPACK

TPK - Technological Pedagogical Knowledge

Technological Pedagogical Knowledge (TPK) is also related to the TPACK framework and it is another specific type of PCK. It refers to a teacher's understanding of how technology can be used to support teaching and learning and how it can change the teaching and learning experience. This includes understanding how technology can introduce new pedagogical affordances and constraints, and how to use technology in ways that are appropriate to the discipline and the specific lesson. TPK is the knowledge of how to use technology in a pedagogical way and how it can support the teaching and learning process. It involves understanding the pedagogy that is appropriate for a particular technology and the technology that is appropriate for a particular teaching method. It also includes the understanding of how to evaluate the effectiveness of the technology and how to modify its use if necessary. In summary, TPK is about understanding the relationship between technology and pedagogy, and how to use technology to support teaching and learning in an effective way.

TPACK

In Summary

TPACK is the end result of these various combinations and interests, drawing from them – and from the three larger underlying areas of content, pedagogy, and technology – in order to create an effective basis for teaching using educational technology. In order for teachers to make effective use of the TPACK framework, they should be open to certain key ideas, including:

1. concepts from the content being taught can be represented using technology,
2. pedagogical techniques can communicate content in different ways using technology,
3. different content concepts require different skill levels from students, and educational technology can help address some of these requirements,
4. students come into the classroom with different backgrounds – including prior educational experience and exposure to technology – and lessons utilizing educational technology should account for this possibility,
5. educational technology can be used in tandem with students' existing knowledge, helping them either strengthen prior epistemologies or develop new ones.

05

INSTRUCTIONAL DESIGN

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

The real challenge to create a successful course is to generate high-quality course content. With the five instructional design principles, producing high-quality courses has become much easier. Here are the five instructional design principles that you must follow:

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

1. **Structure the Course at an Effective Pace**

The secret recipe behind a successful course is the structure of the course and how it is designed and paced. The question to answer is how to determine what is the best pace for a successful course? We recommend you to analyze the following factors to determine an effective pace for your course:

- Consider the learner's background while creating the course. Include quizzes and challenges in your course content that can be handled by the students effectively without overburdening them.
- Include additional course reading material. There are always some fast learners among your total enrolled learners who are looking forward to learning more. The curious ones will benefit from it and further enhance their skills and gain knowledge.

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

- Organize the content into smaller modules. Maintain a standardized format of the entire course and divide longer sections into smaller subsections. Learners find it easier to retain information when it is shared in small portions.

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

2. **Provide Study Material with Context**

Learners learn quicker when relevant and relatable real-life examples are shared and linked with the theory. Contextualization makes the hardest concept look easier and learners tend to retain the information much quicker and for a longer time.
Here are some tips that you can follow while designing your course:

- Always give multiple examples as your group of enrolled learners can have different backgrounds, interests, and preferences. Students should be able to relate and apply the examples in their real-life situations.
- Connect theory with practice. Learning becomes limited if it is restricted to its theoretical understanding. The more you practice and apply the theory in real-world situations, the more you learn. You can achieve it by giving practical assignments or projects to your students.

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

3. **Create Community-based Courses**

Every instructional design principle helps your learners in understanding the course content better; consequently, helping you achieve your set goals. Building a community of learners on your eLearning platform yields a positive impact on your online courses. It is very simple to create a community-based course by following the below-mentioned tips:

- Encourage discussion threads on your eLearning platform. It will enable the learners to interact and share their feedback on their enrolled courses and the instructors. Furthermore, you would receive first-hand feedback from your learners that you can process to bring improvements in your courses.
- Promote teamwork among your learners. Working in groups with fellow learners is itself a learning experience. Sooner or later everyone will have to work in an environment where collective work is demanded. Your aim should be to provide good practice and exposure to each learner to collaborate and work together on assignments and projects.

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

4. **Encourage Students to Generate Original Content**

Don’t you think we are at our best when given the freedom to be creative and allowed to think out of the box? Well, try this principle of instructional design and encourage your students to explore different possibilities and scenarios. To achieve such an environment, consider the below-mentioned points:

- Assign assignments that aid the opinions of the learners. Do not restrict the learners in assignments and quizzes that limit the learners to multiple choices. Allow them to share their solution to a problem through presentations and reports. Promote constructive argument among the learners.
- Provide opportunities to learners to apply the classroom knowledge outside the classroom. Connect your learners with relevant organizations and involve them in projects to help them gain a real-time experience.

INSTRUCTIONAL DESIGN

5 Principles of Instructional Design for your SIM

5. **Establish a Detailed Evaluation Mechanism**

Design a system of evaluation that ensures that your learners have retained the most out of your course. Let's go back to the first principle and review the goals we have set. Here are some tips that you can use to establish a successful mechanism:

- Make sure your assessments are not lengthy and time-consuming. The more time you allot to an assignment the higher chance that your learners will find it difficult to retain and recall the previous lesson.
- Ensure a two-way feedback loop that will help you as well as the learners in understanding the areas of concern. The extensive feedback will help you improve the course content and enable learners to work on their weaknesses.

INSTRUCTIONAL DESIGN

Instructional Design Examples

1. Microlearning

Microlearning is an instructional design approach that involves breaking down learning materials into small, bite-sized segments that are easy to consume and understand. The idea behind microlearning is to provide learners with a quick and efficient way to acquire new knowledge or skills without overwhelming them with too much information at once. The segments of microlearning are typically no more than 20 minutes in length, making it easy for learners to fit them into their busy schedules.

Microlearning is considered an effective way to capture the attention of learners, particularly those with short attention spans. It also allows learners to focus on one specific topic or skill at a time, which can lead to higher learning retention and recall. By providing learners with the ability to learn in short bursts, Microlearning can help learners retain more information and improve their memory recall.

INSTRUCTIONAL DESIGN

Instructional Design Examples

2. Gamified Learning

Gamified learning is an instructional design approach that incorporates elements of game design such as points, badges, leaderboards, and other game-like features to make learning more engaging and interactive. The goal of gamified learning is to make learning more fun and engaging by providing learners with a sense of challenge, competition, and feedback. The instructional materials are presented in the form of games, such as quizzes, puzzles, simulations, and interactive activities, which can help to overcome the boring and monotonous aspects of traditional learning.

By incorporating game-like elements, learners are motivated to engage with the material and are more likely to complete the learning activity. Gamification can also help to increase learners' engagement and motivation, leading to a more effective learning experience. Additionally, it can also improve learners' retention and recall of the material.

INSTRUCTIONAL DESIGN

Instructional Design Examples

3**. Story-based design**

Story-based design is an instructional design approach that uses storytelling elements to make learning more engaging and relatable. By incorporating a storyline or narrative into the instructional materials, learners are transported into a scenario that is similar to their real-life experiences, making the content more relatable and relevant. By using storytelling, instructional designers can make the material more interesting, and learners are more likely to be engaged and invested in the content.

The use of story elements and anecdotal evidence can also help to pique the learners' interest and make the material more memorable, resulting in higher participation and engagement rates. Additionally, stories can also help to trigger emotions, which can motivate learners to work harder and perform better. Story-based design is an effective way to make the material more engaging and relatable, which can lead to an improved learning experience.

INSTRUCTIONAL DESIGN

Instructional Design Examples

4. Scenario-based learning

Scenario-based learning (SBL) is an instructional design approach that uses interactive scenarios or real-life situations to teach complex topics. It is similar to storytelling, but is more direct and realistic, and often involves real-world examples. SBL is non-linear and allows learners to provide feedback, apply their knowledge, and practice their skills. Placing learners in realistic situations increases engagement and improves understanding of the concepts.

INSTRUCTIONAL DESIGN

Instructional Design Examples

5. Infographic

An infographic is a visual representation of data and statistics used in instructional design. It presents and explains complex topics and processes using visual elements like images, charts, and text. Infographics have become popular in learning and development because they are concise and engaging, and capture learners' attention and make it easy to understand information. They are also easy on the eyes than traditional text-heavy materials such as PDFs or modules.

INSTRUCTIONAL DESIGN

Instructional Design Examples

6. Screencasting

Screencasting is the process of recording computer or tablet screens and activities. It includes audio recording, sound effects, and music tracks to make the videos more engaging. It is commonly used in instructional design to demonstrate procedures, show how software programs work or explain concepts using PowerPoint slides. It allows learners to see the steps and processes being performed, providing a clear and effective way to understand the material.

INSTRUCTIONAL DESIGN

Instructional Design Examples

7. Guided learning

Guided learning is a method in which learners are in control of their learning and are guided by their supervisors or more experienced colleagues. The role of instructional designers is limited to providing advice and answering questions. The direction of the learning outcome is heavily dependent on the learners' initiative and capacity. Guided learning may include providing sample situations or problems for learners to solve independently, which allows them to take ownership of their learning and apply their knowledge in a real-world context.

INSTRUCTIONAL DESIGN

Instructional Design Examples

8. Case study

A case study is an instructional design method that is used to develop and improve problem-solving skills. It uses open-ended situations or scenario-type cases with multiple solutions and learners work in groups or individually to solve them. The outputs can range from a short paragraph essay to a fully-developed proposal. Case studies encourage learners to think creatively and critically, which improves their ability to make decisions in complex situations. Using case studies in learning materials can help learners to apply their knowledge in real-world scenarios, which makes learning more relevant and engaging.

INSTRUCTIONAL DESIGN

Instructional Design Examples

9. Peer learning

Peer learning is an instructional design approach that emphasizes social interaction and collaboration among learners. The learning materials are designed to encourage learners to work together to understand a topic or solve a problem. It is based on the constructivist training theory, which suggests that learning is most effective when it is acquired through meaningful and relevant interactions with others who have similar ages, role statuses, or interests. Peer learning provides opportunities for learners to share their knowledge, perspectives, and ideas which helps to improve their understanding and retention of the material. It also helps to create a sense of community and engagement among the learners.

INSTRUCTIONAL DESIGN

Instructional Design Examples

10. Spaced repetition

Spaced repetition is an instructional design approach that uses the spacing effect, a learning strategy that improves retention. It involves breaking down content into key parts and delivering it to learners at predetermined intervals, rather than providing all the information in one sitting. It is designed to counteract the effects of the Ebbinghaus' Forgetting Curve theory, which states that people forget 80% of what they've learned in 30 days. By continuously revisiting a concept, learners are able to retain the information better and avoid forgetting it later. Spaced repetition can be used in a variety of ways, such as flashcards, quizzes, and review sessions to help learners retain and retrieve the information more effectively.

INSTRUCTIONAL DESIGN

ID Models

Instructional design models are frameworks that guide the instructional design process. Here are some commonly used instructional design models:

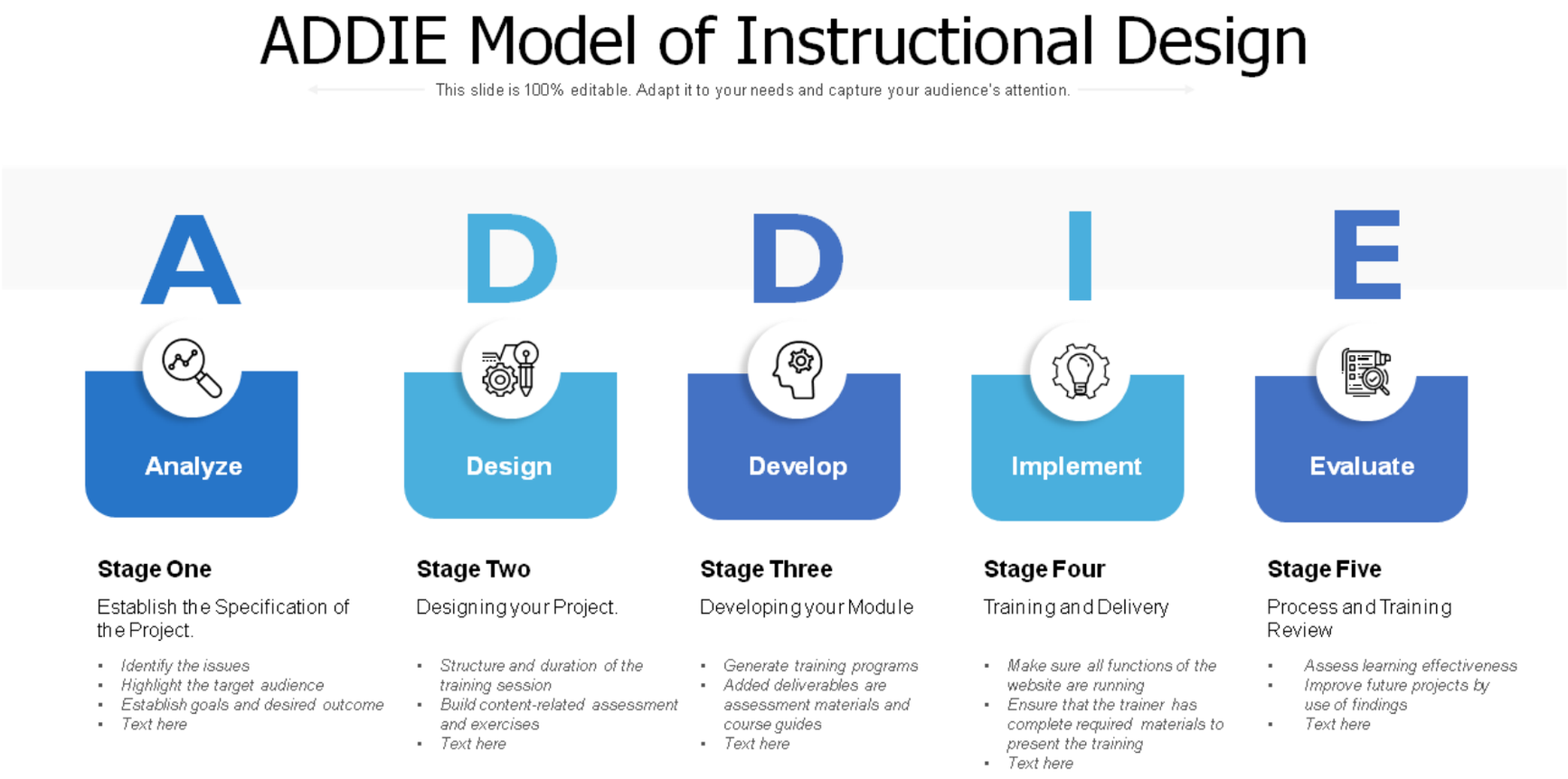
ADDIE model: The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model is a linear and systematic approach to instructional design. It involves the following stages:

- **Analysis:** Identify the learning needs and objectives, learner characteristics, and the learning environment.
- **Design:** Develop a blueprint for the learning experience, including instructional strategies, assessment measures, and multimedia elements.
- Development: Create the learning materials and assessment measures.
- **Implementation:** Deliver the learning experience to the learners.

