

Mapping the Terrain: Addressing Graduate Student Resource Needs at UT Knoxville

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**Topic**

The following instructional design project is intended to address the resource needs of graduate students at UT Knoxville. Presently, there is not one central location in which graduate students can find links to all online resources available to them at the university. While links to department-specific resources are often available within well-organized departments, graduate students in less unified, or less organized, areas experience difficulty in feeling fully connected and informed during their studies, potentially affecting graduate retention. Addressing the resource needs of graduate students also aligns with the second strategic priority of *Vol Vision 2020*, which aims to “strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience” (University of Tennessee, Knoxville, 2016).

The purpose of the proposed instructional design project is to create a single, centralized online learning tool to help graduate students at UT Knoxville connect with all of the online resources available to them.

The current project is organized so that introductory information, including the environment, scope, base model, and model rationale, are discussed. The next two sections include the learner analysis and task analysis. Following these, there will be a section explaining the goal and objectives. The final two sections include instructional sequencing and assessment.

**Environment**

The learning environment will be a university-hosted webpage under the UT Knoxville Graduate School website, and targeted to new graduate students at the university. As a public website, it will also be available to current graduate students at the university and other individuals.

**Scope**

The resource learning tool will be made available online, through the Graduate School website, but not in a physical print edition. This campus-wide online resource tool will be targeted to new graduate students and made available in a voluntary manner. It will not replace resources at the departmental level; individual departments will continue to provide their own program-specific graduate student resources at their discretion.

### **Model**

The Kemp, Morrison, and Ross model, or KMR, will be used to structure this instructional design project. It has the following nine interdependent, non-sequential elements:

1. Identify instructional problems and specify goals for designing instruction;
  2. Examine learner characteristics that will influence your instructional decisions;
  3. Identify subject content, and analyze task components related to stated goals and purposes;
  4. Specify the instructional objectives;
  5. Sequence content within each instructional unit for logical learning;
  6. Design instructional strategies so that each learner can master the objectives;
  7. Plan the instructional message and develop the instruction;
  8. Develop evaluation instruments to assess the objective and;
  9. Select resources to support instruction and learning activities
- (Morrison, Ross, & Kemp as cited in Brown & Green, 2016, p. 10)

The KMR model is circular or oval, comes from a learner-based perspective, and allows any of the nine elements to be addressed and/or revised at any point in the instructional design process (Akbulut, 2007; Brown & Green, 2016; Gustafson & Branch, 2002).

### **Rationale for Selected Model**

The KMR model is learner-focused and flexible, making it adaptable to the various needs of graduate students. They may be new to their program, or several years in. They might be campus-based, or enrolled in a distance education program (Akbulut, 2007; Brown & Green, 2016). Rather than selecting a more corporate model, like ADDIE (analyze, design, develop, implement, and evaluate) the KMR model has a classroom orientation, which caters more to the

environment, audience, and topic of this project (Akbulut, 2007; Brown & Green, 2016; Gustafson & Branch, 2002). Also, the KMR model allows for continuous revision, which is especially necessary when dealing with online resources (Gustafson & Branch, 2002).

### **Learner Analysis**

This learner analysis is based on the Dick, Carey, and Carey model (as cited in Brown & Green, 2016). Also, as Mager (1988) suggests, we have developed the analysis as a working document (using brief, bulleted notes) rather than in paragraph form.

#### **What are the Group's Characteristics?**

- They are new graduate students at the University of Tennessee, Knoxville  
(although current graduate students can also use the resource)
- They have an undergraduate degree
- Most have completed the GRE
- Sex and Race/Ethnicity distribution is not yet known, but will be very similar to the UT Knoxville (2015) enrolled graduate student statistics, seen here:
  - Sex Demographics: 47.4% male 52.6% female
  - Race and Ethnicity Demographics:
    - 3.5% Hispanic American
    - .3% Indian or Alaska Native
    - 2.2% Asian or Pacific Islander
    - 5.5% Black or African American
    - 67.9% White
    - 1.7% Two or More
    - 4.9% Unknown

