

**Fixing the User Experience of the
Centers for Disease Control and Prevention Website
(Fixing the UX of the CDC Website)
Instructional Objectives and Sequencing**

by Larissa A. Jones and Yaël-Alex J. Monereau

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Instructional Objectives and Sequencing Summary

The Centers for Disease Control and Prevention (CDC) public website provides a vast amount of information, it is not readily accessible. The design of the website, content and formatting make it difficult for the untrained eye to navigate the hidden content. Below we have outlined the following:

- Training Goal
- Learners
- Objectives (*including Domains, Initial Presentations, identifying the intrinsic and extrinsic Motivation, Generative Strategy, whilst identifying which level of Bloom's Taxonomy we have applied to this objective*)

Training Goal

- To improve a learner's ability to navigate through the Centers for Disease Control and Prevention (CDC and Prevention; www.cdc.gov) website.

Learner(s)

- Local community members
- Novice-Advanced Medical Professionals continuing education

Instructional Sequencing

- To best assist the learners with achieving the goal, the objectives have been reordered to follow the Concept-related sequencing. This sequencing was determined to be the best, due to the order of grouping information that is closely related

Additional notes are preserved for additional review later.

Objectives for Training

Objective # 1

<u>Domain</u>	Cognitive - Learners will use their mental skills (knowledge) to participate in conversation.
<u>Objective</u>	To discuss the usefulness of the Centers for Disease Control and Prevention (CDC) website.
<u>Initial Presentation (IP)</u>	Powerpoint presentation highlighting the many areas of content covered within the CDC website.
<u>Motivation</u>	Attention - While viewing the initial presentation, learners will become aware of the variety of content addressed throughout the website.
<u>Generative Strategy (GS)</u>	Learners will participate in a group discussion analyzing the content covered in the presentation previously viewed.
<u>Bloom's Taxonomy</u>	Level 6 - Create/Creating

Objective # 2

<u>Domain</u>	Psychomotor - The learner will use manual or physical skills (skills) to ensure their system meets the needs to complete this training.
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<u>Objective</u>	To examine the computer systems requirements needed in order to replicate the use and navigation of the CDC website at home for the online training modules.
<u>Initial Presentation (IP)</u>	Learners will be provided with a checklist of basic computer requirements needed to access the CDC website and any interactive interfaces used throughout the training.
<u>Motivation</u>	Relevance - Basic internet and computer skills are required.
<u>Generative Strategy (GS)</u>	Each learner will review the system requirements needed in order to participate in online learning.
<u>Bloom's Taxonomy</u>	Level 4 - Analyze/Analyzing

Objective # 3

<u>Domain</u>	Cognitive and Psychomotor - Learners will use their mental skills (knowledge) and manual or physical skills (skills) to navigate through the website.
<u>Objective</u>	To criticize the current layout to the CDC website.
<u>Initial Presentation (IP)</u>	We will have each learner access the CDC website and surf through for 10 uninterrupted minutes.
<u>Motivation</u>	Attention - We will gain the learner's attention by having an open discussion about the purpose of the CDC website.
<u>Generative Strategy (GS)</u>	Learners will use the User Experience Checklist provided by the facilitators. <i>Checklist will review the following: The content, Consistency of Information, Navigation, Accessibility of the website, Ideas for exploring the design (Find the areas where it is working and What areas can it be improved)</i>
<u>Bloom's Taxonomy</u>	Level 5 - Evaluate/Evaluating

Objective # 4

<u>Domain</u>	Cognitive and Psychomotor - Learners will use their mental skills (knowledge) while successfully using their manual or physical skills (skills) to demonstrate the instructions and navigation.
<u>Objective</u>	To explain the contents that are on the CDC Learning Connections portion of the website and how to access the material.
<u>Initial Presentation (IP)</u>	A flowchart of how to best navigate to and through the CDC Learning Connections portion of the website.
<u>Motivation</u>	Attention - By having an open dialogue with the learner, it promotes free flowing communication.
<u>Generative Strategy (GS)</u>	Learners will demonstrate his/her ability to locate information within the CDC Learning Connections Website. Each learner will model the step-by-step instructions given previously by the facilitator.
<u>Bloom's Taxonomy</u>	Level 3 - Model/Modeling

Objective # 5

<u>Domain</u>	Cognitive and Psychomotor - Learners will use their mental skills (knowledge) and physical skills while using the website as a resource for investigating the Zika Virus.
<u>Objective</u>	To identify how the website would be resourceful during the Zika Virus.
<u>Initial Presentation (IP)</u>	Highlight the Zika Virus in Florida through a compilation of News videos.
<u>Motivation</u>	Attention - Showing the statistics of outbreaks will help learners become aware of protecting oneself in general and more specifically during an active outbreak. Relevance - Will show how to protect the learners and those around them.
<u>Generative</u>	Learners will navigate to the www.cdc.gov website and review sections

