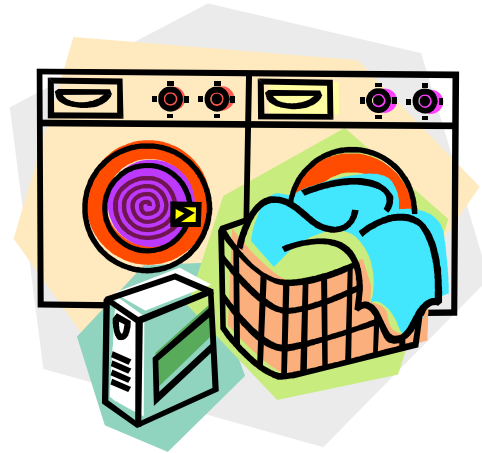


SoapySuds© Presents: *Laundry 101*

Instructional Design Document



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Introduction

In the Instructional Analysis document an instructional need was ascertained for new college students to be able to properly do laundry. This need was based on several factors. One factor dealt with the fact that most of these students are living away from home for an extended period for the first time in their lives. In addition, it was established that a large percentage of these new students live more than 50 miles away from home, making easy and quick access to home laundry equipment impractical. Also, basic demographic data was obtained from this population that was deemed relevant to the instructional case at hand. Some of this data centered on the socio-economic backgrounds of the students; other data dealt with issues of peer pressure and status. This information informed as to some of the driving factors in a young person's life that might influence them to keep up with their own laundry.

Further information was obtained from several Subject Matter Experts (SMEs). These experts were chosen from two overall groups: group one was current college students above the freshman level who had experienced the need to do their own laundry and had learned to do their own laundry from myriad sources; group two included people who had significant (over 10 years) experience doing their own laundry, this group was able to particularly inform the content of the instruction.

The analysis also explained the context of the learning. *Laundry 101* is the name of the program and it will be funded by the SoapySuds© detergent company. The company has agreed to sponsor the program in exchange for the PR and marketing opportunity available to them. The instruction will take place on college campuses during annual freshmen orientation programs. Part of the appeal for SoapySuds© is that they will get to introduce their products to many first-time users. Not only that, but they will have these users using the products during the instruction, hopefully increasing the user's comfort level with SoapySuds© items. The college freshmen orientation programs will benefit from the positive PR generated from handing out 'free' samples of detergent and other laundry products, as well as the actual training itself.

Instructional guides will be developed that can be used by freshman orientation program leaders. Learning packets that include product samples and instructional aids will also be handed out to the students. In addition, wall-charts will be created that can be used in washrooms. These will incorporate the content deciphered in the content analysis section of the Instructional Analysis document.

This design document contains sections that inform the actual design of the instruction. This includes the materials, motivation strategies, evaluation plans, and practice activities. Additionally, this document will go over the introductory presentation of the instruction that includes the goal of the program and the instructional experience of the learners.

A main facet of any design is obviously the course content. The content includes the instructional objectives, which in this case, direct the content for the procedure of doing

laundry correctly. The instructional objectives are critical in designing appropriate and effective learning and evaluation materials. If the materials do not focus on instructional objectives, then they could be seen as either needless overlap, or careless design.

After a thorough description of the design process, a description is provided of instructional material that will be developed in the next phase of designing instruction for the procedure of doing laundry.

Introductory Presentation of Instruction

Context for Instruction

The SoapySuds© Laundry 101 Instruction will take place in college campus laundry facilities. The instruction is geared toward, but not limited to, incoming college freshman and will take place during the orientation time that most colleges have prior to the start of classes.

As stated in our analysis document, the goal of this instruction is for the students to learn how to do their own laundry. Therefore, we plan to have instructors lead a “do-it-yourself” clinic for students on doing laundry from pre-washing to post-drying. It is important for the students to do the bulk of the work in a hands-on fashion. According to Edgar Dale’s Cone of Experience, people generally remember 90% of what they do, thus having the students do their laundry themselves will lead to the highest probability that the learners will retain the instruction.

