Instructional Systems Design Report

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Screencast Title: “How to Submit an Article on the Weathersfield School’s Website”

Runtime: 3.41 minutes

Permalink on ePortfolio: Pedagogy & Technology II's Screencast Assignment
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Summary
An action step in the Weathersfield School’s Technology Plan is “Keeping Weathersfield School’s Website up-to-date and rich with information for the students, parents, and the community”. The first step to accomplish this action step is to educate teachers, how to submit an article to their own class page and then it’s their responsibility to keep it updated. It was decided to make a paper job aid and a screencast using Camtasia about “How to Submit an Article to the Weathersfield School’s Website”. The job aid was given to staff or learners as they attended a training session with an instructor. The screencast was sent by a link in an email to other learners.

Introduction
This is an Instructional Systems Design Report on making a screencast using Camtasia about “How to Submit an Article to the Weathersfield School’s Website”. This was part of Pedagogy and Technology II course using our own ISD Model based on ADDIE but was customized to fit our class’ needs.

Ask

Stakeholders
This training would be for any Weathersfield School’s staff interested in submitting an article to a class page on the Weathersfield School’s website.

Needs Assessment
A survey was sent out to all staff members to determine interest in any technology training. Many staff members were interested in training to learn how to submit an article on a class page of the school’s website.

- Gap Analysis:
  A differentiated training will be needed to accommodate all learners at the school. There are many staff members at the school that lack technological skills, so a non-human training would not be appropriate for them. For those learners a step-by-step paper job aid would be beneficial for them while they are working hands-on using technology with an actual trainer available to assist, and answer questions. As far as time to schedule the training would depend on when teachers were available, most likely 2:30 – 3:30 pm on a weekday. The training would run no longer than 1 hour. For more tech savvy staff members a screencast would be most helpful for them, which then can be done at their own convenience.

- Task Analysis:
  The learner is introduced to specific steps for them to learn and perform this new skill. Sequential instructions are detailed as much as possible to assist all levels of learners.

  The steps would include:
  1. Create an account on the Weathersfield School website (separate instructions needed)
2. Type http://weathersfieldschool.org in an Internet browser
3. Scroll down to Login Form
4. Enter username, password and click login
5. Click submit news
6. Type in article’s title
7. Type article’s content
8. Scroll down
9. Click down arrow, then click on Teacher/Staff pages
10. Click down arrow, then click on your class page
11. Click no for published, until approved by principal
12. Scroll to top of page
13. Print article
14. Click save
15. Send printed article to principal for approval
16. Once approved, repeat steps #2 – 4
17. Click Teacher/Staff Pages in tab on top
18. Click your class page
19. Click “blue” pencil next to the news article that was just saved to edit article
20. Scroll down
21. Click yes for published
22. Change start and finish publishing, if specific dates are needed
23. Scroll to top of page
24. Click save
25. Update class page on a regular basis

- **Learning Objectives:**
  The learner will be able to:
  
  1. Log on to the school’s website without assistance
  2. Submit a news article to their classroom page from start to finish
  3. Be responsible for regular updates to their class page.

- **Cost Benefit Analysis:**
  With the training through the Computer Teacher and many staff members (learners) updating webpages on the website, this will transfer the responsibility of those tasks away from the web-designer which will then save her time and save the district money for not having to pay the web-designer for this time.

- **Legal Issues:**
  Make learners aware when uploading photos to their webpage that they make sure they have parental permission to post photos of their students on the website and not violate the Family Education Rights and Privacy Act (FERPA).
• **Logistical Questions:**
The evidence that this training was successful would be that the class pages on the school’s website would be regularly updated. The training and evaluation would be done by the trainer, the computer teacher. The initial training with the Job Aid would be done in the Computer Lab with computer desktops for learners to use and a projector, laptop and SMART Board for the trainer to use. This training will only be for staff members at the Weathersfield School that would like to have a page available on the school’s website either for their classroom, special’s class, or school organization. The Subject Matter Expert would be the web designer, but the administrators to the website (computer teacher, and administrative assistants) also have the expertise to assist staff during this training. The equipment needed is a computer with Internet connection and the standard web-browser to logon.

Learners that are tech savvy will use any computer in school or at home at their convenience to follow the training on the screencast.

