

Capstone Project: Part I Proposal
EDTC 6332 Practicum in Educational Technology
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The Family Genealogy.com website is attempting to increase subscription services sales on their website. Feedback from potential customers, former customers and other customers that opted out after a short trial period have been that the process of utilizing the services are “too complicated, confusing and otherwise hard-to-use.” Some former customers that have left have stated that they defected to other services that offered online training programs; these were crafted to distinctively show potential customers how to benefit from the services they provide. Others have utilized YouTube videos that provided instruction, but these also primarily demonstrate the services of other sites. In order to keep customers and others coming back to the site, Family Genealogy.com has decided to craft online instruction to demonstrate how to utilize and benefit from the services they provide.

Currently most of the features of the Family Genealogy.com website are explained in a flat text format with occasional photos, screen shots and example forms. The recommended change is for an instructional design that will incorporate more of the features potential customers’ state they are looking for. The Ancestry.com website, and the My Heritage Family Tree utilize various techniques that may be easy to replicate, but is that what will keep the customers from leaving?

A solution to this problem can be both effective and efficient. Demonstrative courses need to be easy, beneficial and allow the customer to see immediate results. In order to keep the potential customer interested, the use of interactive elements and multimedia is a good choice. A well-developed course online can help the learners at the sensory memory stage. For example, recorded lecture causes the learner to listen, images cause the learner to look, and interactivity causes the learner to engage. The solution needs to be unique and distinctive, to show this may be different from the rest.

The problem identified here is that many individuals may need guidance in order to begin the process of researching their own genealogy, a task that has gotten easier since census data, marriage, birth and death records have been published online. However, the unique aspects of researching ones family history can be so much more fruitful if you can grasp the techniques and language genealogists are using and share in the data and files others can provide.

Viable Solutions

Solution 1:

Train learners how to utilize Family Genealogy.com services in multimedia, interactive step-by-step training courses asynchronously.

Solution 2:

Train learners how to search and utilize online presentations in an asynchronous online format with instructor interaction and feedback.

| | Solution 1 | Solution 2 |
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| Description of the solution | <ul style="list-style-type: none"> • Train learners how to utilize Family Genealogy.com services in multimedia, interactive step-by-step training courses asynchronously. | <ul style="list-style-type: none"> • Train learners how to search and utilize online presentations in an asynchronous online format with instructor interaction and feedback. |
| Internal (personal) strengths in relation to the solution | <ul style="list-style-type: none"> • Less costly than any alternatives. • Comparable to what the competition is offering, yet with a personal touch. • Control over what is demonstrated. | <ul style="list-style-type: none"> • Can steer the confused or potential customer to the product. • Can offer the learner various products or services. • Access to those who want to learn more. |
| Internal (personal) weaknesses in relation to the solution | <ul style="list-style-type: none"> • May still lose the potential customer to competition or to searching for their family history. | <ul style="list-style-type: none"> • Need to hire someone to tend to the website/training site to answering questions, and inquiries on a timely basis. |
| External (environmental) opportunities in relation to the solution | <ul style="list-style-type: none"> • Research has shown that learners that learn how to utilize certain resources usually continue on that platform. | <ul style="list-style-type: none"> • An instructor can double as a promoter/sales person. |
| External (environmental) threats in relation to the solution | <ul style="list-style-type: none"> • Learners can still be led to other competitors' sites, products or offerings. | <ul style="list-style-type: none"> • Having an instructor on staff/payroll for an indeterminate amount of time and an indeterminate dollar benefit can be a costly gambit. |
| Your chosen solution | Solution #1; train learners how to utilize Family Genealogy.com services in multimedia, interactive step-by-step training courses asynchronously. | |
| Reasons | This solution is less costly, and can be expanded or improved upon, i.e. adding an instructor if the first solution is successful and proven to be in demand. | |

Deliverables

The course will be a class offered on the Blackboard CourseSites.

The course will be divided into three sections or modules that will be identified on a module navigation bar appearing on all pages.

The course navigation panel will have buttons for the syllabus, rubric, instructor bio, contact info, and course email. There will be sections for all video demonstrations, course guides, and templates available, as well.

