# KOREAN TO ENGLISH RESUME PROCESSING

by REID MCLAIN

Instructional Design Project, Spring 2013

Submitted to Dr. Tae K. Jeon

# Table of Contents

# Introduction: Reflective Learning Analysis

Instructional design is like a creating, casting and producing a broadway show. This is the metaphor that comes to mind when I think of the instructional design process. Why would I choose such a metaphor? Because instructional design (ID), like a Broadway show has many components and processes and many go unseen but by a few in the process. The results are seen by many but the building of each take some time and work. The first part of the process is "what." With a Broadway show this is when producers decide what show they will be working on, in ID it is the sections of the topic, which include the goal, the audience and the rational. The next phases are the building blocks. In a Broadway show there are casting calls and auditions, these are parallel to the analysis report in ID. Now there are the phases of rehearsal and dress rehearsal. These parallel the last stages of the design process that end with the final assessment before it goes into production. There are many interesting parallels because in both there is the fundamental aspects of designing. As I have learned, "design is an activity or process that people engage in that improves the quality of their subsequent creations" (Smith 2012).

I have definitely been challenged this semester and it has not just been in school workload. I had never thought about learning as a design concept, other than a design layout for books and class materials. It really has changed how I look at teaching and learning. I was unaware of the role of an instructional designer. Yes, I knew people planned lessons in education, but I always thought of it as the good teachers that were prepared for their classes. What impacted me most about the elements of ID is that it takes a deeper level of analysis and tries to design it to reach the cognitive aspects of learners. The next aspect of ID that has broadened my understanding is the necessity for peer review and feedback from eyes other than yourself. I definitely see the

value of having peers take a look at your work and offer suggestions and point out things that may have been missed. I am finding this feedback valuable. One of the final things I will mention in this reflection is the ID process helps you figure out if there is a need for the instruction int he first place. When I first started teaching, I did not know these things and ID components are essential for driving the direction of a course  learners.

"Job-hunter: So, you're saying… Career-counselor: I'm saying, prepare now, if you want to survive later. Do some Life/ work Planning or Designing. Now" (Bolles, 2013).  It is interesting for me to read this quote in one of the resources that I chose for this design project. I found this quote interesting because I used to hate planning. I love it now, as I see a difference in my instruction when I do. But as I have been in this course and  begun my stronger use of ID, I definitely wish that I would have known these things before I started making my syllabus for this semester. I am definitely going to be using ID, moving forward. Especially with the use of integrating technology, since I believe that Educational Technologists are an extension or enhancement of Instructional Design.

# Part 1: Topic

## 1 a. Learning Goal

After two hours of instruction Korean university students with an appropriate English proficiency will have the tools and resources they need to be able to evaluate and transpose their Korean resume and create a basic English resume.

## 1 b. Audience

The audience is students and alumni at Hankuk University of Foreign Studies who are current seekers of employment, are working on their resumes and want to learn how to transpose and develop an English version.

## 1 c. Rationale

The resume process itself is a daunting and intimidating factor in any language. Many students do not even think about working on their resume until they start looking for work or are asked for one. There are many resources available that help guide a job seeker through making a basic resume, in their native language. But when the job pursuit is in a different country that has different basic requirements of information there can be some differences that can place the applicant at a disadvantage.

The need for this project stems from the increasing desire of many Korean workers to apply for jobs abroad, especially in English speaking countries and for international organizations whose primary language is English. The standard format of a Korean resume differs in many ways to those that are found in English speaking countries. The differences are significant. Personal information that is unnecessary and sometimes 'illegal' for potential employers to ask in the job pursuit process in countries such as England and the United States is included on a standard

Korean resume. In order to prepare a Korean job seeker to adjust their idea about what is included on a resume for their job pursuits outside this country, it is necessary to have a learning process in place to facilitate this.

The primary strategy for this project is generative, as the learners will be assembling and creating their various types of resumes, with about 15% of the learning supplantive. The instruction will begin with some procedures to help learners understand the basics, but will move to the important strategy of creating the resumes.

Since the project requires the ability to determine if and when an English resume is needed and then subsequently creating it. Problem solving and cognitive strategies are the major two methods that will be present in the instruction.

# Part 2: Analysis Report

## Part 2a. Description of the Need

### Part 2a.1. Needs assessment survey

To collect the data for the needs assessment a paper survey was created and handed out to university students in a Practical Business English class face to face. Nineteen students filled out the survey.

The questions on the survey were designed to find out if students had a Korean resume, if they have an English resume, if they think they needed an English resume, and questions about their computer and word processing skills. The survey took three to five minutes to complete.

**Part 2a.2. Needs assessment data report**

**Korean Resume**

Have Korean Reume

Out of the 19 students 11 did not have their Korean resume with the majority of them able to complete a resume before the workshop. 4 of the respondents did not fill out this section. This indicates that there may be a prerequisite requirement to develop a "home" resume before participating in the workshop.

