

Appendix 1

Learner Analysis

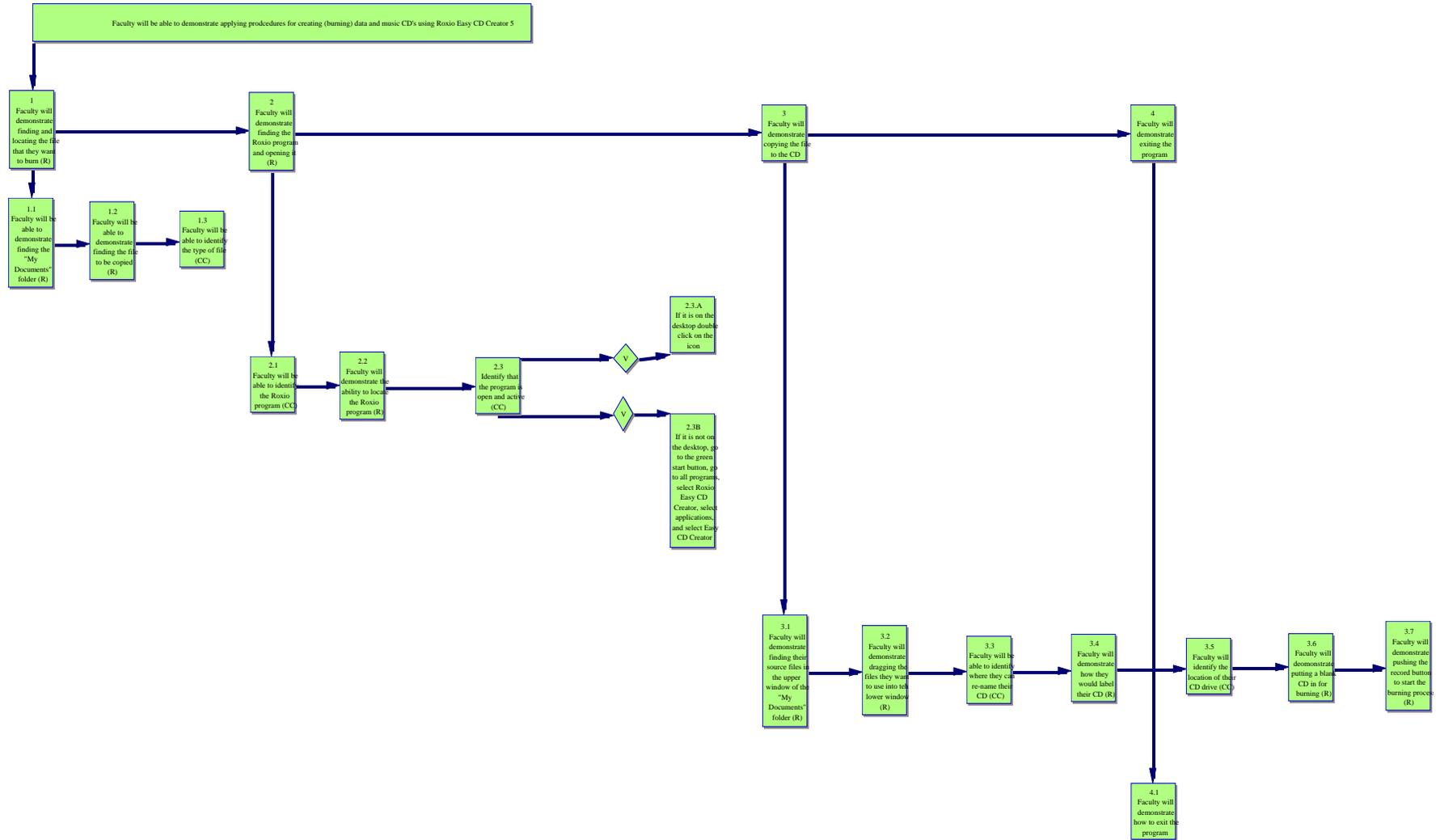
Information Categories	Data Sources	Learner Characteristics
Entry Behaviors	Surveys and interviews	Learners have little to no experience working with Roxio or burning files onto CD-ROMs. They have worked with CD-ROMs before and have used the various Microsoft office programs to save files as well as used the Internet to find and play music files.
Prior Knowledge of Topic Area	Surveys and interviews	Little to no experience burning a CD. Do have experience with Microsoft office, Windows XP, and basic components of the computer and computer skills
Attitudes Towards Content	Interviews	Will use this task to further their computer skills and will feel good not to having to ask other people to do it for them. Also excited to have the module in front of them so they can learn to do it themselves.
Attitudes Toward Potential Delivery System	Interviews	Excited because they will not have to go to a workshop and can learn this on their own time and at their own pace.
Motivation for Instruction	Interviews	Learners see the importance of this skill for their work. Learners no longer want to rely on TAC or their colleagues to do this for them and want to have a more reliable source for saving their data.
Education and Ability Level	Interviews and Personnel records	Learners have at least a Bachelors Degree and at least basic working knowledge of Windows XP and Microsoft office. They also have above college-level reading and writing skills and speak English as their primary language
General Learning Preferences	Surveys and Interviews	Learners are visual and active learners and are looking forward to having a self-instructional module to help them learn this skill at their convenience.

