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Assignment 2: Learning Design  
04-November-2015

**Increasing Start-Up Success Project  
Learning Design**

**Introduction**

Food Business 101 contracted A Mythical Consulting Company (AMCC) to develop a learning solution to introduce restaurateurs to critical managerial concepts. This document outlines the design for the *Action Planning for the 12 Dimensions of Your Successful Food Service Business* course. This design includes the course overview, learning objectives, theoretical background, subject matter content, interaction, assessment strategies, feedback, and course outline.

**Course Overview**

Prior to starting the course, students have to complete a free, brief *Food Business 101: Online* *Preparation* course. This course ensures the participant’s computer meets the needs of the Learning Management System, provides orientation on the basics of learning online, and on completing common activities in the Learning Management System. Learners can expect to spend 30 minutes to complete the course content and pass the summative assessment. Once the participant obtains a score 80% or greater, the system will automatically provide the learner with the website of the main course.

The main course aims to orient restaurateurs to the realities and dimensions of a start-up operation. The 12 dimensions are described along with the impact on related internal and external members. The learners create an action plan describing each dimension for either an existing or prospective food business.

The content and activities include a variety of formats and assessments. The main asynchronous online course takes 14 weeks to complete. Text and video are the primary media for content presentation. Assessments consist of formative assessments such as forums and quizzes. An action plan describing each dimension of either an existing or prospective food business comprises the single summative assessment. For each topic, one of the discussion forums assists learners in incrementally completing this summative assessment.

**Measurable Learning Objectives**

The learning objectives for *Action Planning for the 12 Dimensions of Your Successful Food Service Business* are listed below:

1. Identify all 12 dimensions of any food business in accordance with the course materials.
2. Based on current literature, describe the top three characteristics of each dimension.
3. Create an action plan that contextually applies each dimension to either an existing or prospective food business.

The objectives solve the performance problem and are achievable in the time frame of the course. As discussed in the context analysis, management capabilities for a food business include understanding typical business functions such as marketing and finances. Capabilities also include understanding functions that are unique to food businesses such as menu development. The 12 dimensions discussed in the course allow participants to broaden their understanding of all facets of a food business. The course time frame of 14 weeks allows sufficient time for learners to gain this basic understanding.

**Theoretical Background**

Merrill (1992) discusses the Instructional Transaction Theory or ID2. Instead of taking constructivism to extremes such as letting each learner take a self-chosen position, Merrill (1992) suggests a more moderate approach. This allows designers to decrease cost while maintaining instructional effectiveness (Merrill, 1992). Merrill (1992) acknowledges that learners benefit from individual, abstract learning in addition to experiential learning. This influences the course design that includes instructional content and traditional formative assessments, including true/false and multiple choice questions.

Text and video are the primary media for content presentation. When designing text instruction, images are used to support text and presented near the relevant text in accordance with the spatial contiguity principle (Mayer, 2009). When designing video, on-screen images will appear with accompanying audio narration as described in Stavredes and Herder (2014):

If we look at multimedia, auditory narration goes into the verbal system, whereas on-screen images go into the visual system. By taking advantage of this multimodal processing capability and technology–based tools, we can dramatically enhance learning and later recall through multimedia instruction (Chapter 8, Section 4, para. 1)

**Subject Matter Content**

An online course environment supports the appropriate level of difficulty of the targeted learners. Text and video content are easily represented in the course environment, Moodle Cloud (https://docs.moodle.org/29/en/Features). Digital natives, who are the learners targeted for this course, are well-versed in using online technologies (Peters, 2010). To ensure learners have the correct skills and computer equipment they are required to pass a preparation course prior to taking the main course as previously discussed.

The subject matter represented in the course supports the learners in achieving the learning objectives and are accessible to the targeted learners. A correlation of the learning objectives with course content and activities are provided in the Course Outline section. In 2013, over 80% of householders from 15 to 34 years old in the United States owned a computer and over 75% had an internet subscription (http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf).

