Reflective Journal

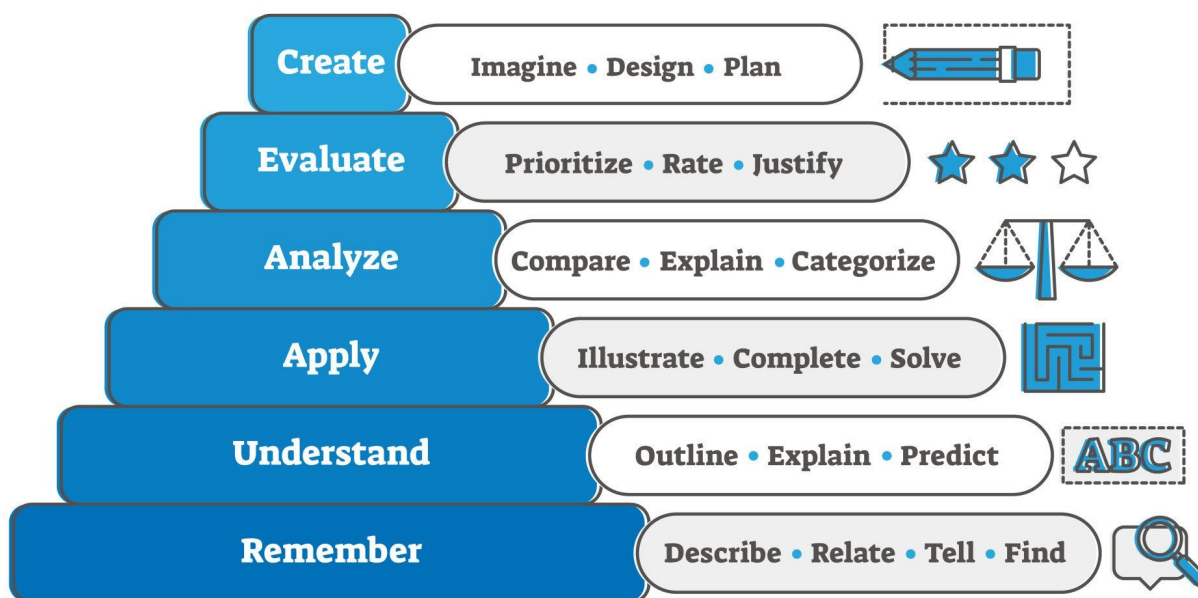Leah Willis   5/15/25   IDE 737: Advanced
Instructional Design

15th May 2025

After contemplating for a while on what topic to use, I eventually settled on a topic that I previously worked on and had extensive knowledge. Today I spoke with Dr. K regarding my topic on Time Management. My goal behind this was to solidify my plans and continue moving forward with my previous topic on time management as many students struggle to have a balance between school and their personal responsibilities. Went over blooms taxonomy.

19th May 2025

Group Meeting today to discuss and brainstorm ideas and obtain feedback from my peers. Today I revisited the feedback I received from Dr. K and began mapping out the course objectives for the Time Management unit. I focused on the different practical application tools such as the Pomodoro technique as well as other topics such as time awareness. I also brainstormed potential

assessments that would reflect student learning and engagement, such as a weekly planner assignment and a reflection journal. My project began taking shape.

20th May 2025

I dedicated most of today to researching different time management models. I came across several that seemed relevant, but the Pomodoro Technique and Eisenhower Matrix stood out the most for this audience. I began outlining how each technique could be introduced in a class with real-world examples. I also looked at ways to tie these into daily college life so students can easily relate and apply them.

