

## EDCI 572: Design Document

### OneNote *Learning Tools*

#### Project Overview

The Microsoft (MS) OneNote add-in *Learning Tools* was released for preview in January 2016, and recently released to the public for general use. The add-in is designed for MS OneNote 2013/2016 and is comprised of two main functions, immersive reading and dictation, which are meant to improve accessibility and experience among all students in reading and writing (Shapiro, 2016). The MS OneNote user is able to use an immersive reader that allows choice of font, background color, text style/size/spacing, and voice speed/sound. Within immersive reader, the user can also choose to enhance the reading by highlighting parts of speech or visually expressing words in their syllabic breakdown. *Learning Tools* also enhances MS OneNote with the ability for the user to dictate directly into OneNote. Currently, the user can dictate in five different languages.

In addition to *Learning Tools* being utilized in MS OneNote, it has been announced that Microsoft plans to expand the presence of *Learning Tools* to MS Word, MS OneNote Online, and MS Word Online (Microsoft in Education Team, 2016). Many educators, who have been on the forefront of testing the preview version of *Learning Tools*, have showcased its ability to support learners with specific special needs relating to reading level, speed, and comprehension, specifically with learners that struggle with Dyslexia. It is estimated that one and five people are impacted by Dyslexia and that there is a four-plus grade level span among student reading levels in seventy-three percent of classrooms (Microsoft in Education Team, 2016).

*Learning Tools* has the ability to greatly impact individual student user experience and academic growth; however, due to the very recent general public release, the add-in is not well known among most school staff in K-12 educational settings. In particular, most of the Lafayette School Corporation (LSC) staff have never heard of *Learning Tools*. There is a need to create a "Learning Module" in which LSC staff learn how to manipulate and utilize *Learning Tools* within MS OneNote. In order for LSC staff to support students' abilities to use the add-in for enhancing and growing in individual language and comprehension skills, it is necessary for LSC teachers and support staff to have fundamental knowledge of the add-in and fluency in utilizing its functions.

#### Identification of Instructional Goal

Hands-On One-Hour *Learning Tools* Training (Face-to-Face):

Lafayette School Corporation (LSC) staff will be able to manipulate and utilize the Microsoft OneNote add-in, *Learning Tools*, in order to provide assistance and support to LSC students who will utilize the *Learning Tools* add-in.

#### Goal Analysis Diagram

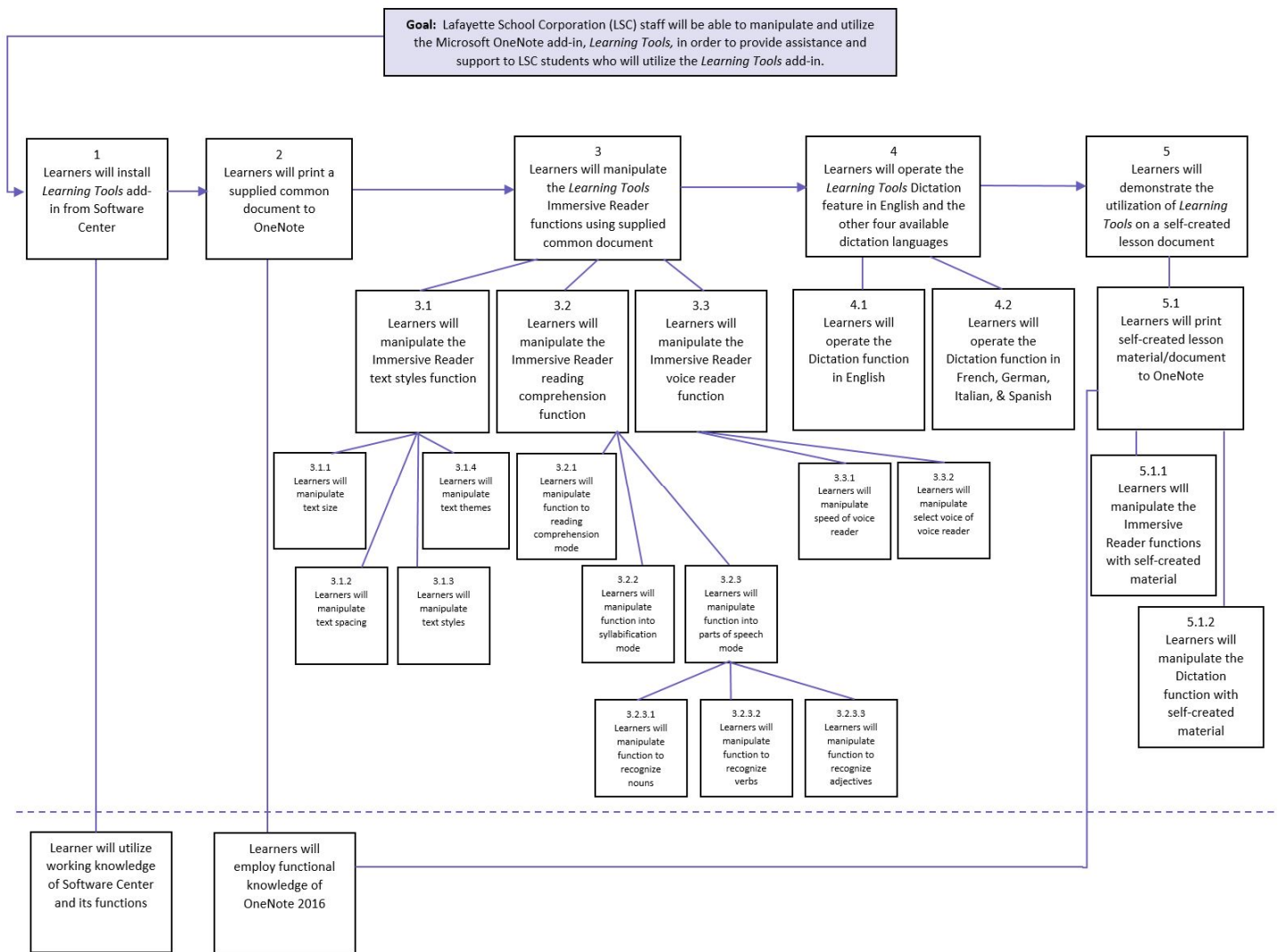
##### Main Steps:

1. Learners will install *Learning Tools* add-in from Software Center
2. Learners will print a supplied common document to OneNote

3. Learners will manipulate the *Learning Tools* Immersive Reader function using supplied common document
4. Learners will operate the *Learning Tools* Dictation feature in English and the other four available dictation languages
5. Learners will demonstrate the utilization of *Learning Tools* on a self-created lesson document

The diagram below shows the instructional goal, main steps, sub-steps, subordinate skills, and entry skills needed to complete the *Learning Tools* add-in learning module.

