

Narrative and Instructional/ Learning Design

Instructional Design or Learning Design?

What they have in common:

- Both aim to support student learning.
- Both are influenced by research in the learning sciences.
- Both are influenced by technology.
- Both could be in synchronous or asynchronous formats.
- Both can be interpreted differently!
- Both are grounded by learning goals and learning outcomes.

Instructional Design vs. Learning Design

Instructional Design

- Roots date back to early 1900s
- Born out of the idea that better learning can be achieved with better materials (e.g., slide projectors, film, etc.)
- Influenced by cognitivist and constructivist learning theories

vs.

Learning Design

- A more recent field emerging in the late 1900s/early 2000s
- Can incorporate instructional design but is overall more focused on the learning experience
- Influenced by all types of learning theories

Defining Instructional Design and Learning Design

For today, I will use the following definitions:

Instructional Design

- Designing the materials used for learning

Learning Design

- Designing the learning experience, which can include materials used for learning.

Models

Design Thinking

- Empathize,
- Define (the problem),
- Ideate,
- Prototype, and
- Test

ADDIE

- Analyze,
- Design,
- Develop,
- Implement,
- Evaluate

*These are often not linear processes

Where do we find ID/LD?

Activity:

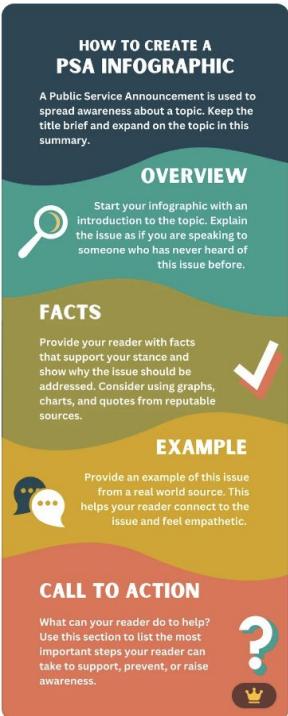
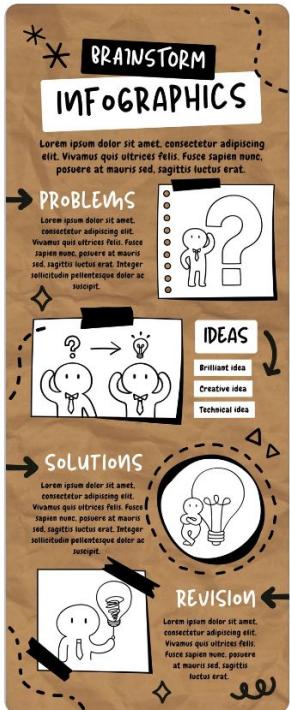
<https://www.figma.com/file/CebSbvLtvKKbVMAVk0kv37/ID%2FLD-Examples?type=whiteboard&node-id=0%3A1&t=Drj6hpzpON0Be7F7-1>

The Role of Narrative in ID/LD

- As consumers of entertainment and information, we've come to expect stories that follow a traditional structure of beginning-middle-end.
- Narrative is engaging to learners
 - Relatable
 - Memorable

...but there must be a balance between the story and the learning goal.

Example - Canva



Example - Brightspace

Our fave...

The screenshot shows the Brightspace course interface. At the top, there is a navigation bar with the NYU logo, course title, and user profile. Below the navigation bar is a secondary navigation bar with links for Content, Announcements, Assignments, Discussions, Quizzes, Grades, Zoom, More Tools, Course Reports, and Help. The main content area is titled "About this Course". On the left, there is a sidebar with a list of weeks: "WEEK 1: Welcome and Course Overview", "Week 2: Pre-Class work on Listening Skills for Narrative in", "WEEK 3: Learning to Listen for Narrative", "WEEK 4: Preparing Portfolios and Selecting Presentation We", and "► Week 5: Planning for Portfolios, Facilitation and Sprin". The "About this Course" section contains the following information:

DMDL: Narrative, Design and Learning

Syllabus: [Narrative, Design & Learning: Fall 2023](#)

