

# Analysis

## Step 1: Define the Purpose

### What is the purpose of this project?

Why are you doing this instruction? It's important to know WHY you are teaching WHAT you are teaching. This includes how the student or others will benefit from the knowledge or skills involved.

The first step is to **identify which needs will be met** through the project. Find out by talking to others. **Define the purpose** by interviewing a teacher who agrees to work with you on this media project.

Use **Analysis Worksheet 1** to answer these questions. You can refer to the **filled-in example** to see how someone else has done it. These documents can be found in **Resources for Analysis**.

### Do the Assignment!

Interview a teacher in your school who would like your help to design and create a small instructional multimedia project to use in that teacher's class.

Click on **Resources for Analysis** to review tips on "**How to Plan and Conduct an Interview**". Also use the "**Rubric for Interviewing**". Give the rubric form to the teacher to evaluate your interview(s).

**Alternative Option:** If your situation does not lend itself to working with a teacher, you will interview someone such as your media teacher to determine a suitable project to do.

If you are not doing the project in this ADDIE course for concurrent enrollment credit, do the project with team members however your media teacher decides to make the assignments.

## Step 2: Identify the Needs

The Utah State Office of Education for all Utah High Schools stated that the **the goal for this concurrent education ADDIE course**, from the official Utah state standards for multimedia students, is that:

*"Students will demonstrate proper planning and design by utilizing an instructional design model such as ADDIE (Analyze, Design, Develop, Implement, Evaluate) in the development of multimedia projects."*

**What are people supposed to learn to do?** (Their **Goals** at a given mastery level)

**What can they already do before instruction?** (Actual current abilities)

**What knowledge and skills do they still need to learn to reach the required mastery level?** (The **Gap** between what they are suppose to learn and what they already know will be the focus of your instruction)

The students who will use your instructional media project are the target audience. The school district and the school have a reason in mind why they create certain goals.

Use **Analysis Worksheet 2** to define your project goal and what students need to learn. Click on the **filled-in example** to see an example. Documents can be found in **Resources for Analysis**

**Do the Assignment!**

**Identify the need(s)** that will be met through your lesson or module. **Write needs or goals** in the GAP format to identify what the students will learn or do that they cannot do well right now.

See an **Introduction example** at the **Gilded Age WebQuest**. It shows the **Purpose** and **Goals** of the project. If you have an Internet connection, you can click [here](#) to see the online site.

## **Step 3: Identify Learner Characteristics**

**Who are the learners?**

How much do you know about the individuals and groups of learners you are designing for? Learner analysis is the step that gives you answers to shape all the work you do to fit your learners as you prepare your content, media, and learning activities. **Identify learner characteristics** that may affect the learning. What is their attitude? Age & grade? What background experience do they have?

**Good Advice:** Find out all you can about your learners so you can make decisions to match their goals, preferences, and abilities as closely as possible in

your project. If you get this part wrong in interpreting how well the learners will use your project, then it will be harder to fix later. It may actually make your project fail. Matching your learners well to your project will save you time, effort, and money.

Use **Analysis Worksheet 3** during your interview with the teacher. Fill it out to guide you when you write the objectives and make other project decisions. You may refer to examples in the **filled-in worksheet**. Documents can be found in **Resources for Analysis**.

Analyze the information about your learners **often** in all steps of your project. This is an on-going assignment for all the ADDIE phases. Think of your learners during every decision of your project. Which characteristics of them may be important to think about as you design your project?

If you still need more information to be sure what will work and what will not, then interview some students in your target audience or observe them carefully.

## **Step 4: Identifying the Learning Environment**

Where will students use your project? Will they use your instructional media project alone or with other students? Does only the teacher use it in class presentations? What are the delivery options?

**Identify the learning environment** you can expect. What is the place like? For how many people?

Sometimes decisions like this are out of your control, but sometimes you can set up the learning environment how you prefer.

Use **Analysis Worksheet 4** to use when you interview your teacher. Depending on your goals and objectives, the answers and the learning environment can vary from situation to situation. See the **filled-in worksheet** for ideas. Documents can be found in **Resources for Analysis**.

See some examples in **Gilded Age WebQuest** on **Group Roles**, of a specific learning environment where students most likely will work with a team to create the WebQuest. They will set it up so that the learners themselves work on a team to complete the tasks. You can set yours up in a way that works for your situation. If you have an Internet connection, you can see the example by clicking [here](#).

## Step 5: Discover the Technical Constraints

**Constraints are things that limit you, shape your options, or hold you back from your goal.**

These constraints usually involve **Budget, Time, Equipment, and Availability**. Some wise people say, "Never trust technology. Have a back-up plan." Sometimes you think everything is in order, and you still get surprised. Technical difficulties are common. This happens in every project, but you can protect yourself from too many surprises and constraints. **Good planning is the key to getting better results** by overcoming technical hurdles and saving you fewer headaches.

