

Soapy Suds Presents: Laundry 101

Instructional Analysis

R521 Instructional Design and Development
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Introduction

This Instructional Analysis identifies the need for instruction for how to do laundry. Our specific focus was on new college freshmen and their learning needs. We examined characteristics of these learners via Subject Matter Experts (SME) relevant to the topic and the learner group, as well as basic demographic data sources. The demographic information on this age group is impressive in depth, quality, and amount. We felt it necessary to sift through this data and form a summary of the information we believed relevant to the focus of our task, context, and learners.

The document begins with a learner analysis. This is followed by an analysis of the context for learning and analysis of the task itself. Also included is a needs analysis; a confirmed need for instruction.

The premise for this Instructional Analysis is that these learners will both need and be interested in a program of this type. We aim to secure funding from the Soapy Suds detergent company. Our pitch to them is that they will have thousands of college students exposed to their product by providing free samples of their laundry detergent at the point of instruction on how to do laundry. Much of our focus will be on actual point of contact learner training at their new student orientation seminars that are sponsored by colleges and universities across the country. We will develop lesson plans, learner aids, and facilitator guides that can be used at the training sessions at places where the learners will actually using Soapy Suds to do laundry. This approach aims to facilitate an easy session of education for both facilitators and learners. It is also intended to be 'hands on' in that learners will be encouraged to delve into the learning experience.

Learner Analysis

The learner analysis is undertaken in order that the design team for this instructional project can better understand basic characteristics of the learner population that may affect the way the instruction is designed. Experts in instructional design such as Molenda, et al, (1996) underscore the importance of the analysis as a fundamental necessity saying, “Designers consider it essential to take into account the characteristics of the people to be trained, the learners (p. 273)”. Morrison, et al, (2004) further elaborate that the learner analysis should inform the design of instruction by exploring “... how those (learner) characteristics provide either opportunities or constraints on our designs (p, 56)”.

General Characteristics

The basic characteristics of the learners targeted for the Laundry 101 program are that they are freshmen in college away from home for extended periods for the first time in their lives. These learners are attending colleges and universities in the United States.

Many institutions of higher learning collect and maintain various demographic profiles on entering freshman, usually collected in the form of surveys. Many of them undertake the effort to conduct orientation-type programs for these students to help acclimate them to college life. A Google Search on college and university freshmen orientation programs revealed over 400,000 hits. A perusal of the first 20 of these revealed that these types of programs are held in the first month of the new student’s college experience. These programs would be ideal places to insert the Laundry 101 program as the audience is captured and generally motivated to assume a relatively smooth start of the college experience.

Basic and relevant learner information can be extrapolated from comparative studies that specific colleges undertake to examine demographic, attitudinal, and social characteristics of entering college freshmen. Other information can be reasonably inferred to generally apply to the bulk of the learners by examining data from a specific college(s) that is a typical 4-year American institution of higher learning.

Broad learner characteristics were obtained from Cooperative Institutional Research Program (CIRP, 2002) reports. These findings showed that in 2002 97.8% of U.S. entering college freshmen were less than 20. In addition 51.6% of this group live over 50 miles from home which makes home access to laundry service not practical. 7.0% are non-native English speakers. In addition, 63.5% of these students live in campus housing and 9.0% work full-time while attending college. Campus housing facilities generally have access to laundry machine-

ware and students that work full-time indicate financial concerns for some of these students.

Another CIRP study (1999) reported that nationally 28% of freshmen come from families whose total annual income earnings were less than \$40,000. 64.7% came from household income levels at between \$40,000-\$100,000, while the remaining percentage were from homes above the \$100,000 per year household income level line. Again, income considerations, which relate directly to learner motivation in the area of do-it-yourself laundry, are important.

A report (1999) that Montclair State University issued comparing their CIRP results with other institutions of higher learning across the United States found their institution *typical* to other institutions of higher learning in the United States. About 60% of the freshmen were female and most of them came from homes where both parents worked outside of the home, reflecting a potential lessened availability for parental training in proper laundry technique prior to attending college for these students.

