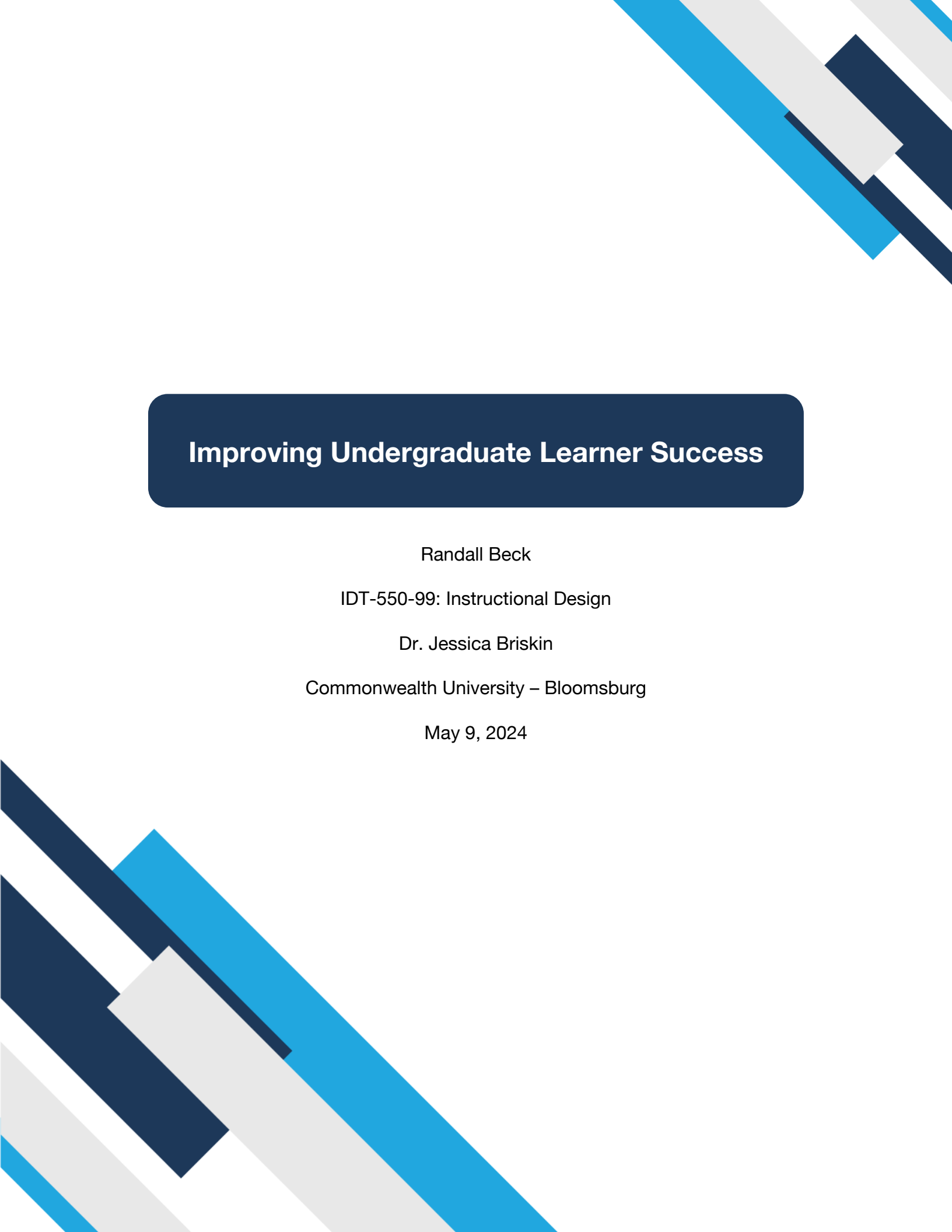




Improving Undergraduate Learner Success

Randall Beck

IDT-550-99: Instructional Design

Dr. Jessica Briskin

Commonwealth University – Bloomsburg

May 9, 2024

Table of Contents

COURSE OVERVIEW/DESIGN.....	4
PROJECT PLAN	16
LEARNER AND CONTEXT ANALYSIS	26
TASK ANALYSIS	35
OBJECTIVES	38
STRATEGIES/EVENTS OF INSTRUCTION	40
ASSESSMENT ITEMS	53
STORYBOARD	64
EVALUATION.....	66
REFERENCES	80

Course Overview/Design

Course Overview/Design

Purpose

The purpose of this section is to detail the design decisions and information for developing the Cornell Note-Taking course. This section includes a project description, objectives, and a content overview.

Project Overview

The project develops a comprehensive training program to effectively equip undergraduate students at Bloomsburg University with the essential skills and knowledge to apply the Cornell Note-Taking System to their academic pursuits. This project will address students' challenges in organizing and reviewing their notes, ultimately enhancing their study habits and academic performance. By offering structured guidance on the Cornell Note-Taking System, the training seeks to empower students with a practical tool for capturing key course content, fostering active learning, and improving information retention. This project deserves to exist because it addresses a prevalent issue among students—effective note-taking—and provides a proven solution to enhance comprehension, retention, and overall academic success. Through developing engaging learning materials, including presentations, demonstrations, simulations, and practice exercises, the project aims to create a user-friendly and accessible training program that meets the diverse needs of Bloomsburg University students.

The main microlesson will be created using Vyond. A course survey will be created using Google Forms. Storyboards will be created in Adobe XD. A Learner Analysis, Objective List, Assessment questions, and Project Plan will be created in Microsoft Word and Microsoft Excel.

Three downloadable PDFs, created in Microsoft Word, will be provided: a Cornell Note template, an example completed Cornell Note, and a step-by-step Cornell Note-Taking guide (a cheat sheet) for students.

Target Audience

This primary audience consists of undergraduate students at Bloomsburg University. The target audience's general characteristics relevant to this course are that they should have a solid background in basic academic skills and have some initial awareness of study skills.

Prerequisite Knowledge

This course will be designed assuming that learners have knowledge in:

- Critical thinking skills
- Basic reading and writing
- Basic understanding of college-level coursework

Project Goal

Upon completion of this course, undergraduate students at Bloomsburg University will be able to apply the Cornell Note-Taking System to their courses and study.

Project Objectives

Learning Objectives

Learning objectives define the knowledge and basic skills required to achieve the performance objectives. They are measurable outcomes and can be practiced or tested in the training. The course will provide the learner with the skills and knowledge necessary to effectively apply the Cornell Note-taking System to their course and study and identify further study enhancement resources.

1. Upon completion of this course, the learner will be able to describe the Cornell Note-Taking System with 80% accuracy.
2. Upon completion of this course, the learner will be able to use the Cornell Note-Taking System with 80% accuracy.
3. Upon completion of this course, the learner will be able to list available university resources for study techniques with 80% accuracy.

Project Management

Deliverables

A Learner Analysis will provide an in-depth understanding of the target audience, including demographics, prior knowledge and experience, and learning preferences. This document will be created in Microsoft Word.

An Objective List will outline the specific learning objectives of the course. This document will be created in Microsoft Word.

Assessment Questions will be designed to evaluate learners against the course material. They will cover topics related to the Cornell Note-Taking System and the available university resources related to study. The assessment questions will be true/false, multiple-choice, and short-answer questions. An answer key will be included with the assessment questions. This document will be created in Microsoft Word.

Storyboards will be provided to outline the visual and narrative elements of the course. They will provide a guide on the sequence of content and interactions. The storyboards will be created in Adobe XD.

A Vyond microlesson will provide short animated sequences of the main content. The Vyond videos will be provided as .mp4 files in both 720p and 1080p content.

A Google Form will include the course survey.

Three downloadable PDFs will be provided: a Cornell Note template, an example completed Cornell Note, and a step-by-step Cornell Note-Taking guide (a cheat sheet) for students. These documents will be created in Microsoft Word and exported to PDF format.

Deliverables Timeline

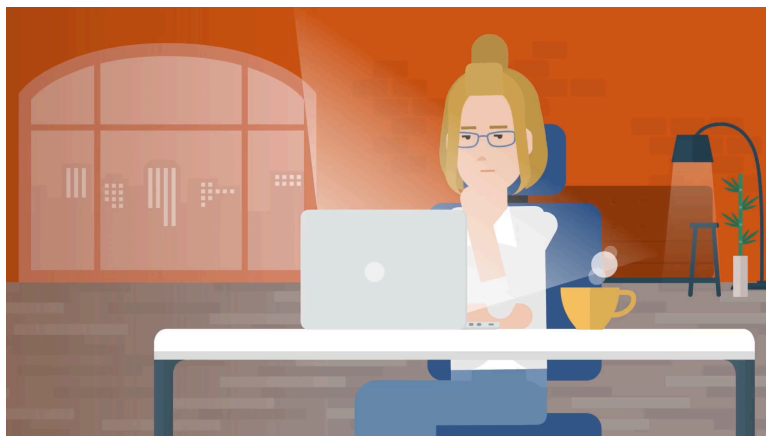
The table below details an initial estimated project timeline.

