

# Job Skills 3.0 Design Document

*Daire Maria Ni Uanachain.*



## ABOUT THIS DESIGN DOCUMENT

This Design Document pertains all aspects of the instructional design process, including: course objectives, course outline, instructional and assessment strategies and course standards

Contents	
Document Author .....	3
Course Name .....	3
Type of course .....	3
Target Audience & Learner Profile .....	3
Learning Gap .....	3
Terminal Learning Objective .....	4
Course Learning Objectives.....	4
Instructional Strategies.....	5
Assessment Strategies .....	6
Assessments .....	6
Content Sources .....	7
Course Sequencing (Outline).....	8
Learning Model .....	8
Learning Theory.....	9
Course Standards.....	10
Media .....	10
Development Tools.....	11
Interface and Navigation.....	11
Media .....	10
Development Tools.....	11
Interface and Navigation.....	11

Document Author

*Daire Maria Ni Uanachain*

Course Name

*Job Skills 3.0: a Job Readiness Level 1 training course.*

This is a how-to course for early school leavers and recent high school graduates who want to develop the hard and soft skills required to obtain an entry-level office job.

It will explain the structure and content of job application communications and the various steps in the job application process. It will provide participants with effective communicative skills and experience in work related situations which they would otherwise not have access to, in order to improve their career profile and increase their job opportunities.

Participants will work through a series of explainer videos, video lessons, interactive course materials, and activities in order to learn some effective communicative strategies and to become familiar with the stages of applying for a job and basic computer and web-based programs commonly used in the workplace. They will also participate in a series of teamwork projects, in order to gain experience using the programs and using effective communicative approaches.

By the end of the course, participants will be better equipped to find an entry-level position in an office.

#### Type of course

This is a blended-learning job readiness training course. It is designed for early school leavers and high school graduates who do not intend to progress on to university, but who have little or no real work experience. It is informational, but contains step-by-step and how-to elements in order to prepare these young people for entry-level office positions.

#### Target Audience & Learner Profile

Early school leavers or high school graduates who do not intend to continue to university. These learners have a limited understanding of the corporate world, administrative roles or professional etiquette.

#### Learning Gap

Learners do not have a solid understanding of the skills and abilities needed to work in an office due to the substantial gap between the preparation given by the national school system and the preparation expected in the workplace.

Furthermore, these learners lack the ability to craft a cv or resume, or communicate effectively in a professional environment, as they have not yet had any real work experience.

The course is designed to equip learners with the knowledge needed to develop actionable job hunting methods as well as guide them in collaborative and computer skills which they can apply once they enter the workforce

### Terminal Learning Objective

---

By the end of the course the learner will be able to select relevant information for inclusion in their CV/Resume and cover letter. They will be able to navigate the job application process, including the actual interview. They will be able to communicate effectively, both orally and in written form, and confidently use a range of conventional computer programs and applications in a professional environment.

### Course Learning Objectives

---

#### 1. Course Learning Objective 1

Participants can compose effective communications for the job application process, illustrating how their past experiences make them a suitable candidate for an opening.

#### 2. Course Learning Objective 2

Participants can assess their suitability for a role, and determine whether the company is the right working environment for them.

#### 3. Course Learning Objective 3

Participants can use a range of computer-based applications and programs, such as Google Suite Workspace and Microsoft Office, with complete control.

#### 4. Course Learning Objective 4

Participants can use a range of web-based applications and programs, such as Monday and ClickUp, with complete control.

#### 5. Course Learning Objective 5

Participants can determine when problem or conflict solving language is needed, and apply problem solving communicative strategies, to communicate effectively in the workplace.

#### 6. Course Learning Objective 6

Participants can select the correct communicative register and use communicative strategies such as clarifying and signposting to communicate effectively in the workplace.

