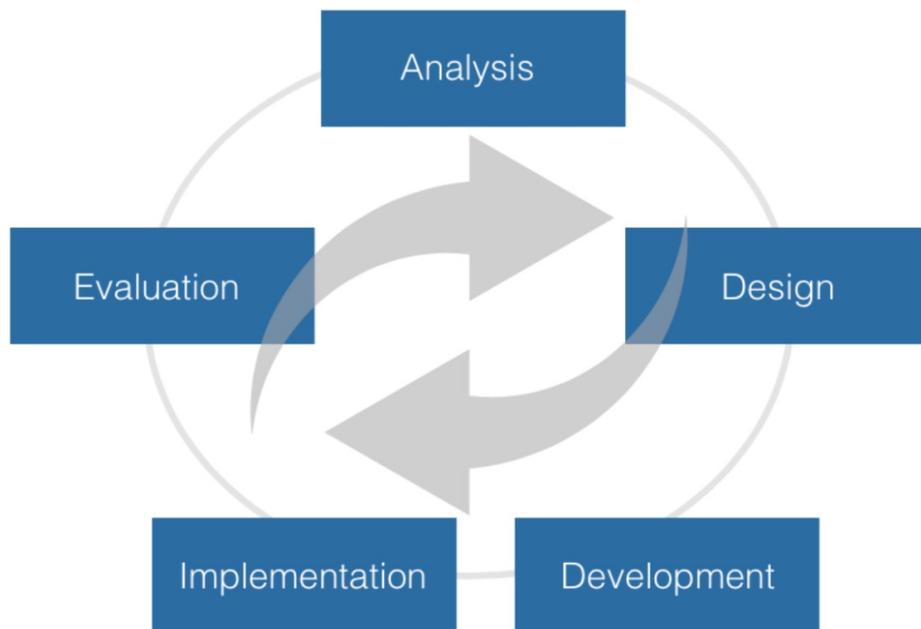


# ADDIE Model

## Design Plan

Samford University





# Analysis – ADDIE # 1

In the analysis phase of the ADDIE model the instructional problem is identified. The instructional goals, success metrics, and overall objectives are also established. Information regarding the learner such as the learning environment, preferences, demographics, and existing knowledge and skills are also identified during this phase.

## Project Team Members

ROLE	NAME and CONTACT INFORMATION
Instructional Designer	Donna K. Fitch, dkfitch@samford.edu
Subject Matter Expert (SME)	Donna K. Fitch, dkfitch@samford.edu

## Organizational Description

Provide a general description of the organization.

Web and Digital Marketing is the team within the division of Marketing and Communication at Samford University tasked with designing, implementing and maintaining web and digital marketing solutions for the university, including web design, maintenance and quality control through the Cascade Server content management system; web development projects; and digital analytics and advertising.

## Overall Training or Learning Goal (Big Picture)

What is the primary purpose of the training? What organizational problems are you trying to solve?

The UN Convention on the Rights of Persons with Disabilities recognizes access to information and communications technologies, including the Web, as a basic human right.<sup>1</sup> Samford, as a Christian university, should be a leader in respecting this right with the design of its web pages. Additionally, an error-free site is vital to maintaining trust with users. In Samford's distributed content editing model, all editors must be aware of the methods for maintaining this standard. Accessibility errors in web content violate Section 508 of the Rehabilitation Act of 1973 (as Amended). According to university counsel, universities may be held legally liable for inaccessible websites.

<sup>1</sup> <https://www.w3.org/standards/webdesign/accessibility>

# Instructional Needs Analysis

## Project Needs

1. What are the business needs driving this training project?  
The need to fix accessibility errors is a priority. The errors, made by content editors, put the university out of compliance with Section 508 requirements. Making these corrections is time-consuming, taking time away from web team staff that could better be used elsewhere.
2. Is it aligned with or part of a strategic initiative?  
Possibly; maintaining the integrity of the website is a constant goal.
3. What is the goal(s) of this training project? (e.g., improve team/member productivity)  
improve content editor skills in locating and repairing accessibility errors
4. Is there a Project or Training budget?  
no
5. What actions have you already taken to resolve the issue/ communicate the need?  
Each new content editor must take a 1 ½ hour training course on how to edit in the content management system. Web team staff corrected errors in a large initial project throughout the entire site of 20,000+ pages in 2017-2018 to bring the site into compliance.

