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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.

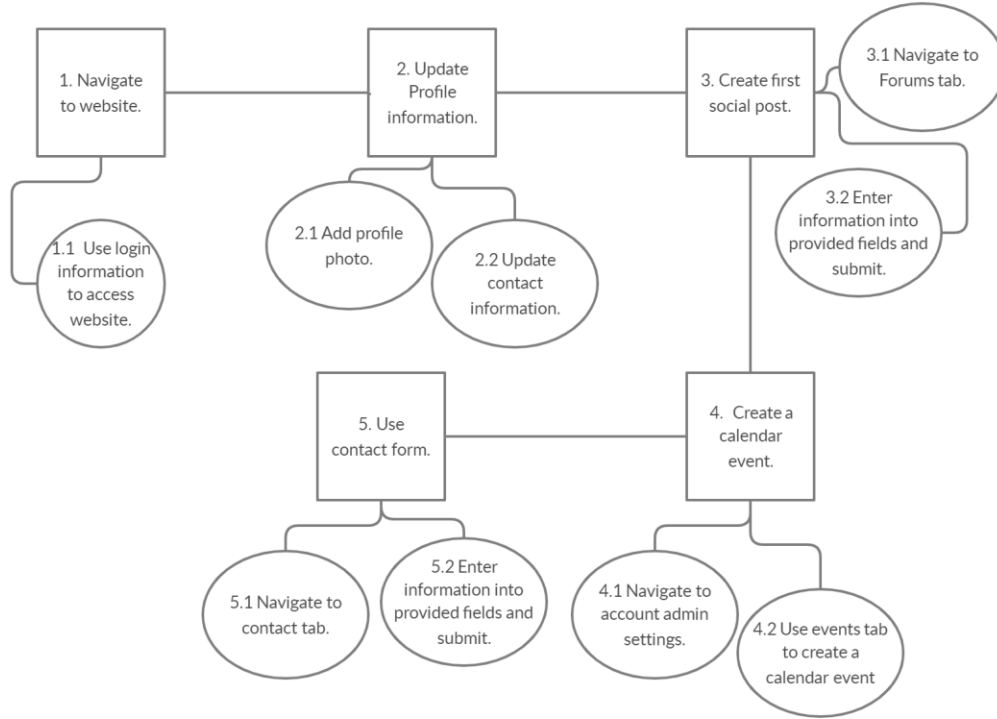
Goal:

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.

Information Categories	Data Sources	Learner Characteristics
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 & 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

<p>Terminal Objective: When working within the Edublogs platform (CN), learners will utilize (B) all tools correctly (CR).</p>

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

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

Design Document Part 3

Design Evaluation Chart

Goals / Step / Subordinate Skill	Performance Objective	Test Items
Learners will gain the fundamental knowledge to use the Rebecca School private social media platform correctly.	Terminal Objective: When working within the Edublogs platform (CN), learners will utilize (B) all tools correctly (CR).	The test will consist of a learning module that is accompanied by learning activities. These activities will guide learners through exercises they must complete in order to advance through the module.
1. Navigate to Edublogs website.	Performance Objective 1: When working within a web browser (CN), learners will navigate (B) to Edublogs social platform correctly (CR).	The first exercise will task learners with completing their login process. Navigate to the website, enter login credentials, and familiarize themselves with web pages. By completing the goals of this exercise, learners will be granted access to move forward through the learning module.
	Subordinate Objective 1.1: With login credentials (CN), learners will type in (B) their credentials into the appropriate fields correctly (CR).	This subordinate objectives test is part of the overall Performance Objective 1 test and will be assessed within that exercise.
2. Update user profile information.	Performance Objective 2: When working within the Edublogs platform (CN), learners will update (B) their profiles correctly (CR).	Exercise two will task learners with updating their profile information upon login. Adding a profile photo and update name/ contact information.

