

Assignment 2: Analysis Report

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Instructional Design

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Background description

This short paper discusses the design of an instructional lesson under development at Nova Southeastern University (NSU). The instruction is a short print-based instructional lesson which describes the procedures necessary for an NSU student to login to the library website, and use “Journal Finder” to search for an article given an APA formatted citation.

All NSU students should be familiar with the journal search processes available at Nova Southeastern. Unfortunately many undergraduate and graduate students have express the need to be able to find articles online but are unsure of how to use our system. Therefore this instructional lesson will be developed as a means of providing all students (including those at a distance) with the ability to find articles online.

Goal statement

Goal: Given an APA style citation, an NSU student will locate and download a full text journal article using NSU’s journal finder.

Learning domain: Intellectual Skill

Goal Analysis

A goal analysis was conducted with the above goal to determine what all learners should know and be able to do following this instruction. The learning domain was analyzed and categorized as an intellectual skill. Dick, Carey, and Carey (2009) describe goal analysis well and have suggested the Hierarchical Goal Analysis technique as a means of analyzing an intellectual skill like finding journal articles online. Note Figure 1 which shows the procedural steps involved in accomplishing the goal of the instructional lesson. This lesson and the procedures that follow should take no more than 30 minutes to accomplish.

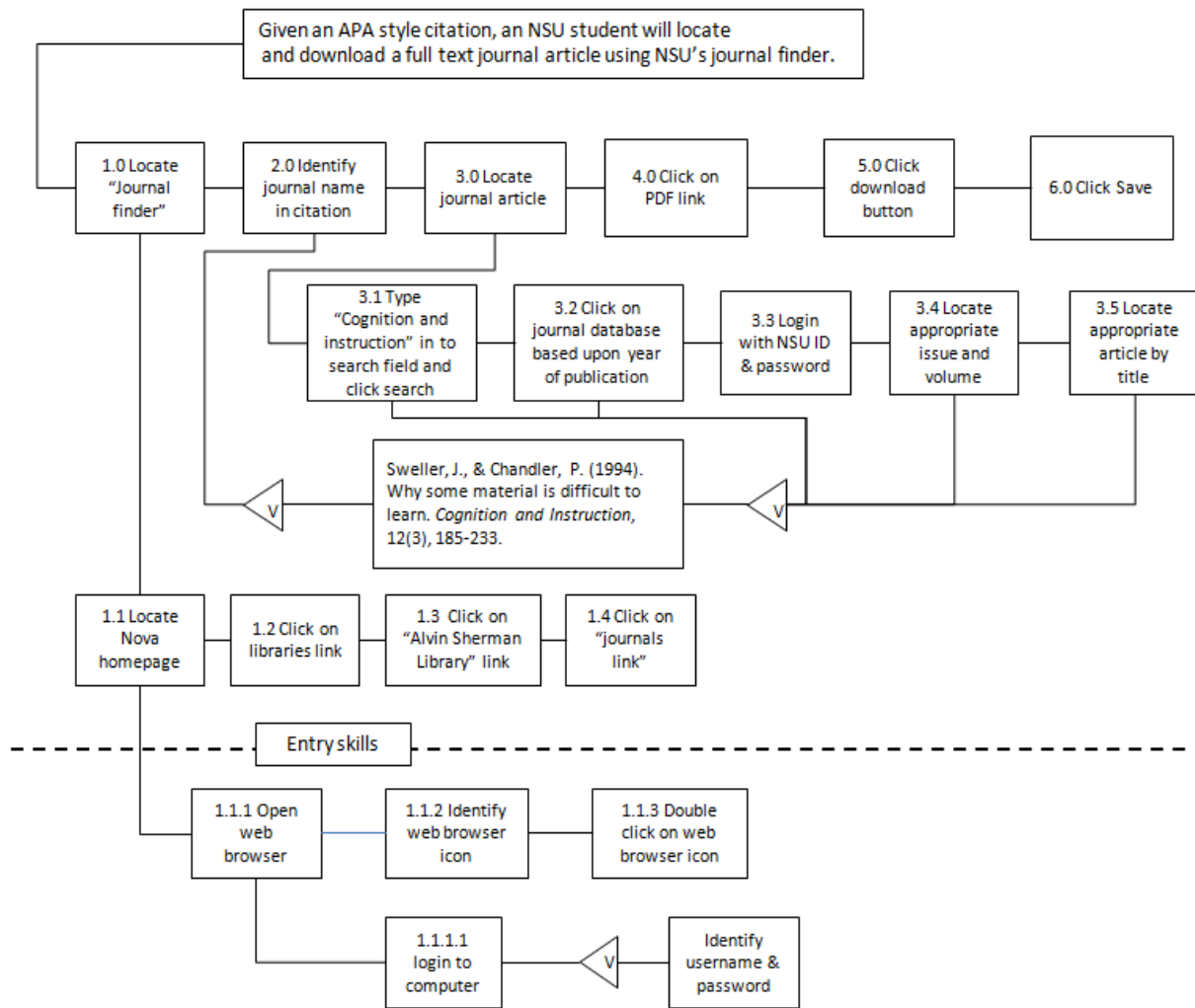


Figure 1. Hierarchical Goal Analysis of the “Journal finder” lesson

As this diagram shows there are entry skills required for this procedure. Students must already know how to use a computer and open a web browser before attempting this instruction. In addition, these students will have to find the library homepage. Once finding the NSU homepage, students will be shown how to find and use Journal finder to locate an article using the NSU’s rich electronic database.