## Performance Need/ Gap (Project Goals)

1. What is the Issue?  
When creating content, campus editors introduce accessibility errors.
2. Why is there a problem?  
Campus editors forget their initial training, get in a hurry, or are unaware of the problem.
3. What are they doing now? What should they be doing?  
They are omitting descriptions on images (ALT tags), introducing copy/paste errors (usually on Macs), using non-descriptive words for links (such as “click here”), and incorrectly nesting headings. They should be adding descriptions to all images, copying content into a text document before pasting (if using a Mac and Safari browser), using descriptive words for links (e.g. “the Counseling page gives further information”), and using headings in the correct order (H2 followed by H3).
4. Is this documented correctly somewhere (existing training) or in someone’s head?  
The existing documentation consists of a 3-page job aid, handed out at training. It will not be used in the new training.
5. How do experts and novices differ in their approach?  
Experts use an automated program to check content on a regular basis, and are aware of the possible problems, not making the errors in the first place. Novices generally do not understand why Section 508 compliance is so important.
6. Do they know what the standards of performance are for this task? (clearly communicated expectations)  
They are told at their initial training but may not understand completely.
7. Do they know how to do it as required? (knowledge)  
No
8. What are the risks/impacts if users do not perform correctly?  
Besides making it difficult for visually impaired site visitors to interpret content using a screen reader, some universities have been threatened with lawsuits for noncompliance.
9. Are there rewards or punishments for doing it as required? (incentives)  
Not as such, except for knowing visually impaired users have been assisted.
10. If in pilot, do you have any success stories from existing users? (e.g. increase in customer relationships).

N/A

11. Are there obstacles for doing it as required? (systems/ tools/ processes/ policies/ resources)  
Lack of knowledge and time seem to be the only obstacles. The tool for diagnosing accessibility errors is available online at no cost.
12. Who monitors and provides feedback for this effort?  
The Executive Director of Web & Digital Marketing
13. What are the most common mistakes?  
Omitting descriptions on images (ALT tags), introducing copy/paste errors (usually on Macs), using non-descriptive words for links (such as “click here”), using headings as design elements rather than organizational elements.
14. What are the most flagrant mistakes?  
Multiple instances of the same in one document, not checking links after adding them to content such as a news story
15. What do you want the learners to be able to do upon completion of training (course objectives)?  
After this training, the Samford University Marketing & Communication school content editor will be able to: Describe the importance of maintaining an accessibility error-free website.  
Demonstrate how to determine if content contains errors. Demonstrate how to correct errors.
16. What prerequisite knowledge, skills, and abilities (KSAs) will trainees need in order to be able to perform their tasks adequately?  
How to edit in the content management system.
17. What do you want the learners to know upon completion of training?  
Why an accessibility error-free website is important. How to determine if content contains accessibility errors. How to correct accessibility errors.
18. How will we know we have effectively addressed the issues?  
When error numbers drop to 0 in the weekly validation report for accessibility errors.
19. How will we measure success of the project, i.e. reports, surveys, questionnaires, assessment, direct observation, interviews  
Surveys of content editors, reports of errors, direct observation, interviews.

