Self-instructional Material Crash Course

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Innovating Solutions

Content

SIM and SLT Mapping

Learning materials development

Arranging the learning materials using SIM instructional design

Writing the instructions

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Self-instructional Materials

Learning materials

Contain instructions

Guide independent self-learning

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Learning Devices for SIM

- Tests of Prior Knowledge
- Advance Organizers
- Learning notes
- Activities
- Examples
- Self-tests
- Summaries and List of Key Points (K-W-L)
- Study Tips
- Animations
- Hypertext Links

Test of Prior Knowledge

Types of Raingauges

Mark as done

In a group of TWO,

1.Non-Recording
2.Recording Gauge
  a. Tipping Bucket
  b. Weighing
  c. Float

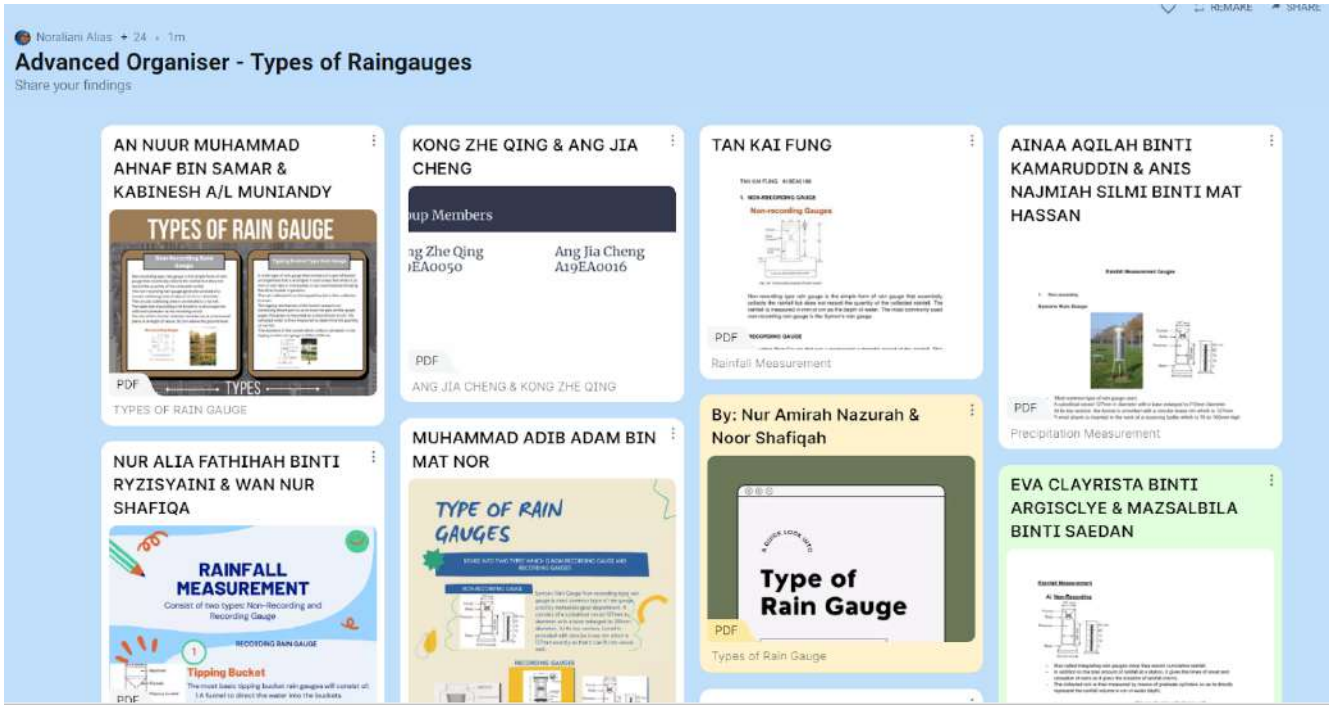
You may search the information in the internet

Include your name & figures of the gauge.

Time given -20minutes.

Please share in PADLET:

https://padlet.com/noraliani/64qtovsodpgtzjeb



Advance Organizers

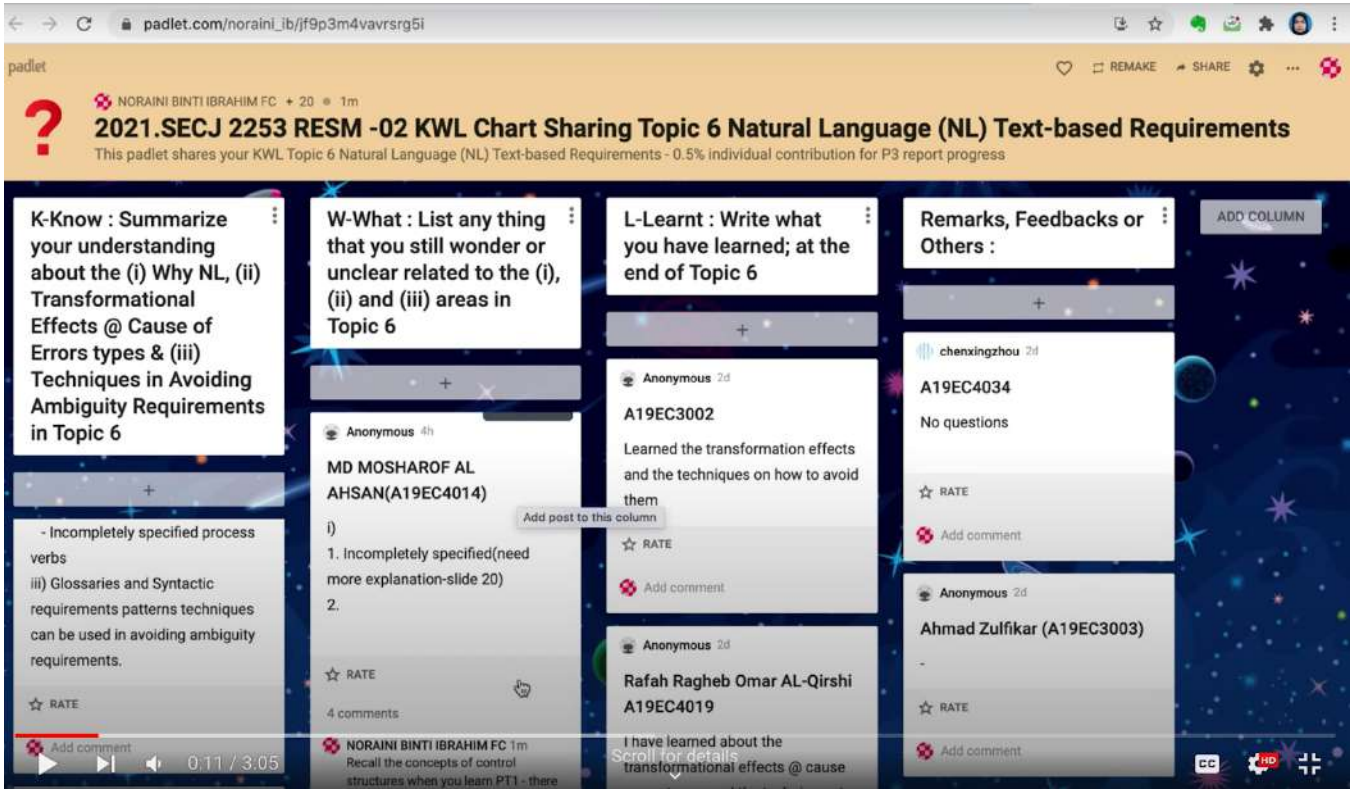
Brainstorming is one of the most popular ideation techniques. In this guide, we will learn why brainstorming is important, how to run an effective brainstorming session. Make sure to click the **BULB ICONS** to read on if you want to become a skilled brainstorming students and set the stage for creative and bold projects to get started.

Brainstorming Ideas Submission

You must sketch and draw ideas at sketchpad to brainstorm approximately available innovative and uniques versatile mobile application. To generate fresh ideas, participants need to consider some speedy tricks as below:

1. Find at least 3 references
2. Get an idea or a problem
3. Identify the need.
4. Get feedback quickly and improvise

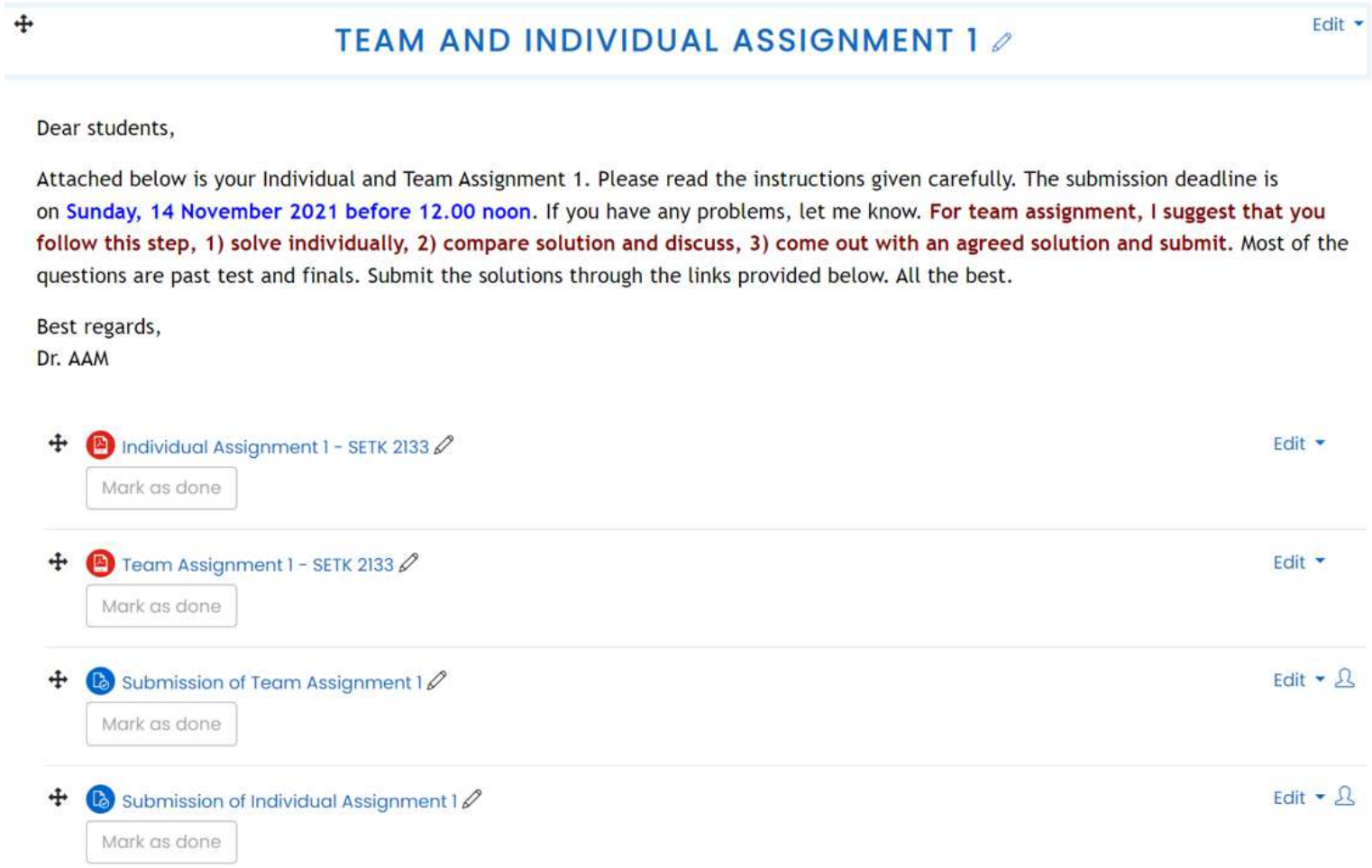
Summaries and List of Key Points (K-W-L)