General Group Characteristics	Interviews and observations	Learners have a positive attitude in learning a new skill and believe this will not only help them in their jobs but will also improve their working relationship with their colleagues.
Attitudes Toward Training Organization	Interviews	Learners are adults between 28 and 60 years of age, so information needs to be clear and concise. Also needs to be broken up into small steps and include screen shots of Roxio and a computer so they know where they are.

Context Analysis

Information Categories	Data Sources	Learner Characteristics
Managerial/Supervisory Support	Interviews and Observations	TAC and their department's computer consultant from ITSD. Also other colleagues are there if they need help.
Physical Aspects of Site	Observations	Either working on their office computer which includes all the relevant software needed to complete the module or at home if they have the required software.
Social Aspects of Site	Observations	The learners will be working on their own but if they are in need of help they can contact either TAC or their colleagues.
Relevance of Skills	Interviews	The learners will be meeting the skill levels of their colleagues so that they will no longer have to ask for help on how to complete this task.

Task Analysis



Appendix 2

Instructional Goal	Terminal Objective	Assessment Item
Faculty will demonstrate applying the correct procedures for creating (burning) data and music CD's that are properly labeled using Roxio Easy CD Creator 5 (R)	Given access to a computer with CD burning capabilities, the My Documents folder, the program Roxio Easy CD Creator 5, a blank CD, and the task of burning a CD, the learner will demonstrate applying the correct procedures for creating (burning) data and music CD's that are properly labeled using Roxio Easy CD Creator 5 by finding their files on their computer's My Documents folder, dragging those files into Roxio, labeling their CD properly, and pushing the record button to burn those files onto their blank CD (R)	At this point you should have completed the instructional module and all the assessments for each of the sections. Your task at this time is to burn files onto a CD using Roxio Easy CD Creator 5 by finding the files in your computer's My Documents folder, opening the Roxio program, dragging those files into the lower window, properly labeling your CD, and burning the files onto a blank CD. Once your CD is burned, open it up and see that it works.
Main Steps of Instructional Goal	Performance Objectives of Main Steps	Assessment Items for Main Steps
<u>G1</u> : Faculty will demonstrate finding and locating the file(s) they want to burn (R)	Given access to a computer and the My Documents folder, the learner will demonstrate finding and locating the file(s) they want to burn by going to their My Documents folder and locating the files they want to burn in the folder (R)	After looking at your files, what kinds of files could you burn onto a CD? Are there any in your My Documents folder?
<u>G2</u> : Faculty will demonstrate finding the Roxio program (R)	Given access to a computer and the task of finding the Roxio program, the learner will demonstrate finding the Roxio program by either locating the icon on the desktop or going to start-programs-Roxio and opening	Close out of the program. Now from the beginning, go through the steps to find the Roxio program and open it.

