

Design Document: Vote with Understanding: The Electoral College

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Design Document Sample

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Topic and Learning Context Description

My E-Learning project will be based on the topic of the Electoral College in the context of helping United States citizens believe that their vote can and does have an impact on who will take office in January of 2017. I will elaborate on my target audience in greater detail in the following section, but a large portion of the United States population does not vote in the presidential election. While there are numerous reasons why a person might choose not to vote, one of the possible reasons is a belief that their vote doesn't have the power to influence the election. I believe this reason in particular is remediable through education. Many voters from marginalized populations may feel discouraged by and disconnected from the political process. They may believe that since the election isn't solely based on a popular vote that their vote holds little worth. Up until the last election, I did not have an accurate understanding of the Electoral College. While I still voted in previous elections, I knew many others who did not vote based on a belief that the citizens didn't decide who was president. From my memories of social studies/history courses in middle and high school, the topic of the Electoral College is a tiny aspect of the unit on presidential elections. While it may be taught in the high school curriculum, I think many students would benefit from an engaging E-Learning course that could be completed on their own accord or assigned as HW by their instructor. The E-Learning will have the flexibility to be completed anywhere and anytime. This will be discussed in greater detail later in this document.

The overall goal of the instruction is to ensure the target audience has an accurate understanding of the Electoral College's role in the process of the presidential election; a sub-objective is to have learners feel empowered and motivated to vote. Even if learners ultimately choose not to vote, they can do so by making an informed choice, not one based on ignorance of the election process.

The entire process of the presidential election is vast and complex; while it would be ultimately beneficial to educate voters more robustly on all facets of the election, this project will focus specifically on the Electoral College's role in the presidential election. This project could be used in conjunction with other E-Learnings to comprise a more holistic learning opportunity.

My analysis to determine the answers to the questions above has been based on interviews with my friends, family, and co-workers in addition to performing informal research.

Target Learners

The target learners for my E-Learning project are 18-year olds (current high school seniors) in low-income school districts with a high population of minority students. There are several reasons for choosing this audience in particular.

- A third (34%) of non-voters are under the age of 30
- 43% of non-voters are Hispanic, African American, or other racial and ethnic minorities
- Almost half of non-voters (46%) have family incomes of less than \$30,000 per year

(Smith, 2014).

While not a primary reason for choosing the target audience, one attribute that will affect the design of the E-Learning is the fairly even split of non-voters by gender, at 51% men and 49% women (Smith, 2014).

Research to determine the target audience largely stems from a report created by the Pew Research Center – see the References section.

Delivery Method

The E-Learning will be made available online via an LMS (Moodle) with no authentication required. The LMS will be used solely for hosting purposes.

While there are several challenges related to developing E-Learning for the mobile platform (smartphones in particular), given my target audience, I will be developing the E-Learning for smartphones.

- 15% of Americans ages 18-29 are heavily dependent on a smartphone for online access
- About 13% of citizens with annual incomes of less than \$30,000/year are smartphone dependent
- 12% of African Americans and 13% of Latinos are smartphone dependent

(U.S. Smartphone Use in 2015, 2015)

In addition to concerns regarding access, I would also like to reach learners on mobile since they are likely most familiar with using their smartphones to access the web. This means if there are resources included such as a link to voter registration, learners would be more likely to use them.