INSTRUCTIONAL DESIGN

ID Models

- **Evaluation:** Assess the effectiveness of the learning experience and identify areas for improvement.



INSTRUCTIONAL DESIGN

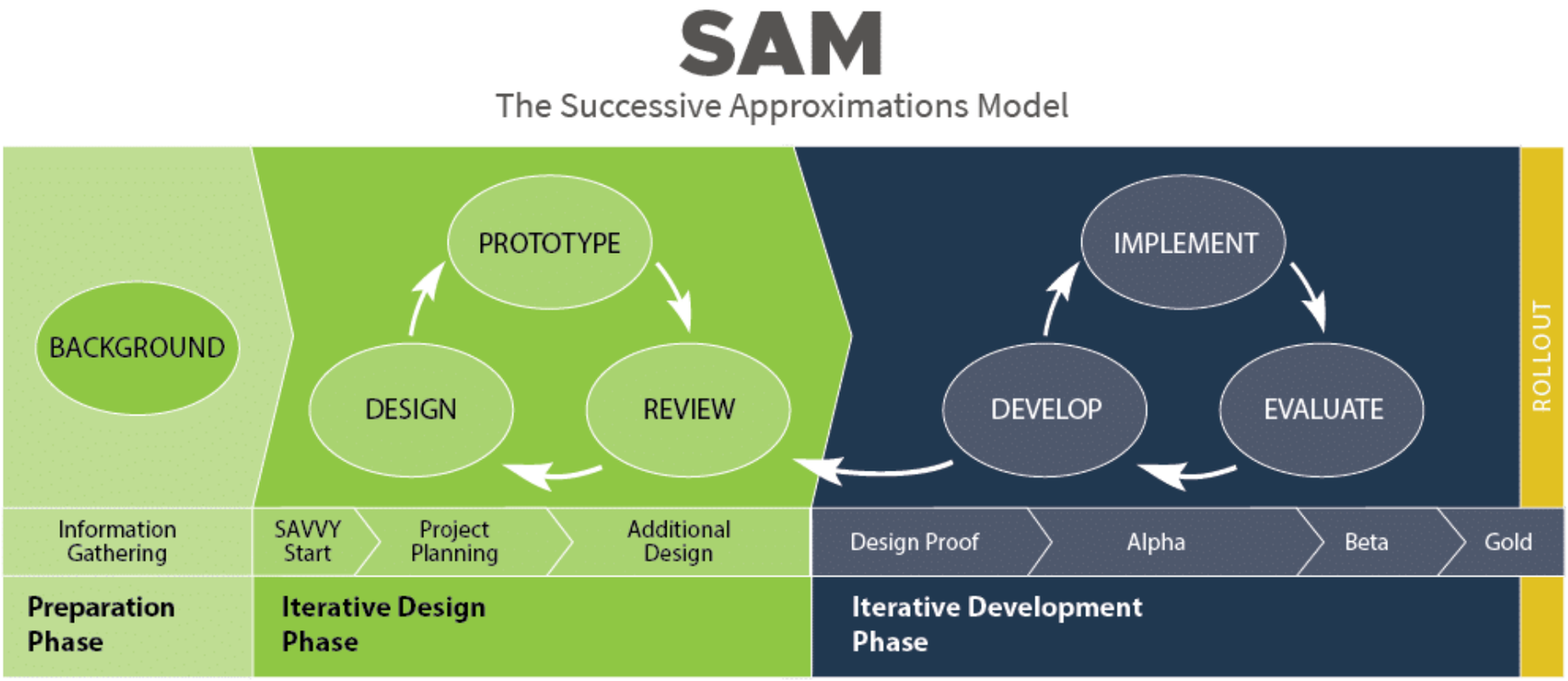
ID Models

SAM model: The Successive Approximation Model (SAM) is an iterative and collaborative approach to instructional design. It involves the following stages:

- **Preparation:** Conduct a kickoff meeting and establish the project's goals and timeline.
- **Iterative design:** Create a prototype and test it with the learners, instructors, and stakeholders. Revise and refine the prototype based on feedback.
- **Development:** Create the final version of the learning materials and assessment measures.
- Implementation: Deliver the learning experience to the learners.
- **Evaluation:** Assess the effectiveness of the learning experience and identify areas for improvement.

INSTRUCTIONAL DESIGN

ID Models



INSTRUCTIONAL DESIGN

ID Models

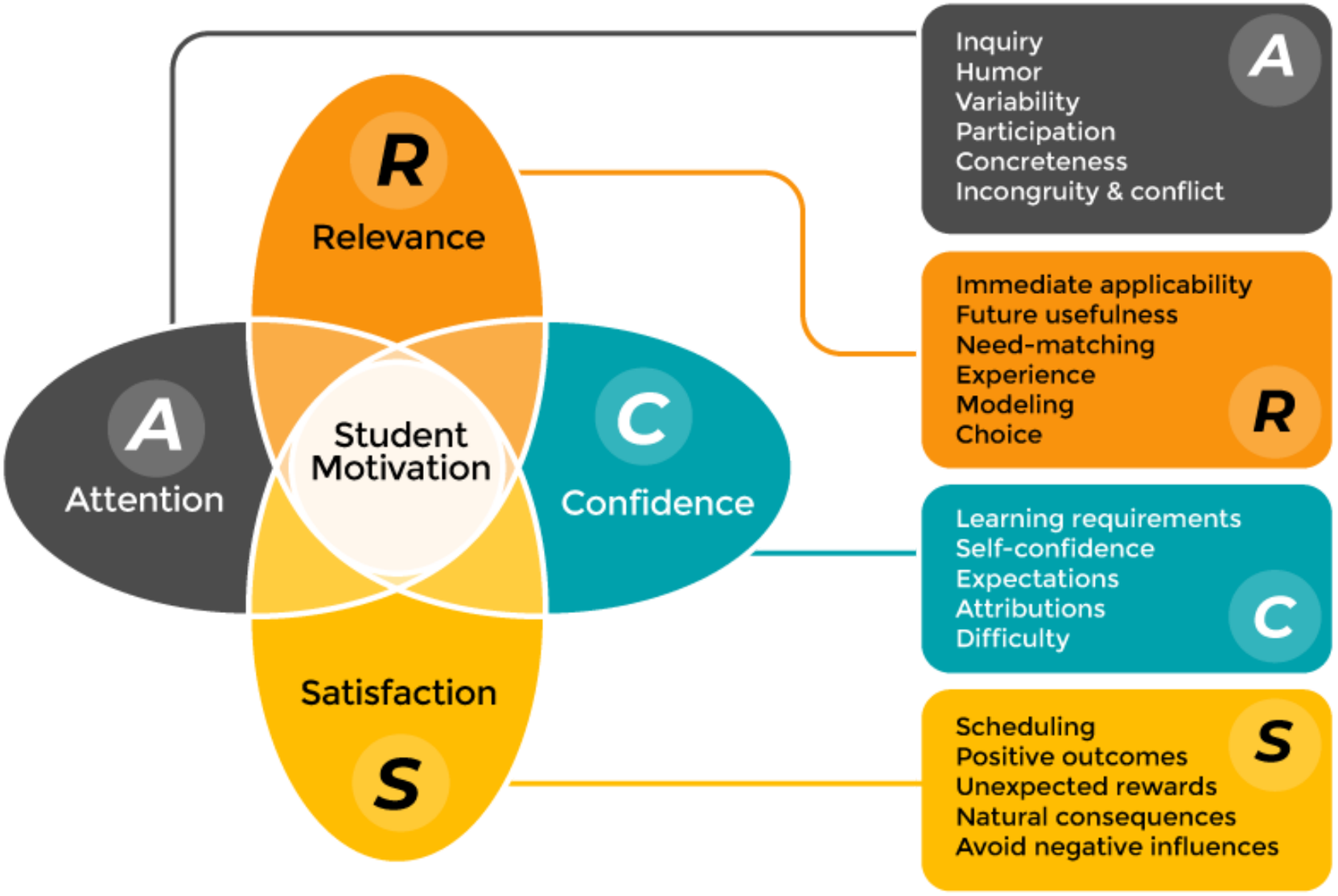
ARCS model: The ARCS (Attention, Relevance, Confidence, and Satisfaction) model is a motivational approach to instructional design. It involves the following stages:

- **Attention:** Grab the learners' attention and interest in the learning experience.
- **Relevance:** Demonstrate the relevance of the learning experience to the learners' goals and needs.
- **Confidence:** Enhance the learners' confidence in their ability to learn and apply the new knowledge and skills.
- **Satisfaction:** Reinforce the learners' satisfaction with the learning experience by providing feedback and recognition.

Other instructional design models include the Dick and Carey model, the Merrill's Principles of Instruction model, and the Kemp Design model. The choice of instructional design model depends on the specific learning goals, learners' characteristics, and the available resources.

INSTRUCTIONAL DESIGN

ID Models



06
CONTENT MAPPING

CONTENT MAPPING

The importance of mapping the course correctly

Course mapping and alignment is an important process that should be done in parallel with storyboarding. It involves breaking down a large amount of knowledge or skills into smaller chunks to prevent overlapping and overcrowding of content in SIM development. This process helps instructional designers ensure that the content is organized and structured in a logical and coherent manner. It also helps to ensure that the learning objectives, assessment methods, and instructional strategies are aligned with each other. It is an essential step in the instructional design process as it ensures that the SIM development is effective and efficient in delivering the intended learning outcomes.

CONTENT MAPPING

Example of content mapping and unbundling

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

MICRO-CREDENTIAL COURSE MAPPING [SAMPLE]

COURSE TITLE	**DIGITAL MEDIA DESIGN**		
COURSE CODE	**DITM3143**	**UNIT**	**3 (120 hour SLT)**
INSTRUCTOR	**ZULISMAN MAKSOM**		
Course Synopsis	This course provides students with the concepts, techniques, and desktop publishing process used in the industry. It emphasizes the use of text (typography), color selection, paragraph, objects, graphics, and image composition. At the end of the course, students can master the principles of generating design cases and printing for desktop publishing by using the appropriate software and tools.		
Course Learning Outcome (CLO):	Upon completing this course, students will be able to: 1. Explain the concepts, techniques, and basic desktop publishing production process, and graphic design theory. **(C2)** 2. To produce desktop publishing output by combining the use of text, color selection, layout objects, graphics, and images according to current needs. **(P3, CTPS3)** 3. Practice the theory and applied skills in production design and layout of the interface and all areas of design, printing, and publishing. **(A2, LL2)**		

CONTENT MAPPING

Example of content mapping and unbundling

COURSE MAPPING – CLO→Topics→ Module→MLO →Activities →Assessment					
CLO	**CHAPTER/TOPICS**	**MODULE**	**Module/Micro Learning Outcomes (MLO)**	**CONTENT/ DURATION**	**SCL ACTIVITIES/ ASSESSMENT**
1	**What is Graphic Design**	**Module 1** Title: The History of Graphic Design	1. To explain the history of graphic design 2. To discuss the role of early graphic design in human communication	1 video (10 mins) – The History of early Graphic Design in human history 1 video (10 mins) – The evolution of graphic design in human communications from cave painting to design communication **SLT: 2 hours**	Quiz [15 MCP of the history of Graphic Design) Passing Mark: 80% **SLT: 1 hour**
1	**What is Graphic Design**	**Module 2** Title: The Graphic Design Movement	1. To discuss the modern era of graphic design movement 2. To differentiate different movement in Graphic Design such as Bauhaus	1 video (10 mins) – Graphic Design Movement video from complex to simplified Bahaus movement. 1 video (10 mins) – The animated video of different style of movement in Graphic Design **SLT: 2 hours**	H5P Timeline. Mapping the correct images with the era of the movement Passing Mark: 80% **SLT: 1 hour**
2	**Elements of Design and Principles of Design**	**Module 3** Title: Elements of Design		1 video (10 mins) –Video of Elements of Design	

07

STORYBOARDING

STORYBOARDING

Why it is important to have a storyboard

The main goal of instructional design and storyboarding is to take unstructured content and turn it into engaging learning materials that add value to the existing knowledge of learners. The resulting modules have an exceptional user-interface design, and graphical and instructional designs, and convey the theme in an appropriate manner.

