Articulate Project Design Document

# Analysis

## Purpose of the Project

The purpose of this project is to redesign a PowerPoint presentation into a self-directed e-learning module. The module provides an introduction to e-portfolios, and is part of the instruction for Education 303, a junior-level Education course on Instructional Technology.

## Objectives

The objectives of the module are:

1. Define e-portfolios
2. Identify tools available for creating e-portfolios
3. Identify and explain the components of e-portfolios
4. Identify the advantages and disadvantages of using e-portfolios

## Target Audience

The audience for this module are junior-level, preservice Education majors taking an undergraduate course in Instructional Technology.

## Anticipated Duration of E-Learning Module

The module is anticipated to take approximately 25 minutes to complete. This time is approximate due to some reading required on the part of the learner, as well as some practice activities and assessment questions that the learner is required to complete.

## Practice Activities

The module is divided into 5 sections, one for each objective and an assessment. Each section includes a practice activity for the objective addressed in that section.

## Assessment

The module includes a graded 10-question quiz as the final activity. The learner has completed the module if they score 80% or higher on the quiz. The following are sample assessment items:

Sample question 1: (True/false)

One of the benefits of using e-portfolios is that students promote and model digital citizenship and responsibility.

Sample question 2: (Short answer)

The e-portfolio can be thought of as an online alternative to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## Format Rationale

Articulate Storyline is the appropriate format for this module because it allows the students to engage in self-directed learning on a straight-forward topic. Articulate allows for interactions and assessments, which make it a good fit for this module.

## Instructional Flow

An Introduction slides apears 🡪 An interactive slide presents the Objectives 🡪 An introductory slide presents Objective 1, defining e-portfolios 🡪 An embedded YouTube video explains e-portfolios further 🡪 An interactive slide presents Practice for Objective 1, which is a true/false activity using character expression for feedback 🡪 An interactive slide presents Objective 2, identifying tools for e-portfolio creation, which is a branching slide that allows the learner to explore the various tools at their own pace and sequence 🡪 The branching leads to examples of tools with home pages and sample e-portfolios for each tool that branch back to the navigation slide for Objective 2 🡪 An interactive slide presents Practice for Objective 2, which is a drag-and-drop activity where the learner sorts examples and nonexamples 🡪 An introductory slide presents Objective 3, identifying components of e-portfolios 🡪 The components of e-portfolios are presented in an accordion format 🡪 The required elements for the e-portfolio required for the course are presented in an interactive slide 🡪 An interactive slide presents Practice for Objective 3, a drag-and-drop activity where the learner sorts examples and nonexamples 🡪 An introductory slide presents Objective 4, advantages and disadvantages 🡪 The learner is guided through 3 static slides of information on advantages and disadvantages 🡪 An interactive slide presents Practice for Objective 4, which is a drag-and-drop activity where the learner sorts examples and nonexamples 🡪 The Assessement section is identified by an introductory slide 🡪 10 interactive, quiz slides with graded questions are presented 🡪 A results slide informs the learner of their score 🡪 A brief survey consisting of three questions appears 🡪 A thank you slide appears 🡪 A slide informing the learner of their completion of the module appears, with the module closing when the learner clicks the next button.

# Design Elements

## Cognitive Learning Aids

For this module, the objectives are explicitly stated to the learner. The module has been designed to provide the learner with visual cues for transitions between objectives, as well as explicit audio and text narration detailing when transitions between objectives occur. Each of the sections on each objective are labeled prominently and introduced with slides of similar appearance to emphasize the transitions. Practice with feedback is provided for each objective before the transition to the next objective. Assessment is clearly identified, and feedback is provided on a question-by-question basis.

## Color

Colors chosen for this module are designed to enhance the Forest Green player selected by the instructor for the course. Varying hues of green are designed to complement the player, while hues of orange are selected to provide contrast. Very small accents of purple are used to further provide contrast in a tertiary color scheme. The character was selected based on the colors used in her clothing and hair to further enhance the color scheme with her green shirt and orange hair.

## Content

The content of the PowerPoint slides was edited for brevity and timeliness. The slides regarding Microsoft Expression Web were deleted, due to the discontinuation of this service by Microsoft. Since there were five examples remaining and there was no clear replacement of this service by Microsoft, the information was not replaced. The instructor may wish to identify Microsoft Publisher as an alternative, but there does not seem to be a way to obtain free hosting from Microsoft at this time. In the example e-portfolios, the second pages of the examples were deleted in the interest of brevity.

## Design Principles

### Continuity

The colors green and orange were used throughout the module to create a sense of continuity. The presentation of titles was consistent between types of slides. The use of Character 1 was consistent throughout the module to create a sense of continuity.

### Repetition

The introductory slides for each objective repeated the same colors and layout to provide visual cues for transitions to new objectives. Content slides were placed on matching master slides to provide visual cues for content, practice slides were placed on matching master slides to provide visual cues for practice, etc.

### Alignment

The slides were aligned left, for the most part, to create a professional appearance. Where multiple boxes were needed to present information, the boxes were aligned using grid lines.

### Proximity

Practice items for each objective were presented immediately after content related to that objective.

## Feedback or Other Assessment

Each practice item provided immediate feedback for the learner, and quiz questions also provided immediate feedback, in addition to the results being presented after the quiz was completed. The practice and assessment questions were aligned with the content of the module.

## Navigational Helps

Each slide contains buttons for the learner to choose to navigate to the previous or next slide. Where the navigation branches, audio cues help the leaner to expect what will happen when the buttons are clicked. Buttons are used for branching slides to further provide cues for the learner. The menu is presented on the left side of the player to provide the learner with an overview and alternative means of navigation.

## Organization, Scope, Pacing, and Sequencing

The module is organized according to the objectives, which I feel provide a logical structure to the lesson. The scope of the module is reasonable.

## Participation and/or Involvement

The learner is asked to participate in practice activities after each objective, and there are several opportunities for the learner to choose what order in which to view content.

## Practice Activities

The practice activities consist of interactive slides. The practice activity for Objective 1 asks the learner to identify correct statements and provides feedback via the character’s expressions. The practice activities for Objective 2 and 3 ask the learner to sort examples and nonexamples and provide via a popup screen. When the practice activities are completed, the learner is routed to the introduction for the next objective.

## Technical Quality and Usability

The information is presented clearly with no flaws or grammatical errors. The vocabulary is simple, with unfamiliar terms identified and defined within the module.

## Typography

The fonts were chosen to provide contrast, with Franklin Gothic Medium for titles and headings, and Franklin Gothic Book for text. The Franklin Gothic Medium Bold font worked well for reverse lettering, since it has thick strokes and shows up well in white against the orange header. The Franklin Gothic Book is much lighter weight but still provides good readability on the screen. This was a choice provided by Articulate, which allowed me to maintain consistency between the player and the slides. I found the font choices and customization to be quite limited with Articulate, and would have preferred to be allowed more control over this aspect of the design.