- 14% Nonresident Alien
- They likely share characteristics with graduate students nationally, as per the following data from the National Center for Education Statistics (Woo & Skomsvold, 2014).
  - 18.7% of graduate students were 24 years old or younger
  - 33% were 25 to 29 years old
  - 17.4% were 30 to 34 years old
  - 11.1% were 35 to 39 years old
  - 19.9% were 40 years old or older
  - 40% married
  - 67% worked while enrolled
  - 22% majored in an education field
  - 46% took out a student loan
  - 12% had a teaching or research assistantship

#### **What Entry Skills Do They Need?**

- Ability to navigate a web browser (including necessary motor skills and/or supportive technologies, such as a screen reader)
- Ability to read at a 9th grade level or above

#### **What Prior Knowledge of the Topic Area Do They Require?**

- Need to know about this online resource tool hosted on the UT Knoxville Graduate School website

#### **What Attitudes Do They Hold Toward the Content and Delivery System?**

- The majority of individuals utilizing this online resource tool are expected to have a positive attitude regarding the content because it is intended to be helpful information that is accessed voluntarily
- The majority of individuals are likely to be comfortable accessing this online resource tool because they will have had prior experiences navigating the internet

#### **What is Their Academic Motivation?**

- Graduate students utilizing this online resource tool are expected to be highly motivated academically, as they have been accepted to a graduate program at an R1 university

#### **What are Their Educational and Ability Levels?**

- Graduate students hold an undergraduate degree and the vast majority have met the basic Graduate Admission requirements, such as a 2.7 GPA (3.0 for those with undergraduate degrees from non-U.S. universities) and a minimum TOEFL score of 550
- The vast majority of graduate students have the ability to navigate a web browser and read at a 9th grade level or above

#### **What General Learning Preferences Do They Have?**

- Self-directed, independent learner
- Intrinsically motivated
- Learn in diverse ways

#### **What Are Their Attitudes Toward the Training Organization?**

- Graduate students may experience stress related to courses, advisors, or bureaucratic decisions by the university. This may negatively influence their attitude toward university resources, such as this tool.

#### **What Technologies Will They Need Access To?**

In addition to the above analysis, it should be noted that learners will also need access to the internet.

### **Task Analysis**

#### **Creating an Online Resource Tool for Graduate Students at UT Knoxville**

To analyze the content and tasks, our group has selected the “topic analysis” technique described by Morrison et al. (2006), which provides both the content the instruction will consist of, and the underlying structure of the content components (see Appendix A). In reviewing the context and learner analysis documents that had previously been created, we have ruled out the “procedural analysis” approach, as a flowchart is not a suitable solution for our content, and the “critical incident method”, as we do not need to investigate specific procedural conditions (Brown & Green, 2016, p. 62).

In our online resource tool environment, titled “Map the Terrain: Learn to Survive - and Thrive - in the Wilds of UT Grad School,” voluntary participants will log on with their NetID and password. If they do not know this information, they may log on temporarily with their full name and a personal email address. The email address they submit will be sent a temporary password. Once logged on, they will be informed that there are seven main categories of resources: Academics, Health and Safety, Housing, Professional Growth, Technology, Transportation, and University Life. Each category features online resource tools (links and descriptions) from the university. After clicking on the links in any particular category and reading the information contained therein, the participants will answer the questions about that category, and will do the same for subsequent categories. There will be 2-5 multiple-choice questions about the resources in each category. With each correct answer, participants will receive a “scout badge” in the form of a small graphic at the top of the screen (see Appendix B).

After earning a certain amount of badges, they will begin to earn scouting medals – a bronze, a silver, and eventually a gold . Any participating UT Knoxville graduate student who earns a gold medal before the first day of classes, during the fall and spring semesters, will be entered into a drawing for a \$25 gift card to the Vol Shop. To enter into this drawing, their NetID must be in the Map the Terrain system. So, if they logged on with their name and personal email address, they will be prompted to provide this information to enter the drawing.

After a brief description of Map the Terrain, participants will be given the following prompt: *Choose a category to get started!* The concept-mapping chart (see Appendix A) provides the content that will be listed in each category. If a participant chooses the Academic category, the content specifically for Academic will be displayed. Questions will pop up one-by-one at the bottom of the resource category. This is a sample question for the Academic category: *Which website provides forms for completing your pre-graduation paperwork?*

- A. *Hilltopics*
- B. *The Graduate School***
- C. *Institutional Review Board*
- D. *Graduate Catalog*

The correct answer would be The Graduate School. If the participant chooses the correct answer, they will receive a ribbon that appears at the bottom of their screen to mark their progress. If they do not choose the correct answer, they will be given the opportunity to try again until the correct answer is chosen[SSE2]. Participants must open the links to read the content before attempting to answer any questions.