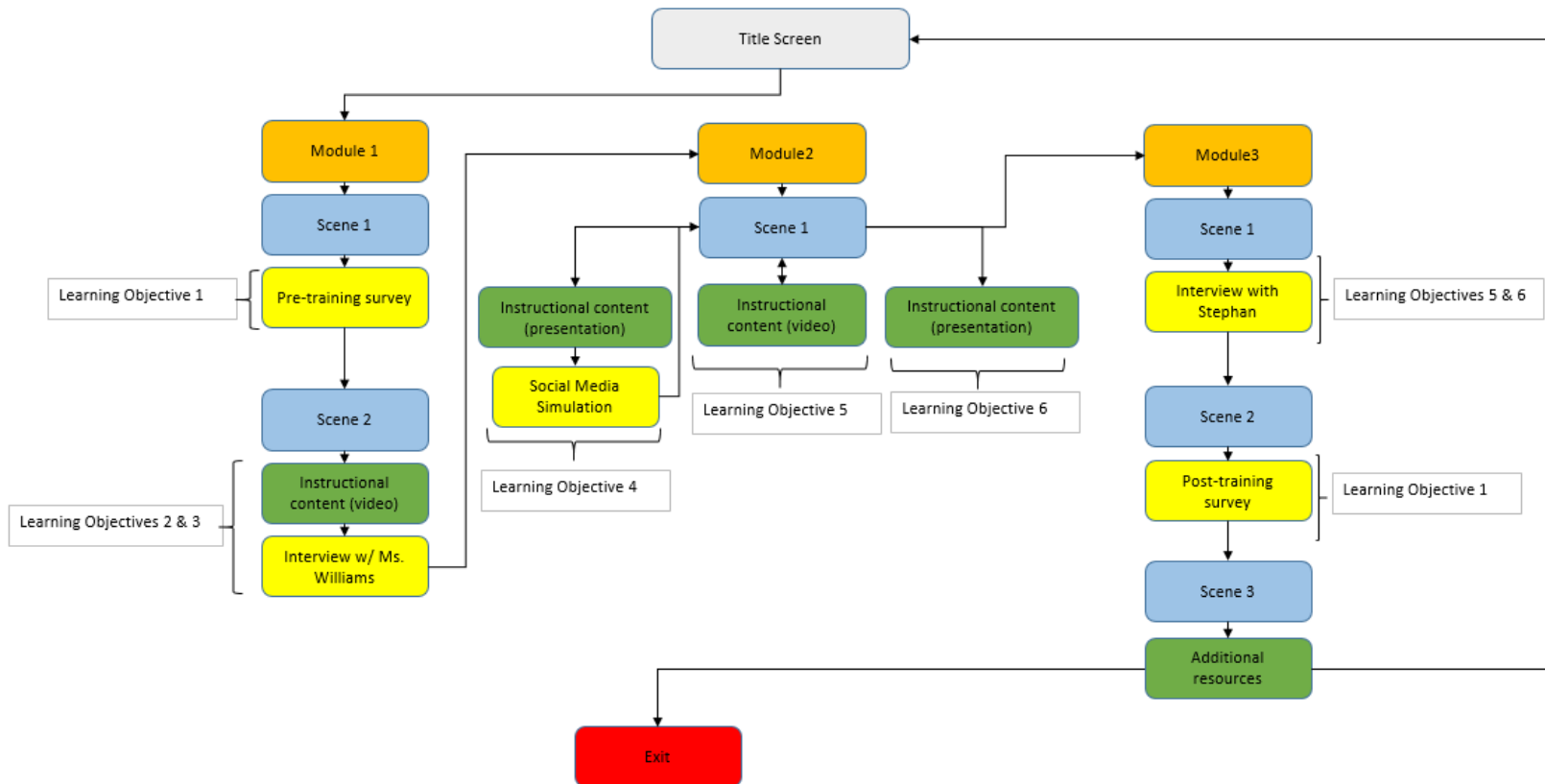
My primary development tool will be Articulate Storyline 2. I will be using VideoScribe to create videos to present various content. While there are drawbacks to utilizing Storyline for mobile development (e.g., learners must first download the Articulate Storyline app), Storyline also provides a number of tools for mobile development. I am also more familiar with Storyline than other equally powerful authoring tools. VideoScribe has the ability to present information in a dynamic, engaging way. I will export the MP4 to Storyline; an exported MP4 file can be easily integrated into a Storyline project.

Learning Objectives

The learning objectives for my course are based on Horton's guidelines for writing learning objectives. After completing the Vote with Understanding: The Electoral College E-Learning, learners should be able to:

1. Believe that their vote can impact the outcome of the presidential election despite the Electoral College being an intermediary between the popular vote and the ultimate election of the president
2. Recall the process of the Electoral College when prompted
3. Analyze the pros and cons of the Electoral College when prompted
4. Recall the responsibilities of electors and how they are chosen when prompted
5. Recite the timeline of electing the President of the United States from Election Day to Inauguration Day when prompted
6. Identify the factors that influence the weight of an individual vote depending on the state of residence

Site Map



Storyboard and Instructional Content

The E-Learning will be a standalone self-paced module. Since many students will have graduated high school by the time the project is complete, it makes better sense to make the E-Learning available to them asynchronously. I may include questions for instructors to use in a follow-up class discussion. An additional tangential benefit to creating an asynchronous module is that learners on the fringes and beyond of the target audience can benefit from the E-Learning.

