

# Title: Introduction to Adobe Illustrator 2023.

## Identifying Instructional Goal

### Problem and Opportunity

- **Problem statement:** Professionals who have a need to build their skills with design.
- **How your instruction to address the problem:** It will allow novices to identify and use common tools on Adobe Illustrator 2023 so they may create their own graphic work.

### Instructional Goal

Learners will be able to start up the program and identify (stated tools below) tools on Adobe Illustrator 2023, they will be able to demonstrate the use of tools, learners will create files for print work, including how to set up a file to be print ready, and will also be able to create web based work that is ready to upload on to websites or social media.

### General Overview of the Learners, Contexts, and Tools

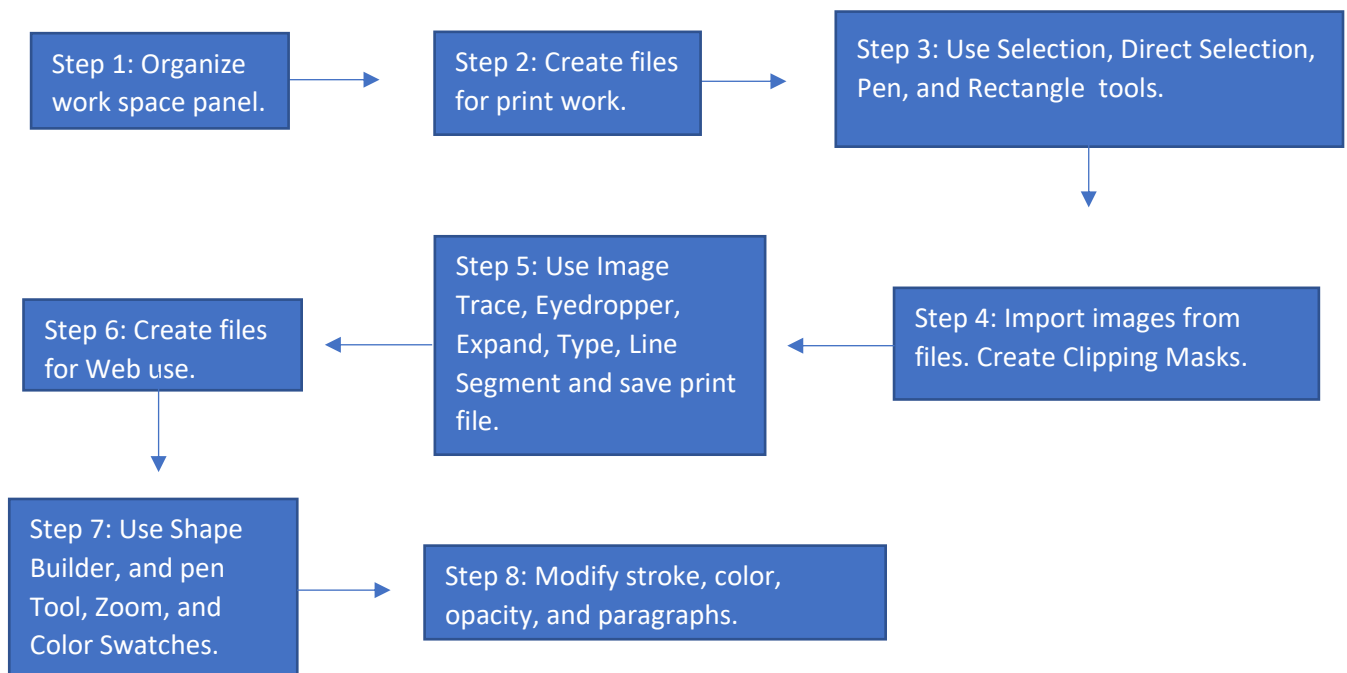
**Learners:** beginners interested in learning Adobe CC programs

