



## ***MODULE 5 ORGANIZER SCRIPT***

---

Welcome to the module five organizer.

In the last module, we focused on design. In this module, we will continue to focus on design as we discuss media selection.

There are many principles that are suggested for media selection. Moore and Keasley (2005) suggested two factors to consider when selecting media for an activity: (a) social presence and (b) media richness. Social presence is the ability to project oneself physically and psychologically (Short, et.al, 1976), and media richness refers to the capability to convey a large spectrum of information. Instructional tasks that require interpersonal interaction or are highly abstract most likely require a media that enables a high level of social presence and media richness. An instructional task that requires the exchange of information requires a low level of social presence and media richness (i.e. lecture note posted on a content management system).

In the past, I had the opportunity to design and to teach counseling skill in the online environment. Since teaching counseling skills requires a high level of interpersonal interaction, I needed to select technologies that supported a high level of social presence. I, thus, identified Web 2.0 technologies to integrate since they have been identified to support collaboration and interactivity (Dede, 1995; Reidel, 2008). The purpose of integrating the Web 2.0 technologies would be to promote: (a) a collaborative relationship between the educator and learner and (b) interactivity. I then needed to identify specific Web 2.0 technologies to support the instructional objectives and activities. For example, in the traditional counseling skills classroom, role play are used to support the instructional objective of developing the skill of reading non-verbal communication. Evaluating different technologies, I found that I could simulate small group role-playing to teach and have students practice this skill by using video conferencing.

This is one example of criteria used to select media. You will learn about others as you complete the instructional units and text book readings in this module. You will also read about development, and, then, learn about development through an instructional unit. In the development phase, you develop and author the materials that were planned in the design phase. In the development phase, you create the instructional material. This is also the time that you would train faculty and/or staff, if needed, to implement the instruction.

You will begin applying what you learned by collaborating with your peers to create the media selection sections of your instructional design report and begin developing your project, if you have not already. Remember that your ISD project is due for review by your peers in module 7. Your final project is due in module 8.

As part of applying what you learned about media selection, you will complete a new media project, in which you will learn about and evaluate a variety of media. In the next module, you and your ISD group will choose a media that one of you evaluated and present it during a live session.

In your blog, you will complete a webibliography on your assigned chapter or chapters in the Clark & Mayer text. The Mayer and Clark text presents research on how individuals learn and process material and provides suggestions on the best use of text, visuals, and audio. To summarize key points that should be taken into consideration for your ISD project and future ISD work, you and your peers will write summaries and reflect upon them. If you read everyone's blog posts, you should have a good understanding of key points of this text.

After you are done listening to the module organizer, take time to read our objectives for this module. I also encourage you to take some time to write your personal objectives.

Also, download the "To Do" list and begin planning your week.

Have a blessed week.