### **Resources and Descriptions**

- **Academic**



- Office of the University Registrar

- Calendars ([http://registrar.tennessee.edu/academic\\_calendar/](http://registrar.tennessee.edu/academic_calendar/))

Academic calendars contain key dates important to all students. Other calendars and listed dates are included for the timetable/financial deadlines, key dates, exam schedule and policies, and timetable availability/registration by term.

- FERPA & Student Privacy (<http://ferpa.utk.edu/>)

This page provides student rights under the Family Educational Rights and Privacy Act of 1974.

- The Graduate School (<http://gradschool.utk.edu/>)

The Graduate School works with prospective graduate students, current graduate students, faculty, and staff to contribute to the success of graduate education at UT. They host information about events, forms, theses/dissertations, and graduation.

- Graduate Catalog (<http://catalog.utk.edu/index.php?catoid=21>)

The Graduate Catalog, updated yearly, provides information on curriculum requirements, course descriptions, and academic policies.

- Hilltopics (<http://hilltopics.utk.edu/>)

*Hilltopics* is the student handbook of UT Knoxville. It provides information about academics, student support services and resources, student governing bodies and organizations, and campus policies and procedures on a variety of topics. It also contains the Student Code of Conduct, which outlines student rights and responsibilities at UT.

- McClung Museum of Natural History & Culture

(<http://mcclungmuseum.utk.edu>)\*cross-listed

The McClung Museum hosts exhibits, special events, research facilities, and educational programs.

- Office of Disability Services (<http://ods.utk.edu/>)

The Office of Disability Services partners with the campus community in creating equitable access to eligible students while promoting disability-inclusive diversity.

- Office of Research & Engagement (<http://research.utk.edu/>)

The Office of Research and Engagement provides technical expertise in proposal development, faculty development, sponsored programs administration, and compliance requirements. Its mission is to enable all faculty, other investigators, and students to achieve their full potential as scholars.

- Institutional Review Board (<http://irb.utk.edu/>)

The Institutional Review Board regulates all research activities involving human subjects on the UT Knoxville campus.

- ORE Training & Workshops: <http://research.utk.edu/training-workshops/schedules-registration/>

The Office of Research and Engagement offers free training in proposal development, grant writing, fellowship grants, and compliance for faculty, staff, and graduate students who are responsible for, or interested in, the requirements for funded research.

- Tennessee Teaching & Learning Center (<http://tenntlc.utk.edu/>)\*cross-listed

The Tennessee Teaching and Learning Center strives to advance teaching excellence as a direct means of facilitating learning excellence.

- Graduate Teaching Certification (<http://tenntlc.utk.edu/graduate-teaching-certification-2/>)\*cross-listed

The Graduate Teaching Certification is a yearly program that prepares participants for faculty life at various kinds of institutions.

- Timetable/Schedule of Classes

([https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched))

The Timetable shows the schedule of classes by semester and year.

- University Libraries (<https://www.lib.utk.edu/>)

University Libraries includes the main library, John C. Hodges, as well as the Pendergrass Agriculture and Veterinary Medicine Library, George F. DeVine Music Library, and Social Work Library.

- Remote Access Library Database (<http://libguides.utk.edu/offcampus/>)

The Remote Access Library Database allows you to access university research guides off campus with your NetID and password.

- Graduate Carrels (<http://alchemy.lib.utk.edu/ius/carrels.php>)

Graduate Carrels are available at the Hodges Library to hold research materials in the library and can be reserved annually.

- Information for Graduate Students (<http://libguides.utk.edu/graduate>)

This page provides information about library resources and services designed to support graduate student research and teaching needs.

- UT Humanities Center (<http://uthumanitiesctr.utk.edu>)

The UT Humanities Center is a Fellowship Program is dedicated to facilitating and improving research opportunities in humanities disciplines and demonstrates the university's significant commitment to, and support of, the humanities.