21st May 2025

I spent time today drafting the narrative and two different content hierarchies for my capstone. I used the provided template. My goal is to not overwhelm the students with this topic and I began
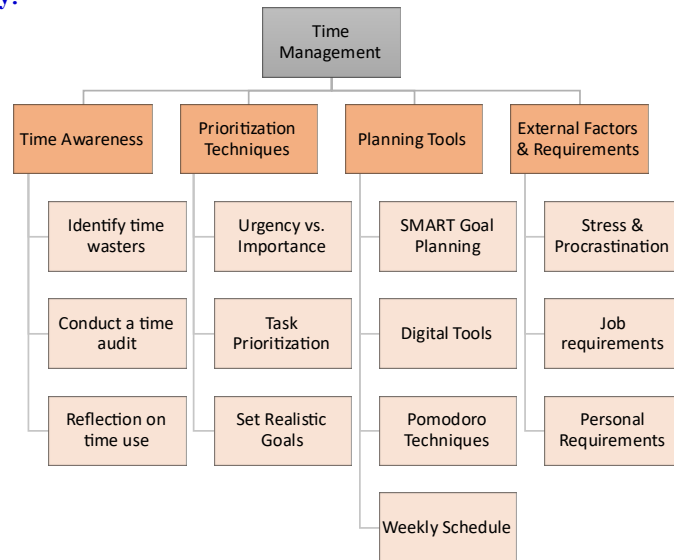
thinking about ways to keep it engaging.

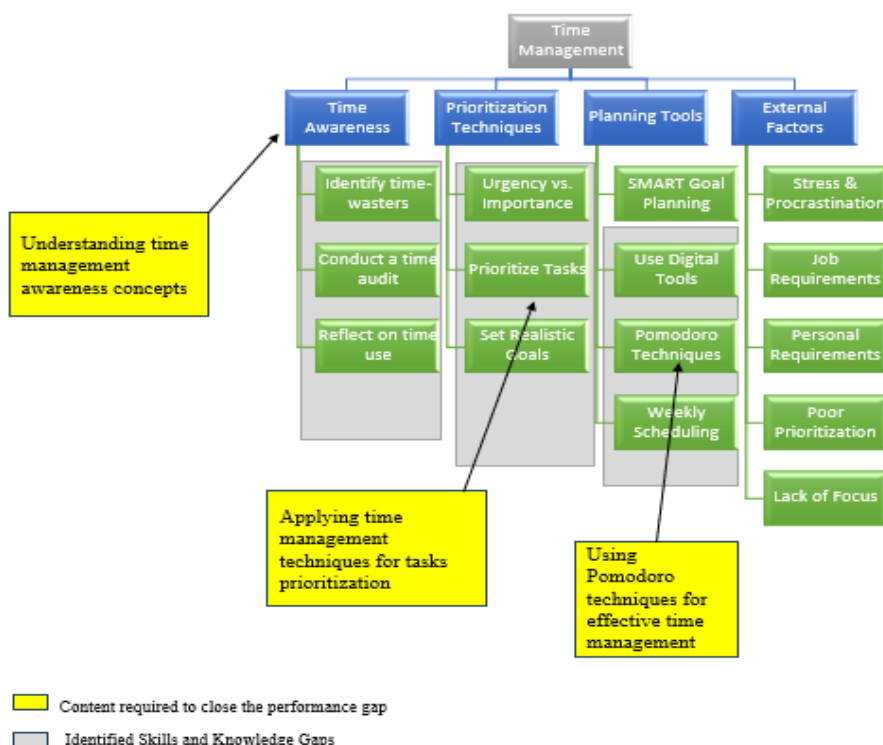**UNIT Title:** Time Management   **Designer:** Leah Willis
Purpose: To provide incoming college freshmen with essential strategies for effective time management, task prioritization, and the timely completion of academic responsibilities.   **Seat-time:** 120 mins

Content Hierarchy:

Time Management

- Time Awareness
  - Identify time wasters
  - Conduct a time audit
  - Reflection on time use
- Prioritization Techniques
  - Urgency vs. Importance
  - Task Prioritization
  - Set Realistic Goals
- Planning Tools
  - SMART Goal Planning
  - Digital Tools
  - Pomodoro Techniques
  - Weekly Schedule
- External Factors & Requirements
  - Stress & Procrastination
  - Job requirements
  - Personal Requirements

```
                          Time
                       Management
```

| Time Awareness | Prioritization Techniques | Planning Tools | External Factors |

Time Awareness
- Identify time-wasters
- Conduct a time audit
- Reflect on time use

Prioritization Techniques
- Urgency vs. Importance
- Prioritize Tasks
- Set Realistic Goals

Planning Tools
- SMART Goal Planning
- Use Digital Tools
- Pomodoro Techniques
- Weekly Scheduling

