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672 section 7

Lynn Dixon Case

Introduction: Lynn Dixon has been asked to create a touch screen kiosk for an aquarium about wetlands for an exhibit to celebrate World Wetlands Day. It focuses on the connections between the wetlands, the Great Barrier Reef, and the catchment areas.

Key stakeholders in the case:

Lynn Dixon- Instructional Designer

- Concerned because she has never designed for touchscreens before, concerned they've overcommitted to the client, worried about her own schedule, worried she can't meet expectations given budget and time, unsure how to meet the needs of a variety of museum visitors, has trouble saying no to the SME, concerned about undefined metrics created by sales about time and interactivity

Jeanette Parks – Partner

- Salesperson, selling the client what they want, trying to increase client base, wants Lynn to meet the client's expectations while staying in budget

Ben Williams – SME

- Concerned with the project timeline, wants fancy animation, does preliminary reviews and provides feedback on the project, concerned about connecting the wetlands to Aboriginal heritage, wants “bells and whistles” in the kiosk

Laura Barton-Client

- Project Sponsor, concerned with the final product, works with the government department responsible for The Aquarium, wants a touch screen kiosk, expects the kiosk to show the relationships between the wetlands the Great Barrier Reef and the catchment areas, and location of wetlands, wants to add more after reviewing the design documents, expects Lynn to add a piece about Aboriginal culture

Audience – visitors at the museum

- Want an engaging experience in a way they understand

Instructional design challenges and case-specific constraints:

Key instructional design challenges:

The team can think of their process and challenges in terms of the **ADDIE** (Molenda, 2003).

Analyze- The instructional designers did not spend much time analyzing the learners. They know it is a diverse group of learners, specifically in age and language. They still need to define the target audience. They do know the learning context is the museum. The customer provided several ideas for content from which the designer can make instructional goals or complete an instructional analysis. The designer put the information from the client together to make the design document.

Design – The instructional designer made preliminary design documents for client review. The instructional designer has no experience with touch screens or the hardware or software the client expects them to use. Lynn can revise the instruction based on the client's suggestions after seeing the preliminary design documents. The client has suggested fancy animation and an interactive game, which will require some design revision.

They have not made it to **development, implementation, or evaluation**.

Case-specific challenges:

Client specific challenges:

- Diverse audience of museum visitors. All ages. Some limited English.
- Client has big ideas/expectations on a small budget.
- Recognizing the role wetlands play in Aboriginal heritage without access to anyone of Aboriginal descent.
- Tight budget
- Want a game and animation but do not have the budget

Project management challenges:

- Sales promises more than the instructional designers can deliver in the given budget.
- Instructional designer has limited time due to other projects.
- Communication gap between sales and instructional designer (budget and expectations)
- Need to learn hardware and software
- Time and interactivity metrics are unclear in the Statement of Work

Prioritization of Challenges:

Priority #1: Client Expectations

- Diverse audience of museum visitors. All ages. Some limited English.
- Client has big ideas/expectations on a small budget.
- Recognizing the role wetlands play in Aboriginal heritage without access to anyone of Aboriginal descent.
- Tight budget
- Want a game and animation but do not have the budget

Priority #2: Project Management

- Sales promises more than the instructional designers can deliver in the given budget.
- Instructional designer has limited time due to other projects.
- Communication gap between sales and instructional designer (budget and expectations)
- Need to learn hardware and software
- Time and interactivity metrics are unclear in the Statement of Work

Priority #3: ADDIE ID Process

- Analyze the target audience
- Analyze the instructional goals
- Design
- Development
- Implementation
- Evaluation

The client expectations must be settled first before the team can move forward, making any plans. The client needs to understand what they are getting or agree to pay for what they want. Once that is decided, the instructional design team can deal with project management issues such as sales and instructional design being on the same page and dealing with the software. Finally, once the project management pieces are in place, the team can move forward with the ADDIE instructional design process (Molenda, 2003).

Readings:

Images relevant to the content are the most effective at helping people learn and retain the content. Sung (2012) used three kinds of graphics, “instructive graphics (i.e., directly relevant to the instructional goal), seductive graphics (i.e., highly interesting but not directly relevant to the instructional goal),

decorative graphics (i.e., neutral but not directly relevant to the instructional goal), or no graphics” (Sung 2012 p.1618). The instructive graphics students retained the information better than the other three groups. Lynn needs to include pictures relevant to the Australian wetlands.

