

1 Self-insight and reflection about portfolio project

1. Instructional strategies selected and justification

The Instructional delivery method for this RLO was individual CBT and after they passed they would get to do in-shop training. The RLO's purpose was to get them ready for on the job guidance and training. Individual was best because they could do it at their leisure and have the convenience of doing it whenever, wherever. They could message us with questions and work through it at their own pace of learning. I also wanted this to be a reference material for those already working at the shop and need to brush up or look something up quickly.

The instructional strategies used was tutorial instruction, as this was a tutorial on how to use certain necessary functions of an app. Sequencing was also included in this due to important steps in procedure that needed to be memorized and followed. For the final activity a scenario was used that included more detailed feedback and encouraged the learner to go back and look at the material they may have missed. It included the learner to be more engaged and think more on the information they were supposed to be absorbing during the tutorial instruction.

2. Decisions made along the way with the design

A lot of considerations and changes were thought of and yet, still closely followed the flowchart. One big change was how I made the basic register tutorial separate from the cash tutorial. At first I had it together but it made more logical sense to make it separate and have the payment choices branch off, this also matched what I had on the flow chart.

There was a challenge in making buttons with images on them and now I know how storyline works, I'd make them separate from the program and import them in. I decided to add them in to the RLO because it looked cleaner and conveyed stronger meaning.

3. Accessibility components taken into consideration and employed

I considered the requirements of the job and what kind of accessibility issues our staff would have. Functional eyesight and being able-bodied due to the physical demands of the job (including helping with set up and take down of the sales booth and equipment at events) was required for working at the business. I decided to forgo the alternative text on images. Also, while keyboard navigation is automatic in storyline, I

didn't bring it to attention as most users would be on a tablet or smartphone anyway.. That's another reason why I didn't include an alternative to the drag and drop activity.

The biggest issues that stood out to me to make it more accessible was the fact that an overwhelming majority of people who become shop staff or event staff are not native English speakers, and some may even be neuro-divergent. Because of that, I made sure that translations were provided for the all Japanese application, that things were worded simply and clearly, not using slang or cultural nuances that would cause confusion. This also applied to the images as well, as certain imagery might be misunderstood or requiring a certain level of cultural knowledge to understand.

I added audio because oftentimes neuro-divergent people find that listening instead of reading is better for absorbing information or they like to do both at the same time to help focus. Computer read text often distracts the listener due to how unnatural they may sound. I recorded all the audio myself. The controls are manual and nothing is auto play, giving control and choice.

Lastly, other things I considered were color, contrast, and organization of images in an order that would make logical sense and meaningful sequence. I made sure that the RLO was learner self-directed so they could work at their own pace and decide what to do and when to do it at all times. Images were static and clickable for more info. Easy to navigate buttons and visual literacy were also taken in to account to guide learning. Appropriate text color, size, and font with consideration of contrast was used.

4. How interface design and visual design principles were incorporated?

The continuity of color and color choices were thought up very intentionally. I looked at the original Air Regi app website and decided to pull some main colors from that and work it in my design. I also wanted to keep certain buttons and functions specific colors and be consistent with it as not to confuse the learner.

As this was a visual dependent tutorial, images were the most important thing to include within the RLO. I took original screen shots, as that's what the learner would be working with. I also wanted them to be big enough to clearly see but still have enough room for text. None of the images I used were decorative. Even the icons all had meaning to help clarify meaning to the learner. Trying to sequence out images to follow steps was challenging and I chose to have the learner tap the image for more. I did that instead of using buttons or tabs that might be distracting and make the visual interface too busy and disrupt learning. I'm sure if I had more time I'd figure out a better way to achieve this.

Placement of buttons for navigation and even the shape of the buttons were meant to direct the learner without the use of language. I probably would not do arrows next time and maybe make them smaller to aesthetically look nicer and create more

usable space. Next time I will make the screen ratio bigger instead of the standard PowerPoint size so I can incorporate more screen usage.