	Subordinate Objective 2.1: When working within the Edublogs platform (CN), learners will upload (B) a profile photo correctly (CR).	Learners will be provided with a short video to help guide them through uploading a photo from their desktop or phone.
	Subordinate Objective 2.2: When working within the Edublogs platform (CN), learners will update (B) their contact information correctly (CR).	Learners will be provided with a exercise that requires them to add contact information to their profile. Completion of this exercise will guide them to the next part of the learning module.
3. Create a community post within the online forum.	Performance Objective 3: When working within the Edublogs platform (CN), learners will create (B) a social post correctly (CR).	Exercise 3 will task learners with creating their first community post on the platform. Upon completion, learners will have the opportunity to move on to the next portion of the module.
	Performance Objective 3.1: When working within the Edublogs platform (CN), learners will navigate (B) to the forum page correctly (CR).	There will be no test for this subordinate objective. This is because an earlier exercise addresses how to navigate the website.
	Performance Objective 3.2: When working within the Edublogs Platform (CN), learners will submit (B) a forum post correctly (CR).	Learners will be provided with a short video that guides them through using the posting tool.
4. Create a calendar event within Edublogs.	Performance Objective 4: When working within the Edublogs platform (CN), learners will create (B) a calendar event correctly (CR).	Exercise 4 in the module will task learners with creating an event in their social calendar and inviting other users.
	Subordinate Objective 4.1: When working within the Edublogs platform (CN), learners will navigate (B) to account settings correctly (CR).	There will be no test for this subordinate objective. This is because an earlier exercise addressed navigating the platform.

	Subordinate Objective 4.2: When working within Edublogs platform (CN), learners will create (B) an event on their calendars correctly (CR).	Learners will be provided with a short video that will show them how to properly add an event to their calendar.
5. Submit a contact form.	Performance Objective 5: When working within the Edublogs platform (CN), learners will submit (B) a contact form correctly (CR).	Within the modules final exercise, learners will tasked with submitting a contact form.
	Subordinate Objective 5.1: When working within the Edublogs platform (CN), learners will navigate (B) to the contact page correctly (CR).	There will be no test for this subordinate objective. This is because an early exercise addressed navigating the platform.
	Subordinate Objective 5.2: When working within the Edublogs platform (CN), learners will submit (B) a contact inquiry form correctly (CR).	Learners will be provided with a short video that will show them what information should be written into a contact form. Learners will then submit a contact form.

Instructional Strategy Alignment

Learning Component	Design Plan
Cluster 1 Logging into Edublogs	Objectives 1 After opening up a web browser, learners will navigate to rparents.edublogs.org user login page. 1.1 When presented with the login screen, learners will enter their correct login information. Content Presentation Content: This cluster goes over the proper navigation to the Edublogs platform. This is

	<p>the most important first step in using any web platform.</p> <p>Example: Learners will be provided with short videos, through Microsoft Videos, that will show them how to properly type in the website url and where to enter their login information. The video will provide emphasis on what the proper login screen looks like, just in case they have typed in the incorrect web address.</p> <p>Student Grouping/Media Usage: Learners will not be in a group setting as they will be learning through e-learning technology. They will receive an activity that will present their objectives in the form of challenges that must be completed.</p> <p>Student Participation</p> <p>Practice Items and Participation : This is an opportunity for learners to evaluate themselves and understand whether they have achieved their goal by pressing the appropriate buttons within the online exercise.</p> <p>Student Grouping / Media Usage: Learners will use video or printed out references throughout this cluster.</p>
<p>Cluster 2</p> <p>Updating personal information</p>	<p>Objectives</p> <p>2 Learners will obtain an understanding of how to change/update their personal/contact information on the platform.</p> <p>2.1 After navigating to the account information page, learners will be able to upload a picture of themselves for their profile.</p> <p>2.2 After successfully adding a photo, learners will update their profile with contact information.</p>

	<p>Content Presentation</p> <p>Content: This cluster goes over how to update a profile on the Edublogs platform. This is necessary if learners are going to know who they are chatting with. It will include adding personal information, such as a photo.</p> <p>Example: Learners will be provided with short videos, through Microsoft Videos, that will show them how to upload a photo to their profile. There will be an emphasis on appropriateness of uploaded content (ex: no nude photos)</p> <p>Student Grouping/Media Usage: Learners will not be in a group setting as they will be learning through e-learning technology. They will receive an activity that will present their objectives in the form of challenges that must be completed.</p> <p>Student Participation</p> <p>Practice Items and Participation : This is an opportunity for learners to evaluate themselves and understand whether they have achieved their goal by pressing the appropriate buttons within the online exercise.</p> <p>Student Grouping / Media Usage: Learners will use video or printed out references throughout this cluster.</p>
<p>Cluster 3</p> <p>Submitting a community post</p>	<p>Objectives</p> <p>3 When looking to chat with other learners, parents will use the Edublogs chat function.</p> <p>3.1 Navigate to the chat page.</p>

