

**Supra Badge:** Planning & Analysis**Sub-Badge:** Target Population & Environment**Challenge:** Determine characteristics of a target population and/or environment that may impact the design and delivery of instruction.**Artifact:** Design Document 2 from EDCI 572

# Design Document 2

## Learner Analysis

### General Overview:

The target population for this workshop is 5-10 new yoga teachers with a RYT-200 teaching certificate, at least five classes under their belts, and possessing three years of experience or less. The cohort size was determined to make the workshop manageable due to the active learning strategies that will be employed throughout and the need to partner participants with one another to maximize learning and transfer. The data sources are currently my observations over the 12 years I have been a yoga teacher and the 10 years I have been a yoga business owner, and the countless informal interviews I have had with individuals in the yoga community in my area. I will pay special attention to the diversity of ability levels to design a class and tailor my approaches to maximize all learners' engagements in the workshop so that more experienced learners walk away with just as much as those with minimal teaching experience. I will utilize my background in teaching and in creating equitable learning environments to empower all learners. Assessments will be administered to evaluate the characteristics noted in the table below in pre-tests, practice tests, and post-tests, where applicable.

Information Categories	Data Sources	Learner Characteristics
1. Entry skills	<i>Observation</i>	<i>Learners have all received an entry-level Yoga Teacher Training (YTT) certification from Yoga Alliance (RYT-200 or its equivalent) and have experience teaching at least 5 public or private yoga classes. Learners will also have 3 years of experience teaching or less, which is the cutoff for their designation as a "new" yoga teacher.</i>
2. Prior knowledge of topic area	<i>Observation; informal interview.</i>	<i>Learners will have been exposed to elements of designing a yoga class, but may or may not have learned an efficient or effective method of doing so. In some cases, prior knowledge of effective yoga class might be next-to-zero if their YTT was especially poor. It is expected that learners will have at least basic knowledge of class design principles—meaning, they can design a yoga class and teach it, but it may not be designed well.</i>
3. Attitudes toward content	<i>Observation; informal interview.</i>	<i>Learners are generally excited to learn an effective methodology for designing a yoga class because they are very "green" and inexperienced. Some of them are nervous and feel vulnerable when it comes to having to "audition" to teach at yoga studios because they did not receive a proper foundation for class design in their YTT. Therefore, they are eager to improve their course sequencing experience in order to secure teaching jobs.</i>
4. Attitudes toward potential delivery system	<i>Observation; informal interview.</i>	<i>Because learners have been through a YTT already, they are accustomed to a hands-on classroom setting where they workshop elements of the coursework or where they have to read something and either discuss or present something about it to their peers. This will be important in our workshop-style setting where peer review will be an integral part of the module.</i>
5. Motivation for instruction (ARCS)	<i>Observation; informal interview</i>	<b>Attention:</b> <i>Because becoming certified to teach yoga is of an extracurricular nature, learners are inherently motivated to learn because they chose to become a yoga teacher for intrinsic reasons. Therefore, I anticipate learners will be motivated to participate actively to better their own skills.</i>

		<p><b>Relevance:</b> Learners will find the workshop highly relevant to their aspirations to become a working yoga teacher because the more experience they have designing quality classes, the more jobs they will get teaching yoga.</p> <p><b>Confidence:</b> Learners will adapt to the methodology to gain confidence; prior knowledge may be limited, so acquiring the new skillsets through the workshop will improve their confidence through practical application of the method.</p> <p><b>Satisfaction:</b> The end result for learners is to improve their yoga class design, and ultimately to create a productive teaching acumen. Learners' satisfaction will be directly tied to their confidence and their ability to practice the method.</p>
6. Educational and ability levels	Observation; informal interview.	Learners will be within a homogeneous group of new yoga teachers having 3 years of experience or less and an RYT-200 (or its equivalent); therefore, all learners will have had the same relative base of education. Beyond that, learners will be heterogeneous: they will have different ability levels, come from different backgrounds, be of different ages, have different interests in yoga, have different educational backgrounds (including having no educational background beyond K-12 or having advanced degrees), etc.
7. General learning preferences	Observation; informal interview.	Learners have experience with classroom-based lecture learning and hands-on practical learning. Their comfort with job aids, peer review, and other modes of learning will be explored during the module.
8. Attitudes toward training organization	Observation; informal interview.	Learners come from various organizations due to the nature of this workshop; therefore, it is not able to be determined if their attitude toward their "home" organization (i.e. yoga studio) is relevant to this workshop. However, the general attitude toward the training organization (original YTT program) will be assessed in order to determine their understanding of what they were/were not taught during YTT. Some learners do not have an organization because they are not yet teaching at a yoga studio, or they may be their own business owners who do public yoga classes in parks, in private homes, etc.
9. General group characteristics a. Heterogeneity b. Size c. Overall impressions	Observation; informal interview.	<ul style="list-style-type: none"> <li>a. Learners are expected from any and all backgrounds and therefore will be an inherently heterogeneous group.</li> <li>b. Size of the cohort will be 5-10 yoga teachers maximum in order to facilitate the hands-on nature of the workshop.</li> <li>c. Learners are expected to have various levels of ability, and effort will be made to ensure diverse pairings during group work in order to facilitate not only cultural and social diversity but also ability-level diversity.</li> </ul>