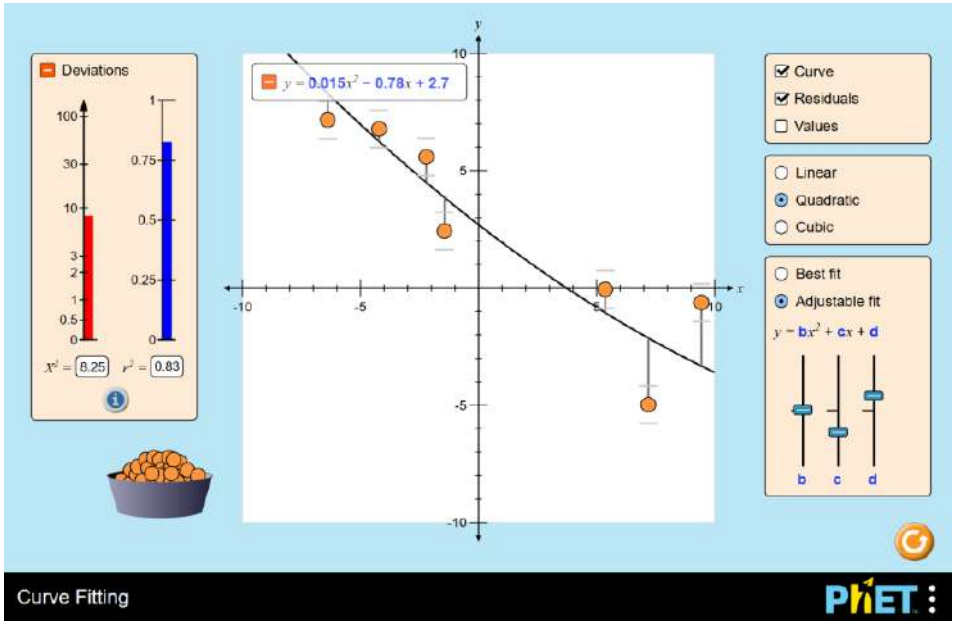
- Learners think
- Summarize key concepts
- Share understanding with peers

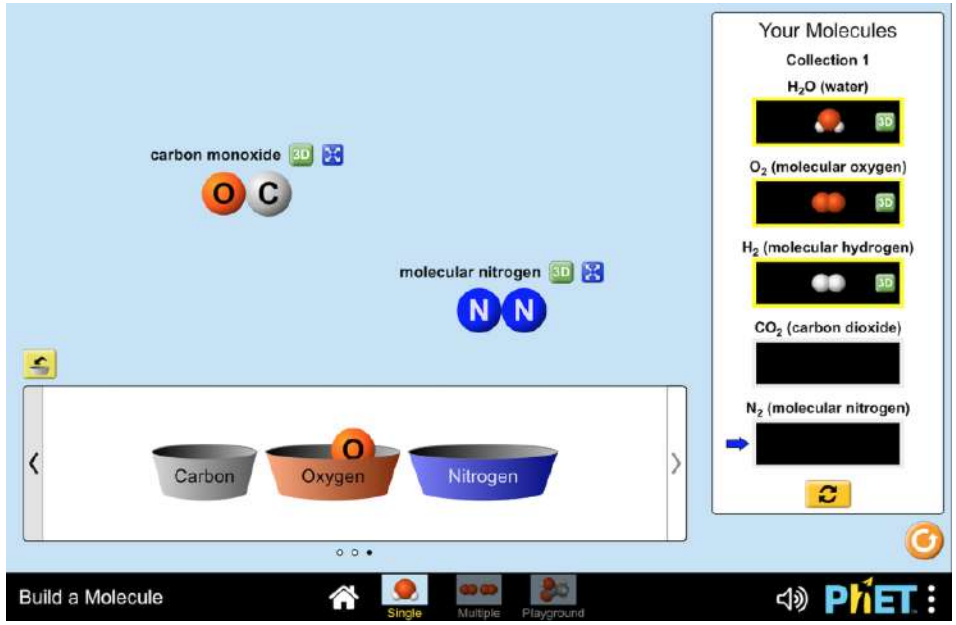
- **K- Know** : what learners understand from learning materials
- **W – What**: Learners highlight unclear understanding
- **L- Learnt** learners discuss take aways from topic.

Study Tips

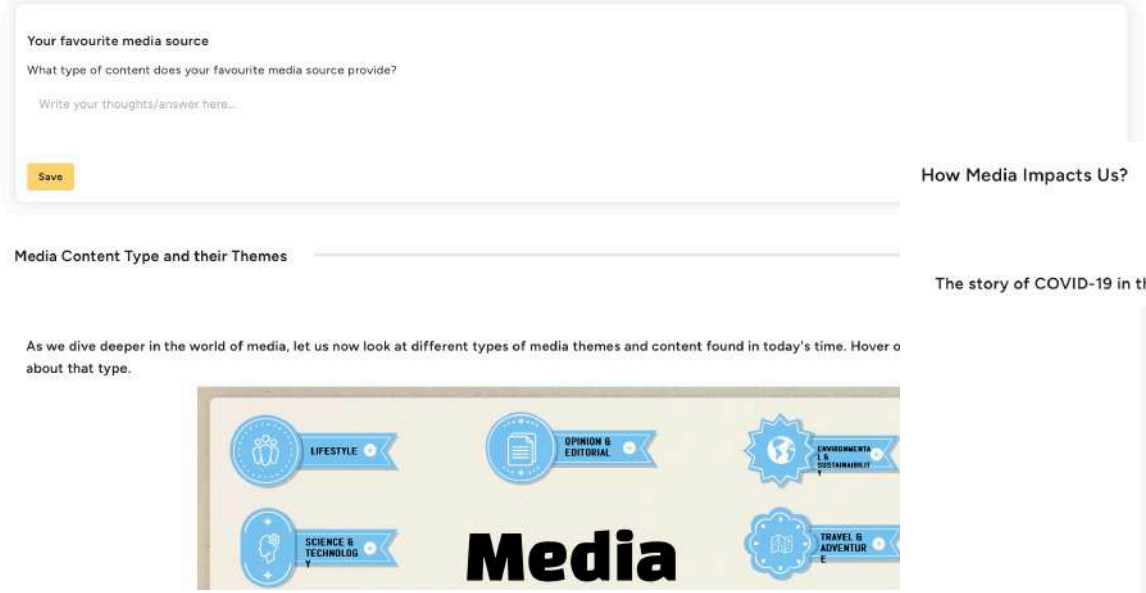

TEAM AND INDIVIDUAL ASSIGNMENT 1
Edit
Dear students,
Attached below is your Individual and Team Assignment 1. Please read the instructions given carefully. The submission deadline is on Sunday, 14 November 2021 before 12.00 noon. If you have any problems, let me know. For team assignment, I suggest that you follow this step, 1) solve individually, 2) compare solution and discuss, 3) come out with an agreed solution and submit. Most of the questions are past test and finals. Submit the solutions through the links provided below. All the best.
Best regards,
Dr. AAM
Individual Assignment 1 - SETK 2133
Edit
Mark as done
Team Assignment 1 - SETK 2133
Edit
Mark as done
Submission of Team Assignment 1
Edit
Mark as done
Submission of Individual Assignment 1
Edit
Mark as done

Animations


Deviations
$y = 0.015x^2 - 0.78x + 2.7$
Curve
Residuals
Values
Linear
Quadratic
Cubic
Best fit
Adjustable fit
$y = bx^2 + cx + d$
b
c
d
Curve Fitting
PhET


Your Molecules
Collection 1
H_2O (water)
O_2 (molecular oxygen)
H_2 (molecular hydrogen)
CO_2 (carbon dioxide)
N_2 (molecular nitrogen)
carbon monoxide
molecular nitrogen
Carbon
Oxygen
Nitrogen
Build a Molecule
Single
Multiple
Playground
PhET

UNESCO MGIEP Course Example: Module 1 – Media & Society



1. Self-assessment

2. Metacognition

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3. Personal relevance

Based on the COVID-19 stories circulating in various media...

How do you think the information has impact on society's trust on organizations?

Write your thoughts/answer here...

Save

Based on the story of COVID-19 circulating in the media..

How do you think media has impact on society's understanding about public health?

Write your thoughts/answer here...

Save

Understanding the Media Better: Media Literacy

Metacognition

Media literacy is the ability to **access**, **analyze, evaluate, create**, and **act** using **all forms of communication**. It involves understanding how media messages are constructed, interpreting their meaning, and critically evaluating their content and impact. The followings are detailed explanation about the components of media literacy.

- **Access:** This involves the **ability to find and use media.** Example: Knowing how to use search engines effectively or navigate streaming platforms to find specific content.
- **Analyze:** **Understanding the components and structure of media messages**. Example: Recognizing product placement in a movie or identifying the target audience of an advertisement.
- **Evaluate: Critically assessing the credibility**, **intent**, and **potential biases of media content**. Example: Fact-checking news articles or considering the source of information shared on social media.
- **Create: Producing media content** using **various tools** and platforms. Example: Making a video for YouTube or writing a blog post.
- **Act: Using media to participate in society** and **communicate effectively**. Example: Sharing important information on social networks or creating an online petition for a cause.

* Which term refers to finding and using media?

Access | Create | Evaluate | Act

Save

* Understanding a message structure is known as:

Access | Create | Act | Analyze

Save

Representation in Media: Why It Matters?

In this section, we will explore the significance of representation in media and its impact on promoting diversity while challenging stereotypes.

We will watch a video highlighting the importance of diverse and inclusive representation in media content. The video will showcase the importance of accurate and diverse representation in media and its positive effects on challenging stereotypes and promoting inclusivity.

To read the full report, visit: https://www.commonsensemedia.org/research/the-inclusion-imperative The media we consume plays a critical role in shaping how we understand and make sense of ourselves and the world around us. For kids, media representations may be even more instrumental as they develop and shape their understanding of race and ethnicity.

Metacognition

Maya and Her Project

4. Critical analysis using scenarios

Accurate Representation in Media Content

genially

- As Maya wraps up her presentation, the audience is captivated by the transformative power of accurate representation in media content.
- Her insightful examples have ignited a thoughtful discussion among her peers, emphasizing the importance of media literacy and responsible media consumption in building a more inclusive and empathetic society.

Based on Maya's project presentation...

How does **accurate representation** foster **cultural exchange and appreciation**?

- By avoiding showcasing cultural traditions to prevent misunderstandings
- By featuring only familiar cultural perspectives.
- By presenting characters celebrating diverse cultural traditions.
- By focusing solely on universal themes to appeal to all audiences.

Save

How can **accurate representation in media content promote empathy and understanding** among audiences?

- By showcasing characters from only one cultural background.
- By reinforcing existing biases and stereotypes.
- By presenting diverse characters and their authentic experiences.
- By avoiding emotional storytelling to prevent audience attachment.

Save

What have you learned so far ..

Have you ever ..?

Have you ever regretted posting something on social media? Or you feel ashamed of it? What might be the possible reasons for it?

Write your thoughts/answer here...

Save

5. Continuous Improvement

What are your plans?

What would you plan to do before sharing something on social media in the future?

Write your thoughts/answer here...

Save

6. Planning for the future

In this module, you have explored the importance of representation in media and how diverse and inclusive content can challenge stereotypes and promote inclusivity. Media has the power to shape societal perceptions, and accurate representation plays a crucial role in creating a more empathetic and understanding world. As media consumers, supporting and celebrating content that showcases diversity and challenges harmful stereotypes is essential.

