Instructional Design Workshop Report:
A Formal Analysis of the Design, Implementation, and Evaluation of a Blogging Workshop

Client: Mrs. Misty Bailey, Media Services Manager, Bedford Falls Public Library

<table>
<thead>
<tr>
<th>Partner</th>
<th>Title</th>
<th>Relevant SME for this report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly Bettendorf</td>
<td>Training Coordinator</td>
<td>Blogging</td>
</tr>
<tr>
<td>Viki Gossen</td>
<td>Instructional Designer</td>
<td>ID Process</td>
</tr>
<tr>
<td>Sharon Roeder</td>
<td>Training and Development Specialist</td>
<td>Articulate Storyline</td>
</tr>
<tr>
<td>Linda Vervynckt Smith</td>
<td>Instructional Designer</td>
<td>Assessments</td>
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</table>
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Section #1: Analysis

Introduction

Bedford Falls Public Library is a hub of community activity. The active library staff and devoted volunteers make it their mission to ensure the local population has access to gain skills and share knowledge in a supportive community environment.

Media Services Manager Mrs. Misty Bailey responded to patron requests for assistance in creating blogs by hiring our firm, Hypothetically Simple Instructional Design, to prepare and deliver a one hour workshop, targeting learners that would like to have a blog, using their training facilities on site.

Mrs. Bailey uses the following criteria from other well-received workshops to select topics for her workshops.

1. The application of the skill is of interest to a broad cross-section of the community.
2. Software is commonly used and accessible on library computers.
3. The participants gain a skill within one hour, and leave the session with an individually created deliverable that they can further explore and refine independently.
4. The skill has an interest that inspires people to discuss their issues, so that they can learn from each other as well as through the workshop leader.

This topic fits her criteria. Our firm provides instructional services such as workshops, and we have a blogging subject matter expert (SME).

We follow the “Dick and Carey Model” (Dick, 2009) process for instructional design. This report documents our process design, implementation and evaluation. Section #1 includes the needs assessment to identify goals, the instructional analysis, and the analysis of learners and contexts.

Instructional Goal

Our performance analysis and needs assessment confirmed the appropriateness of Mrs. Bailey’s request. The refined instructional goal and terminal objective are approved by Mrs. Bailey.

Instructional Goal
Learners will create and update a basic blog using Wordpress.com.

Terminal Objective
Given access and ability to use high speed internet, and given an interest in creating a personal blog on a chosen topic, a learner will create and update a basic blog using Wordpress.com. A basic blog includes text, pictures, and links to websites.

Supporting Performance Analysis and Needs Assessment
Our firm studied the performance issue of concern to ensure we are meeting a correctly identified need appropriately. We provided a survey which the library distributed, providing the responses to our firm. We received forty completed surveys.

Survey Summary for Performance Analysis and Needs Assessment

| Do you have a blog? | 30% Yes | 20% No but would like one | 50% No, not interested |
Instructional Design Workshop Report: Create a Basic Blog Workshop

If you would like to have a blog but do not have one:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever tried to create one?</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Do you have at least one topic for a blog in mind?</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

If you have a blog or wish to have one, what types of problems do you encounter that prevent you from having the blog you want?

- Lack of reliable high speed internet service 5%
- Cost of a blog host service 5%
- I do not have time 15%
- Don’t know where to begin 25%
- Began but got stuck while creating it 25%
- Created it but don’t know how to add posts 25%
- Created one but it’s not what I wanted 30%

Comments
- My blog looks amateurish.
- I can’t get text and pictures to line up where I want them.
- I can’t link documents to my blog.
- My idea of what I want on it changed, and I don’t know how to edit the design.
- I can’t get information on whether people are even reading my blog.
- I don’t know how to get people to read my blog.

If you are interested in creating a blog, please share your ideas for blog topics.

- Interact with others about cooking, pets, and gardening.
- Practical information on building a personal computer.
- Increase my online presence to promote my first novel.
- Convey information to youth as part of my youth ministry.
- Sharing recipes.
- Ramble about life with primary focus on living with an auto-immune disease.
- Progress on fitness goals and preparation for athletic events.
- How to find and get scholarships for college.
- Several others covering a wide range of subjects.

If you are interested in creating a blog, what types of content would you like to be able to include in your blog?

- Text? 100%
- Pictures? 100%
- Links to websites? 100%
- Embedded audio? 0%
- Embedded video? 20%
- Comments from site visitors? 50%
- Other?
  - Links to .pdf documents

Access to reliable internet is not a significant barrier. Many people would like to have a blog but have not successfully created one in spite of attempting to do so. Many people that have created a blog are not satisfied with it. We are therefore focusing on the performance issue of not being able to create, maintain, and edit a basic blog. The survey results support Mrs. Bailey's determination.

While the subjects of interest contain a wide assortment of topics, they were all for hobbies, interests, and on-line professional presence of an individual. No respondents were requesting corporate training for blogging within a corporate organization, perhaps due to this knowledge being provided through internal intranet systems that companies maintain for security and business communications.
Instructional Design Workshop Report: **Create a Basic Blog Workshop**

The patrons desire the ability to create a basic blog. A basic blog includes text, pictures, and links to websites. Several patrons that would attend the workshop would have attempted to do this independently without full success. Success can be assured by having each student create a blog while receiving step-by-step instruction, having knowledgeable instructors on hand to address individual patron’s issues as they encounter difficulties, and by verifying before they leave that they can independently post to their blog and edit their blog design. Our blogging SME determines Wordpress.com is the best site due to user-friendly creation and the ability to later advance to more complex blogging for those that expressed those interests in the survey.

We reviewed our goal and objective for clarification and context following the Dick and Carey Method to ensure this goal meets the key requirements.

- Does it reflect the needs assessment results?
  - Yes, this was the source of the initial statement.
- Is a one hour workshop the most effective way to achieve the goal?
  - This topic meets the criteria defined by the library based on previous successful workshops.
- Who are the learners?
  - The learners are people that are patrons of the library. Survey respondents were adults, and the workshop will be held in the evening to allow for those who have other responsibilities during the day. The key qualification of the learners is that they have an interest in blogging that would motivate them to attend the workshop.
- In what context will the skills be used?
  - The skills will be used to maintain their new blog on computers they use in their homes, at the library, or anywhere internet is available to their computers, to communicate about their topic. The topics are varied, and the blog format accommodates this well.
- What are the tools available to aid learners’ performance in the actual context?
  - There are tools and a supportive online community for Wordpress.com, which can assist as the bloggers are using the internet.
  - In addition, the workshop guide will be provided through the library website to assist patrons at the time they are updating their blogs. We’ve chosen Articulate Storyline for a versatile means to deliver instruction, which will publish to the library website.
- Is the instructional goal acceptable to administrators?
  - Mrs. Bailey is on board with this effort and approved our instructional goal and terminal objective.
- Are there sufficient resources (time, media, and personnel) to develop instruction?
  - The facility is designed for computer workshops.
  - Our firm includes a blogging SME and an Articulate Storyline SME, and two additional instructional design professionals.
  - The library budget is adequate to hire our firm.
- Is the content stable?
  - This is a useful question. While Wordpress.com has frequent upgrades, the upgrades are for advanced features. The basic blog creation remains stable. We contacted Wordpress.com to verify there are no upcoming significant changes to the basic blog creation requirements.
- Are learners available?
  - It is well established there are many interested patrons.

**Goal/Task Analysis**

The goal/task analysis provides a structure we use to provide step-by-step workshop activities consistent with facilitating each patron to a successful blog creation. Each of the five main steps are evaluated for the subordinate skills and entry skills required to facilitate efficient and satisfactory blog creation.
**Instructional Goal**
Learners will create and update a basic blog using Wordpress.com.

**Terminal Objective**
Given access and ability to use high speed internet, and given an interest in creating a personal blog on a chosen topic, a learner will create and update a basic blog using Wordpress.com. A basic blog includes text, pictures, and links to websites.

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**Step 1 Subordinate Skills and Entry Skills**

**Goal Analysis**
- Create a Wordpress.com account and blog URL.
- Select a theme
- Modify theme
- Create first post
- Publish blog

**Subordinate Skill Analysis**
- Establish initial blog settings
- Select the Dashboard option "Settings," "General" 1.2a
- Navigate to Wordpress.com Blog Creation and click ‘Get Started’ 1.1a
- Insert email address, username, password, and blog address. Click ‘sign up’ 1.1b
- Verify the account using email 1.1c
- Open a new window for Wordpress.com 1.1d
- Ability to navigate the internet and complete a form given access to a connected computer.
- Ability to use an existing email address to access email and links.
- Bring to the workshop a topic for a blog.
- Have at least an 8th grade writing and keyboarding ability.

