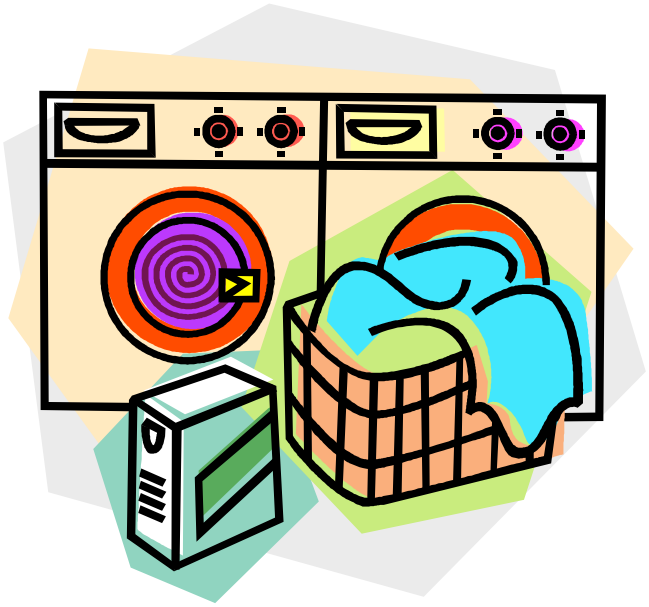
SoapySuds© presents:

LAUNDRY 101

Project Report



R521 Instructional Design and Development

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Design of Instruction

Justification of Approach

The design team of Brent, Cantu, and Jorgensen developed an instructional plan whose purpose was to teach entering college freshmen how to do their own laundry. Our analysis revealed several key factors bolstering the need for this instruction:

- These learners are typically living away from home for the first time in their lives, away from the readily available tools and assistance to do the task.
- Slightly over 50% of new college freshmen go to schools that are more than 50 miles away from home, making it inconvenient to rely on 'home' for laundry help
- Socialization issues (looks, acceptance, overall image) motivate this group; cleanliness of clothing helps socialization.
- Improper clothes washing technique can lead to permanently marred clothing
- Financial factors make hiring out laundry service cost prohibitive for many college freshmen

Each of these points contributed to the establishment of the instructional need; these came from documented statistical and subject matter sources.

The hub of our instructional program includes a live learning event in a realistic context. Instructors affiliated with colleges host a program using an instructor's guide. Students use a student guide and other learning tools. The instructors teach them to do their own laundry and the students practice; this is done at a real laundry room. Students participate in this training as part of their freshmen orientation programs. The SoapySuds© Company is the sponsor of the program. They provide different laundry products in exchange for exposure to a large potential audience of new buyers. Our design team developed the learning materials and will send these materials and the products to orientation program leaders in a learning packet.

The overall approach for this instructional project was based on Charles M. Reigeluth's (1999) model for procedural learning. It was first established that what was entailed in the instruction was indeed a procedure. This was because it is involved with teaching a learner how to do something; it is largely a process or a method. Additionally, the method for doing laundry offered is a branching procedure in that it involves steps and processes that require decisions to be made at different points in the process; these decisions affect the way subsequent steps are done. Lastly, this procedure entails a combination of both physical and mental activities.

The Reigeluth approach was chosen over the minimalist approach for the following reasons:

- John Carroll's (1992) minimalist approach is better suited for a situation in which the learners have ample time to explore and experiment. The Reigeluth method is more straightforward, i.e. present generality, demonstrate the task, practice,

give feedback. Based on the context of the learning our group felt that the learners would be 'captured' for this instruction only for a brief time period.

- Carroll's minimalist approach assumes learner mistakes are more than likely to occur (although, in fairness, there are techniques to minimize and/or mitigate mistakes built into Carroll's method). It is recommended that if the results of mistakes might be costly then the minimalist method should not be chosen. Since the potential exists for clothing to be permanently ruined during the washing procedure our group felt that a more controlled approach like Reigeluth's should be chosen.

Major Instructional Decisions

Dr. Reigeluth's instructional design method includes 5 major stages: needs analysis, task analysis, presentation, practice, and feedback. Under each of these elements there were major decisions that had to be made.

Needs Analysis

The first major step of Dr. Reigeluth's model is the formal Needs Analysis. Included in this are the learner analysis and the task analysis. Our learner analysis revealed that most of our learners would have a rudimentary understanding of the procedure for how to do laundry. It was determined that we could assume a large majority of the learners would approach the learning event with the following skills:

- 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)

This information helped us to determine the starting point for our instruction. Additionally, it informed us of certain things we could assume about the learners alleviating unnecessary content in the actual material used at the learning event. Also, because our learners were adults we felt it necessary to encourage adult learning ideas such as socialization, relevance, and experiential activities into the learning.