**English Resume**
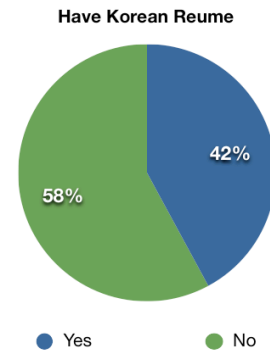
Have English Resume

The overwhelming majority of respondents did not have an English resume. This is not surprising as these are university students, but there was one respondent in the class who did have it.
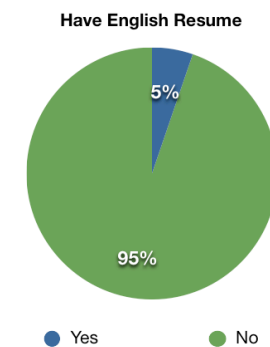
**A desire regardless of the country of job pursuit:**

18 of the 19 respondents said they think they will need an English resume in their future job pursuits. The interesting number is that 5 of these respondents only plan on looking for work in Korea and still see a need to develop their resume in English. 74% of them did not know there were any differences in an English resume as compared to a Korean resume.
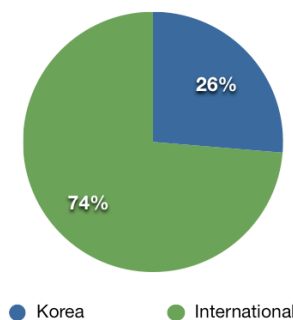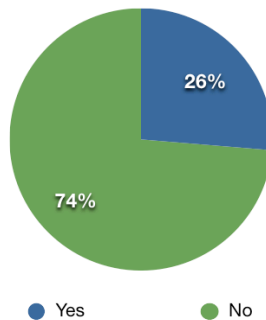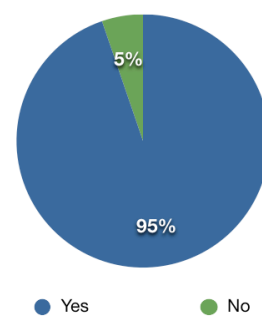
**Computer Knowledge**

100% of the respondents have access to the internet, computers and know how to use a word processing system. The need shown in this section is that in Korea there is a very popular work processing tool called Hangul by the Hancom company whose file output are .hwp files. In order to produce a resume compatible with international systems learners need to know about compatible file types. Most of the students were aware of the different file types, but it is important to include a section in the instruction so they produce a compatible format.

Number of Students - File Type Awareness

| File Type | |
| --- | --- |
| .hwp | |
| .doc | |
| .ppt | |
| .pdf | |

0    4.75    9.5    14.25    19
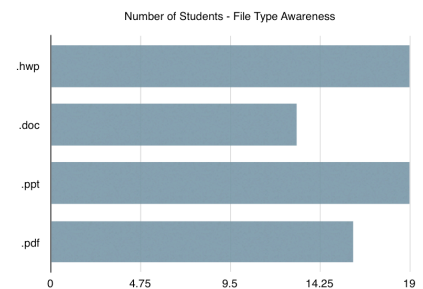
**Part 2b. Description of the Learning Context**

**Part 2b.1. Learning context**

The learning will take place in a classroom. The  school has constant WiFi access as well as various computer labs with up to date systems to be able to conduct the research.  The instruction will take place in a computer lab as much of the exploration is self paced. The teachers are native English speakers from various English speaking countries. The current countries include Scotland, Ireland, Canada, The United States and Australia. The English speaking faculty are on yearly contracts so the country of origin can change from year to year. There is no current curriculum for this type of activity, but the seniors are required to attend job fairs and are encouraged to seek employment their last year of school.  The students are mostly Korean, with a few international exchange students from various countries. As with many graduating college seniors there are high

expectations as to finding a job after graduation. The compounded stress of assembling a resume in your native language and then having to adjust that to a different culture can be hard to manage.

**Part 2b.2. Transfer context**

One of the purposes of this project is so that Korean job seekers can replicate the process on their own at anytime after the instruction. The transfer context should be that when they are finished with this class they repeat it on their own without having to take the class again.

**Part 2c. Description of the learners**

The learners are university aged students at a Korean University who are in their last year of school and need to develop their resume for job pursuits. The university is a foreign language university so the main jobs these students are looking for are international in scope and many of them for English speaking professions. They have a high level of English proficiency at this time and some of them have high proficiency in other languages.

**Part 2d. Task analysis flow chart**
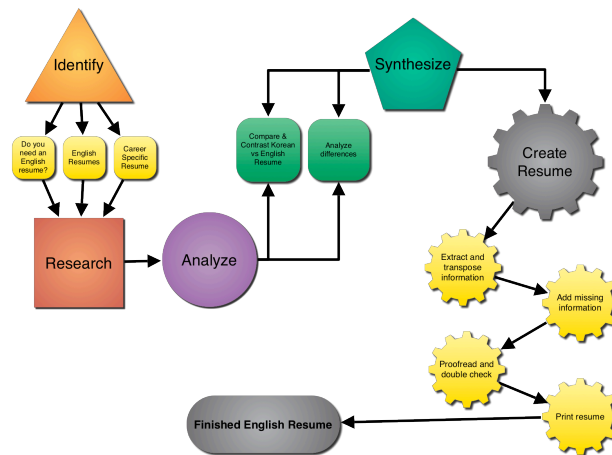
# Part 3: Planning

**Part 3a. Learning objectives**

**Objectives:**

1.Given a selection of job postings students will be able to identify the need to create an English resume.