The goal is to create a learning experience that is effective, efficient, and engaging for the learners. The instructional design process, including storyboarding, helps to ensure that the content is organized, structured, and aligned with the learning objectives. It also helps to ensure that the instructional strategies, assessment methods, and media used are appropriate for the intended audience and learning objectives.

STORYBOARDING

Example of Storyboarding

WRITTEN STORYBOARD

SLIDE 01 - INTRODUCTION

Audio Narration	On-Screen Graphic & Text
Welcome to this course on our new consultative sales framework. During this course, we'll explore how you can consult with customers and offer tailored solutions to fit their needs. Click the Begin button to get started.	**Text:** Consultative Sales 101 **Graphics:** One male and one female character **Button:** Begin

Technical Notes

Learner clicks the Begin button to advance to course menu.

SLIDE 02 - MAIN MENU

Audio Narration	On-Screen Graphic & Text
Throughout this course, you'll get the chance to explore each of the five steps in our new consultative sales framework. You'll also put your skills into practice with real-life situations and scenarios. To start learning how you can take your consultative sales skills to the next level, select a topic from the menu below.	**Text:** Learn more about our new consultative sales framework by selecting a topic from the menu below. **Buttons:** Our Customers Consultation Basics Building Rapport Offering a Solution Closing the Sale

Technical Notes

Learner clicks a menu item to be jumped to that section of the course. As the learner completes each section, they are returned to the main menu, where each menu item is checked off. Once the learner has viewed all items, they can proceed to the final section.

SLIDE 03 - OUR CUSTOMERS

Audio Narration	On-Screen Graphic & Text
We provide many different products and services to many different types of customers. The truth is, not all customers are the same. As a result, it's up to you to tailor your approach to each of the different customer types. Click each customer to learn more.	**Text:** We provide products and services to many different customers with many different needs. Click each customer to learn more. **Graphics:** Three different characters, representing our different types of customers.

Technical Notes

Learner clicks on each customer, revealing a pop-up window, displaying additional information.

STORYBOARDING

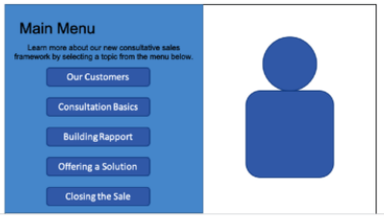
Example of Storyboarding

VISUAL STORYBOARD

SLIDE 01 - INTRODUCTION

Audio Narration	On-Screen Graphic & Text
Welcome to this course on our new consultative sales framework. During this course, we'll explore how you can consult with customers and offer tailored solutions to fit their needs. Click the Begin button to get started.	

SLIDE 02 - MAIN MENU

Audio Narration	On-Screen Graphic & Text
Throughout this course, you'll get the chance to explore each of the five steps in our new consultative sales framework. You'll also put your skills into practice with real-life situations and scenarios. To start learning how you can take your consultative sales skills to the next level, select a topic from the menu below.	

SLIDE 03 - OUR CUSTOMERS

Audio Narration	On-Screen Graphic & Text
We provide many different products and services to many different types of customers. The truth is, not all customers are the same. As a result, it's up to you to tailor your approach to each of the different customer types. Click each customer to learn more.	

08

CONTENT
DEVELOPMENT

CHOOSING THE RIGHT TITLE

Think of something that is catchy

Choosing the right title for a SIM topic is crucial as it can greatly impact the success of the SIM. A title that is not engaging or does not accurately reflect the content of the SIM may not attract potential learners. On the other hand, an interesting and relevant title can make a SIM more appealing to the intended audience.

When choosing a title for a course or topic, it is important to consider the learning outcomes, skills, and competencies that the learners will acquire. The title should be catchy and reflective of the content of the SIM in order to attract the targeted learners. It should also be informative and specific enough to give a clear idea of what the SIM is about. The title should be chosen with care, as it can greatly influence the success of the SIM in attracting learners.

CHOOSING THE RIGHT TITLE

Think of something that is catchy

Below is some example to guide you in choosing the most appropriate name for your course:

1. Introduction to Programming Technique

- Basic Programming Technique in no time
- Basic Programming as Easy as 123
- Your first coding
- Learn to code in 4 hours

2. Business Proposition

- Getting your business proposition right
- Why you need to know a business proposition
- Simple business proposition for beginner

3. Korea

- Speaking Korean like a native
- Korean for non-native speaker
- Speak Korean like a Korean
- Korean language for everyday use

4. Automotive Engineering

- Basic car maintenance
- Changing your car tire
- What do you know about your car
- Basic troubleshooting of your car

CHOREOGRAPH YOUR COURSE DESCRIPTION

Just like how we write a convincing sentences

When creating an online course, it is important to provide an accurate and detailed course outline and description. Whether the course is intended for a corporate library or will be sold online, a clear and engaging course description can help to attract potential learners and increase enrollment.

A well-written course description should be informative, highlighting the key learning outcomes, skills, and competencies that will be covered in the course. It should also be engaging, using language that creates excitement and curiosity about the course content. The description should be written to captivate the audience, leaving them eager to sign up for the course.
It is also important to avoid writing dry and uninteresting course descriptions that simply "tick all the boxes." Instead, the course description should be written in a way that makes the course stand out and highlights its unique value. Providing a clear and compelling course description is a key step in making your online course successful.

CHOREOGRAPH YOUR COURSE DESCRIPTION

What is Course Description

A course description is a summary of all the relevant details of a course. It includes information such as the course objectives, topics covered, prerequisites, format, and assessment methods. The information included in a course description will vary depending on the type of course, the target audience, and the level of competence.

For example, a general interest course on "how to knit a jumper" will likely have a different course description format, tone, and writing style than an online degree program from a recognized institution of higher education. However, both course descriptions will include similar types of information such as the learning outcomes, skills and competencies the students will acquire, and the format of the course. It is important to keep in mind that the course description is often the first point of contact with potential students, so it should be clear, concise, and engaging, and provide enough information to help the students make an informed decision about taking the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

What is Course Description

When creating a course description, it can be helpful to break it down into specific areas of content. Some of these areas may be considered "mandatory," while others can be included or left out as needed depending on the course and its intended audience.

For example, when placing a course on a course-selling platform such as UCreds, you may be asked to include information such as the course topic, format, an author's bio, and other details to "build out" the course description. This information can be used to create a comprehensive and engaging course description that includes all the relevant details about the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

What is Course Description

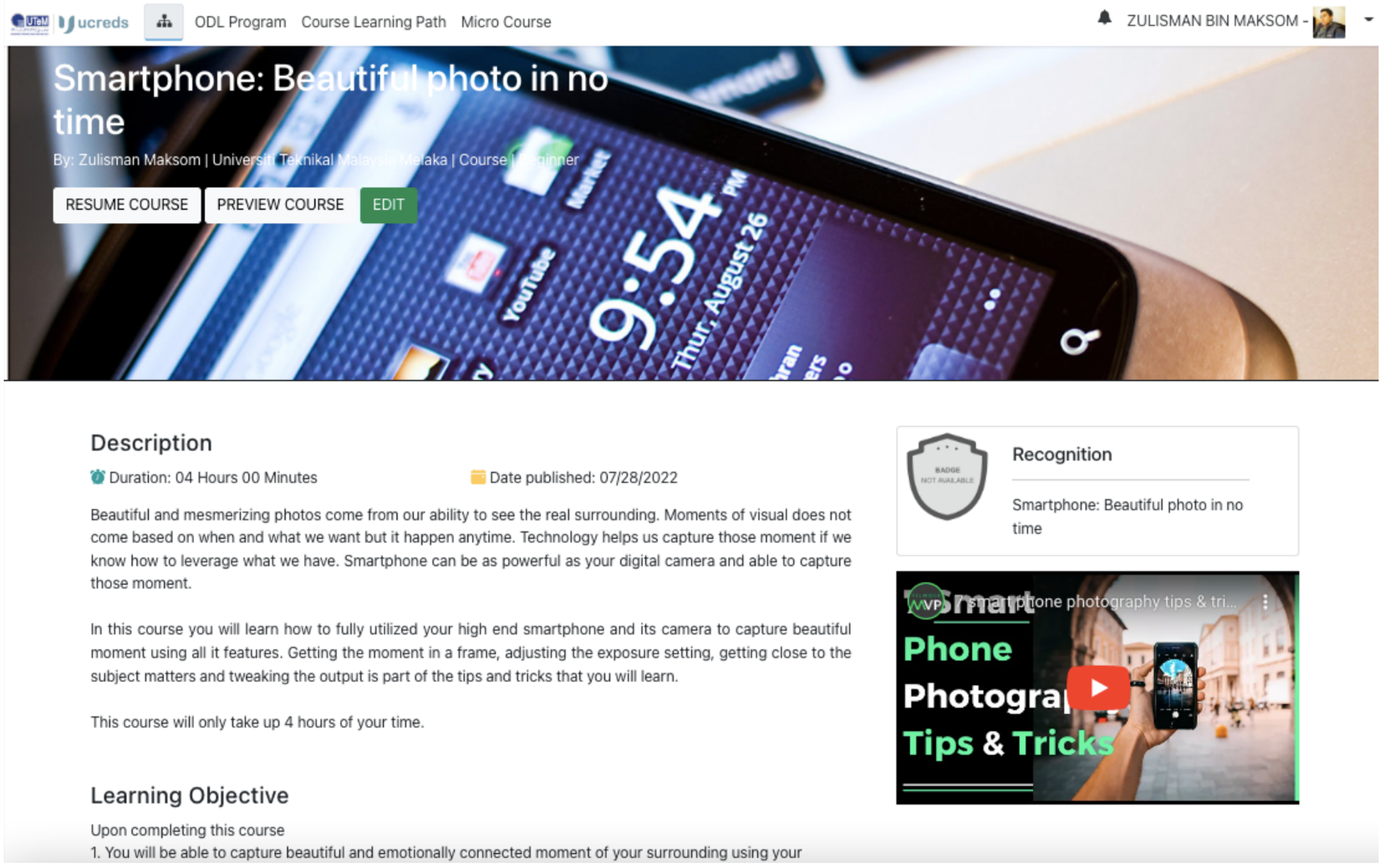
The specific elements of a course description will vary depending on the platform, but it could include the following:

- Course title
- Course topic
- Course format (e.g. self-paced, live online, in-person)
- Target audience
- Learning outcomes and objectives
- Skills and competencies that will be acquired
- Prerequisites (if any)
- Course length and estimated completion time
- Author's bio and credentials
- Testimonials or reviews from past students
- Preview of the course content (e.g. video or audio preview)

Providing this information in a clear and concise way, will help potential students to understand what the course is about and make an informed decision about enrolling.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Course Description



CHOREOGRAPH YOUR COURSE DESCRIPTION

Dos and Don'ts

When creating a course description, it is important to include specific information that will help potential students make an informed decision about enrolling. Here are some dos and don'ts to keep in mind:

Dos:

- Provide a detailed overview of the content types included in the course, such as video lectures, quizzes, and interactive activities.
- Identify the unique selling points of your delivery format, such as live online sessions, self-paced learning, or interactive features.
- Outline which devices the course can be accessed on, as this will be important for some students.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Dos and Don'ts

Don'ts:

- Don't say too little about the course, such as simply stating "eLearning course." This doesn't provide enough information for the student to make an informed decision.
- Don't use overly technical or jargon-heavy language, as it can make the course description hard to understand for some students.
- Don't overpromise or exaggerate the benefits of the course, as this can lead to disappointment for the students.

By following these guidelines, you can create a clear and engaging course description that provides enough information for potential students to make an informed decision about enrolling.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Why You Need Good Course Description

A great course description can be a critical factor in whether a learner signs up for an online course or not. A well-written and comprehensive course description can help to attract potential learners and increase enrollment.

Research has shown that people are more likely to buy products online when they have clear and detailed information about what they are getting. A study on e-commerce found that 20% of purchase failures can be attributed to missing or unclear product information. The same applies to online courses, a lack of clear and detailed information in the course description can lead to learners not signing up for the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Why You Need Good Course Description

When creating a course description, it's important to consider the learner's perspective and answer as many of their questions as possible. This includes information such as the learning outcomes, skills, and competencies that will be covered in the course, the format, the prerequisites, and the assessment methods. By providing this information in a clear and engaging way, you can help potential learners to understand what the course is about and make an informed decision about enrolling.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Common Issues in Course Descriptions

- *Uninteresting*
- *Too Casual*
- *Repititive*
- *Overly Complex*
- *Shoddy written*
- *Poor grammar*
- *Uninformative*

Example of poorly written Course Description

"In this course, Hazel will present her interpretation of eastern philosophies of life and cultural views. She hopes it would serve as a primary keypoints to help you understand and appreciate your own culture better."