- The Writing Center (<http://writingcenter.utk.edu/>)

The Writing Center serves student writers in all disciplines of the academic community by offering free and individualized help throughout the writing process.

- Office of Information Technology

- Lynda Online Training Library (<http://oit.utk.edu/lynda>) \*cross-listed

All students, faculty, and staff have access to lynda.com, an online subscription library that teaches the latest software tools and skills through high-quality instructional videos taught by recognized industry experts.

- Zoom Requirements & Test Flight

(<https://oit.utk.edu/instructional/tools/liveonline/Pages/zoom-getting-started.aspx>) \*cross-listed

This page hosts information about the software used to deliver live, interactive classes via the internet, including the ability to test out the software.

- Online at UT (<http://online.utk.edu>)

This page provides information the Learning Management Systems used by the university – Blackboard and Canvas. Blackboard will be discontinued in May 2017.

- **Health and Safety**

- Center for Health Education & Wellness (<http://wellness.utk.edu>)

The mission of the Center for Health Education & Wellness is to engage in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community.

- 974-HELP (<http://wellness.utk.edu/distressed-student-protocol/>)

The goal of 974-HELP is to provide help and support to all students, enabling them to succeed and thrive at the university. You can call them for support if you are concerned or worried for a fellow Vol, observe a behavior that makes you uncomfortable, or feel like a fellow Vol may harm themselves or others.

- Counseling Center (<http://counselingcenter.utk.edu/>)

The Counseling Center offers a full range of counseling services at no charge to all university students who meet eligibility requirements and provides a caring environment where an unbiased person can help you work through your problems in a nonjudgmental manner.

- RecSports (<http://recsports.utk.edu/>)

RecSports serves the university community by providing quality programs and facilities for almost any sport or recreational pursuit. They host TRECS – the Tennessee Recreation Center for Students – which contains a fitness/gym area, four basketball courts, and an indoor track.

- Student Health Center (<http://studenthealth.utk.edu>)

The UT Student Health Center has a wide range of clinics and services to offer students in need of healthcare. Their goal is to assist students in staying healthy and maintain a healthy lifestyle to facilitate success in educational endeavors.

- Student Health Portal (<http://studenthealth.utk.edu/online-schedulingstudent-health-portal/>)

The Student Health Portal is an online scheduling system that allows patients to schedule, change, and cancel their own clinic appointments.

- UT ALERT (<https://www.utk.edu/utalert/>) \*cross-listed

UT ALERT is a subscriber-based emergency messaging service designed to enhance and improve communication and keep students, faculty, and staff informed during an emergency on the UT Knoxville campus.

- UT Medical Center (<http://www.utmedicalcenter.org>)

The UT Medical Center is the region's only academic medical center, Magnet recognized hospital, and Level I Trauma Center.

- **Housing**

- Off-Campus Housing: <https://offcampushousing.utk.edu>

This page provides information about living off campus.

- University Housing (<http://www.housing.utk.edu>)

University Housing aims to foster positive, student-centered residential communities supporting the academic mission of the university.

- **Professional Growth**

- Brand Guidelines (<http://brand.utk.edu/>)

This page contains all the branding standards and toolkits for the university.

- Presentation & Poster Templates (<http://brand.utk.edu/presentations/>)

This page provides university templates for presentations and posters.

- Center for Career Development

- Graduate Student Job Search (<http://career.utk.edu/students/job-internship-search/graduate-student-job-search/>)

This page offers job-hunting services to the university's graduate students, including help with writing a curriculum vitae and job search resources.

- Office of Information Technology

- Lynda Online Training Library (<http://oit.utk.edu/lynda>) \*cross-listed

All students, faculty, and staff have access to lynda.com, an online subscription library that teaches the latest software tools and skills through high-quality instructional videos taught by recognized industry experts.

- Tennessee Teaching & Learning Center

- Graduate Teaching Certification (<http://tenntlc.utk.edu/graduate-teaching-certification-2/>)\*cross-listed

The Graduate Teaching Certification is a yearly program that prepares participants for faculty life at various kinds of institutions.

- **Technology**

- Office of Information Technology (<http://help.utk.edu>)

The Office of Information Technology can assist with email, passwords, wireless access, software and device issues, viruses, research computing software and support, technology enhanced classrooms, clickers, and other technologies. The OIT HelpDesk phone number is 865-974-9900.

