

Design Document Part 1

Project Overview

Introduction

In China, English majors have a mandatory test – TEM4 (Test for English majors, Band 4) by the end of the second academic year. It is a national test in which the stakes are high because for most English majors, it is a graduation requirement and a decisive qualification credential in their job search.

In a traditional TEM4, students are required to write an introductory paragraph to state his opinion on the topic, a body paragraph to support his assertion and a concluding paragraph to restate his viewpoint. However, the newly reformed TEM 4 writing requests students to first write a one-paragraph summary of the article provided in the test. It aims to test students' comprehension skill and summarization skill. Unfortunately, the faculty in the English Department in Shanghai SanDa university find the sophomore students are less competent in summarizing the article in their simulation tests and assignments. The students are unable to follow the format of summary, locate the thesis statement or construct it. In addition, they generally can't discriminate the important details from unimportant ones, which fails to satisfy the writing requirement.

Based on the survey and interviews with students, the teachers realize that this problem persists because students haven't learned the techniques of summary writing. Therefore, the teachers try to use Canvas as LMS to design a module. It can facilitate sophomore English majors to learn the structure and skills in writing a summary in TEM 4. Designers identify the goal through "Subject Matter Expert Approach because they are the instructors themselves. Moreover, they will adopt "Content outline approach" (Dick & Carey, 2015) to provide adequate, explicit, step-by-step and teachers-led instruction on the summarization skills in this online module.

Gap Analysis

| Desired status | - | Actual status | = | need |
|--|---|---|---|--|
| All sophomore English majors in Shanghai Sanda University can write a one-paragraph formatted summary in less than 150 words in TEM 4 writing during their third semester. | - | 85% sophomore English majors in Shanghai Sanda fail to write a summary in accordance with its format and lack writing skills to locate or construct a thesis statement and differentiate the important information from less important one. | = | An online summary writing module with Canvas as the LMS will be designed to provide students with explicit, step-by-step, and teacher-led instruction. Sophomore English majors will be taught the skills to write a formatted summary with less than 150 words in |

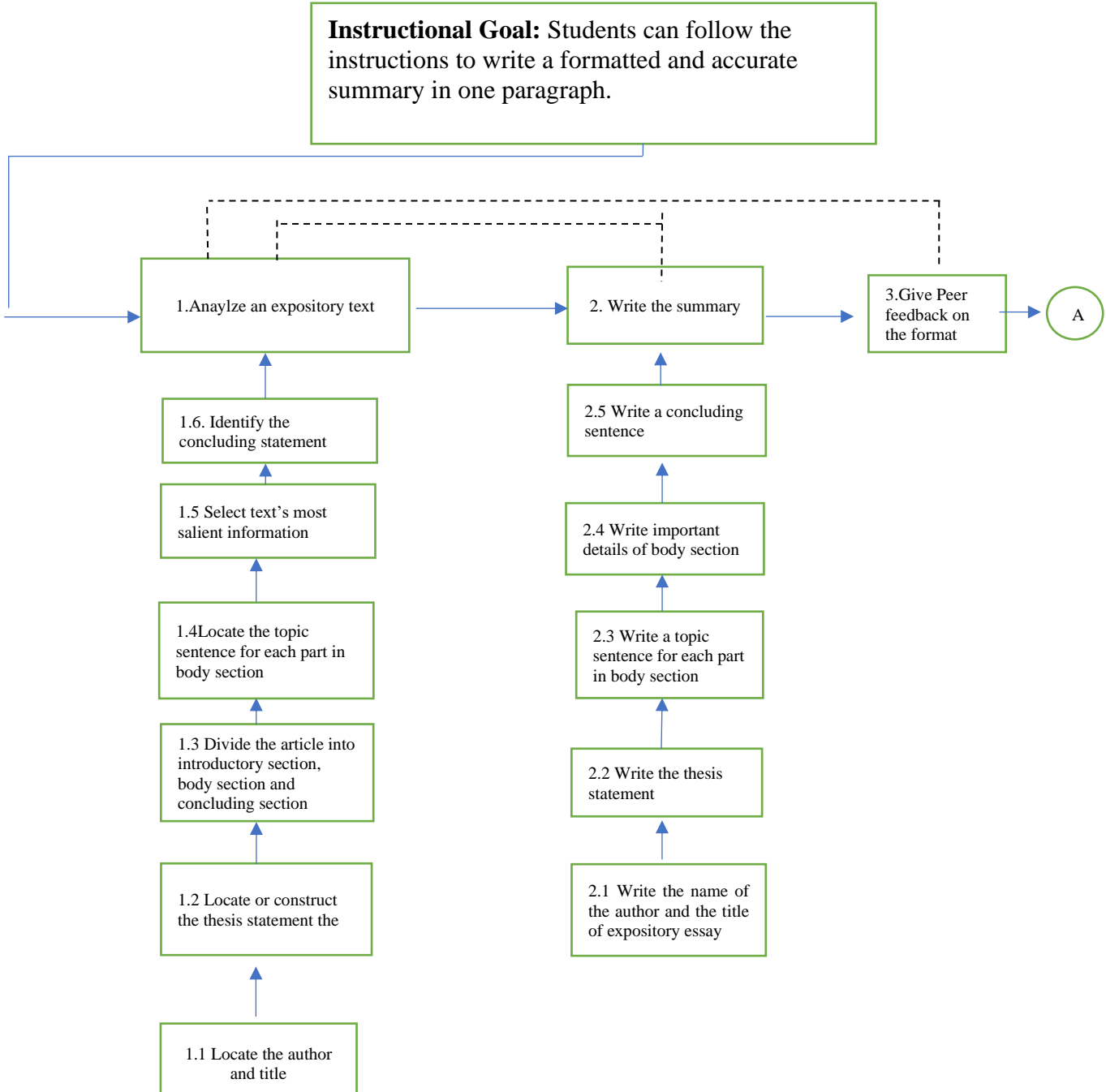
| | | | |
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| | | | TEM4 in their third semester. |
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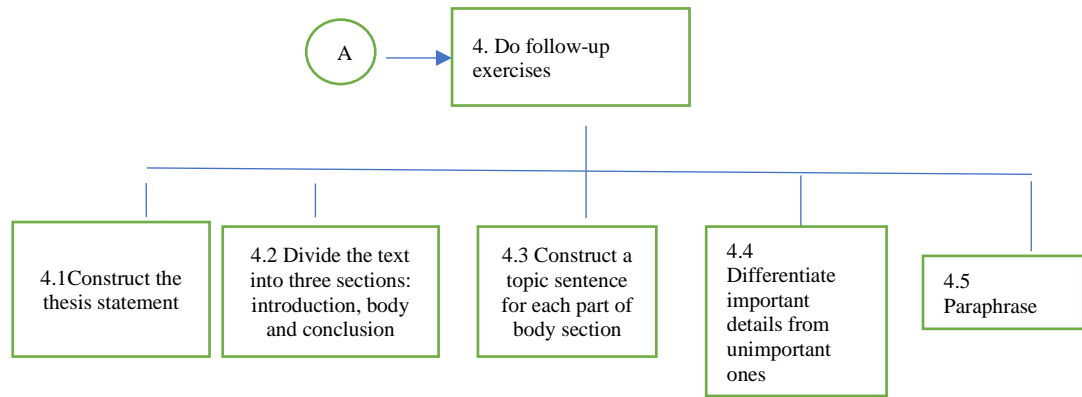
Instructional Goal

Sophomore English majors in Shanghai Sanda University can follow the step-by-step instructions and develop their summarization writing skills in Canvas to write a formatted summary in one paragraph with less than 150 words in TEM 4 writing.