The sub-steps are all required to master the main step. Following the main steps (or sub-steps), the subordinate skills layout necessary steps that are needed to successfully complete each step, in turn completing the instructional goal. All skills below the main step (sub-steps and subordinate skills) directly impact and underwrite to the main step above it. Skills that appear below the dotted line are entry skills and are prerequisites for the training and will not be addressed in the learning module.



This one-hour face-to-face training is designed for Lafayette School Corporation staff members. The majority of those in attendance will be classroom teachers, from grade levels 7 through 12, in which all content areas (math, science, art, etc.) could be represented. In addition to the attendance of teachers, the training will be open to administrative staff and school support staff (ELL aids, in-school-suspension staff, etc). All LSC staff members for grade levels 7 through 12 have access to MS Surface Pro 3, MS Surface Pro 4, or desktop workstation. Staff members Surfaces and workstations run Windows 10 and MS OneNote 2016. The MS OneNote experience level of those in attendance could vary vastly. LSC teachers and staff are not required learn/use MS OneNote, but many of them have chosen to utilize it. Those who self-select to attend the training will likely have at least a basic working knowledge of Microsoft OneNote.

A five-question survey was given to potential learners. While the specific staff members who will attend the training is not known ahead of time, the purpose of the survey was to get a broad view of LSC staff members self-reported knowledge/skill levels, desires regarding OneNote Learning Tools, and desires regarding professional development.

The survey is comprised of the following questions:

1. How would you rate your knowledge/skill level of Microsoft OneNote? (5 stars = I am a OneNote rock-star)
2. Have you ever heard of the OneNote add-in, Learning Tools?
3. Do you know how to use the OneNote add-in, Learning Tools?
4. Would you like to learn how to use the OneNote add-in, Learning Tools?
5. In which manner would you prefer to receive professional development?

In addition to the 5-question survey, general observations were made in order to best design the learning module.

Information Categories	Data Sources	Learner Characteristics
Entry Skills	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p>	The learners will have a basic understanding of how to use Microsoft OneNote.
Prior Knowledge of Topic Area	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p> <p><b>Survey:</b> 5-question survey in which learners self-reported knowledge/skill levels, desires regarding OneNote Learning Tools, and desires regarding professional development</p>	Based the survey and observation, almost all learners have a working knowledge of Microsoft OneNote, but only about 50% of the learners have heard of the OneNote add-in Learning tools.
Attitudes Toward Content	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p> <p><b>Survey:</b> 5-question survey in which learners self-reported knowledge/skill levels, desires regarding OneNote Learning Tools, and desires regarding professional development</p>	The professional development opportunity will not be required, so learners must self-select to attend the training. Because of this, learners in attendance will have a desire to learn about, in effort to utilize, the OneNote add-in Learning Tools.

<p>Attitudes Toward Potential Delivery System</p>	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p> <p><b>Survey:</b> 5-question survey in which learners self-reported knowledge/skill levels, desires regarding OneNote Learning Tools, and desires regarding professional development</p>	<p>The learners respond positively to face-to-face professional development opportunities. The learners have expressed a desire for interactive approaches to delivery.</p>
<p>Motivation for Instruction (ARCS)</p>	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p>	<p>The learners are motivated, primarily, by two factors: expanding knowledge/skills and PGPs.</p>
<p>Educational &amp; Ability Levels</p>	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p>	<p><b>Educational Levels:</b> I do not have access to the learners' employment records; therefore, I do not know the educational levels of the learners.</p> <p><b>Ability Levels:</b> Most of the potential learners will be able to learn the knowledge/skills necessary to utilize the OneNote add-in Learning Tools. If a novice OneNote user self-selects to come, he/she might have difficulty.</p>
<p>General Learning Preferences</p>	<p><b>Observations:</b> Observed and spoke with current staff to discern individual knowledge, abilities, desires, and attitudes towards OneNote and professional development.</p> <p><b>Survey:</b> 5-question survey in which learners self-reported knowledge/skill levels, desires regarding OneNote Learning Tools, and desires regarding professional development</p>	<p>The learning preferences are varied. In order to accommodate a large portion of the preferences, the training will include: a visual presentation of the trainers Surface screen, written handouts, hands-on simulations, and both individual and pair portions.</p>
<p>Attitudes Toward Training Organization</p>		<p><b>N/A:</b> There is no training organization. Typically, LSC staff train other LSC staff.</p>
<p>General Group Characteristics</p>	<p><b>General staff information</b></p>	<p><b>Heterogeneity:</b> The training group will likely be comprised of both male and female teachers and staff members. The age range will like be from 23 to 65.</p> <p><b>Size:</b> Learning group size is unknown. The learners are not required by contract to participate in professional development. The learners in</p>

		<p>attendance will have self-selected to attend. The learning space will be set up for a maximum of 30, which is based on the average number of learners attending previous professional development sessions.</p> <p><b>Overall Impressions:</b> The instruction will hands-on, but succinct.</p>
--	--	--

### Performance Context

The learner will be supporting student use of Learning Tools for classroom needs and assignments. The need for training was derived from the intent for teachers to support students use of Learning Tools. The skills and knowledge learned in this training will be utilized with each learner’s individual classroom or school assignment. The performance context is directly linked to the learning context. In this training, the performance context and learning context are very similar.

The data was collected through observation and previous training experience. The training will take place in the building in which the IDer works and has trained previously.

Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	<b>Observation:</b> Daily work environment	Tecumseh Junior High School administration is fully supportive of the utilization of the OneNote add-in Learning Tools. In addition, learners will be offered full instructional/tech support by the school’s Digital Instructional Coach.
Physical Aspects of Site	<b>Observation:</b> Daily work environment	<p><b>Facilities:</b> Learners will support the utilization of the add-in in their classrooms, in Tecumseh Junior High School.</p> <p><b>Resources:</b> Each learner is provided a Microsoft Surface Pro and each student is provided Microsoft Surface 3.</p> <p><b>Equipment:</b> All devices are equipped to run the add-in Learning Tools. Each classroom is set up for the teacher to project wirelessly or wired.</p> <p><b>Timing:</b> This will depend on the situation, but will primarily be utilized by only a few students based on learning needs.</p>
Social Aspects of Site	<b>Observation:</b> Daily work environment	<p><b>Supervision:</b> The learners will not have supervision upon implementing student support within their own classroom. However, if requested the Digital Instructional Coach can supervise on a case-by-case scenario.</p> <p><b>Interaction:</b> Most times the learner will be applying their knowledge and skills without team members or partners. In the case of a classroom with an</p>

		instructional aide, the learner will partner with the aide to provide student support. <b>Other Effectively Using Skills:</b> There are others in classroom's across the world utilizing the OneNote add-in Learning Tools.
Relevance of Skills to Workplace	<b>Observation:</b> Daily work environment	<b>Meet Identified Needs:</b> The training will meet the need of preparing the learner to support students who have a learning need that could be met by utilizing the OneNote add-in Learning Tools.

### Learning Context

The learning context will be a one-hour face-to-face training at Tecumseh Junior High School, Lafayette School Corporation. The training will take place in a classroom setting, capable of holding 30 students. There will be technology tools present to connect, wired or wirelessly, the trainer's Surface to a classroom projection mode (either TV or SmartBoard). This learning setting mirrors, almost exactly, any of the learners' performance settings.

The data was collected through observation. The training will take place in the building in which the IDer works. More specifically, barring an emergency, the training will take place in the classroom in which the IDer teaches.

Information Categories	Data Sources	Learning Site Characteristics
Number/Nature of Sites	<b>Observation:</b> Daily work environment	<b>Number:</b> One classroom will be utilized for the training. <b>Facilities:</b> The training will take place at Tecumseh Junior High School. <b>Equipment:</b> An ActionTec (a wireless miracast system) will be used to project the trainer's Surface onto a TV for instructional purposes. <b>Resources:</b> A paper hand-out will be utilized during the training.
Site Compatibility With Instructional Needs	<b>Observation:</b> Daily work environment	<b>Instructional Strategies:</b> The training will be comprised of step-by-step instruction and pair/large group discussion. <b>Delivery Approaches:</b> The training will be delivered face-to-face. <b>Time:</b> The training will last 60 minutes. <b>Personnel:</b> The training will be delivered by the Tecumseh Digital Instructional Coach (IDer).
Site Compatibility with Learner Needs	<b>Observation:</b> Daily work environment	<b>Locations:</b> The training will be located in a classroom within the building where most of the learners teach/work. <b>Conveniences:</b> n/a <b>Space:</b>

		The classroom that will be utilized will hold up to 30 learners. <b>Equipment:</b> Learners will bring their Surface Pro to utilize during hands-on portions of the training.
Feasibility for Simulating Workplace	<b>Observation:</b> Daily work environment	<b>Supervisory Characteristics:</b> Learners will support the use of OneNote Learning Tools in their classrooms. Learners will have the support of the Digital Instructional Coach, which is mirrored in this training. <b>Physical Characteristics:</b> Learners will support the use of OneNote Learning Tools in their classrooms, among their students, which is mirrored in this training. <b>Social Characteristics:</b> Learners will work in pairs and will participate in whole group discussion.

## Performance Objectives

Objectives are aligned with each goal and step in the design process.

Instructional Goal	Terminal Objective
Lafayette School Corporation (LSC) staff will be able to manipulate and utilize the Microsoft OneNote add-in, <i>Learning Tools</i> , in order to provide assistance and support to LSC students who will utilize the <i>Learning Tools</i> add-in.	Using OneNote (CN), manipulate and utilize the Microsoft OneNote add-in <i>Learning Tools</i> (B) to use and answer questions about the add-in (CR).
Main Steps	Objective
1. Install <i>Learning Tools</i> add-in from Software Center	Given a LSC Surface Pro with the application Software Center (CN), navigate to and select 'OneNote Learning Tools Window 10 – installer' (B) to successfully install the <i>Learning Tools</i> add-in.
Main Steps	Objective
2. Print a supplied common document to OneNote	Given a supplied common document (CN), print the document to a OneNote page (B) to correctly apply functional knowledge to the add-in.
Main Steps	Objective
3. Manipulate the <i>Learning Tools</i> Immersive Reader functions using supplied common document	Using the supplied document (CN), manipulate the <i>Learning Tools</i> Immersive Reader functions (B), in order to successfully utilize the Immersive Reader features (CR).
Subordinate Steps	Objective
3.1 Manipulate the Immersive Reader text styles function	Using the supplied document (CN), manipulate the text styles functions (B) to successfully change text size, spacing, styles, and themes (CR).
3.2 Manipulate the Immersive Reader reading comprehension function	Using the supplied document (CN), manipulate the reading comprehension function (B) to successfully utilize the comprehension, syllabification, and parts of speech modes (CR).
3.3 Manipulate the Immersive Reader voice reader function	Using the supplied document (CN), manipulate the voice reader function (B) to successfully change the voice speed and voice style (CR).