The first lesson of the course will be a presentation on how to fill out a family chart. The second lesson will cover how to record and organize the information you have/find about your family. The third lesson will cover how to search online repositories to find information to extend your family tree.

The course is a demonstration of how to fill out family history charts. Through modeling the process the learners will learn vicariously. These lessons will provide a template so learners may fill in their own personal family tree members and information in what is considered a standard genealogical format.

Basic elements demonstrated will include:

- Requirements and supplies
- Using a standard template.
- Creating/inserting photos, documents and other information or files.
- Basic genealogy principles and terminology.
- Sharing information and working with other family tree branches.
- Common problems, mistakes and setbacks and how to overcome them.

The next lesson of the course is an activity in which the student will create a pedigree chart using the Family Genealogy website, and the provided template. The activity will reinforce the course objective. The project will include a slide presentation, a video guide, and a quiz.

To assess the effectiveness of the solution students will take a ten question assessment. The assessment is not graded but designed to cause reflection and reinforcement of the terminology on lessons learned when developing your basic family history, pedigree charts and family group sheets.

Instructional Goal and Objectives

| Goal | Performance Objectives | Enabling Objective |
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| The students will be proficient in the use of the basic functions and features of the online repositories available through the Family Genealogy resources website. | Performance Objective 1. Following an online demonstration of the basic steps to take in recording family information, and guidance on the terminology used, the learner will demonstrate an understanding of this material by scoring a minimum 80% on a multiple choice test. | <i>Enabling Objective 1.1</i> Given basic terms, definitions and terminology the learner will recall most. |
| | | <i>Enabling Objective 1.2</i> Given a template and shown what is required, the learner will be able to understand and follow these steps. |
| | | <i>Enabling Objective 1.3</i> Given tips, and information, the learner will be able to discern the benefit of these sources. |
| | Performance Objective 2. Following a demonstration on how to use online resources the learner will demonstrate an understanding of the process by correctly completing 80% of the simulation items. | <i>Enabling Objective 2.1</i> Given a demonstration and guide on how to use online repositories, the learner will complete a basic search successfully. |
| | | <i>Enabling Objective 2.2</i> Given a demonstration and guide to online repositories, the learner will demonstrate how to insert photos, documents, and other files and information. |
| | | <i>Enabling Objective 2.3</i> Given a demonstration and guide on how to use online repositories, the learner will demonstrate in a simulation how to insert narration. |
| | | <i>Enabling Objective 2.4</i> Given a lecture and demonstration on how to use online repositories, the learner will demonstrate in a simulation how to insert video. |

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| | Performance Objective 3. Given a template, the learner will create a basic family tree with 80% of the available/required components. | <i>Enabling Objective 3.1</i> The learner will fill out a basic family tree template with 100% accuracy. |
| | | <i>Enabling Objective 3.2</i> The learner will insert five files; photos, documents or other pertinent files with 100% accuracy. |
| | | <i>Enabling Objective 3.3</i> The learner will insert a recorded family interview (audio file) with 100% accuracy. |
| | | <i>Enabling Objective 3.4</i> The learner will insert a family member video interview with 100% accuracy. |

This information may be subject to the output/results of the instructional/task analysis.

Action Plan

| Objective | Activity | Technology | Assessment |
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| Terminal Objective 1 Given an asynchronous online demonstration about family history research. The learner will demonstrate an understanding of this material by scoring a minimum 80% on a multiple choice test. | State student's activities and the instructor's activities side by side. | Select appropriate media/technology. | Ten multiple choice questions. |
| <i>Enabling Objective 1.1</i> Given a demonstration about family history research, the learner will be able to identify basic components. | S: Watch an interactive video lesson. T: Available via email. | Online video demonstration. | Three multiple choice questions integrated into the video demonstration. |
| <i>Enabling Objective 1.2</i> Following a video demonstration about family history research principles, the learner will be able to identify eight out of twelve principles. | S: Watch an video demonstration T: Available via email. | Online video demonstration. | Four multiple choice questions integrated into the video demonstration. |
| <i>Enabling Objective 1.3</i> Given a demonstration about available online repositories on the internet, the learner will be able to describe eight out of ten resources. | S: Watch an interactive video demonstration. T: Available via email. | Online video demonstration. | Three multiple choice questions integrated into the video demonstration. |

