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EDCI 572

RS Parents Forum Learning Module

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## **Design Document Part 1**

### **Project Overview:**

This project and subsequent online trainings will serve to create and develop an online social support/outreach platform for parents of the Rebecca School. This project will require the development of a private online platform using the Edublogs CMS platform. The final product will be presented to parents along with several video tutorials on using the online platform. The video tutorials will outline essential knowledge such as navigating to and logging on to the platform. Other tutorials will teach complex tasks such as creating forums, replying to other parents, creating calendar events, and saving the social site as an app onto phones/tablets. This platform will be released as a “beta” to a handful of parents in order to better test which functions and tutorials will better serve the entire parent community upon its final release.

Raising a special needs child can prove to be a difficult task. Parents at the Rebecca School have always participated in “parent groups;” groups that are organized with the purpose of allowing parents to connect and offer advice to one another. However, as the school grows parents are finding it difficult to re-arrange their schedules to attend these groups. Parents have begun to ask if the school can create an online space where parents can perform a multitude of different tasks. These tasks include: asking for advice, watching recorded versions of missed parent trainings, setting up playdates, and much more.

As the school grows, so will the desire for parents to have a medium for communicating with each other. In order to successfully develop and deploy an online community, a streamlined education process must be developed for participants. Whether this educational process is conducted via video tutorials, written tutorials, or in person classes; parents must be provided with the necessary knowledge required for using a new set of tools. Utilizing a human performance technology approach, the school can use this platform as a response to parents busy and demanding schedules.

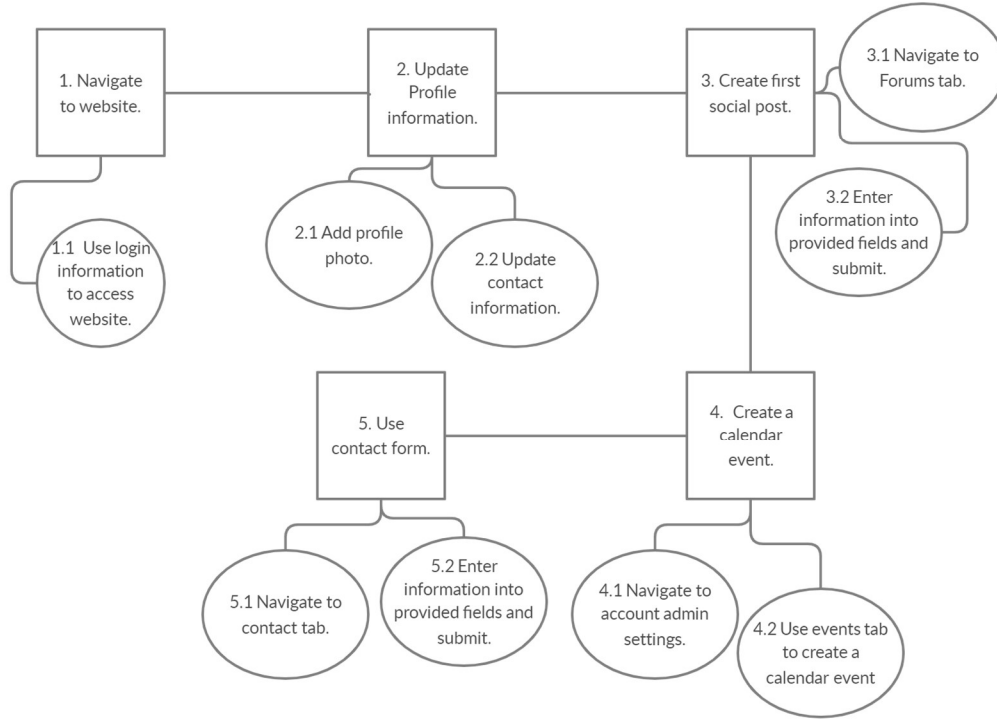
### **Goal:**

When working within the Edublogs application, learners will utilize all tools correctly.

### **Diagram:**

The following diagram demonstrates each main step, 1-7, along with the substeps required for achieving my main goal.

