

INSTRUCTIONS

This is the Design Document which will be used throughout the Instructional Design and Technology Micromasters® Program

An Instructional Design Document allows you to catalogue learning design architectural elements. The Instructional Design document is a guidebook for key individuals, such as stakeholders, subject matter experts, and peers who may be collaborating on your learning experience. By capturing these elements, you can provide key individuals with a snapshot or vision of the finished learning product. Knowledge of this information keeps all stakeholders heading toward the same goal. This documentation is also important when reviewing when a course should be retired (sunsetting), discontinued, or even resurrected.

You will begin using this document in 100x by creating your ePortfolio and checking off the elements you are creating. In 200x, you will begin to focus on your intent and rationale of your micro course and modules along with the objectives and assessments that you will use for your modules in 400x. In 300x, you will add media elements to support the material you created in 200x. In 400x, you will bring all of these elements together for your final micro modules.



HOW THIS DESIGN DOCUMENT WORKS

The Instructional Design and Technology Micromasters® are interconnected and build toward a final project in LDT400x, in which you will build and deliver a 20-minute course.

Instructional Technology & Design course sequence:

LDT100x: Learning Theories

LDT200x: Instructional Design Models

LDT300x: Digital Media, New Tools and Technology

LDT400x: Instructional Design Course Evaluation and Capstone

A design document will be used in 100x, 200x, 300x, and 400x.

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LDT100x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

In 100x, you will complete an ePortfolio. Please note the expectations in the course site to understand the sites available to use to create the ePortfolio as well as the expectations of the assignment.

To get started, add your link to your ePortfolio.

ePortfolio Link

	Please provide a link to your completed ePortfolio.
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Link: <https://www.cosmicxp.com/100x-projects>

Within your ePortfolio, you will have the following elements. You can check off the element once completed and/or add in the link to that specific element.

- ✓ Welcome Page
- ✓ Comparing Learning Theories (Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy)
- ✓ Personal Learning Experiences (elementary, high school or college, professional career)
- ✓ Behaviorism Overview
- ✓ Constructivism Overview
- ✓ Cognitivism OR Connectivism (you choose)
- ✓ Andragogy
- ✓ Authentic Assessment
- ✓ MicroLearning Project

Please remember to reach out to the instructional team if you have any questions or concerns.

LDT200x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

Document Author	<i>Carrie Slayton</i>
Course Name	<i>Emotional Intelligence Part 1: Self-Regulation</i>

ePortfolio Link

i Please provide a link to your completed ePortfolio.

Link: <https://www.cosmicxp.com/instructional-design-document>

Executive Summary

(Complete this step last after you have filled in all other areas)

i In 200-400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary. Click [here](#) for more information on Executive Summaries. **Remember** – Complete this step last!

The landscape of emotions in our current social and work environments have become a hot zone for easily triggered emotional responses and combative positioning over world health and politics. The psychological safety we may have once shared in most workplaces has eroded with the social climate.

Emotional Intelligence (EI) describes the ability to identify, use, understand, and manage emotions in positive and constructive ways. It's about recognizing personal emotional states and the emotional states of others—it's also about recognizing the information that these emotional states provide.

This online course series has been designed to take Adult Learners back to the basics. In part 1 of this series, Learners will reacquaint themselves with tried and true methods for identifying personal triggers and successfully regulating emotional states. They will learn about the role the vagus nerve plays in helping with self-regulation and practices that will strengthen vagal tone.

Over time, and with continued practice, Learners will easily be able to enhance personal self-regulation to help maintain poise in any emotionally triggering situation.

Type of course



What type of course is this? Examples include:

- Step-by-step process
- Informational
- How-to
- Onboarding or introductory

Think about the intent of course. What are you intending to do or what type of content do you intend to deliver?

This is an introductory, informational course designed to teach Learners about self-regulation. Learners will learn how to recognize emotional signals from within their body and will learn the difference between emotions (physiological experience) and feelings (mental and emotional experience). They will learn breathing techniques and vagal toning exercises. Learners will be introduced to science-based practices for the body that help to enhance self-regulation.

Target Audience & Learner Profile



Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.

- Are they first-year university students?
- High school seniors?
- 6th grade math students?
- Incoming employees to a corporate setting?

Think about “who” will take your course and why they will take it or benefit from it. This is also known as the “learner profile.” Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course.

This course has been designed for Adult Learners seeking personal growth and development.

Target Audience:

- Learners who work in a diverse workforce and want to vastly improve their communication skills.
- Learners who want others to listen without getting upset.
- Learners who have read that emotional intelligence and empathy are among the most coveted interpersonal skills in positions of leadership and want to improve their chances of getting promoted.
- Learners who want to gain more self-awareness around their own emotional responses to improve their social interactions.