	it by clicking on the icon (R)	
<u>G2.1:</u> Faculty will identify the Roxio program (CC)	Given examples and non-examples and the task of identifying the Roxio program, the learner will identify the Roxio program by identifying its icon (CC)	What does the Roxio icon look like? (Show pictures of icons)
<u>G2.2:</u> Faculty will demonstrate how to locate the Roxio program (R)	Given access to a computer and the task of finding the Roxio program, the learner will demonstrate how to locate the Roxio program either by going to their desktop and clicking on the icon, or by going to start-programs-Roxio-Applications-Easy CD Creator and clicking on the icon (R)	What are the two ways to find the Roxio program on your computer?
<u>G2.3:</u> Faculty will identify that the program is open and active (CC)	Given examples and non-examples of the opened Roxio program, the learner will identify that the program is open and active by identifying the key identifiers to show that the program is open (CC)	Take a look at the screen shot of the open Roxio program. Does your screen look like the picture? ___Y ___N
<u>G2.3.1:</u> Faculty will identify if the icon is on the desktop (CC)	Given examples and non-examples of the Roxio icon, the learner will identify if the icon is on the desktop by finding the appropriate icon on their desktop (CC)	Take a look at the Roxio icon. Is it on your desktop? ___Y ___N
<u>G2.3.2:</u> Faculty will identify if the icon is not on the desktop (CC)	Given examples and non-examples of the Roxio icon, the learner will identify if the icon is not on the desktop by going to their desktop and looking for the appropriate icon (CC)	Take a look at the Roxio icon. Is it on your desktop? ___Y ___N
<u>G2.3.1.1:</u> Faculty will demonstrate double clicking the Roxio icon on the desktop (R)	<u>G2.3.1.1:</u> Given access to a computer and the task of opening Roxio, the learner will demonstrate double	Did you double click on the correct icon? ___Y ___N

	clicking the Roxio icon on the desktop by going to the icon and double clicking it using their mouse (R)	
<u>G2.3.2.1:</u> Faculty will demonstrate the steps to get to the program (R)	<u>G2.3.2.1:</u> Given access to a computer and the task of opening Roxio, the learner will demonstrate the steps to get to the program, which include going to the green start button, go to all programs, select Roxio Easy CD Creator, select applications, and select Easy CD Creator (R)	If the icon is not located on the desktop, how do you find the program to open it?
<u>G3:</u> Faculty will demonstrate copying a CD (R)	Given access to a computer and a blank CD, and the task of copying a CD, the learner will demonstrate copying a CD (R)	List the steps to burn a file onto a CD.
<u>G3.1:</u> Faculty will demonstrate finding the source files in the Roxio upper window in the “My Documents” folder (R)	Given access to a computer and examples and non-examples, and the task of mapping the “My Documents” Folder within the Roxio program, the learner will demonstrate finding the source files in the Roxio upper window in the “My Documents” folder (R)	On the picture of the Roxio program, which letter represents where to find your source files? A,B,C,D
<u>G3.2:</u> Faculty will demonstrate dragging the files they want to use into the lower window (R)	Given access to a computer, and the task of placing the source files in into the burn window, the learner will demonstrate dragging the files they want to use into the lower window (R)	On the picture of the Roxio program, which letter represents where to drag your files to burn them? A,B,C,D
<u>G3.3:</u> Faculty will identify where they can change/re-name their CD (CC)	Given access to a computer, and the task of identifying where to change the name of their CD, the learner will identify where they can change/re-name their CD (CC)	On the picture of the Roxio program, which letter represents where you would change the name of your CD? A,B,C,D

<u>G3.4:</u> Faculty will demonstrate how they would label their CD (R)	Given access to a computer, and the task of labeling a CD, the learner will demonstrate how they would label their CD (R)	Why is it important to label your CD?
<u>G3.6:</u> Faculty will demonstrate placing a blank CD in the CD drive for burning (R)	Given access to a computer and a blank CD, the learner will demonstrate placing a blank CD in the CD drive for burning (R)	Do you know where and when to put your blank CD into the computer? __Y __N
<u>G3.7:</u> Faculty will demonstrate pushing the record button to begin the burning process (R)	Given access to a computer, and the task of beginning the CD recording process, the learner will demonstrate pushing the record button to begin the burning process (R)	Which picture represents the record button in Roxio? (Show pictures of buttons)
<u>G4:</u> Faculty will demonstrate how to exit the program (R)	<u>G4:</u> Given access to a computer, the learner will demonstrate how to exit the program by either pressing the red "X" in the top right corner of the program or going under File to Exit (R)	Did you properly exit the Roxio program? __Y __N
Entry Behaviors	Performance Objectives	Assessment Items
<u>G1.1:</u> Faculty will demonstrate finding the My Documents folder (R)	Given access to a computer and the task of finding the My Documents folder on the computer, the learner will demonstrate finding the My Documents folder by clicking on the My Documents icon on the Desktop (R)	Where is the My documents folder icon located on your computer?
<u>G1.2:</u> Faculty will demonstrate finding the file(s) to be copied (R)	Given access to a computer with the My Documents folder open and the task of finding the files they want to burn, the learner will demonstrate finding the file(s) to be copied by going through the files in the My Documents folder (R)	What types of files could you find in your my documents folder? A. Music Files B. Data files C. Picture files D. All of the above