3.1.1 Manipulate text size	Using the Immersive Reader text styles function (CN), manipulate the text size feature (B) to successfully make the font larger and smaller (CR).
3.1.2 Manipulate text spacing	Using the Immersive Reader text styles function (CN), manipulate the spacing feature (B) to successfully create more and less space in between words (CR).
3.1.3 Manipulate text styles	Using the Immersive Reader text styles function (CN), manipulate the font feature (B) to successfully change the text font (CR).
3.1.4 Manipulate text themes	Using the Immersive Reader text styles function (CN), manipulate the themes feature (B) to successfully change the text color theme (CR).
3.2.1 Manipulate function to reading comprehension mode	Using the Immersive Reader reading comprehension function (CN), locate and select the comprehension feature (B) to successfully run the reading comprehension mode (CR).
3.2.2 Manipulate function to syllabification mode	Using the Immersive Reader reading comprehension function (CN), locate and select the syllables feature (B) to successfully run the syllabification mode (CR).
3.2.3 Manipulate function to parts of speech mode	Using the Immersive Reader reading comprehension function (CN), locate and select the parts of speech (B) to successfully highlight parts of speech (CR).
3.3.1 Manipulate speed of voice reader	Using the Immersive Reader voice reader function (CN), manipulate the voice speed slider (B) to successfully speed up and slow down the reading voice (CR).
3.3.2 Manipulate select voice of voice reader	Using the Immersive Reader voice reader function (CN), manipulate the voice selection drop down menu (B) to successfully change the audio voice (CR).
3.2.3.1 Manipulate function to recognize nouns	Using the Immersive Reader parts of speech mode (CN), locate and select 'nouns' (B) to successfully highlight the nouns in the written word (CR).
3.2.3.2 Manipulate function to recognize verbs	Using the Immersive Reader parts of speech mode (CN), locate and select 'verbs' (B) to successfully highlight the nouns in the written word (CR).
3.2.3.3 Manipulate function to recognize adjectives	Using the Immersive Reader parts of speech mode (CN), locate and select 'adjectives' (B) to successfully highlight the nouns in the written word (CR).
<b>Main Steps</b>	<b>Objective</b>
4. Operate the <i>Learning Tools</i> Dictation feature in English and the other four available dictation languages	In Microsoft OneNote (CN), locate and open the Dictation function of the add-in (B) in order to successfully operate the Dictation features (CR).
<b>Subordinate Steps</b>	<b>Objective</b>
4.1 Operate the Dictation function in English	Using a supplied handout with a phrase translated into English (CN), use the <i>Learning Tools</i> dictation feature to successfully dictate the common phrase to typed text (B) in each language (CR).
4.2 Operate the Dictation function in French, German, Italian, & Spanish	Using a supplied handout with a phrase translated into French, German, Italian, and Spanish (CN), use the <i>Learning Tools</i> dictation feature to successfully dictate the common phrase to typed text (B) in each language (CR).
<b>Main Steps</b>	<b>Objective</b>



5. Demonstrate the utilization of <i>Learning Tools</i> on a self-created lesson document	Using a self-created lesson document (CN), apply and manipulate the <i>Learning Tools</i> features (B) to show working knowledge of the add-in (CR).
<b>Subordinate Steps</b>	<b>Objective</b>
5.1 Print self-created lesson material/document to OneNote	Using a self-created lesson document (CN), print the document to a OneNote page (B) to correctly apply functional knowledge to the add-in.
5.1.1 Manipulate the Immersive Reader functions with self-created material	Using a self-created lesson document (CN), manipulate the Immersive Reader features (B), to show successful working knowledge of the features (CR).
5.1.2 Manipulate the Dictation function with self-created material	Using a self-created lesson document (CN), manipulate the Dictation function (B), to show successful working knowledge of the feature (CR).

### Assessment Plan

While there are many forms of assessment, the goal of the training is related to an attitude that the learner will have upon completion of the training module. Due to this, the assessment portions of the module may not appear as traditional assessments.

#### Entry Skills Test:

There is no formal entry skills test. Every potential LSC learner has a Microsoft Surface Pro. Upon receiving their device, they were introduced to basic knowledge and navigation of Surfaces and Windows 10. It is assumed that each learner has a basic, working knowledge of their Surface Pro. It is also understood that learners will have a basic, working knowledge of Microsoft OneNote. The training will be offered and defined as professional development opportunity for those who would like to learn about a new add-in to OneNote. It is assumed that only learners with a basic to advanced knowledge of OneNote will self-select to attend.

#### Pretest:

A pre-test will not be used for this training module, as most learners have reported/voiced that they do not know anything about the OneNote add-in *Learning Tools*.

#### Practice Tests:

In this training, practices tests will take shape in the form of think-pair-share activities. Individual learners will be asked to practice a specific portion of the add-in, turn to their seat neighbor and discuss what they did/the task they performed, and then as a training group the learners will share instances in which they struggled or found success.

#### Posttest:

This training is unique in that it is an introduction to a new tool. The goal is for the learner to leave the training with a basic knowledge of the add-in and with a feeling of confidence to help support learners utilizing the add-in. In order to best test the overall attitude goal, a self-reporting post-test, using a rating scale, has been developed.

Microsoft OneNote add-in <i>Learning Tools</i>					
Circle each statement based on a scale of 1 to 5 (1 is low, 5 is high)					
I feel comfortable showing someone where to locate the add-in <i>Learning Tools</i> in Software Center.	1	2	3	4	5
I feel comfortable showing someone how to manipulate the add-in <i>Learning Tools</i> Immersive Reader function.	1	2	3	4	5

I feel comfortable showing someone how to operate the add-in <i>Learning Tools</i> Dictation feature.	1	2	3	4	5
I feel comfortable personally using of the add-in <i>Learning Tools</i> .	1	2	3	4	5
I feel comfortable support students use of the add-in <i>Learning Tools</i> .	1	2	3	4	5

### Design Evaluation Chart

The chart below unites the skills, objectives, and test items that will be part of the training module. Each row of the table shows the relation between a specific skill and its objective and test item. Please note that many of the test items will be assessed informally, looking for participation and basic performance. This training module is an introduction to the *Learning Tools* add-in. The overall goal for the learner to feel confident (leave with a positive attitude towards the tool) in their basic knowledge of the tool to provide assistance and support to LSC students who will utilize the *Learning Tools* add-in.

Performance Skill	Objective	Test Items
<b>Instructional Goal</b>		
Lafayette School Corporation (LSC) staff will be able to manipulate and utilize the Microsoft OneNote add-in, <i>Learning Tools</i> , in order to provide assistance and support to LSC students who will utilize the <i>Learning Tools</i> add-in.	Using OneNote (CN), manipulate and utilize the Microsoft OneNote add-in <i>Learning Tools</i> (B) to use and answer questions about the add-in (CR).	After the instructor shows various functions of the <i>Learning Tools</i> Microsoft OneNote add-in during the face-to-face training, learners will be asked to manipulate all abilities of the add-in in the supplied common document and a self-created lesson document. Instructor will informally assess learner participation and performance.
<b>Main Step</b>		
1. Install <i>Learning Tools</i> add-in from Software Center	1. Given a LSC Surface Pro with the application Software Center (CN), navigate to and select 'OneNote Learning Tools Window 10 – installer' (B) to successfully install the <i>Learning Tools</i> add-in.	After the instructor reminds the learners where Software Center is located within the LSC Surface image, learners will install the <i>Learning Tools</i> add-in. The instructor will ask each learner to open OneNote, which is where the add-in appears as a new menu tab once it is installed. The instructor will verbally ask to make sure that each learner sees the new add-in menu tab, and will individually help any learner who does not see the new add-in menu tab.
<b>Main Step</b>		
2. Print a supplied common document to OneNote	2. Given a supplied common document (CN), print the document to a OneNote page (B) to correctly apply functional knowledge to the add-in.	Learners will open the supplied common document from their email and print it to OneNote. The instructor will verbally ask to make sure that each learner sees the common supplied document in OneNote, and will individually help