5. What assessment methods were used and why?

The assessments used were the sequencing activity, to check that the learner knew the process of procedures, and the final knowledge check at the end, where they were given three scenarios and had to choose the correct answer. The situations given are situations that are common at the shop and directly applicable to the learner. It was for checking the application of what they intended to learn. Feedback was important for assessment as learning/assessment for learning. (AFL / AAL). Learning while doing and testing yourself helps the learner apply and absorb more of the information you want them to know and do the actions want them to perform. It's about learning through doing and feedback was an important part of that, along with letting learners try as many times as they like at activities. It helps them use higher levels of thinking.

6. Describe the results of your usability test and any changes you made to your product based on the feedback you received

The results of the usability test and feedback made me think deeper about visual design and how it facilitates learning. My initial prototype I had reviewed was quite clunky in that for the practice activities and the final knowledge check, the mechanics could have been smoother and the learner given more control in movement. I also needed to finish certain elements that weren't implemented yet, like helpful hint boxes, references, and audio. I made the text more visually organized and reworded some things to get a clearer message across.

7. New insights into competencies for instructional designers

Some new insights involving competencies for instructional designers are that I definitely can see the common belief that technology knowledge takes second place to overall skill in learning theory and application. If you have "good bones" to a course theoretically and have interesting, appropriate activities and knowledge/skills check, everything else can be worked with and researched. It is especially true if you already have familiarity in an authoring tool. The visual design of the course is a lot harder than I thought but made easier with knowledge of visual literacy and applied best practices in visual design theory.

2 This criterion is linked to a Learning Outcome Professional growth and reflection on CBT design Answers these questions:

*** What are some significant ways in which you will expand the use of CBT in your current position?**

For in shop sales training or for when people work events and the process we usually follow for both set up, take down and sales. Dealing with people and common situations on site are very important in saving time and money at events. They can also lead to safety issues if proper attention is not heeded.

For my teaching job, I'd love to use it with my returnee students who need extra instruction and I can use more technology with them than I would be able to with the other students. I could do vocabulary, scenarios using language, and even short answer input to help them, learn and use English. There are plentiful applications for EFL and language use.

***What were the most valuable concepts/ideas gained during the course?**

It was the consistency of keeping the learning process and theory from a rough draft, to a flow chart, to a final product. I think that's was the hardest thing. Making sure that you stay true to what you are producing and what you need to do and keep it entertaining or interesting enough for people to want to engage and be more likely to absorb what is intended for them to learn. Having to be through, detail oriented, as important because you really do have to think of everything and make it easier on yourself.

***What was the most valuable, most fun, or most interesting activity during the course?**

The most valuable would be going through the whole process start to finish. It demystified the process and gave me perspective. Here we can walk through the whole process of creating quicker to get just a small sample of on the job experience. Learning through doing.

The most fun and interesting for me was actually learning the technology and the capabilities of what the authoring program I was using was able to do. I wanted to change quite a bit after working with it and thinking of how I could creatively use what is available and what content I had to work with, to make something more engaging than just a point and click or click and drag. Developing the course was easy for me and

organizing it. But actually developing it in an authoring tool was the real challenge for me. Like an artist trying to take concepts and thumbnails of what is in their head and translating that to something tangible and concrete was challenging.

***How will this course impact your instructional design?**

I have a much better idea about the process of designing it from concept to a usable product. I can do better and be better at creating engaging content. It also makes me consider using the current talents I have and how to incorporate that into a learning experience for my clients.

***What questions/concerns do you have about designing and developing computer-based training?**

Some questions:

How much time is usually expected for turnaround actually authoring a course? The development side of the project has me thinking about how long designers typically spend on producing a small course, not just the development of the objectives, activities, etc., but authoring it from the design document and flow chart.

How much would programing help in creation of CBT? It seems like a lot of tools are limited in what they can do, and incorporating more machine learning to people's habits could offer increased personal instruction.

Finally a concern I have would be the delicate way instructional design handles copyright. I used copyrighted material for my RLO because the RLO was based on using that app. I know many provisions are made for personal use and as long as you don't directly profit or claim intellectual property of the copyrighted material, it's usually okay. I feel like this would come up all the time.

***Where will you go to answer these questions/concerns?**

Possibly different experts in the field on youtube, Reddit communities, and some book research or educational sites. I'm constantly researching everything I can online and found Reddit to be very helpful and insightful.