Summary of learning

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Let's check your understanding about Media and Society!

7. Post Self-assessment

For each scenario, identify which component of media literacy it primarily relates to:

* Fact-checking a news article:

Access | Analyze | Evaluate | Act

Save

For each scenario, identify which component of media literacy it primarily relates to:

* Making a YouTube video: _____

Evaluate | Access | Create | Act

Save

For each scenario, identify which component of media literacy it primarily relates to:

* Using advanced search filters on Google: _____

Evaluate | Access | Act | Create

Save

For each scenario, identify which component of media literacy it primarily relates to:

* Identifying product placement in a TV show: _____

Create | Evaluate | Analyze | Act

Save

The development process

- SIM and SLT mapping
- Building the learning material: Storyboard?
- Writing the instructions
- Arranging the learning materials using SIM instructional design

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SIM & SLT Estimation Mapping

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Student Learning Time

Aktiviti Pembelajaran	Jam Pertemuan Bersemuka	Jam Pembelajaran Kendiri
Kuliah	1	1 – 2
Tutorial	1	1
Amali dan praktikum	3	3
Kerja studio	2	2
Pembelajaran berasaskan masalah (PBL)	2	4
Perbincangan kumpulan kecil	1 – 2	1
Pembentangan	1	3 – 4
Pentaksiran sumatif	3	3
Tugasan bertulis sebanyak 2000 perkataan	-	10 – 12

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Course Design Example

Course learning outcome	Guided Learning hours (from CI)	Online Learning hours Mode of delivery: *Asynchronous, Synchronous & Task-based			
		Activities	**Type of time spent**	**Estimated time (mins)**	**Total time (mins)**
CLO1 **apply** the concept of Educational, Instructional and Learning Technology in the contact of effective teaching and learning process critically	6 hrs Week 1, 2 & 3		6 (360 minutes)		
		Students watch the given YouTube Video & website on instructional theory	*The time required to consume content*	*2 video x 10 minutes* *2 URL x 20 minutes per URL* *Answer short question x 30 minutes*	*120 minutes* *40 minutes* *30 minutes*
		Live Lecture and Interaction with students through Web Conferencing	*The time spent in synchronous live interaction*	*1 sessions X 120 minutes*	*120 minutes*
		Students spent time on averagely 20 screens for all the activities	*The average time on 'screen' and the number of screens viewed.*	*5 mins x 20 screens (Lecture slide)* *2 video x 10 minutes*	*120 minutes*

Week 1

Week 2

Week 3

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SLT in a course

Student learning time (SLT) / Effective Learning Time (ELT) details:

Week/ Meeting/ Topic	Course Content Outline and Subtopics	CLO*	Learning and Teaching Activities								Non F2F Independent Learning		TOTAL SLT
			Face-to-Face (F2F)										
			Physical				Online (Synchronous)				Online (Asynchronous)	Others	
			L	T	P	O	L	T	P	O			
Week 1	Introduction to programming	1									6	12	18
Week 2	Programming Cycle	1					3				6	12	21

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Building the learning materials

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How adults learn?

- Adults need to know **why they are learning**
- Adults see themselves as **responsible, self-directed persons**
- Adults come to ODL program with a wealth of **experience**
- Adults are likely to **choose to learn when they are ready to learn**
- Adults, in their learning, are **problem-centered**
- Adults tend to be **motivated by personal factors**

How adults learn?

Adult Learners	Instructional Design in ODL
Adults need to know why they are learning	Include the 'Why' they have to learn: eg. To start a business, you will need ..
Adults see themselves as responsible, self-directed persons	Include tools that allow learners to check on their own progress (such as learning analytics tool)
Adults come to ODL program with a wealth of experience	Include opportunities for learners to recall prior knowledge and experience. Try to give learners the maximum opportunity to put new knowledge and skills into practice.
Adults are likely to choose to learn when they are ready to learn	Establish ways for learners to make choices and direct own learning (eg. Choice to start at whichever levels that they prefer, variety of tasks)
Adults, in their learning, are problem-centered	Look for ways in which learners can choose how they complete tasks. (eg. They can choose to design a brochure, poster or social media advertisement)
Adults tend to be motivated by personal factors	Have more and frequent self-assessment to develop short term self-satisfaction

Content Planning

- Topic-oriented: Breakdown topic into its components and subcomponents
- Concept-oriented: Concepts grouped together; demonstrate relationship between content
- Task- or objective-oriented: Overall achievement of objectives → break them down into specific skills and knowledge components

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Sequencing a unit

- From simple to complex,
- From the known to unknown,
- Move from the particular to the general,
- Move from the concrete to the abstract

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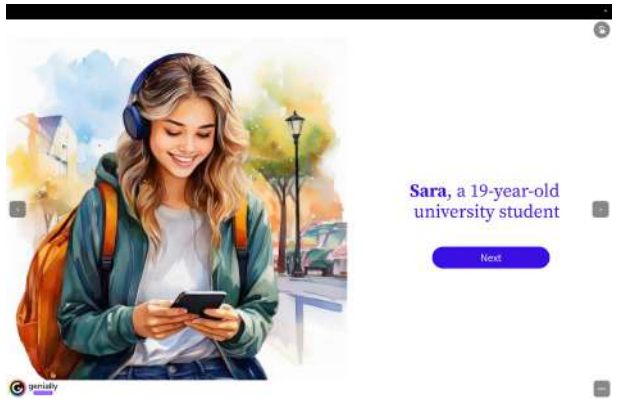
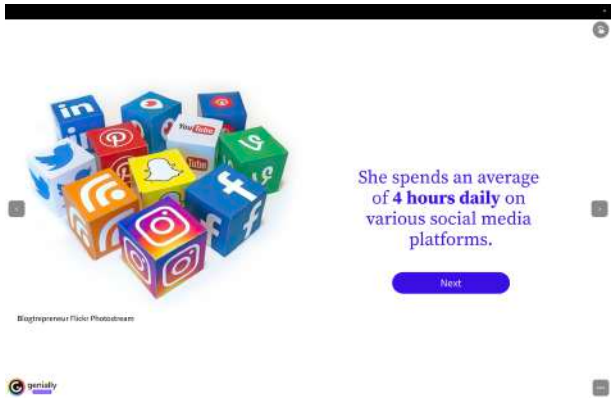
Storyboarding: An example

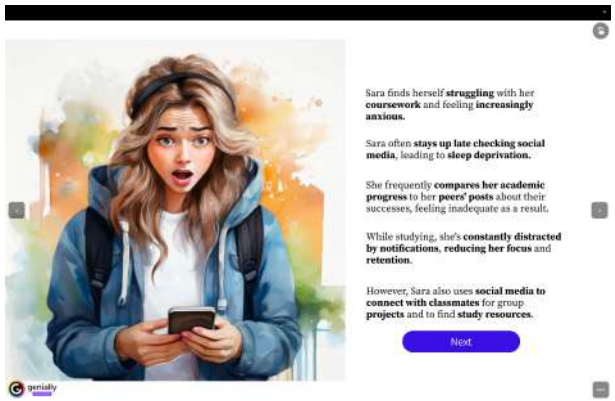
Module 1: Media and Society
CLO: Explain how media shapes public opinion and promotes empathy for diverse perspectives.
Cognitive Skills: Critical Inquiry, Media Analysis

Slide #	Content Type	Description	Media/Interaction	Assessment
6	Scenario-based Learning (Media analysis)	Meet Maya, a high school student passionate about media and social justice. Maya has been selected to present a project about the positive impact of accurate representation in media content in her school's assembly. She's excited to use real examples to demonstrate how media can shape perceptions, challenge stereotypes, and foster a more inclusive society. Maya begins her presentation by sharing a clip from a popular TV show called "Harmony Street." This show's characters from various ethnic backgrounds, abilities, and ages live in a diverse neighborhood. The show portrays their daily lives, highlighting their shared humanity. Maya explains to the audience that accurate representation in media content like "Harmony Street" transforms society. As Maya wraps up her presentation, the audience is captivated by the transformative power of accurate representation in media content. Her insightful examples have ignited a thoughtful discussion among her peers, emphasizing the importance of media literacy and responsible media consumption in building a more inclusive and empathetic society. How does accurate representation foster cultural exchange and appreciation? How can accurate representation in media content promote empathy and understanding among audiences? How does media content that challenges stereotypes contribute to a more open-minded perspective?In what way does accurate representation in media contribute to building a more inclusive society?How does accurate representation impact individuals' self-esteem and identity development?	Interactive activity - change into picture-based scenario with audio	MCQ How does accurate representation foster cultural exchange and appreciation? How can accurate representation in media content promote empathy and understanding among audiences? How does media content that challenges stereotypes contribute to a more open-minded perspective? In what way does accurate representation in media contribute to building a more inclusive society? How does accurate representation impact individuals' self-esteem and identity development?

The output ..







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Technical Learning Materials Development

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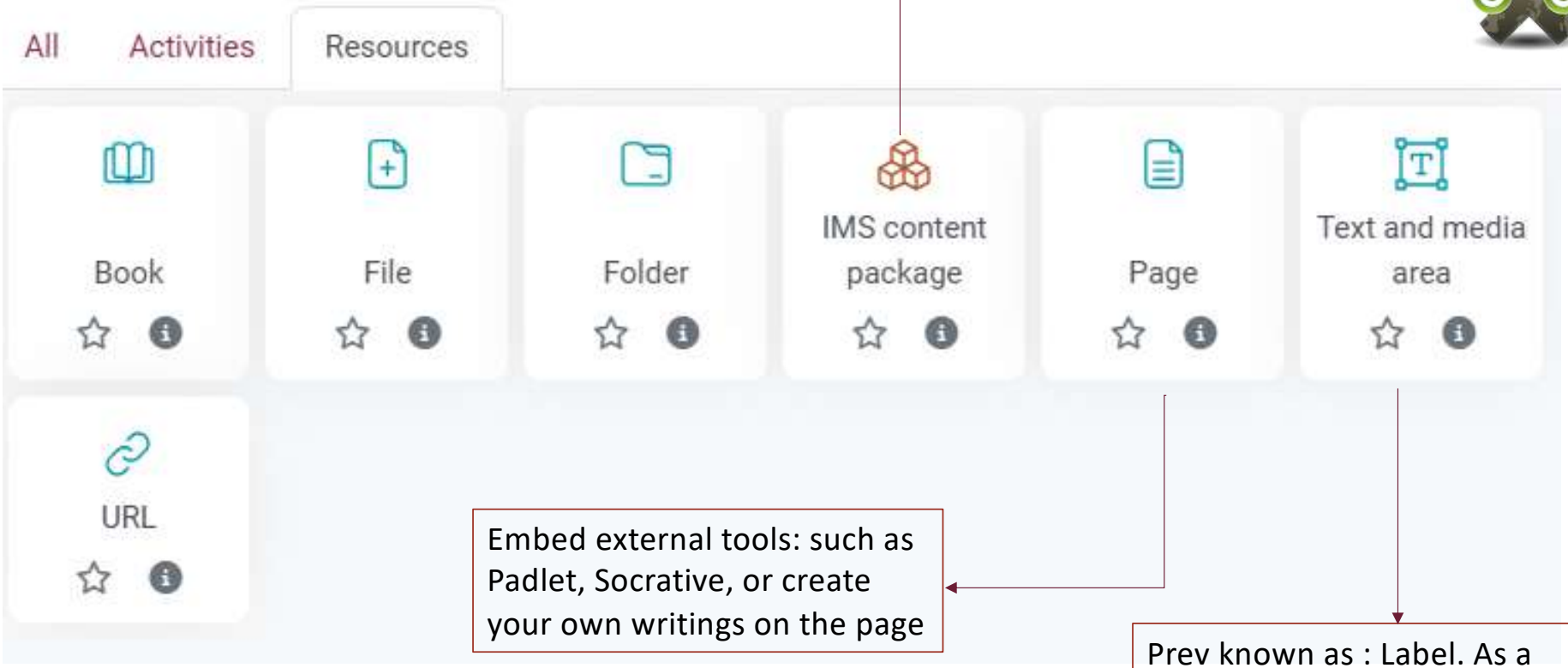
Building development tool

