



QUALITY EDUCATIONAL DESIGN OF SAN DIEGO  
A hypothetical Corporation

*Design Concept*

## Young Adult Job Seekers

Module 2: Filler- Resume skills and statements

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*for*

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# Design Concept

*Young Adult Job-Seekers*

*Module 2: Filler- Resume Skills & Statements*

## Overview

The goal of our product is to provide job hunt and acquisition skill to high school students. Our system specification called for a series of instructional computer-based modules. Utilizing computers, internet access, video, audio and interactive animations, each module will provide learners with the practice and knowledge necessary to launch an effective job hunt, create the documents needed to get a job and provide resources for extending their learning beyond the instructional lessons.

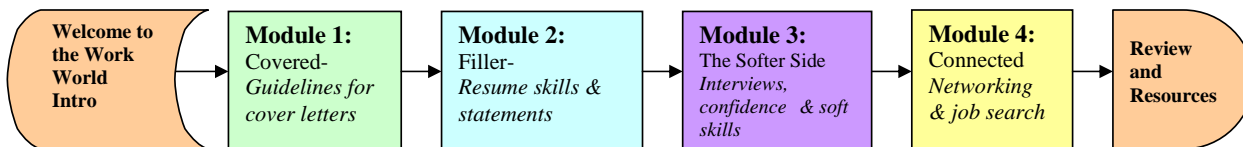
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The initial analysis and system specification showed a high level of learner perceived relevance for the material combined with a significant comfort level with using computers for learning. The research did show a substantial constraint involving the learners' lack of confidence in their ability to explain their relevant experience to a potential employer either verbally (interviews) or written (resumes and cover letters) which must be addressed. .

***This overview section can use more details.***

## Course Outline

During our initial analysis and system specification research my team parsed the instructional material to fit into a series of seven, one hour modules ranging from developing the cover letter, skill statements for a resume, interview preparation and utilizing online forums for networking. The following map demonstrates only a portion of the overall instructional product. This design concept will be focused on the second module.



## Module 2 Goals

The goal of this module is to provide students with a framework for identifying hard and soft skills and how their skills will address the needs of the employer. Due the far transfer nature of this goal and the extreme variability of the student background and needs it would not be reasonable to develop a strict procedural method of instruction. Instead this instructional module will focus on providing conceptual skill building combining a variety of practice lessons with immediate feedback, interactive case studies, and access to an online forum to extend the learning beyond the initial lessons. [\[sounds great!\]](#)

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## Module 2 Outline

The entire module is divided into four segments. This design concept focuses on the second lesson (2-2). The following is a brief outline of the material covered in each lesson (for an expanded outline of each lesson see Appendix A1).

Lesson 2-1: Needs of the Employer. Learner will choose from a list seven to ten job listings. Audio reading of want ad followed by questions having the learner identify employer desired skills. Video feedback from employer linked to the skills chosen by the learner. Summarize material and video employer will preview the need for soft skills.

Lesson 2-2: Identifying Skills. Following an introduction of hard vs. soft skills, learners will practice sorting skills from lesson 2-1. Learner will view a video introduction of an "average" student talking about their skills, traits and experiences. Learner will practice identifying the skills possessed by the student with video feedback provided to affirm, correct and expand on student responses.

Lesson 2-3: Drafting Skill Statements: Show example skill statements on a resume (using skills from Lesson 2-2). Learner will develop skill statements expanding on the information by asking additional questions from the video student. Through use of examples and non examples, the video feedback will explain why these statements will help learners get a job.

Lesson 2-4: Customized Skill Statements. Learner selects a want ad. They will fill out a questionnaire including questions about their skills, traits, work history, and school projects. These results will be stored in a database which will return a series of related skill statements produced by experts as well as links to an online forum.

