



Creating a Prominent Brand

Collaborative E-Learning Experience

Main Scenario

A small, start-up technology company just launched its new application called PawPal Eats. The app provides users with a list of high-end dog foods and delivers the food to their houses. However, during its soft launch, the company received bad reviews and negative feedback from users. The users stated that they were confused with the services that the app provided, and they initially thought that PawPal Eats delivered real human food. To the users' surprise, once the dog food arrived at their homes, they were extremely disappointed that the food was not edible. After reviewing the feedback, the company realized that its mission statement and brand identity weren't aligned, which confused consumers. The company ultimately decided that it needed to regroup and complete formal training that centered around creating a prominent brand identity.

The training course includes an in-depth look at the components of creating a strong brand identity. The design of this e-learning course provides learners with a deeper understanding of what constitutes a distinguished brand identity. Learners will be able to apply this knowledge towards creating a better and stronger brand identity for PawPal Eats.

Professional Setting

- Group of adult learners ▶ The adult learners comprise a diverse group of 30 individuals from various roles within the company, including the founder, product manager, product design and UX design teams, marketing manager, and marketing team members.
- Knowledge gap ▶ The company lacks a clear brand identity, leading to user dissatisfaction with the PawPal Eats app experience. To address this, the company needs formal training on creating a strong brand identity, which will empower them to improve user engagement and overall app success.
- Instructional goal ▶ The e-learning experience aims to equip learners with the skills to design a prominent brand identity, applying their knowledge to create a new brand identity for PawPal Eats and enhancing their proficiency in the process.

Learning Experience

Format of the experience ▶ Fully online using the company's Learning Management System

Materials/technology learners will need ▶

- computer with high-speed internet
- camera
- microphone
- speakers
- Confluence
- Google Slides
- Microsoft Teams

Amount of time allotted for the experience ▶ 8 hours (*view schedule on page 5*)

Activities, tasks, and processes the learners will engage in during the experience ▶ Throughout the experience, learners will collaborate on various activities, including discussion boards, collaborative assessments, group presentations, and group evaluations (*see page 6 for detailed activity descriptions*).

Time Schedule

Introduction	8:00-8:15 AM	15 minutes
Discussion board	8:15-8:30 AM	15 minutes
Review content	8:30-9:30 AM	60 minutes
Break	9:30-9:45 AM	15 minutes
Continue reviewing content	9:45-10:45 AM	60 minutes
Complete individual assessment	10:45-11:15 AM	30 minutes
Lunch	11:15-11:45 AM	30 minutes
Complete collaborative assessment	11:45-1:45 PM	120 minutes
Break	1:45-2:00 PM	15 minutes
Present solutions	2:00-3:00 PM	60 minutes
Evaluate solutions	3:00-4:00 PM	60 minutes

Course Overview

This is just a brief overview. The learners will receive more details along with references during the session.

Introduction	Learners will review the course syllabus and expectations, which include an outline of the course and guidelines for appropriate behavior (such as civil debate and respectful disagreement) when working in a collaborative environment.
Discussion Board	To activate prior knowledge, learners will use the discussion board on the LMS to create and write their own ideas of what they think constitutes a strong brand identity. From there, learners will comment on other posts made by their peers to ensure they explore various ideas and points of view.
Review Content	Learners will use the LMS to read, watch, and listen to instructional content that includes guidelines on how to create a strong brand identity.
Individual Assessment	To ensure learners have the foundational knowledge of the components of a strong brand identity, learners will individually complete a multiple-choice assessment on the LMS to see if they are competent in the main concepts. Once they pass this assessment, they will move forward to the final collaborative assessment.
Collaborative Assessment	<p>Learners will collaboratively work together to create a better and stronger brand identity for PawPal Eats. Learners will work in groups of 5 and establish their own roles and responsibilities. For the collaborative assessment, learners must work in groups to create a new, strong brand identity and virtually present their solutions to their peers.</p> <p>Learners will begin by using Confluence to create brainstorming templates that will help organize their ideas. Next, learners will use Google Slides to collaboratively create their presentations so they can share their solutions with their peers. Learners will also use Microsoft Teams to communicate with one another throughout the process.</p>
Present Solutions	Learners will use Microsoft Teams to video conference with their peers and present their final products and solutions.
Evaluate Solutions	Learners will evaluate all solutions presented and decide which brand identity they want to use for PawPal Eats.

Assessments

Individual assessment purpose ▶ To ensure learners understand the material and have the foundational knowledge needed to create a prominent brand identity.

Individual assessment format ▶ An online multiple-choice quiz that's completed on the LMS.

Individual assessment elements to be evaluated ▶ If the learner knows the foundations and elements of prominent branding.

