INSTRUCTIONAL

SOLUTION DESIGN

DOCUMENT

Fall 2015

ABSTRACT

This Instructional Solution Design Document is part of an online course in researching family genealogy. The intent of this course will be to guide users through the introductory steps in creating a family tree, and to begin to research their family histories.

Marie Dennany Lara
EDTC 6332

Contents

Goal

Background

These learning modules are part of an online course in researching family genealogy. The intent of this online course will be to guide users through the introductory steps in creating a family tree, and to begin to collect their family genealogical roots and histories. An added value would be that the learner would purchase additional services offered by the website. For the purposes of this project, we have asked a small group of volunteers to participate in the development of the proposed learning solution.

The idea is to create a solution for the many individuals that 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.

Project Goal

The goal of this project is to guide those learners that are interested in tracing their family roots and compiling the information in interactive step-by-step training courses asynchronously.

Upon completion of this course the learner will be provided with a template of a family tree and chart to fill. The learners will be guided in the use online repositories, and other resources for family history and information. This course is designed to help learners beginning family research develop foundational research skills. The course will start learners on a rewarding journey of discovering their roots, without being overwhelmed. The majority of information in a traditional genealogy class is addressed to a specific audience, or too technical requiring advanced knowledge in genealogy. Much like a traditional online class, this class will require the learner to be self-disciplined with respect to the flow and demand of an online class. The learner will need to follow a regiment of reading, viewing demonstrations, projects and assessments.

Analyses

Learning Analysis

Entry Behaviors

Beginners committed to learning how to research their family history, creating a family tree, and chart will develop these skills and experience in this course. The experience

can lead to a rewarding hobby or even a career. The majority of potential students have some knowledge in family trees and charts. Required knowledge are:

The ability to use a computer

The ability to browse online

The ability to access Blackboard CourseSites

Basic knowledge of/and the ability to utilize jpeg, pdf, audio and video files.

Prior Knowledge of Topic

This is an introductory class and the experience and knowledge of the learners will vary widely. The pre-requisite a learner must have to enter this course is minimal and negligible. The instructor will have no real expectation from students except that they have been advised of the demand and challenges required in an online learning environment and that they agreed to those terms when they signed up for this course. The belief will be that since the learner is taking an online class they will have the basic tools such as a computer, printer and access to the internet.

The average learner undertaking a course such as this has a demonstrated interest in the subject and may have attempted this task before. Other learners will not have any experience in this field but do have the desire to learn about genealogy. There is another type of learner that has not yet made up their mind on if they want to take on this task that may be costly, time-consuming, and demanding to a degree.

Attitude toward Content and Potential Delivery Systems

It can be anticipated that most all learners will undertake this course with a positive attitude to begin with. The learner will become more familiar with Blackboard and the demonstrated methods of progressing through the class as they work through the modules. Learners will be expected to review, research, submit assignments and projects through the chosen delivery system, as well as quiz and test their knowledge.

It will be required for learners to be self-motivated, and each student will need to learn how to manage their time for this course. The learner should not lose focus and should understand that their immediate goal is in sight. This course can be the first of many other intermediate or advanced courses. This course is an introduction to genealogy and genealogy research. Students completing this course will range in experience and knowledge about genealogy. Some may wish to pursue this science of research and family history to further depths, and others will be content with this beginner level of understanding.

Academic Motivation (ARCS)

*Attention***:** The learner to this course will be pursuing a new endeavor by choice. The learner will be driven by their own self-interest in their understanding and knowledge of this material. The learners that will sign up for this course will do so for many reasons. Despite debates on the condition and definition of "family" in recent years, genealogy research, even as a hobby has experienced explosive growth.

*Relevance***:** It has been said that those individuals that search for their roots experience an empowering and healing effect from the process. We all have individual situations that make our family history unique as well as exceptional; and this drives potential learners to enroll in a course such as this one. To discover their own history, roots and potential in this personal search.