		any learner who does not see the new add-in menu tab.
<b>Main Step</b>		
3. Manipulate the <i>Learning Tools</i> Immersive Reader functions using supplied common document	3. Using the supplied document (CN), manipulate the <i>Learning Tools</i> Immersive Reader functions (B), in order to successfully utilize the Immersive Reader features (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to manipulate the Immersive Reader functions in the supplied common document. Instructor will informally assess learner participation and performance.
<b>Subordinate Skills</b>		
3.1 Manipulate the Immersive Reader text styles function	3.1 Using the supplied document (CN), manipulate the text styles functions (B) to successfully change text size, spacing, styles, and themes (CR).	After the instructor shows the Immersive Reader text styles function during the face-to-face training, learners will be asked to manipulate the text styles function in the supplied common document. Instructor will informally assess learner participation and performance.
3.1.1 Manipulate text size	3.1.1 Using the Immersive Reader text styles function (CN), manipulate the text size feature (B) to successfully make the font larger and smaller (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to alter text size while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.1.2 Manipulate text spacing	3.1.2 Using the Immersive Reader text styles function (CN), manipulate the spacing feature (B) to successfully create more and less space in between words (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to alter text spacing while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.1.3 Manipulate text styles	3.1.3 Using the Immersive Reader text styles function (CN), manipulate the font feature (B) to successfully change the text font (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to alter text styles while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.1.4 Manipulate text themes	3.1.4 Using the Immersive Reader text styles function (CN), manipulate the themes feature (B)	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to alter text themes

	to successfully change the text color theme (CR).	while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.2 Manipulate the Immersive Reader reading comprehension function	3.2 Using the supplied document (CN), manipulate the reading comprehension function (B) to successfully utilize the comprehension , syllabification, and parts of speech modes (CR).	After the instructor shows the Immersive Reader reading comprehension function during the face-to-face training, learners will be asked to manipulate the reading comprehension function in the supplied common document. Instructor will informally assess learner participation and performance.
3.2.1 Manipulate function to reading comprehension mode	3.2.1 Using the Immersive Reader reading comprehension function (CN), locate and select the comprehension feature (B) to successfully run the reading comprehension mode (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to select the reading comprehension mode while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.2.2 Manipulate function to syllabification mode	3.2.2 Using the Immersive Reader reading comprehension function (CN), locate and select the syllables feature (B) to successfully run the syllabification mode (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked select the syllabification mode while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.2.3 Manipulate function to parts of speech mode	3.2.3 Using the Immersive Reader reading comprehension function (CN), locate and select the parts of speech (B) to successfully highlight parts of speech (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked select and manipulate the parts of speech mode while utilizing the Immersive Reader function in the supplied common document. Instructor will informally assess learner participation and performance.
3.2.3.1 Manipulate function to recognize nouns	3.2.3.1 Using the Immersive Reader parts of speech mode (CN), locate and select 'nouns' (B) to successfully highlight the nouns in the written word (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked select and manipulate the parts of speech mode to recognize nouns in the supplied common document. Instructor will

		informally assess learner participation and performance.
3.2.3.2 Manipulate function to recognize verbs	3.2.3.2 Using the Immersive Reader parts of speech mode (CN), locate and select 'verbs' (B) to successfully highlight the nouns in the written word (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked select and manipulate the parts of speech mode to recognize verbs in the supplied common document. Instructor will informally assess learner participation and performance.
3.2.3.3 Manipulate function to recognize adjectives	3.2.3.3 Using the Immersive Reader parts of speech mode (CN), locate and select 'adjectives' (B) to successfully highlight the nouns in the written word (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked select and manipulate the parts of speech mode to recognize adjectives in the supplied common document. Instructor will informally assess learner participation and performance.
3.3 Manipulate the Immersive Reader voice reader function	3.3 Using the supplied document (CN), manipulate the voice reader function (B) to successfully change the voice speed and voice style (CR).	After the instructor shows the Immersive Reader voice reader function during the face-to-face training, learners will be asked to manipulate the function in the supplied common document. Instructor will informally assess learner participation and performance.
3.3.1 Manipulate speed of voice reader	3.3.1 Using the Immersive Reader voice reader function (CN), manipulate the voice speed slider (B) to successfully speed up and slow down the reading voice (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to manipulate the speed of the voice reader in the supplied common document. Instructor will informally assess learner participation and performance.
3.3.2 Manipulate select voice of voice reader	3.3.2 Using the Immersive Reader voice reader function (CN), manipulate the voice selection drop down menu (B) to successfully change the audio voice (CR).	After the instructor shows the Immersive Reader functions during the face-to-face training, learners will be asked to make a voice selection for the voice reader. Instructor will informally assess learner participation and performance.
<b>Main Step</b>		
4. Operate the <i>Learning Tools</i> Dictation feature in English and the other four available dictation languages	4. In Microsoft OneNote (CN), locate and open the Dictation function of the add-in (B) in order to successfully operate the Dictation features (CR).	After the instructor shows the dictation feature in English, French, German, Italian, and Spanish during the face-to-face training, learners will be asked to operate the dictation function using the