I plan to include the following content in the E-Learning:

- A brief history of how the Electoral College came to be and why it is in use, including statistics on aberrations such as faithless electors, elections when a candidate winning the popular vote didn't win the election, etc.
- How the Electoral College functions and the exceptions (Nebraska and Maine)
- The responsibilities of electors and how they are chosen
- How to identify the factors that influence the weight of an individual vote

In order to engage the target learners, the content will have to be presented and taught in a relevant, appealing way. While information regarding the Electoral College is accessible on the internet, much of the content is not presented in a way that might be engaging for a young adult with little interest in the presidential election. I plan to create E-Learning that is highly digestible for younger audiences who would not normally take the time to actively seek out information about the Electoral College.

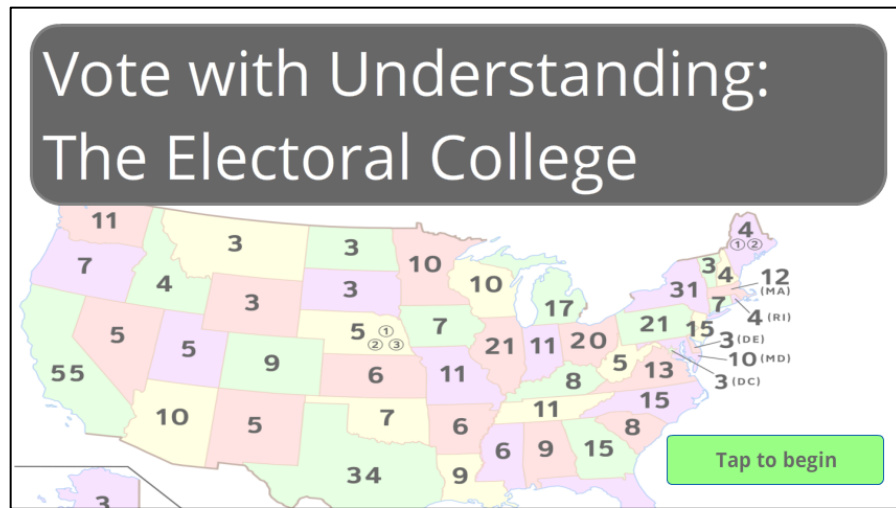
There are a few prerequisites for the E-Learning:

- A high-school education in US politics and history
- Ability to perform division using a calculator
- English language proficiency (translations may become available at a later date)

The learners will know they have learned and mastered each of the learning objectives after they've completed a series of assessments. The assessments will take the form of interactive quizzes, multiple-choice questions, and role-plays. For example, the learner might be placed in a scenario where they have to defend the value of voting to a virtual classmate. The learners will also be asked to take a brief pre- and post-training questionnaire that will both help them reflect on what they've learned and will assist the designer in determining the course's efficacy.

The following storyboard displays the visual layout for each screen and outlines the accompanying instructional content.

Title screen




Content: The E-Learning will be presented in landscape format on mobile devices. The title screen will simply introduce the title of the module and include an electoral map.

After pressing the Tap to begin button, the screen will fade to black and scene 1 will begin.

Background image source:

https://upload.wikimedia.org/wikipedia/commons/thumb/8/84/Electoral_map.svg/2000px-Electoral_map.svg.png