Instructor focused not student focused, shoddily written and poor grammar

"Bring your own stories. We will relate stories that have a personal meaning to us. The stories may be either from history or experience. We will pursue what our stories mean for life and spirituality"

Repitititve

"Course goals are to learn the basic oil painting."

Uninteresting and uninformative

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Course Descriptions

Beautiful and mesmerizing photos come from our ability to see the real surrounding. Moments of visuals do not come based on when and what we want but they happen anytime. Technology helps us capture that moment if we know how to leverage what we have. Smartphones can be as powerful as your digital camera and able to capture that moment.

In this course, you will learn how to fully utilized your high-end smartphone and its camera to capture beautiful moments using all its features. Getting the moment in a frame, adjusting the exposure setting, getting close to the subject matter, and tweaking the output is part some of the tips and tricks that you will learn.

This course will only take up 4 hours of your time.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Tips of writing good Course Description

Your course description should be:

- Enticing and interesting
- Factually complete and accurate
- Provides solid course information

The key questions that we are looking to answer in our course description are:

- **WHY?** The purpose or rationale for the course/subject area covered. Why would a student take it?
- **WHAT?** The key content/principles/topics to be learned.
- **HOW?** The types of major learning activities and student experiences featured in the course.

These 3 key question areas are optimally broken down into the following sections, but feel free to rename, combine, and add to this list to arrive at something that's perfect for your audience.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Tips of writing good Course Description

1. Add a course tagline

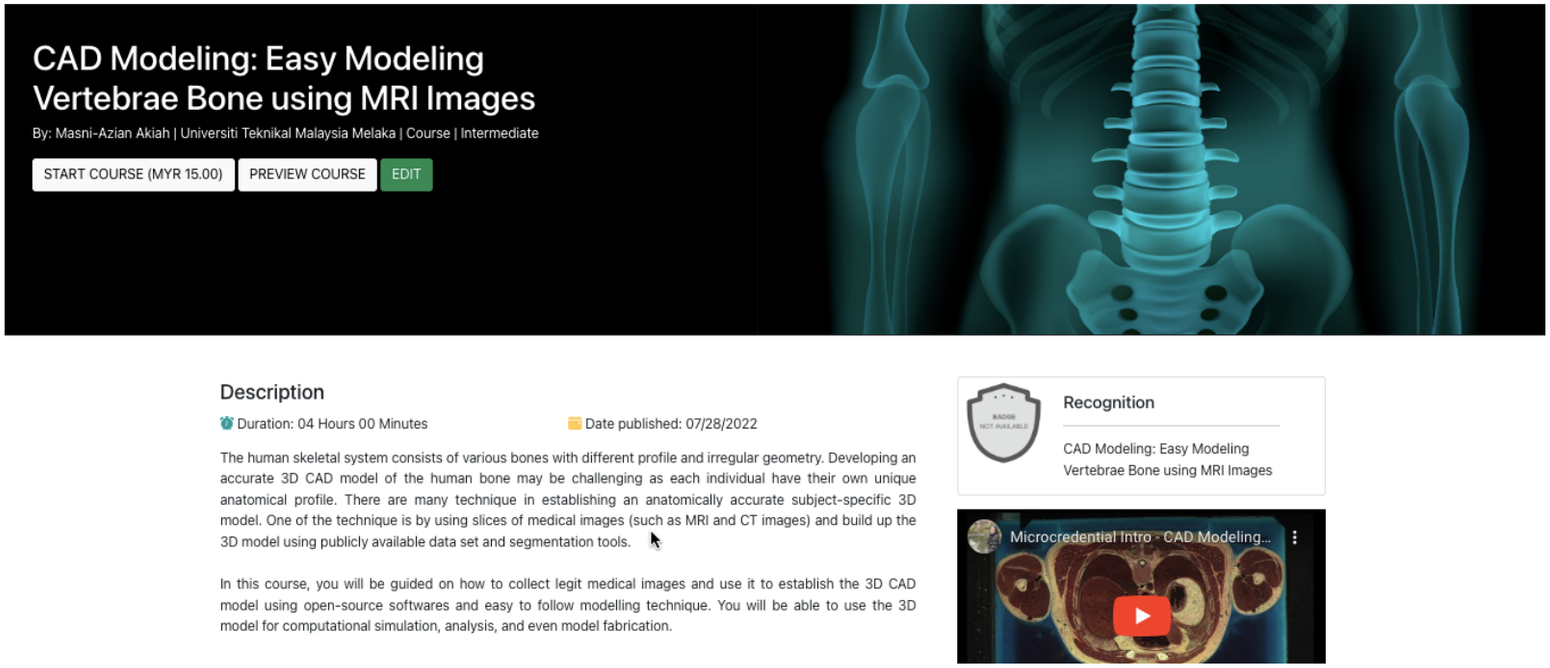
A course tagline is a short, catchy phrase that summarizes the main benefit or focus of the course. It is typically one or two sentences and should be prominently displayed on the course landing page or homepage.

A well-written tagline can help to capture the interest of potential learners and make the course offering clear. It should be engaging and accurately reflect the content of the course. It is important to remember that first impressions count, so a clear and compelling tagline can give you the best chance of attracting learners and increasing conversions.

It's a good practice to include a tagline on your online course as it can be a useful tool to help potential learners understand the value and focus of the course quickly, and it can make them more likely to enroll in the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Good Tagline and Course Description



The tagline might be the first part of the course description (it's under the headline in the example), or it might be on your course description page if you are selling similar courses in a particular niche.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

When creating a course tagline, there are certain dos and don'ts to keep in mind to make it effective:

Dos:

- Use active tense, such as "Learn how to take stunning photos with your smartphone"
- Keep it simple and pointed, such as "Master the art of photography"
- Showcase the benefits, such as "Transform your photos from average to professional"
- Address needs and offers solutions, such as "Unlock the full potential of your smartphone camera"
- Use a quote, such as "A picture is worth a thousand words"

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

Don'ts:

- Don't describe your goals and ambitions as a teacher or instructor, as this is not relevant to the course and will not capture the interest of potential learners
- Don't use overly technical or jargon-heavy language, as it can make the tagline hard to understand for some students
- Don't use overly long sentences or phrases, as it can make the tagline less memorable and effective

By following these guidelines, you can create a clear and engaging course tagline that effectively captures the attention of potential learners and accurately reflects the content of the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Tips of writing good Course Description

2. Define Your Course Goals

Defining your course goals is an important aspect of creating a course description. It helps to provide a clear and high-level summary of what the course aims to achieve and what will be gained by taking the course. This information should be included in the course description and can be presented as "Your Learning Outcomes" or "Course Objectives." Including the course goals in a separate paragraph in the course, description can help to attract the attention of potential learners and make the course offering clear. It should be written in a way that is easy to understand and highlights the main benefits of taking the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Tips of writing good Course Description

When defining your course goals, it's important to be specific and clear about what the learner can expect to gain from the course, including skills, knowledge, and competencies they will acquire by the end of it. It's also good to be realistic and not overpromising, as learners will be able to compare the course goals with their own learning needs and decide whether the course is right for them or not.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Course Goal

> In this short course, you will learn how branding actually can be a very simple process and easy to achieve yet it creates a powerful impact on your establishment. You will learn how to create your branding using simple techniques and tips with easy-to-use tools.
>
> Follow my masterclass with easy step-by-step and clear video instruction to achieve what you one in no time.

it's very important that the course goals are clear and convincing, as they help to communicate the value of the course to potential learners and encourage them to enroll. The course goals should be specific and align with the learner's needs and interests, highlighting the knowledge, skills, and competencies they will gain by completing the course.

When writing the course goals, it's important to be realistic and not overpromise. The goals should be achievable and relevant to the learner's needs. By clearly communicating the course goals and the value of the course, you can help to increase the chances of potential learners enrolling in the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Course Goal

iIn addition, it's also important to validate the course goals by providing evidence of the effectiveness of the course, such as testimonials from previous learners, case studies, or research that support the course outcomes. This can help to build credibility and trust in the course and increase the likelihood of learners enrolling.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

When defining your course goals, there are certain dos and don'ts to keep in mind to make them effective:

Dos:

- Encompass what the learner will achieve by completing the course. For example, "Learn how to take stunning photos with your smartphone and become a professional photographer."
- State clearly defined and reachable goals. For example, "By the end of the course, you will be able to master the art of photography and improve your skills in capturing beautiful moments."
- Address the problem the course will help the learner overcome. For example, "Unlock the full potential of your smartphone camera and overcome the limitations of average smartphone photography."

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

Don'ts:

- Don't use vague language that leaves room for doubt. For example, "Learn how to take better photos" is not as specific and convincing as "Learn how to take stunning photos with your smartphone and become a professional photographer."
- Don't overpromise or exaggerate the benefits of the course, as this can lead to disappointment for the learners.

By following these guidelines, you can create clear and convincing course goals that align with the learner's needs and interests, and increase the chances of potential learners enrolling in the course.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Tips of writing good Course Description

3. Set Learning Outcomes or Objectives

Setting learning outcomes or objectives is an important aspect of instructional design. It helps to define the specific knowledge, skills, behaviors, and competencies that the learner is expected to possess upon completion of the course. These objectives should be measurable and align with the course goals, and are typically presented from the learner's perspective.

Learning outcomes or objectives should be clearly written and easy to understand, and they should provide a clear understanding of what the learner will be able to do at the end of the course. They can include both academic and professional skills, as well as any resulting certifications that the learner will receive upon completion of the course.

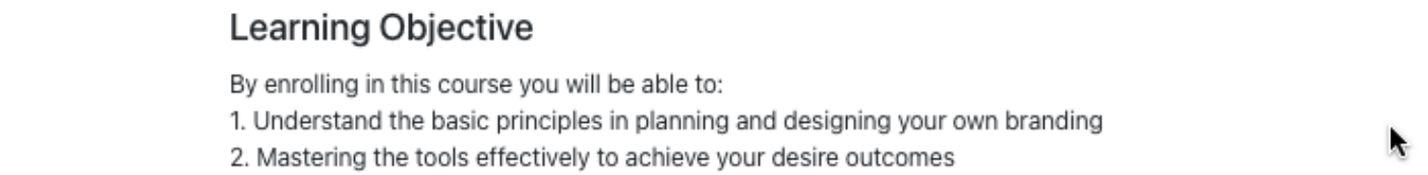
CHOREOGRAPH YOUR COURSE DESCRIPTION

Tips of writing good Course Description

By clearly defining the learning outcomes or objectives, you can ensure that learners know what to expect and feel more prepared for the workload. It also helps to align the course content with the learning outcomes and provides a clear direction for the course development. Additionally, it helps learners to understand the value of the course, and how the knowledge and skills acquired can be applied in real-world situations.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Learning Outcomes or Objectives



The learning outcomes or objectives should reflect the amount of time required to complete the course. For shorter courses, such as those that are less than 8 SLT (Student Learning Time), it is advisable to have one or two learning outcomes or objectives that are focused and specific. This is because shorter courses typically have a more limited scope and focus on specific skills or knowledge, so it's important to keep the learning outcomes or objectives aligned with that.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Example of Learning Outcomes or Objectives

When writing learning outcomes or objectives for shorter courses, it's important to be specific and use action verbs that describe what the learner will be able to do at the end of the course, such as "identify," "describe," "analyze," "evaluate," "create," etc. Also, it should be measurable, so it's easy to assess whether the learner has achieved the outcome or not.

In summary, learning outcomes or objectives are essential for instructional design, and they should be clear, focused, and aligned with the course goals and the amount of time required to complete the course. They should provide a clear understanding of what the learner will be able to do at the end of the course, and how they will apply the knowledge and skills in real-world situations.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

When writing learning outcomes or objectives, there are certain dos and don'ts to keep in mind to make them effective:

Dos:

- Use a consistent format for every learning outcome or objective. This will make them easy to read and understand, and help to ensure that they are aligned with the course goals.
- Clearly state what the learner will be able to do after completing each objective. This provides a clear understanding of the expected outcome and helps to align the course content with the learning objectives.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

Don'ts:

- Don't misrepresent what can be achieved. This can lead to disappointment and frustration for the learners, and can damage the credibility of the course.
- Don't use vague language. The objectives should be specific and clearly defined, so that it's easy to understand what the learner will be able to do at the end of the course.
- Don't use poorly defined goals that cannot be quantified objectively. This makes it difficult to assess whether the learner has achieved the outcome or not.

CHOREOGRAPH YOUR COURSE DESCRIPTION

Do's and Don'ts

By following these guidelines, you can create clear and measurable learning outcomes or objectives that align with the course goals and provide a clear understanding of what the learner will be able to do at the end of the course. This can help to increase the chances of learners achieving the intended learning outcomes and ultimately make the course more effective.

CHOREOGRAPH YOUR COURSE CONTENT

How to start curating and creating content

4. Specify Course Format

Specifying the course format is an important aspect of creating an effective course description. It helps to provide a clear understanding of how the course is delivered and what the learner can expect.

When describing the course format, it's important to focus on anything that makes your course different and unique. For example, if you are using videos in your course, you should mention what type of videos they are (e.g. expert interviews, slide-style presentations, interactive simulations, etc.), and whether they feature an instructor or expert, or are professionally produced. If your course is eLearning-based, you should mention what makes it stand out from other eLearning courses.

