Instructional Design Plan:
U-Visa eLearning Module

The University of Idaho
Agricultural
Extension Program

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1. ANALYSIS PHASE

1.1 PROJECT DESCRIPTION & NEEDS ANALYSIS

Client:

University of Idaho Agricultural Extension Program, University of Idaho College of Law

Mission and Vision:

"The mission of the Department of Agricultural and Extension Education is to improve the economic well-being and quality of life for individuals, families and communities in the state of Idaho, the nation and the world through undergraduate and graduate education, Extension, research and outreach activities in agricultural and extension education, communications, leadership and youth development. (University of Idaho, 2017)"

Project Description:

Civic participation has important economic implications for individuals, households, and communities. Inadequate engagement can limit people's opportunities to access to formal and informal networks and develop skills, affecting employment and income status. Outreach activities designed to evaluate needs have consistently observed that many immigrants in Idaho often are not involved in the civic life of their communities. Most immigrants would like to influence positive change in their communities but they don't know how. Many immigrants (first, second, and even third generation) are unaware of their rights and responsibilities as people living in the U.S. Also, immigrants generally have lower literacy levels compared to native-born people, which can impact their ability to identify information and acquire the knowledge they need.

Workshops and surveys conducted in 2015 and 2016 identified several areas of need within the immigrant population. These needs were used to determine the initial focus of the courses within the *Increasing Knowledge about Rights & Responsibilities Program*.

The Immigration Rights & Responsibilities Program consists of four initial topics; police stops, immigration detention, U-Visa, entrepreneurship. By dividing the proposed course content into multiple courses, the material can be presented smaller courses that target specific topics. People learn better when information is presented in smaller segments rather than a larger continuous unit (Mayer, 2005). By dividing the learning topics into independent stand-alone courses, it will provide the ability for the learner to customize

their personal learning plan in a way that meets their individual needs. This process will provide JIT courses for the learner that provides flexibility and focus.

Table 1 Initial Project Concept		
Module	**Topic**	**Description**
1	Police Stops	This module covers legal rights when an individual is stopped by police, identifying any constitutional rights violations that may arise, and what options the individual has when those rights have been violated.
2	Immigration Detention	This module discusses the process of police stops culminating in an arrest. It seeks to introduce what can happen when an undocumented person stopped by police is taken to jail and/or held for Immigration and Customs Enforcement, which can lead to deportation and removal proceedings.
3	U-Visa	This module provides information about the U-Visa program including eligibility, requirements, waivers, and clearly defines the process of applying for a U-Visa.
4	Entrepreneurship	This module will provide an overview and guidance of entrepreneurship for immigrants considering starting their own business.

History:

The U nonimmigrant status (U-Visa) is set aside for victims of certain crimes who have suffered mental or physical abuse and are helpful to law enforcement or government officials in the investigation or prosecution of criminal activity. Congress created the U nonimmigrant visa with the passage of the Victims of Trafficking and Violence Protection Act (including the Battered Immigrant Women's Protection Act) in October 2000. The legislation was intended to strengthen the ability of law enforcement agencies to investigate and prosecute cases of domestic violence, sexual assault, trafficking of aliens and other crimes, while also protecting victims of crimes who have suffered substantial mental or physical abuse due to the crime and are willing to help law enforcement authorities in the investigation or prosecution of the criminal activity. The legislation also helps law enforcement agencies to better serve victims of crimes (U.S. Citizenship & Immigration Services, 2017).

Instructional Context:

The U-Visa eLearning Course is part of an effort to disseminate critical information regarding specific immigration laws to immigrants within the State of Idaho. This course will provide useful information in an individual setting to connect with those who most need the U-Visa information. In the past, this information would be provided by the University of Idaho Extension Program in conjunction with other programs in a group setting, but due to the current political atmosphere individualized eLearning will reach more learners. This course will be designed using the ADDIE model to ensure course success.