<p><u>G1.3:</u> Faculty will identify the type of file they want to burn (CC)</p>	<p>Given examples and non-examples of different types of files, the learner will identify the type of file they want to burn by locating it in the My Documents folder and identifying the type of file it is (CC)</p>	<p>Where would we find the suffix to identify what type of file it is?</p> <p>A. At the beginning of the file name B. At the end of a file name</p>
<p><u>G3.5:</u> Faculty will identify the location of the CD drive (CC)</p>	<p>Given access to a computer, and the task of identifying the location of the CD drive, the learner will identify the location of the CD drive (CC)</p>	<p>Where on the computer is the CD drive located?</p> <p>A. On the Monitor B. On the tower C. Behind the computer</p>

Assessment Items

Pretest (Assessment tools for Entry Behaviors):

1. Where is the My documents folder icon located on your computer?

2. What types of files could you find in your my documents folder?

- A. Music Files
- B. Data files
- C. Picture files
- D. All of the above

3. Where would we find the suffix to identify what type of file it is?

- A. At the beginning of the file name
- B. At the end of a file name

4. Where on the computer is the CD drive located?

- A. On the Monitor
- B. On the tower
- C. Behind the computer

Section 1 Assessment:

After looking at your files, what kinds of files could you burn onto a CD? Are there any in your My Documents folder?

Section 2 Assessment:

1. What does the Roxio icon look like?

- A.  B.  C.  D. 

2. What are the two ways to find the Roxio program on your computer?

3. Take a look at the Roxio icon. Is it on your desktop?

___Y ___N

4. If the icon is not located on the desktop, how you do find the program to open it?

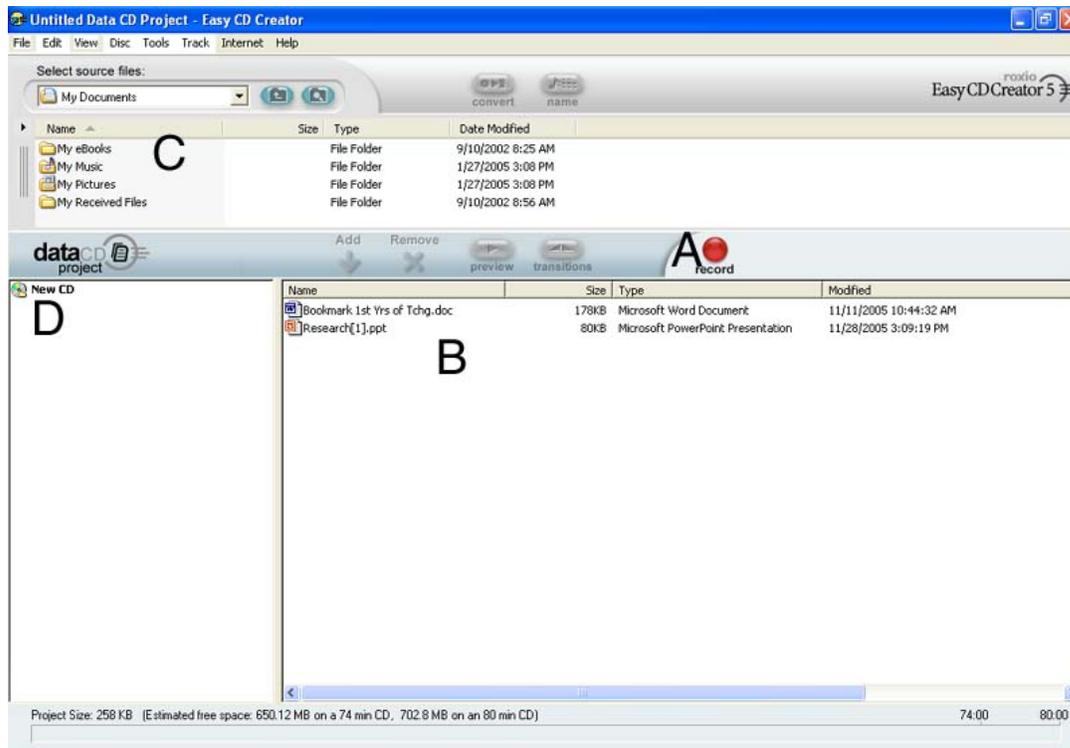
5. Take a look at the screen shot of the open Roxio program. Does your screen look like the picture?

