



QUALITY EDUCATIONAL DESIGN OF SAN DIEGO

A hypothetical Corporation

AN E-LEARNING PACKAGE FOR CDCynergy

Design Concept for MODULE ONE: NAVIGATING CDCynergy

OVERVIEW

The Society for Public Health Education (SOPHE) serves as the official training organization for CDCynergy health communications planning software. A needs analysis indicated that the current face-to-face CDCynergy training workshop offered to health educators and communicators should be transformed to an e-learning platform. Online, Web-based learning will resolve current constraints on learner time and budget, and will address technical problems such as outdated Web links on the software CD-ROM. SOPHE has asked that some prototype online modules be developed for CDCynergy trainers and developers to evaluate.

The e-learning solution consists of a series of tutorial modules, supplemented by links to Web resources, discussion board forums, and phone and/or email access to a CDCynergy trainer. The tutorials will contain informational content, demonstrations of software tasks and procedures, and learner assessments. As described in the System Specifications, the e-learning design is linear to assure that health educators new to the software as well as those needing continuing education credits are exposed to all pieces of instruction. Additional navigational points will be provided for later reference or for users with some CDCynergy familiarity needing only certain instructional chunks.

COURSE GOALS AND OBJECTIVES

Goals and objectives for the entire instructional sequence are as follows:

- Navigate through CDCynergy
- Open the *MyPlan* template and populate each section
- Locate *Resources* or *Examples* for a particular planning phase or step
- Find relevant media examples in the *Media Library*
- Contact trainer with questions or problems
- Interact with colleagues through discussion boards

Module One, ***Navigating CDCynergy***, includes the following learning objectives:

- Using the CDCynergy Process Steps job aid, the learner will write the correct Phase and Step for each of a list of ten items.
- Given the Scavenger Hunt worksheet and relevant job aids, the learner will enter the correct answer to each Scavenger Hunt question.

LESSON OUTLINE

This design concept focuses on the *Navigating CDCynergy* module. Table 1 outlines the instructional strategy and sequence for this lesson.

Table 1: Design Outline for *Navigating CDCynergy*

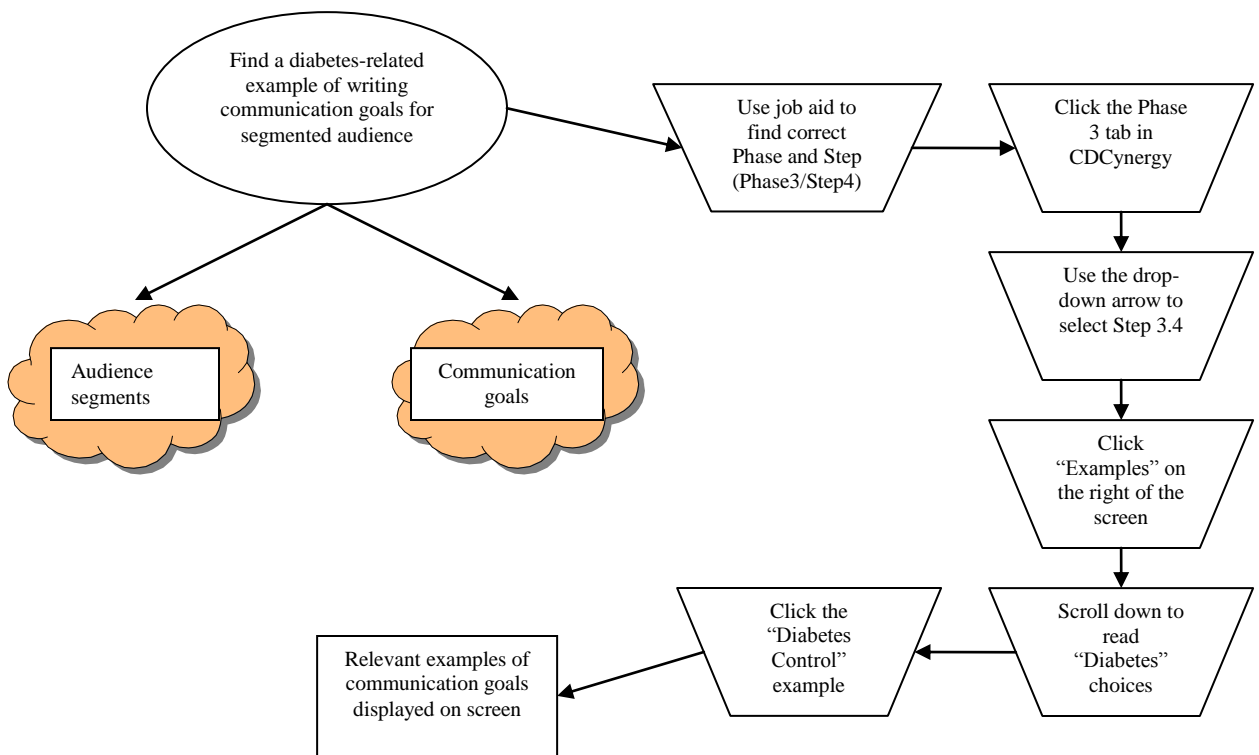
Introduction		
Motivator	Learning to use CDCynergy will allow me to more quickly and efficiently prepare health intervention plans.	mo
Objectives	I will learn to find resources and assistance for specific planning phases, as well as describe the planning model inherent in CDCynergy.	out
Module Overview	This module will teach several concepts required in order to understand the essential structure of CDCynergy, as well as basic navigational techniques.	out
Prerequisite Knowledge (Concepts)		
Health Intervention	Any strategy, procedure, approach, method, or technique designed to change, stop, deter, or positively interact with a problematic health behavior.	EG/eeg
Planning Model	Frameworks on which to develop a health intervention plan. Also called “theories/models of implementation.” Models include PRECEDE-PROCEED (has 9 phases), MHEP (6 phases), and MATCH (5 phases). Differs from <i>Change Process Theories</i> .	EG/eeg
CDCynergy Planning Model	Comprised of six phases, was originally designed for public health professionals at the CDC. Completion of the phases leads to a plan that is both science-based and audience-based.	EG/eeg
Phases and Steps	The CDCynergy planning model divides planning tasks into 6 Phases, and multiple Steps within each Phase. Phases include: define problem; analyze problem; plan intervention; develop intervention; plan evaluation; implement plan.	EG/eeg
Step Examples	CDCynergy contains several completed intervention plans for a variety of health problems and issues. Each step provides links to those specific sections of the example plans.	EG/eeg
Assessment One: Remember/Apply Concepts		
Quiz	Questions asking the learner to Remember and Apply the Concepts and associated Facts .	FB/ieg
Main Lesson		
Context	A “case” will be presented that serves as context for all of the navigation procedures demonstrated.	Eegc
Moving through Phases	The learner will be given a list of the steps required to move from Phase to Phase (EG), and then a demonstration (eeg).	EG/eeg
Viewing Steps in each Phase	The learner will be given two lists of steps for Viewing Steps, and then the steps will be demonstrated.	EG/eeg
Accessing Examples	The learner will be told how to access step-specific examples, and then the procedure will be demonstrated (see below).	EG/eeg
Accessing the Index	The learner will be told how to access the index, and then this procedure will be demonstrated.	EG/eeg
Returning to Main Menu	The learner will be shown how to return to the Main Menu from anywhere in the CDCynergy program.	eeg
Assessment Two: Apply/Procedures		
Scavenger Hunt	The learner will be given a list of questions, situations, and items for which to look in the CDCynergy program. He will be asked to fill in not only the correct answer, but describe the steps he took	FB/ieg

