

Cindy Harris

EdWeb Analysis and Design

Proposal Instructions and Template

INTE 5600
Fall 2010

Table Of Contents

EdWeb Analysis and Design	1
I. Introduction	2
1. Project Description	2
2. Timeline	2
II. Instructions	2
III. Executive Summary	4
IV. Analysis	5
1. Instructional Setting	5
2. Goals and Outcomes.....	6
3. Learner Needs and Characteristics	9
4. Project Management.....	13
5. Scoping your EdWeb.....	15
6. Instructional Objectives & Assessments	16
V. Design	19
1. Instructional Design Model and Learning Theory	19
2. CIV Implementation.....	20
3. Learning Activities	21
4. Authoring Tools Assessment.....	23
5. Reflection Questions	25

I. Introduction

1. Project Description

The EdWeb project includes the analysis, design, and development of an instructional website. It extends through the first two courses in the *eLearning* program:

- In INTE 5660 (this course), you will analyze and design your EdWeb
- In INTE 5670, you will conduct formative evaluations on a design prototype and a functional prototype of your EdWeb. You will also “complete” all of the instruction, i.e., all of your Absorb, Do, and Connect activities plus all of the dual coding for at least two objectives.

The word “complete” is in quotations because if you have a quiz, mastery test, animation, simulation, or podcast in your EdWeb, you will learn those technologies in INTE 5680 and can add them to your EdWeb as you learn them.

The topic or focus of your EdWeb is your decision. We encourage you to select something you can use at work. If that’s not possible, then perhaps you can develop an EdWeb for a volunteer organization, the school your child attends, the retirement facility where you parents or grandparents live, or perhaps a business you want to start.

It is a good idea to select a small topic, i.e., your EdWeb will ideally take your students about an hour to complete. The research indicates that it takes approximately 200 to 400 hours to create one hour of self-paced elearning. There is an article about this development time in DocSharing and more information below.

Your EdWeb can be either self-paced elearning or group-paced learning, like our INTE 5660 course. The EdWeb examples we provide are all self-paced elearning.

Most importantly, the website must employ the instructional and visual design strategies we study in this course and INTE 5670.

2. Timeline

Submit the Analysis and Design sections of your Edweb proposal separately:

- Analysis: Due November 22nd
- Design and Executive Summary: Due December 6th

Do not separate the sections. Your Analysis and Design should be contained in a unified proposal document.

II. Instructions

Read the entire document before beginning.

Answer each question to the best of your knowledge and ability. This is an iterative process; your initial answers need not be comprehensive. “I am researching this question” is acceptable for at least the first iteration. Eventually, you need to answer each question.

Even some of the answers you are confident about today may change in the future. Be sure to revise your answers as you learn more about this project, your content, your learners, and your instructional setting.

Note: This job aid is designed for both K-12 and corporate EdWebs. Some questions may not apply to both settings. Enter “N/A” for questions that don’t apply to your project. We may challenge your answer, or you might change your mind, but it’s okay to skip questions initially.

Write only in the tinted boxes.

III. Executive Summary

Readers should be able to find all the most important facts about your project in the **Executive Summary**. It is a one-page snapshot of your analysis and design, intended to help stakeholders (sponsors or anyone interested in the project) understand and support your EdWeb. Do not overwhelm your audience with too much detail.

Though it is the first section the reader sees, it should be written last. Do not complete this section until you have completed your analysis and design work and written the rest of your proposal.

Your Executive Summary should be no longer than one single-spaced page, and should include, in addition to basic information about your EdWeb, a one- to three-sentence summary of each section of the document. Provide all information listed in the box.

Write only in the tinted boxes.

Executive Summary

- Name:
- Date:
- EdWeb Title:
- Summaries:
 1. Instructional setting:
 2. Goals and outcomes:
 3. Learner needs and characteristics:
 4. Instructional content:
 5. Project management:
 6. Tool assessment:
 7. Instructional design model:
 8. Learning activities:

IV. Analysis

Write only in the tinted boxes.

- Your name: Cindy Harris
- Tentative EdWeb title: Westville On The Road Staff & Volunteer Training

1. Instructional Setting

Describe the following:

- a. Instructional need or opportunity: What business or learning problem needs to be addressed?
- b. Will this online course be self-paced or group-paced? (For example, INTE5660 is a group paced, online course.) Include your rationale for your decision and describe the benefits and potential drawbacks of your answer.
- c. Hardware and software: What hardware and software are learners likely to have access to?
- d. What browsers and version numbers are your learners using?
- e. What kind of Internet access do your learners have, i.e., cable, dish, T-1, phone?
- f. What firewalls, parental controls, or other access, privacy, or security issues are your learners using?
- g. What other technology, hardware or software challenges do you know of at this time?
- h. Who are your stakeholders: For example, in a K-12 setting, the stakeholders are probably students, teachers, parents, and perhaps the school board and/or the community. In a corporate setting the stakeholders are probably learners, managers, executive sponsors, perhaps HR, and the CEO or board of directors. Stakeholders are those who have a specific interest in the project, outcome, or budget. List your stakeholders by title and/or name here.
- i. What other instructional context issues, challenges or problems are important in this situation?

Instructional Setting

- a. Instructional need or opportunity: Historic Westville is an 1850's living history site in Georgia. Due to reductions in area public school funding, fewer schools each are able to take a field trip to Westville. To bridge this gap, the education curator has started to implement a new outreach program entitled "Westville on the Road". This program has been developed for 1st and 4th grade students and is designed to bring several of the hands-on activities the children would do at the museum site into the classroom.

Museum staff and volunteers require training before they are able to present these new outreach programs. Because new volunteers may begin working at Westville at any time, an online training module will be a valuable tool in preparing volunteers to deliver programs while minimizing demands on staff time. Additionally, staff members will cross-train so they are prepared to jump in and present programs when needed.

- b. Pacing and rationale: This training will be delivered in one module. Those taking the training may take as much time as they need to complete the module, but they will be required to complete the entire module prior to delivering the programs.
- c. Hardware and software: Learners are likely to have access to a personal computer, but the range of software they have is not known, as the great majority of learners will be volunteers from the community. If necessary, learners will be able to complete the training at the museum office.
- d. Browsers and version numbers: The museum staff use IE8 and Firefox 3.6.
- e. Internet access: Home internet access will vary and may be expected to include cable, dish, and phone. The museum has high-speed phone-based internet access.
- f. Firewalls, parental control, access, or security: Firewalls at the museum that may interfere with this training can be disabled if necessary. We do not know what access, privacy, or control issues may occur in learners' homes.
- g. Other hardware/software challenges: None at this time.
- h. Stakeholders: Museum staff, Executive Director & Board of Trustees, volunteers, school teachers, school children.
- i. Other instructional context issues: None at this time.

2. Goals and Outcomes

What does each group of stakeholders need to see to consider this instruction successful? These “results” might be standards set by stakeholders, such as the State or your school district, competencies set by a professional organization or licensing agency, etc. In a corporate setting, it might be an increase in sales or a decrease in error reports. Use the table below to answer this question.

Notice in the table below, you need to determine if the instruction meets the desired outcomes of each group of stakeholders. For example, if one of the outcomes a group of stakeholders needs to see is an increase in sales, how will you measure that increase? Obviously, if the desired outcome is increase in sales then you need to collect baseline data in order to calculate the increase in sales.

- a. Identify your stakeholders, outcomes and measurement plans using the table below.

Goals and Outcomes (example)		
Stakeholder group	Outcome desired by stakeholders	Data collection and measurement
Department managers	5% increase in sales	Compare baseline sales data collected July 1, – December 31, 2010 with post-training sales data: January 1 – July 31 2011.
4 th grade students	Fun, entertaining, interactive instruction	Group discussion: compare current instructional activity with EdWeb.
Use this space to include other outcomes you need to measure:		

Goals and Outcomes		
Stakeholder group	Outcome desired by stakeholders	Data collection and measurement
Executive Staff	Minimize staff time devoted to training and training volunteers for new outreach program.	Compare time devoted to training staff and volunteers before and after using online training module.
Museum Staff	Gain the knowledge required to present Westville on the Road programs in the classroom.	Correctly answer 95% of the questions in each of the 4 quizzes within the training module.
Volunteers	Gain the knowledge required to present Westville on the Road programs in the classroom.	Correctly answer 95% of the questions in each of the 4 quizzes within the training module.
School Teachers	Effective instruction on 1850's daily life.	Track effectiveness of program using a post-visit survey completed by teachers.
School children	Fun, interesting, interactive instruction on daily life in the	Track responses to a brief question and answer post-visit assessment

	1850's.	completed by students. (May incorporate questions into a standard form thank-you note for students to complete.)
Other outcomes:		

3. Learner Needs and Characteristics

- a. What are the demographics of your learners?
 - Education levels, degrees, etc.
- b. Other factors, e.g., gender, race, ethnicity, languages, disabilities?
- c. Are these learners volunteers? That is, are they required to take this instruction, or will your EdWeb be considered “self-improvement?” Note: Volunteer learners don’t have to participate - they can leave your EdWeb at any time. You will be challenged to keep them motivated.

- d. What prior experience do potential learners have, and how is it related to the content?
Examples:

- Perhaps your students have no prior experience with a specific piece of equipment, but are familiar with similar equipment being replaced, e.g., the content is panoramic photography and the students are photographers who use digital SLRs.
- The EdWeb topic is using smart boards, and students have extensive experience using traditional whiteboards.

This information is important because in your Absorb activities you can compare and contrast prior experiences with new information, helping learners connect the new with the old.