Entry Competencies

These learners will possess high school diplomas so the assumption can be made that they will be able to read and understand Basic English. There may be need for the development of learning materials in other languages, however, as CIRP (1999, 2002) information indicates that there is a sizable percentage of college freshmen from other countries.

It can also be assumed that the bulk of learners will have a basic understanding of how to do laundry. The rub is in how to do it right. This issue is touched upon by Frensdén, et al, (1997) in their discussions about the disasters that can occur when laundry is not done correctly. They point out that different materials have different cleaning characteristics and multiply colored clothes have to be handled in specific ways when cleaning. This type of knowledge is generally unknown to many except for the most involved laundry doers coming from home situations where they were taught and required to clean their own clothes. A SME for this project relates “It’s (doing laundry) not a matter of pouring soap and clothes in the washing machine, putting your quarters in and sitting back. You actually need to do separate loads... you have to dry clothes in different ways depending on the material. I had absolutely no clue as to this kind of stuff... I never really paid much attention to it growing up. I had to have my girlfriend show me what was up. (T. Schnuerer, student-University of Memphis, personal communication 5/22/05)”.

Learner Attitudes

Nationally, most college students (50%) select their colleges because of its location (Texas State University, 2002) and a similar number (46%) indicate cost as important factor. These numbers indicate that the bulk of U.S. students attend affordable colleges in their home-states, taking advantage of in-state tuition breaks. A concern over finances indicates a predisposition to do these basic chores themselves, as professional laundry services are more expensive overall than do-it-yourself laundry tasks. As one of our SMEs indicated, "I save about \$25 per month doing my own laundry and when you're on a college-budget like me that is important (T. Schnuerer, student-University of Memphis, personal communication 5/22/05)".

As a conglomerate, various social activities rate high on students' lists of importance in college (Texas State University, 2002; State University of New York at Buffalo, 1998). Frandsen, et al, (1997) address some of the social concerns that are laundry related such as cleanliness and health. Appearances, including that of one's clothing, tend to be very important at this young adult life stage of the learners.

Social adjustment issues also tend to be of paramount concern to freshmen attending college (State University of New York at Buffalo, 1998). Being accepted by one's peers and feeling part of a larger community or group is a major reason cited for staying in school after the first year. This age group does not want anything as mundane as clothing interfering with this process. "I had a hard enough time getting involved in my sorority than having to worry about doing my laundry right. I kept my clothes clean with gusto (L. Lambeth, former college freshman at Brevard College, NC, personal communication 5/22/05)", one of our SMEs related.

Process Used to Complete Learner Analysis

Subject Matter Experts (SMEs) and publicly available demographic data on entering college freshman served as the main tools for the completion of this learner analysis. The SMEs were selected because they:

1. Had at one time in the past left home to attend college
2. Had experienced the need to do laundry while in college
3. Were willing and able to retroactively articulate their experiences of doing laundry for the first time away from home as college freshmen
4. Experienced and knowledgeable of laundry tasks

The type of data provided by the SMEs was anecdotal. It reflected their particular experiences of college life, particularly the stage of experience consisting of being a freshman away from home for the first time. One of the SMEs is a current

junior at the University of Memphis. The others are out of college now. Their information specifically revealed their first experiences with doing laundry without a support person, usually their mother, to help them.

The demographic data obtained helped bolster the understanding of the general characteristics of the learners. This type of data gives insight as to some of the basic socio-economic status of the learners. Information such as this can help the entire analysis process to make informed recommendations for design purposes. Most of this data is in the form of hard statistics. The existing database is voluminous; only data relevant to this project was included and that is found throughout the analysis. Such things as religious affiliation, political views, specific occupation of parents, etc. were viewed irrelevant to this analysis.

