

Facilitators Guide:

Web-based Instructional Unit for Wiggio



Lauren Kodani

University of Hawai'i, Mānoa

Submitted to Dr. Bert Kimura

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Facilitator's Notes

Link to Web-Based Instructional Unit for Wiggio:

<http://wiggioinstructionalunit.weebly.com/>

Context

Content

The following information describes the web-based instructional unit as outlined in the table of contents. Key components include related context elements, delivery methods for the implementation process, and a research narrative providing sources which support the overall instructional unit.

Overall Background and Description:

The process of producing a nationally televised show featuring worldwide golf destinations involves working with various golf and travel related companies in diverse geographic locations including local, domestic, and international. These companies are sponsors or participants of the show. One significant responsibility includes requesting, receiving, and managing material requirements because these elements are essential for the promotion, production, and website content of each show. These items include logos, graphics, video footage, and marketing copy.

A detailed list is provided to each company with specific information of the materials needed, due dates, instructions to upload to our file transfer protocol (FTP) site, and contact information. However, it would be more efficient and convenient to utilize a virtual group management tool like [Wiggio](#). Many other tasks can be fulfilled such as maintaining a repository of files, scheduling, and documenting dates of related activity. In addition, individual folders for each company prevent access to proprietary files from unauthorized individuals.

Need and Rationale:

Sponsors and participants need an easy learning process in order to improve the overall task effectiveness and experience. In this case, the diverse geographical locations of each learner require a distance and online learning environment. A web-based instructional unit consisting mainly of asynchronous learning activities and minimal synchronous learning activities will best fit the adult business professionals' work schedule; particularly because the instructional unit will be completed during work hours. Web-based content provides anytime, anywhere access to the learning materials. Asynchronous learning activities give the learner flexibility to complete the tasks at their convenience during the course of their work day.

Learner Analysis

The learners are adult business professionals for various golf and travel related companies. Based on my prior experience over the last eight years, all learners are from various socio-economic, psychographic, ethno social, geographic, academic, and computer proficiency backgrounds. All of the learners have [Skype](#) accounts.

Most of the learners are:

- Female
- 35 – 65 years old
- Digital immigrants
- Not familiar with [Web 2.0](#) tools
- Adverse to new technology
- Have basic computing skills (e-mail, Internet browsing, Word, Excel)

Few of the learners are:

- Male
- 24 – 34 Years old
- Digital Natives
- Familiar with [Web 2.0](#) tools
- Have advanced computing skills

Instructional Goal and Objective:

The goal of this instructional unit is to strategically utilize web-based content, asynchronous, and synchronous delivery methods in an online learning environment for the purpose of sharing helpful skills with Wiggiio as a virtual group management tool with other colleagues. The objective is to modify the current behavior of our clients to provide materials in a more efficient, convenient, and safe manner using technology, specifically [Wiggiio](#), a [Web 2.0](#) tool. [Wiggiio](#) is a free online tool which does not require a software download and has the features necessary to meet the specific needs of this task.

The cognitive domain learning process for this instruction replaces the current behavior of multiple e-mails, phone calls, and more complicated FTP upload procedures which can delay critical production deadlines. The previous method essentially involved an informal instructional process. Therefore, clients will appreciate the accessible and asynchronous instructional modules which can be completed at their convenience. In addition, the instructional unit timeframe is the same timeframe as previous procedural methods. Moreover, more than one person at each company can upload files to their specified folder which eliminates the potential for lost files between colleagues.

Current Condition:

Adult business professionals need an electronic means for providing digital material assets such as logos, graphics, video footage, and marketing copy for television show production, website design and development, and promotional campaigns.

Ideal State:

Adult business professionals utilize a user-friendly, convenient, and effective [Web 2.0](#) tool to upload digital material assets such as logos, graphics, video footage, and marketing copy for television show production, website design and development, and promotional campaigns.

Terminal Objective:

Given a computer, Internet access, a [Web 2.0](#) tool called [Wiggiio](#), web-based instructional materials such as video tutorials and PDF files, online assessment survey, customized one-on-one session, and technical support, the adult business learner will be able to create a [Wiggiio](#) account and upload required materials files to a specified group folder within two weeks.

Instructional Strategy:

The instructional strategy involves the design theories of “Gagne’s Nine Events of Instruction” (see [Table 1](#) for application) and M. David Merrill’s “First Principles of Instruction” (see [Research](#) section). In a business context, learning by doing is an effective strategy because acquiring new knowledge and skills are obtained through learner participation, activation, demonstration, and application. The Web is the ideal method of delivery to the target audience. The online course allows learners anytime and anywhere access where content can be easily updated as necessary.