- Listservs (<http://listserv.utk.edu/cgi-bin/wa?INDEX>)

LISTSERV® is a system that makes it possible to create, manage and control electronic "mailing lists" on the UTK network or on the Internet. A LISTSERV can be requested by any group at UT.

- OIT New Student website (<http://oit.utk.edu/areyounew>)

The Office of Information Technology maintains a technology guide for new students, faculty, and staff, covering NetIDs and passwords, email accounts, computer labs, Blackboard/Canvas, and more.

- Lynda Online Training Library (<http://oit.utk.edu/lynda>) \*cross-listed

All students, faculty, and staff have access to lynda.com, an online subscription library that teaches the latest software tools and skills through high-quality instructional videos taught by recognized industry experts.

- Zoom Requirements & Test Flight

(<https://oit.utk.edu/instructional/tools/liveonline/Pages/zoom-getting-started.aspx>) \*cross-listed

This page hosts information about the software used to deliver live, interactive classes via the internet, including the ability to test out the software.

- **Transportation**

- Parking & Transit Services (<http://parking.utk.edu>)

Parking and Transit Services provides comprehensive, customer-focused services that effectively support the academic, professional, extracurricular, athletic, and special event programs at the university.



- Ride the T (<http://ridethet.utk.edu>)

The “T”, the university’s transit system, provides a fare-free, campus-wide transportation service.

- **University Life**

- Campus Status (<https://www.utk.edu/status>)

This page offers quick links to Campus Safety, the University Policy on Emergency Closings, the Inclement Weather Closing Policy, and Campus Maps.

- Intercultural

- Office of Multicultural Student Life (<http://multicultural.utk.edu/>)

The Office of Multicultural Student Life is a nationally recognized department that innovatively promotes diversity and inclusion to empower all university students in order to impact societal equality throughout the state of Tennessee and across the world.

- International Students & Scholars: <http://international.utk.edu>

This page shows the learner the services they provide: orientation and advising to international students after they have been admitted to the university. They also work with UT departments and colleges to serve international scholars who visit our campus in order to lecture, teach, or conduct research.

- Korean Graduate Student Association

(<https://utk.collegiatelink.net/organization/kgasa>) \*cross-listed

This page lists basic information about the association, such as the advisor’s name.

- Multicultural Graduate Student Organization

(<https://utk.collegiatelink.net/organization/MGSO>) \*cross-listed

This organization serves university graduate students of color by engaging in Professional Development, Peer and Faculty Mentorship, Social Networking, and Study/Writing Groups. It also facilitates the recruitment and retention of graduate students of color, and provides a support system and established community for students of color enrolled in graduate programs.

- McClung Museum of Natural History & Culture

(<http://mcclungmuseum.utk.edu>)\*cross-listed

The McClung Museum hosts exhibits, special events, research facilities, and educational programs.

- Student Conduct & Community Standards (<http://studentconduct.utk.edu/>)

This page allows one to report academic honesty issues or an incident of student misconduct.

- Tennessee Today (<http://tntoday.utk.edu/>)

Tennessee Today is an online news source that features stories related to the university community.

- UT ALERT (<https://www.utk.edu/utalert/>) \*cross-listed

UT ALERT is a subscriber-based emergency messaging service designed to enhance and improve communication and keep students, faculty, and staff informed during an emergency on the UT Knoxville campus.

- University-Wide Graduate Student Associations

- Graduate Students for Social Justice

(<https://utk.collegiatelink.net/organization/GSSJ>)

Using litigation, education, and other forms of advocacy, the Center works toward the day when the ideals of equal justice and equal opportunity will be a reality. They aim to facilitate a forum in which graduate students can network, discuss their concerns, and share their research.

- Graduate Student Senate (<http://gss.utk.edu/>)

The Graduate Student Senate (GSS) is the branch of the Student Government Association (SGA) that serves as the official voice for graduate and professional students at the University of Tennessee, Knoxville.

- Korean Graduate Student Association

(<https://utk.collegiatelink.net/organization/kgsa>) \*cross-listed

This page lists basic information about the association, such as the advisor's name.