Collaborative assessment purpose ▶ To ensure learners can apply their understanding by creating a new and strong brand identity for PawPal Eats. This allows them to work as a group to create a solution for a real-world problem.

Collaborative assessment format ▶ Online using Confluence, Google Slides, and Microsoft Teams (*see page 6*)

Collaborative assessment elements to be evaluated ▶ If the learner feels confident in how to create a prominent brand.

Design Reflection

[Two Best Practices That Informed My Design](#)

1) *Creating a Safe Learning Environment and Community for Learners*

A key best practice that informed my design was the creation of a safe learning environment and community for learners. This is evident in the course introduction overview on page 6, where learners start their e-learning experience by reviewing the course syllabus. The syllabus includes an outline of the course and guidelines for appropriate behavior in collaborative settings, emphasizing civil debate and respectful disagreement. Establishing these ground rules early in the course helps create a positive and respectful learning environment, encouraging learners to engage with a constructive and open mindset.

2) *Supporting Equity, Inclusion, and Learning Differences*

Another best practice I implemented was designing activities and assessments that support equity, inclusion, and accommodate learning differences. Evidence of this can be found in the individual activity described on page 6. Here, learners review course materials individually, which include various multimedia elements such as images, videos, and audio. This approach allows learners to select their preferred method of content delivery, catering to diverse learning preferences. Additionally, the collaborative assessment I designed permits learners to choose their roles within the group, ensuring they can take on roles they are comfortable with. For this assessment, learners can also select their preferred methods of communication, further supporting individual needs and fostering an inclusive learning environment.

[Universal Design for Learning \(UDL\)](#)

Universal Design for Learning (UDL) informed my design by incorporating multiple means of engagement, representation, and action/expression.

Multiple Means of Engagement

To engage learners, I used a discussion board for asynchronous collaboration. This allowed learners to gather their thoughts and relieved the pressure on those less comfortable with spontaneous verbal participation. Additionally, learners used Confluence and Microsoft Teams for their final assessment. Confluence enabled sharing of ideas, notes, and resources virtually, supporting nonverbal collaboration. Microsoft Teams provided options for communication through chat or video conferencing, catering to different communication preferences.

Multiple Means of Representation

The e-learning experience presented concepts through various formats: written materials, audio explanations, and pre-recorded videos. This flexibility allowed learners to choose the mode of delivery that best suited their learning preferences.

Multiple Means of Action and Expression

For action and expression, the collaborative assessment allowed learners to leverage their strengths in determining group roles and expectations. For example, one learner could write ideas, another could record videos and audio, another could create visuals, and another could present their solution. This approach enabled learners to express their learning in ways that best suited their individual strengths and needs.

[Adult Learning Differences](#)

Adult learning differences informed my design by emphasizing team cohesion and the individual and social comfort of learners.

Individual Comfort

To create a comfortable and natural learning experience for each learner, I recognized that different learners have different preferences. Some may feel comfortable with video conferencing, while others may not. Therefore, I provided online tools such as Confluence and Microsoft Teams, allowing learners to choose the communication method that best suits their individual needs.

Social Comfort

For social comfort, I included an introduction section in the e-learning course that requires all learners to review the course syllabus. The syllabus establishes social guidelines and expectations early on, helping learners interact respectfully and support each other's needs.

Team Cohesion

To promote team cohesion, I designed the collaborative assessment to allow learners to take charge of establishing roles and project goals. Each learner can choose roles that align with their needs and strengths, enabling them to contribute effectively to the team's goals and take ownership of their roles in the learning experience.

[Appropriateness of Collaborative Learning to Achieve Instructional Goals](#)

The collaborative e-learning activities in the course included a discussion board, collaborative assessment, presentation, and evaluation.

Discussion Board

The discussion board is appropriate because it allows learners to activate their prior knowledge by posting their ideas of what constitutes a strong brand identity. By commenting on peers' posts, learners can explore various ideas and brainstorm together, fostering a deeper understanding.

Collaborative Assessment

The collaborative assessment is appropriate as it engages learners in working together to create a stronger brand identity for PawPal Eats. This real-world problem-solving task makes the learning experience more authentic and equips learners with valuable communication and leadership skills applicable to their jobs.

Presentation

The presentation is appropriate because it utilizes Microsoft Teams for video conferencing,

enabling learners to present their final products and solutions to their peers. This sharing process allows learners to exchange ideas and collectively decide on the best solution.

Group Evaluation

The group evaluation is appropriate as it allows learners to assess all presented solutions and choose the brand identity they want to use for PawPal Eats. This exercise provides an opportunity to create a real-world solution for their company's problem.

All these collaborative e-learning activities support the instructional goal: learners will develop their proficiency in designing a prominent brand identity by creating a new brand identity for PawPal Eats. These activities offer sequential learning opportunities that guide learners in designing a strong brand identity for their company.