<u>Strategy (GS)</u>	about the Zika Virus. Learners will access the E-learning interface and complete the Yellow Fever exercises through case studies.
<u>Bloom's Taxonomy</u>	Level 3 - Apply/Applying

Objective # 6

<u>Domain</u>	Cognitive - Learners will use their mental skills (knowledge) while using the website to research Yellow Fever.
<u>Objective</u>	To identify how the website would be resourceful during Yellow Fever.
<u>Initial Presentation (IP)</u>	Highlight the Yellow Fever outbreak through a compilation of News videos.
<u>Motivation</u>	Attention - Showing the statistics of outbreaks will help learners become aware of protecting oneself in general and more specifically during an active outbreak. Relevance - Will show how to protect the learners and those around them.
<u>Generative Strategy (GS)</u>	Learners will navigate to the website www.cdc.gov and review sections about the Yellow Fever. Learners will access the E-learning interface and complete the Yellow Fever exercises through case studies.
<u>Bloom's Taxonomy</u>	Level 3 - Apply/Applying

Objective # 7

<u>Domain</u>	Cognitive and Affective - Learners will use their mental skills (knowledge) while mastering the content that is available during an outbreak. Additionally learners will experience growth in feelings or emotional areas (attitude or self) while helping others in their care.
<u>Objective</u>	To summarize the website content covering a trending outbreak during a simulation.

<u>Initial Presentation (IP)</u>	Play a recording of dialogue between a patient and their doctor while being discharged from the hospital.
<u>Motivation</u>	Confidence - They will gain confidence by helping someone with continuing proper treatment post-discharge.
<u>Generative Strategy (GS)</u>	Learners will participate in a role playing simulation, where they will assist a recently discharged patient in continuing their outpatient medical care.
<u>Bloom's Taxonomy</u>	Level 2 - Understand/Understanding

Objective # 8

<u>Domain</u>	Cognitive - Learners will use their mental skills (knowledge) while mastering the content that is available. Learners will build on knowledge and develop a sense of pride/growth associated with increased knowledge.
<u>Objective</u>	To identify how the CDC websites interactive Virtual School Tool is used.
<u>Initial Presentation (IP)</u>	Demonstrate how the components of the Whole School, Whole Community, Whole Child (WSCC) model can be integrated into school, church or home.
<u>Motivation</u>	Interactive game draws the attention of the students through the use of simulation. Relevance - Through the use of interactive tools, students will enter doors which lead to a virtual room where the student can drag and drop items.
<u>Generative Strategy (GS)</u>	Learner will access the Virtual Healthy School Tool through CDC Learning Connections site.
<u>Bloom's Taxonomy</u>	Level 3 - Apply/Applying

Objective # 9

<u>Domain</u>	Cognitive - Learners will use mental skills (knowledge) while mastering the Quick-Learn Lessons.
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<u>Objective</u>	To identify Quick-Learn Lessons on the CDC website.
<u>Initial Presentation (IP)</u>	We will have each learner access the CDC website and review the Quick-Learn Lessons Course Search for 10 uninterrupted minutes in order to determine the class/classes of interest.
<u>Motivation</u>	Attention - This will show the learner various courses that are brief, while also accessible through mobile devices, such as a smartphone, tablet or computer. Relevance - The learner will be able to relate the potential learning mediums to ones of interest.
<u>Generative Strategy (GS)</u>	Learners will assess the Quick-Learn Lessons in order to select courses of interest.
<u>Bloom's Taxonomy</u>	Level 5 - Assess/Assessing

Objective # 10

<u>Domain</u>	Cognitive - Learners will use their newfound mental skills (knowledge) to explore the CDC website.
<u>Objective</u>	To identify upcoming events mentioned on the CDC website.
<u>Initial Presentation (IP)</u>	We will have each learner access the CDC website and surf the website for 20 uninterrupted minutes while RSVPing to events of interest.
<u>Motivation</u>	Attention - During this IP learners will become aware of upcoming training events in the local area. Relevance - Will provide access to medical information, training, and other resources within their community.
<u>Generative Strategy (GS)</u>	Student will register for the CDC Learning Connections Monthly Features. This will allow a low tech approach and provide access to information to those that are not computer savy.
<u>Bloom's Taxonomy</u>	Level 5 - Evaluate/Evaluating