

Course Project Design Document

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Needs Assessment

A local religious organization desires to start an outdoorsmanship course for children. The organization is made up of approximately 15 families who gather on weekends for spiritual education and once every other week to share in academic instruction. The group is made up of roughly 30 adults and between 30 and 40 children. A member of the group, who will lead the outdoorsmanship program, has requested a training program for parents who will be involved with the program.

The need for this program arose because a majority of the members of the organization are avid campers and desire a formal program to educate their children on outdoor survival and safety. While there are many publically available programs which could satisfy these goals, members of the organization want to have a personalized program free of the cost and rigid constraints of the publically available programs.

This training program was initiated through received input, which suggested a problem, therefore a goal analysis will be applied to the perceived need in order to develop goals for the training intervention. A goal analysis was considered more appropriate than a needs analysis in this case due to the cost, time, and scope of the project (Morrison, et al., 2013). The goal analysis was conducted in conjunction with the program's primary stakeholder and a participating parent to ensure that the need is properly defined and goals are set in accordance with the stakeholder's vision for the program. Completion of the Six Step Goal Analysis revealed the following goals:

1. Parents understand the goals and intentions of the Outdoorsmanship Program
2. Parents understand how to build and maintain a fire safely

3. Parents understand how to use and maintain a knife safely
4. Parents understand how to build shelter for various conditions
5. Parents understand age appropriate techniques from each subject matter area

Learner Analysis

The instructional solution which will be implemented will have to take into account a diverse learner population. The intended training will be open to both men and women of various ages, work experiences, education levels, ethnicities, cultural backgrounds, learning styles, and disabilities. While initial feedback indicates that most participants in the program will be male, this will not exclude females from participating and therefore considerations must be made for females in the design process. The age of participants in the program will vary from early twenties to late sixties, as the group will be comprised of both parents and grandparents. Since this group was formed through social and religious ties, there is no vocational commonality among them. This means that participants possess a wide variety of professional skills. Though this training is not professional, or work related, this consideration will have a reduced yet prevalent impact on the training. This is due to the nature of the training and professions of the participants. For example, military members and law enforcement officers may be better equipped to master the proposed training than someone who works in an office or as a salesperson. This will be a key factor because it will be necessary to design the training so that the first group mentioned remains engaged and the second group is adequately equipped. Another key consideration related to experience is the groups level of experience with camping and related tasks. As many in the group are avid campers it will also be necessary to keep this portion of the group engaged while ensuring that they obtain the requisite skills and knowledge for training children with the parameters set forth by the outdoorsmanship program. This

familiarity will serve as an integral benefit to the training program as relating prior experiences and generating authentic experiences will be key components to creating effective learning experiences (Dobrovolny, 2006). All this must be accomplished while ensuring that the program remains accessible and effective for parents who have no camping or outdoor skills. Another personal demographic that will not be standardized across the group is education level. Some participants have completed post-secondary education, while others have a level of vocational training. Other factors which will vary greatly among program participants are culture and learning styles. One consideration which will need to be carefully evaluated and weighed is culture. A majority of program participants have lived all their lives in New Mexico. New Mexico culture is very different from other parts of the country, this is observed most clearly in how residents of New Mexico deal with time and punctuality. People who are from this culture tend not to be in a rush to accomplish tasks and it is not considered rude to be late. This factor will have to be taken into account in program design to ensure that course functions do not exacerbate this cultural condition. The final consideration to review in the conduct of the learner analysis is learner disabilities. At this time there are no known physical or learning disabilities that could affect participants successful completion of this course, however precautions will be taken in the design of the course to ensure that potential future participants, and current participants with unknown conditions, are accommodated.

Contextual Analysis

In the endeavor to provide highly effective and tailored training program it is necessary to review three specific areas of context related to the training. The first is orienting context, which describes the context in which the learner receives the training. How does the training fit into the learners goals? Does the learner believe that the training is useful? Finally, does the learner

believe that they will be held accountable for mastering the materials (Morrison, et al., 2013)? Analysis has shown that training participants are highly motivated to participate in this course as its purpose is to convey valuable safety and survival information to their children. Furthermore, a recent research study has shown that motivation and emotion are highly predictive factors in self regulated learning environments (Cho, Heron, 2015). The perceived utility of the course will vary by parent depending on the level of familiarity each parent has with the information being distributed by the course. Parents who are highly proficient with the subject matter of the course may perceive the course as having low utility, however efforts will be taken to focus their attention on the aspects of the course that relate to the new outdoorsmanship program's best practices in teaching skills to children. Parents unfamiliar with the subject matter should perceive high utility in the course as it will provide them personal knowledge of the techniques, as well as the knowledge necessary to convey those skills to their children.