**Context:** home. The modules can be performed at home.

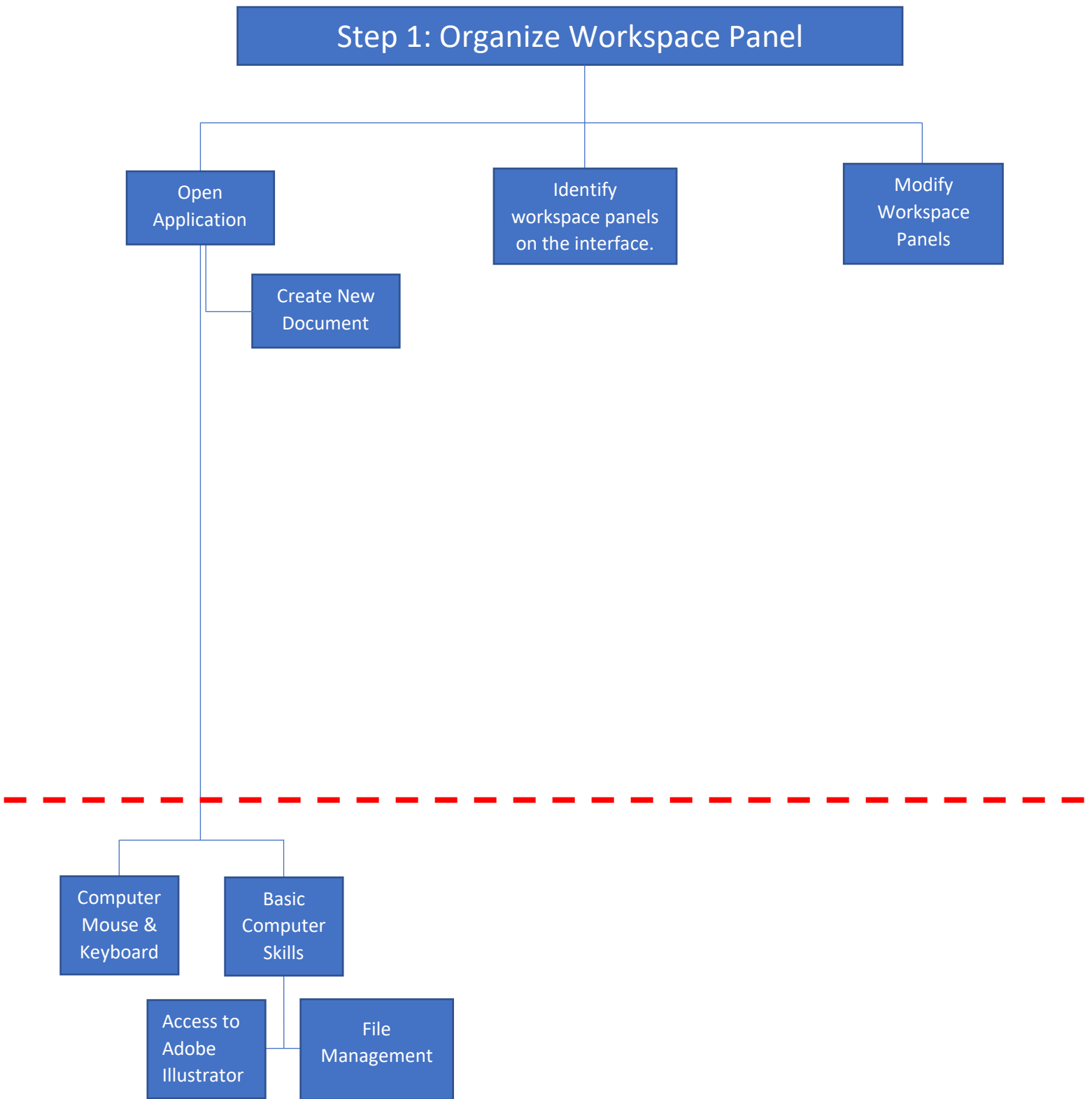
**Tools:** Computer with Windows OS or Mac OS, a Mouse, Adobe Illustrator installed (Prior installation).