2.Given the identification criteria and resume examples the student will identify the main four sections of the basic English resume.

3.Given the identification criteria and resume examples the student will distinguish between the four "main" types of English resumes.

4.The student will use search criteria and research sources to find examples of resumes specific to chosen career pursuits in English.

5.Given the selection perimeters identify which type of resume is most appropriate to create specific to chosen career pursuits..

6.Students will compare and contrast information from a Korean resume example and an English Resume example and analyze the differences.

7.Using their analysis students will determine the excess information used on their Korean resume.

8.Using a computer, word processor and online resources students will extract and transpose appropriate information from their Korean resume to their English resume.

9.Using a computer, word processor and the established criteria, students will expand their resumes to include missing information and review for errors.

10.Given a computer and printer, students will produce the final resume.

## Part 3b. Objectives and assessment matrix table

| LEARNING OBJECTIVES (A) | BLOOM'S TAXONOMY CLASSIFICATION (B) | FORMAT OF ASSESSMENT (C) | DESCRIPTION OF TEST FORM (D) | SAMPLE ITEMS (E) |
|---|---|---|---|---|
| 1 | Manipulation | Pen and Paper | Multiple choice test | Examples are given and students are tested |
| 2 | Comprehension | Pen and Paper | Matching test | Students identify the correct sections of resumes. |
| 3 | Comprehension | Pen and Paper | Matching test | Students identify the correct types of resumes. |
| 4 | Evaluation | Performance | Observation with a checklist, teacher | Student brings examples to class. |
| 5 | Analysis | Performance | Observation, checklist | Students evaluate in class with checklist |
| 6 | Analysis | Performance | Observation, checklist | Students evaluate in class with checklist |
| 7 | Application | Performance | Observation, make a list | Students will show a resume with crossed out items |
| 8 | Application | Performance | Observation, produce a document | Students will produce a first draft |
| 9 | Evaluation/ Synthesis | Performance | Observation, modify a document | Student will produce a final draft |
| 10 | Create | Performance | Observation, produce a document | Students will hand in the final result |

## Part 3a. ARCS Table

**Project Goal Statement:** After two hours of instruction Korean university students with an appropriate English proficiency will have the tools and resources they need to be able to evaluate and transpose their Korean resume and create a basic English resume.

| ATTENTION (A) |
|---|
| **A.1. Perceptual Arousal** |
| ‣Show students the importance of a resume to get the job interview not the job.<br><br>‣Show students job postings that require an English resume.<br><br>‣Show students the differences between  a Korean resume and an English resume. |
| **A2. Inquiry Arousal** |
| ‣Students will take a survey to indicate their level of job seeking skill knowledge as to best form the feel of the class.<br><br>‣Students will evaluate the differences in each type of resume and select the appropriate information to include in the job pursuits that they have chosen. |
| **A3. Variability** |
| Motivation for the class coincides with the level of urgency that each student has in getting a job interview (i.e. are the currently looking and applying for jobs).  There will be varied motivations for this. Some will be very motivated and focused and some are most likely there to gain some information for when they too may increase their motivation. This means that the results of the resume output vary according to learner. |

| RELEVANCE (R) |
|---|
| **R1. Goal orientation** |
| Since the main purpose of this instruction is to help Korean job seekers transpose their resume into an appropriate English version. It is important to have a job goal session to see where learners will be applying for jobs. |
| **R2. Motive matching** |
| ‣Provide students with search tools and job references online so that they may make the best decisions when creating their English resume.<br><br>‣Some students may have familiarity with resume building and they need different or more advanced guidance and coaching. Be flexible with this. |

## RELEVANCE (R)

**R3. Familiarity**

Use the student's job seeking prior knowledge as a starting point, this will be done through the survey.

## CONFIDENCE (C)

**C1. Learning requirements**

It is important for the facilitator to maintain a positive attitude with the learners. Job searching can be a frustrating process and a perfect resume is not a guarantee for a job.

**C2. Success opportunities**

As students develop and transpose their resumes there will be times for review. The success will be incremental as each section of the resume is built and subsequently edited.

**C3. Personal control**

Since the students are creating their own resume, they are in control of the content. The instructor's role at this point is merely a coach who will offer suggestions and give encouragement.

## SATISFACTION (S)

**S1. Natural consequences**

If it is possible, get an HR representative or hiring manager of a real company to review the student's resume and offer feedback for success of a good resume. However this is not always realistic, so it is important to "role play" or have another instructor scan the resumes as they would in an applicant.

**S2. Positive consequences**

Have students edit each other's resumes. This not only helps students to learn to have an extra eye always review the resume, but also gives them a chance to encourage each other in their job pursuit.

**S3. Equity**

Make sure to keep the drafts of the various resume examples that the student creates. The end result of the workshop should produce noticeable and positive changes to the student's resume.

# Part 4: Instructor Guide

**Introduction:**

The resume process itself is a daunting and intimidating factor in any language. Many students do not even think about working on their resume until they start looking for work or are asked for one. There are many resources available that will help guide you through making a basic resume, in your native language. But when your job pursuit takes you to a different country that has different basic requirements of information there can be some differences that can place the applicant at a disadvantage. This class is to help you bridge that gap.