- Multicultural Graduate Student Organization

(<https://utk.collegiatelink.net/organization/MGSO>) \*cross-listed

This organization serves university graduate students of color by engaging in Professional Development, Peer and Faculty Mentorship, Social Networking, and Study/Writing Groups. It also facilitates the recruitment and retention of graduate students of color, and provides a support system and established community for students of color enrolled in graduate programs.

- OUTgraduates at the University of Tennessee (OUTgrads)

(<https://utk.collegiatelink.net/organization/utkoutgrads>)

OUTgrads is an organization for LGBTQ+ and ally graduate students at the University of Tennessee. The group aims to support friendships and networking among graduate students while maintaining an active role in the education and advancement of UT's LGBTQ+ community, promoting unity, acceptance, and visibility.

- Volunteer Dining (<http://ut.campusdish.com>)

The Volunteer Dining program offers meal plans to students and has over 30 dining locations on campus. With a meal plan, a student's VolCard works like a debit card; the meal charge or Dining Dollars are automatically deducted from the student's account.

### **Goal and Objectives**

#### **Goal**

Graduate students will learn about online resources available to them at UT Knoxville.

#### **Objectives**

The following objectives utilize the ABCD method, which considers the "Audience, Behavior, Condition, and Degree" of each objective (Ibrahim, 2015, pp. 266). This method is learner-focused, outlines what behavior is expected of the learners and the setting in which it will occur, and describes the minimum standards of this behavior (Brown and Green, 2016).

1. After reviewing the Academic online resource information, students will demonstrate their understanding of the resources by answering five (5) questions correctly in the online quiz.

2. After reviewing the Health & Safety online resource information, students will demonstrate their understanding of the resources by answering three (3) questions correctly in the online quiz.
3. After reviewing the Housing online resource information, students will demonstrate their understanding of the resources by answering two (2) questions correctly in the online quiz.
4. After reviewing the Professional Growth online resource information, students will demonstrate their understanding of the resources by answering three (3) questions correctly in the online quiz.
5. After reviewing the Technology online resource information, students will demonstrate their understanding of the resources by answering three (3) questions correctly in the online quiz.
6. After reviewing the Transportation online resource information, students will demonstrate their understanding of the resources by answering two (2) questions correctly in the online quiz.
7. After reviewing the University Life online resource information, students will demonstrate their understanding of the resources by answering five (5) questions correctly in the online quiz.

### **Instructional Sequencing**

#### **Instructional Game**

Voluntary participants, who abide by game rules and meet qualifications, will play to earn electronic badges and medals in order to be placed into a drawing for a physical prize.

According to Prensky, learning through a Digital Education Game:

(a) meets the needs and learning styles of today's and the future's generations of learners, (b) is motivating, because it is fun, (c) is enormously versatile, adaptable to almost any subject, information, or skill to be learned, and (d) when used correctly, is extremely effective (as cited in Aslan & Balci, 2015, p. 307).

## **Website**

### **Homepage and introduction.**

[Visitors to the website will first see the title and a brief introduction. ~ 20 seconds]

### Map the Terrain: Learn to Survive - and Thrive - in the Wilds of UT Grad School

Looking for graduate student resources here at UT Knoxville? We collected them all for you, in one place! You can even answer quiz questions, trivia style, for a chance to win prizes. Get started by logging in below.

### **Log in.**

[Voluntary participants will log on with their NetID and password. If they do not know this information, they may log on temporarily with their full name and a personal email address. The email address they submit will be sent a temporary password. ~ 2 minutes]

### **Choose where to start.**

[Once logged on, they will see buttons that link to the seven main resource sections, including descriptions. ~ 45 seconds]

Choose a category to get started:

- **Academics:** Class registration, research, UT Libraries, Office of Disability Services, and more.
- **Health and Safety:** Counseling Center, RecSports, Student Health Center, and more.
- **Housing:** On- and off-campus housing.
- **Professional Growth:** UT branding, Center for Career Development, Lynda training, and more.

- **Technology:** Office of Information Technology, Listservs, Zoom requirements, and more.
- **Transportation:** Parking and Transit Services and the university's transit system.
- **University Life:** Student organizations, news outlets, Volunteer Dining, and more.