## Learning Context

### General Overview:

The workshop will take place in a yoga studio setting; if one cannot be secured, then it will take place within a community space that has ample physical space for the activity. Because of my background curating yoga in community spaces, I am confident in my ability to choose appropriate, non-traditional spaces for yoga practice. In a studio setting, the typical accoutrements of a yoga practice will be present in the form of extra yoga mats, blankets, blocks, and straps. In a non-traditional space setting, learners will be asked to bring those items themselves; this is not unexpected or inappropriate considering yoga teachers typically have basic yoga accessories in their personal possessions. The possession of these yoga equipment items, for purposes of the workshop's scope, are merely to use them to practice the sequences that the learners are designing, not to simulate "how to teach using a block," etc.

Information Categories	Data Sources	Learning Site Characteristics
1. Number/nature of sites	Observation as SME & informal interview.	<p>The workshop will be held in a yoga studio that is equipped with typical yoga accessories (mats, blocks, straps, etc.). If a yoga studio is unavailable, the workshop will be held in a community-based space, and typical yoga accessories will be brought to the workshop by participants and the instructor.</p> <p>Important note: the design of a yoga class (the scope of this workshop) need NOT take place in a yoga studio setting; it can be done anywhere. Making the learning site a yoga studio space may aid in the motivation to accomplish the goals of the workshop or it may not.</p>

2. Site compatibility with instructional needs	<i>Observation as SME &amp; informal interview.</i>	<p><i>The yoga studio setting is compatible with the instructional needs for the workshop because it is the same type of environment where yoga classes typically occur. A community-based space is also compatible with the instructional needs for the workshop because yoga classes can take place anywhere, and participants are always asked to bring their yoga accessories with them.</i></p> <p><i>Important note: the design of a yoga class (the scope of this workshop) need NOT take place in a yoga studio setting; it can be done anywhere. Making the learning site a yoga studio space may aid in the motivation to accomplish the goals of the workshop or it may not.</i></p>
3. Site compatibility with learner needs	<i>Observation as SME &amp; informal interview.</i>	<p><i>Either site type (yoga studio or community space) will be compatible with learners' needs because there will be ample space to practice the sequences, to partner up to do group work, and to spread out resources/materials within one's own workspace.</i></p>
4. Feasibility for simulating workplace	<i>Observation as SME &amp; informal interview.</i>	<p><i>Either site type (yoga studio or community space) will simulate the learners' workspaces in a real-world setting because you either teach yoga inside a studio or outside of it, and all learners will benefit from either option. The most important aspect of this workshop is to simulate a space for sitting down and designing a yoga class, not simulate a site for teaching a class.</i></p> <p><i>Important note: the design of a yoga class (the scope of this workshop) need NOT take place in a yoga studio setting; it can be done anywhere. Making the learning site a yoga studio space may aid in the motivation to accomplish the goals of the workshop or it may not.</i></p>

## Performance Context

### General Overview:

This particular workshop is not simulating the act of actually teaching a class; instead, it is walking learners through the art of designing the yoga class sequences. Therefore, some of the elements of the performance context are less relevant for the scope of this workshop, and I have noted them below. Ultimately, learners' abilities to memorize and utilize the class design methodology I have created can be replicated in any environment where they feel comfortable designing sequences, referring to yoga texts and resources, and practicing sequences.

