

Instructional Design Portfolio  
Dr. Jesse Regalado, PhD

Dr. Jesse Regalado, PhD



o. I hold a Ph.D. in Instructional Design and Technology with a concentration in human performance technology and human resource management. I possess an Ed.S. in Curriculum and Development from Liberty University. Additionally, I have a master's degree in Instructional Design and Technology and human performance improvement with a concentration in Project Management, from Georgia State University's Department of Education. I earned a bachelor's degree in psychology from Georgia State University, along with a minor in Business Administration from Georgia Piedmont.

I have eight years of training in curriculum development and instructional design. I am also trained in quantitative and qualitative evidence-based research in education, emphasizing transcendental phenomenology. For my dissertation, I conducted a transcendental phenomenological study across 10 counties in Georgia (North, Central, and South): <https://digitalcommons.liberty.edu/doctoral/6600/>.

I studied educational philosophies and best practices. In my coursework, I also directed, coached, and gave feedback to my team. Additionally, I possess management experience and strong interpersonal skills in various settings, including retail, education, and business. In these roles, I was accountable for the efficiency and profitability of commercial retail settings. Example curriculum: <https://regaladojesse.wixsite.com/foreign-language> Portfolio: <https://regaladojesse.wixsite.com/portfolio-9>

These qualifications make me a suitable candidate for the position. I am very interested in working for your company. I can be reached at 706-409-8749 or via email. Thank you for your time and effort.

Sincerely:

Dr. Jesse Regalado, Ph.D.



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## Statement of Teaching Philosophy

Dr. Jesse Regalado, Ph.D.



Subject: Statements of Teaching Philosophy

I believe I have two teaching philosophies that work well with technology: realism and pragmatism. Realism as a teaching philosophy is based on scientific observation, experimentation, and experiential learning. I also favor pragmatism philosophy with the core value of equipping students with leadership and problem-solving skills. I believe these philosophies complement and work well with educational technologies. These philosophies are student-centered and self-directed. These philosophies incorporate the six learning outcome domains set by the Council for the Advancement of Standards in Higher Education (CAS): knowledge, cognitive, intrapersonal, interpersonal, humanitarianism, and competence.

I believe that the key to curriculum infrastructure is technology integration and the creation of smart learning spaces utilizing technological and pedagogical content knowledge. These smart learning spaces employ information and communication technologies and 2.0 web content accessibility to maximize teaching and learning by creating collaborative learning spaces, problem-based learning (PBL), and educational equity. Therefore, combining realism and pragmatism allows for a customized learner pathway utilizing the three domains of experiential learning: cognitive, affective, and psychomotor. Furthermore, I believe that students can succeed directly by integrating educational technologies into the classroom.

Sincerely:

Dr. Jesse Regalado, Ph.D.



## Letter of Recommendation

### IDT Recommendation

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To Whom It May Concern:

It is with great enthusiasm that I recommend Jesse Regalado for a position as an instructional designer. As his dissertation advisor over the past year and a half, I have had the privilege of witnessing his intellectual development and professional growth firsthand.

Dr. Regalado's doctoral research demonstrated exceptional analytical capabilities that would transfer seamlessly to corporate instructional design challenges. His dissertation required rigorous data collection and analysis, skills that are directly applicable to assessing learning needs and outcomes in corporate environments. What particularly distinguishes Dr. Regalado is his tenacity in pursuing complex problems to their resolution—a quality essential in developing effective learning solutions for diverse corporate audiences.

During his research, Dr. Regalado encountered significant obstacles in participant recruitment due to widespread facility closures and natural disasters that impeded access to his target population. Rather than accepting these setbacks, he developed innovative outreach strategies and expanded his search to multiple sites to meet his goals. This adaptability and problem-solving mindset would be invaluable in corporate settings where learning solutions must frequently be adjusted to meet evolving business needs.

His background in instructional design, coupled with his doctoral training, has equipped him with both theoretical knowledge and practical skills. Dr. Regalado's writing is exceptionally clear and precise, reflecting his ability to communicate complex information effectively—a critical skill for developing training materials that drive measurable performance improvements.

I am confident that Dr. Regalado will bring the same analytical rigor, perseverance, and collaborative spirit to instructional design challenges in your organization. I recommend him without reservation and would be pleased to provide any additional information you may require.

