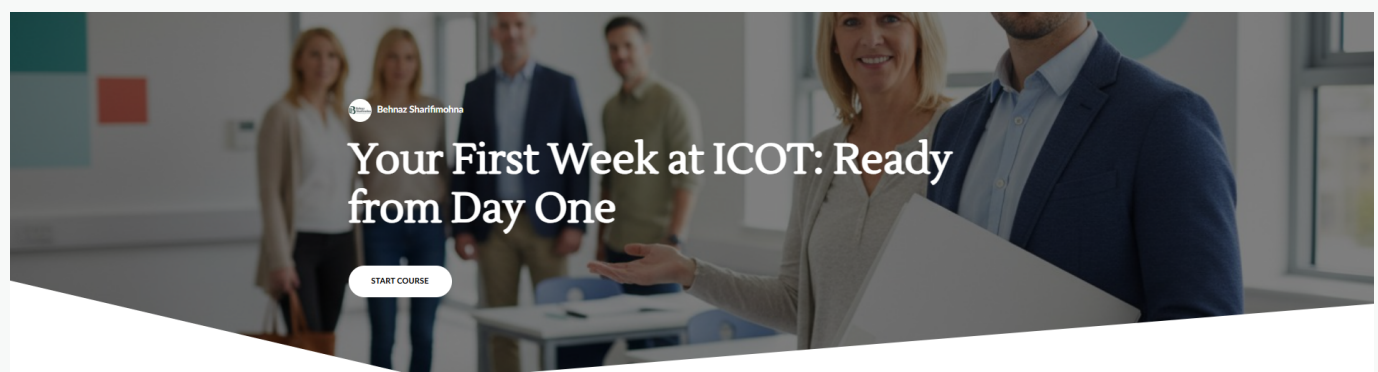


PORTFOLIO CASE STUDY

Your First Week at ICOT: Ready from Day One

Interactive new-teacher onboarding | Articulate Rise 360

ONBOARDING • SCENARIO-BASED LEARNING • ADULT LEARNING • KNOWLEDGE CHECKS



Starting your journey as an ICOT teacher? Wondering what to expect and how to hit the ground running? This course is your practical guide to navigating your first week at ICOT Cork with confidence. You'll discover exactly what to do before your first class, how to handle attendance, prepare and administer assessments, and where to find support when you need it. By the end, you'll feel prepared, supported, and ready to focus on what matters—your students.

- ▮ Welcome to ICOT ○
- ▮ The Day Before: Preparing for Your First Class ○
- ▮ Monday Morning: Arrival and Setup ○

Project focus

Turn detailed first-week procedures into a clear, practical digital experience that helps new teachers know what to do, when to do it, and where to find support.

THE CHALLENGE

New teachers receive a large amount of procedural information when they start. The design challenge was not simply to place that information online, but to help teachers identify what matters now, what can stay as reference material, and how to act confidently during their first week.

The Learners

Newly recruited teachers preparing to begin work at ICOT. The course is designed for adult professionals who need quick, practical guidance rather than a digital copy of a handbook.

The Goal

Reduce first-week uncertainty by turning essential procedures into actions, decisions, feedback and easy-to-find support resources.

LEARNING GOALS

- 1 Prepare for the first teaching day.
- 2 Follow attendance and classroom procedures accurately.
- 3 Respond appropriately to common first-week situations.
- 4 Understand the weekly assessment process and result entry.
- 5 Know where to find resources and who to ask for support.

DESIGN APPROACH

Prioritise Action

Separate information teachers need to act on immediately from information better kept as reference.

Use Realistic Decisions

Let learners practise situations they are likely to meet during their first week, rather than only reading rules.

Give Immediate Feedback

Explain why an option is appropriate so feedback teaches, not just marks answers right or wrong.

Reduce Cognitive Load

Break information into short sections, process steps, scenarios and downloadable references instead of dense policy text.

INSIDE THE LEARNING EXPERIENCE

The course follows the rhythm of a new teacher's first week. Learners move from preparation, to classroom routines, to assessment and support, with decisions and feedback embedded throughout.



Prepare

Learners identify what must be ready before the first class.

Decide

Scenarios cover attendance, student placement, assessment and support.

Reference

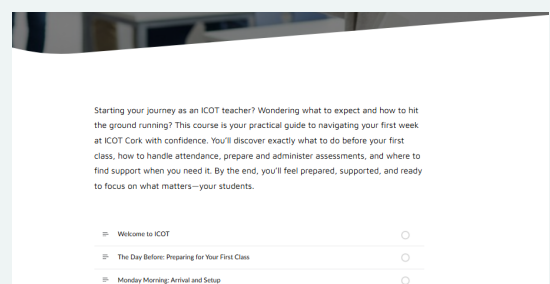
Detailed procedures remain available when needed instead of being memorised.

INTERACTION STRATEGY

The course deliberately varies interaction types. Process blocks support procedures, flashcards and accordions reveal information in manageable pieces, and knowledge checks use different formats so the experience does not become a repetitive sequence of multiple-choice questions.

Design principle

Teach the decision, not the document. The handbook remains the reference; the course focuses on what the teacher needs to do.



ITERATION & IMPROVEMENT

The course changed considerably during development. Early versions contained too much explanatory content and repeated information already available elsewhere. The final version became more focused by removing unnecessary detail, converting key procedures into scenarios and decisions, varying knowledge-check formats, and moving reference-heavy content into resources learners could return to later.

Earlier Direction

More explanation, repeated handbook content, heavier information load and less distinction between 'remember this' and 'find this later'.

Final Direction

Practical actions, realistic choices, concise feedback, quick-reference resources and clearer support routes.

WHAT I LEARNED

This project reinforced the importance of distinguishing between information learners need to remember and information they simply need to know how to find. It also strengthened my approach to scenario-based learning, feedback design, content reduction and practical workplace onboarding.

TOOLS & METHODS

Articulate Rise 360

Responsive e-learning development and interactions

Instructional Design

Content analysis, learner journey, scenarios and assessment

Assessment Design

Knowledge checks, feedback and practical decision-making

Resource Design

Checklists, quick-reference materials and job aids

Explore the live course

See how the final experience brings first-week procedures together through practical guidance, decisions and resources.

[LAUNCH COURSE](#)

Portfolio: behnazsharifimohna.com