Helen Foster Snow Course Development

Min Hu
crhumin@gmail.com

Follow this and additional works at: https://scholarsarchive.byu.edu/ipt_projects

BYU ScholarsArchive Citation

This Design/Development Project is brought to you for free and open access by the Instructional Psychology and Technology at BYU ScholarsArchive. It has been accepted for inclusion in Instructional Psychology and Technology Graduate Student Projects by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.
Helen Foster Snow Course Development

Min Hu

Design & Development Project Report
Instructional Psychology & Technology, Brigham Young University
Purpose

The purpose of this development project is to create a three-credit course that introduces Modern China, as well as the life and legacy of Helen Foster Snow and her contributions to Chinese/American relations. Through Helen’s example, students will learn how they can make constructive contributions to society, influence positive change, and ultimately become a bridge of understanding between countries and cultures. This project is a collaborative effort between multiple universities and the Helen Foster Snow Foundation in Utah. The course is mainly designed for Southern Utah University. Still, it will also be offered at Southern Utah University (SUU), Brigham Young University (BYU), Northwest University in Xi’an, China, or any other institutes of interest concurrently.

This course will be published in Canvas Commons as a public domain course to be free for all Utah’s higher education institutions. Besides choosing what units they need, these institutes may also contribute to adding new content to the course. Though we developed this course into an online course that encourages students’ independent study, it can also be adapted into a blended or face-to-face course, depending on the institute’s needs. The whole project is being completed in two phases. My Ph.D. development project primarily focuses on the first phase, in which we have finished developing the main body of the course by applying the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). In the second phase, we will work on filming video presentations and summative evaluation of this course.

Background and Justification

Sheryl Bischoff, the Trustee of Helen Foster Snow (HFS) Literary Trust Fund, expressed her concern about the current situation that many people in America might be entirely unaware of Helen Foster Snow, an extraordinary historical figure. There are also some inaccurate critiques on Helen in the West. Sheryl was eager to introduce the real Helen Foster Snow to the West, and Dr. Peter Chan, a professor from BYU, also suggested that the best way was to develop a course to introduce who Helen Foster was and what she had done by putting accurate information in this course.

Since then, Dr. Chan began to work with Helen Foster Snow Literary Trust Fund, Minna Gao, a visiting scholar from Northwest University in China, and some SUU administrators to launch this HFS course project.

Dr. Chan also drafted the Helen Foster Snow resolution, which passed the Utah House of Representatives by unanimous vote, and was expected to pass the Utah Senate in the next legislative session. See: https://le.utah.gov/~2020/bills/static/HCR026.html

At the beginning of 2020, Dr. Chan, Minna Gao, and I established the initial course development team. Dr. Chan is the director of this project. Minna Gao is responsible for creating the course content. I, Min Hu, am the instructional designer responsible for organizing course content and developing instructional activities.
Project Needs and Constraints

The potential students can come from international and domestic students in Humanities & Social Sciences, History Education, Political science, Economics, and Journalism at the universities mentioned above. This course will particularly appeal to students interested in China-US relations, Women's studies, or Helen Foster Snow. The example relevant courses can be HU 4830 - Readings and Conference, UNIV 3500 - Interdisciplinary Engagement, and HSS 4920 – HSS Workshop at Southern Utah University.

We developed this course into an online course with content and assessments that can be offered without a regular instructor. However, a knowledgeable faculty supervisor will always be needed to establish a community and modes of interaction among all participants (such as through emails, discussion forums, chat rooms, videos, or other means), coach students to learn the content, and provide feedback for students' written assignments. This online course can also be adapted into a blended or face-to-face course, depending on the institute's needs.

We faced enormous challenges in the course development process. Since our course was an interdisciplinary course that would cover multiple topics, including Women's studies, Utah history, China-US relation, literature, library special collection, and more, we had to dig through a large number of readings to collect suitable materials for this course. Minna, a visiting scholar at SUU from Northwest University, China, volunteered to be our content writer. However, she could only squeeze her time out of her full schedule to help with our project. We had planned to hire two students at SUU to help her with the material collection, but we had not yet found the right persons. Therefore, our progress was always behind expectations, and our project was suspended when Minna finished her visit and went back to China in June 2020. Another visiting scholar from China who would replace Minna could not come to the United States due to the pandemic.

Our original aim was to create a course that could be regarded as an "open courseware" shared freely among all interested institutions. However, as we reviewed what we had developed on Canvas so far, we felt that the course was still very instructor-dependent, making it difficult to be offered in different institutions. SUU also expressed a similar concern that they might not be able to offer this course because they lacked such a knowledgeable instructor who could be an expert in so many different fields simultaneously. Therefore, in the second phase of this course development, we planned to record a lecture series with various experts addressing specific topics based on their own fields.

The other huge challenge we are facing is a financial issue. We needed a $5,000 initial fund to launch this project, such as hiring a course developer and buying books. In addition to the McKay School of Education's support, Stuart Johns agreed to offer the initial fund. We still need about $200,000 to $300,000 to ensure that the project proceeds predictably. For example, we need more money to develop instructional activities like making instructional videos, for the instructional videos cost around $500 to $1,000 per finished minute. See Appendix K: Budget and Timeline for more information.
Product Description

The purpose of this course is to help students understand the legacy of Helen Foster Snow. More importantly, through taking this course, we wish that students could ponder the question of how an individual can contribute to human development and influence the world around them. Therefore, students can be inspired to do great things and follow the example of Helen Foster Snow.

As Dr. Chan said, "I hope that our students can understand Helen Snow and come to China, like her, to experience China. I hope Chinese students can come to the United States to experience it. We should continue to build bridges and continue Helen Snow's lifelong bridge-building concept. We hope that more young people can inherit this bridging spirit, understand each other, and promote exchanges between the two peoples."

This course will be developed as a three-credit course. Most institutions translate a three-credit course to 42-hour instruction and 84-hour students' self-study. The course includes eight initial units that interrelate, but are also relatively independent of each other. Institutions can select as many units as needed to adjust the course credits between one to three based on their needs.

This course will be published in Canvas Commons as a public domain to be free for the two Utah universities: BYU and SUU, as well as Northwest University, China. In addition to choosing what units they need, they may also contribute back to adding new content to the course. We developed this course into an online course with content and assessments that can be offered without a regular instructor. However, a knowledgeable faculty supervisor will always be needed to establish a community, facilitate modes of interaction among all participants (such as through emails, discussion forums, chat rooms, videos, or other means), coach students to learn the content, and provide feedback for students' written assignments. This online course can also be adapted into a blended or face-to-face course, depending on the institute's needs.

The Canvas course template for this course should include the following sections: course objectives, course materials, instructional activities, assessments, and course resources. The overall student learning outcomes for this course will consist of:

1. Discuss the social and cultural transition of China from its old world into the Republic of China.
2. Demonstrate the challenges China faced during its historical transition in the 1930s and 1940s and how it managed to conquer them.
3. Discuss the important role Helen Foster Snow, Edgar Snow, and other important international friends played in China’s critical transitional period between the 1930s and the 1940s. This period set the stage for China’s current political and economic system.
4. Discuss how the role and status of women have evolved as a result of revolution in China.
5. Appraise the Gung Ho Movement’s impact on the revitalization of the Chinese economy during Japan’s economic war in China and on the advancement of democracy in war-torn China and in the years to come.
6. Understand how China’s current political and economic system, significantly helps the phenomenal growth in GDP & raise in standard of living, through comparing pre-war nationalist conditions to the post-war mixed socialist economy.
7. Determine how Helen’s example can empower students today to make constructive contributions to society, influence positive change, and ultimately become a bridge of understanding between countries and culture.

8. Examine the historical ties, common interests, the need and potential of mutual understanding and friendship through cultural and educational exchanges between the people of China and America, which reflects Helen Foster Snow’s ultimate and long term desires and goals.

9. Explore how modern America and China can learn from each other by dealing with global challenges together.

Planning Before Design

At the very beginning, when we just launched the HFS course development project, I met Dr. Chan at his office for the first time to discuss the plan and arrangements for this project.

The initial discussion included the following main points:

- Dr. Chan will be the project director, Minna Gao will be the content writer, and I will be the instructional designer.
- This project should be a courseware or an online course packet.
- This course should be multidisciplinary. The necessary subjects must include but are not limited to history, women’s studies, Utah history, and family history.
- Eight modules (units) will be developed. Different institutes can choose their own units according to their needs.
- Lesson objectives and specific learning outcomes for each unit should be described at the beginning of each unit. One unit should include different sub lessons. e.g., History background can be one topic of a unit.
- Diverse instructions and instructional activities should be applied to deliver knowledge and to make sure that students are not passive but actively engaged in the class.
- Memorizing knowledge is not a learning goal. By taking this class, students’ critical thinking should be aroused, and students can apply what they have learned to their future.
- As for assessment, formative assessments should be spaced within the whole process. After each lesson, a summative assessment will be used to evaluate what learners have learned. Assessments must be aligned with the original learning objectives.
- A pilot test is necessary.
- Project team members will meet for one hour every Thursday.
Design Process and Evolution

After considerable discussion, we decided that this course's instructional design would follow the ADDIE instructional design model. The ADDIE model is the most commonly used instructional design model that is simple and has been proved useful for designing successful educational programs. The ADDIE model includes five stages of the development process: Analysis, Design, Development, Implementation, and Evaluation. The following stages are discussed individually in the next few pages.
Figure 2: Adapted from “ADDIE scheme” by Grafispoten under the Creative Commons Attribution-Share Alike 4.0 International license.