Learners with different learning styles as outlined in Kolb’s learning style inventory are accommodated through course content/activities as shown in the table below (Stavredes & Herder, 2014):

|  |  |
| --- | --- |
| **Style** | **Content/Activity (Preference)** |
| Accommodators | * Brainstorming discussion forums (Prefer active experimentation) * Action planning discussion forums (Prefer concrete experiences) * Action plan summative assessment (Prefer concrete experiences) |
| Divergers | * Action planning discussion forums (Prefer concrete experiences; Use experience and knowledge to reflect and see different perspectives) * Action plan summative assessment (Prefer concrete experiences; Use experience and knowledge to reflect and see different perspectives) * Learning journal (Use experience and knowledge to reflect and see different perspectives) |
| Assimilators | * Text and video content (Prefer high levels of abstract conceptualization and reflective observation; Good at taking in a wide range of information and reducing it to a more logical form) * Traditional unit quizzes as formative assessments (Prefer high levels of abstract conceptualization and reflective observation) * Learning journal (Prefer high levels of abstract conceptualization and reflective observation) |
| Convergers | * Action planning discussion forums (Prefer to learn via problem solving, deductive decision making, and direct application of ideas and theories) * Action plan summative assessment (Prefer to learn via problem solving, deductive decision making, and direct application of ideas and theories) * Learning journal (Prefer high levels of abstract conceptualization) |

**Interaction**

Throughout the course, there are multiple opportunities for learners to interact with each other. In the first week, there are two ice-breaker activities. Throughout the course, non-content related forums are available to help learners bond on a professional level with each other.

Content related discussion forums are the primary method for building a learning community and promoting learner-teacher interaction in this course. Each week two discussion forums are available and the instructor actively joins in these discussions. At the end of the course, participants are invited to continue the conversation in Food Business 101’s Facebook community.

**Assessment Strategies**

Assessments for this course are suitable for online assessment and apply to the learning objectives. The course assessments for this course include discussion forums, learning journals, authentic performance-based assessments, and tests that are suitable for online assessments (Stavredes & Herder, 2014). The Make Your Case formative assessments are argument tasks that deepen understanding (Wiley & Voss, 1999). Refer to the Course Outline section for a correspondence of how assessments are linked to learning objectives. Refer to the table below for the rubrics related to the assessments as well as the suitability (Stavredes & Herder, 2014):

|  |  |  |
| --- | --- | --- |
| **Appendix** | **Contents** | **Online Assessment Suitability** |
| Appendix A | Rubric for Discussion Forums | Discussion Forum |
| Appendix B | Rubric for Learning Journals | Learning Journal |
| Appendix C | Rubric for Make Your Case | Authentic performance-based assessments |
| Appendix D | Rubric for the Action Plan | Authentic performance-based assessments |

**Feedback**

As mentioned in the context analysis, the learner’s achievements of these objectives are measured throughout the course based on participation. Traditional grades are not used as the course does not comprise part of a for-credit program. Learners earn badges upon course completion. The percentages for each course assessment are shown in the table below:

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Assessment Type** | **Percentage of Total** |
| Discussion Forum Participation | Formative Assessment | 15% |
| Learning Journal (Mid-Term Evaluation) | Formative Assessment | 10% |
| Learning Journal (Final Evaluation) | Formative Assessment | 10% |
| Make Your Case: Why does a food business need leadership? | Formative Assessment | 10% |
| Make Your Case: Why should someone invest in your food business? | Formative Assessment | 10% |
| Make Your Case: Why does my business need marketing? | Formative Assessment | 10% |
| Topic Tests | Formative Assessment | 10% |
| Action Plan | Summative Assessment | 25% |

Learners receive feedback throughout the course. The instructor provides feedback during the course in the form of comments in the discussion forums as well as opportunities to assess/provide feedback on additional formative assessments. Each week, learners complete quizzes on the previous week’s topic for a total of 10 points. In the last week of the course, the instructor provides feedback on the action plan. Three levels of badges are awarded to learners based on the final percentages: Exceptional (95%-100%), Proficient (90%-94%), and Competent (80%-90%). Leaners have an opportunity to reach out to the instructor via the Questions to the Instructor discussion forum or via email. Points awarded for assessments except for the test are included in the same rubrics mentioned in the Assessment Strategies section.

