

**LGBTQA
Resource
Center
Micro-Lesson**

Chris Brown-Silva

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Scope of Work

Overview

The purpose of this project is to create a micro-lesson training that empowers LGBTQA+ undergraduate students and their allies at the Commonwealth University Bloomsburg campus by equipping them with the knowledge of what resources exist at the university to serve them. The client, Commonwealth University of Pennsylvania, is a public university in Pennsylvania with three different campuses – this training is aimed at undergraduate students at the Bloomsburg campus.

Rationale for Need

Undergraduate college students who are members of the LGBTQA+ community face ostracization, harassment, and bullying at levels far greater than their non-LGBTQA+ peers. This treatment, coupled with the already extant pressures of being a college student, causes LGBTQA+ undergraduates to drop out at much higher rates than their peers. This micro-lesson will help direct LGBTQA+ students and their allies towards resources that can help them find community, address maltreatment, and navigate complex university processes pertinent to the LGBTQA+ community.

Description of the Audience

The target audience for this training are LGBTQA+ and Ally undergraduate students of the Bloomsburg campus of the Commonwealth University of Pennsylvania system. Because of the nature of LGBTQA+ identity and the existence of questioning and closeted students, this training should be available to all undergraduates despite only serving a fraction of them.

Instructional Goal Statement

Upon completion of this micro-lesson, LGBTQA+ and Ally undergraduate students of Commonwealth University Bloomsburg will visit the LGBTQA Resource Center's office or website.

Project Plan

Training Overview

Plan of Work (Deliverables)

The following deliverables will be included in this project:

- Learner and task analyses.
- This project plan.
- A storyboard, including script and visual collateral, with a round of edits.
- A prototype of the training made in Figma.
- The final training as a Storyline learning module.

Special Requests, Conditions, and Possible Constraints

Constraints include:

- Software: The final training must be completed on Storyline and additionally should be both mobile and desktop friendly.
- Inclusivity: As this training is designed to serve the LGBTQA+ community, it should strive to be inclusive in both language and imagery.
- Budget: As this training is for a smaller group of students than the whole student body, there may not be additional funds available. As such, maintaining an awareness of time and budget is incredibly important.
- Timeline: As this training is intended to serve undergraduate students, it must be completed in time for the next semester.

Plan of Work

Learning Design Team Roles

Below is a list of our team.

Title	Personnel Assigned
Project Manager	Chris Brown-Silva
Instructional Designer	Chris Brown-Silva
Graphic Artist	Chris Brown-Silva

eLearning Developer	Chris Brown-Silva
Multimedia Developer	Chris Brown-Silva
QA Specialist	Kevin Brown-Silva

Project Timeline and Action Steps

Below is the projected project timeline, including due dates for deliverables as well as for review and feedback on the deliverables.

Milestones	Deliverable Due Date	Due Date of Project Reviewers
Learner and Context Analysis	2/12/2026	2/16/2026
Instructional/Task Analysis	2/19/2026	2/23/2026
Performance Objectives	2/26/2026	3/2/2026
Test Items	3/5/2026	3/9/2026
Instructional Strategies	3/12/2026	3/16/2026
Instructional Materials	4/2/2026	4/6/2026
Storyboard	4/9/2026	4/13/2026
Prototype	4/9/2026	4/13/2026
Testing/QA	4/13/2026	5/1/2026
Go Live	5/8/2026	5/12/2026

Estimated Budget

The billable rate for this project will be a blended rate of **\$80 per hour per person** over five months. It is projected that a total of **62.5 billable hours** will be required to complete this project, resulting in a subtotal of **\$5000**. This cost will cover the design costs, multimedia production costs, and complete formative evaluations.

Phase	Cost	Extended Cost
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Analysis		
Learner Analysis	3 hours × \$80	\$720
Context Analysis	3 hours × \$80	
Task Analysis	3 hours × \$80	
Design		
Training Objectives	4 hours × \$80	\$1280
Evaluation Items	4 hours × \$80	
Strategies	4 hours × \$80	
Design Document	4 hours × \$80	
Development		
Multimedia Production	10 hours × \$80	\$2240
Programming	18 hours × \$80	
Implementation		
LMS Setup and Integration	2 hours × \$80	\$360
Instructor/Facilitator Orientation	1 hours × \$80	
Technical Testing	.5 hour × \$80	
Support Setup	1 hours × \$80	
Formative Evaluation		
Ongoing review and revisions	1.5 hours × \$80	\$400
One-to-one Evaluations	1 hour × \$80	
Small Group Evaluations	1 hour × \$80	
Field Testing	1.5 hours × \$80	
Total	62.5 hours	\$5,000

Note: This budget reflects only billable design and development hours. It does not include non-billable or additional costs such as software or licensing fees (e.g., Storyline, Captivate, Rise, or stock media), hardware purchases (headsets, microphones, cameras), travel or meeting expenses for on-site sessions, or indirect/overhead costs that may be applied as a percentage of total labor.

Project Signoff

Project Lead: Christopher Brown-Silva **Date:** 5/9/2026
Client: _____ **Date:** _____

Learner and Context Analysis

A sample group of Undergraduate Bloomsburg students was contacted and provided the information in this summary of learner characteristics. This audience is representative of the target population for whom the training will be developed.

Demographic Characteristics

	Description of Audience	Resources for Data
Age Range of Target Audience	Undergraduate student ages: < 18: 0 18–19: 3,180 20–21: 3,384 22–24: 1,539 25–29: 464 30–34: 164 35+ : 265	<i>Bloomsburg University of Pennsylvania Diversity: Racial Demographics & Other Stats.</i> (2013, May). Collegefactual.com; College Factual. https://www.collegefactual.com/colleges/bloomsburg-university-of-pennsylvania/student-life/diversity/
Gender of Target Audience	Undergraduate student genders: Female: 58.2% Male: 41.8% Of note, these statistics do not include an option for genders outside of male or female, which is pertinent to the topic of the presentation.	<i>Bloomsburg University of Pennsylvania Diversity: Racial Demographics & Other Stats.</i> (2013, May). Collegefactual.com; College Factual. https://www.collegefactual.com/colleges/bloomsburg-university-of-pennsylvania/student-life/diversity/
Special Needs of the Target Audience	According to College Factual, 6% of undergraduate students at Bloomsburg identify as having a disability. According to PRRI, 28% of Gen-Z adults (of which 95% of the undergraduate student population falls into the age range of) identify as members of the LGBT community. This information	<i>Bloomsburg University of Pennsylvania Diversity: Racial Demographics & Other Stats.</i> (2013, May). Collegefactual.com; College Factual. https://www.collegefactual.com/colleges/bloomsburg-university-of-pennsylvania/student-life/diversity/ <i>A POLITICAL AND CULTURAL GLIMPSE INTO AMERICA'S FUTURE.</i> (n.d.).