- e. Technology experience

- Approximately what percentage of learners have taken online instruction before?
- Approximately what percentage of learners use the Internet for educational or professional reasons?

Approximately 2%.

Online instruction can be frightening or frustrating to users unfamiliar with no prior experiences with elearning. Additionally, users who have had negative experiences with elearning may not expect to like your EdWeb. When you design EdWeb, you want to consider these demographics. Motivation precedes effort so an important part of your EdWeb Design is motivating your learners.

- f. Learning styles and skills

Please see “Impact of Learning Styles” in DocSharing.

g. Reading level

What is the reading skills/level of the learners?

Note: American corporations assume a 10th grade reading level. In INTE5670, you will run a Readability test on your EdWeb and compare the results to your answer to this question.

h. Learner expectations and/or assumptions

Learner Needs and Characteristics

- a. Demographics
 - Age range: Age range. 35-60
 - Education levels, degrees, etc. High school graduate.
- b. Other factors: Approximately 50% male, 50% female. No significant physical disabilities, as everyone who presents programs has to pack and carry a large stock of supplies.
- c. Are these learners volunteers? No. These learners will be required to take this instruction in order to present programs.
- d. What prior experience do potential learners have, and how is it related to the content? Most will be experienced interpreters with general knowledge of daily life in the 1850's. The learners have an interest in the time period and have a general, working knowledge of life in the 1850's, which will provide a context for the new activities they will learn. As experienced interpreters, they have knowledge of the basic principles of interpretation: that knowledge will help them relate to the steps and procedures presented in this training module.
- e. Prior experience with technology:
 - Approximately what percentage of learners have taken online instruction before?
Approximately 20%.
 - Approximately what percentage of learners use the Internet for educational or professional reasons?
Approximately 2%.
- f. Learning styles and skills: The curator of interpretation at Westville, Michelle Alexander, gave this response "I can say that most learn by watching and then copying the actions and repeating. They may read assignments when required for extra information, but primarily learn by watching and working with another staff person." While written instruction is necessary in this training, presenters will be working with objects when presenting the programs. Given Michelle's response and the nature of object-based education, I will use photographs of the objects to be used and videos with voice-over of someone demonstrating each task in the presentation. I hope to include "matching" type activities where learners move objects to complete a task.
- g. Reading level: All learners have graduated from high school. All learners read as a leisure activity.
- h. Do they have a positive attitude toward instruction? "Staff members are eager learners, as are the volunteers who come to work at the museum." Michelle Alexander

Do they have a positive attitude toward this topic?

"Yes. Our staff understands the importance of this project and the need to reach a larger audience. Most staff and volunteers enjoy working with elementary students and the stations (in the overall outreach program) are set up to be fun as well as informative." Michelle Alexander

“Staff and volunteers want to be better at presenting the activities. They want to know the information and set-up well, and also to be comfortable with the relationship between the objects in the presentation.” Michelle Alexander

- i. What other learner needs or characteristics are important and/or relevant to this project?

“I would say generally they are mature adults used to working with children. They are quick, professional in their attitude, and interested in doing a good job.” Michelle Alexander

4. Project Management

a. Program Timeline

Your EdWeb will be nearly complete at the end of the second course in the Certificate Program, INTE 5670. You may enhance your EdWeb in the third course, IT5680, i.e., you may add special features such as mastery tests, quizzes, podcasts, animations, simulations and other multimedia. Note: There are no assignments in INTE 5680 that require you to enhance or update your EdWeb. Any revisions you make to your EdWeb after INTE 5670, are strictly on your own.

Do those milestones fit with the needs and/or expectations of the organization sponsoring your EdWeb? If not, describe how you plan to handle the discrepancy.

b. Content Expertise

j. Are you the content expert? If not, is an expert available to help you develop the content and review it for accuracy? Do you anticipate any problems in working with this expert, e.g., time available, schedules, time zone differences?

k. If you are a content expert, you may still want a “second set of eyes” to review your content. Who will be available to provide this support?

c. Other Resources

What other experts or resources do you need? For example, do you need to work with the IT department when you are ready to implement your EdWeb? When do you plan to discuss this project with each expert? Identify your experts and when you plan to inform them of your EdWeb in the table below.

Expert Interview or Request for Assistance (Example)		
Name/Title of Expert	Approximate Date for Discussion	Notes about what you want to say
John Doe, IT Manager	November 3	

d. Approvals

Who has to approve this project? For example, does someone in your school or HR department need to approve your design before you develop it? When do you need to get their approval? List the names and titles of the people who need to approve your EdWeb.

e. Organizational Change Issues

eLearning projects frequently fail due to resistance to organizational change. Are you breaking new ground in your organization with your EdWeb? If yes, who may be threatened or intimidated by it? (Please use titles, not personal names, for these questions. See the

Lance Dublin chapter entitled Success With E-Learning: People Issues Are The Key.
<http://tinyurl.com/ylfhbqt>

- l. Who directly supervises the learners who will take your EdWeb? Does this person support and/or value elearning or your approach to elearning?
 - m. Are there people who are threatened by or fearful of elearning and/or your EdWeb? If yes, list their titles and how your EdWeb threatens or concerns each person.
 - n. List each group of stakeholders and describe how and when you will inform them about your EdWeb.
- f. What other resources or project management issues are important or relevant to this project?

Project Management

- a. Program Timeline: Complete per IT5670 requirements, May 2011. This schedule has been accepted by the project manager at Westville, Michelle Alexander.
- b. Content Expertise: Michelle Alexander is the content expert. We've known each other for 25 years! We work well together and began our careers in museum work together. She will be on vacation the 2nd week of March.
- c. Other Resources (see table)

Expert Interview or Request for Assistance (add rows as needed)		
Name/Title of Expert	Approximate Date for Discussion	Discussion Notes
Veronica Wiese, Office Manager (and IT contact)	ongoing	

- d. Approvals: Michelle will manage this project and approve for final review and approval by the museum director.
- e. Organizational change issues: None
- f. Other resource or project management issues: None

5. Scoping your EdWeb

There are four factors to consider when deciding what to include in your EdWeb:

- a. Instructional Context: Will your project stand alone, or is it one section or unit of a larger course or curriculum? Is it new instruction, or are you converting an existing face-to-face program?
- b. Time Budget: How much time do you have to work on EdWeb development? Will you be able to work on it during “normal” working hours? How many hours per week outside of work can you devote to your EdWeb? Remember that Edweb development takes place in INTE 5670, a 15-week course.

Here’s an example of a time budget:

Hours per week at work:	8
Hours per week at home:	<u>+10</u>
Total hours per week:	18
INTE 5670 duration	<u>x15</u>
Total available time	270 hours*

*does not include INTE 5600 project hours

- c. Development Analysis: Approximately how many hours will you need to develop your EdWeb? As a rule of thumb, one hour of self-paced, online instruction requires between 200 and 400 hours of analysis, design, and development. Given our example budget of 270 hours, you would not be able to complete much more than about one hour’s worth of instructional development by the end of INTE 5670, though you may plan to continue developing your project after the course.

To estimate how long it will take students to complete your EdWeb, consider how long it takes to complete the same course in a traditional, face-to-face (F2F) course. Self-paced elearning typically takes about 60% of the time required for an F2F course. Let’s take a 16-hour seminar as an example:

F2F instruction time (hours): **16**
Equivalent online instruction time (16 x 60%): **9.6**
Minimum development hours required (9.6 x 200): **1920**
Maximum development hours required (9.6 x 400): **3840**

It will take between **1920** and **3840** hours to fully replace the seminar with equivalent elearning.

For more information about hours/hour estimation, see *How Long Does It Take* in DocSharing. Notice that one of the variables is “expertise.” This applies to your expertise as a subject matter expert, as an instructional designer, and with development tools.

- d. Scope alignment: How does your Time Budget compare to your development analysis? Are those numbers close enough to make this project doable? If not, you must either increase the amount of time available or reduce the scope of the project.

Our example course would take at least 1920 hours to develop, but only 270 hours are available in our example Time Budget! That's a pretty significant misalignment.

There are several ways to reduce the scope of your EdWeb. If it is part of a larger course or curriculum, consider converting fewer units or sections of the overall program to elearning. For a stand-alone program, you may not be able to include as many activities as you might like.

"Scope" can be measured in learning objectives. "Cutting scope" means including fewer objectives, and therefore activities, in your EdWeb. Consider your time budget and development requirements when writing your objectives.

Scoping your EdWeb

- a. Instructional Context: Stand alone.
- b. Time Budget: 20 hours/week 16week=320 hours
- c. Development Analysis: F2F Instruction 2 hours. Equivalent online instruction time 2 x 60% = 1.2. Minimum development hours required 1.2 x 200=240. Maximum 1.2x400=480.
- d. Scope alignment: Aligned, but I want to trim this to 1 hour of online instruction.

6. Instructional Objectives & Assessments

Instructional goals and objectives are not the same thing. Goals are long range intended outcomes. They are typically used in policy making and general program planning. Objectives, on the other hand, are descriptions of skills or abilities students will demonstrate after they successfully complete a specific unit of instruction. See Shaping Department Goals and Objectives for Assessment. <http://web.bsu.edu/IRAA/AA/WB/chapter2.htm>

There are various rules and guidelines for writing instructional objectives. For a table comparing Mager, Gagne/Briggs, and the ABCD methods, go to http://classweb.gmu.edu/ndabbagh/Resources/IDKB/objective_formats.htm

The UCD Faculty tutorial is another good resource: http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Assessment/index.htm

Your instructional objectives must meet the following criteria:

- What specific behavior or performance must students demonstrate when they complete this instruction?
- How will you measure that, i.e., what specific assessments will measure if students have learned?