## Instructional Strategies

### Activities & Tasks

1. What activity will the participant complete to practice Learning Outcome 1?

Study an informative poster containing a guide to the essential elements of a CV

Watch a video explaining the difference between a Resume and a CV

Watch a video explaining how to write an effective cover letter

Read an infographic explaining the essential elements of a business email

Analyse another participant's work and suggest improvements

2. What activity will the participant complete to practice Learning Outcome 2?

Watch a video explaining some different types of working environment

Read an informative poster about work ethics

Discuss strengths, weaknesses, motivators, demotivators, passions, and preferences

Create a list of non-negotiables

3. What activity will the participant complete to practice Learning Outcome 3?

Watch a series of how-to videos explaining the various functionalities in the programs

Read an informative poster highlighting the most commonly used features in the programs

Follow a step-by-step guide to create a basic document, presentation and data file in both programs

4. What activity will the participant complete to practice Learning Outcome 4?

Watch explanatory videos for both programs

Self-navigate both programs

Use both programs during a live webinar following step-by-step instructions

Use both programs during a workplace simulation project

5. What activity will the participant complete to practice Learning Outcome 5?

Watch a series of explainer videos about effective workplace communication

Multiple matching exercise with language/communicative strategies in behavioural scenarios

Collaborate with other learners, remotely and using the web-based programs, in a situational project

Apply communicative strategies during role-play in breakout rooms during a live webinar

6. What activity will the participant complete to practice Learning Outcome 6?

Watch a series of explainer videos about register, signposting and clarifying language

Multiple matching exercise with language/communicative strategies in communicative scenarios

Create and give a presentation related to the collaborative activity

## Assessment Strategies

### Assessments

---

1. Assessment for Course Learning Objective 1

Submit a CV, resume and cover letter

Create a video in which they role-play a job interview

MCQs

2. Assessment for Course Learning Objective 2

Successfully navigate a branching simulation.

Multiple Matching Test

3. Assessment for Course Learning Objective 3

Create/Modify a basic document, a presentation and a data file in both programs, according to specific criteria

MCQs

Multiple matching test

4. Assessment for Course Learning Objective 4 and 5

Use the collaborative tools in order to successfully negotiate towards a specific outcome, following indications, as a team.

Resolve a series of situational problems during the collaborative exercises in order to successfully negotiate towards a specific outcome, following indications, as a team.

MCQs

Multiple matching test

5. Assessment for Course Learning Objective 6

Peer and mentor analysis of the effectiveness of the presentation

Self-analysis the effectiveness of the presentation

## Content Sources

---

1. Module of a course: <https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/conflict-resolution/>

Free to download and use (CC BY)

This module focuses on conflict resolution in teams, and strategies to avoid destructive conflict. It will be useful when developing content for the problem solving strategies and language for Objective 5

2. Book: <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=0382aa4c-e64e-469a-b64b-36fd38ccd81b&contributor=&keyword=&subject=Professional%20Communication>  
[eTextbookPart1Foundations \(PDF\).pdf \(bccampus.ca\)](#)

This e-textbook focuses on the basics of communication in the professional world, which will be useful when developing content for most objectives, in that effective communication is a common theme throughout the course.

Free to download (CC BY)

3. Course : <http://opencourselibrary.org/cmst-101-intro-to-communication/>

Free to download, edit and use (CC BY)

This course has a section on communicating in a team with a focus on projects and project management which will be useful source material when developing the collaborative Project Teamwork module.

### Course Sequencing (Outline)

---

The course is a blended learning experience, so there is a mix of synchronous and asynchronous content. Learners must complete in a specific order. Asynchronous content must be completed before accessing synchronous content (webinars and meetings) as the latter build on the knowledge given in the asynchronous content.

First learners will complete the 5 theory and skills modules

The Cv and Resume

The Cover Letter

The Job Interview

Onboarding (programs)

Workplace Communication

Followed by 3 job simulation projects where they will apply the theory

Office Admin

Personal Assistant

Project Teamwork

### Learning Model

---

This course will be created using a mix of Backward Design (UbD), Rapid eLearning (Rapid) but using the steps in ADDIE as a general guide.

The detailed analysis typically used in ADDIE won't be needed, as the learning gap is specific due to the learners having the same minimal experience beyond school. Basic computer literacy is not expected. Despite the ready availability of technology in their home lives, as learners have completed a school system which is not very receptive to the use of technology, as evidenced during the pandemic, which in most cases contributed to their dropping out/not continuing to university.



Considering the basic level of the course requirements, the information needed to create the course is readily available, reducing the need to confer with an SME. Thus, this course content lends itself of Rapid.

UbD is used because the end goal of course participants is what the course is created around, focusing only on those skills which participants require in order to get their foot in the door in an entry level position.

## Learning Theory

---

The main learning theory which will be used is a fusion of Constructivism and Connectivism, with elements of Cognitivism. Underpinning the course is the concepts of learner autonomy, motivation and learning by doing found in Andragogy.