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*Entry Skills and Requirements are assumed available after their first listing.*
Step 2 Subordinate Skills and Entry Skills

Goal Analysis

Create a Wordpress.com account and blog URL
Select a theme
Modify theme
Create first post
Publish blog

Subordinate Skill Analysis

Select a theme containing target features and apply
Determine which features suit the anticipated blog content, audience, and frequency
Discriminate between themes by their feature content
Recognize basic features: number of columns sidebar location
Identify blog features

Entry Skills and Requirements
Prior to training, review blogs, considering the styles the blogger and the intended audience would find useful and appealing

Entry Skills and Requirements are assumed available after their first listing.

Step 3 Subordinate Skills and Entry Skills

Goal Analysis

Create a Wordpress.com account and blog URL
Select a theme
Modify theme
Create first post
Publish blog

Subordinate Skill Analysis

Add/Remove features as needed
Replace stock pictures with blog-specific pictures
Replace stock text with blog-specific text

Entry Skills and Requirements
Bring to the workshop samples of text relevant to the blog in a format that can be copied and pasted, and the skill to copy and paste
Bring to the workshop digital photos relevant to the blog in a JPEG format and know how to browse for and upload photos

Entry Skills and Requirements are assumed available after their first listing.
Entry Skills and Requirements are assumed available after their first listing.

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### Step 4 Subordinate Skills and Entry Skills

**Goal Analysis**

1. Create a Wordpress.com account and blog URL
2. Select a theme
3. Modify theme
4. Create first posts
5. Publish blog

**Subordinate Skill Analysis**

- Post a link to a website for your blog, 4.3
- Click on “New Post” on the toolbar and click on “Link” 4.a
- Post a photo entry, 4.2
- Click on “New Post” on the toolbar and click on “Photo” 4.2a
- Click on “New Post” on the toolbar and click on “Text” 4.1a
- Copy and Paste to post a text entry for your blog, 4.1b
- Browse to the photo of choice, and upload it, 4.2b

**Entry Skills and Requirements**

Bring to the workshop websites relevant to the blog, and the skill to copy and paste.

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### Step 5 Subordinate Skills and Entry Skills

**Goal Analysis**

1. Create a Wordpress.com account and blog URL
2. Select a theme
3. Modify theme
4. Create first posts
5. Publish blog

**Subordinate Skill Analysis**

- Publish blog, 5.3
- View Autosave Feature, 5.2
- Save as Draft, 5.1

**Entry Skills and Requirements**

Entry Skills and Requirements are assumed available after their first listing.
## Learner Analysis

### Blog Creation Workshop Learner Characteristics

<table>
<thead>
<tr>
<th>Information Categories</th>
<th>Data Source(s)</th>
<th>Learner Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Skills</td>
<td>Computer Workshop Records, Interviews with Media Services Manager.</td>
<td>90% of computer workshop participants have a computer with high speed internet at home, and 10% use either a computer at a workplace, or one at the library. All use email and browse the internet at least several times a week.</td>
</tr>
<tr>
<td>Prior knowledge of Topic Area</td>
<td>Patron Survey Results.</td>
<td>Of the 20% of respondents that do not have a blog but wish to, 60% have attempted to create a blog. Others have created a blog they are not satisfied with. There is knowledge of the topic area but not mastery.</td>
</tr>
<tr>
<td>Attitudes toward Content</td>
<td>Patron Survey and interviews with patrons.</td>
<td>The patrons that want a blog are persistent but frustrated.</td>
</tr>
<tr>
<td>Attitudes toward Potential Delivery System</td>
<td>Interviews with patrons.</td>
<td>The step-by-step workshop with people there to help is desired by the patrons. Providing access to the instructional guide following the workshop will ensure the patrons can review what they learned and continue their blog independently.</td>
</tr>
<tr>
<td>Motivation for Instruction (ARCS)</td>
<td>Blog Creation Survey Interviews</td>
<td>The patrons that attend a workshop are there for a reason, so attention and relevance are not barriers. The barriers are confidence, due to previous lack of success, and satisfaction, as many patrons are dissatisfied with a blog they were able to create. The step-by-step instruction with immediate expert assistance will improve confidence. The satisfaction provided by quickly creating a professional appearance of an individual blog will be helpful to get patrons to persist in learning more specific aspects and become independent by the end of the workshop for posting to their blog.</td>
</tr>
<tr>
<td>Education and Ability Levels</td>
<td>Records of computer workshop participants provided by the Media Services Manager. Survey of library patrons.</td>
<td>There is some variety in the workshop participants. There are workshops for children and for adults, and this addresses a topic targeted to the adult population. Workshop participants have a high school diploma and most have taken classes, with 40% having at least a four year degree, and several have. The ability levels range from basic computer usage to advanced skills. The expectation is that those that are attending this workshop use their computers in their daily lives but are far from being an IT or computer professional. While they all rate themselves at 3 or 4 on a scale of 1-5, their actual range varies more than the survey indicates, because the more someone knows about computers, the more they realize they would need to know to consider themselves an expert.</td>
</tr>
<tr>
<td>General Learning Preferences</td>
<td>Interview with Media Services Manager. (based on her observations during previous workshops)</td>
<td>They prefer to get assistance on their particular issue quickly to prevent getting behind, and have some hesitancy to trying something new if there is a risk of losing something they have already worked on. However they are persistent, and given assistance and respectful treatment to prevent embarrassment, they have a positive attitude toward computer workshops.</td>
</tr>
<tr>
<td>Attitudes toward training organization</td>
<td>Interview with Media Services Manager. (based on her observations during previous workshops)</td>
<td>Many of the workshop participants have become a community of learners. They attend voluntarily and have a positive attitude toward making the most of the computer sessions.</td>
</tr>
<tr>
<td>Group Characteristics</td>
<td>Interview with Media Services Manager. (based on her observations during previous workshops)</td>
<td>Heterogeneity: The attendees come from a wide variety of backgrounds and vary in age from 16 to 65 years old. Some have careers, some work at home, some have family responsibilities, and some are students. Attendees are split...</td>
</tr>
</tbody>
</table>
evenly between male and female. There is a wide range of income with the majority middle-class. Attendees can communicate fluently in English although it is not the native language of some participants.

**Size:** There is space for a 12 students at a time, so multiple sessions may be required if demand is higher. A smaller class size provides for individualized attention and quick assistance.

**Overall impressions:** What brings the patrons together at the workshop is a shared interest in communicating about something they are passionate about. While all the topics are different, the medium can be applied to any topic so they will share what they learn. The primary barrier to overcome is discouragement of previous failures, which must be addressed with clear instruction and helpful immediate assistance.

## Context Analysis

### Blog Creation Workshop Context Analysis

<table>
<thead>
<tr>
<th>Information Categories</th>
<th>Data Source(s)</th>
<th>Performance Site Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial/Supervisor Support</td>
<td>Interview with Lead Librarian and Media Services Manager</td>
<td>Mrs. Bailey presented the workshop plans to her direct supervisor, the Lead Librarian. This supervisor is excited about the advances being made with the workshops and will be interested in progress updates. She designated Mrs. Bailey to approve the instructional materials provided by Hypothetically Simple Instructional Design. Mrs. Bailey meets weekly to review progress and approve milestones.</td>
</tr>
<tr>
<td>Physical aspects of the site</td>
<td>Library training room facts.</td>
<td>The training room hosts up to 12 participants and includes high speed internet access either via the patron’s laptop or a computer provided by the library. The projection of the workshop leader’s screen will provide visual instructions, while the leader will explain and show by projection each step of the process. The facilities are built for this type of workshop.</td>
</tr>
<tr>
<td>Social aspects of the site</td>
<td>Interview with Media Services Manager. (based on her observations during previous workshops)</td>
<td>The training room is small enough that all participants can easily speak to each other. They can view the neighbor’s screen, so they can follow along with each other. They will be viewing other patron’s blogs for the commenting portion of the training. It would be useful to reserve time at the end of the session, for the participants to discuss informally with other patrons what they have found useful.</td>
</tr>
<tr>
<td>Relevance of skills to workplace or other intended use</td>
<td>Surveys of Library Patrons</td>
<td>Many patrons are interested in having their own blogs, and this workshop will specifically meet that identified need. While some of the patrons were interested in more advanced skills, those may be addressed as a later session if there is interest.</td>
</tr>
</tbody>
</table>

## Section #2: Design

### Design Evaluation Chart
### Main Instructional Goal

<table>
<thead>
<tr>
<th>Learners will compose a blog of their personal choice using Wordpress.com to host, create and publish an Introductory blog. The Introductory blog is defined as one where the learner utilizes a theme template and changes colors, uploads a header graphic, and adds an initial post that includes text, video and or photos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the use of Wordpress.com, learners will analyze pre-determined themes to determine which theme works best for their blog topic, while creating and publishing their own unique blog.</td>
</tr>
</tbody>
</table>
| Upon completion of the workshop, review your blog to make sure that all steps in the checklist items were completed. Once this is confirmed, email your instructor the url of your blog for their final review based on the checklist items. Checklist items include:  
  - Email address (Y/N)  
  - Blog subject (Y/N)  
  - Blog title (Y/N)  
  - Images for first post (Y/N)  
  - Copy for first post (Y/N) |

