Assignment 3: Performance Objectives and Assessments (Example)

by

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**Project Proposal and Goal Analysis (A1)**

**Background description**

This short paper discusses the design of an instructional lesson under development at Nova Southeastern University (NSU). The instruction is a short print-based instructional lesson which describes the procedures necessary for an NSU student to login to the library website, and use "Journal Finder" to search for an article given an APA formatted citation.

All NSU students should be familiar with the journal search processes available at Nova Southeastern. Unfortunately many undergraduate and graduate students have express the need to be able to find articles online but are unsure of how to use our system. Therefore this instructional lesson will be developed as a means of providing all students (including those at a distance) with the ability to find articles online.

**Goal statement**

*Goal*: Given an APA style citation, an NSU student will locate and download a full text journal article using NSU's journal finder.

*Learning domain*: Intellectual Skill

**Goal Analysis**

A goal analysis was conducted with the above goal to determine what all learners should know and be able to do following this instruction. The learning domain was analyzed and categorized as an intellectual skill. Dick, Carey, and Carey (2009) describe goal analysis well and have suggested the Hierarchical Goal Analysis technique as a means of analyzing an intellectual skill like finding journal articles online. Note Figure 1 which shows the procedural steps involved in accomplishing the goal of the instructional lesson. This lesson and the procedures that follow should take no more than 30 minutes to accomplish.
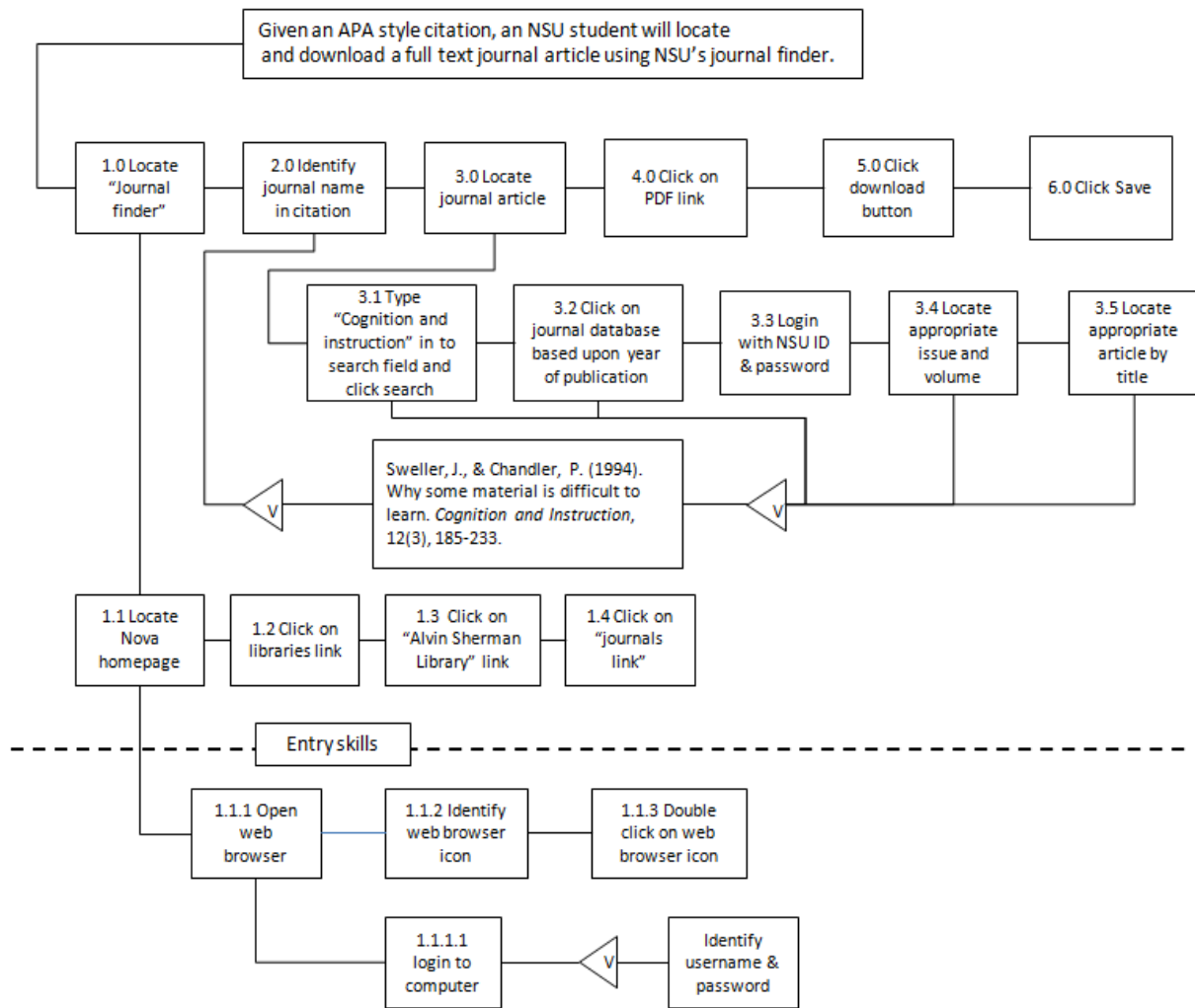
*Figure 1*. Hierarchical Goal Analysis of the "Journal finder" lesson

