Workplace Challenge and Mobile Social Learning Assignment

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Workplace Challenge Rationale

A private elementary school in the Phoenix metro area plans to deploy Apple Macintosh laptops for each student in the intermediate elementary grades for the 2024-2025 school year. As a result, the intermediate-level elementary teachers at this school need technical skills and classroom technology integration training. Instructional designers should conduct a needs assessment report with "the introduction or rollout of a new product (Morrison et al., 2019, p.31). The intermediate-level elementary teachers at this school need technical skills training on how to use the computer software on these laptops. Further, these teachers need additional technical skills training on how to teach computer software skills to their students and "how to integrate this technology into their curricula" (Morrison et al., 2019, p. 30). A prior task analysis addressed the instructional problem of computer software technical skills training.

The school administration plans "for the appropriate training before the teachers start the year and difficulties develop with the technology" (Morrison et al., 2019, p. 35). Effective, systematic, and practical training must occur for successful technology integration into classroom instruction and learning "so that any needed training can be designed prior to implementation of the change" (Morrison et al., 2019, p. 36). In addition, evidence has demonstrated that specific training areas must include computer software skills training for both teachers and students (Arney, 2015). Academic literature has shown that teacher training needs to include pedagogical techniques for integrating technology into content area instruction and learning (Roblyer & Hughes, 2019). Finally, fellow teachers and educational technology teachers can serve as digital change agents to help facilitate the process of technology integration into classroom learning by serving in essential roles (Gura & Education, 2018).

Mobile Social Learning to Address Software Skills Training

The audience for my workplace challenge is intermediate-level elementary teachers, who are extremely busy professionals. A mobile social learning platform will be an ideal instructional strategy to address the software skills training they need. The Center for Creative Leadership pioneered a 70-20-10 model, founded on 30 years of research on how executives learn to lead. This research has shown that learning within a practical context facilitates the retention of information most effectively and is magnified when collaborative discussions occur among colleagues during the learning process. Finally, learning is most advantageous "when it supplies

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technical skills, theories, and explanations that apply directly to what is learned through experience – and when it is both valued and quickly integrated within the work environment" (Bridgespan, 2016).

The mobile social learning model will support the software skills training needed in my workplace challenge. These adult learners value learning experiences that include real-world projects, practice, and assignments (Shift Learning). My workplace challenge involves software skill attainment directly relevant to their success as teachers. Mobile social learning can address these learning goals by providing sharing, coaching, and collaboration opportunities within the training setting (Vrielink, 2014). These training modules will have clearly defined learning goals that align with relevant and engaging activities, which can facilitate learning transfer (Leaman, 2014). Lastly, the mobile social learning model will maximize the time spent acquiring knowledge and information, making learning techniques effective and efficient.

Three potential mobile and interactive solutions

The benefits of mobile social learning are numerous and align with research on brain and learning sciences. Mobile learning is a learner-centric approach that offers access to learning assets anytime and anywhere. It empowers learners: "They can choose the pace at which they want to consume the content and when they want to" (Pandley, 2018). Also, mobile learning provides multi-device support, allowing learners to learn on their chosen devices, such as desktops, laptops, tablets, or smartphones. Pairing mobile learning with microlearning modules can provide concise, bite-sized learning nuggets. These quick learning modules can facilitate memory retention by providing spaced repetition and chunking of information which can benefit more succinct attention spans (Arist, 2022). The mobile social learning and microlearning interactive solutions proposed for my workplace challenge include website learning modules, screencasts, and Twitter and Wikis for social learning.

As the instructional designer for my workplace challenge, I will first create a Weebly website with learning modules that provide software skills training to my teacher audience. These quick microlearning modules will include text, screencast instructional videos, and software templates for teacher assignments. Using Screenpal (formerly Screencast-o-Matic) as the screencasting technology, I will create video productions that involve capturing images and audio from my computer screen and adding guided instruction to produce customized,

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independently-reviewable video content (Sterling-Orth et al., 2016). My "walkthrough" screencast videos will include spoken explanations or annotations on the screen. Screencast creations encompass a variety of content, such as visual software skill demonstrations on the screen, edited versions of student assignments with accompanying audio remarks from me as the instructor, and integration of audio, video, and other digital elements (Sterling-Orth et al., 2016). The elementary school already pays for Weebly for all teachers and students so no additional cost will be incurred. Lastly, the current price for Screenpal for ten creators (minimum) is $240.

My workplace challenge includes elementary teachers who have been using Weebly for classroom website development. Their classroom websites include pertinent classroom information and digital assets such as videos, electronic documents, and interactive learning games. These teachers are comfortable using the Weebly app on mobile devices and the Weebly website via laptop browsers. My workplace challenge will harness these websites by offering mobile, social, and microlearning opportunities by expanding these classroom websites to include teacher training modules. As teachers develop their software skills training via my social learning website, they will create their own software skills training modules for their students using teacher-created screencasts that will be uploaded and embedded into their classroom websites.

A key benefit of social learning is its focus on collaboration and active participation. This learning method permits learners to share their skills and individual experiences, nurturing a sense of community and facilitating a deeper comprehension of the subject matter (Singh, 2023). To facilitate social learning, we will use Twitter as a community of learners as we ask questions, discuss ideas, and provide feedback to one another. Since Twitter has limitations, I will embed a learning Wiki and polling data into my mobile social learning website. Polling data will provide immediate feedback to myself and our learning community as I will incorporate true/false, Likert Scale, and short-answer responses into my poll questions. Finally, the learning Wiki will facilitate collaboration among team members as we address frequently asked questions and develop group solutions to problems (Malamed, 2019).

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