Task Analysis

In our task analysis the actual procedure was carefully examined and laid out in full detail. Further sub-tasks and points of differentiation (places where learners have to make decisions that affect the direction of the procedure) were identified. Because the actual list of steps to properly do laundry ended up being quite extensive our group decided that it would be best for both learners and instructors to section the steps into broader categories that could be more easily grasped; we referred to these as the stages. This 'chunking' of the content also involved the breakdown of the order for the detailed elements of the procedure. For example, we struggled with whether we should have the learners sort laundry based on type of stain or garment first. Ultimately, we

decided garment type made more sense because sorting by stain first would require resorting by garment and then stain again.

The actual stages of the procedure ended up as:

- Pre-washing
- Washing
- Drying
- Post-Drying

Presentation

The guide for the design of our presentation material was our learning objectives. We chose the alternative objective strategy described by Morrison, Ross, and Kemp (2004, pp. 116-117) that utilizes terminal and enabling objectives. We felt this strategy helped us organize our objectives along the lines of the four major categories of our instruction; terminal objectives focus on each of the four stages; enabling objectives supported these. This helped to give precision and cohesiveness to each area of the content. As they describe, “More than a single terminal objective may be necessary for accomplishing a general purpose” (Morrison, et al, 2004, p. 116). Our design team felt the general purpose was accomplished using this objective style.

The presentation of the material consists of live classroom instruction in a laundry facility. Additionally, two major learning tools are appropriated to assist with teaching the content. One is a wall chart and wallet-sized plastic card showing the order of the steps. The other is a student guide that goes into more detail about the procedure; this is designed to be used concurrent with the actual live instruction.

Live instruction as the primary method of teaching the procedure was chosen because our team felt that we could best parlay this training with college freshmen Orientation Programs. These programs typically have formal activities during the first weeks of college life and the audience would be captured. Live instruction also permits actually practicing the procedure with the learners’ own clothing in the presence of an instructor.

The learning tools mentioned above, particularly the wallet-sized card, were chosen to give the learners a learning aid they can use the next few times they do their laundry so they can get the basic steps down. A major decision for our group was how detailed this tool should be. We determined not to make a prescription for the procedure itself. First, this could not properly be done in a written pocket tool format because written instruction cannot properly capture nuances of doing laundry like determining the depth of a stain. Second, a written prescription would obviate the need for live instruction and the necessary supervised practice and evaluation. We settled on a tool that listed the four major stages of doing laundry with the significant steps of each stage listed. The listing serves as a reminder of what to do next but not a prescription of how to do it. We decided to make the card of a durable plastic so it would not be ruined in the laundry environment. It gives the learners a tool to reference as we felt a mnemonic was impractical for this instruction but that some sort of ‘on-the-job’ instrument would be

helpful. Also, this tool negates the need to memorize a large list that if not properly recalled could lead to ruined laundry.

Practice

Reigeluth's model calls for practice activities to be as close to the real-thing as possible. This is another reason that our design team chose live instructional activity in the laundry room setting mentioned above. Specifically, we organized the instruction in such a way that practice would follow explanation and/or demonstration of a task, all in the environmental-context of what the learners encounter in the real world. In many cases, such as instruction done in dormitory laundry facilities, the setting for the instruction and the place where the learners do the procedure on their own is identical.

Feedback

During each of our four steps of instruction we include times for evaluation. Evaluation immediately follows a practice activity. We developed a checklist evaluative tool designed to be used by the instructor. In the case of very large classes this tool could even be used by different learning groups to self-evaluate. This is mentioned because it is during the evaluation times that feedback can be given. Errors can occur at almost any step of a procedure, so we felt like it was important to break up the procedure practice activities and evaluative steps to help isolate specific procedural pieces. This will better help instructors to identify specific troublesome areas for learners and get those corrected before proceeding. Additionally, we built throughout the instruction several question and answer segments so that instructors could solicit learner input and then provide feedback to that input.

Development Decisions

Development decisions for our project that our group felt were noteworthy all fall under a general category of the *Delivery System*.

Delivery System

The Delivery System is about the methodology and rationale behind the tools and mediums used to actually present the instruction. Three major areas of decision making for our group dealt with instructors, the instructor's guide (particularly its visual layout), and two of the visual learning tools we employed.

Instructors

The following questions were asked about instructors in our Oncourse ADDIE Development explanation (see https://oncourse.iu.edu/spr2005/oncourse.asp?button=intouch&content=scripts%2Fintouch%2Easp&help=intouch%2Foverview%2Fdefault%2Ehtml):

- Are they qualified for this type of instruction?
- Must a Train The Trainer class be given to bring the instructors up to par?
- How long will it take to bring them up to par?
- How many instructors are available for this instruction?

In our case for this instruction the instructors are a concern our group shared. This was because we were designing an instructional system that would be shipped out to college campuses all over the country. Practicality prohibits meaningful controls on the part of our design team, i.e. we do not have the peoplepower to travel to several hundred sites to make sure the instruction is being presented properly and that instructors are adequate. A degree of trust is assumed on our parts.