Use **Analysis Worksheet 5**. You can refer to the **filled-in worksheet** for ideas. Documents can be found in **Resources for Analysis**.

### Do the Assignment!

Talk to the teacher to find out the specific constraints you will deal with. Write on worksheet 5 what constraints your learners may have, such as having little time allotted to access your project if they must go to use it in their free time. Maybe only a few of them know how to use the equipment and will need some special training first.

- Who will help learners when they have problems using your project?
- Find out what equipment you can use and which delivery platform would be best to run it. When will you have access to it? Do you need to schedule it?
- What special requirements may be needed for collaboration activities or to run parts of your project?

For example: Speakers for listening to sounds, music, and video Internet access to websites.

## Step 6: Write Objectives

Have you ever noticed that Objectives seem to mean different things to different people?

Much of the thinking work we do during this phase of design work isn't very visible. People can't read your mind, and you can't read your teacher's mind. What if you and your teacher have different goals and expectations? What if you both mean the same thing but use different words to express it? Clearly written objectives help everybody.

So, do one basic thing. No matter what size your project or lesson is: Write effective objectives. Write objectives that tell what students will be able to do during and after your module.

Get **Analysis Worksheet 6** to write the objectives for your project. Collaborate with your teacher on this. See the **filled-in worksheet** for examples. Documents can be found in **Resources for Analysis**.

Look at the **Effective Objectives** document in **Resources for Analysis**.

#### **Tips and basic steps for writing objectives:**

- List some subordinate skills related to the content topic(s) that you want your learners to have by the end of the course or module.
- Consider what your students should be able to do, feel, or think as a result of the lesson.

Choose a verb and other words to describe what the student will be able to do. Often, the action must be observable (capable of being seen or heard) and measurable enough for it to be effective. For a list of **Some Verbs for Writing Lesson Objectives** to use see document in **Resources for Analysis**, to get started with an action the students do that is related to the topic you have chosen.

Decide on a behavior that will be accepted as evidence that the learner has achieved the objective. See an example of good objectives in **Task** in the **Gilded Age WebQuest**. If you have an Internet connection, you can click [here](#) to see the site online.

## **Step 7: Decide the Content**

### **What are the topics and subtopics in your project?**

As a designer, you decide which topics and content are necessary to be included for students to master the objectives. These are based on course goals and what you want your course or project to accomplish. If you try to work with too many topics, your project will be difficult to manage. Just choose one small part to focus on for your first instructional media project.

The **goal** of Step 7 is to get an idea of the "Big Picture" of the course and only which topics you can realistically cover in your project.

**You decide the scope of the project.** Anything not directly contributing to the exact topics and objectives in your module is considered fluff. So, do not include it in your content outline and the media project plans.

Get **Analysis Worksheet 7** to write the objectives for your project. Collaborate with your teacher on this. See the **filled-in worksheet** for examples. Documents can be found in **Resources for Analysis**.

### **Do the Assignment!**

**Task 1:** Decide content topics that you must include and which ones you must leave out for now. A key question to ask: **Is there a match between topics and objectives?** If not, do not include that content topic.

**Task 2:** Write an outline of topics and subtopics (that match your major and minor objectives). Use Analysis Worksheet 7. You can use this worksheet later to group lesson chunks of content in a logical way.

Write your topics list in a way that makes sense to you and your instructor.

Click to see **Gilded Age WebQuest** examples to see the content topics shown in **Documentary Segments** and **Conclusion**. If you have an Internet connection, you can click [here](#) to see the examples online.

## **Step 8: Prepare a Brief Project Plan**

When is the final project due? When are the project's main phases due? What are the major milestones? Who is on our team? Who is going to do what? How do you keep track of it all?

**The Major Milestones** usually include:

- Front-end analysis
- Content outline
- Design Strategies and lesson treatments

- Storyboard
- Alpha Version, Beta Version, & Final Version

**See an example of steps for Project Plan:** For planning a WebQuest, you can get ideas for the 10 process steps from the **Gilded Age WebQuest**. If you have an Internet connection, you can access the site [here](#). From a list like this, you can write the tasks to be done and decide a due date for them.

Once you figure out the process and when everything is due, you can enter the task and dates into a project plan. Use the **Analysis Worksheet 8**.

Keep up on your weekly goals and action items by using **Analysis Worksheet 9**.

Documents can be found in **Resources for Analysis**.

### **Do the Assignment!**

Take the project plan printout to your teacher to sign for approval after each milestone project phase or task is completed. This is the approval or sign off for "deliverables", usually signed off on major due dates.