Class Meetings
Monday, 7:00 pm-8:45pm, in person

370 Jay st, Rm 411 Loc: Brooklyn Campus

Zoom Links Provided Weekly: See 'Zoom' in the Brightspace Navigation Bar Above

About the Instructor

Dr. R. Ben Maddox | Ben.maddox@nyu.edu
Chief Academic Technology Officer, NYU

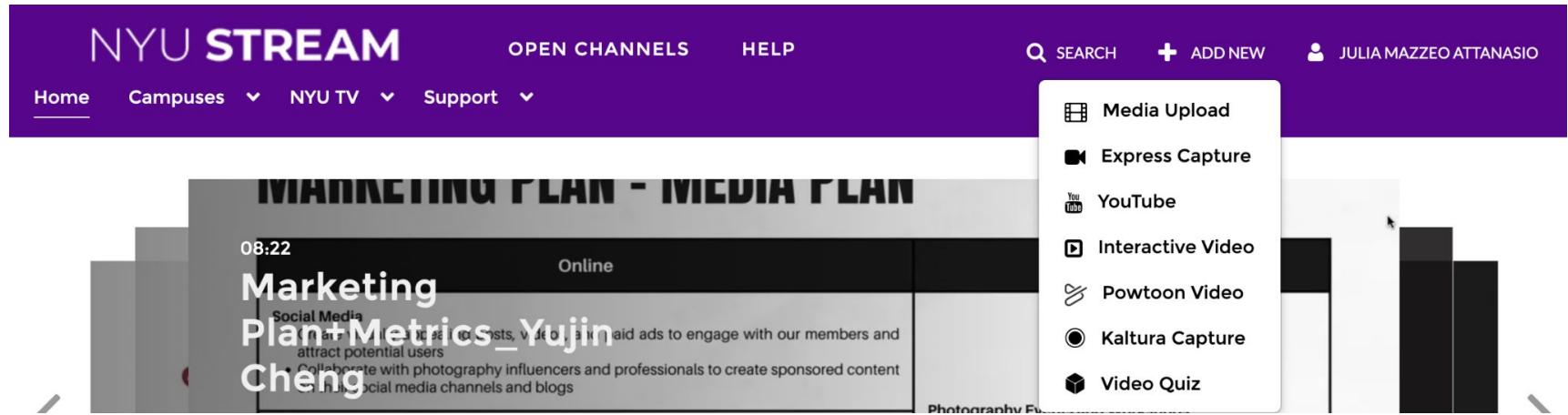
Contact: Please email me anytime, cc'ing Eva Andrew (ea1788@nyu.edu)
Meeting with Me: Please schedule through Eva Andrew.

Example - Brightspace Discussion as a Tool

DDW Faculty Share ▾

Topic	Threads	Posts	Last Post
Rubrics ▾ Do you have a rubric you'd like to share with other DW faculty? Respond to this topic to share.	0	0	
How do you address late work? ▾ The grading criteria language we list on the syllabus template states:			
Grading Criteria [Example: - 25% Class Participation (engagement in class discussions and oral and written critiques of other students' work; students will not be graded on attendance, as it is assumed that students will attend all classes.) - 25% Assignments (timely and focused completion of all academic and creative work, assignments and tests—e.g., meeting deadlines, following directions, adhering to industry format, correct spelling, grammar and proofreading) - 50% Quality of Work (extent to which the work is original, focused, technical, substantial and accomplished within the context of the course level)] Do you have a more robust policy on late work? What's worked for you to encourage on-time completion?	0	0	

Example - Powtoon (Access through NYU Stream)



The screenshot shows the NYU Stream interface. At the top, there is a purple header bar with the NYU STREAM logo, navigation links for OPEN CHANNELS and HELP, a search bar, an 'ADD NEW' button, and a user profile for JULIA MAZZEO ATTANASIO. Below the header, the main content area displays a video player. The video player has a title 'MARKETING PLAN - MEDIA PLAN' and a timestamp '08:22'. The video content shows a presentation slide with the following text:

Marketing
Social Media
Plan+Metrics_Yujin Cheng

Online

Collaborate with photography influencers and professionals to create sponsored content on social media channels and blogs