		supplied phrase. Instructor will informally assess learner participation and performance.
<b>Subordinate Skills</b>		
4.1 Operate the Dictation function in English	4.1 Using a supplied handout with a phrase translated into English (CN), use the <i>Learning Tools</i> dictation feature to successfully dictate the common phrase to typed text (B) in each language (CR).	After the instructor shows the dictation feature during the face-to-face training, learners will be asked to dictate the supplied phrase in English using the dictation function. Instructor will informally assess learner participation and performance.
4.2 Operate the Dictation function in French, German, Italian, & Spanish	4.2 Using a supplied handout with a phrase translated into French, German, Italian, and Spanish (CN), use the <i>Learning Tools</i> dictation feature to successfully dictate the common phrase to typed text (B) in each language (CR).	After the instructor shows the dictation feature during the face-to-face training, learners will be asked to dictate the supplied phrase in French, German, Italian, & Spanish using the dictation function. Instructor will informally assess learner participation and performance.
<b>Main Step</b>		
5. Demonstrate the utilization of <i>Learning Tools</i> on a self-created lesson document	5. Using a self-created lesson document (CN), apply and manipulate the <i>Learning Tools</i> features (B) to show working knowledge of the add-in (CR).	Learners will be asked to manipulate the Immersive Reader functions in a self-created lesson document. Instructor will informally assess learner participation and performance.
<b>Subordinate Skills</b>		
5.1 Print self-created lesson material/document to OneNote	5.1 Using a self-created lesson document (CN), print the document to a OneNote page (B) to correctly apply functional knowledge to the add-in.	Learners will open a self-created lesson document and print it to OneNote. The instructor will verbally ask to make sure that each learner sees their lesson document in OneNote, and will individually help any learner who does not see the new add-in menu tab.
5.1.1 Manipulate the Immersive Reader functions with self-created material	5.1.1 Using a self-created lesson document (CN), manipulate the Immersive Reader features (B), to show successful working knowledge of the features (CR).	Learners will be asked to manipulate the Immersive Reader functions in their self-created lesson document. Instructor will informally assess learner participation and performance.
5.1.2 Manipulate the Dictation function with self-created material	5.1.2 Using a self-created lesson document (CN), manipulate the Dictation function (B), to show successful working knowledge of the feature (CR).	Learners will be asked to manipulate the Dictation function in their self-created lesson document. Instructor will informally assess learner participation and performance.

## Instructional Strategy Alignment

The chart below is a clustered framework for related objectives within the training module. The organization allows for a direct and efficient approach to designing the instructional strategies. Please note that due to the nature of the training module, the objectives are clustered in chronological order.

Learning Component	Instructional Strategy
<p>Learner Preparation for the <i>Learning Tools</i> Add-in Instruction</p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Given a LSC Surface Pro with the application Software Center (CN), navigate to and select ‘OneNote Learning Tools Window 10 – installer’ (B) to successfully install the <i>Learning Tools</i> add-in.</li> <li>2. Given a supplied common document (CN), print the document to a OneNote page (B) to correctly apply functional knowledge to the add-in.</li> </ol> <p><b>Content Presentation:</b></p> <ul style="list-style-type: none"> <li>• Content <ul style="list-style-type: none"> <li>○ This cluster specifically addresses the needed on-site individual learner device (Microsoft Surface) preparation for the utilization of the add-in <i>Learning Tools</i>, the tool of focus in the training module.</li> </ul> </li> <li>• Examples <ul style="list-style-type: none"> <li>○ In this component, the instructor will be using verbal and visual cues to remind the learner of two specific previously learned skills: install software from software center and printing a document to OneNote. Both of these skills are fundamental to performing the objectives in this component. For example, while navigating on visually projected screen, the instructor might say: <p style="margin-left: 40px;">“Remember that you can find Software Center by selecting the <i>Start Window</i>. To open Software Center, select the tile that says <i>Software Center</i>. Once the program opens, <i>check</i> the box next to <b><i>OneNote Learning Tools Windows 10 – Installer</i></b> and then select the button that says <i>Install Selected</i>.”</p> </li> </ul> </li> <li>• Student Groupings/Media Usage <ul style="list-style-type: none"> <li>○ Learners will be seated in pairs; however, during the direct presentation portion of the training, the learners will not be in direct discourse with their partner.</li> <li>○ The instructor will be utilizing a mode of projection to display their OneNote application and/or presentation. The mode of projection will either be wired through a Surface dock or wireless through a miracast Actiontec system. The display screen will be either a TV or SmartBoard.</li> </ul> </li> </ul> <p><b>Student Participation:</b></p> <ul style="list-style-type: none"> <li>• Practice Items &amp; Participation <ul style="list-style-type: none"> <li>○ Learners will navigate to the Software Center application on their Surface in order to install the <i>Learning Tools</i> add-in. Each learner must do this individually on their own Surface; however, if a learner is struggling with any part of this task they can ask for help from their partner or the instructor.</li> <li>○ Learners will print a supplied document to their OneNote application. Each learner must do this individually on their own Surface; however, if a learner is struggling with any part of this task they can ask for help from their partner or the instructor.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Student Grouping/Media Usage <ul style="list-style-type: none"> <li>○ Learners will be seated in pairs. The learners will be encouraged to informally help one another during the various components of the training module, specifically if the learner has a question and the instructor is unavailable.</li> <li>○ Learners will be instructed to bring their own Surfaces to the face-to-face training module. Each learner will be utilizing the add-in <i>Learning Tools</i> within the OneNote application on their own Surface.</li> </ul> </li> </ul>
<p><i>Introduction/Instruction of the Learning Tools Add-in Immersive Reader Functions</i></p>	<p><b>Objectives:</b></p> <p><b>3.</b> Using the supplied document (CN), manipulate the <i>Learning Tools</i> Immersive Reader functions (B), in order to successfully utilize the Immersive Reader features (CR).</p> <p><b>3.1</b> Using the supplied document (CN), manipulate the text styles functions (B) to successfully change text size, spacing, styles, and themes (CR).</p> <p><b>3.1.1</b> Using the Immersive Reader text styles function (CN), manipulate the text size feature (B) to successfully make the font larger and smaller (CR).</p> <p><b>3.1.2</b> Using the Immersive Reader text styles function (CN), manipulate the spacing feature (B) to successfully create more and less space in between words (CR).</p> <p><b>3.1.3</b> Using the Immersive Reader text styles function (CN), manipulate the font feature (B) to successfully change the text font (CR).</p> <p><b>3.1.4</b> Using the Immersive Reader text styles function (CN), manipulate the themes feature (B) to successfully change the text color theme (CR).</p> <p><b>3.2</b> Using the supplied document (CN), manipulate the reading comprehension function (B) to successfully utilize the comprehension , syllabification</p> <p><b>3.2.1</b> Using the Immersive Reader reading comprehension function (CN), locate and select the comprehension feature (B) to successfully run the reading comprehension mode (CR).</p> <p><b>3.2.2</b> Using the Immersive Reader reading comprehension function (CN), locate and select the syllables feature (B) to successfully run the syllabification mode (CR).</p> <p><b>3.2.3</b> Using the Immersive Reader reading comprehension function (CN), locate and select the parts of speech (B) to successfully highlight parts of speech (CR).</p> <p><b>3.2.3.1</b> Using the Immersive Reader parts of speech mode (CN), locate and select ‘nouns’ (B) to successfully highlight the nouns in the written word (CR).</p> <p><b>3.2.3.2</b> Using the Immersive Reader parts of speech mode (CN), locate and select ‘verbs’ (B) to successfully highlight the nouns in the written word (CR).</p> <p><b>3.2.3.3</b> Using the Immersive Reader parts of speech mode (CN), locate and select ‘adjectives’ (B) to successfully highlight the nouns in the written word (CR).</p> <p><b>3.3</b> Using the supplied document (CN), manipulate the voice reader function (B) to successfully change the voice speed and voice style (CR).</p> <p><b>3.3.1</b> Using the Immersive Reader voice reader function (CN), manipulate the voice speed slider (B) to successfully speed up and slow down the reading voice (CR).</p>