Depending on the size of the group of learners, people may have to share machines and as such, work in pairs or groups. Therefore an added benefit of this instruction is socialization amongst the learners. It is hoped that this instruction will help incoming freshman who may not know many people make new friends. It is suggested that even if there are enough machines to go around, that students work in pairs or groups anyway in an effort to get students acclimated to working in groups with strangers. Many college courses have a focus on group work and Laundry 101 will help students prepare for this.

Learner Description and Prerequisites

The audience for Laundry 101 is college students; college freshman, in particular, away from home for extended periods for the first time in their lives. As stated on our analysis document, it assumed that the bulk of learners will have a basic understanding of how to do laundry. This basic understanding includes:

- Ability to recognize the difference between washers and dryers
- Ability to find washing and drying instructions (i.e. care labels) on garments
- Ability to recognize different types of fabrics (also found on care labels)
- Ability to recognize different types of stains on garments (chocolate, blood, ink)

In addition to these fundamentals about laundry itself it is also assumed that the learners will have a desire and motivation to learn the instruction.

Course Content

The content for this concept is based on objectives and key terms identified during analysis. The content will be reinforced throughout the learning process and activities.

Instructional Objectives

The instructional objectives were developed as a part of a four-step process after completing the task analysis (Morrison, et al, 2001, p. 91):

1. Task analysis was reviewed; identifying essential knowledge the learner must master in order to fill the instructional need.
2. The task analysis was grouped into goal clusters.
3. An objective was written for each goal cluster.
4. Objectives were written for any additional essential information not addressed by previous objectives.

The objectives were then placed in a sequential order, moving from the simple learning to the complex. The following is a general list of instructional objectives for learning about laundry:

1. The learner will be able to state the 6 main concepts associated with doing laundry.
2. The learner will be able to identify the 2 types of washing machines.
3. The learner will be able to state the 5 main fabric care products.
4. The learner will be able to differentiate between the 4 different types of stains/soils.
5. The learner will be able to interpret care labels for appropriate laundry care.
6. The learner will always be able to appropriately load any washing machine.
7. Given a pile of clothes, the learner will be able to arrange the clothes into smaller piles based on color, fabric type, soil type, and weight.
8. Given an article of clothing, the learner will be able to determine the most appropriate laundry process including appropriate wash cycle, wash temperature, laundry care product(s), and dryer settings.

This list was then broken down into four terminal objectives each with several enabling objectives.

Terminal objective 1

Using the SoapySuds© Pre-washing flowchart, the learner will prepare clothing for washing in the washroom under instructor supervision and at 100% accuracy.

Enabling objectives

- Determine if the garment needs to be washed
- Determine if the garment can be machine washed
- Sort by color, fabric type, or amount/type of soil the fabrics into separate washer loads
- Sort fabrics by size of load
- Prepare clothes for washing
- Choose laundry products
- Measure out amount of detergent following manufacturer's instructions
- If using either in the washing stage, measure out amount of bleach or fabric softener according to manufacturer's instructions

Terminal objective 2

Using the SoapySuds© Washing flowchart, the learner will wash clothing in the assigned washing machine(s) under instructor supervision and at 100% accuracy.

Enabling objectives

- Pour detergent, bleach, or fabric softener into the washing machine drum or automatic dispenser respectively
- Load clothes into washer drum
- Deposit money into coin-operated machines
- Set the controls
- Start the washing machine
- Add bleach and/or fabric softener at specified time if machine does not have automatic dispenser
- Add fabric softener during the spin cycle

Terminal objective 3

Using the SoapySuds© Drying flowchart, the learner will dry clothing in the assigned dryer(s) under instructor supervision and at 100% accuracy.

Enabling objectives

- Use anti-stretching technique to take clothes out of washing machine
- Determine if fabrics can be dried in automatic dryer
- Place items in dryer if they can be dried in automatic dryer
- Place one fabric softener dryer sheet in dryer with clothes
- Clean lint trap
- Place coins in coin-operated slot(s)
- Choose appropriate dryer setting
- Start dryer
- Put items that could not be placed in automatic dryer on alternate drying apparatus

Terminal objective 4

Using the SoapySuds© Post-drying flowchart, the learner will prepare clothes for use under instructor supervision and at 100% accuracy.