When working within the Edublogs application, learners will utilize all tools correctly



## Design Document Part 2

### Learner Analysis

The learner population for this learning module are parents, both male and female, between the age ranges of 22-68. Also, the learner population consists of over 200 learners. Since the varying age of this target population is so vast, there are varying degrees of expertise when it comes to successfully navigating and using online communication media. The sources of data have been gathered through interviews, online questionnaires, and other forms. Throughout the continued learning process I will focus on issues revolving around platform usage, user lockouts, and ease of communication.

<b>Information Categories</b>	<b>Data Sources</b>	<b>Learner Characteristics</b>
1. Entry Skills	Interviews <i>with learners</i>	Through interviews with learners, they have expressed interest in learning to use an online social platform to connect with other parents. They have been notified of the necessary entry skills which are: understanding what a web browser is on both a computer and mobile device, the ability to open up a web browser, and how to use a web browser to access different websites.
2. Prior knowledge of topic area	Observations of learner online entry forms and entry skills interview information  Interviews <i>During one-to-one &amp; group interviews, learners have connected their previous experience with using internet based technologies and communication platforms.</i>	Although learners have expressed experience in using online technologies (e-learning and online communication) I expect learners to be novice in regards to the subject matter. This is why the learning module starts from opening a web browser and ends at using the platform.
3. Attitudes toward content	Interviews with learners	Learners are interested in the topic as they have willingly

		signed up to learn about and use this social platform.
4. Attitudes toward potential delivery system	Interviews with learners and focus group Observations	Learners have responded well to using an e-learning module/training. They are happy to be able to learn at their own pace, on their own time, and be able to revisit instruction.
5. Motivation for instruction	Interviews with learners	Learners are motivated to learn to use this platform as their success will allow them to connect with other parents at their own leisure/discretion.
6. Educational and ability levels	Interview with school administration	All learners have a minimum of a high school diploma or GED. All those who are participating have the ability to use a computer and/or smart device.
7. General learning preferences	Interviews with learners and survey Observations.	Understanding which form of instruction is more helpful (print/video) will help me in understanding where instruction can be improved. Learners preferences are divided between both digital and print learning as the provided instruction allows them to learn at their own pace and revisit instruction.
8. Attitudes toward training organization	Not applicable	This is not applicable because, in order to be a part of this training, learners must have a student who attends Rebecca School. Furthermore, learners have voluntarily signed up to learn and use this online platform
9. General group characteristics	Interview with school administration	The learning groups characteristics are very

		diverse. The youngest learner is 22 and the oldest learner is 60+. Many future potential learners are also bilingual which may call for instruction to be written in other languages.
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### Performance Context

All training will be hosted online, so there will be no specific location for each learner. So the performance context for the learners will be within the usage of a computer screen or a mobile device. All skills that are developed will be utilized and furthered upon within the context of a computer screen or mobile device.

Data for this performance context were obtained through interviews with parents and observations of surveys.

Information Categories	Data Sources	Performance Site Characteristics
1. Managerial/supervisory support	Interview with the Director & Co-Director of the school	After speaking with the director and assistant director of the school, they are fully on board with the training module. They hope to adopt and adapt the training to for other learning aspects.
2. Physical aspects of site	Not Applicable	The physical aspect of the site is unmeasurable. Since skills learned will continue to be used in an online setting within varying locations, there is no way to measure the physical aspects of the site.
3. Social aspects of site	Interviews with school administration and Observation of learners	Learners will interact with each other from varying locations (home, work, or on the go).
4. Relevance of skills to	Interview with administration	The Performance and

workplace		Learning context are similar. Learners will use their skills on a weekly basis and develop upon them.
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## Learning Context

All learning will take place independently and through internet technologies. The main technology that will be utilized to conduct trainings will be Microsoft Sharepoint and Stonly. Microsoft Sharepoint will be used to deliver access to both video instruction and written instruction. Stonly will be used to create interactive text based instruction for learners who prefer to follow steps. The learning module and activities focus on the fundamental skills needed to successfully utilize the online social platform. Many learners have asked to receive access to both video and text based learning materials.

All data was collected through interviews and survey observations with parents.