- Do each of your objectives:
 - Use action verbs?
 - Use simple language?
 - Describe student rather than teacher behaviors?
 - Describe a learning outcome rather than a learning process?
 - Focus on end-of-instruction accomplishments rather than subject matter coverage?
 - Indicate a single outcome per objective?
 - Link to something the student has to do on the job or in another instructional setting?

(Reference: <http://web.bsu.edu/IRAA/AA/WB/chapter2.htm>)

Enter your objectives and measurements in the table below. Before you begin, review the Design section below entitled Learning Activities. Some designers find it easier to write their instructional objectives after they draft their learning activities. This is an iterative process!

If your students are volunteers and taking your EdWeb for personal, self-improvement reasons, measuring how much they learned may be a challenge, i.e., they may not take a mastery test. In these situations, consider two complementary measurement strategies. First, you can create quizzes or self-assessment questions with helpful feedback for each question. Many learners like that kind of self-check (Do) activity. Your quiz questions can originate with whatever you enter in column two in the table below.

For volunteer learners, you might also provide a short survey to collect data about their opinions of your EdWeb. Consider the formative evaluation questions you wrote for your Webinar.

- a. List your instructional objectives in the first column and describe how you will measure achievement of that objective in the second column.

Learning Objectives and Measurements (example 1) (compulsory learners)	
Objective	How will you measure achievement of the objective?
Be able to parallel park.	Park within 12 inches of the curb, between two cars or barriers, driving your own car, twice in three attempts.

Learning Objectives and Measurements (example 2) (voluntary learners)	
Objective	How will you measure achievement of the objective?
Given a job aid, identify MSG in food as a possible cause of specified health issues.	Self –assessment question: Use your job aid to determine one possible cause for the following five health issues: <ul style="list-style-type: none"> • Headaches • Nausea • Diarrhea • mood changes • sleep problems

- b. What resources (databases, tools, documentation, articles, books, job aids, people, etc.) will learners need during this instruction? How will you obtain these learning resources?
- c. What other instructional content issues are important or relevant to this project?

a. Learning Objectives and Measurements add rows as needed	
Objective	How will you measure achievement of the objective?
Given a job aid, correctly identify the name and function of the tools used in each of the 4 presentations.	Answer correctly 90% of the questions in each of the 4 Tools quizzes.
Given a job aid, organize the steps in each of the 4 presentations in the correct sequence.	Answer correctly 90% of the questions in each of the 4 Sequence quizzes.
Given a job aid, match the steps in each of the 4 presentations with the tools used in each step.	Correctly match 90% of the tools and steps in each of the 4 Tools and Steps quizzes.
Given a job aid, identify the learning objective of each of the 4 presentations.	Correctly identify the learning objective of each presentation in each of the four Learning Objective

	quizzes.

- a. Resource needs: I will develop a job aid containing the tools, steps, and learning objectives for each of the 4 presentations, as well as a section on presentation skills. In our (Michelle’s and mine) experience, volunteers generally feel most comfortable presenting a new activity when they have a “crib book” at hand. It takes some time for presenters to become fully confident. Additionally, when volunteers feel insecure, they stop volunteering. It’s very important to give presenters all of the information and back-up they need, check in with them regularly, monitor their performance and provide support as needed.
- b. Other instructional content issues:

V. Design

Keep this document in one file. That is, send all sections each time you submit it for review.

Write only in the tinted boxes.

1. Instructional Design Model and Learning Theory

- a. What is your theory, model or definition of learning? For example, some say learning is the process of personalizing new information, while others feel it is the process of memorizing new information. What’s your definition? For summaries of the three major theories, see http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm
- b. Other than the CIVs and Horton’s Absorb, Do, Connect model, what, if any, other instructional design models do you plan to use? See Instructional Design Models: http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html.
- Note: You are only required to use the CIVs and Horton for this class, but your organization may have a different instructional design model, strategy or template. If you plan to use ADDIE, please describe what assumptions the ADDIE model makes about the learning process.
- c. What other instructional design issues are important or relevant to this project?

Instructional Design Model and Learning Theory

- a. Your theory, model or definition of learning: My thinking on how adults learn is in line with constructivism: people take in new information and then use their existing knowledge and experience to examine the new information, assess its usefulness, applications, and relationships or connections with what they already know. I like Vygotsky and the ZPD because personally, it makes me aware of where I am in both the teaching and learning process and as an instructional design model, because it serves to focus the designers' attention on the learner and progressing toward the learning objective. I really like Horton's Absorb, Do, Connect approach because I believe it's important to provide multiple ways for learners to access and process information.
- b. Other instructional design models:
- c. Other instructional design issues:

2. CIV Implementation

How do you intend to integrate each of our Common Instructional Values into your EdWeb? Provide at least two specific examples for each value (see box).

CIV Implementation

- a. **Contextual:** In this instruction, the actual objects used in each presentation will be photographed and used to teach its function and use. The videos of demonstrations will be filmed at the museum site and star staff members known to the learners. Where possible, images of the museum site and historic images from the museum collections will be incorporated, adding additional context to the instruction. This instruction is real-world and relevant: learners will apply everything they learn when they deliver programs. The instruction is concrete and project-based, as it is directly tied to presenting programs.
- b. **Learner Centered:** This is a group of hands-on learners who enjoy teaching with objects and engaging in hands-on activities with school children. I intend to use visuals and do activities more than text, as I think these learners would prefer to do things and learn about objects than read a lot of text.
- c. **Active:** This instruction will build learners performance as they master new activities. The matching and sequencing activities involve problem solving.
- d. **Social:** the social aspect will occur within the learner group as they interact outside of the instruction. All presenters will have completed this training, which will give them common ground and shared experience. The museum staff will be available and ready to answer learners' questions and provide more instruction F2F as needed. In her introduction to this training program, Michelle will welcome learners and acknowledge their role at Westville and the importance of their work as presenters.
- e. **Supportive:** The staff will always be available if learners need help, but not while they are completing the online instruction. A message will be sent to each person before taking the instruction letting them know they can contact the museum staff if they have questions about the content of the instruction and they may retake the instruction whenever they like. If someone is having difficulty completing the instruction, staff members will be available for coaching after a learner has tried to complete the instruction and been unsuccessful. The environment at Westville is very supportive of the new outreach program and they really value volunteers.

3. Learning Activities

- a. Using the table below describe the activities you plan to include for each objective.
 - In the first column, enter your objective.
 - In the second column, describe three or more activities for each objective. Each objective will probably have at least one Absorb, one Do and one Connect activity.
 - For each activity, indicate if it is an Absorb, Do, or Connect activity and provide a page reference from the Horton text to justify each activity.

Note: Once you complete this table, with all the objectives and associated Absorb, Do, Connect activities, the instruction for your EdWeb is nearly complete.

Learning Activities (example)				
Objective	Activity	Absorb	Do	Connect
Be able to parallel park.	Watch the instructional video	p. 56		
	Practice using the driving simulator		p. 52	

b. What other issues related to learning activities are important or relevant to this project?

Learning Activities add rows as needed				
Objective	Activity	Absorb	Do	Connect
Given a job aid, correctly identify the name and function of the tools used in each of the 4 presentations.	View images of tools and read accompanying instruction including name and use.	Slide show p.50		
	Watch video of the presentations demonstrating the use of each tool.	Physical demonstration p. 52		
	Complete a quiz matching object to name and function.		Quiz show game p.146 also Practice p. 106	
Given a job aid, organize the steps in each of the 4 presentations in the correct sequence.	Read instruction on each step in the presentation and the sequence of steps in the presentation.	Slide show p.50		

	Watch video of the presentations demonstrating each step in sequence.	Physical demonstration p. 52		
	Complete a quiz placing steps in sequence.		Quiz show game p.146 also Practice p. 106	
Given a job aid, match the steps in each of the 4 presentations with the tools used in each step.	Watch video of presentations showing tools and steps.	Physical demonstration p. 52		
	Read review of steps, tools, and sequence.	Slide show p. 50		
	Complete a quiz matching steps with tools.		Quiz show game p.146 also Practice p. 106	
Given a job aid, identify the learning objective of each of the 4 presentations.	Read instruction on the learning objective of each presentation.	Slide show p. 50		
	Read instruction on comparing pioneer life in the 1850's and life today. Pause to consider their responses to a set of "What if?" questions.	Slide show p. 50		Ponder p. 169
	Complete quiz on Learning Objectives.		Quiz show game p. 146	

b. Other issues:

4. Authoring Tools Assessment

Use this section to select the best elearning authoring tool for your EdWeb. Consider the following:

- a. Organizational Requirement: If you are developing your EdWeb for an organization, does it already use an elearning authoring tool? If yes, then you may be required to use that tool. You may also be able to take advantage of existing support and technical resources, and you probably will not have to pay for it.
- b. Cost: How much can you afford to spend? If your project isn't for an organization, you may have to pay for a tool. If cost is a consideration, a freeware authoring tool may be a good choice.
- c. Experience: What elearning authoring tools do you have experience using? Perhaps you should use one of those.
- d. Marketability: What elearning authoring tool do you think you should learn to increase your skillset? For example, if you're thinking of looking for a new job (or new position with your current organization), what elearning authoring tool(s) might be helpful in your desired position?
- e. Complexity: What elearning authoring tool will be the "best" to use in terms of the number of hours you have to develop your EdWeb? (i.e., Uduku will require less development time than Dreamweaver because it is less robust.)
- f. Exposure: What elearning authoring tools were presented in our Webinars or the webinar recordings by previous students? Were any of those interesting to you?
- g. Application: Review your instructional objectives and learning activities. Are there any that may require special features, such as a simulation or animation? If yes, consider those capabilities when selecting a tool.