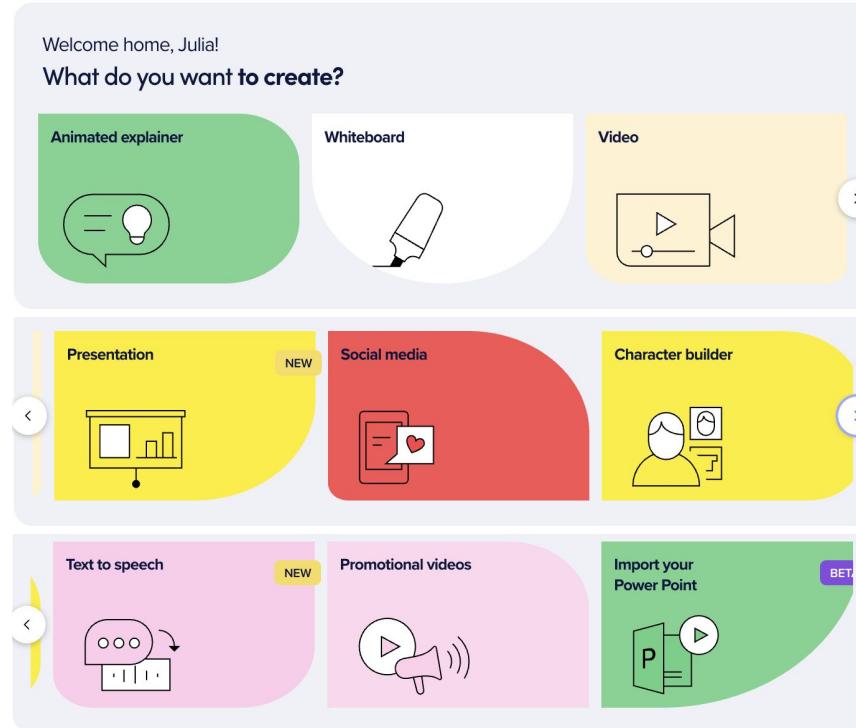
On the right side of the video player, a white pop-up menu is open, listing various video creation options:

- Media Upload
- Express Capture
- YouTube
- Interactive Video
- Powtoon Video
- Kaltura Capture
- Video Quiz

Example - Powtoon

Welcome home, Julia!

What do you want to create?



Animated explainer

Whiteboard

Video

Presentation NEW

Social media

Character builder

Text to speech NEW

Promotional videos

Import your Power Point BETA

Example - Adobe Captivate

File Edit Window Help

Slides

01 Diversity Equity and Inclusi...

02 Learning Objectives

03 Table of Contents

04 Understanding DEI

05 Scenario Unconscious Bias

06 Scenario MCQ1

07 What is Bias

08 Types of Bias

Diversity Inclusion*

Best Fit Preview

TRIGGER Click/Tap

Conditions

ACTION Go to slide

Slide

01 Diversity Equity and Inclusi...

02 Learning Objectives

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04 Understanding DEI

05 Scenario Unconscious Bias

06 Scenario MCQ1

07 What is Bias

08 Types of Bias

09 What is Diversity

This course is divided into three main sections.

Select the first section to proceed.

