

Online Learning Experience Blueprint

Module 1 | Choosing Suitable Strategies

Instructional Designer: Kelly Watson

Learning Opportunity (Course) Title: Exploring IB-Thought through Text

Learning Opportunity Summary (Course Description)	Learner Profile
This language and literature course develops IB-style thinking for IB MYP sophomores who will be preparing for the IB Diploma Programme Language and Literature class. Students will be encouraged to recognize that proficiency in language is an essential component of IBDP learning and a powerful tool for communication in all societies. Students will incorporate the IB Learner Profile attributes in their daily routine and will develop their cognitive, metacognitive, and affective skills as they accomplish course objectives. Students will analyze literary and non-literary texts through the lens of IB concepts to identify authorial choice and build critical thinking skills. The course goal is to make abstract IB-style thinking a concrete and transferable skill in preparation for more challenging coursework in the IB Diploma Programme.	The organizational context revolves around a public, IB high school with the identified learners being 15-16 year old sophomores taking IB MYP English courses. The students have varying literacy levels, ZPD's, socioeconomic backgrounds, disabilities, and ELL statuses. All of these students are required to take IBDP English next year, but they're not all familiar with what IBDP means and the higher-level thinking accompanied with it. Students voice interest in kinesthetic learning opportunities and have a goal of being prepared for their future rigorous coursework. They share struggles with lack of structure, analytical thinking, and higher-order thinking. To remedy this, students will explore IB-style thinking seen in the English IBDP program through literary and non-literary analysis. Values and Motivations • Preparation: Students are motivated by wanting to be prepared for the course load they will encounter at the junior level. In an online environment, this course will need to be heavily structured to make sure students don't experience cognitive load further than their stress for the course load next year. • Relevance: Students are motivated by subject matter relevant to their interests and relevant delivery methods. When taking this course online, students will need relevance to engage with already abstract concepts and ideas. • Transferable Skills: Students will learn how to think critically about abstract concepts, refine problem-solving skills, and enhance their pattern-recognition.
Course Objectives	
LO1 Understand how IB-style thinking influences interpretations of texts.	

LO2 Analyze the meaning of texts through author choice and IB concepts.

LO3 Apply the IB-style thinking framework when analyzing literary and non-literary texts.

LO4 Evaluate interpretations of texts using higher-order IB-style thinking criteria.

LO5 Create a product communicating understanding of author choice in literature using IB-style thinking.

Course Objective	Module (1, 2, or 3)	Learning Strategies	Learning Activities (Module activities and course-wide engagement patterns)	Justification (Explain module-specific strategies, cross-module connections, and progressive development plans)
LO1: Understand how IB-style thinking influences interpretations of texts.	1	• Instructional Video • Chunking • Failure-based learning	Module 1 Activities: Direct Instruction: Students will watch short, segmented videos introducing the 7 IB concepts (creativity, communication, perspective, representation, identity, culture, and transformation) (Clark & Mayer, 2023). Entry-Tickets: Failure-based entry tickets where students choose two IB concept lenses to apply to a non-literary text of choice. They will identify the lens that strengthens the message of the excerpt the most and identify which lens weakens it. The goal is to identify which concept lenses are the best or the worst to use with different text themes. Course-Wide Engagement: Reference Sheet: Guided and chunked digital reference handouts are created and given to students. The document has all 7 concepts listed with brief definitions and guiding questions students can reference throughout the course. The concepts are chunked by related themes. For example, a theme like growth would have the IB concepts identity,	Learning objective 1 helps build the foundational understanding of IB concepts that students need to know before developing IB-style thought in the next modules. Students must see not only what the concepts are, but how those concepts are used to shape an understanding of texts. Concept lenses are directly tied to themes and authorial choice. An author creates their theme or message using authorial choices. These choices and themes are seen better when analyzing a text through different concept lenses. Instructional video is important because it plays the role of direct instruction for an online environment. Learners in online environments also have the ability to play the video at a speed they are comfortable with, supporting the needs of a wide variety of learners. Clark & Mayer discuss how delivering content in segments rather than large information dumps is essential for learner engagement and retention (Clark & Mayer, 2023). With 7 new and abstract concepts, students need as much structure and cognitive load reduction as possible for instructional effectiveness. Chunking is seen in the guided reference handout. Chunking the large number of concepts

			transformation, and perspective beneath it.	into different themes allows the learners to reference when certain concepts should be used and what kinds of messages they highlight. This is a brain-based approach where the learner can see the process of IB-thinking through a singular, tangible format before moving on to new concepts. Failure-based learning is specifically placed here because students are still experimenting with the concepts. This type of learning can be difficult in an asynchronous online environment, but by making it low stakes and providing an activity where “failure” is the goal, student engagement isn’t compromised (Stefaniak, 2021). Selecting the concept lenses is the first part of IB thinking. Students need to have a foundational understanding of how concepts relate to themes before unpacking how those surfaced themes are developed through authorial choice in modules 2 and 3.
LO2 Analyze the meaning of texts through author choice and IB concepts.	1 and 2	• Example-Based Learning • Chunking • Collaborative Learning / Discussion	Module 1 Activity: Kami Annotation Assignment: Students analyze a student example of an IB-style analysis through IB-thought. They annotate where the student identified authorial choice and which IB concept they used to analyze the text in their analysis. The text does not share the IB concept so the student must determine it based on the IB-style thought exemplified by the student in their paper. The student will look at the analysis of a peer and add annotations they did not have and respond to at least one annotation. Module 2 Activity: Venn-Diagram Activity: Students select one IB concept lens and apply it to a literary and non-literary text.	Learning objective 2 is covered in both modules 1 and 2. This moves the learner from identifying concepts to actually completing analysis with them. Clark & Mayer detail that learners who have learning modeled to them through examples actually perform better than learners who do not (Clark & Mayer, 2023). The Kami annotation activity where learners analyze a student example of IB analysis, is an example of example-based learning. The nature of looking at an IB concept through a singular text type is also a form of chunking. Students have two objectives for this task, annotate for identification, and then predict the IB concept being used by the student in the exemplar. By providing a clear structure, a student exemplar, and a concrete question,

