

Delivery Media Selection **By Toni Harris**

Although many educators may believe that a critical part of curriculum design is to select the media in which instruction is delivered, research has shown that media does not influence learning or motivation (Clark, Yates, Early, Moulton, 2010). Media is the format in which the content is delivered and has no effect on learning. Media serves as a vehicle of transmitting information whereas the methods serve as the main support for learning. Choosing the instructional methods is most important because the methods have the most significant influence on cognitive processes related to learning and also provide the foundation for the learner to gain knowledge through any format. The selected media provides the instructional platform and is often chosen based on cost and access. Although media does not affect learning, there are still some factors that should be considered for media selection.

Key Considerations In Choosing Media

To determine which media to select, there are three key factors that must be considered: conceptual authenticity, immediate feedback, and special sensory requirements (Clark, Yates, Early Moulton, 2010). These factors are described and considered in relation to this curriculum.

Conceptual authenticity. Can the media adequately depict the conditions required for learners to apply new learning? Both online and in-person instructor formats will allow sufficient conditions to depict an authentic environment for learning this curriculum.

Immediate feedback. Is there a need for immediate corrective feedback? There may be a need for immediate feedback from the instructor during class time because learners will be practicing strategies and reflecting on strategies throughout the course

Sensory requirements. Does instruction require sensory information beyond visual and

aural? The instruction does not require any sensory information beyond visual and aural. As long as learners are able to see the demonstrations and hear the descriptions, then content can be delivered through any visual and aural media.

General Instructional Platform Selection

This curriculum will consist of a blended type of instruction, which will combine asynchronous and synchronous instruction with a weekly classroom component. Some videos and reading materials will be available asynchronously online through a course management system for learners to view and read at their pace. The asynchronous material will allow learners to have access at any date or time. Synchronous live instruction will be given through an in-person format with a live instructor. The in-person format will have some access limitations and will only allow for learners to access instruction at specific dates and times. However, having a live instructor in a classroom on a weekly basis will allow for encouragement and monitoring from instructor, small group face to face discussion, and instructor's ability to adapt to learners' immediate needs and questions.

Specific Media Choices

There are various types of media that will be used to help facilitate instruction. Most specific media choices are made considering cost, access, and time for learning (Clark, Yates, Early, & Moulton, 2010). Some media may be more expensive and others are more accessible. In the table below, each media option is considered based on purpose, benefits, and cost.

Table 3

Media Choices

| Media choice | Purpose | Benefits | Cost |
|--------------|---------|----------|------|
|--------------|---------|----------|------|

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|--|--|---|--|
| Instructor | <ul style="list-style-type: none"> ● provide direct instruction ● lead small group discussions ● provide feedback | <ul style="list-style-type: none"> ● ability to encourage and monitor ● provide immediate feedback if necessary ● can adapt to the needs of learners quickly | <ul style="list-style-type: none"> ● Salary of instructor ● Cost of mileage driving to and from site |
| PowerPoint slides | <ul style="list-style-type: none"> ● platform to convey information ● provide advance organizers | help to lessen the cognitive load for learners | <ul style="list-style-type: none"> ● Time to make slides |
| YouTube videos | present information on content that learners can use | asynchronous platform that learners can use to learn and content out of the classroom | <p>Free to use</p> <p>Cost of time to find relevant videos or upload instructor made videos</p> |
| Online Learning Management System (Google Classroom) | A web-based platform in which learners can find links to materials, online discussions, and space for reflection | Learners can access all materials in one organized place at any time of day. | Free to use through Google Apps account |

| Media Selection Criterion | Relation to Supporting Learners with ADHD |
|--------------------------------------|--|
| Conceptual Authenticity | An in-person teacher workshop delivery method is beneficial for authentic discussions, collaboration with peers, and demonstration of model examples. The instructor will need to provide direct and guided instruction, scaffold and chunk learning, and provide feedback in real-time as learners practice and engage with the content. Asynchronous instruction will be used in the form of homework, utilizing an online platform for building prior knowledge and foundational understanding of the learning content. |
| Immediate Feedback | Learners will generate a plan that includes components of ADHD interventions for academic and behavior interventions. Synchronous corrective feedback, by the instructor, is necessary throughout each workshop, in order for learners to attain complex knowledge. |
| Specific Sensory Requirements | There are no additional special sensory requirements beyond aural and visual that are needed by the learner. |
| Cost | The curriculum productivity requires materials to be printed as well as access to the online PowerPoint presentation and websites. Additional finances will include costs related to training location, teacher pay, instructor time and travel accommodations. |