Additionally, the book Where's Mom Now That I Need Her? by B.R. Frandsen, et al, (1997) was consulted. This book gave valuable insight into not only the procedure of doing laundry but also a person's attitude about doing laundry and why they might do it on their own, i.e. not use a professional laundry service. Furthermore, it is a book that is aimed at the specific demographic dealt with in this instructional project.

Needs Analysis

The Learner Analysis uncovered the need for people who have just left home for the first time to understand the procedure for doing laundry.

A demographic analysis shows the following:

1. 26.5 million people in the United States between the age of 18-24
2. One million of those people are living on their own
3. These people are on the go
4. These people typically move away from home either to college or to join the work force, i.e. their parents are not close by

Morrison, et al, (2004) identify two areas of need that are particularly relevant to this topic: felt needs and expressed needs. “A felt need is a desire or want that an individual has to improve either his or her performance or that of the target audience (p. 34)”. They offer the following advice, “When searching for felt needs, designers must identify needs related to improving performance and individual wants that are motivated by a desire other than performance improvement “(p. 34). Expressed needs are felt needs that become explicit.

The felt needs for this instruction is demonstrated in how individuals in our prospective audience take additional time while washing clothes to read instructions printed on either washing machines, dryers, or detergent bottles. Another felt need is demonstrated when the learners choose laundry care products that take a minimal amount of expertise to use. Another felt need is demonstrated in how a student will choose the most error-proof wash settings, even if this ends up costing more money.

Categories of expressed needs in the area of laundry according to Frandsen, et al, (1983) fall under one of three categories: cost, health, and image. It can become very costly to pay a professional laundry service to do laundry, especially of underclothes and casual-wear. This demographic (18-21 year olds) is also on the bottom end of the wage earning scale (U. S. Census Bureau, 2003) so it would make sense that they would feel and even express the need to save money on laundry by doing it themselves. According to our surveys and impromptu questionnaires, college freshmen indicate they would like to learn the correct way to launder their clothes.

Frandsen, et al, (1983) point out the health risks of not doing laundry. One of these is the growth of mold on clothes that are not regularly washed. This is especially true in warmer climates. Mold can cause a variety of problems from allergic reactions to ungainly odor. Some molds can even develop toxic elements that can cause serious neurological problems if not dealt with.

In the area of image, Frandsen, et al, (1983) discuss how the demographic group that has left home for the first time tends to be highly concerned about what their peers think of them. They give the example of the young person who goes to a social activity like a movie or a date with a stain on their shirt. The image this proclaims is one of lack of concern for appearance, uncleanliness, or both. Most young people are intrinsically aware of such concerns and voice their concern about this.

Context Analysis

According to Tessmer & Richey (as quoted in, Morrison, Ross & Kemp, 2004), there are three types of context an instructional designer should analyze when designing instruction: Orienting, Instructional, and Transfer.

Orienting Context

As with a learner analysis, the orienting context focuses on the learner. First of all, what are the learner's goals? What does he or she hope to achieve after receiving the instruction? In this case, obviously the learner hopes to be able to successfully do their own laundry. Furthermore, the students expect the instruction they receive to be useful in their goal of doing laundry.

Thus, second of all is the question of whether or not the students' see the course as providing them with useful information (Morrison et al 2004). The learners are on their own now and do not have their parents or guardians around to perform duties such as laundry. Therefore, this instruction is very useful to them. Social rules dictate that people need to have good hygiene and wearing clean clothes is a good way to go about this! Most college freshman live in a dormitory and most dorms have more than one person to a room, so having clean clothes will make for appreciative roommates.

Finally to consider is the issue of accountability. Morrison et al (2004), pose the question, "Is the learner accountable for mastering the content presented in the course?" The answer to that question is yes. Unless college freshmen are planning to pay someone else to do their laundry, the only person to get it done, is themselves.