External Factors
- Stress & Procrastination
- Job Requirements
- Personal Requirements
- Poor Prioritization
- Lack of Focus

Understanding time management awareness concepts

Applying time management techniques for tasks prioritization

Using Pomodoro techniques for effective time management

🟨 Content required to close the performance gap

⬜ Identified Skills and Knowledge Gaps

Template page 1

UNIT Title: Time Management   **Designer:** Leah Willis
Purpose: To provide incoming college freshmen with essential strategies for effective time management, task prioritization, and the timely completion of academic responsibilities.   **Seat-time:** 120 mins

Context: Students at the local university has reported a trend of incoming freshmen students' inability to balance both academic and personal responsibilities resulting in many new freshmen students GPA to plummet and many losing their academic scholarships. This gap can lead to increased stress, missed deadlines, and reduced academic performance. The unit addresses this challenges by introducing effective time management techniques including the Pomodoro and SMART Technique as a structured approach to time management that promotes focused work through timed intervals. Instruction will be delivered in an interactive, face-to-face setting and will include mini-lectures, guided practice, and individual planning activities. The facilitation approach emphasizes modeling, group collaboration, and self-reflection to help students internalize the habit of managing time intentionally from the outset of their college journey.

Target Audience: Incoming undergraduate students in online programs, balancing personal, academic and professional responsibilities. No prior time management training is required.

Expected UNIT outcomes:

Students will be able to describe the principles of Time Management

Students will be able to explain the importance of personal time management

Students will be able to identify time management challenges and productivity patterns

Student will be able to apply the Pomodoro strategy to manage academic and personal tasks

Overview: This unit equips incoming freshmen with practical time management strategies to help them successfully balance academic and personal responsibilities during their transition into college life. Through face-to-face instruction, students will be introduced to the Pomodoro Technique and SMART goal-setting as structured methods for enhancing productivity and minimizing procrastination. The session will include interactive lectures, collaborative exercises, and individual planning activities. Students will actively apply the Pomodoro Technique by completing multiple focused work cycles and will develop a personalized weekly schedule that integrates both academic and personal commitments. The session emphasizes self-reflection and strategic planning, enabling learners to internalize effective habits that support sustained academic success and well-being throughout their college journey.

22nd May 2025

Today, I worked on creating storyboards for this topic. I am not overly excited about the topic as I have created similar products throughout my program. I am currently contemplating switching my topic to another relevant issue that college freshmen face.

UNIT title: **Time Management**	
EVENT Title: Introduction to Time Management	**Estimated Time for EVENT:** 30 mins

EVENT Description:
- Begin with motivational video
- Students will take time to reflect on the video
- Begin Course Overview after reflection discussion

EVENT Deliverables: (what is produced during event)
* Students hand-outs and written journal

EVENT-required resources:
- Students handouts
- Facilitator guide
- Presentation Slides

Clarifying Notes on EVENT:
- Play introductory video: https://youtu.be/N9sF7C-4er4?si=H7IQVHSDkhsJf-AF

- Instructor will give the overall learning objectives of the course and of their expectations of the objectives
- Learners will reflect on a time when they have lacked time management skills resulting in forgotten tasks and unproductivity
- **Back-up Video:**
- THE CHOICE (Short Animated Movie)

EVENT primary and sub-learning objectives:
Learners will be able to:
- Identify the concepts of time management and common consequences of its poor use
- Explain how time management influences academic and personal success

EVENT primary content points:
Learners will be focus on the lesson objectives, overview of course materials, conduct course introductions, and be prepared to engage in the discussion.