Creation of Goal Analysis Diagram

It is problem-solving task and therefore classified as an intellectual skill. Concerning this learning course, the students are expected to locate or construct the thesis statement, discriminate important details against less important ones, follow the format to write a summary in one paragraph. The hierarchy analysis approach is used to illustrate this course in this diagram. It indicates the instructional goal, the steps required to perform the goal, the subordinate skills and the required entry skills which are noted under the dotted line.





Entry skills

Know the rules on grammar, punctuation, spelling; the structure of a paragraph and a passage; the types of discourse; types of transition; the definition of topic sentence and thesis statement

IDer Reflection

As an English teacher who once worked in higher education for 15 years, I consider myself a SME in language teaching and learning, so I want to design a learning module to help EFL learners. Taking the criterion into consideration that an instructional goal should include demonstrable and measurable behaviors and the content should be relatively stable over time, I choose English writing as my topic. As I taught sophomores English writing for many years and I graded the TEM 4 three times in my career, I found most of sophomore English majors fail to write a formatted summary, locate, or invent the thesis statement and discriminate the important details from less important ones. So, I decide to design one online learning module to assist their learning. The selection of topic and the instructional goal have gone well so far.

However, at first, I was a little confused about the goal identification approach, as I recognized the issue from “Performance Technology Approach” (Dick & Carey, 2015) in which the instructional goal is set in response to the problem, but I use “Content Outline Approach” (Dick & Carey, 2015) to explicitly list the content and steps students should follow. In addition, I am a SME in teaching writings so there is an overlap of approaches. Then, I am grappling with the design of diagram. At the beginning, I thought it is a one-way procedural process with step-by-step instruction, but later after I put more thought into it, I find it is getting more and more complex and detailed so a hierarchy diagram can serve the goal analysis better. So, I divide the writing process into six distinct sections, each of which specifies the subordinate skills and sub steps.

It is the very first time I try to apply what I learned from the books to design an online learning module. During the process, I got the constructive peer feedback from the discussion with my classmates. We discuss the four components of an instructional goal which enables me to have a better understanding of learners, tools, context, and behaviors in my design. A piece of advice from my classmate really changed my line of thought. I had thought about the topic of “Improving Speaking skills in online setting” but one classmate shared the opinion that the goal is not measurable, and it is too abstract. On the other hand, another classmate thought my topic is on the exam preparation and therefore limited in application which I can’t agree on because even

though this module is designed to help students get ready for the writing section in TEM 4, the summarization skill can be applied to their future work and life as well.

Reference:

Dick, W., Carey, L., & Carey, J.O. (2015). *The systematic design of instruction (8th ed.)*. Upper Saddle River, NJ: Pearson.

Design Document Part 2

Learner Analysis

The first step in any instructional design is to analyze the learners and thus enable the designers to have a better idea about the target population. The Table 2.1 contains description of learner characteristics for sophomore English majors in Shanghai Sanda University. The data sources are collected through interviews with three sophomore English-majors and four writing teachers. One student's English writing ability is above average, the second one average and the third one below average so the instructional designer can have more objective picture of their entry skills. Four teachers who are currently teaching English writing will be interviewed because they have been teaching English writing for many years and have a clear idea of what have been taught previously. Data from class observation and survey will be collected on students' attitude about the content, the delivery system, motivation for the instruction, general learning preferences, attitude towards school and overall impression on the instruction. Data from the pretest will provide instructional design with the extent to which learners master the prior knowledge. Colum 1 names the categories of information, column 2 names data sources for getting the information, and column 3 contains information specific to the students. The detailed and specific analysis of learner characteristics is the prerequisite of a feasible instructional design.

Table 2.1
Description of Learner Characteristics for Sophomore English Majors in Shanghai Sanda University

| Information Categories | Data Sources | Learner Characteristics |
|----------------------------------|--|---|
| 1. Entry skills | Interviews: Interviews with three sophomore English-majors and four writing teachers | Learners are sophomore English majors in the third semester in Shanghai Sanda University. English sentence type, grammar, spelling, punctuation rules have been covered in regular instruction. They have also learned how to write a topic sentence and a thesis statement. They are acquainted with the structure of a paragraph, the type of discourse- narration, description, exposition, argumentation, and transition devices between sentences and paragraphs. However, they haven't learned the techniques of writing a formatted summary. |
| 2. Prior knowledge of topic area | Interviews and Observations: Same as above Pretest: A written test on writing a summary for | The learners have learned the basics in writing different types of discourse and come across summary examples in their readings. They are aware of the importance of summary writing in preparation for TEM4 and other writing assignments, but they lack a clearer understanding of the rules applied in writing a summary and the structure followed in writing summaries. Moreover, learners find it difficult in discriminating important details against less important ones. Therefore, |

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| | an exposition article | they have an inadequate knowledge on summary writing. |
| 3. Attitudes toward content | Interviews and Observations: Same as above | Learners are preparing for a TEM 4 now. They only have two chances to participate in this exam in their university years. It is one of the most important credentials in their future job search. The writing section requests students to write a summary on the article so they believe the learning of summary writing skills will be beneficial for passing the exam and acquiring the skills can help them succeed in their future schoolwork and career. |
| 4. Attitude toward potential delivery system | Interviews and Observations: Same as above | Learners have experience learning through live lectures, web-based instructions and live group problem-solving activities. They enjoy the convenience of web-based instructions, and they believe the online collaboration activities will be helpful. |
| 5. Motivation for instruction(ARCS) | Interviews and Observations: Same as above Survey: Sent to all current sophomore English majors | Learners are positive about learning to write summaries. They believe the acquisition of these skills are relevant to the exam, current schoolwork and future jobs, and they are confident that they can master these skills and write a formatted and good summary. These factors, together with the interactive nature of instruction, should help ensure that learners are attentive during instruction. |
| 6. Educational and ability levels | Interviews and Observations: Same as above Records: Biographical data from school department | Education levels: All learners are sophomore students in English department in Shanghai Sanda University; however, they come from different places and want to pursue different work after graduation. Some want to work in academic settings such as schools. Others plan to work in business and government. Ability levels: Students are proficient learners with high ability levels. Chinese schools mandate English learning in the first year of elementary school, so the sophomore students have been learning English for 13 years at least. Also, they must have scored high points in College Entrance |

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| | | Examination in English so they can be admitted as English majors. |
| 7. General learning preferences | Attitude Data: All sophomore English majors' responses on a survey | Learners enjoy working with the computer and enjoy learner participation activities. However, they prefer not to be “put on spot” until they are completely confident that they have acquired the skills and are satisfied with their work. In instructional settings, they prefer (1) a short cycle of presentation (what skills to be learned?), (2) private and detailed feedback from the instructor and peers, and then (3) interactive “on the spot” collaboration activities. They like direct instruction method, interaction and collaboration with their peers and more exercises on each specific skill. |
| 8. Attitudes toward training organization | Survey: Same as above | Respondents have positive feelings about the learning module and the faculty, about web-based instruction, and about university Learning Center. All learners think the learning module will help them write summary better and benefit their current schoolwork and future occupation. |
| 9. General group characteristics a. Heterogeneity b. Size c. Overall impression | Interviews and Observations: Interviews with three sophomore English-majors and four writing teachers Survey: Same as above Records: Biographical forms, history with students | Homogeneity: Learners are homogenous in that they come from the same university and same major; have similar years of learning experience; and have same age and cultural background. Size: There will be a total of 120 learners in four classes enrolled in the module, with each class of 30 students. The number of students in each class maximize the learning efficiency for live group interactive work. Overall impressions: Instruction will need to be step-by-step, effective, detailed, efficient and convenient. |

Learning Context

Table 2.2 contains a learning context analysis for the summary writing instruction goal. A list of information categories appears in column 1, the data sources in column 2, and learning context characteristics in column 3. From this information, we can infer the design team has a

very good instruction situation. The importance of instructional goal has created the financial and professional resources. The availability of facilities, equipment, and personnel makes quality instruction products possible. The only limitation placed on the design team is the lack of teachers who can participate in the learning design project. Four teachers who are currently teaching sophomores writing classes have heavy workload and English department needs to provide more teachers or reduce their teaching hours.