The next field of context which was analyzed was the instructional context. This is the physical environment in which the training will occur and relates to every aspect such as seating, noise level, temperature, and equipment (Morrison, et al., 2013). The primary contextual consideration of the selected method of instruction is that it will necessitate that each participant has access to a computer with internet connectivity. Beyond the primary contextual factor, the instructional context will be dependent on the environment selected by participants when they review the course materials. At this time all families which will participate in the program have access to a computer with internet capability. The program leader intends to assist parents, as necessary, with computer access for participants who do not have a computer. The introductory lesson of module 1 will provide some information on the importance of environment while studying course materials, to include lighting, noise, and temperature (Morrison, et al., 2013).

Outside of these considerations the instructional context should have little effect on the efficiency of the training due to the self-paced format of the course. Furthermore, the selected online, self-paced nature of the course will further allow the benefits afforded by Web 2.0 technology which will assist in accommodating families, reducing costs, and improving the effectiveness of instruction (London, Hall, 2011).

The final contextual consideration that was reviewed was the transfer context. The analysis of transfer context seeks to ensure that newly learned skills and knowledge can be applied to a wide range of situations (Morrison, et al., 2013). Consideration of transfer is an essential element of effective training programs. This program will require special transfer consideration due to the nature of the training and the intended application environment. Parents will be expected to participate in self-paced, online training and then apply what they have learned in an outdoor environment. A key element of this program will be the suggested application techniques. Participants will be encouraged to seek out practical application situations through personal outdoor experiences and participation in regular meetings of the outdoorsmanship program. These experiences will be essential to ensuring that participants master the fundamental skills necessary for demonstrating the same skills at tiered levels for children.

Task Analysis

Learners participating in this course will have two main objectives; first, to obtain or confirm a strong understanding of key concepts within the subject matter presented in the course and second, to understand how that information fits into age appropriate tiers in the outdoorsmanship program. To accomplish these objectives materials will be presented in a

similar manner, presenting first detailed information and concepts and then relating the same information as it pertains to program age groupings. The following outline provides a topical analysis of the subject matter that will be presented to program participants. This initial framework is designed to identify facts, concepts, principles, and rules that will be the basis of the course (Morrison, et al., 2013).

I. Introduction

A. The purpose Outdoorsmanship Program

1. A family environment to teach children outdoorsmanship
2. A tiered approach to teaching children safe outdoorsmanship

B. The framework of the Outdoorsmanship Program

1. Program meetings
 - a. Frequency
 - b. Location
2. Age tiers
 - a. Beginner: 5-7 year olds
 - b. Basic: 8-11 year olds
 - c. Intermediate: 12-14 year olds
 - d. Advanced: 15-18 year olds

C. This online course

1. The purpose of this course
2. How to use this course
3. Keys for success
 - a. Environment
 - b. Applying what you learn here to the field

II. Fire

A. Basics

1. Terminology
 - a. Tinder
 - b. Kindling
 - c. Fuel
 - b. Ignition sources

2. Safety
 - a. Environmental
 - b. Personal

B. The basics of starting and maintaining a fire

1. Precautions and area preparation
2. Materials
3. Basics of ignition
4. Maintenance
 - a. Fuel
 - b. Air

C. Advanced

1. Structures
 - a. Trench
 - b. Pyramid
 - c. Lean to
 - d. Box
2. Advanced ignition practices
 - a. Flint
 - b. Friction
 - c. Steel wool with 9v battery
 - d. Starter aids

D. Fire techniques for age tiers

- a. Beginner: Safety rules, what to do if the fire isn't safe
- b. Basic: Materials, structures
- c. Intermediate: Ignition (various types), starter aids
- d. Advanced: Practical experience

III. Knives

A. Basics

1. Terms

- a. Blade
- b. Hilt
- c. Handle
- b. Types: folding, lock blade, fixed

2. Safety

B. Use

1. Types and handling
2. Knife maintenance and care
3. Knife uses

C. Knife use and care for age tiers

- a. Beginner: Parts, Blade awareness, Safety
- b. Basic: Supervised handling, limited use
- c. Intermediate: Whittling, uses as a tool
- d. Advanced: Additional privileges, advanced uses

IV. Shelter

A. Basics

1. Terminology

- a. Tent
- b. Makeshift shelter

2. Safety

- a. Environment
 - b. Weather conditions
 3. Terrain and location
- B. Tents
1. Types and considerations
 2. Parts of a tent
 3. How to pitch a tent (standard dome tent)
- C. Makeshift shelter
1. Types
 2. Materials
 3. How to build a makeshift shelter
- D. Shelters as applied to age tiers
- a. Beginner: Using instructions to pitch a tent
 - b. Basic: Selecting shelter site
 - c. Intermediate: Additional site selection, beginner makeshift shelter skills
 - d. Advanced: Advanced makeshift shelter skills

Instructional Objectives

Instructional objectives are an integral component of the instructional design process, serving two distinct functions. First, they serve as an important framework for the selection of activities and resources to facilitate learning. Second, they provide the baseline for how student learning will be evaluated (Morrison, et al., 2013). Each instructional objective is based on one of the goals from the first section of this design document.