UNIT title: Time Management	
EVENT Title: Demonstration of Effective Time Management Techniques	**Estimated Time for EVENT:** 50 mins

EVENT Description:
- Begin with motivational video
- Students will take time to reflect on the video
- Begin Course Overview after reflection discussion

EVENT Deliverables: (what is produced during event)
* Overview of time management and

EVENT-required resources:
- Students handouts
- Facilitator guide
- Presentation Slides

Clarifying Notes on EVENT:
- Play demonstration video:
  https://youtu.be/xgp6eELYY1M?si=HQj1V6hdpakPheKu

EVENT primary and sub-learning objectives:
Primary Objective:
Learners will focus on Time Awareness and its sub categories
Sub-Learning Objective:
- Identify time wasters
- Conduct time audit
- Reflect on time use

EVENT primary content points: (reviewed & assessed)

23rd May 2025

To wrap up the week, I reviewed everything I've developed so far and started organizing it. After speaking with my group and sharing my concerns about my current topic, I opted to switch to effective communication as this is a foundational skill that is increasingly overlooked especially among new college students balancing academic, social, and digital communication demands. I drafted my outline for the new topic and then reached out to my expert (Mr. Tingler). I received great feedback on my proposed plan of action and a way forward on this new topic.

UNIT Title: Effective Communication

Purpose: To provide incoming college freshmen with essential strategies for effective communication

Designer: Leah Willis

Seat-time: 120 mins

Context: Many incoming college freshmen struggle to navigate the shift in communication expectations between high school and higher education environments. This skills gap often results in misunderstandings with peers and faculty, ineffective group collaboration, and poor academic performance due to unclear or unprofessional written and verbal exchanges. Additionally, students entering college may encounter diverse perspectives, cultural norms, and communication styles for the first time, which can further complicate their ability to express themselves clearly and confidently. This unit addresses these challenges by introducing learners to the foundational principles of effective communication, including active listening, assertive speaking, respectful feedback, and professional correspondence. By developing these skills early, students are better prepared to engage meaningfully in academic discussions, build strong interpersonal relationships, and navigate college life with confidence and clarity.

Target Audience: This course stand-alone course is designed for incoming undergraduate students, particularly first-year college freshmen, who are transitioning into a higher education environment. No prior communication training is required.

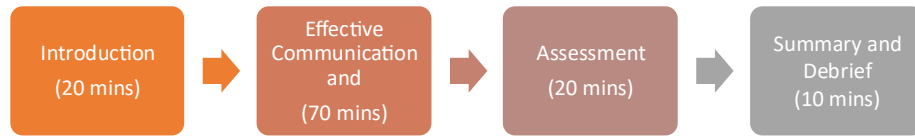**Expected UNIT outcomes:** At the end of the course, students will be able to:

Define the core components of effective communication, including verbal, nonverbal, and written forms.

Identify common communication barriers and describe strategies to overcome them in academic and social contexts.

Demonstrate active listening skills and the appropriate use of nonverbal cues during peer interactions and group discussions.

Overview: This course provides incoming college freshmen with foundational skills in effective communication to support their academic and social success. Students will explore essential communication principles, including active listening, nonverbal cues, and the 7Cs of effective communication. Course will be conducted using, lecture, group discussions, role-playing scenarios, writing exercises. This course will emphasize the importance of adapting one's communication styules to different audiences and contexts and enable students to build strong interpersonal relationships.

UNIT Title: Effective Communication **Designer:** Leah Willis

Purpose: To provide incoming college freshmen with essential strategies for effective time management, task prioritization, and the timely completion of academic responsibilities. **Seat-time:** 120 mins

UNIT Flow Chart of EVENTS:

Introduction (20 mins) → Effective Communication and (70 mins) → Assessment (20 mins) → Summary and Debrief (10 mins)

Brief EVENT descriptions:

Introduction (20 mins): The session begins with a welcome and introductions followed by an icebreaker designed to build group cohesion.

Effective Communication (70 mins): This comprehensive section explores the essential components of effective communication, beginning with a deep dive into the three primary types: verbal, non-verbal, and written. Students examine how each type functions in daily interactions and academic settings, sharing personal examples to connect theory with lived experience. The facilitator then guides a discussion on common communication barriers such as language differences, cultural misunderstandings, and emotional blocks, with students brainstorming practical solutions in small groups using real-world scenarios. The focus then shifts to verbal and non-verbal communication, where students learn about tone, clarity, body language, and facial expressions. Through structured role-playing and interpretation exercises, learners practice speaking assertively, listening actively, and reading non-verbal cues. These hands-on activities help students internalize communication strategies and enhance their ability to engage confidently in both personal and academic conversations.

Assessment (20 mins): Students will be administered a summative assessment to determine if they have understood and can apply the core principles of effective communication.