*Confidence***:** The learner will build their own confidence throughout their progression through the course. The hands-on projects and reading material will enhance the students' knowledge of the subject no matter what level of expertise they may have. Practical exercises and tasks will aid in the learners cognitive thinking and provide much needed confidence in their own ability to complete their assignments and reach their own specific goals.

Satisfaction: Students participating in this class will have the ability to complete tasks that are related to the field of genealogy. The accomplishments performed through the course content will give the students genuine satisfaction. The ability to research, gather appropriate materials and maneuver through the complex maze of repositories will not only give the students relevance to the matter but should increase their satisfaction that they are on the right path in their personal pursuit of knowledge.

Education and Ability Levels

The level of education required for this course is basic or general knowledge. This usually translates to the learner being able to read and write at an 8th grade level. Students enrolling in this course must have the ability to read, write, communicate in a competent manner and the student must be able to follow directions. A basic, entry level understanding of computer technology is necessary. This includes the ability to complete, fill and modify forms, charts and other documents. This also includes the ability to save, modify and upload files and documents to the appropriate location within the learning management system or other website.

General Learning Preferences

This course is scheduled to be delivered entirely online and as such the general learning preference of an enrolled learner should be met if they self-enrolled. This class will address all aspects of an auditory, visual and tactile learning through the content that has been developed. This course has assignments that require the learner to read content online. Other assignments require the learner to complete hands-on projects that will

require entry level motor skills and physical abilities. Students will be directed to video tutorials to demonstrate specific tasks that will be required.

Attitude toward Training Organization

The learner will be given direct instruction on a subject they enrolled in of their own free choice and the self-efficacy of the learner should be high. This subject matter is or should be personal to the individual. Due to this fact and the nature of this course the expectation of the learners entering this course should be highly positive.

Group Characteristics

The learners are embarking on what is a highly individual and solitary endeavor. The majority of genealogy research and tasks require work to be performed by one person on one single family lineage. Knowing the requirements in this field of research, students should understand that they most likely will be working alone. There are forums where beginner, intermediate and more avid genealogists converse or share information and the learner will be directed to those at a later time.

The work for this class will be done primarily on an individual basis. There will be some discussions assignments available for group collaboration throughout the sections but most of the work will be assigned for the student to do for and by him or herself. Students will be assigned projects which will require individual submissions.

Prerequisite Material and Activities

Required Text

None – All printed material is provided via a link or upload to the designated section in the Blackboard CourseSites section "Content", sub-section "Forms and Charts." These will be necessary to complete some assignments.

Estimate Statement

Given all the gathered information of intended learners, I foresee some difficulty in the design and development of the proposed instructional solution. The fact that the course is designed as a service will create the added challenge of determining overall satisfaction. Further evaluation of the number of users who actual complete the course and follow up to inquiry based forum posts and/or emails needs to be tied to the solution. The objectives of this course will require the students individual focus and commitment. The material this course has in store for the learner requires an initial commitment of approximately twelve to twenty hours. The course will require the learner to commit effort and time for his or her own self-enrichment and knowledge. The estimated time required from the learner can be self-paced. The calculated cost can vary depending on the

individuals' needs and requirements. Cost could be increased if the learner needs to purchase a personal computer or would need to travel to access a computer with internet service. The learner (ideally) needs the ability to print and scan documents and photos. The learner should have or have access to a camera, (or camera phone) that can digitally record audio and video files for interviews.

Learning Context Analysis

Compatibility of Site with Instructional Requirements

This course is housed within Blackboard CourseSites website. A Learning Management System (LMS) such as Blackboard CourseSites is a (free) tool many educators and students are familiar with. The instructor has the ability to upload, access and assess material within this learning management system and the students have the benefit of reviewing material online via their computers at home, on a tablet, smart phone or other compatible device. Blackboard provides a number of resources to the instructor to utilize and is an available and proven system. Student have access to a number of helpful resources as well as the ability to review past material and files as needed.