Table 2.2
Description of Learning Context for Summary Writing Instruction

| Information Categories | Data Sources | Learning Site Characteristics |
|-------------------------------|---|---|
| 1.Number/nature of sites | <p>Site visits:</p> <p>Observations:</p> | <p>Number: One learning Center equipped with 200 computers is available for interactive online learning. One library with 200 computers is also available for students to access to the internet.</p> <p>Facilities: Canvas can be accessed by learners in their homes and in most places on campus with Wi-Fi. They also have opportunities to access the materials in the Learning Centers in the college, from libraries on campus, and from their smartphones.</p> <p>Equipment: The Learning Center contain whiteboards, projection screens, and LCD projectors for computer display onto screens and computers.</p> <p>Resources: The school provide research funding to create web-based and interactive summary writing instruction. Once developed and field-tested, the department will be responsible for maintaining the instruction.</p> <p>Constraints: There are 120 students and only 4 teachers for the writing instruction. This module aims to provide one or more activities for each skill, so teachers need to create a great amount of activities to achieve the teaching goal. Also, teachers are expected to provide individual feedback to students and grade their assignments. Due to the heavy workload, the department should think of reducing the teaching hours of those teachers involved in designing the module and enroll more teachers in designing this module.</p> |
| 2. Site compatibility with | <p>Interviews:</p> <p>Four writing teachers in</p> | <p>Instructional strategies: A variety of instructional strategies can be employed including web-based instruction on the rules and each skill, and small-group</p> |

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| <p>instructional needs</p> | <p>English department</p> <p>Site visits:</p> <p>Observations:</p> | <p>discussion on the article, peer feedback, and interactive writing exercise.</p> <p>Delivery approaches: Support is available for Internet-based instruction and other computer based, multimedia formats.</p> <p>Time: The majority of instructional time will occur as independent web-based learning. Time required for interactive group discussion is limited to 1.5 hours per week.</p> <p>Personnel: The designer and four faculty members teaching writing classes will develop the learning module. The team will be supported by personnel in the Learning Center.</p> |
| <p>3.Site compatibility with learner needs</p> | <p>Interviews: Same as above</p> <p>Site visits:</p> <p>Observations:</p> | <p>Location: The learning Center and libraries are located across the campus, so they are within walking distance.</p> <p>Convenience: The library is open from 8am to 12pm and the Learning Center are open to students at work hours.</p> <p>Space: The Learning Center are big enough for 200 students to have class at the same time.</p> <p>Equipment: The library is equipped with 200 computers and Learning Center can provide 200 computers for students' use.</p> |
| <p>4. Feasibility of simulating workplace</p> | <p>Interviews: Same as above</p> <p>Site visits:</p> <p>Observations:</p> | <p>Physical characteristics: The physical characteristics can be simulated since students will need to practice summarization skills in their future academic setting and future work.</p> <p>Social characteristics: Learners will discuss the main idea of the given articles and engage in summarizing the main idea and discriminating important information against less-than-essential information in their future work.</p> |

Performance Context

Table 2.3 contains a performance context analysis for summary writing instruction. Again, information categories are listed in column 1, data sources are included in column 2 and performance site characteristics are described in column 3. In this case, the performance context

bears some similarity with learning context since the learning mainly takes place at campus or any place where the internet is accessible and students can practice and apply their summarization skill in desktops, laptops, iPad or smartphones as long as the internet access is available.

2.3 Description of Performance Context for Summary Writing Instruction

| Information Categories | Data Sources | Performance Site Characteristics |
|------------------------------------|---|---|
| 1. Managerial/ Supervisory support | <p>Interviews: Teachers and the Chair of English department</p> | <p>All learners are pleased with the computer-based instruction where the learning goal can be identified, and specific activities can be designed to address each skill. The leadership can be described as very supportive of the planned learning module on summary writing.</p> |
| 2. Physical aspect of site | <p>Interviews: Students, teachers, Personnel from Learning Center</p> <p>Observations: Site visits to the Learning Center</p> | <p>Facilities: All students can access to computers in the Learning Center and school libraries. They can also access through their smartphones, desktops or laptops in dorms and school provides wireless Internet connection to all students and faculty.</p> <p>Resources: Students can access to the classroom created by teachers in Canvas. Teachers are expected to teach students how to log into the platform, join the class and collaborate in individual or group writing activities.</p> <p>Timing: The majority of instructional time will occur as independent web-based learning. Time required for interactive group discussion is limited to 1.5 hours per week.</p> |
| 3. Social aspect of site | <p>Interviews: Students, teachers, Online Learning Center</p> <p>Observations: Same as above</p> | <p>Students can work individually or in group in Canvas to access the direct instruction and activities from online classroom in Learning Center, homes or their smartphones if they have a computer and internet access.</p> <p>The direct instruction provides:</p> <ol style="list-style-type: none"> (1). Presentation with samples (2). Recorded video lectures on writing summary rules (3). Writing activities for each specific writing skill |

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| | | (4). Individual feedback (5). Homework (6). Assessment to check whether the students have acquired the skills at least at a basic level. |
| 4. Relevance of the skills to workplace | Interviews: Same as above Observations: Same as above | Meet identified needs: The summary writing instruction should meet identified needs of teaching sophomore students to learn summarization skills. They will be able to produce a one-paragraph formatted summary in TEM4. They can also apply summarization skills in their current academic study and future career. |

Performance Objectives

The Table2.4 present the instructional goal with performance context added. It describes the ultimate performance context which is authentic and realistic. In this case, the performance goal is for sophomore English majors in Shanghai Sanda University to write a one-paragraph formatted and accurate summary in TEM 4. Terminal objective is listed with learning context added. In this case, the learning takes place in online interactive LMS-Canvas. After learning the techniques from live lectures or completing writing activities specific for each skill, they students are able to write one-paragraph formatted and accurate summary in their simulation test. The performance will be assessed from the format and selection of important details the and 85 percent of students will be able to pass the test. Each objective includes three parts: condition (CN), behavior(B) and criterion(CR). Conditions specify the cue or stimulus provided to the learners, resources materials or tools needed. Behavior describes what learners will be able to do after learning. Criterion is used to evaluate learner performance.

Table
2.4. Instructional Goal with Performance Context and Terminal Objective with Learning Context for the Goal: Summary Writing for TEM4

| Instructional Goal | Instructional Goal with Performance Context Added |
|--|---|
| Write one-paragraph formatted summary in TEM 4 Writing | During an annual TEM 4 (CN), successfully write one-paragraph formatted summary (B) in less than 150 words (CR). |
| | Terminal Objective with Learning Context Added |
| | In “Canvas” (CR), correctly write one-paragraph formatted summary (B). Good summary will follow the format and include important information and excludes less-than-essential details and is properly paraphrased in less than 150 words. (CR). |

Table 2.5 lists the main steps in achieving the instructional goal and the performance objectives for the main steps. The subskills identify what skills to be included in achieving the

main step and subordinate objectives describe the skills needed for the achievement of terminal objective.