	<p>3.2 Enter a question, or other information, into the appropriate fields and submit post.</p> <p>Content Presentation</p> <p>Content: This cluster will cover how to create a community post within the Edublogs platform. Social posts are how learners will communicate with one another.</p> <p>Example: Learners will be provided with short videos, through Microsoft Videos, that will show them how to properly utilize the chat function. There will be an emphasis on the appropriateness of conversations (ex: no cursing, no bullying, etc).</p> <p>Student Grouping/Media Usage: Learners will not be in a group setting as they will be learning through e-learning technology. They will receive an activity that will present their objectives in the form of challenges that must be completed.</p> <p>Student Participation</p> <p>Practice Items and Participation : This is an opportunity for learners to evaluate themselves and understand whether they have achieved their goal by pressing the appropriate buttons within the online exercise.</p> <p>Student Grouping / Media Usage: Learners will use video or printed out references throughout this cluster.</p>
<p>Cluster 4</p> <p>Creating an event</p>	<p>Objectives</p> <p>4 When wanting to set up an event, learners will create a calendar event and invite others to the event.</p>

	<p>4.1 Navigate to account settings and select events.</p> <p>4.2 Create new event and submit it to the calendar.</p> <p>Content Presentation</p> <p>Content: This cluster goes over how to create and add events to the Edublogs calendar.</p> <p>Example: Learners will be provided with short videos, through Microsoft Videos, that will show them how to create an event and invite other users.</p> <p>Student Grouping/Media Usage: Learners will not be in a group setting as they will be learning through e-learning technology. They will receive an activity that will present their objectives in the form of challenges that must be completed.</p> <p>Student Participation</p> <p>Practice Items and Participation : This is an opportunity for learners to evaluate themselves and understand whether they have achieved their goal by pressing the appropriate buttons within the online exercise.</p> <p>Student Grouping / Media Usage: Learners will use video or printed out references throughout this cluster.</p>
<p>Cluster 5</p> <p>Asking for further help</p>	<p>Objectives</p> <p>5 When help is needed, submit a contact form to school administrators.</p> <p>5.1 Navigate to the contact page.</p> <p>5.2 Fill out an submit contact form.</p>

	<p>Content Presentation</p> <p>Content: This cluster goes over how to submit a contact form. This is critical in the case that a learner is having issues with the platform.</p> <p>Example: Learners will be provided with short videos, through Microsoft Videos, that will show them how to navigate to the contact form page and submit a request.</p> <p>Student Grouping/Media Usage: Learners will not be in a group setting as they will be learning through e-learning technology. They will receive an activity that will present their objectives in the form of challenges that must be completed.</p> <p>Student Participation</p> <p>Practice Items and Participation : This is an opportunity for learners to evaluate themselves and understand whether they have achieved their goal by pressing the appropriate buttons within the online exercise.</p> <p>Student Grouping / Media Usage: Learners will use video or printed out references throughout this cluster.</p>
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Implementation Plan

The implementation plan I have developed involves a trial of my current learning module with eleven parents of the Rebecca School and two interns. They each have used other social media platforms and have expressed interest in participating in a school focused social platform. Of the nine, one is a software engineer/programmer who is developing a similar platform for a different population. The rest vary in careers; from stay at home moms, to restaurant owners, and firefighters. They each vary in age as well, from 27-40 years of age.

I am happy that they each have the required entry skills needed to participate in my module. First and foremost, this pilot will be a virtual pilot. Each have been sent a link to the

Rebecca School Microsoft Sharepoint, which houses all information needed for getting started with the module. The sharepoint is like a private website that has organized materials on its landing page (Edublogs website link, reference videos, and the learning module).

Evaluation Plan

My evaluation plan involves an interview with the nine initial participants. The interview will only be a few minutes and will involve a few questions:

1. How do you feel about the learning module? Was it easy enough to follow?
2. Was the learning module interactive?
3. Is there anything about the module you would change? What would that be?
4. Were the visual examples found within the module useful?
5. Did the module cover enough knowledge to help foster a fundamental understanding of the platform? Yes/No? Explain.
6. What would you add to the module?