CHOREOGRAPH YOUR COURSE CONTENT

How to start curating and creating content

For example, you could mention if it features meaningful dialogue simulations, branching scenarios, or professionally recorded voiceovers from industry experts.

By specifying the course format in the course description, you can help to attract the right learners and increase the chances of successful enrollment and completion of the course. It also helps to set expectations for the learners and give them a clear understanding of what the course will cover and how it will be delivered.

CHOREOGRAPH YOUR COURSE CONTENT

How to start curating and creating content

When specifying the course format, it's important to keep the description concise but also highlight the benefits of the course. Highlighting the benefits of the course can help to attract potential learners and increase the chances of successful enrollment.

If you are still in the early stages of designing your course, it's important to include interactive and engaging content such as dialogue simulations, matching activities, interactive hotspot images, and quizzes. These types of activities can help to keep learners engaged and motivated, and can also help to reinforce key concepts and skills.

CHOREOGRAPH YOUR COURSE CONTENT

How to start curating and creating content

There are many eLearning authoring tools available, such as H5P, Canva, Renderforest etc, that can help you to create great-looking courses easily and efficiently. These tools typically include a wide range of templates, multimedia resources, and interactive elements that you can use to create engaging and interactive courses.

However, it's important to remember that creativity and originality should not be neglected. As a subject matter expert, you are familiar with the content, and you should be able to design your course in a way that best suits your learners' needs. It's important to combine your knowledge and expertise with the features and functionalities of eLearning authoring tools to design an effective and engaging course.

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Slide Presentation

The slide presentation is a powerful instructional design tool that can be used to convey information in a clear, concise, and engaging way. To ensure that your slide presentations are effective, it is important to use the right tools and follow best practices for design and layout.

Using a standard template for your slide presentations can be very helpful in this regard. A standard template can provide a consistent look and feel for your presentations, making them more professional and engaging. It also helps to ensure that all of the elements on the slide are properly aligned and that the design is consistent throughout the presentation.

CHOREOGRAPH YOUR COURSE CONTENT

Slide Presentation

In summary, using a standard slide template can be an effective way to create professional and engaging presentations. It is important to use the right tools and follow best practices for design and layout, as well as to review the template before using it.

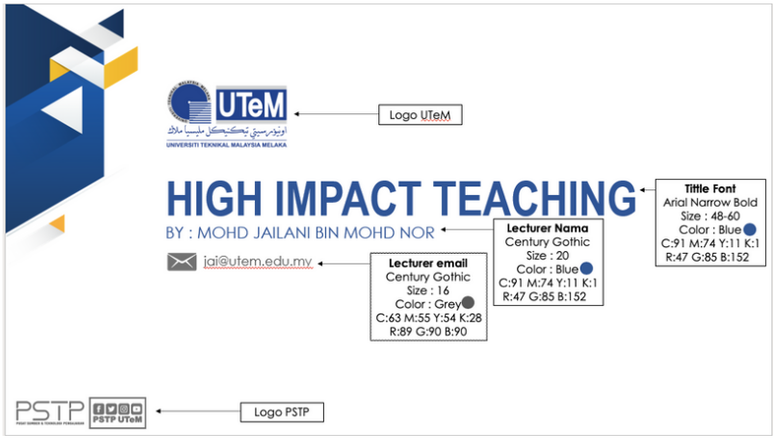
Use the link below to get the slide template.

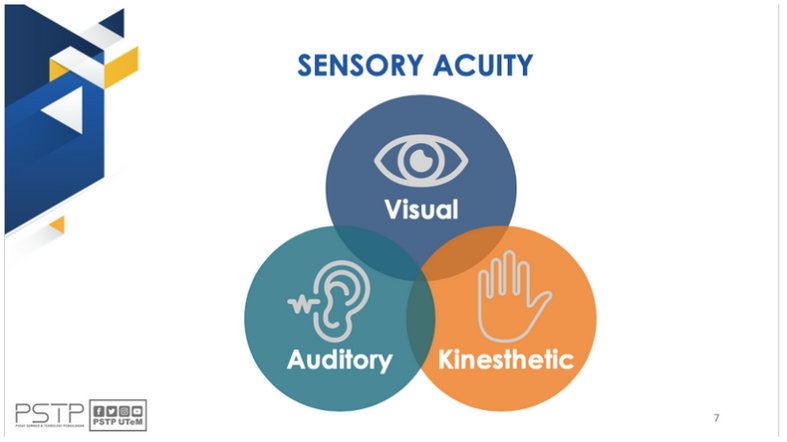
slide Template

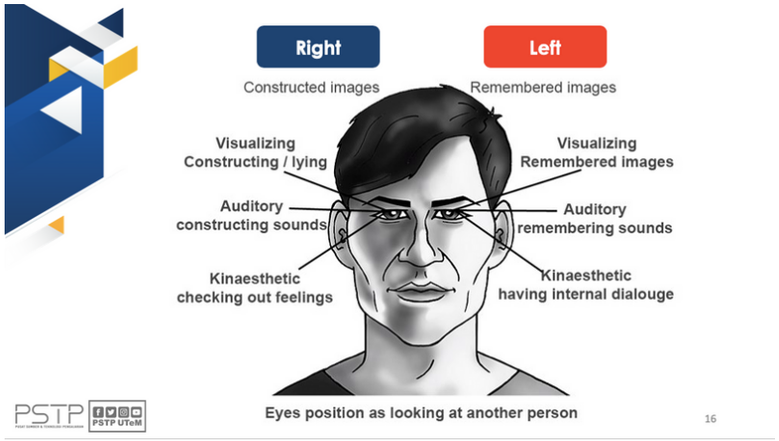
CHOREOGRAPH YOUR COURSE CONTENT

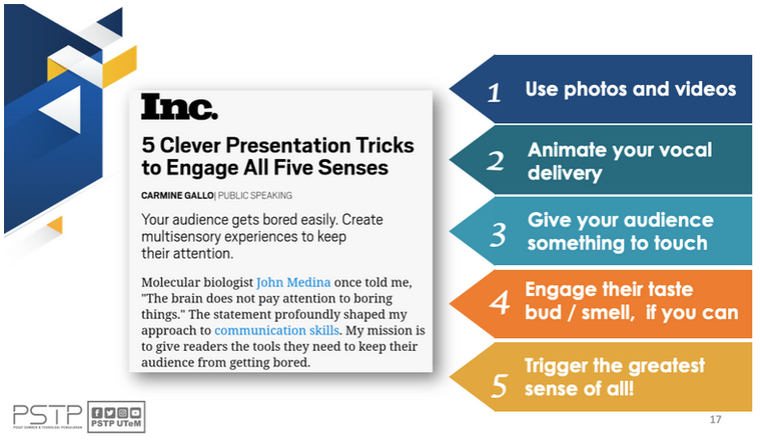
Slide Presentation

Below is a screenshot of the slide template. It provides you with a set of rules and guidelines to use. This template will allow your slide presentation to look professional and not too cluttered.









CHOREOGRAPH YOUR COURSE CONTENT

Slide Presentation

Converting your slide presentation to JPEG and importing it to H5P in UCreds can be an effective way to make your slide presentation more interactive and engaging. H5P is an open-source e-learning authoring tool that allows you to add interactive elements such as quizzes, audio, video, and more to your slide presentation.

By converting your slide presentation to JPEG and importing it to H5P, you can customize the slide presentation to suit your needs and make it more interactive and engaging for your learners. This can help to increase learner engagement and retention, and can also make the presentation more interactive and dynamic.

CHOREOGRAPH YOUR COURSE CONTENT

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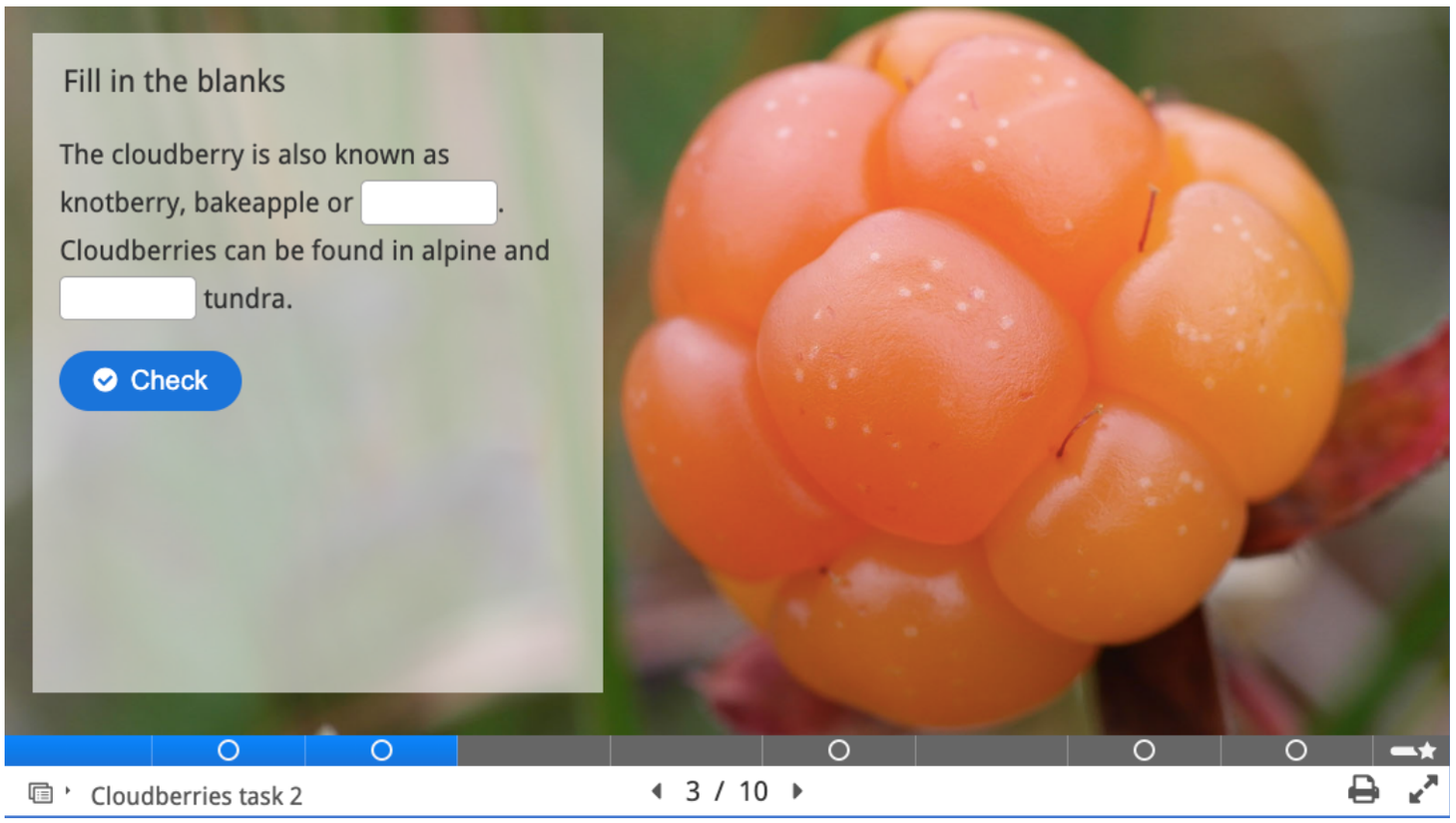

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Slide Presentation

Do's

- Use a similar format for every slide.
- All images, charts, and graphs must be from the same style and color scheme.
- Leave some space in each slide page to break the eyes of the learner

Don’ts

- Don't overcrowd your slide with unnecessary items.
- Don’t use too many font styles.
- Avoid dark backgrounds if you do not know how to handle them.
- Avoid too many words that flooded your slides until they lost their focus as a key point presenter.

CHOREOGRAPH YOUR COURSE CONTENT

Slide Presentation Resources

You might be wondering why others are able to have beautiful charts, infographics, and graphs on their slide. How long does it take to do that?