Goal 1: Parents understand the goals and intentions of the Outdoorsmanship Program

Objectives:

1. Parents explain the purpose of the Outdoorsmanship Program with 100% accuracy
2. Parents name the program tiers and associated ages with 100% accuracy

Goal 2: Parents understand how to build and maintain a fire safely

Objectives:

1. Parents define the terminology associated with fire ignition and maintenance to 100% accuracy
2. Using a given scenario parents describe fire area preparation identifying three considerations for a safe fire area
3. Given a list of materials parents explain an effective technique for starting a fire

Goal 3: Parents understand how to use and maintain a knife safely

Objectives:

1. Parents define the terminology associated with knives to 100% accuracy
2. Given a scenario parents explain the proper use of a knife giving two techniques which will accomplish the scenario's goal
3. Parents list four considerations for safe knife use

Goal 4: Parents understand how to build shelter for various conditions

Objectives:

1. Parents define the terminology associated with shelter setup and maintenance to 100% accuracy
2. Parents explain four considerations for safe and effective shelter location

3. Given a scenario and a list of ten materials parents will select five materials which are most effective for constructing a makeshift shelter within the scenario conditions

Goal 5: Parents understand age appropriate techniques from each subject matter area

Objectives:

1. Given a list of skills parents indicate which skills are appropriate for each age group with 100% accuracy
2. Given a scenario parents will identify which age group can effectively operate safely in the situation
3. Provided with an age range parents will describe the age appropriate techniques for each subject matter area as it relates to the provided age range with 100% accuracy

It should be noted that each of the listed objectives contain an action verb. A recent study has shown that using action verbs as the basis of instructional objectives provides a strong basis for assessing the attainment of objectives (Nevid, McClelland, 2013). Formatting the instructional objective in the preceding manner will facilitate an effective assessment of the objectives.

Instructional Sequencing and Strategies

Sequencing is an important step in the instructional design process. While the task analysis provides a detailed outline of what participants will learn in the course, sequencing provides a systematic order of content presentation which optimizes the information presentation, facilitating participants attainment of objectives (Morrison, et al., 2013). For the initial module of the outdoorsmanship program four separate sequences will be developed, one

for each lesson of the module. While some sequences may bare resemblance to each other or the topic analysis performed in the task analysis section, the overall objective of the sequence is to provide the most effective presentation of materials.

The first lesson of the module, the introduction, will be sequenced using concept related sequencing, specifically using class relation sequencing. Class relation sequencing applies to the initial lesson, but also describes the overall sequencing scheme of the module. Sequencing using class relations provides information first on the entire program (the overall class) and then goes on to teach lessons on the individual components of the program (members of the class) (Morrison, et al., 2013). In the introduction lesson class relations will be used to first describe the overall program and then describe the components of the program such as the framework, the age tiers, and the training itself which serves as an introduction to the primary subjects of the outdoorsmanship program. In this way the sequencing of the introduction will look much the same as the task analysis.

| Introduction | | |
|--------------|--|-----------|
| Sequence | Description | Objective |
| 1. | The purpose Outdoorsmanship Program | 1 |
| 2. | The framework of the Outdoorsmanship Program | 2 |
| 3. | This online course | 3 |

While the overall sequence of the module is related to class relation, the remaining lessons are ordered to follow a temporal sequence. The remaining lessons are sequenced knives, then shelter, and finally fire. This follows the idea that in an outdoor experience you will first be

proficient in using a knife (a skill that will be mastered before venturing out alone). Next, when in the wilderness and preparing to spend the night a camper would first provision for shelter before starting a fire. Therefore, the remaining lessons will follow this sequence because in reality this is how campers will conduct themselves (Morrison, et al., 2013).