Implementing a multi-modal approach addresses different learning styles. The strategy includes the emerging concept of a [flipped classroom](#) with a short assessment survey, followed by a customized one-on-one session to illustrate the key features that will assist with fulfilling the list of required materials.

Since most of the learners are digital immigrants, PDF files of step-by-step instructions are provided to supplement the learning process for those who prefer to read instructions as they

complete the instructional modules. One-on-one [Skype](#) sessions are appropriate because there are approximately three to seven learners for each show. The one-on-one session should focus on the areas of concern for the specific learner. In addition, the online course content and modules can serve as a future reference tool. See the table below which describes the application of each event of instruction.

Table 1		
<i>Application of Gagne's Nine Events of Instruction</i>		
Event	Web page	Application
1. Gain attention	Home	Welcome message, What is Wiggi? video; and pre-assessment poll
2. Inform learners	Home	List of skills acquisition upon instructional unit completion
3. Stimulate recall of prior learning	Home	Included in welcome message
4. Present content	Learn Here	Instructional modules (videos and PDF documents)
5. Provide learning guidance	Learn Here	Presented sequentially, PDF documents
6. Elicit Performance	Learn Here	Learners are encouraged to perform task
7. Provide Feedback	Learn Here	Upon successful completion of each task, learner advances to next instructional module
8. Assess Performance	Learn Here	Survey link
9. Enhance Retention / Transfer	Learn Here	Learner fulfills task of providing materials

Pre-instruction Skills (Entry Level Behavior) and Required Resources:

All of the learners have the appropriate computer skills and resources to begin the instructional unit. These skills and resources include a) a computer with Internet access; b) an e-mail address; c) ability to attach files to an e-mail; and d) ability to access and print a downloadable PDF file from a Web page. All of the learners have [Skype](#) accounts.

Course Timeline:

This two-week web-based instructional unit introduces fundamental features of [Wiggio](#) as an online group collaboration tool. There are eight lesson events which include seven asynchronous activities and one synchronous activity. The final asynchronous activity requires the learner to fulfill the task of uploading files to complete the materials requirements list and to collaborate with other learners in a discussion board. If necessary, additional one-on-one sessions may be scheduled to meet the needs of each learner.

Table 2					
<i>Course Timeline</i>					
Week	Lesson Event	Delivery Method	Activity	Video Tutorial	PDF Handout
1	1	Asynchronous	Create a Wiggio account	Yes	Yes
1	2	Asynchronous	Access your group older	Yes	Yes
1	3	Asynchronous	Upload a file to your group folder	Yes	Yes
1	4	Asynchronous	Organize your folder with subfolders	Yes	Yes
1	5	Asynchronous	Send a message	Yes	Yes
1	6	Asynchronous	Online assessment survey	No	No
2	7	Synchronous	Customized Skype one-on-one session	No	No
2	8	Asynchronous	Complete materials requirements list & Collaborate by Posting/Replying a Comment on Discussion Page	No	No
<i>Schedule additional one-on-one sessions if necessary</i>					

Implementation

The instruction consists of web-based content such as video tutorials, instructional PDF files and contact information for support services. Since it is not productive for an adult learner to sit through a very long tutorial during business hours, [Jing](#) video tutorials provided in chunks of two to three minutes which feature the various collaborative functions as sequenced in the course timeline (see [Table 2](#)). The video tutorials will be helpful for the learner to refer back to when they need assistance recalling specific features of the tool.

Delivery Methods:

Three different delivery methods are implemented: a) web-based content; b) asynchronous; and c) synchronous. Each tool was carefully considered and deemed relevant for enhancing the instruction while delivering information. Each tool has no cost to the learner and can be beneficial in other work related activities.

Table 3	
<i>Delivery Method Implementation</i>	
Delivery Method	Tool
Web-based content	Weebly website builder; Course website: Instructional Unit for Wiggio
Asynchronous	Jing video tutorials, PDF files, overview video for Wiggio , E-mail, Messaging via Wiggio and Discussion Board
Synchronous	Skype

Weebly Website Builder for the Web-Based Content:

The instructional unit is executed online with a website builder called [Weebly](#). The website is designed for the learner with a simple layout, familiar look and feel, simple color scheme, easy to use navigation, pre-assessment poll, course timeline table, video tutorials, PDF

files with step-by-step instructions and discussion board. Each web page includes an e-mail link, telephone number, and Skype button link.