Table 2.5 Performance Objectives for the Instructional Goal “Summary Writing for TEM4”

| Main Step in Instructional Goal | Performance Objective for Main Step |
|---|--|
| 1. Analyze the expository text | 1. Given an expository essay online (CN), recognize the author, and the title; categorize three sections; select or invent the thesis statement; locate the topic sentence for each part of body section; choose the important information and locate the concluding statement (B) correctly (CR). |
| | |
| Subordinate Skills | Subordinate Objectives for Main Step |
| 1.1 Locate the author and title | 1.1.1 Given an online expository essay (CN), state the author (B) correctly (CR). 1.1.2 Given an online expository essay (CN), identify the title (B) correctly (CR). |
| 1.2 Locate or construct the thesis statement | 1.2.1 Given an online expository essay (CN), correctly (CR) identify the thesis statement which state the topic and the writer’s opinion (B). 1.2.2 Given an online expository essay (CN), correctly (CR) compose the thesis statement which must relate to the topic and the writer’s opinion (B). |
| 1.3 Divide the essay in introductory section, body section and concluding section | 1.3.1 Given an online expository essay (CN), identify the introductory section (B) correctly (CR). 1.3.2 Given an online expository essay (CN), identify the body section (B) correctly (CR). 1.3.3 Given an online expository essay (CN), identify the concluding section (B) correctly (CR). |
| 1.4 Locate the topic sentence for each part of body section | 1.4.1 Given an online expository essay (CN), identify the topic sentence for each part of body section (B) correctly (CR) |
| 1.5 Select text’s most salient information | 1.5.1 Given an online expository essay (CN), correctly (CR) choose the most important details which must relate to the writer’s focus and be illustrated repeatedly to support the thesis statement (B). |
| 1.6 Locate the concluding statement | 1.6.1 Given an online expository essay (CN), identify the concluding statement (B) correctly (CR). |
| | |
| Main Step in Instructional Goal | Performance Objective for Main Step |
| 2. Write a summary | 2. Given an online expository essay (CN), write a one-paragraph formatted summary (B) correctly (CR). |
| | |
| Subordinate Skills | Subordinate Objectives for Main Step |

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| 2.1 Write the name of author and the title | 2.1.1 Given an online expository essay (CN), write the name of the author and the title of the expository essay (B) correctly in the introduction (CR). |
| 2.2 Write the thesis statement | 2.2.1 Given an online expository essay (CN), write the thesis statement which must state the topic and the author's opinion, telling the purpose why writer composed the writing (B) correctly (CR) |
| 2.3 Write one topic sentence for each part in body section | 2.3.1 Given an online expository essay (CN), construct one topic sentence to each part in body section (B) correctly (CR) |
| 2.4 Write important details for body section | 2.4.1 Given an online expository essay (CN), write important details on each part in body section (B) correctly (CR). |
| 2.5 Write a concluding sentence | 2.5.1 Given an online expository essay (CN), write one concluding sentence which is restatement of the thesis statement (B) correctly (CR). |
| Main Step in Instructional Goal | Performance Objective for Main Step |
| 3. Give peer feedback on the format | 3. Given the summaries produced by learners (CN), students provide written feedback on format (B) correctly (CR). |
| Main Step in Instructional Goal | Performance Objective for Main Step |
| 4. Do follow-up exercises | 4.1 Given online exercises (CN), locate or construct the thesis statement, discriminate the important details against less essential ones, paraphrase properly and write in accordance with the format (B) correctly (CR). |
| Subordinate Skills | Subordinate Objectives for Main Step |
| 4.1 Construct the thesis statement | 4.1.1 Given online exercises (CN), compose the thesis statement (B) correctly (CR). |
| 4.2 Divide the text into three sections: introduction, body and conclusion | 4.2.1 Given online exercises (CN), divide the text into three sections: introduction, body and conclusion (B) correctly (CR). |
| 4.3 Construct a topic sentence for each part of body section | 4.3.1 Given online exercises (CN), construct a topic sentence for each part of body section (B) correctly (CR). |
| 4.4 Differentiate important details from unimportant details in body section | 4.4.1 Given online exercises (CN), differentiate important details from less important details in body section (B) correctly (CR). |
| 4.5 Paraphrase | 4.5.1 Given online exercises (CN), paraphrase the ideas (B) correctly (CR). |

Assessment Plan

Entry skills test: It is not necessary in designing this online module. As sophomore English majors, the learners have learned all rules governing English spelling, punctuation, and grammar. They have learned how to write a topic sentence and thesis statement. They have known the characteristics of four types of discourse- narrative, exposition, description, and argumentation. They have a basic understanding of the structure of a paragraph and an article, and they have learned to use different transitional devices to connect sentences and paragraphs. All the knowledge has been covered in their previous 2 semesters, and a rudimentary understanding is sufficient for learners to learn the new summarization skill.

Pretest: A pretest will be given to all sophomore English majors to identify and diagnose the key instruction content. Based on the test data, the designers can have a better understanding what subskills learners need more help with and what areas they have partially mastered. A good pretest can facilitate the designing process and therefore, enhance the efficiency of designing. In this module, a pretest covering the format of a summary will be evaluated most.

Practice test: It will be conducted after students learn the content and complete the activities to test whether the learners have mastered the required skill. It will take different forms, such as true or false questions, short answers, essay writing, group peer feedback, reflection. The strategies will vary based on the performance objectives for each subskill and they will be in strict alignment with the performance objectives.

Posttest: It will be conducted at the end of the module to test whether the learners have acquired all skills taught in the module. All skills will be tested in alignment with terminal objective. In this online module, learners will be requested to write a one-paragraph formatted summary in less than 150 words. The rubrics on grading will center on the format, the construction of statement of thesis statement and topic sentences, and the selection of important details included to support the thesis statement.

IDer Reflection

I have more hands-on experience on designing a learning module now. I did a lot of research on the literature of summary writing and changed most of my diagram in DD1. Now it is more based on scientific study or experiments on this field. It is more logical in understanding and feasible in application. Those changes make later analysis easier because I have a clearer understanding about the steps taken in designing process.

When I was working on learner analysis, I began to shift my attention from “what I should teach” to “what characteristics learners have in common”. It is a change of mindset from adopting a teacher-centered” teaching method to a “learner-centered” approach. I began to take their entry skill, prior knowledge, attitude, learning preference, and ability level into consideration and always keep them in mind during my design process.

When I was working on learning context analysis, I realized a good school should allocate funds to provide technology and personnel support to facilitate teaching. In current teaching setting, new technologies integrated into the classroom instruction has become an inevitable trend since it can make learning interactive and more geared to future world. However, a lot of schools still rely heavily on the traditional teaching method in which a teacher uses one textbook to present same information for many years. Even if students have personal computers, less online or blended teachings are developed to embrace the change.

When I was working on performance context analysis, I realized the importance of designing the learning based on the needs of current or future work. One important criterion of

successful designing is that the skills learnt can be applied to the work in real, authentic world. Learners learn the skills not for passing the exams, but for applying them to solve problems.

When I was working on the assessment plan, I learned there must be a strict alignment between skills and performance objectives. If this alignment and congruence can be achieved, the designing can be a successful one. When we design the tests, we must work out the most suitable assessment strategy to test whether the learners have mastered the skills or not. We can't design tests just for our own convenience of scoring or the like but must choose the best assessment form to evaluate the effectiveness of the design.

All in all, I really learned a lot from completing DD1 and DD2. It taught me instructional design is iterative process in which a designer must gather all important information concerning learners, learning context and performance context. A designer must have a growth mindset to learn from his or her mistakes, passion to learn new things, open mind to make the change and a strong heart to accept the feedbacks.