The lesson on knives was sequenced using the concept-related sequencing logical prerequisite. This sequencing is used when it is necessary for learners to obtain mastery of one concept before moving on to another (Morrison, et al., 2013). Logical prerequisite was selected for this lesson because it was determined that learners must first understand terminology, safety, and handling before they could move on to maintenance, care, and use. This consideration is more important in this lesson than others because students may take the opportunity to review or practice skills in their homes with a knife, a concern that is far less likely with fire or shelter. The following sequence lays out the order in which the lesson on knives will be presented.

| Knives | | |
|----------|-----------------------|------------------|
| Sequence | Description | Objective |
| 1. | Terms | 1 |
| 2. | Safety | 3 |
| 3. | Types & handling | 2 |
| 4. | Maintenance & care | 2 |
| 5. | Knife uses | 2 |
| 6. | Age tier beginner | 1, 2, 3 (Goal 5) |
| 7. | Age tier basic | 1, 2, 3 (Goal 5) |
| 8. | Age tier intermediate | 1, 2, 3 (Goal 5) |

| | | |
|----|-------------------|------------------|
| 9. | Age tier advanced | 1, 2, 3 (Goal 5) |
|----|-------------------|------------------|

The next lesson, on shelter, was sequenced according to sophistication. This method of sequencing starts with simpler concepts and moves on to more complex ideas and tasks (Morrison, et al., 2013). In this lesson it was determined that it would be most appropriate to begin with a simple concepts, like selecting a location, before moving on to assembling a tent and then finally ending with building a makeshift shelter.

| Shelter | | |
|----------|--|------------------|
| Sequence | Description | Objective |
| 1. | Terrain and location | 2 |
| 2. | Types and considerations | 2, 3 |
| 3. | Parts of a tent | 1 |
| 4. | How to pitch a tent (standard dome tent) | 1 |
| 5. | Terminology | 1 |
| 6. | Safety | 2 |
| 7. | Makeshift shelter - Types | 3 |
| 8. | Makeshift shelter - Materials | 3 |
| 9. | Makeshift shelter - How to | 3 |
| 10. | Age tier beginner | 1, 2, 3 (Goal 5) |
| 11. | Age tier basic | 1, 2, 3 (Goal 5) |
| 12. | Age tier intermediate | 1, 2, 3 (Goal 5) |
| 13. | Age tier advanced | 1, 2, 3 (Goal 5) |

The final lesson on fire is the most complex lesson of the module. This lesson was sequenced using a learning-related sequencing based on interest. Interest sequencing allows the lesson to present the most interesting portion of the material first, to gain the learner's attention and create enthusiasm for the lesson (Morrison, et al., 2013). This is an important consideration for this lesson due to its length and complexity as the sequencing method will facilitate learner engagement.

| Fire | | |
|----------|--|-----------|
| Sequence | Description | Objective |
| 1. | Fire starting - Precautions and area preparation | 2 |
| 2. | Fire starting - Materials | 1 |
| 3. | Fire starting - Basics of ignition | 1 |
| 4. | Fire starting - Maintenance | 1 |
| 5. | Structures - Trench | 3 |
| 6. | Structures - Pyramid | 3 |
| 7. | Structures - Lean to | 3 |
| 8. | Structures - Box | 3 |
| 9. | Advanced ignition - Flint | 1, 3 |
| 10. | Advanced ignition - Friction | 1, 3 |
| 11. | Advanced ignition - Steel wool & 9v battery | 1, 3 |
| 12. | Advanced ignition - starter aids | 1, 3 |
| 13. | Terminology | 1 |

| | | |
|-----|-----------------------|------------------|
| 14. | Safety | 1, 2 |
| 15. | Age tier beginner | 1, 2, 3 (Goal 5) |
| 16. | Age tier basic | 1, 2, 3 (Goal 5) |
| 17. | Age tier intermediate | 1, 2, 3 (Goal 5) |
| 18. | Age tier advanced | 1, 2, 3 (Goal 5) |

As a means of executing the preceding sequences several instructional strategies will be implemented. As there are different types of information that must be conveyed through the training (facts, concepts, & principles/rules), different instructional strategies will be employed to ensure the most efficient learning process. The first strategy that will be employed is recall. This strategy is used to assist learners to remember lists and facts, this is done through repetition, rehearsal, review, and mnemonics (Morrison, et al., 2013). Specifically, this course will employ various methods of repetition and review that will hold learners attention and effectively convey the facts. This strategy will be used to meet objectives which require learners to remember terms and facts. The next main group of content from each of the lessons is concepts. Concepts will be taught using the integration strategy. This will be accomplished by various, interactive means within each of the lessons. The remainder of the content within the module is classified as principles and rules. Due to the nature of the class and the time constraints applied it is best to use the RULEG and integration strategy for principles and rules presented in this course. This strategy provides an explanation of the rule or principle and then provides several examples (Morrison, et al., 2013). This strategy will be employed using videos and/or animation, illustrations, pictures, and other explanatory content. While a less active strategy for learning

rules and principle, RULEG and integration will provide an effective means of learning within the course constraints.

References

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