Development document

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**Instructional Design Project Topic**

Training of purchasing vehicles’ skills and knowledge for fresh international students from China.

**Technical aspects development**

* I used Google drive uploaded the storyboard as .pptx file format and provided a link in the learning website. This software gave me an opportunity to provided big file in the learning website.
* I used Google forms created survey and final test for this training and provided links for both of them in my storyboard and learning website.
* I used WordPress website editor to create and edit the learning website of this course.
* I used iMovie to create my introduction video product for my storyboard.
* I used an electric dictionary, which name is Youdao dictionary to transfer basic words from English to Chinese, and gave example sentences in both English and Chinese. Moreover, I also used this software to improve my pronunciation in English. By this way, I reached my teach skill in speaking field via Youdao dictionary.
* According to Pack (2009), “KBB Green is a section of the site that offers forums, blogs, news, and a tool that can help users decide whether it makes financial sense to trade in a gas-guzzler for an environmentally friendly vehicle. Users also can use a tool to find the vehicle that offers the most fuel efficiency for a specific daily commute ". The author provides a reliable software of calculating vehicle’s value; which name is KBB Green. By this way, I used KBB calculator to teach the trainees of my course how to calculate vehicle’s value both for used vehicle and brand new vehicle.

**Structure development**

* According to Klitzman (2012), “Tensions between IRBs and researchers in the US and elsewhere have increased, and may affect whether, how, and to what degree researchers comply with ethical guidelines. Yet whether, how, when, and why IRBs respond to these conflicts have received little systematic attention". The author describes an importance in education field in the US is that every researcher should obey IRB rules strictly everywhere, every time. Therefore, I will only collect and use the information of my project for education strictly. Moreover, I will use sequence number or English capitals instead of participants’ real name, such as student A, student B or 1st student. However, for the final test, I need to and must know each individual’s absorb and score, so every student should fill their true name, but I will not use their true for my analysis process, but I will give each learner feedback and comment for their test result individually.
* According to Brooks and Kleiner (2003), “The ADA provides legal options for persons with disabilities to address discrimination based on their disability. The goal of the ADA is to provide civil rights protection to persons of disability in the areas of employment, access to public services, public and private transportation, and telecommunication services". In other words, the authors express the importance of complying ADA and the basic goal of complying ADA. Therefore, I adjusted my website, which URL is <http://www.aresjanuary.com/purchasing-vehicles-training.html>, and my storyboard’s color in each chunk to avoid some part is inconvenient for learners who have disabilities.
* I added grade rubric in my course’s website, which URL is <http://www.aresjanuary.com/purchasing-vehicles-training.html>
* The navigation of the storyboard and the navigation of the website are followed the Vertically arrangement of ABC'S RUS rules strictly.

**Learning theory development**

* According to Br. Baek (2016)’s feedback to my project, “This is a key part of the Design Document. Overall you made sound instructional decisions but none of the instructional design theories were used such as Gagne, Merrill’s theory, Motivation theory, and Sweller’s Cognitive Load theory... " I decided to add an instructional design theory into my project.

According to Buscombe (2013), “Gagne's model is based upon the information-processing model of mental events that occur when adults are presented with various stimuli. It highlights nine specific instructional events, which correlate with crucial conditions of learning, and are arranged to maximally enhance the learning process, improve session flow and, ultimately, ensure lesson objectives are comprehensively addressed". In other words, Gagne’s instructional model is a practical model in Vertical Alignment instructional design, it supplies a orderly sequence via 9 steps event. Therefore, I added Gagne’s model into my developed project.

There are 9 step events of Gagne’s model and my development in each step:

1. Gain attention
* I added overview to gain trainees’ attention in my website, which URL is <http://www.aresjanuary.com/purchasing-vehicles-training.html>
* The self-introduction video in my storyboard can gain more learner’s attention
1. Inform learners of objectives
* Storyboard of this course contains all detailed learning objectives
1. Stimulate recall of prior learning
* I added recall activity between every chapter in the face-to-face class, the form of recall activity will be presented as a race to be the first to answer or recall questions I asked.
1. Present the content
* The trainer of this course will present course content in the class
1. Provide “learning guidance”
* The storyboard provides a very specific guidance
1. Elicit performance (practice)
* The final test will provide practical practice, such as calculating vehicle’s value
1. Provide feedback
* At the end of final test, the trainer will provide feedback to each individual privately
1. Assess performance
* A survey will be provided in the end of course; the trainer can assess performance via the result of the survey
1. Enhance retention and transfer to the job
* The course content (storyboard) will be provided in the website eternally to let trainees warm up every time
* Visual design principle
* The Vertically arrangement that is mentioned in ABC'S RUS is really useful for my storyboard because I arranged my course content from easy part (price range and process of purchasing vehicles part) to hard part (identifying vehicles’ mechanical conditions part) (Baek, 2016).
* I already adjusted my storyboard’s element size and darkness according to the ABC'S RUS balance content. Every slide in my storyboard has neat order now.
* I used different color’s buttons in my guideline page to make enough contrast to guide trainees to different pages.
* According to Kwon, Legge and Dubbels (2007), “The visual span for reading refers to the range of letters, formatted as in text, that can be recognized reliably without moving the eyes. It is likely that the size of the visual span is determined primarily by characteristics of early visual processing". In other words, the authors illustrate a rule of visual design that learning content should be proper size for learners. Therefore, I organized my storyboard with reasonable chunking, every slide in my storyboard has orderly chunking.
* I put return button to return to guideline page at every end of course part. Therefore, the trainees can review every part in my course easily.
* My storyboard was made based on PowerPoint. By this way, I can easily add navigation button in PowerPoint. Moreover, I also added some hyperlink and video aid in my storyboard, the trainees only need to click once to every button to open and watch them.
* PowerPoint is a simple tool for the trainees whose education background are above bachelor. By this way, the trainees in my course can use and understand my storyboard easily.

References

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