### Main Step in Instructional Goal

<table>
<thead>
<tr>
<th>Performance Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a computer with high speed internet access, navigate to Wordpress.com and create a blog account.</td>
</tr>
</tbody>
</table>
| Multiple choice question: Select the website where you just created your blog.  
  - http://wordpress.com  
  - http://wordpress.org  
  - http://wordpress.edu |

#### Subordinate Skills

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will work in a new browser window to create their own blog and establish the blog settings.</td>
</tr>
<tr>
<td>The final checklist includes checking that the learner has chosen a blog title.</td>
</tr>
</tbody>
</table>

### Main Step in Instructional Goal

<table>
<thead>
<tr>
<th>Performance Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a review of the various themes offered on Wordpress.com, the learner will be able to apply the theme that best relates to their content</td>
</tr>
<tr>
<td>True/False: Once you select a theme for your blog, you are unable to change it at any point going forward (False). The learner will select a theme in their blog.</td>
</tr>
</tbody>
</table>

#### Subordinate Skills

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a review of the various features, the learner will be able to evaluate and select</td>
</tr>
</tbody>
</table>
### Main Step in Instructional Goal

<table>
<thead>
<tr>
<th>Main Step in Instructional Goal</th>
<th>Performance Objective</th>
<th>Test Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Modify theme.</td>
<td>Given the new blog theme selected, the learner will be able to update the blog theme with their specific features, visuals and text</td>
<td>Utilizing the final checklist provided for the completed blog, instructor will confirm that all steps for modify theme have been completed and are accurate.</td>
</tr>
</tbody>
</table>

### Subordinate Skills

<table>
<thead>
<tr>
<th>Subordinate Skills</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Replace stock text with blog-specific text</td>
<td>Given the theme selected, learners will be able to modify the stock text with their own written text that relates to their blog</td>
</tr>
<tr>
<td>3.2 Replace stock pictures with blog-specific pictures</td>
<td>Given the blog topic selected by the learner, the learner will upload photos to their blog</td>
</tr>
</tbody>
</table>
### Main Step in Instructional Goal

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Test Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Add/remove features as needed</td>
<td>Learners will be able to differentiate the need to keep and or add different features in the settings area applicable for an introductory blog based on the guidelines given</td>
</tr>
<tr>
<td>4. Create first post</td>
<td>Learner will create their first blog post for their blog utilizing the text and visuals they developed/sourced in advance of the workshop</td>
</tr>
<tr>
<td>Instructor will use the final checklist to view the post and verify whether or not the learner has included the required elements: text, pictures, and a link to another website.</td>
<td></td>
</tr>
</tbody>
</table>

### Subordinate Skills

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Copy and paste to post a text entry for the blog.</td>
</tr>
<tr>
<td>4.2 Post a photo entry.</td>
</tr>
<tr>
<td>4.3 Post a link to a website.</td>
</tr>
</tbody>
</table>

### Main Step in Instructional Goal

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Test Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Publish Blog</td>
<td>Given the completion of all previous required steps, the learner will make a final review of their post and check that the blog is visually appealing and all entered text and visuals are accurately appearing.</td>
</tr>
<tr>
<td>True or False: The blog posts are automatically published once created. (Answer: False)</td>
<td></td>
</tr>
</tbody>
</table>

### Subordinate Skills

<table>
<thead>
<tr>
<th>Performance Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Save post as a draft.</td>
</tr>
<tr>
<td>The instructor will review the learner’s blog to ensure that the post is viewable, and therefore published.</td>
</tr>
</tbody>
</table>
5.2 View Autosave feature. | At the conclusion of the final workshop topic, the learner will identify that their blog has been created in draft mode that has been auto saved periodically.

5.3 Publish blog. | After viewing the save features and reviewing their post, the learner with publish the blog post.

Final Assessment Rubric

This rubric will help the instructor determine if all the components of the blog workshop were completed. The instructor notes whether the learner included each component.

Each component has a particular value, and a score of 80 out of 100 is required for successful completion.

- Title (20 points)
- Tagline (10 points)
- Replacement of stock text with learner’s text (10 points)
- Replacement of stock photos in with learner’s photos (10 points)
- Posts including
  - text (20 points)
  - photo (20 points)
  - website link (20 points)
Instructional Strategy Plan

The workshop consists of 5 modules, broken down by objectives as shown.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>2.4</td>
<td>3.3</td>
<td>4.3</td>
<td>5.3</td>
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<tr>
<td>1.2</td>
<td>2.3</td>
<td>3.2</td>
<td>4.2</td>
<td>5.2</td>
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<tr>
<td>1</td>
<td>2.2</td>
<td>3.1</td>
<td>4.1</td>
<td>5.1</td>
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<tr>
<td></td>
<td>2.1</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Content Presentation & Learner Participation

Module 1

Objectives:

1.1 Establish a Wordpress.com account.
1.2 Establish initial blog settings.
1 Create a Wordpress.com account and blog URL

Content Presentation:

Content: Walk the learners through how to setup a new Wordpress.com account with a title and a description via a video tutorial.

Example:
Learners will be prompted to take a short quiz on their computer. In addition to the question from the on-demand pilot workshop, we will add the following quiz questions:

- On the screen are 3 blog titles and 3 blog descriptions. Match the correct blog description to its title. (Reason – utilized to show the importance of not being vague in your description. You want the title and description to be easily understood by an outsider).
- Using two lists, one with a specific action and one with results of that action, find the item from the action list that matches that of the result list.

**Learner Grouping and Media Selection:** As this is an individual pilot workshop with an on-demand e-learning component, the learners will be participating on their own at this stage. The media selected will be a video tutorial that the learner can pause at any time and rewind to play a missed step if necessary. In the live workshop, the learner would view the instructor’s computer with a projector and watch them setup the account. A handout will be provided as a reminder for both the on-demand and live group that walks the learner through the steps.

**Learner Participation:**

**Practice Items and Activities:** After completion of the video tutorial, the learner will recreate the steps taken to create their own account before they move onto the next section. This is true for both the live and on-demand pilot workshop. In the live class the instructor will ask aloud if anyone wishes to share their topic and description, as well as have personal examples ready in case no one readily participates.

**Feedback:** Feedback is not available during the on-demand pilot workshop. During the live workshop the instructor will walk around the classroom and offer suggestions to anyone who appears like they are struggling. The instructor will ask if anyone had any concerns about their title or description and would like feedback from the group. The instructor will also take a poll of the live classroom (to see who chose people, places or things as a blog topic) as well as possible titles to get the discussion started.
Learner Grouping and Media Selection: In the on-demand pilot workshop, learner grouping is not possible due to the nature of the course. The media selected will be delivered via Articulate Storyline, with pre-recorded videos, text on the screen and a character utilized throughout the course to help tie it all together. In the Live workshop, since this course is of personal nature, individual groups will not be formed as this might turn off some of the learners. The live course will be delivered on screen via an overhead projector, PowerPoint slides, and live demonstrations.
Module 2

Objectives:

2.1 Identify blog features.
2.2 Discriminate between themes by their feature content
2.3 Determine which features suit the learner’s blog.
2.4 Select the theme containing target features and apply.
2 Select a theme.

Content Presentation:

Content: A video tutorial will be presented using the same account setup in the previous module to continue with an overall theme. The overall features will be discussed via a screen recording video for the on-demand pilot workshop, and the instructor will walk the learner through how to apply the theme with the recommended features.

Examples:
Instructional Design Workshop Report: Create a Basic Blog Workshop

In the on-demand pilot workshop, the learners will be reminded that part of their pre-work was to review various blogs and examine the themes that they liked. In the live workshop, a few of the recommended blogs will be highlighted on the screen and their features will be discussed.
Instructional Design Workshop Report: Create a Basic Blog Workshop

**Learner Grouping and Media Selection:** As this is an individual pilot workshop with an on-demand e-learning component, the learners will be participating on their own at this stage. The media selected will be a video tutorial that the learner can pause at any time and rewind to play a missed step if necessary. In the live workshop, the learner would view the instructor’s computer with a projector and watch them setup the theme and features of their example blog.

**Learner Participation:**

**Practice Items and Activities:** After completion of the video tutorial, the learner will recreate the steps taken to select their theme and recommended features before they move onto the next section. This is true for both the live and on-demand pilot workshop. In the live class the instructor will move around the classroom during their hands-on time and answer any questions.

Learners will be prompted to take a short quiz on their computer. In addition to the question from the on-demand pilot workshop, we will add the following quiz questions:

- True/False: A theme that has the word ‘Premium’ included in it is available for a fee (True)
- Multiple choice: What is the maximum number of columns that is offered on a blog? (Select from 1,2,3 or 4) (Answer is 4).
- Short Answer (verbally): In your own words, describe why you selected your specific theme to use with your blog. No one answer is incorrect.

