

# Electronic media content model



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The model focuses specifically on the context of the material, designed for delivery online, facilitated through a learning management system (ALMS). The model consists of three domains represented by the acronym of model's title. In this project, I assume the duties and responsibility of the Subject Matter Expert-facilitator (SEEM/F). The SEEM/F and the I-F can work with the Instructional Designer (ID). The relationship between the ID and the facilitators will exist from the pre to the post cycle of course design. While this relationship can, and does exist, it is not essential to the taxonomy of key players.

The SEEM/F refers as the individual who is responsible for the creation and is the facilitator of the delivery. [PI] The three domains are: the Objectives outlined by the course requirement, the Activities the user will be required to accomplish, and the Resources used in the construction of the course. See Figure 1. Each of the domains are conjoined by the process starting with the individual assigned to create the online course. The Resources domain is the starting point with the evaluation of the availability of resources and it is directly related to the objectives.

The next domain is the Activities, which centers on the action of the user thus the actions are incorporated in the model. The model then focuses on the objectives, in the course effectiveness in the use of the material, Finally, It focuses back on the objectives from the resources, The OAR model was developed to meet four criteria: a strict focus on the learning system context a simple graphic-based aid which facilitates communication among development stakeholders Inclusive by avoiding the use of jargon the basic order of operations In the development process for an online course.

The aspect of the Instructor-Facilitator and the SEEM-F, illustrate a major difference 1 OFF whereas the Instructor-Facilitator may or may not serve in that capacity the delineation between the two is the amount and type of information the creator of the course material and the user of the material will be involved. The OAR model uses intellectual assets, electronic and physical resources in the course creation. Which resource and how much of a resource to use is determine by an analysis that is conducted by all of the stakeholders involved in the project.

Cockle, Jon, and Gardner (2010) defines the domains as 1) The Objective domain contains the learning and performance goals of the course 2) The Activities are the actual vents that learners engage in to acquire and develop new knowledge and skill 3) The Resources A modification of EDDIE design While the OAR model, supports the Analysis, Design, Development, Implementation, Evaluation (EDDIE), the model it also follows the Merrill's First Principle of Instruction which can be summarized in four phases of learning: 1) activation of prior experience, 2) demonstration of skills, 3) application of skills, and 4) integration into the real world activities (Chuddar & Raman, 2010). However, I introduce a modification to the EDDIE design by first suggesting and illustrating a erect relationship of the evaluation to each phase of the design. See figure 2. Pick] Secondly, is the incorporation of a modification phase. This phase is subjective and the control center that allow the project to move from phase to phase without unnecessary reversing direction being force to revisit a phase when not necessary. A discussion could arise why not place the evaluation in the center and it would allow virtually the same results. By during so it makes the evaluation optional. In

the proposal, the design of the evaluation is directly related to the phase (Analysis, Design, Development, Implementation, and Maintenance). For example, during the Analysis phase the customer changes the environment where the student will be viewing the course.

The previous requirements might have asked for a web-based course, however because of the product being delivered to the student on CD-ROOM although the result or the progress of the student performance will still be required to be tracked in the organization's learning management system. In the analysis phase the design team should evaluate the projects feasibility and the resources needed and required to complete the project in accordance to the customer's requirement. If it can be determine that the organization does not have the resources, skill, or ability to complete the project the project should be deferred until available resource are acquired. If the problem surface during the Design phase a modification would be required.

This modification would require a reevaluation of the Analysis phase, thus, the project would be halted in the design because of a modification that require a further evaluation of the Analysis. The problem introduced in the scenario would be considered as a thorough investigation that would impact all of the remaining phases of the project lifestyle. The third modification made to the EDDIE model proposal in this paper, is the incorporation of the Maintenance phase. While it appears that it is conjoin with the Analysis Phase it is not. The Maintenance phase is only initiated at the end of the Implementation testing has been conducted. The Maintenance Phase is

established for quick fixes. As software changes so do the programs that runs on the architecture must be adjusted.

The adjustment of existing courses, design to operate in any computer-mediated environment will at some point require some adjustment after the course livery, this is referred to as the maintenance phase. Combination of a modified EDDIE design supported by the OAR model The interactive model use for this project consists of drag-and-drop components; the user is required to use the mouse to interact with the screen. There are six interactive sections of the brain. The four sections of the brain (frontal, temporal, parietal, and the occipital lobes) require the user to drag parts of the brain into the folder located at the bottom of the screen.

When this is achieved, the text field on the right will present information about that particular part. There are two additional important parts that has a direct relationship with the functions of the brain (the cerebellum and the medulla obbligato). Information on these organs are also provided if the user click on these parts. The Module connection to the Learning Management System The development of the Brain Module is flexible where it can be delivered in several environments. It was constructed to work within a Learning Management System (ALMS) or a Learning Management Content Management System (ALMS) with the flexibility to be functional under all version of Sharable Content Object Reference Modules (SCORE).

The major different between a program to run inside of a ALMS and one that is not design to run outside of a ALMS, is SCORE. The uniqueness of SCORE is in the language compliance of the authoring software and its communication

to the database backend. All ALMS are connected to a database backend, this storage area maintain the data collected from the user's interface.

SCORE is a set of coding standards that allow the submission and retrieval of information from the storage location. The language allows for objects to be modularize with the capability to be pull out of one project and plugged into another project with virtually no code adjustment.

These Content Sharable Objects (SOC) maintains it adherence to the " plug-n-play' environment is the strength to its adaptability, allowing for the transferability into all ALMS and LESS that meeting the SCORE standards.

Connection of the OAR model and the Brain Module By deconstructing, the three domains used in the OAR model of instructional design a connection can be establish through the ligaments that combine them. The objective of this module was to introduce the student to the different lobes of the brain and to provide some information of the functionality of each. The accomplishment of bringing the information to be delivered in an online format requires the use of resources to meet one of the objectives. The transfer of information is dictated by the actions of the student.

The actions used to interact with the course is a representative of the activity domain. Finally, the connection of the activities and resources in the course, connects all of the domains of the model. The foundation of the OAR model Here I explore the blending of the EDDIE design and the OAR model. As with so many others, there is a slight modification of the stages. See Figure 3. The redesign of he EDDIE design highlights the importance and emphasis on evaluation. In the the evaluation had no direct relation with its implementation. Conclusion There are three major elements covering the

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construction of the Brain Project that was design under the OAR Model of instructional design.

The Brain Module was design to function within a Learning Management System environment however; it also has the flexibility to operate in an online or web environment. While it, maintains the capability to be track inside of the online environment when it is functioning outside of the ALMS it loses the connectivity to record and maintain statistical data. The idiosyncrasy of the objectives of the course design considered the analysis of the material and the resources available along with the time available for the creation has a determining impact on the activities that could be supported during the development and implementation of this course project. The amount of time and effort put into the coding standards will dictate level of maintenance required.