Figure 1.1



Figure 1.2

Learning How to Use Wiggio

Required Resources

- Computer
- Internet Access
- E-mail



Instructional Modules

- Access the instructional modules by clicking [here](#).
- You may also access the instructional modules from the course timeline table, video tutorials & tasks, or step-by-step instructional handouts (PDF) listed below.

Course Timeline

Week	Lesson Event	Delivery Method	Activity	Video Tutorial	PDF Handout
1	1	Asynchronous	Create a Wiggio account	Yes	Yes
1	2	Asynchronous	Access your group folder	Yes	Yes
1	3	Asynchronous	Upload a file to your group folder	Yes	Yes
1	4	Asynchronous	Organize your folder with subfolders	Yes	Yes
1	5	Asynchronous	Send a message	Yes	Yes
1	6	Asynchronous	Online assessment survey	No	No
2	7	Synchronous	Customized Skype one-on-one session	No	No

Figure 1.3

Wiggio Support

Send an e-mail to request support



Laureen Kodani
Phone: 808.662.0000
[Email Me](#)



Figure 1.4

Video Tutorials, PDF files, and Discussion Board for Asynchronous Learning Activities:

Since the instruction utilizes the [flipped classroom](#) concept, the learner will complete most of the instructional modules asynchronously. These learning resources are listed and can be accessed from the [Learn Here](#) and [Instructional Modules](#) pages. The [Discussion](#) page is where asynchronous comments, feedback, and collaboration take place. A [Facilitator’s Guide](#), [Helpful Videos](#), and [References](#) page is provided for the instructor.

Instructional Modules

- Follow the sequence of the instructional modules listed below.
- Watch the video and print the accompanying PDF handout if necessary
- Perform each task after completing each module

1. Create a Wiggio Account

In this first module, you will create a Wiggio account to get you started.

- Watch the video tutorial to the right
- Download step-by-step instructions
- Complete the task by creating your Wiggio account

 [lesson_event_1_create_a_wiggio_account.pdf](#)
Download File


Flipping the classroom with video lectures from Tim Morris on Vimeo.

Figure 2.1

Facilitator's Guide
Instructional Unit for Wiggio Facilitator's Guide

 [wiggio_instructional_unit_facilitators_guide.pdf](#)
Download File

For more information about managing group collaboration, click [here](#).

[Click here to view some helpful videos.](#)

Wiggio Support
Send an e-mail to request support

Research Narrative
Research for Instructional Unit

 [wiggio_instructional_unit_research_narrative.pdf](#)
Download File

Figure 2.2

Skype for One-on-One Synchronous Review:

A synchronous one-on-one [Skype](#) session must be scheduled with the learner to review, illustrate functions, and assist with any questions or concerns. The synchronous, one-on-one [Skype](#) session is appropriate because all of the learners have [Skype](#) accounts and it provides an opportunity to illustrate steps with the screen sharing function if necessary. Video, voice, or chat can be employed for the customized sessions. While utilizing technology to support distance interaction, we can encourage a distributed learning environment amongst colleagues.

Assessment:

Prior to beginning the instruction, learners will take a pre-assessment poll located on the [Home](#) page. Upon completion of the asynchronous learning activities, the learners will take a short survey to assess their performance and share questions or concerns. The link is located on the [Instructional Modules](#) page within the lesson event. This will give an understanding of each learner's strengths and weaknesses, allow customization of a synchronous session based on specific needs, schedule a convenient time for the learner, and identify areas of the instruction that need improvement.

Evaluation:

The learners will be asked to post a comment upon completion and provide feedback by replying to at least one other comment. Qualitative data will be gathered and analyzed from the discussions and post-assessment survey. The information will be used to make improvements to the instructional unit.

Research***Access the APA formatted research paper***

Click [here](#).

Introduction

According to the U.S. Department of Education, National Center for Education Statistics (2011), 20.4 percent of all post-secondary students enrolled in higher education for the academic year 2007 through 2008, participated in at least one distance education course. This represented a portion of the total amount of learners in personal, social, academic, and business contexts. Emerging Web 2.0 technologies can be effective tools which facilitate distributed learning and web based learning environments (WBLEs) with well-designed instructional strategies. The

growth of WBLEs calls for instructors to consider effective, relevant, and motivating instructional strategies (Nam & Smith-Jackson, 2007, p.25).