	to reach that answer (sort of the CDCynergy equivalent of “show your work”). If user keystrokes can somehow be captured, description of steps will not have to be written.	
Review and Preview		
Tip Sheets	Contains all job aids used in this Module, as well as navigation tips and techniques. Provides quick reference for learners who have completed the tutorial but need navigation assistance.	legh
Preview of Next Module	Introduces learner to the MyPlan template and previews the related tasks in the next Module.	integ

CONCEPTUAL GRAPH STRUCTURE: ACCESSING EXAMPLES

Below is the conceptual graph structure (CGS) for one of the procedures above, **Accessing Examples**.

Figure 1: CGS for **Accessing Examples**



SAMPLE TUTORIAL SCREEN

Below is one screen from the **Accessing Examples** procedure demonstration. This screen shot represents one event in the CGS above (the step that reads: *Click "Examples" on the right side of the screen*).



DESIGN JUSTIFICATION

The 1999 edition of *Developing Technical Training* recommends that lessons contain the following: a sequence of introductory information; fact or concept displays with practices; and major procedural task displays with practices (Clark 176). The lesson outline above follows these guidelines.

Navigating CDCynergy follows the instructional guidelines for procedures by offering descriptions of each procedure and then follow-along demonstrations (Clark 48). *Developing Technical Training* also provides strategies for using computer-based training (CBT) to teach computer procedures. The screen shot above shows that the instructional window is of a shape and color distinct from the application window as recommended by Clark (55).

And finally, the presentation forms used in the lesson are based on David Merrill's component display theory (CDT). See the References list below for more information on his work.

FORMATIVE EVALUATION QUESTIONS

To evaluate both design and content of the preliminary prototype, the following formative evaluation questions will guide prototype testing:

Design related

1. Does the learner understand how to progress through the module from the prerequisite knowledge to the navigation procedures being taught?
2. Does the learner see immediately how to launch the screen shot demonstrations?
3. Are there enough screen shots to convey the look and feel of the actual software?

Content related

4. Does the learner understand how learning concepts such as the CDCynergy Planning Model help with navigation?
5. Do exercises at the Remember level offer enough support for learning prerequisite concepts?
6. If the Scavenger Hunt exercises are emailed to an instructor for feedback, does the learner resent the lack of immediate feedback?

REFERENCES

Clark, R. C. (1999). *Developing technical training: A structured approach for developing classroom and computer-based instructional materials* (2nd ed.). Silver Spring, MD: International Society for Performance Improvement.

Merrill, M. D. (1994). *Instructional design theory* (with D. G. Twitchell). Englewood Cliffs, NJ: Educational Technology Publications.

Merrill, M. D. (1983). Component display theory. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status*. Hillsdale, NJ: Lawrence Erlbaum Associates.