Understanding DEI

Knowing the Importance of DEI

Practicing DEI

DEI Strategy

BUTTON

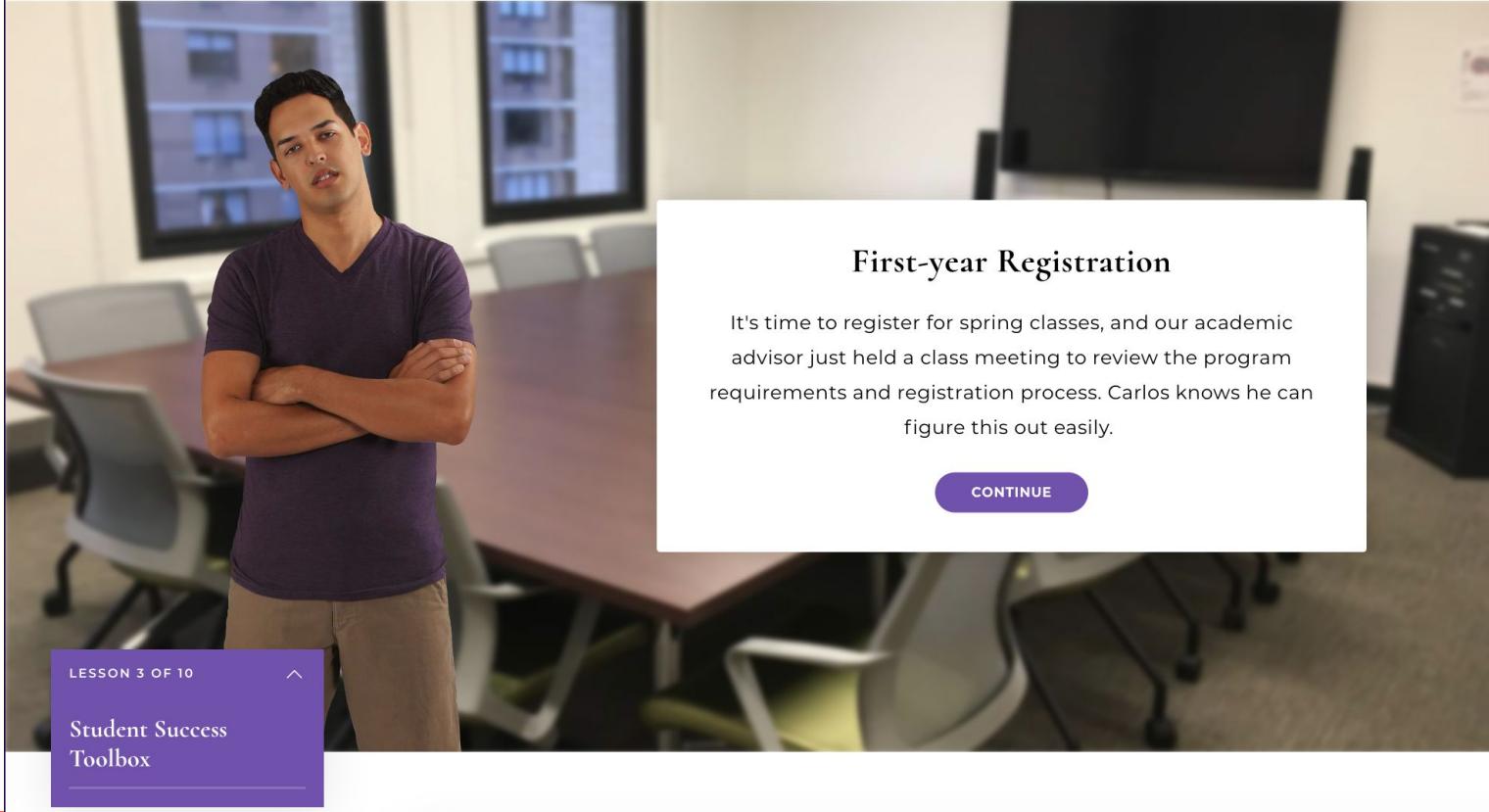
Timeline

Test Discard Done

Example - Articulate 360



Example - Articulate 360 Example Page 1



The image is a composite of two parts. On the left, a young man with dark hair, wearing a purple V-neck t-shirt and tan pants, stands in a classroom with his arms crossed. He is positioned in front of a large window that looks out onto a city skyline. On the right, a slide from an e-learning course is displayed. The slide has a white background with a dark border. At the top, the title "First-year Registration" is centered in a bold, dark font. Below the title, there is a paragraph of text: "It's time to register for spring classes, and our academic advisor just held a class meeting to review the program requirements and registration process. Carlos knows he can figure this out easily." At the bottom of the slide is a purple "CONTINUE" button. In the bottom left corner of the slide, there is a small purple sidebar with white text. The sidebar says "LESSON 3 OF 10" at the top, followed by a small upward arrow icon, and then "Student Success Toolbox" at the bottom.