Check out the following websites for more information about different authoring tools.

- Learning Tools Directory 2010:
<http://www.c4lpt.co.uk/Directory/Tools/instructional.html>
- MindMeister concept map with feedback from users:
<http://www.mindmeister.com/12257499>

Brandon Hall also reviews authoring tools, but while his information is extensive, his prices are very high, i.e., \$795 for a one year access to this information. <http://www.brandon-hall.com/publications/atkb/atkb.shtml?gclid=COis67CLtKACFR0pawodeBlcTg>

- h. Tentative decision: Given your answers to these questions, what authoring tool do you think you will use?

Note: In INTE 5670 you will have one HTML project, one project to learn a few basic features of Dreamweaver, and one assignment to learn CSS (cascading style sheets) in Dreamweaver. For the two Dreamweaver assignments, you can download a 30 day free trial of the current version of Dreamweaver. It is important for you to learn these basic elearning authoring skills but Dreamweaver may, or may not, be a good tool for you to use to develop your EdWeb. Base your decision solely on your answers to the questions in this section.

Tools Assessment

- a. Organizational Requirement:
- b. Cost:
- c. Experience:
- d. Marketability:
- e. Complexity:
- f. Exposure:
- g. Application:
- h. **Tentative decision:**

5. Reflection Questions

- a. How do you feel about your proposal? Does it feel accurate and complete?
- b. What was the most challenging or difficult part of creating this document?
- c. What questions or concerns do you have?
- d. How are you feeling about developing your EdWeb, based on this document?

Note 1: Once all other sections of your proposal are complete, remember to return to and complete the Executive Summary.

Note 2: In INTE 5670, you will add several new sections to the Design section. For example, you will add a section about the interface of your EdWeb, including typography, images, and color scheme. You will also describe your formative evaluation plans for the Design and Functional Prototypes.

Design Prototype

A. *Typography*

Your typography needs to be readable and generally sans serif fonts are easier to read online than serif fonts. That is particularly true for body text. See Horton page 516. Also, your main body text needs to be web-safe. See

http://www.fonttester.com/help/list_of_web_safe_fonts.html.

Your headings and titles can be fonts that are not web-safe but you will have to create each of them in Fireworks or some other graphics program and then import them into your EdWeb as a graphic.

1. Demonstrate your typography in this section. See example below and notice that each font is the size that the description says it is, i.e., the font for heading 1 is actually Arial 26.

Heading 1 (Arial 26, Hex ####)

Heading 2 (Arial 20, Hex ####)

Bodytext (Arial 12, Hex ###)

Heading 1 (Bookman Old Style)

Heading 2 (Arial 20)

Bodytext (Arial 16)

I selected Bookman Old Style because the antique-style fits well with the historic nature of the EdWeb material and the 1850's museum site.

I selected Arial because it is simple, easy to read, and appears modern in contrast to Bookman Old Style. I wanted to maintain some of the historic atmosphere of the museum site, but not confuse that with the content of this EdWeb. I checked both fonts with fontsetter.com to be sure these are web-safe fonts.

B. Color Scheme

This section needs to include three sections:

1. Justification of your color scheme
2. Identify which color scheme tool you used, e.g., Kuler, Color Schemer etc. \
3. Provide a table, like the example below, to specify your color scheme, the RGB values, the Hex numbers, and the purpose of each color. Be sure to include the actual color in the first column.

Your color scheme justification needs to describe how your color scheme is consistent or appropriate for your content and your audience. For example, if you are teaching archeology to college students, a monochromatic tan color scheme may be a good choice. If your EdWeb is for high school students, perhaps you want a “grunge” color scheme. If your EdWeb is for health care workers, perhaps you want to use a blue/grey color scheme because everything else in their world is red and white.

A white background online is the same as looking directly into a flashing flood light. It is the reason our eyes get so tired when reading online. Between the flickering of the light and the bright white light, our eyes get very tired. So, try to avoid white backgrounds or at least make the white background area small and use a strong background color for the header, footer, and navigation areas.


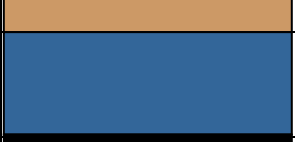
Color Scheme Example

I selected my color palate using ColorSchemer and a few images of Westville. I wanted to incorporate the feeling of the museum site in my EdWeb: Westville is an outdoor 1850’s living history site in rural Georgia. The colors a visitor sees all around him when visiting Westville are soft and muted. The colors of the buildings and artifacts are muted and the landscape is gentle. I uploaded a few photographs of Westville into Color Schemer and selected the most prevalent colors. The results are a palate of soft greens, browns, and gray,, and some muted dusty blue and eggplant. Because there will be many, many images of objects in this EdWeb, I really wanted to keep the backgrounds light enough that the objects would be easy to see. These colors are very easy on the eyes. I plan to keep the color of type simple, using mostly black and some white. Some of the colors I will use are a little different from the colors I initially extracted from the images of Westville: I made changes to obtain all web-safe colors.

bi

I selected my color palate using ColorSchemer and a few images of Westville. I wanted to incorporate the feeling of the museum site in my EdWeb: Westville is an outdoor 1850’s living history site in rural Georgia. The colors a visitor sees all around him when visiting Westville are soft and muted. The colors of the buildings and artifacts are muted and the landscape is gentle. I uploaded a few photographs of Westville into Color Schemer and selected the most prevalent colors. The results are a palate of soft greens, browns, and gray,, and some muted dusty blue and eggplant. Because there will be many, many images of objects in this EdWeb, I really wanted to keep the backgrounds light enough that the objects would be easy to see. These colors are very easy on the eyes. I plan to keep the color of type simple, using mostly black and

some white. Some of the colors I will use are a little different from the colors I initially extracted from the images of Westville: I made changes to obtain all web-safe colors.

Color	RGB	Hex#	Main Purpose
	153-204-204	99CCCC	Background: Color theme for 1 section Block background
	153-204-153	99CC99	Background: Color theme for 1 section Block background
	153-153-153	999999	Background: Color theme for 1 section Block background
	204-204-153	CCCC99	Background: Color theme for 1 section Block background
	102-153-153	669999	Block background Block border
	153-102-51	996633	Block border, accent
	102-51-51	663333	Background: Advance Organizer Block border
	204-153-102	CC9966	Block background Block border
	51-102-153	336699	Accent, front page site name.
	0-0-0	000000	Text
	255-255-255	FFFFFF	Text

C. Justification and description of the layout of your Absorb, Do, and Connect activities

The goal of this section is for you to describe and justify the interface design of your Absorb, Do, and Connect activities. This is important for two reasons. First, you will develop these three layouts in your actual Design Prototype and ask your Formative Evaluation participants for feedback on these three layouts. Second, we want you to consider the possibility of using some kind of template for these three layouts, i.e., perhaps the layout of these three different types of activities will help your students know what is expected of them. Example: The Absorb activity layout includes an icon that is a pair of eyeglasses and background color is pale blue. The Do activity page layout includes an drum icon and the background color is orange. The Absorb activity page layout includes a icon of a chain or set of links, and the background color is pale yellow.

Obviously, these layouts may change based on the feedback from your Formative Evaluation participants, assuming you ask them about these three different layouts. What concerns you about those three different layouts? Ask your Formative Evaluation participants for suggestions.

In this section briefly describe the preliminary layout of your Absorb, Do, and Connect activities. Provide a justification for your layout design, i.e., what are you trying to tell your students through these three different layouts?

--

Absorb Activities:

In this edweb, learners will have to memorize objects with their name and use, steps in presenting four in-school programs, the object that corresponds with each step, and the sequence of steps in the presentations.

For the Tools (objects to use), I have chosen a slide show to show each object, its name and description of use, and an image of the object being used. This format is simple, direct, and shows connections between name, description, object, and use.

Next, learners will watch a video with voice over of a museum staff member demonstrating use of the tools (object) and the presentation of each program. The demonstration will help learners to understand how the tools work and when and where they are used in the presentation.

I will include a review, which will show all the objects with their corresponding steps in sequence.

I have selected an icon of an eye to use at the opening of the slide show and on the Review slide, and a theatre stage backdrop to launch the video. (Launching the video, pressing the play button, is a Do activity.)

Do Activities:

The do activity for the Tools section will ask learners to match each tool with its name and description by dragging the image of the tool to its match. I plan to set this up as a game show, but don't yet know the exact format and design.

The icon is a question mark.







Connect Activity

I will have a similar Connect activity for Pioneer Home, Clothes, Chores, and Food. Learners will read a question asking them to think (ponder, stop and think) about how life in the 1850's and life today are the same and different. This is to stimulate their skills in drawing responses from children when they present programs. Examples of the 1850's and today will be listed next to a category.

The icon for these Connect activities is a Chain

D. Categorization of Visuals

List each of the visuals in your Design Prototype and then categorize them using the Graphics Job Aid, located in DocSharing. You might find a table format, like the one below, is helpful. Be sure to optimize each of your images so the file size is as small as possible. Thumbnails are a good strategy.