Needs Analysis Narrative:

Many immigrants through no fault of their own become victims of violent crime. In some cases, the individuals affected may be hesitant to report the crime to authorities or assist in the prosecution of a crime due to the fear of deportation. Other individual may choose to stay in an abusive relationship due to perceived fear of their immigration status being discovered or negatively changed. The U-Visa allows victims of violent crimes under certain circumstances to apply and receive visas to allow them to remain legally in the United States even if they initially entered the US illegally.

The proposed U-Visa eLearning Course will need to be accessible to online students through an Learning Management System (LMS) or website, as well as available offline via other was such as DVD or flash media. The audience for this eLearning module may or may not have access to internet connected computers so access should be offered at local libraries and other locations.

The U-Visa eLearning Course targets immigrants living in the USA, especially those from Spanish speaking countries. Due to possible language barriers, the initial eLearning module will accommodate both English and Spanish languages. Other languages can be included in future module enhancements.

1.2 GOAL ANALYSIS

Goals:

This course will provide critical information that may assist the learner in understanding the purpose of the U-Visa program and to whom it applies. By providing real-world examples the course will guide the learner through the process of evaluating whether a U-Visa is appropriate for their individual situation. The course will provide in-depth information about the requirements of the U-Visa program. The course will also guide the learner in filling out the forms and applying for necessary waivers during the U-Visa

application process. By providing organized, reliable information the learner can make good decisions that may affect their lives. The goal analysis for this project has yielded the following identified and ranked goals:

Table 2 Ranked Goals	
Rank	**Goals**
1.	Describe the purpose of a U-Visa program.
2.	Identify the requirements of the U-Visa program.
3.	Explain when a forgiveness waiver is required.
4.	Identify the steps required to file a U-Visa application.
5.	Apply the acquired knowledge to determine if a U-Visa Application can be completed.

1.3 LEARNER CHARACTERISTICS & PERFORMANCE GAP ANALYSIS

This course is intended for immigrants (legal or illegal) currently located in the United States, other Extension Program support staff, and any other individuals that provide services to immigrants. The University of Idaho promotes a culturally diverse learning environment that welcomes employees and students from all cultures and ethnicities.

This course will be presented in both English and Spanish initially This course will be created with accessibility in mind. All videos will be close captioned (CC), and transcripts provided for audio files. The wide educational backgrounds of learners will necessitate that any and all language used to be clear, concise, and easily understood.

The wide range in age and technical expertise levels will require easy navigation controls to avoid user technical issues. For this reason, the course will follow Mayer's Segmenting Principle, creating user-paced content in order to facilitate learning (Mayer, 2005). In this section, specific learner characteristics will be analyzed to ensure the course is tailored to the needs of the learner.

Table 3 Learner Analysis Summary	
Characteristic	**Analysis Result**
Primary Audience	• Immigrants currently located in the State of Idaho
Secondary Audience	• Other support personnel or interested parties
General Learner Characteristics	• Age: 16 to 80+ years of age • Gender: All • Education: All levels • Different cultures and ethnicities • 6th grade educational level and up
Specific Entry Characteristics	• Learners will possess basic computer navigation skills such as keyboard and mouse skills -or- gesture based navigation for mobile devices • Basic reading and writing skills • Ability to view a computer screen for extended periods of time
Attitudinal and Motivational	• Learner motivation will range depending upon their purpose for training. • This is a voluntary course so attitude will range from cautious to positive.
Prior Experience	• No prior experience is required or expected
Learning Styles	• Adult ESL learners • Visual and auditory acuity may vary based on age and other factors • Learning styles will vary • Emphasis on Multimedia Learning • Focused on meaningful learning based on their personal context

General Characteristics

The target audience is comprised of adult learners ages 16 to 80+ years of age. The target audience is gender neutral, with a varying grasp of the English language. Life experience is varied throughout the target training group as is education level. Learners come from a variety of countries and hold a wide range of job positions, although most hold manual labor positions. Educational level ranges from elementary to high school graduates.