- H5P:
  - Branching scenario
  - Interactive video
  - Interactive notes
- Interactive notes:
  - Genially
  - Canva
- Assessment tools:
  - Socrative
  - Nearpod
  - LMS quiz
- Interaction tool:
  - Disqus
  - Discussion Forum

LMS Features for Learning Materials



Embed external tools: such as Padlet, Socrative, or create your own writings on the page

Prev known as : Label. As a 'spacer'

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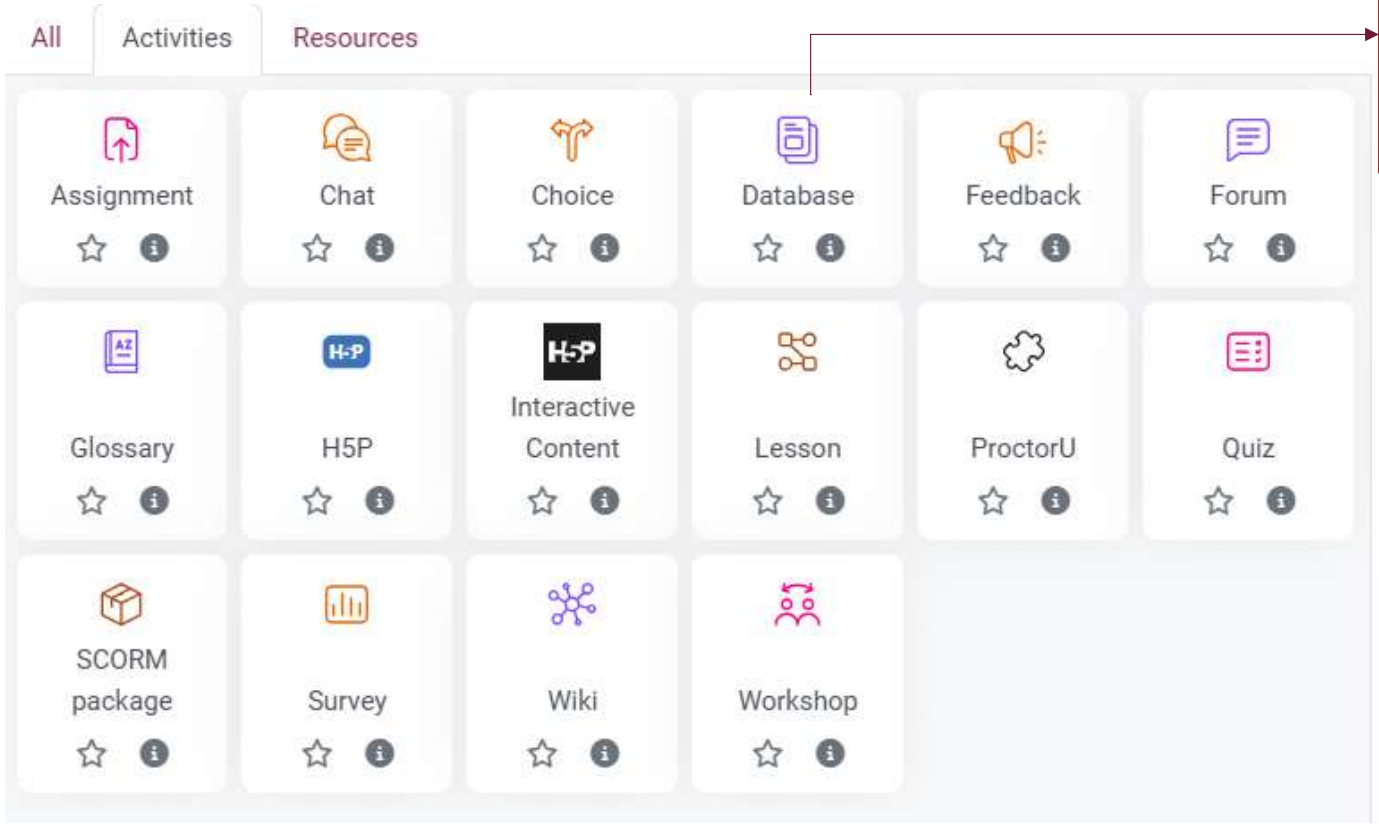
LMS Features for Learning Materials



build, display and search a bank of record entries about any conceivable topic

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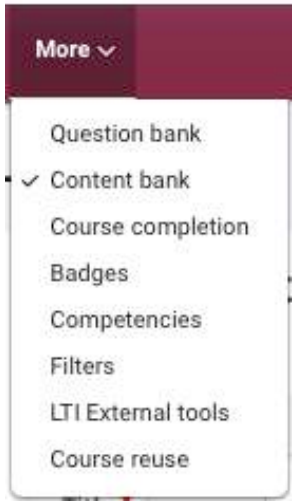
H5P Blue Icon vs Black Icon

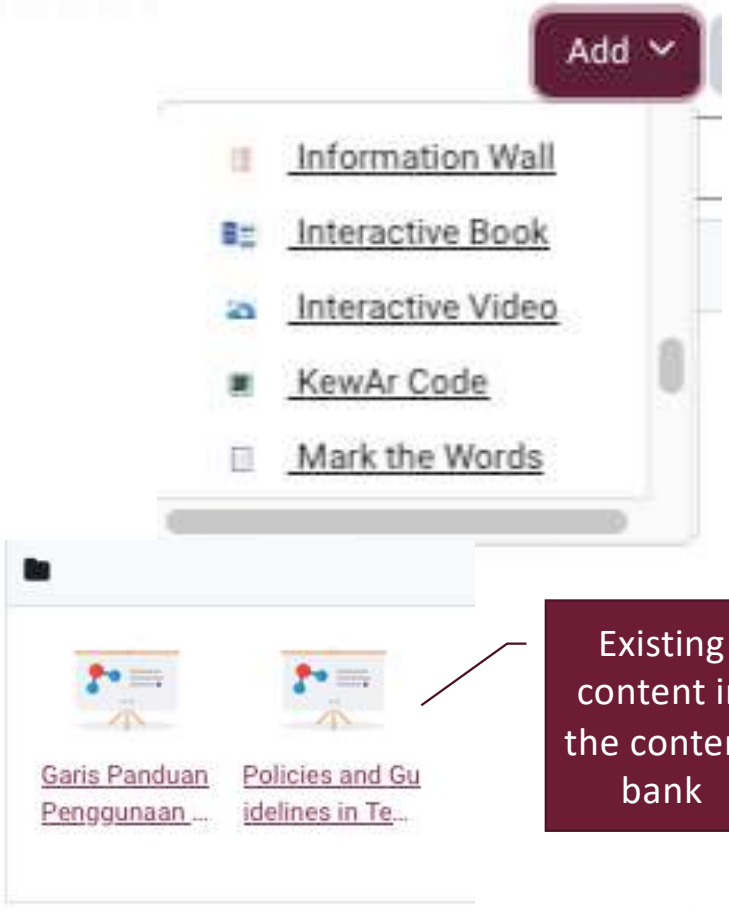
Use the black H5P to develop a content from scratch

Use the blue H5P if you already created a H5P content in the content bank:
More < Content Bank



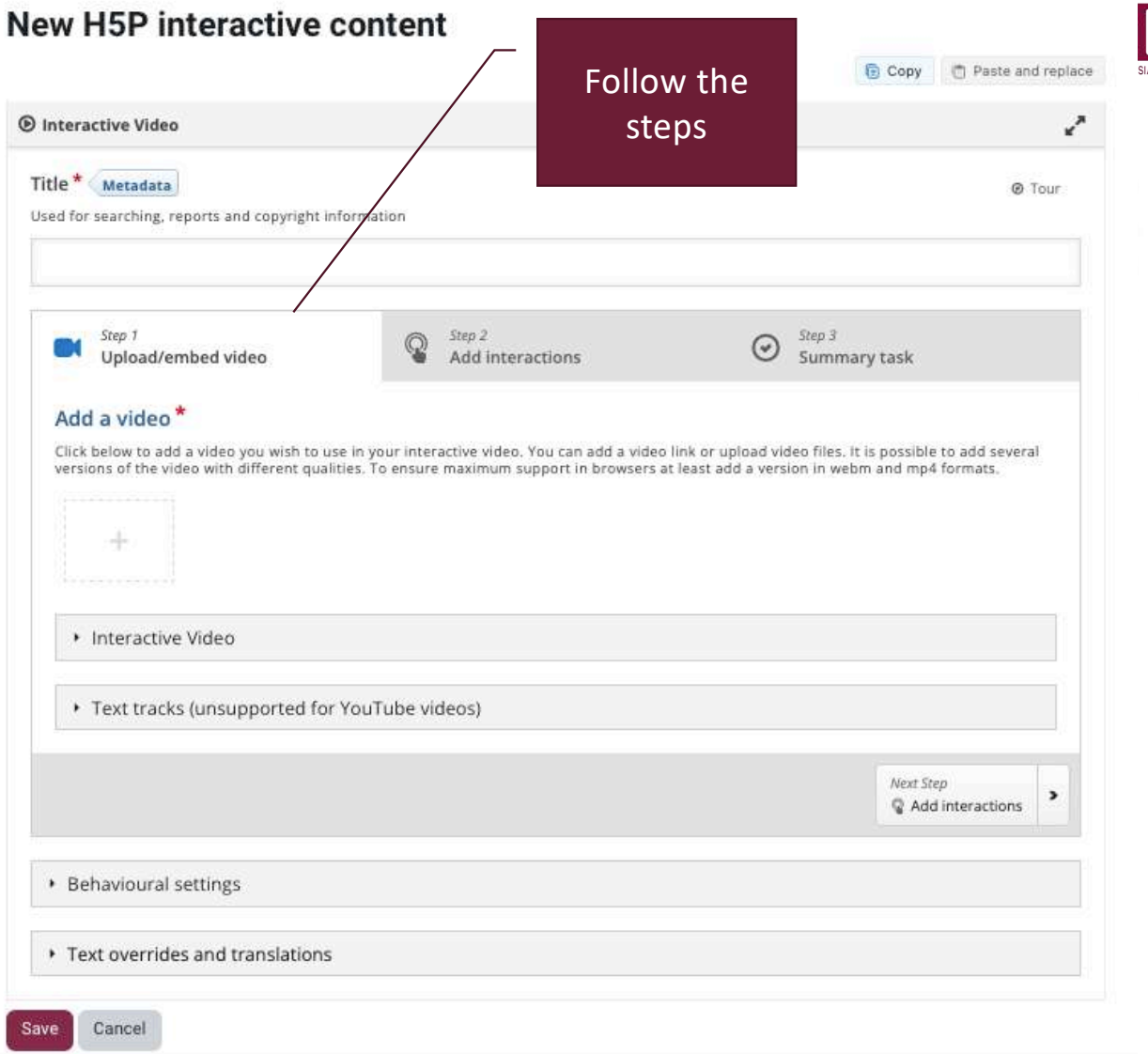
1

2



Existing content in the content bank

3



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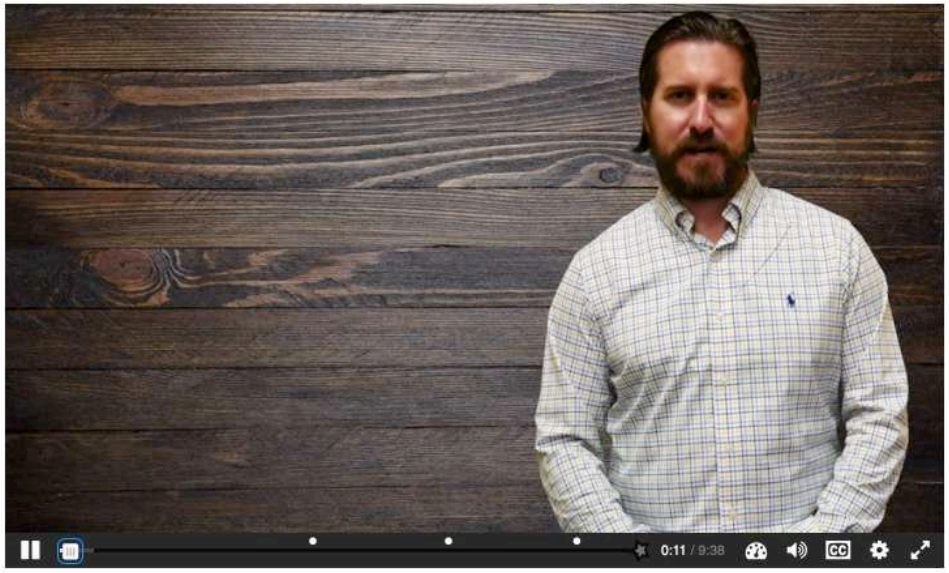
Content created.