Design Document Part 3

Design Evaluation Chart

The goal, learners, context, and assessment are taken into consideration in designing the evaluation. The materials are organized and presented according to the order in the diagram. The evaluation attempts to check the congruence among instructional goal, performance objectives and test items. The appropriateness of materials for the target learners and the clarity of materials are also evaluated to offer revision to the draft documents.

| Performance Skill | Objectives | Test items |
|---|--|--|
| Instructional Goal | Terminal Objective | |
| On the annual TEM 4, successfully write one-paragraph formatted summary in less than 150 words. | In “Canvas”, correctly write one-paragraph formatted summary. Good summary will follow the format, include important information and is properly paraphrased in less than 150 words. | Write a formatted summary of an expository text in less than 150 words based on the checklist below and submit it to the Assignment Section in Canvas. 1. Did I note the title and author in my thesis statement? 2. Did I identify the thesis statement of the text? 3. Did I find three or more relevant details related to the thesis statement? 4. Did I omit the details that are too specific (facts or statistics)? 5. Did I avoid introducing my own opinion? 6. Did I paraphrase? 7. Did I include a concluding statement? |
| Main Step | Performance Objective | |
| 1. Analyze the expository text | Given an expository essay online, identify the author, and the title; select or invent the thesis statement; categorize three sections; locate the topic sentence for each part in body section, choose the important information in body section and locate the concluding statement correctly. | Students are given a worksheet on an expository text to analyze. They answer the questions and submit their worksheets to Assignment Section in Canvas. |
| | | |

| Subordinate Steps | Subordinate Objectives | |
|---|---|--|
| 1.1 Locate the author and title | 1.1.1 Given an online expository essay, state the author's name correctly. 1.1.2 Given an online expository essay, identify the title correctly. | What is the name of the author? What is the title of the expository text? |
| 1.2 Locate or construct the thesis statement | 1.2.1 Given an online expository essay, identify the thesis statement correctly. 1.2.2 Given an online expository essay, compose the thesis statement correctly. | In your own words, state the thesis statement of the expository essay. |
| 1.3 Divide the essay in introductory section, body section and concluding section | 1.3.1 Given an online expository essay, identify the introductory section correctly on the topic. 1.3.2 Given an online expository essay, identify the body section correctly. 1.3.3 Given an online expository essay, identify the concluding section correctly. | This expository text can be divided into three sections--introduction, body, and conclusion. Please write down the paragraph number for each section. Introduction: _____ Body: _____ Conclusion: _____ |
| 1.4 Locate the topic sentence for each part in the body section | 1.4.1 Given an online expository essay, locate the topic sentence for each part of body section correctly. | Please write the three topic sentences of the body section. |
| 1.5 Select text's most salient information | 1.5.1 Given an online expository essay, choose the most important details to support the thesis statement correctly. | Please list three important details and briefly explain the reasons. |

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| 1.6 Locate the concluding statement | 1.6.1 Given an online expository essay, identify the concluding statement correctly. | In your own words, state the conclusion of the expository essay. |
| Main Step | Performance Objective | |
| 2. Write a summary | 2. Given an online expository essay, correctly write a one-paragraph formatted summary in less than 150 words. | Given another expository text, students are asked to write a one-paragraph summary covering the five components in less than 150 words and submit it to the Assignment Section in Canvas. |
| Subordinate Step | Subordinate Objectives | |
| 2.1 Write the name of author and the title | 2.1.1 Given the same online expository essay, write the name of the author and the title of the expository essay clearly. | There is no test item here as students will submit the summary writing covering the names of author and the title. |
| 2.2 Write the thesis statement | 2.2.1 Given the same online expository essay, correctly write the thesis statement which must state the topic and the author's opinion, telling the purpose why writer composed the writing. | There is no test item here as students will submit the summary writing covering the thesis statement. |
| 2.3 Write one topic sentence for each part in body section | 2.3.1 Given the same online expository essay, correctly construct one topic sentence to each part in body. | There is no test item here as students will submit the summary writing covering the topic sentences. |
| 2.4 Write important details for body section | 2.4.1 Given the same online expository essay, correctly write important details on each part in body section. | There is no test item here as students will submit the summary writing covering important details. |

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| 2.5 Write a concluding sentence | 2.5.1 Given the same online expository essay, correctly write one concluding sentence which is the restatement of the thesis statement. | There is no test item here as students will submit the summary writing covering the concluding sentence. |
| Main Step | Performance Objective | |
| 3. Give peer feedback on the format | 3.1 Given the summaries produced by learners, provide feedback on the format. | Students will engage in group discussion and provide feedback on the format of summary Therefore, there is no test item for this objective. |
| Main Step | Performance Objective | |
| 4. Do follow-up exercises | 4.1 Given online exercises, correctly locate or construct the thesis statement, divide the text into introduction, body and conclusion sections; construct the topic sentence for each part in body section; discriminate the important details against less essential ones, properly paraphrase the opinions. | Learners are provided with multiple worksheets, quizzes to test their understanding and application of format in summary writing. Students will submit their answers in Quiz Section in Canvas. |
| Subordinate Steps | Subordinate Objectives | |
| 4.1 Construct the thesis statement | 4.1.1 Given online exercises, correctly understand the definition and features of thesis statement, and compose a strong thesis statement. | 1. Decide the following statements are true or false. 1.1 Thesis statement summarizes an entire essay. 1.2 Thesis statement includes a topic and a controlling idea. 1.3 You should not give your own ideas or criticisms as part of the summary |

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| | | <p>1.4 A good summary should not include selected examples, details, or information which are not relevant to the piece of writing taken as a whole</p> <p>1.5 A good summary of an essay should probably include the main idea of each paragraph, and the main evidence supporting that idea, unless it is not relevant to the article.</p> <p>1.6 Rearranging the words used in the original, or keeping the same structure but just substituting different words is not enough</p> <p>1.7 A good summary of an essay should probably include the main idea of each paragraph, and the main evidence supporting that idea.</p> <p>2. Write a thesis statement for each of the following topics. Remember to make each statement specific, precise, demonstrable, forceful, and confident.</p> <p>2.1 Texting while driving</p> <p>2.2 Abortion</p> <p>2.3 Racism</p> <p>3. Read the following thesis statements. Identify each as weak or strong and list the reasons why. Then revise the weak statements so that they conform to the requirements of a strong thesis.</p> <p>3.1 The subject of this paper is my experience with ferrets as pets.</p> <p>3.2 Edgar Allan Poe was a poet who lived in Baltimore during the nineteenth century.</p> <p>3.3 Because many children’s toys have potential safety hazards that could lead to injury, it is clear that not all children’s toys are safe</p> <p>3.4 The government must expand its funding for research on renewable energy resources to prepare for the impending end of oil.</p> |
| 4.2 Divide the text into three sections: | 4.2.1 Given online exercise, divide the text into three | Please divide the text into three sections- introduction, body and conclusion and list the paragraph numbers and explain your reasons. |

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| introduction, body and conclusion | sections, namely, introduction, body and conclusion correctly. | |
| 4.3 Construct topic sentences for each part in body section | 4.3.1 Given online exercise, correctly constructive a topic sentence for each part of body section. | Please write a topic sentence for each part of body section. |
| 4.4 Differentiate important details from unimportant details | 4.4.1 Given online exercises, correctly differentiate important details which relate to the writer's focus and be illustrated repeatedly from unimportant details. | Please list two important details and two less essential details and explain the reasons. |
| 4.5 Paraphrase | 4.5.1 Given online exercises, paraphrase the ideas correctly. | <p>Directions: Write a paraphrase of each of the following sentences or passages.</p> <ol style="list-style-type: none"> 1. The student requested that the professor excuses her absence, but the professor refused. 2. International Center is hosting English Conversation classes. They help non-native speakers of English practice their English-speaking skills. 3. The car that was pulled over by the police officer yesterday just had an accident. That driver is not careful. 4. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348. |

