



Christopher Hernandez

3 months ago

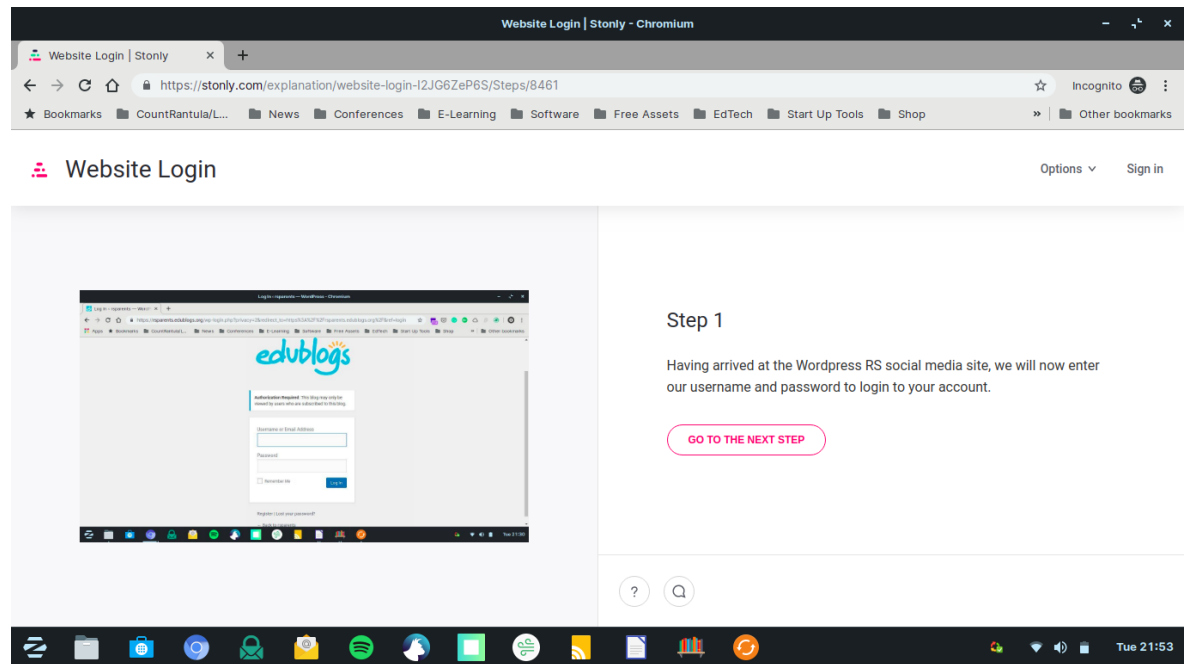
RE: Group 3

Hey All,

I am currently in the process of re-writing my goals. So this is one of my newer goals:

Objective 1.1: When working within the edublogs application (CN) learners will correctly (CR) log on to the platform (B).

Screenshot from print/web materials (non-video):

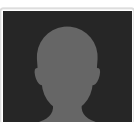


The activity in this objective is to correctly log in to the wordpress/edublogs social forum. This activity guide will take learners step by step through the login process and then, in the end, present them with a list of "checklist tasks". These tasks are essentially more objectives for the learners. The current interactive components are the buttons within the guide and the percentage completion meter on the page. I will also be adding "choices" to questions at the end of each segment.

You can view the interactive activity guide here: [Print Guide](#)

The assessment for this particular challenge will simply be logging in. As the administrator of the site, I am able to see all member activity and can view users last login time.

Hide 6 replies



Adrienne Foster

3 months ago

RE: Group 3



Hi Chris,

Your objective, activity, and assessment all support one another. Your objective is clear and directed towards one goal: users demonstrating the ability to successfully login to their account on edublogs. The step-by-step guide gives clear steps in the process. Some minor editing suggestions would be:

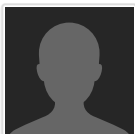
1. Changing the wording in Step 2 from "You have more than likely received an email describing your username and password. Go ahead and write your username in the username or email" field" to "You have received an email describing your username and password. Enter your username in the username or email" field". Using ambiguous wording such as "you have more than likely" might confuse some of the users, and if they have not received the email with the username, they will not be able to continue with the activity and will have to wait for the email before they can proceed.
2. In Step 1 you might want to replace the use of "we" and "our" with "you" and "your", since this is the only place in the guide where you do not use the second person pronoun.

You mention that your assessment will be looking at the member activity and seeing when they last logged in to their account, can you also see if users have been unsuccessful or locked themselves out of their accounts?

Good job Chris!

Adrienne

Hide 1 reply



Christopher Hernandez

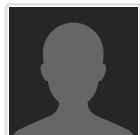
3 months ago

RE: Group 3

Hey Adrienne!

Thank you so much! That is a great question. On my end, I will be alerted if a user locks them self out. However, I can not see if a user was simply unsuccessful. This is where my wording of "correctly" comes into play. Since I can not see if a user has been unsuccessful, I am leaving room for a small percentage of error on the users part. With this, I am hoping that if unsuccessful they will listen to the end of each activity and contact me with any issues.

Also, thank you so much for the wording edits!



Ellen Price

3 months ago

RE: Group 3

Hi, Chris!

Great start on your updated objectives. I would suggest considering the way you word the criteria for the behavior. You could swap out correctly with 'successfully' -- especially because this is the wording used in the learning module, OR, you could explain how 'correctly' is measured--is it in accordance with the checklist learners will receive?

I agree with the wording changes Adrienne has suggested.

One thing I wanted to ask about--learners aren't entering their login credentials on the screen that's shown in the training module, right? They'll have to have that open on another screen in or another browser? I (maybe stupidly) was clicking to enter information into the box; just be sure your instructions are very clear about the learner actions happening separately from the training module. I hope that makes sense.

So will parents have a certain timeline to follow for logging in so that you can monitor their success? And if they aren't able to log in, will you be able to see that they tried? Just thinking about logistics here.

Ellen

Hide 1 reply



Christopher Hernandez

3 months ago

RE: Group 3

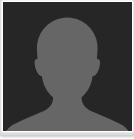
Hey Ellen!

I was planning on explaining how "correctly" was measured within the learner checklist, but I do also like how "successfully" sounds. Either way, I will explain how the word of choice is measured.

Yes! They will have to have another tab open to enter their login information. Originally, I was planning on sticking with only video, but after the suggestions of text learner materials and the app Stonly I discovered, I decided to develop this activity. Maybe I will add some text to clarify that it is an image and the empty boxes can not be selected in it.

Parent checklists will be providing them with a timeline to follow so I can measure success rates. I can not see if they are simply unsuccessful. They would have to lock themselves out in order for me to receive an alert. This is where I am hoping that a parent will contact me if they are unsuccessful.





Carole Hruskocy

3 months ago

RE: Group 3

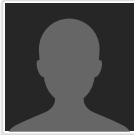
Chris,

It's clear you are focusing on the connection between the objective, assessment, and activity. All of these design elements focus on the performance "log on."

I concur with the suggestions offered by your peers. You have a good team of peer reviewers 😊

Carole

Hide 1 reply



Christopher Hernandez

3 months ago

RE: Group 3

Hi Dr. Hruskocy,

Thank you! I definitely do have a great team of peer reviewers! Making changes as I write this!