

Scott Copley

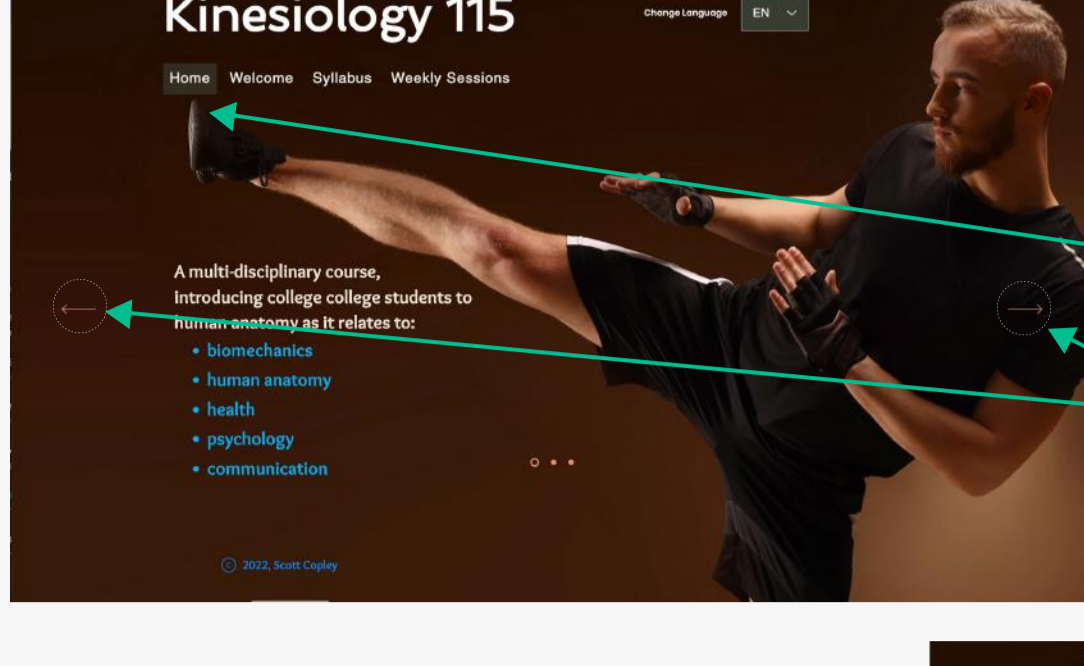
ITU Assignment

GILT 520 - Summer 2022

Dr. Joseph Kush, Professor

For the integrated thematic unit assignment, I created a (fictitious) course called Kinesiology 115, which is designed to be an introductory course for freshmen or sophomores who are interested in majoring in Kinesiology, Athletic Training, or perhaps Physical Therapy. I have structured it as an 8-week course. Below, I have provided my thoughts on each page within the ITU, and my rationale on many of elements I chose to include.

To view the ITU without my notes (and it is easier to see) visit <https://scottcopley.wixsite.com/mysite>