___Y ___N

6. Close out of the program. Now from the beginning, go through the steps to find the Roxio program and open it.

Section 3 assessment:

The next three questions deal with the following picture:



1. On the picture of the Roxio program, which letter represents where to find your source files? _____
2. Which letter represents where to drag your files to burn them? _____
3. Which letter represents where you would change the name of your CD? _____
4. Why is it important to label your CD?

-
5. Do you know where and when to put your blank CD into the computer?

___Y ___N

6. Which picture represents the record button in Roxio?

- A.  B.  C.  D. 

7. Now that you have seen the process, list the steps on how to burn a CD:

Section 4 Assessment:

Did you properly exit the Roxio program?

___Y ___N

Final Assessment (Assessment of terminal objective)

At this point you should have completed the instructional module and all the assessments for each of the sections. Your task at this time is to burn files onto a CD using Roxio Easy CD Creator 5 by finding the files in your computer's My Documents folder, opening the Roxio program, dragging those files into the lower window, properly labeling your CD, and burning the files onto a blank CD. Once your CD is burned, open it up and see that it works. Use the checklist below to track your progress.

_____ Find the My documents folder

_____ Find the files you want to burn

_____ Find the Roxio program on the computer

_____ Open the Roxio program

_____ Find your source files (the files you want to burn) in Roxio

_____ **Drag your files into the lower window**

_____ **Label your CD**

_____ **Insert a Blank CD into the CD-ROM drive**

_____ **Hit the record button to start your progress**

_____ **Exit the Roxio program**

_____ **Check your CD to make sure it works**

Does everything work? If it does, then congratulations! You now know how to burn a CD using Roxio! Happy burnings in the future!

Appendix 3

Objective Analysis Table for One on One Evaluation

Objective #	1	1.1	1.2	1.3	2	2.1	2.2	2.3	2.3.1	2.3 .1.1	2.3.2	2.3 .2.1	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	# of obj. mast ered	% mast ered	
Learner A	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner B	C	C	C	C	C	C	C	C	C	C	N/a	C	C	I	C	C	I	C	C	C	C	C	18/20	90%
Learner C	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Total for Group	3	3	3	3	3	3	3	3	3	3	0	3	3	3	3	3	3	3	3	3	3	3		
%	1 0 0	100	100	100	1 0 0	100	100	100	100	100	0	100	1 0 0	100	100	100	100	100	100	100	100	1 0 0		

The table above shows the objectives each learner answered either correctly or incorrectly.

Correct answers are marked with a C and incorrect responses are marked with an I.

The column 2.3.2 marked with N/a represents a question that was repeated in 2.3.1, so the learners did not have to answer the question again. Learners A and C got all questions correct while Learner B only missed one question.

Mastery is defined as correctly responding to the assessment items for the given objective.

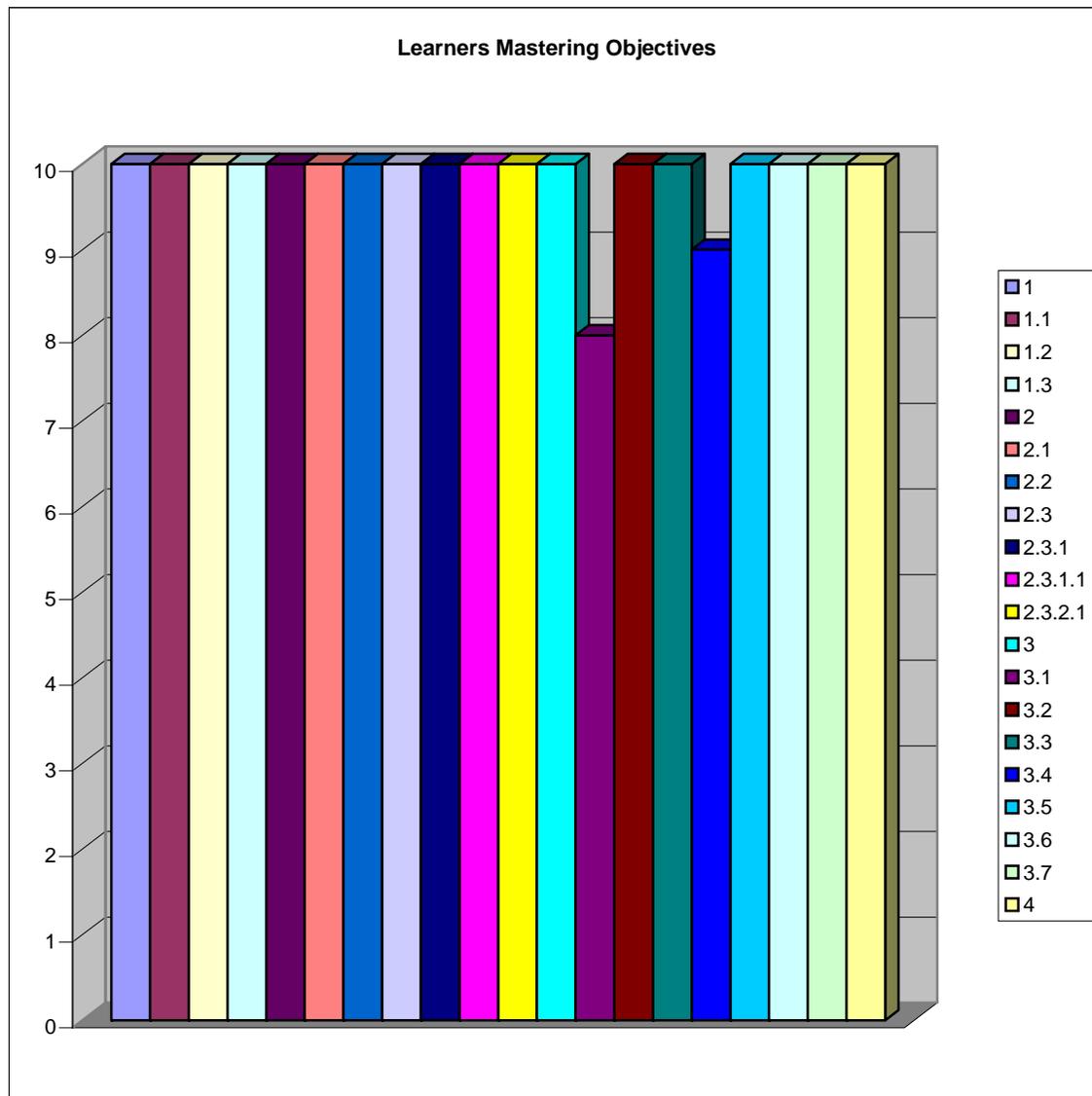
Objective Analysis Table for Small Group Evaluation

Objective #	1	1.1	1.2	1.3	2	2.1	2.2	2.3	2.3.1	2.3.1.1	2.3.2	2.3.2.1	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4	# of obj. mastered	% mastered	
Learner 1	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 2	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 3	C	C	C	C	C	C	C	C	C	C	N/a	C	C	I	C	C	I	C	C	C	C	C	18/20	90%
Learner 4	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 5	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 6	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 7	C	C	C	C	C	C	C	C	C	C	N/a	C	C	I	C	C	C	C	C	C	C	C	19/20	95%
Learner 8	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 9	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Learner 10	C	C	C	C	C	C	C	C	C	C	N/a	C	C	C	C	C	C	C	C	C	C	C	20/20	100%
Total for Group	10	10	10	10	10	10	10	10	10	10	0	10	10	8	10	10	9	10	10	10	10	10		
%	100	100	100	100	100	100	100	100	100	100	0	100	100	80	100	100	90	100	100	100	100	100		

In the above table the letter C represents a correct answer to that assessment item. A letter I represents an incorrect response to the assessment item. The column 2.3.2 marked with N/a represents a question that was repeated in 2.3.1, so the learners did not have to answer the question again.

Objectives Mastered implies that the learner has correctly answered all questions related to the objectives of the module.

Graph of How Many Learners Mastered each Objective



This graph shows the number of learners mastering each objective. Overall most of the objectives were mastered by all ten learners; however, with objectives 3.1 and 3.4, only eight and nine learners mastered them, respectively. Objective 2.3.2 was not included in this graph due to the fact that the results from it were not applicable.

Exit Survey Data

- 1) What did you like about this learning module?
 - a. The directions were easy to follow and the pictures really helped me to make sure I was doing the right thing.
 - b. The fact that I can learn as fast as I want.
 - c. The pictures were very helpful.
 - d. All of my questions were answered.
 - e. I can now teach my grandkids a thing or two.
 - f. It was quick and easy to complete.
 - g. It taught me a valuable skill.
 - h. It was very engaging.
 - i. The pictures were extremely helpful.
 - j. It was both exciting and fun!

