

Project Name: Introduction to Self-Directed learning in the Workplace

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Client: Capstone Instructional Project for MSIDT Program

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This course focuses on introducing the Self-Directed Learning concept and how to support it to Learning and Development professionals in both large and small organizations.

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### **Scope of Project**

Learners will get an introduction to the theory and concept of self-directed learning through an immersive course developed using the Articulate Rise 360 platform. The target audience for this learning project are learning and development professional in large to small organizations that desire to incorporate self-directed learning into their overall learning strategy. Although some knowledge of the self-directed learning theory would be helpful for the user to know but it is not strictly necessary to engage with the learning content.

### **Learner Analysis/Description**

This project will cover a history of self-directed learning from early 1900s to mid-2000s to provide the learner with some subject matter context. Self-directed learning will be defined as well as the common misconceptions of what self-directed learning is and isn't. The self-directed learning process will be explained and various best practices for supporting a self-directed program will be discussed.

### **Description of Pedagogy/Andragogy**

Malcom Knowles popularized the term Andragogy which is based in several assumptions. Adult learners need to know why they are learning, make decisions about how they learn, learn through experience and are view the learning something that will help them with gain a new skill to help them solve problems. Self-directed learning is a natural extension of Andragogy which aligns nicely with constructivism and its view that learning is a synthesis of previously acquired knowledge and newly obtained knowledge. It may seem a bit autobiographical, but this learning project is also utilizes aspects of self-directed learning such as the learner can decided when and where to view the content.

### Learning Objectives

By viewing and engaging with the content of the learning project learner will:

- Explain the foundational concepts associated with self-directed learning
- Identify the benefits of self-directed learning
- Understand the steps involved when participating in self-directed learning
- Identify and implement learning strategies that will support self-directed learners

### Forms of Assessment

Knowledge check will be included at the end of the self-directed learning module and the supporting self-directed module. The knowledge assessments will require the learner to be able to briefly identify the steps involved when engaging in self-directed learning. the learner will need to identify actions which are key when supporting a learning environment involving self-directed learning

### Project Management Chart/Timeline

<b>Deadlines</b>	<b>Items</b>
Monday, August 30– Saturday, September 11	Plan project, Design Document
Sunday, September 12	DUE: Design Document
Monday, September 13 – Saturday, September 25	Create Alpha Prototype
Sunday, September 26	DUE: Alpha Prototype
Sunday, October 3	DUE: Alpha Evaluation
Monday, October 4 – Sunday, October 10	Update Alpha = Beta Prototype
Monday, October 11 – Sunday, October 23	Beta Small Group workshop
Monday, October 25 – Monday, February 21 2022	DUE: Beta Prototype
Monday, October 25 – Monday, December 20	Identify individuals and contact individuals evaluator pool
Tuesday, February 22 2022	Send Beta Prototype to evaluators
Sunday, March 20 2022	DUE: Beta Prototype evaluations

### Team Assignments and Responsibilities

Task	Adam Conaway	Task	Adam Conaway
Scope of Project	X	Storyboards	X
Learner Analysis/Description	X	Text/Knowledge Checks	X
Description of Pedagogy/Andragogy	X	Graphics	X
Learning Objectives	X	Audio	X
Forms of Assessment	X	Alpha Prototype	X
Project Management Chart/Timeline	X	Support and Supplementary Materials	X
Team Assignments and Responsibilities	X	Alpha Testing	X
Usability Testing Procedures/ Alpha and Beta Evaluation Procedures	X	Update Alpha = Beta Prototype	X
Style Manual	X	Beta Testing	X
Flowchart	X	Beta Testing Evaluation report	X

### Usability Testing Procedures/Alpha and Beta Evaluation Procedures

Quality assurance for the project will be conducted using the Alpha and Beta prototype testing events. The purpose of testing is to ensure the course provides an engaging learning experience free of typographical and technical issues. The evaluator pool will consist of peer instructional design graduate students and mixture of learning and development professionals and instructional designers.

#### Alpha Testing

The purpose of the Alpha test is to evaluate the learning project to ensure the overall format and layout are acceptable to a typical user. Additionally, the evaluators will evaluate the prototype for functionality and content. The evaluators will consist of graduate students in the evaluator pool. The evaluation data collection instrument was generated using self-generated evaluations form. The Alpha test will occur the week following the due date for the Alpha prototype. The

time allotted for the evaluators to complete the testing is 20 mins. All data will be collected, analyzed, and shared with the project team to develop a punch list for the project team to complete prior to the due date of the Beta Test.