### Conducting a Goal Analysis

The learning domain of the instructional goal: Verbal, and psychomotor skills.



# Subordinate and Entry Skills



# Learners and Contexts

## Learner Characteristics

Information categories	Data sources	Learner characteristics
1. Entry skills	<b>Interview and observation:</b> Three employed individuals; different careers.	Learners have adequate or professional level of computer skills.  Learners can organize and manage files
2. Prior knowledge of topic area	Interview and Observation: Survey target learners on computer skills; review results.	Learners use computers in personal profession.  Learners have completed introductory computer courses in high school.
3. Attitudes toward content	Interviews and Observations: Target learners	Two of three Learners are positive about the course.  Learners have motivation to attain skills from the content.
4. Attitudes toward potential delivery system	Interviews & Observations: Target learners	Learners Attitudes are on the positive side of the delivery System. Learners seem optimistic about how the course will be accessed. Some learners are hesitant about the delivery methods.  Delivery method: learners will have access to google classrooms; each module will have an introduction and instructional video where the learner can follow along during activities. Tests are given at the end of each module to measure skills sets. The instruction can be accessed anywhere where a computer, mouse, keyboard, and access to internet is available.
5. Motivation for instruction (ARCS)	Interviews & Observations: Target learners	A: Presenting content to learn skills that the learners are trying to obtain.  R: Learners personal interest in the content derives from gaining skills

Information categories	Data sources	Learner characteristics
		<p>that affect their current or future employment.</p> <p>C: Learners feel confident that they will be able to master the new skills.</p> <p>S: Satisfaction is derived by hands on learning, visual, and audio access to lessons.</p>
6. Educational and ability levels	Interviews & Observations: Target learners	<p>Educational: learners use computers in day to day activities at work and school setting. Learners are professional in their careers.</p> <p>Ability: Learners are able to use a computer, create, and organize files. Learners also know how to download software and install programs to their personal computers.</p>
7. General learning preferences	Interviews & Observations: Target learners	Learners like that they are able to access the modules wherever they may be and work at their own pace.
8. Attitudes toward training organizations	Interviews and Observations: Target learners	<p>The program is facilitated through google classrooms. It is an online course the learners are able to access at any time according to their own schedules.</p> <p>Some students are not intrigued that there will be no face to face meetings.</p>
9. General group characteristics	Observations of learners.	<p>Heterogeneity: learners are professionals In their fields that require computer knowledge.</p> <p>Size: be taken by 3 individual over the age of 25.</p> <p>Impressions: learners have the potential to gain a new skill set that will allow them to increase their value to employers.</p>

# Performance Objectives

## Performance Context

Information categories	Data sources	Performance Context
1. Managerial/ supervisory support	Interviews: SMEs	<p><b>Reward system:</b> The content will increase learners value in current or future employment.</p> <p><b>Time:</b> Online instruction total videos duration of 60 minutes.</p> <p><b>Support:</b> The instructor will provide office hours by appointment, and will stay in touch with learners through Google classroom stream for any questions throughout the course.</p>
2. Physical aspects of site	Interviews and observations: Target learners	<p>Facilities: None. Learners home, access to google classrooms.</p> <p>Equipment: WIFI, computer, keyboard, mouse, software (Illustrator)</p> <p>Time: Approximately 60 minutes</p>
3. Social aspects of site	Interviews and observations: Target learners	<p>Supervision: learners will not be supervised.</p> <p>Interaction: Students will get to interact with instructor and their peers through google classroom stream.</p>
4. Relevance of skills to workplace	Interviews and Observations: Target learners and instructor	<p>Meet identified needs: Yes. Learners will gain skills they are looking to increase self-value for employers.</p> <p>Applications: Learners will use new skills to promote themselves to current/future employers.</p>