Adaptability of Site to Simulate Workspace

The vast majority of family history files, scrapbooks, and family trees have made the move to digital or to online family tree sites. Although this course will be online the material and content the learner will perform will follow the traditional format and requirements that genealogists require in the field, and set up long ago. The assignments and tasks from the course have been customized and tailored to instruct the learner on the unique language, techniques and formats utilized by genealogists in the field.

The basic understanding of these formats, definitions and terms and what they encompass is the backbone of this entire course. The ability of the learner to transform and utilize this knowledge will determine his or her success in this endeavor.

Adaptability for Delivery Approaches

The structure of this course is intended to be used as in an asynchronous fashion. The delivery and format used in presenting the content from this course is such that a traditional and hybrid class could also benefit from the resources and tools provided within the framework and content collection. The projects and material covered in this course follows many of the same concepts as a traditional face-to-face (F2F) class. The method of delivery from this course could be used to enhance a traditional F2F class.

Learning-site Constraints Affecting Design and Delivery

As an online class the requirements necessitate the learner to have basic details (or access to this information) about their immediate family history: parents' and

grandparents' names, their date of birth, internet access, a computer, printer, word processing software, free Adobe Reader for reading documents, (can be downloaded from Adobe) a binder with tabs, and a pen or pencil. Ideally the learner should have a digital camera, (camera phone or access to one) that can record audio and video.

Performance Context Analysis

Managerial Support

The intention of this course is that it promote our value added services. Similar to other promotional endeavors, it is provided for the benefit of the learners and to encourage people who are interested in the subject, but hesitant to delve into genealogy research either as a hobby or more so and to nudge them in the right direction. This course and the directions and other free material will guide learners to our companies' services in a gentle fashion.

Physical Aspects of the Site

The site chosen will be left to the learners' individual choice; however, we shall recommend to the learner that he or she they have the necessary items such as internet access, a computer, printer and a designated area for their work. The designated work area should be a well-lit room with little or no distractions. Due to the fact that this is an online class, the learner will need to choose their own work site for the duration of this course.

Computer Requirements and Technological Aspect of the site

The learner will be required to possess at very minimal a computer with internet access. Tools required for this course would be for the learner to have a computer or laptop. The learner's computer system will be required to have Microsoft Office Suite, (or a similar word processing program), an up-to-date internet browser, a printer, a digital camera or smart phone and Adobe Reader, which can be freely downloaded to read the files, guides and forms.

Social Aspects of the Site

This course is geared toward the independent learner who desires to become an independent researcher. There will be aspects of the course that will require collaboration, such as research questions and forum questions and/or discussions. The teacher and student relationship will be created by the collaboration that will take place during assignments where the instructor guides the student. There will be communication available between student and teacher which would also create that virtual classroom feel or connection.