Analysis

In the analysis phase, we clarified the significance of the project, which is explained in the passage below. Also, we identified who the potential learners were and what the learning environment looked like.
Significance of the Project

Helen Foster Snow was a remarkable woman born in Cedar City, Utah, in 1907. She lived in China during the 1930s and became an influential author, a lifelong humanitarian, and a bridge-builder between the United States and China. As a Utah native, her pioneer heritage substantially impacted her later significant initiatives, including the Chinese Industrial Cooperative Movement (also known as Gung-Ho or INDUSCO), which led her to two Nobel Prize for Peace nominations. Her courage, attitude, personal passion, and determination made her a distinctive individual who was a witness and an indispensable participant in modern China’s formation. Today, even more than two decades since she passed away in 1997, she remains one of China’s most revered foreign friends. Her legacy continues to inspire scholars and activists to follow her example as a friendship ambassador for humanity’s betterment.

Shaanxi Province of China is known as “Snow Country,” where scholars actively preserve her legacy. Because her works are housed at the BYU Library Special Collections, many Chinese scholars have come to Utah to learn about their own history and visit her statue located in Cedar City, where she was born. Helen’s unique role in modern-day China places Utah uniquely on the map for historians, politicians, and international advocates.

Utah and China have a long history of cooperation. This course will enhance our relationship by providing a unique opportunity for academic collaboration. As Chinese and American students become educated on the crucial role that American journalists played in modern-day China, it will create a longing for further cultural understanding.

The course will offer students a unique perspective on the evolving of modern China since 1931. Students will also learn the development of US-China relations by case studying Helen Foster Snow’s life, whose lifelong commitment was to build friendship and understanding between the past and future, between different political parties, between different cultures, and between different countries. The course will explore what contributed to Helen Foster Snow’s tremendous courage and commitment to the causes she took on in China and why her story still matters for the younger generation of modern-day America and China.

Learner Analysis

Since this is an entirely new course not offered in any institute yet, we cannot elaborate fully on the potential learners’ demographics, prior knowledge, physiological, affective needs, or other essential characters. However, I conducted a learner analysis to discover what features we could identify about the students we anticipate using this course. To do this, I consulted with experts in the field. I also researched the kinds of students who have enrolled in similar courses. Thus, we could estimate some typical characters that the potential learners might share.

The related subjects involved in this course are in the field of Humanities in general. Specifically, we mainly focused on the following areas: Utah history, Women’s studies, Cooperatives, U.S.-China relations. So we estimate the potential learners will be college students who have a major or minor in history, women’s studies, or U.S.-China relations. I built learner personas to better present who our potential learners will be. More details about the learners can be seen in Appendix C: Learner Analysis.
Environmental Analysis

The three-credit undergraduate course is designed to be adaptive and flexible, which can be taught as part of any relevant course structure. The course is initially designed as an online course hosted on Canvas, but it can be easily transferred to other Learning Management Systems (LMS), such as the Learning Suite at BYU. The online option can also be adapted into a blended or face-to-face course, depending on the institute’s needs.

We plan to launch this course at SUU, Cedar City, where Helen was born. Additionally, we will also promote this course at BYU and Northwest University China. More information about the link between Helen Foster Snow and these universities can be found in Appendix D: Environmental Analysis.

Suppose these institutes choose to provide the complete course content. In that case, this three-credit course requires students to attend three 50-minute classes (online and/or in-person) and spend about nine hours for readings and doing assignments each week for approximately fifteen weeks in one semester.

Design

In the design phase, I focused on identifying learning objectives and outcomes, what learners need to do to achieve these outcomes, what instructional activities can help them understand the course material, what prerequisites are needed, and describing the lesson sequence and structure.

The first step in the design phase was to identify the learning objectives. An organized set of objectives would be a critical premise to guarantee the other design steps’ effectiveness. For example, it would ensure that I could design appropriate instruction, the right instructional strategies, and accurate assessment tasks aligned with the learning objectives. I created the learning objectives by using Bloom’s Taxonomy’s different levels and the associated action verbs, specifically for the desired learning levels covering lower-order thinking and higher-order thinking.

In line with the learning objectives, the course is divided into eight modules (units). Each module also included different sub lessons and will be allocated for one or two weeks. Learning objectives for each module are described on the Module Overview page at the beginning of each unit. Specific learning objectives for each lesson are also listed at the very beginning of each lesson page. Figure 4 is an example of what each lesson layout looks like. This lesson's learning objectives are that students can identify who Helen Foster Snow and understand her significant contributions by the end of this lesson.

After explicitly identifying the learning objectives, I continued to design course material, instructional activities, and assignments. As I mentioned in the first meeting with Dr. Chan, the learning goals would be to acquire knowledge and arouse the students’ critical thinking and enhance their analytical skills. To achieve the goals, I followed these four keywords to guide the designing process: engaging, inspiring, informative, and collaborative.
Bloom’s Taxonomy

Figure 3. Bloom’s Taxonomy by the Vanderbilt University Center for Teaching under a Creative Commons Attribution license.

Figure 4. View of lesson one page on Canvas
Engaging: Regardless of face-to-face learning or online learning, student engagement is directly linked to their learning achievements. Diverse instructional strategies and activities should be adopted to boost students’ engagement in the learning process.

Inspiring: Inspiring is an essential part of teaching to ensure students’ success and reach their full potential. Our design should motivate students to be excited about learning and become fully active learners.

Informative: The content is the infrastructure upon which everything else is built. This interdisciplinary course covers an enormous amount of information. I am responsible for presenting the essential information in a logical, understandable, concise, and organized format. Additionally, the course content is delivered in various ways, including relevant text, images, graphics, and videos to enable students to visualize and comprehend each concept.

Collaborative: Meaningful interactions are essential for effective learning and engagement. More importantly, interactions can help build a sense of community. As what I have learned in IP&T 538 Teaching in Online and Blended Learning Environments, there are three common types of interactions in both online and face-to-face learning environments: student-content, student-teacher, and student-student interactions. As an instructional designer, I should create a course that can cultivate students’ interaction with the content, their teacher, and their peers by applying social and cognitive principles and pedagogy rules.

Development

As the name indicates, the development process is the period in which a course has been developed, and the actual materials are created. These essential materials include course outlines, templates, materials, rubrics, student assignments, and all other things needed to deliver the course.

Specifically, we have developed the following elements of this course in Phase 1:

- Course outline
- Course development workbook Templates (Canvas course template, course map, material collection worksheet, and lesson plan template)
- Canvas course home page
- Canvas course format
- First five modules (material, activities, quizzes, and assignments) on Canvas
- Rubrics for graded assignments

The elements that are still under development in Phase 2 include:

- Fourteen video lectures from different experts.
- Scripts of the 14 video lectures
- A mid-term exam and a final exam.
- Two pilot surveys (mid-course and end of course)
Figure 5. Course design guidelines (Some pictures used with Permission of L. Tom Perry Special Collections, Brigham Young University.)
Product Implementation

We have finished the first phase of course design and development, as described in this report. In the second phase, we will complete the entire course development in Summer 2021 and will implement the pilot course in Fall 2021. Once the course structures and content are built, we will seek feedback from some representative learners by a pilot test. We will invite about 4 to 6 participants from SUU to pilot test the course. All participants will examine the syllabus, course rubrics, and the introductory module. Then each of them will be assigned a thematic module to work through. Following their review, each participant will complete an online survey about the course content and a feedback form about their experiences. Based on their feedback, we will make appropriate adjustments. Following the pilot testing, we will implement and deliver the course on Canvas LMS officially at BYU, SUU, and Northwest University China in Fall 2021. More specifically, this course will be offered to their students as a three-credit elective course by the College of Humanities at BYU Provo, the Department of History, Sociology & Anthropology at SUU, and the School of Foreign Languages at Northwest University China.

In addition to the course design, another two key factors determine the success of implementing this brand-new course: to find suitable instructors who are willing to teach and reach out to as many potential students as possible. Currently, we have received some informal feedback from one of the SUU administrators. He suggested the most qualified candidate who could teach this course at SUU would be the visiting scholar from Northwest University China or any SUU professors who specialize in U.S.-China history. As for Northwest University China, where our content writer Minna works, she expressed that any teacher at the Helen Snow Research Center, including herself, could teach this course.

Next, we have started to promote this course to students via various activities. For example, we have officially announced the launching of this course at the BYU China Conference on March 6, 2021. In the conference, two of our subject matter experts, Dr. Eric Hyer and Mr. John Murphy, gave presentations on introducing this course to all conference participants. In the second phase of this project, we will contact the Helen Snow Memorial Museum in Xi’an, China, and invite them to hold Helen Snow exhibitions at BYU Harold B. Lee Library and SUU Harold B. Lee Library. Additionally, we will hold an HFS lecture series and invite subject matter experts to give lectures at these universities.