			They will read the text through the IB concept lens chosen and identify themes that come to light by reading through that lens. They will take it a step further and identify the authorial choices that show that theme. The venn diagram helps students visualize where authorial choices and themes overlap across text types and differ. One circle will be literary texts and the other non-literary texts. Course-Wide Engagement: The three-step IB-thought process, from concept lens to theme to authorial choice, is present in this and every analysis for all modules.	cognitive load is reduced. Students don't have to take the mental load of sifting through the example for the best choices or understanding what the student is writing; their goals are identification-based. With abstract concepts, students need concrete methods to help them understand those concepts. Breaking things down to the identification stage of IB analysis helps them build on it in future modules. In the second part of the assignment, students learn collaboratively. They look at their peers understanding and reflect on how it compares to their understanding, furthering their comprehension (Clark & Mayer, 2023). A core idea of IB-thought is using different lenses to analyze texts through. By viewing a peers analysis, students are engaging in shifted lens practice, something built on in modules 2 and 3.
LO3 Apply the IB-style thinking framework when analyzing literary and non-literary texts.	2	• Inquiry-Based Learning • Scaffolding	Module 2 Activity: Independent structure analysis and creation: Students select an IB concept and apply it to a literary and non-literary version of the Great Gatsby. They will use the IB Analysis Framework guide created in TECH5233 to help guide them in their interpretation. This is their formative assessment where they show their analysis through a Canva created non-literary text. Teacher feedback must be given before moving to module 3. Course-Wide Engagement: The IB Analysis Framework handout (scaffold): This handout can be used in all modules as students' IB-style thinking skills gradually build.	Learning objective 3 is developed in module 2. This is where the learners start applying the full framework of IB thought from beginning to end. Inquiry-based learning is actually a learning strategy used within the International Baccalaureate program, so it felt fitting to use when designing an IB-related course (International Baccalaureate, 2025). This learning strategy focuses on learning through questioning and is shown to be most effective in online learning environments when paired with scaffolding as it is here (Al Mamun et al., 2020). Students are asked to choose an appropriate IB concept for Gatsby and show their understanding in a visual format. There is a great deal of internal processing and questioning before the learner gets to their end goal. This is how many IBDP-related papers and assessments are structured, such as the culmination of this course with

				learners showing understanding with a visual concept map. This creation activity helps students visualize abstract thought and redefine their understanding of the idea of text, just as IB does in IB-style thought.
LO4 Evaluate interpretations of texts using higher-order IB-style thinking criteria.	2 and 3	• Collaborative Learning • Scaffolding • Failure-Based Learning	Module 2 Activity: Asynchronous Peer Discussion: Students will be assigned a classmate through the Google Drive LMS with a shared folder containing their Canva activity. They will have had different concept lenses utilized. They compare their partner's concept to their creation and analyze their partner's creation using their own concept. They will discuss which lens reveals more about theme and authorial choice. This discussion will be highly scaffolded. Module 3 Activity: Pre-summative self-reflection. Students will revisit an earlier analysis they did of a written or non-written text and analyze their own analysis using the IB Analysis Framework. Course-Wide Engagement: The IB Analysis Framework handout: This handout can be used in all modules as students' IB-style thinking skills gradually build.	Learning objective 4 is seen in both modules 2 and 3 as it is at the higher end of Bloom's taxonomy. This objective requires students to evaluate whether a concept lens was used effectively or not. This intentionally ties back to module 1, where students complete entry tickets through failure-based learning to prove that some lenses lead to a stronger or weaker analysis of a text. Students at this point are now truly evaluating their interpretations of a text and a peer's interpretation. Students learn through weak analysis what strong analysis looks like (Stefaniak, 2021). Collaborative learning is also used intentionally through the peer discussion aspect. This is an asynchronous online environment, but fruitful discussion is needed. By sharing texts and building on a peer's understanding, students can see how different lenses can surface similar themes in the same text. These discussions are also highly scaffolded, so students are given direction in their responses to not just criticize student work but genuinely question and learn from it as part of the IB process outlined throughout the course.
LO5 Create a product communicating understanding of author choice in literature using IB-style thinking.	2 and 3	• Inquiry-based learning	Summative Concept Map: Students select two IB concept lenses and apply them to one literary and one non-literary version of the same text. They identify the themes that surface through each lens and the authorial choices that convey those themes. This then causes students to distinguishing between the literary devices the author of the written	Learning objective 5 is seen in module 3 with the summative and partially in module 2 with the independent analysis creation. In module 3, the summative acts as a synthesis of students' learning throughout the course. With inquiry-based learning being a cornerstone of IB-style thinking, the summative must reflect similar strategies for learning. Students recording a video of themselves is essential in adhering to UDL

			text employs (such as irony, motif, or narrative voice) and the medium-specific choices the author of the non-literary text employs (such as lighting, mise-en-scène, editing, or sound). Within the concept map, students structure these choices into two clearly labeled branches by medium, then draw links across the branches where a literary device and a non-literary device connect on the same thematic function, despite being technically different. Students record a 3–5 minute explanation of how each author uses the tools of their medium to convey meaning, and how those distinct choices do and do not work together to unearth shared themes across text types. Course-Wide Engagement: The summative assessment concept map that students create is the culmination of students new-found development of IB-style thinking.	principles and allows students to talk through their visual in an online setting, like they would in-person (CAST, 2018). This is a deliberate progression of Bloom’s taxonomy where learners understand, analyze, apply, evaluate, and then create. Each activity has prepared learners to make their creation. Student facing prompt for summative recording: In your recording, explain how each author uses the tools of their specific medium to convey their message. For each link you drew across your two branches, identify the literary device and the non-literary device involved, and explain how two formally different choices arrive at the same theme. Explain where the mediums <i>diverge</i> as well. For example, what can the written text do that the visual text cannot, and vice versa?
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Module 2 | Selecting Media and Development Tools