**Course Outline**

The course outline appears below:

| **Week** | **Topic** | **Learner Activities (Objective No.)** |
| --- | --- | --- |
| 1 | Welcome |  |
|  |  | Review Home Page: Text and video course welcome (Engagement) |
|  |  | Review course syllabus (Engagement) |
|  |  | Review YouTube video: Capture Your Business Model in 20 Minutes - Lean Canvas @ [https://www.youtube.com/watch ?v=7o8uYdUaFR4](https://www.youtube.com/watch?v=7o8uYdUaFR4)) OR read text transcript (Engagement) |
|  |  | Read The Four Truths of the Storyteller (<http://story4good.com/wp-content/uploads/2010/12/The-Four-Truths-of-the-Storyteller.pdf> )  OR  Watch The Art of Purposeful Storytelling (<https://www.youtube.com/watch?v=8-KtR4vM4eg> ) |
|  |  | Start your learning journal (1 and 2) |
|  |  | *Non-content Related Discussion Forums (Engagement)* |
|  |  | *Available Weeks One and Two Only:* |
|  |  | Icebreaker One Discussion: Tell Me How You Got Into the Food Business (Almost). Asks the participants to post a short story that tells the who, what, where, and when of how they got started in the food business. In the story, include one false fact. Guess at facts that are not true in your classmate’s stories. Each learner reveals the false fact at the end of week two. |
|  |  | Icebreaker Two Discussion: Professional Introduction. Asks the participants to post a three to five sentence professional introduction. |
|  |  | *Non-content Related Discussion Forums (Engagement)* |
|  |  | *Available throughout the course (Optional):* |
|  |  | Questions for the Instructor |
|  |  | Restaurants For Sale |
|  |  | Job Opportunities |
|  |  | Favorite Recipes & Techniques |
|  |  | Stories of Service Excellence |
| 2 | Leadership Team |  |
|  |  | Review Home Page: Text and video topic welcome and last week’s discussion forum debrief (Engagement and 1) |
|  |  | (Optional): Ungraded Pre-Content Assessment: If the learner earns 100%, the leaner can skip the week’s text and video review (but still must participate in all other activities) |
|  |  | Complete Graded Formative Assessment: 10 true/false or questions about last week’s topic (1 and 2) |
|  |  | *Available This Week and Next Only:* |
|  |  | Complete Brainstorming Discussion: Based on your experience, describe the who, what, and how regarding this week’s topic (2) |
|  |  | Review text and video content for this week’s content (1 and 2) |
|  |  | Complete Graded Formative Assessment Discussion: Discuss your ideas about how this topic would look in an existing or prospective food business. This provides an opportunity for learners to start developing the content for the summative assessment. Remember to comment on your classmate’s posts. (3) |
|  |  | Start your action plan (3) |
|  |  | Remember to post your notes and thoughts to your learning journal |
| 3 | Team Dynamics | Same sequence of content/activities as week two expect geared to the current week’s topic. |
| 4 | Management | Same sequence of content/activities as week two expect geared to the current week’s topic. |
|  | | Make Your Case: Why does a food business need leadership? Due (3) |
| 5 | Staff | Same sequence of content/activities as week two expect geared to the current week’s topic. |
| 6 | Systems | Same sequence of content/activities as week two expect geared to the current week’s topic. |
| 7 | Financing/Cash Flow | Same sequence of content/activities as week two expect geared to the current week’s topic. |
|  | | Make Your Case: Why should someone invest in your food business? Due (3) |
| 8 | Marketing | Same sequence of content/activities as week two expect geared to the current week’s topic. |
|  |  | Learning Journal for weeks 2-7 Due |
| 9 | Menu | Same sequence of content/activities as week two expect geared to the current week’s topic. |
| 10 | Communications | Same sequence of content/activities as week two expect geared to the current week’s topic. |
|  | | Make Your Case: Why does my business need marketing? Due (3) |
| 11 | Equipment/Textiles | Same sequence of content/activities as week two expect geared to the current week’s topic. |
| 12 | Technology | Same sequence of content/activities as week two expect geared to the current week’s topic. |
| 13 | Planning | Same sequence of content/activities as week two expect geared to the current week’s topic. |
|  |  | Action Plan Due |
|  |  | Final Learning Journal Due |
| 14 | Wrap-Up |  |
|  |  | Review Home Page: Text and video topic welcome and last week’s discussion forum debrief (Engagement and 1) |
|  |  | Formative Assessment: 10 true/false or questions about last week’s topic (1 and 2) |
|  |  | Review Content: Read and watch *6 Tips for Perfecting Your Elevator Pitch* (http://www.entrepreneur.com/article/228070) |
|  |  | Discussion: Post your elevator speech and give feedback on your classmates’ posts |
|  |  | Review Content: Remember to join the Food Business 101 Community on Facebook |
|  |  | *Non-content Related Discussion Forums (Engagement)* |
|  |  | Keep in Touch: Share your social media contact information (Optional) |

