

Partnership Program Students Orientation

Development Project

Yutong Liu

California State University San Bernardino

Partnership Program Students Orientation Development Project

Stepping into the 8th week of development phase, too many questions keep pondering on my minds, for examples how to motivate the incoming Partnership Program Students (PPSs) based on their prior learning habits, what the memory role act in the orientation, how the transfer occurs and how to structure the instruction so on and so forth. Brown (Brown et al.,1989, p.33) stated “Understanding is developed through continued, situated use...” In order to scaffold students to continuously use the information which may be their first encounters in their memory system, an “one-stop-service” website should have designed according to their preferred languages and learning habits.

Report

The website named CSUSB345 which is the advisers’ office number of Partnership Program Students. The subheading declares the instructions’ goal which is to provide the students an one stop service both via website surfing and office meeting. Based on the project analysis and design, the website includes 7 pages: Welcome, Study, House, Car, Forms, Club and Blog. Each page aims to shoot their real problems and right now only 4 pages (Welcome, Study, House) have been organized.

By using Wix.com, there are numerous tutorial videos to help designers to customize an appealing and functional website. Originally, I had planned to use Google Classroom for better deliver the assignments and interactivities. However, Google have been forbidden by the Chinese government which not easy for students to access in China. To make sure they can continuously log on and search the information, the wix.com is easy use in China.

Behavioral theories urge the instructor to consider the environment conditions so that students can respond properly. Hence, a computer lab probably be a better choice to secure the

success of the PPSs' orientation. The cognitive theory provides the instructional designer many functional procedure systems to help the instruction flow smoothly and logically. Inspired by Sweller's memory load theory, I arrange the important concepts with integrating diagram and statements.

Instructional Materials

Quality

Welcome page: <https://csusbpps.wixsite.com/coe345>

The welcome page includes three categories: CSUSB inside news videos, Navigation for each learning domain, Contacts of CISP Advising TEAM. For PPSs, they normally isolate themselves with their own nations and most of them have no habits to google what happen around them on campus. The quick reviewing of the exciting videos in first page may easily initiate their proud believes of CSUSB and motivate them to interpreter their own experiences being a member of CSUSB.

Study page: <https://csusbpps.wixsite.com/coe345/study>

By observing how the current PPS students learn inside and outside classroom in CSUSB, the biggest challenges for them are how to adapt unfamiliar academic systems such as Coyote Account, Black Board, PAWS Report, Student Center etc. The Study page mainly focus on their academic difficulties to provide series of tutorial videos which visualize their understanding and utilizing. Among all differences, courses enrollment is obviously most important issue for PPSs, however 85-90% students who never need to register any classes in their home universities. The objectives of students advising are not just enroll classes but help them to realize there has some possibilities to design their own academic maps based on their

true interests. Due to the time restraints, I haven't customized any videos to my target audience. However, the CSUSB website has been updated, the tutorial videos should be updated tailor-made for Partnership Programs Students. According to the schedule, the videos should be produced in the summer quarter.

House page: <https://csusbpps.wixsite.com/coe345/house>

Forms page: <https://csusbpps.wixsite.com/coe345/forms>

Design

Based on Beriswill's visual design theory of ABC's R US, the website carefully applied the alignment in both vertical and horizontal, all size and colors were in equal weight for the balance view, 7 pages divided by the different subjects and topics, navy blue background, nail button, fonts (DIN Neuzeit Grotesk and DIN Next Light) were consistently utilized through all pages etc. Presently, the website still under construction, however the basic principle of design has been fixed and will be applied in the upcoming pages.

Navigation

Each page is not only having same fonts and button navigation to other side, but also have a button to go the top in each page.

References

Dick, W., Carey, L., & Carey, J. (2015). *The Systematic Design of Instruction*. Pearson.

Ertmer, P. & Newby, T. (1993). Behaviorism, cognitivism, constructivism: comparing critical features from an instructional design perspective, *Performance improvement quarterly*, pp. 50-72

Sweller, J., Chandler, P., Tierney, P. & Cooper, M. (1990). Cognitive load and selective attention as factors in the structuring of technical material. *Journal of Experimental Psychology: General*, 119, 176-192.

Sweller, J., van Merriënboer, J., & Paas, F. 1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10, 251-296.