Information Categories	Data Sources	Performance Site Characteristics
1. Managerial/supervisory support	<i>Observation as SME &amp; informal interview.</i>	<i>Learners will not receive managerial or supervisory support in the design environment (i.e. in the yoga studio, home space, or community space where they are actually designing their classes) but may receive managerial support outside of the physical space of the design environment in the form of administrative support (i.e. checking in students who attend their classes, taking payments, etc.). This is not within the scope of this workshop and learning experience, and it is not relevant to its delivery.</i>
2. Physical aspects of site	<i>Observation as SME &amp; informal interview.</i>	<i>Learners will perform the activity of designing a yoga class in any room that is comfortable whether it has been designated as a yoga studio or not.</i>
3. Social aspects of site	<i>Observation as SME &amp; informal interview.</i>	<i>Learners perform the activity of designing a class in an environment that is conducive to their learning and design preferences. Social variables are at play in terms of the learner (i.e. yoga teacher) making sure he/she is comfortable and at ease in the design process, whether in the company of others (including a mentor or peer) or alone.</i>
4. Relevance of skills to workplace	<i>Observation as SME &amp; informal interview.</i>	<i>Physical and motivational constraints to practicing the skills in the workplace (i.e. designing a yoga class for a studio or non-studio setting) exist when no teaching opportunities are available to learners and the design process is thwarted. This could be due to oversaturation of yoga teachers in the community or other factors. Encouragement to explore alternatives to studio teaching are necessary, and may be tangential topics that will come up in casual conversation during the workshop, but will not be specifically within the scope of the learning experience.</i>

## Assessment Plan

### General Overview:

The assessment plan for this module on learning to use the Class Blocking Methodology will have frequent assessments of Learners in a variety of ways in order to establish baseline conditions, to monitor new knowledge, to evaluate self- and peer-editing practices, and to showcase the critical thinking skills necessary to practice the Class Blocking Methodology.

**Entry-Skills Test:** Learners will complete Entry-Skills Test that will assess the presence of the three primary entry skills noted for this module: 1. attainment of a 200-hour yoga teacher certification (or its equivalent); 2. experience teaching at least five 1-hour group yoga classes (in person or online, and either public or private); and 3. previous study of seminal yoga texts. Learners will be asked to note either checklist items or provide short answer information about items #1 and #2, and item #3 will be a list of authors and texts with check boxes, with options to add additional authors, books, or other resources pertinent to the Learner. Learners will also be asked questions about their knowledge of certain foundational yoga class design concepts that they should have learned in their YTT, namely questions pertaining to the flow of a class and safety concerns (including pose/counterpose) in order to establish a baseline of understanding of what yoga-teacher specific entry skills are necessary to complete this learning module. The Entry Skills Test, which will be called Entry Skills Questionnaire for purposes of Learner deployment, will be a Google Form that they have to fill out and submit. This will help with easy data retrieval and replication for future delivery of the workshop as well. <https://forms.gle/P9ado7ufjS6jokmf9>

**Pre-Test:** Because the Entry Skills Test is assessing foundational knowledge that is required to qualify for the workshop, a Pre-test will not be administered due to the redundancy of concepts that would otherwise be covered in it.

### Practice Tests:

Class Blocking Methodology Job Aid Example:

<p><b>Block 1</b> <i>Seated Warm-Up Yoga Sequence</i> Pose-counterpose Pose-counterpose pose-counterpose</p>	<p><b>Block 2</b> <i>Sun Salutations-A (x3)</i> <i>Sun Salutations-B (x3)</i></p>	<p><b>Block 3</b> <i>Standing Sequence #1</i> Pose-counterpose Pose-counterpose pose-counterpose</p>
<p><b>Block 4</b> <i>Standing Sequence #2</i> Pose-counterpose Pose-counterpose pose-counterpose</p>	<p><b>Block 5</b> <i>Backbends &amp; Inversions</i> Pose-counterpose Pose-counterpose pose-counterpose</p>	<p><b>Block 6</b> <i>Cool Down Sequence</i> Pose-counterpose Pose-counterpose Pose-counterpose Savasana (final resting pose)</p>

Learners will complete practice tests in the form of completing Job Aids at particular intervals during the module. Completion of each of the Design-based Job Aids will constitute a simulation of the real-world conditions of designing a yoga class from scratch, so it is an appropriate set of Practice Tests for this particular module. (removed mention of quizzes due to streamlining of Practice Tests to just the use of Job Aids)

Because the module is primarily associated with producing a product at the end (i.e. a completed 1-hour yoga class sequence that is designed using the 6-block Job Aid), the way points/practice tests for this module are scaffolded along these primary steps:

1. Learning the Class Blocking Methodology (which is merely understanding that the method is utilizing a 6-block grid),
2. Practicing an Example provided by the Instructor,

3. Building a single block for their own class focus, and
4. Building their entire class and completing the full 6-block grid.

The job aids will be graphic organizers that contain both examples and blank spaces to fill in their own content. Above, an example is provided for context. Completion of these graphic organizers are all centered around active learning because hands-on activities are necessary to simulate the real-world conditions of creating classes using the Class Blocking Methodology moving forward.