### **Beta Testing**

The Beta test aims to evaluate the prototype prior to releasing the final version of the project.

The evaluation focuses on assessing the overall functionality, effectiveness, Look and feel of the prototype from a typical user perspective. The evaluation data collection instrument is a self-generated evaluation form. The evaluators will consist of ten new individuals selected from the evaluator pool. Beta testing will occur the week following the due date for the Beta prototype.

The evaluators will have 20 minutes to conduct their evaluation and a minimum of three weeks to submit their evaluation report. The data collected from the testing will be downloaded and analyzed, and the results will be shared with the client and the project team. In addition, a punch list will be generated and provided to the project team to complete prior to the due date of the final version of the learning project is submitted.

### **Style Manual**

The Articulate Rise 360 will be used as the development platform, and the developer is free to build a new course from scratch or select an appropriate template as long as the course meets look and feel of the storyboards.

### **Screen Resolution:**

Determined by Learning Management system default or web browser default. The Articulate Rise 360 is incredibly responsive and can adjust to the user's desired viewing platform.

### **Main Course Color Scheme**

Base Colors			Accent Colors				ColorChart				
1	2	3	4	5	6	7	Hexidecimal/RGB				
							#	R:	G:	B:	
							CE1126	1	206	17	38
							000000	2	000	000	000
							FFFFFF	3	255	255	255
							7C96A1	4	124	150	161
							95A289	5	149	162	137
							AC9F89	6	172	159	137
							DAD9AD	7	218	217	173

**Block Template:**

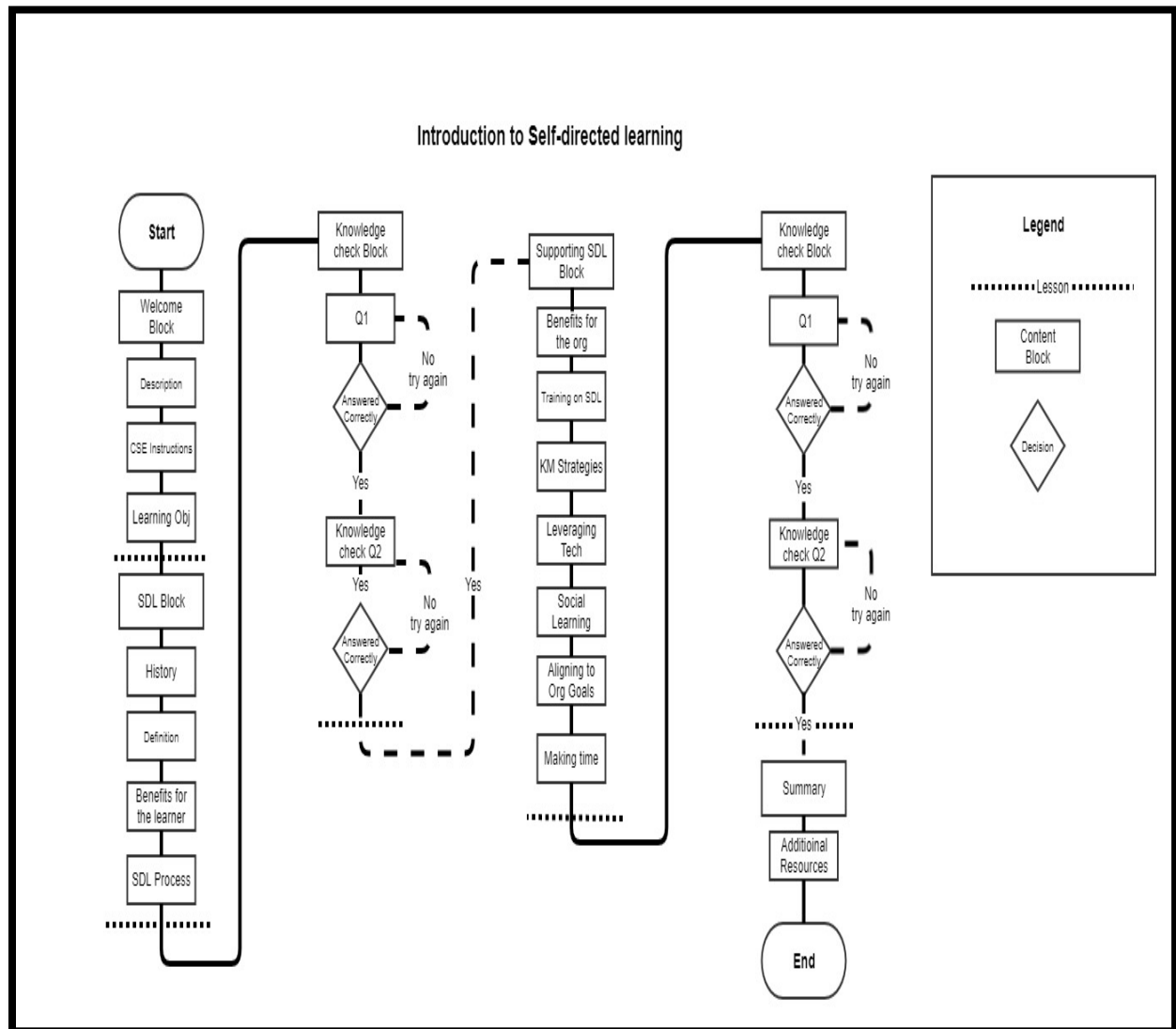
	R:	G:	B:	Hexadecimal (optional)
Block Background color	255	255	255	#ffffff
Button background Color	124	150	161	7C96A1
Button text/icons	255	255	255	#FFFFFF