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| Terminal Objective 2 Given a demonstration on how to use online repositories the learner will demonstrate an understanding by correctly completing 80% of the simulation items. | | | Ten simulation items integrated into the six video demonstrations. |
| <i>Enabling Objective 2.1</i> Given a guide and demonstration on how to use online repositories, the learner will demonstrate in a simulation how to fill a template. | S: Watch an interactive video demonstration/ T: Available via email. | Online video demonstration and guide. | Simulator quiz items integrated into the video lecture/ demonstration. |
| <i>Enabling Objective 2.2</i> Given a guide and demonstration on how to use online repositories, the learner will demonstrate in a simulation how to create/insert slides. | S: Watch an interactive video demonstration/ T: Available via email. | Online video demonstration and guide. | Simulator quiz items integrated into the video demonstration. |
| <i>Enabling Objective 2.3</i> Given a guide and demonstration on how to use interview family members, the learner will demonstrate in a simulation how to insert an audio family interview. | S: Watch an interactive video demonstration/ T: Available via email. | Online video demonstration and guide. | Simulator quiz items integrated into the video demonstration. |

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| <i>Enabling Objective 2.4</i> Given a guide and demonstration on how to use online repositories, the learner will demonstrate in a simulation how to insert video. | S: Watch an interactive video demonstration/ T: Available via email. | Online video guide and demonstration. | Simulator quiz items integrated into the video lecture/ demonstration. |
| <i>Enabling Objective 2.5</i> Given a guide and demonstration on how to use online repositories, the learner will demonstrate in a simulation how to insert quiz questions. | S: Watch an interactive video demonstration/ T: Available via email. | Online video guide and demonstration. | Simulator quiz items integrated into the video lecture/ demonstration. |
| <i>Enabling Objective 2.6</i> Given a guide and a demonstration on how to use online repositories the learner will demonstrate in a simulation how to publish the learning object. | S: Watch an interactive video demonstration/ T: Available via email. | Online video guide and a demonstration. | Simulator quiz items integrated into the video lecture/ demonstration. |
| Terminal Objective 3 Given the online repositories with a template the learner will create a Basic family tree with 80% accuracy | | | Create a basic family tree as defined by the standards. |
| <i>Enabling Objective 3.1</i> Given the online repositories, the learner will fill a template with 100% accuracy. | S: Open the given template/ T: Available via email. | Online repositories | Guide |

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| <i>Enabling Objective 3.2</i> Given the online repositories the learner will insert five files with 100% accuracy. | S: Insert slides/ T: Available via email. | Online repositories | Guide |
| <i>Enabling Objective 3.3</i> Given the demonstration the learner will insert an audio family interview for each slide with 100% accuracy. | S: Insert narration/T: Available via email. | Online repositories | Guide |
| <i>Enabling Objective 3.4</i> Given the guide, the learner will insert a video interview with 100% accuracy. | S: Insert video/ T: Available via email. | Online repositories | Guide |
| Assessment Present a quiz with ten multiple choice questions testing the learner's knowledge of the material. | S: Take assessment/ T: Available via email. | Online assessment. | Ten multiple choice questions. |

Timeline

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| September 12-19 | Task analysis |
| September 19-26 | Storyboard |
| September 23-25 | Create basic course components |
| September 25-27 | Prepare and gather content for video |
| September 27th | Record video course |
| September 28-October 2 | Prepare additional material for project, create rubric |
| October 1-5 | Create web pages with project instructions & first edit |
| October 6-11 | One-on-one formative evaluations |
| October 12-18 | Second edit |
| October 19-25 | Small group formative evaluations |
| October 26-November 1 | Third edit |
| November 1-8 | Submit draft to professor |
| November 9-16 | Final edit |
| November 23 | Submit to professor |

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