

EdTech506 Project Justification

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## INTRODUCTION

This course has been instrumental in my design for an online Emergency Medical Technician (EMT) learning course I would like to develop for the Idaho State Emergency Service Bureau to be delivered in a blended learning environment of online instruction based on the National EMS curriculum guidelines and standards and classroom practical application of the skills.

The EDTECH 506 course activities have prepared me for the layout and design of the graphical elements of the EMS course.

**Audience** My audience is adult learners preparing for a career in emergency medical services. I assume at least a 12th-grade reading level and comprehension skills. This unit, or “module,” is a part of a sequential but complex skills process that addresses the needs of adult learners with 12th grade reading levels, so I chose to use simple rectangles to organize the information on a standard computer display. Other units can be quickly accessed on the lower ribbon links. After reading chapter 10 in the course text, I was inspired by Figure 10-3 (p. 252) which depicts a similar course. I liked the way the rectangles highlighted and organized the information with clean lines. My use of color parallels the colors we use on our local EMS logo and ambulance.

**Review** When my reviewer remarked there was too much clutter on the page, I added the broken circle in an attempt to unify the page elements and a solid line of a different color to separate and define the other units (p. 250). Peer reviewers commented they thought the module links at the bottom of the page were for the various lessons in the current module, so I added text and shapes to clarify their purpose. I also decided to use only one photograph, rather than “float” a picture over another picture.

**Module Overview Page** Each of the 10 modules will begin with the same theme page that provides hyperlinks to the different lessons within the module, or allows the learner to select different modules along the bottom of the current module page. As the user hovers over the various active links, tool tips will display more information. For example, if the user hovers over one of the module numbers along the bottom, the user will know that module 2 will provide instruction on “Initial Assessment” and the current module is on “Bleeding Control and Shock Management”

The course is one that is intended for medical professionals, so the graphical elements needed to reflect the serious nature of the subject while gaining the attention of the learner and helping to solidify the concepts being learned.

**EdTech 506 Course Artifacts** Lesson 1 is an overview of the circulatory system -My adult learners are often fatigued when they come to my evening classes. To provide an energy boost, I choose to use patriotic red, white, and blue color scheme. Each of the colors represents an aspect of pre-hospital care that few see. My assignment is a cardiac label that will be used to indicate blood flow, identify electrical impulse areas, and identify structures of the heart. I chose to use blue font to represent the un-oxygenated blood returning from the peripheral systems. I then chose to use red to indicate oxygenated blood flow.

Lesson 2 introduces various types and sources of bleeding. For the word “Bleeding,” I chose Eras Medium ITC kerned and embellished with drips from Drip Brushes (Older, 2011). I looked for drippy fonts online, but didn’t find anything that looked technical. Most were created with a sense of “horror” so I decided to create a font that matched my educational environment. This is an example of a decorative typeface that will be used for a title (p. 244) to emphasize the topic.

Lesson 3 is about body substance isolation. Most often this term is associated with the gloves that EMTs and paramedics wear, oftentimes neglecting to reinforce the concept of eye protection. Based on what I learned in this course, I designed the iris of the eye to reflect the international symbol for biohazard so that the intended message is clearly depicted graphically.

Other lessons will include elements of design I have learned, as well. The Lesson 7 design uses CARP elements to communicate to adult learners the primary steps in bleeding control and shock management: General impression/assessment, bleeding control, shock management. At this point in the module, learners will have a foundational knowledge of assessment and body substance isolation (BSI).

**Contrast:** I chose a grayscale theme, using a dark gray background to emphasize the text boxes. I considered text color and selected complimentary shades of gray and black to tie in graphical and textual elements. The lines between rectangles tie similar sub-steps together to clarify the groupings for my learners. My reviewer suggested that I order the steps using numbers. I toyed with the placement and color of the numbers, deciding on white to emphasize there are three steps.

**Alignment:** I aligned the textboxes along the right edge, with the numbers nearly flush with the left edge. My choice to center the text was to keep the relation between like items. I tried left alignment as suggested in the text (p. 201), but found the asymmetry distracting.

**Repetition:** I used color repetition in the textboxes, according to which step was being implemented. I also repeated the word BSI, which in EMS training is repeated over and over and over....the image offers just enough surprise to make it memorable.

**Proximity:** I grouped activities line by line according to the step in which they belonged to help my learners see the relation of the activities in each step. I used evenly spaced rectangles to emphasize that these steps are part of a whole routine, not performed in isolation (p. 203).

**ACE:** Woven throughout the course is the cycle of bleeding control and shock management, so I developed a graphical representation of the cycle. This image provides for my adult learners a correlation between what they have learned and organizes it in a manner that is consistent with the chapter. I used the ACE model and found it to be much like the Design and Develop part of the ADDIE model with which I am more familiar. Once I completed the image, I began subtracting different elements and finally settled on removing the skills components.

### **Conclusion**

Throughout the course, my designs have been influenced by my peers and my instructor. It has been a valuable course and the text is one that I will refer to again and again as the EMS course unfolds.

**References:**

Lohr, L. L. (2008). *Creating Graphics for Learning Performance*. Upper Saddle River, NJ: Pearson Education, Inc.

Older, M. (2011, August 10). Stock Photoshop Brushes Drippy. Retrieved September 23, 2012, from Deviant Art: <http://maureenolder.deviantart.com/art/STOCK-PHOTOSHOP-BRUSHES-Drippy-94432278>