

## **EDTC 6321-02V: Instructional Design IU2**

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### **Introduction**

The purpose of this instructional unit is to teach CCE teachers at Our Lady of the Assumption Catholic Church in Harlingen, Texas how to publish lessons on Google Slides and post them on the parish website. In the fall, the parish moved classes online due to COVID-19 precautions. The volunteer teachers are creating lessons on Google Slides, but currently only one volunteer posts the completed lessons onto the website.

### **Goal Statement**

Learners will be able to add a previously created Google Slides presentation to a page on the Our Lady of the Assumption website.

### **First-Level Task Analysis**

Students will:

1. Get the Google Slides presentation embed code.
2. Log into the website to add the new presentation embed code.
3. Add the Google Slides presentation link to the class web page.
4. Change any text needed. Publish the updated web page.

### **In-Depth Task Analysis**

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## Identifying & Writing Performance Objectives

1. **Performance Objective:** Publish the Google Slides presentation

Given a completed Google Slides presentation, the learner will identify the menu options to select to publish the presentation to the web in nine out of 10 times.

2. **Performance Objective:** Copy the embed code that appears by pressing Control + C on the keyboard

Given the embed code of a presentation, the learner will recall the keyboard shortcut to copy the code eight out of 10 times.

3. **Performance Objective:** Log into the website

Given a log-in name and password for the parish website, the learner will be able to locate where on the website to log in and enter the information correctly eight out of 10 times.

4. **Performance Objective:** Replace the old embed code with the new code

Given editing access to a parish class web page, the learner will be able to locate the option to paste an embed code eight out of 10 times.

5. **Performance Objective:** Copy the presentation's link

Given a published Google Slides presentation, the learner will identify the menu options to select to copy the presentation link in eight out of 10 times.

6. **Performance Objective:** Add the link to the class web page

Given editing access to a parish class web page, the learner will be able to add a hyperlink to text eight out of 10 times.

7. **Performance Objective:** Change any text on the page needed

Given editing access to a parish class web page, the learner will be able to change text eight out of 10 times.

8. **Performance Objective:** Click on green Publish at the bottom right of the website

Given editing access to a parish class web page, the learner will be able to locate the Publish button nine out of 10 times.

## Assessment for Each Performance Objective

### Performance Objectives & Assessments

Instructional Goal	Instructional Goal with Performance Context	Assessment
Learners will be able to add a previously created Google Slides presentation to a page on the Our Lady of the Assumption website.	Using a completed Google Slides presentation and log-in information provided, the learners will update a parish class web page by embedding a Google Slides presentation and including a hyperlink to it.	The learners will email a link to the updated web page.
Steps in Instructional Goal	Performance Objectives	Assessment
The learners will publish the Google Slides presentation to the web.	Using a completed Google Slides presentation, the learners will identify the menu options to select to publish the presentation to the web in nine out of 10 times.	The learners will put the sequence of menu options needed to publish in the correct order on a quiz.
The learners will copy the embed code that appears.	Given the embed code of a presentation, the learner will recall the keyboard shortcut to copy the code eight out of 10 times.	The learners will paste the embed code into a form, which will be sent to the instructor.
The learners will log into the website.	Given a log-in name and password for the parish website, the learner will be able to locate where on the website to log in and enter the information correctly eight out of 10 times.	The learners will log into the website, where the instructor can see a list of recent log-in activity.
The learners will replace the old embed code with the new code.	Given editing access to a parish class web page, the learner will be able to locate the option to paste an embed code eight out of 10 times.	The learners will identify the steps to replacing the embed code in a quiz.

The learners will copy the presentation's link.	Given a published Google Slides presentation, the learner will identify the menu options to select to copy the presentation link in eight out of 10 times.	The learners will paste the link into a form, which will be sent to the instructor.
The learners will add the presentation link to the class web page.	Given editing access to a parish class web page, the learner will be able to add a hyperlink to text eight out of 10 times.	The learners will answer quiz questions on the process of adding a hyperlink.
The learners will click on the title or text to type any changes needed in wording, such as updating the lesson number or week.	Given editing access to a parish class web page, the learner will be able to change text eight out of 10 times.	The learners will be provided list of changes to make to a pre-filled form, which will then be sent to the instructor.
The learners will click on green Publish button at the bottom right of the website.	Given editing access to a parish class web page, the learner will be able to locate the Publish button nine out of 10 times.	The learners will be given access to an unpublished page with directions to publish it and send the link to the instructor.

### **Learning Domain**

The overall learning goal for this lesson is cognitive.

### **Peer Review of this IU**

A person who works on a web content management system reviewed the task analysis, performance objectives and assessments. He did not have any additions. While normally only an embed of a content piece is needed, it was explained in this case the link is also included on the web page if any web visitor has issues with the embed code. The reviewer mentioned practice was the most helpful way for him to learn the system; however, there is not a repeated assessment of the whole process, since assessments for each step are based on each step's task. An instructor could not assess a learner's ability to update the embed code by checking the web page. That step did not involve publishing the changes, so no changes would appear on the page.

### **Summary**

This instructional unit includes a task analysis of the instructional goal of teaching Our Lady of the Assumption CCE teachers how to share Google Slides presentations on a web page. While compiling the task analysis, the main verbs used were "copy" and

“identify,” which are part of the psychomotor learning domain. The peer reviewer’s emphasis on hands-on practice confirmed the lesson’s need to include the website itself and a Google Slides presentation, instead of only a slideshow showing these elements and review questions.