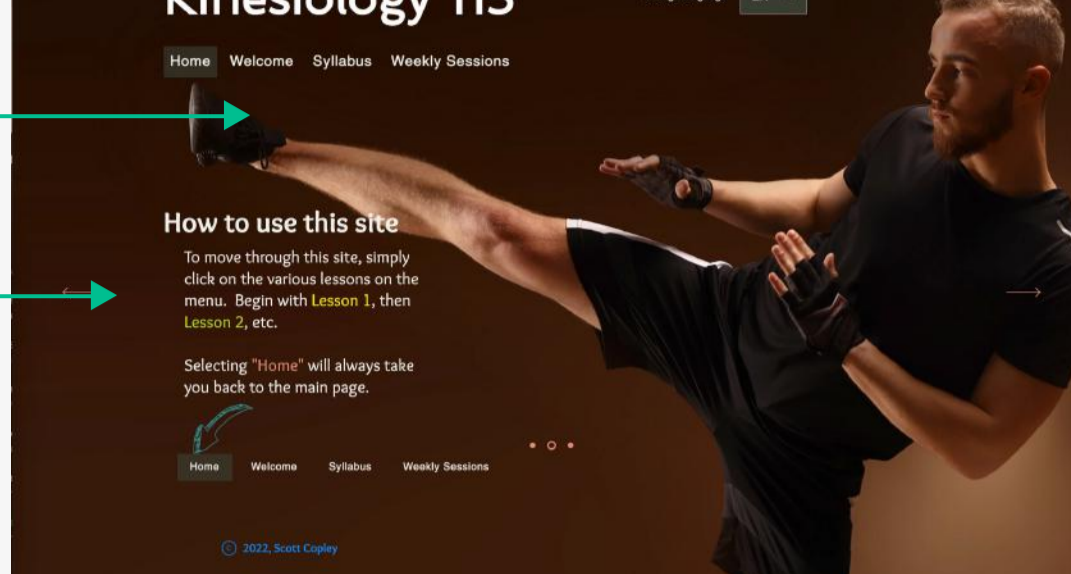


On the homepage, my goal was to create a graphically pleasant representation of what the course is about. Since the course is about human movement, I selected a graphic of a body in motion.

- The menu appears on all pages, and provides feedback by highlighting where the user is on the site. (Hartson & Pyla, 2019).

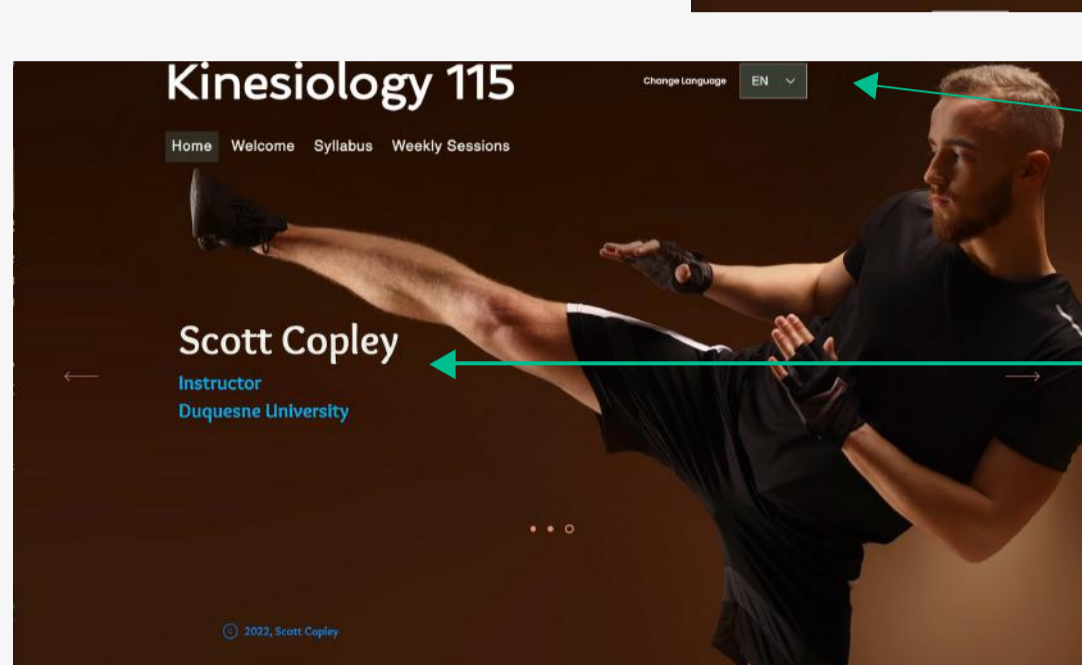
- There are three slides under "home" scrolling automatically, but there are also arrows for the user to move forward and backward within the home screen.

- The positioning of the man's body aligns with the Rule of Thirds (Kush, 2022), which is frequently used by photographers to enhance visual appeal.



I used the man's leg to cue the user's attention across the page to the more salient information. (Van Gog, 2014).