Evaluation

Regular formative evaluations were continuously done through the entire process of course development. Once I finished designing each module, I would ask the content writer Minna and the project director, Dr. Chan, to go through this module and give their feedback. Then I would revise or modify the course accordingly. For example, Dr. Chan pointed out the problems of the pre-instruction quiz at the beginning of each module. He expressed that it was not a good idea to include too many open-ended questions that required critical thinking in a pre-course assessment. He suggested, “I would like to recommend canceling this quiz. Students can be quite critical of what they perceive as busy work. If an activity does not add much value to
either instructional effectiveness or student learning, it will be better to be removed.” Based on his feedback, we redesigned the pre-instruction quiz to change short short-answer questions into multiple choices or Likert Scale type of questions. Also, we deleted some unnecessary pre-instruction quizzes. Figure 6 is an example of the formative evaluation notes that Dr. Chan made after reviewing the course Homepage and Module One.

We also asked Minna to send the course link to the primary client SUU and asked for their feedback when we finished the first five modules. Minna told us that Stuart Jones, the Vice President for Advancement & Enrollment Management at, thought it would be a valuable course. Still, Stuart also expressed the concern that SUU might not have the qualified instructors to deliver such a course covering multiple fields, including history, politics, humanitarian services, women's studies, and genealogy. We agreed that the course was still very instructor-dependent, which would make it difficult to be offered in different institutions. So we decided to create a video lecture series that can be the core content of the course in the second phase of this project. The video topics’ divisions can follow what we have now, and all the current resources will be used. We will invite some experts from various fields to participate in the video lecture filming. In this way, we thought it would take a massive amount of the burden off instructors. Additional discussions, quizzes, and essays will all be based on these videos and the additional readings.

Figure 6. Formative evaluation notes from Dr. Chan
Furthermore, when we reviewed the course, we found some problems with the Canvas course's video links. For example, Minna said she could only watch a 30-second trailer of the documentary 'Helen Foster Snow: Witness to Revolution' instead of the full movie by logging in to the Canvas with her SUU account. We contacted ProQuest, the provider of academic streaming media, to ask for their help. ProQuest Support shared the new link of the documentary and explained how ProQuest partnering universities could get full access to it. To solve this problem, we updated the link to this documentary in Canvas and provided instructions on getting full access to this documentary if the link did not work. The other problem was about the YouTube video links. In reviewing the course, we found some videos that we planned to use as course sources have been removed from YouTube and could not be accessed anymore. Therefore, we strengthened our determination to create our own video series under copyrights in the second phase.

Additionally, I have used a popular evaluation tool: the Open SUNY COTE Quality Review (OSCQR) Rubric, to guide me when designing this course. The OSCQR Rubric has 37 online course design standards and 37 accessibility standards. When I finished designing some of the course modules, I also used the OSCQR Rubric to self-assess the modules' instructional design and accessibility.

Last, since we did not conduct summative evaluations with students in the first phase because the class had not been fully implemented yet, in the second phase, we will conduct class observations, surveys, and interviews throughout the course delivery process to explore students' and instructors' perspectives on this course's quality once this course is officially launched at these universities.

![Figure 7. OSCQR rubric for HFS course](image-url)
Reflection and Critique

In the first phase of the HFS course design, I have already learned a lot of lessons from the process of planning, designing, developing, and evaluating this course. I will address some primarily important lessons below.

No Design Model is Perfect

Being regarded as one of the most used design models does not mean the ADDIE model has no limitations. First, since the design process is complicated, we must bear in mind that no single model is sufficient to satisfy all the design needs and requirements. Therefore, in the design process, I recommend instructional designers should make adjustments at any time accordingly. In this project, I employed the ADDIE model as the primary design model with the Backward Design as a supplement. Second, we should use the ADDIE model or any other design models as a guide rather than a rule. Alternatively, we instruction designers’ creation will be restricted if we strictly apply these models in our designing. Third, regardless of what kinds of design models we use, we should always understand the learning theories behind these design models because, with the help of theoretical knowledge, we can avoid the blind application of a design model and have better-planned preparation for the design process.

The Role of an Instructional Designer is Versatile

In addition to the role to make learning materials accessible, meaningful, and relevant to learners, the responsibilities of an instructional designer cover everything from research to evaluation and all other things in between. For me, the biggest challenge is project management because I do not consider myself a natural leader. This project provided me an excellent opportunity to develop my project management skills. For example, I have learned that it is more important to emphasize the whole project context and not just the instruction design itself. Additionally, time management is also a significant skill to guarantee the success of this project. I have learned to use some project scheduling tools such as a Gantt chart to ensure everything is going according to plan within the due date. Finally, an instructional designer should be familiar with the study of cognitive principles and pedagogy rules to facilitate effective constructive learning experiences.

Effective Communication is the Key to Success

Effective communication is the key to success in developing a content-rich course. In addition to Minna, responsible for providing most of the course materials, another 14 subject matter experts are also involved in this project. To properly understand the essential principles to be used in the course, I need to interact actively with these subject matter experts. Usually, these experts are occupied with many other jobs and projects, so my job is to ensure that all communication (emails, phone calls, and zoom meetings) is well organized and productive. For example, every contact with the professional must take place efficiently, in a timely way, so that both sides can collaborate on the initiative and prepare the next steps for all persons involved. What is more, after the initial meeting with each expert, I will plan regular follow-up meetings and create shared collaboration documents with this expert to maintain contact with each other. Meanwhile, I will update these experts regularly on the project progress and request their feedback throughout the whole course development process.
Grinding a Chopper Before Cutting Firewood

An old Chinese saying, “Grinding a chopper will not delay the work of cutting firewood,” which means more preparation may quicken work speed, could summarize the significance of good preparation. For this project, we did much preparation and research before we officially started to develop this course. This process can be time-consuming, but it is worth it. First, we consulted experts in various fields and asked for their advice on this course’s scope. Based on their recommendation, we repeatedly revised the course outline until they accepted all the ideas that we have proposed in the course outline.

Additionally, we spent at least two months standardizing the development process and setting up the project tools and documents. We tried to collect all the materials that we should need before we started the course development. Our experience also proved that being well organized is a crucial factor in ensuring the success of any project, and you will save much time later by taking the time to plan upfront. Another example was that we spent about one-third of the total time to design and refine the first module because once we decided on the first module, we could easily copy this format to other modules.

So the lesson I would like to share is that it is worth your time to thoroughly understand your audience and identify all stakeholders’ needs and expectations before designing your course. In addition, it would help if you also choose a proper project management methodology to standardize and organize the whole design process. After all, a good and proper beginning always ensures success.

Establish a Realistic Timeline and Goals

It takes several months or years to develop a quality course. Though sometimes it is unrealistic, you still need to devote uninterrupted and constructive time to prepare, design, and create a course. So you will find it challenging to balance your study, work, personal life, and projects simultaneously. My suggestion for those new instructional designers like me is to make sure your timeline, goals, deadlines are reasonable and achievable, particularly if you want to ensure the project’s success. Specifically, first, you should begin with a clear view of the course development project’s overall purpose. Second, you should assign important project milestones to break the complex project into smaller chunks. Third, once you decide the milestones, you need to set a realistic timeline for completing each of these goals. Fourth, you should take an additional move that will pay off in the future before you finalize the project timeline: share your timeframe with all stakeholders and ask for their feedback. Last, you can use online project management software, such as Trello, to track the project progress together with your project team members.

To sum up, as a newcomer to the field of instructional design, I do appreciate this opportunity to design this course. From this experience, I learned that designing a course is just like creating a unique art piece. An instructional designer delivers the course material and demonstrates their solid knowledge and personalities through how content is conveyed, stories are shared, tasks are planned, and goals are accomplished. This course development experience is really a great adventure.
Appendix

Appendix A: Actual Product

I would provide some screenshots to give a glimpse of this course.

Photographs can be regarded as a distinctive form of primary historical source evidence that makes history more accessible and concrete. Therefore, we utilized lots of valuable historical photographic images in this course. For example, we chose this picture to represent Helen Foster Snow as the image best to display behind the course card in the Canvas Dashboard.

![Figure 8. HFS Canvas course card](image)

The following figure demonstrates the Canvas homepage interface that students will see as they are logging into the course:
Figure 9. Canvas homepage view of HFS course

The figures below are the screenshots of Module One. The other modules share a similar format with Module One, which primarily includes these essential elements: Module topic title, Module overview, pre-instruction quiz, sub-lessons pages, one module discussion assignment, and lesson assignments.

Figure 10. Canvas module format example of HFS course
Module 1 Overview

Topic Overview

Module One Topic: Introduction to Helen Foster Snow and Chinese History
- Helen Foster Snow and her major contributions.
- China's search for new identity (pre 1913-1949): from dynasties to republic.

Goals

By the end of this module, you will be able to:
- Identify who Helen Foster Snow is and what her major contributions are.
- Describe the major characteristics of ancient China history and its transition to the Republic of China.

Module Plan

1. Finish Module 1 pre-instruction quiz
2. Module 1 Lesson 1
3. Module 1 Lesson 2

---

**Figure 11. Module 1 overview layout**

**Figure 12. Example of instruction via Storyline**
Module 1 Lesson 1: Helen Foster Snow and her contributions

Goals

By the end of this lesson, you will:

- Identify who Helen Foster Snow was
- Understand what her major contributions are.