Instructional Video	Justification
LO1: Understand how IB-style thinking influences interpretations of texts.	This objective is a foundational skill overviewed in the learning activity and expanded on in future modules.
Learning Activity	
Learners will watch a series of segmented instructional videos about each of the 7 IB Lang and Lit concepts: creativity, communication, perspective, representation, identity, culture, and transformation. Each video will be around 2 minutes long, with 2-3 concepts chunked into each to reduce cognitive load. By presenting the content in small bursts, the learner can retain the knowledge before applying it later in the module. To make an effective online course, direct instruction must be transformed into learning that is accessible asynchronously and digitally. Replacing direct instruction with video throughout the course is essential for the learner. This learning activity aligns with Learning Objective 1 because it acts as the foundation for IB-style thinking and textual interpretation. Without knowing the 7 IB concepts as a lens, learners will not be able to partake in IB-style thought for textual interpretation. This also aligns with the 4 other learning objectives, as the foundation of the concepts build towards the skills executed throughout the course. This concrete example of foundational thinking is necessary for the learner.	The short video format directly supports and addresses Learning Objective 1 by modeling the foundation for IB-style thinking in a structured, chunked format. Clark & Mayer (2023) explain that segmenting is a critical aspect of multimedia learning. Segmenting breaks content into small sections to reduce cognitive load and improve retention (Clark & Mayer, 2023). Segmenting and chunking work together here by breaking concepts into individual parts, assessing one, and then moving on to the next concept, all before the learner needs to apply their knowledge. In TECH 5243, segmented and chunked instructional video was identified as one of the strongest formats for online learners. Video is accessible on any device, and learners can engage with the video in a fashion that suits their schedule. Along with this, visuals specifically help make the intangible nature of IB concepts as lenses for analysis, a tangible concept (Lee et al., 2023).
Forms of Media	
• Short instructional videos • Content-aligned visuals • Quality audio • Transcript and Captions • Interactive checks for understanding per video • Consistent typography and branding across videos	Learners in this course have various ZPD's, disabilities, ELL & IEP statuses, and other characteristics that impact their ability to learn, especially in an online environment. Due to this wide variety of learners, segmented, asynchronous instructional video with multi-modality helps support access both legally and experientially. The content itself can be difficult to internalize due to its intangibility, so videos with visuals replacing a typical lecture delivery may actually enhance learner understanding of the learning objective. To further support accessibility, UDL principles of representation and

Instructional Video	Justification
	engagement will be applied through the implementation of closed captions, transcripts, and options for pausing, playing, and speed modality (CAST, 2018). Interactive checks for understanding in each video reinforce the importance of comprehension before application and evaluation in later modules. This is how learners engage in self-monitoring on top of just watching the instructional video. Each video should include the same typography (or branding) so the identity of the course is consistent from module to module. This predictability and structure allows learners to fully engage in the environment (Clark & Mayer, 2023).
Activity Development Tool	
• Canva (for the slideshow, visuals, and checks for understanding) • Canva present for audio recording • Capcut to finalize audio accents, audio quality, and final export • LMS	Canva is a free, online tool requiring no prior design experience, promoting accessibility with the designer and any stakeholders taking on this course. The readily available templates and “brand tools” support visual consistency throughout the development of this module and other course materials for this course. Canva Present and Record allows designers to record narration for the whole slideshow. It also includes options for embedded voiceover buttons, effective for individual slides. Capcut ties everything together for audio cleanup, breaking up slides and narration, and providing time for checks for understanding at the end of the clip. For interactivity, designers should place the check for understanding at the end with an answer for why the answers are right or wrong, so there are no issues in the export. Video files will follow consistent name conventions such as M1_IB_CONCEPT_INTRO_CREATIV_COM. This aids in cross-module organization and understanding (American College of Education, 2026). All materials should be in their own, cloud-based folder with a title like Instructional Videos, within a larger module 1 folder, so it’s easy to access by all parties and secure from loss. These videos should be delivered through the same LMS used by the party implementing the course. This ensures learner access and principles of continuity as outlined in TECH 5243. If there is ever any need for a backup, designers should reference the Canva brand

Instructional Video	Justification
	toolkit and initial template for any changes that need to be made or reuploaded.
Kami Collaborative Annotation	Justification
LO2 Analyze the meaning of texts through authorial choice and IB concepts.	This objective is an intermediate skill overviewed in the learning activity, building on previous coursework and expanded on in future modules.
Learning Activity	
Learners analyze a PDF of a student exemplar of an IB-style analysis in the Kami annotation platform, connected with the course utilized LMS. In Kami, learners will complete a guided annotation, identifying where the writer discusses authorial choice and the linked IB-concept they believe guided the writer's analysis (also known as the IB-concept lens used by the writer). After learners complete their independent practice, they will share their annotated Kami document with a peer via Kami's "share" tool. The initial learner's goal is to respond to at least 1 annotation a peer made that was not in the initial learners annotations, and vice versa. All work is completed within an asynchronous time frame. An example timeline would be a learner must complete the annotation and share by Wednesday, then respond to a peer by Saturday. This activity aligns with learning objective 2 because it shifts learners from just identifying IB-concepts to analyzing the meaning of texts through the use of IB concepts. Their practice "identifying" the IB-concept is actually an analysis, as it's completed by the learner analyzing the writing from a variety of IB-concepts and identifying authorial choice. This concrete example provides learners with a strong example of IB-style thinking on paper before they do the same.	Clark and Mayer (2023) outline how learners who study models and examples before engaging in application of skills consistently outperform those who did not. The use of annotation at this point in the module, paired with example media of IB-style thinking lets learners actively engage with the course content required by the learning objective. Adding the peer response along with their annotation allows learners to examine texts through multiple lenses and even engage in failure-based learning. The goal is to identify what they didn't initially catch. If they didn't identify it because the peer used a different lens than them, there's pause for reflection and pattern-recognition. Being able to discern what is and is not surfaced by a text, aids in driving the analytical thinking required for IB-thought (Stefaniak, 2021). The shift in learning objective from identification to analysis follows Bloom's taxonomy seamlessly, allowing students to engage and analyze content after they begin building their foundational knowledge. This leads directly into the next module where learners begin to apply their knowledge.
Forms of Media	
• Kami PDF document of student exemplar analysis • Digital Annotation tools on Kami • Cross-Peer commentary within Kami • Consistent typography, branding, and heading on documents	In TECH5243, interactive formats were noted as strong choices for diverse learners because they allow personalization. Allowing learners to interact with content in a personalized fashion lends itself to the UDL principle of engagement. While students have a specific activity they must do (the Kami annotation) the freedom within that activity to engage with the text using a concept of their choice, and further this knowledge via asynchronous discussion, is an important factor in the learning design.