**Feedback:** In the on-demand pilot workshop, feedback is not possible due to the nature of the course, but learners will be periodically reminded that they can email their instructor for help at any time and receive an answer within 1 business day. In the live class, the instructor will include a list of features on the projector and take a poll to see who utilized which features, and ask why to try and gain participation from the audience.

**Learner Grouping and Media Selection:** In the on-demand pilot workshop, there is no grouping available and the media selection will be created via an Articulate Storyline self-paced module with text, audio and video tutorials. In the live class, the instructor will utilize their computer, a projector and use the blog website itself to share with the learners, as well as some PowerPoint slides.

**Module 3**

**Objectives:**

3.1 Replace stock text with blog-specific text.

3.2 Replace stock pictures with blog-specific pictures.
Instructional Design Workshop Report: Create a Basic Blog Workshop

3.3 Add/Remove features as needed.
3 Modify theme

Content Presentation:

Content: Features will be tied into various themes throughout the workshop. A video will be available that highlights the instructor walking through the features area, uploading photos to their blog that are saved to their desktop, as well as modify text with pre-written text. Users will be able to pause the video at any point, or rewind to view again.

Examples:

![Image of a blog interface](image)

The text on the screen will recap what has been taught thus far. The example on the screen shown in the video will show the steps until this point using the demonstration example the instructor has been building to date throughout the workshop.

Learner Grouping and Media Selection: Learners will work individually for the pilot workshop as well as for the Live Workshop. The instruction will continue utilizing pre-recorded video for the on-demand portion and live screen sharing with a computer and projector for the live workshop. The steps required for this section will be highlighted in both the on-demand workshop with text on the screen, and a PowerPoint slide for the live workshop.

Learner Participation:
**Practice Items and Activities:** Once the learners in the online workshop or live workshop complete the video or live instruction, they will need to complete the necessary steps that will be recapped on the screen in case they forget what was requested of them.

Learners will be prompted to take a short quiz on their computer. In addition to the question from the on-demand pilot workshop, we will add the following quiz questions:

- Multiple choice: To change your tagline, you would go to which section in the sections area: Writing, Discussion, General or Media
- Multiple choice: To add an image to a blog post, click the following button: Add Media, Add poll, Add contact form
- True or False. To change your sites tagline while in the Themes area, click the Sites title area under snapshots. (True).

**Feedback:** In the live session, the instructor will walk around the room and see if anyone needs any additional assistance. If any issues are brought up that are common, the instructor can go over the answers in the classroom utilizing the projector and their demonstration blog. There will be no immediate feedback given in the on-demand pilot workshop, but each section will be covered in detail in the follow up evaluation via the pilot learners.

**Learner Grouping and Media Selection:** The on-demand pilot workshop will consist of an Articulate Storyline training with pre-recorded video, text on the screen, audio and visual cues for steps. For the live section, the instructor will utilize their computer and a projector to walk the learners through the necessary material being covered.

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**Module 4**

**Objectives:**

4.1 Copy and paste to post a text entry for the blog.

4.2 Post a photo entry.

4.3 Post a link to a website.

4 Create first post.

**Content Presentation:**
Content: The objectives being covered will be displayed by the instructor walking the learner through the required steps to copy and paste text, add photos and add URLs to their blog post. The instructor will utilize their current blog demonstration and continue working with this step. This will be done via the on-demand workshop with a training video, and in person on the screen for the live workshop.
Examples:

The current blog example that the instructor is building in both the on-demand and live workshop will be used. Examples will also highlight how to copy and paste text from a saved word doc and pasting it to the appropriate section.

Learner Grouping and Media Selection: Learners will work individually on this section in both the live and on-demand training module.

Learner Participation:

Practice Items and Activities: Once the video for the on-demand workshop is completed the learner will be required to practice the steps given in their blog that they are creating. This will be the same in the live workshop as well. The learners are encouraged to ask questions at this and any point in the workshop.

Learners will be prompted to take a short quiz on their computer. In addition to the question from the on-demand pilot workshop, we will add the following quiz questions:

- Multiple Choice: What is the maximum upload size for a photo? (A. 1 GB, B. 1MB, C. 500MB, D. 3MB) (Answer = 1GB)
- Click on the area on the screen where you can change the specific URL for a single post.

Feedback: Immediate feedback will not be available for the on-demand workshop. The learners in the on-demand training are able to email their instructor at any point during the workshop, but feedback will not be immediate. For the live workshop, the instructor will point out any key issues that they are finding with the group while walking around the room but without point out any one learner in particular.
Instructional Design Workshop Report: Create a Basic Blog Workshop

Learner Grouping and Media Selection: There will be no learner groupings for the live or on-demand workshop. The instructor will take place via pre-recorded video for the on-demand training, and live screen sharing for the live workshop. The reminder for the steps required will be highlighted in the on-demand training, as well as placed up on the screen for the live training.

Module 5

Objectives:

5.1 Save post as a draft.
5.2 View Autosave feature.
5 Publish blog.

Content Presentation:

Content: The Instructor will highlight the steps that have been reviewed so far. In the on-demand pilot workshop and live workshop, the instructor will point out how the blog is being periodically saved, and even go so far as demonstrate in the live portion that the blog text was saved, even when exiting from the screen.

Examples:
The instructor will continue building the same blog they have been utilizing the entire workshop for both the on-demand and live workshop. They will run through a live example in the live workshop of how they exited the blog without saving, but the blog was actually saved. There will be a visual quiz question given for the on-demand learners to select which time the blog in the screen shot was AutoSaved.

**Learner Grouping and Media Selection:** Learners will work individually for the live workshop at first, but then as long as there is time permitting they will pair up in small groups to review others blogs and make suggestions on possible changes.

**Learner Participation:**

**Practice Items and Activities:** After the review of the video the learners will be required to continue with their blog creation and review their own blog and publish the blog. This will take place in both the live and on-demand portion of the training.

Learners will be prompted to take a short quiz on their computer. In addition to the question from the on-demand pilot workshop, we will add the following quiz questions:

- Multiple Choice: what do red lines under the text in your blog post mean? (A. Text needs bolding B. Text has spelling errors C. Text should be a new sentence. Note – an example image will be given.
- Multiple Choice: Utilizing the image on the screen, at what time was the draft of this blog last saved? A. 12:30:32am, B. 12:48:32am, C. 12:44:30am (B answer)

**Feedback:** In the live workshop, the instructor will observe and visit the various groups and offer feedback and reinforce ideas. In the on-demand pilot workshop, feedback will come after the learner has submitted their final blog for assessment review based on a checklist.
Learner Grouping and Media Selection: Learners will complete their required assignments on their own at first and then work in small groups to review. The information for the lesson will be presented in video format for both the live and on-demand version.

Section #3: Development

Workshop Agenda

The pilot workshop was created utilizing Articulate® Storyline based on a complete storyboard layout created in Microsoft Word. Mrs. Bailey had input on the storyboard content that was created and was able to view the completed pilot workshop before it was emailed out to the interested learners. Articulate® Storyline was selected to deliver the course due to the ease of use and lack of downloads for the learners, as well as be considerate of the learners’ time in participating in the one-hour pilot workshop.

The final link for the workshop was posted on Dropbox and can be accessed here: https://dl.dropboxusercontent.com/u/137707591/Purdue/Blogging%20Workshop%20output/story.html

Workshop Materials

The workshop materials included in this section include*:

- All Articulate® Storyline slides for the pilot workshop with slide timings and included voice over narration text labeled as “Voiceover Script”
- Quiz Slides
- Handouts & Resources
- Additional Materials (Includes any specific notations about that specific slide or slide layer)
- Final Assessment Checklist
- Live Workshop Information (Includes course suggestions for the Live Workshop Instruction)

*Note that all videos but one are embedded in the Articulate® Storyline file so these will need to be viewed by referencing the Dropbox link above.
Instructional Design Workshop Report: Create a Basic Blog Workshop

Blogging Workshop Slides for On-Demand Pilot Workshop

1. Blogging Workshop

1.1 Welcome (2 min intro)

Voiceover Script:

Welcome to the Introduction to Blogging course, we’re glad you could join us! Upon completion of this one hour workshop you will have a blog created, and be able to edit the blog and continue to add information to keep your blog current and new!
As this is an introduction course to blogging we will be utilizing the Wordpress.com website to create a free blog account, select a theme, and modify the theme with colors and graphics that suit your topic, as well as create your initial first post. We will also be reviewing how to add visual or interactive content to your blog such as graphics, links or even videos. It is all up to you with what you want your blog to look like!
Before we begin, please make sure that you have all the necessary materials for your blog topic saved on your computer, or on an external flash drive. This information was sent in a previous email to the address we have on file for you. If you need a refresher of the information needed, please see the Resources area at the top right for a checklist of the materials that are required for this workshop. If you don’t currently have these items, we suggest restarting this course when you have all this information at your fingertips. It will make for a much better learning experience as much of this course is hands on.
Ready to begin? Click on the Workshop Expectations Tab to begin the workshop! Please note that at any time you can return to the main menu and repeat a section if necessary.