Image (thumbnail)	Name of Image	Categorization
	Back hand	Navigational
	Forward hand	Navigational
	Question Mark	Decorative: to note "Activity" DO: Quiz
	Chain	Decorative: to note "Connections" CONNECT: Activity
	Eye	Decorative: to note look, see, read, watch. ABSORB: Activity
	Play	Navigational: Play video

E. Formative Evaluation Plan

Your formative evaluation plan includes three components:

1. A brief description of your formative evaluation process.
2. A brief description of the students who will participate in your formative evaluation.
3. The questions you are going to ask your formative evaluation participants.

- 1. Formative Evaluation Process:** The brief description of your formative evaluation process outlines how you will conduct your formative evaluation. For example, will you meet individually, face-to-face with each of your participants during and/or after they review your Design Prototype? Will you email the Design Prototype to your participants, along with the Formative Evaluation questions and have each of the participants email back to you their answers to those questions? Will you have all participants review your Design Prototype and then get them together for a brown-bag lunch to answer and discuss the Formative Evaluation questions?

Each of those plans is appropriate. You may have a different plan. Describe your plan here.

I will email the design prototype to my staff contact at Westville.

I will either email a questionnaire to the participants or set up a survey in Survey Monkey. I want to do whatever the staff at Westville prefers, and I think emailing a questionnaire leaving space for comments and suggestions might be the best approach. The forms can then be scanned and sent back to me. I am waiting to hear from my staff contact.

- 2. Formative Evaluation Participants:** You need a minimum of four formative evaluation participants and a maximum of eight. Please do **not** use family members, i.e., no spouses, parents etc. The brief description of the students who will participate in your formative evaluation should be something like one of the following examples.

Example 1: Four people from my department volunteered to participate in the formative evaluation of my design prototype. These four people are very similar to the students who will take my EdWeb. That is, they all sell the product, which is the focus of my EdWeb, they all say they want the product training to be online and self-paced, and they all have less than five years with the company.

Example 2: Four 8th grade students from the school where I teach volunteered to participate in the formative evaluation of my design prototype. These students will be in 9th grade next year but they are appropriate for my EdWeb because it is designed for students taking the English course I will teach to 8th graders next semester.

Participants: The SME, Michelle Alexander; Ben, education and outreach coordinator, Veronica, office manager and all-around staff member; and one or two volunteers who do outreach programs.

- 3. Formative Evaluation Questions:** Your formative evaluation questions need to focus on the questions you have about the interface design of your EdWeb.

Examples of formative evaluation questions:

- I have two different Design Prototypes. Design Prototype #1 is a blue color scheme and Design Prototype #2 is a blue and orange color scheme. On a scale of 1 to 5, with one being “I don’t like it all” and five being “I like it a lot,” how would you rate Design Prototype #1? How would you rate Design Prototype #2?
- I would like your feedback on the fonts I used. On a scale of 1 to 5, with one being “very difficult to read” and five being “very easy to read,” how would you rate the fonts I used for the headings? Using the same one to five rating scale, how would you rate the body text fonts?
- I would like your feedback on one of the photos I used. It was a photograph of a nurse talking with a patient. On a scale of 1 to 5, with one being “very ineffective” and five being “Very effective,” how would you rate that photo? Do you think that photo exemplified the topic, which was listening carefully to what patients tell you?
- The goal of home page of this Design Prototype is to excite students about this topic. On a scale of 1 to 5, with one being “this is not at all exciting” and five being “this is very exciting,” how would you rate the home page in terms of exciting students about this topic?

Note #1: It does *not* make sense to ask participants if the navigation is easy to use because in a design prototype the navigation does not work. Save that question for the Formative Evaluation of your Functional Prototype. You will ask participants (perhaps the same participants) if the navigation is easy for them to actually use in that evaluation.

Note #2: If you want feedback about the content of your EdWeb, i.e., from a subject matter expert (SME), then at least one of your formative evaluation participants needs to be a SME and you need to provide specific questions about the content for that SME to answer. For example, you might ask the SME, “Is the graphic I used on page 2 accurate?” or “Is the example on page 3 the best way to exemplify this idea?” Asking SMEs for input on the content is also something you will do in the Formative

Evaluation of your Functional Prototype.

Note #3: Please use Likert scale questions, i.e., have your reviewers use a rating scale of 1 to 5, as exemplified above. You can also include open-ended questions, i.e., fill-in-the-blank or essay questions but please use those after a Likert scale question.

Formative Evaluation Questions

1. I have used colors based on colors found in photographs of Westville. On a scale of 1-5, 1 being Not at all and 5 being Very Much, do you think the colors are representative of Westville?
2. A little more on the colors: on a scale of 1-5, with 1 being Not Easy and 5 being Very Easy, how easy is it for you to read the instruction?
3. The layout of the Tools slide (with the Froe) has name, description, an image of a froe, and a picture of a person using a froe. On a scale of 1-5, 1 being not effective and 5 being Very effective, do you think this layout provides the information necessary to identify the tool and its use?
4. The layout of the front page is designed to give learners the feeling of Westville and provide a warm welcome. On a scale of 1-5, 1 being No and 5 being Yes, do you think the front page provides an accurate feeling of Westville and provides a warm welcome?

VI. Ed Web A&D Update #1

Add these three sections to the end of your EdWeb A&D document. This assignment is worth 200 points and is due the end of Unit 3, February 28, 2011.

Design Prototype formative evaluation: Please use the following table format for reporting the results of the Formative Evaluation of your Design Prototype and the revisions you plan to make based on this data.

While we think it is a good idea to use Likert scale questions for formative evaluations, you do not have to use that question style. If you used a different question style, please create a table similar to the one shown below for reporting your data.

Question 1	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
------------	------------	------------	------------	------------

<p>I have designed the instruction using colors taken from colors found in photographs of Westville. On a scale of 1-5, 1 being Not At All and 5 being Very Much, do you think the colors are representative of Westville?</p>	<p>4</p> <p>Though we usually DO use darker colors, we're moving towards a lighter look, so I think these colors are excellent. I would suggest using a light green throughout rather than the blue though – the green is more of “our color” than the blue.</p>	<p>4</p> <p>Not trying to criticize it is just that we usually use darker colors: dark green, brown. And that is just what I am use to. But these are nice colors and I understand you want to make this fun and lighter, literally.</p>	<p>4</p> <p>I think the pale green color that is on the front page should be changed to a darker green. It would just match more with the other darker colors on the page.</p>	<p>2</p> <p>Westville uses a specific green/tan color scheme for outreach materials. Logo use needs to be increased</p>
<p>Mean [average] score of all your reviewers on this question: 3.5</p> <p>Revisions you will make to your EdWeb based on this data.</p> <p>I have started to work on a new color palate that includes the darker greens and browns used by Westville in the outreach materials. I have to find the balance between the dark colors the staff is used to and some of the lighter tones that make the screen easy to read and easy on the eyes.</p>				

Question 2	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
<p>A little more on the colors: on a scale of 1-5, with 1 being Not Easy and 5 being Very Easy, how easy is it for you to read the instruction?</p>	<p>5</p>	<p>5</p> <p>Nope, easy to understand with the exception of the house comparisons: it's hard to read</p>	<p>5</p> <p>Everything is very legible. Instructions are written where they are easily understood.</p>	<p>2</p> <p>Need stronger contrasts and more consistency.</p>

		the words in the modern house		
<p>Mean [average] 4.25</p> <p>Revisions you will make to your EdWeb based on this data. The modern house with text that was difficult to read. I will use a different image to provide better contrast. I may narrow down the use of color for the different sections to provide a more consistent feel.</p>				

Question 3	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
<p>The layout of the Tools slide (with the froe) has name, description, an image of a froe, and a picture of a person using a froe. On a scale of 1-5. 1 being Not Effective and 5 being Very Effective, do you think this layout provides the information necessary to identify the tool and its use?</p>	<p>3</p> <p>Might I suggest a picture of the finished product from the use of the tool?</p>	<p>5</p> <p>Yes, I really liked this page. I would prefer the back-grounds on the other pages to have the green textured like you see on the front page I think it would be a nice contrast to the blue and brown in the front.</p>	<p>4</p> <p>I would not change on the layout because that looks great! But, there should be a slight space in between the words STATION and STEP. It probably doesn't need a whole space but maybe just a little bit. Also try to look and see that where the FROE name is located, would it look better centered in the box or like that? Just try that for another</p>	<p>3</p> <p>Examples of shingles may be helpful.</p>

			option you might like it better.	
<p>Mean [average] score of all your reviewers on this question: 3.75</p> <p>Revisions you will make to your EdWeb based on this data.</p> <p>I will include an image of the finished product in the tool slide, as two of the reviewers suggested. Two of the reviewers really like the textured background on the front page, which I selected because it's the background on the Westville website. When I loaded the Power Point slide into Uduku, however, the background didn't come through. I am trying find a solution for this problem and would like to see how the slides look using the textured background throughout.</p>				

Question 4	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
The layout of the front page is designed to give learners the feeling of Westville and provide a warm welcome. On a scale of 1-5, 1 being No and 5 being Yes, do you think the front page provides an accurate feeling of Westville and provides a warm welcome?	3 The "feel" of the page is excellent. The colors work well together and are calm, while not "sleepy". It's a comfortable combination and I think it will work well. I would leave the blue on THIS page, because you do have the green elsewhere. The horse and cart however is	5 I like the front page. Also not asked I really don't like the theatre entrance for the video. I know Veronica suggested the house door. If you would like that I will find you a photo. But I think you have done a nice job and it now up to us to try to help you fill in the gaps.	5 Very well done. It does have a warm feeling to it. Just refer back to my comment on question number one about the green color.	2 Lots going on with shapes, colors, and text.