Sincerely,



J. Alex Boggs, Ph.D.

Assistant Professor of History

Dissertation Chair, Education

Liberty University

## IDT Medical Recommendation

To Whom It May Concern:

I am writing to offer my highest recommendation for Jesse Regalado for a position in instructional design. Having served as his dissertation advisor for the past eighteen months, I can attest to his exceptional qualifications for this specialized field.

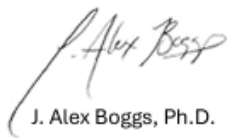
Dr. Regalado's dissertation work, completed under my guidance, demonstrates a remarkable intersection of analytical prowess and practical application—qualities essential for effective instructional design in healthcare settings. His previous experience in the medical field, combined with his newly acquired doctoral expertise, positions him uniquely to bridge the gap between clinical practice and educational theory.

What distinguishes Dr. Regalado is his extraordinary persistence in the face of challenges. During his research, Dr. Regalado encountered significant obstacles in participant recruitment due to widespread facility closures and natural disasters that impeded access to his target population. Rather than accepting these setbacks, he developed innovative outreach strategies and expanded his search to multiple sites to meet his goals.

His analytical skills enable him to distill complex medical information into accessible learning modules—a critical ability when designing instruction for diverse healthcare audiences with varying levels of medical knowledge. Furthermore, his strong writing abilities would facilitate the development of clear, concise instructional materials that meet the exacting standards of medical education.

Given his combination of medical background, instructional design expertise, analytical capabilities, and interpersonal skills, I believe Dr. Regalado would make exceptional contributions to your organization's educational initiatives. I recommend him without reservation and would be happy to provide any additional information you require.

Sincerely,



J. Alex Boggs, Ph.D.

Assistant Professor of History

Dissertation Chair, Education

Liberty University

## IDT Management Recommendation

To Whom It May Concern:

I am writing to enthusiastically recommend Jesse Regalado for a managerial or leadership position in your organization. As his dissertation advisor for the past year and a half, I have had extensive opportunities to observe his leadership potential, strategic thinking, and technological acumen.

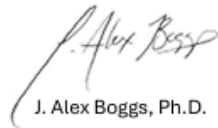
Dr. Regalado recently completed his doctoral dissertation under my guidance, demonstrating exceptional project management abilities throughout the process. His research required coordinating multiple stakeholders, managing complex timelines, and overcoming significant logistical challenges—all skills directly applicable to regional management responsibilities. The dissertation process is, in many ways, analogous to overseeing regional operations: both require vision, persistence, and the ability to adapt to changing circumstances while maintaining focus on long-term objectives.

When faced with recruitment difficulties due to facility closures and natural disasters, Dr. Regalado displayed remarkable leadership. Rather than becoming discouraged, he developed alternative strategies, reallocated resources, and maintained momentum toward his research goals. This combination of resilience and adaptability is precisely what effective regional managers need when confronting inevitable operational challenges.

His analytical strengths were evident in his dissertation research, where he systematically evaluated complex data to draw meaningful conclusions. This analytical mindset would serve him well in assessing regional performance metrics and identifying opportunities for operational improvements in your organization.

Based on my extensive experience with doctoral candidates who have gone on to leadership positions, Dr. Regalado possesses the rare combination of analytical thinking, persistence, and interpersonal skills that characterize successful regional managers. I recommend him without reservation and would be pleased to discuss his qualifications further.

Sincerely,



J. Alex Boggs, Ph.D.

Assistant Professor of History

Dissertation Chair, Education

Liberty University

## Letter of Recommendation



Walt L. Welch, Broker



RE:

To Whom it May Concern:

I highly recommend Jesse Regalado, as a candidate for employment. I have known Jesse for the past ten years. We have been involved in several real estate transactions; and it goes without saying that he has been nothing but a delight to work with.

Mr. Regalado would be a tremendous asset to your organization. He has excellent communication skills, is extremely organized and reliable. He is dedicated and enthusiastic. He is very passionate about his professional development and has a Doctorate in Philosophy.

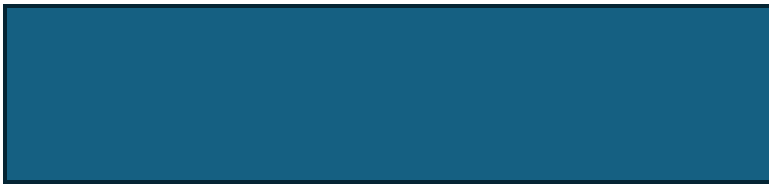
It has been a pleasure to work with Jesse and he has my highest recommendations. I believe that your company would benefit from his talents. I am confident that he will be an asset to any organization and strongly recommend him.

