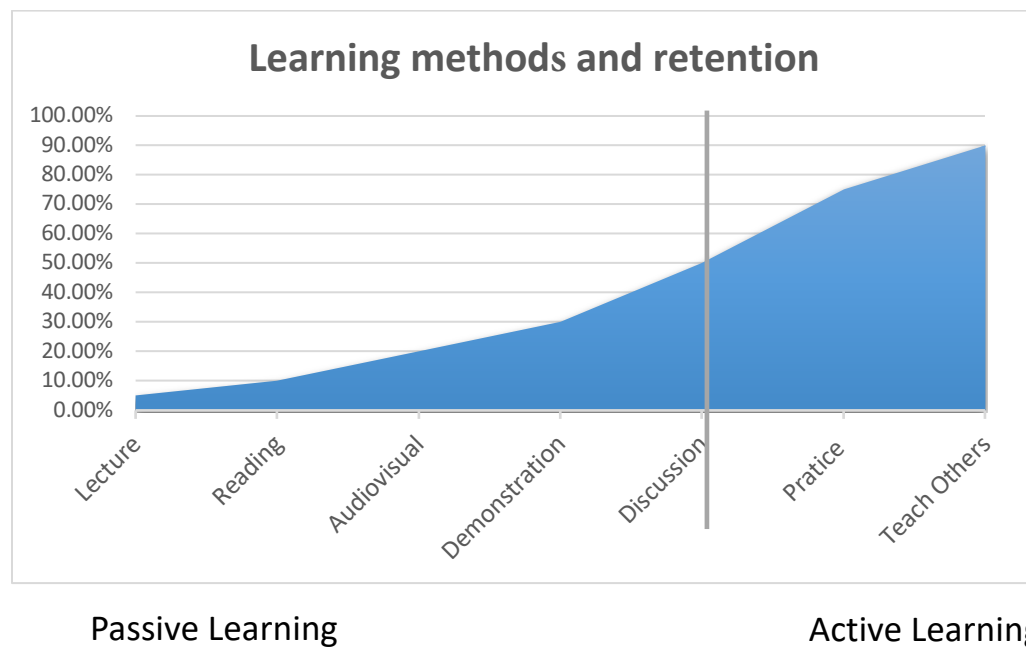


## Introduction: Learning methods and retention

The retention of knowledge varies depending on the level of active engagement that the learner has with the content. This ranges from passively listening to a lecture all the way to teaching or explaining back the material to others. Most successful learning programs usually have a mix of these delivery types.



The role of the instructional designer is to identify opportunities to develop learning programs that have a combination of passive and active learning strategies. This is particularly true with the necessity to hold classes virtually.

Depending on the level of commitment of the instructional designer, they can:

- Repair** - Make minor changes to existing courses
- Remodel** - Modify the content to allow for more active learning strategies
- Redo**- Design a course based on existing material from the ground up starting with a needs assessment

Regardless of the level of commitment, the instructional designer should conduct some level of assessment to measure the effectiveness of the program.

## Repair:

This level of Instructional Design implementation is best for situations where a course is already developed and planned. There is a limited time for edits and intervention other than insuring that established objectives are attainable through online delivery.

Area	Course Manager responsible for:	The Instructional Designer will work with the course managers to:
Course Content & Learning Outcomes	All course content, structure, overall organization and means of delivery  Production of related course materials	Identify opportunities with existing content for interactivity
Strategy	The means and method of instruction	Create structured questions throughout presentation
Platform	Slides and related content	Advise on use of content within Moodle/Canvas (LMS)
Training Evaluation	Provision of pre-session assignments	Measure effectiveness of training and recommend changes moving forward

### **This Approach is Good For:**

- Programs of study that contain a lot of fundamentals which require basic mastery. (List, Describe, Define)
- Conditions where limited time and resources for more involved revisions.

**Example Exercise:** During live instruction, students will answer a poll question, “What do you feel is the largest barrier to use of telemedicine today? The instructor will post the results as they come in and will be prepared to discuss the results. two questions

## Remodel:

In this instance, the course is developed and there is some time for modifying learning strategies to drive more active and experiential learning.

