

microlearning lesson plan

Linkedin Banner in Canva

By: Kala Rackley

IDT Course: 535

Topic: Create a LinkedIn banner in Canva

Target Audience: Adult learners in a university program for Instructional Design & Technology. Soon to graduate, and needing to create or update a LinkedIn profile for job searching to begin their new career.

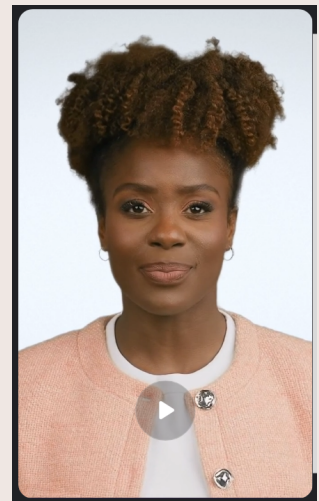
ANTICIPATORY SET

Gagne's Events 1, 2, 3

Focus attention. Define objectives. Activate prior knowledge.

Focus students with the "Hook"

An authentic scenario will be introduced with characters of soon-to-be Instructional Designers needing to create or update their LinkedIn profiles. Learners will be enticed by the emphasis on the lesson being "short" and resulting in a product that is free and of value to them.



Objectives/Goals

Learners will be informed of the objectives:

- They will be able to demonstrate their understanding of how to navigate through the Canva design tool.
- They will be able to design their own LinkedIn banner for their profile.

ANTICIPATORY SET

Gagne's Events 1, 2, 3

Focus attention. Define objectives. Activate prior knowledge.

Purpose	The purpose of this course is to guide learners through the process of creating a professional LinkedIn profile to aid in their job search as an Instructional Designer. This particular lesson is focused on the banner portion of the profile.
Prior Knowledge	The learners will draw on their prior use of design software from their Instructional Design courses and will draw from their courses' content regarding graphic design principles.

INSTRUCTION

Gagne's Events 4, 5

Present material. Provide guidance.

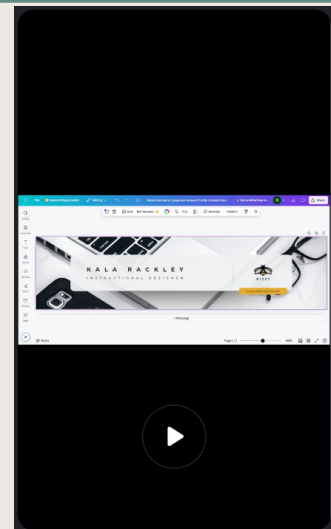
Mode of Instruction & Software	This is an asynchronous, online lesson. It will be developed in 7taps, and scores and completion will be tracked in the Canvas LMS.
Concept	The concept of the LinkedIn banner will be defined to the learner as being part of the first impression that employers will see of them. The conversion rate of employer engagement will be supported by LinkedIn statistics.

INSTRUCTION

Gagne's Events 4, 5
Present material. Provide guidance.

Model & Provide Examples

The process will be explained by a narrator in the scenario. The information will then be reinforced by video showing the steps taken in Canva.

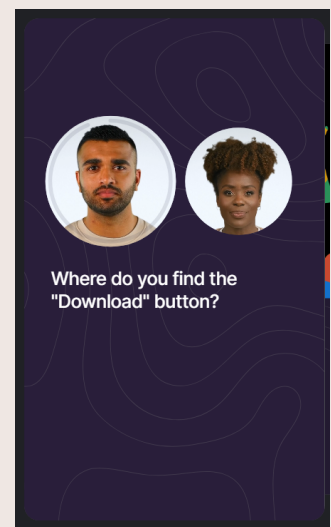


GUIDED PRACTICE

Gagne's Events 6, 7
Elicit performance. Provide feedback.

Elicit performance

Knowledge checks will be performed regularly throughout the lesson in the form of multiple-choice questions.

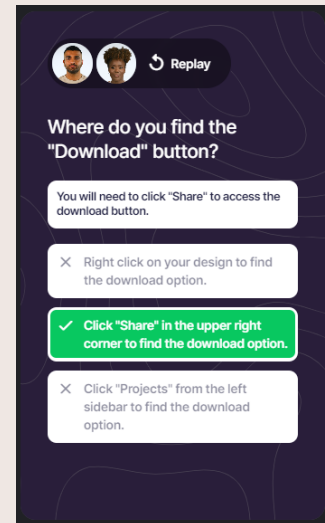


GUIDED PRACTICE

Gagne's Events 6, 7
Elicit performance. Provide feedback.

Provide feedback

Immediate feedback will inform the learners of why their answers are correct or incorrect, reinforcing the material.

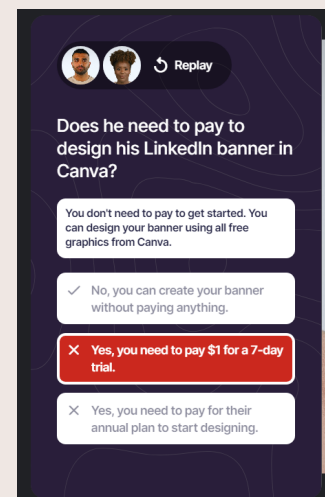


CLOSURE

Gagne's Event 8
Assess performance.

Assess Performance

Learner's performance in the 7taps product will be tracked through the Canvas LMS, and the scores from the 7taps quizzes will make up 25% of the learner's grades for this lesson. The learner will be informed of this in an introductory online class meeting, in the syllabus, and in the rubric for this lesson.