Lesson Plan

1. Watch the video: Helen Foster Snow: Witness to Revolution
2. Finish Module 1 Lesson 1 Discussion | Helen Foster Snow: Witness to Revolution
3. Read the article: [HFS Biographical History.pdf](https://video.alexanderstreet.com/watch/helen-foster-snow-witness-to-revolution)
4. Finish the assignment: Module 1 Lesson 1 Assignment: Screencast Presentation on Introduction to Helen Foster Snow

Lesson Resources

Further reading:

2. Documentary: Helen Foster Snow: An American Woman in Revolution China
Figures 14 and 15 show the interface of a discussion and assignment module in a course management system. Figure 14 illustrates the view of module 1 lesson 1 discussion assignment details and layout. Figure 15 displays the view of module 1 lesson 1 assignment details and layout.
Figure 16. Rubric example for discussion assignment
Appendix B: Product Walkthrough

A short product walkthrough can be viewed [here](#).

Appendix C: Learner Analysis

Besides consulting with experts in related fields and administrators from the target institutes, I also examined the main factors of learner characteristics by analyzing the information of the students who enrolled in other similar courses. Therefore, I could better estimate who would be the most likely learners based on the course subjects that we have developed. Our target learners will be those students whose major or minor is related to women's study, Utah history, family history, cooperative movement, US-China relations, and Utah-china relations.

Women study: Helen went to China searching for her career and personality in 1930, when most women, regardless of Americans or Chinese, stayed at home and took care of families. Helen grew up in a small community in Salt Lake City, UT. She had had the choice to stay with her grandma and auntie to live an ordinary life. However, she chose to go to China to follow her mother's example. Helen's mother was among those first women to vote in UT. Her mother was also the LDS woman who promoted spiritual development in the mountain west and fought for women's rights.

Utah history: Currently, few students know what the world and Utah were like during the great depression and WWII. Helen’s life story can help students get a glimpse of this contemporary history at home and abroad. Highlights can include how her parents were willing to support her inspiration and how she was actively involved in the anti-Japanese motivation. Even though her actions did not directly contribute to the anti-Japanese victory, her contribution to the Chinese people should not be neglected. Also, she might refer to the DIXIE mission in Utah when she reported the communist resistance.

Family history: Helen, as a daughter of Mormon pioneers, had many traits of Mormon pioneers. She was a family history writer. She also participated in some Mormon activities, such as the past of the long march to the Mormon travels. She valued her Mormon family origin. Though she was not active in religion, she kept in close touch with her family members in Utah and supported some of her nephews to attend BYU.

Cooperative movement: Helen introduced the cooperative idea to China. Mormon pioneers inspired her in terms of cooperatives. Even today, people can find cooperative in Mormon culture, such as Zion's Cooperative Mercantile Institution (ZCMI). This idea of cooperation became an essential model in China and provided significant supplies for the local people. In China, the cooperative was translated into GongHo, which means working together. India also adopted the Cooperative Movement.

US-China relations: The United States and China have a long history of cooperation. This course enhances our relationship by providing a unique opportunity for academic collaboration. As Chinese and American students become educated on the critical role that American journalists played in modern-day China, it creates a longing for further cultural understanding. It opens doors to tourism, business opportunities, and ultimately friendships that last a lifetime.
UT-China relations: Helen’s unique role in modern-day China places Utah uniquely on the map for historians, politicians, and international advocates. It is also worthwhile to highlight that the first Mormon missionary went to serve Hong Kong in 1857. Following the first missionary’s footsteps in HK, more and more Utahans, including educators, senior leaders, and LDS missionaries, people in business, students, and other ordinary Utah people, make connections with China. For example, a group of student performers from BYU in Utah traveled to China in 1979 and put on a show, one of the first tours by a Western performing arts group in China. It should also highlight the exchanges between affiliations in China and Utah, including BYU Hawaii.

When I took the course IP&T 564, I have learned that learner personas are practical tools that can help instructional designers understand the target learners better. Learner personas are well-developed fictional profiles representing the target audience for whom instructional designers are designing a course. These personas share similar characteristics, such as demographics, learning goals, professional roles, educational history, and expertise level. For this project, I also created learner personas to know who my target learners are. Thereby, I could make the course most appropriate for the target population.

**Cindy Carlton**

**DEMOGRAPHICS**
- Age: 21
- Gender: Female
- Marital status: Single
- Location: Provo, UT, USA

**PERSONAL AND/OR PROFESSIONAL DETAILS**
- A Junior at Brigham Young University. Cindy majors in Chinese and minors in Women Studies. She studied in China for half a year. She heard about Helen.

**INTERESTS**
- Chinese language and culture
- Chinese food
- Women’s equal rights
- Hiking

**LEARNER ENVIRONMENT**
- Cindy spends most of her time on campus. BYU has the biggest HFS collection. She thinks both in-person and online learning methods work well for her.

**SCENARIO**
- “Her books give perspectives from history that are priceless. She has studied the past of modern China’s rise, the lives of women and young people, and future world leaders.”

**PREVIOUS EDUCATIONAL SUCCESSES**
- 3.8 GPA, received scholarship to study in China.

**OTHER DETAILS**
- Cindy got an internship opportunity to work for a Chinese company. She plans to work in China after graduation.

**PRIOR LEARNING EXPERIENCES**
- Served as a Chinese-speaking missionary in HK. Took some courses on US-China relations.

**END GOALS**
- Help Cindy understand who Helen is and explore the positive roles individuals can play during pivotal epochs of cross-cultural relations.

“I hope I can become a bridge builder as Helen did.”

**Figure 17. Learner personas 1**
**Wentao Huang**

**DEMOGRAPHICS**
Age: 20  
Gender: Male  
Marital status: Single  
Location: Xi’an, Shaanxi, China

**INTERESTS**
Wentao is interested in US-China relations, history, traveling, and reading.

**PERSONAL AND/OR PROFESSIONAL DETAILS**
A senior at Northwest University, China. Wentao’s major is English Translation. He works as a student assistant at Edgar & Helen Snow Studies Center. 

**LEARNER ENVIRONMENT**
Edgar & Helen Snow Studies Center is located at the School of Foreign Languages where Wentao studies. He prefers in-person or synchronous online classes, but not asynchronous classes.

**PREVIOUS EDUCATIONAL SUCCESSES**
Wentao got As for all his courses. He also got the 2nd Place in the HFS translation competition.

**OTHER DETAILS**
Wentao plans to do research on the translation of Helen’s books as his thesis topic.

**PRIOR LEARNING EXPERIENCES**
Took courses on English translation, American history and culture, English literature.

**END GOALS**
Help Wentao be familiar with Helen’s writings and analyze the critical ideas, values, and themes that appear in her writing.

**SCENARIO**
“Helen’s example can empower students today to make constructive contributions to society, influence positive change, and ultimately become a bridge of understanding between countries and culture.”

“She is a hero, model and inspiration to young Chinese to bring unity, stability and a brighter future to the country.”

---

**Figure 18. Learner personas 2**
Appendix D: Environmental Analysis

At the first stage of launching, we expect that these institutes will offer this course: The Department of History, Sociology, and Anthropology at Southern Utah University, the College of Humanities at Brigham Young University of Foreign Languages at Northwest University, China.

Helen Foster Snow was born in Cedar City, Utah. Cedar City and SUU have done many things to honor this remarkable Cedar City native. For example, a 7-foot-tall bronze statue of Helen Foster Snow was created to honor her life and legacy, which is located in Main Street Park in Cedar City (see figure). Besides organizing some commemorative activities, such as holding exhibitions of photos and memorabilia, SUU even made September 21 (Helen's birthday) as Helen Foster Snow Day. Since 2014, SUU has received Helen Snow visiting scholars from Northwest University, China, to advance the Helen Snow study in Utah further.

Brigham Young University is the home to the most extensive collection of photographs, manuscripts, letters, and other objects, most of which were donated by Snow's family. The L. Tom Perry Special Collection is divided into 179 boxes and contains more than 5,000 photographs taken by Helen during her lifetime. People can access the collection via this link: https://files.lib.byu.edu/ead/XML/MSS2219.xml. John Murphy, the curator of the L. Tom Perry Special Collection, is among the experts who have agreed to give a video lecture for this course. Additionally, Dr. Chan said that some Brigham Young University schools have internship programs for overseas study, and many students have much knowledge about China. Some of these projects are directly related to Helen Snow, and some are not, but all of these projects embody Helen Snow's bridging spirit. It is also worth noting that BYU hired the independent filmmaker Dodge Billingsley to make a documentary about Snow. The 57-minute documentary, Helen Foster Snow: Witness to Revolution, was produced by Combat Films & Research for the David M. Kennedy Center for International Studies at Brigham Young University. We included this documentary in this course as an essential course source. Dr. Eric Hyer of BYU, the primary historical adviser to the documentary, will be one of the lecturers who give pre-recorded video lectures in this course.