## Learning Context

Information Categories	Data Sources	Learning Site Characteristics.
1. Number/ Nature of sites	Interviews and observations: Target Learners	Number: One location: online at home Facilities: None. Online; Google Classroom Equipment: Computer, Mouse, Keyboard, WIFI, Adobe Illustrator(Prior installation) Resources: Provided by learners Constraints: no.
2. Site Compatibility with instructional needs	Interviews and observations: Target Learners	Delivery approaches: online, no face to face instruction included. Time: Learners Study materials in their own time Personnel: Additional personnel not needed.
3. Site compatibility with learner needs.	Interviews and observations: Target Learners	Location (Distance):N/A Conveniences: N/A Space: N/A Equipment: N/A
4. Feasibility for stimulating workplace	Interviews and observations: Target Learners	Supervisory Characteristics: N/A Physical Characteristics: N/A Social Characteristics: N/A

## Terminal and Performance Objectives

### Terminal Objective

Given a list of step by step videos to follow along with(CR) The learners will be able to organize workspace panels, create and save files for both print and web work, Identify and use selection, direct selection, pen, type, line segment, rectangle, eyedropper, shape builder tool, create clipping masks, color swatches, and modify strokes, type and opacity. (B) Learners will be able create clipping masks, manipulate shape and color, with strokes, type, and images. Learners will also know the difference of RGB, and CMYK colors.(CR)

### Performance Objectives

#### Subordinate Skill

Identify Tools Panel

Create Triangles

#### Performance Objective

Given visual, and audio information (CN) the learner will identify the tools panel (B) by selecting the direct selection tool. (CR).

Given the name of two tools, rectangle and direct selection tool (CN),the learner will be able to use both (B) to create a triangle. (CR).

Place image in Artboard.

When asked to find the top bar and select files(CN) the learner will select place (B), and retrieve a file from their desktop onto the artboard in illustrator.(CR)

## Assessment Instruments

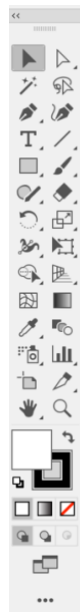
### Performance Objective

Given visual, and audio information (CN) the learner will identify the tools panel (B) by selecting the selection tool. (CR).

### Test Items

1. Select from the following images, the Tools panel?

a.



b.



c.



2. Select the Selection Tool from the following choices.

a.



b.



c.



d.



Given the name of two tools, rectangle and direct selection tool (CN), the learner will be able to use both (B) to create a triangle. (CR).

1. Which of the following steps creates a triangle?

- Select rectangle tool -> create a rectangle -> use direct selection tool -> delete one anchor point.
- Create a rectangle -> Select rectangle tool -> use direct selection tool -> delete two anchor point.
- Use direct selection tool -> Select rectangle tool -> create a rectangle -> delete one anchor point.

## INSTRUCTIONAL DESIGN PROJECT

ETEC 6440, Spring 2023, CSUSB

Dulce Galindo

When asked to find the top bar and select files(CN) the learner will select place (B), and retrieve a file from their desktop onto the artboard in illustrator.(CR)

1. Use the letters A, B, C, D to label the following steps in the correct order: to place a image into illustrator?

- Select Place
- Select img.jpg
- Select file
- Click on art board

## Instructional Strategy

Performance Objective	Learning Component	Consideration for Each Component	Instructional Strategy
Given the name of two tools, rectangle and direct selection tool (CN),the learner will be able to use both (B) to create a triangle. (CR).	Pre-instructional activities	Provide the ARCS model for motivation Attention	Welcome: Gain attention by presenting personal information that will help the learners feel less overwhelmed.
		Relevance	Speaker indicates that having skills in adobe illustrator can add to an individual's portfolio. Having these skills can promote the learners opportunities in their current or future employment.
		Confidence	Remind learners that the step by step videos are there to help recall the necessary step to take in order to learn the tools. They can pause or rewind the video so that they can keep up in their own time.
		Promote recall of prerequisites. Link new content to existing knowledge/skills	Remind learners that using basic computer skills will allow them to work with the program. Such as using the curser, knowing how to use the computer menu bar, using the right button to



