

Final Reflection for Course EDUC 767
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The RLO that I developed is a tutorial of sorts and incorporates the parts necessary for effective tutorials. These parts include presentation of the information (frog call audio and written information about the frogs), the opportunity for the learner to practice and (low key) assessment of the skill (multiple drag and drop assessment). Guidance on how to use this information will come in the Protocol section of this course, which I will be developing after this computer based training course is over. The justification for this approach to developing a tutorial is that it teaches the relevant information in a way that is simple, clear and doesn't overload the learner. It is relevant to the work they will need to understand and it provides opportunity for practice.

The major desire I had for this RLO is that it be very easy to access the frog call audio files when out in the field, if need be, after they learn the calls via this RLO. I also wanted to make the process for learning as streamlined as possible for the busy volunteer. Originally I had planned on having separate screens for each frog and an icon with the the audio which would have required another click and then they would have had to hit a previous or return button. Instead, I included lightbox pop-ups for each of the frog calls with their information on the lightbox pop-up and the call automatically sounding in the background which streamlined the whole process and made it faster with fewer clicks.

Accessibility for visually challenged learners was addressed by having a voiceover on the audio explaining the slides. I also tried to make the contrast between the background and the text pretty dramatic. Not only would this contrast help visually challenged learners with the course, it would help anyone out in the field using the RLO on their phone (which is going to make everything look super small), read the text more easily and quickly. I read that when people use electronic screens outside, it's even more critical that the contrast be there.

The visual design and interface was developed to be consistent and clear throughout the module. I employed the same font throughout and structured the frog information content in a predictable format for each lightbox. I categorized the information based upon excellent feedback I received from my usability test peer assessor, Megan. She also suggested making the light boxes opaque, not translucent and she suggested taking a couple of duplicate navigation buttons out. I did both of those by changing the lightboxes to a chocolate background and took a couple of next buttons out.

This course definitely has armed me with the basic knowledge and skills to design computer based training modules using multiple authoring tools. Understanding what SCORM is, what the zip files need to include, how to open the RLO, how to review it using a link, etc... is critical and I learned it by putting this learning module together. I look forward to practicing and developing content in Adobe Captivate and Camtasia as well as Articulate Storyline 360!