	would also be useful for questioning, closeted, or ally students.	https://www.ppri.org/wp-content/uploads/2024/01/PRRI-Jan-2024-Gen-Z-Draft.pdf
Languages Spoken by Target Audience	It is reasonable to assume that virtually all audience members are able to speak English, as Commonwealth University, Bloomsburg only offers an English-language program. Some audience members may be multilingual.	Bloomsburg does not publish language data. -SME, Dr. Briskin
Cultural Background of Target Audience	Racial/cultural background of Bloomsburg students: White - 5,322 Hispanic - 522 Black - 462 Unknown - 343 Multi-Ethnic -156 Asian - 85 International - 24 Pacific Islander - 6	Bloomsburg University of Pennsylvania Diversity: Racial Demographics & Other Stats. (2013, May). Collegefactual.com; College Factual. https://www.collegefactual.com/colleges/bloomsburg-university-of-pennsylvania/student-life/diversity/

Personal/Social Characteristics

Motivation Level of Target Audience	<p>Motivation level is average – Resources exist to help students stay motivated and succeed at school, which shows a desire for these services that imply a level of motivation.</p> <p>The graduation rate for the entire CU system is 57%, 1 percentage point lower than the midpoint for 4-year colleges, nationally.</p>	<p>https://www.commonwealthu.edu/offices-directory/student-success</p> <p><i>School Profile College Scorecard.</i> (2026). Ed.gov. https://collegescorecard.ed.gov/school?498562</p> <p><i>Bloomsburg University of Pennsylvania Data USA.</i> (2021). Datausa.io. https://datausa.io/profile/university/bloomsburg-university-of-pennsylvania/</p>
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The retention rate fluctuates between mid-70s to low-80s, higher than other similar schools.

Social Trends and Interests of Target Audience

Gen Z Trends:

- Mobile-first
- Social Shopping
- “Value Driven”
- Social Media as Search
- User-generated content

Marketing trends among value-driven Gen Z | TeenLife. (2025, February 12). TeenLife.
<https://www.teenlife.com/business-blog/marketing-trends-among-value-driven-gen-z/>

SME Dr. Briskin, via interviews with students

Bloomsburg University undergrads are active in clubs and organizations, campus concerts and late-night events, intramural sports, Greek life, and attending athletic games. Popular interests also include volunteering (such as The Big Event), fitness and outdoor recreation, creative outlets such as music and open-mic nights, and social media-driven campus trends centered on school spirit and community.

Academic Characteristics

Previous Education Completed by Target Audience

High School Graduate or Equivalent (GED) – 100%

(2024, December 12). Undergraduate Degree and Non-Degree Admissions Policy [Review of Undergraduate Degree and Non-Degree Admissions Policy]. Commonwealth University of Pennsylvania.
<https://www.commonwealthu.edu/documents/cu-policy-5-01-undergraduate-degree-and-non-degree-admissions-policy>

Entry Level Characteristics

Previous or Current Experience of Target Audience	<i>60% of LGBTQ youth surveyed said they felt discriminated against for their gender or sexuality within the last year.</i>	The Trevor Project. (2024). <i>2024 U.S. national survey on the mental health of LGBTQ+ young people</i> . The Trevor Project; The Trevor Project. https://www.thetrevorproject.org/survey-2024/
Attention Span of Target Audience	<i>“undergraduate students typically show their strongest focus during the first 10-15 minutes of a lecture or presentation, which drops unless there are elements to increase interactivity or change pace.”</i>	SME Dr. Briskin, via interviews with students
Reading Level of Target Audience	College Freshman are reading above a fifth-grade level, but only a portion are reading at a 12th grade level, with most falling in the range between.	Olney, A., Walker, B., Davis, R., & Graesser, A. (n.d.). <i>The Reading Ability of College Freshmen</i> . https://doi.org/10.17226/6296

Environment Characteristics

Individualized or Group Instruction Preference Among Target Audience	<i>“Traditionally, CU Bloomsburg students are accustomed to group work, but there is a strong desire for individualized support when possible. A mixed approach works best: students value personal feedback and targeted help, while also benefiting from collaborative activities and peer-to-peer learning. Individual instruction is often preferred for studying, writing papers, or mastering</i>	SME Dr. Briskin, via interviews with students
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challenging material because it is more efficient and personalized. Group instruction is typically favored for discussions, collaborative projects, labs, and review sessions, where motivation and peer learning play a larger role.”

Level of Comfort and Proficiency with Technology Among Target Audience

“Overall, undergraduates are quite comfortable with standard technology tools (e.g., laptops, smartphones, and learning platforms like Brightspace) are part of their daily routines. They may need guidance on academic uses of technology (e.g., citation managers, specialized software, or collaborative platforms like Teams/Zoom beyond social use). Proficiency is generally high, but structured orientation and just-in-time support are still beneficial.”

SME Dr. Briskin, via interviews with students

Device and Internet Connectivity Access Among Target Audience

As stated above, Gen-Z tends to be mobile-first, and from Dr. Briskin’s interviews, students have access to the pertinent devices. Students also have access to computers via the Andruss Library computer lab, as well as other computer labs on campus.

SME Dr. Briskin, via interviews with students

Residential Computing @ Bloomsburg. (2025). Bloomu.edu.
<https://rescomp.bloomu.edu/computerlabs.html>

Summary of Design Decisions for Training

Key characteristics of the audience are the need for short and engaging training written between a 5th and 12th grade reading level, preferably mobile-friendly. While the training is specifically beneficial to queer students and aimed at empowering them to make decisions and be aware of resources that help them navigate discrimination and stigma, the availability of the training to all students allows questioning, closeted, or ally students to be aware of resources that exist and offer aid to their friends and peers.

Task Analysis

Goal Statement: Upon completion of this micro-lesson, LGBTQA+ and Ally undergraduate students of Commonwealth University Bloomsburg will visit the LGBTQA Resource Center's office or website.

1. Discuss the challenges that LGBTQA+ undergraduate students face

- 1.1. Label social challenges that LGBTQA+ undergraduate students face
 - 1.1.1. Mental health
 - 1.1.2. Finding community
 - 1.1.3. Harassment
- 1.2. Label institutional challenges that LGBTQA+ undergraduate students face
 - 1.2.1. Name changes
 - 1.2.2. Gender inclusive housing
 - 1.2.3. All-gender restrooms

2. Describe the purpose of the LGBTQA Resource Center

- 2.1. Identify the resources they offer
 - 2.1.1. Trainings
 - 2.1.2. Safe Zone Program
 - 2.1.3. BU Equity Alliance
 - 2.1.4. Lending Library
- 2.2. Identify University policies and processes they assist with
 - 2.2.1. Preferred name policy
 - 2.2.2. Gender inclusive housing
 - 2.2.3. All-gender restrooms

3. Visit the LGBTQA Resource Center's office or website.

- 3.1. Identify the location of the LGBTQA Resource Center
 - 3.1.1. Tell the address of the office
 - 3.1.2. Show the location of the Kehr Union building on a map
 - 3.1.3. Show the location of the office within the Kehr union building
- 3.2. Navigate to the LGBTQA Resource Center website
 - 3.2.1. Tell the address of the website
 - 3.2.2. Open a web browser
 - 3.2.3. Navigate to the web site

Educational Objectives

Goal Statement: Upon completion of this micro-lesson, LGBTQA+ and Ally undergraduate students of Commonwealth University Bloomsburg will visit the LGBTQA Resource Center's office or website.