Responsibility	Task	Start	End
Randy Beck	Learner Analysis	6/3/24	6/4/24
Randy Beck	Objective List	6/4/24	6/4/24
Randy Beck	Instructional Strategies	6/6/24	6/6/24
Jayden Carter	Assessment Questions	6/21/24	6/21/24
Randy Beck	Storyboard	6/13/24	6/14/24
Jayden Carter/Anabelle Minnifield/Esteban Ocasio	Vyond Videos	6/21/24	7/12/24
Jayden Carter	Google Form (Course Survey)	6/24/24	6/24/24
Jayden Carter	Downloadable Content (PDFs)	6/24/24	6/24/24
Ray McKinney	Testing/QA	7/15/24	7/15/24
University LMS Administrator	Go Live	7/30/24	7/30/24

Design Approach Description

The project will use a learner-centered design approach to prioritize the learner needs and preferences. The course will begin with clear learning objectives and progress bars between sections. The design will take the 2D design approach of an animated video. The cartoon-like Vyond characters will demonstrate how to effectively use the Cornell Note-Taking System to format a page, summarize notes, and review notes for better retention. The animations will include text overlays highlighting key instructions, making the videos engaging and easy to follow.

The following depiction is an example of Vyond's cartoon-like characters.



The course will incorporate the Bloomsburg University (CommonwealthU) color scheme.

CommonwealthU Color Palette



Course Ownership

Upon completion of the course, ownership will be transferred to Bloomsburg University. As a university-owned course, it will be maintained and updated by the appropriate academic department or instructional design team with the university. Bloomsburg University is responsible for reviewing course content and implementing any necessary changes or updates after the course ownership has been transferred to the university.

Resources

Bloomsburg University shall make the following resources available:

- Vyond software subscription license
- SMEs from the Department of Academic Enrichment
- Access to Enrich 100: College Study Skills 1 course
- An LMS administrator
- A group of student volunteers to test the course

Team Roles

(list **all** the people who will be working on the project – these are sample roles and will be changed based on deliverables)

Title	Personnel Assigned
Project Manager	Randy Beck
Instructional Designer	Randy Beck
Vyond Developer	Esteban Ocasio
Graphic Artist	Anabelle Minnifield
Content Developer	Jayden Carter
Voice Talent	Anabelle Minnifield
QA Specialist	Dr. Ray McKinney

Content Overview

Instructional Strategies

Association

Presenting information using infographics and labeled diagrams to visually associate concepts with their corresponding elements.

Chunking

Breaking down the Cornell Note-Taking System into manageable chunks, such as the three sections of the note page (cue column, notes section, summary), to facilitate understanding and retention.

Drill & Practice

Providing opportunities for learners to practice formatting Cornell Note pages, identifying key components, and applying the system to different scenarios, reinforcing learning through repetition and active engagement.

Motivation Strategies

Attention

Grabbing learners' attention by addressing common issues faced during studying and presenting the Cornell Note-Taking System as a solution.

Relevance

Demonstrating the relevance of the Cornell Note-Taking System to learners' success in academic and professional endeavors.

Confidence

Boosting learners' confidence through low-risk simulations and positive feedback during practice sessions.

Satisfaction

Providing satisfaction by offering learners the opportunity to apply the Cornell Note-Taking System and receive positive feedback on their performance.

Content Storyboard

Part of Course	Text (Audio)	Media Checklist
Introduction	Vyond video open with female character: Hello, I'm Anabelle and welcome to 'Mastering the Cornell Note-Talking System: Your Guide to Effective Study Skills'."	Vyond animation Voice-over
Introduction	New scene with animation character, Dave, a student, sitting at a desk visibly stressed and tired. His hair is messy, note pages are everywhere in his desk. You couldn't find anything if you tried. He is trying to find something in his notes but can't. Anabelle's voice-over: "Have you ever found yourself drowning in disorganized notes, struggling to recall key information when it matters most? You're not alone. Many students face challenges with note organization and retention, leading to unnecessary stress and decreased academic performance.	Vyond animation Voice-over
Introduction	New scene with a female character. She is put together, her hair is not messy, her desk is clean, with organized binders. Everything on her desk has it's place. Anabelle's voice-over: "Fortunately, the Cornell Note-Taking System offers a lifeline. In this course, we'll explore how this proven method can revolutionize your study habits, empowering you to take control of your learning journey with confidence and clarity."	Vyond Animation Voice-over
TO1: Upon completion of this course, the learner will be able to describe the Cornell Note-Taking System with 80% accuracy.	Vector depiction of a Cornell Note Page is shown on screen. It is divided into three sections. During the following voice-over each section is highlighted as Anabelle mentions the specific section. Anabelle's voice-over: "The Cornell Note-Taking System, developed by Dr. Walter Pauk at Cornell University, is a structured method designed to enhance the effectiveness of your note-taking and study process. At its core, this system divides your note page into three main sections: the cue column, the notes section, and the summary."	Vyond Animation Voice-over

(continued)

Part of Course	Text (Audio)	Media Checklist
	As the following voice-over occurs a vector image draws a key term “Cue Column” next to a zoomed in page with an arrow pointing to the cue column in main focus. Anabelle’s voice-over: “In the cue column, you jot down key terms, questions, or prompts during a lecture or reading.” The page remains zoomed in but pans to the notes section. A vector image draws a key term “Notes Section” next to the zoomed in page with an arrow pointing to the notes section. Anabelle’s voice-over: “You capture detailed information, concepts, or ideas in the notes section.” The page remains zoomed in, but pans to the summary section. A vector image draws a key term “Summary Section” next to the zoomed in page with an arrow pointing to the summary section. Anabelle continues. Anabelle’s voice-over: “Finally, in the summary section you write the main points and your key take away from the notes.” The page zooms to an overview: Anabelle’s voice-over: “This systematic approach organizes your thoughts and promotes active engagement with the material, making it easier to review and retain information over the long term. The Cornell Note-Taking System equips you with a powerful tool to excel in your academic pursuits through its emphasis on organization, active learning, and review.”	

(continued)

Part of Course	Text (Audio)	Media Checklist
EO1: Upon completion of this course, the learner will be able to identify the materials needed for the Cornell Note-Taking System with 100% accuracy.	A new scene shows vector images (in Vyond) of a sheet of paper and a pencil. Anabelle stands to the side. Anabelle's voice-over: "Now let's talk about the materials you'll need for your Cornell Note-Taking System. All you need are two basic items. Paper..." The scene zooms in to the paper and then zooms out. Anabelle continues "and a pen or pencil." The scene zooms in to the pencil and then zooms out. Anabelle continues "It doesn't matter if it's a notebook, loose-leaf paper, pen, or pencil. Any combination will work. The key here is to use whatever you are comfortable with, whatever you normally work with."	Vyond Animation Voice-over
EO2: Upon completion of this course, the learner will be able to discuss the benefits of the Cornell Note-Taking System with 80% accuracy.	A new scene shows the Anabelle character standing in front of a green chalkboard in a classroom. She explains the benefits of the Cornell Note-Taking System. "Before I show you how to format a Cornell Page and we start using it, let me explain some of the benefits of the system." "The Cornell system promotes active engagement with the material. By dividing your notes into distinct sections and summarizing key points, you're actively processing and synthesizing information as you go, which enhances your understanding and retention. Additionally, the system fosters organization by providing a clear structure for your notes, making it easier for you to review and study." "The structured approach facilitates efficient review, as you can quickly locate information. To review with a Cornell Note you simply cover the notes section, and then try to recall the answer you would give after reading each cue from the cue section. This prompts you to actively recall information and stimulates your memory. Furthermore, the Cornell system encourages regular review sessions, which reinforces learning and helps cement concepts in your long-term memory. By incorporating the Cornell Note-Taking System into your study routine, you'll not only improve your note-taking skills but also enhance your overall learning experience."	Vyond Animation Voice-over

Project Plan

Project Plan

The project plan outlines the project tasks

Scope of Work

Overview

This project aims to improve undergraduate students' learning success by equipping them with active note-taking skills using the Cornell Note-Taking System, leading to improved academic performance and information retention.

The client is a higher education institution seeking to equip incoming undergraduate students with effective note-taking and study skills.

Traditional note-taking methods produce unorganized information as students copy materials passively to their notes. Though well intended, the resulting notes could be more convenient study materials. The Cornell Note-Taking System uses a time-tested approach to structure note pages into purposeful sections. Students will learn to use these sections to record information meaningfully while actively engaging with the course materials. Using this method, students transform their notes into clear outlines and concise summaries, providing organized, practical material for review study sessions. As the Cornell Note-Taking System incorporates active review with organized notes, this method leads to long-term knowledge retention. Students entering the university will become familiar with this effective method of organization and study, giving them the skills to take on the challenges of college-level courses.

Rationale for Need

The Writing and Literacy Engagement Studio (WALEs) at Commonwealth University provides academic help for writing and literacy. They also help students devise study methods to get the most from the reading material. While this resource is available with one-on-one mentoring in person and remotely, not all students use it.

College-level courses require students to achieve a deeper understanding of materials. Many incoming undergraduate students rely on passive note-taking methods learned in high school and need more effective note-taking skills to increase their academic outcomes.

