

ADDIE Design Project

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EDTC 5373

ANALYSIS PHASE

Performance/Needs Assessment:
<ul style="list-style-type: none">• The performance assessment that will be analyze is the “Disorders of the Integument: Burns” module from an undergraduate nursing course - Human Experience in Acute and Chronic Illness III (A&C III).• The reason this module is picked because the instruction is unappealing, too much context to be covered and this is a difficult module for the students to be able to meet their learning goals.
Purpose Statement:
According to the American Burn Association, approximately 4,500 people die annually in the U.S. from fire and burn injury, and over 10,000 die every year of burn-related infections. Burn injuries are indeed a significant health care problem. The purpose of this module is to discuss many of the issues that make this problem so complex.
Instructional Goals:
At the end of the module, students will be able to: <ul style="list-style-type: none">• Describe the etiology, signs and symptoms to the care of the individual with burns.• Apply evidence-based concepts to develop care plans for patients who have burn injuries.• Integrate health assessment, laboratory, and diagnostic findings into the nursing care of patient suffering from burn injuries.• Evaluate outcomes of patient centered nursing care for individuals with burn injuries.
Learner Analysis:
<ul style="list-style-type: none">• Offer to the senior students in their last year of nursing.• This course is offer each Spring in all 3 campuses (Oklahoma City, Tulsa and Lawton). Most students enrolled in each section are local and from surrounding areas. Each section has approximately 40 students.• All students are required to take Human Experience in Acute and Chronic II (A&C II - junior level course) in order to be able to enroll to A&C III.
Required Resources:
<ul style="list-style-type: none">• Content: provided by a faculty member that is located in Tulsa campus. She is also the course coordinator for this course.• Technologies: computer, headset, camera and microphone. This project will also require software such as D2L, Adobe Captivate, Sudden Smart, powerpoint, audacity and A.D.A.M.• Facilities: Multimedia room, Nursing lab, and individual offices.
Delivery System:
<ul style="list-style-type: none">• There will be blended of delivery methods for this module. There will be a face-to-face lecture. There will also be computer-based training, and videos that will be delivering via D2L Learning Management System.
Project management:
<ul style="list-style-type: none">• Timeline: 3 months (projected completion date is before next fall semester begins)• Potential problems: the faculty member will be off contract during the summer therefore, communications via emails.• Reporting structures: Director of Traditional Programs (undergraduate), Associate Dean for Academic Program.

DESIGN PHASE

Purpose Statement: The purpose of this module is to discuss many of the issues in disorders of the integument: burns.

<p>1) Instructional goal: Describe the etiology, signs and symptoms to the care of the individual with burns.</p> <ul style="list-style-type: none">i) Task 1: study appropriate chapter in the textbook prior to class.ii) Task 2: In-class lecture<ul style="list-style-type: none">(1) Performance Objective: Students will be taught the 1) different causes of burn injuries, 2) anatomy and physiology of the skin, and 3) different types of burn depth using powerpoint presentation.(2) Assessment of Objective: Using a smart board lesson with just pictures of different type of burn injuries, the students will then identify each picture. Then, the students will place their choices using the interactive smart board.
<p>2) Instructional goal: Apply evidence-based concepts to develop care plans for patients who have burn injuries.</p> <ul style="list-style-type: none">i) Task 1: In-class lecture.<ul style="list-style-type: none">(1) Performance Objective: Students will be taught on how to (1) calculate the percentage of burns using the Lund and Browder chart, (2) how to use the Lund and Browder chart.(2) Assessment of Objective: Students will be in groups. Each group has a limit of 4 students. The faculty will give each group different types of burn injuries pictures along with an unfilled Lund and Browder chart. The groups will need to identify the percentage of burns and fill it in the Lund and Browder chart.
<p>3) Instructional goal: Integrate health assessment, laboratory, and diagnostic findings into the nursing care of patient suffering from burn injuries.</p> <ul style="list-style-type: none">i) Task 1: In-class activity.<ul style="list-style-type: none">(1) Performance Objective: Students will be taught to develop a nursing care plan. Using patient's health assessment chart (age, sex, burnt depth, heart rate and etc), lab results and diagnostic provided by the faculty.(2) Assessment of Objective: Each group will receive different assessment, lab result and diagnostic. Along with their previously filled Lund and Browder chart, students will be able to develop a nursing care plan. Each group will need to record their findings into their care plan.
<p>4) Instructional goal: Evaluate outcomes of patient centered nursing care for individuals with burn injuries</p> <ul style="list-style-type: none">i) Task 1: In-class lecture<ul style="list-style-type: none">(1) Performance Objective: Students will be taught the emergent phase (resuscitative phase) of burn injury using the powerpoint presentation.(2) Assessment of Objective: An online quiz and interactive case study to be completed within a week after the class.ii) Task 2: In-class activity<ul style="list-style-type: none">(1) Performance Objective: Using the powerpoint and interactive smart board, students will be able to treat their patient with their developed care plan.(2) Assessment of Objective:<ul style="list-style-type: none">(a) During class: Each group's picture will be presented on the smart board. The faculty will ask each group to present to the class on how to treat their patient. The faculty will use the interactive pen display to write each group findings. Each group has to present the following:

- (i) Percentage of burns from their Lund and Browder chart.
 - (ii) Health assessment, lab results and diagnostic (since these were provided by the faculty, the information was input earlier in the smart board lesson).
 - (iii) Nurse care plan
 - (iv) How to treat the patient in during the emergent phase.
- (b) **In LMS:** students are required to complete a quiz and case study in D2L.

DEVELOP PHASE

List of Content items:
<ul style="list-style-type: none"> • Beginning: Students are expected to know how to treat a patient with burn injuries. • Middle: There will be presentation, discussion, observations and guided practice. • End: There will be review of the module.
List of Supporting media (identify which are selected – and where they’re available – and which will need to be developed)
<ul style="list-style-type: none"> • Update on the module powerpoint. • Update module content in D2L. • Update the module quiz in D2L. • Make copies of pictures for distributing during lecture. • Make copies of health assessment, lab results and diagnosis for distributing during lecture. • Develop template for the smart board lesson. • Develop “Disorder of the Integument” discussion forum for students in D2L. • Develop an interactive “Disorder of the Integument” case study in Suddenly Smart.
Guidance for the Student:
<ul style="list-style-type: none"> • A “How to use D2L” video tutorial is especially created for new students however, the link is always on the D2L homepage. Students have access to them whenever they needed it. • The module is provided to students in D2L. Link to the quiz and case study with instructions and due dates are listed as well.
Guidance for the Teacher/Trainer:
<ul style="list-style-type: none"> • A training course is developed in D2L for faculty need. In the training course, faculty will find helpful video tutorials on “how to use D2L”. • When faculty having trouble with the computer and smart board in the classroom, he or she can call the classroom support personnel for assistant.
Formative Evaluation:
Potential revisions, problems, issues of student motivation or engagement with materials
<ul style="list-style-type: none"> • Potential revisions: Questions in the quiz. • Problems: Smart board not available or not functional during lecturing.
Pilot testing:
<ul style="list-style-type: none"> • This module will be pilot test in the Tulsa campus.

IMPLEMENT PHASE

TEACHER

A. D2L Learning Management Software Training

1. *Target learners:* Acute and Chronic III nursing faculty.
2. *Schedule:*
 - a. A basic D2L training class for approximately 2 hours.
 - b. This will be a face-to-face training in a computer lab.
 - c. Training provided by nursing Instructional department staff.
3. *Course outline:*
 - a. How to navigate D2L homepage (10 minutes)
 - b. Content page; upload documents, postings and etc (15 minutes)
 - c. Quiz (45 minutes)
 - i. How to create a quiz in D2L
 - ii. Scores tracking
 - iii. Grade the quiz
 - iv. Link item to gradebook
 - d. Gradebook (10 minutes)
 - e. SCORM score tracking (5 minutes)
 - f. Open discussions, questions and answers (35 minutes)
4. *Additional Support:*
 - a. Video tutorials link are posted on D2L homepage.
 - b. Colege's internal instructional team.