Shaanxi Province of China is known as "Snow Country," where scholars actively preserve her legacy. The Edgar & Helen Snow Studies Center was founded on December 25, 1991, by Mr. An Wei, a famous expert on Helen Snow and a "citizen diplomat" in Shaanxi Province, China. Mr. An Wei was also the first scholar to pioneer "Helen Snow Research". The Edgar & Helen Snow Studies Center was officially located and established in the School of Foreign Languages of Northwestern University in 2016. Since its establishment, the Edgar & Helen Snow Studies Center has devoted itself to undertaking translation, publication, academic studies, commemorations, and exchange programs relevant to Snow's life, work, and significant contributions.
Figure 19. Statue of Helen Foster Snow in Cedar City park, Utah (Courtesy of the Edgar and Helen Snow Studies Center, Shaanxi, China)
SUU Tanner Center

TANNER CENTER TALKS

TUESDAY, NOVEMBER 12th
40 YEARS OF US/CHINESE DIPLOMACY

HELEN FOSTER SNOW CELEBRATION

10:30 FILM SCREENING
"HELEN FOSTER SNOW: Witness to Revolution"

11:30 PANEL DISCUSSION
"HELEN FOSTER SNOW: Carrying on the Legacy"

GILBERT GREAT HALL

Figure 20. Helen Foster Snow poster at SUU
Figure 21. Helen Foster Snow Papers from L. Tom Perry special collections at Brigham Young University
Figure 22. Screenshot of the documentary of Helen Foster Snow: Witness to Revolution

Figure 23. 2020 China-us Dialogue Forum (Courtesy of the Edgar and Helen Snow Studies Center, Shaanxi, China)
Appendix E: Consulting Products/Precedent

Since this is a brand-new course developed independently by our team, we found few similar courses as references for us in the design process. However, all IP&T courses that I have taken or am taking help prepare me with the knowledge and skills essential to achieving the project. I mostly designed this course based on what I have learned in IP&T 538 Teaching in Online and Blended Learning Environments, IP&T 564 Instructional Design, and IP&T 560 Instructional Product Development.

In IP&T 538 Teaching in Online and Blended Learning Environments, I have learned how to design practical instructional activities, interactions, and assessments for an online or blended course. Besides, I have also learned about how to evaluate the quality of an online course design. For example, one guest speaker was invited to discuss different online and/or blending learning topics. All of their lectures have profound impacts on my design ideas and process. Among these speakers, Peter Williams, BYU-I Online Curriculum Development Director, was the first guest speaker who gave a lecture on Quality Assurance with Online Course Development at BYU-Idaho. In his speech, he introduced how BYU-Idaho online curriculum was developed in detail, which I referred to as guidance in my development process. From his lecture, I have learned some principles to design the Canvas course format: simple navigation, easy to start, standard organization, and consistency for instructors. More importantly, I have learned how to develop templates of design workbooks, Canvas online course, online course activity, and project management based on the examples that he introduced in his lecture.

Below are some examples that I have used as references in my course development.

![Figure 24. Homepage design from BYU-Idaho online curriculum lecture](image-url)
Figure 25. Lesson format design from BYU-Idaho online curriculum lecture

Course Development Process

<table>
<thead>
<tr>
<th>Design</th>
<th>Develop</th>
<th>Prep</th>
<th>Pilot</th>
</tr>
</thead>
<tbody>
<tr>
<td>~15 Faculty hrs / ~60 Design hrs</td>
<td>~120 Faculty hrs / ~60 Design hrs</td>
<td>~15 hrs</td>
<td>~30 hrs</td>
</tr>
</tbody>
</table>

- **Design**
  - Analysis
  - Materials & Media Consultations
  - Design Workbook
  - Prototype Lesson
  - Design Review
  - Revisions

- **Develop**
  - Instructions
  - Content
  - Assessments
  - Teaching Notes
  - Media Objects
  - Course Reviews (50% and 100%)

- **Prep**
  - Revisions
  - Instructor Contract
  - Registration
  - Course Setup
  - Revision Review
  - Instructor Prep.

- **Pilot**
  - Weekly Meetings
  - Fixes & Improvement Planning
  - Mid-Pilot Evaluation
  - Improvement Plan
  - Transition to Scale

Figure 26. Course development process from BYU-Idaho online curriculum lecture
**Effective Online Discussions**

**PROMPT**
- Do the prompts get at higher-order thinking?
- Do they require students to display their understanding/knowledge?

**STRUCTURE/FLOW/TIMING**
- Are due dates clear? Is there sufficient time between initial post and response?
- Will everyone get peer feedback?

**TEACHING PRESENCE**
- Is the teacher an active participant in the online discussion?
- Can the teacher facilitate without dominating?
<table>
<thead>
<tr>
<th><strong>Course Overview and Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Course Overview and Information</td>
</tr>
<tr>
<td><strong>2.</strong> Course Includes Welcome and Getting Started content</td>
</tr>
<tr>
<td><strong>3.</strong> Course includes an orientation or overview for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.</td>
</tr>
<tr>
<td><strong>4.</strong> Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.</td>
</tr>
<tr>
<td><strong>5.</strong> A printable syllabus is available to learners (PDF, HTML).</td>
</tr>
<tr>
<td><strong>6.</strong> Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.</td>
</tr>
<tr>
<td><strong>7.</strong> Course provides access to learner success resources (technical help, orientation, learning).</td>
</tr>
<tr>
<td><strong>8.</strong> Course Information states whether the course is fully online, blended, or web-enhanced.</td>
</tr>
<tr>
<td><strong>9.</strong> Appropriate methods and devices for accessing and participating in the course are communicated (e.g., mobile, publisher websites, secure content, pop-ups, browser issues, microphone, webcam).</td>
</tr>
<tr>
<td><strong>10.</strong> Course objectives/outcomes are clearly defined, measurable, and aligned to program and institutional outcomes.</td>
</tr>
</tbody>
</table>

**Figure 29. Course evaluation assignment that I have done in IP&T 538**

Additionally, in IP&T 564 Instructional Design, I have learned how to do the need analysis, create precise and effective learning objectives, generate prototypes, design instructional activities, and develop instructional materials and assessment instruments. The course, IP&T 560 Instructional Product Development, prepared me with the technical skills that are essential for online course design. For example, I have learned to build a website portfolio by using HTML and develop interactive e-learning products using e-learning software programs, such as Articulate Storyline and Captivate Project. I applied all these essential skills that I have learned from these two courses to this course’s development.
Appendix F: Annotated Bibliography

**Domain knowledge**


There are two parts of this book, the first in Chinese, and the last part in English. It includes many photos of Helen's work with the Chinese people and An Wei's work on Helen's behalf and with Helen. The writings are history and analysis of Helen's work and his participation in fostering goodwill amongst nations with her. When Helen returned to China, An Wei was her personal guide and translator and founded the Helen Foster Snow Museum in Xi'an and the Language Scholarship in her name. Due to his intimate participation with Helen during her post-China years, we use it as a primary reading resource in this course.


This book is a very important historical photographic resource for this course. It provided enormous pictures of Helen in China that we could be able to use in our course. Many of these pictures are unique that were from the Foster family collection. Additionally, this book also provided us with primary source photographs that depicts the historical facts about INDUSCO (Gung Ho).


The content is from the official website of the U.S. Embassy and Consulates in China, which records the history of the U.S. and China relations from origins to the present. Unlike many other publications on the U.S.-China Relations that put emphasis on the conflicts between these two countries, this resource mainly focuses on the friendship and cooperation between two countries.


Many individuals have important impacts on the U.S.-China relations, whose life stories provide compelling ways to engage contemporary students in various ways. Among these individuals, Helen Foster Snow should not be overlooked. From the early twentieth century into our own day, her narrative offers a lens on foreign affairs and the historical setting for US-China relations. During critical times, it reflects developments in US policy and public sentiment: the interwar period and World War II, the early stages of the Cold War, the 1970s US-China rapprochement, the 1989 post-Tiananmen phase, and current relations with China.

MSS2219; Helen Foster Snow papers; 20th Century Western and Mormon Manuscripts; L. Tom Perry Special Collections, Harold B. Lee Library, Brigham Young University. https://archives.lib.byu.edu/repositories/14/resources/1540

It includes materials relating to Helen Foster Snow's life and work. This includes interviews, letters, documents, essays, analyses, drafts, photos, objects, audiovisual recordings, and other materials related to China's political environment during the Japanese invasion, the lives of communist leaders and supporters, and the Chinese cooperative movements. While materials were produced primarily during Helen Foster
Snow's time as a foreign correspondent and photojournalist in China in the 1930s, after she returned to the United States, a substantial portion of the material was written or reported about her time there.


It truly records Helen Snow's experiences in Shanghai, Beijing, Xi’an and Yan’an in the 1930s, and tells how Helen Snow and Edgar Snow supported China’s Anti-Japanese War with their practical actions. It includes some historic events that she was involved in. For example, she actively supported and reported on the students’ movement of students in Peiping. In 1936, Edgar Snow visited the Red Region of northern Shaanxi. After returning to Peiping, she helped her husband organize many written and photographic materials and helped him publish the famous Red Star Over China. In 1937, Helen went to Shanghai and initiated the American Industrial Cooperation Council (GUNG Ho) with a group of Chinese and foreign people including New Zealand progressive Louis Rewi.

**Learning theories and instructional strategies**


The researchers delivered various lecture video types to students with structured content and then assessed learning results and satisfaction with a survey and summative review. Their findings indicate that video styles that were defined as impersonal and unfamiliar were poorly rated. In contrast, those that were defined as personal and engaging and evoked positive emotional responses were highly rated. In their research, the students ranked lecture video types that agreed with Mayer's digital learning concepts as highly rewarding, suggesting that student input might be a valuable resource to consider as they developed their own online courses for course designers. Finally, to promote the establishment of best practices in online teaching, they offered guidance for the development of entertaining, effective, and fulfilling asynchronous lecture videos.