	<p><b>3.3.1</b> Using the Immersive Reader voice reader function (CN), manipulate the voice speed slider (B) to successfully speed up and slow down the reading voice (CR).</p> <p><b>Content Presentation:</b></p> <ul style="list-style-type: none"> <li>• Content <ul style="list-style-type: none"> <li>○ This cluster specifically focuses on the Immersive Reader functions of the add-in <i>Learning Tools</i>, the tool of focus in the training module. The immersive reader functions include manipulating the text styles, reading comprehension, and voice reader functions.</li> </ul> </li> <li>• Examples <ul style="list-style-type: none"> <li>○ In this component, the instructor will be using verbal and visual cues to introduce and instruct the learner on the utilization of <i>Learning Tools</i> Immersive Reader. For example, while navigating on visually projected screen, the instructor might say: <p style="margin-left: 40px;">“After selecting the Immersive Reader function, I select the speaker symbol. Selecting this symbol opens the options for changing voice reader speed. If I drag the slider to the left to slow down the reading speed or to the right to speed up the reading speed.”</p> </li> </ul> </li> <li>• Student Groupings/Media Usage <ul style="list-style-type: none"> <li>○ Learners will be seated in pairs; however, during the direct presentation portion of the training, the learners will not be in direct discourse with their partner.</li> <li>○ The instructor will be utilizing a mode of projection to display their OneNote application and/or presentation. The mode of projection will either be wired through a Surface dock or wireless through a miracast Actiontec system. The display screen will be either a TV or SmartBoard.</li> </ul> </li> </ul> <p><b>Student Participation:</b></p> <ul style="list-style-type: none"> <li>• Practice Items &amp; Participation <ul style="list-style-type: none"> <li>○ Learners will practice the Immersive Reader functions of the <i>Learning Tools</i> add-in. Each learner will do this individually on their own Surface; however, if a learner is struggling with any part of the tasks they can ask for help from their partner or the instructor.</li> </ul> </li> <li>• Student Grouping/Media Usage <ul style="list-style-type: none"> <li>○ Learners will be seated in pairs. The learners will be encouraged to informally help one another during the various components of the training module, specifically if the learner has a question and the instructor is unavailable.</li> <li>○ Learners will be instructed to bring their own Surfaces to the face-to-face training module. Each learner will be utilizing the add-in <i>Learning Tools</i> within the OneNote application on their own Surface.</li> </ul> </li> </ul>
<p><i>Introduction/Instruction of the Learning Tools Add-in Dictation Function</i></p>	<p><b>Objectives:</b></p> <p><b>4.</b> In Microsoft OneNote (CN), locate and open the Dictation function of the add-in (B) in order to successfully operate the Dictation features (CR).</p> <p><b>4.1</b> Using a supplied handout with a phrase translated into English (CN), use the <i>Learning Tools</i> dictation feature to successfully dictate the common phrase to typed text (B) in each language (CR).</p> <p><b>4.2</b> Using a supplied handout with a phrase translated into French, German, Italian, and Spanish (CN), use the <i>Learning Tools</i> dictation feature to</p>

	<p>successfully dictate the common phrase to typed text (B) in each language (CR).</p> <p><b>Content Presentation:</b></p> <ul style="list-style-type: none"> <li>• Content <ul style="list-style-type: none"> <li>○ This cluster specifically focuses on the Dictation function of the add-in <i>Learning Tools</i>, the tool of focus in the training module. Dictating in multiple languages (English, French, German, Italian, Spanish) will be addressed.</li> </ul> </li> <li>• Examples <ul style="list-style-type: none"> <li>○ In this component, the instructor will be using verbal and visual cues to introduce and instruct the learner on the utilization of the <i>Learning Tools</i> Dictation function. For example, while navigating on visually projected screen, the instructor might say: <p style="margin-left: 40px;">“From the drop-down menu underneath the Dictation button, we will select German. Now, after I select the Dictation button, I can speak our supplied phrase in German and OneNote will write the sentence I speak.”</p> </li> </ul> </li> <li>• Student Groupings/Media Usage <ul style="list-style-type: none"> <li>○ Learners will be seated in pairs; however, during the direct presentation portion of the training, the learners will not be in direct discourse with their partner.</li> <li>○ The instructor will be utilizing a mode of projection to display their OneNote application and/or presentation. The mode of projection will either be wired through a Surface dock or wireless through a miracast Actiontec system. The display screen will be either a TV or SmartBoard.</li> </ul> </li> </ul> <p><b>Student Participation:</b></p> <ul style="list-style-type: none"> <li>• Practice Items &amp; Participation <ul style="list-style-type: none"> <li>○ Learners will practice the Dictation function of the <i>Learning Tools</i> add-in. Each learner will do this individually on their own Surface; however, if a learner is struggling with any part of the tasks they can ask for help from their partner or the instructor.</li> </ul> </li> <li>• Student Grouping/Media Usage <ul style="list-style-type: none"> <li>○ Learners will be seated in pairs. The learners will be encouraged to informally help one another during the various components of the training module, specifically if the learner has a question and the instructor is unavailable.</li> <li>○ Learners will be instructed to bring their own Surfaces to the face-to-face training module. Each learner will be utilizing the add-in <i>Learning Tools</i> within the OneNote application on their own Surface.</li> </ul> </li> </ul>
<p>Applying the <i>Learning Tools</i> Add-in Functions to Previously Created Lesson Materials</p>	<p><b>Objectives:</b></p> <p><b>5.</b> Using a self-created lesson document (CN), apply and manipulate the <i>Learning Tools</i> features (B) to show working knowledge of the add-in (CR).</p> <p><b>5.1</b> Using a self-created lesson document (CN), print the document to a OneNote page (B) to correctly apply functional knowledge to the add-in.</p> <p><b>5.1.1</b> Using a self-created lesson document (CN), manipulate the Immersive Reader features (B), to show successful working knowledge of the features (CR).</p>

**5.1.2** Using a self-created lesson document (CN), manipulate the Dictation function (B), to show successful working knowledge of the feature (CR).