Enabling objectives

- Remove clothes from dryer and/or alternate drying apparatus
- Fold clothes
- Place folded articles in location that corresponds to the particular type, style, or design of article

Key Terms

- Washing Machine
 - Drum
 - Top-Load Machine
 - Side-Load Machine
 - Permanent press
- Dryer Machine
 - Drum
 - Lint trap
 - Permanent press
- Fabric Care
 - Detergent
 - Bleach
 - Fabric Softener
 - Pre-wash stain treatment
 - In-dryer Dry cleaning kits
- Stains/Soils
- Care Label
- Colorfast
- Drying rack
- Line dry
- Flat dry

Practice Activities

The practice activities are based on the previously stated four terminal learning objectives.

Practice Activity 1: Prepare Clothing for Washing

Either in groups or individually, under instructor supervision, the learner will prepare clothes for washing.

Step 1: Check clothing care labels to see if clothes can be machine-washed.

Step 2: Check to see if any garments need to be pre-treated with Soapy Suds[®] Stay 'N Out[™] pre-treating solution.

Step 3: Sorting clothes into piles based on color and fabric type.

During this practice activity, Instructors will be looking not only for the learners to accurately separate their clothes into appropriate piles, but also for students to recognize when a stain needs to be pre-treated and furthermore, for the students to choose the correct Soapy Suds[®] product to pre-treat with.

Practice Activity 2: Wash Clothing in Assigned Washing Machine(s)

Either in groups or individually, under instructor supervision, the learner will wash clothing in the assigned washing machine(s).

Step 1: Determine and add appropriate amount of Soapy Suds[®] detergent.

Step 2: Put separated clothes into separate machines.

- Sub-step 2a: For “whites” add Soapy Suds[®] Bleach for Whites, if desired.
- Sub-step 2b: For “colors” add Soapy Suds[®] ColorLok[™] Bleach for Colors, if desired.

Step 3: Decide whether to add liquid fabric softener during the wash cycle or wait to use Soapy Suds[®] Softee[™] dryer sheets during drying cycle.

Step 4: Add appropriate amount of coins.

Step 5: Choose appropriate wash settings.

Step 6: Start machine

During this practice activity, Instructors will be looking for decision-making on the part of the learner. First the learners have to decide whether or not they want to add bleach in addition to detergent. Then the learners also have to decide when they want to add the fabric softener. If they decide to add the softener during the wash cycle, this arises another decision: at what point during the wash cycle does the fabric softener get added. Finally, the learners have to decide on what settings to wash the clothes. If they choose the wrong the water temperature, they risk shrinking their garments. If they wash delicate fabrics on the regular setting instead of gentle, they risk ripping their garments.

Practice Activity 3: Dry Clothing in Assigned Dryer(s)

Either in groups or individually, under instructor supervision, the learner will dry clothing in the assigned dryer(s).

Step 1: Carefully remove clothes from washing machine; avoid “stretching” clothing.

Step 2: Put clothes in automatic dryer.

- Sub-step 2a: If necessary, separate out garments that should not be dried in automatic dryer.
- Sub-step 2b: If there are garments that are not to be dried in automatic dryer, select appropriate drying apparatus.

Step 3: Place dryer sheet in dryer (if liquid fabric softener was not used during wash cycle).

Step 4: Clean lint trap, if necessary.

Step 5: Add appropriate amount of coins.

Step 6: Select appropriate dryer setting and start dryer.

During this practice activity, Instructors will be looking for learners to remember and adhere to the care instructions they read before washing their garments. Because many items can be washed in a washing machine, but not dried in an automatic dryer, it may be necessary for learners to reread labels before automatically transferring clothes to the dryer. If there are items that need to be dried in a different way, Instructors will be looking to see if learners choose the appropriate method (i.e. hang-dry versus dry flat).

Practice Activity 4: Post-Drying

Either in groups or individually, under instructor supervision, the learner will prepare clothes for later use.

Step 1: Carefully remove clothes from dry (parts of machine may be hot).

Step 2: Clean out lint trap so machine is ready for the next user.

Step 3: Fold or hang clothes, whichever is appropriate.

Step 4: Put clothes away.