Instructional Strategy Alignment

The learning module is divided into four clusters-analyzing the expository essay, writing the summary, giving feedback and doing follow-up exercises. As I use Canvas to deliver the module, it is self-paced online workshop where students are engaged in individual activity and group

discussions asynchronously. The instructional strategies such as videos, worksheets, readings, and practices will be selected to match the instructional objectives. For each cluster, objectives, the content presentation, student participation are explicitly stated. In addition, the incorporation of ARCS into the module is discussed as well.

| Learning Component | Design Plan |
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| <p>Cluster 1 Analyze the expository text</p> | <p>Student grouping and Media Selection: All activities and assignments are individualized; the module is delivered through Canvas where videos, downloadable worksheets, readings, practices, and feedbacks are all provided online.</p> <p>Objectives-</p> <p>1. Given an expository essay online, recognize the author, and the title; categorize three sections; select or invent the thesis statement; compose a topic sentence for each part of the body section, choose the important information and locate the concluding statement correctly.</p> <ul style="list-style-type: none"> • 1.1 Given an online expository essay, state the author and the title correctly. • 1.2. Given an online expository essay, identify the introductory section, body section and concluding section correctly. • 1.3. Given an online expository essay, identify the thesis statement correctly. • 1.4 Given an online expository essay, locate a topic sentence for each part of body section correctly. • 1.5 Given an online expository essay, choose the most important details to support the thesis statement correctly. • 1.6 Given an online expository essay, identify the concluding statement correctly. <p>Content Presentation</p> <p><i>Content-</i></p> <p>To analyze the expository text, learners first must know the structure of expository text and its characteristics. Students will be provided a video lecture on expository writing structure, two readings on expository text, and a worksheet for them to analyze and submit to the Assignment Section in Canvas. In addition, a job aid on the on expository text structure and five components of a summary will be provided to facilitate their understanding.</p> <p><i>Example-</i></p> <p>Five components of a summary:</p> <ul style="list-style-type: none"> • Name of the author and the name of the title • Thesis statement |

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| | <ul style="list-style-type: none"> • Topic sentence for each part of body section • Important details on each part of body section • Conclusion statement <p>Student Participation <i>Practice items and Activities –</i> 1. Before the instruction, learners are asked to give their own definition of summary, the components of summary and the reasons why summary writing is important in Discussion Section of Canvas to attract their attention by creating a mental challenge and understand the relevance of summarization skills to their future academic success. 2. Before the instruction, learners will be provided a worksheet on an expository text to analyze, and they submit their assignments to the Assignment Section in Canvas following the directions.</p> <p><i>Feedback-</i> Instructors will respond to each post and ask further questions for learners to reply.</p> |
| <p>Cluster 2 Write a summary</p> | <p>Objectives- 2. Given an online expository essay, correctly write a one-paragraph formatted summary which states five components in less than 150 words.</p> <ul style="list-style-type: none"> • 2.1. Given an online expository essay, write the name of the author and the title of the expository essay correctly. • 2.2. Given an online expository essay, write the thesis statement correctly. • 2.3. Given an online expository essay, write a topic sentence to each part in body section correctly. • 2.4. Given an online expository essay, write important details on each part in body section correctly. • 2.5. Given an online expository, write a concluding statement correctly. <p>Content Presentation <i>Content-</i>Learners will be provided with a new expository text to work on by themselves. <i>Example-</i>One expository text will be provided for students to summarize.</p> <p>Student Participation</p> |

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| | <p><i>Practice items and Activities</i> –It is an individual work. Learners must practice writing a summary of an expository text and send them in Assignment Section in Canvas. They can follow the job aid on checklist and components of a summary provided earlier.</p> <p><i>Feedback-</i> Instructors will send feedback back to students individually online.</p> |
| <p>Cluster 3 Give peer feedback</p> | <p>Objective- 3. Given the summaries produced by learners, provide feedback on the format correctly.</p> <ul style="list-style-type: none"> • 3.1 Given the summaries produced by learners, comment on the format correctly. <p>Content Presentation <i>Content-</i> Students are also asked to post their summaries in the Discussion Section. The summaries produced by learners will serve as the content presentation. In addition, a guideline for peer feedback will be also provided for learners to give constructive feedbacks.</p> <p>Student Participation <i>Practice items and Activities</i> – Students will engage in providing feedbacks to other two peers in discussion section and answer at least one question posed by their peers. They must provide feedback on the items in the job aid including but not limited to the construction of thesis statement, weak or strong thesis statement, the topic sentences for each part in body section and the selection of important details.</p> <p><i>Feedback-</i> This part focuses on the feedbacks among peers. Learners engage themselves in the offering each other feedback according to the guideline and directions. After giving and receiving feedback on the format, students will be more confident in the understanding of the format.</p> |
| <p>Cluster 4 Do follow-up exercises</p> | <p>Objectives- 4. Given online exercises, locate or construct the thesis statement, divide the text into three sections: introduction, body and conclusion; write the topic sentences for each part in body section, discriminate the important details against less essential ones correctly and properly paraphrase the ideas.</p> |

4.1 Given online exercises, compose the thesis statement correctly.

Content Presentation

Content-

Students will be provided with a worksheet containing three types of exercise: True or False Questions, Writing thesis statement on three topics and the Identification of strong thesis statements and weak ones.

Student Participation

Practice items and Activities –

The practice focus is on the construction of thesis statement. Students will work on the exercises by themselves answer the questions in Quiz Section.

Feedback-

Instructors will provide individual feedback to the learners.

Objectives:

4.2 Given online exercises, divide the text into three sections: introduction, body and conclusion correctly.

4.3 Given online exercises, compose a topic sentence for each part of body section correctly.

4.4 Given online exercises, differentiate important details from unimportant details correctly.

Content Presentation

*Content-*Students will be given an expository text to divide into three sections, compose a topic sentence for each part in body section and analyze the important details and less important ones in body section.

Examples-

The differences between important details and less important ones:

- Important details: ideas repeated by the author to support the thesis statement
- Less important ones: dates, statistics

Student Participation

Practice items and Activities –

The practice focuses on the division of text, composition of topic sentences for each part in body section and selection of important details. Students will post their opinions on the Quiz Section and explain the reasons following the directions.

Feedback-

Instructor will give individual feedback.

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| | <p>Objective- 4.5 Given online exercises, paraphrase the ideas in summary correctly.</p> <p>Content Presentation <i>Content</i>-students will be provided with a reading and a video on how to paraphrase properly, and a worksheet to practice. <i>Example-</i></p> <ul style="list-style-type: none"> • Use synonyms to change some of the original words. • Change the parts of speech for some of original words. • Change information that is in active voice to the passive voice. • Eliminate any unnecessary words. • Change the order of how the information is presented. • Turn simple sentences into complex sentences. • Combine or divide thought or sentences to change the structure. <p>Student Participation <i>Practice items and Activities –</i> Students will watch the video and read the materials at their own time and pace. Later, they will work on the exercise on paraphrasing in the Quiz Section. After learning the module, students will feel competent in writing a summary and derives satisfaction from the learning experience. <i>Feedback-</i> Instructors will provide individual feedback to the learners.</p> |
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Implementation Plan

I want to invite two my previous college students back in China to the pilot test. As summary writing in TEM 4 is very important to college students, I am confident I can enroll some testers. First, I will create a module on Summary Writing in LMS-Canvas and set up a class. Next, I will invite students to join the class by sending them a link. A pretest will be conducted so I can measure their entry skills in writing a summary. Students will be required to submit a summary on an expository text given to Assignment Section in Canvas with less than 150 words. I will grade the assignment with another doctoral classmate to get an average point but won't offer any feedbacks. Next, students will go through different activities step by step and complete their assignments in Assignment, Discussion and Quiz sections. Before conducting test items, the videos, PowerPoints, job aids, readings and worksheets will be provided to facilitate learning. The direct, step-by-step instruction will be integrated with constructivist instructional strategy in which the learners are encouraged to identify the problems themselves and find the solutions collaboratively with their peers. Finally, students will be asked to write a formatted summary in less than 150 words on another expository text given and submit it to Canvas as the

posttest. I will grade them with the same doctoral classmate to get the posttest grade to evaluate whether the learners achieve their learning goals through the instruction designed.

