Microlearning Lesson Plan Self-Evaluation

Name: Joseph Emmi
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Title of your microlearning lesson:
Descriptive Statistics in Excel

Questions:	Yes	No
Is the target audience clearly identified?	X	
Did you clearly state the specific learning objective?	X	
Does the goal match the learning objective?	X	
Is the learning objective appropriate for the target audience?	X	
Does the assessment match the learning objective?	X	
Did you include UDL principles in the design of your microlearning lesson?	X	
Why is this a microlearning lesson? Include a reference to the Microlearning: Short and Sweet text to justify your response.		
The lesson is a microlearning lesson because the lesson is less than ten minutes. Most microlearning lessons span from 10-15 minutes. Also, the lesson had specific learning objectives, such as calculating descriptive statistics in Excel and being able to interpret histograms, measures of center, and measures of variability.		
Which instructional strategy did you apply in this microlearning lesson plan?		
The strategy that I used was Compare and Contrast and Direct Instruction. The compare and contrast strategy was utilized in the critical reflection part of my lesson. Direct Instruction was utilized through modeling, guided practice, direct practice, assessment, and independent practice throughout the lesson.		

What did you include in your microlearning lesson plan to make it engaging for the target audience?
The target audience was high school students who had completed at least two years of high school Algebra. The reason is that students will need to have a foundation in mathematics to understand basic statistical concepts. Also, an introductory class on Excel or Microsoft Office is recommended because the lesson doesn't teach how to use basic features in Excel. The purpose of this lesson is to help students prepare for a college-level business statistics course.
How do the UDL principles support your microlearning lesson plan design?
My primary UDL Principle is engagement. Engagement is addressed by having interactivity. The interactivity will keep learners engaged who may be adversely impacted by motivational barriers. There is an aspect of playback. The text, images, videos, and quiz questions can be accessed multiple times, so the learners can access the content as many times as they please. This process will allow students who struggle with paying attention to be able to go through the content multiple times, which will allow them to reinforce and retain the information.
Do the activities prepare the participants for the assessment? Explain how.
The final assessment is a downloadable homework file. My activities prepare the learner because I created a downloadable Excel file to follow through with the class exercise, and I created a series of videos for the class exercise. This process is sufficient to prepare the learner for the assessment.