Setting up a blended learning environment: Own teacher's guide

Edit More Exit



Content bank

Search

SKAA 2024 (ELEARNING)

Garis Panduan Penggunaan ...

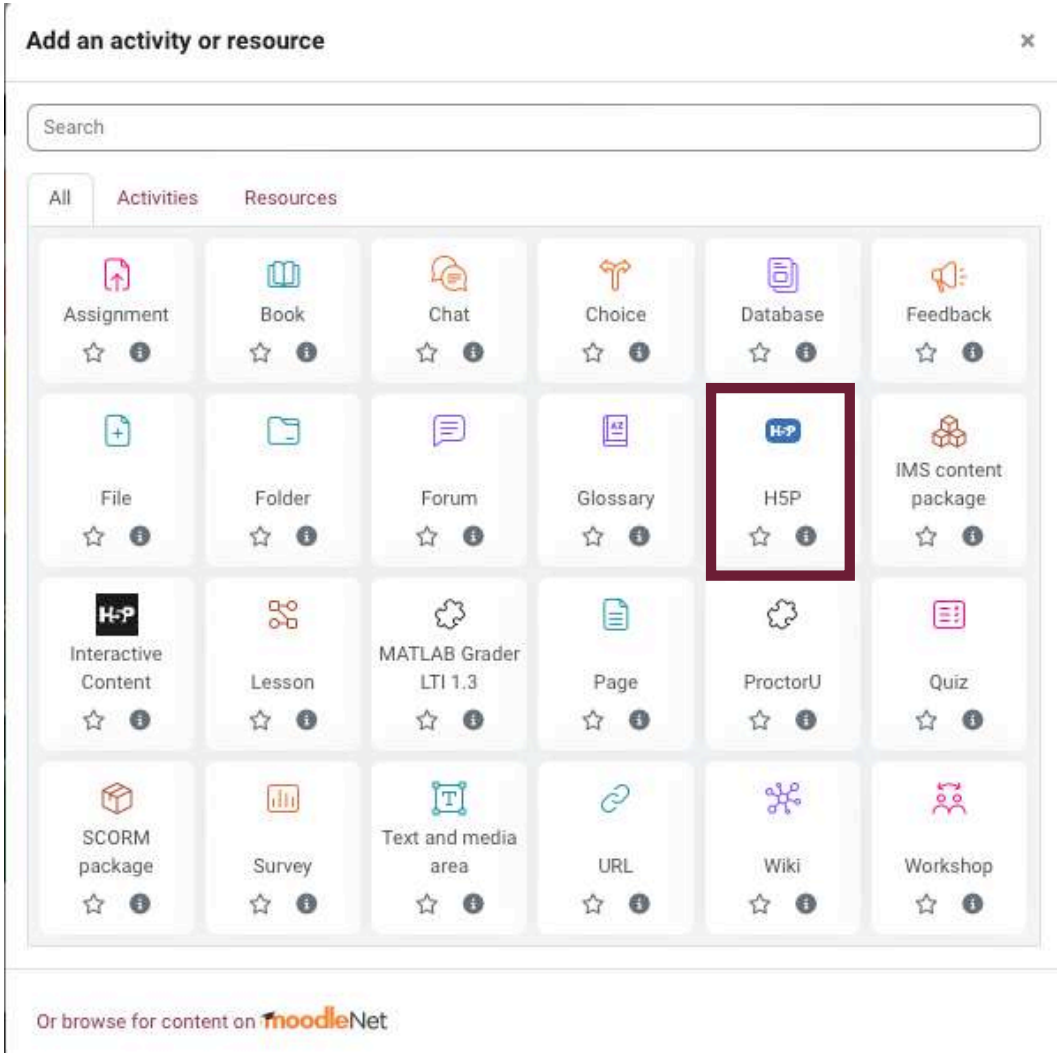
Policies and Guidelines in Te...

Setting up a blended learning...

5

+ Add an activity or resource

6



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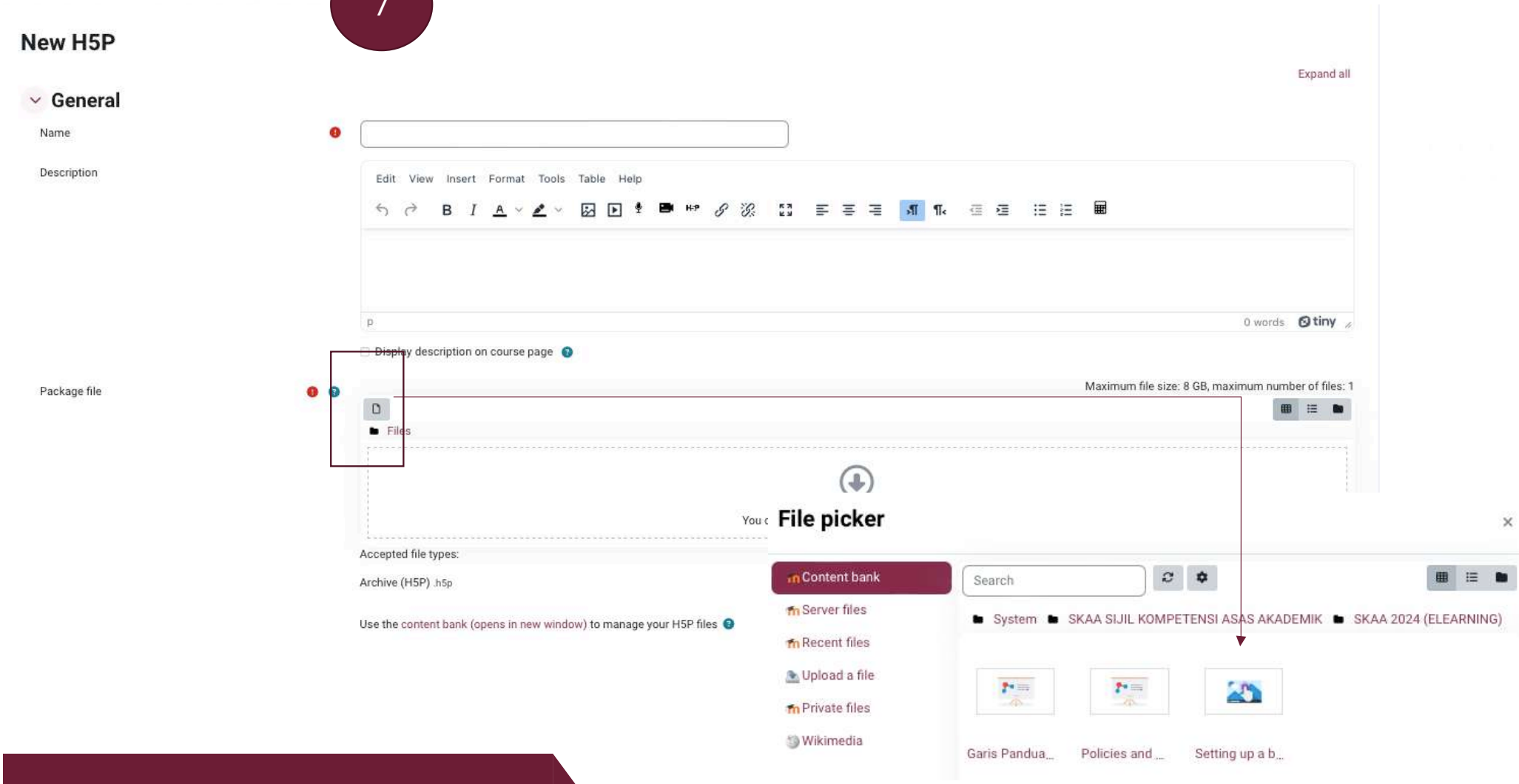
New H5P
Expand all
General
Name
Description
Edit View Insert Format Tools Table Help
p
0 words
tiny
Display description on course page
Package file
Maximum file size: 8 GB, maximum number of files: 1
Files
You c
File picker
Accepted file types:
Archive (H5P) .h5p
Use the content bank (opens in new window) to manage your H5P files
Content bank
Server files
Recent files
Upload a file
Private files
Wikimedia
Search
System
SKAA SIJIL KOMPETENSI ASAS AKADEMIK
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Garis Pandua...
Policies and ...
Setting up a b...

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Embedding External Tool: Using Page

- Padlet
- Python Trinket
- Genially

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Building Content in Question Bank

https://youtu.be/IcrnmscUmXk?si=UU1auCod8Ylz-ogH

Step 1: Import questions

Step 2: Add questions to Category

Step 3: Create quiz

Step 4: Import question from question bank / add new question directly

Step 5: Add scores and preview the quiz

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AIKEN Format

```
The following is the phases in developing a computer program except:
A. Testing & Evaluating
B. Monitoring
C. Analysis
D. Writing scripts
ANSWER: B

What did a programmer do in debugging phase?
A. Identify syntax error
B. Identify logic error
C. Make corrections to errors
ANSWER: C

Why do a computer program needs to be maintained?
A. to protect from bugs
B. to meet hardware standards
ANSWER: A

Syntax error is:
A. When compiler cannot execute the coded scripts
B. When compiler do things differently from what the programmer wants
ANSWER: A
```

- Open Text Editor
- Type a question with choices
- Type an answer with the following syntax: ANSWER:SPACEanswer

Arranging Learning Materials using Instructional design

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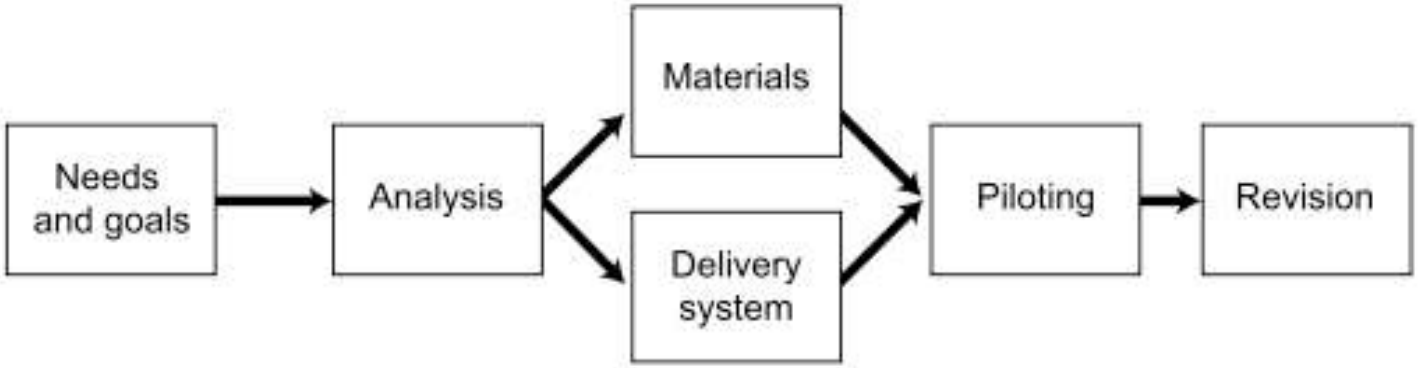
Designing instructions for adult learning

- Instructional design: [1]**systematic development** of instructional specifications using [2]**instructional theory** to ensure [3]**quality of instruction**.



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What instructional designers do?

- Determine what the learners need to know
- Develop learning outcomes
- Decide how to assess learning
- Allocate outcomes to the various units (topics)
- For each unit:
  - Decide the type of activity to achieve outcome
  - Decide examples needed to help learners learn each outcome
  - Identify multimedia, resources needed
  - Plan any self-assessment
- Write the units
- Test and evaluate the materials
- Revise as necessary

How adults learn?

Adult Learners	Instructional Design in ODL
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Adults tend to be motivated by personal factors	Have more and frequent self-assessment to develop short term self-satisfaction

Animal group	Main features that adapt organism to its environment
Mammals	Mammals have hair for insulation. Many mammals have **sweat glands** for temperature regulation. The females carry the developing young in the womb during pregnancy and have mammary glands which produce milk, for feeding (suckling) the young after birth. The parents care for the young until they become self-supporting.

Learning content

Self-check

1 Read through the following passage and then complete it by adding the most suitable word or words in the spaces:

A moth is an ..... because it does not have a backbone, and an arthropod because it has ..... limbs and an ..... skeleton. A moth is an insect because it has ..... of legs, two pairs of ..... and ..... body regions. It differs from an arachnid, such as a ..... because arachnids have ..... of legs.

2 Why is a dolphin classified as a mammal but a haddock classified as a fish?

Detailed instructions on what to do.

Review

In this topic you have found out about the way animals are classified. You have learnt the characteristics of each main group. You will probably have observed at least one real animal for yourself, and will have been able to identify some of these characteristics.

Reflection on what have been learned

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Instructional Design for ODL

- Tell and Test
- Tutorial
- Reflective Action Guide
- Mixing the IDs

Tell and Test

Meeting #3

Online Class Sec 01

Monday, November 1 · 8:00 – 10:00am

Google Meet joining info

Video call link: https://meet.google.com/gvw-hzmw-ezp

Or dial: (US) +1 470-228-6530 PIN: 500 272 419#

More phone numbers: https://tel.meet/gvw-hzmw-ezp

Video Lessons: Programming Structure

The following video lessons will explain about the main types of programming structure such as linear structure, selection structure and looping/iteration structure.

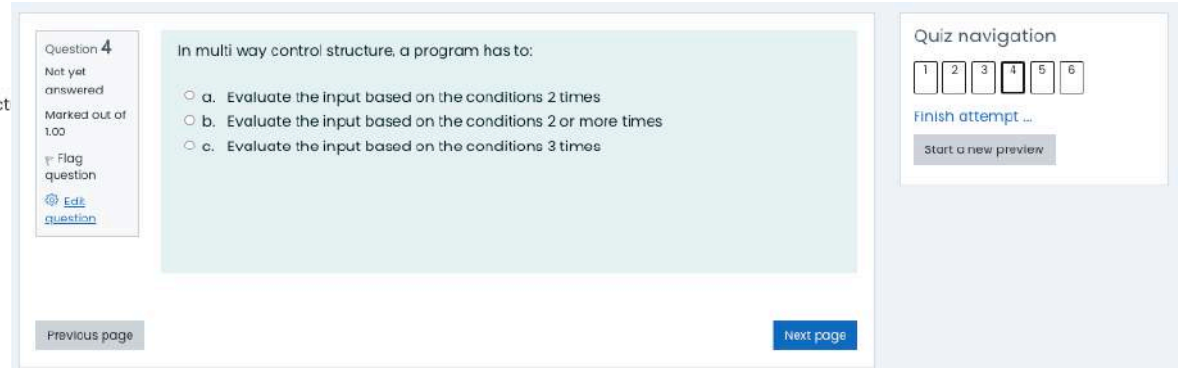
There are 8 short videos that you can go through to explain to you the different types of programming structure. **Answer Concept Test after watching the video lessons.**

Concept Test 3

Check your own understanding about programming struct structure

Notes W3: Programming Structure

Homework #1



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Tutorial

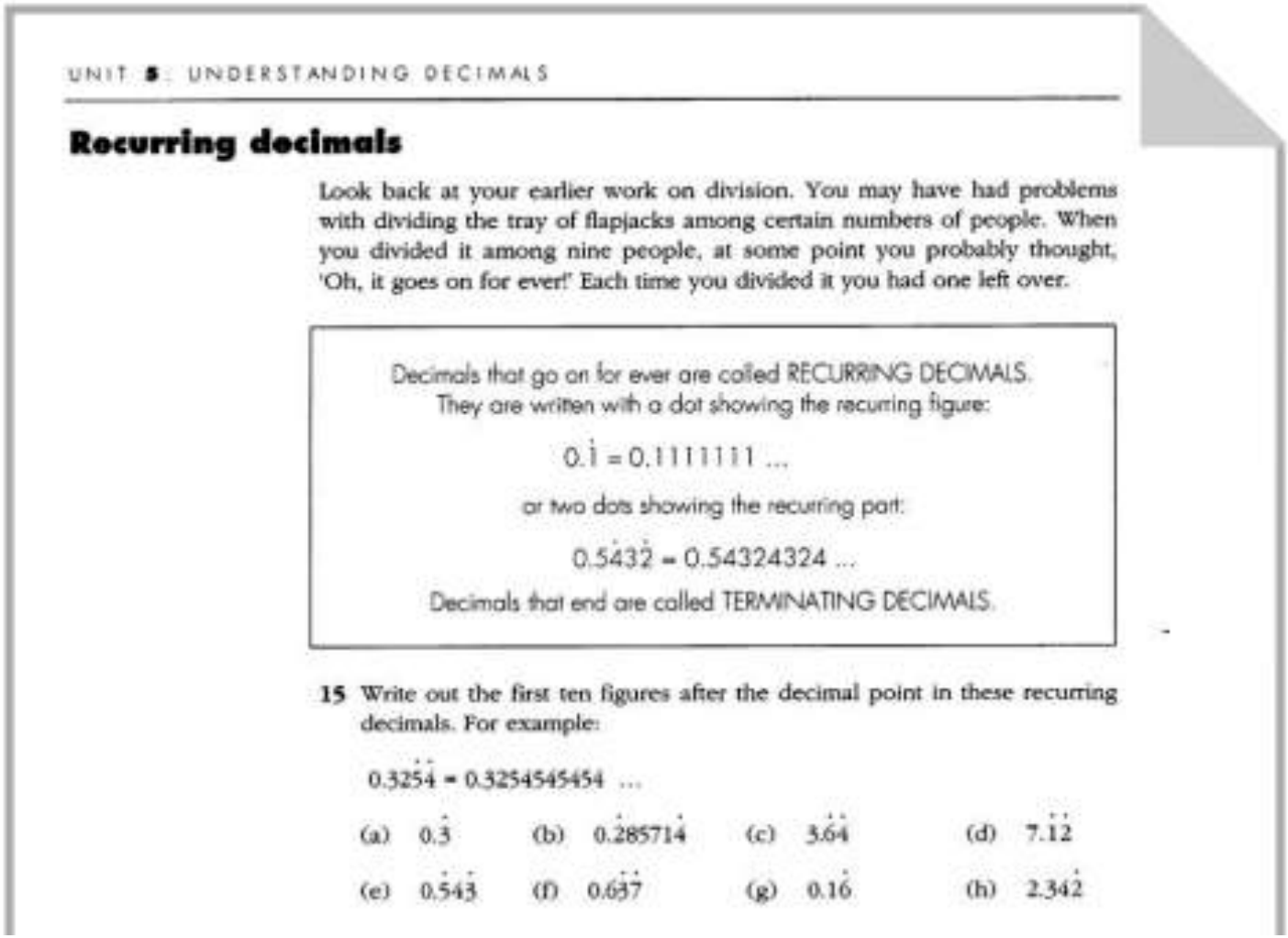
FORUM for TUTORIAL 1 : Get Started With Adobe Animate CC

Watch the video provided : **Get Started With Adobe Animate CC**.
Try to work with Adobe Animate CC by your own.

1. **Working** with **panel, layer, frame**, and **stage**
2. **Add** an **image** and **text**
3. **Upload** your **.fla file in the forum**
4. **Due is on Week 4**

- A succession of input-activity sequence

EXAMPLE 2. Example of a tutorial style of ODL teaching



UNIT 5: UNDERSTANDING DECIMALS

Recurring decimals

Look back at your earlier work on division. You may have had problems with dividing the tray of flapjacks among certain numbers of people. When you divided it among nine people, at some point you probably thought, 'Oh, it goes on for ever!' Each time you divided it you had one left over.

Decimals that go on for ever are called RECURRING DECIMALS.
They are written with a dot showing the recurring figure:

$0.\dot{1} = 0.1111111\ldots$

or two dots showing the recurring part:

$0.5\dot{4}3\dot{2} = 0.54324324\ldots$

Decimals that end are called TERMINATING DECIMALS.

15 Write out the first ten figures after the decimal point in these recurring decimals. For example:

$0.3\dot{2}5\dot{4} = 0.3254545454\ldots$

(a) $0.\dot{3}$ (b) $0.\dot{2}85714\dot{}$ (c) $3.6\dot{4}$ (d) $7.\dot{1}\dot{2}$

(e) $0.5\dot{4}\dot{3}$ (f) $0.6\dot{3}\dot{7}$ (g) $0.1\dot{6}$ (h) $2.34\dot{2}$

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Reflective Action Guide

- Reflective action guides take an essentially constructivist approach to materials design.
- Usually aim to support learners in learning from their own experiences (e.g., at work).
- Typically such materials will:
  - specify broadly defined aims but **no precise learning outcomes**;
  - Set **projects;**
  - set **tasks that require the learners to engage with others** (who, for example, may be other learners or people at work);
  - encourage the **learners to record and reflect on their own experience** (e.g., by keeping a learning journal);
  - set activities that **are open-ended**, often being based on the learners' own experiences.

EXAMPLE: Example of a reflective action tack based on a case study.

Figure 1 shows one (1) concrete core with 150 mm diameter drilled from a beam component in reinforced concrete jetty investigation work. Unfortunately, there is one (1) steel reinforcement which has been cut off during the process. The size of steel reinforcement is 25 mm diameter normal to the core axis and positioned at 40 mm from one end. The measure crushing load from compressive strength test is 450 kN. Based on your knowledge and understanding:

(1) Discuss how the cut-off steel reinforcement affecting the results of your concrete core?
(2) Define the integrity of your beam component using a suitable standard (e.g. BS EN 12504-2) based on the concrete core strength. State your assumption when determine the concrete core strength.