Hoffler (2007) showed that content-relevant animations are more effective for learning than still images. Animations are even better “when the animation is representational rather than decorative” (Hoffler 2007 p.722). When the animations are decorative but not relevant to the topic, they are not more effective than still images (Hoffler 2007). If it is within the budget, the animation will help people retain the information more than still images, but the animation would need to be relevant to the Australian wetlands.

Previous Experiences:

I have two relevant previous experiences. When I was doing my undergraduate degree, I was involved in an immersive project where I was on a team that made a documentary for the American Red Cross. Before joining the team, I had no film or editing experience. The Red Cross had grand expectations for a film being produced by college undergraduates. I jumped into the project and learned as I worked. We showed the client samples of the project along the way so they could see what to expect and give feedback. While working at Kelly Services, a large staffing company, I often had to do the work resulting from the salesperson promising too much to the client. The salesperson would talk about all the wonderful things our computer system could do, which translated to manual, time-consuming work for me. Based on these experiences, I relate to several aspects of Lynn’s dilemmas. I understand jumping into a project when you don’t know the software. I also understand high client expectations, and I understand sales overselling.

Two reasonable solutions/recommendations for the designer in the case:

Before either solution, the client's expectations need to be managed, and the budget may need to be raised to meet expectations (client expectations). Once the client's expectations have been decided, then learning objectives would need to be created (ADDIE process). I would suggest that the project be reduced from 20 minutes of learning to ten minutes and make those ten minutes more interactive. Museum visitors spend a very short amount of time at each stop. They are not going to stand in front of a kiosk for 20 minutes of learning. Making ten minutes of learning would also help them meet the kiosk's deadline, ready by World Wetlands Day (project management). Both scenarios would focus more on content-related still images than on animations. Lynn would need time to learn the software and hardware and consult with the graphic designer on both proposed solutions (project management).

My first recommendation would be to increase the budget and add animated scenarios based on Aboriginal stories read by a university student of Aboriginal descent. Other than that, the design document plan would stay the same, and there would not be animation in other parts of the kiosk module. The animation would meet kids' needs. The rest of the module would be targeted toward educated adults. The kiosk could also be given subtitles in multiple languages. Lynn could explain that it is a tradeoff to put animation in a child-relevant section here instead of the bird scene that was described in the case.

My second recommendation is that the team narrow the focus of the module so that they can go into depth on fewer topics. I would narrow down the connection between the Great Barrier Reef, the catchment areas, and the wetlands. This would change and simplify Lynn's design document. Very basic animation could be added since some of the content has been removed. Written Aboriginal stories could be added to the wetlands section. If the stories are written, there would be no need to find the voice of someone of Aboriginal descent. The kiosk would focus on adult learners. I would emphasize to the client that there are other more interactive parts of the exhibit for kids. The kiosk will be for adults. I

would also explain to the client that making the kiosk for adults and children would be designing two different programs, which could be done with extra funds. Adding written subtitles in various languages would also mean a budget increase, but it would be an option. This narrower focus module would be focusing on quality over quantity.

Solution/Recommendation # 1: Increase the budget to meet client expectations.

Addresses challenge	Pro	Con
Client Expectations	Adds the element of animation.	It is not the animation the client proposed.
Project Management	Following the same design plan but with more money to meet the client's expectations.	Need to find a person to tell the Aboriginal stories and design that element of the kiosk.
ADDIE Process	Keeps the ADDIE process moving forward.	Only partially addresses the issue of target audience.

Solution/Recommendation # 2: Narrow the module's focus.

Addresses challenge	Pro	Con
Client Expectations	The client's vision for animation could be added as simple animation.	Not as broad or covering all the content elements that the client originally envisioned.
Project Management	Streamlines the process so it will help with time management.	ID must recreate the design document.

ADDIE Process	Identifying learning objectives will be more straightforward with a target audience and narrower content.	Must take a step back in the process. May not meet the needs of children.
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Final recommendation:

My final recommendation is the previously explained simplified version of the kiosk. Lynn could still hit most of the major learning objectives. They are just reordered a bit with a change in focus. The client had very broad expectations. Narrowing the focus will make a better-quality product and a more effective learning tool. The rest of the design process will be smoother if they go back and recreate the design document now. The module may not be focused on children, but that will still be presented as an option if the client is willing to raise the budget. The main advantage of the simplified kiosk is that it can explain the main goal of connections between the wetlands, the Great Barrier Reef, and the catchment areas without additional spending.

References:

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