B. Smartboard Training

1. *Target learners:* all faculty
2. *Schedule:*
 - a. Approximately 1 hour
 - b. Face-to-face training.
 - c. Provided by Classroom support from Information Technology department.
3. *Course outline:*
 - a. How to use smartboard in a classroom (20 minutes)
 - b. How to use the interactive smartboard pen (20 minutes)
 - c. Open discussions, questions and answers (20 minutes)
4. *Additional Support:* Classroom support staff.

LEARNERS

1. *Target learners:*
 - a. Senior students in their last year of nursing school.
 - b. Basic to moderate computer knowledge.
 - c. Have been using D2L as LMS for 2 years with the college.
2. *Prerequisites:*
 - a. Student orientation that provides information on computer requirements during their first semester.
 - b. Basic D2L orientation provided to students prior to their first use of D2L.
3. *Product format:* Video tutorials links posting on D2L homepage.
4. *Schedule:*
 - a. Approximately 2 hours (at learners convenience)
 - b. 40 students
5. *D2L Course outline:*
 - a. How to navigate D2L homepage
 - b. Quiz
 - a. How to take a quiz in D2L
 - b. Respondus LockDown
 - c. Save and submit the quiz
 - d. Quiz score
 - c. Gradebook
6. *Additional instruction:*
 - a. Smartboard (during class session – 5 minutes): Instructor will show students on how to use the smartboard clickers.
7. *Additional Support:* Students with D2L problems should email to the college internal Instructional team for troubleshooting.

EVALUATION PHASE

Summary of Evaluation Plan

1. **Product:** “Disorders of the Integument: Burns” module in Human Experience in Acute and Chronic Illness III (A&C III).
2. **Product format:** blended learning consists of face-to-face lecture and delivery via D2L Learning Management System.
3. **Target Learners:** Senior students in their last year of nursing school.
4. **Learner Objectives (purpose):** Given the reading assigned in textbook, in-class lecture, activities, materials viewed (text and videos), case study, and quizzes in D2L, the students will be able to (1) describe, (2) develop care plan, (3) diagnose findings, and (4) evaluate for a patient with burn injuries in the emergent phase (pre-hospital and emergency department care).
5. **Schedule:** There are 2 different schedules.

Levels of Evaluation:

Level 1 (perception):	
Who	Course faculty and instructional designer
What (category = <u>underline number</u> orange font = survey questions)	<ol style="list-style-type: none"> 1. <u>Face-to-face lecture</u> <ol style="list-style-type: none"> a. <i>The course was well planned</i> b. <i>The module is easy to understand</i> c. <i>I understood the expectation of this module</i> d. <i>The powerpoint were very helpful visual aids</i> 2. <u>Activities:</u> <ol style="list-style-type: none"> a. <i>The in-class activities were helpful in achieving the course objectives</i> b. <i>Learning activities were sufficiently challenging and stimulating</i> c. <i>I was encourage to think critically about the topic during the in-class activities</i> d. <i>Working in group during the in-class activity provide an opportunity to learn more</i> e. <i>I am motivated in the group activity</i> 3. <u>Faculty:</u> <ol style="list-style-type: none"> a. <i>The faculty demonstrated knowledge/expertise on this topic</i> b. <i>The faculty was well organized and prepared</i> c. <i>The faculty displayed a positive attitude and enthusiasm</i> 4. <u>Smartboard:</u> <ol style="list-style-type: none"> a. <i>The smartboard is easy to use</i> b. <i>The smartboard is a good tool to have in a classroom</i> 5. <u>Students' motivation during class activities</u>
When	Immediately after face-to-face lecture. Students were given 48 hours to complete the evaluation
Where	D2L
Why	To determine students' understanding of the module
How	<ol style="list-style-type: none"> 1. Survey questions posted in D2L. Questions based on 5 point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) 2. Observations by another faculty to measure students' motivation