During this practice activity, Instructors will be looking for learners to finish up the laundry process. Folding or hanging clothes is important; otherwise clothes will wrinkle and need to be re-washed or dried again to remove the wrinkles. Also, as a courtesy, many laundry facilities wish for people to remove lint from dryers so that the machine is ready for the next person. Furthermore keeping the lint trap clean enhances the life of the machine. Instructors will be looking for learners to perform this consideration.

It is intended that students who do attend the formal instruction, and thus will not be able to benefit from the tutelage of a live instructor, will be able to follow the instructional flowcharts that will be posted in the laundry facilities. Furthermore, students who do attend the live demonstration will be encouraged to pass on their knowledge to other students absent from the live demonstration.

Testing/Evaluation

The evaluation of this lesson will focus on the overall effectiveness of teaching and learning the procedure of doing laundry. In order to properly evaluate the effectiveness of the lesson, varying degrees of formative, summative and confirmative evaluations will be used. It will be essential for each evaluation method to measure according to the standards established by the instructional objectives, and not just evaluate a random aspect of the procedure. The company sponsoring the program will also be interested in how effectively the learners adhere to the SoapySuds© brand name. Therefore, the learning effectiveness will be measured by both formative and summative evaluations, while program efficiency will be measured by summative and confirmative evaluations.

Since the learning materials are new, the lesson will first be introduced into five preliminary locations that meet the standards of a typical learning environment. Here, the effectiveness of the materials will be evaluated for accomplishing the learning objectives and for demonstrating the effectiveness of SoapySuds© products. If the test group does not master the material or become more accepting of the SoapySuds© products, the material will be adjusted and re-tested. Since the material is designed to specifically complete every objective, each element can be adjusted individually if that specific module is the only one not meeting the matching objective. This method allows for a more effective evaluation in accordance with each objective, and a quicker redesign, if necessary.

The formative evaluation will measure the effectiveness of the instructional materials and learner comprehension during the lesson (Morrison, et al, 2001, p. 202). Since each terminal objective of the lesson corresponds to a specific, observable objective, evaluation will be measured during the activities corresponding to each objective (Morrison, et al, 2001, p. 280). Even though the learners will bring different articles of clothing to the instruction, each individual will still be responsible for preparing his/her own clothing in accordance with the terminal objectives.

For example, the learner will need to demonstrate to the instructor with 100% accuracy the ability to prepare clothing for laundering in order to meet the requirements of the first terminal objective. After instruction, each student will be given the opportunity to put the knowledge into practice by sorting clothes, choosing appropriate laundry products and preparing each article of clothing for washing. During this time, the instructor(s) will have the opportunity to observe the learners' level of knowledge based on how each learner is completing the activity.

While the instructor(s) are observing the learners during the activity, groups of learners can assist each other in a positive, social manner, allowing individuals to assess their own performance. Since the program is voluntary, the best measurement of success is from personal assessment or of one's peers.

Formative evaluation will also be used to gather information about the learners' cognitive development. Identifying certain stains/soils or determining appropriate

laundry care products are good examples of the cognitive learning in this lesson. The lesson will be designed to be interactive and informal, so the assessment of each individual's cognitive development will not be measured in a formal test-taking fashion. However, if the instructor(s) notice that a learner is having difficulty grasping any of the cognitive aspects, they can further assist that learner during the terminal objective activities.

Most of the informal assessment of the cognitive learning will be through group interaction and participation. For example, while presenting material about laundry care products, the instructor(s) will ask questions regarding the appropriate product to use with permanent press fabrics with normal stains. This interaction will incorporate the new material (care products) and assess the comprehension of the previous material (fabrics, stains).

Although impacting learner attitudes is not a specific learning objective, observing the learners' attitudes toward the subject is also important. If the learners are inattentive or there appears to be a drop in participation, the evaluation may indicate a need for an alternate motivational technique. The attitude of the student will indirectly affect the successful completion of each objective.

Summative evaluation will determine the learners' overall ability to achieve the learning objectives, in an effective, efficient, valuable and cost-effective manner (Morrison, et al, 2001, p. 276). Since the terminal objectives describe elements that are mostly skill-related, the most effective summative evaluation of the effectiveness of the lesson will be by observing the accomplishment of all of the terminal objectives. This evaluation will be the easiest to gather data since it parallels the skill-based formative evaluation. However, the other 3 issues can be evaluated by having the learners complete a simple survey after completion of the program. Based on the nature of the laundry process, each learner should have ample time to complete the survey during the drying stage in the process.

The value of the program will be assessed by the learners, in an effort to demonstrate to the sponsoring company that students are definitely interested in this type of program. Each learner will be given a questionnaire which will ask them to evaluate the interest and value of both the material and overall instruction on a scale of 1 to 5 (5 being the most valuable). The questionnaire will ask for 10 responses. The learners will also be given the opportunity on the survey to answer two open-ended questions: What is your overall impression of the Laundry 101 presentation? Would you recommend this program to a friend? As a method to promote participation in this voluntary questionnaire, each learner's response will be reciprocated with sample SoapySuds® products.

Confirmative evaluation will be conducted by comparing the sales of SoapySuds® in the market region before and after the program. Since the company is interested in demonstrating a financial advantage in sponsoring a program of this nature, they are interested in whether or not the students will be purchasing SoapySuds® based on the

products' demonstrated effectiveness in the lesson. If the evaluation demonstrates little financial value, the program might be altered to showcase the products more often, or discontinued altogether.

Motivational Strategies

Information used to inform the motivation section of this Instructional Design document is based on J.M. Keller's (1983) article *Motivational Design of Instruction*. He emphasizes the following important principle: "... in instructional design, we must be cognizant of whether we are designing educational situations that are consistent with the type of behavior we hope to observe (p. 400)". The design of this instruction incorporates this principle and is self-evidently relevant because learning is assessed at the place where 'real-world' activity occurs. In addition, the behavior tested during the learning activity is precisely the behavior necessary to achieve task accomplishment.

Attention

Keller (1983, pp. 401-406) highlights 5 important facets to gain the learner's attention:

1. *Balance between the frequency of the use of conflicting instructional elements and the complexity of the stimulation.* The learning needs to be repetitive but should avoid becoming mundane. One way that the instruction will accomplish this is by alternating between instructor demonstration, the use of a learning tool, and learner practice. The instruction will not linger on any one style of teaching for more than a couple of minutes before changing to a different style and so forth.
2. *Emotional element to be weaved into the presentation of new information.* The instruction will make use of personal anecdotes to achieve this. Personal anecdotes should be in the form of testimonials from other college students. One suggestion would be to have an upperclassman at the college testify to the importance of learning to do laundry on his/her own, relating why it is personally important, i.e. using a story of attending a social engagement with a dirty shirt/blouse and being embarrassed about this. (If an upperclassman is unavailable then the instructional materials will include an anecdotal story that the on-site instructor can read to the learners.)
3. *Balance between presentation of new and known materials.* The instruction assumes that the learners will know some basics via the normal experiences of life. Such things include where to find labels on clothing, how to differentiate detergent vs. softener, identifying clothing types and colors for sorting, differentiating between different degrees and types of stains. Question strategies should be built throughout the instruction that will allow these elements to be tied together.
4. *Analogies used to make "the strange familiar and the familiar strange* (Keller, 1983, p. 403)". One of the SMEs compared red wine and blood stains to a scene from a popular movie that emphasized the very difficult nature of these types of stains to 'just wash out' of clothing, i.e. these stains need special attention and treatment. Stories such as these should permeate the instruction to constantly keep the learner's attention.
5. *Encourage inquiry.* Introducing paradoxical elements throughout the development of the module can facilitate this. For example, a natural paradox

exists between the washing of white and colored clothing and how one (white) withstands hot water cycles and the other (colors) do not. Paradoxes like this need to be included in the instruction especially at the beginning of different learning segments as these will help hold learner's attention throughout the course of a segment as they have to wait until the end of the segment to have the paradox resolved.

Relevance

Some of the elements of relevance were discussed in the opening of this section on motivation. Keller (1983) refers to relevance as learners' feeling that "... important personal needs are being met by the learning situation (p. 406)". The facets of relevance discussed here help to address Keller's definition.