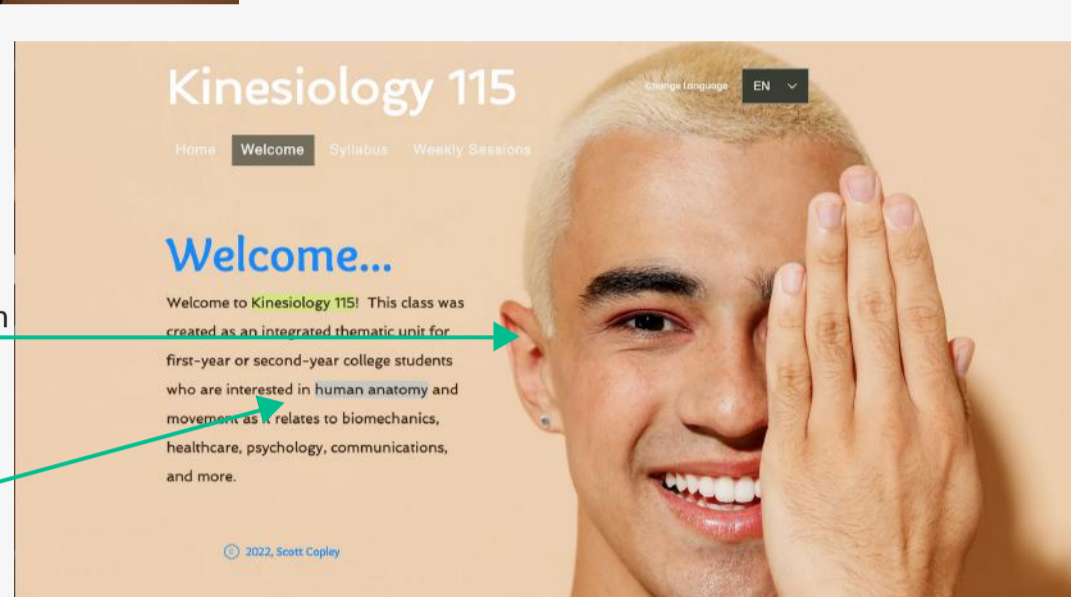
The second of three scrolls within the home page describes how to navigate the site to the user. (Hartson & Pyla, 2019).



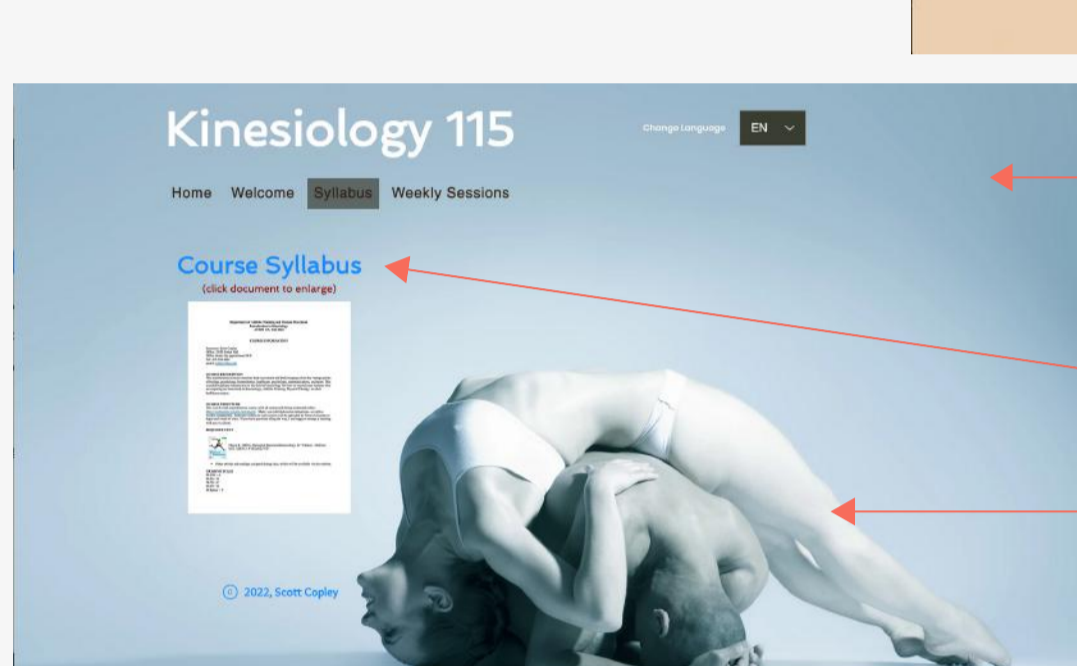
Each page within the site indicates the option to change the language into one of several of the more common world languages.