Area	Course Manager responsible for:	The Instructional Designer will work with the course managers to:
Course Content & Learning Outcomes	Course content and identification of possible areas for improvement  Produce materials with guidance from ID	Modify objectives and related activities to promote active learning where possible
Strategy	Partner with ID on means and method of instruction with emphasis on interactivity.	Identify content that can be repurposed for online, interactive learning
Platform	Work with ID to incorporate instruction materials with Zoom sessions, discussion questions etc.	Modify LMS system to optimize for more interactive learning
Training Evaluation	Help ID measure success of training program and next steps for future version of lessons.	Conduct survey-based assessments and review LMS analytics to measure engagement.

### This Approach is Good For:

- Programs of study that require the learner to apply learned concepts and principles to various situations or scenarios. (Compare, apply, provide example)
- Time and resource constraints make it difficult to execute a full revision of the course.

**Example Exercise:** Before a live or pre-recorded lesson, the students are required to read an assigned article related to the upcoming lecture. They are asked to provide two questions related to the reading on a discussion board. The instructor will then identify the most common or provocative questions and spend 15 minutes of live discussion on them at the beginning of the next live session.

## Redo:

The course may or not be fully developed but there is the time and opportunity to re-access instructional needs in the context of different learning contexts. Special attention is given to mapping learning objectives to a mix of live and asynchronous learning that promotes, discussion, analysis, and synthesis.

Area	Course Manager responsible for:	The Instructional Designer will work with the course managers to:
Course Content & Learning Outcomes	Subject matter expertise for course content.  Partnering with ID on revising outcomes.	Assess needs to re-evaluate needs of learners and design objectives accordingly
Strategy	Content for pre-work (readings)	Work with educator to create and build lessons/materials that align with needs assessment
Platform	Work with ID to incorporate Zoom sessions, discussion questions into LMS	Partner with ETMD to develop interactive materials for use in live sessions as well as self-paced materials.
Training Evaluation	Identification of evaluation goals. (Learner experience, short/long term retention)	Conduct assessments (surveys) that measure engagement as well as longer term retention.

### This Approach is Good For:

- Programs of study that require a mix of live instruction woven into related offline group work.
- Course managers and instructors that have time to develop course materials and have time to develop new ones.

**Example Exercise:** Students are given well-structured, long-term assignment where they need to collaborate with others in the class on a particular topic and then present their work to the entire class. The assignment is directly related to specific course readings, recorded, and live instruction as well as outside research.

All levels of Instructional Design will emphasize the importance of active learning methodologies.

Function	Answers the question	Minor modifications (Repair)	Modify (Renovate)	Full Design/ Re-Design (Rebuild)
Analyze Needs	What do learners need to know at the end of the program?	Take identified needs and ensure that they are met through existing content	Take identified needs and align with learning strategy	Re-evaluate needs and potential changes to instruction
Design Learning	How is learning building to achieve desired results online.  What content is used, where and how?	Design of learning is set. Make minor adjustments so that content will translate appropriately online.	Identify opportunities to modify instruction to include minor different instructional strategies. (Asynch learning, active questions etc.)	Create objectives or outcomes based on needs assessment, design strategies that map to the objectives. Emphasis on active learning and high engagement delivery
Develop Content	Is this structured and built for online leaning?	Content is developed but needs optimization for online learning.	Revise instruction so that it is digestible for online learners. Emphasis on retention	Work with ETMD team to develop interactive materials and /or activities
Implement Program	Is the LMS ready, do the links work. Are resources available to help with Zoom, discussion rooms etc?	Help to get materials hosted and delivered via Zoom or other platforms	Build and host course in LMS. Emphasis on usability	Deliver training program with coordinated combination of real time and asynchronous learning with an effort to foster interactivity
Evaluate	Did the training meet the objectives? To changes need to made for the next iteration?	Likert scale survey	Conduct survey as well as look at reporting and analytics in LMS	Conduct surveys at the close of training as well as follow-up 30-60 days afterword.