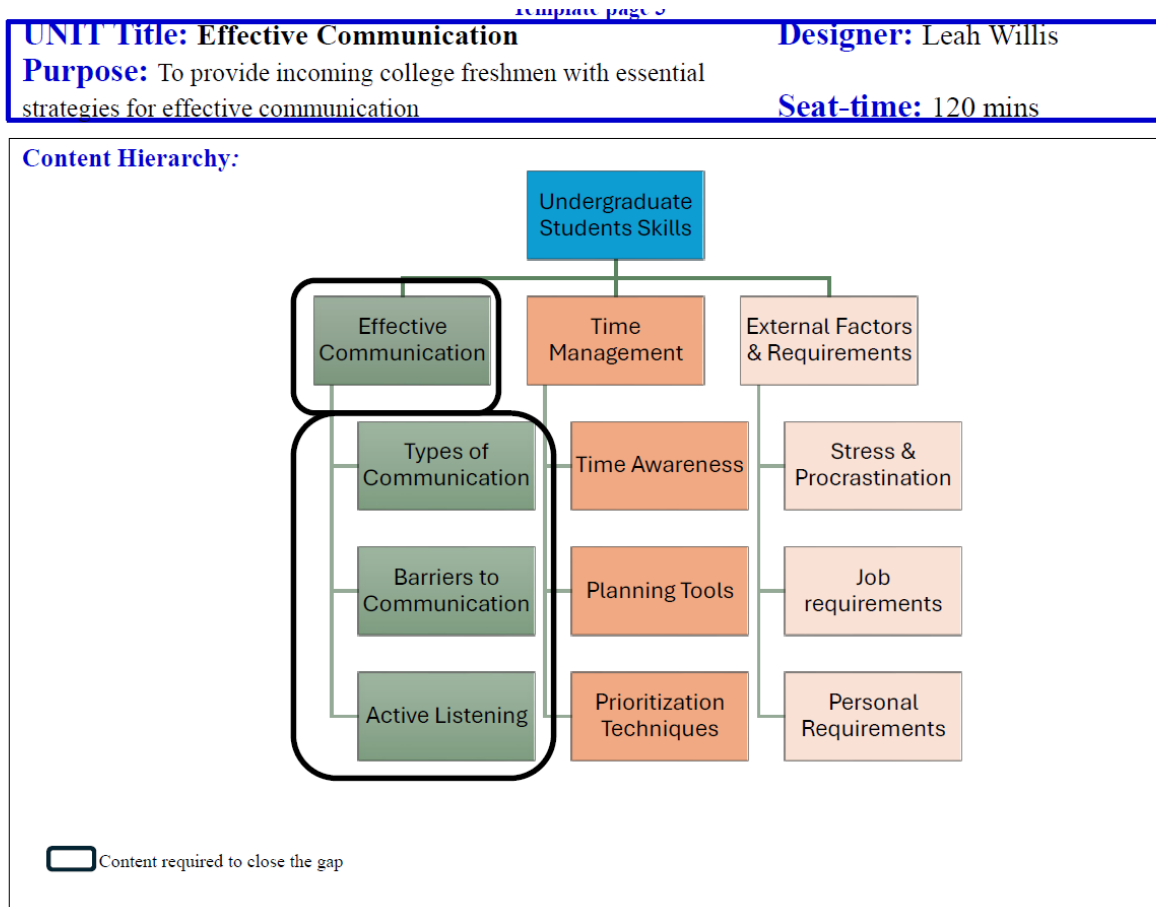**Summary and Debrief (10 mins):** Facilitator will recap the key concepts of effective communication and conduct a debrief of the session

24th – 25th May 2025

I began reading different articles on effective communication and started working on the narrative and flow chart for effective communication.

26th May 2025

I began working on the content hierarchy and storyboards for this project.