Competition is an element that works in some instructional settings (sales training with competitively motivated learners) but can be overblown in many other settings. The fundamental nature of this laundry instructional design does not lend itself to a competitive environment; it is not necessary to use competition in the instruction and competition would not 'fit' in the context of college students learning to do laundry. A cooperative learning environment will be encouraged and can be by having students that are more familiar with doing laundry assist those that are less familiar with the procedure.

The content for this instruction is very straightforward as to the procedure for doing laundry, i.e. if the clothing is white – put in one pile, if dark – put in another pile, etc. However, the instructor's guide should coach the instructor's to allow for some minimal learner exploration where appropriate. For example, the instructor could ask the learners prior to teaching a set of steps how they might do it and why. This motivates the learners to be personally involved and helps keep the instruction relevant.

Students can become de-motivated and disinterested if another student(s) tries to dominate the class. One way to help alleviate this is by assigning certain tasks and roles throughout the instruction. For example, if there is one who is trying to dominate the class by answering all the questions the facilitator could assign that person a role as a note taker for one of the learning segments, recording problem areas for a group of learners that can be reported to the instructor at the end of the lesson. Allowing either the facilitator or a student(s) to control others will de-motivate and cause members of the class to question its relevance.

Adult learners have a need for socialization and assimilation experiences in learning contexts. These types of activities increase the level of relevance for the learners according to Keller (1983, p. 411). First, the learners should be given the opportunity at the beginning of the instruction to introduce each other to the larger group. This could be accomplished by having learners pair up and learn about another then introduce that other to the larger group. Second, the instruction can benefit and maintain relevance by having the learners work in pairs as they do their practice exercises.

Confidence

Continuing to do their own laundry after completing the instruction is largely a matter of the confidence of the learner, i.e. does the learner feel good about their ability to use the learning tools and successfully clean their own clothing after attending Laundry 101? Therefore, increasing the learner's confidence in their ability to successfully do laundry is one of the major goals of this instruction. It is important that the learners experience success in the classroom. The facilitator, therefore, should communicate an attitude that lets the learners feel as though they have succeeded. They need to understand that they're at the learning event to learn, not to be judged. Critique should also be prefaced with what learners did well before moving to what learners could improve on. The overall atmosphere of this instructional design should be to assure success of learning. One way this is achieved is by the development of a learning tool that is essentially a step-by-step flowchart of how to simply and properly do laundry. In addition, the flowchart itself is designed to be user-friendly so that it will be used. Again, the goal is confidence. If the learners don't 'memorize' the procedure they have an easy-to-use learning tool to fall back on. The criteria for assessment is the learner's ability to complete all the steps of the procedure with 100% accuracy. Following the learning tool assures this. In other words, it is easy to score an A+ in this instruction and this should lead to greater confidence and greater use of the procedure in the 'real-world.'

Learners should also leave this program feeling that their personal contributions have contributed to their learning success, as well as program success. Therefore, the facilitators will be encouraged to give specific and personal reinforcement to each member of the class at some point during the instruction. Learner feedback will be received positively. Also, by performing the task itself, which is a requirement of the instruction, the learners will feel that they have personally contributed to their own success because they will have done the procedure in total themselves.

Satisfaction

Enhancing satisfaction in the learners can come from rewarding them appropriately for completing the instructional activity. It was mentioned earlier in the Instructional Analysis document as well as the introduction to this design segment that one of the appealing pieces of this instruction for the students is that they will receive free samples of SoapySuds© laundry products. A packet replete with the instructional aides/learning tools for the laundry procedure, coupons for various SoapySuds© products, as well as the SoapySuds© samples themselves will be handed out to the learners at the conclusion of the Laundry 101 learning segment. It is important to make sure that this packet is not handed out prior to the end of the learning segment in order to hold learners who are only motivated by a free giveaway through the end of the segment.

Additionally, the instructors for Laundry 101 will be coached to encourage larger group to be enthused and positive through clapping after different segments of the instruction. Corrective feedback is to be handled gingerly and in a manner that does not destroy confidence but places the learner back on the correct track. The instructor's guide for Laundry 101 will coach instructors in these techniques and attitudes.