Sincerely,

Walt L. Welch  
Broker/Owner

**Member The Atlanta Board of Realtors®, Georgia Association of Realtors®, and National Association of Realtors®**  
**EcoBroker® Certified** | ALHS – Accredited Luxury Home Specialist | ABR® - Accredited Buyer's Representative |  
SRES® - Seniors Real Estate Specialist | CDPE® – Certified Distressed Property Expert  
First Premier Realty Group – Walt L. Welch, Broker

## Resume

<b>Instructional Designer</b>	<p><b>Dr. Jesse Regalado, Ph.D.</b></p> 
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Research; Management; Consultant</li> <li>• Curriculum Development</li> <li>• Stakeholder Analysis; Agile and Waterfall PM methodologies</li> <li>• Learning Management Systems; AICC, SCORM 2004, SCORM 1.2, and Tin can API files</li> <li>• HTML, CSS, JAVA Script, Bootstrap</li> </ul>
<b>Experience</b>	<p><b>Liberty University / Dissertation, Remote</b>  <b>Aug 2024- March 2025, Georgia</b>          Qualitative Study consisting of four Rural District located in 10 counties across North, Central, and South Georgia to describe. Teacher Professional Development Post-COVID-19 Pandemic in Georgia's Regional Education Services.  <a href="https://digitalcommons.liberty.edu/doctoral/6600/">https://digitalcommons.liberty.edu/doctoral/6600/</a></p> <p><b>Goodwill Industries / IDT Internship</b>  <b>Aug 2019- Dec 2019, Atlanta</b>          Managed the creation and implementation of a Soft Skills Package for trainers and students from PDFs using Articulate Rise to create interactive scenario-based training materials covering a wide range of soft skills. Created an ADDIE-based educational Soft Skills package consisting of 20 (trainer modules) and 20 (student modules), to be used for in-class, blended, or online courses monitored through a cloud-based</p> <p><b>US Vision / General Manager</b>  <b>Dec 2018- Dec 2019, Atlanta</b>          Set SMART Goals to guide sales and productivity Used Six Sigma Methodologies to Identify Root Cause and Implemented Turnaround Strategies to boost sales from 70% below goal to 220% within six months. I trained staff, negotiated contracts and building client relations. Redesigned the onboarding process, reduced turnover rate, increased employee retention.</p> <p><b>Sam's Club /Team Lead</b> Licensed Optician  <b>Dec 2015 - Nov 2018, Atlanta</b>          Coordinated Cross-Functional Teams to train and supervise apprentices. Improved Compliance and manufacturing resulting in zero non-compliance incidents. Integrated Six Sigma Strategies: to identify the causes of defects in manufacturing process, for quality control, focused on continuous improvement. Tailored marketing strategies by Identified Customer Preferences and Behaviors, boosting conversion rates by 40%.</p>

	<p><b>Luxottica / Multisite 3rd key Manager</b> Licensed Optician  <b>April 2012 - November 2015, Atlanta</b></p> <p><b>Park-Villa Apartment / Multiunit Apartment Manager</b>  <b>Aug 2005 - Aug 2013, Atlanta</b></p>
<b>Education</b>	<p><b>Liberty University / PhD 3.98</b>  Aug 2020 - March 2025, Virginia  Instructional Design and Technology with a concentration in Human Performance Improvement (HPI)</p> <p><b>Liberty University / Ed.S. 3.98</b>  Aug 2020 - May 2023, Virginia  Curriculum and Instruction</p> <p><b>Georgia State University / MS 3.92</b>  May 2018 - Dec 2019, Atlanta  Instructional Design and Technology with a concentration in Human Performance Improvement (HPI)</p> <p><b>Georgia State University / BS 3.84</b>  May 2018 - Dec 2019, Atlanta  Psychology with a concentration in Community Psychology</p> <p><b>Georgia Piedmont Technical College / AS 3.92</b>  May 2018 - Dec 2019, Atlanta  Business Administration with a concentration in accounting</p>
<b>Awards</b>	<p>Georgia State University Alumni Association -Graduate Student Scholarship (\$1000) Sept 2019, Atlanta</p>
<b>Community</b>	<p>1. Collaboration with the County Government Officials (City Manager, Mayor) as a Human Performance Improvement consultant to bring about a concert series event in Porterdale, GA (2019)  A) <a href="https://regaladojesse.wixsite.com/portfolio-9/fall-winter">https://regaladojesse.wixsite.com/portfolio-9/fall-winter</a>  B) <a href="https://docs.google.com/document/d/1ALs1asi9E6XMANAyvWDsRZ61sLepvG7IFqHt6S7E6o/edit?tab=t.0">https://docs.google.com/document/d/1ALs1asi9E6XMANAyvWDsRZ61sLepvG7IFqHt6S7E6o/edit?tab=t.0</a></p> <p>2. Collaboration with County Government Officials (city manager, mayor, and commissioner) as a human performance improvement consultant to bring about an environmental engineering intervention- micro-hospital/emergency room facility- to bring about the county's 1st emergency room in 28 years in Chattooga County, GA (2021-2024)  <a href="https://docs.google.com/presentation/d/1pLJngZzTkW1P01FV6H8SxBJwN3tqyprQ1vjskQIpRz8/edit#slide=id.p1">https://docs.google.com/presentation/d/1pLJngZzTkW1P01FV6H8SxBJwN3tqyprQ1vjskQIpRz8/edit#slide=id.p1</a></p> <p>3. Collaboration with County Government Officials (city manager, mayor, and commissioner) as a human performance improvement consultant to bring about an environmental engineering intervention—a crosswalk—to avoid fatalities in Chattooga County, GA (2024-25).</p>