Evaluation Plan

As it is the first time for me to design an online module in Canvas and there may be only two or three potential testers, I want to conduct one-to-one interviews with all testers. I will mainly collect data including comments by learners on instructional materials about difficulties they encounter at particular points in the materials; comments by learners on their overall reactions to the instruction and their perception on instructional procedures in general; the time required to complete various components of instruction; learners' attitudes and the impact on the learners. I will revise my design based on their feedbacks to achieve the learning goal. The sample questions are listed as follow:

1. Are the readings appropriate for the mastery of the summary writing?
2. Are the worksheets provided appropriate for the mastery of the summary writing?
3. Are the exercises appropriate for the mastery of the summary writing?
4. Are the materials adequate and clear in instruction?
5. Are the materials clear and readily understood?
6. Are materials relevant to your needs and interests?
7. Are the sequence and segment size of material appropriate?
8. Are there any difficulties in learning the module?
9. How long do you take to finish the module?
10. Are you more confident and satisfied on summary writing after learning the module?
11. What is your overall impression on this online module?

IDer Reflection

I am so overjoyed to write this reflection because it means I have nearly completed the biggest assignment in my study so far. It is not an easy process and I spend a lot of time constantly looking back and revising my designs.

Before taking this course, even though I was a teacher with 15-year experience, I seldomly took instructional goal, learners' characteristics, learning and performance context, instructional strategies, the alignment between performance strategies and objectives and evaluation into consideration. In other words, I haven't learned how to design the learning in a systematic way. However, after learning this course, I am confident I am no longer a layman in instructional field anymore. I have had a general picture of some guiding theories and major models and can design a module according to Dick and Carey Model.

The learning and designing process inspires me to constantly reflect on how to make the learning module more effective and interactive. For example, the diagram in the last version is mostly different from that in my first draft. I first drew the diagram based on my experience in teaching summary writing. The revisions in the second draft were made with ideas from the literature review and I made some changes in the final version of diagram considering the alignment of instructional strategies with the performance objectives and cluster size.

I feel the design of the curriculum really bears it to mind that the learning has to be applied to the authentic world to achieve the performance goal. This course is aimed to prepare learners to be qualified instructional designers in the field as we are not only required to design

DD1, DD2 and DD3, we must also show the product in LMS or a classroom setting. We must do the formative evaluation to gather data from SMEs and learners to revise the design as well. After gaining the hands-on experience on the designing process, I have a basic understanding about the procedure of instructional design. During the process, I also learn how to integrate technology into the learning and teaching. I learned how to use Canvas to deliver online classes, Snagit to make screencast in PowerPoint presentation. Whenever I try to design some modules, I start to think from the perspective of five learning components, namely, preinstructional activities, content presentation, learner participation, assessment and follow-up activities. In a word, I benefit a lot from learning this course and thank you, Dr. Huang for the detailed feedback!

Complete learning module

Learners will be able to see all content, assignments, discussions and quizzes in Canvas by clicking <https://canvas.instructure.com/courses/3834031>. If students want to join the class, please click the link: <https://canvas.instructure.com/enroll/KYPMP6>. Alternatively, students can sign up at <https://canvas.instructure.com/register> and use the following join code: KYPMP6

Implementation and Formative Evaluation Report

Pilot and Evaluation Data Collection

I posted a call for pilot testers in my Wechat Moment explaining in detail the learning objective, the time it will take, the delivery mode and requirements for the testers' qualifications. Two people are interested in the project and signed up for the participation. One is an editor with a Master's degree in Education from a university in China who is working in a publishing house in Wuhan, China. The other is an entrepreneur with a MBA degree from an American university who is working in E-learning industry in the U.S. I sent them the link to join the course and asked them to take notes on the difficulties they may encounter during the learning process. After they finished learning the module, I graded their assignments, quizzes and provided detailed feedback on the exercises. I prepared ten questions for the interviews. These questions checked the appropriateness of contents and exercises, the clarity of instruction, ARCS, time took and overall impression of the module. I set up a video meeting on Wechat with the editor and a face-to-face interview with the entrepreneur. These questions had not been provided until they completed the module. I took the notes on the transcripts. Here is the list of questions in the interview.

1. Are the readings appropriate for the mastery of the summary writing? Could you explain your reasons?
2. Are the worksheets and exercises provided appropriate for the mastery of the summary writing? Could you explain your reasons?
3. Are the materials adequate and clear in instruction? Could you explain your reasons?
4. Are the materials clear and readily understood? Could you explain your reasons?
5. Are materials relevant to your needs and interests? Could you explain your reasons?
6. Are the sequence and segment size of material appropriate? Could you explain your reasons?
7. Are there any difficulties in learning the module? Could you explain your reasons?
8. How long do you take to finish the module?
9. Are you more confident and satisfied on summary writing after learning the module? Could you explain your reasons?
10. What is your overall impression on this online module?

Here are the two transcripts with two pilot testers. Q stands for questions and Y stands for the editor as it is the initial of her last name and L stands for the entrepreneur as it is the initial of his last name.

Q1: Are the readings appropriate for the mastery of the summary writing?

Y: Yes. I can understand the introduction on exposition, summary and homework and readings in worksheets.

L: I understand 70% of the readings. but I don't understand how to write a strong thesis statement from the readings. I think I need more examples.

Q 2: Are the worksheets and exercises provided appropriate for the mastery of the summary writing?

Y: Not really, because the words in the readings and worksheets are too small which makes it difficult to read. However, other aspects on worksheets such as difficulty level and selection of materials are great.

L: The exercises are closely related to the materials and lesson objectives.

Q 3: Are the materials adequate and clear in instruction?

Y: No, I feel that the structure on expository essay, the explanation of five components of a summary is not enough and a little boring. Maybe it is because I can't watch that video. If I did, I could have said yes to this question.

L: Not very clear. I have great difficulty in differentiating the important details from less important details. The questions are too broad, and I need more instruction and explanation on it.

Q 4: Are the materials clear and readily understood?

Y: Yes. I understand all learning materials in the module. The biggest problem is that I haven't received the instruction on how to study this module and I did the exercises without reading the materials and learn it first, so I was at a loss when I did the exercises.

L: Yes. I can easily understand the materials, but I feel it is not enough and I need more examples and practices. For example, when the video tells how to develop a paragraph, it lists different methods such as exemplifications and contrast and comparison. I think it will be better to give me more examples about them.

Q 5: Are materials relevant to your needs and interests?

Y: Yes. I read the materials later in your module. I am interested in learning what you, as an educator, want to teach the learners.

L: I think college students should be very interested in how to write the summary.

Q 6: Are the sequence and segment size of material appropriate?

Y: No. I felt the designing process is not linear and a little repetitive. For example, which I first joined the module, I was presented with all materials instead of homepage. When I clicked on the materials, sometimes, it jumps to quizzes and grading so I was a little confused. Also, I felt it would be better if you gave more exercises and materials and gave more detailed explanation on the materials given.