Module 1 – Scene 1 – Slide 1



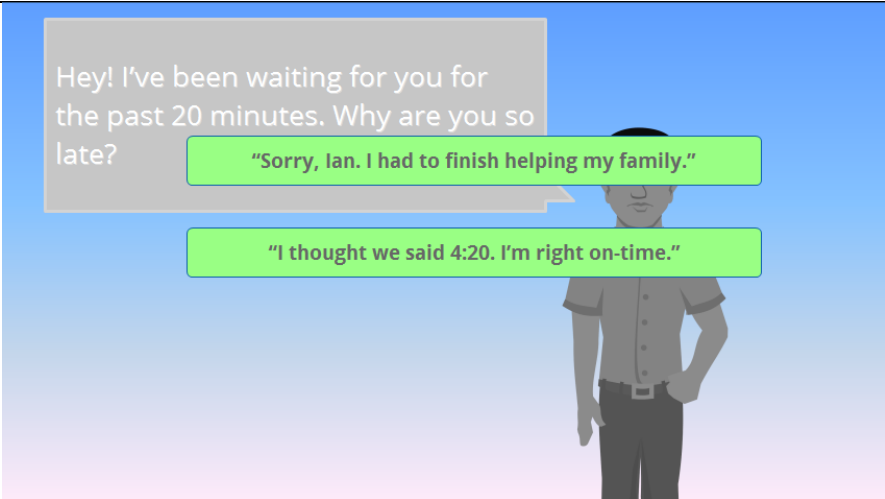
Hey! I've been waiting for you for the past 20 minutes. Why are you so late?

Next

Content: The purpose of this scene is to introduce the learner to their virtual companion throughout the E-Learning. Ian will function as a guide to the E-Learning.

Pressing the Next button will give the learner the chance to respond to Ian's question.

Module 1 – Scene 1 - Slide 2



Hey! I've been waiting for you for the past 20 minutes. Why are you so late?

"Sorry, Ian. I had to finish helping my family."

"I thought we said 4:20. I'm right on-time."

Content: Ostensibly, this slide serves as an introduction to Ian's name. The primary reason for the slide is to introduce the learner to the dialogue interface to be used during various assessments throughout the E-Learning. The player's choice is inconsequential. Tapping a green button will submit that choice.

Module 1 – Scene 1 – Slide 3 & 4

Typical... anyway, we better get going. We have to be down at the employment agency by 5 if we want to apply for summer jobs.



Next

Content: This slide introduces the learner to the “goal” of the scenario: getting a summer job.

Slide 4 will contain the dialogue:

“My aunt said positions are filling up quickly, so we better hurry.” This line introduces the learner to the premise that Ian’s aunt is an influential person at the employment agency.

Module 1 – Scene 1 – Slide 5

Excuse me, I’m from WZBN News. If you have a moment, I’d like to ask you a few questions about the upcoming election.



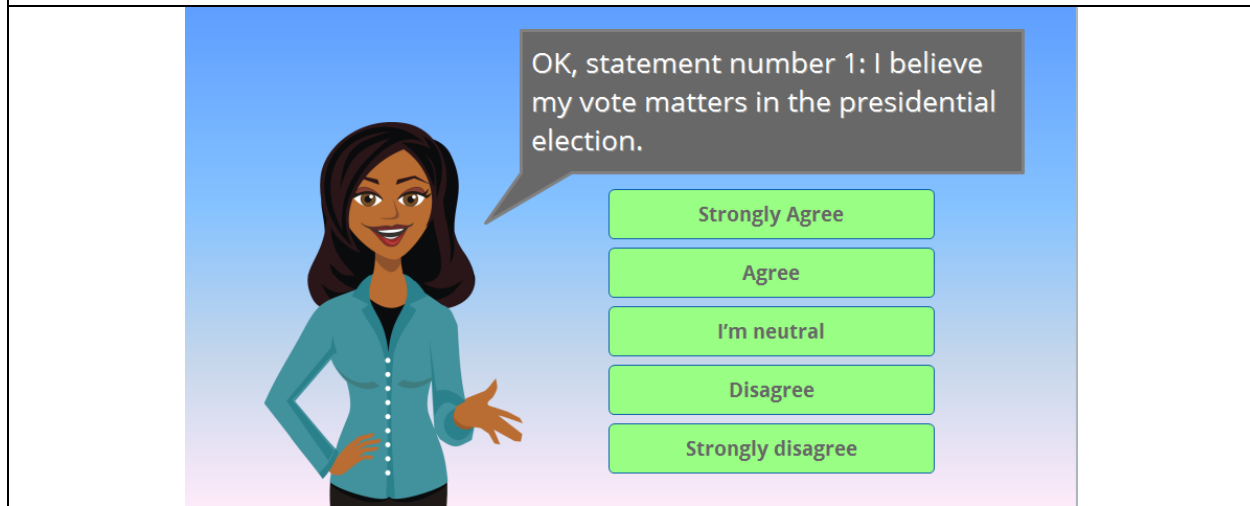
Back

Next

Content: This slide introduces a reporter from the local news station. This will serve as the mechanism for the pre-training survey. In further dialogue, Ian will resist, saying he doesn’t care about politics. The learner will opt to be “interviewed.”