We also do not have the ability or resources to do a train-the-trainer type of program for instructors at this time. If our evaluation activities (when we do pilot runs of the program) show that our instructors are struggling there is the chance that a possible distance learning activity could be undertaken to help the instructors become better equipped.

The instructors are targeted to be people who conduct campus orientation activities for entering college freshmen. So, we can reasonably assume that the people doing the instruction for *Laundry 101* have a degree, although varying, of experience in leading learning activities. Furthermore, with these issues in mind, we developed the learning packet, especially the instructor guide, to be as user friendly and self-explanatory as possible. We feel like we have created a product that will be so easy to use for someone who has even minimal experience leading learning activities that the need for further instructor training will not be necessary. In fact, an instructor should be able to conduct this learning event with as little as 15 minutes of preparation time, although ideally an instructor would go through the entire procedure him or herself at least once before leading a *Laundry 101* program. At least one instructor will be available to teach

this program as the colleges and universities have at least one person (usually more) in charge of running freshmen orientation programs.

Instructor Guide

As mentioned the Instructor Guide is meant to be extremely user-friendly because of the nature of our instructors and our loosely controlled learning situation. Its ability to be easily used is key for the success of the program.

One way our design team took on the task of making this guide and the student guide highly functional was through the employment of PARC visual design concepts. Following is a brief description of how this was done:

- Proximity – we grouped related elements and set them apart from unrelated elements on each page of the instructor's guide. Icons were set always on the left side of the pages while descriptive text was always on the right side, adjacent to the appropriate icon.
- Alignment – we also lined up the icons and in similarly sized and spaced tables from top to bottom.
- Repetition – throughout the instructor's guide we made use of iconic repetition. For example, every time the instructor was to refer the students to their student guide workbook the instructor was cued to do this through a specific icon.
- Contrast – in situations where we used text cues in a similar manner to icons, i.e. cue the instructor to do something specific, we set these text cues apart from other text by using a contrasting font, text size, and highlight.

Following is a sample page from our instructor guide with callouts highlighting and demonstrating the incorporation of these design features:

Alignment – icons and text similarly aligned in tables

Step 1 – To Wash or Not to Wash? That is the Question.

Say	So let's get started with our first step!
Ask	How do we determine if the garment(s) can be machine-washed or not?
	*Remember to wait… with candy ready*
	**Inform** class that the Symbols Chart can be found in the Student Guide.
Answer	You need to look on the 'care label'. If it has this symbol *(point to Symbol Chart)*  or wording then you can NOT machine wash it, it will need to be dry-cleaned. So go ahead and check your clothing's 'care labels' for the symbol or wording and set aside any dry-clean only garments.
	Give students time to check their labels and encourage them to ask each other for help if needed. Then have them inspect the piles created by their peers for accuracy. Solicit feedback from group on accuracy.
Say	Before we move onto the rest of our pre-washing steps, there are a few things we need to do to prepare our clothes to go into the washing machine: ✓ Close zippers, buttons, snaps and other fasteners ○ This is important because metal fasteners can scratch the inside of the machine while Velcro fasteners can get lint embedded into the Velcro which can make the Velcro less sticky. ✓ Empty pockets ○ You definitely don't want to leave ANYTHING in your pockets! Items like gum or lipstick can ruin your entire load of laundry! ✓ Remove belts, pins, and other ornaments ○ Items not sown into the garments can come off and get lost in the machine.

Contrast – call outs and text differentiated by font size and highlight

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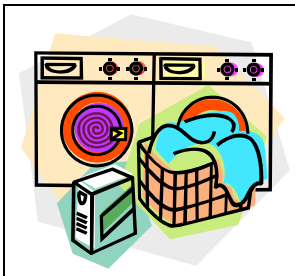
Visual strategies

Our group also employed the use of visual tools to learn. We created a flowchart of learning and cue cards with various symbols like  which means you can NOT machine wash. This type of tool helps the instructor to show the students what to look for on garment care labels and not have to rely on merely a verbal description. At the point in the instruction when it helps to use the symbol the instructor is prompted to hold up a large poster sized picture with the symbol on it. This is a general use of a visual instructional strategy for learning.

Another piece we developed was our flow chart in wallet-size and wall-chart-poster-size. Its rationale in the instruction scheme has been discussed. Its visual design was based on the aesthetic principle of balance, symmetry, harmony, and unity. Shown below, it gives a nice simple view of the procedure that is uniform (each segment makes use of similar looks in icons, font size, etc.). In addition, it harmonizes with what we're instructing and while the steps are separate they all contribute to a unified outcome, i.e. clean clothes. These design features will help students to more easily use the tool.