Figure 1: Concrete core

Submission Classroom Activity - Group Case Analysis Discussion Assignment

Mark as done

Highlights the followings;

1. Outline the issue/issues discussed in the articles
2. Relates it with the 5 Pillars of Finance.
3. Presentation - Group Class Presentation

Please submit your slide presentation.

Selection of articles (Choose 1 only) :

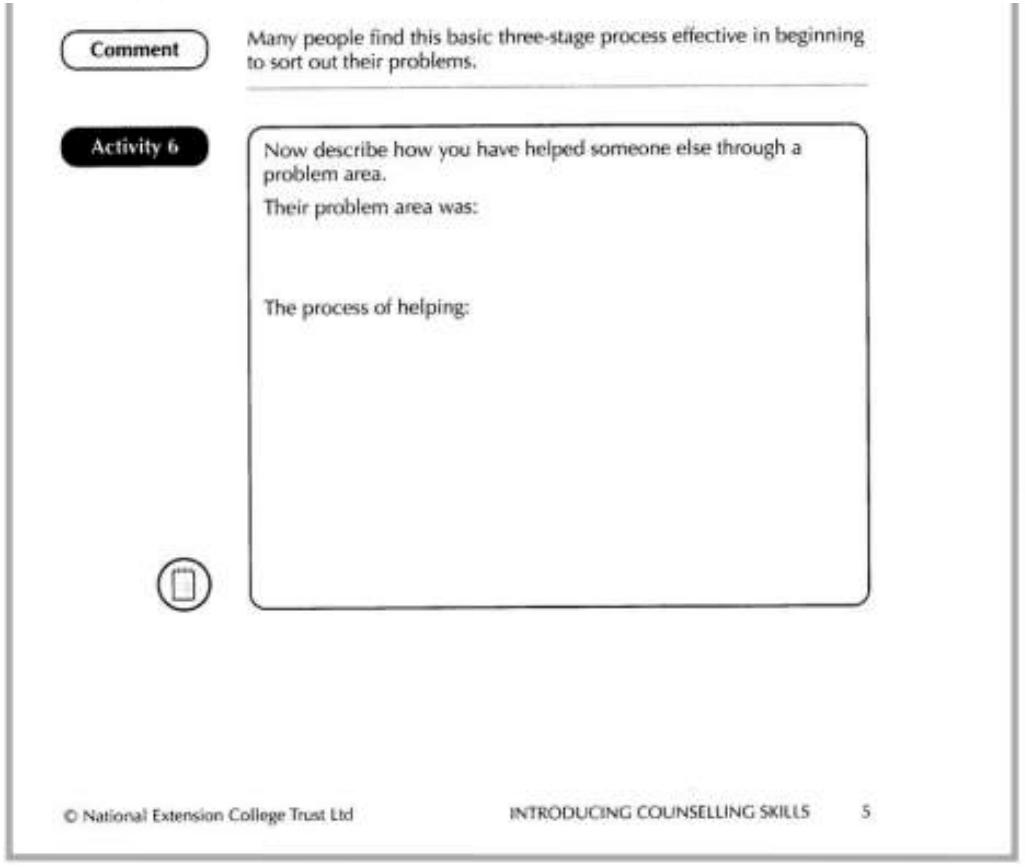
1. https://www.theedgemarkets.com/article/cover-story-righting-ltat-ship
2. https://www.theedgemarkets.com/article/cryptocurrencies-bitcoins-decadelong-journey-mainstream
3. https://www.theedgemarkets.com/article/cover-story-high-debt-shrinking-cash-flow-hurting-boustead-holdings
4. https://www.theedgemarkets.com/article/cover-story-finding-wealth-wellness & https://www.theedgemarkets.com/article/strong-new-sexy
5. https://www.theedgemarkets.com/highlights-shortterm-economy-recovery-plan
6. https://www.theedgemarkets.com/article/gnc-files-bankruptcy-manage-debt-plan-sell-itself-0
7. https://www.theedgemarkets.com/article/bitcoin-claws-back-us42000-after-crypto-market-meltdown
8. https://www.theedgemarkets.com/article/fgv-holdings-subsidiary-seeking-legal-advice-vdsls-claim-rm1707-million
9. https://www.theedgemarkets.com/article/hil-industries-1q-profit-surges-50-strong-demand-automotive-parts
10. https://www.theedgemarkets.com/article/aax-income-statement-loss-primarily-attributable-assets-impairment

Please use the designated forum below for your discussion.

Thank you

Reflective Action Guide

- Allows exploration of ideas based on students' accountability.



Comment

Many people find this basic three-stage process effective in beginning to sort out their problems.

Activity 6

Now describe how you have helped someone else through a problem area.

Their problem area was:

The process of helping:

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Source: *Introducing Counselling Skills* (National Extension College, Cambridge)

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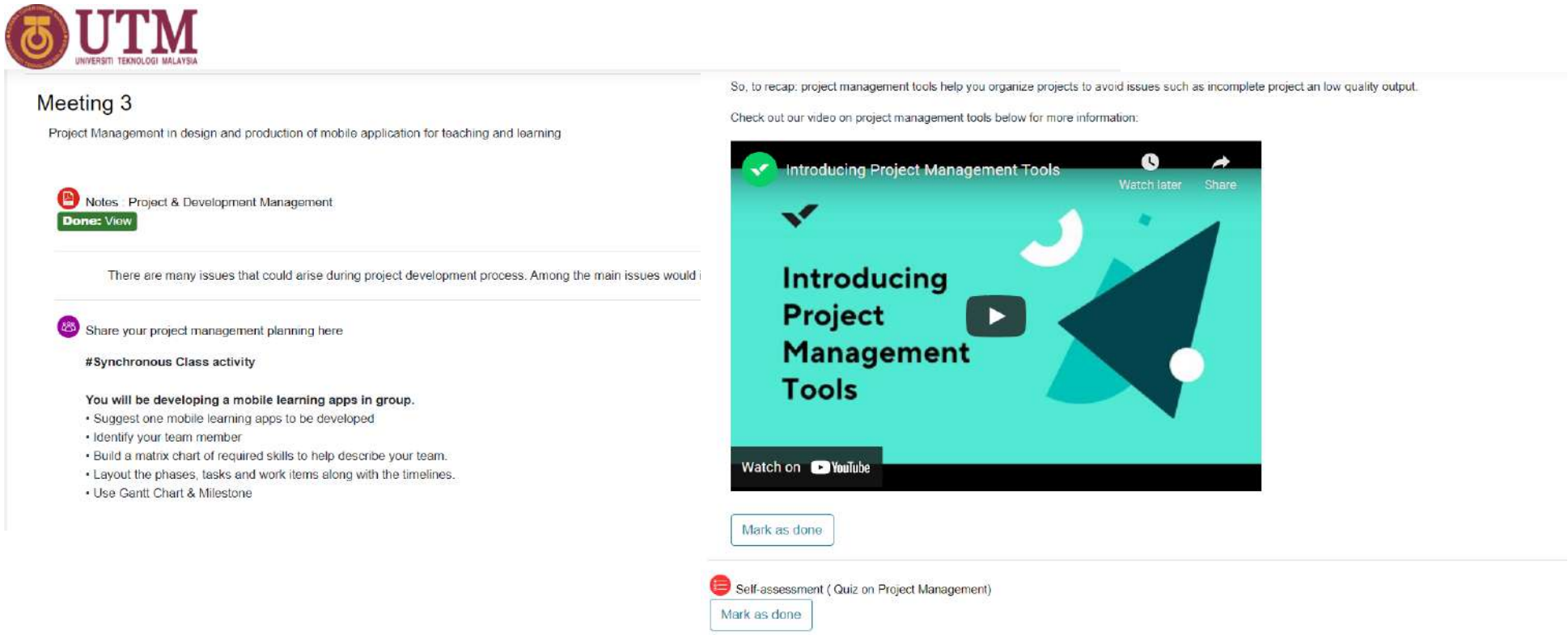
Mixing Tell and Test and Tutorial Types



Mixing Tell and Test & Reflective Action Guide

Webinar 1: Introduction to Animate CC, Trace Bitmap & Tweening

Video rakaman webex berkaitan dengan kuliah pengenalan kepada Animate CC, Trace Bitmap dan Tweening. Mohon ambil kesempatan untuk lakukan sesi hand-on seperti dalam seksyen yang berasingan dengan menyertakan hasil akhir dalam bentuk fail Animate CC beserta dengan refleksi anda.

Details Closed Captions

USTAZAH NABILAH R

Nov 8, 2021 · 1:26pm 1 view More details

Hidden

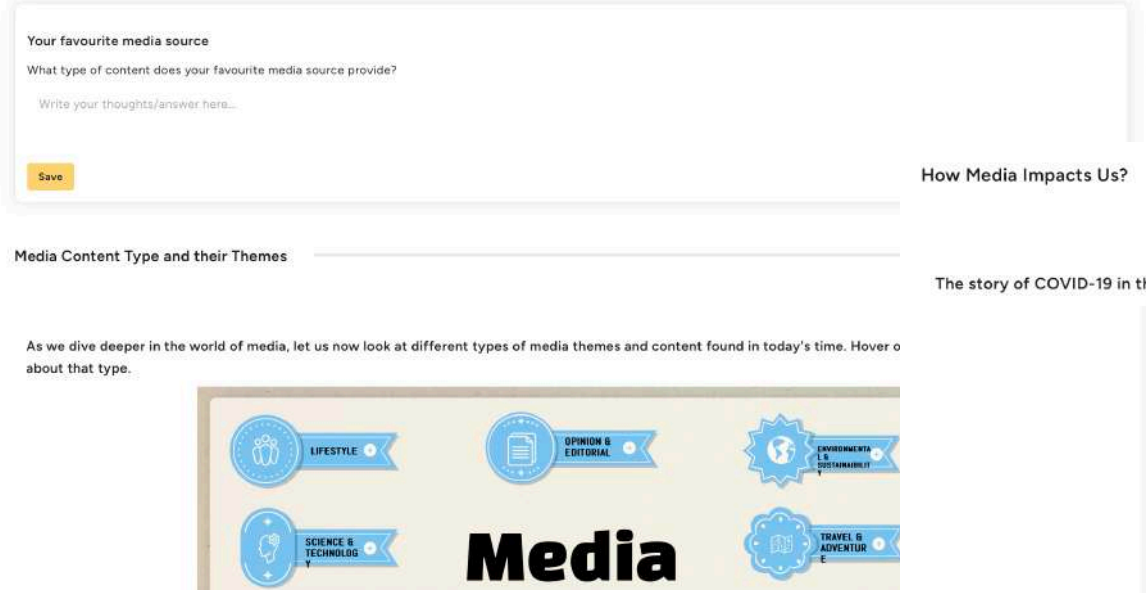
Refleksi Syafiqah Nabilah

My Example

Instructional design: Reflective-Scenario based Learning Framework

1. Self-assessment (inquire existing knowledge/experience about the learning content)
2. Metacognition (module content)
3. Personal-relevance (relates content to personal experience)
4. Continuous Quality Improvement (how individual plan to react)
5. Critical Analysis (scenario-based learning)
6. Planning for the future (personal goal setting)
7. Post self-assessments (measuring the four cognitive skills)

UNESCO MGIEP Course Example: Module 1 – Media & Society



1. Self-assessment

2. Metacognition

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3. Personal relevance

Based on the COVID-19 stories circulating in various media...

How do you think the information has impact on society's trust on organizations?

Write your thoughts/answer here...

Save

Based on the story of COVID-19 circulating in the media..