Specific Entry Characteristics

Basic computer navigation skills including keyboard and mouse skills are required to successfully navigate the course. If the learner is using a mobile device to view the

course, an understanding of gesture navigation may be required. Basic reading skills equivalent with a 6th grade education is required. Ability to sit for prolonged periods at a computer screen is required. For most of the learners English will be a second language so slang terms will be avoided to facilitate clarity.

Learning Styles

Learning strategies should be optimized to support adult education due to the wide age of the audience. Due to the age gap, learning materials should be designed with visual and auditory aids in mind. Universal Design Principles should be applied whenever possible to create an accessible learning environment and product.

Performance gap analysis:

This program although effective in the past, reaches a limited audience due to limited travel, budget, and time available for the facilitators of the workshop. Additionally, the current political environment has deterred participants from attending regional or local group information sessions. Potential learners also have limited resources (time, travel, budget) that may impact their ability to attend regional workshops.

Table 4 Performance Gap Analysis		
Current Problem	**Gap**	**Goal**
Immigrants are unaware of the U-Visa program and how to apply.	Increase the reach of the U-Visa information beyond the confines of the traditional classroom.	Provide reliable immigration information that impacts the decisions made by immigrants.
Immigrants need easily understood U-Visa information from a reliable source.	Provide an interactive multimedia eLearning module that provides the U-Visa information in a easily understood format.	Provide information that is easily understandable and in multiple languages to facilitate clarity
Group sessions on the U-Visa material are poorly attended due to the current political environment.	Create an eLearning module that can be viewed on-demand, on a variety of devices from any location.	Provide U-Visa information that reaches the greatest number of immigrants possible by using eLearning technology.

Information currently exists in written format which can be prohibitive to ESL individuals.	Provide the information in a visual and auditory manner, and in a variety of languages.	Provide U-Visa information in a multimedia format that facilitate understanding without the need for higher reading skills.

1.4 CONTEXTUAL ANALYSIS

Audience

Today's learners are mobile and utilize a variety of electronic devices for learning. The course must be created using responsive design technologies that will not limit the learners to using just a standard computer or laptop. Additionally, adult learners vary in their technical skill set. It is therefore important that the module be intuitive and easy to navigate.

Vocabulary utilized in the module should be simple and clear, avoiding the use of slang terms due to potential language barriers. Complex legal terms should be presented in plain, clear language. The eLearning module should offer choice in preferred language to facilitate greater understanding of the materials. Real-world examples should be used whenever possible. Ideas should be presented in short bullet format, avoiding the need for in-depth reading by the learner.

Instructional Environment

Each learner will provide their own equipment and physical environment for learning activities or use a public location/equipment found in places such as public libraries or extension offices. It is recommended that the learner consider the following factors when selecting their learning environment.

Table 5 Environmental Factors	
Environmental Factors	
Lighting	Adequate light to view screen
Noise	Location that promotes reduced noise to facilitate concentration
Safety	The location should be one in which the participant feels safe
Temperature	Comfortable temperature for work
Seating	Ergonomic seating
Equipment	Viewable screen size, device speed, networking capabilities
Network	Fast internet speeds via wireless or wired access

Transfer Context

Today's learners are mobile and utilize a variety of electronic devices for learning. Although learners may not have personal computers, it is anticipated that they will have access to some type of web browsing device. Learners will be motivated to master the materials based on the real-world needs of their individual situations which will assist in the transfer of knowledge.

1.5 TASK ANALYSIS

Task analysis is an important process that connect the learner knowledge as it relates to the topic. Task analysis identifies what skills the learner must master to meet the learning objectives for a course. This project will utilize a Subject Matter Expert (SME) from the University of Idaho College of Law to ensure the materials are specific and accurate. To determine the appropriate content a task analysis has been conducted and a specific outline has been created that shows the proposed course content:

Task Analysis Outline:

1. U-Visa eLearning Module
   a. Select preferred language (English or Spanish)
   b. U-Visa introduction/Overview
      a. What is a U-Visa?
      b. How can it help me?
      c. Who can apply for one?
      d. Who decides if I get one?
      e. How much does it cost to get one?
      f. Can I travel with a U-Visa?
   c. Can I get a U-Visa?
      a. Requirements
      b. U-Visa Checklist
   d. Crime Victim Requirement
      a. Overview
      b. Types of crimes
      c. Location of crime
      d. Examples
      e. Questions & Answers
   e. Helpfulness Requirement
      a. Overview
      b. Types of law enforcement help
      c. Examples
      d. Questions & Answers
   f. Harm Requirement

        a. Overview
        b. Types of injuries
        c. Examples
        d. Questions & Answers
    g. Forgiveness Requirement
        a. Overview
        b. Waiver reasons
        c. Cost of waiver
        d. Examples
        e. Questions & Answers
    h. How to apply for a U-Visa
        a. Checklist
        b. Form I-918 Supplement-B Form
        c. Form I-918 (Main Form)
        d. Form I-192 (Waiver Form)
        e. Personal statement
        f. Other Supporting documents
            a) Identity documents
            b) Police & Court Records
            c) Letters from family and friends
            d) Letters from health professionals
        g. Translation
        h. Cover Letter
        i. Sending the application
        j. Fingerprinting
  i. Legal Resources in Idaho

1.6 PROCEDURAL ANALYSIS

Instructional Objectives:

Both legal and illegal immigrants can become a victim of crime, whether by a third party or domestic partner. Many crime victims are afraid to report the crime due to their immigration status. By providing information on the U-Visa program it empowers the individual by providing relevant information that may affect their decisions. The objectives are based on the U-Visa information that is necessary to understand the program. Based on the instructional problem defined in this analysis document, there are four main concepts that will be covered within this course. The five main concepts are:

1. The learner will be able to describe the purpose of the U-Visa Program.
2. The learner will identify the requirements to qualify for a U-Visa.
3. The learner will explain when a forgiveness waiver is required.

4. The learner will Identify the required steps to apply for a U-Visa.
5. Apply acquired knowledge to determine if a U-Visa application can be completed.

Using the above five concepts above as a starting point, effective instruction will be designed that will be useful for the learners as they determine if the U-Visa program applies to their individual situation. Each instructional objective was examined to ensure that it related to an appropriate and consistent level of Bloom's Taxonomy (Conrad & Donaldson, 2011).

Table 6 Instructional Objectives		
Learning Goal	**Instructional Objectives**	**Objective Domain**
Describe the purpose of the U-Visa program.	*The learner will be able to:* • Explain the purpose of the U-Visa • Identify three benefits of the U-Visa	**Revised Bloom's Taxonomy Levels:** Understanding Applying
Identify the requirements of the U-Visa program.	*The learner will be able to:* • Identify what type of person qualifies for the U-Visa • Identify three requirements to qualify for U-Visa Program	**Revised Bloom's Taxonomy Levels:** Understanding Applying
Explain when a forgiveness waiver is required.	*The learner will be able to:* • Explain when a waiver may be required in the U-Visa process • Identify three acts that may require a waiver	**Revised Bloom's Taxonomy Levels:** Understanding Applying
Identify the steps required to file a U-Visa application.	*The learner will be able to:* • Identify the steps required to apply for a U-Visa • Identify the forms required to apply for a U-Visa • Relate what supporting documents are needed when applying for a U-Visa • Describe the fingerprinting process	**Revised Bloom's Taxonomy Levels:** Understanding Applying
Apply acquired knowledge to determine	*The learner will be able to:*	**Revised Bloom's**

if a U-Visa application can be completed.	• Determine if a U-Visa ca be completed. • Identify available legal resources. • Apply for a U-Visa (if applicable)	**Taxonomy Levels:** Understanding Applying
(Anderson and Krathwohl, 2001)		

2. DESIGN PHASE

Purpose: To provide a blueprint for the design of the U-Visa eLearning Module.

2.1 SEQUENCING DESCRIPTION

Justification of Sequence Scheme:

The U-Visa eLearning Module is an extension module aimed to inform and assist learners in understanding and applying for the U-Visa. An important factor in structuring the content of a course involved the order in which the information is presented. By presenting the prerequisite knowledge of a topic first and then building upon the knowledge through context or demonstration, the learner is provided with a strong base upon which to build more complex ideas. The sequence of instruction will be logical to assist the learner in processing the information and the transfer of knowledge. The sequence scheme is defined below:

a) U-Visa Overview
b) Requirements Overview
c) Specific information for the Crime Requirement
d) Specific information for the Helpfulness Requirement
e) Specific information for the Harm Requirement
f) Forgiveness Waiver Information
g) U-Visa Application Process
h) Additional Legal Resources

2.2 INSTRUCTIONAL MESSAGE

An effective instructional message builds "an appropriate interface between the instructional materials and the learner" (Morrison, Ross, Kalman & Kemp, 2013). The message design of the U-Visa eLearning Module uses writing structure, typography, signaling, and multimedia design to convey the instructional message.

2.3 INSTRUCTIONAL STRATEGIES TABLE

The overall goal of this project is to bring the U-Visa information to the distance learning environment and make it accessible to a wider audience.

Table 7 Instructional Strategies

Goal 1	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Describe the purpose of the U-Visa program	1. Explain the purpose of the U-Visa Program.	Recall and Integration	Learners will view a narrated interactive video that highlights purpose of the U-Visa Program.
	2. Identify three benefits of the U-Visa Program.	Recall and Integration	Learners will recall at least three benefits of the U-Visa program after viewing a multimedia presentation.

Goal 2	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Identify the requirements of the U-Visa Program	1. Identify what type of person qualifies for the U-Visa.	Recall and Integration	Learners will view an interactive video that discusses what status is needed to qualify for the U-Visa. An interactive quiz will be used to gauge self-knowledge.
	2. Identify three requirements to qualify for the U-Visa Program.	Integration	A multimedia presentation will define the legal requirements to apply for a U-Visa. A mini-knowledge check in the form of a game will be used to verify knowledge transfer.

Goal 3	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Explain when a forgiveness waiver is required	1. Explain when a waiver may be required in the U-Visa process.	Recall and Integration	The learners will view a self-paced multimedia content that explains the forgiveness waiver requirements and gives examples.
	2. Identify three acts that may require a forgiveness waiver.	Elaboration	Examples of situations that may or may not require a forgiveness waiver will be displayed and the learner will select the correct answers. Feedback will be given in real-time supplemented with additional information.

Goal 4	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Identify the steps required to file a U-Visa Application	1. Identify the steps required to apply for a U-Visa.	Recall and Integration	Self-paced multimedia content will be presented that highlights the steps to apply for a U-Visa. Mini-knowledge checks will be integrated into the content.
	2. Identify the forms required to apply for a U-Visa.	Recall and Integration	The forms needed to apply for U-Visa will be presented using a screencast. The process of filling in the forms will be demonstrated.
	3. Relate what supporting documents are needed when applying for a U-Visa.	Recall and Integration	Supporting documents will be discussed in a self-paced multimedia presentation.
	4. Describe the fingerprinting process.	Recall and Integration	The process of scheduling fingerprinting will be discussed in a multimedia presentation.

Goal 5	Instructional Objectives	Instructional Strategies	
		Generative Category	Initial Presentation and Suggested Strategies
Apply acquired knowledge to determine if a U-Visa application can be completed	1. Determine if a U-Visa application can be completed.	Elaboration	After viewing self-paced multimedia content, the learner will complete a checklist that evaluates their qualifications for the U-Visa program and determine if the U-Visa is applicable to their situation.
	2. Identify available legal resources.	Organization	The learner will identify legal resources near their geographic location by reviewing an informational listing.
	3. Apply for a U-Visa.	Elaboration	Learners will evaluate their personal situation and fill out an application for a U-Visa and supporting documentation.