Instructional Video	Justification
	The Kami tool and LMS integration keeps all the reading in one place which is not only good for deployment, but specifically for managing extraneous cognitive load in learners, regardless of device. It's important at this stage that the activities connect both content and media wise with the previous activity. This is seen by the tool integration, along with the use of a consistent typography headers to keep the brand identity as learners move through modules. The cross-peer commentary instead of a discussion board through annotation is intentionally done to support the learner in the close reading stage of their learning. Annotation actually supports close reading in a way that discussion posts don't (Johnson et al., 2010).
Activity Development Tool	
• Kami (annotation and asynchronous peer collaboration) • Cloud-based folder linked to LMS • LMS	As stated previously, Kami integrates seamlessly with almost all LMS. Learners will not need to download additional materials as they are all hosted in the same area, and include an auto save feature. These PDFs on the LMS will follow consistent naming, with their module title and activity name listed, and they'll be stored in the same cloud-based folder as the other module activities. If Kami is unavailable, tools like google docs support annotation and cross-peer sharing.
Canva Formative Assessment	Justification
LO3 Apply the IB-style thinking framework when analyzing literary and non-literary texts. LO5 Create a product communicating understanding of author choice in literature using IB-style thinking.	This objective is an intermediate and final skill assessed in the chosen learning activity. It acts as a formal check for understanding and feedback point before the final assessment.
Learning Activity	
Learners will select one IB-concept lens and apply it to both a literary and non-literary version of The Great Gatsby. Using the IB-style analysis handout provided at the start of the course and the chosen lens, learners will identify themes and authorial choices that surface within the two texts. They will then be given multiple means of expression by showing their understanding through a Canva visual. Their analysis notes will be seen in the graphic organizer embedded to the assignment submission in the LMS. They will also embed their Canva visual to the assignment in the appropriate location. This will act as their formative assessment, and	IB-style thought emphasizes inquiry-based learning, so allowing learners at multiple stages to have choice over how they engage with the content is essential (International Baccalaureate, 2025). This activity allows learners to choose a concept and create their own visual to show that understanding, fulfilling UDL's principle of multiple means of expression. The combination of this choice works well when scaffolding is provided, which is why the IB-style analysis scaffold given at the beginning of the course is necessary here.

Instructional Video	Justification
teacher feedback must be given after this step before moving to module 3. This activity aligns with learning objective 3 because it requires learners to apply the IB-style thinking framework in their analysis of both a literary and non-literary text. This builds off the Kami activity from practicing IB-style thought and assessing how peers use IB concept lens in their products, to them actively using IB-style thought seen through their own product. It also aligns with objective 5 as this is their formative assessment, and they are creating a visual conveying their understanding of author choice using IB-style thinking.	In TECH5243, infographics were determined to be strong aids for diverse learners due to their quick reference capacity and transferability. By using this infographic scaffold, learners can support their learning and use it to inspire their work on the formative as well. Initially the formative was created to meet UDL standards, but the pairing of the various texts and visuals helps produce stronger outcomes than single-means tasks as well (Lee et al., 2023). It's important that both objectives are included in this learning activity because students will be taking their feedback and applying it to their culminating activity.
Forms of Media	
• The literary and non-literary text in the LMS • Canva visual (learner created) ◦ May use various types of media, up to the learner • Branded submission template with graphic organizer in LMS • Branded IB-analysis infographic scaffold as a material in the LMS	The branded graphic organizer that students use to detail their analysis helps maintain the visual identity that was developed with the previous learning activities. The infographic scaffold continues this branding and visual identity as well, while supporting in tasks. The non-literary and literary forms of media must be kept in the LMS for student access and should be linked on the graphic organizer as well. Students are given a lot of pieces to this puzzle intentionally so they can engage in their learning without too much direction. This allows students to make meaningful choices and produce quality work (Brandt, 2020).
Activity Development Tool	
• Canva • LMS / Creation platform for graphic organizer • LMS feedback tool for instructor feedback	Canva is a free, online tool requiring no prior design experience, promoting accessibility for the learner. Ensuring that tools are intentionally used and paired with accessible media is something prioritized in TECH 5243. The graphic organizer is created using the same brand toolkit as other products, enforcing consistency as well. Student names should immediately attach to assignment titles in LMS as well. For backups or tech issues, students may be able to design using a different platform of their choice and embed within the graphic given.