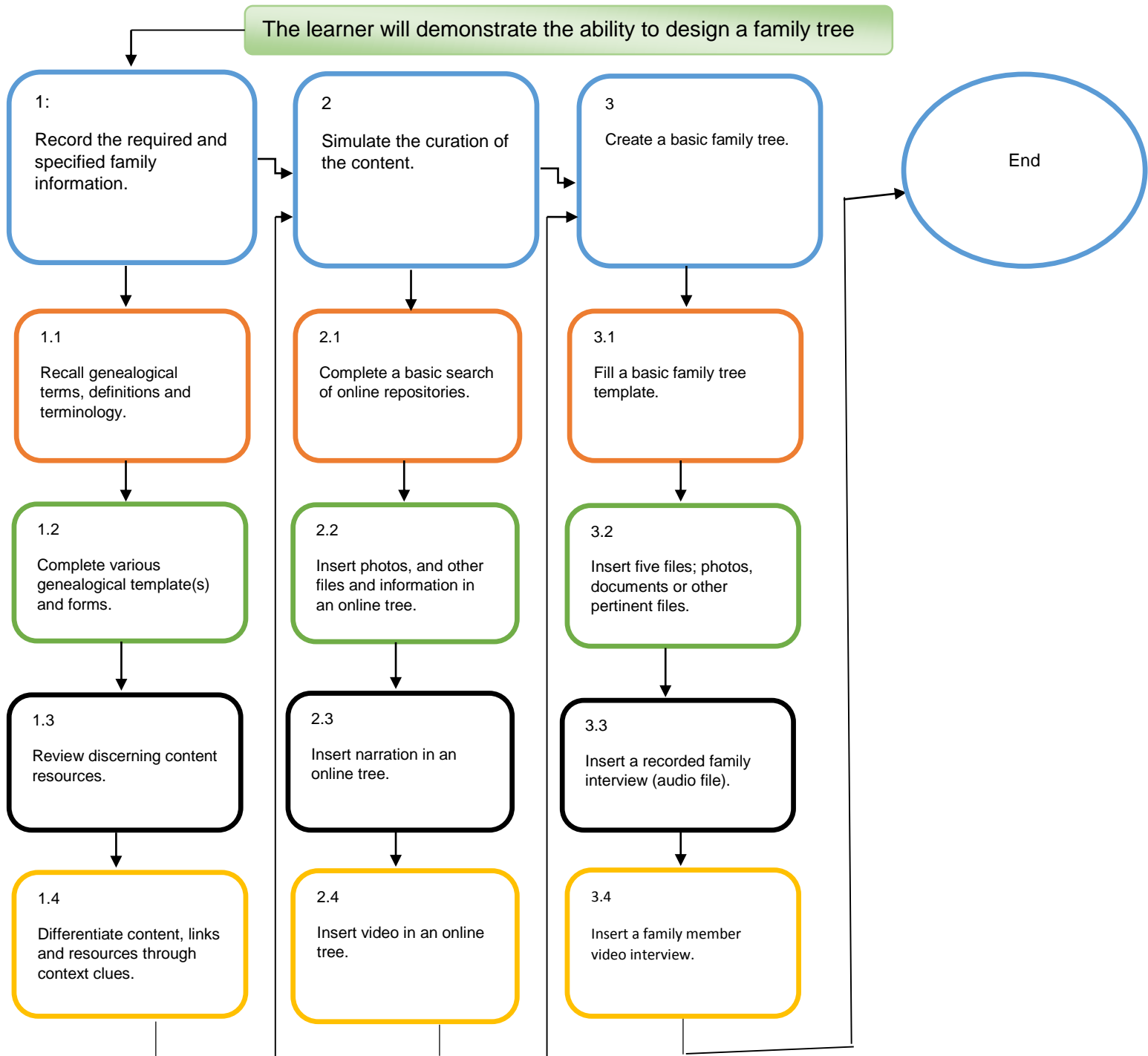**Relevance to Skill to the Workplace**

This course is a beginner class and as such all material covered is relevant to the field of genealogy that the learner may wish to pursue in a real world career or simply as a hobby. The material covered in this class will have characteristics that may increase the learner's self-efficacy and personal knowledge of their historical place and family background. There are many features within the class that address the curation of resources and the value of researching the proper websites, and how to determine the value of the content found.

Given all the gathered information of intended learners, I foresee some difficulty in the design and development of the proposed instructional solution. The fact that the course is designed as a value added service will create additional challenges, not only in determining overall satisfaction, but determining if those that respond to survey form requests and responses are our fans, and how many people have we lost? Further evaluation of the number of users who actual complete the course and follow up to inquiry based forum posts and/or emails needs to be initially determined. The cost analysis needs to incorporate these factors.

Subordinate Skill Analysis

- **Domains of Learning**

The domains of learning covered in the training provided by this course are Knowledge, Comprehension and Application. Learners will be presented information and shown examples, which they will need to recall, distinguish and apply in the exercises and assessments.

The learner will demonstrate the ability to design a family tree

1:
Record the required and specified family information.