Implementation & Formative Evaluation Report

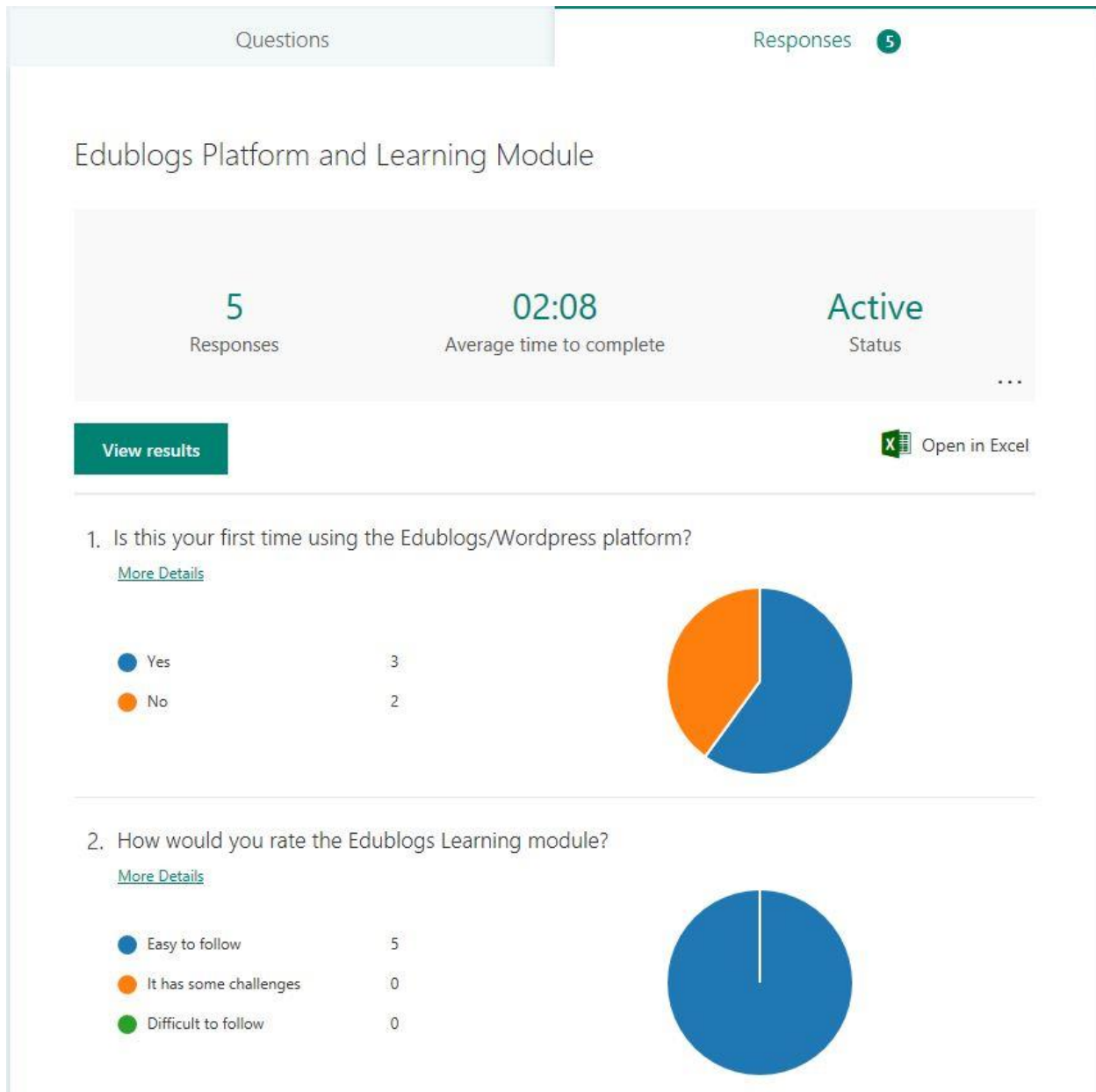
For my pilot run through, 13 users were selected to participate in the learning module for the Edublogs social website. The original invitees were nine parents, but two more parents were added during the middle of testing as well as my two interns. The eleven parents were instructed to use both the e-learning module as well as the video tutorial to help get them started with the platform. They were instructed to fill out a form at the end of the module in order to provide feedback. As for my interns, their goal was to identify any grammatical errors, instructional gaps, and to critique the visuals within the training. The overall goal of this initial launch was to find errors in instruction before the module and software are made available to all parent learners in the fall.

All 13 test users were provided with the login credentials for the Rebecca School Microsoft Sharepoint, which houses the links to each learning module and video material. They were also given individual user accounts to the Edublogs platform so that they may perform actions alongside the training module.