As this diagram shows there are entry skills required for this procedure. Students must already know how to use a computer and open a web browser before attempting this instruction. In addition, these students will have to find the library homepage. Once finding the NSU homepage, students will be shown how to find and use Journal finder to locate an article using the NSU's rich electronic database.

Learner Analysis (A2: Analysis Report)

| Information Categories | Data Sources | Learner Characteristics | Implications |
|---|---|---|---|
| 1. Entry skills | Interviews<br><br>Personal observation | Nova Southeastern students typically now how to use a computer and web browsers | There is no need to train students how to use web browsers or login to a computer |
| 2. Prior knowledge of topic area | Interviews<br><br>Personal observation<br><br>Email questions from students | Students have some understanding of electronic journals and often new articles for courses or papers. To be scholars they need to be able to do research which means they need to be able to go online to get and download journal articles. Many students are learning how to use different styles to format their citation, but are somewhat unsure of the citation styles. | It is imperative that we train students how to use electronic databases and use citations to download articles. This instruction can help learners use the electronic system, but will be unable to teach them APA style as an example, however we can teach them how to use a citation to find the journal article. Some attention may need to be given to showing the different parts of the citation. |
| 3. Attitudes toward content | Personal observation | Learners are eager to use the online system. They see it as a means to an end. They are often motivated by class assignments to learn how to do this procedure. | While it is somewhat tedious using journal finder is not to difficult to use one someone learns how. |
| 4. Attitudes toward potential delivery system | Personal observation | Some learners are a bit frustrated with the fact that they must use an online database to find an article. However a large majority of our journals are only offered online. | Given these articles are only offered online we must offer a database to manage the system and help learners if they are unhappy with the format. |
| 5. Motivation for instruction (ARCS) | Interviews<br><br>Personal observation<br><br>Email from students<br><br>(Keller, 1999) | *Attention*. Learner attention is not an issue given the online journal articles. Students are motivated to find articles. The process of finding articles invites curiosity because it is a "seek and find" exercise.<br><br>*Relevance*.  Students find online articles relevant as it is a required activity in course work.<br><br>*Confidence*. Student's sometimes lack confidence that they can use the system because databases are somewhat intimidating.<br><br>*Satisfaction*. Students will feel rewarded when they find the article they are look for. | The learner's lack of confidence in their ability to accomplish the task at hand will be somewhat of an issue. Therefore this will need to be a consideration of the lesson. Because this is a printed instructional lesson, written statements will have to serve as the main motivational strategy, to provide the learner with the confidence that they can accomplish the task. |

| Information Categories | Data Sources | Learner Characteristics | Implications |
|---|---|---|---|
| 6. Educational and ability levels | Personal observation | The learners in the situation are undergraduate and graduate students. It is expected that this task will not be too taxing as they have quite a bit of experience in academic settings. | This audience is well suited for a print based instructional lesson teaching them to find an article online via journal finder. |
| 7. General learning preferences | Personal observation

Interviews | Nova Southeaster students are a diverse group with a wide variety of learning preference. Some students may perceive print based instruction as less beneficial. | Because paper documents are not often found when you need them in an online environment, this lesson will be produced as a PDF so that it serves as a just-in-time tool. |
| 8. Attitudes toward training organization | Observation | Learners general are appreciative of any service they receive in the library. | There are few who distrust or dislike the library or librarians so this is not an issue. |
| 9. Group characteristics | Personal observation | As stated above learners are undergraduates and graduate students seeking journal articles. Ages range from mid 20s to low 60s. There is a roughly equal mix of men and women. About 20-30% speak English as their second language, but are extremely fluent. | Wide range of ages may complicate the choice of examples and learning strategies. |