## Project Plan

1. What is the source for the course content? (Curricula, related courses, paper based reference materials, surveys, interviews, observations)  
Paper based reference materials, interview with Director of Web & Digital Marketing, ID’s knowledge from working with the system, internet research.
2. Is there an impact to existing Curricula?  
This training would be in addition to the existing training but could be referenced at need at a later date.
3. Will this training need to be updated periodically to align with policy, procedure, or system updates?  
Yes.
4. When will the training “Go Live?”  
Summer 2019

## Project Deliverables

1. Do training completions need to be tracked?  
No
2. How often will training be required (one time, annual refresher, etc.)?  
One time, then available online as needed
3. Will there be a test environment with dummy or real data we can use?  
N/A
4. How difficult / complex is the system to use and/or learn?  
Fairly simple and straightforward

5. What type of activities will the user perform on the system (i.e., search, inquiry, browse, fill out forms, etc.)?  
Watch video, select correct answers in quiz questions, complete simulated training.
6. What resources are already available (i.e., user guides, training materials, etc.)?  
Training material in the form of job aid
7. Is this a totally new concept or do the users have experience doing the same type actions in another environment?  
Users have the experience doing the same actions within the content management system.
8. Is this computer systems training? No If yes:
9. Under what conditions will users be trained on the new system? N/A
10. What training functions need to be trained for the users (i.e., system access (sign on/log off), navigation, help, forms use, other)? N/A
11. How frequently will users access / use / update the system? N/A
12. Under what conditions will users access / use the system? N/A

## Potential Challenges

1. What risks, limitations or constraints are there?  
Possible resistance to additional training. Any complaints may limit training to being optional.
2. How will we mitigate these?  
Statement by Director of Web & Digital Marketing about the importance of the training. Explaining the editors' part in helping maintain an accessible site.
3. Are there any project milestones identified that could affect delivery of training?  
Technical difficulties related to the LMS.
4. Are there any political issues that could affect project development?  
Conceivably something could come up, but none are anticipated at this time.

# Audience Needs Analysis

## DEMOGRAPHICS

1. Age: Primarily 25-35, with two in the 40-60 range
2. Gender: 87% female, 13% male
3. Primary language: English
4. Profession or student: Marketing professionals assigned to schools on campus
5. Current role in the company/student at school: Titles vary: Marketing & Communication Manager, External Relations Director, reporting either to a school dean or the Executive Director of University Communication.
6. Formal educational background: Everyone has a minimum of a bachelor's degree. At least one has a master's degree and advanced public relations certification.

Also, analyze audience as a whole:

1. Size: What is the size of your target audience? 8 (with possible expansion to about 40 additional campus editors in future)
2. Career level: Are they novices, executives, CEO's, middle managers or technicians? professionals
3. Composition: Is the audience homogenous or heterogeneous? homogenous
4. Location: Are they dispersed geographically? No, all are located on the Samford University campus
5. Work conditions: Do they work in offices or do they engage in physical labor outdoors? offices

## CONTEXT

1. Describe a typical day in this person. Clearly list job functions:  
Writing news stories on school functions; Posting stories on web using content management system; Liaising between school and Creative Services team of Marketing & Communication for print projects; Marketing school events; Meeting with Web & Digital Marketing on web analytics for their school pages; Reporting to school dean and other faculty.
2. How much time do they have for learning? 0-30 minutes per week
3. Common constraints, frustrations, challenges, pain points:  
Far too much to do in too little time, taking blame for any mistakes, unclear expectations, dual reporting structure (to school dean and to Executive Director for University Communication).
4. Professional and life goals:  
Advance in marketing at an outside firm; obtain professional certification; maintain home/worklife balance
5. Distractors: common barriers to learning  
Nonstop requests from school dean and/or faculty, poor time management, lack of perceived need for additional training, family responsibilities.
6. How and when will learners want to use your course? Alone? In groups? In store? At home?  
Alone in their offices, whenever they have questions about how to correct an error or as a refresher.

## EXPECTATIONS

1. Why are they taking this course?  
Encouragement from Executive Director for University Communication and/or Executive Director of Web & Digital Marketing
2. What are they looking for in the eLearning course?  
Clear instructions, logical and sensible reasons for taking the course, expectation that the training will be meaningful to their jobs.
3. Is the course mandatory or voluntary? mandatory
4. If there was no obligation, will the audience still take the course? probably

5. Do they think they need this training? — What is their level of urgency?  
They will probably agree that they need it, but their level of urgency is low.
6. What does the audience expect to learn from your course?  
The simplest way possible to correct accessibility errors.
7. How do they expect this course to resolve their workplace concerns?  
Helping them contribute to the mission of the university
8. How do they expect this course to help them achieve their professional goals?  
Additional skills are always helpful for a resume, and accessibility knowledge is helpful in many situations.
9. What do they expect they will be able to do at the end of a course?  
Complete their web tasks and correct errors with a minimum of extra time spent. Contribute to furthering the university's mission by helping keep Samford's website compliant.