Of the 13 pilot users, only five in the end provided feedback. The overall suggestions circled around creating an app version of the module/software and gathering parents who are more willing to utilize the platform. I have changed the form to make all questions required so that users must provide specific feedback. Overall, the users who practiced what they learned had a fun time. They seemed to enjoy the module and all feedback was positive.

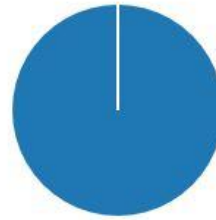
Below is the feedback data. Individual data is attached.

Raw Data



3. Did the module cover enough knowledge to help foster a fundamental understanding of the platform?

[More Details](#)



4. If Yes, please explain

[More Details](#)

2
Responses

Latest Responses

"You did such an awesome job Chris! You explained everything perfec..."

"The pictures along with the text made everything easy to follow. "

5. If no, please describe what was missing:

[More Details](#)

2
Responses

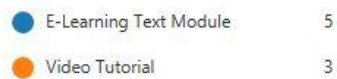
Latest Responses

": "

"n.a."

6. Which type of learning was most helpful?

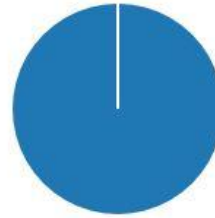
[More Details](#)



7. Were the use of visuals useful?

[More Details](#)

● Yes	5
● No	0
● Maybe	0



8. Do you have any other comments or suggestions? What can be added?

[More Details](#)

5

Responses

Latest Responses

"Hey Chris. Possibly consider porting this over into a phone version. T..."

"Would it be possible to add an app version for phones?"

"Your materials were wonderful, but the lack of interaction from other..."

9. Please provide your name as proof of completion

[More Details](#)

5

Responses

Latest Responses

"Erik"

"Demitri"

"Miriam T"

Final Reflection

This is it, the outcome of analyzation, design, development, and testing. The module was quite easy to develop and put together. However, it did undergo several edits. Up until a few days ago there weren't even "back" buttons that enabled learners to move back and forth through each module. There were also several issues with how fluid the module was to navigate. However, it seems I pulled everything together and caught some positive feedback about the module. Another issue was setting up the Microsoft Sharepoint which houses the links to each module. However, giving users private access opened a new window for future learning modules on other subjects.

There were a lot of challenges in this project. Towards the middle of the term I did not believe I would make it this far. As I stated in previous self-reflections, DD2 really put a wrench in my whole thought process. However, moments like that make me realize that I need to ask for help. In the end, all I can really do is stop, regroup, and keep on plugging away at the process.

No matter the grade, I'm always aiming for an A, this project has helped me grow as an instructional designer. I'm the type of person that just implements something without giving the learning process a second thought. This has taught me that there are a lot on different factors that must be accounted for and what learners would potentially learn must be easily explained. The biggest takeaway for me is, honestly, knowing how to properly write this entire design document. Since I am designing STEM learning modules for students, knowing how to write and present this document is valuable. I hope to continue growing and learning through this entire program at Purdue.

References

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

Learning Module Access

Please copy and paste Sharepoint website into web browser. Use provided login information to access the Sharepoint. All modules are clearly numbered in proper order. Video materials and survey are available in the Sharepoint as well. The link to the actual Edublogs website can be found within the Sharepoint too.

For even further examples, please use the provided “Edublogs Access” login.

Microsoft Sharepoint:

Website: <https://rebeccaschool.sharepoint.com/sites/TheRebeccaReader>

User: ptraining@rebeccaschool.org

Password: Rebecca!!

Survey:

<https://forms.office.com/Pages/ResponsePage.aspx?id=RdufXEimUEe7bHMkVTAnYKAJvPiAwwxLibLFFGWSdQhUMjRXWIRTWDJBWEowUDNHM1FMSDExVFpLMS4u>

Modules If not using sharepoint (I RECOMMEND YOU USE SHAREPOINT)

1. <https://stonly.com/explanation/1-website-login-l2JG6ZeP6S/Steps/8461>
2. <https://stonly.com/sl/348267ab-6889-488c-8ebb-815a8f093f11/Steps/9949>
3. <https://stonly.com/sl/bbdd934d-c715-4762-9850-8a43e74699cf/Steps/9969>
4. <https://stonly.com/sl/f31be04d-dd91-4b7f-96b5-2e1e12f978b3/Steps/9971>
5. <https://stonly.com/sl/b4516a15-355a-4f98-ab90-f9cbe574d62a/Steps/9986>