

RUHI BRELVI

704-453-6205 •Carrollton, TX
r.nbrelvi@gmail.com

Instructional Designer/eLearning Developer

Portfolio: <https://sites.google.com/view/ruhibrelvi/home>
Linkedin: www.linkedin.com/in/ruhi-brelvi

PROFESSIONAL SUMMARY

Innovative and results-driven instructional and e-learning designer committed to making content accessible one engaging project at a time. Organization and stakeholders needs will be met by creatively implementing best practices and real world scenarios. Proven track record of increasing learner engagement and subject matter comprehension by 15%. Advancement in the field is anticipated through the utilization of best practices in adult theory, blended learning, and effective collaboration with subject matter experts (SMEs) and team members.

TECHNICAL SKILLS

- E-learning
- Educational technology
- Learning Management Systems (LMS)
- Instructional design software
- Content authoring tools
- Multimedia editing software
- Virtual classroom platforms
- Articulate Storyline

PROFESSIONAL SKILLS

- Instructional material development
- Curriculum development
- Material management
- Team coaching
- Department collaboration
- Staff coordination
- Adult learning theory
- Needs analysis
- Learning assessment
- ADDIE

EDUCATION***Applied Instructional Design Academy (Learning Strategy and Design)***

- Applied Instructional Design Certification | Instructional Design Fundamentals | Instructional Design Process | e-Learning Development

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North Carolina State University

-Masters of Arts in Teaching (M.A.) Special Education
-Licensure: K-12 Special Education Licensure in General Education Curriculum

University of North Carolina at Charlotte

-Bachelors of Arts (B.A.)- Art with a Concentration in Painting

EXPERIENCE

Special Education Teacher

August 2021 – August 2023

RL Turner High School | Carrollton, TX

- Developed and modified instructional content and curricula to design an equitable, accessible, and inclusive environment for learners, aligning with organizational goals and business impact.
- Utilized various Learning Management Systems (LMS), including Frontline Express, EasySped Tracker, Moodle, and Pear Deck, to collect and analyze data sets, track learner progress, and evaluate metrics for a caseload of 106 learners.
- Collaborated with subject matter experts (SMEs) and stakeholders to enhance curriculum development and instructional design, incorporating formative assessments such as quizzes and knowledge checks in educational modules.
- Analyzed data from formative assessments to develop innovative instructional strategies and solutions, ensuring alignment with adult learning theories and principles.
- Implemented evidence-based instructional design best practices, including the ADDIE and SAM models, to address complex and varied project challenges in collaboration with community members and stakeholders.
- Designed and developed initiatives to modify inclusive learning environments for learners and colleagues from diverse backgrounds, experiences, and identities.
- Conducted needs analysis and gap analysis to design adult learning instructional plans and engaging blended learning, supporting neurodivergent learners and meeting performance goals.
- Collaborated with SMEs and used data sets for annual review processes, facilitating goal setting and progress evaluation.
- Sought continuous collaboration opportunities in instructional design trends, cross-functional collaboration, and workflow optimization, leveraging blended learning approaches.

Special Education Teacher

August 2019 – May 2021

Independence High School | Charlotte, NC

- Proposed, developed, and implemented multi-sensory instructional content for reading comprehension, writing skills, inferencing, math, study skills, and organizational skills in both e-learning and traditional Instructor-Led Training (ILT) formats, ensuring alignment with overall course objectives and instructional goals.
- Utilized specialized instructional design techniques to adapt content based on learner capabilities in e-learning environments, conducting ongoing assessments and evaluations using data sets.
- Balanced whole group, small group, and individual instruction to accommodate different academic levels and learning styles, promoting behavior change and performance improvement in both ILT and Virtual Instructor-Led Training (VILT) settings.
- Employed instructional design methodologies, such as ADDIE and SAM, to convey learning objectives and outcomes, utilizing interactive and engaging learning strategies including microlearning and job aids.
- Collaborated with the special education team and stakeholders to share ideas, provide constructive feedback, and devise potential solutions to facilitate inclusion and meet business goals in e-learning and ILT contexts.

- Worked collaboratively in a team setting, prioritizing work assignments, conducting needs assessments, and developing recommendations to support instructional content development and enhance learner interactions in both ILT and VILT environments.

Special Education Teacher

August 2016 – June 2019

Rolesville High School | Raleigh, NC

- Conducted specialized assessments to identify literacy performance difficulties, including learning and language disabilities, using data-driven analysis.
- Administered, scored, and analyzed diagnostic reading and math knowledge checks to inform instructional strategies and interventions, leveraging data sets to track progress.
- Developed and administered project-wide programs to collect data and track learner progress, measuring success against set goals and objectives.
- Designed course outlines, instructional materials, and daily instructional content aligned with course objectives, considering learners' backgrounds, interests, and learning levels.
- Managed project plans, including timelines, budgets, and milestones; coordinated work across team members and stakeholders, and adjusted work based on organizational priorities.
- Communicated effectively with team members and learners about progress, deadlines, challenges, and solutions, ensuring clear and consistent interactions.
- Responded constructively to feedback on training development, engaging in continuous improvement and implementation of best practices, and aligning with adult learning theories.

Fulbright U.S. Program English Teaching Assistant

January 2015 – November 2015

SMK Changkat Lada | Perak, Malaysia

- Served as a Cultural Ambassador and English Language teacher for the Department of State Fulbright English Teaching Assistant Program.
- Planned, developed, and executed creative, interdisciplinary, and interactive instructional content to teach core English curricula, promoting cross-cultural understanding.
- Designed educational materials and initiatives that enhanced curricular instruction, through collaboration with colleagues and learners.
- Proposed partnerships with community-based organizations and cultural institutions to diversify learner interactions and blended learning, organizing district events and community outreach.

English Teacher

May 2014 – August 2014

Sultan Alparslan Koleji School | Kars, Turkey

- Administered interaction based, speaking-focused summer English curriculum for middle project learners, emphasizing vocabulary building, natural expressions, and pronunciation.
- Developed behavior improvement plans, ensuring alignment with educational goals and organizational policies.

- Covered subjects such as Reading, Language Arts, Writing, and Social Studies, employing instructional design techniques to enhance learning outcomes and developed engaging blended learning.

Volunteer

June 2011 – July 2013

Down Syndrome Association of Charlotte | Charlotte, NC

- Proposed and designed weekly instructional content focused on developing fine motor skills and innovative thinking, aligning with adult learning principles.
- Facilitated interactive and innovative art sessions, encouraging learners to express emotional and physical challenges through art.
- Fostered an atmosphere that promoted task analysis and applied behavioral programming strategies, collaborating with educators and administrators to support learner independence.

Summer Volunteer

May 2010 – August 2010

Tibetan Children's Village | Dharamshala, India

- Facilitated English language skills to underprivileged children and staff members at government-sponsored rural project centers, utilizing adult learning theories and principles.
- Worked with community outreach programs and local hospital initiatives to destigmatize and educate about HIV/AIDS, conducting needs assessments and facilitating educational sessions.
- Tutored Tibetan monks in English written and verbal communication, developing tailored instructional content to meet their learning needs and enhance learner engagement