- Learners who place a priority on self-development and will schedule time to practice evidence-based techniques.

Learner Profile: The Learners who take this course will be adults of any age, who have some basic computer skills and access to the internet, many of whom are employed and looking to get ahead.

Learning Gap

i What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building.

It all has to do with how people process information that comes in from their senses. If they are unsuccessfully processing information, then people who struggle with self-regulation will have trouble figuring out what will help them remain calm when they become upset. They have a hard time being flexible when things change and might react with frustrated outbursts. An adult with poor self-regulation skills may also lack self-confidence and self-esteem and have trouble handling stress and frustration. Often, this is expressed as anger or anxiety, and to the detriment of their relationships. They usually blame others for how they've made them feel. This is a societal failure to educate adults on the empowering nature of self-regulation.

Terminal Learning Objective

i The **Terminal Objective** is the umbrella objective for the whole course

By the end of this course, Learners will be able to recognize emotional stimuli as information, learn to decode their personal signals, and take action using one of the many techniques for successful self-regulation found in this course. However, it should be noted that self-regulation is a skill that builds mastery with practice over time.

Course Learning Objectives

i The **Course Learning Objectives** break the Terminal Objective down to manageable parts. What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2. Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.

Consult Bloom's Taxonomy at for measurable verbs.

- Writing Measurable Learning Objectives
<https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/>
- Bloom's Taxonomy
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>
- Guidelines for Writing Learning Objectives
<https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0>
- Writing Goals and Objectives
<https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml>

Remember, this will be a 20-minute course. Keep your scope narrow

Write 3-5 Learning Objectives for your course here

1. After completing the course, Learners will be able to perform a personal body scan and describe their findings.
2. After completing the course, Learners will be able to describe the difference between emotions and feelings.
3. After completing the course, Learners will be able list vagal toning exercises and summarize their importance.

Instructional Strategies



To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?

Activities & Tasks

1. **Read Content**
2. **Guided Meditation:** Perform a body scan
3. **Matching Activity:** Match randomized descriptions into one of the following groups:
 - Emotions
 - Feelings
 - Behaviors
 - Complete a personal reflection essay answer: What triggers me and where does the sensation go in my body?
4. **Sorting Activity:** Learner will sort randomized descriptions of practices into 2 topical areas:
 - Vagal Toning Practices
 - Other Self-Regulation Practices
5. **Simulation Activity:** Learner will complete a simulation activity by choosing the appropriate multiple choice responses for each situation.
 - Post personal insights about this activity to discussion board
6. **Final Summary Quiz:** Randomized questions from all of the activities listed above.

Assessment Strategies

- | | |
|----------|--|
| i | How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity. |
|----------|--|

Assessments

- | |
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| <ol style="list-style-type: none"> 1. Learners will be able to describe the steps they take to perform a body scan. 2. Learners will complete the Matching Activity with an 85%+ score. 3. Learners will complete the Sorting Activity with an 85%+ score. 4. Learners will complete the Simulation and Final summary quiz with an 85%+ score. |
|--|

Content Sources

- | |
|--|
| <ol style="list-style-type: none"> 1. <i>How to develop and practice self-regulation</i> <ul style="list-style-type: none"> o Source: https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536 o Describes what self-regulation is and what good practice looks like. 2. <i>The Vagus Nerve: Your secret weapon in fighting stress</i> <ul style="list-style-type: none"> o Source: https://www.allied-services.org/news/2020/june/the-vagus-nerve-your-secret-weapon-in-fighting-s/ o Describes breathing techniques and briefly describes vagal toning techniques. 3. <i>Rewire your brain with these vagus nerve exercises</i> <ul style="list-style-type: none"> o Source: https://telespine.com/rewire-your-brain-with-these-vagus-nerve-exercises/ o Compares the parasympathetic and sympathetic nervous system responses and describes breathing exercises. 4. <i>The roll of the vagus nerve in stress management and wellbeing</i> <ul style="list-style-type: none"> o Source: https://apanetwork.com/wisdom-for-life-and-business-in-changing-times/2020/the-role-of-the-vagus-nerve-in-stress-management-and-wellbeing o By the Aethetics Practitioners Advisory Network – this article has a lot of good background information on the vagus nerve and why certain exercises work. |
|--|

Course Sequencing (Outline)

- | | |
|----------|---|
| i | Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around? |
|----------|---|

Learners need to take the course in the sequential order of lessons.
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Lesson 1 (5 min):