2
Simulate the curation of the content.

3
Create a basic family tree.

End

1.1
Recall genealogical terms, definitions and terminology.

2.1
Complete a basic search of online repositories.

3.1
Fill a basic family tree template.

1.2
Complete various genealogical template(s) and forms.

2.2
Insert photos, and other files and information in an online tree.

3.2
Insert five files; photos, documents or other pertinent files.

1.3
Review discerning content resources.

2.3
Insert narration in an online tree.

3.3
Insert a recorded family interview (audio file).

1.4
Differentiate content, links and resources through context clues.

2.4
Insert video in an online tree.

3.4
Insert a family member video interview.

- **Performance Objectives**

Conditions = (CN) Behaviors = (B) Criteria = (CR)

Instructional Goal	Instructional Goal with Performance Objectives
Upon the completion of this course, the learners will demonstrate proficiency in the creation of a basic family tree. The learners will be proficient in the use of the basic functions and features of the online repositories available through the Family Genealogy resources website. The learners will demonstrate proficiency in completing and filling family charts and graphs will be able to perform these functions within a specified amount of time and with a specified degree of accuracy.	To successfully complete this course, the learners must score 70% or better on average in the projects, activities and self-checks and/or quizzes.
Steps in Instructional Goals	**Performance Objectives**
Pre-activity: Learners will login to Blackboard CourseSites. The learner will review the welcome screen and become familiar with the course housed within the LMS. If the learner needs further instruction he or she will be encouraged to view the Blackboard video or Help.	The learner will login to Blackboard CourseSites and familiarize themselves with the course design.(B) The learner will create a thread (CN) in a new introduction discussion.(CR)
Pre-activity: The learner will read the syllabus and the course outline	The learner will review the syllabus (B) online and download it to their computer. (CN) The learner is instructed to view the resources provided and fill a chart. (CR)
1a • Learners will review the PowerPoint • Complete the review question from end of the lesson 1b • Learners will perform activities 1c • The learner will complete a research questions • The learners will partake in chapter discussion 1d • The learner will be assessed by taking a quiz	TO 1. Upon completing of this online section 1 (CN), the learner will understand the terminology and vocabulary (OS). (B) Methods of evaluating consist of: EO 1.1 The learner will identify the correct definitions EO 1.2 The learner will identify and perform tasks in completing the assignment EO 1.3 The learner will perform tasks with tools provided in a basic family chart and tree EO 1.4 Learner will differentiate between charts and forms

• The learner will exit this section by reviewing the lesson	- A review by the learner will fulfill the requirements to this section. (CR)
2a • Learners will review the PowerPoint • Learners will complete the review question 2b • Learners will perform activities from course 2c • The learner will upload charts • The learners will post in the discussion forum 2d • The learner will be assessed by taking an activity.	TO 2. Upon completion of this online course section 2 (CN), the learner will maneuver through various online repositories. (B) Methods of evaluating consist of: EO 2.1 Identify the repositories where one could locate various types of files. EO 2.2 Demonstrate proper resources. EO 2.3 The learner will need to upload certain family charts. -A minimum score of 80 on projects, and activities in the learner's submissions will fulfill the requirements to this section. (CR)
3a • Learners will review the PowerPoint • Complete the review question from lesson 3b • Learners will perform activities for this lesson 3c • The learner will research questions • The learners will post in the discussion forum 3d • The learner will be assessed by completing the project(s).	TO 3. Upon completing of this online section 3 (CN), the learner will create a basic family tree. (B) Methods of evaluating consist of: EO 3.1 The learner will put all required elements in the family tree chart. EO 3.2 The learner will research techniques and complete the activity. EO 3.3 The learner will upload their file(s) and post in the forum. -A minimum score of 80 on assigned projects and activities will fulfill the requirements to this section. (CR)

Assessments

Lesson 1 – 10 question assessment incorporating multiple choice and matching questions. Each question is worth 4 points. Learners need to score 70% or better to pass.

For consistency, the correct answer is listed first in the assessment questions shown.

QUESTION 1

1. A generation is the average span of time between the birth of parents and that of their children (approximately twenty to twenty-five years).