**Gain Attention:**

Instructors will gain attention by introducing the learners to the importance of working on good resume. Emphasize that a resume is used for getting an interview, not getting a job it is but one tool in the entire process. Find out what students have done in regards to developing their resume currently, who has a Korean resume, who has an English resume and explain that the process is fluid and ever-changing based on trends. Show some examples of resumes side by side from different countries to illustrate the purpose of this section of the workshop. Give students the survey to get a feel for their job search aptitude.

**Purpose:**

Instructors will explain to students the purpose of this section of the workshop is merely a way to process an existing resume and that it is in no way and exhaustive lesson on resume building skills. After this class they will have awareness of the need to adjust their resume each time they go through a job pursuit process and have the tools they need to convert their Korean
(Keller, 1987)
resume to produce an appropriate English equivalent.

**Motivation:**

Instructors will have students write their career goals on a sheet of paper, ask them what they think they need to do in order to get a job. At this point many students will think that the resume is the tool that gets them the job. It is important for instructors to let students know that the resume is not the tool that gets them the job, but it is the tool that helps them get an interview. The purpose of converting their resume into an appropriate English equivalent is to help them be competitive with native speakers in the resume review process.

**Learning Overview:**

With this workshop students will learn that the resume process is a fluid one. There is no "one way" but a process that is ever-changing based on current hiring trends. This workshop will have three sections: Identify and Select, Compare and Analyze, Create, Modify and Finalize. The flow of the class is that at the beginning of the instruction you are "lecturing" 50% and 50% is student self directed, by the end of the instruction it should be 10% your guidance and 80% student directed.

**Body**

The following sections will make up the two hour instruction. Students should have their own Korean resume on hand for this workshop if possible.

• Part I: Identify and Select - Identify needs, types of resume and subsequent selections.

• Part II: Compare and Analyze - Compare and analyze the information that is needed to create their own resume.

• Part III: Create, Modify and Finalize. - This is where they make it.

**Part I: Identify and Select**

~~Learning Objectives: 1,2,3 and 4

~~Direction: Teacher 50% Student 50%

*Stimulate Prior Knowledge:*

Administer the survey, find out the feel of the class and introduce the goals of the class. You will also give the identification criteria for the resumes. At the end of this section students will have an understanding of the various types of resumes, sections in an English resume and understand the differences between a Korean and English resume. Introduce students to the graphic to help them determine if developing an English resume is necessary. This section is 50% your guidance and 50% student self directed as they begin to research

*Present Information:*

Your presentation should include:

• Examples of the differences of English and Korean resumes

• Flow chart for determining the need for an English resume.

• Examples of the various sections of an English resumes

• Examples from various job industries.

• Online resources for searching.

*Direct Attention:*

After the presentation, make sure that students each have a copy of the selection criteria so they may have a reference for their research. Have students begin to search for examples of resumes in the current job field from their goal sheets. They will be using the computers in the class to do this.

*Guide Practice and Learning Strategies:*

Students should be self directed for 50% of this section, which means that it important to monitor time so that you can move on to the next section and complete the class in the allotted time. Remember you are guiding activities that the student should be able to complete without you so those that take longer can save some of their research for home study.

*Provide Feedback:*

Allow students to see good examples of peer findings of the research in class.

**Part II: Compare and Analyze:**

~~Learning Objectives: 5,6 and 7

~~Direction: Teacher 30% Student 70%

*Stimulate Prior Knowledge:*

Instructors should now transition from how have the information needed to begin comparing their resume to that of the examples that they have found.  Your purpose in this sections is to point out obvious differences in the resumes that they found and their own (based on content). At the end of this section students should have figured out which information to keep on their English resume.

*Present Information and Examples:*

Instructors show examples of the differences in the research findings, have students help you do this. The students will start extracting information and outlining their next steps before creating the final resume.

*Direct Attention:*

At this point the instructors role becomes more of a coach observer. Students will be more self directed at this point and only stop the classes work if you find a question or problem that seems to be shared by the whole class.

*Guide Practice and Learning Strategies:*

Students will be self directed for 70% of this section. The focus are the things that need to be taken out of their resume, things they need to keep and possible things to add.

*Provide Feedback:*

Have students help each other figure out which sections this may be. If they work in pairs allow Korean to be used as it helps facilitate their understanding of the content. While their English level is very high it is always easier to have the discussion in your native tongue.

**Part III: Create, Modify and Finalize.**

~~Learning Objectives: 8,9 and 10

~~Direction: Teacher 10% Student 90%

*Stimulate Prior Knowledge:*

The students now have all the information they need to produce the resume.

*Direct Attention & Guide Practice:*

When they have a workable draft, have students begin drafting their resumes to be reviewed by a peer.  This peer review helps them understand the need for another set of eyes to catch the small mistakes that are important not to make on a resume.

*Provide Feedback:*

If possible have a professional HR or hiring manager review their resumes and provide feedback.