**Visit the categories and answer questions.**

[When they click a category button, players will be taken to the online resource tools (links and descriptions) for that category, as shown in the Task Analysis - Resources and Descriptions section. In each category, they will have the opportunity to read information about the resources and click on any links of their choosing. ~ 1-15 minutes

After reviewing this information, questions will show up one-by one at the bottom of the screen. Participants will answer two to five multiple-choice questions about the resources in each category. ~ 45 seconds - 3 minutes

When the player chooses the correct answer, a “scout badge” in the form of a small graphic will appear at the top of the screen (See Appendix B). If they do not choose the correct answer, they will be given the opportunity to try again until the correct answer is chosen. After all questions for that category have been answered, they will be prompted to choose their next resource category and the process will repeat.]

**Enter to win.**

[After earning a certain amount of badges, players will begin to earn scouting medals – a bronze, a silver, and eventually a gold. Any participating UT Knoxville graduate student who earns a gold medal before the first day of classes, during the fall and spring semesters, will be entered into a drawing for a \$25 gift card to the Vol Shop. To enter into this drawing, their NetID

must be in the Map the Terrain system. So, if they logged on with their name and personal email address, they will be prompted to provide this information to enter the drawing.]

### **Follow-Up Activity**

[When players achieve a gold medal, they will see a message that congratulates them and asks a few survey questions about their experience. This will be more fully addressed in the next session, Assessment.]

## **Assessment**

### **Summative Assessment**

Summative assessment will be used to evaluate the effectiveness of the objectives (Brown & Green, 2016). The summative assessment will be applied using multiple choice questions, which will be presented to the participant after they have reviewed each section. If the participant chooses the correct answer, they will receive a ribbon that appears at the bottom of their screen to mark their progress. If they do not choose the correct answer, they will be given the opportunity to try again until the correct answer is chosen. Participants must open the links to read the content of each section before attempting to answer any questions.

### **Objectives and Their Assessments**

The objectives and their assessments are listed below, with the assessment details in bold.

1. After reviewing the **Academic** online resource information, students will demonstrate their understanding of the resources by **answering five (5) questions correctly** in the online quiz.

This is a sample question for the Academic category:

*Which website provides forms for completing your pre-graduation paperwork?*

- A. *Hilltopics*



- B. The Graduate School*
- C. Institutional Review Board*
- D. Graduate Catalog*

The correct answer would be The Graduate School.

2. After reviewing the **Health & Safety** online resource information, students will demonstrate their understanding of the resources by **answering three (3) questions correctly** in the online quiz.
3. After reviewing the **Housing** online resource information, students will demonstrate their understanding of the resources by **answering two (2) questions correctly** in the online quiz.
4. After reviewing the **Professional Growth** online resource information, students will demonstrate their understanding of the resources by **answering three (3) questions correctly** in the online quiz.
5. After reviewing the **Technology** online resource information, students will demonstrate their understanding of the resources by **answering three (3) questions correctly** in the online quiz.
6. After reviewing the **Transportation** online resource information, students will demonstrate their understanding of the resources by **answering two (2) questions correctly** in the online quiz.
7. After reviewing the **University Life** online resource information, students will demonstrate their understanding of the resources by **answering five (5) questions correctly** in the online quiz.

### **Validity**

We will monitor the answers provided for each question to determine if any of the questions are consistently marked as incorrect, which would suggest issues with the validity of the question or the instruction. This information will be used to increase the validity of these questions for future iterations.

### **Participant Feedback**

After completing questions for all seven sections, participants will be given the option to confirm that they want to be entered into the gift card drawing. After choosing yes or no, the following voluntary survey questions will pop up in a single screen. Answers to these questions will be used to improve the instruction in future semesters.

- What is the likeliness you would recommend this resource to someone else?
  - Please Choose One:  
Not Likely At All, Somewhat Unlikely, Neutral, Somewhat Likely, Very Likely
- Which sections did you find most helpful?
  - Choose all that apply:  
Academic, Health & Safety, Housing, Professional Growth, Technology,  
Transportation, University Life
- What improvements or additions would you recommend for this resource?
  - Please write your answer below:

### **Conclusion**

The purpose of the proposed instructional design project was to create a single, centralized online learning tool to help graduate students at UT Knoxville connect with all of the online resources available to them. This was created using an instructional game called Map the Terrain: Learn to Survive - and Thrive - in the Wilds of UT Grad School.