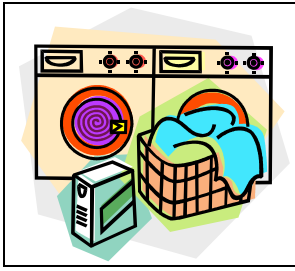


STEP 1 – Pre-Washing:

- Machine or Hand Washing?
- Sort – color, fabric type, degree of soiling
- Prep clothes
- Sort – load size
- Select SoapySuds© product
- Measure product(s)

STEP 2 – Washing:

- Place clothing in machine
- Choose appropriate wash setting
- Start Machine



STEP 3 – Drying:

- Avoid 'stretching'
- Place clothes in dryer
- Clean trap
- Select setting

STEP 4 – Post-Drying:

- Remove clothes
- Clean trap
- Fold or hang clothing
- Store clothing

Materials Maintenance and Distribution

Our design team will maintain the materials for the learning activity. We will fulfill terms of a maintenance contract with the SoapySuds© laundry company. This contract has us monitoring the results of instruction so that we can alter our course materials as needed. We plan on using summative evaluation from the first launch of the program to help us determine things like if we need to do some sort of Train the Trainer program for our instructors in a distance learning format. We also expect feedback to tell us how we can make different learning tools like the instructor's guide, student workbook, and visuals to be more user-friendly.

Another issue is that the distribution of the materials can be labor intensive. Learning kits need to be put together with all of the tools necessary to do a program, including product samples and instructional materials. These kits will need to be assembled by hand. Additionally, arrangements need to be made with SoapySuds© to provide the samples in a timely manner. Arrangements have been made to use summer interns that SoapySuds© uses in their intern program to help with these tasks.

There is also need for an extensive mailing list to be maintained. We have estimated that there are approximately 375 formal college / university freshmen orientation programs across the United States. Addresses and contacts need to be established and properly maintained. Again, SoapySuds© intern program will provide manpower to do the initial setup of the mailing lists. We will use a data base program to store this information and our group will be responsible for its updating throughout the year to insure delivery accuracy when kits are mailed out during the mid-summer time period. Mid-summer mail-outs insure the kits arrive on the desks of the orientation program managers at the end of July / early August. This assures that they are there with approximately 3 weeks to spare.

Formative Evaluation

Throughout the process of designing the instruction for *Laundry 101*, our team used different methods for gathering formative evaluation. As stated in Morrison, et al, "Formative evaluations are most valuable before instruction is fully developed, when it is inexpensive to make changes." (2004, p. 209) Evaluating the design at every step of the ADDIE model ensured an effective and efficient instructional delivery.

Content Accuracy

The accuracy of the content was evaluated during the task analysis phase. We consulted our subject matter experts (SMEs) through informal interviews before, during, and after the analysis. Upon completion of the analysis, the SMEs verified the accuracy of our content. The SMEs also suggested that the instruction should focus on easy-to-apply laundry concepts, which would mean less attention to some concepts like *how detergent works or how undiluted bleach can damage clothing.*

Instructional Quality

Our team evaluated the instructional quality after we had developed instructional materials. We chose a pilot program as a method of measuring the effectiveness of the content, the instructional materials (student and instructor), the assessment materials, and the presentation of instruction.

The instruction was presented by a college senior, who serves as a residence hall activity coordinator and has had first-hand experience with the dangers of doing laundry without proper instruction. Since the instruction would be ideally presented during orientation week, our group decided that instructing current high-school seniors would be closer to our target audience than current college freshmen. However, we did not overlook the college freshmen, and the pilot audience was split between 4 high-school seniors (three males, one female) and 2 college freshmen (one female, one male).

As expected, the pilot audience had varying levels of experience; the college freshmen were already moderately-versed in many of the concepts and procedures associated with laundry, while the high-school seniors all had little experience with the concepts associated with laundry. One of the high-school males professed a knowledge of laundry with the following list of procedures: 1) Put clothes in hamper. 2) Mom takes clothes hamper. 3) Clean clothes end up in a pile on my bed. Another high-school male admitted he knew laundry involved a washing machine, detergent, and "…something about not washing dark clothes with white clothes." Even the college freshmen admitted they would deliberately wait to do laundry until they went to their parents' home.

The instruction was presented in a college dormitory lounge, which was adjacent to laundry facilities. The instruction could not be presented completely within the laundry facilities because current students were already doing their laundry, and the washing machine noise could have been too distracting or bothersome.

At the end of the instruction, the students were asked to complete their course evaluation. The instructor completed her assessments throughout the instruction, and provided feedback for each activity and objective. The instructor was also informally interviewed after the instruction for additional comment, suggestions, and observations.

Overall, the students believed the instruction was informative and entertaining. The activities and instruction even attracted the interest of other nearby college students who were doing their laundry! All students felt there was a lot of hands-on demonstrations and activities, and they enjoyed the games and giveaways. All of the students (even the passer-bys!) felt they learned something valuable about the different steps in the laundry process.