## Conclusion

*Summary:*

Students should now have a basic understanding of the need for transposing their Korean resume into an English one. These skills and understanding should transfer to their job pursuit even after the workshop. The research, analyze, and produce are an easy process to replicate later.

# Part 5. Learner Content

## 5a: Learning materials

| LEARNING MATERIAL | RATIONALE |
|---|---|
| Instructor Guide | This is the guide for the teacher to develop their lesson plan. It is a strategy plan some materials are included in the design but since job search criteria changes so frequently it is important to update the materials EACH time the class is taught. |
| Pre-class job survey - Needs assessment - (Appendix IV) | This is the survey to see where your students are in their English job search understanding so that you can adjust the content as needed. |
| Business Communication Textbook Chapter 9 -Rentz, K. Lesikar's Business Communication: Connecting in a Digital World. | Part of this instruction includes comparing examples of Korean resumes to English resumes. This textbook provides not only examples but helps with English grammar points for job seeking writing. |
| Resume conversion checklist | This is the tool used to help the learners know they are on the right track with the class. |
| "What Color Is Your Parachute? 2013: A Practical Manual for Job-Hunters and Career-Changers" by Richard Bolles | This is a reference book for students to use for their job pursuit work after they leave the class. It is a motivational book that helps them with all aspects of the job search. It is updated every year for the most current information. |

## 5b: Assessment materials

| Assessment Material | Rationale |
|---|---|
| Formative Assessments: These are implemented before the design is considered complete | This type of assessment is important to have before the design is implemented. |
| Summative Assessments: These are done and used for the class itself. | These types of assessments are important for ongoing feedback and to give instructors and learners a gauge of how they are doing with the objectives. |

## 5c: Technology tool justification

| Technology Tools | Rationale |
|---|---|
| Internet | The internet is used for the students to research on their own their chosen career field and find examples of resumes. |
| Computer with printer | Computers and printers are needed for the students generate and product the resumés. |
| Microsoft Word*<br><br>*If MS Word is not available, the program used should be able to export into .doc or .pdf formats. | This is the software that is needed to generate the resume. |

# Part 6. Formative Evaluation Plan

## 6a: Expert Review plan

The subject matter expert in this situation is a colleague who has spent the last two years working in Human Resources. He just came back to teaching and has a up to date view on the hiring and resume process. While his company was in Korea, they processed English resumes. Since he also understands the demographic of our students he seemed like the perfect fit for the review. Because of the nature of the class, I have scheduled a meeting with him to go over the aspects of the plan to receive feedback.

*I will ask him the following questions:*

1. Do you think the rationale for instruction is sound.

2.  Do you think the steps are easy to follow?

3.  Do you think the guidance and materials present are sufficient for the instructors?

4.  Do you think the information is relevant for the current human resource practices?

5.  Are there any missing pieces to this resume instruction?

## 6b: One-to-One evaluation plan

At this stage if pre-implementation I would seek the review of the included learning materials with two or three members of my Business English class.  Since the majority of this plan is teacher mediated instruction, and the Smith suggests that it is not typical to have one-to-one for that type of instruction (p. 330),  I will only have the students review the included materials. I will also seek one-to-one evaluation from colleagues who would teach the classes for any input they may have.

*I would ask the following questions to the students:*

1.  Are the templates easy to read?

2.  Do you think you would benefit from a class like this?

3.  Do you understand the purpose of the class?

4.  Do you understand the expectations of the class?

*I would ask the following questions to the instructors*:

1.  Are the materials sufficient for you to create a lesson plan?

2.  Do you understand the different sections? Are they easy to follow?

3.  Do you think the time allotted is sufficient for the instruction?

## 6c: Small Group evaluation plan

At this stage I would take the feedback on the materials revise them and then try the instruction on a few different students. This would be a guided practice (not a class) of a select group of learners to observe the following:

*I would ask the following questions:*

1. How long did it take learners to complete the steps to convert their resume?

2. Did the learners have the necessary entry level skills to complete the tasks?

3. What additional skills if any might be added or needed to complete the instruction?

4. How do learners feel about the instruction?

5. What additional revisions are necessary to move the design to the next step?

## 6d: Field Trial evaluation plan

Now it is ready to test on a small scale in real time. The purpose of this section is to see if the revisions from the feedback in both one-to-one and the small group were effective, look for any problems that would arise in a real time environment and validate the instruction (Smith, 2012).

*I would observe and ask the following questions:*

1. Was the instruction able to be completed as designed?

2. What additions did you have to make to complete the instruction?

3. Did you run into any problems with the instruction?

4. Can the learners obtain the objectives in the time frame given?

5. Did the students have the expected entry level skills?

6. How do the learners feel about the instruction?

7. How to the instructors feel about the instruction?

# Part 7. Formative Evaluation Report

## 7a: Evaluation survey or rubric

|  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| The rational for instruction is sound. | ○ | ○ | ○ | ○ | ○ |
| The time allotted for the instruction is sufficient. | ○ | ○ | ○ | ○ | ○ |
| The instructors manual is easy to follow. | ○ | ○ | ○ | ○ | ○ |
| The students will understand the instruction and achieve the objectives. | ○ | ○ | ○ | ○ | ○ |
| The resume examples are accurate and up to date. | ○ | ○ | ○ | ○ | ○ |

## 7b: Expert report review:

The questionnaire was used as a catalyst for the discussion. One of the most important things I learned win meeting with this subject matter expert is that he confirmed some of my assumptions about the job market and how things change so rapidly.  He also asserted that every job provider has different needs and that you cannot necessarily make a standardized system to cover every job seeking situation.  It was suggested that I create an actual presentation that instructors could follow if they wanted to, in the presentation I would note the slides on materials that had to be researched and added in real time.

