

# FBC Audience Analysis

## ANALYSIS OF THE LEARNING ENVIRONMENT

Since the training will be offered on a rolling basis, instruction is going to be offered online and in an asynchronous mode. However, if additional on-site learning is needed, the ideal instructors for this specific function are the founders of Friends of Butte Creek, Pamela and Allen. They have the subject-matter expertise, are the leaders of the organization, and are role models for the board members. They have demonstrated ability to communicate via the Zoom platform, and possess the necessary interest in and enthusiasm for the materials they will be presenting. I will evaluate a blended learning solution should the need arise.

The existing curriculum consists of informal “hands-on” behaviorist-style training which teaches volunteers how to perform specific, labor-intensive tasks on an as needed basis. There is currently no formal curriculum in place for board members.

All instructors and learners have access to computers and internet connectivity. FBC does not currently have a software setup or learning management system (LMS) to integrate with, and there may or may not be the budget for paid software tools. Therefore, I will develop the course using Articulate Storyline as the means of delivering the new instruction. All resources will be available within the Storyline file.

In the current context, learners will be connecting remotely from their homes to participate in instruction. We do not anticipate that they will require access to specialized facilities of any kind.

Pamela and Allen, the leaders of the organization, have made all final decisions regarding which instructional materials are developed by myself.

The organization resides in the vicinity of [Butte Creek](#), southeast of Chico, California. This region was significantly impacted by the [Camp Fire](#) in 2018, the deadliest wildfire in California history and the costliest natural disaster of 2018. A significant number of residents of Chico have arrived since that fire from nearby towns that were destroyed.

A particular cultural touchpoint to be aware of is the relationship with PG&E, the power utility company. It features prominently in the [Mission Statement](#) of the Friends of Butte Creek and has recently accepted responsibility for starting the Camp Fire, pleading guilty in court to 84 counts of manslaughter.

Chico is also home to [California State University, Chico](#). Approximately 25% of the population in Chico are between the ages of 18 and 24 according to [Wikipedia](#) (compared to approximately 10% of the overall population of the US according to the [Census Bureau](#)). Some of our target learners have some affiliation with this university..



## ANALYSIS OF THE TARGET LEARNERS

### COGNITIVE CHARACTERISTICS

#### General Characteristics

Specific aptitudes	Target learners have the ability to convey scientific knowledge in the following fields: biology; ecology; water monitoring; river systems and processes; civil engineering; conservation; historical perspectives.
Developmental level, such as Piaget's levels of cognitive development	Formal operational
Language development level	Proficient in English
Reading level	Proficient literacy level and above (college literacy)
Level of visual literacy, ability to gain information from graphics	Experienced visual literacy
Cognitive and learning strategies	After taking the Learner Survey (Gregorc Style Delineator), 70% of learners' were determined to be concrete-sequential, and 30% were abstract-sequential.
General world knowledge	Environmental, biological and ecological systems; water and climate science; local history and demographics; political science

#### Specific prior knowledge

Target learners have prior knowledge in the following fields: special education; grant writing; ADA compliance; NGO's; building contracting; higher education; gold mining; environmentalism; veteran affairs; jewelry making.

### PHYSIOLOGICAL CHARACTERISTICS

Sensory perception	Good.
General Health	Good.
Age	Average of 65.

### AFFECTIVE CHARACTERISTICS

Interests	Environmental; climate science; local demographics; political science
Motivation	Target learners share a love of Butte Creek, conservation
Motivations to learn	To become informed on organizational culture
Attitude toward subject matter	Learners are open-minded and willing to apply new knowledge to their practice.
Attitude towards learning	Receptive
Academic self-concept	Learner's believe the locus of control is within their reach. At minimum, learners' have a bachelor's degree and are comfortable with lifelong learning endeavors.
Beliefs	Progressive.

### SOCIAL CHARACTERISTICS

Relationships to peers	Long-term collaborators
Tendencies toward cooperation or competition	Cooperative, non-competitive
Moral development	Social Contract and/or Universal Principles
Socio-economic background	Financially stable
Racial/ethnic background, affiliations	Mostly white.
Role models	Founders of the organization, Allen Harthorn and Pamela Posey

## DESIGN IMPLICATIONS

I have determined that an important cognitive characteristic to consider are the learner's general and specific aptitudes. Generally, all learners have earned a bachelor's, master's or doctoral degree within their fields. Their specific aptitudes vary across scientific disciplines: biology, ecology, water monitoring, fluvial geomorphology, civil engineering, conservation and history. There's also a wide variety of prior work experience and knowledge that contributes to the dissemination of organizational projects. This prior knowledge includes special education, grant writing, ADA compliance, NGO's, building contracting, higher education, gold mining, environmentalism, veteran affairs and even jewelry making. Due to this, the implications for instructional design are that learners have autonomy and control over the learning content. They follow written instructions well and need little verbal instruction to successfully complete the training. Instruction must be tailored to an audience of advanced literacy.

I have also determined that one of the more pressing considerations of designing instruction are the learner's social characteristics. The members of the Board of Directors are long-term collaborators who are committed to the organization's mission regardless of personal financial gain. Each board member is financially stable within their own career outside of FBC, yet have chosen to volunteer their time and energy to the cause. Why? Because learners share a love of environmental conservation in general, and Butte Creek specifically. Their personal interests (environmentalism, climate science, local demographics, political science) intersect with the mission of FBC. Thus, in order to be more effective conservationists, board members must become informed and able to articulate the organization's culture to outside parties.

I have determined that the learner's moral development, as defined by Kohlberg's "stages," are at minimum Stage 5 "Social Contract" up to Stage 6 "Universal Principles." According to an article in SimplyPsychology.org, Stage 5 "Social Contract" is defined as "the [learner] becomes aware that while rules/laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals." In the same article, Stage 6 "Universal Principles" is defined as "[learners] at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone." These are important learner characteristics to consider as the Board of Directors is motivated to learn from an outstanding ethical conviction and reverence towards their role models, Posey and Harthorn. This also means that the client (Posey and Harthorn) trusts that learner's will follow through with self-paced instruction without additional supervision. The Board *chooses* and *wants* to learn how to be effective representatives of their organization, they are *intrinsically motivated* towards a stronger performance. They are committed to completing the course in a timely manner.

## TASK ANALYSIS

After completing the five sections of the training, target learners should be able to IDENTIFY and APPLY the organization's

- Policies and Procedures on marketing efforts through community event planning.
  - To recruit potential volunteers.
  - To make decisions during conflict-resolution situations.
  - To generate outreach activities/efforts with government officials, environmental organizations, community leaders, elementary and higher education teachers and institutions, and potential partners.

## LEARNING OUTCOMES

After completing the training

Target learners should be able to **understand, define, identify** and **describe**:

- Organization's Marketing efforts through community event planning.

Target learners should also be able to:

- **Apply** the knowledge of the organization's policies and procedures provided during the training to recruit potential volunteers.
- **Apply** and **integrate** the knowledge provided during the training to outreach activities/efforts with government officials, environmental organizations, community leaders, elementary and higher education teachers and institutions, and potential partners.

## TOOLS AVAILABLE TO THE LEARNERS IN THE PERFORMANCE CONTEXT

All Instructional materials will be delivered through Articulate Storyline.

- Slide-based presentations
- Interactive activities to maximize learner engagement
- Written guidelines and resources
- Scenario-based simulation
- Auto-graded quizzes with formative feedback