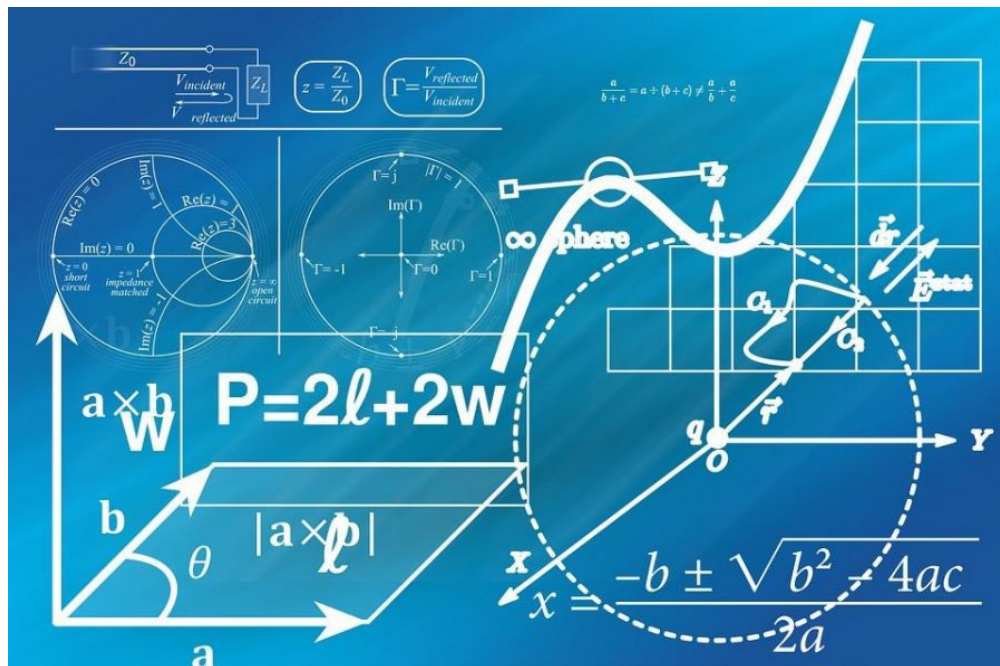


Analysis Report

CSC 101: Comparison Shopping



Prepared for EME6613 Instructional Systems Design

PREPARED BY GROUP 2
SAVANNAH FANCHER, MICHELLE GREGG, THOMAS RANGE, AND KRIS TOSCANI

TABLE OF CONTENTS

Overview.....	3
Goal Analysis	4
Figure 1. Goal statement & goal analysis diagram for Comparison Shopping	4
Subordinate Skill Analysis.....	5
Figure 2. Subordinate Skill Analysis for Step 5 in Comparison Shopping	5
Figure 3. Subordinate Skill Analysis for Step 5.1: Use basic math to calculate discounts.....	6
Learner Analysis.....	7
Table 1 Learner Analysis for CSC 101: Comparison shopping.....	7
Performance Context Analysis.....	12
Table 2 Performance context Analysis for CSC 101: Comparison shopping	12
Learning Context Analysis.....	15
Table 3 learning Content Analysis for CSC 101: Comparison shopping	15
References.....	18
Appendix A.....	19
Learner Survey.....	19
Appendix B	24
SME Interview Protocol.....	24

OVERVIEW

Comparison Shopping 101 is a mini course designed for adult learners who are seeking to improve their budgeting and comparison-shopping skills. This is intended to be a stand-alone course that is meant to utilize basic math principles to help increase learners' knowledge of best financial practices to ensure they are receiving the best price when shopping for goods.

According to the Digital Promise website, "almost 30% of U.S. adults have difficulty solving anything beyond simple mathematical operations involving counting, sorting, and basic arithmetic" (2014). The goal of this comparison-shopping course is to utilize the simple mathematic skills that some adults may already possess to make informed decisions about purchasing goods by teaching them to compare prices, discounts, and value between different retailers.

Targeted learners for this course are adult learners with low math and literacy skills who are looking to acquire new knowledge and skills that will allow them to improve their mathematics and financial literacy skills to make them more informed consumers. This is a life skill that will aid them with future financial decisions going forward.

This course will be offered entirely online, and learners and facilitators will access all content, assignments, and assessments through the learning management system, Canvas. This is a self-paced course that should take approximately two to four hours, though it could vary based on the individual learner.

The following Analysis Report is an outline for the goal analysis of the Comparison Shopping 101 course, a subordinate skills analysis for the needed skills to access levels of learning needed to complete this course, as well as a learner and context analysis.

GOAL ANALYSIS

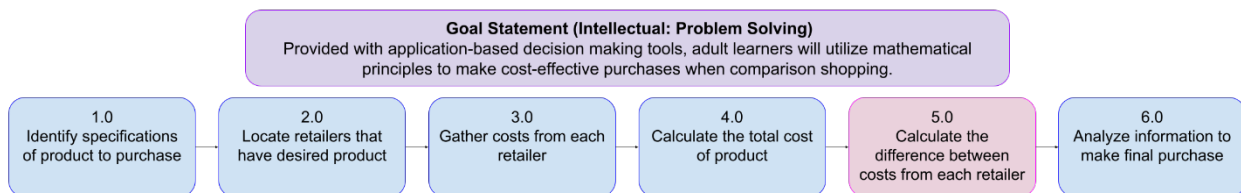
The goal statement was identified by Savannah Fancher, Michelle Gregg, Thomas Range and Kris Toscani, the subject matter expert (SME) for this course, Professor Tecarra Graham. It states that:

Provided with application-based decision-making tools, adult learners will utilize mathematical principles to make cost-effective purchases when comparison shopping.