Instructional Materials

A variety of instructional materials will be created for the Laundry 101 program. These will include a set of teaching tools for instructors and learning tools for the students. The samples of SoapySuds™ laundry products will also be included. Basically, the participating colleges and universities will be sent a number of Learner and Instructor Kits based on their corresponding numbers of students and instructors. All kits will be sent to the department responsible for the freshman orientation program at the respective college/university. Included will be an overview letter, meant to be read initially, that will explain the process to the person(s) responsible for administering the program.

Laundry 101 “Packet”

Included in the Laundry 101 “Packet” will be the materials needed to run the program. This will include the Instructor’s Guide, the Learning Aids, and in-field “job” aids which are meant to be used by the students after the program and at the site of unsupervised performance of the procedure. Detailed instructions will be included to direct the trainer as to how to conduct a program, including making sure that head count requirements are met from a SoapySuds© sample standpoint.

Instructor’s Guide

An Instructor’s Guide will be created with the primary intention of making teaching the content as simple and straightforward as possible. The design team for this project recognizes that once these materials filter down to the level of instructor of a college orientation program, this being several layers removed from ourselves; making the materials as user friendly – simple, straightforward – will be a key to making sure that they actually get used at the level desired. With this principle in mind, the Instructor’s Guide should therefore:

- Appear small, simple, appealing through the proper use of graphics, colors, fonts, typeface, etc.
- Be of a reasonable quality, i.e. it cannot use thin paper that is easily torn or of a poor quality binding that can easily be bent or rendered unusable.
- Should consider the setting it will be used in, i.e. primarily it will be used in a wash room of some type so it needs to be easily placed on a chair, top of laundry machine, even the floor by the instructor if necessary. It, therefore, cannot be big and bulky but should be light and small. It should also be able to be easily read from a variety of distances and angles.

The Instructor’s Guide will include: a brief overview of the goal of instruction, the learning objectives, a description of context that tells the instructor where the learning is to take place and who the audience is, and the format of the presentation of the content.

Next, this document will show graphically the various learning tools at the disposal of the instructor, including the chronology for their use. The guide will include callouts of various suggestions and hints for the instructor, such as how to line up the learning tools in the order they will be used. Following this section will be a section that briefly discusses various concepts that the instructor needs to keep in mind that deal with issues of motivation. Examples include: what to do with a dominant student, importance of keeping students engaged, involved, and active with tips on how to do this, etc. The actual content of the instruction will follow in our Instructor's Guide. We will include both an actual script as well as bullet points to guide our instructors. We feel this is necessary, again, because of the varying levels of skill and confidence that we expect at the instructor level; providing an actual script will help the non-confident instructor be able to go through the program whereas the bulleted points can be used by the instructor with more confidence and/or skill. Included in this content section will be the order of the presentation of instruction, suggested questions to ask, practice activities, and the proper use and chronology of the learning tools throughout the program.

Learning Aids

Various Learning Aids will be distributed at their proper time in the program; the Instructor's Guide governs this dissemination process. The general characteristic of our learning aids is that they are color coordinated with a poster-sized flowchart that will be attached to the wall and introduced by the instructor. This flowchart will include the basics steps of the procedure to do laundry that we have outlined earlier in our analysis. The overall sections include Pre-Washing, Washing, Drying, and Post-Drying and each section will be given its own color on the larger poster showing the whole process. As the instructor goes over one of the sections, he/she will hand out a small 'wallet'-sized plastic card that matches the color of the section on the poster. These cards are small so they can be put in a purse or wallet and they are plastic for durability especially considering they will be used around water in a washroom. These cards contain the details of each of the steps of the sections on the poster. They will be referred to throughout the instruction, which will also encourage their use afterwards.

"Job" Aids

The plastic detail cards are meant to be used in the period of instruction but also as a tool in the real world day-to-day grind of doing laundry chores. Additionally, each student will be given their own large sized poster of the laundry process that they can take with them to be placed on the wall of the wash-room where they will be doing their laundry.

Lastly, each student will be given samples of different SoapySuds© products to be used when doing laundry themselves.

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