- 1. Upon completion of this section, LGBTQA+ and Ally undergraduate students will discuss the challenges that LGBTQA+ undergraduate students can face by providing at least three examples.**
 - 1.1. When presented with a list of social challenges, LGBTQA+ and Ally undergraduate students will label them with 80% accuracy.
 - 1.1.1. Mental health
 - 1.1.2. Finding community
 - 1.1.3. Harassment
 - 1.2. When presented with a list of institutional challenges, LGBTQA+ and Ally undergraduate students will label them with 80% accuracy.
 - 1.2.1. Name changes
 - 1.2.2. Gender inclusive housing
 - 1.2.3. All-gender restrooms
 - 2. Upon completion of this section, LGBTQA+ and Ally undergraduate students will describe the purpose of the LGBTQA Resource Center in 50 words or less.**
 - 2.1. When presented with a list of resources, LGBTQA+ and Ally undergraduate students will identify resources the LGBTQA Resource center offers without error.
 - 2.1.1. Trainings
 - 2.1.2. Safe Zone Program
 - 2.1.3. BU Equity Alliance
 - 2.1.4. Lending Library
 - 2.2. When presented with a list of university policies and processes, LGBTQA+ and Ally undergraduate students will identify those that the resource center assists with without error.
 - 2.2.1. Preferred name policy
 - 2.2.2. Gender inclusive housing
 - 2.2.3. All-gender restrooms
 - 3. Upon completion of this course, LGBTQA+ and Ally undergraduate students will visit the LGBTQA Resource Center's office or website at least once.**
 - 3.1. When provided a map of Campus, LGBTQA+ and Ally undergraduate students will identify the location of the LGBTQA Resource Center until successful.
 - 3.1.1. Tell the address of the office
 - 3.1.2. Show the location of the Kehr Union building on a map
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- 3.1.3. Show the location of the office within the Kehr union building
- 3.2. When given a device with internet access, LGBTQA+ and Ally undergraduate students will navigate to the LGBTQA Resource Center website in under 3 minutes.
 - 3.2.1. Tell the address of the website
 - 3.2.2. Open a web browser
 - 3.2.3. Navigate to the web site

Assessment Items

Terminal Task

1. Discuss the challenges that LGBTQA+ students can face due to their identity

Question

Respond to the following question in one to five complete sentences:
Name at least three challenges that LGBTQA+ students may face on both a social and institutional level because of their identity?

Sample Answer:

LGBTQA+ students may face challenges in experiencing harassment, finding community, and finding all-gender restrooms.

Feedback:

Did the student identify at least three challenges LGBTQA+ students may face?

Category	3	2	1	0
Discuss the challenges that LGBTQA+ students may face on campus.	The student identified at least 3 challenges LGBTQA+ students may face.	The student identified at least 2 challenges LGBTQA+ students may face.	The student identified at least 1 challenge LGBTQA+ students may face.	The student did not identify any challenges that LGBTQA+ students may face, or the challenges were incorrect.

Enabling Task

1.1 Label social challenges that LGBTQA+ students can face due to their identity.

Question

Drag and drop each challenge into a category.

Social Challenges Due to LGBTQA+ Identity:

1.2 Label institutional challenges that LGBTQA+ students can face due to their identity.

- Mental Health
- Finding Community
- Harassment

Institutional Challenges Due to LGBTQA+ Identity:

- Name changes
- Gender inclusive housing
- Access to all-gender restrooms

Non-Identity Challenges:

- Class scheduling concerns
- Dining hall food issues
- Crowded social spaces

Feedback: Students will receive the “correct” feedback if they correctly sort 8/9 or more. Otherwise, they will receive the incorrect feedback.

That is correct. Social challenges LGBTQA+ students may face include mental health, finding community, and experiencing harassment because of their identity. Institutional challenges LGBTQA+ students may face include name changes, gender inclusive housing, and accessing all-gender restrooms. Scheduling concerns, food issues, and crowded social spaces are not challenges tied to a student’s LGBTQA+ identity.

Sorry, that is not correct. Social challenges LGBTQA+ students may face include mental health, finding community, and experiencing harassment because of their identity. Institutional challenges LGBTQA+ students may face include name changes, gender inclusive housing, and accessing all-gender restrooms. Scheduling concerns, food issues, and crowded social spaces are not challenges tied to a student’s LGBTQA+ identity.

Terminal Task

2. Describe the purpose of the LGBTQA Resource Center

Question

Respond to the following question in under 50 words: What is the purpose of the LGBTQA Resource Center on Campus? Name at least two things they do.

Sample Answer:

The LGBTQA Resource Center offers training, resources, and assistance to LGBTQA students navigating their college experience.

Feedback:

Did the student identify at least two offerings of the LGBTQA Resource Center?

Category	2	1	0
Describe the purpose of the LGBTQA Resource Center	The student identified at least two functions the center provides.	The student identified a function the center provides.	The student did not identify any functions, or the functions they identified were incorrect.

Enabling Task

2.1 Identify resources the LGBTQA Resource Center offers.

Question

Select the correct answer. Which of the following resources does the LGBTQA Resource Center **not** offer?

1. Trainings
2. The Safe Zone Program
3. **Financial Aid**
4. The BU Equity Alliance
5. A Lending Library

Feedback:

That is correct. The LGBTQA Resource Center provides all of the above resources except for financial aid.

Sorry, that is not correct. The LGBTQA Resource Center provides all of the above resources except for financial aid.

2.2 Identify university policies and processes the LGBTQA Resource Center assists with.

Respond with a short answer. Name a university policy that the LGBTQA Resource Center assists students with. _____

Possible Answers: Preferred name policy, gender inclusive housing, all-gender restrooms

Feedback:

That is correct. The LGBTQA Resource center assists with the preferred name policy, gender inclusive housing, and all-gender restrooms.

Sorry, that is not correct. The LGBTQA Resource center assists with the preferred name policy, gender inclusive housing, and all-gender restrooms.

Terminal Task

Question

3. Visit the LGBTQA Resource Center's office or website.

Respond to the following question in one to five complete sentences:

After visiting the LGBTQA Resource Center's office or website, describe the resource you explored and a service it provides that interests you.

Sample Answer:

I visited the LGBTQA Resource Center located in the Kehr Student Union building. They offer a lending library that I found interesting, as it contains both fiction and nonfiction books.

Feedback:

Did the student identify the resource they visited and a service it provides that interests them?

Category	2	1	0
Describe the resource they visited and a service it provides.	The student described a resource and a service it provided.	The student described a resource or a service, but not both.	The student did not describe a resource or a service.

Enabling Task

Question

3.1 Identify the location of the
LGBTQA Resource Center.

Select the correct answer. What is the address of the LGBTQA Resource Center?

1. **101 Kehr Union Building**
2. 106 Arts & Administration Building
3. 314 Bakeless Center for the Humanities
4. 311 Andruss Library

Feedback:

That is correct. The LGBTQA Resource Center is in 101 Kehr Union Building

Sorry, that is not correct. The LGBTQA Resource Center is in 101 Kehr Union Building.

3.2 Navigate to the website
of the LGBTQA Resource
Center

Fill in the blank. What is the URL of the LGBTQA Resource Center's website? (You can copy and paste it) _____

Correct Answer: <https://www.commonwealthu.edu/offices-directory/lgbtqa-resource-center>

Feedback:

That is correct. The URL of the LGBTQA Resource Center is <https://www.commonwealthu.edu/offices-directory/lgbtqa-resource-center>

Sorry, that is not correct. The URL of the LGBTQA Resource Center is <https://www.commonwealthu.edu/offices-directory/lgbtqa-resource-center>

Events of Instruction and Motivation

Strategies

Facts	What will be stated?	Where in the training?
Association (Images & Labels)	Images of the campus map and Kehr Student Union building will be used to show location of the physical LGBTQA Resource Center location. Screenshots of their website will be used to show digital presence.	Presentation
Chunking (Lists & Tables)	Tables showing the services that the LGBTQA Resource Center can assist with will be presented. Directions on how to access the physical space will be presented in a list format. Directions on how to access the digital website will be presented in a list format.	Presentation
Mnemonic		
Drill & Practice	Students will practice by categorizing challenges into Social, Institutional, and Non-Identity Students will practice by identifying the location of the LGBTQA Resource Center on a campus map. Students will practice by sharing the URL of the LGBTQA Resource center when prompted.	Assessment

Analogies

Concepts

Definition	The LGBTQA Resource Center at Bloomsburg is committed to making our campus a safe and welcoming space for lesbian, gay, bisexual, transgender, queer, questioning, asexual, and allied students through education, programming, advocacy, and public policy.	Introduction, Presentation
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Critical Attributes	The LGBTQA resource center provides trainings and assistance with navigating inclusive CU policies.	Presentation
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Examples	Examples of challenges LGBTQA+ students may face due to their identity. Examples of trainings the center provides are Safe Zone training, LGBTQA 101, and LGBTQA Ally Trainings. Examples of policies they assist with are the Affirmed Gender Marker Policy, Preferred Name Policy, and Gender Inclusive Student housing policy.	Presentation
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Non-Examples	Examples of challenges LGBTQA+ students may face that are not tied to their identity.	Presentation
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Procedures

Sequence of Steps	Students will understand the steps necessary to visit the center in person. Students will also be presented with the steps necessary to visit the LGBTQA Resource Center's website.	Presentation
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Flowchart

Demonstration

Action or Decision Table

Problem Solving

Case Studies

Simulations

Events of Instruction

Introduction

Gain Attention	The course will start off by stating that 33% of LGBT+ college students have reported harassment or bullying.
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State the Objectives	Upon the completion of this course, learners will be able to: <ol style="list-style-type: none">1. Discuss the challenges that LGBTQA+ students can face2. Describe the purpose of the LGBTQA Resource Center3. Visit the LGBTQA Resource Center's office or website.
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Recall Prior Knowledge	Learners will be prompted to recall if they've ever needed resources particularly for being LGBTQA+, and if those resources were available to them. This will bridge to the content, covering the LGBTQA Resource Center at Bloomsburg University
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Instructional Strategies:

This introduction is mainly focused on concept-based learning, helping understand the purpose of the LGBTQA Resource Center, and defining the learning objectives of the lesson.

Motivation Strategies:

Attention: The learners will be asked to reflect on their own experiences with seeking LGBTQA+ resources and reflect on if they were able to access those resources.

Relevance: As this lesson is aimed at LGBTQA+ and Ally undergraduate students, it is tied into a part of their identity or an identity that they care about. It addresses both present worth (finding a resource center) and future use (policies and processes it assist with that may be relevant in the future).

Satisfaction: Learners will learn about a resource that serves them as an underrepresented community.

Presentation

Terminal Objective:

Upon completion of this section, LGBTQA+ and Ally undergraduate students will discuss the challenges that LGBTQA+ students can face by providing at least three examples.

Present: Learners will be given information on challenges that LGBTQA+ students can face due to their identity in both in an interpersonal/social sense and in the context of existing in an institution.

Guide: Learners will be given examples and non-examples of challenges LGBTQA+ students may face as a result of their identity.

Practice: Learners will have to complete a drag and drop activity to categorize challenges.

Feedback: Instant feedback will be provided, and learners will need to categorize 8/9 of the challenges correctly to proceed in the lesson.

Terminal Objective:

Upon completion of this section, LGBTQA+ and Ally undergraduate students will describe the purpose of the LGBTQA Resource Center in 50 words or less.

Present: Information about the LGBTQA Resource Center will be presented, focused on how it assists LGBTQA+ and Ally members of campus via resources that it provides as well as processes and policies it helps students navigate.

Guide: Information will be broken up into two categories: Resources the LGBTQA Resource Center provides and policies that it helps students navigate. These help break those up into more manageable sections.

Practice: Learners will answer a multiple-choice question and a fill-in-the-blank question about resources that the Center provides after each category.

Feedback: The learner will need to answer both questions correctly to proceed in the training.

Terminal Objective:

Upon completion of this course, LGBTQA+ and Ally undergraduate students will visit the LGBTQA Resource Center's office or website.

Present: Information on where the LGBTQA Resource Center is located on campus will be presented, as well as information on how to access their website.

Guide: A visual guide on how to navigate to the center from the entrance of the Kehr Union building will be shown. A visual guide on how to navigate to the LGBTQA Resource Center's website will be shown.

Practice: Learners will do several tasks:

- Identify the location of the Kehr Student Union on a campus map
- Answer a multiple-choice question about the location of the LGBTQA Resource Center
- Give the address of the LGBTQA Resource Center's website

Feedback: Learners will receive immediate feedback on the map, multiple choice, and short answer questions, and will need to answer them properly to proceed with the training.

Instructional Strategies:

Association: Show campus maps of both Kehr Union and the LGBTQA Resource Center's location within it. Show a screenshot of the LGBTQA Resource Center's website.

Chunking: Split services the center offers into smaller groups (Resources and Policies it Assists With). Directions on how to visit the office physically will be presented. Directions on how to visit the office virtually will be presented.

Definition: Define the purpose of the LGBTQA Resource Center.

Examples: Examples/non examples are used to illustrate challenges LGBTQA+ students may face due to their identity vs challenges that may not be tied to their identity. Examples of resources the LGBTQA Resource Center offers are given. Examples of policies the LGBTQA Resource Center assist with are given.

Sequence of Steps: Students will identify steps to visit the LGBTQA Resource Center in person. Students will identify steps to visit the LGBTQA Resource Center's website.

Motivation Strategies:

Relevance: Students will engage with material that is relevant to their lived experience and identity.

Confidence: Students will gain confidence by showing they can navigate to the LGBTQA Resource Center in either a physical or digital way.