## PRIOR KNOWLEDGE

1. Do they have previous knowledge on the topic? If not, what prerequisite knowledge will be required?  
They should have previous knowledge of the topic from initial training. If they have forgotten it, they need no prerequisite knowledge, other than the mechanics of how to use the system..
2. Entry behaviors: What the learners should already know to DO?  
Learners should already be able to access and use the content management system.
3. What SPECIFIC skills do your learners already possess?  
Logging onto the content management system (CMS), opening their correct folder (specific to their login), editing a piece of content, saving and publishing content, logging out of the CMS.
4. What do they need to know?  
Understanding the importance of avoiding accessibility errors, determining how to locate those errors, determining how to correct accessibility errors.
5. What do your learners DON'T know?  
They don't know how to use Total Validator Basic to locate errors, nor how to correct the errors.
6. Are learners aware of their knowledge gap?  
Most likely they are not aware. The importance to the university of avoiding accessibility errors is impressed upon them in initial editor training, but in the press of daily duties, they forget.

## ATTITUDES

1. What do they think about the topic?  
That error correction is a waste of their time, or that they don't have time to do it, or that it is the web team's responsibility.
2. What questions do they have? List the questions your audience has, and that the course should answer.  
Why is accessibility important?  
Does it really matter if content has a few errors in it?  
Is Total Validator Basic a difficult or expensive program to use?
3. Do they believe that taking this course will help them grow in the workplace?  
Yes, they are interested in assisting in such tasks as much as possible, and are often hesitant to ask the web team for help.
4. What information do you have to provide to build a convincing "what's-in-it-for-me" factor?  
The importance to disabled users to access the website without problems.  
The ease of using Total Validator Basic.  
The ease of correcting errors.

## EXPECTATIONS

1. What's their preferred media type? Do they want a video tutorial or do they prefer a summarized

infographic?

Video is their preferred media type, but also find PDF job aids helpful.

2. What type of personality do they have? You can use Myers-Briggs Model to identify if they are introverts, extroverts, etc.  
The majority of them are introverts, based on division assessment experiences. As a group they are hard-working and conscientious.
3. How do they want to be engaged with and talked to?  
They prefer straightforward and to-the-point learning, preferably on their own. They don't want anything too complicated or time consuming. They want to be inspired and feel they are contributing to the university's mission.
4. What motivates them to learn?  
Improving their skills, fear of failure, desire to do a good job and help students on campus and in their respective schools.

#### SKILLS and ABILITIES/ACCESSIBILITY

1. Are they tech-savvy?  
Most of them are moderately tech-savvy.
2. How will they be accessing the course? Will they rely on office equipment (computer lab, training room, etc.) or will they rely on their own device?
3. training room, etc.) or will they rely on their own device?  
They will use the computer in their own offices.
4. What is the technical configuration of these devices?  
Dell Windows 10 or Mac laptops. Technical configurations vary by university specifications, and when computer was leased. The lease period for laptops is four years.
5. What software and programs do they use in their daily work?  
Chrome or Safari browser for email, university portal access, Canvas access, Microsoft Office 360 suite, various other programs depending on their function and school standards.
6. What network bandwidth do they have access?  
High-speed university network

# Key Learning Objectives (SLOs –Student Learning Outcomes) \*

What are the KEY learning objectives?

Objective #	LEARNING OBJECTIVES
#1	After this training, the Samford University Marketing & Communication (MAC) school content editor will be able to describe the importance of maintaining an accessible website.
#2	After this training, the Samford University MAC school content editor will be able to demonstrate how to determine if content contains accessibility errors.
#3	After this training, the Samford University MAC school content editor will be able to demonstrate how to correct accessibility errors.