Template page 5

UNIT Title: Effective Communication	**Designer:** Leah Willis
Purpose: To provide incoming college freshmen with essential strategies for effective communication	**Seat-time:** 120 mins

Content Hierarchy:

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                        Undergraduate
                        Students Skills
                              |
        ┌─────────────────────┼─────────────────────┐
   Effective              Time              External Factors
   Communication          Management        & Requirements
        |                     |                     |
   Types of              Time Awareness        Stress &
   Communication                              Procrastination
        |                     |                     |
   Barriers to           Planning Tools        Job
   Communication                              requirements
        |                     |                     |
   Active Listening      Prioritization        Personal
                         Techniques            Requirements
```

☐ Content required to close the gap

27th May 2025

After our group session, I received feedback from Brady and Paola on my project deliverables. Adjusted accordingly.

28th May 2025

Completed the unit narrative, flowchart, and storyboards. I received feedback from my expert and many necessary corrections.
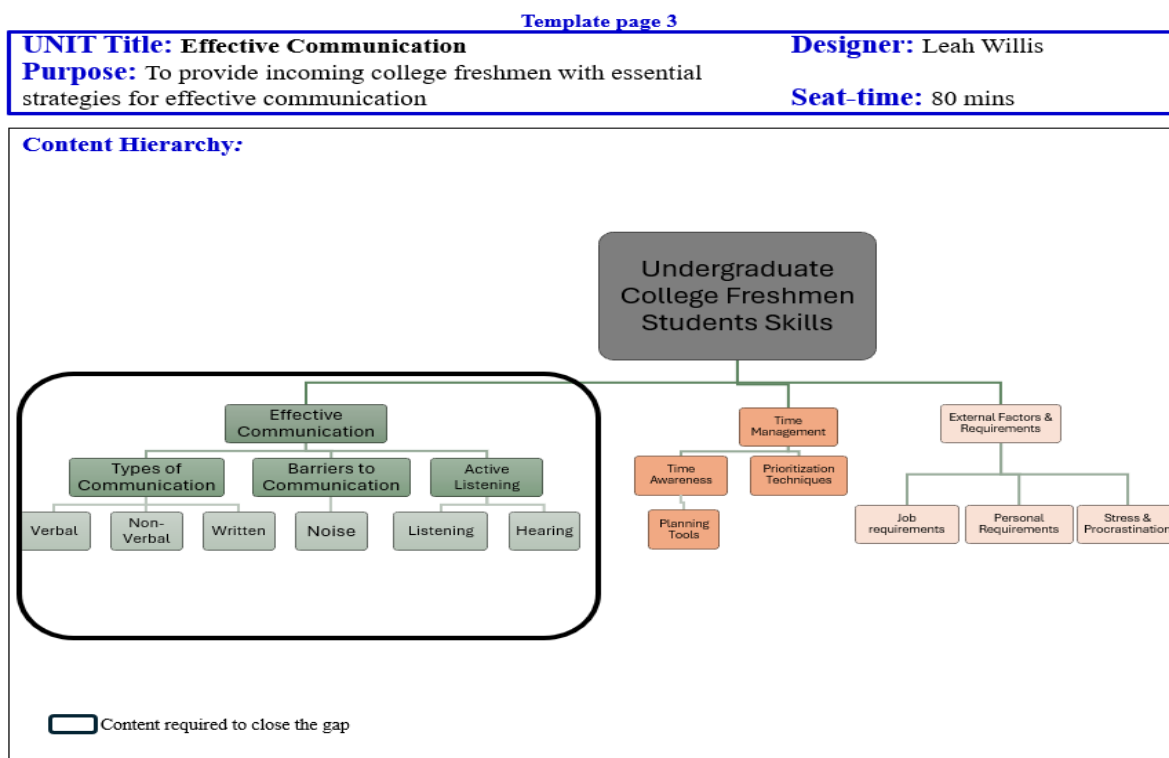
29th May 2025

Zoom conducted today, Dr. K, gave feedback on what is expected. Dr. K, wanted to determine how many of Merrill's First 5 principles of learning is met in the storyboard. I reviewed my storyboard and determined that I met 4 out of the five principles of learning. I will need to focus

on showing how the last principle of integration is displayed. Dr. K, reminded us that we need to ensure that our learning objective should follow Bloom's taxonomy, and Gagne's 9 events of instruction. Based on my review, I met the requirements for Bloom's and Gagne's 9 events of instruction. As I continue to build my instructional materials, I will ensure that I keep these instructional principles in mind. Dr. K, stated that reflection should be more than what is completed at the end.

After reviewing other peers storyboard, I adjusted some of my elements to have a blend of my ideas and some ideas of others.

After the meeting and the adjustments, I developed the outline and began working on the presentation slides.

Template page 3

UNIT Title: Effective Communication   **Designer:** Leah Willis
Purpose: To provide incoming college freshmen with essential strategies for effective communication   **Seat-time:** 80 mins

Content Hierarchy:

Undergraduate College Freshmen Students Skills

Effective Communication
- Types of Communication
  - Verbal
  - Non-Verbal
- Barriers to Communication
  - Written
  - Noise
- Active Listening
  - Listening
  - Hearing

Time Management
- Time Awareness
- Prioritization Techniques
  - Planning Tools

External Factors & Requirements
- Job requirements
- Personal Requirements
- Stress & Procrastination

Content required to close the gap

UNIT Title: Effective Communication

Designer: Leah Willis

Purpose: To provide incoming college freshmen with essential strategies for effective communication

Seat-time: 80 mins

UNIT Flow Chart of EVENTS:

Introduction (20 mins) → Mastering Effective Communication (40 mins) → Assessment (10 mins) → Reflection and Summary (10 mins)

Brief EVENT descriptions:

Introduction (20 mins): The session begins with a welcome and introductions followed by an icebreaker designed to build group cohesion.

Mastering Effective Communication (40 mins): This comprehensive section explores the essential components of effective communication, beginning with a deep dive into the three primary types: verbal, non-verbal, and written. Students examine how each type functions in daily interactions and academic settings, sharing personal examples to connect theory with lived experience. The facilitator then guides a discussion on common communication barriers such as language differences, cultural misunderstandings, and emotional blocks, with students brainstorming practical solutions in small groups using real-world scenarios. The focus then shifts to verbal and non-verbal communication, where students learn about tone, clarity, body language, and facial expressions. Through structured role-playing and interpretation exercises, learners practice speaking assertively, listening actively, and reading non-verbal cues. These hands-on activities help students internalize communication strategies and enhance their ability to engage confidently in both personal and academic conversations.