This book starts by leading you to the introductory provisions and skills necessary to sustain your blended teaching practice. Four key competencies for integrated teaching will then be added: (1) Online Integration- the ability to successfully integrate online learning with in-person instruction. (2) Data Practices-the ability to use digital resources to track student engagement and success to drive student progress. (3) Personalization – ability to incorporate a learning environment that allows for student customization of expectations, speed, and/or learning direction. (4) Online interaction-the opportunity to promote connections between and with students online. When you incorporate blended teaching in your classroom, the book's final chapter lets you bring all four competencies together.

Though this book focuses on K-12 settings, the theories, principles, and practices on instructional design introduced in this book also apply to higher education settings.


Bloom's pedagogical framework has impacted almost every teaching and learning area, and almost every stage of education. This paper explicitly discussed the topic of learning goals and more especially, the admonition to write learning goals in creating course outlines using "action" verbs. This paper illustrated how even the use of terms to be
integrated into the college course outlines was related to broader ideological realms and the general mode of development and delivery in contemporary society.


In e-learning contexts, this paper provided a learner-centered demonstration for preparing e-learning assignments/activities based on constructivism's learning hypothesis. The model comprised two groups - the components of the learning strategy (consisting of core design elements and collective components) and the learning appraisal components (self-assessment, team evaluation, and evaluation of the facilitator). Via numerous working diagrams, the application of the display emerged. In order to demonstrate the implementation of the model in a real e-learning environment, the researchers posted a realistic scenario using the presentation inside an e-learning course.


As the required textbook for IP&T 665, Instructional Visual/Video Production, this book introduces the foundational theories and skills on the subject of film and video production. It reduces the shooting experience to its essence, making it easier to understand complex and abstract concepts. The book uses simple straightforward language and more than 150 illustrations to explain how to shoot good pictures and films. Though I did not utilize much knowledge that I have learned from the course of IP&T 665 and this book during the first development phrase, I believe I will do a lot of work designing video instructional materials in the second phrase.

**Instructional design approaches**


A significant move in delivering quality online courses is the assessment of online courses. There are a host of national and state-wide testing methods used to inform online course creators and teachers (e.g., Quality Matters, OSCQR). This paper explored Canvas' recently launched course appraisal tool, the second largest learning management system (LMS) used in the United States by higher education institutions. The Canvas Course Assessment Checklist (CCEC) features and special characteristics were discussed in this article. The CCEC was also compared to the national and statewide assessment tools developed. This analysis was valuable for those involved in the creation of online courses and the evolution of online education.


At the beginning of this article, the author introduced the book of Understanding by Design written by Grant Wiggins and Jay McTighe. In this book, Grant Wiggins and Jay McTighe developed an effective instructional design model: Backward Design. Then the author talked about some advantages of using backward design. The first advantage is that backward design can promote instructional designer’s innate intentionality during the design process. Another advantage is that with a backward design approach, student learning and comprehension will be calculated more reliably as it leverages what students would need to know and understand to advance throughout the design process. Additionally, the author summarized Backward Design into three stages: First, identify
designed outcomes; second, identify acceptable evidence; third, plan learning experiences and instruction. Last, the author provided the blank backward design and the backward design template with descriptions.


The Online Instructional Activities Index was developed under ION Professional eLearning Programs at University of Illinois Springfield. The Index included 46 effective online instructional activities that teachers could use in an online learning environment. For each activity, they provided detailed guidelines on how to implement it, which included: the description, appropriate content areas, objectives, prerequisites, materials and resources, guiding questions, activity outline and procedure, teaching strategies, accommodations, timeline, as well as ideas for activity evaluation and teacher reflection for this activity.


There are various models available to instructional design for use by designers and teachers. Among these models, the ADDIE was especially successful in providing developers with a generic, systematic structure that was simple to use and applicable to a range of environments. In this study, the researcher applied the ADDIE model in developing a Master's degree instructional design course, where the ADDIE model was used in two ways, first as a structure for the course's creation and then as a process for designing interactive projects. The results indicated that the ADDIE model could provide users with an instructional design approach that involved an iterative process complete with necessary steps for an appropriate course or curriculum to be created. In creating a program or course, the use of the ADDIE model would also allow developers to institute a learner-centered approach rather than a teacher-centered approach, making the program more important and meaningful for learners.

Sarah Reinbold (2013) Using the ADDIE Model in Designing Library Instruction, Medical Reference Services Quarterly, 32:3, 244-256, DOI: 10.1080/02763869.2013.806859

This article reported how librarians at Weill Cornell Medical College used the ADDIE model to redesign an evidence-based medicine course taken by first-year medical students. The findings indicated that the implementation of ADDIE would result in instruction that reflected on student-relevant learning outcomes, addressed students' needs, and encouraged active learning.


The researchers tried to develop an online learning environment as part of a joint graduate course initiative that would promote teachers' professional development around the world. To lead the creation of an open online course that would accommodate the learners' varied needs, they decided to use the ADDIE instructional design model and Universal Design for Learning principles. Analysis of the results from the post-course survey found that most of the learners who completed the course were able to meet the course's learning goals and their professional learning objectives. This article detailed the process of course design and facilitation under the ADDIE Model. Additionally, it also presented insights into how educators could create successful online learning environments.
Appendix G: Design Specifications

In addition to the ADDIE model, I also employed Backward Design as a supplement by following the three-stage development process summarized in Bowen’s article (2017).

● **Stage 1 - Identify Desired Outcomes:** Clearly express what learners should know, understand, and be able to do after receiving instruction.

● **Stage 2 - Determine Acceptable Evidence:** Identify what sorts of measures and assessments will prove whether and when learners can achieve the desired outcome.

● **Stage 3 - Plan Learning Experiences and Instruction:** Develop content, learning experience, and instruction that are aligned with the designed outcomes and evidence.

We worked out the HFS course outline that included course description, student learning outcomes, and course content topics in the first stage.

Upon completion of the course you should be able to:

- Know who Helen Foster Snow is and identify the significant contributions of Helen Foster Snow under the historical background in the critical transitional period between the 1930s and the 1940s.
- Introduce the impact of the Gung Ho Movement on the revitalization of the Chinese economy during Japan’s economic war in China and on the advancement of democracy in war-torn China and in the years to come.
- Determine how Helen’s example can inspire young generations, especially women today to make constructive contributions to society, influence positive change, and ultimately become a bridge of understanding between countries and culture.
- Compare the cultural connections of Utah and China and how they have shaped Helen Foster Snow’s world view and her views on China.
- Explore the historical ties, common interests, the need and potential of mutual understanding and friendship through cultural and educational exchanges between the people of China and America, which reflects Helen Foster Snow’s ultimate and long-term desires and goals.

*Figure 30. Some student learning outcomes for HFS course*

In the second stage, I considered appropriate formative and summative assessment methods to make sure that learners can be evaluated over the intended outcomes that the instructor wished learners to achieve. In the third stage, I developed job aids and templates to help me define key concepts, collect learning materials and resources, and design instructional activities.
HFS Course Outline

I. Introduction
   A. Helen Foster Snow and her contributions
   B. Discovering the significance of studying Helen Foster Snow
   C. China’s search for new identity (pre 1913-1949): from dynasties to republic

II. Adventures in China (1931-1941)
   A. Arriving in Shanghai: beginning of Helen’s adventure (1931)
   B. The Snows’ marriage: a dynamic team (1932)
   C. Living China: introducing modern Chinese literature and art to the west (1933-34)
   D. December 9th Student Movement: a source of growing sympathy (1935)
   E. Supporting Edgar Snow’s trip to Pao’an to find out the true story of the Red Army (1936)

**Figure 31. Topics of HFS course content**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Learning Objectives (MLO)</th>
<th>Learning Materials &amp; (Readings, PPT, Videos, etc.)</th>
<th>Instructional Activities</th>
<th>Assignments, &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Intro to HFS</td>
<td>• Pre-evaluate background knowledge and experience about Helen Foster Snow and China. • Get to know who Helen Foster Snow was and her major contributions. • Describe the history of ancient China and its transition to the Republic of China.</td>
<td>• Video: Helen Foster Snow: Witnesses to Revolution • Read? • PPT?</td>
<td>•</td>
<td>• Quiz # 1: Pre-instruction questions • Watch video • Read assigned readings • Discussion #1: Unit 1 Discussion • Assignment #1: Draw a Concept Map • Assignment #2: Write a one-page introduction to Helen Foster Snow for someone who has never heard of her</td>
</tr>
</tbody>
</table>

**Figure 32. HFS Course map**
Helen Foster Snow Course

Canvas Template

Course Outline

1. Navigation Menu

*Consistent and simple navigation is key to introducing a quality online experience.*

1.1. Visible Items: Home, Announcements, Syllabus, Modules, Grades, Submit Final Grades, People, and Zoom.

2. Home

*The Home page provides a consistent starting point for students. It is comprised of the following critical elements: course title, home image, Start Here, Your Instructor, Student Resources, and Weeks 01-16. It should not be changed or redirected during delivery.*

3. Announcements

*The Announcements provide a consistent location for persistent instructor presence in every class. No adjustments should be made to the placement, visibility, or standard use of this section.*

4. Syllabus

*The syllabus is a public specification of course purpose, requirements, and policy. It must be visible to both current and potential students and instructors. It should follow current best practices for content and organization. During a pilot, it may reside natively in the Canvas Syllabus module as HTML to make editing easier.*

5. Modules

*The Modules section is the primary list of lessons and activities for the course. Modules should follow consistent format and naming conventions. As a principle, all module, text header, and item names should be brief (4-6 words total).*

5.1. Textbook Access

*This is a standard location where students and instructors can access digital texts (i.e., Auto Access integration). This section is only for the actual integration. All other textbook information (for hard copies, etc.) should be detailed in the syllabus.*

*Figure 33. HFS Canvas course map template*
Appendix H: Design Representations/Prototypes

A clear and coherent structure that provides intuitive navigation is essential for a quality course. Therefore, I applied the same structure for each module by always putting course elements, such as titles, banners, reading materials, quizzes, assignments, and instructional activities, in the same location and style. That is to say, course modules should look similar to each other in the structure, except for new content in the module.

Each module starts with an overview page that lists module topics, goals, and links to sub-lessons, tasks, and assignments needed for the module. The overview page will help keep students engaged in the learning process and strengthen their intellectual credibility. Next, learners are required to finish a graded pre-instruction quiz. This quiz aims to help instructors know about students’ prior knowledge background; thus, they can adjust the following instruction accordingly. After the quiz, students will see the main instruction page, discussion page, and assignment page.

*Figure 34. HFS course module layout prototype*
Based on the module layout prototype, I designed the actual modules in Canvas as the below examples.

Figure 35. HFS course module layout
Module 3 Overview

Module Three Topic: Gung Ho
- The role of Helen Foster Snow in Chinese Industrial Cooperative Movement
- The Impact of Chinese Industrial Cooperative Movement

Goals
By the end of this module, you will be able to:
- define the term "Chinese Industrial Cooperatives"
- identify the role of Helen Foster Snow in Chinese Industrial Cooperative Movement
- explain how the Chinese Industrial Cooperatives envisioned by Helen Foster Snow are different from those in Europe and those already existing in China
- interpret the origin of the word "Gung Ho"
- analyze the significance of the Chinese Industrial Cooperatives
- give original examples of the Gung Ho spirit around you
- apply the Gung Ho spirit in an activity in your life
- create a transcultural project that uses the Gung Ho spirit as its guiding principle

Module Map
1. Module 3: Pre-Instruction.pdf
2. Module 3 Lesson 1
3. Module 3 Lesson 2

Figure 36. View of HFS course module review details and layout
Module 3 Lesson 1: The role of Helen Foster Snow in Chinese Industrial Cooperative Movement

[Module Three Lesson One]

Goals

By the end of this unit, you will be able to:

- define the term "Chinese Industrial Cooperatives";
- explain how the Chinese Industrial Cooperatives envisioned by Helen Foster Snow are different from those in Europe and those already existing in China;
- interpret the origin of the word "Gung Ho";
- justify Helen Foster Snow’s role as the Gung Ho origin;
- list the contributions of Helen Foster Snow to Chinese Industrial Cooperatives

Lesson Plan

1. Watch Video
   "Gung Ho": The Story of Carlson's Makin Island Raiders (1943) Drama, History, War Full Movie
   https://www.youtube.com/watch?v=FPOUpjRHdskCA
   Note: The movie was based on Michael Balmforth’s The Big Yankee, Gung Ho, a biography of Evans Carlson.

2. Read
   - The Founding of INDUSCO
   - Helen Foster Snow’s unique role in founding the INDUSCO

Lesson Resources

1. Wales, N. (1941). The Beginnings of the Industrial Cooperatives in China. Scholarly Press. (Note: This book is a very valuable primary resource to understand the beginnings of the Industrial Cooperatives in China. Yet, unfortunately, it is so far not available on either Amazon or the BYU library catalogue. I am hoping it is included in the BYU Helen Foster Snow Collection among her published books. Could you help to check its availability at BYU? I do have a PDF copy of Helen’s original manuscript, which has some marks I made. I am sure BYU Helen Collection has the original copy. Given the size of the file, I have to forward it to you via QQ. My Number is 895214694. Please leave me a note of your number on WeChat. I’ll forward you the document for temporary use before we could get access to the BYU book or original manuscript.)


5. Snow, H. F. Notes on the beginning of Chinese Cooperative Movement. (Note: This is the scanning of Helen Foster Snow’s Manuscript)

Figure 37. View of HFS course lesson details and layout
To encourage students’ interactions with content, instructors, and each other, I designed diverse assignments such as discussions, case studies, group work, and collaborative problem-solving team projects. Below are some examples of the interactive assignments designed in this course.

**Figure 39. HFS course discussion assignment**

**Figure 40. HFS course group project prompt**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>5 pts Full Marks</td>
<td>5 pts</td>
</tr>
<tr>
<td>The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.</td>
<td>3 pts Some Marks</td>
<td>0 pts No Marks</td>
</tr>
<tr>
<td>Proposal Composition</td>
<td>5 pts Full Marks</td>
<td>5 pts</td>
</tr>
<tr>
<td>The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Diagrams or analyses enhanced and clarified the presentation of ideas. Sentences were grammatical and free from errors.</td>
<td>3 pts Some Marks</td>
<td>0 pts No Marks</td>
</tr>
<tr>
<td>Proposal Content</td>
<td>15 pts Full Marks</td>
<td>15 pts</td>
</tr>
<tr>
<td>The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into the response. The deliverable also demonstrated evidence of extensive research effort and depth of thinking about the topic. Solid research. Authentic data. Clear problem statement. Feasible solution.</td>
<td>12 pts Most Marks</td>
<td>8 pts Some Marks</td>
</tr>
<tr>
<td>Oral Presentation Content</td>
<td>15 pts Full Marks</td>
<td>15 pts</td>
</tr>
<tr>
<td>The presentation contained an abundance of material which clearly related to the main arguments. External research was used to justify arguments or solutions. The presentation of the material was original and presented in a creative way that held the audience’s attention. Slides were error-free and logically presented.</td>
<td>12 pts Most Marks</td>
<td>8 pts Some Marks</td>
</tr>
<tr>
<td>Oral Presentation Performance</td>
<td>10 pts Full Marks</td>
<td>10 pts</td>
</tr>
<tr>
<td>Team members were poised and had clear articulation. Every team member spoke and participated at a very high and balanced level. Speakers demonstrated good volume and eye contact. Enthusiasm and confidence were exuded. The presentation fits into the time allotment.</td>
<td>8 pts Most Marks</td>
<td>4 pts Some Marks</td>
</tr>
</tbody>
</table>

Total Points: 50

*Figure 41. HFS course group project rubric*
Appendix I: Implementation Instruments

Developed initially as an online course hosted on Canvas, the course can be easily transferred and adapted to other Learning Management Systems (LMS), such as the BYU Learning Suite. It may also be transformed into a blended or face-to-face course and the online alternative, depending on the institutes’ needs.

I have clearly defined the requisite skills for using technology tools (websites, software, and hardware) and provided support with resources. I also have scaffolded the technical skills required for participation in course learning activities in the orientation, practice, application, and anywhere that is appropriate. Last, I have evaluated all the technology tools utilized in this course to ensure that these tools could meet accessibility standards.

Figure 42. View of HFS course welcome page
Guidelines For Student Participation In Online Discussion Forums

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind when developing your posts:

Netiquette
- Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums.
- Write in the first person (this is your opinion).
- Use humor, joking, or sarcasm with caution. We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- What you write is public—respect your audience and be mindful of proper netiquette. Netiquette, also known as “net etiquette”, includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others’ opinions.

How to Get Others to Read Your Posts
- jot down notes as you read, and before you post, think about the focus question in the context of the readings. Address the focus questions as much as possible (don’t let the discussion stray).
- Distribute contributions evenly during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Give your post an interesting descriptive subject line to draw attention and invite responses from others.
- Avoid cursive, non-contributory posts, such as “I agree” or “great idea.” If you agree (or disagree) with a post, then say why—and support your statement with concepts from the online lecture or assigned readings, or by sharing a related example or experience.
- Avoid using texting abbreviations in your posts.
- Elaborate upon a simple idea or try to keep your message to a couple of paragraphs. Long, multiple-screen “multi-dissertations” are difficult to follow on screen and limit opportunities for the give-and-take essential to effective dialogue.
- Review your comments carefully for grammar and punctuation before you post. Well-formulated, grammatically correct, clear posts attract more attention from both instructor and colleague. Consider developing your initial posts in a word processing program that allows you to edit for spelling and grammar—then copy it into the discussion forum. This not only will improve the quality of your posts, but also has the added benefit of preserving your insights and observations in word documents you can access after the online course has been completed. Another advantage of composing “offline” is avoiding a timeout from the online discussion forum while you compose your thoughts—resulting in a loss of your careful composition!