## Sample Lesson

Table 1: Outline for Lesson 2-2: Identifying Skills and Traits

I. Introductory Pages	
Introduction	Review of skills identified in Lesson 2-1 with emphasis on: “It’s not ‘your’ needs that that will get you hired, your ability to communicate how your skills can ‘fulfill’ the employer’s needs”.
Importance	By understanding both the needs of the employer and your motivations, skills and experiences, you can better communicate why you should get the job.
Lesson Overview	<p>To properly orient the learner, the lesson begins by explaining the big picture before introducing new details (Clark, 1999). To aid in the far transferability of the knowledge gained, the major task of this lesson revolves around the use of a case study relevant to the skills and experience of an “average” student (Spiro, 1992) The following is a high level overview of the lesson sequence:</p> <ol style="list-style-type: none"> <li>1. Review prior lesson and demonstrate “Big Picture”</li> <li>2. Distinguish between Hard and Soft skills</li> <li>3. Introduction to sample interview questions (Hard vs. Soft)</li> <li>4. Video student “interview</li> <li>5. Determine student skills and traits</li> <li>6. Write skills list and categorize as hard, soft or both</li> <li>7. Video feedback and next lesson preview</li> </ol>
Lesson Goals and Objectives	<p><u>Main Lesson Objective:</u> Using a job ad, student will be able to identify the hard and soft skills needed by an employer and develop a list of skills that the “video” student possesses which meet the employer needs.</p> <p><u>Supporting Objectives:</u> (1) Learner will be able to sort a series of skills into the appropriate categories of hard and soft skills. (2) Learner will be able to distinguish between interview questions which address hard skill, soft skills or both when given a list of sample questions. (3) Learner will develop three to five skills/traits statements possessed by a “video student” and categorized them as hard or soft which relate to a job ad.</p>
II. Lesson Body (Part of Introduction)	
Knowledge Topic 1	The first knowledge topic involves distinguishing between hard and soft skills. With almost 50% of the student surveyed in the initial analysis stating they have never had a job, it is important to address their lack of confidence by having them realize the multitude of skills they already

	possess.
Knowledge Practice and Assessment 1	Using the skills identified in the previous lesson, learners will sort the skills into two categories by dragging and dropping items from the top portion of the screen into boxes representing hard skills and soft skills. An animation will play that empties out each box and provides audio feedback. This use of example/non-examples and analogies will strengthen the instruction of these mental processes (Clark, 1999).
Knowledge Topic 2	Expand on the distinction between hard skills and soft skills but this time from the angle of an interview question.
Knowledge Practice and Assessment 2	Respond to video “interview questions” by clicking on one of three buttons (Hard, Soft, Both). Video feedback will be displayed to reinforce or correct the learner’s response. This additional sorting of skills from a different perspective will reinforce the material and demonstrate the variety of ways they could be asked to explain their skills. These questions will help the student in the major lesson task as well as the interview instruction and preparation module.
Major Lesson Task and Learner Practice	The learner will watch a video case study of a student who wants to apply for the previously listed job. This “average” student will talk briefly about their skills, traits and experiences without going into much detail. The learner will need to “interview” the student via a series of standard interview questions to pull out more information in order to create simple skill statements. These questions will be listed on the screen from which the learner can choose from. The question choices will change based on the answers provided by the video student and the sequence in which they are asked. After the “interview”, the learner will type in three to five skills/traits that relate to the job, categorize them as hard, soft or both. These answers will be stored in the module database for use in the next lesson.
<b>III. Review Pages</b>	
Lesson Review	The lesson will end with a brief review of the material. An animation will zoom out from the list of identified skills to show a completed resume, cover letter and person sitting at a desk being interviewed. This will demonstrate how these detailed skills relate to multiple portions of the job search (Clark, 1999).
Follow-on Tasks	Learners are given the opportunity to select another student to interview or switch the want ad. This will allow for additional practice to reinforce any areas which the learner lacks knowledge or confidence.
Preview of Lesson 2-3, Drafting Skill Statements	A short preview of the next lesson will demonstrate the need to expand the simple skills list into something that communicates more information in order to get the interview for a job.

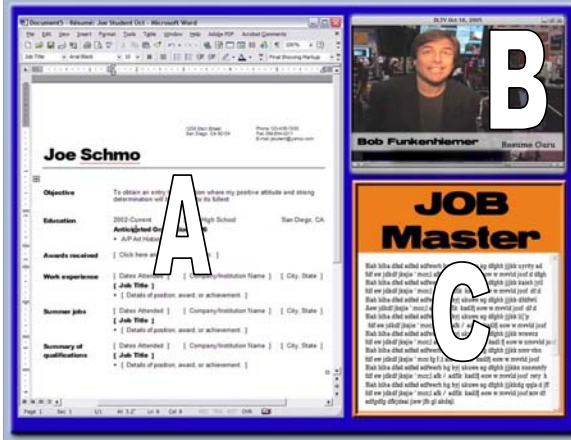
**Representation of the design (excellent use of visuals)**

The following images and text are samples of the content for the product design. The actual screens, form input, full text and navigation will be developed for the initial prototype.