Performance Context Analysis

| Information Categories | Data Sources | Characteristics | Implications |
|---|---|---|---|
| 1. Managerial/ supervisory support | Personal observation Interviews | The supervisory support for students are faculty, who are more focused on the assignments rather than teaching students the subordinate skills required to fulfill the requirements of their assignments. | Therefore additional remediated instructional lessons like those proposed by this proposal are warranted, because many students lack the necessary skills to use the journal databases. |
| 2. Physical aspects of site | Personal observation Interviews | Students generally work everywhere from their dorm rooms to coffee shops, so they are often on the go. | A portable document that is downloadable from the website would be most helpful. That way they could access it from the website where ever they are. The tutorial should be located in close proximity to Journal finder so that it can be easily spotted. |
| 3. Social aspects of site | Personal observation | Students are often in the library and quite social. They also need this information elsewhere. | Students are very social although this should not alter their needs for documentation. |

| Information Categories | Data Sources | Characteristics | Implications |
|---|---|---|---|
| 4. Relevance of skills to workplace | Personal observation | Students generally have the prerequisite skills to use the system. | It will be expected that learners are able to use a PC or Mac to access the website and download the documents associated with this tutorial. |

## Learning Context Analysis

| Information Categories | Data Sources | Characteristics | Implications |
|---|---|---|---|
| 1. Number/nature of sites | Personal observation Interviews | In this case the learning context is the same as the performance context since this tutorial is just in time support. | It is necessary to keep the instruction simple follow and stepwise, because learners could easily be overloaded. |
| 2. Site compatibility with instructional needs | Personal observation | The instructional materials will need to be print based. | There are no other special instructional needs that are foreseen. |
| 3. Site compatibility with learner needs | Interviews | Students will be using this instruction in many different scenarios. They may be in a crowded coffee shop or in a quiet dorm room, or office. | Every effort should be made to make the tutorial easy to locate, and use. |
| 4. Site compatibility for simulating workplace | Interviews | The workplace is the site of learning. | There are no special concerns for simulating the workplace, because the learning site is the where the performance occurs. |

## A3: Performance Objectives and Assessment

*While this document is not typical of library instruction, this exercise is designed to give you practice writing objectives and assessments in the context of instructional design.*

| Skill | Performance Objective | Assessment Item<br>*Typically a test item would go in this column for a knowledge test, but this example describes an observation-based instructional lesson with the checklist (shown below)* |
|---|---|---|
| (Goal) Given an APA style citation, an NSU student will locate and download a full text journal article using NSU's journal finder. | (Terminal Objective) Given an APA style citation, an NSU student will locate and download a full text journal article using NSU's journal finder. | The assessment for this learner performance is a checklist to be used by an observer as a learner follows the stepwise procedure.<br>(please see checklist below) |
| 1.0 Locate Journal finder | *Note sub-step objectives shown below* | *Note sub-step assessments shown below* |
| 1.1.1.1 Login to computer (Entry skill) | 1.1.1.1 Given a username and password, the learner will be able to login to the computer without assistance, in less than one minute. | Observer notes login on checklist and does not assist learner, unless one minute passes. If learner does not know how to login, they should seek help elsewhere and not continue with lesson. |
| 1.1.1 Open web browser (Entry skill) | 1.1.1 The learner will double-click on the browser icon, located on the desktop, within 30 seconds, given a functioning PC. | Observer notes on checklist, that the learner has opened the web browser. |
| 1.1 Locate the Nova Southeastern homepage | 1.1 Given the homepage of the browser is not the Nova homepage, the learner will type in the URL http://www.nova.edu in the address bar of the web browser, and hit enter on the keyboard, within 60 seconds.. | Observer notes on checklist, that the learner typed in the URL |
| 1.2 Click on Libraries link | 1.2 Given the homepage of the browser is on the Nova homepage, the learner will click on libraries link, within 30 seconds. | Observer notes on checklist, that the learner has clicked on the libraries link |
| 1.3 Click on "Alvin Sherman Library" link | 1.3 Given the libraries homepage, The learner will click on Alvin Sherman library link within 30 seconds. | Observer notes on checklist, that the learner has clicked on the Alvin Sherman library link |
| 1.4 Click on "journals link" | 1.4 Given the "Alvin Sherman Library" page, the learner will click on Journals link, within 30 seconds. | Observer notes on checklist, that the learner has clicked on Journal link. |
| 2.0 Identify journal name in citation | 2.0 Given an APA style reference, the learner will be able to identify the journal name within a citation, by pointing to it, within 10 seconds. | Observer notes on checklist, that the learner has pointed to the journal name on checklist, within 10 seconds.<br>*(Journals are in italics)* |