**Text Properties (Font, Font Size, Color):**

Text (Font,Size,Color)	Font	Size	R:	G:	B:	Hexadecimal
Heading level 1 (H1)	Lato	24	0	0	0	#000000
Heading Level 2 & 3 (H2 & H3)	Lato	18	0	0	0	#000000
Text	Merriweather	14	0	0	0	#000000
Highlighted Text	Merriweather	14	206	17	38	#CE1126

**Multimedia (Images, Video and Audio):**

The image size will vary with the type of block and its content, so the developer should use their best judgement on placement and size of the image. Articulate Rise supports AVI, MOV, WMV & MP4 file types and all videos will be formatted with a 16.9 aspect ratio. Additionally all audio files can be no larger than 5 GB.

**Flowchart**



## Storyboards

### Self-Directed Learning RISE360 Storyboard

#### COURSE SETTINGS

**Course Title:** Introduction to Self-Directed Learning

#### Description text:

This course focuses on introducing Self-Directed Learning theory and concepts to Learning and Development professionals in large and small organizations.

#### Learning objectives:

As a result of this course, learners will be able to:

- Identify the benefits of self-directed learning
- Understand the steps involved when participating in self-directed learning
- Identify and implement learning strategies that will support self-directed learners

#### Settings:

Link to cover Photo: C:\Users\conaw\OneDrive\CSUF\IDT 545

Link to Logo: N/A

Base colors (HEX)		Accent Colors (HEX)	
CE1126	X	7C96A1	X
000000	X	95A289	X
FFFFFF	X	AC9F89	X
666465		DAD9AD	
B5B5B5			
8E9192			

Headings Font		Body Font	
Lato	X	Lato	
Raleway		Raleway	
Roboto		Roboto	
Merriweather		Merriweather	X
Open Sans		Open Sans	
Lora		Lora	
Roboto Slab		Roboto Slab	

Lesson Count Labels	
On	
Off	X
Sidebar	
Open	X
Closed	
No Sidebar	
Navigation Mode	
Free	X
Restricted	

**Label notes** (highlight any changes to the standard labels here):

Default:	Change to:	Default:	Change to:
i.e. Next	Continue		

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### Self-Directed Learning RISE360 Storyboard

#### Self-Directed learning

Lesson	Self-Directed Learning	Block Type	Quote
Block #	1	Title	What is Self-Directed Learning
Name:		Image:	Stock image from the content library (computer and books)
Content:	<p>"Self-Directed learning is a learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating outcomes."</p> <p>-----Malcolm Knowles-----</p>		
		Style	X
		Quote on image	
		Quote carousel	
		Settings	
		Padding top	50
		Padding bottom	30
		Background color hex	ffffff
		Font size	16
		Font color	000000

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## Self-Directed Learning RISE360 Storyboard

