

Task Analysis and Instructional Objectives Matrix

Although none of the scenarios provides exact information to complete each cell of this matrix, you can find enough information to make reasonable, educationally-sound assumptions which you should be able to explain.

Scenario description: (3A) An online, fully asynchronous upper-level elective course. Students will be expected to regularly view and tangibly interact with multimedia presentations. Additionally, they will need to download and read several articles and eBook chapters. The trainees will also be expected to regularly participate in an asynchronous question and answer forum. To help build confidence and competence, each student will complete an online assessment each week during the course. (You can determine an elective subject that will realistically fit this description: e.g., media and communications.)

The Education and Development Department, at the corporate campus, has developed a six-week program centered around Management Fundamentals. The course series will be available for enrollment by anyone wishing to improve their skills as a manager or aspiring manager. The course is self-guided in nature with suggested due dates given from the time of enrollment. All learners have access to materials and resources that unlock with every passing week of the course. In addition, a question and answer forum is available for the learners to contact a subject matter expert from the human resources group, based out of the corporate division.

----- **Course setup and Module 1: Technology Tools Overview** -----

Task Analysis:	Goals & Objectives:	Applied Strategy:
<p><i>Welcome to Management Fundamentals:</i></p> <p>Purpose: The purpose of this course to provide managers, and those with direct/indirect reports, resources and helpful hints related to the performance of their job</p> <p>Location: https://www.coursesites.com/s/_edutrainerguy-MFC</p> <p>CMS page style used: The Management Fundamentals course uses an ink color scheme. The welcome section will be featured on the home page of the course. The Welcome page uses a module format.</p> <p>Content organization:</p>	<p><i>Welcome to Management Fundamentals:</i></p> <p>“Aim” or major goal for the Orientation Course: The goal for the orientation course is provide familiarity with the layout and structure of the course. Learners should feel welcomed and at ease with the content introduction of the content.</p> <p>Major Instructional Objectives or Learning Outcomes for the Orientation Course:</p> <ul style="list-style-type: none"> • Learners will be able to identify the various sections of the course structure. • Learners will be able to list three reasons why the course is important to them. 	<p><i>Welcome to Management Fundamentals:</i></p> <p>Design considerations: As a new learner, to the course, it is important that the content is visible and accessible without having to navigate to any location. Learners may have varied backgrounds using computers and it is important to grab their attention to guide them. According to the University of Oregon, textual areas that are bolded or colored help draw attention to key concepts. The Welcome area will always be present with possible additional announcements. This reassures the learner that they are entering the same familiar class every time.</p> <p>Theory considerations: As stated by Simonson, Smaldino and Zvacek (2015), designing a course for distance education requires the instructor to adapt the activities and styles of teaching for maximum comprehension. Providing a video upon logging in to the course is</p>

<p><i>The organization of the content will include all be displayed on the main page, upon entering.</i></p> <p>Content outline: <i>The welcome page contains two columns. The left column includes a video introducing the course and its purpose. Below the video, quick instructions will be given as to the layout and where to start. The right column includes an announcement section showcasing various content that has been changed or added over time. In addition, the right column will feature a ToDo section that will help keep the learner on track, throughout the course.</i></p> <p>Completion Time: 10 minutes</p>		<p><i>equivalent to a teacher introducing you to their class. The personal experience provides a bond between teach and student, helping bridge the distance gap. In this welcome section, I am leveraging Malcom Knowles’ adult learning theory. As an elective course, it is critical that the learners understand why this course is important to them and what it means to their current job.</i></p> <p>References used: Knowles, M. S. (1990) <i>The Adult Learner. A neglected species</i> (4e), Houston: Gulf Publishing. 2e.</p> <p>Simonson, M., Smaldino, S., & Zvacek, S. (2015). <i>In Teaching and learning at a distance: Foundations of distance education</i>. Charlotte, NC: Information Age Publishing, Inc.</p> <p>University of Oregon. (2016, Feb. 22). Online Considerations. Retrieved from http://tep.uoregon.edu/resources/universaldesign/online.html.</p>
<p>Getting Started:</p> <p>Purpose: <i>The purpose of the overview is to acclimate the learner to the course structure. The overview section will be called “Getting Started” and feature the same layout as all the modules in the course.</i></p> <p>Location: <i>The location will be on the left menu, right below the homepage link.</i></p> <p>CMS page style used:</p>	<p>Getting Started:</p> <p>Learning Goal associated with Orientation as a whole:</p> <ul style="list-style-type: none"> <i>Learners will be able to recognize the layout and design of the course.</i> <p>Specific Learning Outcomes for the Orientation as a whole:</p> <ul style="list-style-type: none"> <i>Learners will be able to recognize the different sections of the course.</i> <i>Learners will be able to recall how to navigate through the site.</i> 	<p>Getting Started:</p> <p>Design considerations: <i>This section is their first introduction to the layout and some of the parts. Built on the basics of a left-hand menu and scrolling, content will be placed in the linear fashion from top to bottom. The different sections will be bolded and contains a slightly larger font for differentiation. The font will be Arial and carried throughout all the sections. At the top heading, a navigation link will be provided to quickly move down the page to the section heading of choice. There will also be a link at each section to navigate back to the top of the page. This section is a great time to</i></p>