Description of the Audience

The target audience is incoming undergraduate students adjusting to college life's challenges. They have varied learning styles but are familiar with basic note-taking techniques. They are 18-25 and attend Commonwealth University - Bloomsburg Campus. They are tech-savvy and comfortable using digital tools.

Instructional Goal Statement

Goal Statement: Upon completion of this course, undergraduate students at Bloomsburg University will be able to apply the Cornell Note-Taking System to their courses and study.

Project Dates

The project is expected to begin on June 3, 2024, and conclude on August 1, 2024.

Training Overview

Plan of Work (Deliverables)

The Instructional Designer will work with Subject Matter Experts (SMEs) from the Bloomsburg University Department of Academic Enrichment program. The department's Enrich 100: College Study Skills 1 course will be reviewed for documented material on note-taking techniques as outlined in the current course description. Material related to the Cornell Note-Taking System and review techniques will be referenced/used in the microlesson.

A project outline will be created for the following sections:

- A definition of passive and active learning
- An Overview of the Cornell Note-Taking Method
- An instruction for dividing note paper into Note, Cue, and Summary sections
- An example of a Cornell note
- An explanation of review methods for knowledge retention

At the end of the project outline, a storyboard will be created and reviewed with SMEs. Following an approved storyboard, a Vyond micro lesson will be made. The prototype lesson will be reviewed with SMEs. After prototype approval, the Vyond video will be polished with a finalized voice-over and graphics. PDF documents with a blank template, a Cornell note example, and a Cheat Sheet outline will be created. The project components will be reviewed for quality.

This material will be implemented on Brightspace as an ongoing course under My Courses for a limited number of students. Student volunteers will complete the course and return a survey. Once volunteer students have successfully completed the course, it will be open to all students as an ongoing course in Brightspace. Advertising of the new resource will commence.

Final deliverable items will include:

- Completed Vyond video provided as an MP4 in two sizes, 720p and 1080p
- Survey material for after-course completion
- PDF documents
 - Template - printable page with preformatted sections for Notes, Cues, and Summary
 - Example - completed Cornell note showing effective application
 - Cheat Sheet - outlining the Cornell note-taking method
- Implementation of video onto the university's Brightspace LMS system
 - Including a short course description for Brightspace
- Placement of resource as a course under the My Courses - Ongoing section of Brightspace
- Bloomsburg University is responsible for advertising the resource availability

The expected timeline is provided in the following chart.

Task	Assigned To	Hours	Start Date	End Date
Analysis Phase				
Learner and Context Analysis	Randy Beck	3	3-Jun-2024	4-Jun-2024
Task analysis	Randy Beck	2	4-Jun-2024	4-Jun-2024
Performance Objectives	Randy Beck	2	4-Jun-2024	4-Jun-2024
Project Plan	Randy Beck/Jayden Carter	4	5-Jun-2024	5-Jun-2024
Instructional Strategies	Randy	2	6-Jun-2024	6-Jun-2024
Review	Stakeholders	8	7-Jun-2024	10-Jun-2024
Design Phase				
Review Establish 100 course	Randy Beck	4	11-Jun-2024	11-Jun-2024
Work with SMEs	Randy Beck, Jayden Carter	8	12-Jun-2024	12-Jun-2024
Storyboard	Randy Beck	8	13-Jun-2024	14-Jun-2024
Detail assessment methods	Randy Beck	2	17-Jun-2024	17-Jun-2024
Design interactive learning elements	Randy Beck	4	17-Jun-2024	18-Jun-2024
Review	Stakeholders	8	19-Jun-2024	20-Jun-2024

(continued)

Task (continued)	Assigned To	Hours	Start Date	End Date
Development Phase				
Develop quizzes, assessments, and handouts	Jayden Carter	3	21-Jun-2024	21-Jun-2024
Prepare Vyond scripts	Jayden Carter	8	24-Jun-2024	24-Jun-2024
Record audio	Anabelle Minnifield	8	25-Jun-2024	25-Jun-2024
Develop graphics	Anabelle Minnifield	6	26-Jun-2024	26-Jun-2024
Create Vyond video	Esteban Ocasio	40	28-Jun-2024	12-Jul-2024
Implementation/Evaluation Phase				
Review course, test elements	Ray McKinney	4	15-Jul-2024	15-Jul-2024
Review	Stakeholders	8	16-Jul-2024	16-Jul-2024
Implement content onto LMS	University LMS Administrator	8	17-Jul-2024	17-Jul-2024
Manage course enrollment	University LMS Administrator	4	18-Jul-2024	18-Jul-2024
Student Review	Volunteer Students	40	22-Jul-2024	29-Jul-2024
Live Implementation	University LMS Administrator	1	30-Jul-2024	30-Jul-2024
Review	Stakeholders	8	31-Jul-2024	1-Aug-2024
Aggregate Hours		193		

Special Requests, Conditions, and Possible Constraints

As students must utilize the Brightspace website to access courses, they are not required to have any additional technology to access this resource.

Constraints:

- timelines according to the project initialization date and targeted finish date if targeting a specific semester
- availability of SMEs as initial resources
- availability of SMEs to review and approve storyboards, prototypes, and finished project
 - SMEs from the Department of Academic Enrichment will have scheduled classes and further responsibilities to students
- availability of the LMS administrator to implement the course video and downloadable material.
- availability of student volunteers to evaluate the course and complete surveys

Resources

The following resources are required for this project:

- Vyond software subscription license
- SMEs from the Department of Academic Enrichment
- Access to Enrich 100: College Study Skills 1 course
- LMS administrator
- A group of student volunteers

Plan of Work

Learning Design Team Roles

Below is a list of our team.

Title	Personnel Assigned
Project Manager	Randy Beck
Instructional Designer	Randy Beck
VYond Developer (i.e., audio, video, simulations)	Esteban Ocasio
Graphic Artist	Anabelle Minnifield
Content Developer	Jayden Carter
Voice Talent	Anabelle Minnifield
QA Specialist	Dr. Ray McKinney

Project Timeline and Action Steps

Defined project timelines are provided in the attached Excel and PDF files.

Below is a breakdown of the project timeline and review deadlines.

Milestones	Due Date of Deliverable	Deliverable Review Due Date
Instructional/Task Analysis	4/2/24	4/3/24
Learner and Context Analysis	4/1/24	4/3/24
Performance Objectives	4/2/24	4/3/24
Instructional Strategies	4/2/24	4/3/24
Storyboard	4/9/24	4/15/24
Prototype	5/3/24	5/10/24
Testing/QA	5/3/24	5/7/24
Go Live	5/24/24	5/27/24

Estimated Budget

There are an estimated 120 billable hours involved in this project.

Task	Hours	Rate	Extended	Per Phase
Analysis Phase				
Learner and Context Analysis	3	\$80.00	\$240.00	
Task analysis	2	\$80.00	\$160.00	
Performance Objectives	2	\$80.00	\$160.00	
Instructional Strategies	2	\$80.00	\$160.00	
Review	8			
				\$720.00
Design Phase				
Review Establish 100 course	4	\$80.00	\$320.00	
Work with SMEs	8	\$80.00	\$640.00	
Storyboard	8	\$80.00	\$640.00	
Detail assessment methods	2	\$80.00	\$160.00	
Design interactive learning elements	4	\$80.00	\$320.00	
Review	8			
				\$2,080.00
Development Phase				
Develop quizzes, assessments, and handouts	3	\$60.00	\$180.00	
Prepare Vyond scripts	8	\$60.00	\$480.00	
Record audio	8	\$40.00	\$320.00	
Develop graphics	6	\$70.00	\$420.00	
Create Vyond video	40	\$60.00	\$2,400.00	
				\$3,800.00
Implementation/Evaluation Phase				
Review course, test elements	4	\$75.00	\$300.00	
				\$300.00
Aggregate Cost				\$6,900.00

Project Signoff

Notes

No significant notes

Signoff

Project Lead: _____ Date: _____

Client: _____ Date: _____

Learner and Context Analysis

Learner and Context Analysis

Demographic Characteristics

A sample group of new undergraduate students at Bloomsburg University was contacted, and the information in this summary of learner characteristics was provided. This audience is representative of the target population for whom the training will be developed.

Target Audience Age Range

Undergraduate Student Population Academic Year 2022-2023

Age Range	Student Population
Under 18	324
Age 18-19	2,594
Age 20-21	2,959
Age 22-24	808
Age 25-29	181
Age 30-34	73
Age 35-39	47
Age 40-49	52
Age 50-64	21
Over 64	4
Total	7,063

(Bloomsburg University of Pennsylvania Student Population and Demographics, n.d.)

Target Audience Gender (Numbers or percentage)

Gender	Student Population	Percentage
Females	4016	59.9%
Males	2683	40.1%

(Workbook: Program_review_student_summary, n.d.)