Lesson Block #	Self-directed Learning	Block Type:	Settings	Timeline
2	Title: History			
Date 1	1970s	Padding top	50	
Event 1 title	Self-directed learning research	Padding bottom	30	
Content	1971 Allen Tough published <i>The Adult Learning Project</i> , Malcolm Knowles published <i>Self-Directed Learning</i> , which provides the definition of self-directed learning adopted by most researchers 1975 Malcolm Knowles publishes <i>Self-directed Learning: A Guide for Learners and Teachers</i> , which become the basis for further research into the subject Photos of Tough and Knowles	Background color hex	ffffff	
Multimedia Audio				
Date 2	1980s			
Event 2 title	The research, the learners, and their environment			
Content	1980 Gibbons and colleges explored 22 experts in their field that had no formal training 1984 Spear and Mockers explored the importance of the learner's environment when promoting SDL 1987 The international symposium on Self-directed learning was established by long and his colleagues			
Multimedia Audio				
Date 3	1990s			
Event 3 title	Exploration of the relationship between personal characteristics and self-directed learning			
Content	1991 Brockett and Heimstra develop the "Personal Responsibility Orientation" (PRO) 1991 - Pilling created the Self-Directed Learning Test named the Self-Directed Learning Perception Scale (SDLPS) 1997 - Guglielmino developed the <a href="#">Self-Directed Learning Readiness Scale (SDLRS)</a>			
Multimedia Audio				
Date 4	2000s			
Event 4 title	SDL in the digital age			
Content	2005- World Wide Web opens the door for more self-directed learning resources 2007- Meriam, Caffarella and Baumgartner describe 3 main goals for SDL: <ul style="list-style-type: none"> <li>To enhance the ability of learners to be self-determined in their studies.</li> <li>To foster transformational learning.</li> <li>To promote emancipatory learning and social action as an integral part of SDL.</li> </ul> 2019 Global Pandemic changes the landscape of corporate learning and development, highlighting the need for self-directed learning as a learning strategy			
Multimedia Audio	Photo of learner engaged in SDL			

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## Self-Directed Learning RISE360 Storyboard

Lesson Block #	Self-directed Learning	Block Type:	Settings	Accordion/Tabs
3	Title: Self-directed learning			
Item #1	<b>What is self-directed learning</b>	Accordion	Style	X
Description	Self-directed learning is both a theory and a concept that puts the learner in the driver's seat and allows them to choose what, when, how, and where to learn. Individuals have been engaged in this process since the dawn of time, but Malcolm Knowles first popularized it in the 1970s.	Accordion		
Multimedia	Image from content library "laptop and notepad"	Accordion		
Item #2	<b>Common misconceptions of self-directed learning</b>	Accordion	Settings	
Description	Self-directed learning is solely an individual effort and cannot be collaborative Self-directed learning is incompatible with a formal learning environment Self-directed learning is a natural skill and cannot be taught Self-directed learners do not require support.	Padding top	50	
Multimedia	Image from content library use search term "social learning in the workplace."	Padding bottom	30	
Item #3	<b>Benefits of self-directed learning in the workplace.</b>	Background color hex	ffffff	
Description	Other than creating an atmosphere of creativity and collaboration focused on an organizational goal, self-directed learning can... <ul style="list-style-type: none"> <li>Foster more significant development of specialized skills</li> <li>Is adjustable to a learner's specific needs</li> <li>Promote deep" learning rather than "surface" learning.</li> <li>Increases employee engagement</li> </ul>	Enable Zoom	Yes	
		Accordion behavior	N/A	

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## Self-Directed Learning RISE360 Storyboard

Lesson	Self-directed learning		Block Type:	Process
Block #	4	Title:	Self-direction process	Settings
Item #1	Identify learning needs		Padding top	50
Description	Assessing learning needs against shared organizational goals		Padding bottom	30
Multimedia	Image from content library use search term "skills."		Background color hex	ffff
Audio	Record Audio with information from the script		Other settings	
Item #2	Establish learning goals		Enable Zoom	Yes
Description	Setting achievable learning goals		Step label	
Multimedia	Image from content library use search term "goals."			
Audio	Record Audio with information from the script			
Item #3	Locate resources			
Description	Discovering and acquiring both human, physical, and non-physical resources			
Multimedia	Image from content library use search term "Library with a computer."			
Audio	Record Audio with information from the script			
Item #4	Create and engage in learning activities			
Description	Learner decides on the strategies and activities to achieve the learning goals			
Multimedia	Image from content library use search term "Learning."			
Audio	Record Audio with information from the script			
Item #5	Evaluate learning outcomes			
Description	Identify predetermined point throughout the project where the individual assess how the learning process is going.			
Multimedia	Image from content library use the search term "evaluate" image of scrabble tiles "assess."			
Audio	Record Audio with information from the script			