<p><i>The Getting Started page will use the content page format.</i></p> <p>Content organization: <i>The content organization will follow the same guidelines as every week’s new course module. There will be a left justified, bolded header for each section include a guide for how long the section will take to complete.</i></p> <p>Content outline:</p> <ul style="list-style-type: none"> • <i>Module Briefing:</i> <ul style="list-style-type: none"> ○ <i>Each modules starts out with a video explaining the importance of the section.</i> ○ <i>The learning objectives will be outlined and a brief overview of the module will be given.</i> ○ <i>There will also be helpful tips about the course.</i> • <i>Resources:</i> <ul style="list-style-type: none"> ○ <i>This area supplies reading material for the module. As this is a “getting started” section, it will be the course syllabus, grading information, and about the instructor. Attention will be drawn to the area to prepare the learner for future sections</i> • <i>Time to Learn:</i> <ul style="list-style-type: none"> ○ <i>This section contains paragraphs of content about the topic. In the getting started section, the paragraph will contain a chart of the icons you will</i> 		<p><i>address how the Universally designed training can benefit them.</i></p> <p>Theory considerations: <i>This module includes the user’s first introduction to interactive content. Providing a tactile activity helps engage the learner and provide a similar experience of getting a tour of their classroom and where everything is located. Learners may feel uncomfortable with the online environment and may feel like they will “break something.” Giving them a sandbox provides them with a comfortable environment in which to learn. Holmberg’s theory of interaction and communication is a great example for this part. Allowing learners to absorb knowledge their way and participate in decision making gives them a feeling of belonging (Simoson, et al., 2015).</i></p> <p>References used: Blackboard. (n.d.a) My Blackboard and navigation. Retrieved from https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/030_Nav_My_Blackboard</p> <p>National Center on Universal Design for Learning. (n.d.) About UDL. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines.</p> <p>Simonson, M., Smaldino, S., & Zvacek, S. (2015). <i>In Teaching and learning at a distance: Foundations of distance education</i>. Charlotte, NC: Information Age Publishing, Inc.</p>
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<p><i>encounter throughout the training.</i></p> <ul style="list-style-type: none"> ○ <i>An interactive training about what all the sections mean will be displayed below the paragraphs of instructional information. Users will have the ability to click around to learn more.</i> <p>Completion Time: 10 minutes</p>		
<p>Learning the Tools:</p> <p>Purpose: <i>The purpose of the orientation is to acclimate the learner to the technology tools, format, and pace of the course.</i></p> <p>Tab design: <i>This tab will be on the left-hand side and will be directly under the Getting Started section.</i></p> <p>CMS page style used: <i>The Learning the Tools page will use content page format</i></p> <p>Content organization: <i>This section will be the first page that will follow the actual module structure. There will be a left justified, bolded header for each section include a guide for how long the section will take to complete.</i></p> <p>Content outline:</p> <ul style="list-style-type: none"> • Module Briefing: <ul style="list-style-type: none"> ○ <i>This module will help you build familiarity with the</i> 	<p>Learning the Tools:</p> <p>Learning Goal associated with Module 1:</p> <ul style="list-style-type: none"> • <i>Learners will be able to explain the purpose of the different tools inside the CMS.</i> <p>Specific Instructional Objectives for Module 1:</p> <ul style="list-style-type: none"> • <i>Learners will be able to discuss what CMS they are using and its functionality to their learning experience.</i> • <i>Learners will be able to identify the four technology tools used in the course.</i> <p>Learning Outcome (expectation) associated with tutorials:</p> <ul style="list-style-type: none"> • <i>Learners will be able to recall the steps involved in operating all the technology tools.</i> 	<p>Learning the Tools:</p> <p>Design considerations: Adherence to universal design standards is critical to the student's success. Learning new technology tools can be daunting and everyone has a different baseline knowledge. According to the National Center on Universal Design for learning (n.d.), instructional designers should be concerned with providing multiple ways for a learner to gain knowledge.</p> <p>Theory considerations: <i>Moving in to more difficult or foreign concepts, I need to focus on Moore's theory of independent study and transactional distance. As a fully distance learning course, the students will be challenged to learn the system and move through the modules independently.</i></p> <p>References used: Blackboard. (n.d.b.). Course content. Retrieved from https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/050_Course_Content</p> <p>Blackboard. (n.d.c.). Navigate a course. Retrieved from https://en-</p>