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Module 4 | Collaborative Learning Activities

Peer Discussion Board: Cross-Lens Argument– Discussion	Justification
LO2 Analyze the meaning of texts through author choice and IB concepts.	
Learning Activity	
This will occur in a completely asynchronous, online learning environment. All students will be given the same mini excerpt, and are asked to analyze/read the excerpt through 2 assigned lenses. The lenses will be assigned based on name for organization's sake. Students will be prompted to explain which lens warranted a stronger analysis and why. They must use evidence. For their discussion responses, students will respond to 2 students who had different lens pairings than them. In their responses, they will need to either agree or disagree with their peer's argument and explain why using evidence. This activity builds on the Module 1 Kami annotation activity by having students engage with a peer's interpretation. In the Kami activity they engaged with a peer's annotations to decipher what lens was used in their annotation. In this activity, the learning shifts to analyzing how a student's understanding of a text shifts based on lens type, where they must then agree or disagree using evidence from the author. This moves students from identifying authorial choice and lens types into comparing how an understanding of a text shifts based on lens type. It also introduces students to how different lens types can produce weaker or stronger analyses. The course is designed heavily around complex, higher-order thinking and expressing understanding. This understanding is expressed in multiple ways through the content they engage with and the content they create. Students analyze literary texts consistently within the course, and they must be able to decipher this and create a literary response. Since the learning community consists of 10th grade, online, diverse learners with various interests and abilities, content must be displayed in a variety of means and easily completed online.	This activity was intentionally designed as an asynchronous, online discussion to support online learners through increased engagement and reduced cognitive load. It is possible to give students too much choice within discussions. Assigning lenses by name as opposed to students choosing them helps reduce cognitive load (Schneider, 2021). There are a wide array of lenses students interact with throughout the unit as well. Ensuring structure with initial lens allocation and then providing choice guarantees that the full set of concept lenses are represented across the learning context. Argumentation is also intentionally used in this discussion. Argumentation is one of the strongest ways to deepen a student's learning experience (Nussbaum, 2008). This discussion asks students not to only respond to peers, but partake in actual discourse about the readings. Positioning this activity after the work in Module 1 is intentional because students cannot evaluate the effectiveness of a concept without determining what concept is used. Sequencing the activities this way prepares students for future work, such as their formative assessment, where they identify the best lens to use when analyzing texts. This argumentative practice is a great foundation for future work. Since the course is designed around developing higher-order thinking skills, students must build towards this with smaller evaluation activities. While this activity appeals to objective 2 of analysis, their analysis of the two-lenses applied to the same text and requirement to make an argument is a form of evaluation, even if it's not graded. It is also essential that students collaborate with their peers for this assessment. Developing collaborative skills helps students engage with content in a way they cannot independently (Curry et al., 2021). The use of the LMS as a vehicle for this thought helps pair the branding and identity of the course with the actual content being delivered.

Peer Discussion Board: Cross-Lens Argument– Discussion	Justification
This clear discussion format reduces learners’ cognitive load and nests course discourse in an easily accessible format. Centering the discussion on the course-branded LMS through a question format will strengthen the identity of the course as well for the learner.	*The instructor at this point should monitor discussion for profanity, irrelevant commentary, etc. But this is largely student led. Ensure all concepts are assigned across all students for equal responses.
Forms of Media	
- Assigned text excerpt (embedded in LMS Google Classroom) - Student discussion posts - Student discussion responses - IB Concept Reference Handout (given in Module 1 of course).	The media forms for this activity were selected to keep an abstract, argument-based task accessible for the diverse learning audience. The text excerpt is embedded in the course LMS discussion question post. Including materials directly where they are used is essential for reducing learners' cognitive load and for course identity (Castro-Alonso et al., 2021). The LMS-based, asynchronous discussion and response format is also essential for students reasoning and community building. Students need to engage in group discussion to build community. Visualizing discussion in the same space and engaging with peers in that context effectively supports learners’ community building (Lowenthal & Dunlap, 2020). The IB concept handout given in Module 1 is a great tool for this assignment and provides students with visualization of their thinking. This tool is also branded, emphasizing course identity and a sense of cross-module alignment (Castro-Alonso et al., 2021). *The instructor should remind students to utilize their IB Concept Reference Handout that they received in Module 1. Ensure that students are replying in appropriate threads and post the discussion question on Google Classroom as a “teacher question”. It acts as your discussion forum. Instructor should ensure all students are able to respond to comments with the “responses allowed” option.
Development Tool	
Google Classroom LMS Discussion Board (Assign the post in the Classroom stream as a question where students provide short answers and reply to peers)	Google Classroom’s discussion/question feature was chosen due to its ability to host discussion posts, replies, and threads. The instructor can post the discussion prompt as a question with the attached excerpt, including the last name specifications for who has what lens. For example, Last names A-E have: communication and identity, F-J have: culture and transformation” etc. This feature allows learners to respond to the prompt asynchronously but see student discussion and replies in real time. The asynchronous tie is essential because the students can wait until someone with a different lens posts their

Peer Discussion Board: Cross-Lens Argument– Discussion	Justification
	response so they can respond, and their post is not dependent on a specific peer having their work done. All posts can happen in individual threads and be responded to in the same location as the prompt. The discussion timestamps and organization by date helps the instructor see when posts were submitted by to maintain accurate records. This could all be done in a 3-rd party browser like Padlet or Gimkit, but by keeping all of these variables within the same LMS other work goes through, a consistent “home base” is further established for the students. *Instructor should mark student initial responses on the Wednesday/Thursday deadline and replies on the Saturday deadline.