\*If more than 6 objectives are selected by the SME, try to condense. Too many objectives make the course focus too broad and difficult to assess.

\*\*USE BLOOM'S TAXONOMY VERBS for EACH Learning Objective

1. Objectives explain how learners will be assessed.
2. Align the objectives with the instructional materials, activities, and technologies used in the course so that they all contribute to the accomplishment of the learning objectives.

## Performance Analysis

*What skills and competencies are needed to meet the organizational/department/School goals? What skills does the organization need to have in the future? What behaviors, skills, and attitudes need to change?*

BEHAVIOR ANALYSIS (NOTE: all columns should have the same number of items and they should align)		
Current Behavior (what you want to change)	Future Desired Behavior (what you want behavior to look like)	How might you assess this? (survey, pretest, quiz, interview, etc.)
N/A	N/A	N/A

SKILLS ANALYSIS (NOTE: all columns should have the same number of items and they should align)		
Current Skills (what you want to change)	Future Desired Skills (what skills you want learner to have)	How might you assess this? (survey, pretest, quiz, interview, etc.)
<ol style="list-style-type: none"> <li>Posting content that contains accessibility errors</li> <li>Unsure of how to correct accessibility errors</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate how to determine if content contains errors.</li> <li>Demonstrate how to correct errors.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate to instructor how to use Total Validator Basic and explain what results mean</li> <li>Run accessibility scan and send results along with positive feedback</li> </ol>

ATTITUDE ANALYSIS (NOTE: all columns should have the same number of items and they should align)		
Current Attitude (what attitude(s) you want to change)	Future Desired Attitude (what attitude(s) you want learner to have)	How might you assess this? (survey, pretest, quiz, interview, etc.)
<ol style="list-style-type: none"> <li>Unaware of importance of web accessibility</li> </ol>	<ol style="list-style-type: none"> <li>Describe the importance of maintaining an accessible website.</li> </ol>	<ol style="list-style-type: none"> <li>Quiz on the importance of accessibility</li> </ol>

## Recommended Training

*What training is needed solve the overall problem(s)?*

TRAINING RECOMMENDATIONS/GOALS	
Training in web accessibility for all campus editors: what accessibility is, how to detect errors, and how to correct them.	
Raise awareness of how content affects the perception of the Samford website, and the importance of an error-free site in that perception.	



# Design - Delivery Plan (ADDIE #2)

## Delivery Date

*When will the course be delivered? Any possible risks or constraints to delivering on time?*

[06/03/2019]

No risks or constraints to delivering on time are anticipated.

## SME and Partner ID Communication Plan

*How will you, as the instructional designer, communicate your progress to the SME and your partner ID? What does she or he prefer?*

As both ID and SME, I will keep myself organized by following the design plan and noting key milestones.

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## Course Prerequisites

*Describe any prerequisites that are required before taking the course?*

Completing the initial training session on editing in the content management system

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## Pre-Training

*Describe any pre-training activities that will occur before the course begins. This might include pre-assessments, pre-readings, surveys, etc.*

Initial survey on challenges of the content management system and knowledge of web accessibility

## Key Milestones

*What are the key milestones that will be needed to be tracked to measure project progress? (i.e. When will a sample module be delivered? When will assessments be uploaded? Will videotaping lectures be required?) You will provide more detail in the timeline, but this list will get you started.*

Storyboard completion

---

Pilot completion

---

Final project completion

---

## Timeline

The following is a high-level timeline. ***This does NOT cover every task for your course.*** Add to this timeline as needed. Remember that delays in meeting deadlines could delay course completion.