Instructional Context

The instructional context provides information about the physical environment and scheduling of training (Morrison et al 2004). Soapy Suds has provided funds to our team to develop instructional materials on how to do laundry to be used on college campuses nationwide. The instruction students will receive will be via a live demonstration, called Laundry 101, conducted in campus laundry rooms. There will also be instructional posters displayed in the laundry rooms to help students once the training is completed and to aid students unable to attend the live training. The live demonstration will cover everything discussed in this paper's Task Analysis section (i.e. how to sort clothes, how to use the machines, how much detergent to use and so on.) Furthermore, Soapy Suds is giving away a free box of detergent to every student that comes to the Laundry 101 training. Many college campuses have about 3 or 4 days for incoming freshman to

complete all new student functions – getting their student IDs, setting up their on-campus meal plans, etc. – thus our live demonstration will be conducted in that time period also. We feel this will enable more students to attend. Furthermore, the earlier this training is conducted, the better.

Transfer Context

The transfer context considers the opportunities for transferring the knowledge and skills to a new situation (Morrison et al 2004). Doing laundry can be one of many “firsts” for incoming college freshman. And while many of the other firsts the students encounter may not be like doing laundry, the student will still be able to transfer the knowledge and confidence gained to other situations.

Process Used to Complete Context Analysis

According to Morrison et al (2004), the common tools for conducting a contextual analysis include surveys, observations, and interviews. Our team traveled to several college campuses throughout the United States to observe and speak to current college freshman. We visited campus laundry rooms and watched the students doing their laundry. It was the second term of the year and as such, it seemed that the students knew what they were doing since they had been doing their own laundry for several months at that point.

Therefore, we interviewed the students about their experiences with their first time doing laundry. Many students indicated that they just went to the laundry room, put their clothes into a machine (not sorted), dumped in some laundry soap and started the wash cycle. We then asked what the results were. The results were that many garments came out ruined. We asked the students that if it had been available, would they have been interested in attending a short laundry training session; many indicated that they would.

In addition to speaking to current college freshmen, we also surveyed soon to be college freshman. We sent surveys to hundreds of high schools asking for them to be completed by current seniors. The surveys included such questions as:

- Are you planning to attend college next year?
- If yes, how far away is your college from your hometown?
- Do you know how to do laundry?

Task Analysis

Topic Analysis

The first step within the task analysis was to identify the concepts involved in doing laundry. The SMEs provided a solid foundation by identifying the following main concepts:

- Washing Machine
- Dryer
- Fabric Cleansers
- Stains/Soils
- Care Label
- Colorfast

These are all key concepts within the larger concrete procedure (Morrison, et al, 2001, p. 67) of “laundry” and more facts and concepts about each concept are provided:

Washing Machine

- All machines contain “drums”
 - Drums are filled with holes to allow water to escape
 - Clothes to be washed are placed in drum
 - Also called “Tubs,” “Baskets,” or “Basins”
- Two main types of washing machines – Top-Load and Side-Load, determined by how clothes are loaded into machine
 - Top-Load machines
 - Contain a cylindrical agitator in the center of the clothes drum
 - Are the most common type of washing machine
 - Side-Load machines
 - Do not contain an agitator
 - Use less water and detergent than a top-loading machine
- Have water level control setting
 - Larger loads need more water
 - Smaller loads need less water
- Have 3 wash cycles – wash, rinse, spin
- Generally have 3 wash speeds – normal, permanent press, delicate
 - Normal speed is for most clothes and fabrics
 - Permanent press is for synthetic materials like nylon and polyester
 - Delicate speed is for knit fabrics like wool, silk and lace
- Have three temperature settings – hot, warm, cold
 - Hot water is best for:
 - White fabrics
 - Heavily-soiled fabrics
 - Colorfast fabrics

- Warm water is best for:
 - Permanent press fabrics
 - Delicate/Knit fabrics
 - Moderately-soiled fabrics
 - Non-colorfast fabrics
- Cold water is best for:
 - Dark colored fabrics
 - Lightly-soiled fabrics
- Some washing machines only have four settings – whites, colors, permanent press, and delicates
 - Each setting uses speeds, water temperatures, wash times, and cycles that best matches the fabric setting.
 - The water level is automatically set to maximum
- Some washing machines have automatic bleach and/or fabric softener dispensers
 - The cleaning agent is automatically distributed into washing machine at a specific time during the washing
- Some washing machines have a digital display
 - This displays the water temperature, wash cycle, time remaining in wash