Information Categories	Data Sources	Learning Site Characteristics
1. Number/nature of sites	Observation and Interview with learners	Since learning will take place within the learners site of choice (home, work, on the go, etc.) there will be numerous sites of learning. However, their site of choice must have the necessary tools required for learning (computer screen or smart device)
2. Site compatibility with instructional needs	Interview with school administration and learners	The choice of e-learning allows the school to deploy multiple different types of instructional materials (video and print). It also allows learners to learn at their own pace and reference the materials for a better understanding of the skills being taught.
3. Site compatibility with	Interview with school	E-learning is compatible with



learner needs	administration and learners	our learners as they may learn at their own speed and on their own time. This enables learners to keep their daily schedules and visit instruction when they are able to.
4. Feasibility for stimulating workplace	Interview with learners	The learning context is similar to the performance context. Learners will be learning the fundamentals of the social platform within the environment they will be working in.

### Assessment Plan

Learners will be continuously assessed through this ongoing development cycle. Assessment will take place in two manners: 1. Through a set of specified goals and 2. Through feedback using Microsoft Forms. Assessments will help me to rethink instructional strategies as more users sign up and learn about the schools social platform.

### Entry Skills Test

There will not be an entry skills test within the learning module and activities. After an interview or survey performed with the learner, the school will be able to assess the whether the learner has the basic entry skills required for the module. The interview and surveys may not be a test, but they establish the presence of what skills/knowledge the learner already has. The learning module and activities are designed for individuals who meet the minimum requirements of possessing some form of computer technology (computer or smart device).

### Pretest

Since the module and activities focus on teaching those with minimal experience in the Edublogs/Wordpress platform, there will be no pretest. Rather, it is more helpful to have prior knowledge of using a web browser and typing in a website link. All fundamentals will be learned over the course of the learning module and activities.

### Practice Test

The practice test will consist of providing each learner with a set of goals to accomplish. Learners will be individually tasked with: 1. Signing in, 2. Changing their password, 3. Creating

a forum post (either an introduction or a question), and 4. Replying to someone else's forum post. I will be able to verify user activity and see their accomplished tasks.

### Post Test

To better understand if learners can complete the terminal objective, a post test will be provided. This will solely consist of a practical test. Post module, the learners will be presented with various different objectives such as: 1. Create an event in the website calendar, 2. Invite others to the event, 3. Add calendar event information, 4. Editing their profile information, and much more. This will allow administration and the IDer to assess the learners understanding of the platform from beginning to end.

### Performance Objectives

<b>Terminal Objective:</b> When working within the Edublogs platform (CN), learners will utilize (B) all tools correctly (CR).	
<b>Performance Objective 1:</b> When working within a web browser (CN), learners will navigate (B) to Edublogs social platform correctly (CR).	
	<b>Subordinate Objective 1.1:</b> With login credentials (CN), learners will type in (B) their credentials into the appropriate fields correctly (CR).
<b>Performance Objective 2:</b> When working within the Edublogs platform (CN), learners will update (B) their profiles correctly (CR).	
	<b>Subordinate Objective 2.1:</b> When working within the Edublogs platform (CN), learners will upload (B) a profile photo correctly (CR).
	<b>Subordinate Objective 2.2:</b> When working within the Edublogs platform (CN), learners will update (B) their contact information correctly (CR).
<b>Performance Objective 3:</b> When working	

within the Edublogs platform (CN), learners will create (B) a social post correctly (CR).	
	<b>Performance Objective 3.1:</b> When working within the Edublogs platform (CN), learners will navigate (B) to the forum page correctly (CR).
	<b>Performance Objective 3.2:</b> When working within the Edublogs Platform (CN), learners will submit (B) a forum post correctly (CR).
<b>Performance Objective 4:</b> When working within the Edublogs platform (CN), learners will create (B) a calendar event correctly (CR).	
	<b>Subordinate Objective 4.1:</b> When working within the Edublogs platform (CN), learners will navigate (B) to account settings correctly (CR).
	<b>Subordinate Objective 4.2:</b> When working within Edublogs platform (CN), learners will create (B) an event on their calendars correctly (CR).
<b>Performance Objective 5:</b> When working within the Edublogs platform (CN), learners will submit (B) a contact form correctly (CR).	
	<b>Subordinate Objective 5.1:</b> When working within the Edublogs platform (CN), learners will navigate (B) to the contact page correctly (CR).
	<b>Subordinate Objective 5.2:</b> When working within the Edublogs platform (CN), learners will submit (B) a contact inquiry form correctly (CR).