

Instructional Analysis Document for the Educational Technology Office's (ETO) Podcasting Tool

Broad Instructional Goal:

Using the ETO's online podcasting tool, faculty members at the Curry School of Education will be able to successfully publish a podcast.

An online tool to publish podcasts is being developed by ETO. An accompanying online guide that instructs users on how to operate the tool is needed. In addition, the user guide must address the podcasting process as a whole, in order to contextualize the tool's functionality. The broad instructional goal for this user guide was determined after consideration of ETO's immediate need to introduce both the tool and podcasting to an unfamiliar audience.

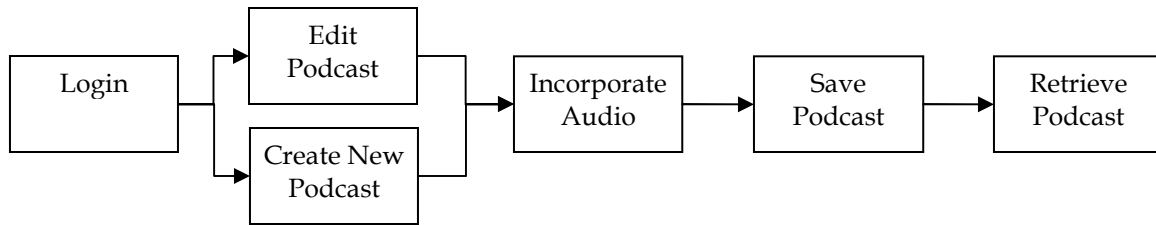
The user guide's broad instructional goal may be classified as an intellectual skill. Operating the podcasting tool and manipulating the information within will require skills from both the verbal and psychomotor learning domains, but the instructional goal itself is intellectual. For example, users must learn the characteristics of a podcast so that they may apply rules for naming and classification to its content (the audio files). Users must also be able to form concepts about the overall podcasting process, so that they may employ problem-solving during the tool's various substeps. These skills are considered part of the intellectual learning domain. Psychomotor skills such as clicking with the computer mouse or typing on the keyboard will be considered prior knowledge.

Goal Substeps:

The user guide's broad instructional goal may be broken down into these 6 lesser instructional goals, which correspond to the podcasting tool's operational process:

1. User will be able to login to the tool
2. User will be able create a new podcast
3. User will be able to edit an existing podcast
4. User will be able to incorporate an MP3 into the podcast
5. User will be able to save the podcast
6. User will be able to retrieve the podcast

The procedural nature of these goals may be expressed graphically as:



Substep Descriptions:

1. User will be able to login to the tool.

Most users will be able to apply prior knowledge of Web-based logins to this substep. However, users will need instruction to enter their University of Virginia ID and password (required for authentication). They will also need instructions articulating this step's role in publishing the podcast, as part of the user guide's introduction to podcasting. For example, creating an account is pertinent to saving and then retrieving podcasts (substeps 5 and 6). This substep may be classified as part of the verbal learning domain; it simply asks users to recall specific prior information. At the conclusion of this step, the user chooses between editing or creating a podcast.

2. User will be able create a new podcast.

It is in this substep that users learn how to configure a new podcast. The process may be divided into:

- a) Label podcast - a unique title and file name are required for each new podcast
- b) Enter author content - the author's name and copyright information are needed for identification
- c) Enter podcast content - a unique description, keywords and related information such as Website URL are needed for identification
- d) Classify content - Categories to classify the podcast's content must be chosen, e.g. iTunes categories

This substep falls under the intellectual learning domain. Users must learn the characteristics of a podcast (titles, keywords, categories, etc.) and then produce information that meets these characteristics. Users must also be able to discriminate between the content categories and select the appropriate one for each podcast. (Of course, typing the author's name and copyright is recall rather than cognitive activity.)

3. User will be able to edit an existing podcast

There are minimal differences between this and substep 2. However, users must learn that editing a podcast produces 'episodes' and how episodes fit into the podcast subscription model. The editing process is likewise part of the intellectual learning domain, because classification decisions are required.

4. User will be able to incorporate an MP3 into the podcast

Having learned how podcasting packages digital audio files, users may now incorporate MP3s into their podcast. This process may be divided into:

- a) Locate audio Web address - because the tool (and podcasting in general) requires that an existing audio file (MP3) be located on a Web server, instruction on locating or saving digital audio on the Internet must be included
- b) Label audio - a unique title and file name are required for each new MP3
- c) Enter author content - the MP3 author's name and copyright information are needed for identification
- d) Enter audio content - a unique description and keywords are needed for identification

The learning domain for instruction of this process is again intellectual: decisions must be made to select an appropriately formatted digital audio file and then uniquely identify it.

5. User will be able to save the podcast

Most users will be able to apply prior knowledge of Web-based form submission to this substep. Minimal instruction regarding what saving accomplishes as part of the podcasting process is needed (generation of an XML file, etc.). The skills involved are part of the verbal learning domain: simple recall of previous actions. This substep may consist of skills the user already possesses, but failure to correctly execute it prevents the podcast from publishing.

6. User will be able to retrieve the podcast

Once the podcast (XML file) has been generated, users must be able to retrieve it. Instructions are needed on how and when to use these options:

- a) View XML - by clicking on a link, the full XML file may be read and then saved or copy/pasted

- b) Subscribe to podcast – the subscription method depends on the chosen audio software, but at the root, users must be able to locate the full podcast Web address for transferal to a podcatcher
- c) Open and edit the podcast in the tool – users may return to substep 3 within the tool

The learning domain for this substep may be classified as intellectual, for the same reasons offered in previous substeps. Users are not being instructed to recall previous information, instead discriminating between the substeps different options and choose the one that meets their needs.

The user accessing the podcast in an Internet browser or podcatching software signifies that the podcast has been successfully published.

