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SLIS 574 / Instruction 1

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Self-Paced Learning Experience

Overview

Morgan's First Gift is a charity based in Winchester, Indiana. They provide layettes for under privileged babies born at the Randolph County Hospital. These layettes include items such as pajamas, wash clothes and soap, an outfit and a warm blanket or quilt. Shirley Ertel, Morgan's First Gift founder asks for volunteers around the community to sew, knit or crochet these blankets and quilts for the layettes. Farmland Public Library would like to start supporting this charity. Sewing days will be offered at the library for community members who wish to participate. For those looking for a quick and easy project to sew, I have created a tutorial for the Super-Sized Nine Patch baby quilt. Sewers can watch this video and create the quilt(s) at home on their own or watch it before the sewing day to have an idea of what they will be doing during the sewing day.

Instructional Design Model

I used the ADDIE model for my instructional design.

Analysis – Many members of the community have expressed an interest in contributing a handmade baby quilt to Morgan's First Gift but follow up with the statement of "but I don't know how to quilt" or "but I don't have time." These statements are proof of the *need* for an instructional session to show these individuals a quick and easy way to complete a baby quilt that can be donated to Morgan's First Gift. The goal is that after watching the tutorial the individuals will have the information and confidence they need to complete one or two baby blankets. For this session, I chose to do a video using photographs from the actual process of creating the blankets with audio narration to walk users through each step of the process. I not only indicate the right way to do things, but also the wrong way that things might be done so the user can, hopefully, avoid those mistakes that I've seen others make in the past. My plan for this instruction included planning for the format of the tutorial, designing the web-site, gathering materials for the creation of the baby quilt used in the tutorial and finally, creation of the tutorial itself.

Design – After the analysis, specific learning objectives were mapped out and plans to utilize a video based within a web-page was determined.

Develop – Content was developed and the video was created. This content was then transferred to a web-page for access by anyone who wishes to learn to make a Super-Sized Nine Patch baby quilt.

Implement – Upon completion, interested patrons will be guided to the web-site and encouraged to watch the video presentation. The tutorial will be marketed heavily prior to a library sponsored Morgan's First Gift sewing day.

Evaluate – Those who have been directed to the tutorial will be asked for feedback by library personnel during the sewing day. They will be asked if there are any parts that need clarification and if the detail included in the instruction was adequate. Less formal evaluation will include the staff and volunteers observing sewers during the sewing day. How many questions are asked that could have been better addressed in the video, are quilts completed in the estimated time frame and what is the quality of the finished product.

The ADDIE Model was a useful method to map out where I was going and how I was going to get there. It gave me direction to make sure that I was using the right instructional method and meeting the needs of the audience. This model would be useful for any subject matter where instructional design was needed.

Established Need

Library involvement in community projects is an important partnership. It is valued by both the partnering organization and patrons. In a case study done by Sung and Hepworth, "elements of community engagement include:

- Belonging: feelings of ownership and the emphasis on relationship-building between the service and the community.
- Commitment: the degree of commitment to the project by the relevant stakeholders.
- Communication: the way in which the service communicated with the community.
- A flexible approach: a variety of methods that were employed to engage with the community and to work in partnership.
- Genuineness: authenticity or a true reflection of what was said to be.
- Relevance: the degree of relevance or benefits of the project to relevant stakeholders.
- Sustainability: the continuity of the project and the impact of the project on relevant stakeholders" (4).

I have attempted to model my instruction and the partnership with Morgan's First Gift to incorporate many of these elements and meet the need of the community both for patrons who wish to help the charity, those individuals who receive benefits from the charity and the charity itself.

Teens specifically can benefit from involvement in community activities. "Learning about community organizations, helping those organizations, and seeing the fruits of their labor may encourage teens to participate in community service… The library can start paving the way for teens' interactions with community organizations simply by making teens aware of the existence of those organizations. First, the simple act of displaying organizational brochures and flyers can catch a teen's eye" (Mulder 25). This tutorial could be watched by teens and implemented in a teen program with a sewing day specifically for teens.

