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EDCI 572

## 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.

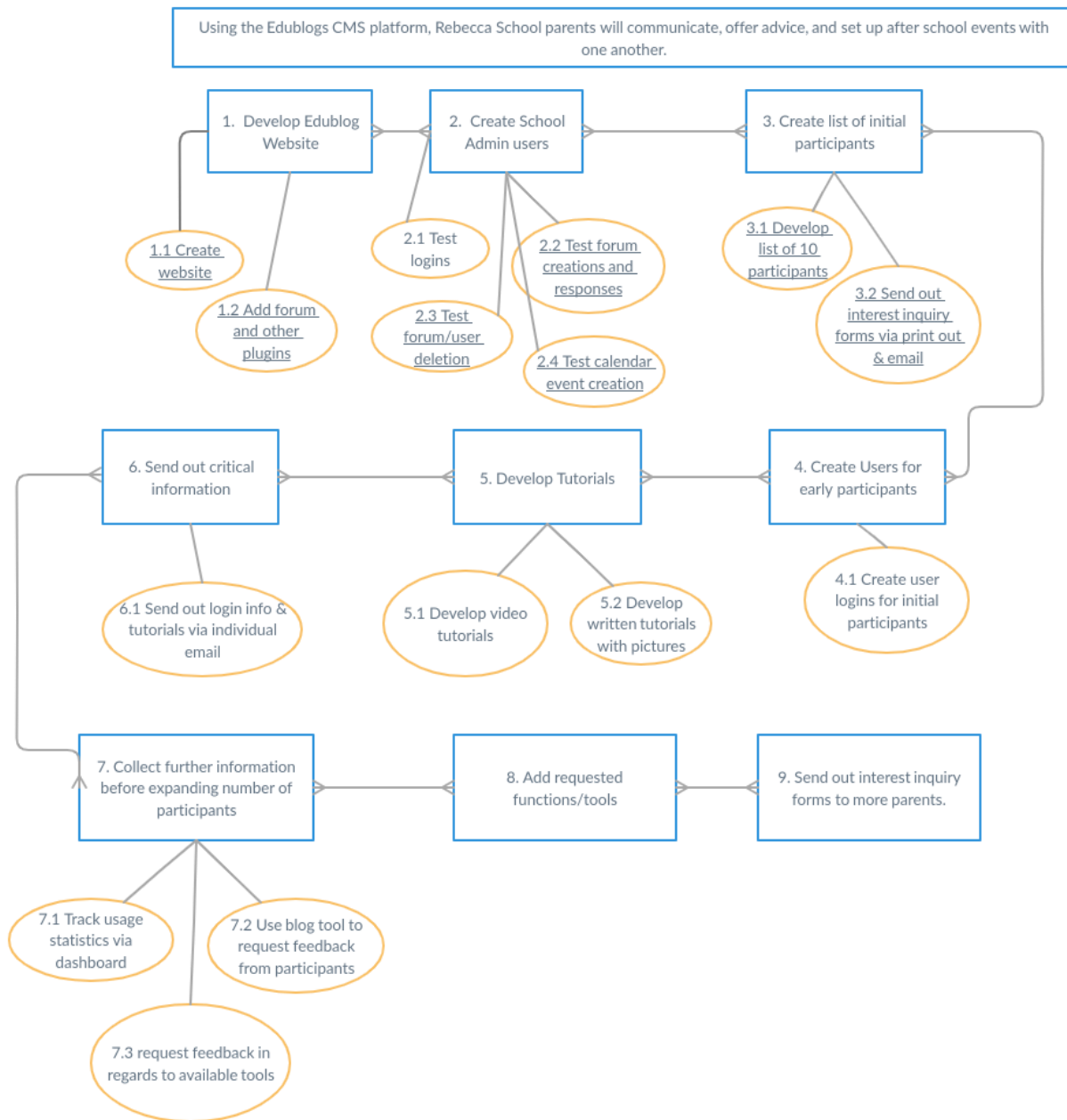
As the school grows, so will the desire for parents to have a medium for communicating with each other. In order to successfully develop and deploy an online community, a streamlined education process must be developed for participants. Whether this educational process is conducted via video tutorials, 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:

Using the Edublogs CMS platform, Rebecca School parents will communicate, offer advice, and set up after school events with one another.