How do you think media has impact on society's understanding about public health?

Write your thoughts/answer here...

Save

Understanding the Media Better: Media Literacy

Metacognition

Media literacy is the ability to **access**, **analyze, evaluate, create**, and **act** using **all forms of communication**. It involves understanding how media messages are constructed, interpreting their meaning, and critically evaluating their content and impact. The followings are detailed explanation about the components of media literacy.

- **Access:** This involves the **ability to find and use media.** Example: Knowing how to use search engines effectively or navigate streaming platforms to find specific content.
- **Analyze:** **Understanding the components and structure of media messages**. Example: Recognizing product placement in a movie or identifying the target audience of an advertisement.
- **Evaluate: Critically assessing the credibility**, **intent**, and **potential biases of media content**. Example: Fact-checking news articles or considering the source of information shared on social media.
- **Create: Producing media content** using **various tools** and platforms. Example: Making a video for YouTube or writing a blog post.
- **Act: Using media to participate in society** and **communicate effectively**. Example: Sharing important information on social networks or creating an online petition for a cause.

* Which term refers to finding and using media?

Access | Create | Evaluate | Act

Save

* Understanding a message structure is known as:

Access | Create | Act | Analyze

Save

Representation in Media: Why It Matters?

In this section, we will explore the significance of representation in media and its impact on promoting diversity while challenging stereotypes.

We will watch a video highlighting the importance of diverse and inclusive representation in media content. The video will showcase the importance of accurate and diverse representation in media and its positive effects on challenging stereotypes and promoting inclusivity.

To read the full report, visit: https://www.commonsensemedia.org/research/the-inclusion-imperative The media we consume plays a critical role in shaping how we understand and make sense of ourselves and the world around us. For kids, media representations may be even more instrumental as they develop and shape their understanding of race and ethnicity.

Metacognition

Maya and Her Project

4. Critical analysis using scenarios

Accurate Representation in Media Content

genially

- As Maya wraps up her presentation, the audience is captivated by the transformative power of accurate representation in media content.
- Her insightful examples have ignited a thoughtful discussion among her peers, emphasizing the importance of media literacy and responsible media consumption in building a more inclusive and empathetic society.

Based on Maya's project presentation...

How does **accurate representation** foster **cultural exchange and appreciation**?

- By avoiding showcasing cultural traditions to prevent misunderstandings
- By featuring only familiar cultural perspectives.
- By presenting characters celebrating diverse cultural traditions.
- By focusing solely on universal themes to appeal to all audiences.

Save

How can **accurate representation in media content promote empathy and understanding** among audiences?

- By showcasing characters from only one cultural background.
- By reinforcing existing biases and stereotypes.
- By presenting diverse characters and their authentic experiences.
- By avoiding emotional storytelling to prevent audience attachment.

Save

What have you learned so far ..

Have you ever ..?

Have you ever regretted posting something on social media? Or you feel ashamed of it? What might be the possible reasons for it?

Write your thoughts/answer here...

Save

5. Continuous Improvement

What are your plans?

What would you plan to do before sharing something on social media in the future?

Write your thoughts/answer here...

Save

6. Planning for the future

In this module, you have explored the importance of representation in media and how diverse and inclusive content can challenge stereotypes and promote inclusivity. Media has the power to shape societal perceptions, and accurate representation plays a crucial role in creating a more empathetic and understanding world. As media consumers, supporting and celebrating content that showcases diversity and challenges harmful stereotypes is essential.

Summary of learning

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Let's check your understanding about Media and Society!

7. Post Self-assessment

For each scenario, identify which component of media literacy it primarily relates to:

* Fact-checking a news article:

Access | Analyze | Evaluate | Act

Save

For each scenario, identify which component of media literacy it primarily relates to:

* Making a YouTube video: _____

Evaluate | Access | Create | Act

Save

For each scenario, identify which component of media literacy it primarily relates to:

* Using advanced search filters on Google: _____

Evaluate | Access | Act | Create

Save

For each scenario, identify which component of media literacy it primarily relates to:

* Identifying product placement in a TV show: _____

Create | Evaluate | Analyze | Act

Save

Writing the Instructions

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Writing the Unit of Learning

1

Explain what the session is about

2

Conduct the session

3

Remind learners what the session **was about** and check that they have learnt it

1. Explain what the session is about

- A content list,
- A list of objectives
- Add advance organizers (something to give learners high level view of what they are about to learn) – expository or comparative
- Example:

When teaching how to create a web page, first show learners some simple pages and say '**The following video will show you show you how to create a page like this'.**

- This high level view provides learners with a reference point that helps give meaning to the new bits of knowledge they are going to acquire.

- Tips: Use Generative AI tools: Claude , ChatGPT

COMPLETE Module 2: Brain, Biases, and Behaviour

In this module, learners will become aware of common biases encountered in media, understand the journey of information processing from media exposure to its effects, and learn to critically integrate their thoughts about media with insights into how the brain and mind function.

Objectives of the module

How biased are you?

Before we start, let us try to understand, to what extent **our brain can be biased?** Try to answer the following questions.

Advanced organizer

* Which is more likely to kill you: a shark or a cow?

- A shark
- A cow

Save

* Which is more dangerous to humans: a bee or a snake?

- A bee
- A snake

Save

* Which causes more fatalities: airplane crashes or car accidents?

- Airplane crashes
- Car accidents

* Which is more likely to cause food poisoning: leafy greens or chicken?

- A chicken
- Leafy greens

Save

2. Conduct the session

- Presents new material (examples and explanations) and sets activities based on this material.
- This is where you apply the instructional design (to arrange which one should comes first): Tell and test, tutorial, or Reflective action Guide, or Mix of IDs

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Cognitive Biases

When we use any form of media, we **come across** loads and **loads of information.** Now, when we **try to process such information,** at times, we **make some errors unknowingly.** We might not be aware of these, but they do, in fact, form a considerable chunk of our online/digital experience. **These are called "biases"** or simply preferences for something/someone.

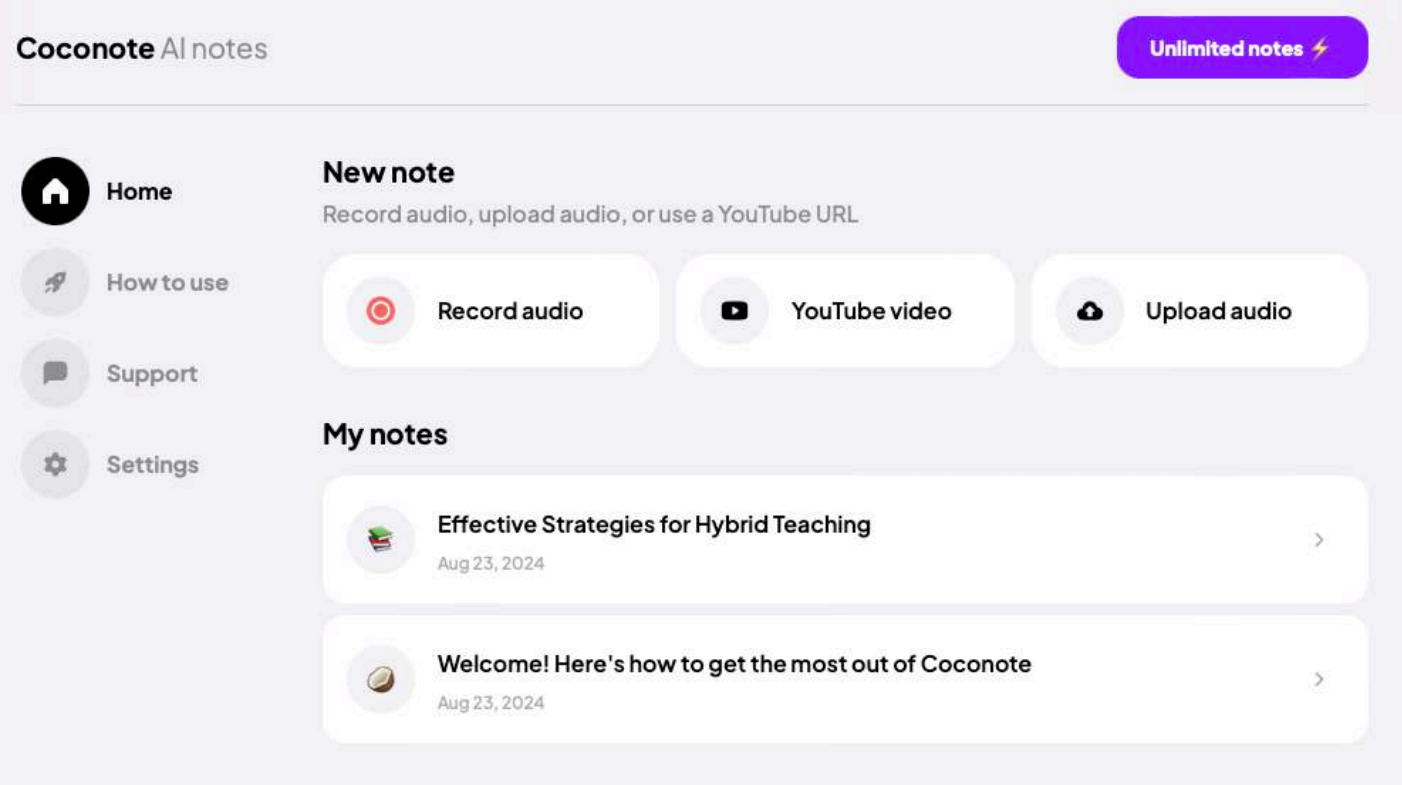
The following video will show you why do our brains love fake news.

Take note:

- Addressing the learners using 'we' **to create sense of belonging/relevance.**
- The use of **bold** to emphasize points
- **Introduction of the next material** while **relating why it matters to learners:**

The following video will show you why do our brains love fake news.

Coconote AI


Coconote AI notes
Unlimited notes
Home
How to use
Support
Settings
New note
Record audio, upload audio, or use a YouTube URL
Record audio
YouTube video
Upload audio
My notes
Effective Strategies for Hybrid Teaching
Aug 23, 2024
Welcome! Here's how to get the most out of Coconote
Aug 23, 2024

Coconote AI notes
Share note
Home
How to use
Support
Settings
Notes ▸ Note details
Effective Strategies for Hybrid Teaching
Aug 23, 2024
In Person and Remote at the Same Time? No Problem!
HYBRID
TEACHING TIPS
Share
Watch on YouTube
Creating quiz...
Create flashcards
Translate

Notes ▸ Note details ▸ Quiz
Quiz for:
Effective Strategies for Hybrid Teaching
Question 1
What is the primary focus of moving a class online in concurrent hybrid teaching?
Observation through live streaming
Observing through multiple cameras
Participating through digital means
Participating through live activities

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3. Remind learners what the session **was about** and check what they have learned

- Give self-assessment / automated simple quizzes
- Or give a summary of the unit

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Think about your misinformed decision..

Think about a time when you made a decision based on information that confirmed your existing beliefs. How might the outcome have been different if you had considered all the available information, even if it contradicted your initial thoughts?

Write your thoughts/answer here...

Save

Reflection about the module content

What have you learned so far..

* Which of the following scenarios best illustrates confirmation bias?

A person researches both sides of a debate before forming an opinion.	A person only reads articles that support their pre-existing beliefs.	A person decides based on a gut feeling rather than evidence.	A person waits for more information before making a decision.

Automated assessment to evaluate content comprehension

Key Takeaways

- Not to put **too much material** into the course
- Provide an **answer for your activities**
- **Not** to make **activities** more **demanding** than they need to be for learners to achieve the relevant learning objective.

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