Visual Quality

Although the evaluation materials did not specifically ask for an evaluation of the materials, the instructional designer asked everyone at the end of the instruction for their opinions. Most of the students believed the materials should have been “jazzed up” but that the current material design did not prevent them from learning or taking notes. They all believed the materials provided valuable information and poignant illustrations, especially for the garment care symbols. The instructor believed her materials were lengthy, but added that length made sure the instruction was thorough.

The two college freshmen commented that more visual examples of stains and stain removal should be included in the demonstrations. Since they had a little more experience in doing their own laundry, they had come across some stains that would not come out completely after washing.

Usability

The course evaluations indicated that the overall instruction was useful. Most of the high-school students indicated that they would be likely to use the flowchart included in the student materials at least the first time they did their own laundry. The college freshmen also indicated that they would likely refer to the workbook for topics like preparation and loading the washing machine.

The instructor also praised the flow of the instructor materials, especially the indicators for soliciting feedback or interaction during the instruction.

Appropriateness of Objectives

The appropriateness of the objectives was mostly evaluated by the instructor, but the students provided a small amount of feedback, too. The instructor used the lesson assessments found in the instructor materials, and found that most of the objectives and activities were completed. The two enabling objectives that the students showed the most common difficulty with were 1) preparing the clothes for washing (p. 17-18), and 2) removing clothes from the washing machine using an anti-stretching method (p. 38). The instructor commented that the reason for this might be a lack of instruction or demonstration about what the possible results could be for not paying attention to those

steps. Otherwise, all students were able to accomplish the objectives. The instructor added that all of the objectives were appropriate for both the learners and the content. The students indicated in their evaluations that they feel they will be able to implement laundry steps when they do their own laundry. They also felt positive about the instructor's communication of the learning objectives.

Evaluation Findings

Residence hall activity coordinator, Jennifer Lange, taught our pilot SoapySuds© Presents: *Laundry 101* course to a group of six students. The students were either college freshmen or high-school seniors, and the majority were males. While the students were participating in activities, the instructor evaluated the students' application of learning material and provided appropriate feedback. The students were also able to evaluate and assist their peers' performance in each activity. At the end of instruction, the students and instructor completed a course evaluation, which was included with the instructor and student materials.

Observations

Instructor Feedback

Overall, the instructor was pleased with how thorough the materials were, and that the assessment forms provided enough flexibility to grade individuals or the whole group. She also appreciated the space for immediate comments for each activity. She also indicated that this is a fairly simple procedure for the target audience, so overall effectiveness should always be near perfection.

Our instructor suggested a few changes to the Instructor guide. These include:

- Include more demonstration for the effects of not properly preparing clothes for washing (p. 17-18) or removing clothes from the washing machine using an anti-stretching method (p. 38).
- Provide more examples and detail of alternate drying methods. Since winter is sweater weather and will be a long time after the instruction, providing emphasis on these methods will allow the students to absorb it to use months later.
- Provide alternate icebreakers just in case the students have already played one (or both) during orientation week.

The following is a table of the instructor's observational assessments of the instructional application. The numbers indicate a number of students. The comment and feedback spaces have been deleted if no comments were made.

Table 1

Lesson 1

SKILLS	YES	NO	GUIDELINES
The Participant…		**Look for…**	
1. Separated dry clean from machine wash garments	6		• Labels that have wording or symbol 1 should be in a dry cleaning pile. • All other garments should be in machine washing pile.
2. Sorted the machine wash clothes by color, fabric type, and amount/type of soil	6		• Color separation should be based on white, colorfast colored, or dark. • Fabric type separation should be based on whether the garments are normal, permanent press, or delicate. • Amount/type of soil separation should be based on whether the clothes are soiled in the following: lightly soiled (normal everyday usage), medium soiled (dirt spots), heavily soiled (grease or oil spots; dirt that is 'ground into' the fabric's fibers.
3. Prepared clothes for washing	3	3	• Make sure that zippers are zipped and buttons are buttoned. • Belts, ornaments, pens, etc. should be removed from external portions of clothing. • Pockets should be cleared.
Comments and feedback	Most students said they check their pockets before placing clothes in hamper. Some couldn't understand why zipping zippers or button buttons was necessary.		
4. Sorted garments by size of load.	5	1	• Each load should be < 4 lbs. • Students should load washing machines in increments.
Comments and feedback:	The two college students indicated that they were used to saving a little money by loading the washer a with a little more than they should.		

