

Reflection on Final Project

For my final project I converted the first module from the curriculum Safe Futures into a facilitated online course. The curriculum was originally designed to be an instructor-led training conducted with Head Start staff who work with families experiencing domestic violence (not people currently experiencing domestic violence).

Due to the nature of the content, I felt it was appropriate to follow a social constructivist model of learning. For this reason, I designed a facilitated course that includes a lot of interaction with the facilitator and learners' peers.

Below is a chart of our defined commonalities and where they are included in this training.

Commonalities of great learning experiences	Where Its Included
Passionate instructor for the subject	Liz Marsh will likely serve as the facilitator, and she has a lot experience with Head Start and subject. She is very passionate and personable.
Inspirational/personable instructor	See above.
Challenging—take learners out of their comfort zone	The subject matter alone accomplishes this, but the course will also be a lot of work for learners - getting them to think about difficult issues in new ways and see how they can apply what they're learning in their work.
Emotional	In Week Four I have learners read and listen to some digital stories from survivors of domestic violence, which can be a very emotional experience.
Good modeling	The facilitator will hopefully provide this in the class discussions.
Personal connection between the learner and the content	Hopefully I've accomplished through the class discussions, group activities, and having learners talk about topics with people they work with to come up with an Action Plan (weeks 3 and 6). Also learners are encouraged to talk about their experiences in class discussions.
Open and flexible	Timeframes should allow for this.
Social as well as academic experience	Class discussions, group activities, and activities where the learner has to talk to people in their agencies.
Connection with people	Same as above.
Learning in groups	Group activities in Weeks 2 and 4.
Learning from our peers.	Group activities in Weeks 2 and 4 and class discussions. Learners are encouraged to talk about their experiences.
Learners feel respected	Will come from ground rules and interactions with peers and facilitators.
Approachable/accessible instructors	Facilitator
Instructor cares about students' success	Facilitator
Interactive	Throughout.
Hands-on opportunities	Learners are asked to talk about the issue of "healthy

	relationships” with others in their agencies and discuss what their Head Start program could do to encourage them. The Action Plan (Week 6) also asks users to apply what they’ve learned to their work. Learners are asked to define goals, steps to achieve those goals, and resources and people who can help them.
Real problems to solve	See above.
Relevant (real world problems with real world materials)	See above.
Instructor becomes part of the learning community	Class discussions.
Knowledgeable instructors	Facilitator.
Participation is encouraged	Class discussions, group activities, and Action Plan
Creativity is welcomed	Throughout.

What I Changed from the Original Module

The original curriculum employs a great deal of collaborative learning experiences, many of which I kept. However, I also changed some and added to others. I incorporated the use of digital stories and online resources, which expand upon the information in the text and provide a different perspective for learners. I then ask learners to revisit the digital stories to see how what they’ve learned is reflected in the stories.

I also tried to increase opportunities for application in this course. In week 3, I have learners talk to people that they work with to see how they can focus on a specific topic covered in the training. I then have the learner return to these ideas in the Action Plan in Week 6. The Action Plan is greatly expanded from the one in the original curriculum. In the original, the trainer just asks participants to write down some ideas if they have them, but does not focus on this. In this course, I have the learners develop an entire Plan and submit it to the class and the facilitator for review and comment. This also allows other learners to get ideas from their peers. There is also a detailed tutorial users can do through to help them generate ideas for their Plan.

Changes Made As a Result of Peer Review

After person after person commented on the nice “fonts and graphics” I began to think that I had a serious problem – the content on the home page was so long that it seemed overwhelming, not allowing readers to get past what it looked like. I took the content on the home page and the ‘about a course’ page and tried to break it up with pop-up boxes that provide instructions along with graphics to highlight those instructions. This breaks up the text and actually does a better job of highlighting the instructions than the bulleted lists did before.

I applied the same technique to a quick tutorial on Week 6 about creating an action plan. Again, it allowed me to go into more detail while making it seem more manageable.