			copy/ delete items and organizing files.
Content presentation and learner guidance	Introduce both the Rectangle and Direct Selection tool.		Present what each tool does. 1. create a rectangle using the rectangle tool 2. use direct selection tool to select the shape (in this case the rectangle) to view Anchor Points.
	Demonstrate what Anchor Points are and the importance of using them in creating designs.		Provide examples of what Anchor points do. 1. Selecting the rectangle with the direct selection tool, four Anchor Points should be visible. 2. Select an Anchor Point with cursor. 3. move anchor point around to see what happens to rectangle. 4. Delete an Anchor Point to create a triangle.
Learner participation	Ensure congruence of practice by asking the learners to create three triangles as shown in video.		Provide learners with video instruction so that it can be paused or if the learner needs to rewatch steps.
	Progress from less to more difficult. Create three triangles that vary in size.		All three Triangles should only take up half of the Artboard.
	Provide conditions similar to performance context.		Ask learners to organize shapes and space them out equally.
	Ensure feedback is balanced with qualities and errors.		Learners will compare their work with the example in the step-by-step instructional video.
Assessment	Ensure learners' are achieving learning objective, with formative assessment.		Formative assessment will be conducted by the learner, comparing their outcomes with the outcome of the step-by-step video.

			Actual skill will be assessed on the posttest to measure skills.
	Follow-through	Promote memory of new skills by repeating steps.	Instruct learners to recreate process without video, so that they may practice the skill from memory.

### Logistics and Management for Instructional Strategy

Module	Performance Objective(s)	Student Grouping and Media Selection	Delivery System
Module 2	Given visual, and audio information (CN) the learner will identify the tools panel (B) by selecting the direct selection tool. (CR).	Instructor-led, individual; video.  Video Instruction/ Guided Process 00min	Online learning, pre-recorded instruction that can be accessed by google classrooms.

### Instructional Materials

Google Classroom: N/A

Story Board: [Link](#)

### Formative Evaluation and Revision

Expert Review:

The SME selected to provide feedback has a decade of experience in the graphic design field. He currently works for the CSU office, creating Graphic work for all Cal State Universities.

Materials and Procedure:

The expert reviewer was met one on one to review the material presented on google classrooms (Video assessments). Due to time restrictions the SME had to provide feedback on the spot while reviewing as much as possible, with the limited time given. The SME found the instruction to be straight to the point and commented on the step-by-step video instructions “the voice over is very clear and the videos are not long”. The SME did comment on creating a sheet-cheat of some sort for the learners. A sheet that shows all the tools used, what it’s for, and its short cut so that the learner can memorize them. I agreed and created a guide sheet for each module.

One-to-One Trial

The one-to-one trials were led by the designer who interacted with learners during the trials, the learners used google classrooms to access the material. Following these trials, small revisions were made, adding an introduction of the list of tools and a brief of what is to be expected in the module.

**Instruction Revised for Small-Group Trial**

**Objective**

**Instruction**

2.1-3.3

**A. Pre-introduction to which tools will be used and what to expect in the module.**

**1. Where is the pre-introduction found?**

- It is in the document named Module 2 brief.

Placed above video under Classwork.

## Module 2: Print and



Module 2 Brief

Posted 2:51 AM



Module 2: Video Instruction

Posted 2:53 AM

[View material](#)



Quiz 2

Posted 2:52 AM

## Module 1: Work Space



Module 1 Brief

Posted 2:29 AM



Video Instruction

Posted 2:27 AM



Workspace Quiz

Posted 2:49 AM

<b>Entry skills</b>	Accurate skills in computer knowledge were assumed as entry skills.		Observation
<b>Presentation</b>	Three individual learners in group liked the presentation of the content presented in videos.	Most of the information they needed was found in video content.	
<b>Student Participation (Practice with Feedback)</b>	Not all learners had experience with Google classrooms.		Interview
<b>Assessment</b>	None	Again, no assessments will be administered .	-
<b>Transfer</b>	This will be assessed posttest after completing each module.	-	-

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