Assessment (10 mins): Students will be administered a summative assessment to determine if they have understood and can apply the core principles of effective communication.

Reflection and Summary (10 mins): Facilitator will recap the key concepts of effective communication and conduct a debrief of the session

31 May 2025

Completed the presentation slides and sent them over to my expert for review. I began working on the facilitator guide and learner guide.

2 June 2025

I received feedback from my expert and made the necessary changes. I completed the learner and facilitator guide. Will conduct a test pilot with my learner and determine if any sections are not up to par and adjust accordingly.

3 June 2025

Conducted my learner review with my subject and it went well, however, there was a need for improvements in sections such as the timeline, introduction, learning objectives etc. Began working on refining the new sections.

4 June 2025

Dr. Koszalka sent an email in response to the storyboards lacking the proper format for the learning objectives. I reviewed my learning objectives to make sure that I was in compliance with her guidance. I added another learning objective as I realized that I missed a crucial aspect

of my class. As I added a new learning objective, I also updated my flow chart to reflect the

changes.

Template page 1

UNIT Title: Effective Communication	**Designer:** Leah Willis
Purpose: To provide incoming college freshmen with essential strategies for effective communication	**Seat-time:** 120 mins

Context: Many incoming college freshmen face challenges adapting to the expectations of college-level communication. This often leads to misunderstandings with peers and instructors, poor participation in group settings, and ineffective written or verbal expression. Additionally, many students may encounter culturally diverse communication styles and new academic norms, which can further complicate their ability to express themselves with clarity and confidence. To address these challenges, this unit introduces students to the foundational elements of effective communication across verbal, non-verbal, and written formats. Emphasis is placed on the communication process, active listening, assertiveness, and professionalism. Students will engage in a variety of interactive and reflective activities designed to build competence and confidence. These include guided discussions, analysis of communication barriers, scenario-based role-play, non-verbal interpretation exercises, and written practice using the 7Cs of communication.

Target Audience: This course stand-alone course is designed for incoming undergraduate students, particularly first-year college freshmen, who are transitioning into a higher education environment. No prior communication training is required.

Expected UNIT outcomes:

At the end of the course, students will be able to:

Define the core components of effective communication, including verbal, nonverbal, and written forms.

Identify common communication barriers and describe strategies to overcome them in academic and social contexts.

Demonstrate active listening skills and the appropriate use of nonverbal cues.

Demonstrate professional written communication skills and appropriate digital etiquette

Overview: This course provides incoming college freshmen with foundational skills in effective communication to support their academic and social success. Students will explore essential communication principles, including active listening, nonverbal cues, and the 7Cs of effective communication. Course will be conducted using, lecture, group discussions, role-playing scenarios, writing exercises. This course will emphasize the importance of adapting one's communication styles to different audiences and contexts and enable students to build strong interpersonal relationships.

UNIT Title: Effective Communication

