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Discussion Thread

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Question 1

In the current era, instructional designers have access to numerous technologies that aid them in achieving their objectives. One of the technologies is the use of multimedia in instructional design. Reiser and Dempsey (2018) suggest that tutors actively search for tutorial methods and materials that foster ethnic differences and recognize learners' study habits in the educational setting. According to Jonassen (2004), multimedia learning offers an evidence-based framework for implementing and promoting effective teaching and learning through innovation. It is a sound system for designing efficient educational messages. Students frequently find it difficult to express their views and emotions toward culturally distinct apprentices at school (Barford, 2017). Conceptual exercises, like storytelling and visualization facilitated through graphics, are better methods of facilitating social inclusion and commitment.

Multimedia allows for the interaction of learners via visual depictions. For example, interactive experience via the design of multimedia learning can facilitate the process of observation and, more pertinently, an atmosphere for reflective thinking. Reflection, on the other hand, is inherently dynamic. It implies a discussion of opposing points of view, a challenge to the previously held belief system, and an emotional attachment to the consequent findings. While a person can achieve all this on their own, Rajendra and Sudana (2018) argue that it is more innovative and empowering when others offer alternate views, when they contest one's core views, and when a pledge to resulting judgments is demonstrated in the presence of others. In my view, human performance technologies are increasingly alienating us from God. These technologies are meant to change how we view our diversity, hence altering our attitudes and beliefs. In Christian doctrine, God teaches us that humanity is one. In Acts 17:26, Paul proclaims

to philosophers that God created the human species from one person and should populate the planet. Humankind's multiculturalism is justifiably visible within this more extensive framework.

Question 2

According to Mosca et al. (2019), today's K-20 learners are better ready to learn than previous generations. The vast majority of students we instruct have access to the entire world. Every learner has access to the internet in some form or shape, which improves the learning opportunity. Instructors use internet technology to help, execute, and facilitate lifelong teaching (Gargiulo & Metcalf, 2017) to create a favorable learning ecosystem for all participants.

Colossians 3:12-15 talks about how we are chosen, and we should be kind, gentle, and patient. It also talks about forgiveness and love that bind us as a unit and that we should let God's peace rule our hearts (Bible Gateway, n.d.). Based on the Bible chapter, as instructors, we should be kind, gentle, and patient with each learner. Students have varied needs, where some grasp what is taught quicker than others who are considered slow learners. In this regard, humans share love, and no one should be left behind in the learning process. On the same note, instructors should also be kind and considerate of even the most problematic learners, love them, and address their learning needs. In addition to that, varying instructional design strategies and technologies to meet the individual needs of the learners align with the teachings in Colossians in different ways. For instance, the Bible in Colossians teaches about love, kindness, patients, and understanding. Based on these teachings, Maloy et al. (2021) argue that instructors are called upon to care for each learner by designing educational programs best suited for different categories of learners.

To sum it up, instructors can adequately use technology to unite learners of different backgrounds while still meeting the learning objectives differently in the same environment. E-

learning allows instructors to tailor their instruction to the students' needs. Students can work autonomously on tasks while partnering with others in the teaching process using virtual teaching methods like Edmodo, SMARTboard, and Moodle. Since not all students are taught identically, the e-learning perspective opens up new possibilities for all learners in the class.

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