1. Introduction to the vagus nerve and the Parasympathetic vs. Sympathetic response systems.
 - What is it? What information is in the response?
 - Guided meditation: Learn what your baseline (parasympathetic) feels like
 - Guided meditation: Learn to perform a body scan

Lesson 2 (5 min):

1. Reflection practice: What are your emotional triggers (sympathetic response)?
2. Learn what your emotions feel like without attaching a mental narrative to it.
 - Emotions = chemical reaction within our limbic system, triggered by internal or external stimuli - *A physiological experience.*
 - Feelings = emotional responses or reactions, as determined by the mental narrative that attempts to attach to the physiological experience to make sense of it - *A mental experience.*
 - Behaviors = the actions we perform that are initiated, sustained, or changed based on both internal and external factors - *A managed experience.*
3. Practice neutrality; separate feelings from emotions to effectively manage behaviors and enhance self-regulation.
 - Use body scan technique to locate where uncomfortable emotions go in your body.
 - This is a highly personalized experience.
 - Learn breathing techniques.

Lesson 3 (5 min):

1. Vagus nerve techniques to strengthen vagal tone: diaphragmatic breathing, humming, gargling, washing face with cold water, balancing gut biome, meditation.
 - Learn why they work.
 - Recommendations for continued practice, post-course.

Simulation Scenario and Summary Quiz (~5 min):

1. Simulation exercise – how will you respond to a disrespectful person?
 - Personal reflection open-ended question.
2. Final quiz – summary of concepts.

Learning Model



State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design.

This course will be designed using the eLearning eXperience Design (EXD) model, which is similar to User eXperience (UX) design, which is the process design teams use to create products that provide meaningful and relevant experiences to users. The EXD model is an agile, iterative process that engages in six design phases (Caballero, 2020):

1. Empathize [with the Learners' learning gap]
2. Define [learning objectives, ideation, and definition]
3. Select [the course resource mix]
4. Create [content curation and development of digital content]
5. Launch [communication and promotional strategy for the course]
6. Measure [and monitor outcomes of the online learning experience]

The iterative process of the EXD model differs from other cyclic processes in that it doesn't have to return to the initial phase (Empathize). All iterations can start on any phase as needed, depending on the analysis of outcomes in the Measure phase. Keeping the iteration cycle open, dynamic, and responsive to newly emergent and relevant information ensures versioning histories are available for comparison analysis, while maintaining updated content material for the Learner. This is in alignment with continuous process improvement principles that are quickly becoming the most effective way to create user experiences in today's digital economy.

Learning Theory

i What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section.

Transformative Learning Theory

Transformative learning, which is considered a constructivist theory of adult learning, was strongly influenced by the work of Jack Mezirow (1997). Mezirow proposed that individual transformation includes a change in one's frame of reference or way of seeing the world. According to Palloff and Pratt (1999), "the goal of transformative learning is to understand why we see the world the way we do and to shake off the constraints of the limiting perspectives we have carried with us into the learning experience" (p. 129).

Transformative learning theory is used in this course design to encourage Learners to take a participative role in their learning, so that they may become the authors of their own personal transformation.

Course Standards

i Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:

- Cult of Pedagogy: Course Syllabus How To
<https://www.cultofpedagogy.com/course-syllabus-how-to/>
- Faculty Focus: Effective Syllabus
<https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/>

There are no prerequisites to this introductory course. This is a self-directed learning course, based on personal interest in gaining acumen with the topic. Once a Learner registers for this course, participation is self-paced; however most Learners complete this course in approximately 20 minutes. You may come back to the course to repeat the lessons at any time, as long as this course remains available in the course catalog.

Quizzes: For each of the quizzes presented in the content, Learners must pass with 85%. Learners may retake each quiz as many times as they choose.

Simulation: Learners will be assessed on how well they respond to given situations. Learners must pass with 85%+. Learners may retake the quiz as many times as they choose. Learner will be required to post their insights from this activity in the discussion board.

Open-ended essay questions: Learners will be prompted to answer personal reflection questions. These will not be graded.


Professionalism: All postings in the classroom discussion board will be use professional and appropriate language. If the course moderator deems any post to be unprofessional or inappropriate, it will be immediately deleted and the Learner's access to the course will be suspended.

Certificate of completion: All Learners who successfully complete each lesson, the activities, and quizzes with a passing grade will receive a certificate of completion and a link to the next course in the Emotional Intelligence course series.