Live Workshop Information:
During the live workshop – the instructor will introduce themselves and have a PPT on screen that covers their name, along with the required information that the learner should have brought to the
class.

1.2 Workshop Expectations (4 min)

Voiceover Script:

To help make the most out of your workshop experience you will find brief quizzes or assessments throughout the workshop on various topics. There will also be a final review of your blog by subject matter experts, who will use a checklist to confirm that all of the required elements were completed in your blog. You can find that checklist in the resources area in the top left corner. We recommend printing it out and checking off the items you have completed. Don’t worry though, the subject matter experts aren’t here to judge, only to make sure that you are getting the most out of this workshop.

Play the quick video for an overview of some sample recommended Wordpress.com blogs so that you are better prepared with how your blog can be structured as well. Who knows, these example blogs may give you a new idea!

Additional Materials:
The Recommended blog video is currently embedded in the storyline program.

Live Workshop Information:

The Instructor will have some pre-determined examples of Wordpress.com blogs available to show on the screen with the projector.
Recommended Blog Video (Slide Layer) Note: Video is embedded in Storyline program.

1.3 Introduction (5 minutes)

**Voiceover Script:** Some of you might have a good idea about what blogging is, and why you want to do it, whereas some others might not understand what a blog is. If you need more information click on the blogs in plain English link for a quick blog demonstration.

**Additional Materials:**
URL For blogs in Plain English:  
[http://www.youtube.com/watch?v=NN2I1pWXjXI](http://www.youtube.com/watch?v=NN2I1pWXjXI) (Common Craft, 2007)

**Live Workshop Information:**
During the live workshop the instructor will open discussion within the group to determine the learner's favorite blogs as well as have the learners discuss their particular blog topics and ideas.
1.4 Create a Wordpress.com Account (8 min including user participation)

Voiceover Script:

Now let's begin creating our blog using Wordpress.com. Before we go any further at this point, it was suggested that you already have your blog topic and a possible title in mind. If you don’t have this information, I would suggest that you pause this section, or return to complete it at a later time. The first button on the screen will highlight best practices in selecting a blog title. The next few buttons will highlight how to open a new browser window so that you work in wordpress.com and keep this training open in another window. If you feel comfortable with this information, you can skip ahead to the final button on the screen, how to create a wordpress.com account. Once you have watched this video, you will need to open wordpress.com in a new browser window and complete the steps that you just learned. We recommend keeping the blog open and then returning to this screen to review the next section.

Additional Materials:
Account Setup Video is embedded in the storyline program.
Assessment for this section is Quiz 1.

Live Workshop Information:
The Instructor will review possible blog titles with the group, as well have a list of some powerful titles on a PPT slide on screen. The Instructor will also review how to open a new tab on screen, as well as start the process for creating a new Wordpress.com account. The steps for the account creation will be listed on a PPT slide as well.
Title Best practices (Slide Layer)

Blog Title Best Practices:

- Make sure it is easy to understand
- Catchy titles are okay, but make sure that everyone can relate
- Instructions or Teasers can be good
- Engage your reader
- Don’t mislead your reader with a title that doesn’t relate to the content!

Browser Window - FF (Slide Layer)

How to open a new browser window in Firefox. (click on the magnifying glass to zoom the image and then select the image again to close)
1.5 Theme Selection (5 minutes including user participation)

Voiceover Script:

Now that you have your blog Name and URL configured, let's add a theme to your blog. A theme template is a quick and easy way to predetermine the look and feel of your blog. For example, some themes have large header graphics, and some have multiple columns for text and videos. For our free version of Wordpress.com, you need to select the themes that don't have a “Premium” button on them. Click on the button on the screen to view a quick overview of themes and how to select one to incorporate in your blog. After viewing this section, please test out this functionality in your own created blog and create a theme. Don’t worry if you decide after this workshop that you don’t like the theme you selected, you can change this at any time.

Additional Materials:
Theme selection video is embedded in the storyline program.
Assessment for this section is Quiz 2.

**Live Workshop Information:**
The Instructor will review some of the various free themes and the different themes that can be utilized. The learners will be instructed to select a theme and the instructor will walk around the room offering additional assistance if needed.

1.6 Modify Theme (10 minutes including user participation)

![Modify Theme](image)

**Voiceover Script:**

Great job on selecting and activating your theme! Even though you utilized a theme that is a template, you can still personalize the look and feel of your blog by changing the colors and adding a background image. Let’s take a few minutes to view the on screen demonstration of changing the colors and adding a background image to your blog. Once you complete this section, make sure to test this out in your own blog. Keep in mind that as we mentioned at the beginning of the workshop, there is a checklist to follow for items that you will be reviewed on after your blog has been completed and submitted to the instructor for review. Feel free to print this out and use it as your own checklist.

**Additional Materials:**
The theme modification video is currently embedded in the Storyline program.

**Live Workshop Information:**

The instructor will review the checklist on a PPT slide that the learner’s need to complete in the workshop. On the screen the instructor will review in their own blog how to change colors and add a background. The learners will be instructed to update their blog theme with colors and a background image.
1.7 Create first post (15 minutes including user participation)

Voiceover Script:

It's time to add the text to your blog. Per the original email instructions, you should have a paragraph already written for your first post, but if not, don't fear - you can watch the video and enter some basic introductory text. Keep in mind that sometimes less is more when it comes to text. Put yourself in your reader's shoes! Click on the button on the screen to view a quick demonstration of creating a post. This demonstration will also review how to add additional content to the post such as pictures, videos and links. You can get as creative as you want with your blog. If you aren't ready with all of this material, then feel free to step away from this online workshop until you have this material sourced. Once you're done with the video, test out what you've learned in your own blog!

Additional Materials:
The Creating a First Post blog is currently embedded in the program.

Live Workshop Information:
During the live workshop the instructor will demonstrate how to create a post and add text that is currently saved in another location by copying/pasting. The instructor will also add a picture and a link to their blog and discuss that video's can also be embedded. The learners will be given time to update their blog with this information as well.
1.8 Publish (6 minutes including user participation)

Voiceover Script:

Wow! You’re almost done! Great job creating that last post. The last step is to publish your post. Even though your blog may be live for the world to see, your postings aren’t until you publish them. Sometimes people create blog posts in advance and then publish them later so that they always have new content for their audience. View the video to learn more about publishing your blog. Then complete the task in your own blog.

Additional Materials:
The video on publishing your blog is currently embedded in the storyline program.
The Assessment for this section is Quiz 3.

Live Workshop Information:

The instructor will include a PPT slide that highlights the auto save feature of Wordpress.com and will ask the learners to review this feature in their own blog.
1.9 Conclusion (5 minutes including survey completion)

Voiceover Script:

To recap our workshop we’ve come a long way in our blog creation. We created a wordpress.com account, setup our initial blog account, selected and modified a theme, and created a few posts that include links, images and text! Thanks for completing the workshop, we hope you enjoyed your experience and are excited about blogging! Don't forget to follow the directions in the final assignment and email your blog link to your instructor for an assessment of your blog. You'll find this information in the resources area.

Additional Materials:

The final survey link is: [http://www.surveymonkey.com/s/XYGQPLQ](http://www.surveymonkey.com/s/XYGQPLQ)

Live Workshop Information:

During the live workshop a different survey will be created that will be sent out to the learners via email once their final assessment has been turned in. A PPT slide will be created that again highlights what is needed to be done in the learner’s individual blog, as well as the email address that they should email their URL to.
2. Setting up Account Videos (Note all videos are embedded in the Storyline program. These images are just the graphic shown on the screen)

2.1 Account Setup Part 1

2.2 Blog Setup - Part 2
3. Theme Videos (All videos embedded in the Storyline program)

3.1 Theme Selection

When done selecting your theme, select ACTIVATE in the lower right corner to finalize your selection!

3.2 Modify Theme

Now test out changing the theme elements in your blog before moving to the next section.
4. Blog Post Video

4.1 Create First Post

Once you have viewed the video, add a post in your own blog before moving onto the next section!

5. Publish Blog Video

5.1 Publish Blog Video

Click next to move to the final section of the workshop.

6. Quiz Questions

Quiz 1: Account Setup

6.1 Select the website where you just created your blog and select Submit
Correct Choice

<table>
<thead>
<tr>
<th>Correct</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td><a href="http://wordpress.com/">http://wordpress.com/</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://wordpress.org/">http://wordpress.org/</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://wordpress.edu">http://wordpress.edu</a></td>
</tr>
</tbody>
</table>

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response. Keep in mind that the website we will be using for our blogs is http://wordpress.com
Correct (Slide Layer)

Select the website where you just created your blog and select Submit

- http://wordpress.com/
- http://wordpress.org/
- http://

Correct
That's right! You selected the correct response.