LESSON 3 OF 10

^

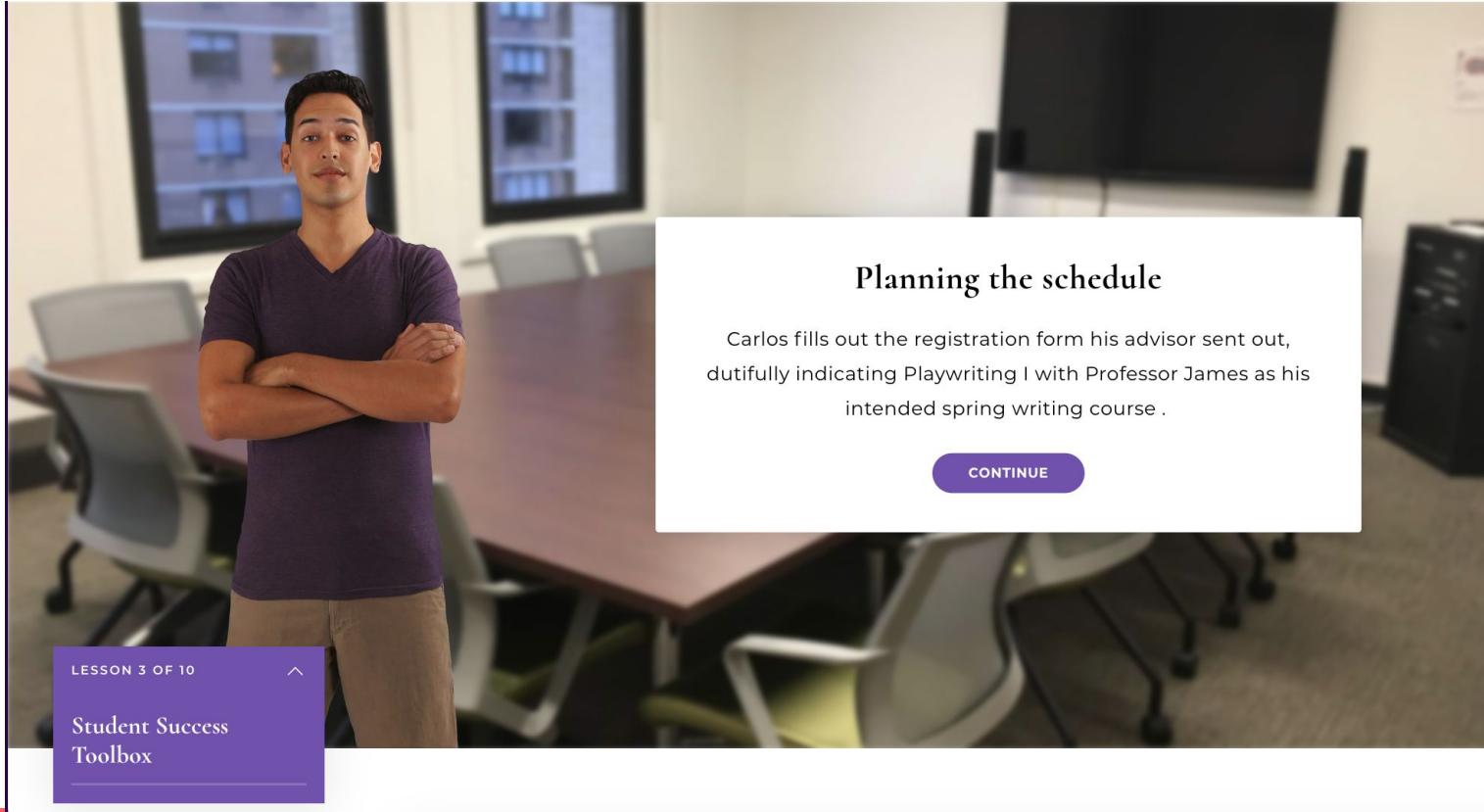
Student Success
Toolbox

First-year Registration

It's time to register for spring classes, and our academic advisor just held a class meeting to review the program requirements and registration process. Carlos knows he can figure this out easily.