LDT300x INPUTS


*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

ePortfolio Link

	Please provide a link to your completed ePortfolio.
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Link: <https://www.cosmicxp.com/ltd-300x>

Learning Gap

 Statement of the learning gap (instructional need) that your content will help overcome. You can have one identified learning gap (instructional need) that covers all digital media you edit or create, or you can identify different learning gaps / instructional needs that change with each digital media you edit or create.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

Many people do not naturally know how to effectively process information that comes in from their senses. Through no fault of their own, they were likely not exposed to the habit of body mindfulness. When people are not successful in processing physiological information, they are more likely to struggle with self-regulation and will have trouble figuring out what will help them remain calm when they become upset.

They have a hard time being flexible when things change and might react with frustrated outbursts. An adult with poor self-regulation skills may also lack self-confidence and self-esteem and have trouble handling stress and frustration in everyday living. Often, this is expressed as anger or anxiety, and to the detriment of their relationships. They usually blame others for how they've made them feel. This is a societal failure to educate adults on the empowering nature of self-regulation.

Many adults go through their day without taking notice of the messages their body is trying to communicate about its current state. Often the condition of one's body state is directly related to one's mood and affective behaviors. Body scanning is an effective way to notice any changes or disruptions in your physical body. The aim of this exercise is to bring awareness to the physical sensations in different parts of your body.

The first learning gap that most learners have in successfully attaining homeostatic self-regulatory states is the inability, or lack of practice, to perform a body scan and become more sensorially aware.

Instructional Strategy

i Description of an instructional strategy on how the content can be infused into a learning experience.

The instructional design strategy in this microlearning course, incorporates interactive elements and exercises, videos, audio-driven reflection moments for personal journaling, and simulation exercises to facilitate self-paced and results-oriented learning.

This course will be the second course in a series of courses about each of the five elements of Emotional Intelligence (EI). This 5-course series is an instructional overview that most adults can use to polish their EI skills for general everyday use.

Additional microlearning lessons may be added, depending on demand for each of the subcomponents in Bar-On's EQi theory. Adults interested in taking a deeper dive into advanced learning of EI can register for this course to explore Bar-On's 15 subscales of Emotional Intelligence.

Learning Delivery Method: Online, self-register, self-paced

Collaborative: No

Target Audience: Adult Learners with some experience using computers

Evaluation of Learning: Learner to create a learning intention at the beginning of the course, evaluation through self-reflections, reinforcement through simulations, semi-constructivist approaches using social resources, and setting a goal orientation.

Digital Content Development

i The following is the minimum requirement for digital content. You may use the items created in this course. The weeks as listed in parenthesis.

- Digital document (ebook, flyer, infographic, interactive text, pdf). (Week 2 or 3)
- Original digital video (2-4 minutes in length) published online with closed captioning (non-auto generated). (Week 4)
- Screencast or mash-up or other Creative Commons licensed work you edited/enhanced to create original work. (Week 5)
- Enhanced Digital Images (at least 2 images) that you have created or edited in some manner. Identify how you've enhanced the images. (Week 3)
- Interactive (adaptive type) module. (Week 7)

Week 2 link to digital document:

How to Perform a Body Scan (handout)

https://www.cosmicxp.com/_files/ugd/c0c479_51ba4e9e52c24cee8db236874af56500.pdf

Week 3 link to digital images brochure:

I Have Never Felt So Calm (brochure)

https://www.cosmicxp.com/_files/ugd/c0c479_ca439d822e8d4662a1d05a57a3a04307.pdf

Week 3 link to summary: <https://www.cosmicxp.com/ltd-300x> (select Week 3 on menu)

Week 4 link to digital video:

Body Scan Meditation Teaser Video

<https://youtu.be/ek93B5FVDSA>

Body Scan Meditation Script

https://www.cosmicxp.com/_files/ugd/c0c479_51ba4e9e52c24cee8db236874af56500.pdf

Week 4 link to summary: <https://www.cosmicxp.com/ltd-300x> (select Week 4 on menu)

Week 5 link to animation video:

Your Nervous System: Parasympathetic vs. Sympathetic Responses

<https://www.youtube.com/watch?v=X4v5fkZNw10>

Week 5 link to summary: <https://www.cosmicxp.com/ltd-300x> (select Week 5 on menu)

Week 6 link to audio:

Reflection Activity with Prompts

https://static.wixstatic.com/mp3/c0c479_6f5ca7cf0ec141eaaf0741e7127ae43b.mp3

Week 6 link to summary: <https://www.cosmicxp.com/ltd-300x> (select Week 6 on menu)

Week 7 link to interactive module:

Emotional Intelligence: Self-Regulation (300X assignment)

https://rise.articulate.com/share/Ct_qOdKSP23RuH2EqceLilEet-0-THyQ

Week 7 link to summary: <https://www.cosmicxp.com/ltd-300x> (select Week 7 on menu)

OERs, Creative Commons, Checklist



- Identify at least two Open Educational Resources to support content development.
- Label your media with a Creative Commons license (student choice on the level of rights to allow),
- Apply your updated Digital Media Checklist created in week 1 to each of your digital media, provide the overview of findings and describe in a short statement or rationale why each digital media artifact will support content development or your lesson.

Blank OER checklist (revised version 4.0) document: https://c0c47909-c489-4302-a523-35dc15af331b.usrfiles.com/ugd/c0c479_9d495595b42e4f93ab8ffb808174f030.pdf

Digital Document OER Checklists

1. *How to Perform a Body Scan (handout) checklist:*
https://www.cosmicxp.com/_files/ugd/c0c479_8d571e8769034fea90c819e749dc3e52.pdf
2. *I Have Never Felt So Calm (brochure) checklist:*
https://www.cosmicxp.com/_files/ugd/c0c479_32856c9198d24126b9d5878d468b80c4.pdf
3. *Body Scan Meditation Teaser Video checklist:*
https://www.cosmicxp.com/_files/ugd/c0c479_aa37630a7c914ef582846a4c2d7b7056.pdf
4. *Your Nervous System: Parasympathetic vs. Sympathetic Responses checklist:*
https://www.cosmicxp.com/_files/ugd/c0c479_8dc0d777bf6f4f65a62ae40be1fa95ad.pdf
5. *Reflection Activity with Prompts checklist:*
https://www.cosmicxp.com/_files/ugd/c0c479_2a6a1936975f48a482b3b5c6171740b0.pdf
6. *Emotional Intelligence: Self-Regulation (300X assignment) checklist:*
https://www.cosmicxp.com/_files/ugd/c0c479_73a1bd4087e04f7695e8ce987b51464a.pdf

Other Content OER Checklists

1. EQ vs. IQ. <https://www.oercommons.org/authoring/48380-eq-vs-iq/view>
 - a. OER Checklist:
https://www.cosmicxp.com/_files/ugd/c0c479_23d6f2e1c8ae4d4080736bea1d246092.pdf
2. Learning to Learn: <https://www.oercommons.org/courses/learning-to-learn>
 - a. OER Checklist: *pending*
3. Psychology Course
 - a. Parts of the Nervous System:
<https://www.oercommons.org/courseware/lesson/15306/overview>

1. OER Checklist:

https://www.cosmicxp.com/files/ugd/c0c479_5c530fe616114bd4b70c03718f2e03c7.pdf

b. Other States of Consciousness:

<https://www.oercommons.org/courseware/lesson/15315/overview>

1. OER Checklist: *pending*

c. Stress, Lifestyle, and Health:

<https://www.oercommons.org/courseware/lesson/15373/overview>

1. OER Checklist: *pending*

LDT400x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

ePortfolio Link



Please provide a link to your completed ePortfolio.

Link:

Identify Main Issue



- A short essay or prospectus where you identify and clearly explain the main issue or problem under critical consideration and how your module overcomes the issue or problem
- Discussion of how learning theories influenced your design and discussion of why you are using that approach

****revisit work from 100x and 200x**

Enter here

Syllabus



- Course title & description of outcomes
- Course objectives
- Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)
- PDF version available on your course site

****revisit work from 200x**

Enter here

Published Lesson



Provide URL to the published lesson on the platform of your choice.

Enter here

Objectives



- Minimum of one measurable terminal objective
 - Minimum of two enabling objectives per terminal objective
 - Each terminal objective must be measured using a performance-based assessment
- **revisit work from 200x

Enter here

Assessments



- Minimum of two formative assessments
 - Minimum of one summative assessment
 - Scoring rubric to evaluate summative assessment
- **revisit work from 100 and 200x

Enter here

Engagement



- At least one element of social constructivist and/or active engagement each week
 - Example discussion question, project posted to course with follow up comment & feedback
- **revisit work from 100x

Enter here

Audio Visual



- Minimum 3 images
 - Minimum 1 video
 - Minimum 1 screencast or narrated presentation
- **revisit work from 300x

Enter here

Compliance



- Copyright, fair use, and Creative Commons used appropriately
 - Use APA for all citations and attributions for Creative Commons items
 - ADA compliance, including but not limited to image alternative tags and closed captioning for all videos on course
- **revisit work from 300x

Enter here

Quality Assurance



- Professional look and style (theme), with correct and consistent spelling and grammar
- Self-assessment of your MicroLesson
-

Enter here