The goal of this instructional unit is to strategically utilize web-based content, asynchronous, and synchronous delivery methods in an online learning environment for the purpose of sharing helpful skills with Wiggio as a virtual group management tool with other colleagues. Wiggio facilitates collaborative and electronic managing of files in a safe, efficient and timely manner. An effective way to become proficient with Web 2.0 tools is to experience them in a real-world scenario with friends, family, and colleagues. Social learning facilitates our zone of proximal development (ZPD) and constructs knowledge (Culatta, 2011).

Instructional Strategy of Web-Based Instructional Unit for Wiggio

Several key elements were considered when strategically designing this instruction: a) need and rationale; b) learning domain; c) learner analysis; d) instructional goal; e) instructional design model; f) pre-instructional skills; g) motivational purpose; h) assessment; i) evaluation; j) follow-up activities; k) delivery methods; and l) implementation.

The strategy includes the emerging concept of a flipped classroom which involves delivering instruction asynchronously and using synchronous sessions to assist learners with related assignments (Toppo, 2011). According to Chien-Hung, Tzu-Chiang, and Yueh-Min (2007), self-directed learning allows the learner to have control of the process, achieve higher performance levels, and increase satisfaction (p.220). When the learner manages cognitive strategies in an intellectual activity, new information is applied through problem-solving (Dick, Carey, and Carey, 2009, p. 43). Using a constructivist strategy for a cognitive learning domain permits the adult learner to control the self-paced, online learning process.

Gagne's Nine Events of Instruction is utilized in a sequential planning process (Clark, 2011). In addition, M. David Merrill's First Principles of Instruction provides the basis for implementing the concept of participating, activating, demonstrating, applying, integrating and acquiring new knowledge (Merrill, 2007; Reiser & Dempsey, 2007). Web-based content will deliver asynchronous material and synchronous one-on-one sessions will be scheduled to provide support for the learner. A key element of the instruction is for the learner to learn by doing in a virtual community of practice (Reiser & Dempsey, 2007, p. 289). Learner-centered, interactive, and collaborative components are essential to a successful and satisfactory learning experience. The implementation section of the facilitator's guide provides details.

Web-Based Content Delivery Method

Weebly.com is a user friendly website builder and I have personally and successfully used this tool for several similar projects. Technology is to be used as a way to deliver and mediate web-based content (Bower, Hedberg, & Kuswara, 2010). Some key elements for designing the website include: a) only content pertaining to Wiggio instruction; b) look and feel; c) design and layout; d) navigation; e) rich media; and f) interactive functions. Weebly meets the criteria listed. The web-based content also delivers the asynchronous instructional tools.

Asynchronous Delivery Method

Recent trends for e-learning indicate a shift from traditional learning models towards personal learning environments (PLE) which allows the learner control of the process (Berlanga, Peñalvo, & Sloep, 2010, p. 199). Since the flipped classroom model is utilized, the learner will complete the instructional modules asynchronously. Video tutorials will be produced in chunks which feature the various Wiggio collaborative functions. This will be helpful for the learner to refer back to when they need assistance recalling specific features of Wiggio. The asynchronous

delivery method includes several learning objects: a) text; b) Wiggi promotional videos from YouTube.com; c) Jing instructional video tutorials; d) PDF instructions and checklists; e) online pre-assessment and post-assessment survey tools; and f) collaborative discussion board. The survey signifies when the learner has completed the asynchronous activities. The qualitative data gathered from the assessment survey identifies each learner's strengths and weaknesses, allows customization of a synchronous session based on specific needs, and sheds light on areas of the instruction that need improvement. At this point, a synchronous one-on-one session will be scheduled.

Synchronous Delivery Method

Skype is a free and easy to use videoconferencing tool. A customized synchronous session will be scheduled to focus on what the learner needs specifically and maximize the quality of time spent reviewing the Wiggi instructional unit, illustrating relevant functions with screen sharing, and assisting with questions or concerns via chat, voice, or video. While utilizing technology to support distance interaction, we can encourage a distributed learning environment amongst colleagues. Online collaboration with colleagues is an essential element of the workplace (Dede, 1996, p.21).

Summary

Designing WBLEs which address corporate needs requires a thoughtful and critical process. A purposeful instructional strategy endeavors to engage the learner with interactive and relevant learning activities which strive for meaningful experiences. In a business context, several key elements such as time, money, brand building, collaboration, and a mutual vision of achievement play a key role for long-term success. Web-based content, asynchronous, and synchronous delivery methods are an appropriate and effective strategy.

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