Incorrect (Slide Layer)

Select the website where you just created your blog and select Submit

- http://wordpress.com/
- http://wordpress.org/
- http://

Incorrect
You did not select the correct response. Keep in mind that the website we will be using for our blog is http://wordpress.com

Continue
Quiz 2: Theme Selection

6.2 True or False? Once you select a theme for your blog, you are unable to change it at any point going forward.

Correct Choice

<table>
<thead>
<tr>
<th>Correct</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>False</td>
</tr>
</tbody>
</table>

Feedback when correct:
That's right! You selected the correct response.

Feedback when incorrect:
You did not select the correct response. The answer is False. Once you select a theme, you can always change the theme in your dashboard.
Correct (Slide Layer)

True or False? Once you select a theme for your blog, you are unable to change it at any point going forward.

- True
- False

Correct
That's right! You selected the correct response.

Incorrect (Slide Layer)

True or False? Once you select a theme for your blog, you are unable to change it at any point going forward.

- True
- False

Incorrect
You did not select the correct response. The answer is False. Once you select a theme, you can always change the theme in your dashboard.

Continue
Quiz 3: Publish Blog

6.3 True or False? The blog posts are automatically published once created.

Correct Choice

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>False</td>
<td>True</td>
</tr>
</tbody>
</table>

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. The correct answer is False. Even though your blog post is saved as a draft periodically throughout the building of your post, the post isn’t published until you select the publish button.
Correct (Slide Layer)

True or False? The blog posts are automatically published once created.

- True
- False

Correct
That's right! You selected the correct response.

Incorrect (Slide Layer)

True or False? The blog posts are automatically published once created.

- True
- False

Incorrect
You did not select the correct response. The correct answer is False. Even though your blog post is saved as a draft periodically throughout the building of your post, the post isn't published until you select the publish button.

Continue
Resources/Handouts: The following is a list of documents available in the resources area of the Storyline program

URLS:

1. Introduction to Storyline: http://en.support.wordpress.com/introduction/
2. Recommended Blogs URL: http://wordpress.com/#!/read/recommendations/
3. Setting up a Wordpress.com Account: http://learn.wordpress.com/get-started/#create
4. Blogs Resources Checklist Excel File: See below

<table>
<thead>
<tr>
<th>Resources Checklist for Intro to Blog Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Items</td>
</tr>
<tr>
<td>Email Address</td>
</tr>
<tr>
<td>Blog Subject</td>
</tr>
<tr>
<td>Blog Title</td>
</tr>
<tr>
<td>Images for first post</td>
</tr>
<tr>
<td>Copy for first post</td>
</tr>
</tbody>
</table>

5. Welcome Email – This is the email that all interested participants in the pilot workshop received

Greetings!

Thank you for signing up as a test learner in our Introduction to Blogging Pilot course! Although this workshop has a run time including blog participation of one hour, you are able to stop the module at anytime and return to the section you left off when it is more convenient for you. The future goal of this course is to have it be physically taught by an instructor at a local library for a group of interested learners.

Here’s the link to the workshop: https://dl.dropboxusercontent.com/u/137707591/Purdue/Blogging%20Workshop%20output/story.html

The goal of this course is to have you create your own blog utilizing the blog tool Wordpress.com. In order to successfully complete this workshop we ask that you have the following items on hand before you start the workshop.
Instructional Design Workshop Report: Create a Basic Blog Workshop

This includes:

- A Blog topic in mind
- Images to be used in the blog
- Blog text
- High speed internet to view the workshop

Once you have completed the workshop, and have built your blog, we ask that you send your blog URL that you created via email to the email address listed below. This way your blog can be reviewed based on a checklist of items to confirm that the steps in the modules were completed. Don't worry; we’re not judging your blog here, just the completion of the steps. A link to a completion survey can be found on the last screen of the online workshop. We appreciate your honest feedback in order to make this course better for those that come after you.

If you have any questions, or experience any issues on the storyline files, please contact sgemerek@hotmail.com. Keep in mind that this workshop does include a number of videos, so it could take a few seconds to download the course and/or the videos.

Happy Blogging!

Sincerely,

Invitee Name

Invitee Email
6. Final Assignment Instructions and Checklist

The learner will provide their blog link via email to the instructor listed on your introduction to the workshop email. This link must work in order to demonstrate the blog published, and in order to score the blog creation success. If the blog link does not connect to the learner's blog, the score is a zero and an instructor will work with the learner to make the blog available.

The instructor will use a weighted checklist to determine the presence or absence of required elements of your blog including:

1. Title (20 points)
2. Tagline (10 points)
3. Replacement of stock text with learner's text (10 points)
4. Replacement of stock photos in with learner's photos (10 points)
5. Posts including
   o text (20 points)
   o photo (20 points)
   o website link (10 points)

Of 100 possible points, 80 points and up will be considered adequate for establishing the blog. However, a member of the instructional team will assist the learner to complete any element that is not complete in order to provide the most satisfaction to the learner and to ensure the learner has necessary abilities to continue the blog.
7. Blog Postings Handout

In Wordpress.com, there are multiple ways that you can create a post from the Dashboard. Here’s a quick overview of two additional ways.

1) When viewing your current blog list, select the number of posts

Then once you are in your blog and in the dashboard, select Add New next to the Posts area, or select New Post in the upper right corner.
2) Access your blogs “Dashboard” by selecting “My Blog” when you are logged into your account

Then Select Blog Admin to get to your Dashboard:

You will then be taken into your Dashboard
And you can select posts/Add new
Section #4: Implementation, Evaluation and Revision

Implementation Report

Purpose and Introduction

Mrs. Bailey, Media Services Manager at Bedford Falls County Library, contacted us for assistance in developing a workshop for her library patrons. The workshop should specifically focus on how to create, update and work within a free online blog account.

Mrs. Bailey presented criteria for a successful blog workshop which includes:

1. The workshop will be presented as a face-to-face course at the library.
2. The blog website will have free user account accessibility.
3. The workshop will provide instruction from experienced bloggers.
4. The participants will be able to learn quickly to add content, such as text, photos and hyperlinks to the blog site.
5. The participants will be able to update themes and color on the blog site.
6. The participants will be able to share links to their blogs with others fostering community learning and sharing.
Determining the Main Objective

The main objective was determined during a phone meeting with Mrs. Bailey and our team, where we were all in agreement that the objective is, “Given a computer and high speed internet connection, the learner would be able to create an account in Wordpress.com, choose a theme, update a theme by changing content and color, adding text, a photo or photos and URL link to the content page and post/publish the blog to the internet.” This main objective was then broken into individual skill development objectives as we proceeded through the process of creating the workshop.

Given access and ability to use high speed internet, and given an interest in creating a personal blog on a chosen topic, a learner will create and update a basic blog using Wordpress.com. A basic blog includes text, pictures, and links to websites.

Structure of the Workshop

We conducted a survey to discover limitations of successful blogging for library patrons. The findings suggest:

- The majority are disappointed with the blog appearance when finished. The majority want to include: text, photos, and links to other sites.
- Blog interests vary from self-promotion, hobby sharing, and connection with groups within organizations.

After analysis of this data and using the main objective, a structure for the workshop was developed and created with decreasing the limitations of successful blogging in mind.

- The workshop is accessible in the library according to Mrs. Bailey’s criteria. For the pilot, an accessible tool for the majority of the users would be and online learning session. For the completed library workshop the learner will follow the instructor’s direction based on powerpoint instruction and simultaneously using the live version of the blogging site to vacillate between instruction and real-time practice.
- The pilot workshop consists of written instruction and an instructional video with audio which will appeal to visual and aural learners equally. The library workshop will show screen shots of the Wordpress.com website using powerpoint and make use of the Wordpress.com instructional videos to facilitate learning. Both of these methods will reinforce knowledge by having the learner practice the instruction in real-time and receive immediate feedback through successfully accomplishing the objective for each step.
- After the instructional/real-time flow was determined, a storyboard showing a visual step-by-step instruction was created and a flow-chart was developed to map out the main steps of the workshop with subordinate and entry level skills determined for the audience seeking to participate in the workshop. The flow-sheet was then used to develop the content to match the skill needed for each main step.
- The content of the instruction will help learners gain knowledge on successfully building a blog space to express their interests and that they will find appealing and willing to share with others.

Tools
Instructional Design Workshop Report: **Create a Basic Blog Workshop**

We used our firm’s blogging Subject Matter Expert (SME) to identify the Wordpress.com site in earlier parts of the report.

Wordpress.com met the criteria for ease of use, free, online accessibility, software stability, and a social aspect.