**Conclusion**

The course *Action Planning for the 12 Dimensions of Your Successful Food Service Business* provides a solution to help participants start building a foundational understanding of managerial concepts. This course has multiple opportunities for learners with differing learning styles to demonstrate achievement of the learning objectives. An online course pre-test, easy access to the instructor and other learners within the course as well as multiple engagement activities all ensure learner success in the course. The content, formative assessments and the final action planning summative assessment are well-suited for an online course and provide opportunities for learners to build a mental model of success factors related to a food business.

Appendix A

Discussion Forum Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **(90-100 Points)** | **Good**  **(80-90 Points)** | **Fair**  **(70-80 Points)** | **Poor**  **(0-69 Points)** |
| Content (50%)   * Quality comments * References credible sources * Considers impact of this topic in relation to internal and external members | Posts and comments reflect substantial and thoughtful consideration;  At least 3 references from credible sources are provided in the majority of posts;  Considers all internal and external members impacted by the discussion | Posts and comments reflect thoughtful consideration;  At least 2 references from credible sources are provided in the majority of posts;  Considers a few internal and external members impacted by the discussion | Posts and comments are brief and insubstantial; A single reference from a credible source is sometimes provided;  Considers a single internal and/or external member impacted by the discussion | Posts and comments are brief and insubstantial; No sources are referenced; No internal and/or external members are considered in the discussion |
| Frequency and Timeliness (35%)   * Original Posts * Comments on other’s posts * Promptness | Original Posts are completed during the first week of discussion; Multiple comments on other’s posts;  Responds to other’s comments within 1-2 days | Original Posts are completed during the first week of discussion; Multiple comments on other’s posts;  Responds to other’s comments within 3-4 days | Original Posts are completed during the second week of discussion; Few comments on other’s posts;  Responds to other’s comments after 4 days | Original Posts not completed; No comments on other’s posts;  Does not respond to other’s comments |
| Writing (15%)   * English Usage * Grammar * Spelling | Excellent use of the English language; Proper grammar; Correct spelling throughout | Good use of the English language; Proper grammar usage; Correct spelling throughout | Fair usage of the English language; Fair grammar usage; 1-2 misspellings | Poor usage of the English language; Poor grammar; Misspellings |

Appendix B

Learning Journal Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **(90-100 Points)** | **Good**  **(80-90 Points)** | **Fair**  **(70-80 Points)** | **Poor**  **(0-69 Points)** |
| Reflective Content (35%)   * Reflecting on the how of learning * Reflecting on brainstorming/ content discrepancies * Reflecting on feelings * Reflecting on how the content supports personal goals | Six or more journal entries are reflections on: 1) how the learner is learning, 2) discrepancies between brainstorming/ content discrepancies, 3) how learner feels about the course content as they learn it, or 4) how the content supports personal goals | Five journal entries are reflections on: 1) how the learner is learning, 2) discrepancies between brainstorming/ content discrepancies, 3) how learner feels about the course content as they learn it, or 4) how the content supports personal goals | Four journal entries are reflections on: 1) how the learner is learning, 2) discrepancies between brainstorming/ content discrepancies, 3) how learner feels about the course content as they learn it, or 4) how the content supports personal goals | No journal entries with reflective content |
| Topics (35%)   * Topic representation | All topics from the course are represented in the learning journal | Most topics from the course are represented in the learning journal | Few topics from the course are represented in the learning journal | No topics from the course are represented in the learning journal |
| Frequency and Timeliness (15%)   * Promptness | 1-2 journal entries are made each week | 1-2 journal entries are made within a two week time span | Few journal entries are made, most within 72 hours of the due dates. | Few or no journal entries are made in the entire journal. |
| Writing (15%)   * English Usage * Grammar * Spelling | Excellent use of the English language; Proper grammar; Correct spelling throughout | Good use of the English language; Proper grammar usage; Correct spelling throughout | Fair usage of the English language; Fair grammar usage; 1-2 misspellings | Poor usage of the English language; Poor grammar; Misspellings |