CONTINUE

Examples - Articulate 360 Example Page 2



LESSON 3 OF 10

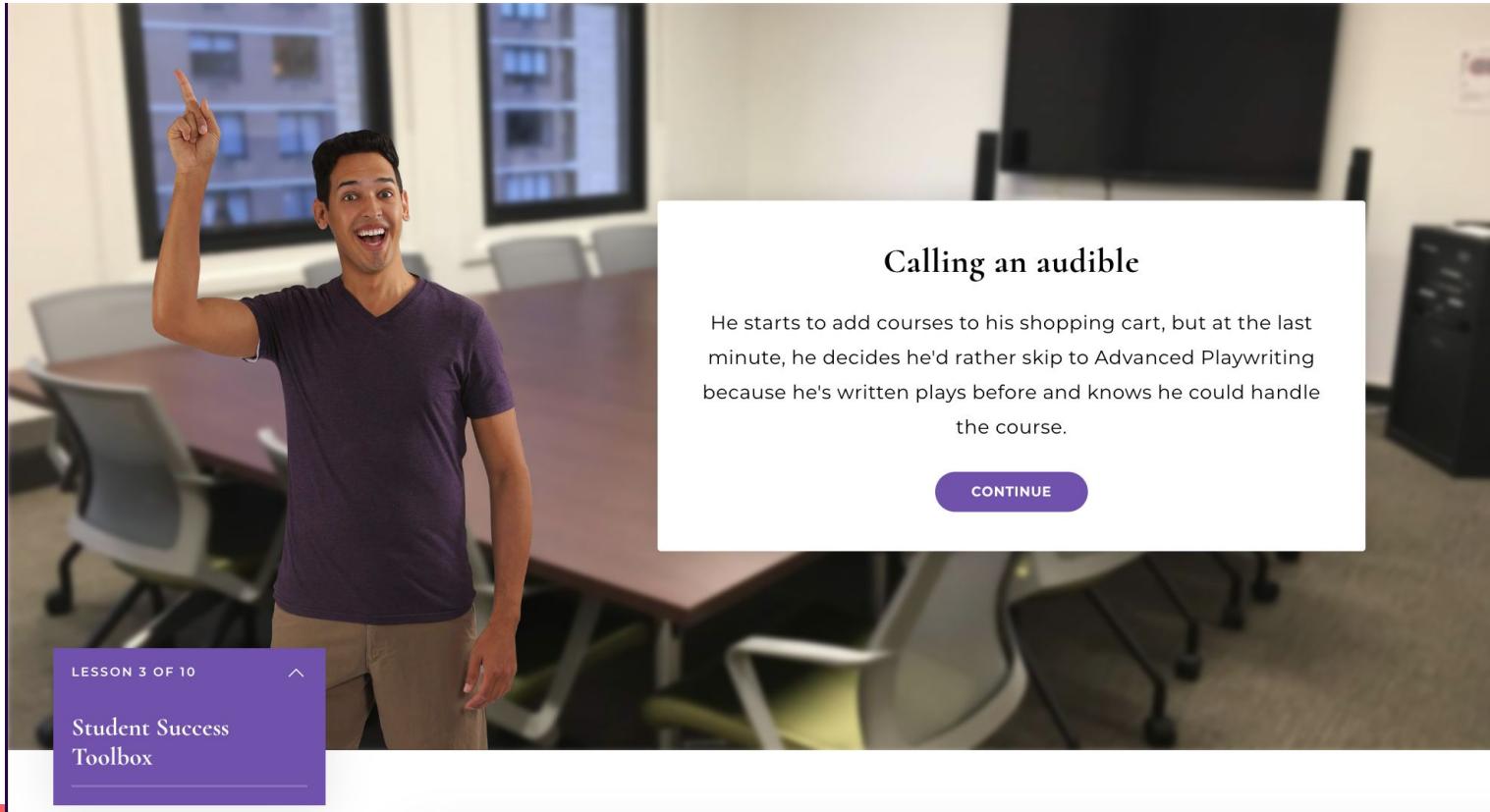
Student Success Toolbox

Planning the schedule

Carlos fills out the registration form his advisor sent out, dutifully indicating Playwriting I with Professor James as his intended spring writing course .

CONTINUE

Examples - Articulate 360 Example Page 3



LESSON 3 OF 10

Student Success Toolbox

Calling an audible

He starts to add courses to his shopping cart, but at the last minute, he decides he'd rather skip to Advanced Playwriting because he's written plays before and knows he could handle the course.

CONTINUE

Examples - Articulate 360 Example Page 4

At his registration appointment time, Carlos finds he can't register for Advanced Playwriting because he hasn't met the prerequisites and now Prof James' section of Play I is full! What should he do?

- 1 Register for a different section of Play I
- 2 Email his advisor to explain that he should be added to Advanced Playwriting

LESSON 3 OF 10

Student Success Toolbox

Examples - Articulate 360 Example Page 5

What should I do?

Register for a different section of Play I

Carlos can also add himself to the waitlist for Professor James' section.

LESSON 3 OF 10

CONTINUE

Student Success Toolbox

Examples - Articulate 360 Example Page 6

Sorry, a prerequisite is a prerequisite. But, his advisor will be happy to help Carlos find an open section of the course he is supposed to take in the writing sequence!

Email his advisor to explain that he should be added to Advanced Playwriting

LESSON 3 OF 10

Student Success Toolbox

CONTINUE

Software Demonstration

Articulate Rise Example Course

Thank you!

Any questions?

References

Clark, R. (2021). Multimedia Learning in e-Courses. In R. Mayer & L. Fiorella (Eds.), *The Cambridge Handbook of Multimedia Learning* (Cambridge Handbooks in Psychology, pp. 537-551). Cambridge: Cambridge University Press. doi:10.1017/9781108894333.054

Fiorella, L. (2021). Multimedia Learning with Instructional Video. In R. Mayer & L. Fiorella (Eds.), *The Cambridge Handbook of Multimedia Learning* (Cambridge Handbooks in Psychology, pp. 487-497). Cambridge: Cambridge University Press. doi:10.1017/9781108894333.050

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