## 7c: Comments on Change

I definitely need to add an actual presentation for instructors to follow, at a minimum a template.  I know when I look for curriculum I look for ones with the best resources and even though I may not use everything, I have the resources to add if I need to. With this presentation I would be able to add a stronger resource, get better feedback and set the instructors up for success.

# Part 8. AECT Standards Grid

**Professional Standards Addressed (AECT)**

The following standards, developed by the Association for Educational Communications and

Technology (AECT), and used in the accreditation process established by the National Council for

Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The

numbers of the standards correspond to the numbers next to the course tasks show on the list of

assignments. Not all standards are addressed explicitly through student work.

|  |  | Assignments meeting standard in whole or part |
|---|---|---|
| Standard 1: DESIGN | | |
| 1.1 Instructional Systems Design (ISD) | X | ID Project |
| 1.1.1 Analyzing | X | ID Project; ID Case Analysis |
| 1.1.2 Designing | X | ID Project |
| 1.1.3 Developing | X | ID Project |
| 1.1.4 Implementing | X | ID Project |
| 1.1.5 Evaluating | X | Selected Discussion Forums; ID Project |
| 1.2 Message Design | | |
| 1.3 Instructional Strategies | X | ID Project |
| 1.4 Learner Characteristics | X | ID Project |
| | | |
| Standard 2: DEVELOPMENT | | |
| 2.0 (includes 2.0.1 to 2.0.8) | X | ID Project |
| 2.1 Print Technologies | X | Reading Quiz; ID Project |
| 2.2 Audiovisual Technologies | | |
| 2.3 Computer-Based Technologies | X | (all assignments) |
| 2.4 Integrated Technologies | | |
| | | |
| Standard 3: UTILIZATION | | |
| 3.0 (includes 3.0.1 & 3.0.2) | | |
| 3.1 Media Utilization | X | (all assignments) |
| 3.2 Diffusion of Innovations | | |
| 3.3 Implementation and Institutionalization | X | ID Project |
| 3.4 Policies and Regulations | | |
| | | |
| Standard 4: MANAGEMENT | | |
| 4.0 (includes 4.0.1 & 4.0.3) | | |

4.1 Project Management
4.2 Resource Management
4.3 Delivery System Management
4.4 Information Management

Standard 5: EVALUATION
5.1 Problem Analysis                          X
5.2 Criterion-Referenced Measurement      X    ID Project
5.3 Formative and Summative Evaluation   X    ID Project
5.4 Long-Range Planning

## COURSE GOALS & OBJECTIVES

The overall goal for the course is for each student to consider and use the systematic process of

instructional design to create an instructional product. To achieve this goal, students will engage in

activities that promote reflective practice, emphasize realistic contexts, and employ a number of

communications technologies. Following the course, students will be able to:

1. Discuss the historical development of the practice of instructional design with regard to

   factors that led to its development and the rationale for its use

2. Describe at least two reasons why instructional design models are useful

3. Identify at least six instructional design models and classify them according to their use

4. Compare and contrast the major elements of three theories of learning as they relate to instructional design

5. Define "instructional design."

6. Define the word "systematic" as it relates to instructional design

7. Define "learning" and synthesize its definition with the practice of instructional design

8. Relate the design of instruction to the term "educational (or "instructional") technology"

9. Describe the major components of the instructional design process and the functions of models in the design process

10. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)

11. Build an instructional design product that integrates major aspects of the systematic process and make this available on the web.

    a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses

       i.    Create and conduct various aspects of a front-end analysis

      ii.   Identify methods and materials for communicating subject matter that are contextually relevant

   b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)

       i.    Construct clear instructional goals and objectives

      ii.   Develop a motivational design for a specific instructional task

     iii.  Develop assessments that accurately measure performance objectives

   c. Select and implement instructional strategies for selected learning tasks

       i.    Select appropriate media tools that support instructional design decisions

   d. Describe the rationale and processes associated with the formative evaluation of instructional products

       i.    Create a plan for formative evaluation

12. Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

13. Apply state and national content standards to the development of instructional products

14. Meet selected professional standards developed by the Association for Educational Communications and Technology

15. Use various technological tools for instructional and professional communication

**AECT STANDARDS (Applicable to EDTECH 503)**

**1.0 Design**

**1.1 Instructional Systems Design**

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

1.1.3 Developing

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

1.1.4 Implementing

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.5 Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

**1.3 Instructional Strategies**

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

1.3.b  Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.

1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.

1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

**1.4 Learner Characteristics**

1.4.a  Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.

1.4.b  Describe and/or document specific learner characteristics which influence the selection of instructional strategies.