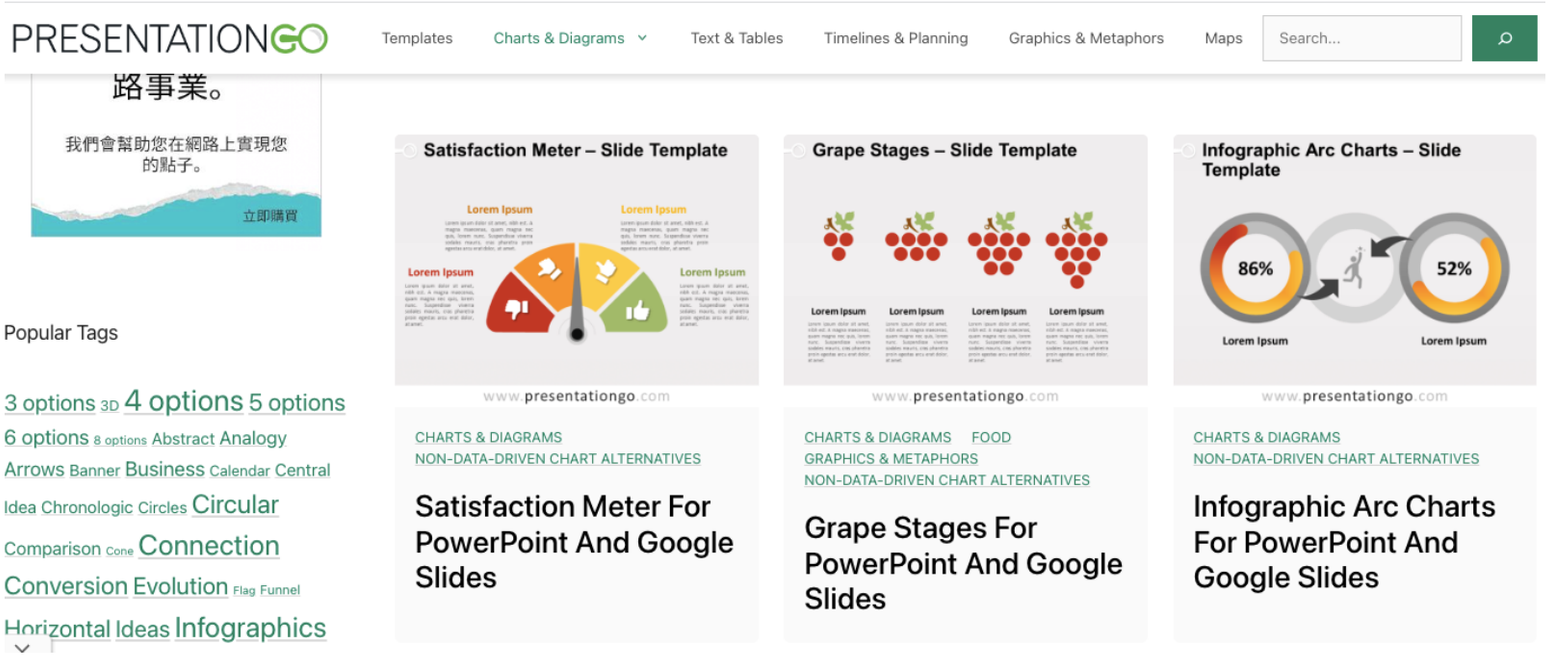
The answer is they don't spend too much time creating it but just use it from the template. Below is the best template for the above-mentioned which you can use in your slides.

https://www.presentationgo.com/

CHOREOGRAPH YOUR COURSE CONTENT

Slide Presentation Resources

Below is a screenshot of beautiful resources in presentationgo that you can use.



Create endless designs for your charts, tables, graphs, etc from PresentationGo. You will spend less time designing beautiful items and concentrating more on other content

CHOREOGRAPH YOUR COURSE CONTENT

Video or Interactive Video

Video can be a very powerful tool in your content creation to deliver an effective self-directed learning process for your SIM.

But designing and developing videos can be very time-consuming. With today's disruptive tools you can create videos in a very short time. The only thing that you need is your creativity, imagination, and what you want to present.

There are many types or styles of videos that you can record and create. Below is an example of what types of videos you should be able to plan for your SIM.

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Video or Interactive Video

- **Screencast videos:** These videos are recordings of your computer screen, with or without audio narration. They can be used to demonstrate procedures, show how a software program works, or explain a concept using PowerPoint slides.
- **Animated videos:** These videos use animation to explain a concept or process in a fun and engaging way. They can be used to present information in a unique and memorable way, and are particularly useful for explaining complex or abstract concepts.
- **Live-action videos:** These videos feature real people, objects, and settings. They can be used to show real-world examples of a concept or process, and can help learners to see how the information applies in the real world.

CHOREOGRAPH YOUR COURSE CONTENT

Video or Interactive Video

- **Voice-over videos:** These videos feature a recorded voiceover that explains the content of the video. This type of video is useful for providing an overview of a topic or for providing step-by-step instructions.
- **Interactive videos:** These videos include interactive elements such as quizzes, polls, and clickable links. They can be used to assess learners' understanding of the content and provide feedback in real time.

It's important to note that, creating videos should be part of your course design and not the other way around. Meaning, you should have a clear understanding of what you want to present and how you want to present it before you start creating your video

Examples of videos that can be created
Types of videos

CHOREOGRAPH YOUR COURSE CONTENT

Infographics Making

Infographics are a powerful visual tool for communicating complex information in a simple and engaging way. They are particularly important in online content because they help to:

- **Grab attention:** Infographics are eye-catching and can quickly draw the viewer's attention, especially in a sea of text-based content. This makes them a great way to stand out and get noticed.
- **Simplify complex information:** Infographics allow you to break down complex information and data into easily digestible visual components, making it easier for viewers to understand and retain the information.
- **Increase engagement:** Infographics are highly shareable and can increase engagement with your content by encouraging viewers to like, comment, and share your content with others.

CHOREOGRAPH YOUR COURSE CONTENT

Infographics Making

- **Improve SEO:** Infographics can improve your search engine optimization (SEO) by increasing the amount of time viewers spend on your website and the number of backlinks to your content.
- **Build brand awareness:** Infographics can help to establish your brand as a thought leader in your industry by showcasing your expertise and knowledge in a visually appealing way.

Overall, infographics are a powerful tool for creating engaging and shareable content that can help to improve your online presence and drive traffic to your website.

CHOREOGRAPH YOUR COURSE CONTENT

Infographics Making

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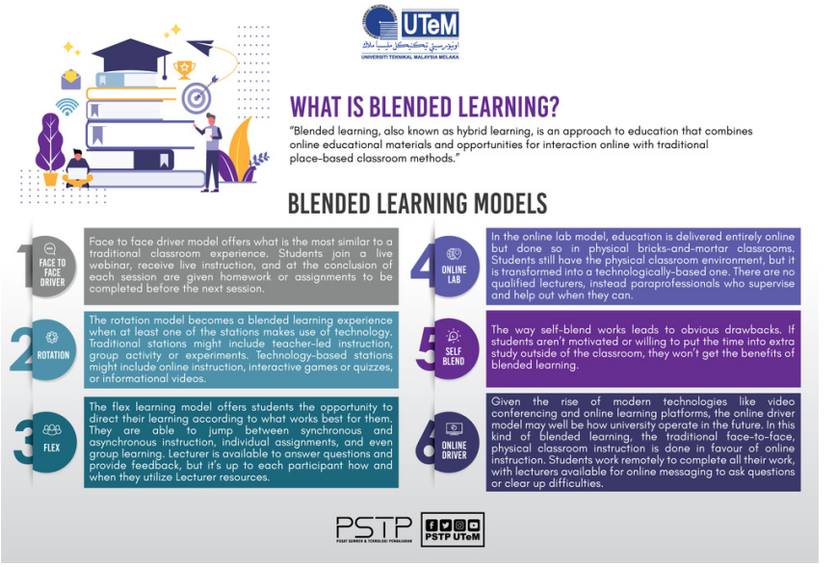
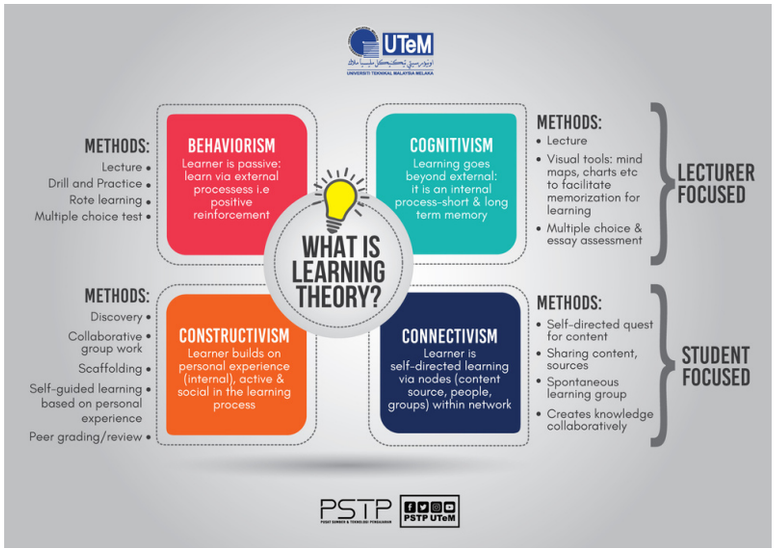
Overall, infographics are a powerful tool for creating engaging and shareable content that can help to improve your online presence and drive traffic to your website.

Canva and presentationgo can be a very powerful online disruptive tool that can help you design your infographics in a very short time.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Infographics





CHOREOGRAPH YOUR COURSE CONTENT

Charts and Diagrams

Charts and diagrams are visual representations of data that are used to communicate complex information in a simple and easy-to-understand way. The purpose of using charts and graphs is to provide a clear and concise way to convey important information, such as trends, patterns, and relationships between data points.

Charts and diagrams are used in various fields, such as business, finance, science, and academia, to help decision-makers and researchers make informed decisions based on the data presented. Some of the key purposes of charts and graphs include:

- **Comparison:** Charts and graphs are used to compare data sets, such as sales figures for different products or revenue streams for different business units.

CHOREOGRAPH YOUR COURSE CONTENT

Charts and Diagram

- **Trends: Charts** and graphs can show trends over time, such as stock prices or website traffic, allowing decision-makers to identify patterns and make predictions about the future.
- **Relationships:** Charts and graphs can be used to show the relationships between different variables, such as the correlation between weather conditions and consumer behavior.
- **Summarization:** Charts and graphs are often used to summarize large amounts of data in a way that is easy to understand and visually appealing.

Overall, charts and diagram are essential tools for visualizing and communicating complex data in a way that is clear, concise, and accessible to a wide audience. Presentationgo can be very powerful tools to create meaningful charts and graphs for your content.

CHOREOGRAPH YOUR COURSE CONTENT

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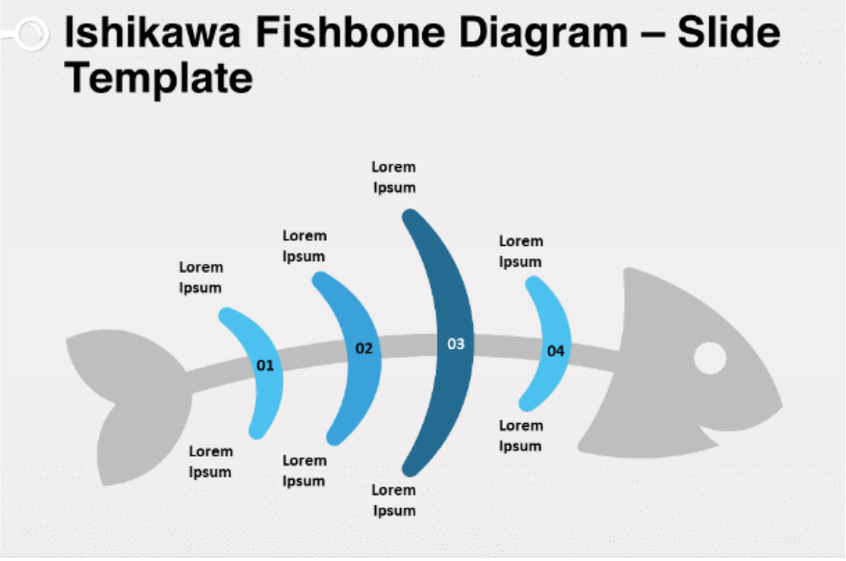
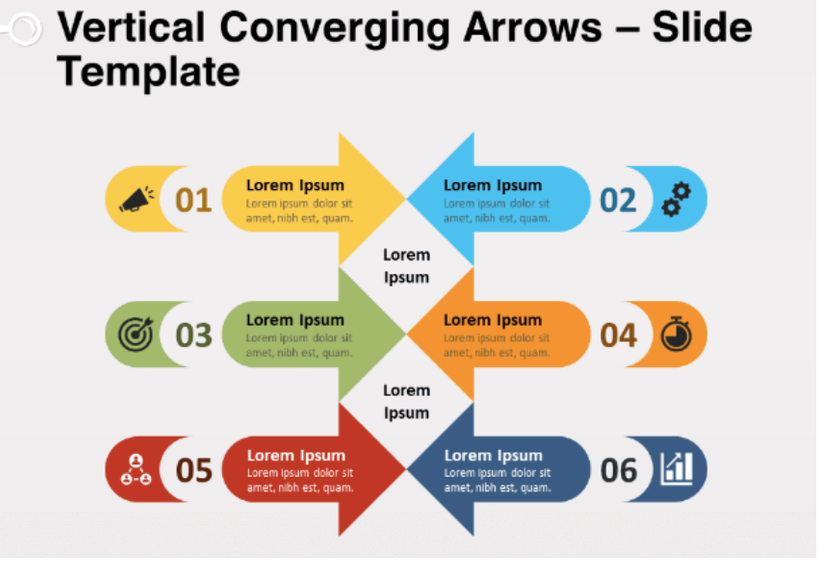
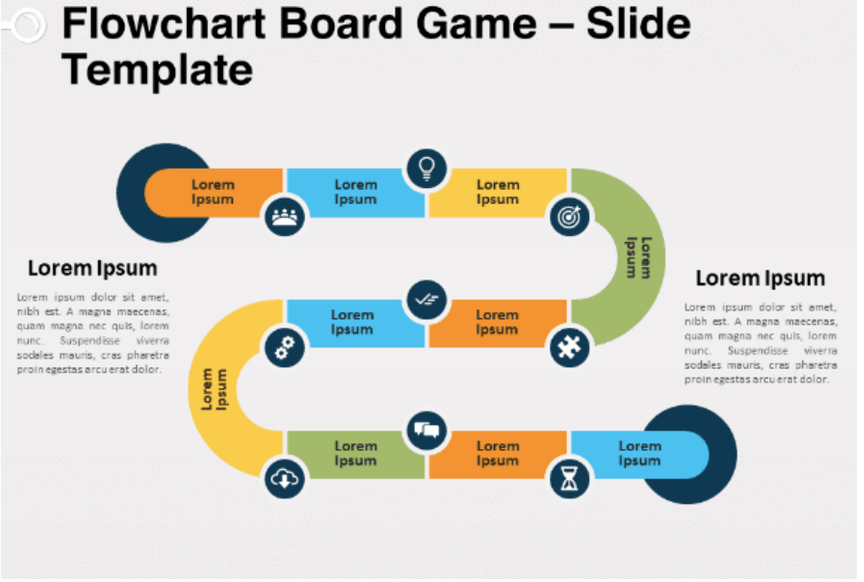
CHOREOGRAPH YOUR COURSE CONTENT

Examples of Charts and Diagram







CHOREOGRAPH YOUR COURSE CONTENT

Assessment and Alternative Assessment

Conventional assessment and an alternative assessment are two different approaches to evaluating student learning. Conventional assessment typically refers to traditional forms of assessment, such as standardized tests, multiple-choice exams, and essays. These assessments are often focused on measuring a student's ability to recall information and demonstrate mastery of a particular subject or set of skills.