The course is highly relevant to the participants as it directly relates to their lives and careers, and will provide learning which can be applied in their day to day lives. This answers the *What's In It For Me* question which drives internal motivation

The course structure will make use of the Constructivist elements such as the guidance and *Scaffolding* that the *More Knowledgeable Other* gives, which is an essential part of the learning process. Also present will be exercises which make use of the *Zone of Proximal Development* to enable participants to develop the skills needed to become independent and no longer need that scaffold.

Connectivism, which essentially digitalises the social aspect of Constructivism, will be applied through elements like Gamification, along with the use of Social Media for peer connection, peer review and discussion along with the use of web-based programs for collaborative use.

Participants' lack of experience in the professional sphere mean that the guided investigation of Constructivism is paramount to avoiding a paralysis of learning where the connections and links between fields remain limited to those nodes with which participants are already familiar.

As a result, the course will have trial and error elements of Constructivism in order to ensure that knowledge is formed and that learners develop the critical side of Connectivism which will allow them to select effective communicative strategies to apply in their future working lives.

Throughout the development of the course Cognitive Overload and Multi-Media Learning Capacity will be considered, to avoid learner burnout and ensure that the key concepts of the course are easily retained and transferred into the long-term memory.

## Course Standards

---

What are your course standards?

**Prerequisites:** Early-school leavers must have completed up to the penultimate year of high school, high school graduates must not have attended third level or university courses.

**Equipment:** Participants must have access to a device with Internet connection, a computer with Microsoft Office and a Google Account, along with basic recording equipment.

**Attendance Policy:** It is advisable to spend between 20 minutes to an hour per day as a minimum on asynchronous content, in order to maintain an acceptable learning pace. 100% attendance in the webinars is mandatory, webinars run frequently and must be pre-booked. Evidence of collaboration in 80% of teamwork activities is required to receive grades and a certificate of completion.

**Communication Protocols:** Students should turn on email notifications from the LMS so that all course communication can be received via email. This includes new assignments as well as group discussion boards for peer and group work.

**Academic Policies and Procedures:** There will be no tolerance of plagiarism and the utmost academic integrity is expected. Learners found guilty of plagiarism will not be permitted to continue with the course.

## Media

---

Example Media types (each module will have a selection of the same):

Video: [https://youtu.be/Jq\\_UPSnM4w0](https://youtu.be/Jq_UPSnM4w0) (CC BY SA)

Video: <https://youtu.be/CnQcn15Q5ww> (CC BY SA)

Interactive Modules : <https://daire.ispring.eu/s/preview/2cd0d12c-a30f-11ec-ad6a-a26801e1d259> (CC BY)

Informational poster: <https://drive.google.com/file/d/19vu-POWbDeYNPmFW096P7XNBD-MITMwf/view?usp=sharing> (CC BY SA)

A selection of the following media will also be developed:

Interactive Quizzes, eBooks, eWorkbooks with interactive exercises, Audio files.

Sources for materials listed above are all my own plus the following images from Pexels:

<https://www.pexels.com/photo/candidate-having-an-interview-5439148/>

<https://www.pexels.com/photo/businessman-looking-at-employee-5439368/>

<https://www.pexels.com/photo/professional-man-interviewing-an-applicant-5668863/>

<https://www.pexels.com/photo/happy-diverse-coworkers-of-different-ages-joining-hands-together-in-workspace-3931549/>

## Development Tools

---

For the examples already available: PowerPoint, Canva, Fotor, Screencast-o-matic, Zoom, iSpring

For further content which needs to be developed: all of the above plus Audacity, Doodly, Kahoot, Padlet, Jamboard.

## Interface and Navigation

---

Asynchronous content will be developed through iSpring and Kahoot. This means that content will be optimised so that students can access all activities via desktop, laptop, tablet, or mobile phone, as both tools automatically optimise materials.

Videos will be hosted on YouTube while eBooks and Audio files will be available via an open Drive link, so anyone can access the materials.

Synchronous meetings and webinars will be held on Zoom, also available on desktop, laptop, tablet, or mobile phone.

To access Zoom and Kahoot, users can choose to create an account if they wish, or follow links to access materials.

For the content developed in iSpring, learners can access course content via individual module links.