

Design Plan

Website Redesign with a client

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Phonological Awareness and Literacy Screening (PALS) Website Redesign
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Background

This design plan will outline an instructional approach to address changes to an established website for instructional designers working with a client. The target audience is current and future instructional designers that will be working on website redesign. Instructional designers typically have a graduate degree. The target audience of this design plan is a group of future instructional designers that are pursuing graduate degrees in Instructional Technology from the University of Virginia.

In addition, based on a preliminary needs assessment, of my classmates I found that in many cases, the target participants can tell when there is something wrong with a website and what they like but when asked what they would do to go about redesigning websites they said they would find out what the users would like to see first. They seemed uncertain of how to go about working on the redesign. I asked several of the target audience how they would go about getting the information they mentioned focus groups and surveys. When I discussed the modules with my classmates they stated that they were interested in how I worked with the client to redesign the website.

As a result of the stated needs combined with findings from my needs analysis, the goal of my design for the instructional modules will be to provide instructional designers with a case study about the PALS website redesign. The purpose of this case study and subsequent activities will be to provide instructional designers with the desired information about working with a client for redesigning a website. This will include instruction on:

- How to identify the goals of the client (PALS)
- How to identify what the target audience would like to see.
- How to identify what the client would like to see
- How to gather information from the stakeholders
- How to determine what method of gathering information is best suited for the project
- How to develop a knowledge base before making recommendations

This will be done with print and role-play exercises that

- Identify the steps of a needs assessment
- Identify the goals of the client
- Identify three different information gathering methods
- Explore ways of finding information to make informed recommendations
- Identify difficulties encountered when working with web site redesign

Specific course deliverables to meet these needs include:

- A printed case-study that identifies the process that the instructional designer went through and the background of the situation

- Assigned roles to individuals in the class with a perspective and background

Content Organization

Content for the proposed presentation is broken into the following three sequential sections:

- Overview and background
- Website Evaluation
- The role-play
- The results of the assessment and follow-up

Each section will be organized such that the information is provided and then elicited from the participants. This will be followed by the final synopsis of the conclusion of the project.

Content Analysis

Identifying Client Goals

Content for this section will address the process of identifying the goals of the Client:

- Contact the client
- Identify the problem
- Identify the current and optimal performance
- Identify the client goals of the site

The case study will include a description of how the instructional designer came to work on the project and how she identified the client goals. This will be followed by a description of how the designer gathered information from the stakeholders and how the method of information gathering was determined.

In addition, the case study will cover the information gathered and the resultant actions taken. The case study will follow the familiar format presented in previous case-studies that have been evaluated.

Website Evaluation

Content for this section will give groups of three or four each group will look at a website assigned to them. They will then evaluate the website on usability, navigation, and content. Each group will have to give examples about their evaluations.

- Can you tell what the site is about?
- How many clicks does it take to get to the information you want?

- Does the website contain useful information?

There will be a mixture of “good” and “bad” websites for these criteria. After the groups have evaluated their site they will present their findings to the rest of the class.

The Role-Play

Content for this section will use a scenario to demonstrate perspectives of the designer, client, and primary stakeholders. The scenario will present specific ideas to gathering information from the client and the stakeholders. The scenario will also present a concrete example of gathering information to make recommendations for website redesign.

After using the scenarios to inform and model behavior, the participants will participate in a discussion sessions about the scenario. Discussing what they learned and how they felt in the role they were playing.

The Results

This content is divided into three categories:

- Stakeholder views
- Redesign recommendations
- Clients views on recommendations

Stakeholder views

The stakeholders are Pre-K through 3rd grade teachers that administer the Phonological Awareness Literacy Screening assessment.

To address this section the objectives that align to this part are as follows:

- The learner will list and describe three ways of gathering information from the clients and stakeholders to address this issue.
- The learner will to describe strengths and weaknesses of the information gathering methods (written surveys, focus groups, in person interviews).

Redesign Recommendations

When the participants have finished with the views of the stakeholders they will then have to make recommendations to change the website.

To address this section the objective that aligns to this part are as follows:

- The learner will list and describe ways of building a knowledge base to develop recommendations for a client.

Client Views

Client views are the most important parts of working with a client. The instructional designer must be in constant contact with the client. The first contact as well as the discussion of the recommendations at the end of the process is exceedingly important. The client expressed confusion with the website themselves so were concerned with the views of the teachers. They also showed the designer examples of websites they liked or disliked and discussed possibilities for changes.

Materials will give participants a good idea of what the client viewed as confusing or non-user friendly.

To address this section the objective for this section is as follows:

- The learner will verbally identify the steps of conducting a needs assessment to redesign a web site.