<p><i>tools needed to successfully complete this course.</i></p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ <i>Computer Requirements Handout</i> ○ <i>How to Use a Message Board Handout</i> ○ <i>Navigating the Interactive Presentations</i> ○ <i>Steps in taking your Quiz tool</i> • Time to Learn: <ul style="list-style-type: none"> ○ <i>What is a Content Management System? [Paragraph] [Interactive Presentation]</i> ○ <i>Watching Introductory Videos [Paragraph] [Interactive Presentation]</i> ○ <i>Independent Modules [Paragraph] [Interactive Presentation]</i> ○ <i>Quizzing [Paragraph] [Interactive Presentation]</i> ○ <i>An Adobe Captivate Presentation will be created to allow them to interact and test out each of the tools before the next sections</i> • Interact: <ul style="list-style-type: none"> ○ <i>Users are given a message board link. Their first assignment is to</i> 		<p>us.help.blackboard.com/Learn/9.1_2014_04/Student/040_In_Your_Course/010_Navigate</p> <p>National Center on Universal Design for Learning. (n.d.) About UDL. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines.</p> <p>Shirley, R. (2010, Aug. 6). 7 success strategies for distance learners. Retrieved from http://www.worldwidelearn.com/education-articles/distance-learning-success.htm</p> <p>Simonson, M., Smaldino, S., & Zvacek, S. (2015). <i>In Teaching and learning at a distance: Foundations of distance education</i>. Charlotte, NC: Information Age Publishing, Inc.</p> <p>Theory considerations (for the training portion): <i>The section called learning the tools encompasses all the training items. The theory that best fits, is the equivalency theory. Distance learning struggles in its ability to provide applicable tactile activities. When in formalized classrooms, you are able to have labs and hands-on instruction. In virtual environments, you must provide the learner simulated activities. Every training will include interactive portions allowing the learner to become familiar with the tools. In addition, a question and answer forum follows the training if the learner is stumped on any of the tools provided.</i></p>
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<p><i>introduce themselves on a message board post and explain why this class is important to them.</i></p> <ul style="list-style-type: none"> • Testing your knowledge: <ul style="list-style-type: none"> ○ <i>Users must complete a quiz about the knowledge they have obtained from the Getting Started and Learning Tools section.</i> <p>Completion Time: 30 minutes</p>		
<p><i>Training: Blackboard</i></p> <p>Content outline:</p> <ul style="list-style-type: none"> • <i>What is Blackboard</i> • <i>Layout of Blackboard</i> • <i>Viewing Announcements</i> • <i>Viewing grades</i> • <i>Accessing content</i> 	<p><i>Training: Blackboard</i></p> <p>Specific Instructional Objective:</p> <ul style="list-style-type: none"> • <i>Learners will be able to navigate through the different menus and modules available to them</i> • <i>Learners will have an appreciation for the resources and sections they have at their fingertips.</i> 	<p><i>Training: Blackboard</i></p> <p>Design considerations:</p> <p><i>Interactive Presentation that allows the user to click around to the different areas. There will be a brief tutorial about the layout, but then it is a guided lesson of the different areas.</i></p>
<p><i>Training: Accessing Videos</i></p> <p>Content outline:</p> <ul style="list-style-type: none"> • <i>What are Videos</i> • <i>Playing videos</i> • <i>Recognizing the playbar and closed captioning area.</i> 	<p><i>Training: Accessing Videos</i></p> <p>Specific Instructional Objective:</p> <ul style="list-style-type: none"> • <i>Learners will be able to identify video clips.</i> • <i>Learners will be able to discuss the functions of the various buttons in the playbar.</i> 	<p><i>Training: Accessing Videos</i></p> <p>Design considerations:</p> <p><i>The first video will already be accessed from the welcome page. This video will go more in depth about the timing of the video, the closed captioning, the playbar, and the external script</i></p>
<p><i>Training: Interaction with Interactive Presentations</i></p> <ul style="list-style-type: none"> • <i>What are Interactive Presentations</i> • <i>Beginning Interactive Presentations</i> • <i>Button Layout</i> 	<p><i>Training: Interaction with Interactive Presentations</i></p> <p>Specific Instructional Objective:</p> <ul style="list-style-type: none"> • <i>Learners will be able to identify video clips.</i> • <i>Learners will be able to discuss the functions of the various buttons in the playbar.</i> 	<p><i>Training: Interaction with Interactive Presentations</i></p> <p>Design considerations:</p> <p><i>Introduce the learner to the icons and the buttons inside an interactive presentation. Buttons should be large to be able to click on them and the text should be legible.</i></p>