The statement is classified as an intellectual, problem-solving skill based on Gange's taxonomy.

The goal analysis identifies six steps needed for a learner to successfully carry out the goal statement. The subsequent sections of this analysis report will focus on Step 5.0: Calculate the difference between cost from each retailer.

FIGURE 1. GOAL STATEMENT & GOAL ANALYSIS DIAGRAM FOR COMPARISON SHOPPING



SUBORDINATE SKILL ANALYSIS

Figure 2 provides a visual outline of the subordinate skills and procedural tasks associated with the third step: Identify monthly expenditures.

As a result of their participation in the module, learners should be able to recognize key concepts related to the key principle in Step 5.0, identify relevant strategies, and demonstrate their ability to apply the strategies in their own life. Note that the entry level skills for the learners demonstrate prerequisite skills including knowledge of basic mathematical operations, specifically addition and subtraction.

FIGURE 2. SUBORDINATE SKILL ANALYSIS FOR STEP 5 IN COMPARISON SHOPPING

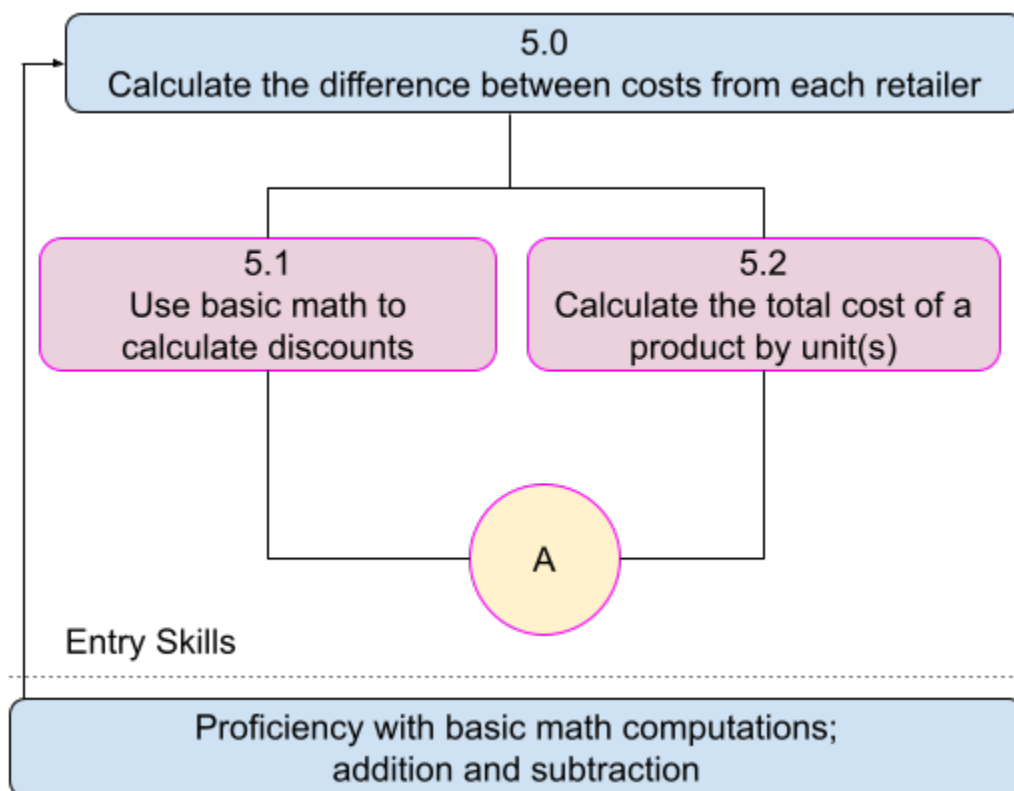
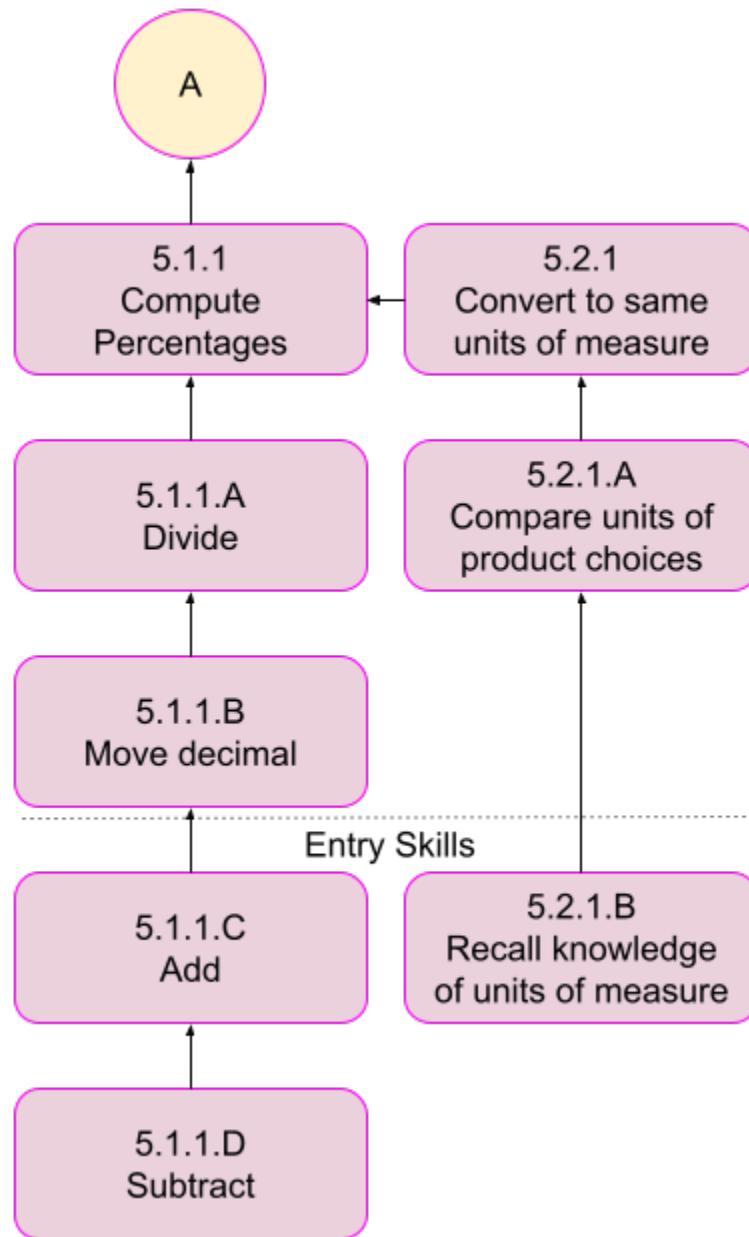


FIGURE 3. SUBORDINATE SKILL ANALYSIS FOR STEP 5.1: USE BASIC MATH TO CALCULATE DISCOUNTS



LEARNER ANALYSIS

For instruction to be designed effectively, it is important to look at learner characteristics. The following learner analysis examines nine categories: entry skills, prior knowledge of the topic area, attitude towards content, attitude toward the delivery system, academic motivation, education and ability levels, general learning preferences, attitudes toward the organization, and general group characteristics. The table includes the data sources that this information was obtained through, as well as how that will impact the design of instruction for this course.

To collect the data for this learner analysis, a survey was distributed for target learners to complete.

TABLE 1 LEARNER ANALYSIS FOR CSC 101: COMPARISON SHOPPING

Information Categories	Data Sources	Learner Characteristics	Implications for Design, Delivery and/or Evaluation
Entry Skills	Interviews: SME Questionnaire: Target learner survey	Performance and Learning Setting: Students will apply the skills learned in this course when making purchasing decisions, typically large of those of financial consequence, in an online context. The skills will also be applicable to brick-and-mortar shopping in situations in which the analysis of quantity, size, quality, value, or other attributes can be evaluated to make an informed purchasing decision. The learning setting is in Canvas. Components of this course will be developed to ensure the skills are transferrable to the applied marketplace. According to the survey, 76% of students indicate a high degree of confidence in their current ability to navigate through a Canvas course. The students further indicated, by a 90% margin, a positive history of coursework on the LMS platform.	Performance and Learning Setting: Course content will include analysis of online comparison-shopping sites, tools, and best practices. Students may apply these skills to both online and on-site shopping, so care will be taken to ensure the skills are transferrable to any context. Modules will include real-world applicable skill development, an overview of Canvas, and informal assessments to evaluate the skills of the learners. A resource library will be provided for reference enabling the course to provide an opportunity, if desired, for students to begin at the appropriately aligned skill level.

<p>Prior Knowledge of Topic Area</p>	<p>Interviews: SME; Target learners Questionnaire: Target learner survey</p>	<p>59% of students surveyed indicated agreement that online comparison shopping is likely to result in purchases at a better price. Alternatively, 60% of that group expressed only a modest degree of confidence in the likelihood that comparison shopping will increase purchasing power. Although there is general agreement on the practice's efficacy, there is only a small degree of confidence based on current knowledge and expressed skill levels with the practice.</p>	<p>The survey was developed by first reviewing a study (2016) conducted on consumer attitudes towards online shopping. The authors utilized factor analysis (SPSS), to determine factors influencing consumer behaviors. Those attributes were utilized to develop the survey questions distributed to our sample population. This provides a relative degree of confidence that we have adequately assessed the students' prior knowledge and can focus the instructional goals on increasing skills in the various domains of comparison shopping. The students have a basic level of understanding and a similar degree of experience. The training will therefore begin with tier 2 skills, effectively bypassing foundational skills previously evidenced by the learners. The resource library will be linked throughout the course and modules to allow opportunities for students to review, reflect, and gather information that they may not have previously acquired.</p>
<p>Attitude Toward Content</p>	<p>Interviews: Target learners Questionnaire: Target learner survey</p>	<p>49% of the students surveyed indicated positive, or incredibly positive experiences with prior online courses. Additionally, just 24% of the students indicated a willingness to take</p>	<p>Our target population will have, as evidenced by the survey results, have only minimal enthusiasm for the online course content.</p>