Earning Full Credit
- Keep your posts related to the focus question.
- Think of the assignment as a collegial dialogue—not a writing exercise. Engage in a discussion about the text and issues of the course materials.
- Cite or reference any part of your posts that aren’t your own original thoughts. (Avoid plagiarism!) Citing your sources is especially important in courses where your instructor offers full credit only when citations support the ideas in your post. When you refer to online resources include a hyperlink directly to the source to add context to your comments.
- After you have posted, check back to see if anybody has responded to you—and whether a return response is desired/expected. Build on others’ responses to further develop threads of dialogue.
- Respond to a colleague who either supports your own thoughts or lacks supporting evidence or seems to fall short on an important point. Pose questions, offer arguments (distinguish between opinion and argument), or play “devil’s advocate.” Avoid responses that offer only right or wrong perspectives while ignoring other possible answers; pose open-ended questions that invite dialogue.
- Participation in online forums may be a significant portion of the assessment for your course, so check the course requirements for the weighting of the assessment in your final grade as well as the frequency and requirements for discussion posts to receive full credit.

Figure 43. View of guidelines for student participation in the online discussion forums page
Technical Skills And Requirements

Important Tips for Success as an Online Learner

1. Begin planning now for private, uninterrupted time in your schedule to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to get behind!

2. Check your email account regularly for updated information. We will be using your registered email account for communication.

3. Use e-mail for private messages to the instructor and other students. The discussion forum is for public messages.

4. If you have questions or concerns about an assignment, take action promptly! Check the Frequently Asked Questions (FAQs) forum to see if your concern has been addressed already. If not, post your question in the Ask Questions Here forum.

5. Read directions carefully.

6. For posts to online discussion forums, conventions of on-line etiquette ("netiquette") which include a courtesy to all users, will be observed. Please see Communication andnetiquette Expectations for detail.

7. Check your readiness to complete an online course: Online Readiness Self-Assessment

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong writing skills needed for expressing yourself in the discussion area
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Competency with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Internet navigation skills
- Download plug-ins from the Internet
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Minimum Hardware and Software Requirements

1. You will need access to a computer and the Internet. Most late model computers have adequate processing capabilities for online courses. For specific questions about the technical suitability of your home computer or laptop, contact the *** Help Desk (####). If you do not have a computer at home or work but do spend time on campus, you can use any of the computer labs during open hours. A laptop with wireless capability will provide maximum flexibility for accessing the course when on campus.

2. If you plan to connect to the Internet from home, you will need Internet access. High-speed Internet access with a cable modem or DSL is recommended. For either connection method, you will need an Internet Service Provider (ISP).

3. You also will need word processing software (e.g., Microsoft Word). If you need a word processor, contact the HSU Bookstore for reduced pricing on Microsoft Office (includes Microsoft Word word processing software) available to registered HSU students. An acceptable alternative is OpenOffice's Writer program available at no cost. Review documentation on using MS Word substitute. Mac users can also use Apple Pages.

4. Free web browsing software can be downloaded from the Internet but is usually already installed on modern computers. Firefox is the recommended web browser most compatible with Canvas for Mac users. Windows users can use Firefox or Chrome. Your browser must have the Java plug-in enabled.

Computer Specifications

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

Screen Size

Canvas is best viewed at a minimum of 1024x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

Operating Systems

- Windows XP SP3 and newer
- Mac OS X 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Figure 44. View of technical skills and requirements page
Canvas Help

In this video, you will learn about the Help resources available in Canvas.

To view subtitles for this video, click the CC button in the toolbar and select a language.

View the transcript of this video.

Figure 45. View of Canvas help video page
Appendix J: Evaluation Instruments

OSCQR SUNY Online Course Quality Review Rubric (OSCQR) is an online course design rubric that evaluates both the instructional design and usability of an online course. Primarily, this quality rubric is openly licensed for anyone to use and adapt. As I mentioned in the evaluation section, in the first phase, I have used the OSCQR rubric to evaluate the course parts we developed as an instructional designer’s role. In the second phase, we will invite some instructional design specialists and instructors who will teach this course to evaluate this course’s quality by using the OSCQR rubric.

Additionally, since we did not conduct summative evaluations with students in the first phase because the class had not been fully implemented yet, we will conduct class observations, surveys, and interviews throughout the course delivery to explore students’ and instructors’ perspectives on this course’s quality when we officially launch this course and offer it to students in the second phase. For example, I designed some surveys and embedded it at the beginning, the mid-term, and the course’s final. Below are some examples of survey questions that I have designed.

To understand learners better, I designed a short survey (see Figure 51) that is inserted at the beginning of the course to collect more detailed data about the learners.
What is your gender?
- Male
- Female
- Prefer to self describe as
- Prefer not to say

What year are you in?
- Freshman
- Sophomore
- Junior
- Senior
- Other (please specify)

What program are you in?

Why do you take this course?
- A distributional requirement.
- A major/minor requirement.
- An elective
- Out of interest
- Other (please specify)

To what degree are you familiar with Helen Foster Snow?
- Not at all familiar
- Slightly familiar
- Somewhat familiar
- Moderately familiar
- Extremely familiar

What are your expectations for this course?

**Figure 51. Questions on the beginning course survey for students**
In addition, below are some screenshots of questions that are excerpted from the final course survey for students.

<table>
<thead>
<tr>
<th>Please indicate how you would like to rate the course.</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course enriched my understanding of the subject.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understand what I was supposed to learn in this course.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The content is clearly and logically organized.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The assignments contributed to my learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understand how my work was graded.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course assignments and due dates were clearly communicated.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course environment felt like a welcoming place to express my ideas.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course layout hosted in Canvas appears clear and understandable to me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Figure 52. Questions on final course evaluation survey for students

Please indicate how you would like to rate the instructor.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor effectively presented the tools (e.g. materials, skills, and technology) needed.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor integrated course materials that deepened my understanding of diverse perspectives.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor facilitated a respectful and inclusive learning environment.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor gave me timely and constructive feedback on assignments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What specific course activities or materials did you find most valuable for your learning? Why?

[Blank field]

What one thing in this course could be changed to improve your learning? Please give specific, constructive feedback.

[Blank field]

How likely are you to recommend this course to others?

<table>
<thead>
<tr>
<th>Not at all likely</th>
<th>Extremely likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

[Blank field]
Appendix K: Budget and Timeline

The original estimated Budget for this project was $40,000. It was expected that the Helen Foster Snow Foundation would apply for grants from the State of Utah and seek donations from private donors in the US and China. It was also expected that SUU would support the project as the leading university.

From January 2020, when we launched this project, to June 2020, our primary spending was my salary. I was paid as a research assistant by the McKay School of Education for this project. I worked about 20 hours per week on this project. In comparison, Dr. Chan and Minna Gao volunteer to work on this project for free. The software, such as Adobe Premiere Pro, Articulate Storyline, was paid for by BYU or the IP & T department. The first phase was completed at the end of June 2020 as Minna, our content writer, returned to China. We started the second phase of this project in the middle of October 2020 with a big adjustment to our course design based on the feedback we have collected from the first phase. In the second phase, we planned to create a video series covering 14 topics as the core course lectures, which would be the significant spending in the following course development.

The table below summarized the expenses spent until the project was suspended at the end of June 2020.

Table 1 - Expenses at the first stage

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Rate</th>
<th>Initial Estimate</th>
<th>Actual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Designer (me)</td>
<td>$19/hr, 20hrs/wk, 24wks</td>
<td>$9,120</td>
<td>$6,076</td>
</tr>
<tr>
<td>Project manager (Dr. Chan)</td>
<td>$50/hr, 10hrs/wk, 24wks</td>
<td>$12,000</td>
<td>$0</td>
</tr>
<tr>
<td>Content writer (Minna Gao)</td>
<td>$35/hr, 20hrs/wk, 24wks</td>
<td>$16,800</td>
<td>$0</td>
</tr>
<tr>
<td>Material (books, software, etc.)</td>
<td></td>
<td>$3,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$40,920</td>
<td>$7,076</td>
</tr>
</tbody>
</table>

Financial costs that are still needed to fulfill the project are listed in the following table:

Table 2 - Estimated expenses at the second stage

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Rate</th>
<th>Initial Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Designer (me)</td>
<td>$19/hr, 10hrs/wk, 24wks</td>
<td>$4,560</td>
</tr>
<tr>
<td>Project manager (Dr. Chan)</td>
<td>$50/hr, 10hrs/wk, 24wks</td>
<td>$12,000</td>
</tr>
<tr>
<td>Video filming</td>
<td>$500/per finished minute, 700mins</td>
<td>$350,000</td>
</tr>
<tr>
<td>Promotion (exhibition, lecture, conference, etc.)</td>
<td></td>
<td>$4,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$370,560</td>
</tr>
</tbody>
</table>

I made a Gantt chart to plan and schedule our project in January 2020. We planned to finish developing the course content at the end of May 2020.
I also made another Gantt chart to specify the schedule for each course module in April 2020.

We have experienced obstacles and hardship in the adventure of course development due to some unpredictable and unavoidable reasons. For example, we failed to hire SUU research assistants to help Minna collect and organize course materials because SUU transferred in-person courses online when the pandemic started in March 2020. Additionally, Minna’s work hours were not fixed, and she could not work full-time for this project. We have worked so hard on this project and made every effort to ensure the project could go smoothly. Fortunately, though, we succeeded in completing the first phase of the project, as presented in this report.