The interface design to the left contains the following three content areas:  
**A** = Context sensitive work area for typing, displaying slides, internet browsing, and interacting with animations.

**B**= Video display and images

**C**= Text based instructions and interactive form where learners can answer questions, response to questions and navigate the module.



**Sample want ad**  
*(displayed in section A)*

**List of Skills**  
*(displayed in section C, this list screen shot only shows the first four skills listed)*

Using the following ad, select from the list skills you believe the employer is looking for. For each skill, indicate whether it is a soft skill, hard skill or both.

**Section A:**

**Receptionist to \$29k+**  
 Company: ABC Corp. Location: 92108  
 Salary/Wage:12.00 - 14.00 Full Time, Employee Job

**Job Description:**

Stable and prestigious company has a growth position for a Receptionist to answer multiple phone lines, greeting vendors and customers, and keeping the flow of office traffic moving. This organization offers a great work environment for the right individual who is detail oriented, pleasant, and dependable. Exceptional career path and compensation.

**Job Experience:**

Customer Service, General Office, Microsoft Excel, MS Excel, MS Word, Multi-Line Phone, Bilingual Spanish a plus

**Section C:**

SKILL	Hard	Soft	Both	Not Listed
Microsoft Excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Microsoft Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Professionally Dressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**Section A:**

Using the following series of questions continue to “interview” the student to find out more about their skills, experiences and traits. Once you think you have gathered enough information to write three to five skill statements that address the needs of the employer click the CONTINUE button.

Tell me about your computer experience.  
You mentioned earlier that you worked for your at your uncle's office, can you tell me more.  
What responsibilities did you have as the secretary of the Future Educators of America club?  
If your best friend had to describe you what would they say?

CONTINUE

**Video interview questions**  
(displayed in section A)

**Sample video still of student**  
(displayed in section B)

**Section B:**

**Katherine Donne**  
Age 16

**Work Experience**  
Starbucks 1 yr  
Uncle Jim's Landscaping

**Clubs**  
Educators of America

**Interests:**  
Field Hockey  
Basket Weaving  
Computers

A portrait of a young woman with blonde hair, smiling, wearing a dark blue zip-up jacket with a pink shirt underneath. The background is a textured, greyish wall.

## Justification of the Design

With the goal of the module revolving around addressing the learners' mental process and far transferability of knowledge it was not practical to develop a strictly behaviorist design. In order to fulfill the primary principles of the constructivist and cognitive flexibility theories the lesson design considerations included addressing the motivation of the learner, using a spiral organization, extending the information beyond the on screen instructions and providing a framework from which the learner could develop their own context sensitive skill statements specifically catered to their own needs (Bruner, 1960; Spiro, 1992).

The motivation element is addressed through repeated references to how fully developed skill statements will enhance the learners ability to get a job. The sequencing of the module lessons builds on a conceptual foundation of understanding the needs of the employer, distinguishing between soft vs. hard skills, applying this knowledge by identifying skills and sorting them, developing personalized skill statements and providing resources that extend beyond the practice lessons. This approach of scaffolding conceptual information with relevant case studies, repeated student practice and immediate feedback follows a *directive* and *guided learning* framework in order to address the mental process goals (Clark, 2002).

The variety of information delivery methods, interface design, and sequencing of lessons was based around addressing all four cognitive learning style; wholists, analytics, visual and auditory (Stoll, 2000). The introduction and review for each lesson includes a big picture explanation before moving down to the details and zooms back out to the show the big picture again. It was important to also address the visual learners by displaying video and images as well as providing audio instruction for the auditory learners. These multiple methods will help ensure the effectiveness of the computer based training product.

## Formative Evaluation Questions

To guide the evaluation of the prototype the following formative evaluation questions need to be addressed:

1. Is there too much information to absorb in the time given? [Good!]
2. How easy is it [for a typical user] to navigate through the lesson?
3. Do the learners understand how the details fit the big picture? [This one sounds like testing the learners on their ability to understand. I would rephrase it to test your design instead.]
4. Is the lesson material sequenced properly?
5. Are the examples and practice age appropriate?
6. Are the practice sessions too repetitive?
7. How motivating or engaging will the lesson be? [Since your users will be high-schoolers who get bored easily.]