		<p>an online course covering the concepts introduced in a comparison-shopping curriculum. The same group also acknowledged the importance and benefits of learning the skills, however, again did not express a willingness to voluntarily sign up for the course.</p>	<p>We can maximize engagement by making some or all the course content optional or designed as a learn-at-your own pace program. Freedom from the requirement to complete every module will increase ownership of the learning and subsequently, engagement.</p>
<p>Attitude Toward Delivery System</p>	<p>Interviews: Target learners Questionnaire: Target learner survey</p>	<p>The general attitude, as indicated by the survey results, indicates students have historically had positive experiences in the Canvas LMS. The students are aware of the benefits of the targeted skills in the proposed course, however, are not likely to voluntarily enroll. An incentive and addition to the projected financial savings of smarter shopping may be required to elicit participation.</p>	<p>Our target population will have, as evidenced by the survey results, positive impressions about Canvas and online coursework.</p>
<p>Academic Motivation (ARCS)</p>	<p>Interviews: Target learners Questionnaire: Target learner survey</p>	<p>The target audience for the course is young adults in an adult education setting. The population surveyed is comprised of 14–18-year-old, male high school students. They will eventually take a remarkably similar course as a requirement for graduation. The students, on average, make one to two online purchases per month and are surprisingly attentive to details such as expected delivery time and the overall quality of the product purchased. Increased attention could be achieved by strategically targeting personal relevance and highlighting a few success stories. Teenagers are likely to respond to other teens producing positive, and dramatic results as a product of their attained skill and</p>	<p>Content should be designed to emphasize the relevance and applicability of instruction to the learners' everyday life.</p>

		knowledge in such a course.	
Educational and Ability Levels	<p>Interviews: Target learners</p> <p>Questionnaire: Target learner survey</p>	<p>Educational Levels: Education levels vary based on the population of learners. Not all will have graduated high school. Some are participating as part of a GED preparation course or are simply taking the course to improve their life skill.</p> <p>Ability Levels: The survey population consists of academically successful 14–18-year students in a public high school setting. Most of the students surveyed have a GPA of 3.5-4.0, were male, and reside in an affluent community.</p>	<p>Educational Levels: Knowing the educational attainment of the learners allows us to write and present the content at a level appropriate for learners.</p> <p>Ability Levels: Determining the ability level of the targeted learners allows for instruction based on their prior knowledge. The academic language, reading level, and content will be aligned to stanine levels 4-6, or the grade equivalencies of 10-12.</p>
General Learning Preferences	<p>Attitude Data: Target learner survey</p> <p>Interviews: Target learners</p>	<p>The students are performance driven; proficiency in content is not yet the primary focus of their learning. Students are likely to be extrinsically motivated, have low self-efficacy beliefs, and be less likely to persist in the course if the content is too rigorous.</p>	<p>Informed decision-making and course mapping tools will provide embedded opportunities for individualized learning experiences for participants. This will allow students to take a deeper dive into domains they find more interesting, or with skills that require further practice.</p>
Attitudes Toward Organization	<p>Interviews: Target learners</p> <p>Questionnaire: Target learner survey</p>	<p>The survey was presented to several hundred students for completion. It was neither mandatory nor paid experience in any way. The participants are likely to have positive attitudes towards the school community and are assumed to have completed the survey out of a general willingness to offer their input and help define a potential new course.</p>	<p>Our instructional design agency maintains a prodigious reputation in the online learning community. We pride ourselves on positive results which are derived as a byproduct of the outstanding coursework we produce. Excellent customer service and seamless technology are keystones of our agency's coursework.</p>

<p>General Group Characteristics</p>	<p>Interviews: SME; Target learners</p> <p>Questionnaire: Target learner survey</p>	<p>Heterogeneity: Learners are from an underserved population. Many have a high school diploma but are lacking the necessary literacy (20%) and numeracy (35%) skills required in daily life. 63% of these are underemployed due to these deficits. Rates are higher among minorities, immigrants, and those with learning disabilities.</p> <p>Size: According to the SMEs (Subject Matter Experts), learners will complete the course in a cohort of an undetermined size.</p> <p>Overall Impressions: Learners are diverse; but most have a common lack of knowledge simply due to their background.</p>	<p>We aim to increase engagement by creating heterogenous learning communities. Regular progress checks will allow for continuous reimagining of groups and pairings, thus ensuring students are partnered in cohorts with participants with similar skills, interests, and degrees of background knowledge. Additionally, learning objectives will be aligned to the assessed skills, interests, and motivational levels of the individuals within the cohorts.</p>
---	---	--	--

PERFORMANCE CONTEXT ANALYSIS

To design effective instruction, a performance context analysis was also completed. The table below provides three information categories: physical aspects of the site, social aspects of the site, and relevance of skills to the workplace. The table also provides data sources, the characteristics of the site, and the implications these will have on instructional design. The performance context will be the extent to which learners from this course apply the learning to their real lives and utilize it during comparison shopping going forward.

TABLE 2 PERFORMANCE CONTEXT ANALYSIS FOR CSC 101: COMPARISON SHOPPING

Information Categories	Data Sources	Performance Site Characteristics	Implications for Design, Delivery and/or Evaluation
Physical aspects of the site	Interviews: SME	<p>Facilities/Resources: This course is an online environment provided by the school in the Canvas LMS. Resources include an Internet connected computer or mobile device with a web browser. The school checklist for computer settings states that Internet Explorer 9 or 10, Firefox, Safari, and Chrome browsers are supported. Learners are supported through online help tools through Canvas Guides and the school Service Desk.</p> <p>Equipment: A computer is required with a mouse, keyboard, and an Internet connection. A set of speakers, webcam, and microphone are optional but recommended. A tablet with similar specifications would be supported which would replace mouse input with a basic touch.</p> <p>Time: Learners will utilize time outside of the mini course to further research and apply principles in their own lives.</p>	<p>Facilities/Resources/Equipment: Since the course is offered online, there is no need for physical facilities such as traditional classrooms, however, providing computer labs is important to give access to learners who do not have a computer or mobile device. The online platform is sufficient for students to acquire the comparison-shopping skills that they will apply first in the Canvas course in vignettes, and then in virtual or brick and mortar shopping excursions. Opportunities for lab-of-practice shopping experiences may be embedded in the course content so that students can try their new skills, collaborate with peers on their experiences, and receive feedback from the SME to deepen their knowledge through repeated practice. In</p>