The third of three scrolls within the home page notifies the user the name of the instructor and the institution.

All pages within the site aim to create a pleasant visual experience through color. Here, using a welcoming smile (and eye contact with the camera) underscores the welcoming nature of the slide, and engages the user with a simple, clear message. (Kush 2022).



The highlighted text cues the reader to the larger themes of the course. (Van Gog 2014).

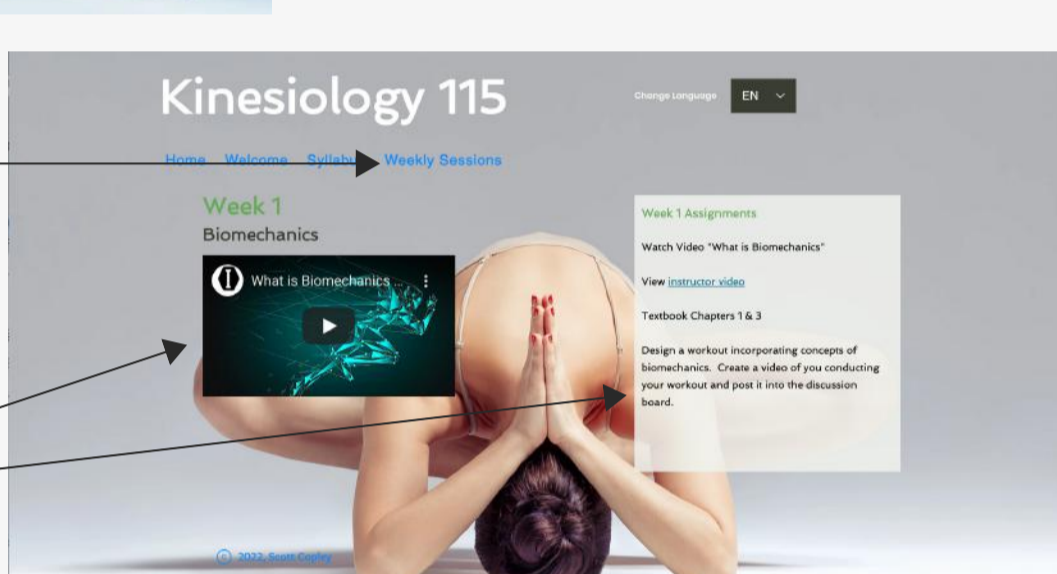


Shifting the colors from warm to cool was not intentional, but I think it works. The user's attention should be drawn to the course syllabus by virtue of position just below the menu options.