L: No, the sequence is not good in paraphrasing part. I finished the quizzes first before I watched the video and read readings. They should be provided first.

Q 7: Are there any difficulties in learning the module?

Y: Yes. I have great difficulty in accessing the webpage and the connection is not very good. In addition, because I hadn't received instruction on learning methods, I jumped to do the exercise without learning the knowledge first, so I experienced more difficulty.

L: Yes, it is a little difficult for most of college students. For the video part, it is too fast, and I don't have time to think about it before it is finished.

Q 8: How long do you take to finish the module?

Y: I finished it in about 5 hours. It is because of the following reasons--bad internet connection, inadequate understanding on the learning content and small and illegible words. Moreover, my English is not very good. Sometimes, I had to deal with other matters during the study and I had to read the materials again when I resumed the study.

L: It took me about 4 hours. It is too long if I must finish it in one day. It will be better if I can spend weeks finishing the module.

Q 9: Are you more confident and satisfied on summary writing after learning the module?

Y: No. For me, I must study it and do exercise repeatedly until I can master it.

L: Somewhat.

Q 10: What is your overall impression on this online module?

Y: I feel it is a little difficult. For me, I feel it difficult if I only study the knowledge once and can't master it. Also, I feel your content on the structure of expository essay and the steps in writing a summary and exercise practice is comprehensive, but I hope to get more exercises and trainings repeatedly.

L: Overall, I feel it quite helpful in writing a summary. I learned the concept of summary and acquired some basic knowledge on the structure of exposition and learned how to paraphrase.

Synthesis

The evaluation data from two interviews will be used to inform significant revisions to the module.

Timing

It took both testers about five hours to complete the module. Even though they considered it takes too long for them to finish this module, they believed they needed more examples and practices to master the summarization skill. As I reflected during designing the module, the summarization skill is a highly intellectual skill which can only be mastered after receiving a lot of instructions and practices. The familiarity with the structure of a summary doesn't guarantee learners can write a good summary as the construction of thesis statements and topic sentences and differentiation of important details from less-than-essential details required comprehension, evaluation, condensation and frequent transformation of ideas, all of which take time to build and develop. It is better for the students to learn this module in one semester and take time to apply and practice what they have learned. In addition, this online module should not be self-paced. Instead, learners should be given a deadline for each section. The contents and practices are closely related. It will help them more if learners can get constructive and timely feedbacks before they move to next section. Otherwise, if instructors give the feedback when learners finish their exercises, learner are not only overwhelmed with the feedbacks but also deprived the opportunity to improve their writings as the instruction goes along.

Objective and Activity Alignment

The learning objectives are in alignment with the activities. However, due to the complexity of summarization skills, more exercises and instruction content should be provided. Two testers both feel content is inadequate. For example, in cluster one -Analyze the expository essay, after the testers watched the video and learned the structure of the exposition and five components of a summary, they were still confused about how to analyze an expository essay. I

tried hard to find a video to explain the analysis process but failed. In order to better illustrate the analysis process, I need to make a video, giving more detailed explanations on how to analyze the structure of an exposition and write a formatted summary, so I need to learn to use video editing software to make a tutorial video to address the issue.

Engagement

I want to better engage learners in active participation by designing a discussion forum in Canvas for them to exchange ideas and provide peer feedback. However, as I set the module as a self-paced one, some students can't provide feedback on others' writings because they posted their assignments at different time.

Next, clear learning instructions and objectives should be written on each section of the module. I only gave a broad overview on the content of the module and learning objective, but detailed and specific learning instruction should also be provided to avoid learners' confusion on the learning process.

I only used discussing topics and providing peer feedback as two activities to engage the learners but I think there must be more kinds of activities to better involve them. Later, I would like to design more types of activities to better attract learners' attention and participation.

Instructional and Assessment Strategies

I used videos, worksheet, readings, job aids, discussions as instructional strategies. The evaluation feedback suggested they were in alignment with learning objectives, but I definitely need to provide more materials on the instruction and practices.

In section one- Analysis of the Expository Essay, learners were asked to create a Word Document and upload it with answers to three questions in Canvas as the assignment. I want to change it as a quiz when students can type their answer directly on the same page where questions are presented instead of uploading another document. It will facilitate their learning and reduce unnecessary workload.

Clarity and Accessibility

For better clarity, the first thing I must change is to set the announcement as the home page in Canvas when students join the course. At present, the homepage indicates the table of content students will learn in the process so it is very likely that learners will be confused about the procedure and the learning objectives and requirements. If the module is designed for a semester's study, a syllabus should also be provided with clear information on assignments, readings and deadlines for homework.

A video tutorial or a job aid on how to navigate and use Canvas should also be provided for first-time users to reduce the anxiety and promote the learning.

One aspect I should have been more careful is the font size. For the sake of convenience, I downloaded some pictures from the Internet as the reading materials. But the words on the pictures were not big enough and it caused inconvenience for the learners to read. In the future, even if I select existing materials from other sources, I must check the clarity and make revisions or improvements to better aid students' learning. For example, I can change a picture format to a document format to make changes and improvements.

As far as accessibility is concerned, I want to download the videos first and then upload them to Canvas for learners to watch because learners in mainland China can't access Youtube

link. Also, one tester thought the presenter is talking too fast in the video so I will attach a transcript for each video for better review.

ARCS

Even though it is difficult to fully master the summarization skill, students are highly motivated to learn this module because it is closely related to their needs, but I need to work on how to better attract their attention and make the content more related to their needs so that the learners will feel confident they can learn the knowledge and feel satisfied after learning it. As I learned from taking lessons in Coursera, learners are better interested when they are presented at the right beginning of each section with a video on what they will have learnt and accomplished after finishing learning that section. They are well prepared mentally and felt fulfilled after completing all practices. I will make some videos closely related to the skills and design different kinds of activities to better motivate them.

IDER Reflection:

I have set up a course on summary writing in Canvas and uploaded videos, worksheets, readings, job aids for students to study and I set the assignments, discussions, quizzes for students to practice. I enrolled two pilot testers who studied the entire module and gave me constructive advice. Based on their feedback on evaluation, I have some ideas on what revisions should be made on my module.

However, I am confronted with some challenges, one of which is the technology. I am not quite acquainted with Canvas and it took some time for me to set up and practice different functions so sometimes the design is not quite user-friendly. Moreover, I am really in urgent need to learn the video editing software such as Camtasia for making online classes. It will facilitate the learning a lot if I can make the videos closely related to the skills I want to teach. Instead, I spent a lot of time finding appropriate videos on Youtube, but most of videos can't explain the analyzing process in summary writing in detail.

During the process of designing this module, I really grow a lot. At the very beginning of this course, I have no idea about what the instructional design is. But at the end of the semester, I designed an online course in Canvas and two learners have learned it. Even though some big revisions still need to be made, I feel greatly fulfilled that I can help learners on how to improve their summary writing skills with the module I designed. After going through the entire designing process from analyzing the instructional goal to conducting the formative evaluation, I accumulated hands-on experience. With more learning and practice in the field, I am confident I can flourish in my instructional designing career in the future.

Instructional design should be learner-centered, which is the biggest takeaway for me in the evaluation phase. When having interviews with two testers, I better understood what challenges and obstacles they were facing during the learning process and what I can do to alleviate their anxiety and facilitate their learning. Evaluation is so important in improving the quality of the design. For a long course, different forms of evaluation and more times of evaluation should be conducted as they provide conducive suggestions and insights to the designer. At the same time, designers should have an open mind to accept the negative feedback and resilience to make changes to better serve the learners' needs.