Dryers

- Use heated air to dry clothes
- Clothes drum spins in clockwise direction, tumbling clothes
- Generally only have three settings – regular, permanent press, and delicate
 - Regular setting is best for most clothing and fabrics
 - Permanent press setting includes an additional “cool down” period to minimize wrinkling
 - Delicate setting uses a lower heat and slower tumble
 - Most delicate items should not be placed in a dryer
- Dry time is determined by amount of money placed in machine
- Contain a lint trap
 - Piece of wire mesh that traps tiny fabric particles as the air circulates through the dryer
 - Cleaning the lint trap before drying clothes improves dryer effectiveness
 - Saves drying time
 - Saves drying cost
- Some dryers have a digital display
 - Displays dry cycle, time remaining in dry
- Alternative drying methods include a drying rack or line drying
 - Drying racks are usually made of wood and contain parallel bars that garments are draped over to allow ease of air-drying

- Line drying includes hanging items on a clothesline by using clothespins or hangers

Fabric Care Products

- Many products contain specific instructions on the package label
- Many products contain a measurement element within the product as a way of assisting the buyer in using the correct amount of care material
 - Liquid products contain a measuring cup designed into the bottlecap
 - Powder products contain a measuring scoop in the package contents
 - Sheet products are designed for one sheet to be used for every laundry load
- There are 5 main types of fabric care products – Detergent, Bleach, Fabric Softener, Pre-wash stain treatment and In-dryer Dry cleaning kits
 - Detergent
 - Comes in 3 common forms – general purpose powder, general purpose liquid, light duty liquid
 - General purpose powders are useful for cleaning all fabrics
 - Especially effective in cleaning dirt stains
 - Example: Soapy Suds® Powder Detergent
 - General purpose liquids are useful for 3 reasons:
 - Good for cleaning all fabrics
 - Very good for cleaning oil-based and food stains
 - Can be used easily as a pre-wash stain treatment
 - Example: Soapy Suds® Liquid Detergent
 - Light Duty liquids are only useful for cleaning delicate fabrics
 - Example: Soapy Suds® Delicare™
 - Used during the washing stage of the laundry process
 - Bleach
 - Comes in 2 varieties – common household bleach and color-safe bleach
 - Common bleach:
 - Also known as Chlorine bleach
 - Is useful only on white cotton fabrics
 - The use of bleach on colored fabrics will result in color removal
 - Must be diluted with water before being added to the wash cycle
 - Undiluted bleach will weaken the structure of fabrics

- Example: Example: Soapy Suds® Bleach
- Color-Safe Bleach:
 - Is useful on all fabrics
 - Is most effective when used in hot water
 - Example: Soapy Suds® ColorLok™
- Bleach aids in stain removal
- Bleach is useful for brightening fabrics
- Cannot be combined with any ammonia-based cleaning product
- Fabric Softener
 - Fabric softeners make fabrics more soft or fluffy
 - Fabric softeners reduce static in fabrics
 - Fabric softeners reduce wrinkles in fabrics
 - Fabric softeners can be used in the laundry process at 1 of 2 stages based on the type of fabric softener:
 - Liquid softeners are added to the rinse cycle of washing
 - Useful for fabrics that cannot be dried in a dryer (delicates, etc.)
 - “Sheet” softeners are added to the dryer during the drying stage
 - Useful for all fabrics that can be dried in a dryer
 - Useful for people who cannot be near the washing machine during the washing process
 - Example: Soapy Suds® Softee™
- Pre-wash Stain Treatment
 - Commonly known as “Pre-treaters”
 - Available in pump spray, aerosol, liquid, stick, and gel forms
 - Help break up specific stain particles before washing fabrics
 - Use on stains that are harder to get out during a regular wash:
 - Blood
 - Grass
 - Dirt
 - Grease
 - Beverages (Coffee, wine, etc.)
 - Chocolate
 - Ink
 - For use in the pre-wash stage of the laundry process
 - Example: Soapy Suds® Stay ‘N Out™
- In-Dryer Dry Cleaning Kits
 - Saves the time and money of taking items to a professional dry cleaner
 - Items that are dry-cleaned are not washed in a washing machine
 - Most kits contain:

- Spot-treatment chemicals
- Dry-cleaning sheets
- A bag to place items in dryer
- Items to be dry-cleaned are placed in bag along with dry-cleaning sheet and placed in dryer set to Permanent Press setting

Stains/Soils

- There are 4 main types of stains/soils – light, medium, heavy, spot
 - Lightly soiled
 - Common for items that are only worn once – underwear and lingerie
 - Common for bath towels
 - Medium soiled
 - Most common soil degree
 - Common for clothes worn in high-perspiration areas
 - Common for bedding materials
 - Heavily soiled
 - Common for clothes used in physical-labor environments
 - Should not be washed with the other soil degrees because they may transfer soil
 - Spot
 - Generally referred to as “stains”
 - Spot soils are the most visible soils because they exist in only one particular spot on the fabric
 - Spot soils need to be pre-treated in order to be effectively removed

Care Label

- Found on all fabrics
 - Sometimes on the manufacturer’s label
 - Sometimes located along the seam of a product
- Indicates how the fabric should be cared for in both words and symbol:
 - How the fabric should be washed
 - Normal Wash
 - Permanent Press Wash
 - Delicate Wash
 - Hand Wash
 - Water temperature (Hot, Warm, Cold)
 - Do Not Wash
 - Hand Wash
 - If bleach can be used on the fabric
 - Any Bleach (when needed)
 - Non-Chlorine bleach only (when needed)
 - Do Not Bleach
 - How the fabric should be dried
 - Tumble Dried

- Heat setting (None, Low, Medium, High, Any)
- Normal Cycle
- Permanent Press Cycle
- Delicate Cycle
- Do Not Tumble Dry
- Dried Other Ways
 - Line Dry
 - Drip Dry
 - Dry Flat
 - Dry in the Shade
 - Do Not Dry
- If the fabric should be ironed
 - Temperature setting (Low, Medium, High)
 - No Steam
 - Do Not Iron
- If the product should be Dry-Cleaned
 - Dry Clean
 - Do Not Dry Clean

Colorfast

- The resistance of a fabric to change its color characteristics as a result of washing
- Most white and pastel-colored fabrics are colorfast – they will not transfer color to another fabric in the wash cycle.
- Most bright and dark colors are not colorfast – they will transfer color to other fabrics in the wash cycle.
 - A care label may indicate “wash separately” on non-colorfast articles
 - Articles may become colorfast after multiple washings
- Non-colorfast items should be washed separately to avoid color transfer

Procedure Analysis

Based on our communication with the SMEs and the learner analysis, most of the above concepts are familiar to the prospective learners, but not familiar in an effective sense. In order to convert the familiar concepts into useable knowledge, the SMEs suggested dividing the procedure into four key stages that involve the familiar concepts:

1. Pre-Washing
2. Washing
3. Drying
4. Post-drying


The SMEs provided information to create a step-by-step analysis, including what the learner would need to do during each stage, along with any cues (visual, tactile, etc.) that would inform the learner of accuracy in completing the stage (Morrison, et al, 2001, p. 71). Based on the information provided in the procedure and topic analysis, the following outline demonstrates the procedure of doing laundry:




Laundry




- I. Pre-Washing
 - A. Determine if the garment needs to be washed




Visual Cue: Garments that need laundering have visible stains and soils

Olfactory Cue: Fabrics that have an unpleasant odor need to be laundered
 - B. Determine if the garment can be machine-washed