Satisfaction: Students will receive positive feedback for correct answers, and navigating to and reflecting on the resources will motivate students to take advantage of a center on campus that serves them.

Summary

Summarize

Learners will review challenges that LGBTQA+ students face, the functions of the LGBTQA Resource Center, and how to visit the LGBTQA Resource center. They will reflect on how this relates to their lives.

Apply

Learners will apply their knowledge by identifying resources that the LGBTQA Resource Center can provide.

Assess Performance

Students will demonstrate their understanding of challenges LGBTQA+ Students face, the LGBTQA Resource Center's services, and how to visit the Center in real life or online. Performance will be assessed via fill-in-the-blank, categorization, and multiple-choice questions, with an additional reflection.

Students will need to receive 80% or higher on the multiple choice, categorizing, fill-in-the-blank, short answer, and reflection questions to pass. Everything but the reflection question will be graded instantly, while the reflection question will be graded manually against a rubric.

Instructional Strategies:

Association: Show campus maps of both Kehr Union and the LGBTQA Resource Center's location within it. Show a screenshot of the LGBTQA Resource Center's website

Chunking: Services the center offers will be split into smaller groups (Resources and Policies it Assists With). Directions on how to visit the office physically will be presented. Directions on how to visit the office virtually will be presented.

Sequence of Steps: Students will be given step-by-step instructions on how to navigate to the Center both virtually and physically.

Drill and Practice: Students will practice by identifying the location of the LGBTQA Service Center on a campus map. Students will practice by sharing the url of the LGBTQA Resource center when prompted.

Motivation Strategies:

Attention: Concrete examples let students know what the resource center can assist them with.

Relevance: Information is both currently useful and can be of future use to students as members of a marginalized community.

Satisfaction: Learners receive the satisfaction of feedback, and also the satisfaction of completing a task and finding community.

Design Document

Executive Summary

The purpose of this document is to detail the design decisions and information for developing the **LGBTQA Resource Center Awareness Micro-Lesson** course. The document includes a project description, objectives, and a content overview.

Project Overview

This micro-lesson is designed to introduce LGBTQA+ and Ally undergraduate students at Commonwealth University Bloomsburg to the LGBTQA Resource Center on campus. Research shows that 33% of LGBT+ college students have experienced harassment or bullying. This training exists to reduce that number by equipping students with the knowledge of what challenges LGBTQA+ students may face, what the LGBTQA Resource Center offers, and how to visit it in person or virtually. The deliverable is a short, mobile-friendly e-learning module designed for a Gen-Z audience.

Target Audience

This primary audience consists of LGBTQA+ and Ally undergraduate students at Commonwealth University Bloomsburg. The target audience ranges in age primarily from 18–24, is approximately 58% female and 42% male (overwhelmingly Gen-Z, of which 28% identify as LGBTQ+), and is comfortable with standard technology including smartphones. Students have average motivation levels, a high school education, and their attention spans are strongest in the first 10–15 minutes of instruction. The training is written between a 5th and 12th grade reading level and designed to be mobile-friendly.

Prerequisite Knowledge

This course assumes no prior knowledge of the LGBTQA Resource Center. Learners are assumed to be enrolled as undergraduates at Commonwealth University Bloomsburg and to have basic proficiency with a smartphone or computer and internet browser. No prior knowledge of LGBTQA+ identities or campus resources is required.

Project Goal

Upon completion of this micro-lesson, LGBTQA+ and Ally undergraduate students of Commonwealth University Bloomsburg will visit the LGBTQA Resource Center's office or website.

Project Objectives

Learning Objectives

Upon completion of this course, LGBTQA+ and Ally undergraduate students will be able to:

- Discuss the challenges that LGBTQA+ students can face by providing at least three examples.
- Describe the purpose of the LGBTQA Resource Center in 50 words or less.
- Visit the LGBTQA Resource Center's office or website.

Project Management

Deliverables

The final deliverable is a completed e-learning module deployable via Brightspace LMS.

Interim deliverables include:

- Learner and Context Analysis
- Educational Objectives
- Assessment Items
- Instructional Events and Strategies
- Design Document
- A Completed Content Storyboard.
- The e-learning Content.

Deliverables Timeline

The table below details an initial estimated project timeline.

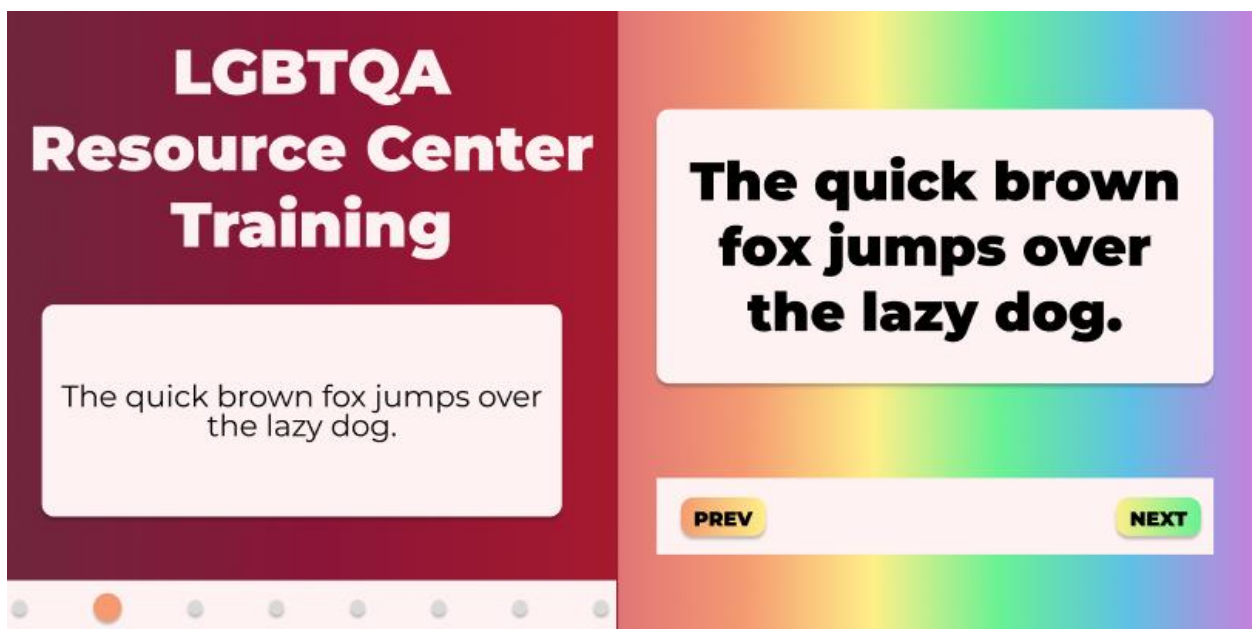
Responsibility	Task	Start	End
Client & Team	Design Document Call	4/4/2026	4/4/2026
Client	Gather and send source material to the team	4/4/2026	4/11/2026
Team	Create a storyboard from source materials	4/13/2026	4/20/2026
Client	Review storyboard and provide feedback for edits	4/20/2026	4/27/2026
Team	Create prototype Alpha	4/27/2026	5/4/2026
Client	Review prototype Alpha and provide feedback for edits	5/4/2026	5/11/2026
Team	Create prototype Beta using feedback	5/11/2026	5/15/2026
Client	Review prototype Beta and provide feedback for edits	5/15/2026	5/22/2026
QA	Test materials and provide feedback for edits	5/22/2026	5/27/2026
Team	Incorporate feedback into final prototype (Gold)	5/27/2026	6/2/2026

Client & Team	Final implementation meeting and publishing of module	6/3/2026	6/5/2026
Client & Team	Go Live	6/8/2026	6/8/2026

Design Approach Description

The training will use a flat design style that integrates Commonwealth University's Power of Three gradient as the main visual element, with additional elements using a pastel rainbow color scheme to highlight navigational elements, navigating from pink to purple through the rainbow in alignment with the progression through the micro-lesson (and as a fun surprise on the final screen).

