

# Create an Original Storyboard

## Background

The instructional setting is Weaver University, a public, four-year degree institution located in the Northern United States (Western Governors University, 2023). Learners are students in “Introduction to Research Writing (WR 001)”. This is a hybrid general education course is for all first-year students. The main goal of the course is to improve their writing skills and prepare for their respective careers. The university administration has implemented a task force to improve student writing (p.2).

With the goal of improving writing skills, the committee appointed by the task force set out to conduct surveys on students, faculty, and administrators. With a survey completion rate of 82%, the conclusion was that 40% of students and faculty had plagiarized during their time at Weaver. This led to the development of a university-wide policy of submitting assignments through an online plagiarism-detection service. The university has asked for instructors’ assistance with implementing the tool.

Based on the needs gathered from my personas, students have varied attitudes toward learning. Some prefer self-paced courses, while others benefit from social interactions via groups or discussion boards. This does not exclude the need to look at students’ technology skill level as they progress towards finishing the English writing course. Students should have an opportunity to use technology as an asset for learning by participating in discussion boards, watching instructional videos, and listening to audiobooks. Students may have also learned about plagiarism at some point in their academic career, either in high school or college. However, knowing about plagiarism does not mean a student knows proper citations or how to implement APA format in their writing. A post-class survey conducted on the usage of the plagiarism-detection service shows that students may “copy entire essays, used undocumented sources, and do not cite properly” (p.3). By using these results, the designer can better understand the learning outcomes needed to achieve desired results.

Targeted learning outcomes based on the course grading rubric include the following: students will be able to identify proper APA styles, use correct citation techniques, and identify the correct paraphrase when given a summary of the text (p.13). These outcomes are from the WR001 syllabus (p.14). The objectives taken are ones that correlate to the usage of proper English writing techniques. In addition, students will have collaborative opportunities to give and receive feedback from other students.

The gap between current knowledge is as follows; students may not have proper English writing skills due to dialects being different from home counties, students need to learn about time management so as not to rush through assignments and copy others’

essays, and students need practice with citing sources as to become competent in their writing of essays, paraphrases, and utilizing discussion boards.

**Problem Statement:**

Students and faculty need to know how to use an online plagiarism-detection tool because it would hold students accountable for using proper citations, decrease plagiarism occurrences and teach the use of technology to assist with writing skills.

**Learning Goal Statement:**

Learners will demonstrate the use of an online learning tool to help check for proper citation format and APA style implementation.

**Learning Objectives:**

- English writing students will be able to practice their writing skills by utilizing peer-to-peer feedback on discussion boards.
- English writing students will be able to compose a mini-essay using appropriate style and tone by citing at least two sources using APA style.
- English writing students will be able to assess their writing using an online plagiarism-checking tool.

**Three Unique Ideas**

Interactive Gaming	
Summary	Unique Statement
Learners will interact with <i>various games</i> to check their knowledge before moving on to the next theme topic. Topics could include APA style, coherency, style, tone, and paraphrasing. The score is posted on a dashboard to provide a little competition between students.	This idea is based on the idea that learners need motivation. Providing a different method of interaction will allow for self-regulated growth and allow the learner to take charge of their learning. Plus, it provides a fun way to learn.

Recorded Self-Reflection Journals	
Summary	Unique Statement
In this E-Learning solution, learners will have a chance to self-reflect on what they are learning after being introduced to a given a short online 2-5 minute video. Students will have a chance to reflect on topics of grammar, paraphrasing, and plagiarism. Students have the choice to utilize an <b>audio recording or video recording</b> to record their reflection. This will allow teachers a chance to gauge students' interest and provide one on one feedback.	This idea provides a formative way for students to engage in their learning and self-assess their needs for improvement. It is also unique in that it allows students to show what they have learned through reflection without a quiz or project. It would also provide an in-direct assessment method for the instructor.

Discussion Board Prompt	
Summary	Unique Statement
Students will receive an ice breaker topic using an <b>online discussion board</b> . Students will discuss social and cultural interests, such as how cultures give and receive publication credits. They will develop their writing skills by discussing these topics in a <b>peer-to-peer discussion board</b> and receiving feedback from others.	By implementing a setting where students can explore various plagiarism themes through writing, students evaluate and compare social and cultural differences, they develop an understanding of the importance of giving credit and proper citations. This peer-to-peer discussion board allows for students discuss what they have learned and share that knowledge with other students.

Notes

Welcome Slide

Animation details:

- Title fades in
- Get Started button fades in

Design details:

- Blue background with bold text showing title of module
- Get Started button with black border and grey gradient
- Image of laptop with book and pencil (see citation on slide)

User Interactions:

- Get Started button link to slide Welcome Page

Slide Links:

- Next button links to Slide 1.2 Learning Objective

ADavila 292 Task 2 Storyboard

## Introduction to Research Writing - WR 001



Photo by [Nick Morrison](#) on [Unsplash](#)

Click to  
Get Started

## Getting Started with Reflection Journals

NEXT >

Notes

Learning Objective Slide

Animation details:

- Character enters from right

Slide Details:

- Instructor, welcoming students to module, and explaining the objectives and sections in the module.

Icons:

- Speech to text symbol
- Next and Previous Buttons

Character image details:

- Avatar that speaks to students

Slide Links:

- Next button links to Slide 1.3 Topic 1
- Prev button links to Slide 1.1 Welcome

ADavila 292 Task 2 Storyboard

## Learning Objective

Overview of Learning Objective

**Module Sections** (click link to watch animation on how each section works)

Topic Videos – Watch a Video

Reflection Journals – Reflect on what you've learned

Peer-to-Peer Discussions – Participate with your peers



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**Notes**

**Topic 1 Slide**

**Animation details:**

- Character enters from right

**Icons:**

- Speech to text symbol
- Next and Previous Buttons

**Slide details:**

- Daily topic for reflection journal prompt

**Character image details:**

- Avatar that speaks to students

**Slide Links:**

- Next button links to Slide 1.4 Topic 2
- Prev button links to Slide 1.2 Learning Objective

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**Topic 1**

**Today's Topic:  
Word Play**



Photo by [Brett Jordan](#) on [Unsplash](#)

Reflection Prompt



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**Notes**

**Topic 2 Slide**

**Animation details:**

- Character enters from right

**Icons:**

- Speech to text symbol
- Next and Previous Buttons

**Slide details:**

- Daily topic for reflection journal prompt
- Learners will be able to click speech icon to get a narration script.

**Character image details:**

- Avatar that speaks to students

**Slide Links:**

- Next button links to Slide 1.5 Topic 3
- Prev button links to Slide 1.4 Topic 1

**ADavila 292 Task 2 Storyboard**

**Topic 2**

**Today's Topic:  
Citations**



Photo by [Allision506](#) on [Pixabay](#)

Reflection Prompt



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Notes

Discussion Slide

Animation details: None

Icons:

- Speech to text symbol
- Previous Button
- Reset and Submit Buttons

Slide details:

- Slide shows a prompt followed by a discussion board entry box.
- Learners will be able to click speech icon to get a narration script.

Slide Links:

- Previous button links to Slide 1.4 Topic 2

## Discussion Boards



**For this discussion the learner will...**

- Prompt 1
- Prompt 1
- Give feedback on topic of choice from previous topics

type your text here

Reset

Submit



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