Table 2

Lesson 2

SKILLS	YES	NO	GUIDELINES
The Participant…			**Look for…**
1. Separated non-bleachable from bleachable clothing	6		• Garment labels have symbols or wording indicating whether or not bleach can be used: •  ok to use bleach •  ok to use NON-CHLORINE bleach •  NOT ok to use any type bleach • garments not to be used with bleach are dark in color or that have printing.
Comments and feedback:	The two college students knew they weren't going to use bleach. Persuaded them to participate because they might need to know one day, or so they can help their friends.		
2. Selected correct products in right amounts for their partner's clothing	6		• Use usage and measurement guidelines from the usage direction labels on the following products: SoapySuds© Powder Detergent, SoapySuds© Liquid Detergent, SoapySuds© Delicare™, SoapySuds© Stay 'N Out™ Pre-Treater, SoapySuds© Softee™ Liquid Fabric Softener, SoapySuds© Softee™ Dryer Sheets.
Comments and feedback:	Students reacted well to this activity. They enjoyed the "power" of selecting products for someone else.		
3. Loaded washing machines	6		• If machine has automatic dispensers, use bleach, color enhancement, softener, etc. according to machine instructions. • If no automatic dispenser prepare additive product(s) to be added at proper cycle time.
Comments and feedback:	No one opted to use bleach, but I pointed out the automatic dispensers anyway. Only one student used the automatic fabric softener dispenser.		
4. Chose appropriate wash cycle	6		• Temperature based on color (cold – dark fabrics, warm – colorfast, hot –white) • Cycle based on load type (regular cycle – default, permanent press – artificial, delicate – knits, lingerie) • Wash speed for regular vs. delicate fabrics
Comments and feedback:	All students understood the importance of choosing the correct wash cycle for their clothing.		

Table 3

Lesson 3

SKILLS	YES	NO	GUIDELINES
The Participant…			**Look for…**
1. Removed clothes from washing machine using anti-stretching technique	5	1	• Clothes should be eased, not jerked or pulled, away from washing machine drum • Clothing should be gently unwrapped from agitator • Clothing should be wadded before being removed from machine
Comments and feedback:	Students admitted it was hard to fight the instinct to just pull the clothes out of the washing machine.		
2. Separated clothes that can be used in automatic dryer from those that can not	6		• Look at garment care labels. Do NOT machine dry if these symbols  are present
3. Cleaned the lint trap	6		• Lint trap is free of debris
Comments and feedback:	Some students found it interesting that lint buildup can cause fires.		
4. Selected appropriate dryer setting	6		• Regular is best for cotton fabrics • Permanent Press has a “cool down” period to minimize wrinkles in permanent press fabrics • Delicate has a slower tumble at a lower temperature
Comments and feedback:	Some students chose “Permanent press” even though they didn’t need it; they liked the idea of minimizing wrinkles.		

Table 4

Lesson 4

SKILLS	YES	NO	GUIDELINES
The Participant…			**Look for…**
1. Removed clothes from dryer, drying rack, or clothesline	6		• Verification that drying implement is cleared.
2. Folded or hung clothes	6		• Clothes folded seam to seam OR by 1/3’s • Permanent press fabrics hung on hangers
Comments and feedback:	A couple of the students worked in department stores, so they volunteered showing some of their folding methods.		
3. Acknowledges clothing should be stored in proper space	6		• Verification that the learner knows this

Participant Feedback

Overall, the participants believed the instruction to be valuable, interesting, and relevant. Many also enjoyed the interactive presentation method. The students who already had experience doing their own laundry commented that they learned more about sorting laundry and loading the washing machine.

Some of the students wondered about how laundry care products actually work, i.e. how detergent removes stains, how bleach can ruin fabrics, why detergent works better than regular soap. However, they also acknowledged that the course content was probably not designed to be that specific.

The following charts and graphs represent some of the feedback we received from participants. The table that follows summarizes overall feedback along with comments from participants.

Figure 1 represents participants' response to the question: *What percentage of this course's content was new to you?*