	<p>not something we usually have on site. I can send you a picture of our mule wagon and driver that would be more accurate. The only other thing I would like to see is Westville's logo or at least the boy with his hoop. It doesn't have to be large, but the Westville "brand" should be on the page somewhere.</p>			
--	--	--	--	--

Mean [average] score of all your reviewers on this question: 3.75

Revisions you will make to your EdWeb based on this data.

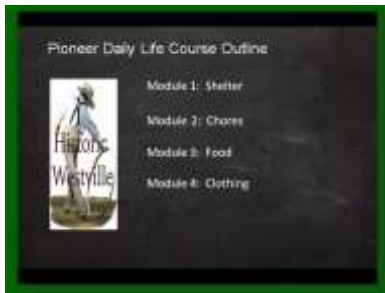
I have requested the Westville logo and image of the cart to use on the front page. (Unfortunately, will a lot of people talking about this at Westville, some of the material they sent to me was not exactly what they wanted me to use!)

No one liked the theatre curtain for the video page, and after sleeping on it, neither did I. The staff will be sending me two images to try: one of a log cabin, the other of the door to a cabin or house. I will add a short introduction to the video on each video slide.

I am working on simplifying the front page. Uduu has built-in navigation icons and a menu bar, which I will use. That will eliminate the "hands" to navigate at the bottom of the page. Overall, I will adapt my design and include darker Westville colors and simplify the presentation.

Advance organizer

Provide the image, chart, or visual **and** a description of how that image may change as you present it at the end and/or beginning of each objective. Be sure to optimize your image(s) so it is as small as possible for this document. You may want higher quality in your EdWeb but for this Word document, please include the smallest file size possible.



Advance Organizer



Advance Organizer: Begin new module

The A-O will indicate the start of a new module in a larger font size, bold, and different color.



Module Learning Objective: show after A-O/Begin new module



Module Outline: Show after Module Learning Objective

Style Guide issues

- Describe or exemplify any icons you plan to use throughout your EdWeb, e.g., a “print” icon if you want students to print a handout or job aid or a “Do” icon for when you want students to practice or “do” something.

I wanted to use antique-looking icons for navigation,(as shown in my Content Inventory), but I will instead use the navigation icons that are included in Uduutu: Next, Back, Exit, Start /Stop/Pause Video, Mute, Refresh, Print (for Job Aid). I have to work with the assessment templates in Uduutu and see if I will be able to include a “Do” icon. I still plan to use an icon for “Making Comparisons” (chain links).

- Links: Are you going to provide the URL or are you going to link to the site from a few words in the text?

At this time, the only links I might include will be in a “To Learn More” format or page, separate from the instruction. In that case, I will provide the URL.

- Describe and/or exemplify other common elements you plan to use throughout your EdWeb.

First I want to re-work my color palate and set up samples in Uduutu. I want the design to be uniformly simple, yet visually interesting. I don’t want to clutter the screen with icons or unnecessary elements. In response to this question, I am still revising my design, so I am not yet certain about the elements I will use throughout my edweb.

Functional Prototype

1. Objective:

1.0 Objective

List your formal instructional objective in the shaded table below, i.e., copy the first objective from your EdWeb A&D document.

Given 13 images of the materials used in the Shelter program, students will match each image with its name and description of its use with 100% accuracy.

1.1 Interesting Introduction

See Horton p. 296. This is essentially your objective restated to be interesting and motivating to your learners. Use the shaded table below.

Illustration of a carpenter's tool box with a thought bubble containing the text "I sure hope there's a foe in here!"

1.2 Description of Content

Go to your EdWeb A&D document, Section V: Design, Subsection 3: Learning Activities. Copy the description of your learning activities for this objective into column one of the shaded table below. Fill in columns 2 and 3, to describe existing content and images you will use to dual code the text.

Learning Activities (from your EdWeb A&D document), Use one row for each Absorb, each Do and each Connect activity.	Status of Content for each Learning Activity. If the content exists, where is it? What is the file name(s)? If you are creating this content, what resources will you use to create it?	Dual coding and picture superiority effect. What images do you have or will you create to dual code each of your Learning Activities?
Absorb		

View slides of the materials used in the Shelter program. Each slide contains images: material, material in use, item created by using the material, and text: name of material, program and step in the program where the material is used, description of material including products created by using the material.	I am compiling the content from information provided by Westville staff.	All of the materials slides will share the same layout and color scheme. Because each slide will contain 3 images, I don't think I need to add any more images to dual-code. I don't want the slide to be overly cluttered.
Watch video of the Shelter program presentation demonstrating the use of each tool.	I have the video.	A video screen appears on the page. The video contains the materials, steps, and instruction on presenting the Shelter program.
Do		
Complete quizzes matching object to name and function.	I will use the same image of the material that I used in the instruction.	Use of real objects to match with name and use.
Connect		
"Making Comparisons" activity: using a set of questions, learners ponder similarities and differences between homebuilding in the 1850's and today.	I created the content based on discussions with the SME.	Images: 1850's cabin and modern house.

1.3 Job aid

Job aids replace memorization. Does your objective call for a job aid?

No

If yes, describe it here. **Should** your objective call for a job aid because it is not important for learners to memorize this information? If yes, then revise your objective above.

Does this job aid exist? If yes, include the file name. If no, what resources will you use to develop it?

1.4 Our CIVs

Describe **specifically** how you will apply our CIVs to this objective. You may not be able to apply all five of them to this objective but use the shaded table below to describe your ideas or possible strategies for how to apply at least some of our CIVs to this objective. Be sure to review what you wrote in your EdWeb A&D document about applying our CIVs.

CIV	Specific plans for applying our CIVs to this objective
Learner Centered	This group of learners likes teaching with objects and is interested in learning about how things worked in the past. The instruction is relevant to their presentations in schools.
Contextual	This instruction directly relates to what they will do in the real world as presenters.
Social	The video will be filmed at Westville and star staff members who will be known to these learners. This will reinforce the idea of being a member of a group. All presenters will have to complete this training which will result in a group of people with shared experience.
Active	The quizzes are hands-on type activities that will help learners understand how to use objects by matching objects with the description of its name and use.
Supportive	The quiz will have attaboys prompts. I will also include "coaching" type prompts for incorrect answers.

1.5 Your theory of learning

Review and revise, if necessary, your theory of learning, which you described in your EdWeb A&D document, Section V: Design, Subsection 1a: Instructional Design

Model and Theory of Learning. Describe your theory of learning in column one below and describe how you will apply that theory to this objective in column two.

<p>My Theory of Learning</p>	<p>How I will apply my theory of learning to this objective.</p>
<p>d. My thinking on how adults learn is in line with constructivism: people take in new information and then use their existing knowledge and experience to examine the new information, assess its usefulness, applications, and relationships or connections with what they already know. Also, I really like Horton’s Absorb, Do, Connect approach because I believe it’s important to provide multiple ways for learners to access and process information.</p>	<p>The learners for this instruction have a good grasp of interpretation skills and general knowledge of daily life in the 18th century. This provides a rich context for instruction on materials used to perform the various tasks, as they have a body of knowledge in which to insert new information about materials. As interpreters they will be looking at “How can I use these materials to teach?” Watching the video of the presentation will help them to see themselves presenting the program. Reading about materials and their use in a slide show will give learners the basics to be able to succeed in the “Do” quiz activities. Having a range of written and visual information including lots of images of actual objects and the presentation breaks up the monotony of just reading information. The Connect activity, in which learners are given a set of suggestive questions to prompt their thinking (ponder) to compare homebuilding in the 1850’s and today will help learners put the information they have learned to work.</p>

1.6 Other than Horton’s Absorb, Do, Connect model (section 1.2 above), our CIVs (section 1.4) and your theory of learning (section 1.5) , what, if any, other instructional design models do you plan to use?

In your EdWeb A&D document, Section V, Subsection 1c, you may have identified other learning theories or instructional design models you want to use. If you completed that section, please list those theories or models in column 1 of the table below.

In column 2, describe how you plan to apply those theories or models to this objective.

In column 3, describe how these additional models overlap, complement, or compete with Horton and our CIVs.

Instructional Design Model (other than Horton or our CIVs)	Specifics about how you plan to apply this model to this objective	How this model overlaps, complements, or competes with Horton and our CIVs.

1.7 Mastery test questions to measure the degree to which learners achieved this objective.

Go to your EdWeb A&D document, Section IV, Subsection 6. Copy and paste the description of how you will measure if a student has mastered this objective into the shaded table below. If your learners are volunteers, you can still provide a “mastery test” but call it a self-check or quiz. It will provide important information for you about what your learners learned.

If you think your “mastery test” needs to be improved, please revise as necessary.

Hint: Review the formal instructional objective above, which describes what students will learn in this section of your EdWeb. Make sure what you provide here measures what you described in your objective.

Given 13 images of the materials used in the Shelter program, match each image with its name and description of its use with 100% accuracy.

1.8 Notes or comments

Use the table below to describe anything not covered in the sections above.

--

2. Functional Prototype Formative Evaluation Process:

To conduct the Formative Evaluation of my Functional prototype, I will email the questions and link for my prototype to Michelle Alexander, Director of Education at Westville. Michelle will then forward the information to the 5 people who will conduct the evaluation. (Michelle is the SME; she will also evaluate the prototype, but will respond to a different set of questions.) Each person will email their completed questionnaire to me.