### Diagram:

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



## IDER Reflection

This project has been quite a challenge so far. When executing something of this nature I typically tend to execute and change instruction as needed throughout the process. Having to actually be detail oriented and write out the entire design process has been difficult for me. Everytime I look over the project at hand, it almost seems simple to me. I have a design and development background so creating private webpages and social tools is not a new task. But having to write down my process seems daunting to me. However, this is a skill I must learn to master if I ever want to a true instructional designer.

Peer feedback has been essential to me in this process. My peers have made several beneficial suggestions that I have decided to add into my design process. Initially I had been focused on developing video tutorials for parents. My peers made me realize that videos may not be beneficial for everyone. As seen in my diagram, I have added the creation of video, print, and in person educational materials for every different type of learner. I have also added a step for acquiring user feedback in terms of platform functionality. There may be functions from other social sites that parents may want added in to this platform. So their feedback in regards to what functions should be added or removed will be essential to this platform.

### **References**

Dick, W., Carey, L., & Carey, J. (2015). *The Systematic Design Of Instruction*. Pearson.

## **Design Document Part 2**

### **Learner Analysis**

The learner population for this project will be the parents/guardians of students who attend the Rebecca School. This places population numbers around 160-200 people. The source of this data has been pulled from ongoing parent interviews and parent trainings. Throughout the process of developing and improving this social platform I will send/receive questions/answers via Microsoft Forms. I will also be observing on site user statistics to understand where users are clicking. Through learner/user observations and form answers I will be able to provide more training via print/video. This will help hopefully help in user retention and help keep parents on the platform.

<b>Information Categories</b>	<b>Data Sources</b>	<b>Learner Characteristics</b>
1. Entry Skills	Interviews <i>After creating user profiles/logins I will ensure that learners have the necessary entry skills required to navigate the online platform. This will be done by connecting with learners via form entries.</i>	Learners 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 required for using the platform.
2. Prior knowledge of topic area	Observations <i>As first posts are created on the platform, I will engage learners via online forms in order to gauge their current understanding on how the platform works.</i>  Interviews <i>As learners begin to use the platform, I will gauge learners knowledge levels on using forum/micro-blogging platforms.</i>	Learners have expressed interest and have been signed up for the platform. I expect novice users who have never used a micro-blogging platform. The printed/video tutorials are aimed at learners who have no experience in using micro-blogging platforms.
3. Attitudes toward content	Interviews <i>I will connect with learners as</i>	I must remain connected with learners throughout the

	<p><i>more and more are added to the platform to see how they feel about ease of use.</i></p> <p>Observations <i>As development cycles continue, I will observe learners attitudes towards the platform.</i></p>	platforms cycles of development in order to understand their attitudes towards the learning process for the platform.
4. Attitudes toward potential delivery system	Not applicable	This is not applicable as the only available delivery systems for instruction are via video and print materials.
5. Motivation for instruction	<p>Interviews <i>Through cycles of development, I will collect information from learners to see if the provided instruction is helpful and easy to understand.</i></p>	I am assuming that learners are motivated to learn how to use the schools private social platform. However, I will be sure to stay connected with learners to see if instruction is helping to meet their needs.
6. Educational and ability levels	<p>Observation <i>I will use the aforementioned website analytics and Microsoft forms to observe users abilities to understand and apply instruction.</i></p>	Observing learners will help me to reformat and create needed instructional materials.
7. General learning preferences	<p>Interviews <i>I will ask learners about which forms of instruction, print or video, have been more helpful to the learner.</i></p>	Understanding which form of instruction is more helpful (print/video) will help me in understanding where instruction can be improved.
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	Observation	With each development cycle

characteristics	<i>I will observe learner characteristics as more users volunteer to learn about the platform.</i>	the learner group will grow.
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**Performance Context**

Before creating, developing, and providing instruction, I plan to observe previous parent trainings that have been held on and off-site. This will help me gauge the learner populations understanding of similar online technology. I also plan to meet with my administrative team to see if there are any tools that have been used in the past to conduct e-learning experiences for our learner population. This will help me to understand our learners performance context.