   ○ True

   ○ False

10 points

QUESTION 2

2. An ancestor is a person from whom one is descended.

   ○ True

   ○ False

10 points

QUESTION 3

3. Family History is another name for genealogy that goes beyond getting the names and dates of ancestors.

   ⦿ True

   ○ False

10 points

QUESTION 4

4. What is a Record in genealogy?

   ○ a. A written account of a very important life event such as birth, marriage or death

   ○ b. Any written account

   ○ c. A LP or vinyl record

○ d. The sum of the past achievements or actions of a person or organization, track record

10 points
QUESTION 5

5. Immigration is the process by which a person leaves the land of his or her birth to:

○ a. to obtain citizenship

○ b. to live in another country

○ c. Either; to obtain citizenship or to live in another country

○ d. neither

10 points
QUESTION 6

6. Naturalization is the process by which an immigrant becomes a citizen.

○ True

○ False

10 points
QUESTION 7

7. A(n)_____ is a person who counts. In the case of the census, it is the position filled by a person counting the residents of a particular assigned area.

○ a. Enumerator

○ b. Counter

○ c. Census taker

○ d. Accountant

10 points
QUESTION 8

8. A _____ is an index for the census that is coded by the way a name sounds in addition to its actual spelling.

○ a. Soundex

○ b. Index

    ○   c. Sound

    ○   d. Record

10 points

QUESTION 9

9. A _____ is a record (usually in book form) consisting of information that has been gathered from original records, other compiled records and verbal testimony.

    ○   a. Compiled Record

    ○   b. Book

    ○   c. Archive

    ○   d. Journal

10 points

QUESTION 10

10. _____: Is a person's last name or family name.

    ○   a. Surname

    ○   b. Maiden name

    ○   c. Given name

    ○   d. Former name

Lesson 2 – 10 question assessment incorporating multiple choice and matching questions. Each question is worth 10 points. Learners need to score 70% or better to pass.

Note: For consistency, the correct answer is listed first in the assessment questions shown.

QUESTION 1

1. State and County records include the birth, death and marriage indexes.

    ○   True

    ○   False

10 points

QUESTION 2

2. Death records can come from obituaries, findagrave.com, cemetery records, newspaper announcements, and funeral home records.

   ○ True

   ○ False

QUESTION 3

3. Immigration & naturalization records can be found in passenger ship lists, U.S. passport applications, Homestead Land Act records, among other sources.

   ○ True

   ○ False

QUESTION 4

4. Military records can include:
   ○ Draft registration records

   ○ Birth index records

   ○ Homestead Land Act records

   ○ Federal Census records

QUESTION 5

5. What is the name of the only completely free online tree?
   ○ WikiTree.com

   ○ Ancestry.com

   ○ Geni.com

   ○ MyHeritage.com

QUESTION 6

6. What types of files can be added to your family tree?
   ○ Most media files, such as audio, picture files, and documents.

○ Any file types

○ It depends on the site.

○ Some file types, such as pictures and movies

10 points

QUESTION 7

7. If you get a match when searching for a family member, how accurate is that?

○ potentially

○ positively

○ negatively

○ A slim chance

10 points

QUESTION 8

8. _____with family members is a good way to expand your family tree.

○ Collaborating

○ Sharing

○ Working

○ Connecting

10 points

QUESTION 9

9. Which information should be hidden on an online family tree?

○ Living family members personal information

○ Any family members personal information

○ Dead family members personal information

○ Your personal information

10 points

QUESTION 10

10. A _____ can be added to a family tree as a document or media file.

○ story

- ○ note

- ○ hint

- ○ correction

Rubric

No rubric is required for the assessments or other learning activities in this course. However, there are several samples and guides for the activities and projects.

Final Assessment

The final assessment for this course will be a review, where the student will be asked to reflect and go over the lessons. The final activity is to put all the learner has discovered and to complete the task.

Grading

The learner's grades will be calculated from activities, projects, and assessment scores for all three lessons. If the learner does not pass one particular lesson, they will be asked to review that lesson in order to pass the course.