The project was organized so that introductory information, including the environment, scope, base model, and model rationale, were discussed. Next, sections on learner analysis and task analysis were completed. Then, there was a section explaining the goal and objectives. Finally, sections regarding instructional sequencing and assessment were discussed.

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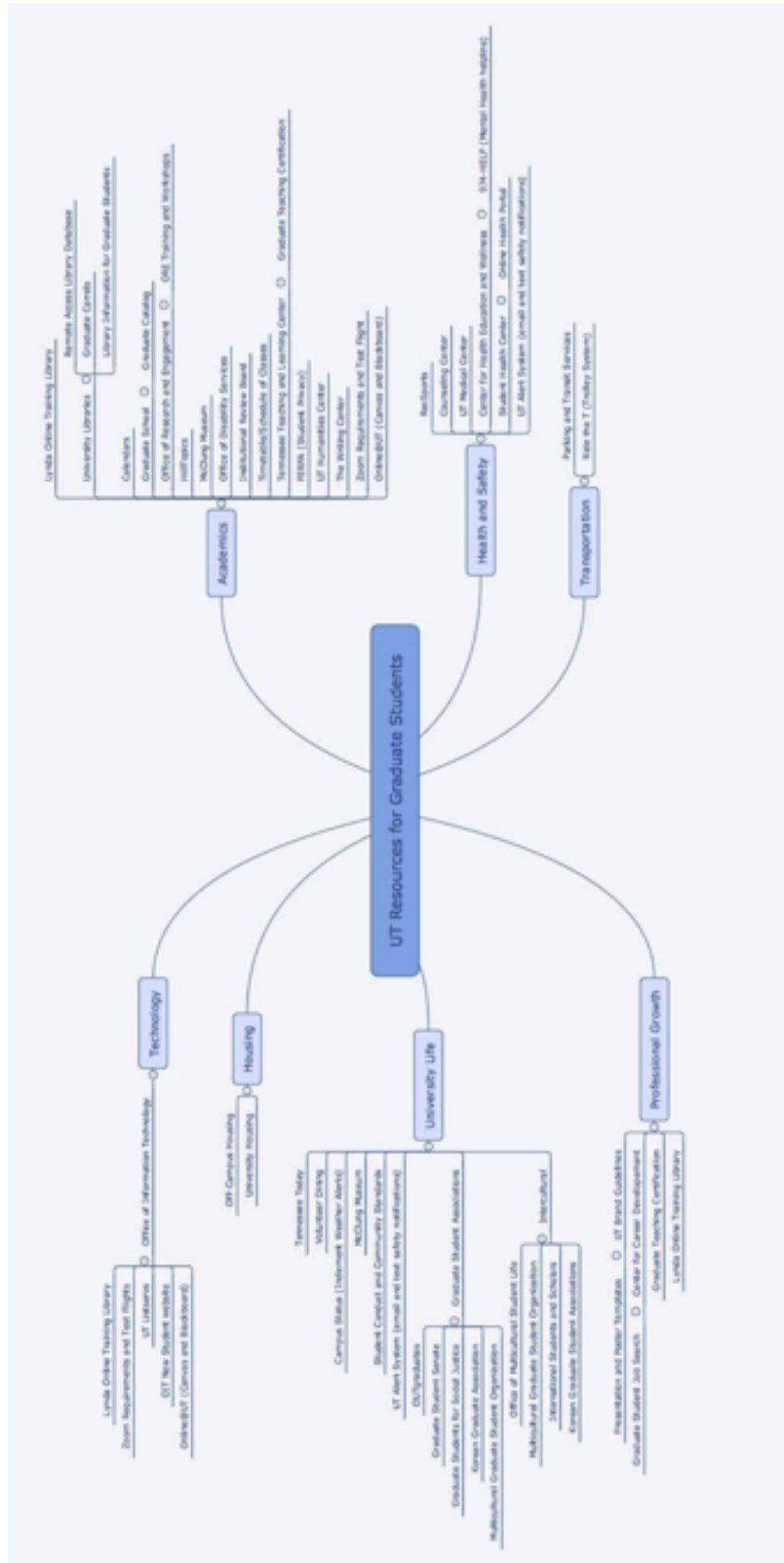
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Appendix A



## Appendix B

Example of scout badge graphics created through <https://www.badgelist.com>