Audience Characteristics

Because of the nature of the project, the target audience will be assumed to be predominantly female. The instruction will be based on the audience having *some* knowledge of sewing. The Super-Size Nine Patch quilt pattern will be taught in depth but tools, sewing terms and the working of the sewing machine will not be covered. (Those who do not have basic sewing knowledge can receive additional help and instruction during the in-house sewing day.) Therefore, I will state my target

audience as amateur to experienced sewers, excluding novice sewers (defined as those who have never sewn before). After implementation of this tutorial, a "beginners guide to sewing" tutorial could be added to the web-site to assist those who need additional help with the tools, terms, etc.

Standards

This instruction meets standards created by the American Association of School of Librarians (AASL). These standards state that learners will:

1. "Inquire, think critically and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth." (Lamb)

Learners will gain knowledge while working through the tutorial, they will be able to apply that knowledge to the creation of a baby quilt of their own making and make decisions along the way concerning the construction of the quilt. Upon completion, they will be able to share their knowledge with others and will be productive members of the society by contributing to a worthwhile charity. Personal growth comes in the knowledge gained, the confidence gained upon completion of the quilt and the satisfied feeling of helping a good cause.

Instructional Goal

My stated goal is a *Psycho Motor Skills goal.* These involve "both mental and physical activities to achieve specific results" (Lamb).

Demonstrate the necessary techniques and skills required for an
amateur to experienced quilter to complete the Super-Sized Nine Patch baby quilt.

Learning Objective

A = Audience / Amateur to Experienced Sewers

B = Behavior / Complete a Super-Sized Nine Patch baby quilt

C = Conditions / Upon acquisition of fabric

D = Degree / Four hours or less

Upon acquisition of the required fabric, amateur to experienced sewers
should be able to complete a Super-Sized Nine Patch baby quilt in four hours or less.

Assessment

For this particular instruction, I will use multiple layers of assessment.

Interviewing – For those patrons who complete the tutorial and project on their own, an informal interview will be conducted. They will be asked about their overall satisfaction with the tutorial, if it was clear enough, contained enough detail and if there were any points that required further clarification. They will also be asked what problems they ran into during construction and what could have been added to the tutorial to help avoid these mistakes.

Observation – For those that are attending a library sponsored sewing day, participants will be observed during the course of the program. Are attendees able to get started on their own? Do they understand the layout of the quilt and how to assemble the pieces? What questions are being asked that might need to be addressed in an update of the tutorial?

Portfolio – Though calling it a "portfolio" is a stretch, examination of the finished product will be used to assess the quality of the instruction. Is the quilt the right size and shape? Is it constructed correctly? Is directional fabric all going in the right direction, etc.

Notes will be taken from all assessment methods, compiled and necessary adjustments made to the tutorial or web-site. It could be that the tutorial is effective but a list of reminders or suggestions added to the site would be beneficial.

Learning Theory

The *Edgar Dale Cone of Experience* has many valid layers related to this learning experience.
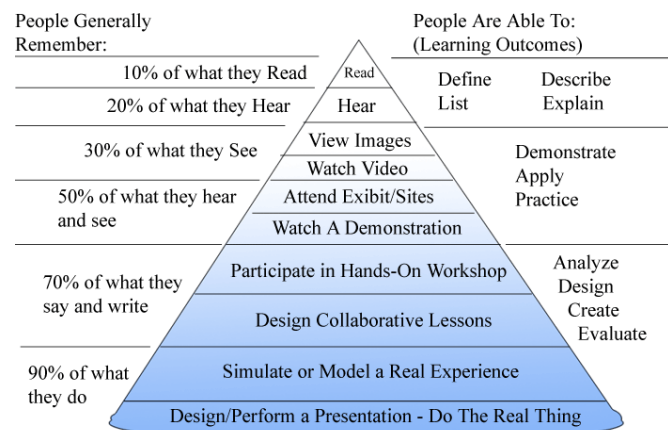
Valid Layers:
Layer 1 – Read
Layer 2 – Hear
Layer 3 – View Images
Layer 4 – Watch Videos
Layer 6 – Watch a Demonstration
Layer 7 – Participate in a Hands-On-Workshop

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People Generally Remember:

10% of what they Read
20% of what they Hear
30% of what they See
50% of what they hear and see
70% of what they say and write
90% of what they do