Instructional Strategies

Teacher Activities

This course is structured to be followed as an asynchronous online course with outlined information, deadlines and schedules should be followed by the learner. This course is a beginner class which can feed into more advance classes. The adult learners studying this course would be enrolled in a free course offered by Family Genealogy. The teacher/instructor guidance is not required but should be attended by one of the employees. In the event of concerns or issues, the learners of this course will have instruction by his/her instructor of this course.

Learner Activities

In this course, learners are able to work asynchronously in an individually basis. Aside from discussions the course would not require group activities.

Learner Activities	Time	Technology or Media	Assessment item
Section 1- Basic terms, definitions and terminology			
Pre-instructional Activities Learners will login to the online course using their credentials. Learners will be required to review all material and requirements Learners will get familiar with Blackboard and the syllabus.	10 min 1 hr.	Computer system and internet connection Resources, printer	N/A
Steps 1. Learners will review the online course and the outline and syllabus.	1 hr.	Computer system, internet and Blackboard access	5 – 10 M/C quiz

Learner Activities	Time	Technology or Media	Assessment item
2. Learners will view the video presented 3. Learners will review the PowerPoint provided. 4. Learners will complete exercises outlined within the course online. In the activities the learners will be introduced to genealogy. 5. Learners will be assessed with a quiz on the lesson.	15 mins.	Computer system, internet and Blackboard access	Review Questions Research Question Discussions
Activities 3.1: Review the enclosed terms, definitions and other terminology 3.2: Review the various charts, graphs and forms 3.3: Investigate resources provided or referenced	1 hr.	Computer and guides	Performance assessment
Assessments Quiz	15 mins.	Computer system, internet and Blackboard	10 questions Matching, M/C, fill in the blank
Learner Activities	**Time**	**Technology or Media**	**Assessment item**
Section 2- Online repositories and Resources			
Pre-instructional Activities Learners will login to the online course using their credentials. Learners will be required to have the guide.	20 min	Computer system and internet connection Guide	N/A

Learners will get familiar with various computer sites; repositories and other information.	1 hr		
Steps 1. Learners will view the video. 2. Learners will review the PowerPoint provided. 3. Learners will complete activities outlined within the course online. 4. Learners will be assessed with a quiz.	10 mins. 1 hr. 15 mins.	Computer system, internet and Blackboard access Computer system, internet and Blackboard access	Review Questions Research Question Discussions
Activities	2 hrs.	Computer, internet access and guide	Performance assessment
Assessments Activity	1 hr.	Computer system, internet and Blackboard	20 questions Matching, M/C, fill in the blank
Learner Activities	**Time**	**Technology or Media**	**Assessment item**
Section 3 – The basic family tree			
Pre-instructional Activities Learners will login to the online course using their credentials. Learners will be required to have the guide. Learners will get familiar with Blackboard and course work.	10 min 1 hr.	Computer system and internet connection Guide	N/A
Steps 1. Learners will review the online course study the weekly outline and syllabus.	1 hr.	Computer system, internet and Blackboard access	

2. Learners will view the video 3. Learners will review the PowerPoint provided. 4. Learners will complete activities outlined within the course online. 5. Learners will be assessed with a quiz and exam to the section	1 hr. 1 hr.	Computer system, internet and Blackboard access	Review Questions Research Question Discussions
Activities	2 hrs.	Computer and guide	Performance assessment
Assessments Activity	1 hr.	Computer system, internet and Blackboard	Complete a family tree

Evaluations

Formative Evaluations

I asked for suggestions and comments from a small group of peers in my department. I also went to my subject matter experts (SME) and instructor for references and ideas for the development and feedback of this course. My peers have experience in course content and in developing content for Blackboard CourseSites. The feedback sessions have been ongoing throughout the development of this project. I have collaborated with my SME via email when possible. The presentation of content and development of this course has been formulated from various ideas and the aforementioned feedback.