Formative Re-Build as Concept Map– Non-Discussion	Justification
LO4 Evaluate interpretations of texts using higher-order IB-style thinking criteria.	
Learning Activity	
Students will be given a peer’s formative and re-build their visual as a concept map. In the concept map, they must rebuild the texts, lens, and authorial choices the initial student identified. After the initial re-build, the student will then have to add a branch (in a different color or font) that stems from one of the authorial choices. They will need to evaluate the texts the student wrote about from a different lens and detail how that lens surfaces a different medium-specific authorial choice serving the same theme. They will then evaluate which lens is stronger for that choice and why. This will give the initial student a jumping-off point for their summative, even if they choose different texts or lenses. The goal is for the new students to embed their own interpretation into their peers’ work after evaluating their peers’ interpretation. This activity builds on the module 2 Canva formative. In the formative, students are asked to analyze a visual and non-visual text through a lens of their choice. They must then create a visual that shows their understanding of the texts based on their	Sequencing this activity after the Module 2 formative is intentional, as students cannot evaluate the strength of a peer's interpretation until they have made their own. This leads into the summative as well, providing time for students to not only review a peers work, but visualize how they will interpret their own formative for their summative. Rebuilding a peer’s visual and extending their thinking is invaluable practice, and differs reasonably from the usual peer-review editing that can occur before a summative. Untrained reviewers default to grammar checks, so they need structure (Tran & Ma, 2024). Having students create their own version of a student's work as a form of peer review, allows students to see their thinking visualized, make changes, and the addition of a branch with evaluations strengthens both students' understanding of the content. The activity is built to target the evaluation level of Bloom’s taxonomy, one of the highest stages. Rebuilding the pre-existing formative into a new visual requires students to completely grasp the concepts and the peer’s reasoning (Zhang et al., 2024). Not only that, but adding a branch to the initial student’s work through a different lens requires strong judgment. They must then evaluate which lens makes the stronger case for the identified authorial

Formative Re-Build as Concept Map– Non-Discussion	Justification
lens analysis, and they must pair the visual with a graphic organizer of how their visual depicts the message of the text and the authorial choices utilized by the author. This activity shifts directly from the previous analysis of texts through a lens to evaluating how a student has interpreted or used IB lenses in their formative. It also extends on the peer evaluation present in the previous discussion. This helps maintain consistency with the overall course design because students are working within Canva, a tool they're familiar with that they used to create their formative assessment. They're also working with the same grouping of lenses and the IB Analysis Framework handout to strengthen their understanding of complex schools of thought. The added branch flows directly into the two-lens structure of their future summative assessment (a 2-lens concept map). This supports the online learning community because students build directly on one another's previous course work. They're not making their own concept map from their own formative, they're visualizing other students' work and laying the foundation for their peers' learning before completing their own summatives. This concept map is given back to the initial student eventually, and acts as a guide for their future learning.	choice, leading the student back to that higher-order thinking discussed throughout the course. The concept-map format for the peer-review was done intentionally as well. Building reasoning out through a concept map can help peers see what is and is not working well, or even what concepts and readings may have been left behind in the initial analysis. The students are primed for their own summatives without using their own formatives. They're not assessed on the concept map format as they are in the module 3 culminating assignment, but they are assessed on their ability to evaluate the interpretations made present in the concept map they create. Having students use each other's formative is an intentional choice for community building as well. In an asynchronous environment where learners can feel isolated, it's important that designers design content and learning activities that are reflective of empathetic design choices (Tracey & Baaki, 2022). Approaching online course design with empathy can be seen in many ways. This is done in this course by pairing students together and having them engage in meaningful forms of assessment, along with practicing their feedback in a constructive way. Each student will receive a starting guide for their summative thanks to their peers. *The instructor should ensure that each student has a formative from a different student. Begin by making student pairs, adding their formatives in the same Google Drive folder, and sharing with students. When posting the assignment, direct students to upload their shared folder to the assignment submission tab if you would like easy access to all materials upon grading.
Forms of Media	
• Peer Concept Map • Initial Peer Formative (Visual and Graphic Organizer)	The media forms for this activity were selected so students could have a familiar and complete visual of their peer's reasoning. The original Canva visual provides peers with an example of the IB learning process that isn't theirs. The graphic organizer that is paired with their visual allows learners to see another student's content represented in multiple ways. The concept map they create as an evaluation tool allows learners to engage with the content in multiple ways as well (CAST, 2018). This turns the evaluation into a constructed product, benefiting the diverse learning audience and students with varied ability levels.

Formative Re-Build as Concept Map– Non-Discussion	Justification
	While the concept map is a new visual, they are using a familiar product to draw their understanding from. This form of modeling helps fortify the assignment expectations across students and establish visual identity. Including a different color for the added branch is another form of media and shared branding that indicates change to the student who will receive the concept map. This highlighted difference points the students towards where to look even after the assignment is finished. *Instructor should direct students to the Canva toolkit for their concept map and provide support with accessing video. The instructor may also add a concept-map tutorial for Canva for multiple means of representation and modeling.
Development Tool	
• Canva (to make concept map) • Google Classroom / LMS (assignment delivery) • Shared Google Drive (each student's formative will be shared with their assigned peer within one folder, linked to the LMS for ease).	Canva was intentionally selected due to the familiar visual-editing features. Students also have a branded toolkit with color, iconography, and fonts that they used to build their original formative. Adhering to this principle of contiguity is essential for further establishment of brand identity and arguably a signal of community within the course (Clark & Mayer, 2023). Google Classroom as the assignment delivery tool keeps the assignment in the same LMS that students have used throughout the course, avoiding learning a new platform or possible organization issues that arise when utilizing various platforms (Castro-Alonso et al., 2021). All assignments added to google classroom auto-populate as a Google Drive folder in the educator's Drive. This allows for cross-student sharing of formative examples without releasing personal data or sensitive information to the entirety of the class. The teacher is responsible for setting up the shared drive folder after posting the assignment. The students will only have access to them and their peer's folder, which is accessed and linked within the assignment posted on the Google Classroom LMS. These files have time stamps, activity trackers, and allow for students to work asynchronously. All three tools integrate seamlessly into the Google Drive LMS, making sharing, accessing content, and assignment submission smooth and structured. Any devices utilized by a student will have access to their content due to this integration and the auto-save feature on both Canva and Google Workspace

Formative Re-Build as Concept Map– Non-Discussion	Justification
	*The instructor should ensure all students integrate their concept map from Canva to the assignment submission section on Google Classroom. Instructions for integrating the assignment should be listed on the assignment description.