Learner Analysis

Information Categories	Data Sources	Learner Characteristics	Implications
1. Entry skills	Interviews Personal observation	Nova Southeastern students typically now how to use a computer and web browsers	There is no need to train students how to use web browsers or login to a computer
2. Prior knowledge of topic area	Interviews Personal observation Email questions from students	Students have some understanding of electronic journals and often new articles for courses or papers. To be scholars they need to be able to do research which means they need to be able to go online to get and download journal articles. Many students are learning how to use different styles to format their citation, but are somewhat unsure of the citation styles.	It is imperative that we train students how to use electronic databases and use citations to download articles. This instruction can help learners use the electronic system, but will be unable to teach them APA style as an example, however we can teach them how to use a citation to find the journal article. Some attention may need to be given to showing the different parts of the citation.
3. Attitudes toward content	Personal observation	Learners are eager to use the online system. They see it as a means to an end. They are often motivated by class assignments to learn how to do this procedure.	While it is somewhat tedious using journal finder is not too difficult to use once someone learns how.
4. Attitudes toward potential delivery system	Personal observation	Some learners are a bit frustrated with the fact that they must use an online database to find an article. However a large majority of our journals are only offered online.	Given these articles are only offered online we must offer a database to manage the system and help learners if they are unhappy with the format.
5. Motivation for instruction (ARCS)	Interviews Personal observation Email from students (Keller, 1999)	<p><i>Attention.</i> Learner attention is not an issue given the online journal articles. Students are motivated to find articles. The process of finding articles invites curiosity because it is a “seek and find” exercise.</p> <p><i>Relevance.</i> Students find online articles relevant as it is a required activity in course work.</p> <p><i>Confidence.</i> Student’s sometimes lack confidence that they can use the system because databases are somewhat intimidating.</p> <p><i>Satisfaction.</i> Students will feel rewarded when they find the article they are look for.</p>	The learner’s lack of confidence in their ability to accomplish the task at hand will be somewhat of an issue. Therefore this will need to be a consideration of the lesson. Because this is a printed instructional lesson, written statements will have to serve as the main motivational strategy, to provide the learner with the confidence that they can accomplish the task.

Information Categories	Data Sources	Learner Characteristics	Implications
6. Educational and ability levels	Personal observation	The learners in the situation are undergraduate and graduate students. It is expected that this task will not be too taxing as they have quite a bit of experience in academic settings.	This audience is well suited for a print based instructional lesson teaching them to find an article online via journal finder.
7. General learning preferences	Personal observation Interviews	Nova Southeaster students are a diverse group with a wide variety of learning preference. Some students may perceive print based instruction as less beneficial.	Because paper documents are not often found when you need them in an online environment, this lesson will be produced as a PDF so that it serves as a just-in-time tool.
8. Attitudes toward training organization	Observation	Learners general are appreciative of any service they receive in the library.	There are few who distrust or dislike the library or librarians so this is not an issue.
9. Group characteristics	Personal observation	As stated above learners are undergraduates and graduate students seeking journal articles. Ages range from mid 20s to low 60s. There is a roughly equal mix of men and women. About 20-30% speak English as their second language, but are extremely fluent.	Wide range of ages may complicate the choice of examples and learning strategies.

Performance Context Analysis

Information Categories	Data Sources	Characteristics	Implications
1. Managerial/ supervisory support	Personal observation Interviews	The supervisory support for students are faculty, who are more focused on the assignments rather than teaching students the subordinate skills required to fulfill the requirements of their assignments.	Therefore additional remediated instructional lessons like those proposed by this proposal are warranted, because many students lack the necessary skills to use the journal databases.
2. Physical aspects of site	Personal observation Interviews	Students generally work everywhere from their dorm rooms to coffee shops, so they are often on the go.	A portable document that is downloadable from the website would be most helpful. That way they could access it from the website where ever they are. The tutorial should be located in close proximity to Journal finder so that it can be easily spotted.
3. Social aspects of site	Personal observation	Students are often in the library and quite social. They also need this information elsewhere.	Students are very social although this should not alter their needs for documentation.

Information Categories	Data Sources	Characteristics	Implications
4. Relevance of skills to workplace	Personal observation	Students generally have the prerequisite skills to use the system.	It will be expected that learners are able to use a PC or Mac to access the website and download the documents associated with this tutorial.

Learning Context Analysis

Information Categories	Data Sources	Characteristics	Implications
1. Number/nature of sites	Personal observation Interviews	In this case the learning context is the same as the performance context since this tutorial is just in time support.	It is necessary to keep the instruction simple follow and stepwise, because learners could easily be overloaded.
2. Site compatibility with instructional needs	Personal observation	The instructional materials will need to be print based.	There are no other special instructional needs that are foreseen.
3. Site compatibility with learner needs	Interviews	Students will be using this instruction in many different scenarios. They may be in a crowded coffee shop or in a quiet dorm room, or office.	Every effort should be made to make the tutorial easy to locate, and use.
4. Site compatibility for simulating workplace	Interviews	The workplace is the site of learning.	There are no special concerns for simulating the workplace, because the learning site is the where the performance occurs.

References

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Keller, J. M. (1999). Using the ARCS motivational process in computer-based instruction and distance education. In M. Theall (ed.), *New Directions for Teaching and Learning: Motivation from Within: Approaches for Encouraging Faculty and Students to Excel*. San Francisco: Jossey-Bass