Level 2 (Learning):	
Who	Course faculty and instructional designer
What (category = <u>underline number</u> orange font = survey questions)	<ol style="list-style-type: none"> 1. <u>Module contents in D2L:</u> <ol style="list-style-type: none"> a. <i>The module objectives were clearly identified</i> b. <i>The module contents were helpful</i> c. <i>The helpful website links were useful</i> d. <i>Instructional materials were current and had sufficient depth</i> 2. <u>Videos in D2L:</u> <ol style="list-style-type: none"> a. <i>The videos were helpful</i> b. <i>The videos were clear and understandable</i> c. <i>The durations of videos were reasonable</i>
When	After students review the course contents and videos in D2L
Where	D2L
Why	Due to time limit for face-to-face lecture, content materials and videos were posted in D2L to help students learning.
How	<ol style="list-style-type: none"> 1. Survey questions in D2L. Questions based on 5 point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) 2. User progress in D2L to evaluate average time spent on this module for each student
Level 3 (performance):	
Who	Course faculty and instructional designer
What	Students' performance – graded scores
When	After face-to-face lecture and reviews of module content and videos in D2L
Where	D2L
Why	To test students' performance on how to care of a burn patient
How	<ol style="list-style-type: none"> 1. Score tracking in D2L quiz 2. SCORM score tracking report of the interactive case study in D2L
Before proceeding to another module in this course, students are required to participate in an anonymous survey regarding this module:	
Who	Course faculty and instructional designer
What (category = <u>underline number</u> orange font = survey questions)	<ol style="list-style-type: none"> 1. <u>Quiz and Case Study:</u> <ol style="list-style-type: none"> a. <i>The quiz and case study were helpful</i> b. <i>The quiz and case study were helpful in achieving the course objectives</i> c. <i>The quiz and case study time limit were reasonable</i> 2. <u>"Disorder of the Integument: Burns" module:</u> <ol style="list-style-type: none"> a. <i>The blended learning environment for this module was well planned</i> b. <i>The blended learning environment were reasonable standards for the students</i> c. <i>I learned to identify central issues in the module</i> d. <i>As a result of this module, I am comfortable to communicate clearly about this topic</i> e. <i>As a result of this module, I am able to describe etiology, signs and symptoms of a burn patient</i> f. <i>As a result of this module, I am able to apply evidence-based to develop care plan for a burn patient</i> g. <i>As a result of this module, I am able to perform health assessment, and diagnose findings for a burn patient</i> h. <i>As a result of this module, I am able to evaluate outcomes for a burn</i>

	<i>patient</i> i. <i>As a result of this module, I am confident that I am able to care for a burn patient when I am in a real clinical setting</i>
When	The end of the module before proceeding to the next
Where	D2L
Why	To determine if module objective were achieved
How	Survey questions in D2L. Questions based on 5 point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree)

Reflection on the process:

- This ID process involves combinations of traditional and online environment. The process provides learners constructivism learning theory. The whole process, experiences and assessments will help bring the "real-world" situation to the learners. This is crucial as there are no rooms for errors when the learner is on the task.

What has this taught you about designing instruction?

- Always, put the objectives goal priority while designing the process. Make sure each phase, tasks are met. Perform formative evaluation if possible. Also, the designer needs to be a detail oriented person.

What is the benefit of systematic approach?

- Less room for errors, as it is a step-by-step approach. If there is a flaw in a process, it need attention before furthering to the next process.

Which components of ID can you use immediately?

- The design phase where online materials can be used immediately.

Where are specific areas you want to grow?

- Add a high-fidelity simulation session
- Have burn unit clinical rotations at local hospitals