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Module 5 | Effective Assessment Designs and Reflection

Formative Assessment: Single-Lens Gatsby Analysis through Canva		Justification
Assessment Purpose	Delivery Method	
The purpose of the assessment is to assess if learners can complete a single-lens analysis independently and explain the authorial choices they use to do so. This is a diagnostic assessment where instructors will provide feedback on the specific areas of analysis that need improvement before students move into a multi-lens analysis in Module 3.	This assessment will take place towards the end of module 2. Learners will build their visual in Canva and complete their pre labeled organizer in the document in the Google Classroom assignment. The assignment on Google Classroom has a file upload button built into the formative where students will upload their Canva visual to ensure all work is within the same document under the same assignment submission tab. Instructors will give feedback through the Google Classroom comment and suggestion feature that is attached to a an assignment rubric. This is accessible within the same document and in the same assignment upload area.	A formative is needed about halfway to 2/3rds of the way through the course. This ensures instructors can provide feedback with enough time for students to learn from their mistakes and strengthen their skills prior to the summative assessment at the end of module 3. Making sure students are aware of their misunderstanding of the content before they are formally assessed ensures that their assessment showcases an accurate, comprehensive understanding of the skills and material (Clark & Mayer, 2023). Using a single LMS as the home base for material reduces extraneous cognitive load that may occur when searching for various materials. Students are familiar with both Canva and Google Classroom as delivery and creation platforms, aiding in that reduction of cognitive load. I made a second change to the formative by pairing the Canva visual with a recorded explanation, but after further reflection, reverted back to the first version: a graphic organizer. The first half of the formative has very little structure, so pairing the activity with a structured graphic organizer allows students to do the heavy lifting of explanation with a written guide. Students and the instructor can visualize understanding where a recording won't allow them to (Castro-Alonso et al., 2021). Timely feedback is also essential at this point, and a scaffolded graphic organizer allows educators to quickly see and pinpoint exactly where in the analysis process a student struggles.
LO3 Apply the IB-style thinking framework when analyzing literary and non-literary texts. LO5 Create a product communicating understanding of author choice in literature using IB-style thinking.		This objective is an intermediate and final skill assessed in the chosen learning activity. It acts as a formal check for understanding and feedback point before the final assessment.
Information to Gather From Learners		

Formative Assessment: Single-Lens Gatsby Analysis through Canva	Justification
This assessment intends to gather if students can correctly analyze a text through an IB Concept lens. This includes them connecting authorial choice to a message and then a concept lens. If they cannot do all parts of this chain, their break in analysis is visualized. For example, some readers may be able to use a lens to identify a message but cannot identify the authorial choice that helps create that message. The student's ability to defend their visual choices (expression of their lens analysis through Canva) is also seen through this formative assessment.	This information highlights skills that were built in Module 1 and Module 2 through objectives 1 and 2. Objectives 3 and 5 are culminations of that skill development so they are assessed here. All of this information needs to be gathered before students move into their summative assessments so their learning process can be assessed properly with actionable, targeted feedback. (Anderson & Krathwohl, 2001).
Questions/Prompts	
• General Explanation: Using the IB concept lens of Perspective, apply the lens to both the literary and non-literary Gatsby texts. Identify the themes that surface and the genre-specific authorial choices that produce them. You will express your understanding in a visual and graphic organizer. • Formative Part I prompt: You are to create a visual on Canva using at least two (2) authorial choices. This visual must represent a message related to perspective from chapter 3 of The Great Gatsby. There is a word bank of authorial choices you may use below, along with examples of visual texts with messages related to perspective. • Part II: This is your rationale. Answer the following questions to justify your visual. ○ What message about perspective from Chapter 3 is your visual conveying? What specific moment inspired it? ○ Why did you make this choice? Use evidence from your visual. ○ How does your choice connect to the IB concept of Perspective? ○ How do your authorial choices work together to convey the message you selected from Chapter 3?	This prompt replicates the IB Framework Analysis handout that they have had throughout the year. They have seen this thinking visually and briefly engaged with it, so there must be some form of formative feedback in order for them to grow. Outlining student responsibilities through these specific questions allows students to break down their IB thought process and engage in a non-literary fashion.
Scaffolding	
I utilized principles of backwards planning by taking the culminating assessment and objectives and building back from what skills need to be developed. I took the activities needed to build understanding in Module 1 like the Kami annotation activity and formal discussion, and compared it with module 3 activities like the culminating concept map. This allowed me to identify the objective-specific skills that should be present at this point and what still needs to be learned and make an assessment that satisfies both. This also feeds into a pre-summative activity where students begin a concept	Scaffolded inquiry works best when paired with structure. The reason why there are two aspects to this assessment is partially due to the need for structure. Students need opportunities to engage in multi-modal texts and express understanding in a variety of ways, but they need structure to organize that portrayal as well (Al Mamun et al., 2020). This two-part format is reflected in the summative intentionally. Students begin by making a visual and then explain their

Formative Assessment: Single-Lens Gatsby Analysis through Canva	Justification
map from a peers' formative, providing even more skill practice and a guiding point before the culminating assessment. Internal scaffolds like the IB Analysis framework handout given at the beginning of Module 1 also prepares students for IB analysis across all modules. Part II of the assignment acts as an explicit scaffold where students section their understanding of their choices through a graphic organizer.	reasoning, but through a recording. This recording can follow along the branches of the visual they create where their thinking is clearer. Both formative and summative tasks provide structure while also providing freedom of choice and expression. Ensuring that the formative task of the unit takes on the same structure of the summative is essential.
Continuous Improvement	
The aggregated data tells designers how to redesign the course, so students meet objectives earlier and/or at a more consistent rate. Learners may struggle at different skill points within the formative and this informs what to build on in module 1 or what to take away. For example, if a learner struggles to identify the authorial choices in the non-literary text, there should be more explicit focus on authorial choice in non-literary texts during Module 1.	Data-driven design iteration backs the continuous improvement notes. Formative assessment provides evidence that will be used in the future to improve course quality (Stefaniak, 2021). It also allows designers to pinpoint skill level at the halfway mark and make adjustments to activities before the next iteration.