1.4.c  Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

**2.0 Development**

2.0.1 Select appropriate media to produce effective learning environments using technology resources.

2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.

2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.

2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.

2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.

2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.

2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

**2.1 Print Technologies**

2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.

2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

**2.3 Computer-Based Technologies**

2.3.2 Design, produce, and use digital information with computer-based technologies.

**3.0 Utilization**

**3.1  Media Utilization**

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

**3.3 Implementation and Institutionalization**

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.

3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.

3.3.3 Identify strategies to maintain use after initial adoption.

**4.0 Management**

*(none specifically addressed in 503)*

**5.0 Evaluation**

**5.1 Problem Analysis**

5.1.1 Identify and apply problem analysis skills in appropriate school media and

educational technology (SMET) contexts (e.g., conduct needs assessments, identify and

define problems, identify constraints, identify resources, define learner characteristics,

define goals and objectives in instructional systems design, media development and

utilization, program management, and evaluation).

**5.2 Criterion-referenced Measurement**

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

**5.3 Formative and Summative Evaluation**

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of

SMET contexts. (*SMET = School Media & Educational Technologies)*

# Appendix:

## Appendix I - English Resume Example I:

(Source: Rentz, 2011)

**Derek Masters**

4321 Oak Street • Eau Claire, WI 54701

Home phone: (715) 555-5555 • Email: dlmasters@gmail.com

| | | |
|---|---|---|
| **OBJECTIVE** | A full-time position in the automotive maintenance field | States type of position and field |
| **EDUCATION** | Chippewa Valley Technical College<br>Eau Claire, WI<br>Diploma: Automotive Maintenance Technician program, July 2012<br><br>• Received President's list status for the 2010 fall semester and 2011 summer semester<br>• Obtained All Data certification<br>• Earned certification to work with Freon<br>• Completed a basic welding course with arc, oxyacetylene, and wire feed welding | Lists honors and course work other graduates may not have |
| **RELEVANT EXPERIENCE** | **Intern - Cooperative Education Capstone**<br>January 2012 – May 2012<br>River Valley Motors<br>5555 Highway 93, Eau Claire, WI 54701 Phone: (715) 832-3859<br><br>• Provided excellent customer service<br>• Learned and then trained coworkers how to use newly purchased tire balancer<br>• Performed many fluid flushes and changes | Uses a separate category heading to highlight internship |
| **EMPLOYMENT HISTORY** | **Shift Supervisor**<br>February 2010 – Present<br>McDonald's Restaurant<br>4321 Hastings Way, Eau Claire, WI 54701<br>Phone: (715) 839-4444<br><br>• Train new employees<br>• Motivate employees to be positive and friendly<br>• Multi-task well in stressful situations<br>• Trusted to work alone on many different projects | As do many vocational resumes, this lists employers' contact information<br><br>Uses action verbs to portray dependability, trustworthiness, and work ethic |
| | **Night Stocker**<br>Sam's Club<br>4001 Gateway Avenue, Eau Claire, WI 54701<br>Phone: (715) 835-3333<br>December 2007 – January 2010<br><br>• Worked alone and in teams to stock shelves<br>• Took charge of my area to maintain and increase standards<br>• Assembled and created displays to sell products | |
| **ACTIVITIES** | • Meals on Wheels volunteer: Deliver 20 meals per week to the elderly and homebound<br>• Church choir member | Activities show a well rounded individual |

## Appendix II - English Resume Example II:

(Source: Rentz, 2011)

### Kimberly M. VanLerBerghe
2411 27th Street
Moline, IL 61265
309.764.0017 (Mobile)
kmv@yahoo.com

| JOB TARGET | TRAINER/TRANSLATOR for a large, worldwide industrial company |
|---|---|

**HIGHLIGHTS OF QUALIFICATIONS**

*Emphasizes those qualifications most relevant to position sought*

- Experienced in creating and delivering multimedia PowerPoint presentations.
- Enthusiastic team member/leader whose participation brings out the best in others.
- Proficient in analytical ability.
- Skilled in gathering and interpreting data.
- Bilingual—English/Spanish.

**EDUCATION**

*Presents the most important items here*

| | | |
|---|---|---|
| DEGREE | B.A. English—June 2012—Western Illinois University | |
| EMPHASIS | Education | MAJOR GPA—3.87/4.00 |
| HONORS | Dean's List, four semesters | |
| | Chevron Scholarship, Fall 2010 | |
| MEMBER | Mortar Board, Women's Golf Team | |

**EMPLOYMENT**

*Identifies most significant places of work and de-emphasizes less important work*

| DEERE & COMPANY, INC. | CONGRESSMAN J. DENNIS HASTERT |
|---|---|
| Student Intern, Summer 2011 | Volunteer in Computer Services, Fall 2011 |

Several years' experience in the restaurant business including supervisory positions.

**ACCOMPLISHMENTS**

*Presents only selected accomplishments from various work and volunteer experience that relate to position sought*

- ▸ Trained executives to create effective cross-cultural presentations.
- ▸ Developed online training program for executive use of GoToMeeting.
- ▸ Designed and developed a database to keep track of financial donations.
- ▸ Coded new screens and reports; debugged and revised screen forms for easier data entry.
- ▸ Provided computer support to virtual volunteers on election committee.