Milestone Task	Task Owner(s)	Completion Date
Kickoff meeting ( <b>Analysis</b> )	ID	3/3/2019
Draft and send Project Definition Report (PDR) to SMEs for review	ID	2/3/2019
Provide feedback on the PDR	SMEs	2/3/2019
Update PDR and distribute for final approval	ID	2/24/2019
Approve PDR	SMEs	2/24/2019
Provide Content	SMEs	3/24/2019
Draft Design Plan and Storyboard, Content Map ( <b>Design</b> )	ID	3/27/2019
Approve DP and Storyboard, Content Map	SMEs	4/7/2019
Develop Prototype ( <b>Develop</b> )	ID	4/14/2019
Approve Prototype	SMEs	4/21/2019
Develop Final Product	IDs	5/6/2017
Approve Final Product	SMEs	5/12/2019
Approve Go Live	SMEs	5/12/2019
Post course to production ( <b>Implement</b> )	ID/LMS	5/17/2019
Go-Live		5/28/2019
Evaluation ( <b>Evaluate</b> )	ID	5/29/2019

## Check Delivery Date

*Any possible risks or constraints to delivering on time?*  
Computer difficulties are always possible.

# Development - ADDIE # 3

## Module or Lesson Development

*What does your new or revised content look like?*

*NOTE: Use these templates to plan your content development. Copy as needed for the number of modules in your course.*

Module #_1_			
Topic(s)	Web Accessibility	Using Total Validator	Correcting Errors
Module Objectives	1. Describe the importance of maintaining an accessibility error-free website.	2. Demonstrate how to determine if content contains errors.	3. Demonstrate how to correct errors.
Reading	WCAG page on accessibility*	Learning module in Captivate	Learning module in Captivate
Video Lectures	Vyond video: "What is Web Accessibility?"	N/A	N/A
Quiz	One question knowledge check	N/A	N/A
Project	N/A	N/A	N/A
Discussion	Group discussion after all editors have taken course	N/A	N/A
Assignment	N/A	Follow along with simulation in Captivate module	Follow along with simulation in Captivate module
Images/ Graphics	Within video	Within module, screen captures for demonstration	Within module, screen captures for demonstration

\* <https://www.w3.org/standards/webdesign/accessibility>

# Notes on Quizzes, Activities, and Assessments

## **Make certain your quizzes, activities, and assessments align with course objectives!**

(QM) The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes.

1. Objectives explain how learners will be assessed
2. Instructional materials, activities, and technologies used in the course contribute to the accomplishment of the learning objectives.

# Notes on the Development of Course Rubrics

The Canvas LMS contains a built-in rubric, but in case you need to build a rubric, the link below contains a Word file template and instructions for how to use and modify the template to meet individual grading needs. Download this file and modify it as needed to construct a rubric. If your SME prefers a certain rubric template, use that preferred template.

- [Rubric Template \(doc\)](#)

## AAC&U VALUE Rubrics

The Association of American Colleges & Universities Value Rubric is widely used by individuals working in schools, higher education associations, colleges, and universities in the United States and around the world.

Sample Rubrics:

- [Inquiry and analysis](#)
  - [Critical thinking](#)
  - [Creative thinking](#)
  - [Written communication](#)
  - [Oral communication](#)
  - [Reading](#)
  - [Quantitative literacy](#)
  - [Information literacy](#)
  - [Teamwork](#)
  - [Problem solving](#)
- 
- [Obtain All 16 Rubrics \(pdf\)](#)

# Implementation – ADDIE # 4

## Accessible for All Implementation Guide

<b>Instructional Designer:</b> Donna K. Fitch				<b>Date:</b> 3/29/2019							
<b>Project Title:</b> Accessible for All						<b>Module:</b> Accessible for All					
<b>Total Duration:</b> 15 minutes						<b>Training Site:</b> Online – Asynchronous/Self-paced/Academic setting					
<b>Training Preparation for Anticipated Audience of Learners:</b>											
<b>Prerequisites:</b>			<b>Instructional Equipment:</b>			<b>Equipment:</b>			<b>Other Considerations:</b>		
Learners need to be able to read and write, possess basic computer and internet navigational skills, and know how to edit content in the Cascade Server content management system (CMS).			Each learner will need to have access to an internet ready desktop computer with a dependable internet connection.			Course will be conducted in an online environment. All learners will already have access to a desktop or laptop computer in their offices, as well as logon permission for Cascade Server CMS. Learners taking the course offsite will be required to provide their own desktop or laptop computer and internet access.			Encouraging all learners to complete the course during the same week will help create a sense of comradery and shared experience, despite its asynchronous nature.		
<b>Instructional Materials:</b>											
Instruction aid: Steps to correcting accessibility errors with Total Validator Basic. Reminder sticker: Accessible for All! (oval shaped, black letters on green background, same color as in video) Web page: Web accessibility resources (including download link for Total Validator Basic)											