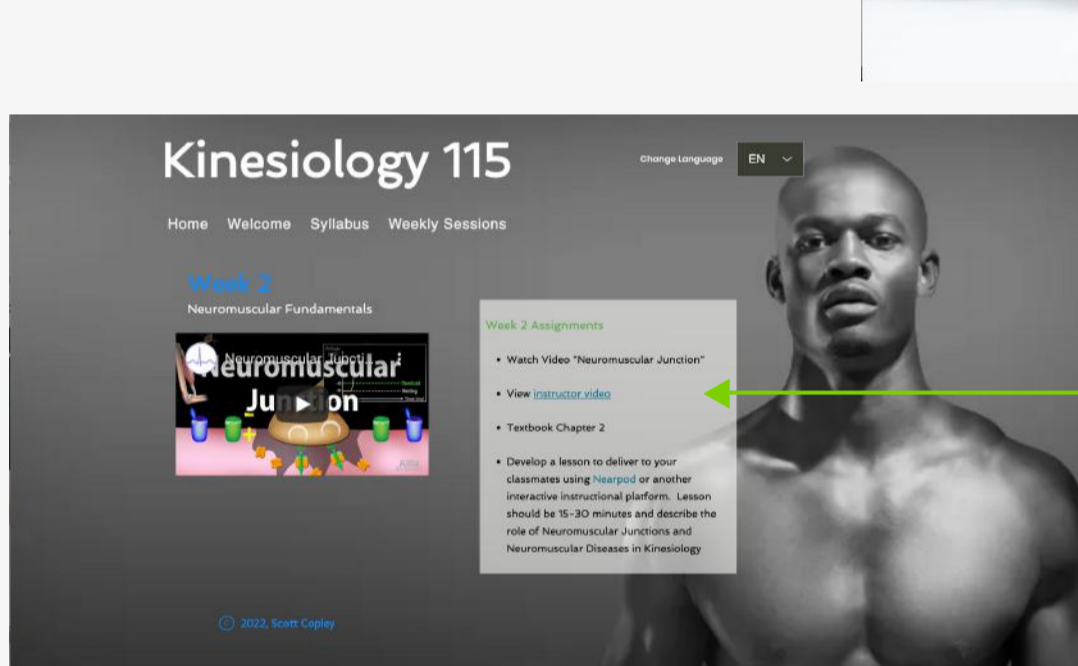
Recognizing that 42% of Americans are fans of the color blue, the color blue appears on every slide in one way or another (Kush, 2022).

Personal note: I questioned whether or not this graphic was too provocative, but since it is a course about the human body and movement, designed for college students, I kept it on the site. The graphic also serves to cue the user to the more salient information on the page. (Van Gog, 2014).

The course is divided into 8 weekly sessions, which are found by clicking the menu option "Weekly Sessions" to open a drop-down menu. There are 8 sessions, plus one repository for projects submitted by students who have taken the course before.

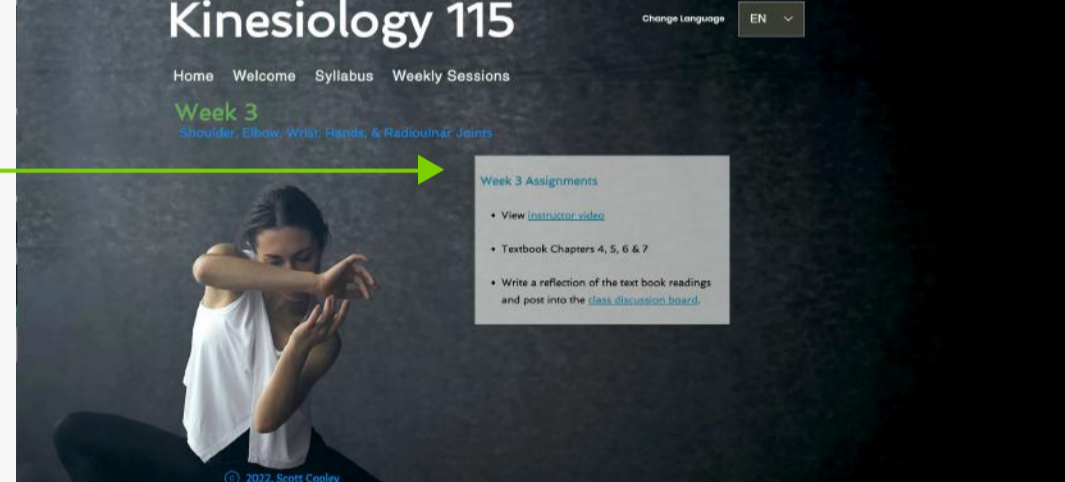


Throughout the course, I attempted to embed a relevant video to bring the subject matter to life, along with a listing of assignments, such as to watch the video, watch an instructor video, chapter readings, etc.