Because giving and receiving peer feedback are objectives, there will be assessments in the form of Job Aids consisting of questions to assist in confirming they are evaluating the peer’s work effectively based on the rubrics they are asked to use in peer review. The instructor will look at each completed peer review Job Aid in order to provide verbal feedback on how to improve on the next round of peer review. The goal of peer review-centered assessments is to simulate best practices of giving and receiving feedback to fellow yoga teachers as each Learner moves forward in her/his career. Ideally, after this workshop, Learners will be able to encourage use of the Class Blocking Methodology when they interact with their peers (i.e. fellow yoga teachers) in their daily life, thus reinforcing the effectiveness and efficiency of the Method and the importance of soliciting and giving feedback to peers.

**Post-Test:** Learners will complete a Post-Test in order to self-evaluate accomplishment of the Terminal Objective. It will be a series of Y/N questions based on the primary elements of the Terminal Objective. This Post-Test will also be the Instructor’s Summative assessment but worded from the Instructor’s point of view. Because the practice of completing the Job Aids will serve as a simulation of real-world class design, the presence of the completed class design will also serve to validate the Terminal Objective or not, and feedback will be included on the class design document for Learner reflection.

## Performance Objectives

<b>TERMINAL OBJECTIVE:</b> <i>New yoga teachers will [B] a goal-centered, methodical, and safe (CR) 1-hour yoga class from scratch that utilizes typical yoga studio equipment [CN] (in either an at-home or a public setting).</i>	
<b>PERFORMANCE OBJECTIVE 1:</b> <i>While systematically reviewing materials and ideas [CN], learners will identify a focal point/goal of the class [B] and make a final decision that showcases an understanding of yoga class foundations [CR].</i>	
	<b>SUBORDINATE OBJECTIVE 1.1</b> <i>While performing a self-inventory of yoga-based interests [CN], Learners will evaluate yoga concepts of interest [B] to create a short list of class goals to choose from [CR].</i>
	<b>SUBORDINATE OBJECTIVE 1.2</b> <i>While reviewing seminal yoga texts [CN], Learners will perform an analysis of yoga concepts of interest [B] to create a short list of class goals to choose from [CR]</i>
	<b>SUBORDINATE OBJECTIVE 1.3</b> <i>While examining their short list of class goals [CN], Learners will choose a final class goal [B] that exhibits an understanding of yoga class foundations [CR].</i>
<b>PERFORMANCE OBJECTIVE 2:</b> <i>While systematically reviewing materials and ideas [CN], learners will identify yoga concepts of interest [B] that fit with their chosen a focal point/goal of the class, and make a final decision about what to include in their class that showcases an understanding of yoga class requirements [CR].</i>	
	<b>SUBORDINATE OBJECTIVE 2.1</b> <i>While performing a self-inventory of yoga-based interests [CN], Learners will evaluate yoga concepts of quality [B] to create a short list of yoga concepts to choose from to build their yoga class [CR].</i>

	<p><b>SUBORDINATE OBJECTIVE 2.2</b>  <i>While reviewing seminal yoga texts [CN], Learners will perform an analysis of yoga concepts of quality [B] to create a short list of yoga concepts to choose from in order to build their yoga class [CR]</i></p>
	<p><b>SUBORDINATE OBJECTIVE 2.3</b>  <i>While examining their short lists of class concepts [CN], Learners will compile an inventory of related yoga concepts (B) that fit their chosen final class goal [CR].</i></p>
<p><b>PERFORMANCE OBJECTIVE 3:</b>  <i>When shown the Class Blocking Methodology [CN], Learners will practice the Class Blocking Methodology technique [B] and demonstrate the practice of it with accuracy [CR].</i></p>	
	<p><b>SUBORDINATE OBJECTIVE 3.1</b>  <i>When shown the Class Blocking Methodology [CN], Learners will learn the technique [B] with accuracy [CR].</i></p>
	<p><b>SUBORDINATE OBJECTIVE 3.2</b>  <i>While following the Class Blocking Methodology [CN], Learners will demonstrate the technique [B] through practice of an example provided by the instructor with accuracy [CR].</i></p>
	<p><b>SUBORDINATE OBJECTIVE 3.3</b>  <i>While following the Class Blocking Methodology [CN], Learners will demonstrate the technique [B] by creating an example block from scratch from their chosen class focus with accuracy [CR].</i></p>
<p><b>PERFORMANCE OBJECTIVE 4:</b>  <i>While following the Class Blocking Methodology [CN], Learners will submit a full 1-hour yoga class [B] that adheres to their chosen focus and fulfills standard yoga class requirements for at-home or in-person yoga settings [CR].</i></p>	
	<p><b>SUBORDINATE OBJECTIVE 4.1</b>  <i>While following the Class Blocking Methodology [CN], Learners will apply knowledge learned [B] to accurately build all six blocks for their chosen yoga class goal [CR].</i></p>
	<p><b>SUBORDINATE OBJECTIVE 4.2</b>  <i>While following the Class Blocking Methodology [CN], Learners will submit their 1-hour yoga class sequence [B], in a clean copy without errors [CR].</i></p>