Special Needs Considerations For Target Audience (Conditions and Numbers)

Bloomsburg University provides accommodations for students subject to Section 504 of the Rehabilitation Act of 1973

Disabilities Covered Include:

- Learning disabilities (such as dyslexia, dysgraphia and dyscalculia)
- Medical health (such as cardiac disease, diabetes, arthritis, cancer, seizure disorder, etc.)
- ADD/ADHD
- Physical/mobility impairments (ambulatory, wheelchair)
- Hearing impairments
- Visual impairments
- Emotional/psychological impairments (such as bipolar disorder, depression, anxiety, etc.)
- Autism Spectrum Disorder
- Traumatic brain injury
- Temporary disabilities - disabilities existing only for a short period (6 months or less) as a result of injuries, surgery, or short-term medical conditions

(Disability Services Bloomsburg University, n.d.)

Spoken Languages of Target Audience

At this time, no language statistics were found for students at Bloomsburg University.

A low racial diversity is reported, with 23% of students from racial-ethnic minorities (by our College Data Analytics Team Unbiased Factual Guarantee, 2023).

English is the first language of most of the student body, with Spanish being the second language. Considering the population entering college level and Bloomsburg's geographic location, it is also reasonable to assume that most non-white students entering Bloomsburg speak more than one language and have more than a reasonable comprehension of English. However, statistics are unknown (Workbook: Program_review_student_summary, n.d.).

Target Audience Cultural Background(s)

Cultural information is not reported. The ethnic-racial breakdown of undergraduate students is:

Cultural Background	Student Population
White	5126
Hispanic	517
African American	355
Unknown	391
2 or more	165
Asian	96
International	24
Native American	20
Pacific Islander	5

(Workbook: Program_review_student_summary, n.d.)

Personal Social Characteristics of Target Audience

Target Audience Maturity Levels

Bloomsburg undergraduate students present at a wide range of maturity levels.

Students admitted to Bloomsburg average a B- in high school. However, many students are in the A range (How Competitive Is Bloomsburg University of Pennsylvania's Admissions Process?, n.d.). The average admitted high school GPA is 3.35, and students fall between the 25th and 75th percentile based on ACT evidence (Bloomsburg University of Pennsylvania - The Princeton Review College Rankings & Reviews, n.d.).

A major portion of the undergraduate study body, 78.6%, falls between 18 and 21, a significant time for personal and emotional development (Advocates for Youth, 2008).

Motivation Levels of Target Audience

With 78.6% of students between 18 and 21, the undergraduate student body is looking to achieve their future career goals (Vanburskirk, 2022).

The ages of 18 to 23 are crucial for future-oriented thinking and discovering purpose. By 18, young adults are beginning to take responsibility for their life choices (Pratt-Kielley, 2020).

As maturity levels vary within this group, they are somewhat motivated to highly motivated depending on their diverse backgrounds (Advocates for Youth, 2008).

Social Trends and Interests of Target Audience

The target range of students is between 18 and 21 years of age. Trends of millennials include embracing technology and consuming content such as blogs, podcasts, YouTube videos, and streaming services.

Top interests include:

- Social networking
- Reading
- Football/Soccer
- Swimming
- Food/Cooking
- Taking photos
- Dancing
- Music
- Writing/Journaling
- Art/Drawing/Painting

Academic Characteristics

Completed Education of Target Audience

For first-year students, SAT or ACTs are now optional for 2023-2024. Transfer students will have graduated from high school or enrolled in post-secondary instruction like a community college (Admissions and Aid | Bloomsburg University, n.d).

No data was found documenting how many students seeking a bachelor's degree held an associate degree. However, as 10.5% of the general population holds an associate degree, some bachelor's degree-seeking students will hold an associate degree (Schaeffer, 2022).

Target Audience Previous Experience with Study and Notetaking

The average admitted student to Bloomsburg University has:

- A B+ average in high school
- A 1070 SAT or 23 ACT
- 1180 SAT, 24 ACT for nursing students
- Is ranked in the top 30% of their class
- Taken a college prep curriculum in high school

(First-Year Admission, n.d.)

Therefore, the target students are expected to have at least a basic knowledge of study and note-taking skills. As Google apps are widely used, students will have basic fluency (Wan, 2019).

Expected Attention Span of Target Audience

The average attention span of a human is 8.25 seconds. The average teenager's attention span is 32 to 48 minutes, though attention spans vary (Keshirim, 2023).

The average web page user will read at most 28% of the words during an average visit; 20% is more likely. The average attention span during a class or lecture is approximately 50-60 minutes (Hollander, 2023).

Reading Levels of Target Audience

For students graduating high school and attending college (grade 12): Only 32% are reading at a 12th-grade level, and this high-performing group has a 69% chance of passing the reading portion of the GED high school equivalency test (Olney et al.,2017).

National Assessment for Educational Progress (NAEP)

Reading Level	Student Population
NAEP Advanced Reading	6%
NAEP Proficient Reading	29%
Basic Reading	39%
Below Reading Level	27%

(Chapter: 1/Preprimary, Elementary, and Secondary Education Section: Assessments Reading Performance, 2020)

Developer Environment

Target Audience Preferred Instruction Method

Learning styles vary by individual. A person may change their learning style preference for each situation. Some students prefer individualized instruction as it allows for one-on-one learning and a personalized approach. Others may prefer group instruction as it allows for social interaction and a diverse perspective. Personality types such as

introversion and extraversion impact how individuals prefer to learn (Gonsar & Cotner, 2021; Baldwin, 2020).

Millennials prefer online learning (Dorral, 2023).

Target Audience Comfort Level and Proficiency with Technology

Age Range (Years)	Technology Comfort/Proficiency
18-29	highly tech-savvy and comfortable with digital tools
30-49	Uses the internet and are proficient with performing technology tasks
50-64	Adapted well to technology
65+	Less likely to own smartphones

(Faverio, 2022)

Target Audience Access to Required Technology Devices and Internet Connectivity

Age Range (Years)	Own a Smartphone
18-29	96%
30-49	95%
50-64	83%
65+	61%

Age Range (Years)	Own a Tablet Computer
18-29	61%
30-49	53%
50-64	46%
65+	44%

Age Range (Years)	Use Social Media
18-29	84%
30-49	81%
50-64	73%
65+	45%

(Faverio, 2022)

Discounts are available to students on computer purchases through various vendors. They also receive free access to email and Microsoft Office applications at no additional cost through Office 365 subscriptions provided through the university. Bloomsburg University provides a state-of-the-art 802.11a/g/n wireless network in academic buildings, residence halls, and campus apartments. Students may also access full wireless coverage outside of the Academic Quad (Prospective Students Technology Support, n.d.).

Additionally, students have access to over 1000 computers throughout the campus within classrooms and general access work areas. Computers are equipped with the latest software and hardware for ease of use (Computer Labs, n.d.).

Summary of Design Decisions for Training

The population of undergraduate students at Bloomsburg University consists mainly of 18-25 year olds. These incoming students are transitioning from high school and will have used note-taking or had a teacher provide a primary note-taking method to them. However, the expectations of college courses are often beyond rote memorization and require active engagement with the material. The expectations of incoming students to take on higher-level learning are stressful while students manage life transitions and navigate the new learning environment of college.

The majority, 96%, of these students own a smartphone. Additionally, students have access to over 1000 computers on campus, and the university provides free Wi-Fi for students to connect to the internet. These students are tech-savvy and embrace technology.

Bloomsburg University can prepare incoming students with formalized note-taking methodologies by providing a micro-lesson to the student body, promoting the active learning required in college-level courses. The micro-lesson will include information on the Cornell Note-Taking System. This micro-lesson will teach students to take relevant notes and use them effectively during study. By presenting the *Ebbinghaus Forgetting Curve*, the micro-lesson will prepare students to plan effective study times to promote retention. Additionally, while we will connect students to a formalized and effective method of notetaking for study, the micro-lesson will end by recommending further resources, specifically the WALES department, and promote the reality that the student is not alone. The university provides resources to help them achieve their goals.

Task Analysis

Task Analysis

Goal Statement: Upon completion of this course, undergraduate students at Bloomsburg University will be able to apply the Cornell Note-Taking System to their courses and study.

1. Describe the Cornell Note-Taking System
 - 1.1. Identify the materials needed for the Cornell Note-Taking System
 - 1.2. Discuss the benefits of the Cornell Note-Taking System
 - 1.2.1. Encourages active engagement during lectures or readings
 - 1.2.2. Promotes organization and structure in note-taking
 - 1.2.3. Facilitates effective review and retention of information
 - 1.2.4. Helps identify key concepts and relationships between ideas
 - 1.2.5. Creates an organized study reference
2. Complete the Cornell Note-Taking System
 - 2.1. Demonstrate how to layout the page
 - 2.1.1. Divide the page into three sections:
 - 2.1.1.1. Note-taking column
 - 2.1.1.2. Cue column
 - 2.1.1.3. Summary area
 - 2.2. Apply the Cornell Note-Taking System
 - 2.2.1. Explain the note-taking process
 - 2.2.2. Describe how to take notes in the note-taking column
 - 2.2.2.1. Lecture
 - 2.2.2.2. Video
 - 2.2.2.3. Reading
 - 2.2.3. Explain how to identify key points and write them in the cue column
 - 2.2.3.1. Lecture
 - 2.2.3.2. Video
 - 2.2.3.3. Reading
 - 2.2.4. Describe how to summarize the notes in the summary area

- 2.2.4.1. Lecture
 - 2.2.4.2. Video
 - 2.2.4.3. Reading
 - 2.3. Practice reviewing notes
 - 2.3.1. Explain how to use the cue column to test understanding of the material
 - 2.3.2. Describe how to use the summary area for review
- 3. Research available university resources that can help with study techniques
 - 3.1. Locate the WALES department webpage on the Bloomsburg University website
 - 3.2. Discuss the benefits of the WALES department

Objectives

Objectives

Goal Statement: Upon completion of this course, undergraduate students at Bloomsburg University will be able to apply the Cornell Note-Taking System to their courses and study.