Conventional assessments tend to be summative in nature, meaning that they are used to evaluate student performance at the end of a course or unit.

CHOREOGRAPH YOUR COURSE CONTENT

Assessment and Alternative Assessment

Alternative assessment, on the other hand, is a broader category of assessment methods that are designed to provide a more comprehensive picture of what a student knows and can do. Alternative assessments may include performance-based assessments, portfolio assessments, project-based assessments, and self-assessments.

These assessments often require students to demonstrate their skills and knowledge in real-world scenarios, to reflect on their progress and growth, and to engage in complex and sustained projects that involve collaboration with others. Alternative assessments tend to be formative in nature, meaning that they are used to provide ongoing feedback to students and to guide instructional decisions.

CHOREOGRAPH YOUR COURSE CONTENT

Assessment and Alternative Assessment

The main difference between conventional assessment and alternative assessment is the focus on skills and competencies. Conventional assessments tend to focus on measuring a student's ability to recall information, while alternative assessments are designed to measure a broader range of skills and competencies, such as critical thinking, creativity, problem-solving, collaboration, and communication.

Alternative assessments are also more likely to engage students in deeper and more meaningful learning experiences, as they require students to apply their skills and knowledge in real-world scenarios.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Alternative Assessment

- **Performance-Based Assessment:** A high school science teacher might ask her students to design and carry out a scientific experiment to investigate a real-world problem. The students would be asked to develop a hypothesis, design an experiment to test the hypothesis, collect and analyze data, and present their findings in a written report and oral presentation. The teacher would assess the students' ability to design and carry out an experiment, analyze data, draw conclusions, and communicate their findings effectively.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Performance-Based Assessment

A college-level web development instructor might ask their students to design and develop a fully functional website for a small business or organization. The students would be asked to work in teams, identify a client and their needs, plan the website structure and design, code the website using HTML, CSS, and JavaScript, and test and debug the website. The website should be designed to be responsive and accessible.

To make the assessment more authentic, the instructor could invite a small business owner to evaluate the final websites and provide feedback. The students would be assessed on their ability to understand and meet client needs, design and develop a functional and user-friendly website, work collaboratively with team members, and effectively communicate their design decisions and problem-solving strategies.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Performance-Based Assessment

This type of performance-based assessment allows students to apply their programming skills and knowledge to a real-world scenario, while also developing their problem-solving, teamwork, and communication skills. It provides a more comprehensive and authentic assessment of the students' abilities, compared to traditional assessments that only measure knowledge of programming concepts. It also provides an opportunity for students to showcase their work to potential clients or employers.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Alternative Assessment

- **Portfolio Assessment:** A college writing instructor might ask her students to collect and curate a portfolio of their writing over the course of the semester. The portfolio might include drafts, revisions, and final versions of essays, as well as reflections on the writing process and feedback from peers and the instructor. The instructor would assess the students' writing skills, as well as their ability to reflect on their own growth and development as writers.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Portfolio Assessment

- **Digital Portfolio: A high school or college-level ICT instructor might ask their students to create a digital portfolio of their work throughout the course. The portfolio might include screenshots of completed projects, code snippets, reflections on the learning process, and peer and instructor feedback. The instructor would assess the portfolio based on the quality of the work, the level of understanding and mastery demonstrated, and the ability to reflect on the learning process.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Portfolio Assessment

- **Design Portfolio: An ICT instructor might ask their students to create a design portfolio that showcases their ability to design user interfaces, websites, or other digital media. The portfolio might include wireframes, mockups, design sketches, and final designs. The instructor would assess the portfolio based on the quality of the designs, the ability to create user-centered designs, and the ability to apply design principles and best practices.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Portfolio Assessment

- **Programming Portfolio: An ICT instructor might ask their students to create a programming portfolio that demonstrates their ability to develop code and solve programming problems. The portfolio might include code samples, programming projects, explanations of programming concepts, and reflections on the learning process. The instructor would assess the portfolio based on the quality of the code and the ability to demonstrate mastery of programming concepts and problem-solving strategies.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Portfolio Assessment

- **Multimedia Portfolio: An ICT instructor might ask their students to create a multimedia portfolio that showcases their ability to create and edit digital media. The portfolio might include videos, animations, digital art, or other multimedia projects. The instructor would assess the portfolio based on the quality of the work, the ability to apply multimedia tools and techniques, and the ability to create effective and engaging digital media.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Alternative Assessment

- **Project-Based Assessment:** An elementary school social studies teacher might ask her students to work in groups to research and develop a proposal for a community service project. The students would be asked to identify a need in their community, research possible solutions, develop a plan for implementing the project, and present their proposal to a panel of community leaders. The teacher would assess the students' ability to collaborate with others, conduct research, develop a proposal, and present their ideas effectively.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Project-Based Assessment

- **Mobile Application Development Project: A high school or college-level ICT instructor might ask their students to develop a mobile application that addresses a specific problem or meets a specific need. The project would require students to plan the application, design the user interface, develop the application, test and debug the application, and present the application to the class. The instructor would assess the project based on the quality of the application, the ability to solve the problem or meet the need, the ability to work collaboratively, and the ability to present the application effectively.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Project-Based Assessment

- **Cybersecurity Project: An ICT instructor might ask their students to design and implement a cybersecurity project that demonstrates their understanding of cybersecurity concepts and best practices. The project might involve conducting a security assessment of a network, developing and implementing security policies and procedures, or testing and evaluating security tools and technologies. The instructor would assess the project based on the quality of the project, the ability to apply cybersecurity concepts and best practices, and the ability to present and communicate the project effectively.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Project-Based Assessment

- **Data Analysis and Visualization Project: An ICT instructor might ask their students to develop a data analysis and visualization project that demonstrates their ability to analyze and interpret data using appropriate tools and techniques. The project might involve collecting and analyzing data from a variety of sources, designing and implementing a data visualization, and presenting the findings to the class. The instructor would assess the project based on the quality of the analysis and visualization, the ability to use appropriate tools and techniques, and the ability to present the findings effectively.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Project-Based Assessment

- **Web Development Project: An ICT instructor might ask their students to develop a web development project that demonstrates their ability to design and develop a functional and user-friendly website. The project might involve identifying a client and their needs, planning the website structure and design, coding the website using HTML, CSS, and JavaScript, and testing and debugging the website. The instructor would assess the project based on the quality of the website, the ability to meet client needs and design requirements, the ability to work collaboratively, and the ability to present the website effectively.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Alternative Assessment

- **Self-Assessment:** A middle school math teacher might ask her students to reflect on their own learning and progress in the course. The students would be asked to identify their strengths and weaknesses in math, set goals for improvement, and develop a plan for achieving their goals. The teacher would assess the students' ability to reflect on their own learning, set goals, and develop a plan for improvement.

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Self-Assessment

- **Reflection Journal: Students could be asked to keep a reflection journal throughout the course, in which they reflect on their learning process, progress, and challenges. The journal entries could include questions such as "What did I learn today?", "What did I find challenging?", "What strategies did I use to overcome challenges?", "How can I apply what I learned in future projects?", and "What skills do I need to improve?". At the end of the course, students could review their journal entries and assess their progress and development.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Self-Assessment

- **Skill Self-Assessment: Students could be asked to assess their own skills in specific ICT areas at the beginning and end of the course. The self-assessment could include questions such as "How confident do you feel in programming?", "How familiar are you with the use of specific software tools?", or "How comfortable are you with project management?". Students could compare their initial self-assessment with their final self-assessment to measure their progress and identify areas for improvement.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Self-Assessment

- **Project Self-Assessment: After completing a project or assignment, students could be asked to assess their own work and identify their strengths and weaknesses. The self-assessment could include questions such as "What was my role in the project?", "What did I contribute to the project?", "What aspects of the project did I find challenging?", and "What would I do differently next time?". The self-assessment would help students develop self-awareness and identify areas for improvement in their work.**

CHOREOGRAPH YOUR COURSE CONTENT

Examples of Self-Assessment

- **Learning Goals Self-Assessment: At the beginning of the course, students could be asked to set their own learning goals and identify specific areas they want to improve in. Throughout the course, students could assess their progress toward their learning goals and identify any adjustments needed. The self-assessment could include questions such as "What are my learning goals for this course?", "How am I progressing towards my learning goals?", and "What adjustments do I need to make to achieve my learning goals?". The self-assessment would help students take ownership of their learning process and set achievable goals for themselves.**

09

CONTENT
CURATION

CURATE YOUR COURSE CONTENT IN UCREDS

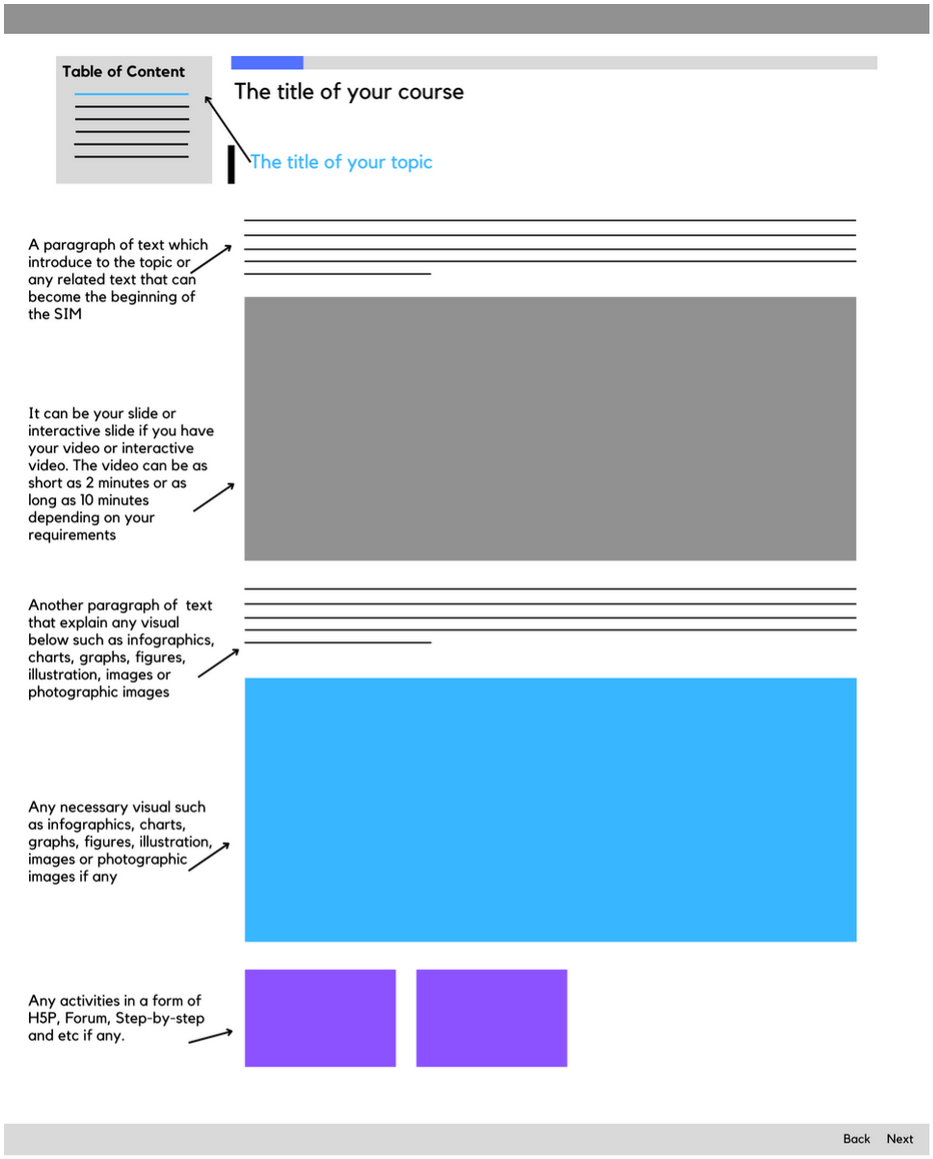
What is curating

Curating all the content that you have developed earlier is a set of skills. Different people will curate it differently based on what learning theory they want to apply to their SIM. But the most basic rule is to cover all Learning Styles requirements from VARK model that we discussed earlier. On the next page is the graphical representation of what you should have in your SIM. The example is for a small unit of learning such as 8 SLT.