Figure 1. Overall Workshop Experience

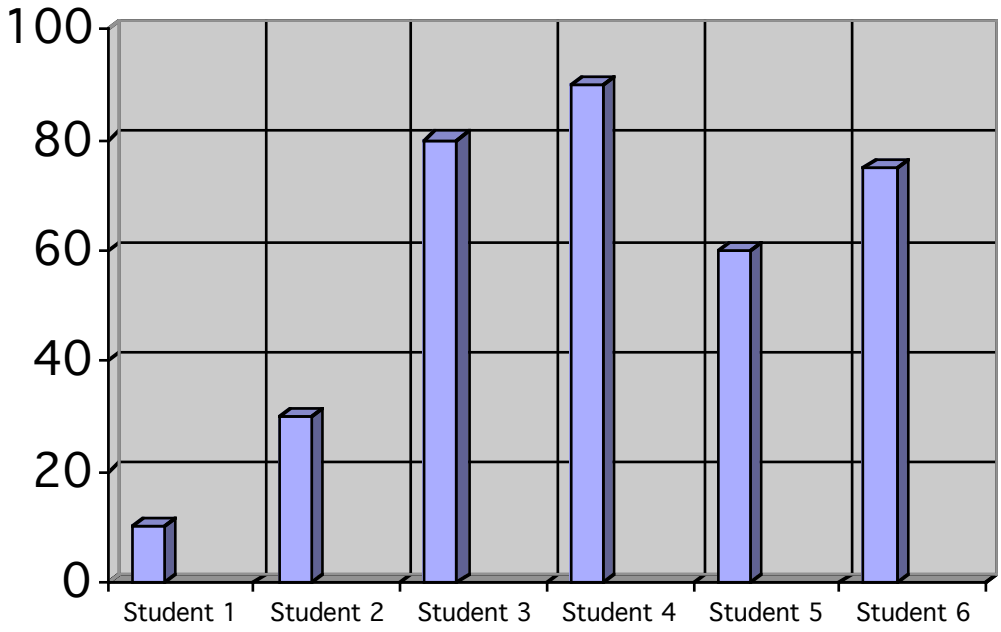


Figure 2 represents participants' response to the question: *What percentage of this course's content do you feel you will retain?*

Figure 2. Learning Experiences Accomplished

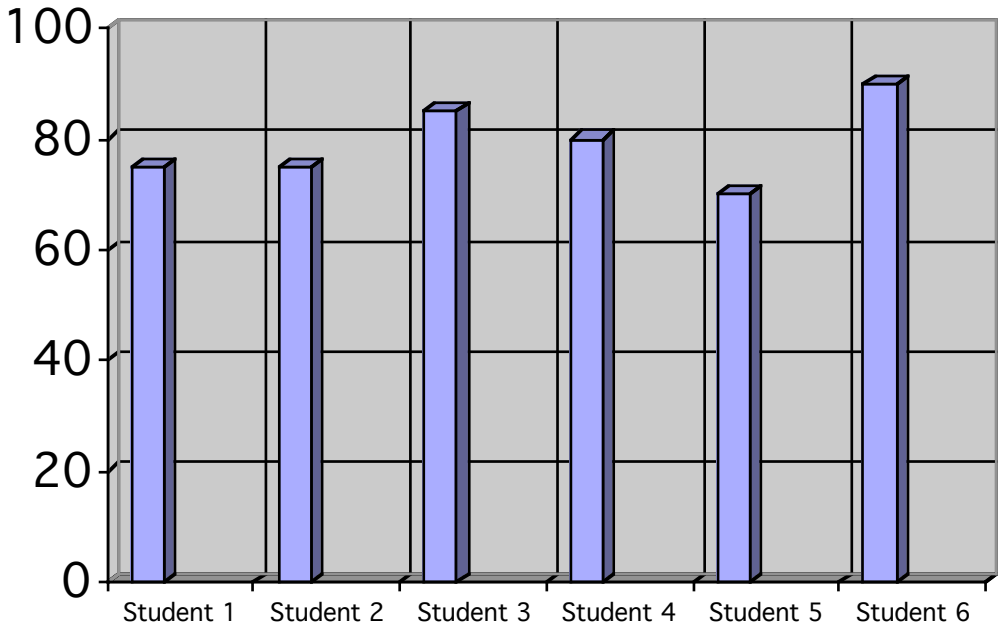


Figure 3 represents participant's response to the question:
What percentage of this course's content will you use when you do your own laundry?