1. Upon completion of this course, the learner will be able to describe the Cornell Note-Taking System with 80% accuracy.
 - 1.1. Upon completion of this course, the learner will be able to identify the materials needed for the Cornell Note-Taking System with 100% accuracy.
 - 1.2. Upon completion of this course, the learner will be able to discuss the benefits of the Cornell Note-Taking System with 80% accuracy.
2. Upon completion of this course, the learner will be able to classify the different sections of the Cornell Note-Taking System and their purposes with 80% accuracy.
 - 2.1. Given the required materials, the learner will be able to demonstrate how to lay out the page for the Cornell Note-Taking System without error.
 - 2.2. Upon completion of this course, the learner will be able to apply the Cornell Note-Taking System with 80% accuracy.
 - 2.3. Upon completion of this course, the learner will be able to practice reviewing notes with 80% accuracy.
3. Upon completion of this course, the learner will be able to list available university resources for study techniques with 80% accuracy.
 - 3.1. Upon completion of this course, the learner will be able to locate the WALES department webpage on the Bloomsburg University website without assistance.
 - 3.2. Upon completion of this course, the learner will be able to discuss the benefits of the WALES department with 80% accuracy.

Strategies/Events of Instruction

Strategies/Events of Instruction

Goal: Upon completion of this course, undergraduate students at Bloomsburg University will be able to apply the Cornell Note-Taking System to their courses and study

Strategies

Facts	What will be stated?	Where will it be stated in the training?
Association (Images & Labels)	An infographic will provide a visual representation of a Cornell note page. Each section will be labeled appropriately: Cue Column, Notes Section, and Summary.	Example after critical attributes.
Chunking (Lists & Tables)	Cornell Note-Taking material needs: 1. Paper 2. Writing Instrument	Presentation
Drill & Practice	The learner will be asked to format a Cornell Note-Taking Page. Example content will be provided to identify material for Cornell Note.	Guided practice during content presentation and during assessment.
	The learner will be asked to locate the Writing and Literacy Engagement Studio (WALES) through the Bloomsburg University Website.	Assessment

(continued)

Concepts	What will be stated?	Where will it be stated in the training?
Definition	The Cornell Note-Taking System was designed by Dr. Walter Pauk from the Cornell University. It is designed to help students organize and review their notes more effectively.	First item of concept presentation.
	Notes Section: Captures the main ideas. Cue Section: Captures keywords, phrases, and terms that capture each note. Summary Section: A concise overview of the concepts on the page.	Presentation
	Assessment Quiz	Final Stage
Critical attributes	Is an organized and systematic mean or recording and reviewing notes. Involves dividing the note page into three sections: a note column, a cue column, and a summary area. Encourages active learning by having students write questions (cues) that correspond to notes. These questions stimulate review. Promotes regular review of notes, reinforcing the information and aiding in long-term retention.	Second Item of concept presentation

(continued)

Concepts (continued)	What will be stated?	Where will it be stated in the training?
Examples	An infographic presenting a formatted visual representation of a Cornell Note. Completed example will be created constructed during a demonstration during the presentation. Provide a story of student taking notes during a lecture and writing notes in the notes section. After lecture the student reviews notes and writes cue section. When finished with all cues on page the student writes the summary	Third item of concept presentation. During demonstration. During presentation of procedure
Non-examples	Outline Note/Linear Note Mind-map (note that a mind map can be used to connect information from notes)	Fourth item of concept presentation.

(continued)

Procedures	What will be stated?	Where will it be stated in the training?
Sequence of Steps	The Cornell Note-Taking System has several steps: 1. Formatting the page 2. Recording lecture notes 3. Reduce notes in cue column 4. Recite and Reflect 5. Write Summary 6. Review by testing yourself (iterative process) There is a separate sequence of steps for the review process. 1. Cover notes section. 2. Use cue questions to recall answers (active learning). 3. Check answers 4. Repeat later (iterative process to strengthen memory.)	Presentation

(continued)

Procedures (continued)	What will be stated?	Where will it be stated in the training?
Demonstration	The following passage will be presented along with a demonstration of identifying keys items and recording notes, cues, and a summary: "Photosynthesis is the process in which light energy is converted to chemical energy in the form of sugars. In a process driven by light energy, glucose molecules (or other sugars) are constructed from water and carbon dioxide, and oxygen is released as a byproduct. The glucose molecules provide organisms with two critical resources: energy and fixed—organic—carbon"(Khan Academy, 2023). Example: Cue: Photosynthesis Note: Process in which light energy is converted to chemical energy Cue: Process Note: Driven by light energy, glucose molecules constructed from water and carbon dioxide, byproduct of oxygen Cue: Importance Note: Glucose provides two critical resources: energy and fixed-organic-carbon Summary: Photosynthesis is a crucial process to convert light energy to chemical energy producing sugars. The process constructs glucose molecules from water and carbon dioxide. These glucose molecules provide essential resources: energy and fixed organic carbon. Oxygen is released as a byproduct.	Presentation

(continued)

Problem Solving	What will be stated?	Where will it be stated in the training?
Simulations	Provide a passage of information (like the demonstration portion above) and allow students to complete a Cornell note for this passage. The student will be tasked with formatting the Cornell page and completing the note based on the given passage.	Evaluation after the demonstration

Goal: Upon completion of this course, undergraduate students at Bloomsburg University will be able to apply the Cornell Note-Taking System to their courses and study

Events of Instruction

Introduction

Event	Material
Gain Attention	“You may have learned a few note-taking skills throughout your previous education. Think about some of the methods you may have used such as outlines, flow notes, boxing, or mind maps. I want you to take a moment and really ask yourself if any of these methods worked for you. Maybe one of those methods worked for you or maybe you’re still looking for a method that helps you retain the information you note down.” “Have you ever found yourself drowning in disorganized notes, struggling to recall key information when it matters most? You’re not alone. Many students face note organization and retention challenges, leading to unnecessary stress and decreased academic performance.” “Fortunately, the Cornell Note-Taking System offers a lifeline. In this course, we’ll explore how this proven method can revolutionize your study habits, empowering you to take control of your learning journey with confidence and clarity.”
State the Objectives	1. Describe the Cornell Note-Taking System. 2. Identify the materials needed for the Cornell Note-Taking System. 3. Discuss the benefits of the Cornell Note-Taking System. 4. Complete the Cornell Note-Taking System. 5. Demonstrate how to lay out a Cornell Note page. 6. Apply the Cornell Note-Taking System to a short paragraph. 7. Practice reviewing notes. 8. Research available university resources for study techniques. 9. Locate the Writing and Academic Literacy Engagement Studio (WALES) on the university website. 10. Discuss the benefits of the WALES department.

(continued)

Introduction (continued)

Recall Prior Knowledge

What are some of the current notes taking methods that you use: linear notes, outlines, mind-mapping?

What are the pros and cons that you have found?

Instructional Strategies

The opening presents facts describing the benefits of the Cornell Note-Taking System. It also introduces the concept of Cornell Notes being concise and organized. Recall is stimulated as the students remember prior note taking experiences and try to connect pros and cons about each system. Problem solving is also used as the opening presents an issue of having disorganized notes and using the Cornell Note-Taking System to solve this issue. The objectives outline the procedure for the course: describing the Cornell Note-Taking System, identifying materials, discussing benefits, completing the system, applying the system, practicing the system, and then locating and discussing the benefits of the WALES department

Motivational Strategies

Connecting to the ARCS model the opening grabs the learner's attention by addressing a common issue found when studying for exams. The material is relevant as it explains how the Cornell Note-Taking system can help the learner succeed which is a value (worth) of the instruction. The objectives provide the learner with clear objectives providing confidence in what they are going to learn. The opening suggest satisfaction will be gained as the content will provide a tool for success.