			<p>summary, the physical aspects of the site will mirror, to the greatest extent possible, the actual environment in which the skills will be applied post instruction.</p> <p>Time: As the learners apply the goal to their own lives, they will need to consider the additional preparation time. More information would need to be collected from the learners that take the class and apply it to their own lives to determine recommended preparation times.</p>
<p>Social aspects of the site</p>	<p>Interviews: SME</p>	<p>Supervision: Since the course is held online and is self-paced there is no supervision required.</p> <p>Interaction: Interactions are held via discussion within the LMS.</p>	<p>Supervision: Supervisory support is not an issue for design, delivery, and evaluation.</p> <p>Interaction: The goal of discussions throughout the course is to have learners connect with other faculty cross-disciplinary regarding principles. Students will also collaboratively plan and reflect on their shopping experiences, conduct peer evaluations post shopping experiences, and use online discussions to create a learning community that espouses a shared goal of increasing their skills at comparison-shopping, and saving money and resources through this learning process.</p>

<p>Relevance of skills to the workplace</p>	<p>Interviews: SME</p>	<p>Meet identified needs: SME states that need is apparent in population and is relevant to daily life. Current/Future applications: Will be used frequently in daily lives.</p>	<p>Meet identified needs: The course will help expand learner knowledge to meet the needs of all learning styles and students with or without learning disabilities. Current/Future applications: Learners will be encouraged to apply the strategies in their daily lives.</p>
--	-----------------------------------	--	---

LEARNING CONTEXT ANALYSIS

Lastly, for instruction to be effective, a learning context analysis must be completed. The table below outlines four categories: site compatibility with instructional needs, feasibility for the simulating workplace, site compatibility with learner needs, and the number and nature of sites. The table also gives information regarding the data sources for this analysis, as well as the performance site characteristics and the implications these will have on the design of instruction.

The learning platform, Canvas, will be the delivery method for instruction. Data for this learning context analysis came from an interview with a subject matter expert (SME) and an electronic survey.

TABLE 3 LEARNING CONTENT ANALYSIS FOR CSC 101: COMPARISON SHOPPING

Information Categories	Data Sources	Performance Site Characteristics	Implications for Design, Delivery and/or Evaluation
Site compatibility with instructional needs	Interviews: SME	Instructional strategies: A variety of instructional strategies can be used in Canvas including individual work, multimedia, and text-based discussions. Students will access web-based applications on cell phones, tablets, or other electronic devices. This will allow for the development of skills that can be used in any virtual or brick and mortar setting. Delivery approaches: It is assumed that the learners will have easy access to desktop computers because they teach online. This means the instructional approach of web-based delivery is compatible with the delivery approach. Students may also utilize Canvas, coursework, and app content on cell phones and other portable electronic devices. This will ensure the skills can be applied in any setting. Time: Each module of the course is designed to be completed at the learner's own pace. The maximum length of time for	Instructional strategies: Delivery approaches: All materials for the course will be available online to those with a computer and Internet connection. This will allow the use of hyperlinked content, including media and other websites, within the course. The skills are highly transferrable to any site, or platform in which the opportunity to compare, analyze, and contrast pricing exists. The target is either online shopping or brick and mortar retail. Time: Personnel: Canvas provides the ability for the instructors (SMEs) to monitor the progress of the students through online discussions and self-graded or instructor-graded quizzes. In addition, the learners can monitor their own progress via the online

		<p>each module is not expected to exceed 20 minutes, though again it will vary with the individual participant.</p> <p>Personnel: The SMEs will facilitate and assess the progress of the learners within the course.</p>	gradebook.
Feasibility for simulating workplace	Interviews: SME	<p>Supervisory characteristics: SMEs will be present in Canvas to provide feedback and encouragement of learners' ideas for application and to point out any misunderstandings of the goal.</p> <p>Physical characteristics: The course will take place fully online through Canvas.</p> <p>Social characteristics: Canvas will allow learners to work with other online faculty across disciplines through discussions.</p>	<p>Supervisory characteristics: Physical characteristics: Social characteristics: The SMEs noted that the online environment will allow the learners to discuss and share ideas with other faculty from different disciplines, which typically does not occur. Given this opportunity, learner-to-learner discussion will be required.</p>
Site compatibility with learner needs	Interviews: SME	<p>Location (distance): Since this course will be taught online, learners will access content through a computer at home, work, or a campus computer lab.</p> <p>Conveniences: Learning will take place at the time and location of the learner's choosing.</p> <p>Space: Computer labs are available to learners on campus if they do not have a personal office or computing device available.</p> <p>Equipment: A computer is required with a mouse, keyboard, and an Internet connection. A set of speakers, webcam and microphone are optional but recommended. A tablet with similar specifications would be supported as well.</p>	<p>Location/Conveniences/Space/Equipment: This is an online course, so the main implications are convenient access to a computer and familiarity with online learning, interaction, and tools - which all our target learners possess.</p>

<p>Number / nature of sites</p>	<p>Interviews: SME</p>	<p>Facilities/Equipment/Resources: This course will be taught in an online learning environment, Canvas. Learners will access content through a computer or mobile device at home, work, or a campus computer lab. Learners have access to online help tools through Canvas Guides and the school Service Desk. Constraints: Availability of facilities may be limited if learners are unable to utilize personal devices.</p>	<p>Facilities/Equipment/Resources: Since the course is online it would be only available for learners who have access to a computer or computer lab. The school must provide accessible labs to learners who do not have a computer or mobile device. Learners are familiar with the online learning system at school, Canvas. Links to Canvas Guides, the school Service Desk, and additional resources on the module will be included in course content. Constraints: Lab access may restrict the pace of the course for learners unable to access facilities at times convenient to them.</p>
--	-----------------------------------	--	--

REFERENCES

<https://docs.google.com/presentation/d/1szHSsaKuPdnaDROGQPNUvpkTNek5t4tGq1rEdobP3cQ/edit#slide=id.p2>

https://oercommons.s3.amazonaws.com/media/courseware/relatedresource/file/Personal_Finance_Business_Grades_6-9_9-12_8GeeHQb.pdf

<https://www.oercommons.org/courseware/lesson/70631/overview?section=1>

A study on customer attitude towards online shopping. (2016, Jul 20). Retrieved from <https://graduateway.com/a-study-on-customer-attitude-towards-online-shopping/>

[A study on customer attitude towards online shopping Essay Example | GraduateWay](#)

LEARNER SURVEY

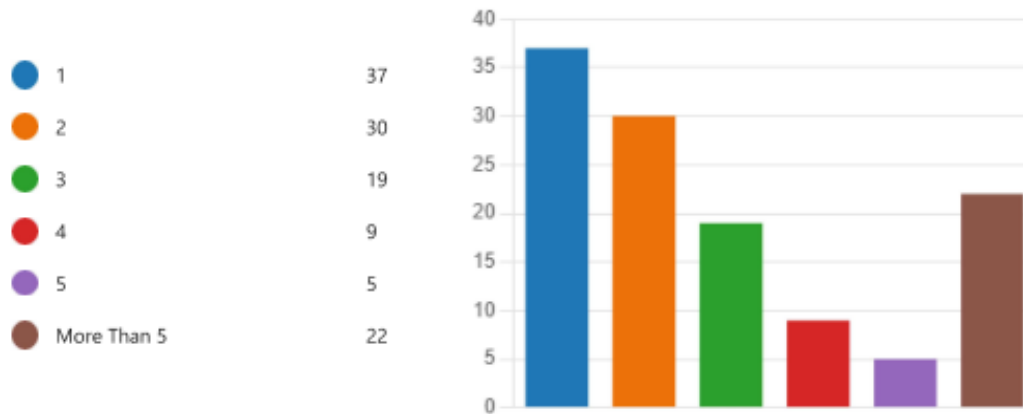
Comparison Shopping

122
Responses

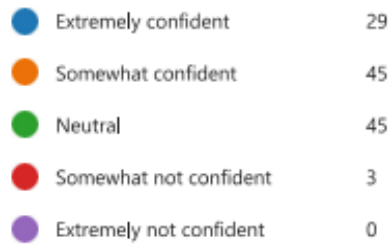
02:28
Average time to complete

Active
Status

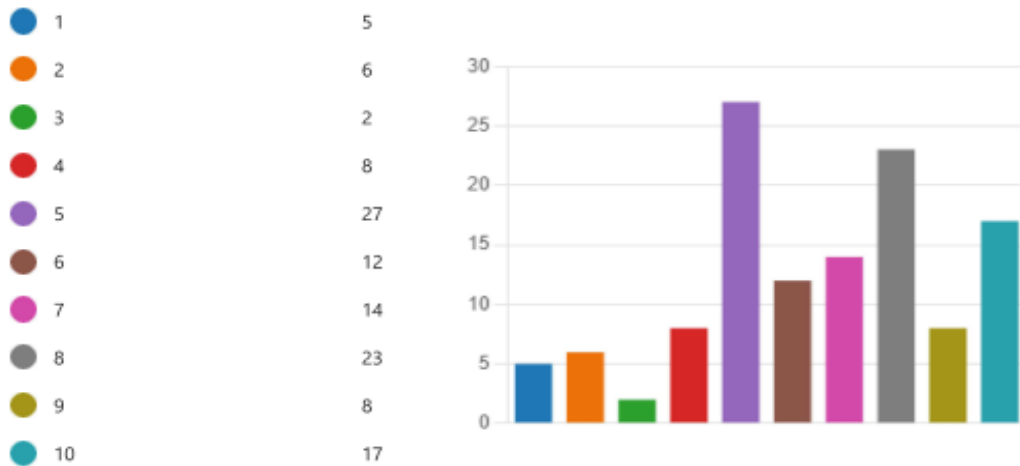
1. How many online purchases do you make, on average, per month? (0 point)



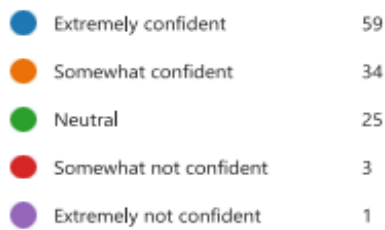
2. How confident are you that researching different websites will result in a better price? (0 point)



3. On a scale of 1 to 10, with 10 being the highest and 1 the lowest, how would you rate your current skill level for comparison shopping? (0 point)



4. How confident are you in your ability to access and navigate course material in Canvas? (0 point)



5. How would you rate your overall experiences with online courses? (HOPE, FLVS classes) (0 point)



6. How confident are you that online purchases are secure from fraud? (0 point)

Extremely confident	13
Somewhat confident	42
Neutral	48
Somewhat not confident	15
Extremely not confident	4



