**Feasibility Report on Group Four’s Paper Airplane Instructions**

**Introduction**

**Purpose**

The purpose of this report is to test the feasibility of Group Four’s paper airplane instructions and make recommendations based on whether students should use the method proposed by Group Four in the construction of a paper airplane.

**Problem**

In school, students find the need to make paper airplanes as a source of entertainment. They need an instructional method that will help them create the best-looking airplane that can fly long distances. The instructions should be easy to follow, accurate, simplified, and explain the best way to fly the paper airplane.

**Scope**

This report only addresses the paper airplane instructions made by Group Four and no other methods. Group Four’s instructions were submitted for a class assignment in English 314. This report will evaluate the instructions using the following criteria: clarity, accuracy, ease of construction, and ability to fly.

**Discussion**

**Clarity**

**Explanation**

Clarity refers to how well the writers convey the information so that readers can follow the directions correctly. It is important for instructions to show exactly what to do at each step by having clear directions and images. The instructions should be easy to understand and follow so that readers can create the designated product without confusion.

**Data**

The instructions start out explaining the purpose clearly. The first page of the document goes into detail about the skills needed for the person reading the instructions. It explains the importance of creasing and aligning folded edges in relation to creating a paper airplane. The materials section also lays out the required equipment for making a paper airplane. Any reader would be able to understand why these materials are required for making the paper airplane.

Even though the introduction is described clearly, the directional steps are described ambiguously. The steps in the instructions don’t specifically refer to the pictures which may confuse the reader. An example of this would be how in Step 5 the directions are to “fold the angled edge” (Pewick, Poland, & Renslow, 2015). Not only the directions, but also the image doesn’t clearly indicate which edge should be folded. Readers wouldn’t know what to do at this step and it may take a long time for them to figure it out. The directions in Step 7 are also very hard to follow. This step is hard to understand, because the directions and images are unclear in their representation.

The images don’t clearly show where the paper should be folded in combination with the corresponding directional text. The images also don’t have arrows or numbers to show the direction and order of paper folds required for each step. The image corresponding to Step 4 doesn’t have clear edges on the folds for the reader to know how the corners should be folded. The image only shows the product of the step and not the process going into it. The photograph for Step 4 may confuse readers who haven’t made a paper airplane before.

**Interpretation**

The paper airplane instructions lack clarity, especially in the last few steps. The steps aren’t easy to follow, because they give vague directions with images that don’t completely represent what goes into each step. Having images that don’t indicate where the paper is folded makes it very hard for the reader to create the paper airplane. These instructions don’t meet the expectations of the assignment guidelines in terms of clarity.

**Ease of Construction**

**Explanation**

A set of instructions should not only be easy to read but also easy to follow. The instructions should reflect the audience’s skill level, so that they can understand and follow the directions. It is important for the paper airplane to be relatively easy to construct.

**Data**

Group Four’s paper airplane instructions reflect the ability and skill level of young students. Beginners would find this airplane rather easy to construct due to the smaller number of steps. The seven steps minimize the complexity of the process. Not only are there few steps but also the steps are easy to follow. The majority of the steps only require simple folds and creases. Though the lack of clarity throughout may hinder the instructions’ ease of construction.

**Interpretation**

The paper airplane instructions outline a procedure that reflects the audience’s skill level and presents simplified directions. The small number of steps further simplifies the paper airplane construction process. This method of construction is ideal for beginners and students trying to create quick airplanes. Group Four’s paper airplane instructions meet the criterion for ease of construction.

**Accuracy**

**Explanation**

It is important for instructions to be accurate. They should have a clear problem statement and audience. The steps of the instructions should align with the images. The accuracy of each step determines if the product can be made. Having inaccurate information in instructions can throw off the reader.

**Data**

The instructions by Group Four do not refer to any particular audience but give an impression that they are targeting students. The instructions lack majorly in accuracy when it comes to the steps. An example of that would be Step 7, where the directions have inaccurate perceptions of spatial direction. The directions mention having the folded corner to “your right”, which doesn’t make sense since both sides have a folded corner (Pewick et al., 2015). And then it goes on with “from the bottom right corner to the top left corner”, which doesn’t relate to a triangular-shaped, folded piece of paper (Pewick et al., 2015). As a whole step 7 doesn’t present accurate information for readers to understand. They won’t know which side of the paper that the directions indicate.

**Interpretation**

Group Four’s Paper Airplane Instructions have an inaccurate sense of spatial direction in the final step of their process. Having this in the final step makes it very hard for readers to understand and create the airplane in its entirety. They might just stop at Step 6 and look for a different method for creating a paper airplane.

**Ability to Fly**

**Explanation**

Paper airplanes are made so you can launch them. The instructions need to include a step on launching the airplane. The reader should be able to throw the paper airplane and watch it fly.

**Data**

Group Four’s instructions don’t include a step on launching the paper airplane. Readers will have to decide for themselves how they will accomplish this task. They might have to try several different methods of launching the airplane which will waste their time and might also damage the airplane. Readers won’t have directions about launching the paper airplane and will have to figure out a method of their own choosing.

**Interpretation**

The paper airplane instructions don’t give any consideration for launching the object. The paper airplane’s ability to fly can’t be determined by these instructions alone. Readers will have to figure the launching step out on their own and assess its ability to fly from there.

**Conclusion**

**Summary**

Group Four’s paper airplane instructions meet the criterion for ease of construction, because they have simplified directions and match the audience’s skill level. Even though the instructions are simplified, the rest of the data demonstrates that Group Four’s paper airplane instructions don’t meet the following criteria: clarity, accuracy, and ability to fly. The instructions are hard to follow throughout, inaccurate in Step 7, and don’t include a step on launching the paper airplane.

**Conclusions**

Group Four’s paper airplane instructions meet the criterion for ease of construction, but don’t meet the other criteria. Overall these instructions don’t meet students’ needs. Students will not be able to create a paper airplane effectively from these instructions.

Students would need to spend a lot of time to understand these instructions if they do not have prior knowledge of airplane building. Beginners should refer to an easier paper airplane instruction manual that is understandable, accurate, and comprehensive. This instruction manual should also explain the best way to fly the paper airplane.

**Recommendation**

Group Four’s paper airplane instructions are not a feasible solution to meet students’ needs for a source of entertainment in the classroom.

**Contact**

For more information about this feasibility report you can contact our group: Dan Conrad, Deeksha Juneja, Colin Jernberg, Yiru Gao.

**Documentation**

Pewick, C., Poland, S., & Renslow, K. (2015). *How to Make a Classic Paper Airplane*.