3. Functional Prototype Formative Evaluation Participants:

There will be a total of six formative evaluation participants. Michelle is the SME, and I will ask her to answer content questions in addition to the questions asked of the other participants. One of the participants, Veronica, is the office manager, jack-of-all-trades, and IT specialist. She knows how Westville “works”, is familiar with the programs, and understands the staff and volunteers who will be presenting outreach programs. Veronica has a well-rounded perspective. In addition to Veronica, four volunteers who have signed up to present programs will evaluate my Functional Prototype.

4. Functional Prototype Formative Evaluation Questions:

The following are the questions I will ask all of the people who evaluate my prototype:

1. Did you understand how to use the Course Map to select modules and items within each module?
 - a. No. I thought the Course Map was confusing. I think it would be easier to use if _____.
 - b. The Course Map was OK, but I think it would be easier to work through the course if _____.
 - c. The Course Map is fine once you try using it a few times. I think it would help if _____.
 - d. I understood how to use the Course Map: it’s good.

2. When you were working through the Shelter module, did you proceed in sequence from start to finish, or did you direct your own learning by choosing sections of the module in the order you preferred?
 - a. I worked through the module from start to finish.
 - b. I chose sections and completed the module as I wanted to.
 - c. I had difficulty using the Course Map, so I just used the forward and back arrows at the top of the screen.

3. The instruction and quizzes for the materials is designed for students who have no knowledge of 1850's pioneer homebuilding materials and tools. Understanding that students bring a wide range of knowledge to this course, do you think the instruction provided the information an instructor would need to use the materials in presenting the Shelter program?
 - a. I think there should be more information on what the tools are used for.
 - b. I think the information was sufficient to prepare a person to present the Shelter program.

4. In the materials slides, did the images of the product made by using the tools help you understand how to explain the tools as used by the pioneers?
 - a. On this/these slides, it would be better if there was a picture of:

Name of material _____

Name of material _____

Name of material _____

Name of material _____
 - b. The images of the products made by using the tools helped me know how to explain how pioneers built their homes.

The following are the questions I will ask the SME in addition to those above:

1. Is the content accurate? Is there anything you want to add?
2. The materials are presented in the order instructors will use them in the program. Is the sequence correct? What do you want to change?
3. Some of the instruction is very basic: for example, most people know what an axe is and what it's used for. Still, many people have not thought about how to notch logs to join them when making a cabin. Do you think the instruction is too basic, or just enough? What would you like to add or change?
4. The "matching" quizzes are easy, but you want to be sure your instructors are clear on their materials. We don't want to appear to be talking down to anyone: do you think the quizzes should be more challenging, or, perhaps we should add more humor?

5. Navigation Justification:

The navigation for this course will be sparse (Horton p. 533: “Best for simple tutorials taken by novices” and “Makes the experience more predictable”): the learners represent a wide range of backgrounds and experience using the internet. Most have never taken online instruction, and use the internet for leisure or to research topics. I want learners to feel at ease while completing the course, and by using the forward and back buttons (Paging, Horton p. 535 “provides a logical path through elearning” and “Let learners methodically visit every topic”, p. 537), learners can, if they like, just work the course from beginning to end, and they can go back and review at any time. For learners who want to choose the way they move through the course, the Course Map is an option. (Menus, Horton p. 537) Learners access the Course Map from the top navigation bar: the Map opens in a new window (Menu on Demand, Horton p. 539). From the Map, learners may select topic in any module. Some may, for example, prefer to complete all of the materials sections of the 4 programs, and then complete all the steps, and so on. The Course Map is an expanding menu: a learner may select the module or a part of a module, or an item in a part of a module. (Horton, p. 549 “Should you use a menu?... A good menu is essential if learners need to zero-in on specific subjects.”) The expanding menu allows learners who have a high degree of knowledge about the subjects to move through the course rapidly: they are only required to complete all of the quizzes. It also allows learners to focus on what they need to learn, more than what they already know: for example, one learner may know all of the materials in the Shelter program, and choose to just take the quizzes. But when it comes to the Food module, that same learner may know little, and need to go through the entire module.

6. **EdWeb Reflections:**

1. How are you feeling about your EdWeb?

I think I will have to revise some of the content: I’m not really happy with the “Product” portion of all of the materials slides. I think the navigation will be easy for learners. Once I get through this Functional Prototype, completing the whole course, meaning Food, Chores, Clothing, and Shelter, should go well. I think the presentation is good for this subject and this group of learners.

2. What is the most important thing you have learned about designing and developing elearning instruction? I have learned that it is possible to revise FOREVER! Regarding design: it’s so easy to miss a “bold” or font size or alignment: it’s much easier to work with templates to achieve consistency. Also, less is better: don’t clutter up the screen. Regarding content: it’s important to know exactly what you need from the SME and request it early. I had to find a lot of images and supply a lot of content because I know Michelle is swamped, having just lost her educator. Basically, I have learned that this process takes a really long time, you have to be very precise, you have to be accurate, and always remember the learner.

3. If you could travel back in time to the beginning of this semester, i.e., January 18, 2011, what would you do differently in terms of your EdWeb? I would have nailed those learning objectives a lot earlier! But, changing edweb topics couldn’t be helped. I would have forced myself to learn CSS over the winter break so I could design more independently.

6. Resources

- Your content inventory and your EdWeb A&D document.
- The results of the Formative Evaluation of your Design Prototype, i.e., what changes are you going to make based on the data you collected and what did you learn about conducting a formative evaluation?
- For interface design: R. Williams, *The Non-Designers' Design Book* and W. Horton, *e-Learning by Design*
- For Dreamweaver: Lynda videos & Dreamweaver textbook(s)
- For instructional design: Horton, *e-Learning by Design* and our CIVs.

7. Examples

Art and Culture Throughout Time: Carol Parenteau:

<http://ouray.ucdenver.edu/~cparente/index.html>

AORN: Cathy Halterbaum: <http://ouray.ucdenver.edu/~chalterb/index.html>

Congenital Heart Defects: Christine Gille: <http://ouray.ucdenver.edu/~cgille/edWeb/>

Culture and Diversity: Amy Priest: <http://ouray.ucdenver.edu/~apriest/>

Strategies for Moving Past Fear: Cheryl Blum:

<http://ouray.ucdenver.edu/~cblum/fear/index.html>

VII. EdWeb A&D Update #2

Please add these 10 new sections to the end of your EdWeb A&D document. This assignment is due Monday, May 2nd, and is worth 200 points. See the Evaluation Criteria below.

1. **Functional Prototype formative evaluation results.** Please use a table like the one below for reporting the results of the Formative Evaluation of your Functional Prototype and the revisions you plan to make based on this data. Note: If you did not use a Likert scale question, then you do not need to report the mean score as shown below.

Question 1	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
------------	------------	------------	------------	------------	------------	------------

Did you understand how to use the Course Map to select modules and items within modules?	Yes: I understood the course map, it's good.	Yes: I understood the course map, it's good	Yes: I understood the course map, it's good	Yes: I understood the course map, it's good	Yes: I understood the course map, it's good	Yes: I understood the course map, it's good
--	--	---	---	---	---	---

Mean [average] for Likert scale questions:

Revisions you will make to your EdWeb based on this data.

None.

Question 2	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
When you were working through the Shelter module, did you proceed in sequence from start to finish, or did you direct your own learning by choosing sections of the module in the order you preferred?	I worked through the module from start to finish.	(Other response: I worked through the course once from start to finish, then went through it again with the course map.	I worked through the module from start to finish	I worked through the module from start to finish	I worked through the module from start to finish	I worked through the module from start to finish

Mean [average] for Likert scale questions:

Revisions you will make to your EdWeb based on this data.

None.

Question 3	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
The instruction and quizzes for the materials are designed for students who have no knowledge of 1850's	I think the information was sufficient to prepare a person to present the Shelter program.	I think the information was sufficient to prepare a person to present the Shelter program.	I think there should be more information on what the tools are used for. <i>Added:</i>	I think the information was sufficient to prepare a person to present the Shelter program	I think the information was sufficient to prepare a person to present the Shelter program	I think there should be more information on what the tools are used for. <i>Added: Include</i>

homebuilding materials and tools. Knowing that students bring a wide range of knowledge to this course, do you think the instruction provided the information an instructor would need to use the materials in presenting the Shelter program?		<i>Added: suggest adding more videos of people using the tools.</i>	<i>suggest adding more videos of people using tools.</i>			<i>a video of building a log house.</i>
--	--	---	--	--	--	---

Mean [average] for Likert scale questions:

Revisions you will make to your EdWeb based on this data.

The staff at Westville is working on preparing new videos that will show tool use. They also have a contact with the National Park Service who will provide a video of log home construction. The log home building video will be included in “additional resources”. We have not yet decided if the short videos of tool use will be included in with the materials or as additional resources.

These video pieces are not yet available and will be added later.