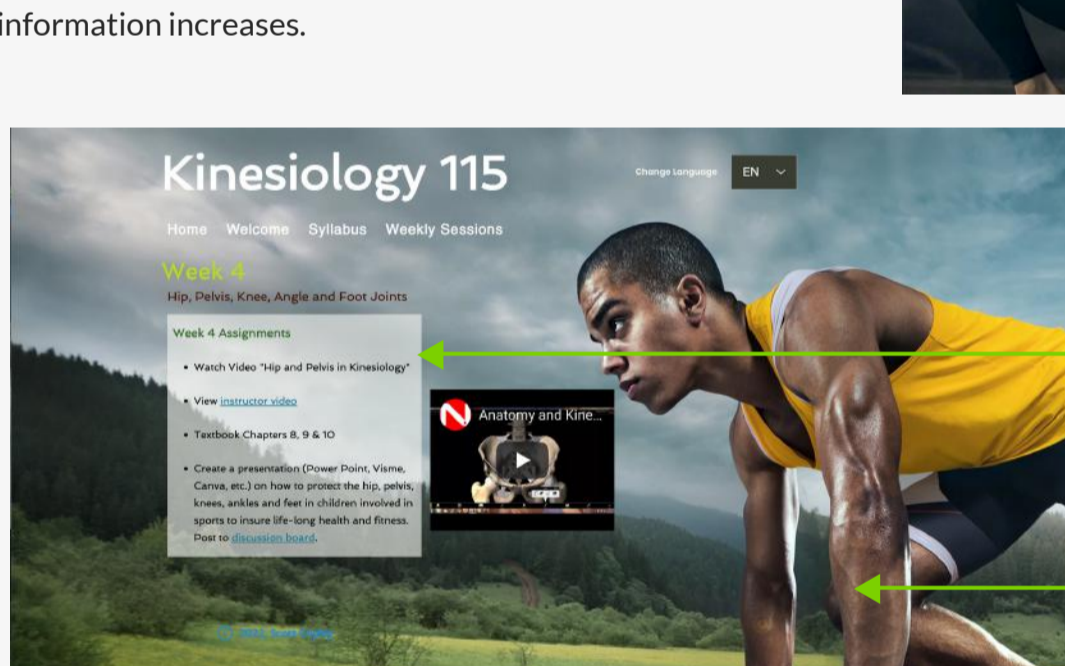


Each weekly session maintains the same menu options for consistency, and hopefully ease of use. My goal was to make everything easy to find and self-contained, and thus reduce cognitive load. (Mayer & Fiorella, 2014). Most weeks included assignments, such as this one, the use of Nearpod in which the student must guide classmates through a session on Neuromuscular Junctions.

For the third week, I kept the assignment light, considering there was so much reading to take-on. Although the course is not an anatomy course, per se, it is general anatomy of which students should develop a functional understanding.



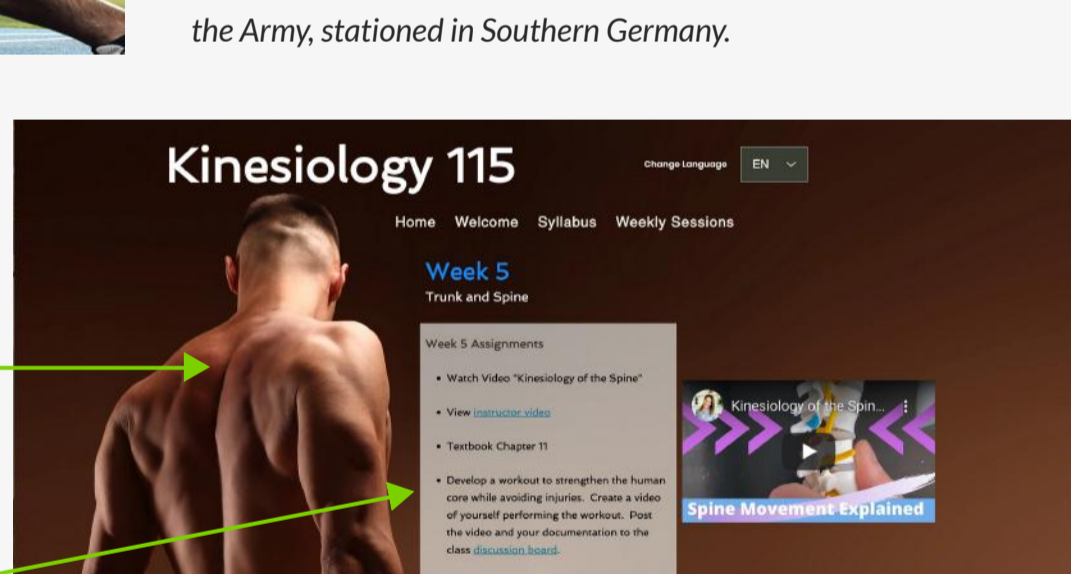
Borrowing from Vygotsky's Scaffolding - Zone of Proximal Development (Bates, 2019), the assignments to this point have been fairly light, providing the scaffolding needed for most students to reasonably understand the material as the complexity of information increases.



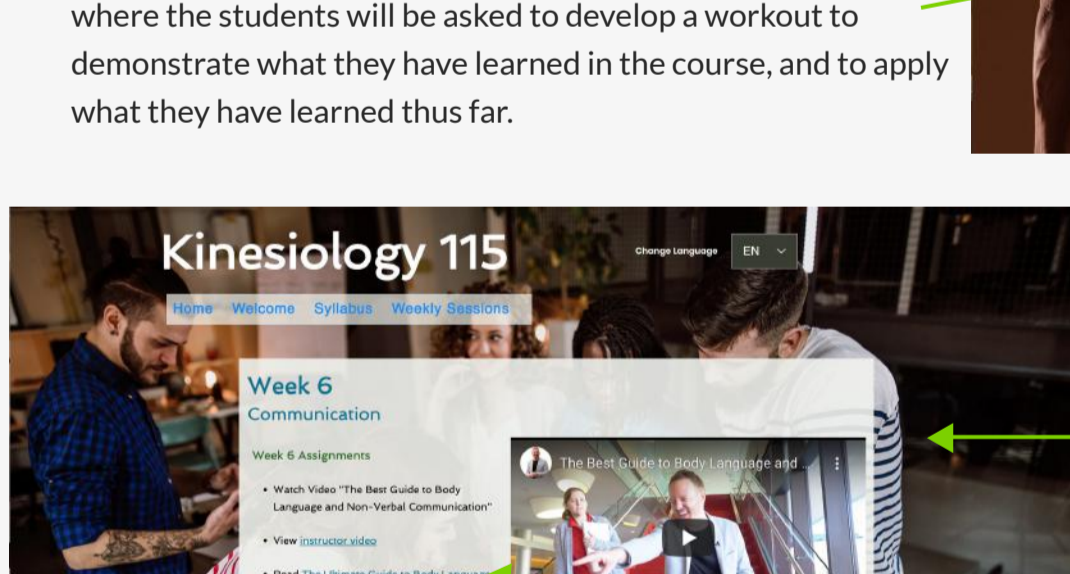
Week 4 presented more densely-packed information on anatomy, and the assignment asks students to create a presentation. The presentation is assigned so that students can demonstrate their ability to use what they have learned thus far into practical applications.

Personal note: This was among my favorite graphics for the course, for many reasons. I prefer to use the graphics to guide the readers eyes to the most relevant parts of the page. The man's posture also conveys movement and muscle structure. Plus, the mountains in the photo reminded me of my time in the Army, stationed in Southern Germany.

The graphic I used for Week 5 could be a little too obvious that the class is learning about the trunk and spine, but it seemed to work. To use this graphic, I had to move the menu over, which could catch some users off-guard. But, I do not think it is so dramatic a shift as to create confusion.



The assignment is another application of learning scenario, where the students will be asked to develop a workout to demonstrate what they have learned in the course, and to apply what they have learned thus far.



Personal Note: Since I am not a subject-matter expert, I found Week 6 a lesson I considered leaving out. I do not know if a SME would have included communication, and this graphic is my least favorite. Nevertheless, it does convey human communication and the video is a very humorous take on communication.

The assignment included an external resource, aside from the text book, which is linked from the page. Students are once again asked to create a presentation to demonstrate what they have learned. This should be a creative and fun assignment.

Personal Note: By this point in the term, students should feel comfortable with the assignments and where to find resources. I think I have followed a consistent pattern with assignments, videos, and external resources.