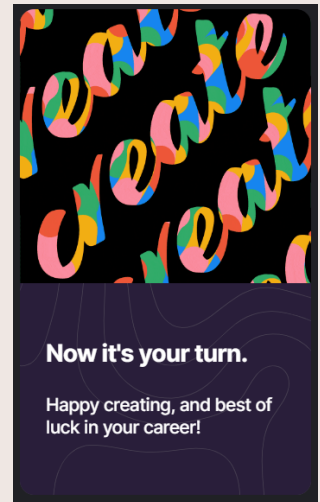


INDEPENDENT PRACTICE

Gagne's Event 9
Retention and transfer.

Retention

For the final step of this lesson, the learner will use their newfound knowledge of the Canva design tool to create their own LinkedIn banner. They will upload their project to a class forum in Canvas, where the other students will provide feedback on their design. The instructor will follow the rubric and give the design a grade that will complete the remaining 75% of the total grade for the project.



Transfer

This lesson instructs learners in the basics of using the Canva design tool. They will be able to transfer this knowledge to personalize their own banner and use the tool further to create unique designs for other purposes in their new career.

UDL PRACTICES

UDL Practices used in the Lesson Plan

Engagement:

- The learner's interest is engaged with the lesson immediately due to its relevancy, authenticity, and optimized value to their real-world life.

Representation:

- The material is presented in alternative ways using multimedia: audio, visual, and text.

UDL PRACTICES

UDL Practices used in the Lesson Plan

Action/Expression:

- The learner engages with multiple tools in this lesson. They have the option of using a number of different devices to interact with the 7taps lesson, including their phone, tablet, or PC. They can use the Canva design tool through the Canva website, or they can download the app, and then actively create their own design.

INSTRUCTIONAL STRATEGIES

New American Lecture

- The material is presented to the learner in chunks, broken up by knowledge assessments.
- The learner interacts with the content, versus simply page turning or listening to a lecture. The learner employs 7taps, Canvas, and Canva.
- New knowledge is bridged with previous knowledge of design principles and various software.

Direct Instruction

- The narrator character models the process of creating a LinkedIn banner in Canva.
- The narrator character regularly poses questions to the learner to reinforce understanding and retention.
- The learner designs their own LinkedIn banner in Canva, and poses questions through the forum on the Canvas LMS.
- The learner is able to use their newfound knowledge in independent practice and create other relevant designs in Canva.

Microlearning Lesson Plan Self-Evaluation

Name: **Kala Rackley**

Date: **July 14, 2024**

Title of your microlearning lesson: **Create a LinkedIn Banner in Canva**

Questions:	Yes	No
Is the target audience clearly identified?	X	
Did you clearly state the specific learning objective?	X	
Does the goal match the learning objective?	X	
Is the learning objective appropriate for the target audience?	X	
Does the assessment match the learning objective?	X	
Did you include UDL principles in the design of your microlearning lesson?	X	
Why is this a microlearning lesson? Include a reference to the Microlearning: Short and Sweet text to justify your response.		
The lesson is short and simple, with a focused goal. It holds value to the target audience as the learners will be personally invested in what they can produce as a result of the lesson. Since I created the lesson in 7taps, the learners can access it almost anywhere as it is easy to interact with the short lesson on their phones. The lesson is a small unit of a larger course that guides the learners through building their LinkedIn profile and network.		
Which instructional strategy did you apply in this microlearning lesson plan?		
New American Lecture: • The material is presented to the learner in chunks, broken up by knowledge assessments. • The learner interacts with the content versus simply page turning or listening to a lecture. • The learner employs 7taps, Canvas, and Canva. • New knowledge is bridged with previous knowledge of design principles and various software. Direct Instruction:		

- The narrator character models the process of creating a LinkedIn banner in Canva.
- The narrator character regularly poses questions to the learner to reinforce understanding and retention.
- The learner designs their own LinkedIn banner in Canva, and poses questions through the forum on the Canvas LMS.
- The learner is able to use their newfound knowledge in independent practice and create other relevant designs in Canva.

What did you include in your microlearning lesson plan to make it engaging for the target audience?

I have designed a hook to engage the learners by including authentic scenarios with narrating characters and content that is of value to my target audience. Utilizing 7taps to design my microlesson, the learners can interact with my lesson in multiple ways using various electronic devices. I have built upon their prior knowledge and experience with design and software, creating a bridge to this new knowledge.

How do the UDL principles support your microlearning lesson plan design?

Engagement:

- The learner's interest is engaged with the lesson immediately due to its relevancy, authenticity, and optimized value to their real-world life.

Representation:

- The material is presented in alternative ways using multimedia: audio, visual, and text.

Action/Expression:

- The learner engages with multiple tools in this lesson. They have the option of using several different devices to interact with the 7taps lesson, including their phone, tablet, or PC.
- They can use the Canva design tool through the Canva website, or they can download the app and then actively create their own design.

Do the activities prepare the participants for the assessment? Explain how.

Yes. I have included audio and video demonstrating the knowledge needed to complete the assessments. Before the assessments, I repeat the information in text, audio, and video. The knowledge checks throughout the lesson prepare the learners for their final assessment, which is made after they complete and upload to Canvas their own personalized banner that they created.

References

- Gronseth, S. L., & Dalton, E. M. (Eds.) (2020). *Universal access through inclusive instructional design: International perspectives on UDL*. Taylor & Francis Group.
- Kapp, K. M., & Defelice, R. A. (2019). *Microlearning: Short and sweet*. ATD Press.
- Silver, H. F., Strong, R. W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Association for Supervision and Curriculum Development.