- 2) What were some things you did not like about this learning module?
 - a. I understand why this was necessary, but some of the content covered was very basic.
 - b. No. Very helpful
 - c. I didn't like having to go back and forth between the print outs and the computer.
 - d. There was a lot of reading.
 - e. Nothing.
 - f. Started with very basic material.
 - g. Was confusing at first but then I got the hang of it.
 - h. Everything was done very well.
 - i. None.
 - j. Very helpful.

- 3) Would you recommend any changes?
 - a. I think it is great the way it is.
 - b. The color scheme is not my favorite.
 - c. Background colors sometimes affected how I could see the text.
 - d. Wouldn't change a thing!
 - e. Background colors sometimes affected how I could see the text.
 - f. Maybe if everything could be done on the computer including the tests.
 - g. The text was hard to read in places.
 - h. No changes. Works great.
 - i. None.
 - j. Some of the colors were distracting.

- 4) Were the module information and directions clear enough?
 - a. Yes, easy to understand.
 - b. Yes
 - c. For the most part
 - d. Yes
 - e. Yes, very clear.

- f. Very easy to follow.
 - g. Yes.
 - h. Yes.
 - i. Yes.
 - j. Yes.
- 5) Did you feel pressured for time in completing the module?
- a. No.
 - b. Since it was at my own pace I didn't feel any pressure.
 - c. Not at all.
 - d. No, very relaxed.
 - e. After adjusting to the format, I felt no pressure.
 - f. No.
 - g. No.
 - h. No, plenty of time was given.
 - i. No, I was very relaxed.
 - j. No, I really liked that it was at my own pace.
- 6) Do you have any other comments?
- a. No.
 - b. No. Thanks for inviting me to participate.
 - c. If you fix the color scheme it will be a lot less confusing.
 - d. No.
 - e. Thanks for teaching me a new skill.
 - f. This is great. I had no idea how easy it was.
 - g. Now I'm out of the dark ages!
 - h. Thank you.
 - i. This has been extremely helpful.
 - j. Thanks!

Log of Hours for Each Section of Project

1. Needs Assessment: 4 hours

We spent time observing and talking with perspective learners, meeting with our client, developing analysis tools, and analyzing data. It was very helpful to actually speak with faculty who were motivated to learn how to back up their files. This also helped up to develop a profile of our learner. Faculty were at first resistant to speak about their abilities with technology but after we told them the purpose of our questions they opened up. This also includes the Learner Analysis and Context Analysis.

2. Task Analysis: 7 hours

The Task Analysis was one of the most time consuming elements of this process. Each task was required to be broken down into its most basic form. While the Task Analysis was tedious we recognized its value and completed several drafts before finalizing it.

3. Performance Objectives: 4 hours

The performance objectives took much less time than the task analysis. It was simply a matter of writing down and organizing the necessary steps in completing the task analysis. We recognized the performance objectives as imperative to the completion of the instructional module.

4. Instructional Module Development: 15 hours

Developing the instructional module was certainly a time-consuming process. The first step was to determine the appropriate delivery system. We originally decided to use Macromedia's Captivate software but decided on Microsoft PowerPoint because we thought the learners would feel more comfortable using a product they already had experience using. After deciding on our platform creating the screen shots took up a good amount of time. We wanted to develop images which were easy to follow. Along with the actual screenshots, deciding on the proper placement of circles and arrows was an important process which took some time. Having the task analysis, performance objectives and assessments already completed by the time we were developing the module was very helpful. After completing the screenshots it was just a matter of putting together a puzzle. In essence all of the pieces were there they simply needed to be organized.

5. One on One Evaluation: 3 hours

We worked with each learner for about an hour while they completed the module. We were there for questions, comments, and to clarify any unclear directions. After completing the module, the learners were given an exit survey to complete. It was good to receive feedback from actual learners after working on the module for so long. With their feedback we were able to better adjust the module to their needs.

6. Group Evaluation: 5 hours

Because of their schedules, the learners were allowed to stop by the computer lab anytime between 8a.m. and 1p.m. on a specified date. There was some overlap in the number of learners in the lab at any specific time. Nobody took more than an hour to complete the module. When the learners got there, they were given the print materials and the CD-Rom containing the module as well as a blank CD for the final assessment.