Read
Hear
View Images
Watch Video
Attend Exibit/Sites
Watch A Demonstration
Participate in Hands-On Workshop
Design Collaborative Lessons
Simulate or Model a Real Experience
Design/Perform a Presentation - Do The Real Thing

People Are Able To:
(Learning Outcomes)

Define
List
Describe
Explain

Demonstrate
Apply
Practice

Analyze
Design
Create
Evaluate

Principles of Teaching,
Raymond S. Pastore, Ph.D

Dale's Cone of Experience

By maneuvering through this tutorial, students can read the material, hear the material and view images related to the material. The tutorial is set up as a video presentation and is a step-by-step demonstration of how to complete the Super-Sized Nine Patch baby quilt. After completing the tutorial, students can create the quilt on their own or attend a library sponsored sewing day to complete the project.

Motivational Theory also comes into play. *Intrinsic Motivation* comes from within. The learner is doing the task because they *want* to complete the task. "The notion of intrinsic motivation draws our attention to the (emotional) relation between knowledge related tasks and the person carrying out those tasks. Commitment to a task may lead individuals to identify themselves with that task" (Sie and Yakhlef, 945). Learning to sew, learning this specific pattern and helping a child through a donation to Morgan's First Gift are all intrinsic motivations that the target audience could experience.

This tutorial is also an example of an *Expert/Novice*. "An expert has a high degree of proficiency, skill, and knowledge in a particular subject" (Lamb). The learners are partnered with an "expert" (myself as the creator of the tutorial). In this case the learners are able to learn from my knowledge of sewing, quilting and having made over 50 of the Super-Sized Nine Patch baby quilts. As the expert, I am able to anticipate issues that might arise and help the learner avoid these issues or deal with them if they do occur. In an ideal situation, the expert and novice would work together, however, as the expert, I would provide contact information should someone have a question while working through the tutorial. I would also be available at the library sponsored sewing day.

Results

I sent my tutorial out to two of my sewing friends and my mom and asked them to work through the process. They are all within the target audience and have different levels of sewing experience.

Diana Taylor – Morgan's First Gift Volunteer – Experienced Quilter
Diana did not go through the task of completing the quilt since she puts together all of the kits for the sewing days, spearheads volunteer opportunities and has made several hundred of the Super-Sized Nine Patch baby quilts. Diana felt I did a good job demonstrating the process. She thought it was simple enough for an amateur to follow and believed an experienced quilter would be able to jump right in and complete the quilt. She offered a few suggestions for additional photos during a few of the stages and I implemented those suggestions.

Amber Atnip – Experienced Quilter
I delivered flannel to Amber and asked her to work her way through the tutorial. Amber has seen these quilts before but never completed one. She used a "watch and pause" method to complete the quilt. She paused the tutorial after each step and completed that step on her project. She said she liked doing it that way because it allowed her to back up and re-watch something if needed or keep the example on the screen for reference. She completed the cutting and piecing of the quilt top in under 90 minutes and could have easily completed the rest of the quilt within the suggested time frame. She appreciated the inclusion of "oopsies" in the tutorial such as sewing pieces of directional fabric in upside down and improperly sandwiching the layers of fabric (something she has done in other projects).

Linda Pugh – Morgan's First Gift Volunteer - Amateur Quilter
I knew the true test would be seeing if my mom could complete the quilt! She has assisted in making hundreds of these quilts but has never cut or sewn one. (Mom and I usually tag team the process. I cut and sew while she pins, presses and turns.) Mom first printed the pattern and then watched the entire tutorial and made notes on the pattern where she thought she would need more help. She asked extra questions before cutting the fabric but had it laid out correctly and just wanted reassurance (possibly because I told her she had my last three yards of flannel so there was no back-up plan!) It took her a little over two hours to complete the quilt top but still was able to finish in under four hours. (I believe she could have completed the task faster if she had been using her sewing

machine that she was more comfortable with rather than mine.) Mom also appreciated the examples in the tutorial of what not to do. She thought the cutting portion could use some clarification but again, she had it laid out to cut correctly. I will, however, take her recommendations into consideration when I update the tutorial in the future.

Sources

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