

Sequencing Objectives and Instructional Strategies

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October 14, 2024

Introduction

The instructional topic I will be developing an online course for is a training program for sign shop employees. The purpose of this employee onboarding training is to educate new sign shop employees about the process of making signs. The goal of the training is to provide sign shop employees with the skills and knowledge necessary to operate machinery, manage the production process from design to final product, and demonstrate safety procedures. The fifth and sixth steps of the instructional design process are sequencing and designing the instructional strategy. By properly sequencing objectives I can ensure that employees develop a strong foundational understanding before moving on to more complex tasks. Sequencing is the efficient ordering of content to help the learner achieve the objectives in an efficient and effective manner (Morrison et al., 2019, p. 128). Designing instructional strategy involves selecting the best methods and techniques to engage learners and reinforce their understanding.

Sequencing Objectives

My course will begin with the objective of identifying various substrates. This objective aligns with the tasks of identifying vinyl, identifying aluminum, identifying coroplast and polymetal. This objective is within the cognitive domain. The content structure for this objective is concepts. This objective requires learners to recall characteristics and describe types of substrates. The performance is demonstrated when learners can correctly identify and describe the different types of substrates. This objective was ordered first because familiarity with the materials is an identifiable prerequisite for all other tasks in the sign making process. Without being able to identify what each substrate is, employees will struggle with advanced objectives like differentiating between substrates, operating the vinyl cutter, operating the printer, and

preparing files for production. This objective introduces employees to the essential materials they will use every single day.

The second objective focuses on differentiating between various types of substrates. This objective aligns with differentiate between cut and digital vinyl and differentiate between coroplast and polymetal signs. This objective is within the cognitive domain. The content structure is a concept requiring learners to understand the characteristics, advantages, and applications of each substrate type. Performance is based on the employee's ability to correctly identify and articulate the differences between substrates and explain when to use each material based on customer's information. This objective is sequenced after the identification of substrates to deepen understanding and reinforce knowledge gained in the first objective. By learning to differentiate between substrate types employees will be able to select appropriate materials for specific customers based on their needs. This step is important for ensuring that learners can not only recognize substrates but can also apply their knowledge to real customer needs.

The third objective is to demonstrate safety procedures. This objective is important for keeping a safe environment. This objective aligns with tasks like wearing the required personal protective gear, wearing gloves when handling sharp objects, and following safety guidelines for machine operation. The objective domain of this objective is in the affective domain. The content structure of this objective is attitudes because it encourages employees to recognize the importance of safety protocols and incorporate them. The content structure is procedural because employees need to adhere to specific safety practices. This objective is sequenced before objectives like operating machinery, because employees need to know how to safely operate the vinyl cutter and printer, before learning how to demonstrate how to use them.

The fourth objective is operating the vinyl cutter which includes several tasks like loading vinyl, setting up designs for cutting, and starting the cutting process. This objective is within the psychomotor domain. This is a procedural objective, and performance is demonstrated by the employee's ability to complete vinyl cutting without damaging materials, following precise techniques, and safety procedures discussed in the previous objective. This objective was placed after the objective of identifying different types of substrates, because the employees will need to be able to properly identify the vinyl. This process begins with simple steps like loading the vinyl into the cutter before moving to more technical aspects like selecting the correct blade pressure.

The fifth objective is to demonstrate weeding vinyl and applying transfer tape. This objective is in the psychomotor domain. The content structure is procedural because employees must follow specific steps to successfully remove excess vinyl. This objective is directly related to the previous objective. Without knowing how to identify vinyl and cut the vinyl employees will not be able to go through the weeding process. I am reinforcing the concept related nature of the training and that each new task builds on the one before it. Performance is demonstrated by the employee's ability to complete these tasks without damaging materials, following precise techniques, and safety procedures.

The sixth objective is to operate the printer. This objective focuses on the essential skills required for loading substrate materials into the printer, setting up designs in Adobe Illustrator, and monitoring the printing process to ensure high-quality production. This objective is within the psychomotor domain. The content structure is procedural, requiring learners to follow step-by-step instructions for various tasks related to the printing process. Performance will be assessed based on the learners' ability to accurately load substrate materials, configure print

settings according to substrate type, and successfully print the sign. Printing the design on the large format printer is the last step in the sign making process.

The final objective is for the employee to create a sign. This objective is within the cognitive domain. This task is placed at the end because it requires employees to apply everything they have learned throughout the online course to create a sign. This objective has a higher difficulty level. By having this objective at the end of the course employees will have developed the skills and knowledge to create a sign.

Instructional Strategies

The objective of identifying types of substrates has the content structure of a concept. The instructional strategy selected for this objective is integration which focuses on helping learners identify the types of substrates used in sign production. For the initial presentation, I will introduce the substrates through a slideshow that includes images of each substrate type, the substrate's name, a brief description of its properties, and examples of applications in the sign making process. This presentation will help employees identify types of substrates by providing characteristics of each substrate. For the generative strategy, I will implement an integration approach. After the initial presentation, I will provide learners with samples of the substrates. The employees will be tasked with identifying each substrate based on the previously discussed descriptions and examples. By engaging with and touching the materials, employees will solidify their knowledge and build confidence in identifying substrates during the sign-making process.

The objective of operating the vinyl cutter is a procedure. The instructional strategy for this objective is demonstration and guided practice. The initial presentation will include a video demonstration showing how to use the vinyl cutter. During the video, the instructor will show how to load the vinyl, set up the design file in the software, and initiate the cutting process. The

demonstration will be accompanied by verbal explanations of each step. For the generative strategy I will use demonstration and practice. After the demonstration, employees will have the opportunity to practice operating the vinyl cutter themselves. With supervision employees will go through the steps shown like loading the material, using Adobe Illustrator to set up the cut, and starting the cut. The experience will allow learners to apply what they have observed in the demonstration.

Conclusion

My training program will help new sign shop employees gain the knowledge and skills to successfully perform their job tasks. The sequencing of my course is meant to gradually introduce sign shop employees to key concepts and move from foundational knowledge to the more advanced procedures. Employees have identifiable prerequisites needed to succeed before moving onto the next objective. By following instructional and generative strategies I will encourage active learning and reinforce the instructional material through hands on experience.

References

Morrison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2019). *Designing effective instruction*. Wiley.