Visual Cue: The item cannot be machine-washed if the care label has the following symbol:  (Do Not Machine Wash)
 - C. Sort fabrics into separate washer loads
 1. Sort by Color
 - a. White fabrics
 - b. Colorfast colored fabrics
 - c. Dark colored fabrics
 2. Sort by fabric type
 - a. Normal (cotton)

Visual Cue: The item is normal if the care label has one of the following symbols:  (Machine Wash Cold)  (Machine Wash Warm)  (Machine Wash Hot)
 - b. Permanent Press (man-made fabrics, nylon, polyester)

Visual Cue: The item is permanent press if the care label has one of the following symbols:  (Permanent Press Cold)  (Permanent Press Warm)  (Permanent Press Hot)
 - c. Delicate (knit fabrics, silk, lace)

Visual Cue: The item is delicate if the care label has one of the following symbols:  (Delicate Cold)  (Delicate Warm)  (Delicate Hot)
 3. Sort by amount or type of soil
 - a. Lightly Soiled

b. Medium Soiled

c. Heavily Soiled

Visual Cue: Heavily soiled items have large amounts of dirt, oil or grease

4. If using coin-operated machines, smaller loads may be combined to save money

5. Loads above 8 pounds should be divided into 2 smaller loads

D. Prepare clothes for washing

1. Close zippers, buttons, snaps, and other fasteners

2. Empty pockets

3. Remove belts, pins, assorted ornaments

4. Pre-treat stains

Visual Cue: Stains that need pre-treatment are blood, beverage, grass, mud, chocolate, grease, and ink

a. Brush off excess dirt, grass, material that might be a cause of the stain

b. Apply pre-treat product to stain

c. Allow pre-treat product to settle into stain for several minutes

E. Choose laundry products

1. Liquid detergent is a good choice for general purposes and for pre-treatment

2. Use a type of bleach to brighten clothing and whiten whites

3. Use liquid fabric softener if items cannot be dried in an automatic dryer

F. Measure out amount of detergent following manufacturer's instructions

1. Use more detergent for heavily-soiled fabrics


2. Use more detergent for larger loads


3. Use less detergent if washing laundry using a front-loading washing machine

a. Front-loading machines require half as much detergent as a top-loading washing machine

G. Measure out amount of bleach or fabric softener according to manufacturer's instructions, if using either in the washing stage

1. Bleach can only be used on products who display the

following symbols on the garment care label:  (Bleach

as Needed)  (Non-chlorine Bleach as Needed)

II. Washing

A. Load the washing machine

1. Pour detergent into the washer drum





2. Pour bleach and/or fabric softener into automatic dispenser, if using the machine has automatic dispensers

3. Load clothes into washer drum

- a. Clothes should be loaded from your pre-arranged loads
 - b. Fill drum loosely so items have room to move
Tactile Cue: Items should not be pushed into drum
Visual Cue: Items should not rise above the level of the lip of the drum
 - c. Fill drum evenly so items are balanced in machine
Tactile Cue: After loading, press clothes down slightly in all areas of drum. Clothes should come up to same area in the drum.
 - d. Items should not be wrapped around the agitator
 - e. Items can be placed anywhere inside a front-loading machine drum because it does not have an agitator
- B. Deposit money into coin-operated machines
- C. Set the controls
- 1. Choose the appropriate water level for the load
Visual Cue: Clothes loosely packed to the top of the
 - 2. Choose the appropriate water temperature for the type of fabrics in the load
 - a. Cold water for dark fabrics
 - b. Warm water for colorfast fabrics
 - c. Hot water for white fabrics and heavily-soiled fabrics
 - 3. Choose the appropriate wash cycle for the fabrics in the load
 - a. Regular for most fabrics
 - b. Permanent Press for artificial fabrics
 - c. Delicate for knit fabrics and lingerie
 - 4. Choose the appropriate speed for the fabrics in the load
 - a. Regular for most fabrics
 - b. Delicate for knit fabrics and lingerie
 - 5. Choose a wash time
 - a. Shorter wash time for lightly-soiled fabrics
 - b. Longer wash time for heavily-soiled fabrics
 - 6. If machine has automatic settings (Whites, Colors, Permanent Press, Delicates), choose one for the fabrics in the load
 - a. Automatic settings have preset wash temperatures, cycles, speeds, and times.
- D. Start the washing machine
- E. If washing machine does not have automatic bleach and/or fabric softener dispenser, add product at specified time
- 1. Diluted chlorine bleach should be added to wash cycle 5 minutes after start of agitation
 - 2. Non-chlorine (colorsafe) bleach can be added to wash drum at the same time as detergent