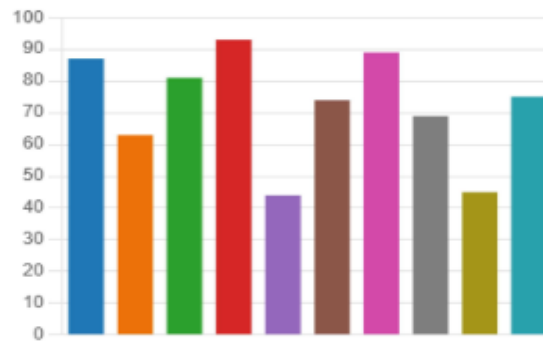
7. Select the option that is most important to you when making an online purchase? (0 point)

Brand	34
Price	72
Neither one is important to me	16



8. Research: Place a check mark next to each item that you think about when making an online purchase. (0 point)

Shipping Cost	87
Package will arrive undamaged.	63
Order will be correct	81
Order will arrive on-time.	93
Range of choices for the produc...	44
Overall value	74
Quality of brand or product	89
Payment process is safe	69
Packaging	45
Trust in the Brand you are purch...	75



9. How important is customer service to you when shopping? (0 point)

Extremely important	43
Somewhat important	44
Neutral	24
Somewhat not important	8
Extremely not important	3



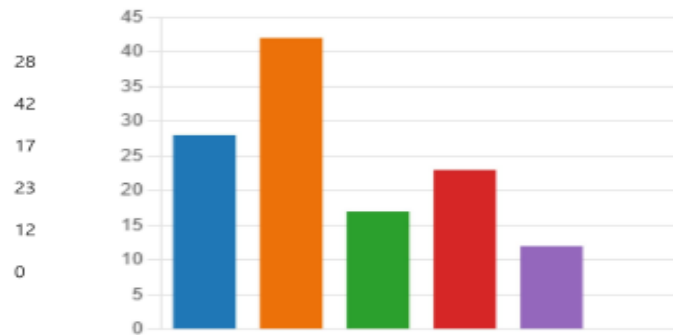
10. What is your gender? (0 point)

Woman	47
Man	65
Non-binary	4
Prefer not to say	6



11. What is your current age? (0 point)

14
15
16
17
18
19



12. What is your current GPA? (0 point)

2.0 - 2.49	17
2.5 - 2.99	17
3.0 - 3.49	25
3.5 - 4.0	63



13. How likely are you to participate in a self-paced, 2-to-3-hour course, that would help you improve your comparison-shopping skills? (0 point)

Very likely	10
Somewhat likely	20
Neither likely nor unlikely	38
Somewhat unlikely	19
Very unlikely	35



14. Even if you choose not to take the online, self-paced, course, how would you rate the importance of a comparison-shopping class for individuals who choose to shop online? (0 point)

Very Important	16
Important	58
Neither important nor unimportant	33
Unimportant	12
Very unimportant	3



SME INTERVIEW PROTOCOL

Semi-structured interview guide

The purpose of this subject matter expert semi-structured interview is to receive feedback on the implementation of a course module focused on increasing the competency in skills needed to effectively calculate the costs between retailer prices.

Data	Question	Analysis
<p>To establish expertise in the field</p>	<p>Please tell me about yourself as it relates to your expertise in the field of comparative shopping. A.1. "I will speak from a more personal approach to comparing shopping. I would say that I do a lot of comparing or comparison shopping when I'm shopping for my family, which includes three children and my husband. So typically, that would be like groceries or even something as simple as winter clothes or seasonal clothes. So, I would say winter or summer clothes, so I would say I'm an expert in it". A.2 "Sure. So yes, I'm the Associate Director for business internships. So, I teach the internship course, which includes accounting majors, finance and economic majors, marketing majors, business and a major it's also my students who minor in business from all areas of the college and so working with accounting faculty as well as students, finance faculty as well as students."</p>	<p>Tecarra Graham, Associate Director for Business Internships. Personal and professional experience in comparative shopping.</p>
<p>Learner Analysis</p>	<p>What entry skills do learners need to master in order to effectively calculate the differences between costs from different retailers? What prior knowledge is necessary for calculating the differences between costs from different retailers? Are there any general/specific characteristic learners need to be successful in calculating the differences between costs from different retailers? A.1 & 2. "The skills of being able to price match or just compare and contrast being able to accurately read dollar amounts and also just making an analysis of which stores typically have the price point that you're looking for or the price point that you shop in? And I would say those really are the skills they're just basic foundational skills, being able to add and subtract being able to read dollar amounts. Being able to know what your market is in</p>	<p>Basic math computation, price match, read dollar amount, addition/subtraction. Communication and be a tenacious shopper. Couponing could be helpful</p>

terms of what stores you typically shop for or what stores are aligned with your budget really and truly. And yeah, I would say those are the basic skills,"

A.3 "Definitely, they need to have characteristics of, um, I would say one characteristic trait would be to be a good communicator. So being able to communicate effectively, I would say also, understanding what comparison shopping is so first having those foundations once they understand what it is to compare when you're shopping or comparison shopping, and then being able to communicate effectively to managers where it's so just like at the most basic level, their family so the skills I guess, let's say you need to be a good communicator. You would need to have basic math skills. You don't have to be a mathematician, but you need basic math skills and be able to compute numbers or at least have a calculator. And I would say that's really it because communication is key. Because if you see a price somewhere, let's say target, and Walmart has it for less and you know the policies and procedures at Target as price match, you need to be able to communicate effectively, what the difference in the price is, how can they go about price matching and so forth. So, I would say the main characteristic is really to be a good communicator, falling under that would be able to you know, do basic math to be able to compute numbers and things of that sort. And so, I just the understanding of what comparison shopping is".