**Resources**

Our blogging subject matter expert provided solutions to the limitations expressed through the initial survey. Our SME then helped guide the instructional videos within the workshop to provide easy and effective steps for making a blog aesthetically pleasing and well organized.

**Organization**

A dropbox account was created and used to share with Mrs. Bailey and the team to upload and collaborate on materials for the building of the blog workshop. The storyboard was used as a guide to create the workshop.

**Creation**

A storyboard was created with the steps we thought would be most effective to guide learners through the online workshop. Mrs. Baily approved the storyboard and we finalized the pilot project. Storyline from Articulate Storyline® was used to create the components of the pilot workshop because it is very user friendly and a good option for presenting online content. Our Articulate Storyline® expert inserted the group materials into a format that used tabs and interactive clicks to navigate through the workshop. In accordance with Mrs. Bailey’s criteria, our team created screen shot videos of an actual Wordpress.com account to guide the learner through creating an appealing blog, adding themes, colors, photos and links, and demonstrating how to share blog links with others to create social interaction between bloggers. The completed workshop materials were developed for the instructor to guide the learner using a “show and tell method” allowing learners to openly clarify instruction and ask for assistance during the creation process.

**Delivery**

The decision was made to create a pilot that was online through a dropbox link. The link was then emailed to learners to access the workshop. The delivery of the completed workshop will be through an instructor lead course at the library.

**Pilot**

Our firm recruited eight learners who were interested in piloting the workshop and who agreed to give feedback using a course evaluation on Survey Monkey®.

**Assessment Report-Learner Performance**

**Instructional Analysis and Entry Skills**
An initial survey was sent out to establish a learner population with the desired entry level skills of the workshop. The skills needed for successfully moving through the workshop are learner interest, computer access with high speed internet, experienced in website navigation and at least an eighth grade reading and writing level.

Learners meeting the entry level skills were chosen to participate equaling a total of nine individuals. Eight of the nine participants completed the pilot workshop accomplishing most of the objectives. Uploading a photo and linking to a website were two objectives that were not met by four of the eight participants. It is unclear why individuals chose not to upload a photo or add a link because no comment was left regarding this instruction. Feedback survey data indicated all participants could successfully upload a photo to their blog. Two of the four who did not upload a photo chose a theme in Wordpress.com that did not allow for uploading a photo to change the header of the blog as was instructed by the workshop. This is an area we will revisit in our instruction revision process (please see Revision Process for details).

**Objectives, Pretests and Posttests**

No formal pretest was administered for this workshop. A post workshop survey was distributed with questions specific to the feasibility of the online version of the workshop and whether or not the learner was able to accomplish the objectives for the online pilot.

Graph 1

<table>
<thead>
<tr>
<th>Ease in Following the Workshop Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>-2</td>
</tr>
<tr>
<td>Very Difficult</td>
</tr>
<tr>
<td>Difficult</td>
</tr>
<tr>
<td>Easy</td>
</tr>
<tr>
<td>Very Easy</td>
</tr>
</tbody>
</table>

When asked about how easy it was to follow the workshop instruction, (out of eight learners):
1 responded difficult
4 responded easy
3 responded very easy
Comments centered on too lengthy of instruction and that the workshop took longer than expected.

Graph 2
When asked how satisfied the learner was with the online workshop, (out of eight learners):
four responded satisfied
four responded very satisfied
Comments centered on confusing instruction and getting lost on the actual Wordpress.com site.

Graph 3

When asked how satisfied the learner was with the created blog appearance, (out of eight learners):
7 responded satisfied
1 responded very satisfied
Comments centered on needing clarification on the pros and cons of the different themes and at least one learner chose a theme without a background image and felt disappointed that they were unable to follow along with the instruction because of it.

Graph 4
When asked if the learner successfully updated a theme, (out of eight learners):
1 responded no
7 responded yes

Comments centered on not expecting some themes to have no header because this was not mentioned in the instruction. Another learner had difficulty sizing the uploaded header photo.

Graph 5

When asked if the learner uploaded a photo, (out of eight learners):
eight responded with yes
No comments were left in this section.

Graph 6
When asked if the learner successfully added blog text, (out of eight learners): eight responded with yes
One comment was added stating this was the “easiest thing to do.”

The majority of the learners were able to complete the course and the course objectives successfully. After the course was completed the learners shared their blog links and the blog site was evaluated by instructors using the following criteria:

- Title (20 points)
- Tagline (10 points)
- Replacement of stock text with learner’s text (10 points)
- Replacement of stock photos in with learner’s photos (10 points)
- Posts including
  - text (20 points)
  - photo (20 points)
  - website link (20 points)

A score of eight out of 100 was considered adequate for creating a successful blog.

Graph 7

Only 1 of the learners completed all of the objectives as they were intended by the design of the workshop.
Four learners met all but 2 objectives, uploading a photo and linking to a website.
1 learner met all but 1 objective, linking to a website
1 learner met 1 objective, creating a blog account
Table 1

<table>
<thead>
<tr>
<th>Individual Learn Blog Sites</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://elsarunslkeahorse.wordpress.com/">http://elsarunslkeahorse.wordpress.com/</a></td>
<td>80</td>
</tr>
<tr>
<td><a href="http://lynnhegewald.wordpress.com/">http://lynnhegewald.wordpress.com/</a></td>
<td>80</td>
</tr>
<tr>
<td><a href="http://juanitamlbdfour6.wordpress.com">http://juanitamlbdfour6.wordpress.com</a></td>
<td>80</td>
</tr>
<tr>
<td><a href="http://pcgolem.wordpress.com/">http://pcgolem.wordpress.com/</a></td>
<td>80</td>
</tr>
<tr>
<td><a href="http://gowiththejfio.wordpress.com/">http://gowiththejfio.wordpress.com/</a></td>
<td>90</td>
</tr>
<tr>
<td><a href="http://markruletheworld.wordpress.com/">http://markruletheworld.wordpress.com/</a></td>
<td>20</td>
</tr>
<tr>
<td><a href="http://hopeharmonyandtheharmonicoscillator.wordpress.com/?ref=spelling">http://hopeharmonyandtheharmonicoscillator.wordpress.com/?ref=spelling</a></td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 Individual Blog Sites

Full Learner Comments (word for word without grammar edits)

**Overall, how easy was it to follow the instruction in this workshop?**

- My theme did not have a header
- In the beginning the instructor explains to open a new window to create the wordpress account. I was able to do all of this but it took a lot longer than expected and I had to listen to each section twice.
- So many instructions. But not hard to follow the lot of them.
- Instructions were somewhat lengthy

**After following the workshop instruction on updating a theme in Wordpress.com, were you able to successfully update the theme in your Wordpress.com blog account?**

- The theme I picked had no header, so it took me a while to figure out that I was restricted by my theme selection.
- Yes and no. I understood the directions but when I went to upload a background image I was unable to make it the full size of the page without tiling it. So I had to opt for just a blank color background. Maybe I needed a different file size although none was specified in the tutorial.
Instructional Design Workshop Report: Create a Basic Blog Workshop

After following the workshop instruction on updating and adding content to your blog in Wordpress.com, were you able to successfully add content to the blog in your Wordpress.com blog account?

- Yes overall this was the easiest thing to do.

How satisfied are you with the appearance of your blog?

- Overall I think it looks okay. Maybe a little plain since I wasn't able to add a background image. I might change it back to the original background that I picked during the initial setup.
- But I never experimented with different themes nor did I understand what the pros and cons of different themes were other than appearance.

How satisfied were you with this online workshop?

- I'm going with satisfied. I don't think that the average person would be able to understand the whole thing but I don't know if the average person would be starting a blog. I found it a little confusing. I was able to successfully post a blog which is the purpose of the tutorial but wordpress is a bit overwhelming. Maybe adding a section on what to expect. Wordpress prompted me to fill out the about me section before anything else. I ended up doing that first. I ended up spending 3 hours on the whole thing with the tutorial.
- I liked the resume feature and how each page picked up where you left off. It was visually clean in appearance, and very straight forward. The workshop assumes no use with a computer, which some may find tedious but is good if this is the desired goal. Perhaps include an article on making an email account if you are assuming this little technological know-how. Several grammatical and style errors were present in the writing. On the expectations slide "Click on the image on the right to view some recommended blogs to get your (sic) started." It should read "Click on the image to the right to get yours started." In the Blog title best practices it should say "Make sure it is easily understood by others." Understandable and easily understood are two different things, and you mean the latter, and "by others besides you" is redundant. On the How to open a new browser window (might say tab since you're not really opening a new window) in Firefox, it should say "To open a new tab in Firefox, select the + button at the top of the screen." Don't say can if you are telling me how to do it. Just say do it or you must or you need to etc. The Internet Explorer equivalent should also say tab and should read "You can open a new tab in Internet (capitalize) Explorer by selecting the box that is circled above. Then navigate to www.wordpress.com..." In the modify module, there is only one objective, don't use the plural and use the corresponding conjugation of the verb "to be". In the theme module, there is only one objective, so again don't use the plural. Also clarify which module you are speaking about and use this instead of the. In the wordpress.com account module, don't have a comma in between your two objectives. Two items in a list are not separated by a comma. Whenever you try and start an assessment for each individual module, it shows the previous question. Be sure to adjust this navigation error. Lastly, don't have an assessment button for the publish module if there is no assessment. The information is very thorough, but feel free to scale it back some. No
need to go on and on about something you've already explained once. Just because it should be at an eighth grade level doesn't mean it needs to spend a large amount of time explaining a simple procedure. It just means that it should be clear; I believe brevity will assist your clarity. I hope this has been helpful, keep at it!