- a. Colorsafe bleach should only be used on colorfast fabrics
- 3. Fabric softener should be added to cycle during the spin cycle
 - Visual Cue: If the machine has a digital display, the display should indicate the cycle is "Spin"
 - Audio Cue: The machine will change from a splashing noise to a humming noise.

III. Drying

- A. Take items out of washing machine with care to avoid stretching fabrics
- B. Decide if the fabrics can be dried in an automatic dryer
 - Visual Cue: The item should not be dried in dryer if garment care label has one of the following symbols:  (Do not Tumble dry)
 -  (Line Dry)  (Drip Dry)  (Dry Flat)
 - 1. Items not able to be dried in a dryer should be set aside to be dried according to their garment care directions
- C. Items able to be dried in an automatic dryer should be placed in dryer
 - 1. Items washed together can usually be placed in the dryer together
 - 2. Shake garment gently to loosen them before putting them in the dryer
 - a. Gets rid of excess water
 - b. Method of minimizing wrinkles
- D. If using fabric softener dryer sheets, place one sheet in dryer drum with clothes
- E. Clean lint trap
 - 1. Take out lint trap
 - 2. Take lint trap to nearby garbage can
 - 3. While holding trap with one hand, place finger of opposite hand perpendicular to the lint-covered wire mesh and move in circular pattern around the circumference of the lint trap
 - Tactile Cue: The lint-covered side of the trap feels soft
 - Visual Cue: The lint-covered side should block the view of the wire mesh
 - 4. Place gathered lint in garbage can
 - 5. Place lint trap back in place in the dryer
- F. If using coin-operated dryers, place coins in appropriate place
 - 1. More money paid equals more drying time
 - Visual Cue: If the dryer has a digital display, the displayed time will increase with every coin deposited
- G. Choose appropriate dryer setting

1. Choose Regular setting if all fabrics in load are cotton
2. Choose Permanent Press if load contains any permanent press items
 - a. Permanent press cycle has a “cool down” period to minimize wrinkles
- H. Start the dryer
- I. Place items that could not be placed in the dryer on a drying rack or hang up on clothesline
- IV. Post-Drying
 - A. Take clothes out of dryer
 - Tactile Cue: Clothes should be dry to the touch, not moist
 - B. Take clothes off clothesline or drying rack
 - C. Fold clothes to avoid wrinkles
 1. Folded clothes fit easier in drawers
 2. Many methods for folding exist
 3. Most common method is folding seam-to-seam
 - a. Match up opposite seams so articles fold evenly
 - D. Place folded articles in location that corresponds to the particular type, style, or design of article

Process Used to Complete Task Analysis

The task analysis process followed the process described by Morrison, et al (2001, pp. 65, 69, 74). After gathering learner analysis information, our Subject Matter Experts (SMEs) were consulted as a means of providing accurate and effective topic and procedure analysis content. The SMEs provided useful resources signaling the facts, concepts, and procedures that need to be identified in order to instruct the procedure of doing laundry. In turn, the resources provided were used to check the accuracy of the topic analysis content.

The SMEs provided accurate information, which was broken down into a topic and procedure analysis. The analyses were reviewed for content structure, and common attributes were grouped together. Then, the attributes were arranged in a logical order, and the final outline was created. Finally, the SMEs provided additional feedback regarding accuracy of information and content structure.

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