Specific actions taken to this course came from results offered from. These feedback and studies include:

Stakeholder evaluations

Evaluation of this course was ongoing throughout the development of this course. The general satisfaction and design creation is of the upmost important to all parties involved in this project.
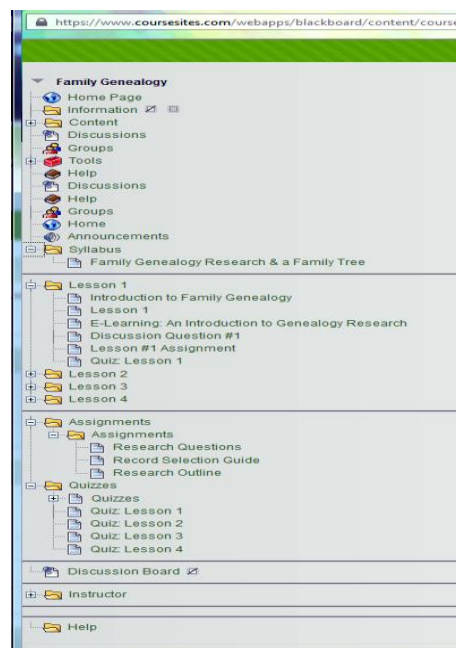

Figure 1

Learner Evaluations / Small Group

The intent is to start evaluating the structure of how this course in laid out. The content and information is set to be fixed but the means of delivery would be up for change.

Areas of evaluations will include:
- How well can the student access information? Is the content in each module easy to read? How do the tabs help you maneuver through the course? Did you identify any issues or misprint on the content?
- What content would you like to see enhanced? If a redo cold be done what section of the course would you like to see modified? (if any) What would make this course more student friendly? (If any)
- Did the video content help in any way? Was the content presented in the tutorial video useful? How often did you visit the tutorial videos? How would you use the tutorial video in any part of the course?
- If you had to tutor a freshman content from section one, would the design used here suffice? If not, what do you see could make it better? What would you add onto the layout of section one? (if any)

Learner Evaluation / Field Test (Larger Group)

A better determination could be done once the initial evaluation with the small group has been completed. The second evaluation would be done in a larger group. The group would preferably be done with 10 learners that are respond to my request for feedback. Once again, these type of students would find the use of Blackboard familiar and due to the experience and knowledge of content with these type of course they could relate to the material. The second evaluation would be done strictly online. The group would be volunteers and willing participants.

Areas of evaluations will include:
- Content. The group will be asked what they liked and did not like to the course.
- Design. Was the presentation of content uniform, was the material easy to identify and access? Was the syllabus informative? Is the weekly outline accurate? Did the video tutorials helpful? What could be added or omitted in your opinion?
- Assessments. Were the questions relevant and proper to covered areas?
- Suggestions. Do you have any suggestion that could improve the delivery of material covered?

Upon completion to the evaluations one final check will be performed. Anticipation of updates due to technical changes and reference material will be taken into consideration.

Summative Evaluation

This course is intended for learners that want and desire to learn about genealogy. Since this is a beginner course the content and information provided in this course should be relatively easy, but provide the foundational knowledge that will allow the learner to begin the task of creating a family tree in true genealogical fashion. The lessons should provide the knowledge and understanding regarding the standard developed by genealogists to complete family charts and trees. All students interested in signing up for this online course would be welcomed. This course could feed into a second course that would require the knowledge and experience from this course, as a prerequisite. I hope to be able to develop that course after this course has been completed.

Conclusion

This content and project was created primarily due to numerous recommendations made by customers that utilized the resources of Family Genealogy.com and had gone on to similar websites in order to teach themselves. The idea is that we should have these resources available to our end users and not to direct them to other websites.

Completing this course has provided me with a clearer understanding of the regimen, understanding and knowledge that an instructional designer would need in order to succeed. I have learned so much this semester about the risks and rewards within the development of a project. I have especially identified how important time management is and how necessary it is to keep in check with your time. This has been a wonderful experience!