## Who I am

Why do I do what I do?

I develop learning experiences because I love contributing new knowledge to academia, research institutions, and corporate entities

Who am I?

1. I am an instructional designer.
2. I hold a PhD in Instructional Design and Technology and an EdS in curriculum development
3. I develop learning experiences that engineer worthy performance using human performance technology, ADDIE, and universal design for learning models to develop instructional designs.
4. I developed curriculum and instructional design programs for corporate training and higher education with augmented (AR), virtual (VR), and mixed reality (MR).
5. I am also trained to use Qualitative/Quantitative/Mixed method research methodologies specializing in analyzing performance gaps, identifying root causes, and implementing effective interventions

Why is this important?

1. This is important for both human resource management and operational functions
2. To deal with the complex demands of consumers
3. And the ever-changing business environment.

## Table of Figures

Articulate Rise

Click photo To Get To Link



Articulate 360

CLICK PHOTO TO GET TO LINK



Action Research

CLICK PHOTO TO GET TO LINK

# CLIENTELE REPORT

**SUCCESS TIPS FOR CONDUCTING ACTION RESEARCH**

*Seven step-by-step success tips for conducting action researchn*

**SUCCESS TIPS FOR PROJECT EVALUATION**

*Ten step-by-step success tips for project evaluation*

*Inside Photos of the clientele Reportt*

**INSTRUCTIONAL DESIGNER  
CURRICULUM DEVELOPER  
HUMAN PERFORMANCE  
TECHNOLOGIST**

JESSE REGALADO, PHD

## Boot Strap

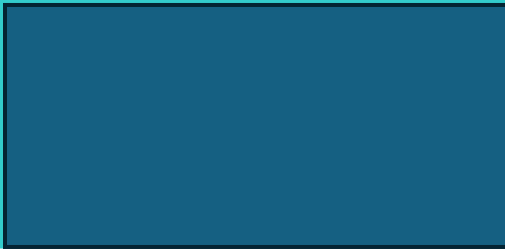
CLICK PHOTO TO GET TO LINK

Jesse Regalado Section 1 Section 2 Section 3 Section 4 Section 5

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# Dr. Jesse Regalado

Ph.D in Instructional Design and Technology



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*Dear Employer:*

**OBJECT: LET ME INTRODUCE MYSELF .**

*My Name is Dr. Jesse Regalado, Ph.D. I have a Ph. D. in Instructional Design and Technology and an Ed.S. in Curriculum and Development from Liberty University.*

*I have a master's in human performance Improvement and Instructional Design and Technology with capstone courses in Project Management from Georgia State University's Department of Education. I also have a bachelor's in psychology from Georgia State University and a minor in Business Administration.*

*I am skilled in:*

*Example*

## Sample Course

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DEPARTMENT OF DEFENSE  
UNITED STATES OF AMERICA

Foreign Language and Intercultural Competency Training Course Log In

[Home](#) [About](#) [Modules](#) [Discussion Forum](#)

LA485: Foreign Language and Intercultural Competency Training Course

- This course is a blended/hybrid online course, with remote access to course materials, incorporating an in-class lab rotation model and face to face collaborative group activities. It is designed to develop intercultural communicative skills, using information communication technologies (ICT) and virtual reality.
- The foreign language and intercultural competency training course will introduce and develop basic intercultural communicative skills and create opportunities for leaders of character to become proficient in applying conflict management, critical thinking, decision making, problem solving, leadership and self-management skills to be applied in a multifaceted operational environment.
- It will prepare cadets for a career with the United States Armed Forces

**Module 1**  
Introduction to Tactical Language and Cultural Training System

1. What is the tactical language and cultural training system?
2. What is the skill builder dialog?
3. What is the mission game dialog?
4. What is the I am a cadet simulation

**Module 2**  
Pronunciation, Basic Skills and Vehicle checkpoint

1. How do you ask directions using the Iraqi language?
2. How do you say the numbers one to ten using the Iraqi language?

**Module 3**  
Social Behavior, Social Structure, Business practice, General Travel, and Entry Checkpoint

1. How do you build rapport with the people using the Iraqi language?
2. How do you defuse a tense situation using the Iraqi language?

### Sample Course

CLICK PHOTO TO GET TO LINK

The image shows a website interface with a light gray header and a large background image of a human retina. In the top right corner, there is a red-bordered box containing contact information for the American Macular Degeneration Foundation. The main content area features a dark gray central box with the title "Macular Degeneration" and the name "Jesse G. Regalado LDO, ABC, NCLE". Below this, three small circular images illustrate different types of macular degeneration: Dry Macula Degeneration, Narrowing of the blood vessels in the Retina, and Wet Macula Degeneration.

**Macular Degeneration**

Home About Me Objectives Macular Degeneration More

American Macular Degeneration Foundation  
P.O. Box 515  
Northampton, MA 01061-0515  
413.268.7860 - [Contact Us](#)  
1-888-MACULAR (1-888-622-6327)


## Macular Degeneration

Jesse G. Regalado LDO, ABC, NCLE

- Dry Macula Degeneration
- Narrowing of the blood vessels in the Retina
- Wet Macula Degeneration

## Quantitative Analysis

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*Dr. Jesse Regalado, Ph.D.*


**Professional Development Facilitator**

**& Human Performance Technologist (Six Sigma)**

HOME	DSU	Liberty University	SPSS Quantitative Analysis	More
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Click to View

- Human Performance Technology
- Computer Assisted Technologies
- Optical Industry
- Internship
- (Module) Articulate 360 & Rise
- (Learning) COL360 & Rise
- BootCamp 3
- HTML, CSS, JS
- More




PEARSON PRODUCT-MOMENT CORRELATION

Click to View




ONE-SAMPLE T-TEST

Click to View




INDEPENDENT SAMPLES T-TEST

Click to View



ANOVA WITH TUKEY

Click to View



Chi Square

**Qualitative Analysis**

CLICK PHOTO TO GET TO LINK

LIVED EXPERIENCES OF HIGH SCHOOL TEACHERS' PROFESSIONAL  
DEVELOPMENT POST-COVID-19 PANDEMIC IN RURAL GEORGIA: A  
TRANSCENDENTAL PHENOMENOLOGY STUDY

by

Jesse Regalado

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University, Lynchburg, VA

2025

## Digital Image Synthesis

CLICK PHOTO TO GET TO LINK



Podol



jesse regalado

# 20 Digital Art and Digital Image Synthesis

The icon is a frame with a photo

< 1/21 >



# AI Digital Image Synthesis

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## Appendix A-Lesson Plan/Curriculum

### Appendix A-Lesson Plan/Curriculum

Appendix A-Lesson Plan/Curriculum	
Lesson Plan Guide	Action
Subject/Grade level:	Foreign Language and Intercultural Competency Training/Military Higher Education
Unit topic:	Tactical Iraqi 3D Virtual Reality Simulation Game
Lesson goals:	Iraq language and cultural awareness
Lesson title or topic:	Foreign Language and Intercultural Competency Training
Estimated length of lesson:	8 weeks- Five 50-minute sessions, per week (5 credit hours)
Multimedia Information:	The are 24 missions in this course using Tactical Iraqi 3D Virtual Reality Simulation Game. It will be accessed via the Universities LMS
Course Syllabus:	<p>Future officers need to learn the foreign language and intercultural competencies.</p> <p>The course consists of assessments, independent student practice with the Tactical Iraqi 3D Virtual Reality Simulation Game.</p> <p><b>Guided Group Practice:</b> Teacher led practice, foreign language, and intercultural competency training.</p> <p><b>Independent Group practice:</b> student led practice: scenario based foreign language, and intercultural competency training</p>
Student Expectations and Responsibilities:	Students are expected to follow the University policies and are responsible for the completion of course content, and participating in class activities

<b>Student Feedback:</b>	Students are encouraged to give feedback for course improvement via surveys available via the Universities learning management (LMS): midterm and End of Course
<b>Assignment Information:</b>	All assignment information, power points, and group signup sheet will be available via the Universities learning management (LMS)
<b>Module Information:</b>	Course outline and modules are in the Universities learning management (LMS)
<b>Requirement:</b>	Students are obligated to read the course syllabus and fill out course acknowledgement.
<b>Time Limitation:</b>	Course is an 8-week course- It has Five 50-minute sessions, per week (5 credit hours). Total 40 contact hours
<b>Accessibility:</b>	Students have access to class materials via the Universities learning management (LMS)
<b>Note:</b>	This course is for Future offices
<b>Course Content</b>	
<b>Week 1:</b> <b>Teacher Modeling:</b> The lesson will be modeled via a PowerPoint slide <b>Independent student practice:</b> Tactical Iraqi 3D VR Simulation Game (Missions 1-3) <b>Guided Group Practice:</b> Teacher led practice (Missions 1-3) <b>Independent Group practice:</b> student led practice (Missions 1-3)	
<b>Week 2:</b> <b>Independent student practice:</b> Tactical Iraqi 3D VR Simulation Game (Missions 4-6) <b>Guided Group Practice:</b> Teacher led practice (Missions 4-6) <b>Independent Group practice:</b> Student led practice (Missions 4-6)	
<b>Week 3:</b> <b>Independent student practice:</b> Tactical Iraqi 3D VR Simulation Game (Missions 7-9) <b>Guided Group Practice:</b> Teacher led practice (Missions 7-9) <b>Independent Group practice:</b> Student led practice (Missions 7-9)	
<b>Week 4:</b> <b>Independent student practice:</b> Tactical Iraqi 3D VR Simulation Game (Missions 10-12)	

<p><b>Guided Group Practice:</b> Teacher led practice Game (Missions 10-12)  <b>Independent Group practice:</b> Student led practice Game (Missions 10-12)  <b>Mid-Term:</b> Oral Exam and Mean grade scores from the Tactical Iraqi 3D VR Simulation Game (Missions 1-12)  <b>Formative: Midterm Survey</b> (Missions 1-12/class activities)</p>	
<p><b>Week 5:</b>  <b>Independent student practice:</b>  Tactical Iraqi 3D VR Simulation Game (Missions 13-15)  <b>Guided Group Practice:</b> Teacher led practice (Missions 13-15)  <b>Independent Group practice:</b> Student led practice (Missions 13-15)</p>	
<p><b>Week 6:</b> Student <b>Independent student practice:</b>  Tactical Iraqi 3D VR Simulation Game (Missions 16-18)  <b>Guided Group Practice:</b> Teacher led practice (Missions 16-18)  <b>Independent Group practice:</b> Student led practice (Missions 16-18)</p>	
<p><b>Week 7:</b>  <b>Independent student practice:</b>  Tactical Iraqi 3D VR Simulation Game (Missions 19-21)  <b>Guided Group Practice:</b> Teacher led practice (Missions 19-21)  <b>Independent Group practice:</b> Student led practice (Missions 19-21)</p>	
<p><b>Week 8:</b>  <b>Independent student practice:</b>  Tactical Iraqi 3D VR Simulation Game (Missions 22-24)  <b>Guided Group Practice:</b> Teacher led practice (Missions 22-24)  <b>Independent Group practice:</b> Student led practice (Missions 22-24)  <b>Final Surveys:</b> Summative Assessment  <b>Final Exam:</b> Oral Exam and Cumulative Grade scores (Missions 13-24)</p>	
<p><b>Sequence of Detailed Content</b></p>	<p><b>PowerPoint slide:</b> (Introduction to the Tactical Iraqi 3D VR Simulation Game)  <b>Tactical Iraqi 3D VR Simulation Game:</b> Missions 1-12)  <b>Teacher led Guided Group Practice:</b>  (Missions 1-12)  <b>Student led Independent Group Practice:</b> (Missions 1-12)  <b>Midterm:</b>(Missions 1-12)  <b>Tactical Iraqi 3D VR Simulation Game:</b> (Missions 13-24)  <b>Teacher led Guided Group Practice:</b>  (Missions 13-24)</p>