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INSTRUCTIONAL DESIGN & TECHNOLOGY

Signature Assignment

**Migrating from classroom to digital teaching for
driver education instructors
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TOPIC SELECTION

Topic: Migrating from classroom to digital teaching for driver education instructors.

Goal of Instruction: To prepare classroom instructors of driver education to deliver the course online as opposed to traditional classroom settings.

Rationale: I am an Ontario-licensed classroom and in-car driving instructor in driver education. The province is in the process of allowing the 20 hours of driver education non-in-car training to be delivered online. As the project manager and instructional designer of the online course for 15 driving schools in the CAA Approved Driving School Network, I have to convince and train the stakeholders that a properly developed online curriculum will surpass the benefits of the existing course currently delivered only through traditional classroom settings.

A prototype of the online course was already submitted and graded as the capstone project for IDT400x. This signature assignment, if approved, will serve as the required training course for instructors wanting to teach the new curriculum, many of whom have already seen a demo of the LMS hosting the online course.

The IDT 100-400 series courses are to help me produce the course. Other than a teaching certificate from the Humber School of Transportation in Ontario on driver education, I also hold a certificate from the Harvard Derek Bok Center on teaching and learning strategies for higher education, as well certificates on data science and cybersecurity from the Harvard Extension School. The data science and cybersecurity backgrounds align very well with instructional designs.

Description / Background of Learner (who would need this instruction): Learners taking this instructional unit are already licensed classroom instructors in Ontario. This unit will supplement their driver education teaching skills with knowledge and tools on eLearning delivery.

Terms of reference: Since there are two types of learners involved, for the purpose of wasy identification, throughout this training course the instructors-in-training will be referred to as "learners" and the novice drivers they teach as "students".

TASK ANALYSIS

Goal of Instruction:
List terminal objective based on a Higher Order Thinking Skill (Blooms Taxonomy)

Learners will be introduced to new online teaching technology and tools, and guided to relate them to the teaching experience they already possess. They will be convinced and converted to apply the new tools in their teaching of the new online curriculum. To experience the benefit of eLearning, the learners are also required to scan through the course to be taken by their students at the following URL:

Course name: eBDE101
https://ebde101.talentlms.com/

User name: XXXXXXXX

Student number: 2019E-002

Password: XXXXXXXXX

Performance Based Assessment:
How will you assess your learners based on them applying content from your instruction?

The learners (teachers in training) will be given assignments and formative quizzes to verify the learning. Since the quizzes are formative in nature, learners are given unlimited attempts until they can get their answers correct with a goal of 100%.

Learners will be asked to at the end of the unit to provide three examples on how they can maintain and encourage student participation throughout the online course.

Tasks:

1. Cognitive skills in running an online course [1]

   a. Cite the importance and give examples of Multi-Factor Authentication.

   b. Prepare and record a 3-4 minute podcast or video as their introductory lecture to their own students.

   c. Complete and submit a survey on eLearning.

2. Affective conversion and comprehension of technology

   a. Give examples on how to know their students better online.

   b. Author a code of ethics for their students to sign to encourage honesty and integrity in learning.

   c. Submit a picture or photo to the LMS to witness the speed of assignment collection channels.

3. Application of new learning technology

      a. Start a topic in an interactive blog provided by the LMS

      b. Grading assignments submitted by their students (mock data)

      c. Review and comment survey feedbacks provided by their peers.

4. Analysis of new teaching methods

      a. Associate traditional teaching tasks with new teaching options

      b. Analyze data collected in formative assessments

      c. Determine learning obstacles faced by their own students, is it technology or general comprehension?

5. Evaluation

      a. Identify samples of quizzes and determine if they are formative or summative in nature.

      b. Based on marking rubrics provided, grade a sample assignment.

      c. Based on mock feedback data, recommend a change in the online course.

TASKS, OBJECTIVES AND MEASUREMENTS [2]

For this study, develop at least three objectives based on the results of your task analysis. (*Review Blooms' Taxonomy to help identify key action verbs to write our objectives*). For each objective identify how you will formatively evaluate students' ability to meet each objective you have identified from the task analysis. Reminder: if you have an objective you must identify a way to evaluate students' progress in meeting that objective (called alignment).

<u>Objectives</u>

1. Determine cognitive skills in running an online course

2. Measure affective conversion and comprehension of technology

3. Ability to apply new learning technology

4. Interpret analytics

5. Listening to the learners

<u>Measurements/Evaluation (one per objective)</u>

1. Submission of a podcast or video as introductory lecture.

2. Multiple-choice summative quiz on LMS features

3. Mix and match, identify equivalent online tools to replace classroom tasks.

4. Short reply on a student's complaint on a technological issue.

5. Recommend a change to the course based on the feedback.

CITATION AND REFERENCES

1. Clark, D.R. (2004). *Bloom's Taxonomy of Learning Domain*. Retrieved from http://www.nwlink.com/~donclark/hrd/bloom.html

2. Armstrong, Patricia. (2010) Bloom's Taxonomy. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/