2.4 TEXT DESIGN

Course Title and Credit Text Design:

Course title screen and credit screen will utilize the color scheme, formatting, and fonts will be used in accordance with the University of Idaho Brand Resource Center website found at http://www.uidaho.edu/ucm/brand-resource-center/visual/typography.

Course Content Text Design:

The typography of how learning material is presented is as important to the success of the learner as the material presented. Thoughtful use of typography can assist the instructional designer in creating an effective learning experience. "Legibility is defined as how easy it is to read short bursts of text, such as headlines, bullets, and signs. Sans Serif typefaces are preferred when legibility is the goal." (Moodlerooms, 2016)

Typography: Web safe fonts will be utilized in this module. Fonts used are Verdana, Arial, and Georgia.

- **Verdana** is the easiest font to read for online content as it is a San Serif font that is spaced specifically so the characters do not touch.
- **Georgia** is a Serif font that is easy to read onscreen and spaced so the characters do not touch. It will be utilized in titles and headers and any area that needs emphasis, but not for blocks of text.
- **Arial** is a San Serif font that is easily read and useful for tables or close quarter areas

Text Structure:

Table 8 Text Structure Usage		
Text Structure	**Example**	**Signaling Words**
Lists	A list of items	Next month, next week, participate, volunteer, coming up
Comparison or contrast	In contrast, similarly, however, like	Compare, and contrast statistics
Temporal Sequence	First, Second, Third, etc.	Outline which events happened first, in order, and steps to complete an activity
Cause and effect	As a result of, causality, therefore, reflect	Show how decisions have consequences or made a difference.
Definition and example	Known as, e.g., i.e., for example, defined as	Define terms specific to your field in direct, simple terms.

Colors

"Judicious choice of color for text and backgrounds of web and e-learning tools can increase the readability of on-screen text and have the added benefits of minimizing extraneous cognitive load and boosting learning retention. (Richardson, Drexler & Delparte, 2014)" Color use will be restrained and chosen based on the principle of accessibility. The colors utilized in the U-Visa eLearning Module will be web safe colors. Consideration will be given to those colors that provide an appropriate contrast for those with color blindness.

Images, Branding Logos and Program Logos

Images will be used to brand the game such as the University of Idaho logo. Additional logos will be utilized to represent any funding entity that is associated with the project if applicable. Logos will be retrieved from the University of Idaho Brand Resource Center accessed at http://www.uidaho.edu/ucm/brand-resource-center/visual/logos.

Content Images

Photos will be utilized when appropriate to support topics. Photos will be accessed through Creative Commons, College of Agriculture photos, and other sources that provide stock photos labeled for reuse. Photos will be labeled with proper citations when appropriate to avoid copyright issues.

Example Creation

The real-world examples offered for the U-Visa requirements will be created in conjunction with the College of Law. This will ensure the legality and accuracy of any example offered during the U-Visa eLearning course. The examples will be presented using animated characters to add a human factor to the information.

Story Board Design Notes

- All images in the story board are representative of what it may look like.
- Characters will vary based on input from the client.
- The character will be animated and narrate the course
- The screen will display images that support the topic discussion
- Controls will allow the learner to replay the content when needed

Story Board Content Example

2.5 MULTIMEDIA DESIGN EMERGENT TECHNOLOGIES

Multimedia can provide a story and visuals to support the context of learning. It provides motivation and can make learning more interesting when interactivity is added to the course. The U-Visa eLearning Course will include the following multimedia features:

Characters

2D animated photo realistic characters will be used to convey information and add a human aspect to the information being presented. In some cases, the photos will be animated to appear to speak which will increase the realism of the information.

Interactions

Aspects of movement and backgrounds will be used represent different points of view and locations.

Video/Screencast

Video/Screencasts will be used to present interactions between people such as asking and answering a question.

Drag & Drop Activities & Mini Quizzes

Mini games will be used for knowledge checks and to reinforce learning.

Learning Management System

Access to the online eLearning module will be controlled by the LMS authentication. Requests for DVD or other media will be managed on a case by case basis.

3. DEVELOPMENT PHASE

Purpose: This phase will focus on defining the tools, software, and process that will be utilized for development of the U-Visa eLearning Module.

3.1 INSTRUCTIONAL MATERIALS

Instructional Software & Tools

- **Adobe Captivate** (http://www.adobe.com/products/captivate/education.html)

  Justification: Captivate will allow the creation of interactive activities to enhance the learning process.

- **CrazyTalk Animator 3** *(https://www.reallusion.com/crazytalk-animator/)*

  Justification: CrazyTalk Animator 3 will add a human touch to the eLearning module when characters are utilized to relate experiences or information.

- **Screencast-o-Matic Pro** (https://screencast-o-matic.com/)

  Justification: Screencast-o-Matic allows the user to easily create custom videos and edit existing videos.

- **Audacity** (http://www.audacityteam.org/)

  Justification: Audacity creates audio podcasts for use in the Planning Board section of the game.

- **Various image editors**

Justification: Images will need to be edited and formatted. This can be accomplished by using Paint.Net, Adobe Photoshop, or other image editing software.

- **Voxal Voice Changer** (http://www.nchsoftware.com/voicechanger/index.html)

Justification: Voxal Voice Changer assists in changing voice recording to represent specific genders. This will facilitate adding the voices of different genders of narrators without requiring multiple individuals time.

Visual Design Justification:

The U-Visa eLearning Module will be designed using Universal Design Principles whenever possible. It will include text transcripts and Close Captioning for videos and screencasts. It will present the information in multiple ways and multiple languages to ensure it is accessible to the widest audience possible. The module will be designed with responsive design principles so it may be played on various mobile devices. The use of written text will be minimal. Narrated information supported by images will be utilized. People learn better from images and narration according to Mayer's Redundancy Principle of Multimedia Learning (Mayer, 2005). Due to the possible language barriers this approach seems the most logical for this project.

3.2 DELIVERY METHOD

This course will be delivered in a SCORM compliant format that can be uploaded to any LMS such as CourseSites or BlackBoard. User access to the module will be controlled via the LMS which will log completion statistics. The course will be made available via DVD or digital media download for a standalone version that can be used without an Internet connection. Associated hand-outs with detailed instructions for completing the required U-Visa forms will be embedded in the eLearning course and the learner will be able to download the forms at the time of training.

4. IMPLEMENTATION PHASE

This course will be piloted to a select group of learners comprised of students, staff, immigrants, and other personnel as identified by the University of Idaho College of Agriculture Extension Program with input from associated county extension

organizations. Feedback will be provided from a short course evaluation and follow-up interview questions by phone, text, or email if necessary for the purpose of clarification. The information gathered from the learners will inform course improvement. Participants are asked scale/Likert questions as well as given the opportunity to provide additional information by using short answer questions where the learner can elaborate on issues or suggestions. The learner is encouraged to provide honest input for the purposes of course improvement.

5. EVALUATION PHASE

Purpose: Through evaluation the goal is to gauge learner understanding and feed improvements to the eLearning Course.

5.1 OVERVIEW

Evaluation Synthesis

McNamara (2008) notes that, "Many people believe that evaluation is about proving the success or failure of a program. This myth assumes that success is implementing the perfect program and never having to hear from employees, customers or clients again -- the program will now run itself perfectly. This doesn't happen in real life. Success is remaining open to continuing feedback and adjusting the program accordingly. Evaluation gives you this continuing feedback". Through evaluation the goal is to adjust the eLearning module accordingly so that the learning outcomes will be achieved. In order to implement this type of evaluation the process will be outlined in steps that will be taken before, during and after the implementation in order to gather necessary data that can provide feedback. The evaluation process will include formative, summative and confirmation evaluation.

