*Module 2: Relaying Effective Instructions – 10% total*

Project Overview:

Instructional artifacts include package inserts, quick reference guides that provide shortcuts of the sort you might find with new software, procedures for tasks including selecting a candidate for a position or accepting a winning bid for a project, human resource manuals for employees, or training operation manuals for a range of highly specialized tasks. Instructional artifacts nearly always have both a written and visual component. However, some may also have oral or electronic components as well. (Think of videos, for instance, that tell you how to self-install your cable box.) Instructional artifacts also need to be tested by many people in order to ensure that they will be effective for the ideal end user.

In module 2, we will review and discuss techniques for designing and improving instructions, whether they be oral, visual, electronic, non-verbal, or written instructions. (Good instructions contain elements of as many WOVEN categories as possible!) You’ll be responsible for developing a short instructional artifact that, after a user test in class, you’ll revise. **This project requires you to briefly introduce a hobby you enjoy in such a way that you can recruit new users to join you.**

There is no specific page limit or word count for this project, as your instructions may come in written form, as a website, an app, a short film, or podcast. (IF you choose a non-written form, you should be prepared to show drafting process in the form of scripts, sketches, code, etc.) Previous student variations on this project have ranged from an in-class demonstration to posters, podcasts for visually impaired people to an expandable laminated set of 3 \* 5 cards. It will be up to you to decide what you feel will be the most appropriate form for the instructional artifact you will create. Your ideal end user for this project is a Georgia Tech freshman, between the ages of 17-21, who is looking to embrace a brand new hobby.

You’ll be responsible for briefly sharing your topic in class during attendance questions and for preparing for a peer review session wherein we’ll practice some of the basics of user testing and feedback. (Chapter 28 of Anderson will be especially useful as you consider the type of information REQUIRED for your instructions and the type of information that’s only RECOMMENDED.)

Here’s how it all breaks down:

* Instructional Artifact Design, including Preparation for User Test Day/Integration of Peer Feedback (10%)
* ~250 word Creator’s Statement/Reflection (5%)
  + The Creator’s Statement should cover how you selected this topic, how you had to reframe your knowledge for your ideal end user, a short discussion of how you responded to the feedback you received, and why you chose the medium that you did for the design. I’d also like to learn more about your drafting process and/or how you overcame any challenges.

Knowledge Focus:

audience, research, structure, criteria, content, concision, visual design effectiveness, creating effective instructions

**INSTRUCTIONAL ARTIFACT RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning** | **Competent** | **Mature** | **Exemplary** |
| **Audience** | No attention to directing instructions to a specific audience. | Audience is not clear, and instructions seem very general and vague. | Instructions include some acknowledgement of who the audience is and their needs for using these instructions. | Instructions make it clear who should and should not use these instructions and how the instructions will meet audience’s needs. |
| **Purpose** | No attention to purpose of document. | Purpose is not clear at all.  Document just starts with instructions and no purpose clarification. | Purpose is somewhat clear, but not outlined well for the audience. May include a weak introduction and incomplete table of contents. | Purpose of instructions is very clear and audience knows what they will be able to do after reading the document.  Includes an introduction and table of contents. |
| **Use of Images** | No pictures are included in the instructions.  The document includes text only. | Some pictures are included with the instructions, but they are not clear, well- labeled, or connected to the text. | Well-labeled pictures accompany the instructions. | Well-labeled pictures accompany the instructions. The images make the instructions clear and easy to follow. |
| **Visual Design** | Instructions are poorly organized or have no clear organization at all. | Instructions are organized into sections. | Instructions are well-organized into major sections that are labeled. | Instructions are very well organized into major sections with clear labels and a table of contents. |
| **Completeness** | Instructions are incomplete and offer no help for the user. | Instructions may be missing some steps or the steps are not clear. | Instructions include information needed to complete the task. | Instructions include all necessary information and pictures, including any contact information for help and troubleshooting. |

*(adapted from readwritethink.org)*

**NOTES:**