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# Appendix A1

## *Expanded Lesson Outlines*

### **Lesson 2-1: Needs of the Employer.**

This lesson will introduce the learner to want ads and why it is important to address the needs of the employer. Through a series of examples learners will practice identifying employer needs and receive feedback based on their responses.

1. Introduce learners to the big picture of how skills and traits impact the job hunt from identifying the needs of the employer to communicating their qualifications in writing (resumes and cover letters) and orally (interviewing).
2. Show a series of seven to ten job listings from which the learner will choose one.
3. Have the “ad” displayed on the screen and have an audio track narrate the contents.
4. The learner will then be shown a long list of skills from which to select the ones they feel the employer is looking for.
5. Provide feedback via video from an employer with responses based on the learner’s choices.
6. End with a video of the employer briefly explaining how they look for other skills & traits like punctuality, attitude, enthusiasm, interpersonal skills (all of which don’t require job experience and tie nicely into the soft skills module).

### **Lesson 2-2: Identifying Skills.**

This lesson will help students identify the skills and traits of an “average” student. Through inquiry they will also be exposed to potential interview questions.

1. Review previous lesson and reinforce how skills statements relate to the “Big Picture” of job hunting and acquisition.
2. Audio introduction with supporting images demonstrating the distinction between hard and soft skills. Include a variety of skills & traits that a student may have even without having significant job experience (class projects, clubs, presentations, community service, etc).
3. The learner will sort skills identified in Lesson 2-1 into two categories.
4. Feedback is given based on learner responses.
5. Brief discussion of sample interview question.
6. Sort questions based on “are they asking for hard skills” or “soft skills”.
7. Watch a video of a student who wants to apply for the previous job. This “average” student will talk briefly about their skills, traits and experiences. The learner “interview” the student via a series of standard interview questions to pull out more information.
8. From the “interview”, the learner will type in three to five skills/traits that relate to the job (These answers are stored for the next lesson).
9. Video feedback based on student response.
10. Review of lesson material and preview of next section where learner will expand these skills and traits into resume skill statements.

### **Lesson 2-3: Drafting Skill Statements:**

This lesson will focus on expanding a simple skill statement such as “Strong leader” into a statement that is backed up with accomplishments such as “Organized and lead team of 14 Boy Scouts in volunteer building project for the San Diego Senior Center.”

1. Review material from previous lesson.
2. Display the list of learner identified skills from prior lesson.
3. The learner will choose a specific skill they want to focus on and “interview” the student again to dig deeper into their experience (i.e. You mentioned working at a grocery store, can you remember a time in which you boss was really pleased with your work? Tell me more about this project you did in your environmental sciences class.)
4. The learner collects more data and writes up expanded skill statements.
5. The learner’s skill statements are submitted to an online forum which gives the learner an opportunity to explore other learner’s answers from their selected want ad.
6. Video example of expanded skill statements (From bad to better...) emphasizing how an improved skill statement communicates more information to the employer which increases you chances of getting the interview.
7. End preview of next section where the student will create their own responses to a job ad using their own skills (“And now it’s your turn....”)

### **Lesson 2-4: Customized Skill Statements.**

This lesson will bridge the far-transfer gap and allow the learner to apply the instructional information in a context catered to their specific needs. They will also have the opportunity to network with students of similar interest and backgrounds to extend their learning

1. Review material from prior lesson.
2. Have user find a real job posting using the online forum or select a job ad from the module database.
3. A video pops up and reinforces the idea that one must dig deep to find their traits and skills. Remind learner that it is necessary to look at the entire process from the employers’ position and continually ask themselves “Why should I be hired?”
4. Have the learners identify the skills and traits they possess. (Display a series of prompts to help get around “writer’s block”).
5. Using a series of questions, this section will help guide the learner through the process of developing their own skills and traits statements.
6. The results will be stored in a database which can return a series of related professionally developed skill statements. Alternatively, learner can connect to an online forum to view and exchange skill statements with other students and ask questions from industry experts and hiring managers.