**Content Presentation:**

- Content
  - This cluster specifically focuses on the learner’s ability to utilize the information received in the previous clusters and apply it to personal (previously) self-created material. The presented content will be a brief reminder of the process that the learners utilized throughout the first three clusters of the training module.
- Examples
  - In this component, the instructor will be using verbal and visual cues to remind the learner the process for utilizing the add-in so that he/she can utilize the add-in on a self-created lesson document. For example, while navigating on visually projected screen, the instructor might say:

“Now, let’s try using *Learning Tools* on lesson documents that you have created on your own. We are going to following the same process: print the document to OneNote, and then use the Immersive Reader and Dictation functions on your document.”
- Student Groupings/Media Usage
  - Learners will be seated in pairs; however, during the direct presentation portion of the training, the learners will not be in direct discourse with their partner.
  - The instructor will be utilizing a mode of projection to display their OneNote application and/or presentation. The mode of projection will either be wired through a Surface dock or wireless through a miracast Actiontec system. The display screen will be either a TV or SmartBoard.

**Student Participation:**

- Practice Items & Participation
  - Learners will practice using the *Learning Tools* add-in with their own self-created lesson document. Each learner will do this individually on their own Surface; however, if a learner is struggling with any part of the tasks they can ask for help from their partner or the instructor.
- Student Grouping/Media Usage
  - Learners will be seated in pairs. The learners will be encouraged to informally help one another during the various components of the training module, specifically if the learner has a question and the instructor is unavailable.
  - Learners will be instructed to bring their own Surfaces to the face-to-face training module. Each learner will be utilizing the add-in *Learning Tools* within the OneNote application on their own Surface.

The pilot test for this training module will include one representative from each of the following LSC staffing areas:

- LSC Administration
- LSC Technology Department
- ELL (English Language Learners) teaching staff
- Special Education teaching staff
- General Education teaching staff

Each pilot representative has a vested interest in LSC students achieving success. At the heart of the training module is increased student success. The module will be training the staff to provide assistance and support to LSC students who will utilize the *Learning Tools* add-in, so it is necessary to have each representative's unique perspectives.

The pilot test will mirror the manner in which the actual training module will take place. It will be a face-to-face training, taking place directly after school (3:30-4:30pm). Each attendee will bring and utilize their own Surface. The administration and technology department representatives will not necessarily have a self-created lesson document to for objective 5; however, they can participate with any document they have previously created. (Objective 5: Using a self-created lesson document (CN), apply and manipulate the *Learning Tools* features (B) to show working knowledge of the add-in (CR).)

### Evaluation Plan

Two avenues of collecting feedback will be used to help evaluate the training module pilot test.

1. During the face-to-face pilot test, the instructor will gather informal feedback regarding each instructional component/cluster. If additional clarity is needed, the instructor will ask individual trainees for further information. The instructor will physically note anything that needs to be addressed for potential training module edits.

2. A Microsoft Forms online survey will be created to collect feedback about the training module pilot test. Utilizing forms allows for the data to be gathered in an Excel spreadsheet for further comparison/analyzation. The survey will be given at the end of the face-to-face training. Some example questions are listed below:

- Did you like the overall visual mode of the training module?
- Did you feel that the length of the training module was sufficient?
- Was the training module instructional level too detailed or too easy for you?
- Did you like the format/order of the training module?
- What about *Learning Tools* are you most excited about?
- Based on the information presented in the training module, how likely are you to suggest/support to use of *Learning Tools* in your classroom/school?
- Overall, how would you rate the training module?

### IDer Reflection

After completing the third part of this design project, I have noticed a few more similarities between the design process and my background in K-12 education. One in particular is that the idea of clustering learning components mirrors how I structure a given 45-minute class period. While thinking about clustering the learning components in this training module, it was helpful to draw from my experience of clustering, specifically in the forms of warm-ups, direct instruction, practice, and classwork/homework. While the clustering in this training module does not strictly follow the mentioned class example, it does have a specific flow: pulling from previous information, introducing new information, and applying new information. This part of the design process was more relatable for me, and therefore was less time consuming than other portions of the process.

Until this last phase of the design project, I am not sure that I realized I would have had a greater benefit from picking a needed training in which the outcome was more measurable. I wonder if I am missing a large component of the process due to my practice/assessment components being very informal. It has been challenging with a broad/vague goal to pin-point a measurable attribute to each component.

The comments I have received in the last two week's discussion boards were positive. Because of this, I continued in the manner in which I was already working. I did receive a suggestion regarding my word/phrase choices in the short informal video snip that accompanied my Design Evaluation Chart post for project clarity. Even though the training module does not involve any recorded video, I wanted to reflect on the word/phrasing issue that was brought up. After reviewing several other instructional videos that I have created in the past year, I have determined that the issue that was raised is not representative of the videos I have created in the past. That being said, I do plan to ask my staff if the issue raised in the discussion is an issue when I train face-to-face.

## References

Microsoft in Education Team (2016, October 13). New Learning Tools Help Educators Create More Inclusive Classrooms [Blog Post]. Retrieved from [https://blogs.technet.microsoft.com/microsoft\\_in\\_education/2016/10/13/inclusive-classrooms/](https://blogs.technet.microsoft.com/microsoft_in_education/2016/10/13/inclusive-classrooms/)

Shapiro, Jordan (2016, January 25). Learning Tools for Microsoft OneNote May Be One of the Most Disruptive Education Technologies Yet. *Forbes*. Retrieved from <http://www.forbes.com/sites/jordanshapiro/2016/01/25/learning-tools-for-microsoft-onenote-may-be-one-of-the-most-disruptive-education-technologies-yet/#a9169025352a>