Appendix C

Rubric for Make Your Case

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **(90-100 Points)** | **Good**  **(80-90 Points)** | **Fair**  **(70-80 Points)** | **Poor**  **(0-69 Points)** |
| Argument (35%)   * Objectivity * Logical flow of the argument * Considers impact of this question on internal and external members | Argument considers multiple perspectives;  Each point of the argument supports a final, logical conclusion;  Considers all internal and external members impacted by the question | Argument considers a few perspectives;  Most points of the argument supports a final, logical conclusion;  Considers a few internal and external members impacted by the question | Argument considers a single perspectives;  Few points of the argument supports a final, logical conclusion;  Considers a single internal and/or external member impacted by the question | Disjointed, subjective content that does not consider any internal and/or external members |
| Sources (35%)   * Referenced sources | 3 or more references from credible sources | At least 2 references from credible sources | A single reference from a credible source | No sources are referenced |
| Length (15%) | 500 or more words | 450-499 words | 400-449 words | Less than 399 words |
| Writing (15%)   * English Usage * Grammar * Spelling | Excellent use of the English language; Proper grammar; Correct spelling throughout | Good use of the English language; Proper grammar usage; Correct spelling throughout | Fair usage of the English language; Fair grammar usage; 1-2 misspellings | Poor usage of the English language; Poor grammar; Misspellings |

Appendix D

Rubric for the Action Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **(90-100 Points)** | **Good**  **(80-90 Points)** | **Fair**  **(70-80 Points)** | **Poor**  **(0-69 Points)** |
| Content (30%)   * Relevant * Logical * Discusses impact of this discussion on internal and external members | All parts of the action plan are relevant to the prospective or existing food business;  Discussion follows a logical flow; Considers all internal and external members impacted by the question | Many parts of the action plan are relevant to the prospective or existing food business;  The majority of the discussion follows a logical flow; Considers a few internal and external members impacted by the question | Few parts of the action plan are relevant to the prospective or existing food business;  The logical flow of the discussion is unclear;  Considers a single internal and/or external member impacted by the question | Disjointed, irrelevant discussion that does not consider any internal and/or external members |
| Actions (30%)   * Clarity * Concrete * Justification | All actions in the plan have clear, realistic, actionable steps; Reasons that explain each action are provided. | Most actions in the plan have clear, realistic, actionable steps;  Reasons that explain most actions are provided. | Few actions in the plan have clear, realistic, actionable steps;  Reasons that explain a few actions are provided. | Actions are hard to determine and do not have clearly defined steps; No justification is provided |
| Topics (10%)   * Topic representation | All topics from the course are discussed in the action plan | Most topics from the course are discussed in the action plan | Few topics from the course are discussed in the action plan | No topics from the course are discussed in the action plan |
| Sources (10%)   * Referenced sources | 3 or more references from credible sources | At least 2 references from credible sources | A single reference from a credible source | No sources are referenced |
| Length (10%) | 2000 or more words | 1000-1999 words | 501-999 words | Less than 500 words |
| Writing (10%)   * English Usage * Grammar * Spelling | Excellent use of the English language; Proper grammar; Correct spelling throughout | Good use of the English language; Proper grammar usage; Correct spelling throughout | Fair usage of the English language; Fair grammar usage; 1-2 misspellings | Poor usage of the English language; Poor grammar; Misspellings |

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