• **Accessibility:**
This training accommodates all staff members with disabilities by providing the assistance from the trainer to meet all needs.

**Build**

**Design**
The sequence of steps from the task analysis of the “Ask” stage, are developed into storyboard sketches. There was a lot of planning on the computer laptop to determine which screens needed to be opened at the same time to allow a flow when recording. Opening many screens, and shift from one to the next would allow the actual recording to run smoother. Much practice went into progressing from step to step, and using the cursor before the screencast was even recorded.

**Develop**
The entire instructions were recorded from screen to screen and saved to the timeline in Camtasia for the build stage. Once previewed more revisions and recordings were done. A considerable effort was put forth for many more revisions. The timeline was zoomed into as much as possible to allow very detailed edits and cuts. A title clip was added and dragged to the beginning of the timeline. At this point there was a lot of experimenting with different editing tools such as: zoom-n-pan, callouts and transitions to enhance the screencast. The timeline was previewed numerous times to get the most desirable affect for the project. The split button needed to be used to split a clip to allow a transition at that point. Another title clip was added to the end of the timeline. Finally the screencast was ready for the voice narration. The audio device was set up on the laptop. Detailed instructions were written and practiced at first without recording the narration to see that it all could be performed well. The voice narration was recorded a few times before the working rough draft was finally completed.
Kirkpatrick Level 1 Evaluation – Reaction
The screencast was tested with one user for his initial reaction. User mentioned that it was very easy to follow and to use the screencast, and that a student could do it. As far as keeping a learner's interest, this screencast would only be for teachers that want to add their own web page to the school’s website and that would be motivation to watch.

Launch
The screencast was launched into public beta. One user that tested the screencast reported that the audio was scratchy. The screencast was shown to the entire Pedagogy and Technology II class and feedback was given:

1. The audio should be redone.
2. Use a better microphone rather than the laptop’s microphone.
3. Positive feedback was given on the actual screencast recording with zooming in, highlighting, and other features.

Kirkpatrick Level 2 Evaluation - Learning
One user employed at the school tested the screencast. At first she didn’t realize that the screencast could be running simultaneously with the school’s website open. This one user was not able to previously submit articles for a webpage for any website, but when she was done, could now submit an article to the Weathersfield School’s website.

Revise and Relaunch
Audio was redone with another microphone. Another title clip was added to make a break in the screencast for the user to get their article approved before it was published. With these changes the screencast was tested and deemed ready to launch. The screencast was launched onto Screencast.com.

Communicate Section

Launch into the School, Publicize, Market, and Train
The screencast was shared with six other users by sending the URL address to this screencast in an email to them. The usage of the training will be measured by the number of views to the screencast.

Feedback
Two users viewed the screencast and provided feedback:

1. It was very easy to follow the clear instructions.
2. One would like to see information included on how to insert a photo into the webpage.
   (Response to feedback: great suggestion, insert photos would be in part two of job aid.)

Kirkpatrick Level 3 Evaluation – Performance
Three staff members have used their newly acquired skill to submit an article on our school’s website. Like any new skill it will take practice for them to be proficient with it. The more times the staff makes
changes and updates to their webpage, the easier it will become for them. At this time the training is only relevant to the staff that would like to maintain a webpage on the school’s website, unless the administrators made it mandatory for all staff.

**Kirkpatrick Level 4 Evaluation - Results**

As far as meeting the objectives three learners were able to logon to the school’s website without assistance and submit a news article to their classroom page, but it still is too soon to assess the results of learners to regularly update their class page. Unfortunately due to the staff’s busy schedules and lack of additional time further results of this training may take some time to measure. Again the usage of the training will be measured by the number of views to the screencast.

**Conclusion and Recommendations**

Staff members are at many levels regarding their technology skills, so it would take more than one form of training to accommodate all the learners at the school. At this time a paper copy of job aids would greatly benefit more of our school staff in their professional development then the screencast would. The screencast was found to be better suited for certain staff members to utilize who are more tech savvy. The technology teacher will maintain the tutorials and keep them up-to-date.

All kinds of job aids are great but there is a need to get the users to use the job aids. Unless time is put aside for professional development for learning about technology and administrators support the need for this type of learning, it will never be totally implemented in the school.