<p><i>Training: Posting on the Message Boards</i></p> <ul style="list-style-type: none"> • <i>What is the Question and Answer Message Board?</i> • <i>How do you post a comment?</i> • <i>How do you review the responses?</i> 	<p><i>Training: Posting on the Message Boards</i></p> <p>Specific Instructional Objective:</p> <ul style="list-style-type: none"> • <i>Learners will be able to access, post, and reply to the message boards.</i> • <i>Learners will be able to view questions and responses from other students and the instructor.</i> 	<p><i>Training: Posting on the Message Boards</i></p> <p>Design considerations:</p> <p><i>The message boards are already built in to the system. I will leverage the real message boards to create an activity that simulates how to use the message boards.</i></p>
<p><i>Training: Completing a Quiz</i></p> <ul style="list-style-type: none"> • <i>How do you take a quiz?</i> • <i>How do you check your score?</i> 	<p><i>Training: Completing a Quiz</i></p> <ul style="list-style-type: none"> • <i>Learners will be able to complete a quiz and view their score.</i> 	<p><i>Training: Completing a Quiz</i></p> <p>Design considerations:</p> <p><i>The interactive training should actually be a working quiz. Users will complete the quiz and be shown how to finalize the quiz.</i></p>
<p>Invitation:</p> <p>Type of invitation: Steps you follow to create learner access include: <i>There are three ways to provide access to the class, through registration from an email address, force enroll users, and provide a link to the class homepage.</i></p> <p><i>I will be sending email invitations to 5 class members and the instructor, and posting a link for self-registration.</i></p> <ol style="list-style-type: none"> 1. <i>On the left-hand panel, under Users and Groups, click the users link.</i> 2. <i>At the top of the users menu are four tabs. Hover over the Invite menu and click users.</i> 3. <i>Leave the role as student.</i> 	<p>Invitation:</p> <p>Steps your students have to follow to gain access:</p> <ol style="list-style-type: none"> 1. <i>Open the email invitation and click the Click to confirm and register button.</i> 2. <i>Once the link is clicked, create a Coursesites account. If you already have a Coursesites account, click I have a CourseSites Account.</i> 3. <i>If you need to create one, choose the second option. You can create an account with Coursesites or use an existing account from another system to complete the process.</i> 4. <i>Once your account is created, you will be automatically enrolled in to the course.</i> 	<p>Invitation:</p> <p>Rationale for invitation type:</p> <p><i>While the class is voluntary, higher level managers may suggest that their employees take the class. To accommodate this request, an email message has been created in addition to the static link for self-registration.</i></p>

<ol style="list-style-type: none">4. <i>Enter all the email addresses in the two field, making sure to separate them with a comma.</i>5. <i>Create a subject to welcome them to the Management Fundamentals class.</i>6. <i>Fill out your email in the message section. Use an HTML editor to add a customized look.</i>7. <i>Once complete, click submit.</i>		
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