Summative Assessment: Concept Map and Extended Response		Justification
Assessment Purpose	Delivery Method	
The purpose of this assessment is to assess how learners independently analyze texts through lenses and their ability to compare texts and their elements. This measures mastery and synthesis of course material. The concept map and recording demonstrates students culminating understanding of how they move through and draw on multiple lenses and texts for analysis.	The summative is delivered through two platforms, Canva and Google Classroom. Similar to the formative, the summative is in two parts. The first part is their concept map created in Canva with justifications and the second part is their presentation which they will also record in Canva. The assignment is posted with a description in Google Classroom and students will upload their Canva concept map and presentation in the Google Classroom assignment post. They will upload this as an MOV. File and pdf.	This summative must integrate every objective in some capacity as it is the culminating assessment. Measuring student mastery at this point is a key characteristic of a summative. Students need to know more than what IB concepts are and what the IB analysis is. They must be able to synthesize understanding of both literary and non-literary texts and express how authors use genre-specific elements to convey their message. This can only be discovered through intentional lens analysis. Students are given a great deal of choice in this assessment, along with many forms of multi-modal expression. This is done intentionally as students able to showcase understanding through multiple modes of expression have a stronger opportunity to showcase their understanding (CAST, 2018). Along with this, having students visualize connections between concepts through concept maps allows them to visualize their thinking, leading to a stronger understanding of material. (Wang et al., 2025).

Summative Assessment: Concept Map and Extended Response		Justification
		Using Canva and the creation platform and Google Classroom as the assignment host LMS gives students a predictable format and organizes the work for both student and instructor. Along with this, the visual identity of the course and its purpose is solidified through regular assignments with branded typography and color.
LO3 Apply the IB-style thinking framework when analyzing literary and non-literary texts. LO4 Evaluate interpretations of texts using higher-order IB-style thinking criteria LO5 Create a product communicating understanding of author choice in literature using IB-style thinking.		Pedagogically, a culminating assessment must assess a majority of objectives from a course or unit. Summatives especially should assess the same objectives chosen for the formative. The only new objective is learning objective 4, which is done in the post-formative informal discussion between peers. This is also seen through students' evaluations of two different lenses amongst two different texts. These objectives land at the highest point on Bloom's taxonomy as it is the final assessment of the course where students are showing their final understanding of course skills and content.
Information to Gather From Learners		
There are three types of information being gathered from the learners, each coinciding with a specific objective. The first is seeing if learners can assess multiple texts from multiple lenses with ease and clarity. There are multiple variables with this assignment, so learners being able to keep their reading distinct but coherent is essential. The second is learners need to distinguish between two forms of text and how their choices are engrained in the media form. For example, a student should be able to convey that a novel may use hyperbole to create a mood but a film may use contrast. The final piece of information is if students can link devices by theme and not by device. Devices are specific to media formats but themes and tone is not. Being able to hold the two and draw analyses helps satisfy multiple objectives.		Evidence pulled from the students understanding of the relationship between media is one of the key features of IB analysis and the purpose for the course in the first place. Pairing a literary and non literary text and comparing how they work allows students to shift this analysis across any text type in preparation for the IB course work. Not only this, but students choosing specific lenses to use in turn shows their ability to decipher strong messages in text and how to apply a thinking framework to develop a stronger understanding of that text type and messaging (International Baccalaureate, 2025).
Questions/Prompts		
Part I Student Directions: Select two IB-concept lenses and apply them to one literary and one non-literary text. Map the themes that each lens surfaces and the authorial choice that each media format uses to convey them. Link across media and lens types where different choices connect.		This prompt replicates the IB Framework Analysis handout that they have had throughout the year. They have seen this thinking visually, engaged with it in various capacities, and are now being told to lay out their final understanding based on their choice of text from the unit.

Summative Assessment: Concept Map and Extended Response	Justification
- Part II Student Directions: In your recording, explain how each author uses the tools of their specific medium to convey their message. For each link you drew across your two branches, identify the literary device and the non-literary device involved, and explain how two formally different choices arrive at the same theme. Explain where the mediums <i>diverge</i> as well. - For example, what can the written text do that the visual text cannot, and vice versa?	
Scaffolding	
I utilized principles of backwards planning by developing this culminating assessment in accordance with the needed objectives for the course. The course begins in Module 1 with the Kami literary annotation activity and discussions, to the Canva non-literary formative in module 2, to the informal literary and non-literary peer review in module 3. At the beginning of module 3, students are to take a peers formative and build a concept map using the developed lens, authorial choices, and messaging conveyed. This concept map is then given back to each peer with an extended branch of another IB concept that a student can use for their summative analysis. This peer-built structure gives students a scaffold to begin their summative concept maps.	Students comparing the two texts helps build towards future coursework in IB Lang and Lit and solidifies a standard checkpoint for students at the end of their learning. If they struggle comparing texts, students can see where this struggle resides and modify it (Al Mamun et al., 2020). If students are performing well, they can develop a richer understanding of the text through their visual synthesis. Either way, any skill level is able to develop at this point through their multi-modal summative that encompasses all previous learning activities
Continuous Improvement	
This is final cycle data where students culminating understanding is identified. Designers will be able to see if their course worked through the student's final data and scores on the assessment. This data should be used to redevelop aspects of the program and pinpoint specifically which objectives and their coinciding activities need improvement. If a student does great work with one lens but struggles with two in the summative, focusing on multi lens analysis or streamlining the summative could be a modification.	As this is the closing of the course, the assignment helps pave the way for actionable data to further improve the course. Not only that, but this data will be used to determine if the course has made a difference in student's preparedness for IB Lang and Lit. Say there are common patterns in the module of students generating incorrect or weak answers, but their overall preparedness is rated highly, this assessment can aid in modifying course material for student clarity.

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