Figure 3. Lessons Were Meaningful and Applicable

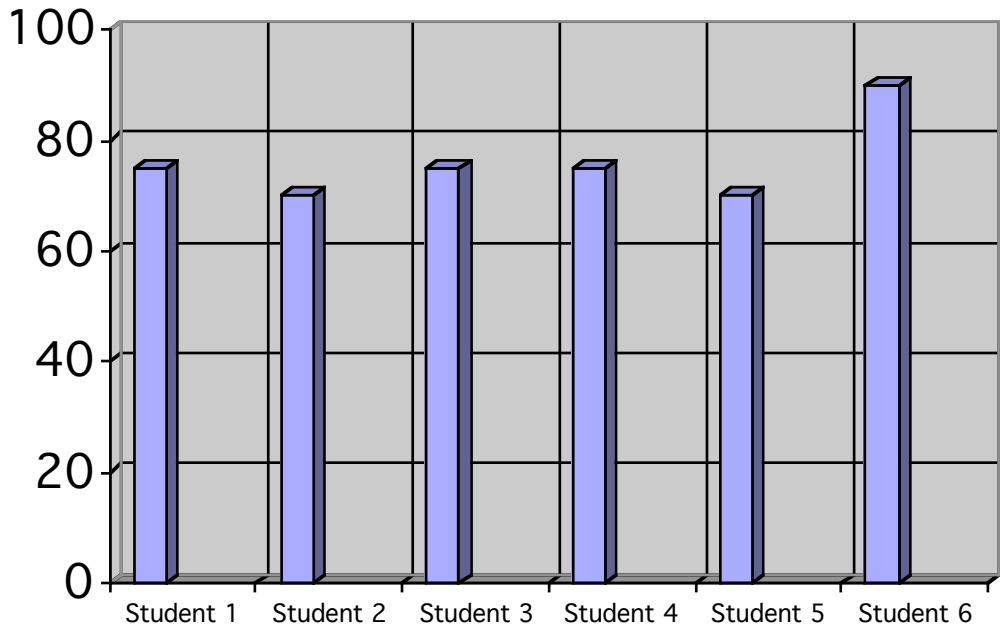


Table 5. Participant Course Evaluation

lease take a few minutes to complete this form and offer your feedback. ead each item carefully and select the rating that most reflects your pinion.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
verall Course Content	1	2	3	4	5
aundry101 was a course that had information that I needed.				**5**	**1**
feel as though I will be able to implement laundry steps when I do ıy own laundry.				**3**	**3**
he course content used relevant, real-world examples and cenarios.				**6**	
he course content was not well organized or sequenced.	**2**	**3**	**1**		
here was too much information to be presented in the time given.		**1**	**5**		
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
ıstructor Staff	**1**	**2**	**3**	**4**	**5**
he instructor(s) adequately communicated the learning objectives.				**4**	**2**
he instructor(s) displayed professional behavior, attitude, and ppearance.				**6**	
he instructor(s) did not ask questions or elicit feedback from the lass.	**4**	**2**			
he instructor(s) seemed knowledgeable about the topics presented.			**1**	**4**	**1**
would feel comfortable following up with the instructor(s) in the ıture.			**2**	**4**	
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
earning Environment	**1**	**2**	**3**	**4**	**5**
he classroom/washroom was free from distractions and ıterruptions.		**1**	**4**	**1**	
he classroom/washroom temperature, lighting, etc was/were istracting and not conducive to learning.		**4**	**2**		
he arrangement/configuration of the classroom(s) promoted articipation.			**1**	**4**	**1**

Topics that were most useful/valuable to the participants:

- Loading the machine
- Different laundry care products and their best uses
- Sorting, especially sorting different types/amount of stains
- Difference between different wash cycles

How participants will use the course content:

- Will be more careful loading machine, so clothes don't wrap around agitator
- Will be vigilant in pre-treating stains
- Will be sure to check care labels
- Will fold clothing to avoid wrinkles

Some suggested changes from participants include:

- Some of the questions could be explained a little better
- More demonstration about air-drying methods
- Maybe less words in the workbook; more room for taking notes
- Workbook was a little “blah”; needs more color or pictures

Designer Feedback

Our designer did not directly participate in the instruction, but was near enough for observation. The designer decided to let the instructor carry out the instruction like any other activity she would orchestrate. Afterward, the designer informally interviewed the instructor and students for true participant feedback. Overall, our designer believed the instruction was effective, valuable and entertaining. Since the instructor was so skilled in interacting with college freshmen, she was able to make the group feel right at home.

The only suggestion our designer could offer to this instructor would be showcasing the SoapySuds© products more often, or displaying them in a way so more people could see them. The instructor lined up the products on a table, and although all six participants could see them well, a similar display might not be as effective with twenty or more participants. Another way of demonstrating the effectiveness of the SoapySuds© product line would be pre-treating and washing a wide variety of stains. This would also give a more thorough demonstration of the types and treatments of stains.

The instructor might need to take a little more time to stress the topics so the students can have time to take notes. The pace was quick enough to be lively and interactive, but the interaction provided less time to take notes in the workbooks.

Revisions to Instruction

Student Workbook

- Streamline the workbook using quick bullets to allow students to interact more and still take notes of what's personally meaningful.
- Make the student workbook as interesting to read and follow along as the instructor guide; more color and pictures.

Instructor Guide

- Reword some of the questions so they are easier to understand
- Provide alternate icebreaker activities.
- Provide another final student assessment to assess student performance without instructor assistance (if time or facilities permit).
- Provide visual examples that differentiate different soiling/stain examples on clothing.

Assessments

- Provide one more final assessment for the instructor to assess student performance without instructor assistance (if time or facilities permit).
- Include a question about the likelihood of learners purchasing or using SoapySuds© products in the future.
- Add to the evaluation rating tool (level 1 form) questions about the helpfulness, usability, and quality of the materials like the student workbook, the wall chart, the icons of garment labels, and the wallet-sized tool.

Team Member Contributions

This report is a result of the combined efforts of Team B.

Alvin Brent –

- Wrote sections of project report, including:
  - Design of Instruction.
  - Development Decisions.
  - Materials Maintenance and Distribution.

Christine Cantu –

- Edited and formatted project report.
- Compiled PowerPoint presentation.

Nate Jorgensen –

- Organized test workshop, including recruiting instructors, students and place of instruction.
- Conducted post-workshop interviews and evaluations.
- Wrote evaluation findings.

References

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