In summary, instructional designers need to have a combination of skills in needs assessment, content curation, multimedia design, learning experience design, technology integration, and evaluation and assessment to effectively curate content for online learning.

CURATE YOUR COURSE CONTENT IN UCREDS

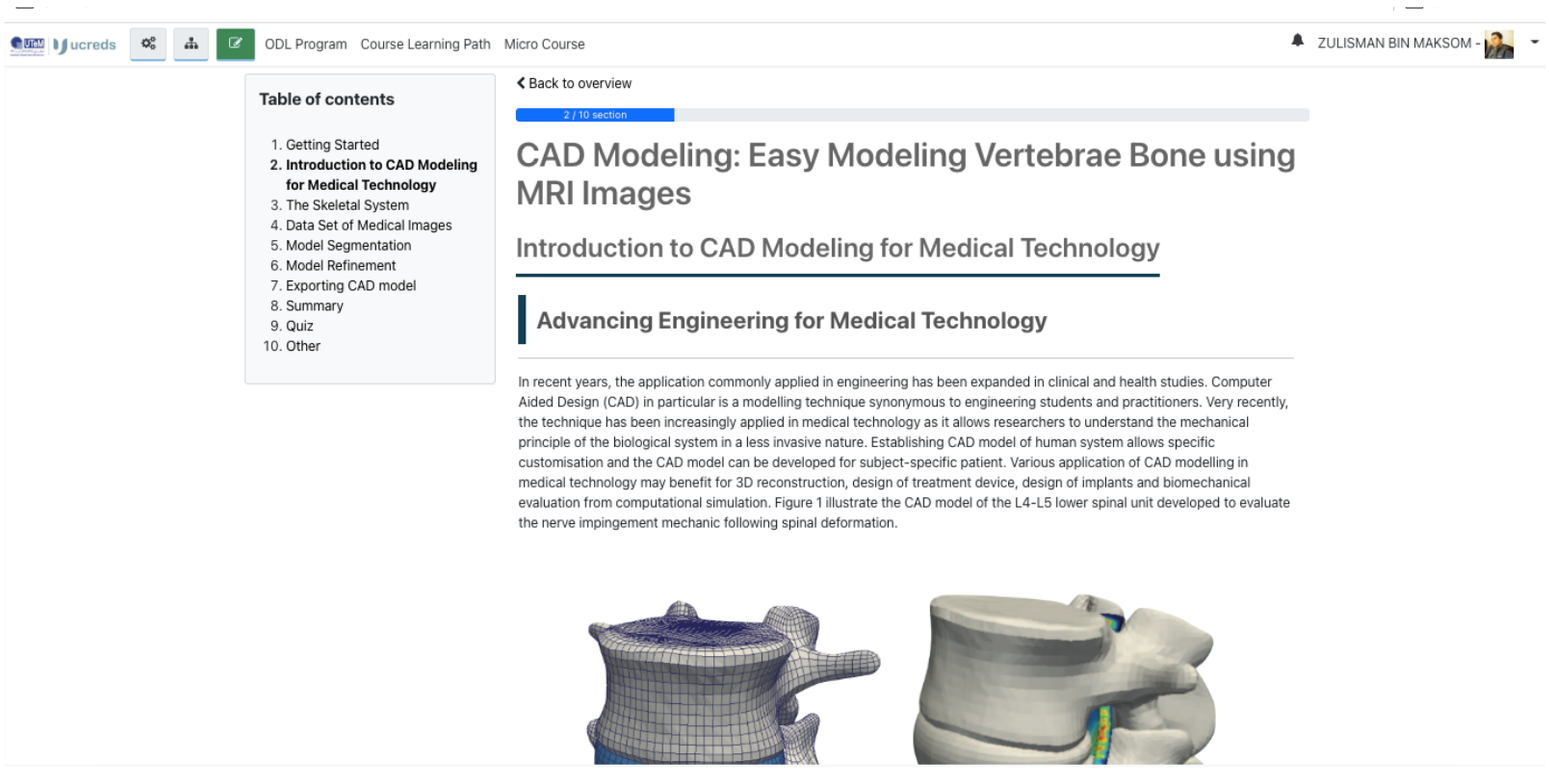
Basic guide on arranging and curating a content for single sub Topic for your SIM



CURATE YOUR COURSE CONTENT IN UCREDS

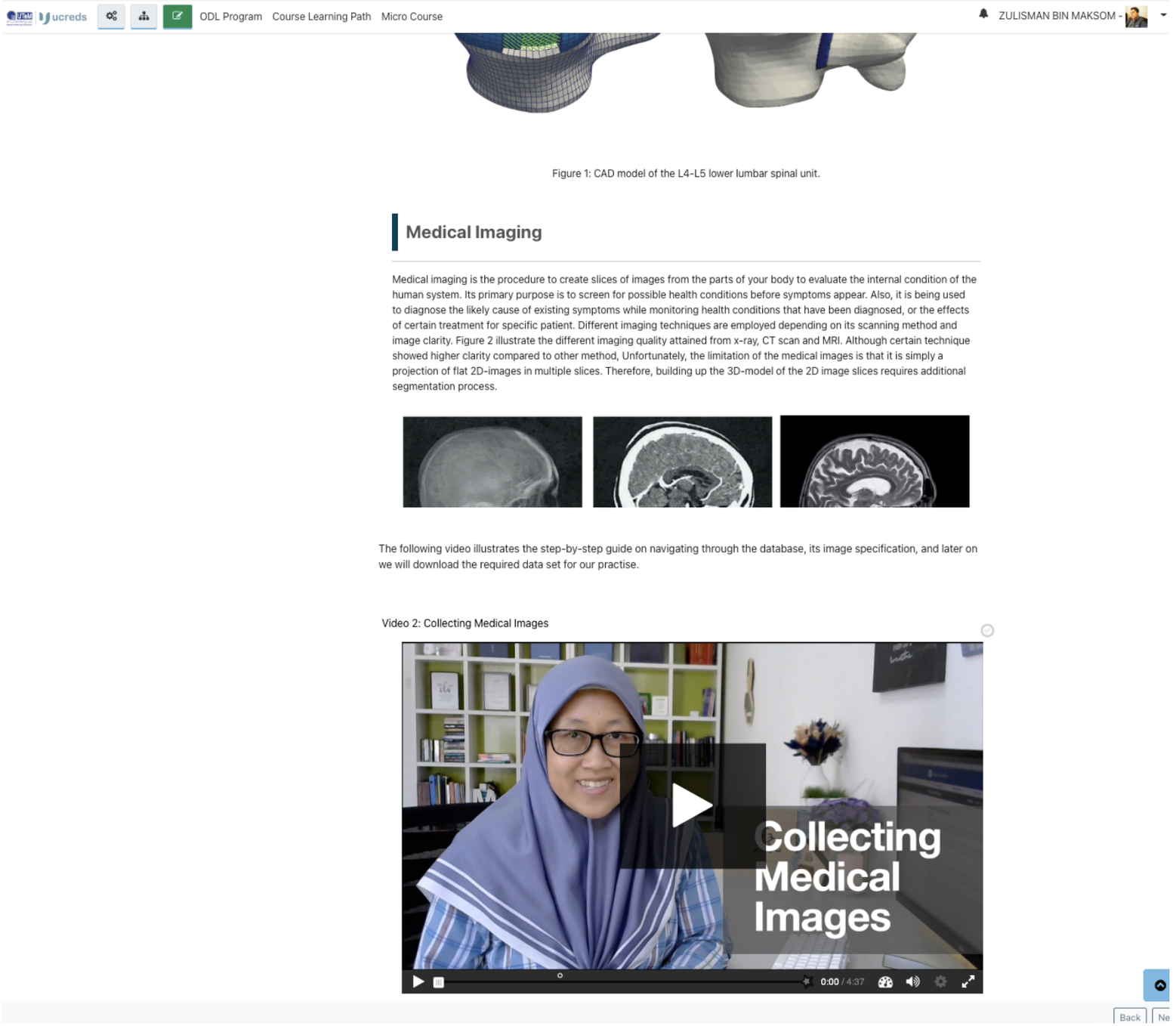
Example of curated SIM content

Below is one of the curated content examples which might inspire you to start developing your own.



CURATE YOUR COURSE CONTENT IN UCREDS

Example of curated SIM content



CURATE YOUR COURSE CONTENT IN UCREDS

Tips

Set induction is a method of activating prior knowledge and preparing learners for new information. It can be used at the beginning of a course or lesson to help learners connect new information to what they already know and to increase their motivation and engagement. There are several ways to implement set induction in an SIM. Here are a few examples:

- **Scenario-based questions:** Provide a real-world scenario and ask learners to answer questions or make predictions about what might happen next.
- **Short games:** Create a simple game or quiz related to the topic of the course or lesson. This can help learners review their existing knowledge and get excited about the new material.
- **Polling:** Use a polling tool to ask learners a question or series of questions related to the topic of the course or lesson. This can help you gauge their prior knowledge and understanding and tailor your instruction accordingly.

CURATE YOUR COURSE CONTENT IN UCREDS

Tips

- **Visual prompts:** Use images, diagrams, or infographics to present a concept or problem and ask learners to make observations or inferences.

It's important to choose the set induction that aligns with the learning objectives, the topic, and the level of the learners.

TOOLS

Tools to help you create the content

Video Editing Tools

CapCut
VN Video editor

Graphics Tools (Charts, Diagram, Infographics, Illustration)
Canva
PresentationGo

Royalties-free images, illustrations, video
Pixabay

Videos, Animations creation (limited free space)
Renderforest

Screen Recording
CoolCam (Windows Only)
ScreenRec

Interactive Content
H5P (This is built in function in UCreds Platform

TOOLS

Tools to help you create the content

Analytic Simulator

Insight Maker
Free Logic

Emulator

CircuitLab
Liquid Simulator

10

CONCLUSION

IN CONCLUSION

There is no right or wrong

In the end, there is no right or wrong on how we create and curate the SIM. The most important thing is to understand the learning theory, TPACK, learning style, and what type of assessment is suitable to assess the learning outcome set for the SIM.

Creativity, and being critical is the key to the success of SIM creation and curation.

It is also important to test and evaluate your SIM before releasing it to your learners. This will allow you to make any necessary adjustments and ensure that it is meeting its intended learning goals and objectives. Additionally, getting feedback from learners during and after the course can also help improve the SIM for future iterations.

Here are some words of wisdom to be innovative in your teaching:

- **Embrace change:** Embrace change and don't be afraid to try new things in your teaching. Innovation requires stepping out of your comfort zone and exploring new approaches.
- **Stay curious:** Stay curious and keep up with the latest trends and developments in your field. This will help you stay motivated and inspired to try new teaching strategies.
- **Focus on the student experience:** Put the student experience at the center of your teaching and focus on creating engaging, interactive, and personalized learning experiences that meet the needs and interests of your students.
- **Collaborate with colleagues:** Collaborate with your colleagues and share ideas, resources, and best practices. This can help you gain new insights and perspectives, and inspire you to try new teaching approaches.

- **Take risks:** Take calculated risks and don't be afraid to experiment with new teaching methods. This can lead to breakthroughs and innovations in your teaching that can have a positive impact on student learning.
- **Emphasize lifelong learning:** Emphasize the importance of lifelong learning to your students and lead by example. Show them that you are committed to continuous improvement and innovation in your own teaching practice.
- **Be flexible and adaptable:** Be flexible and adaptable to changes in the teaching environment, such as new technologies, new student demographics, and changing pedagogical approaches. This can help you stay relevant and effective in your teaching.
- **Seek feedback:** Seek feedback from your students and colleagues on your teaching approach and use this feedback to refine and improve your teaching strategies.
- **Believe in yourself** and your ability to innovate in your teaching practice. Remember that innovation is a process that requires patience, persistence, and a willingness to take risks and learn from failures.

Dear University Teachers,

As we continue to navigate through these unprecedented times, it's important to remember that we are all in this together. The transition to online learning has been challenging, but it has also presented us with an opportunity to innovate and rethink the way we teach and engage with our students.

As university teachers, you play a critical role in shaping the minds and futures of your students. Your dedication, creativity, and adaptability in this online learning environment are more important than ever before.

By embracing the possibilities of online learning, you have the power to create immersive and engaging learning experiences that can inspire and transform your students. Whether it's through interactive discussions, engaging videos, or collaborative projects, you have the ability to create a dynamic and impactful learning environment that can motivate and challenge your students to reach their full potential.

Remember that your efforts and commitment to online learning are making a difference in the lives of your students. Your passion for teaching and your willingness to adapt and innovate in these challenging times are truly inspiring.

Sincerely,
Dr. Zulisman Maksom