Learning Components of Instructional Strategy and Materials

One area of difficulty for learners was choosing a proper theme for their blog and following instruction to upload a photo to the header. To analyze this we turn to the survey comments. When learners were asked if they are able to successfully choose a theme one person had commented, “The theme I picked had no header, so it took me a while to figure out that I was restricted by my theme selection.” One other learner chose a theme without a header but did not comment on being confused by this.

One learner commented, “Yes and no. I understood the directions but when I went to upload a background image I was unable to make it the full size of the page without tiling it. So I had to opt for just a blank color background. Maybe I needed a different file size although none was specified in the tutorial.”

Another comment indicated, “But I never experimented with different themes nor did I understand what the pros and cons of different themes were other than appearance.”

The learner comments call for clarifying the instruction related to the theme objective in the online pilot.

Instructional strategies for this section of the workshop are:

| Instructional Strategies Related to Themes and Their Objectives |
| --- | --- |
| To have learners discriminate between themes by their feature | Objective: Learners will employ a theme that works best for their topic |
| To have learners determine which features suit the anticipated blog content, audience and frequency | Objective: Given the completion of the review of the video for this section, the learner will demonstrate an understanding of the features that are suitable for their blog |
| Select a theme containing target features and apply | Objective: Given the best practices covered regarding theme selections the learners will evaluate the various themes to make their final theme selection for their blog |
| Assess their blog topic and replace stock photos with blog specific photos of their choosing | Objective: Given the blog topic selected by the learner, the learner will upload photos to their blog that best highlight their topic |

Table 2
Instructional Design Workshop Report: **Create a Basic Blog Workshop**

The strategies are clear and lead the learner toward the intended objective. Change is needed with the instructional material content to better guide and direct the learner through the process of accomplishing these strategies on Wordpress.com

Other areas of learner discontent were with the amount of instruction presented and the timeline of the instruction. Comments regarding this were:

- "In the beginning the instructor explains to open a new window to create the wordpress account. I was able to do all of this but it took a lot longer than expected and I had to listen to each section twice."
- "So many instructions. But not hard to follow the lot of them."
- "Instructions were somewhat lengthy"

There was one learner who responded that the overall workshop was difficult while the other 7 responded that it was easy or very easy. With regard to the outlier, the entry skills required for the workshop may have been underestimated by the learner’s own self-assessment with regard to these skills.

**Learning Time**

The instruction for this workshop was designed to take approximately one hour to complete however, in the pilot, learners were not prohibited from working longer than one hour. This instruction covered just the basics of creating a blog account and walking the learner through the steps of creating a successful blog account. A successful blog account was described by the criteria posted earlier in this analysis but includes creating a blog account in Wordpress.com, choosing and updating a theme, adding a link to a website and creating blog content (text and photo). One comment from a learner stated, “I’m going with satisfied. I don’t think that the average person would be able to understand the whole thing but I don’t know if the average person would be starting a blog. I found it a little confusing. I was able to successfully post a blog which is the purpose of the tutorial but wordpress is a bit overwhelming.” We will provide examples of what the learner can expect to see in the Wordpress.com site prior to having them follow instructions. “Wordpress prompted me to fill out the about me section before anything else. I ended up doing that first. I ended up spending 3 hours on the whole thing with the tutorial.” This learner indicated they spent at least 2 extra hours working on their blog due to confusion with the Wordpress.com site. Clarification will be addressed in the revision process.

**Media, Materials and Instructional Procedures**

Not all learners expressed difficulty with navigating the pilot workshop but a few comments did emerge, “.... Whenever you try and start an assessment for each individual module, it shows the previous question... and ... don’t have an assessment button for the publish module if there is no assessment...” These issues will be addressed in the revision process.

These issues will be taken into consideration in the revision process section even though neither will play a factor in the completed library instructor lead course.
Formative Evaluation and Revision Report: Instruction/Workshop Components

The overall layout of the instruction worked very well for an online course. The layout was set up as a simple web based online learning workshop with a tabbed navigation system.

Graphic 1

Learners were given the ability to move through each tab in order, with the option of returning to previous tabs to review instruction. Embedded into each learning module was a screen shot video of the instructor performing the steps the learner would need to complete the objective given for the current module. The learner would watch the video and proceed to Wordpress.com to repeat the instruction in a real-time blog environment. The layout is very clean with a straight forward presentation which was appealing to learners as expressed in their comments. If a learner had to leave the course they were prompted to return to the point where they left off upon return to the workshop. This was also an appealing feature as expressed through learner comments.

The online workshop was intended as a pilot for an instructor led workshop that will take place at a community library. The online course presented some difficulties for learners that we feel could have been easily avoided with an instructor led course. Learners expressed frustrations with getting lost in the real-time version of Wordpress.com. This may have been avoided by an instructor present to give immediate guidance if a learner strayed off course in Wordpress.com. In a community classroom environment, learners would also have the opportunity to help each other through the problems they encountered. An online course forum, where learners could collaborate, was not available for this online version of the course.

The various revisions identified by the instructional design team are identified in the table below. Revisions were based on learner comments and survey results. Each learner was provided the
opportunity to give feedback and to rate their successful completion of objectives after the workshop in an online survey through Survey Monkey®.

Revision Process

Table 3

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Problem Identified</th>
<th>Proposed Changes to Instruction for the Library Workshop</th>
<th>Evidence and Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating Wordpress. com</td>
<td>Learners getting “lost” or ending up doing more than needed in Wordpress.com</td>
<td>Instructor will use live demonstration of Wordpress.com to guide learners through the creation process by guiding learners back to task should a learner get lost or move ahead before instructed to do so. Create a navigation handout to demonstrate to the learner the process the workshop would like them to take to navigate the Wordpress.com site. Offer a checklist for the user to check off each step to keep them on task.</td>
<td>Based on survey comments from learners.</td>
</tr>
<tr>
<td>Themes</td>
<td>Learners not knowing some themes did not have a header option instructed in the workshop.</td>
<td>Point out in the instruction that there are theme choices that do not contain headers and for this workshop it is important to choose a theme with a header. Choosing a theme with a header will then be demonstrated by the instructor. Spend extra time focused on using themes in Wordpress.com</td>
<td>Based on survey comments from learners.</td>
</tr>
<tr>
<td>Length/wordiness of Instruction</td>
<td>Learners are interested in a more steam-lined workshop with instruction specific to the types of things they can change or do in a blog account.</td>
<td>The instructor will show blog examples of what the learner can achieve. The instructor will demonstrate the more popular applications of the blog as requested by learners.</td>
<td>Based on survey comments from learners.</td>
</tr>
<tr>
<td>Wordpress.com expectation(s)</td>
<td>Learners could not follow instruction due to taking a “different route” in Wordpress.com and would like these various routes to be announced in advance.</td>
<td>The course instructor will use live demonstration in Wordpress.com to show at least one other way to navigate to the same area in Wordpress.com. A site map showing the proper steps to complete the instruction will be available.</td>
<td>Based on survey comments from learners.</td>
</tr>
</tbody>
</table>

Table 3 Revision Process Table

Summary

The pilot of “Create a Basic Blog Workshop” provided a valuable tool to test the feasibility of a future instructor lead course. The pilot demonstrated the problems a learner could encounter when using
Instructional Design Workshop Report: **Create a Basic Blog Workshop**

Wordpress.com to create a blog. At least one section of the workshop proved difficult for learners without an instructor present to answer questions or guide the learner in the process. Other tools may help the learner inside of the instructor lead library course such as checklists, instructor demonstration, site maps to guide the learner in a step by step process or a navigation hand out showing the proper navigation through Wordpress.com. The library course is a viable option for instructing learners to create a well laid out blog with a pleasing appearance that can be shared with others.

**Next Step**

After consulting with Mrs. Bailey and providing her with the results of our pilot workshop, she approved a three week timeline of delivering the library instruction. Three weeks will allow for ample advertising and generation of interested patrons and provide enough time to refine instructional materials to be implemented as an instructor led course. Mrs. Bailey requested that we team teach the first class to give her time to become more familiar with the instructional materials we have developed for her. She would also like two of her volunteers, who are interested in teaching the course, to be present.

**Bibliography**