## Appendix III  - English Resume Example III:

(Source: Rentz, 2011)

**Carolynn W. Workman**

12271 69th Terrace North
Seminole, FL 33772
727.399.2569 (Voice/Message)
cworkman@msn.com

*Emphasizes tight organization through use of horizontal ruled lines*

| | |
|---|---|
| **Objective** | An accounting position with a CPA firm |

**Education**

*Layout emphasizes degree and GPA*

Bachelor of Science: University of South Florida, December 2012
Major:  Business Administration
Emphasis:  Accounting
GPA: 3.42 with Honors

*Uses internal bullets to increase readability*

Accounting-Related Course Work:
Financial Accounting ❖ Cost Accounting and Control ❖ Accounting Information Systems ❖ Auditing ❖ Concepts of Federal Income Taxation ❖ Financial Policy ❖ Communications for Business and Professions

*Emphasizes key skills relevant to objective*

Activities:
Vice-President of Finance, Beta Alpha Psi
Editor, Student Newsletter for Beta Alpha Psi
Member, Golden Key National Honors Society

**Skills**

Computer
- Assisted in installation of small business computerized accounting system using QuickBooks Pro.
- Prepared tax returns for individuals in the VITA program using specialty tax software.
- Mastered Excel, designing data input forms, analyzing and interpreting results of most functions, generating graphs, and creating and using macros.

Accounting
- Experienced with financial statements and general ledger.
- Reconciled accounts for center serving over 1300 clients.
- Experienced in preparing income, gift, and estate tax returns.
- Processed expense reports for twenty professional staff.
- Experienced in using Great Plains and Solomon IV.

*Varies use of action verbs*

Business Communication
- Conducted client interviews and researched tax issues.
- Communicated both in written and verbal form with clients.
- Delivered several individual and team presentations on business cases, projects, and reports to business students.

**Work History**

Administrative Assistant
Office of Student Disability Services, University of South Florida
Tampa, FL. Spring 2011.

Tax Assistant
Rosemary Lenaghan, Certified Public Accountant. Seminole, FL Jan. 2009–May 2011.

# Appendix IV- Needs Assessment Questionnaire Examples:

(Completed)

## Resume Building Questionnaire (1)

Do you have a Korean résumé?
- Yes
- (No)

If you said no to question 1, you be able to create your Korean résume before we start working on résumés?
- (Yes)
- No

Do you have an English résumé?
- (Yes)
- No

Do you think you will need an English résumé in your job pursuits?
- (Yes)
- No

For both yes or no to question 3 please tell me why? *I will apply to foreign company. also*

Do you know the difference between English résumés and Korean résumés?
- Yes
- (No)

Which countries do you plan on looking for work? U.S.A / England

Have you ever researched getting a job in that country?
- Yes
- (No)

What word processing program do you know how to use? Microsoft Word. Powerpoint. Excel.

What file types are you familiar with (.doc .hwp .pdf etc) *.doc .hwp .pdf*

Do you have access to a computer?
- (Yes)
- No

Do you have access to the Internet?
- (Yes)
- No

Can you perform basic searches on the Internet?
- (Yes)
- No

Do you have access to a printer?
- (Yes)
- No

When do you think you will need to use this résumé? *before I graduate. (senior)*

## Resume Building Questionnaire (2)

Do you have a Korean résumé?
- Yes
- (No)

If you said no to question 1, you be able to create your Korean resume before we start working on résumés?
- (Yes)
- No

Do you have an English résumé?
- (Yes)
- No

Do you think you will need an English résumé in your job pursuits?
- (Yes)
- No

For both yes or no to question 3 please tell me why? *Because I had to give my résumé to work in South African restaurant, so that I have it.*

Do you know the difference between English résumés and Korean résumés?
- Yes
- (No)

Which countries do you plan on looking for work? *probably South America. In fact, doesn't matter, since I'd like to go anywhere.*

Have you ever researched getting a job in that country?
- (Yes)
- No

What word processing program do you know how to use? *한글 2007. Window document.*

What file types are you familiar with (.doc .hwp .pdf etc) *.doc / .hwp.*

Do you have access to a computer?
- (Yes)
- No

Do you have access to the Internet?
- (Yes)
- No

Can you perform basic searches on the Internet?
- (Yes)
- No

Do you have access to a printer?
- (Yes)
- No

When do you think you will need to use this résumé? *in a year.*

# References:

Bolles, Richard N. (2012-08-14). What Color Is Your Parachute? 2013: A Practical Manual for

    Job-Hunters and Career-Changers (Kindle Locations 1037-1039). Ten Speed Press. Kindle

    Edition.

Keller, J. M. (1987). The systematic process of motivational design. Performance & Instruction, 26

    (9/10), 1-8.

Rentz, K., Flatley, M. E., Lentz, P., & Lesikar, R. V. (2011). *Lesikar's business communication:*

    *Connecting in a digital world.* New York: McGraw-Hill/Irwin.

Smith, Patricia L. (2012-10-10). Instructional Design, 3rd Edition (Wiley/Jossey-Bass Education)

    (Page 330). Wiley. Kindle Edition.