(continued)

Presentation

Terminal Objective	Material
Upon completion of this course, the learner will be able to describe the Cornell Note-Taking System with 90% accuracy.	Present
	Provide definition and critical attributes from the from the introduction. The Cornell Note-Taking System was developed in the 1950s by Walter Pauk, an education professor. It remains an excellent note-taking and study strategy. By using the Cornell Note-Taking System students create organized notes of key ideas. The system uses a specific page layout and study method to use these notes for active recall and improved comprehension. There are three sections: the cue column, the notes section, and the summary. After writing the main ideas, the student determines appropriate cue items writing them in the cue section. After reflection the student will then fill in the summary section. The next day and at repeated intervals the student can stimulate their recall by placing a blank page over the notes section and actively reflecting on the cue questions. The student may then check their answers against the main ideas in the notes section.
	Guide
	Using an infographic identify the Cornell Note page sections and an infographics providing a sample of a formatted note. Using a text passage, identify the key components in the text passage and example where they are written on a Cornell Note page. Ask the students to connect any of their prior note taking methods to the description of the Cornell Method. (Can they connect an active recall during their current note taking method or are they passively reading their outlines and linear notes?)
	Practice
	Provide the demonstration passage during the presentation and ask students to complete a Cornell Note with the provided text.
	Feedback
	Feedback will be provided during the guided practice while identifying key components: main ideas, cue questions, and summary information. The same feedback will be provided after the practice.

(continued)

Terminal Objective	Components
Upon completion of this course, the learner will be able to use the Cornell Note-Taking System with 90% accuracy.	Present
	Example content will be provided to identify material for Cornell Note.
	Guide
	A sequence of steps will be provided including the process of taking notes and the process for reviewing notes.
	Practice
	After the demonstration a simulation will provide students with practice.
	Feedback
	The students notes after the simulation will be evaluated for completeness and effectiveness. Feedback will be provided offering a job well done and/or suggestions for improvement.

(continued)

Terminal Objective	Components
Upon completion of this course, the learner will be able to list available university resources for study techniques with 90% accuracy.	Present
	Present a list of resources provided by Bloomsburg campus to help students with study: the Enrich 100 College Study Skills course, Writing and Academic Literacy Engagement Studio (WALES), the university's Academic Enrichment Services, and the University Learning Center.
	Guide
	Demonstrate on a smart screen or video how to access these resources through the university website.
	Practice
	Ask students to use their smartphones or laptops to follow the demonstration. (Remind students to bookmark these resources as they follow along.)
	Feedback
	Thank students for following along. Remind them to be active about asking for help accessing resources and that university staff are here to help.

Instructional Strategies

Provide definitions for the Cornell Method, its sections, and ideas. Infographics provide association. The demonstration provides steps, and the simulation provides a drill and practice (rehearsal.) Additionally, the simulation acts to elicit performance with a low-risk event. A sequence of steps is provided for the student to follow, followed by a demonstration. The demonstration followed by a simulation provides a scaffolding structure for the student to begin with structure and then analyze the next similar text on their own.

Motivational Strategies

From the ARCS model attention is encouraged by having the student complete a simulation and by asking them to follow along when locating available resources on the Bloomsburg website. The demonstration on accessing resources is relevant to the students' success in gaining help. By following along with the simulation students gain confidence in completing the Cornell Method. Students are provided satisfaction is the simulation provides them the opportunity to use the new skill and gain feedback of accomplishment when using the method.

(continued)

Summary

Event	Material
Summarize	A summary will review formatting a Cornell Note page, identifying main idea, cues, and formulating a page summary and where to place them. How to review with Cornell notes actively by covering the notes column and reflecting on answer. Additionally, a quick mention of resources for additional study help. Reshow the infographic of a Cornell Note page with key areas labeled will be shown. Provide a step-by-step handout of the Cornell Method.
Apply	Explain to the students that the Cornell Note-Taking method can apply not only to university courses such as lectures, videos, and text. It can be applied to research for a paper, book, or article and is useful for professional meetings or future education they want to pursue.
Assess Performance	Students note pages from the simulation can be checked to assess performance and provide feedback before final assessment. Taking a short assessment quiz at the end will provide a final assessment.

Instructional Strategies

Feedback from the simulation and final assessment. Relating the method to courses and real-life situations can enhance transfer as it relates to the real world as well (after college.) The step-by-step handout will enhance transfer as it provides a job aid helping the student to quickly access the Cornell Note-Taking Steps at the time of need.

Motivational Strategies

From the ARCS method Attention is gained as the infographic is shown again and the summarized key points are shown. The relevance of the Cornell Note-Taking Method is presented with a connection not only to university courses but as applied to life after university. The students have a boost of confidence in using the method from the no-risk evaluation after the simulation. Students will gain satisfaction from successfully applying the method during the simulation and receiving positive feedback from the final assessment. (Either from success or with a reminder of the key points and encouragement.)

(continued)

Assessment Items

Assessment Items

Terminal Task	Question
1. Describe the Cornell Note-Taking System	Please describe the main features of the Cornell Note-Taking System Feedback for correct answer Great job! Your answer provides a clear and accurate description of the key features of the Cornell Note-Taking System. You correctly highlighted the three-section layout which includes the cue column, notes column, and summary. You also correctly mentioned the system's focus on active learning and its benefits for organization and review. Feedback for incorrect answer Your answer partially describes the Cornell Note-Taking System, but some key features still need to be included. Make sure to include all the key features of the Cornell Note-Taking System, such as the purpose of each section of the layout, the system's focus on active learning and its benefits for organization and review.

(continued)

Enabling Task	Question
1.1. Identify the materials needed for the Cornell Note-Taking System	Select all that apply. What items are required to use the Cornell Note-Taking System? A. Compass B. Pen C. Paper D. Calculator
	Answer Key B & C are the correct answers
	Feedback for correct answer Great job! The Pen and Paper are the only requirements for the Cornell Note-Taking System.
	Feedback for incorrect answer That is not correct. While a calculator or compass may be useful for specific subjects, they are not required for the Cornell Note-Taking System.

(continued)

Enabling Task	Question
1.2. Discuss the benefits of the Cornell Note-Taking System	Match the benefit of the Cornell Note-Taking System with it's description: A. Improved organization B. Enhanced recall C. Active learning D. Efficient review 1. Encourages summarizing and reflecting on key points. 2. Provides a clear structure for organizing notes. 3. Allows for easy retrieval of information. 4. Promotes active engagement with the material. Answer Key 1. (B) 2. (A) 3. (D) 4. (C) Feedback for correct answer Great Job! The Cornell Note-Taking System improves organization by providing a clear structure for organizing notes, encourages summarizing and reflecting which helps to enhance recall, incorporates active learning by promoting active engagement with the material, and allows for easy retrieval of material for efficient review. Feedback for incorrect answer One or more of your matches are incorrect. The Cornell Note-Taking System improves organization by providing a clear structure for organizing notes, encourages summarizing and reflecting which helps to enhance recall, incorporates active learning by promoting active engagement with the material, and allows for easy retrieval of material for efficient review.

(continued)

Terminal Task	Question
2. Classify the different sections of the Cornell Note-Taking System and their purposes	In the Cornell Note-Taking System, what is the purpose of the <i>Summary</i> section? A. To write the main ideas or topics B. To hold questions you want to ask C. To summarize notes and consolidate the main ideas D. To write detailed notes from reference sources
	Answer Key The correct answer is C.
	Feedback for correct answer Great Job! That is correct, the <i>Summary</i> section is used to summarize the notes and consolidate the main ideas on the page
	Feedback for incorrect answer Sorry, that is not correct. The <i>Summary</i> section is used to summarize the notes and consolidate the main ideas on the page.

(continued)

Enabling Task	Question
2.1. Demonstrate how to layout the page for the Cornell Note-Taking System	Draw a labeled diagram of a Cornell Note-Taking System page layout.
	Feedback for correct answer Great Job! Your diagram accurately depicts the layout of a Cornell Note and labels each section. The page has three sections, the top-left is the cue-column, the top-right is the notes section, and the bottom is the summary section.
	Feedback for incorrect answer Your diagram may be missing key details. The page has three sections, the top-left is the cue-column, the top-right is the notes section, and the bottom is the summary section.

(continued)

Enabling Task	Question
2.2. Apply the Cornell Note-Taking System	Place the following examples with the correct elements of the Cornell Note-Taking System: A. Cue Column B. Notes Section C. Summary 1. "Today I learned many types of English." 2. "Most widely used 2nd language." 3. "What is English?" Answer Key 1. (C) 2. (B) 3. (A) Feedback for correct answer Good Job! You correctly identified where you should write each piece of information on a Cornell Note- Taking System page. When learning that English is the most widely used 2nd language you would place that information in the note-taking column. To identify the note, you would write an appropriate question such as "What is English?" in the cue column. To summarize everything on the page you would place "Today I learned many types of English" into the summary allowing a quick reference to the material on that page. Feedback for incorrect answer Unfortunately, one or more of your matches was incorrect. The following steps will place the items correctly. When learning that English is the most widely used 2nd language you would place that information in the note-taking column. To identify the note, you would write an appropriate question such as "What is English?" in the cue column. To summarize everything on the page you would place "Today I learned many types of English" into the summary allowing a quick reference to the material on that page.

(continued)

Enabling Task	Question
2.3. Practice reviewing notes	Match the Cornell Note-Taking System element with the correct review strategy. A. Cue Column B. Notes Section C. Summary 1. Provide a concise overview of the page content. (C) 2. Use keywords and questions to trigger recall of main points. (A) 3. Briefly review key points and details. (B) Answer Key 1. (C) 2. (A) 3. (B) Feedback for correct answer Good job! You've correctly matched the review strategies with the Cornell Note-Taking System elements. The Cue section uses keywords and questions to trigger recall of main points, the Notes Section briefly reviews key points and details, and the Summary provides a concise overview of the page content. Feedback for incorrect answer One or more of your matches are incorrect. Review the purpose of each section. The Cue section uses keywords and questions to trigger recall of main points, the Notes Section briefly reviews key points and details, and the Summary provides a concise overview of the page content.