Purpose: To provide incoming college freshmen with essential strategies for effective communication

Designer: Leah Willis

Seat-time: 120 mins

UNIT Flow Chart of EVENTS:

Introduction (15 mins) → Mastering Effective Communication (80 mins) → Assessment (15 mins) → Reflection and Summary (10 mins)

Brief EVENT descriptions:

Introduction (15 mins): The session begins with a welcome and introductions followed by an icebreaker designed to build group cohesion.

Mastering Effective Communication (80 mins): This comprehensive section explores the essential components of effective communication, beginning with a deep dive into the three primary types: verbal, non-verbal, and written. Students examine how each type functions in daily interactions and academic settings, sharing personal examples to connect theory with lived experience. The facilitator then guides a discussion on common communication barriers such as language differences, cultural misunderstandings, and emotional blocks, with students brainstorming practical solutions in small groups using real-world scenarios. The focus then shifts to verbal and non-verbal communication, where students learn about tone, clarity, body language, and facial expressions. Through structured role-playing and interpretation exercises, learners practice speaking assertively, listening actively, and reading non-verbal cues. These hands-on activities help students internalize communication strategies and enhance their ability to engage confidently in both personal and academic conversations.

Assessment (15 mins): Students will be administered a summative assessment to determine if they have understood and can apply the core principles of effective communication.

Reflection and Summary (10 mins): Facilitator will recap the key concepts of effective communication and conduct a debrief of the session

8 June 2025

Created the storyboard template for the new learning objective and adjusted the facilitator guide, presentation slides (added a writing activity), and learner's guide.

UNIT title: Effective Communication

EVENT Title: Active Listening

Estimated Time for EVENT: 20 mins

EVENT Description: This session introduces students to the fundamentals of professional written communication and digital etiquette in an academic environment. Using methods learned in previous learning objectives and this learning objective, students will explore key strategies for composing clear and effective emails when interacting with professors. The session will include a guided email activity where students compose their own email based on a scenario, and a peer review component where students evaluate and provide constructive feedback on their peers' email drafts.

EVENT Deliverables: Group discussion summaries, scenario solution worksheets, completed role-play feedback forms, non-verbal interpretation notes, and short written messages.

EVENT-required resources: Projector or large display screen, Instructor computer with internet access, pen and paper for drafting emails, email sample handout, peer review checklist

Clarifying Notes on EVENT:
Modeling is key, ensure students are aware of how the activity should be conducted. Instructor can change the scenario if chooses. If students are unsure how to phrase things formally, provide sentence starters or useful phrases.

Before the peer review section, explain to students how to give constructive feedback. Use the feedback form for a clearer expectation from the students.

EVENT primary and sub-learning objectives:
Group work and collaboration efforts
Digital Communication etiquette
Peer review activity
Sub-learning objectives
Discussion and reflection

EVENT primary content points:
Common mistakes to avoid when crafting professional email
Group collaboration work
Digital communication skills

E-mail Activity

Scenario

You are struggling to understand the recent lecture content in your Introduction to Psychology class. You want to request office hours with your professor to clarify the material and ask a few questions about the upcoming exam. Write an email to your professor requesting a meeting during office hours.

1 Using the scenario above, individually craft the professional email to your professor

2 After crafting your email, pair up into groups of 4, critique each other's email using the provided hand-out and provide feedback