A. 3.2 Sure. So, I mean, for me, I actually used to do couponing. So, it's more so like, like an adrenaline rush. When you get a coupon and you're looking at the deals at CVS and Walgreens at target at Walmart. At Walmart, Publix. It's like a high it's a rush because you get this stuff for next to nothing. So, I mean, you do have to be tenacious because it's never ending and there's so many people wanting coupons. So, you must get there early. You must plan out everything you're doing down to the dollar down to the penny. So, it definitely takes a skill and an art, and it takes discipline, because you must be disciplined to keep going to want to do this thing. Comparison shopping is not easy, because let's say you shop at the farmers market and you see tomatoes are, I don't know \$1.50 For four I mean that's not true, but let's just say \$1.50 for 4 and you see Publix may have them five for \$3. So you have

	<p>to compare like okay \$1.50 For four versus five for \$3 Like what's the difference? What kind of tomatoes are they? What brand is that Publix versus what is it that farmers market has and locally grown? So it definitely takes time, discipline, knowledge, and it's very, it can be very tedious because if you spend years and so you have to plan out everything and then you have to spend time doing that and then you have to go to the different stores at farmer's markets or what have you to make sure you know you're comparing the pricing and doing the right shopping.</p>	
<p>Performance Context</p>	<p>What are the physical challenges and opportunities of using an online medium for this course? What are the social challenges and opportunities of using an online medium for this course? A.2&3 “So, cons, some physical challenges of having a course online. I would say students get lackadaisical because it is virtual. So, they feel like they have all the time in the world to actually get things done when you know their deadlines. There are things that you need to do within a certain timeframe. So, I would say those will be challenges. Or some students may use excuse I didn't have WiFi or my computer has now those things. So those are challenges”. Describe the entry skills relevance in performing calculations of the differences between costs from different retailers. A.3 “They're very relevant because if you find a retailer that has something for \$19.99 and other retailer that has something for \$15.99 You need to be able to figure that math out quickly in your head, or Yeah, we have a calculator on our phone, but you know, you need to be able to just have the basics okay. So, if I do this and this is \$19.99, and it says this additional 20% off, but then this is \$15.99 I mean, I'm gonna have a coupon for 10% off, or if I spend this much, I can get \$100 off the total. So, math is the foundation of it. You need to be able to figure that out relatively quickly. So, you're not spending all your time in one store, especially if you're doing comparison shopping. You can't just buy everything and the ones that are like you gotta go here go there. And then when you decided like, okay, this is the better deal, go back to that store, I would say and then purchase what you need to purchase”.</p>	<p>Procrastination and fall behind on assignments and content.</p> <p>Math proficiency is key especially when finding the value of discounts.</p>

<p>Learning Context</p>	<p>Is Canvas the most compatible instructional tool for this course? A1. "So, I would say some of the benefits honestly of Canvas is its online, so students have access to login from their computer and their phone or an iPad or a tablet".</p> <p>Is an online course on Canvas an effective way to simulate calculating the differences between costs from different retailers? A.2. Sure. I mean, there's so many so many avenues you can go you can use social media, whether it's YouTube, like you can use Instagram, Facebook, there's so many ads that pop up all over social media of websites that are pricing and sales and things that that store you can go physically on to store sites and see what advertisement is up what sales are up what percentage also yeah, having it online would definitely be aligned with any adult learner to learn how to comparison shop, unless they are someone who doesn't like virtual learning, then they will have a problem",..</p> <p>How does an online course on Canvas affect the needs of learners? A.3 So but for me, I would say in order for it to have some sort of fulfillment for students, it does have to have a need with the online setting because online it's like, you know, there may not be any in any interaction, but you can create it on canvas where maybe you guys have weekly meetings. So, there's a zoom call weekly on a Friday or a Monday just to kind of recap, you know what information was shared the week before, or you can have reflections off of chapters that were read and you know, how did you guys feel about those chapters? Do you think that stuff is aligned? With you moving forward and being the comparative shopper? So there, I would say what a learner would need would be for it to have a meaningful, meaningful sense in terms of just the course like it needs to align with what they're trying to do. Outside of this course from one and then to what is the fulfillment? Like, is this course meaningful? Are they gaining the knowledge that they need? If they are someone that likes human interaction, then it needs to be components in the course that can satisfy those students that need that? Some students don't so you don't necessarily have to make like a Zoom meeting mandatory, but those students who want to log in and possibly can get extra credit".</p>	<p>Canvas is great and we can do many things with it.</p> <p>Including social media can be an opportunity for learning.</p> <p>Break-up the two-hour block into mini-15-30-minute increments to not overwhelm learners.</p>
--------------------------------	---	---

	<p>Is a two-hour module on Canvas for calculating the differences between costs from different retailers appropriate for learners?</p> <p>A4.1 Not two hours. No, because I will just use my example. I'm not an adult like me, because I'm 37. But I'm just thinking about someone who is 21 or 19 or 22. That is way too long to keep their attention. We live in a world where it's instant. gratification from videos on Instagram and TikTok. They're less than 30 seconds and you feel fulfilled by watching that little bit of something. So, a two-hour module. It needs to be really entertaining and nice, the grasp, the watcher's attention and if it can't do that, I don't think it will be received well".</p> <p>A4.2 So whether you break it up and put one video in a module for a week, and then the next module in the next video in the following week module or either use our breaking up in 30-minute segments, but I think two hours is way too long.</p>	
--	--	--