(continued)

Terminal Task	Question
3. Research available university resources for study techniques	Select all that apply. What resources are available to Bloomsburg University students to help them achieve study success? A. Course: Enrich100 College Study Skills B. Writing and Academic Literacy Engagement Studio C. Academic Enrichment Services D. University Learning Center Answer Key All listed resources are correct. Feedback for correct answer Great job! All the listed resources are available to Bloomsburg University students to help them achieve success. The Enrich 100 College Study Skills course focuses on the development and application of learning and study strategies. The Writing and Academic Literacy Engagement Studio helps students with their writing and study skills. The Academic Enrichment Services program broadly helps student succeed and provide Academic Enrichment, Academic Advisement, and Support services. The University Learning Center provides tutoring services. Feedback for incorrect answer One or more of your answers are incorrect. All the listed resources are available to Bloomsburg University students to help them achieve success. The Enrich 100 College Study Skills course focuses on the development and application of learning and study strategies. The Writing and Academic Literacy Engagement Studio helps students with their writing and study skills. The Academic Enrichment Services program broadly helps student succeed and provide Academic Enrichment, Academic Advisement, and Support services. The University Learning Center provides tutoring services.

(continued)

Enabling Task	Question
3.1 Locate the WALES department on the Bloomsburg University Website	Select all that apply. What search term(s) can you use on the Bloomsburg University website, bloomsburg.edu, to find information on the Writing and Literacy Engagement Studio department? A. University Learning Center B. WALES C. Residence Life D. Student Success and Campus Life Answer Key All listed resources are correct. Feedback for correct answer Great job! Students can find information on the Writing and Literacy Engagement Studio through several search terms on the Bloomsburg University website including “University Learning Center”, “WALES” and “Student Success and Campus Life.” Feedback for incorrect answer On or more of your choices may be incorrect. While using the Bloomsburg University website the search term “Resident Life” will return information on student housing. Results for the search terms “University Learning Center”, “WALES” and “Student Success and Campus Life” will provide results featuring the Writing and Academic Literacy Engagement Studio.

(continued)

Enabling Task	Question
3.2. Discuss the benefits of the WALES department	Select the best answer. The WALES department can MOST likely help students with: A. Registering for classes B. Designing multimedia C. Finding Financial Aid D. Developing effective study skills Answer Key D is the correct answer Feedback for correct answer Great job! The WALES department can help students develop effective study skills. Feedback for incorrect answer That is incorrect. The WALES department can help students develop effective study skills.

Storyboard

Storyboard

A preliminary storyboard for the first terminal objective, one practice element, and assessment items can be found at:

<https://xd.adobe.com/view/8f7b1e12-d614-4b95-b7d1-a319287929af-da28/?fullscreen>

Evaluation

Evaluation

An evaluator provided the following evaluation material for the course.

Comments and Critiques Related to the Training Content (Objectives)

Section	Evaluation Aspect	Comments
Terminal Objective 1 <i>Upon completion of this course, the learner will be able to describe the Cornell Note-Taking System with 90% accuracy.</i>	Positives	I like the note of the accuracy needing to be 90% as I think 100% would have been a little unreasonable. Additionally, I believe this is a good opening topic as I would not know what the “Cornell Note-Taking System” is.
	Negatives	Accuracy becomes a reoccurring theme at the end of each of the sentences within the objectives, but this could be because of consistency throughout the system and it being the best way to test.
	Typographical / content / visual or image errors	None
Terminal Objective 2 <i>Upon completion of this course, the learner will be able to use the Cornell Note-Taking System with 90% accuracy.</i>	Positives	The word change up was good. The learner is going from learning about what the Cornell Note-Taking System is to how to use the system.
	Negatives	Very similar to objective one other than the verb change; though, this may have made development of the course more streamlined.
	Typographical / content / visual or image errors	None

(continued)

Section	Evaluation Aspect	Comments
Terminal Objective 3 <i>Upon completion of this course, the learner will be able to list available university resources for study techniques with 90% accuracy</i>	Positives	This is also a good objective and the next logical step in the process of learning meaning the learner is moving from learning what, how, and now the where.
	Negatives	Again, the testing method is similar to the prior two. Possibly change to a "... the learner will access available university resources without any assistance." Though the designer may have been a reason for going with this specific testing method.
	Typographical / content / visual or image errors	None

Comments and Critiques Related to the Assessment Questions

Question / Objective #	Objective Alignment (yes/no)	Typographical Errors / Content Inconsistencies (if any)	Comments
1	Yes	None	<i>I like that in the feedback you provided the correct answer and why it's correct.</i>
1.1	Yes	None	Again, feedback is good. The wrong answer feedback does not provide the correct answer but explains why the other selections are wrong.
1.2	Yes	None	Nice change up of questions. This one is a “match” each.
2	No	None	I would say this initial question does not align with Terminal objective #2 but there may be a reason it does not align. I say it does not align because this objective is to use the system, while this question is a describe the system.
2.1	Yes	None	This question definitely aligns with the objective, the learner is drawing a label diagram.
2.2	Yes	None	I would consider possibly including less information in the questions that were incorrect as the learner may need to go back and review the section; although, this is personal preference.
2.3	Yes	None	The question matches the objective, and the feedback is good.
3	Yes	None	This question format is a nice change up. I was surprised by how many resources the school has!
3.1	Yes	None	Also, a nice change up question. The feedback looks good, and the question aligns with your terminal objective.
3.2	Yes	None	Good question and good feedback, it also aligns with your terminal objective.

Comments and Critiques Related to the Design and Content Storyboard

Evaluation Aspect	Comments
Overview / Section Overviews	
Positives	The project overview section is very good. The designer uses active language and overall it's very clear and persuasive.
Negatives	None, I am unable to find anything to add.
Typographical, content, or visual errors	None.
Goals and Objective	
Positives	Project goal is solid and makes sense. The project objectives align with the goal.
Negatives	The 90% accuracy should maybe be changed up a little bit, as it seems redundant. Though again the designer may have a strategic reason for choosing that.
Typographical, content, or visual errors	None.

(continued)

Evaluation Aspect		Comments
Course Description (design plan/motivation/instructional strategies)		
Positives		Overall design plan sounds very robust. The instructional strategies sound good. The relevance motivational strategy was a good addition. The design approach seems like it will work out well and keep the learner interested.
Negatives		The motivational strategies listed are good; however, the attention-grabbing strategy listed sounds somewhat like a relevance strategy rather than attention grabbing.
Typographical, content, or visual errors		None
Content Outline		
Positives		Very detailed content outline, overall excellent job on this section.
Negatives		Nothing I can think of, this is a very clear and detailed section.
Typographical, content, or visual errors		None.

(continued)

Evaluation Aspect	Comments
Practice Exercises / Performance Checklist	
Positives	I don't see this section and I reviewed my own design document and did not add it.
Negatives	N/A
Typographical, content, or visual errors	N/A

Comments and Critiques Related to the Visual Design of the Storyboard

Evaluation Aspect	Comments
Navigation	
Positives	Navigation was very clear. There was a separate page detailing the navigation buttons and how they are used.
Negatives	None.
Typographical, content, or visual errors	None, I didn't include a navigation explanation page on my site and I think this is a great addition.
Legibility of text (size, color, font style)	
Positives	Text size is good and very easy to follow.
Negatives	Initially I thought the text was a little bit light (on the Course Objectives Page) but after reviewing it a second time I feel it's a good hue.
Typographical, content, or visual errors	This is very much up to the designer but making the text darker on the Course Objectives Page might make it easier to read; though, after reviewing it a second time I found it was okay to read.

(continued)

Evaluation Aspect		Comments
Screen Layout		
Positives		The screen layout was great, things were equally spaced, and nothing felt cluttered.
Negatives		The identifying needed materials section white spacing was slightly off.
Typographical, content, or visual errors		In the identifying needed materials section, the pencil and paper are much smaller than everything else. I understand why the designer made them smaller, but I think the space could be changed to equalize white space.
Legibility of text (size, color, font style)		
Positives		Awesome color scheme and it's maintained throughout the project. It feels like a Commonwealth University document.
Negatives		None.
Typographical, content, or visual errors		None, the were consistent with what was described in the design document.

(continued)

Evaluation Aspect	Comments
Color Scheme (consistent, appropriate for audience, contrast if effective)	
Positives	Awesome color scheme and it's maintained throughout the project. It feels like a Commonwealth University document.
Negatives	None.
Typographical, content, or visual errors	None, they were consistent with what was described in the design document.
Quality of Images (relevant to content; consistent style; appropriate for audience)	
Positives	The type of images was the same throughout the course which made the course feel cohesive. The images were also very detailed which allowed them to be visually appealing.
Negatives	None
Typographical, content, or visual errors	None, I really enjoyed the images and cannot think of any suggestions. I think they're attention grabbing and would keep the learner engaged. The added motion and movement will be a nice touch.

(continued)

Evaluation Aspect	Comments
Placement of multimedia (video, animations, demonstrations; appropriate for audience, relevant to content)	
Positives	While the slides do not have video or animation, I believe the designers eventual plan is to add the videos using Vyond. This will be a nice touch to the already stunning visuals.
Negatives	The media wasn't added which was not required for the assignment and would have been very time consuming.
Typographical, content, or visual errors	If we were actually going to build the course I would suggest to add the voice over content.

Evaluation Exit Survey

Statement	Strongly Disagree	Mildly Disagree	Neither Agree nor Disagree	Mildly Agree	Strongly Agree
The text was clear and understandable.					X
The content was organized in a way that made it easier to learn the material.					X
The content was relevant and complete, with respect to [my] / [potential trainees'] needs.					X
The content difficulty level was appropriate for [me] / [potential trainees].					X
The media and examples enhanced my retention of the material.					X
The embedded practice questions accurately tested the content.					X
The User Guide provided additional information, organization, resources, and practice.					X

Statement	Too Short Not enough content in this lesson.	Appropriate Length	Too Long Content should be split over multiple lessons.
How do you feel about the overall length and content provided in this training? Was the training too short (not enough content to be valuable), too long (too much content delivered at once), or appropriate for the content?		X	

Additional Overall Comments about the Training and User Guide

The user guide was comprehensive as it showed the user how to navigate. I felt the training overall was very easy to follow and an appropriate difficulty for college students. The training was relevant and engaging. I also believe it would hold college students' attention and give them a new perspective on note taking. It was interesting for me and I had never heard of the type of note taking.

Comments about the Evaluation Session, Procedures and Feedback Form

The evaluation section was not fully built out as some of the buttons did not work but I believe once complete the section will have the same quality level as the other sections.

Summary of Evaluation Process and Red Flags

(Summarize what you (the developer) learned from the one-to-one evaluation and any “red flags” that were found.)

1. The evaluator felt that my 90% accuracy ratings were redundant. However, I placed the objectives formulaically to utilize an automated grading system as much as possible. I agree that providing a “change-up” may be helpful; however, not necessarily in the context of this lesson. I thought the evaluator would flag the high accuracy ratings and feel they should have. The accuracy rating should be changed to 80%. Also, the evaluator disagrees with guidance being added to feedback for the incorrect answers.
2. Objective #2 is to complete a Cornell Note, and its terminal task is asking the learner to describe the Cornell Note-Taking System. A better aligned Terminal Task would be to “Classify the different sections of the Cornell Note-Taking System and their purposes.”

Question: In the Cornell Note-Taking System, what is the purpose of the ‘Summary’ section?”

- a. To write the main ideas or topics
- b. To hold questions you want to ask
- c. To summarize notes and consolidate the main ideas
- d. To write detailed notes from reference sources

The correct answer is C.

Feedback:

Correct Answer:

That is correct; the ‘Summary’ section is used to summarize the notes and consolidate the main ideas on the page.

Incorrect Answer:

Sorry, that is not correct. The ‘Summary’ section is used to summarize the notes and consolidate the main ideas on the page.

3. The evaluator believed the text on the objectives page was a “little bit light,” and I agree. The text color was added to accommodate the color scheme. Given the white background, the text color would best be black. I need to change this.
4. The evaluator would have preferred the evaluation section to be built out better for the storyboard, and I agree.
5. The evaluator felt my *Gaining Attention* scenario is more of a *Relevance* connection. After further review, I agree with this as the material connects better note-taking and organization to a college student and is more pointedly a connection to relevance. I am reticent as this material does gain the learner's attention given the context of their need. However, after reflection, I concede to the evaluator's conclusion and agree that this material is relevant. Though the opening gains the learner's attention by highlighting a helpful skill.

References

- Admissions and Aid | Bloomsburg University*. (n.d.). www.bloomu.edu. Retrieved February 7, 2024, from <https://www.bloomu.edu/admissions-aid>
- Advocates for Youth. (2008, November 17). *Growth and Development, Ages 18 and Over-What Parents Need to Know*. Advocates for Youth. <https://www.advocatesforyouth.org/resources/health-information/parents-17/>
- Baldwin, Amy. *College Success*. Houston, Texas, Rice University, 2020.
- Bloomsburg University of Pennsylvania student population and Demographics*. UnivStats. (n.d.). Retrieved February 7, 2024, from <https://www.univstats.com/colleges/bloomsburg-university-of-pennsylvania/student-population/>
- Bloomsburg University of Pennsylvania – The Princeton Review College Rankings & Reviews. (n.d.). www.princetonreview.com. Retrieved February 7, 2024, from <https://www.princetonreview.com/college/bloomsburg-university-pennsylvania-1024066>
- by our College Data Analytics Team Unbiased Factual Guarantee. (2023, March 22). *Bloomsburg University of Pennsylvania Diversity: Racial Demographics & Other Stats*. [Www.collegefactual.com](http://www.collegefactual.com). https://www.collegefactual.com/colleges/bloomsburg-university-of-pennsylvania/student-life/diversity/#ethnic_diversity
- Computer Labs. (n.d.). [Intranet.bloomu.edu](http://intranet.bloomu.edu). Retrieved February 7, 2024, from <https://intranet.bloomu.edu/technology/computerlabs>
- Disability services*. Bloomsburg University. (n.d.). Retrieved February 7, 2024, from <https://www.bloomu.edu/offices-directory/disability-services>
- Dorrall, D., (2023, April 14). *Why Millenials Prefer Online Learning Over Traditional Schools*. <https://millennialmagazine.com/2021/04/07/why-millennials-prefer-online-learning-over-traditional-schools/>
- Faverio, M. (2022, January 13). *Share of Those 65 and Older Who Are Tech Users Has Grown in the Past Decade*. *Pew Research Center*. www.pewresearch.org/short-reads/2022/01/13/share-of-those-65-and-older-who-are-tech-users-has-grown-in-the-past-decade/
- First-Year Admission*. (n.d.). www.bloomu.edu, www.bloomu.edu/admissions-aid/how-to-apply/first-year

- Gen Z & Millennials' Top 15 Hobbies Right Now. (2021, May 10). YPulse.
<https://www.ypulse.com/article/2021/05/10/gen-z-millennials-top-15-hobbies-right-now/>
- Gonsar, N., Patrick, L., & Cotner, S. (2021). Graduate- and undergraduate-student perceptions of and preferences for teaching practices in STEM classrooms. *Disciplinary and Interdisciplinary Science Education Research*, 3(1).
<https://doi.org/10.1186/s43031-021-00035-w>
- Hollander, A. (2023, September 14). *Average Human Attention Spans by Age: 60 Statistics*. *www.bridgcareaba.com*,
<https://www.bridgcareaba.com/blog/average-human-attention-span>
- How Competitive Is Bloomsburg University of Pennsylvania's Admissions Process? (n.d.). ThoughtCo. Retrieved February 7, 2024, from
<https://www.thoughtco.com/bloomsburg-university-of-pennsylvania-admissions-787348>
- Kesherim, R. (2023, September 4). *Average Human Attention Span By Age (Statistics)*. *www.totalcareaba.com*. <https://www.totalcareaba.com/statistics/average-attention-span-statistics>
- Khan Academy. "Intro to Photosynthesis." *Khan Academy*, 2023,
www.khanacademy.org/science/ap-biology/cellular-energetics/photosynthesis/a/intro-to-photosynthesis
- Pratt-Kielley, E. (2020, February 1). *How to help my young adult find their purpose*. TODAY.com. <https://www.today.com/parenting-guides/how-help-my-young-adult-find-their-purpose-t179010>
- Prospective Students Technology Support. (n.d). *Intranet.bloomu.edu*. Retrieved February 7, 2024, from <https://intranet.bloomu.edu/technology/prospective>
- Schaeffer, K. (2022, April 12). *10 facts about today's college graduates*. Pew Research Center. <https://www.pewresearch.org/short-reads/2022/04/12/10-facts-about-todays-college-graduates/>
- Vanbuskirk, S. (2022, November 8). *The Developmental Milestones 18-Year-Olds Reach*. Verywell Family. <https://www.verywellfamily.com/18-year-old-developmental-milestones-2609030>
- Wan, T. (2019, September 24). *Google Apps Are Used Widely in K-12. A New Tool Will Show Just How Useful They Are.* - EdSurge News. EdSurge,
<https://www.edsurge.com/news/2019-09-24-google-apps-are-used-widely-in-k-12-a-new-tool-will-show-just-how-useful-they-are>

Workbook: Program_review_student_summary. (n.d.). Retrieved February 7, 2024, from https://viz.passhe.edu/t/Public/views/Program_Review_Student_Summary/Summary?%3Aorigin=card_share_link&%3Aembed=y

Zuckerman, A. (2020, May 13). *22 New Millennial Trends: 2021/2022 Traits, Behavior & Interests*. CompareCamp.com. <https://comparecamp.com/millennial-trends/>