From: Davidson-Shivers, G. & Rasmussen, K.L. (2006). Web-based learning: Design, Implementation & Evaluation. New Jersey: Pearson. p. 92-94.

GardenScapes

Kally and Elliott begin gathering information related to their proposed course, using surveys, interviews, and field trips to various locales on the CJC campus. The following is the context analysis portion of their Design Document.

The Infrastructure of Clatskanie Junior College

The TLDC within CJC has a comprehensive system of faculty and learner support. The system involves initial training of faculty and students in all aspects of distance and distributed learning environments, ranging from designing and developing Web-based instruction to implementing online programs. Support staff consists of personnel who provide assistance to faculty and learners, with student laboratory assistants available to help individual faculty.

The TLDC has three faculty development laboratories. Each laboratory contains equipment to accommodate up to 10 individuals at one time. In each laboratory, the following technology equipment and materials are maintained and updated on a three-year cycle:

- *10 state-of-the-art multimedia computers with appropriate disk space, memory, and Internet and Web connectivity*
- *3 digital cameras and 1 digital video camera*
- *Variety of software, including productivity software, website editors, digital media editors, and graphics programs*
- *Access to a shared development server as well as a production server when materials are ready for implementation*
- *Access to a library of instructional strategies, WBI templates, and other training and support materials*

The laboratories are designed to provide faculty with individualized support and small-group training opportunities.

Full-time CJC faculty members have state-of-the-art computers in their offices, with Internet connections, email, and the necessary software needed to conduct their faculty work. Extensive software is available for development, including HTML editors, graphics packages, and productivity software. CJC supports include a learning management system, which offers a chat system, organized threaded discussion facility, electronic drop box for student assignments, and a gradebook. Part-time faculty, including Kally, share offices that contain a single computer.

Full-time faculty are given release time from one course in order to develop a Web-based course; however, they are not given additional release time when they teach the course, unless they are developing and teaching at the same time.

The CJC administrators and faculty have established, as part of promotion and tenure policy, that WBI development is defined as a creative work product. Pending

final review and approval by CJC faculty, WBI development and delivery will be considered under the standard campus intellectual property policy: the course instructor who developed the materials will have the intellectual property rights and CJC will have rights to fair use of those materials.

Technical Support Staff

Online instructors and learners will be supported through the TLDC through a help desk, which is focused on solving technical problems for individuals participating in distance and distributed classes. Support is available online, in person, and via telephone and desktop conferencing. The support team also has a training classroom where they can assist learners face to face in accessing classes and troubleshooting specific problems. Staff will work with faculty development teams to test Web-based instruction and programs for quality control before they are delivered.

Personnel Support Staff

Faculty members are supported through the TLDC by facilities and personnel; they have access to the TLDC technology laboratories. TLDC personnel include instructional designers, computer programmers, graphic designers, and Web developers who train faculty and provide assistance in developing strategies for distance delivery systems.

Teaching assistants from the Instructional Design and Technology (IDT) master's program at Myers University work at the TLDC as interns. Interns who are not working with a specific faculty member are assigned to work in the development laboratories.

Allocated Personnel for the GardenScapes WBI Project

The allocated personnel and their competencies for the WBI on GardenScapes are as follows:

The instructor, Kalantha (Kally) Le Rue, is a master gardener who works as a volunteer at the Golden Valley Botanical Gardens of Westport. Kally created the original course, Garden Basics, approximately five years ago and has taught it since its inception. She has an undergraduate degree in sociology and her vocation is social work. She earned the title of master gardener seven years ago through a program developed by the state's agricultural extension services in conjunction with the Botanical Gardens in Westport.

Although she has taught the original course for five years, she has neither formal training in education nor any formal training in instructional design. She will be relying on the TLDC staff for assistance in this area.

The instructional designer, Elliott Kangas, is an IDT master's student at Myers University, located in Westport. He has completed the required courses and a majority of his electives in his program of study. He has accepted the internship position under the supervision of Carlos Duartes, director of TLDC at CJC. The primary purpose of his internship is to help develop Web-based and multimedia instruction for courses in the CDE. As his first internship project, Carlos has assigned Elliott to assist Kally to design GardenScapes.

Other TLDC technical support staff will be identified as they become involved in the development of this WBI project on an "as needed" basis.

Learner Location and Technology

It is anticipated that learners, for the most part, will be located within the regional service area of CJC for at least the first few offerings of GardenScapes. Westport is a relatively small city with surrounding suburbs, with more rural areas to the north and south. However, its participant base may expand to other regions within the state, country and, possibly, other parts of the world in later course offerings, which will affect how the course is implemented.

To participate in the course, learners must be able to access and use computers and the Web, ideally from home or work; if unable to do so, the computer labs at CJC are available to them. Specific access requirements will be developed during the design stage when the technology requirements will be detailed.

On Your Own

Analyze the context surrounding your WBI project. Explore available resources. Using Table 3.5 as your template, identify and describe the infrastructure of the organization and the availability and capacity of resources and administration support. Name and identify the personnel available for and assigned to the project; describe their competencies in the areas of content, technology, and/or instructional design. Develop a general outline of technology requirements for learners who will be taking the course.

Write this information up as a formal part of your Design Document. Include resources and personnel allocated to your WBI project, as well.

Begin thinking about how the findings from your context analysis have implications for the design, development, and implementation of your WBI project. You will be adding these implications to your Design Document later.

(For illustrations of how other designers tackled these same issues, review the case studies appearing in the Extending Your Skills section at the end of this chapter.)

See this textbook's Companion Website (http://www.prenhall.com/davidson-shivers) for the *GardenScapes* Design Document.