<b>Information Categories</b>	<b>Data Sources</b>	<b>Performance Site Characteristics</b>
1. Managerial/supervisory support	<p>Observation <i>Observing other parent trainings to understand the role of the administration within training.</i></p> <p>Interviews <i>Interview administrative staff to make sure all tools are provided for learning.</i></p>	Rebecca School has many staff members who provide instruction to our parents. Working alongside me will be my manager and the organizations social work team. The social work team will provide me with information on parent learners and my manager will provide me with the appropriate technology for developing instruction.
2. Physical aspects of site	Not Applicable	This is not applicable as all instruction shall be provided through long distance technology (YouTube, Microsoft Forms, Zoom).
3. Social aspects of site	<p>Observations <i>Observe parents as they learn about and use the social platform.</i></p>	Learners will be learning independently and will receive nudges from me to help foster interaction with one another.
4. Relevance of skills to	Interview	One issue with this is figuring

workplace	<i>Connect with learners to see if they have the necessary entry skills needed to participate in this online platform.</i>	out if learners will have the technology to participate. If a learner signs up, but does not have a computer, my manager and I will have to think of a different way for the learner to participate.
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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 YouTube. Since most of the training will be conducted via video, we have chosen to supply the video instruction through YouTube. Many of the learners are already familiar with the platform which will help in their sign in and search for the learning materials.

<b>Information Categories</b>	<b>Data Sources</b>	<b>Learning Site Characteristics</b>
1. Number/nature of sites	Not applicable	This is not applicable as trainings will be held via long distance technology.
2. Site compatibility with instructional needs	Observe <i>I will observe to see if online instruction is the best form of learning.</i>	Internet instruction does meet our instructional needs. Learners may learn on their own at their own speed with no negative consequences.
3. Site compatibility with learner needs	Observe <i>I will observe to see if e-learning is the best format for learners.</i>	E-learning is compatible with 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	Observe <i>Observe the space of our learning environment.</i>	An e-learning environment allows me to teach an expanding number of users.

## 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

Potential learners will be asked a series of questions regarding their interest and knowledge in using online social platforms. This will help assess whether learning and using an online social platform is appropriate for them. These questions will also inquire about learners attitudes towards other parents in the school and staff as well. This will be done to assess whether or not a potential learner will use these learning materials to educate themselves on the platform and cause negative interactions with other users.

### Pretest

Besides an entry skills test, there will not be a pretest for potential learners. At this stage, learners will be provided with educational materials and a practice test.

### 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

As part of ongoing assessments, users will be sent form questionnaires regarding their attitudes about the platform. These forms will assess how often learners are using the platform, what they find difficult to use, and suggestions for improving learning/utilization. These assessments will be used to help reformat instructional strategies for future learners who join the platform. Assessments will also help in adding "practice test" objectives for new learners.

### Performance Objectives

<p><b>Terminal Objective:</b> By the end of the Edublogs tutorial development, Rebecca School parents will be engaged in their own learning (CR) so that they may foster positive</p>
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communication (B) amongst current and future platform users (CN)

<b>Performance Objective 1:</b> Keeping in mind potential users knowledge of social media sites (CR), develop a website (B) that potential users will find familiar (CN)	
	<b>Subordinate Objective 1.1</b> Given that many potential users use mediums such as Facebook and Instagram (CR), develop a similar sign-up & login process as those platforms (B) in order to inspire a sense of familiarity (CN).
	<b>Subordinate Objective 1.2</b> Understanding that many social sites utilize user posts, messaging apps and blogs (CR), integrate apps (B) that users will find easy to learn (CN).
<b>Performance Objective 2</b> Teach administration account creation (B) along with demonstrating post creation/deletion (CR). Have admins repeat the process on their own so that they may also teach parents how to navigate the site(CN).	
	<b>Subordinate Objective 2.1</b> Admins log in (B) to their accounts and must navigate to the "users" panel (CR) and create a sample user (CN).
	<b>Subordinate Objective 2.2</b> Having navigated the admin panel (CN), admins must use the forums/posts page (CR)