5.2 FORMATIVE EVALUATION

Morrison, Ross, Kalman and Kemp (2013) note that formative evaluations "function is to inform the instruction or planning team how well the instructional program is serving the objectives as it progresses". Therefore, formative evaluations will be conducted before, during and after the training has been implemented. Formative tools consisting of mini-knowledge checks will be implemented. These tools will be used in conjunction with a subject matter expert's review of the module for maximum effectiveness. To effectively

achieve the desired learning outcomes there will be "check points" that will aid in the formative evaluation. These "check points" will come in the form of a pre-test, mini-knowledge checks, and a survey.

Pre-test: The first "check point" will begin by carrying out a simple pre-testing with learners who are enrolled in U-Visa eLearning Course. Pre-testing can serve as an effective medium to assess a learner's prior knowledge. A pre-test survey will determine existing knowledge about the U-Visa program. This information will provide baseline data for determining learner growth by comparing the initial knowledge to the knowledge gained at the end of the course. A short introduction video could be used to encourage interest in the course.

SME Check: Before the game is implemented, Extension staff will review the analysis phase to ensure that the learning objectives are in line with the instructional design. It is also important for the Extension staff to review the course goals so that if any change needs to be applied it will be cost and time efficient. Morrison, Ross, Kalman and Kemp (2013) note that "formative evaluations are most valuable before instruction is fully developed, when it is inexpensive to make changes and used in a continuous manner".

Mini-Knowledge Checks: Throughout the course the learner will be presented with formative mini-knowledge checks in the form of interactive quizzes or games. These mini-knowledge checks will be primarily visual and audio driven due to written language challenges. Feedback will be presented to reinforce the information. his type of immediate feedback is crucial for successful implementation. Morrison, Ross, Kalman, and Kemp (2013) note that, "successful learning is enhanced when individuals receive feedback on how well they are learning as instructions takes place".

5.3 SUMMATIVE EVALUATION

After the learner has completed the game, there are two crucial types of evaluation techniques that will be implemented. These two types of evaluation are summative and confirmative evaluation. Summative evaluations emphasize evaluating outcomes at the end of instruction (Morrison et al., 2013). At the end of the course there will be a performance based evaluation that will be the culmination of the course for the learner. Each learner will answer a survey to assist in the improvement of the course. Here is what the summative evaluation will measure:

- Did this course answer your questions regarding the U-Visa program?
- What other questions do you have about the U-Visa program?

- Do you know where to go to get legal assistance?
- How can we improve this training?
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5.4 CONFIRMATIVE EVALUATION

Morrison, Ross, Kalman and Kemp (2013) note that confirmative evaluation is based "on the rationale that evaluation of instruction needs to be continuous and, therefore, extend beyond summative evaluation". In order to implement this type of evaluation interviews will be conducted with learners using a survey, data-gathering based on participation, and questionnaires sent out to past learners six months after the game becomes part of the curriculum. These types of assessments will ensure that the learning objectives are measured, even after the game is implemented.

Formative evaluation provides an opportunity to gauge how well the educational activity meets the objectives and facilitates the learning process. We have selected an objective based study with formative evaluation tools. This process will inform any changes to the U-Visa eLearning Course as soon as possible to save both time and money the Extension program.

Table 9 Alignment of Unit Goals to the Evaluation Process			
Learning Goals	**Formative Assessment**	**Assessment Tool**	**Goal Alignment**
Describe the purpose of a U-Visa program.	• The learner will complete a pre-test to evaluate existing knowledge • The learner will choose the correct purpose when given a selection	Pre-Assessment, Self-evaluation	Recall Recognize Identify
Identify the requirements of the U-Visa program.	• Drag & Drop Matching activity. • Listen to a scenario and determine	Self-evaluation	Analyze Differentiate Organize Attribute

Explain when a forgiveness waiver is required.	• True/False interactive activity	Self-evaluation	Recall Recognize Identify
Identify the steps required to file a U-Visa application. Apply the acquired knowledge to determine if a U-Visa Application can be completed.	• Interactive ordering activity • Drag & Drop Matching activity • Decision matrix to assist the learner in determining eligibility	Self-evaluation Self-evaluation, post- evaluation	Recall Recognize Identify Apply Execute Implement

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