| Skill | Performance Objective | Assessment Item *Typically a test item would go in this column for a knowledge test, but this example describes an observation-based instructional lesson with the checklist (shown below)* |
|---|---|---|
| 3.0 Locate journal article | *Note sub-step objectives shown below* | *Note sub-step assessments shown below* |
| 3.1 Type "Cognition and instruction"(Journal name) into search field and click search | 3.1 Given the Journal Finder page has been located, the learner will type the name of the journal into the Journal Finder search field and clicked the search button, within 60 seconds. | Observer notes on checklist, that learner has typed journal name into search field and clicked the search button, within 60 seconds. |
| 3.2 Click on journal database, based upon year of publication | 3.2 Given Journal Finder returns a search result with the year of publication, the learner will click the appropriate database, based upon the year of publication, within 60 seconds. | Observer notes on checklist that the learner has clicked on the appropriate database, based upon the year of publication, within 60 seconds. |
| 3.3 Login with NSU ID & password | 3.3 The learner will login to the library, within 30 seconds, given an NSU ID and password. | Observer notes on checklist, that the learner has logged into the library with the NSU ID and Password provided, within 60 seconds. |
| 3.4 Locate appropriate issue and volume | 3.4 Given an APA styled reference, the learner will be able to locate the appropriate issue and volume number page by clicking on it, in the journal homepage, within 60 seconds. | Observer notes that the learner has pointed to the journal issue and volume on checklist, within 60 seconds *(Journal issues and journal numbers are listed just after the journal title)* |
| 3.5 Locate appropriate article by title | 3.5 Given the learner has located the appropriate issue and volume number within the journal homepage, the learner will be able to click on the appropriate article title, located the appropriate journal article by title, within 60 seconds. | Observer notes on checklist, that the learner has located the appropriate journal article by title by clicking on it, within 60 seconds. |
| 4.0 Click on PDF link | 4.0 Given the Adobe Acrobat Reader application has been installed, The learner will click on the PDF link to open the article. | Observer notes on checklist, that the learner has clicked on the PDF link on the webpage. |
| 5.0 Click download button | 5.0 The learner will click on the PDF download button, given the Adobe Acrobat Reader application has been installed, within 20 seconds. | Observer notes on checklist, that the learner has clicked on the download button. |
| 6.0 Click Save | 6.0 Given the save dialog box, the learner will click on the "Save" button, , within 20 seconds in order to save the document to the desktop as a file. | Observer notes on checklist, that the learner has clicked "Save" in the dialog box, within 20 seconds. The observer should tell the learner they have completed the lesson. |

*Based on the steps in the goal analysis: Compare the analysis diagram with the items listed above.*

**Journal Finder Observer Checklist**

This assessment is for a learner performance and is a checklist to be used by an observer. The observer will watch a learner as they follow the stepwise procedures necessary to the library website, and use "Journal Finder" to search for an article given an APA formatted citation.

| | |
|---|---|
| **Entry Skills** | |
| ☐ | 1.1.1.1- learner logs in and does not request assistance, within 60 seconds |
| ☐ | 1.1.1 - learner has opened the web browser, within 30 seconds. |
| **Locate Journal Finder** | |
| ☐ | 1.1 - learner typed in the URL (http://www.nova.edu), within 60 seconds. |
| ☐ | 1.2 - learner has clicked on the libraries link, within 30 seconds. |
| ☐ | 1.3 - learner has clicked on the Alvin Sherman library link, within 30 seconds. |
| ☐ | 1.4 - learner has clicked on Journal link, within 30 seconds. |
| ☐ | 2.0 – ask the learner to indentify the journal name by pointing to it. They should be able to do so within 10 seconds. (*The journal name is in italics*). |
| **Locate journal article** | |
| ☐ | 3.1 - learner has typed journal name into search field and clicked the search button, within 60 seconds. |
| ☐ | 3.1 - learner has clicked on the appropriate database, based upon the year of publication, within 60 seconds. |
| ☐ | 3.3 - learner has logged into the library with the NSU ID and Password provided, within 60 seconds. |
| ☐ | 3.4 - learner has pointed to the journal issue and volume on checklist, within 60 seconds. |
| ☐ | 3.5 - learner has located the appropriate journal article by title by clicking on it, within 60 seconds. |
| ☐ | 4.0 - learner has clicked on the PDF link on the webpage, within 60 seconds. |
| ☐ | 5.0 - learner has clicked on the download button, within 20 seconds. |
| ☐ | 6.0 - learner has clicked save in the dialog box, within 20 seconds. (Tell learner they have been successful). |

*The items in this checklist are based on the performance objectives and subordinate skills listed in the hierarchical analysis (Figure 1).*

The above task analysis is useful for producing multiple types of instruction (job aids, demos, etc.). We will see in future assignments that this decision is a media selection decision and will be discussed in a couple of weeks.

# References

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