	to create/delete a post (B).
	<p><b>Subordinate Objective 2.3</b></p> <p>Understanding that users who "break rules" must be deleted (CR), admins must navigate to the "user's" panel (B) and delete a sample user (CN)</p>
	<p><b>Subordinate Objective 2.4</b></p> <p>Using the calendar tab, users will be able to navigate (CR) to the calendar, create/post (B) events, and respond to other event invitations (CN).</p>
<p><b>Performance Objective 3</b></p> <p>Given that not all parents will be signed up at once (CR), develop a list of several potential users (CN) and contact them about participation (B).</p>	
	<p><b>Subordinate Objective 3.1</b></p> <p>Understanding that many parents have asked for a social platform to connect (CR), choose a handful of willing participants (CN) who will test out the current platform (B).</p>
	<p><b>Subordinate Objective 3.2</b></p> <p>Having selected participants (CR), send out emails and print outs (B) to the select few about signing-up(CN).</p>
<p><b>Performance Objective 4</b></p> <p>Given that participation forms have returned (CR), create users (B) for each participant and prepare to provide them with login information (CN).</p>	

	<p><b>Subordinate Objective 4.1</b></p> <p>Given that participation forms have returned (CR), create users (B) for each participant and prepare to provide them with login information (CN).</p>
<p><b>Performance Objective 5</b></p> <p>Provide instructional materials so that learners can utilize the website (B) to foster positive communication (CR) and help to encourage other users self learning (CN).</p>	
	<p><b>Subordinate Objective 5.1</b></p> <p>Provide video instruction so that users may follow instruction visually (B) and recognize quickly what certain tools/functions look like (CR).</p>
	<p><b>Subordinate Objective 5.2</b></p> <p>Provide printed instruction so that users may follow instruction visually (B) and recognize quickly what certain tools/functions look like (CR).</p>
<p><b>Performance Objective 6</b></p> <p>Given that all materials and accounts have been generated (B), email participants their instructional materials (CN) along with their account information (CR).</p>	
	<p><b>Subordinate Objective 6.1</b></p> <p>Users will review materials (B), log onto the Edublog platform (CN), and navigate around the site (CR).</p>
<p><b>Performance Objective 7</b></p> <p>Allow users to get acquainted with the</p>	

platform (CR), communicate with one another (B), and provide feedback (CN).	
	<p><b>Subordinate Objective 7.1</b></p> <p>Using dashboard statistics (CR), track user engagement and content creation (B) to fully test utilization of the platform (CN).</p>
	<p><b>Subordinate Objective 7.2</b></p> <p>Understanding that users will either have questions or request better tools (CN); use contact forms (CR) for user feedback (B).</p>
	<p><b>Subordinate Objective 7.3</b></p> <p>Perform several rounds of form feedback (CN). Learn what users find to be the most difficult tasks (CR) and see if new tools, functions, etc can be implemented (B).</p>
<p><b>Performance Objective 8</b></p> <p>Given that users have utilized the platform for quite some time (CR), look over user feedback (CN) and implement changes in the system.</p>	
<p><b>Performance Objective 9</b></p> <p>Given that the site has been fully developed (B), slowly open up the platform to other parents and observe any new difficulties that may occur with usability (CR). Correct any issues (CN).</p>	

### **Instructional Designer Reflection**

This part of the design document seems to have been easier for me than the first part of the design document. As this process continues, peer feedback has been essential in every step of

the writing process. Another helpful aspect of the peer feedback is how positive my peers are in regards to my ideas.

What has gone well has been writing the learner analysis, learning context, performance context, and assessment plan. The reason for this is because most of these follow my action plan as an instructional designer. What has still been difficult is writing the performance objective. I am still getting used to writing objectives and figuring out how to label behaviours and criteria. Because of this, as I mentioned earlier, I rely on receiving peer feedback on my assignments.

The peer feedback progress has helped me realize where the gaps in my instructional strategy exist. For example, before this assignment I had no ideas for testing users on their knowledge of the platform. I had thought sending form questions would suffice, but peers had suggested that I create a set of goals that need to be accomplished after instruction is reviewed. This proved to be a wonderful idea to see if the provided instruction was easy to follow. Since peer feedback is so crucial for me, I have yet to ignore any provided feedback.

## **References**

Dick, W., Carey, L., & Carey, J. (2015). *The Systematic Design Of Instruction*. Pearson.