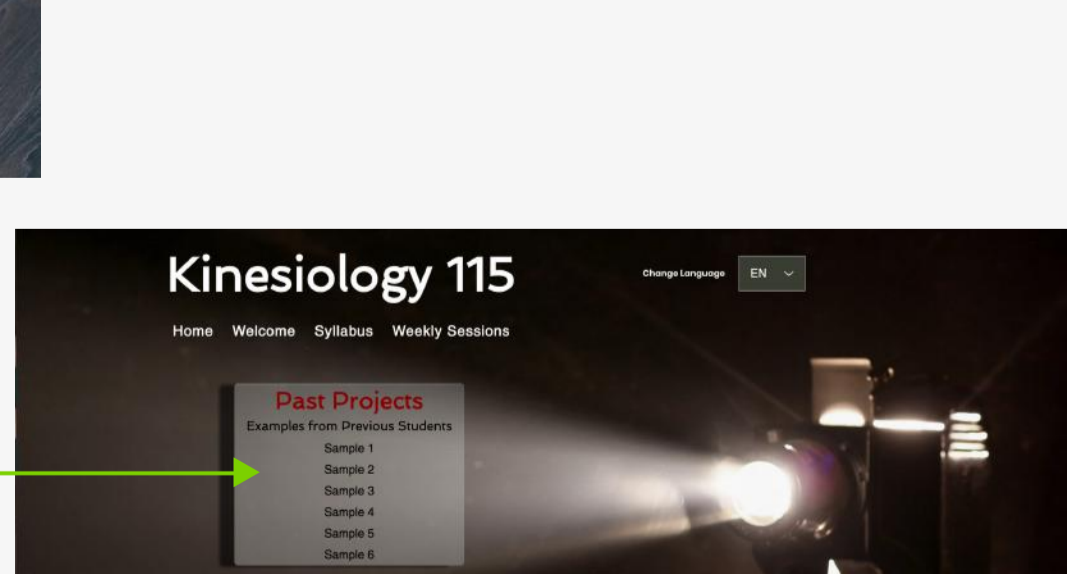


A goal throughout this assignment was to link to information processing theories. Whatlyer & Snee (2019) suggests that learners start with what the sense (see, hear, smell, touch, taste) then the information moves to the short term memory (or working memory). By asking students to take what they have learned and apply it, the goal would be that the information would then be committed to long term memory.



Since Week 8 is the final week, the assignment was a little more formal than posting to a discussion board. The assignment is designed to bring elements of the course together to demonstrate their understanding of the material and the concepts presented.

Among many helpful concepts I have gained from this program is the use of past projects. Having examples of how prior students interpreted assignments has been incredible helpful. Therefore, I have included a page for previously submitted work. Since this is a theoretical course, the samples do not link anywhere.



References

Bates, B. (2019). *Learning Theories Simplified*. (2nd ed.). SAGE Publications.

Hartson, R. & Pyla, P. (2019). *The UX Book: Agile UX Design for Quality User Experience*. (2nd ed.). Morgan Kaufmann Publishers: Elsevier.

Kush, J. (2022). *Design: Writing for the WWW*. [Session Two PowerPoint slides]. School of Education, Duquesne University. Via Canvas.

Kush, J. (2022). *Design with Color: Theory and Application*. [Session Three PowerPoint slides]. School of Education, Duquesne University. Via Canvas.

Mayer, R., & Fiorella, L. (2014). Principles for Reducing Extraneous Processing in Multimedia Learning: Coherence, Signaling, Redundancy, Spatial Contiguity, and Temporal Contiguity Principles. In R. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (Cambridge Handbooks in Psychology, pp. 279-315). Cambridge University Press. doi:10.1017/CBO9781139547369.015

Roblyer, M.D. & Hughes, J. (2019) *Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines*. (8th ed.). Pearson Education, Inc.

Van Gog, T. (2014). The Signaling (or Cueing) Principle in Multimedia Learning. In R. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (Cambridge Handbooks in Psychology, pp. 263-278). Cambridge University Press. doi:10.1017/CBO9781139547369.014