Reporter: “Awesome! I’m going to read a series of statements. You just have to tell me how strongly you agree or disagree with them. Let’s get started!”

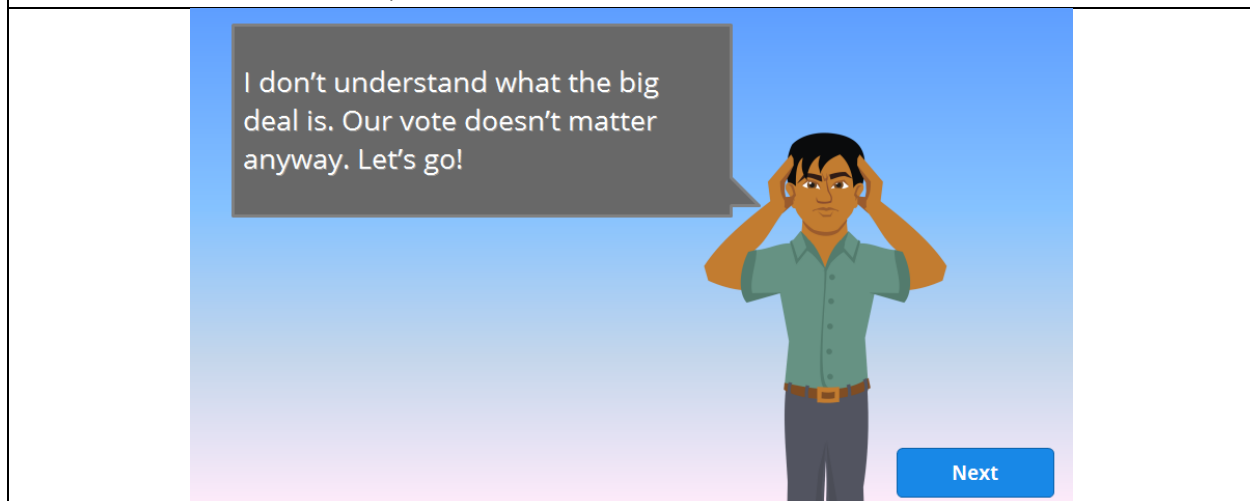
Module 1 – Scene 1 – Slide 6 *Assessment*



Content: This slide outlines the format of the pre-training survey; in conjunction with the post-training survey, these assessments will evaluate the learner's attainment of learning objective #1 (Believe that their vote can impact the outcome of the presidential election despite the Electoral College being an intermediary between the popular vote and the ultimate election of the president).

The learner will be asked to respond to 3 statements, then will be thanked by the reporter.

Module 1 – Scene 1 – Slide 7



Content: Ian again expresses his apathy towards voting as he and the learner head to the employment agency.

After pressing Next, the screen will fade to black and Scene 2 will begin.

Module 1 – Scene 2 – Slide 1



Content: Ian and the learner arrive to the employment agency. Ian states that they have a few minutes to kill since his aunt is currently busy. Ian will also say that his Aunt is big into politics and keeps talking about something called the Electoral College.

Background image source:

https://upload.wikimedia.org/wikipedia/commons/1/16/Nyas_lobby_wtc7.jpg

Module 1 – Scene 2 – Slide 2



Content: Ian and the learner will sit down to watch TV and will view a video via YouTube providing a general overview about how the Electoral College works. The video covers the following topics:

- Defining the Electoral College
- History of the Electoral College
- How many electors each state receives and why
- Who citizens are actually voting for on election day
- Pros and Cons of the Electoral College

Video source: <https://www.youtube.com/watch?v=W9H3gynN468>

Module 1 – Scene 2 – Slide 3



Content: Ian informs the learner of his aunt’s political passion. In further dialogue, