MOTIVATIONAL DESIGN USING THE ARCS MODEL:

INTRODUCTION TO BLACKBOARD COURSE

MIT 501 Summer 2013

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COURSE INFORMATION

COURSE TITLE

Introduction to Blackboard

Course Description

This course is designed to be part of an online new student orientation offered at a community college in Winston Salem, NC. The part this course plays in the new student orientation is to familiarize the new students with Blackboard. The students are assumed to have no knowledge of Blackboard, except that they will use it with their classroom assignments. It follows a natural progression, from teaching students how to log on, to showing them how to navigate all the links on the side starting with the top link and ending with the bottom, as well as, what to expect when they click on each link.

Purpose of the course

At the end of this module students should be:

- Explain the steps to log into Blackboard.
- Given an example, click on the appropriate link to enter a course.
- Familiar with how to find, create, and reply to a discussion in the forum.
- Familiar with how to locate course materials and information.
- Familiar with how to find and upload assignments.

New or Existing Course?

This course is a new module and will be embedded within the new student orientation.

Logistical Considerations

This course is a self-directed learning module embed within the new student orientation module. It is a required course that all students have to take in order to register for classes their first year. It will be taught throughout the year as new students come to the college. Once the student is accepted to the college, the student will receive a welcome packet, which includes instructions for how to access the training. The module will first be delivered through a link off the main college's web page, then after their learning management system, Odigeo, is complete, they will transfer the module to be deployed through Odigeo. At the end of the course there will be a link to a survey that will need to be completed by each participant. This is how the participants will be credited with taking the course. Once the participants complete the survey, they will be allowed to register for classes. The Blackboard portion of the module will take about 10 minutes to complete. The learner will need a computer with a web browser, high speed Internet, and some speakers, or headphones.

Time Allotted for Revisions

The development phase of this course was finished in mid-July, and will start being offered in August. Any revisions should be considered and completed within this 30-day period.

RATIONALE FOR THE COURSE

Need or Requirement Met

Students coming into the community college are expected to be able to log into Blackboard, and be able to submit assignments, interact with the forums, and access course materials. Currently, the students coming into the college do not possess the skills to log into Blackboard, or be able to submit assignments, interact with the forum, or access course materials and information. These skills are needed to interact with Blackboard and be successful with the college courses.

Rationale for the Course Revision

Not Applicable

Benefits to the Students

After completing this course, the students should feel they are more confident and feel like they will do better in their courses. They should feel comfortable with the teacher asking them to log into Blackboard to locate an assignment, post or respond to forum discussion, and to submit assignments.

SETTING

Course Setting

The Introduction to Blackboard is a self-directed online module for new students entering Forsyth Tech Community College to learn how to use the Blackboard system. The course can currently be accessed through the college website at www.forsythtech.edu. This course will later be moved to a Learning Management System (LMS) with other learning modules.

Related to any other course?

This course does not relate to any courses taken before this one. It will relate to future courses as Blackboard will be necessary in all classes taken at the community college. Students will use the skills and knowledge they obtain from this course to be successful in receiving and submitting assignments, checking grades, and keeping up with class information. Basic computer skills and an Internet connection will be necessary.

Delivery System

The course will be delivered online through the Forsyth Tech website, www.forsythtech.edu. This is an interactive, self-paced learning module in which students can move forward, backward and pause instruction. There is no time limit in the module, but students are expected to complete the course prior to registering for classes. The instruction is designed to be completed on the learner's own time and in any setting (home, library, etc.). The course will later be moved to an LMS (Learning Management System) with other learning modules as they are completed.

Instructor Information

Not Applicable

AUDIENCE INFORMATION

Entry Level or Experienced

This course is for entry-level students beginning classes at Forsyth Tech. Some students will be novices and not have had any experience with Blackboard or other online learning platforms. Some students will have had experience with Blackboard if they are transfers from another institute which uses Blackboard or other online communication platforms. Because of the age range of 17-74 there will also be a group of students which consider their computer skills as entry level while another group of students will consider themselves as extremely competent or even advanced computer users. Falling between these two groups will be a set of students who believe their skills in this area will be moderate.

Motivational Attitudes

Student motivation for this course will vary depending on the group. Students who do not consider themselves skilled with computers will be highly motivated to take this course in order to feel comfortable in future classes. These students will also see the value that learning Blackboard prior to classes will bring. They will not mind the fact that the course is required because they would have chosen to take it anyway. Students who feel comfortable or even advanced with regard to computer skills will find no intrinsic motivation in this course because they will feel that they could figure the platform out on their own. They will also lack intrinsic motivation because they are being forced to take a course rather than being given a choice. For both groups, there is a level of extrinsic motivation to complete the course as it is required to register for classes.

Do the Learner's Know Each Other?

Most learners will not know each other at all and will not interact with each other unless they are later in the same classes. Some learners may know each other from outside of the college and could choose to help each other or work together if necessary. These could be colleagues, peers, or family members who are both planning to attend the college at the same time and decide to help each other.

Student's Attitudes Toward Course

The course is required for all students to attend Forsyth Tech Community College and students are assigned to it prior to their first semester. Attitudes toward the course will vary depending on the learner's confidence with computer skills. If the student is not comfortable with exploring the Internet or feel they lack in computer skills they will find this course useful to learn something they will need for school. They may also find it difficult, possibly causing some anxiety in students who feel they have no computer abilities. Their interest level may be higher because they may have little to no exposure to any other kind of communication platform such as Blackboard. A student who has reached anxiety (as mentioned above) may have little to no interest because he/she will feel that they could not learn the material in this course no matter how hard they tried. Students who are used to an online setting and have well developed computer skills will find this training to be unnecessary and easy. They will believe that they could have figured out the course information on their own. They will also find no interest in the course because they may feel they will learn little new information and, again, that they could have figured it out themselves.

Strong Likes or Dislikes for Types of Delivery Systems

The learner's preferences will depend on factors regarding the level of confidence with computer skills in each group.

Dislikes: Students with moderate to high computer abilities will dislike that the course is required. Students with low to no computer abilities will dislike that the learning environment is online rather than face-to-face where they can receive support.

Likes: Learners of moderate to high computer abilities will prefer the online self-directed interactive model because they can move at their own pace and do the work in any location. Students with low computer abilities will also appreciate that they can move slowly and pause throughout, even though they may prefer face to face. All groups mentioned will like that the learning includes visuals, audio, and interactive elements.

AUDIENCE ANALYSIS

Whole Class or One Subgroup

This pertains to the whole class, with the age ranges of 17 to 74. The median age of all participants is 30. For this analysis, we will use subgroups in each of the ARCS dimensions, which will be differentiated by age (younger, middle aged, older) and computer ability.

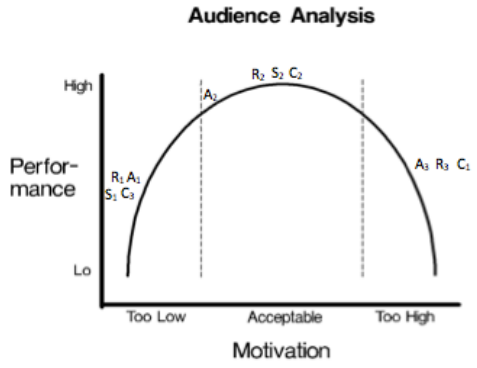
Audience Characterization

ARCS Element	Target Group 1 Younger & High Computer Skills	Target Group 2 Middle Aged & Moderate Computer Skills	Target Group 3 Older & Little to No Computer Skills
Attention Readiness	(A_1): Learners in this group will not be likely to respond with much curiosity or attention. They will find themselves under stimulated or bored as they will feel they already know this information or could have figured it out on their own. These students will also not be open-minded to the course because they are being forced to take it. 1.5	(A_2): Learners in this group will respond with some curiosity and attention because they will see that paying attention is necessary to learning the skills provided in order to successfully use Blackboard. They won't mind that they were forced to take it because they would have chosen to anyway; therefore their interest will be moderate to high. There will also be a moderate level of stimulation because they can focus on more than one thing at a time without feeling overwhelmed with all of the visuals and information. 2.5	(A_3): The learners in this group will respond with high curiosity and interest because it is assumed they have had no experiences with these types of interfaces. They may become over-stimulated because of all of the new information being given to them at once. The many visuals and audio could also cause some difficulty paying attention to the focus point. 4
Perceived Relevance	(R_1): The learners in this group will accept that this course is required to obtain their goal of attending classes, but will find the relevance of the course material as unnecessary or of little benefit to them. These students would be in the low category of relevance	(R_2): The learners in this group will perceive moderate relevance because this course is required to enter the community college and they will feel it provides them with knowledge and skills necessary to be successful with Blackboard. They will also see a connection to the course and future learning goals due to the importance of Blackboard in	(R_3): This group of learners will find moderately high relevance in this course because they believe that going through the module will be necessary to success in using Blackboard. They will believe that if they don't do well or

	because they may feel they already know this information or could easily figure it out. 1.5	successful class outcomes. Because they are comfortable with computer and Internet navigation, they will not feel overly stressed. 3	understand this course, they may not be able to understand a vital component of future class success. 4
Felt Confidence	(C_1): Students in this group will feel overconfident and arrogant because they will feel that they know enough about computers and online communication platforms that they don't need this course. These students may feel they can navigate Blackboard on their own and miss important information or steps. 4	(C_2): The learners in this group will feel moderately confident with the materials delivered in this course. They know enough about technology to understand the new information, but may not know much about Blackboard itself. They will feel comfortable with any challenge in this course. 3	(C_3): Students in this group will not feel confident or even helpless. They will feel they lack the prior knowledge or skills to keep up or understand the new material and could become overwhelmed. They also may come in with preconceived ideas that they will not be able to handle his course or the demands of Blackboard. 1.5
Satisfaction Potential	(S_1): The learners in this group will perceive low satisfaction because they were forced to take this course, perceived low levels of relevance, and found no curiosity initially. They know it was necessary for attending the college but came in overconfident and felt they didn't need it to be successful. 1.5	(S_2): The learners in this group will perceive satisfaction with the outcome. The moderate skill group will perceive the outcome as being able to use and understand Blackboard effectively and will feel an optimal level of challenge to reach this goal. The older group with low computer skills will perceive a feeling of accomplishment if they succeed because they will have learned many new skills. 3	

Motivation Rating Scale: Too Low (1), Acceptable (3), Too High (5)

Audience Analysis Graph



Characteristics of Major Problems vs. Minor Problems

Major Problems:

One of the major problems include the learners' confidence level because the students with high technology skills will feel overconfident as if they already know the information, in contrast the learners with low technology skills will not feel confident because they are not comfortable with a self-directed learning module. The other two major problems are attention and relevancy, and stem from the learners' confidence. Regarding attention, the students with high technology skills will pay less attention to the information presented as they will feel they already know how to use the computer and think what they do not know they can just figure it out. On the other hand, the students with low technology skills may become over-stimulated with all of the new information. In regards to relevancy, the students with high technology skills will resent being forced to take the course that they already feel they know enough about. Students with low technology skills will feel that if they don't do well in this course or understand the information they may not be successful in future classes.

Minor Problems:

Minor problems include low satisfaction with the high technology skilled learners because these students are being forced to do something they believe they already know or could find out on their own.

Modification of Major Problems

The major cause, being confident in computer ability, appears to be modifiable. The course modifications can include tactics that will provide challenge for those with high computer confidence, but also provide support for students with lower computer confidence. One major problem that is not modifiable is that they are required to take course because the college requires all new students to take this course that is embedded in the new student orientation.

Other Considerations for Audience Analysis

This audience includes students with ages that range from 17-74 so some will be confident in their ability to use the computer while other may not use one very much. They also come from many different backgrounds. Some will be coming from high school while others come from established careers.

EXISTING MATERIALS ANALYSIS

ATTENTION GETTING AND SUSTAINING FEATURES

Positive Features

- **Titles and Headings – T**he module has a clear title and each section has a heading. This will let the learner know what each section will be about.
- **Use of graphics –** Graphics straight from the Forsyth Tech website and Blackboard are used to promote a realistic learning environment.
- **Use of audio –** The course is narrated and gives the learner information about what is on the page and what they need to do. This will provide auditory support for the learners.
- **Sequenced –** The course is sequenced to teach Blackboard as a linear approach from logging in, to navigating the links in order, to what to expect in each link. Students will easily be able to follow the flow of the course without getting lost.
- **Visual Cues –** The module is pointing, typing, highlighting, and clicking while audio instructions are being given to show examples. This will keep the learners attention on what the focus point should be on the page.
- **Interactive –** students are asked to click on certain features and answer a question within the module. This will keep student attention on the focus point of each section.

Deficiencies or Problematic Areas

- **Questions or scenarios for curiosity –** There are some questions in the middle of the module but none at the beginning to grab attention or promote inquiry.
- **Variation –** The module, for the most part, remains in the format of "information then click here" with the exception of one "real world" formative assessment question in the middle. Variation could be applied to sustain attention.

RELEVANCE GENERATING FEATURES

Positive Features

- **Purpose –** At the beginning of each section in the module the purpose of certain features is made clear giving examples of how it will be used.
- **Realistic -** The user interface is realistic and looks like the actual Blackboard environment.

Deficiencies or Problematic Areas

- **Purpose in introduction** – There is no purpose is given right away at the beginning of the course to explain why learning Blackboard is important or necessary.
- **Relevant Scenarios or Cases** – More cases could be used throughout each section of the module, especially at the beginning to helps students see how Blackboard and/or each section of the module will apply to them in a real world scenario.

CONFIDENCE BUILDING FEATURES

Positive Features

- **Acceptable Pace** – The presenter gives information at a slow and steady pace. The students also have control to pause and repeat.
- **Navigation Control** – The user has the option to repeat or go back to sections as well as the whole module. The learner can also rewind and fast-forward within a section, or skip whole sections if necessary. A cursor will also show the students how much of the course they have completed and how much they have left.
- **Manageable Tasks** – The module is broken into small manageable sections with simple tasks for learners to complete. The tasks also are realistic to a true Blackboard environment building the confidence that they will be able to do these tasks in the real setting.
- **Positive Feedback –** Feedback is given to the learner after he/she completes a task correctly or incorrectly. All feedback is positive and gives a chance to try again if incorrect

Deficiencies or Problematic Areas

- **Challenge or Inquiry** – Overconfidence may become an issue as some of the sections or tasks are too easy and provide little challenge. Few inquiry situations are added to promote challenge.
- **Unclear Goals/Expectations** – The module does not begin with an introduction about expectations or what will be learned.
- **Navigation Directions** – The module does not give directions about the navigation buttons (play, rewind, pause, mute, fast-forward, etc.) for novice computer users.

SATISFACTION PRODUCING FEATURES

Positive Features

- **Practice Questions –** Some questions are provided for the students in the beginning section of the module. This allows the learner to try the task before moving on.

Deficiencies or Problematic Areas

- **Realistic Application** – Although there are opportunities for students to point and click within a "Blackboard like" environment, there is no final application of the tool such as a summative assessment or a case with questions and answers.
- **Practice Questions** - Although there are questions at the beginning of the module, it would be very helpful to have questions through-out the entire module.
- **Feedback -** There are general comments pertaining to feedback such as "Good job" when learners complete a task. The course could add more detailed feedback about the tasks.

OBJECTIVES AND ASSESSMENTS

MOTIVATIONAL DESIGN OBJECTIVES	ASSESSMENTS
Attention: **1. The learner will state that the course kept their attention throughout and was stimulating.**	**1. Learners will be given a survey at the conclusion of the course about their interest level during the module.**
Relevancy: **2. (a.) The learner will apply learning from the module through a real-life scenario, which reflects real classroom use of Blackboard.** **(b.) The learner will report that the course was relevant to their future courses.**	**2. Learners will be given real-life scenarios that are embed into the blackboard module, asking the student to complete relevant classroom tasks.**
Confidence: **3. The learner will report their confidence level is appropriate following each section of the module.**	**3. Learner will be given a rating scale from 1 to 5, following each section of the module on their confidence level.**
Satisfaction: **4. The learner will state something new that they learned that they can apply directly to their courses.**	**4. Learners will be given a survey at the conclusion of the course about something new that they learned that they can apply directly to their courses.**

POTENTIAL TACTICS

	Beginning	During	End
A	-Start the module with a real life scenario. -Add music to the beginning of the module. -Use pictures of real students in introduction. -Show a clip of a student using Blackboard.	-Use variations in the types of questions throughout. -Variation in the background of the sections. -Continue to use diverse pictures throughout. -Questions must be answered correctly before moving on. -Students must demonstrate skills being learned during the module.	-End the module with questions about how to apply Blackboard.
R	-Create an introduction slide with a purpose statement. -Introduction will include an outline of the course. -Create a relevant scenario at the beginning.	-Use relevant scenarios throughout the module. -Ask questions within about how Blackboard will apply to future courses. -Add real student comments about the usefulness of Blackboard. -Provide two course options, one for novice computer users and one for experienced users.	-Ask questions at the end about how Blackboard will apply to future courses. -Ask students to state how they expect to be able to use Blackboard.
C	-State what the learner will expect to learn in the introduction. -State the simple level of computer skills necessary for the course. -Give brief instruction on how to use the navigation tools to self-direct the course. -Create a scenario at the beginning that is challenging enough to draw attention from the overconfident learners but not difficult enough	-Questions and scenarios will provide positive feedback. -Students cannot move on without mastering each section, but have unlimited opportunities to do so. -Sections and questions will increase in difficulty level. -Instruction will be broken into smaller more manageable sections. -Provide additional practice in	-Summary of what they learned at the end. -Congratulatory statement at the end. -Final questions will be at an optimal level of challenge. -Remind students that after the course they can come back to this course module if necessary.

	to stress the low confident.	each section. -Questions should be at an optimal level of challenge.	
S	-Using a scenario in the introduction that shows how the course will benefit them in the future which will be addressed again at the end of the module to promote satisfaction.	-Ask questions at an appropriate level that give timely and appropriate feedback. -Provide a quick review statement at the end of each section to show the student that they learned something.	-Reflect on how skills learned in this course will be used in future classes. -Provide a list of the skills learned within the module. -Student can print or have mailed a certificate of completion which states the new skills the student has learned.

FINAL DESIGN

THROUGHOUT

- Realistic and diverse pictures throughout to reflect the content and show real world examples (A, R).
- Use variations on the types of questions asked throughout such as open ended, multiple choice, etc. (A, C, S).
- Continue to apply the questions and materials to real world scenarios that apply to the students (A, R).
- Relate all content throughout the module to stated learning goals (R, C, S).
- Questions and real world scenarios will provide positive feedback when answered by students (A, C, S).

BEGINNING

- State the goals and purpose in the introduction of the module to show the student what they will expect to learn (A, C, S).

- Start the module with a real world scenario, which applies to future Blackboard experiences (A, R).
- Be sure the scenario is at an optimal level of challenge for the students with high and low computer abilities (C, S).
- Give a brief introduction on how to use the navigation tools to self-direct the course (C).
- Introduction of the module will include a table of contents with hyperlinks to each section for easy navigation and to review certain sections (A, R, C, S)

DURING

- Questions during the module must be answered correctly before moving on (A, C, S).
- Questions and scenarios in each section will have students demonstrating skills they are learning during the module (A, R, C, S).
- Questions within each section will increase in difficulty level (C, S).
- Instruction will be broken into smaller more manageable sections (A, C, S).
- At the conclusion of each section students will rate their level of confidence on a scale of 1 to 5 before moving on. If the student chooses a 3 or lower it will be suggested, and a link provided to go back and review the section (C, S).

END

- End the module with various types of questions about how students can or will apply Blackboard to future courses (summative assessment) (R, C, S).
- Following the summative assessment a brief survey will be given which will rate their attention and satisfaction during the course (C, S).
- A summary of what was learned will be provided at the end of the module (C, S).
- A congratulatory statement will be given upon course completion (S).
- Provide a reminder to the students that they can return to the course for future review (R, C).