<b>Learning Outcomes &amp; Assessments:</b>		
<p><b>Upon completion of this project, the learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the importance of web content accessibility.</li> <li>• Demonstrate how to determine if web content is accessibility standards-compliant.</li> <li>• Demonstrate how to correct accessibility errors.</li> </ul>	<p><b>Assessment:</b></p> <p>Multiple choice quiz item on common examples of accessibility errors. Demonstrate using Total Validator Basic that all errors have been corrected.</p>	
<b>Introduction (5 minutes)</b>		
<p>The purpose of the training is to raise awareness of the importance of accessible web content and enable campus editors to make sure the content they create in the Cascade Server content management system (CMS) meets these standards.                      The need arises when campus editors introduce errors into content, unaware of the importance of producing clean content.                      The training will cover why web accessibility is important, how to find errors in the content using Total Validator Basic, and how to correct those errors.                      The learner will take away from the training an enhanced knowledge of web accessibility and how to avoid making these errors.                      The training will last 15 minutes or less, which should be a good length to hold the learner’s attention.                      The facilitator (who is also the designer) has 19 years’ experience in web design, as well as at least 6 years’ experience teaching students web design, WordPress site creation and information retrieval.</p>		
<b>Instruction:</b>	<b>Duration:</b>	<b>Facilitator Notes &amp; Remarks:</b>
<p>I. What is web accessibility and why is it important?</p> <ol style="list-style-type: none"> <li>a. The power of the Web</li> <li>b. Types of disabilities that should have access (all!)</li> <li>c. Standards and laws that help us                             <ol style="list-style-type: none"> <li>i. WCAG</li> <li>ii. Section 508</li> </ol> </li> <li>d. What makes a web page accessible                             <ol style="list-style-type: none"> <li>i. Adding a description to images</li> <li>ii. Including transcripts for audio and video</li> <li>iii. Making link text descriptive whether than “click here”</li> </ol> </li> </ol>	<p><b>4 min</b></p>	



## Evaluation – ADDIE # 5

*During the evaluation phase of the ADDIE model, the instructional designer determines what success will look like and how it will be measured.*

*Often, the evaluation consists of two phases: formative and summative. Formative evaluation is iterative and is done throughout the design and development processes. This occurs all throughout the ADDIE process.*

*Summative evaluation consists of tests that are done after the course materials are delivered. The results from these tests help to inform the instructional designer on whether or not the course accomplished its original goal and objectives outlined in the analysis phase.*

### Measuring Success

*How will you measure success? How does this map back to your desired outcomes?*

Success will be measured in clean reports from Total Validator Pro, as well as in editors' ability to discuss the importance of web accessibility. The clean reports will indicate the desired outcome of Objectives 2 & 3, while ability to discuss the importance will indicate the desired outcome of Objective 1.

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### Tracking

*Will you use a Learning Management System to track your results?*

- Yes  
 No

*What can be learned from analyzing the data provided in the LMS?*

The LMS data will show whether and how often the module is accessed, and how successful the learners are at completing it. I will be interested to learn what additional data the LMS provides.

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### Formative Evaluation

*Describe how to capture and evaluate learner feedback throughout the course design and development process.*

Learner feedback will be captured and evaluated only at the end of the design and development process, on successful completion of the module. Instructor feedback along the way will inform all aspects of the process. Feedback from other designers in the form of discussion group and informal conversations will be invaluable in determining whether or not the module will be helpful.

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