

Front End Learner Analysis

[Winthrop University, LTEC 642]

Project Resources

ROLE	NAME
Instructional Designer	[Crystal Johnson]
Subject Matter Expert (SME)	[Jennifer Coffey]
Primary Client	[Dr. Marshall Jones]

Needs Analysis Section:

Organization Description

Winthrop University began as a women’s college in the 19th century. Since then it has developed into a co-ed, nationally-achieving institution that values “service, excellence, diversity, community, and leadership” and enrolls up to 7,000 students annually. Winthrop University's Mission Statement: “Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. Winthrop's longtime commitment to be among the very best institutions of its kind in the nation continually guides the mission of the university.”

Winthrop’s Learning Design and Technology graduate program is fully online and designed for working adults. Students study and learn digital audio and video, environmental scanning, learning theory, assessment, instructional design, website design, learning design, performance technology, eLearning materials, educational multimedia, graphic design, informational design, and analysis applicable for K-12, higher education, and corporate arenas. There is no GRE requirement, takes 22 months to complete, and cohorts consisting of a diverse set of adult learners begin each fall semester.

Performance Analysis

The client would like supplemental learning materials developed to provide diverse perspectives for learners to experience in two foundational courses of the Learning Design and Technology program: LTEC 640 and LTEC 641. One piece will teach a conceptual or theoretical piece of knowledge related to the field of Learning Design and Technology and will be used to support LTEC 640. The second piece will be designed to teach an aspect of multimedia software and will be used in LTEC 641.

The client wants to provide learners with diverse ways to interact with content. These learning materials will be implemented in classes already in use by learners to support and broaden instructional experiences.

Desired Outcomes

After learners engage with the materials, they should have a deeper understanding of theory related to Learning Design and Technology and should have developed and honed some skills in creating multimedia content. This knowledge will help learners expand and strengthen their foundations of understanding designing learning materials in the future, both in the remaining courses of the graduate program and also in the field.

Problem Statement:

The learners need additional opportunities to explore content in LTEC 640 and LTEC 641 to expand their understanding of conceptual theories in Learning Design and Technology and the creation of multimedia, to increase their overall success and satisfaction within the graduate program.

Learner Analysis Section

Basic Demographics

1. *Gender*: Varied (100% female for fall 2023 cohort).
2. *Ethnicity*: Varied.
3. *Age*: Working adults in an age range from 22-65.
4. *Intended audience*: First year master's program students.
5. *Common traits members of the learning group possess*: A bachelor's degree; the ability to work independently; are organized; desire to further education in order to gain raises or to qualify for new jobs/careers/promotions.
6. *Differences among learners within the group*: Diverse educational and professional backgrounds.
7. *Motivation for the participation in the instructional event*: A master's degree, which could lead to an increase in salary; new career goals/directions; promotions.
8. *What will make the instruction effective, efficient, and appealing for the target audience of learners?* The instruction should be concise, interactive, asynchronous, online, and engaging.
9. *How has the instructional designer or design team planned for the accommodation of culturally and physically diverse learners?* Learners in this program will be culturally diverse but with a common knowledge of American educational values and attributes. Physically diverse learners will be able to participate in the interactive educational materials with accessibility accommodations including presentation, response, setting, and scheduling.
10. *What evaluation strategies will the instructional designer or design team use to determine the success of the learner analysis and how to refine future analyses for the instructional event?* Evaluation strategies include short formative and summative assessments built into the interactive educational materials. Scores for these short assessments will be collected and analyzed for strengths and weaknesses, allowing for refinement of rubrics and future instructional events.

Interest Level of Your Learners

The participants of the Learning Design and Technology graduate program are motivated, willing participants. These learners seek this training for many beneficial rewards or acknowledgments including a Master's Degree, a change in career path direction, pay raises, and/or promotions. Most, if not all, are generally interested in the program and have dedicated time in their busy lives to study and absorb this new learning material. They will be best served with learning materials that are online, asynchronous, concise, effective, efficient, and relevant to the degree.

Entry Level Behaviors

Learners will have an undergraduate degree, should be familiar with word processing and editing tools, web navigation, and online communication. Students should have an introductory level of knowledge relating to Instructional Design and its origins.

Prerequisite Knowledge

Learners need to know what an infographic is, have an account in Canva, understand the basic concepts of working in Canva, and have basic computer skills. Learners should also have an understanding of why they are enrolled in the program and have goals related to the comprehension of the material.