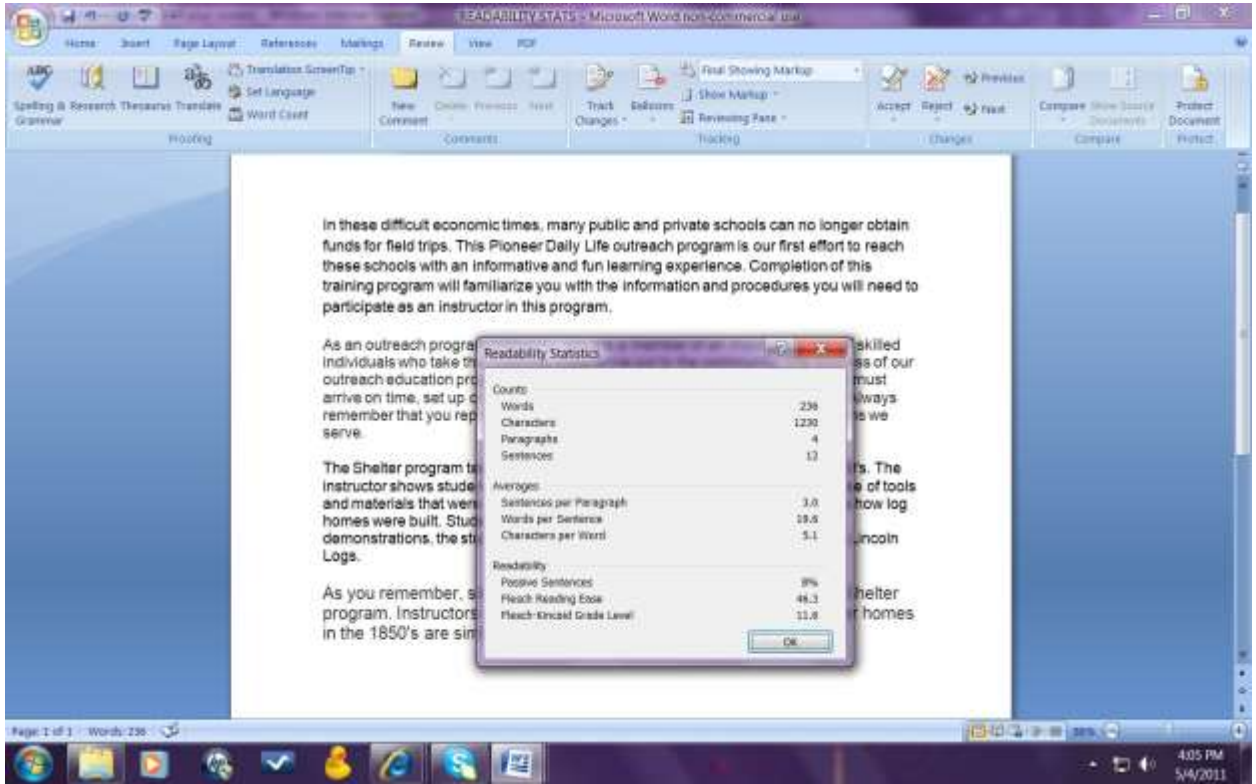
Question x	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6
In the materials slides, did the images of the product made by using the tools help you understand how to explain the tools as used by the pioneers?	The images of the products made by using the tools helped me know how to explain how pioneers built their homes.	The images of the products made by using the tools helped me know how to explain how pioneers built their homes.	The images of the products made by using the tools helped me know how to explain how pioneers built their homes.	The images of the products made by using the tools helped me know how to explain how pioneers built their homes.	The images of the products made by using the tools helped me know how to explain how pioneers built their homes.	The images of the products made by using the tools helped me know how to explain how pioneers built their homes.

Mean [average] for Likert scale questions:

Revisions you will make to your EdWeb based on this data.

None.

2. **Reading Level Assessment.** Conduct a reading level assessment on your Functional Prototype and report the results here. Use the job aid called Readability Statistics in DocSharing. Provide a screen capture of the results table. Passive sentences should be below 10%.






3. **Reflections on the results of your Readability Statistics.** What did you learn from conducting this readability assessment? What revisions, if any, do you plan to make to your EdWeb?

I revised some of my sentences based on my passive voice report. I am glad the reading grade level is just below grade 12: it fits well with the education level of learners, all of whom have completed high school yet few have attended college.

4. **Categorization of your images.** Categorize each visual in your Functional Prototype using the Graphics job aid (in DocSharing). Please use a table like the one below. Also, please optimize your screen shots to make them as small, in terms of file size, as possible. You can use thumbnails if you want. No BMPs; they are too big (in file size).

5.



Name of Graphics Category	Screen shot (optimized or thumbnail)	Location of this image, i.e., the name of the page in your	Number of Images in Category

		EdWeb	
Decorative: Used to motivate or gain the attention of the learner.		Page1:Welcome Also Pages 3 & 6	9
Navigational: Enable learners to move around the instruction.		Top navigation bar.	5
Representative: provide the same information as the text.		Page 18. Also in quizzes.	58

6. **Reflections on the distribution of images in your EdWeb.** How many images do you have in each category? How do you feel about that distribution? What changes, if any, do plan to make to your images? Note: You do **not** have to have images in each category and you do **not** have to have an even distribution of images by category.

I don't intend to make changes to my images. This edweb is very visual due to the nature of the instruction: learners have to know what the tools and materials they will be using look like, how they work and what they make. I feel the images I've included to motivate and draw interest to the topics are very good and effective. The navigational icons do a fine job of enabling learners to use the course.

7. **Dual Coding examples.** Provide three examples of the dual coding in your EdWeb. Please use a table like the one below.

Screen shot (optimized or thumbnail)	Location of this image, i.e., the name of the page in your EdWeb	What text does this image replace or “dual code”?
	Page 29: Making Comparisons.	These images represent a pioneer log cabin and a modern house. Viewing these images helps the learner see differences between the cabins and prepares him/her for the “Making Comparisons” activity.
	Page 4: You're Part of a Team	The image of many hands working together at a task dual-codes the role of teamwork among the outreach educators. Additionally, this image is of children doing a Westville program, which focuses attention on the people the programs serve.

	<p>Page 34: Congratulations!</p>	<p>This image of graduates (at an earlier time in history) dual-codes completing the Shelter program. Graduation signifies the successful completion of something: as the image has people in cap & gown, the image signifies graduating from a class or school.</p>
---	--------------------------------------	--

8. **ADA Accessibility.** There are three parts to this new section.

Part 1: Does the authoring tool you used provide any kind of ADA accessibility test? Please check the website of the authoring tool you are using, as well as the Help section. This is a yes/no question.

Part 2: If your authoring tool provides an ADA accessibility test, please run it on your EdWeb and report the results here.

Udutu includes a Section 508 tool. The only parts of my edweb that did not pass the 508 test are the three Materials quizzes.

Part 3: Review the following two websites and in 50 to 100 words describe how you might assess the ADA compliance of your EdWeb. There are three levels of “accessibility” and typically, developers aim to meet only the level 1 standards. For more information, see the ADA site <http://www.ada.gov/adahom1.htm> and the W3C site <http://www.w3.org/TR/WCAG/>

The primary reason we want students to investigate ADA criteria is to experience how designing for ADA is a lot of work and needs to have a decent budget. It is not something you can do in an afternoon.

There are a few things I could do to make my edweb more ADA compliant, including adding a transcript of the video, providing a supplemental text that is below lower secondary school. As it is now, some of the good points are: learners have all the time they need or want to complete the instruction, they can stop and start as they like, the navigation is logical and consistent, there are no flashing lights that would trigger seizures, the layout of the pages is simple and there is good contrast on each page. When I complete the remainder of this edweb, I will be more aware of ADA

guidelines and not include elements that could be problematic for this group of learners.

9. Reflections on ADA.

a. Does the organization for which you are developing your EdWeb require ADA compliance?

b. If yes, what level? No.

c. If yes, what are your plans to insure your EdWeb meets the required compliance level?

d. What is the most important thing you learned about ADA?

I have learned that creating ADA compliant web pages would be a great 3 credit course. I'd like to design more in an ADA compliant way. It seems it would be good practice to develop those skills now, before I learn more about how to develop in non-compliant ways.

10. Peer Review. What revisions did you make (or do you plan to make) to your EdWeb based on the Peer Review another student conducted on your site?

I added information on how long it will take to complete the online training.

11. Future plans for your EdWeb.

After INTE 5670, what are your plans for your EdWeb? What content might you still need to add? I will complete the entire edweb over the summer, changing and adding content once the changes in outreach programs are finalized. I hope the staff at Westville is able to create new, short videos of tools and materials, as well as several for the Food and Chores programs.

What instructional strategies, such as simulations, animations, or podcasts do you need to add? I'd like to find a way to use an animated list, and I would love to find a way to create paper-doll type image that learners could "dress" with pioneer clothing.

When do you plan to implement your EdWeb with "real" students? Mid-August 2011.

8. Evaluation Criteria

- Be sure to put your answers to each of these questions at the end of your EdWeb A&D document.
- There are 10 questions. Question #1, about the results of the Formative Evaluation of your Functional Prototype, is worth 100 points. Questions 2 – 10 are each worth 9 points (for a total of 99 points). Total points for the EdWeb A&D Update #2 is 200.
- We will deduct one point for each typo, grammatical error and passive voice sentence.

- The name of the file you submit should follow this format: Firstname Initial of last name_EdWebA&DUpdate2_Date you submit this assignment.
For example: TonyW_EdWebA&DUpdate2_May2_2011.
- This assignment is due Monday, May 2nd. Your final EdWeb is also due Tuesday, May 2nd.
- If your EdWeb Update #2 does not earn the full 200 points, we will return it to you with comments and suggestions for improvement. You can then revise and resubmit the document if you want to pick up the remaining points.
- **Important:** If you resubmit a document, be sure to retain all of our comments and suggestions. Use Track Changes or Comments for all your revisions. This insures we can see the evolution of the document and that we are consistent in our feedback and suggestions.