## Instructional Designer Reflection

The most challenging aspect of the DD2 process was writing the Performance Objectives because I needed to re-evaluate my Main Steps/Flow Chart from DD1 in order to do it. This challenge was mostly due to the time crunch I have been feeling over the last week, and became exacerbated as my time quickly ran out. I have written objectives before, and I am familiar with the need to flip one’s perspective on how to translate a goal/step into a learning objective, but I had several moments during this revision that I thought, “What have I gotten myself into?!” As I have walked through the rest of the steps of DD2, and have backtracked on re-reading certain parts of the textbook that covered the writing of objectives, I started to gain more confidence as I revised. Through this process, I have determined that I needed to revise the Goal Analysis Diagram from DD1, and I marked it as such (in yellow highlight, per instructions) in the revision of DD1 preceding DD2 here in this document. Mostly, I think the challenge I experienced with the Steps vs. Objectives was because I am taking a topic I’m an SME in, and I’m forced to re-think about it from an ID perspective versus just a seasoned teacher’s perspective. It has shown me that I have much to learn, which is a good thing.

One thing I have realized as I have been designing this module is that it is not laid out as a pass/fail or graded learning experience. It is more in line with something you complete or leave incomplete with no penalty for not completing it, so the assessments will be more task-based (i.e. filling out Job Aids that showcase performing certain steps of the process) instead of traditional testing to see if someone learned the Method. Though an objective does state “memorizing” the Class Blocking Methodology, with the inclusion of the Job Aid and the active practice of it, it is ultimately simple to memorize because it will just be “6 blocks” that are blank that need to be filled out in any

way the Learner chooses. As I have been going through the DD2 drafting process and completing each section, as well as reading the corresponding textbook chapters, I have come to realize that my module just doesn't fit a typical academic model of testing for knowledge acquired in the traditional sense because the act of completing the Job Aids I will create will simulate the real-world practice of the Method; my module relies on a decent amount of prior knowledge and merely the application of a new approach to using that knowledge. I will be assessing on the Learners' abilities to complete the task of using their existing knowledge in a novel way using my Class Blocking Methodology, and their abilities to interact with peers and the instructor in order to design a quality yoga class that is safe, methodical, and focused on a yoga concept that they weave throughout.

The last thing I would like to say about the DD1 revision and DD2 design process is that I liked what I read with regard to the Constructivist Learning Environments (CLE) content in Chapter 8, and while my module isn't fully CLE, it does have certain CLE elements within it because, by its very nature, it is built around a semi-collaborative exploration of a yoga class focus—involving the student-as-primary-author, peers as content reviewers, and the instructor as content reviewer as well. Each entity makes a contribution to what is ultimately an open-ended design process with no "right" or "wrong" answer. Going through this process in writing up DD2 and reading the textbook chapters for this week (7 & 8), I am able to better envision the next steps—namely designing my instructional materials, which will take the form of job aids and my assessment tools. Overall, this has been a fruitful process, albeit a little nerve wracking in terms of whether I got my Steps-->Objectives done correctly!

For DD3, I am adding the following update: After receiving feedback from a peer asking about the wording of my Performance Objective 1, I decided to revise the ultimate word in the objective, "requirements," to "foundations" instead: *While systematically reviewing materials and ideas [CN], learners will identify a focal point/goal of the class [B] and make a final decision that showcases an understanding of yoga class foundations [CR].* My peer pointed out that she was unsure, since she was not an SME in teaching yoga, whether the word "requirements" was a true reflection of the action of making a final decision for a class goal. In reflecting over the challenges of attempting to summarize the background knowledge and entry skills necessary for Learners to hold with them as they were accomplishing this objective, I determined that the word "foundations" was a little bit more refined in terms of representing what Learners need to practice what is ultimately a foundational requirement of all yoga classes—choosing what to do in their class. So, my peer's comment was an excellent prompting for me and led to a more accurate representation of the complex knowledge and entry skills that Learners must bring with them into this workshop.