For accessibility, most text will be black Montserrat on off-white boxes, except where present on navigation buttons, where it still meets WCAG accessibility standards. Some text will be presented as off-white, heavy-weight Montserrat directly on the Power of Three gradient.



Left: An example of the gradient, text-on-gradient, text-on-box, and pagination.

Right: An example of the final slide gradient, next buttons, and large-text-on-gradient.

Course Ownership

The course will be owned by The Commonwealth University of Pennsylvania and maintained by the LGBTQA Resource Center at Commonwealth University Bloomsburg, in coordination with the instructional design team. The Resource Center will be responsible for reviewing and updating content as campus

policies, locations, or services change. The instructional design team will support revisions as needed during and after initial development.

Resources

Key resources include: Dr. Briskin (Subject Matter Expert / faculty contact who provided learner interview data), staff of the LGBTQA Resource Center (SMEs for content accuracy), a sample group of Bloomsburg undergraduate students (for formative evaluation), campus map assets and website screenshots (from Commonwealth University), and access to the Brightspace LMS for delivery. The instructional designer will require SME availability for content review and at least 3–5 learners from the target population for formative evaluation.

For software resources, the ID team will need access to Microsoft Word for documentation, Adobe Illustrator for image creation, and Brightspace for hosting the module.

Team Roles

Title	Personnel Assigned
Project Manager	Chris Brown-Silva
Instructional Designer	Chris Brown-Silva
Multimedia Developer	Chris Brown-Silva
Graphic Artist	Chris Brown-Silva
Programmer	Chris Brown-Silva
Evaluation Specialist	Chris Brown-Silva
Quality Assurance	Kevin Brown-Silva

Content Overview

Instructional Strategies

This course uses factual, conceptual, and procedural instructional strategies, which will be categorized and listed below:

Facts:

- **Association:** Images of the campus map and Kehr Student Union building will be used to show the physical resource center, while screenshots of the website will show their digital presence.
- **Chunking:** Tables will be used to display services the center assists with. Directions on accessing the center's physical and digital spaces will be presented in list format.
- **Drill and Practice:** Students will practice by identifying the location of the LGBTQA Resource Center on a map and practice accessing the website.

Concepts:

- **Definition:** The resource center's own definition will be presented to learners so that they can understand how the center defines itself.
- **Critical Attributes:** Students will learn of the resources and assistance that the center provides.
- **Examples:** Students will be given examples of challenges that they may face due to their identity. Examples are given of training the center provides. Examples are given of policies the center assists with.
- **Non-Examples:** Students will be given examples of challenges they may face that are not tied to their LGBTQA identity.

Procedures:

- **Sequence of Steps:** Students will understand the steps necessary to visit the center in person. Students will also understand the steps necessary to visit the center's website.

Motivation Strategies

Motivation strategies follow the ARCS Model and are detailed below.

Attention:

- Initial attention is gained with a shocking statistic (33% of LGBT+ college students report harassment or bullying).
- Learners are asked to think of a time they tried to access resources for them tied to their identity.

Relevance:

- Content is tied to learner's identities and lived experiences.
- Current and future relevance are addressed with accessing resources now and being aware of University policies that the center assists with.

Confidence:

- Confidence is built through questions with feedback, allowing learners to achieve success before proceeding.

Satisfaction:

- Positive reinforcement of correct answers.
- Locating a resource that serves them and visiting it, either online or in real life.

Content Storyboard

Part of Course	Text	Media Checklist
Introduction	<p>(Gain Attention) Welcome</p> <p>Did you know that 33% of LGBT college students have reported experiencing harassment or bullying?</p>	<p>Welcome text</p> <p>Commonwealth University Graphic</p> <p>Narration</p> <p>Narration Text</p>
Introduction	<p>(Inform of Objectives) By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the challenges LGBTQA+ students can face. 2. Describe what the LGBTQA Resource Center offers to students. 3. Visit the LGBTQA Resource Center's office or website. 	<p>Narration</p> <p>Narration Text</p> <p>Vector graphics for each objective (Challenges, center, map)</p> <p>Next button</p>
Introduction	<p>(Recall Prior Knowledge) Have you or a friend ever needed support related to your LGBTQA+ identity? Were you able to find the resources needed? This lesson will introduce you to a campus resource that's here to help.</p>	<p>Narration</p> <p>Narration Text</p> <p>Graphic of a question mark for thinking</p> <p>Next button</p>
TO1: Discuss the challenges that LGBTQA+ students can face by providing at least three examples.	<p>(Present) LGBTQA+ students can face unique challenges both in social and institutional settings.</p> <p>Social challenges include mental health, finding community, and harassment and bullying.</p>	<p>Narration</p> <p>Narration Text</p> <p>Table laying out information</p>
	<p>(Provide guidance) Example: A student being misgendered by her peer is a social challenge</p>	

tied to her identity. Social spaces being too crowded is not.

TO1: Discuss the challenges that LGBTQA+ students can face by providing at least three examples.

(Present) Institutional challenges include barriers to name changes, inclusive housing, and access to all-gender restrooms.

(Provide guidance) Example: A student needing to change their name on university paperwork is an institutional challenge tied to their identity. Being unable to register for a class because it is full is not.

Narration
Narration Text
Table laying out information

EO 1.1: When presented with a list of social challenges, students will label them with 80% accuracy.

(Elicit Performance) Drag and drop each challenge into a category.

Social Challenges Due to LGBTQA+ Identity:

- Mental Health
- Finding Community
- Harassment

EO 1.2: When presented with a list of institutional challenges, students will label them with 80% accuracy.

Institutional Challenges Due to LGBTQA+ Identity:

- Name changes
- Gender inclusive housing
- Access to all-gender restrooms

Non-Identity Challenges:

- Class scheduling concerns
- Dining hall food issues
- Crowded social spaces

(Provide Feedback) Student must correctly categorize 8/9 challenges to proceed in the training. If they get less than 8, the training will tell them to try again.

That's correct! You understand the difference between identity-related social challenges, identity-related institutional challenges, and non-identity challenges.

Narration
Narration Text
Multiple Choice Questions
Quizlet

Sorry, try again. At least 2 of the items are in the wrong categories.

TO1: Discuss the challenges that LGBTQA+ students can face by providing at least three examples.

(Elicit Performance) In 100 words or less, describe three challenges that LGBTQA+ students may face due to their identity.

(Provide Feedback) Short answer scans for at least 3 of the following phrases (allowing for phrases with similar meaning): mental health, community, harassment, bullying, name change, gender inclusive housing, gender neutral housing, gender neutral restrooms, all-gender restrooms.

That's correct! You correctly identified three challenges that LGBTQA+ students may face due to their identity.

Sorry, that's incorrect. Review the different types of challenges that LGBTQA+ students may face and try again.

Narration
Narration Text
Text Entry Box
Submit Box

Summary

(Enhance Retention and Transfer) In this lesson, you learned about challenges that LGBTQA+ students may face, both social and institutional. You also learned about Bloomsburg's LGBTQA Resource Center and resources it provides. Finally, you learned how to visit the LGBTQA Resource Center in person and online.

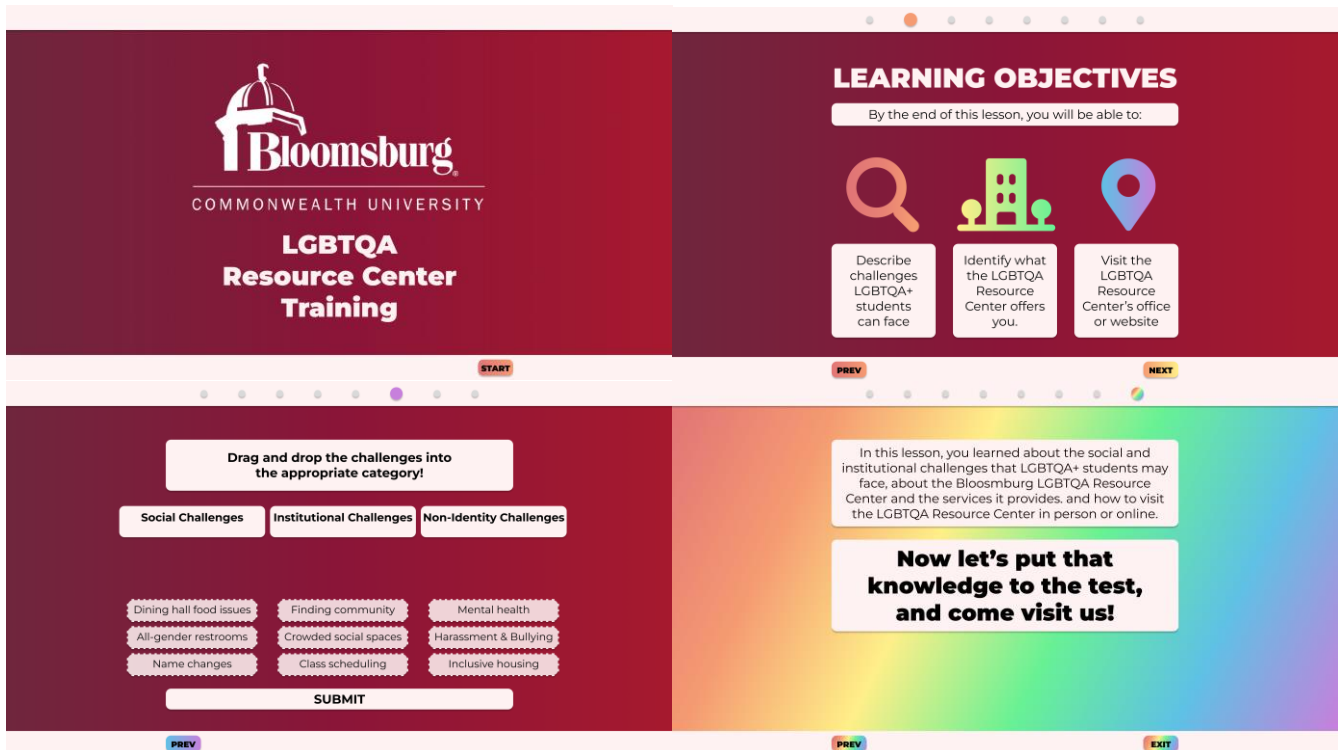
Now let's put that knowledge to the test and come visit us!

Narration
Narration Text

Content Sign Off: _____

Storyboard

The storyboard is hosted on Figma, please access it [here](#). Below are some screenshots of slides from the storyboard.



Evaluation

Evaluation Information

Course Information

Course Name LGBTQA Resource Center Micro-Lesson

Developer's Name Chris Brown-Silva

Evaluator

Evaluator Name Joyce Yang

Evaluation Procedure

Date of Evaluation May 2nd, 2026

Comments and Critiques About the Objectives

Section	Evaluation Aspect	Comments
Goal Statement	Strengths	Goal Statement: "Upon completion of this mini lesson, LGBTQA+ and Ally undergraduate students of Commonwealth University Bloomsburg will visit a resource that serves LGBTQA students." This statement includes ABC
	Areas for Improvement	N/A

	Issues or Errors	N/A
Terminal Objective One	Strengths	<p>“Upon completion of this section, LGBTQA+ and Ally undergraduate students will describe the challenges that LGBTQA+ students can face by providing at least three examples.”</p> <p>Evidence of ABCD method</p>
	Areas for Improvement	
	Issues or Errors	
Terminal Objective Two	Strengths	<p>“Upon completion of this section, LGBTQA+ and Ally undergraduate students will describe the purpose of the LGBTQA Resource Center in 50 words or less.”</p> <p>Evidence of ABCD method</p>
	Areas for Improvement	N/A
	Issues or Errors	N/A
Terminal Objective Three	Strengths	<p>“Upon completion of this course, LGBTQA+ and Ally undergraduate students will visit a resource that serves LGBTQA+ students at least once.”</p> <p>Evidence of the ABCD method.</p>
	Areas for Improvement	N/A
	Issues or Errors	N/A

Comments and Critiques About the Assessment

Practice Questions

Question/ Objective	Objective Alignment (Yes/No)	Typographical/Content Issues (if any)	Evaluator Comments
1	Yes	N/A	Short Answer
1.1	Yes	N/A	Multi-Select
1.2	Yes	N/A	Multi-Select
2	Yes	Consider changing “respond to the following... in one to five” rather than “between one and five”	Short Answer
2.1	Yes	N/A	Multi-Select
2.2	Yes	N/A	Multi-Select
3	Yes	Consider changing “respond to the following... in one to five” rather than “between one and five”	Short Answer
3.1	Yes	N/A	Multi-Select
3.2	Yes	N/A	Fill-in-the-Blank
Client & Team	Final implementation meeting and publishing of module	6/3/2026	6/5/2026
Client & Team	Go Live	6/8/2026	6/8/2026

Comments and Critiques about the Course Design and Content

Section	Evaluation Aspect	Comments
Overview and Description	Strengths	Thoroughly explains the purpose, project overview, target audience, and prerequisite knowledge of the learners.
	Areas for Improvement	N/A
	Issues or Errors	N/A
Timeline, Team, and Design Approach	Strengths	The breakdown of each ask along with the start and end dates are reasonable.
	Areas for Improvement	
	Issues or Errors	
Goals and Objectives	Strengths	Learning objectives 1 and 2 are measurable through this course.
	Areas for Improvement	Learning objective 3 “visit a resource that serves LGBTQA+ students at least once” consider replacing the word “resource” with “website page” to make it clearer that the resource is not a place, but a website.
	Issues or Errors	See above
Course Description (design plan/motivation/instructional strategies)	Strengths	ARCS is included, including 1-2 key concepts within each category i.e., shocking statistics (attention), tying to learner’s identities (relevance), achieving success (confidence), and positive reinforcement (satisfaction)

	Areas for Improvement	N/A
	Issues or Errors	N/A
Content Outline	Strengths	Thoroughly explains the purpose, project overview, target audience, and prerequisite knowledge of the learners.
	Areas for Improvement	Rather than describe the feedback (i.e. "(Provide Feedback) Immediate feedback is given on answering all questions. When students get 2 or more wrong, they are required to retake the quiz."), consider typing out the copy that will be used. (i.e. Great work! Some examples of institutional challenges include name changes, all-gender restrooms, and gender inclusive housing.)
	Issues or Errors	See above
Practice Exercises and Final Assessment	Strengths	Includes specific feedback (i.e. Feedback: That is correct. The LGBTQA Resource center is in 101 Kehr Union Building. Sorry, that is not correct. The LGBTQA Resource center is in 101 Kehr Union Building.")
	Areas for Improvement	For the question below for terminal 3.2, will learners be expected to type out the entire URL?

“Fill in the blank. To reach the LGBTQA resource center website, students need to navigate to the url: _____

Correct Answer:
<https://www.commonwealthu.edu/offices-directory/lgbtqa-resource-center>

Issues or Errors

N/A

Comments and Critiques About the Visual Design of the Training

Section	Evaluation Aspect	Comments
Navigation and Usability	Strengths	The progress dots on the top of the page help the learner understand how far along they are in the training. They are also easy to understand, and the spacing is pixel perfect.
	Areas for Improvement	Note: Discrepancy with the learning objectives, there are 5 learning objectives included in the prototype and only 3 included in the design doc.
	Issues or Errors	Slide 5's button isn't working, and the next button is missing from slide 5 and 6
Timeline, Team, and Design Approach	Strengths	The breakdown of each ask along with the start and end dates are reasonable.
	Areas for Improvement	
	Issues or Errors	

Text Readability and Typography	Strengths	The san-serif font chosen is clear to understand.
	Areas for Improvement	<p>The 3rd screen's text seems quite large, what is the font size here? Consider adding a title and decreasing the size of the font.</p> <p>The boxes are difficult to understand when the question and the answers are all the same shade, making it hard for the learner to understand which areas to interact with.</p>
	Issues or Errors	Consider removing the light gray squares around the answers as they don't really serve any purpose visually.
Screen Layout and Composition	Strengths	Text is centered and balanced on the screen.
	Areas for Improvement	Slide 4's hierarchy is a bit confusing, there are words that are bolded in the middle of the page and then broken up into two groups, consider making the text "social challenges" and "institutional challenges" larger than the other sub text to make it more clear to the learner which is the subtext and which is the title. Consider adding an image to this page (maybe something that aligns with the student being described in the example)
	Issues or Errors	The layout of the question slides could be changed a bit to help the learner understand that they are supposed to answer the question.

Content Outline	Strengths	On slide 5, consider making the answers a different color so that learners know where to click.
	Areas for Improvement	N/A
	Issues or Errors	N/A
Images and Media	Strengths	N/A
	Areas for Improvement	Consider adding some images that go with your text to increase learner engagement and attention.
	Issues or Errors	Differentiate the feedback slides with some color, i.e. consider adding a red icon for incorrect, and green for correct feedback.
Instructional and Engagement Design	Strengths	Consistent location for back and next buttons, feedback included, and progress bar to help learners remain engaged.
	Areas for Improvement	For each question, remember to give some directions. I.e. "Select the best answer"
	Issues or Errors	Differentiate the feedback slides with some color, i.e. consider adding a red icon for incorrect, and green for correct feedback.

Exit Survey

Statement	Too Short for Micro-Lesson?	Appropriate?	Too Long?
What specific changes would you recommend improving pacing, organization, or content coverage so the training better aligns with its goals and the audience's needs?	Organization: consider adding a menu for navigation, including media.	N/A	N/A

What sections were particularly engaging, confusing, or redundant? Did the visual and interactive elements support the learning objectives effectively? Please be as specific as possible.

Engaging: The middle parts of this course (slide 4+) were informative and had clear content with an example. The navigation colors plus the progress dots on the top were particularly engaging. The feedback provided after each of the questions informed me as the learner whether I was getting the answers correct and understanding the content. Consider adding a welcome page that includes some media welcoming the learner, consider including some directions on how to use this course.

Visual: Consider adding some images to help support the learning.

Additional Overall Comments about the Course

Some overall suggestions I have are to make sure to add some images to help the learner connect with the content and stay engaged, make sure to check that there are consistent buttons on each slide (i.e. check slides 5 and 6's next buttons they don't seem to appear on the prototype), consider adding some icons to the feedback pages and slides. Pay attention to the visual hierarchy of your text (i.e. increase the text size for titles and decrease the size for subtitles and paragraph text), consider removing the boxes of red and replacing it with one big box instead of moving the boxes around so that the content is clearer to the learner. Your content includes all the necessary parts (i.e. terminal, objective, etc.), and your assessment questions properly connect to the objectives. If time permitted, would love to see how you build out the rest of your course.

Overall, great work!

Team	Create prototype Beta using feedback	5/11/2026	5/15/2026
Client	Review prototype Beta and provide feedback for edits	5/15/2026	5/22/2026

QA	Test materials and provide feedback for edits	5/22/2026	5/27/2026
Team	Incorporate feedback into final prototype (Gold)	5/27/2026	6/2/2026
Client & Team	Final implementation meeting and publishing of module	6/3/2026	6/5/2026
Client & Team	Go Live	6/8/2026	6/8/2026

Summary of Evaluation Process and Red Flags

Joyce's feedback was helpful in highlighting the following things:

1. Visual hierarchy could be better
2. Images should be included
3. Adding a welcome slide with instructions would be helpful.
4. Be more specific in feedback, differentiating correct/incorrect feedback slides, etc.

Given more time, I would address the images and feedback sections as they are the most important to the engagement of the learner. Visual hierarchy tightening and a welcome slide would be nice to add but would be a second order fix.

Critique is always interesting because different people home in on different things! Joyce was able to identify some issues with my layout/integration of feedback that completely didn't occur to me, and being able to receive that helps me identify where I need to pay more attention going forward. Getting critique is a necessary part of the ADDIE model (without it, it'd be the ADDI model).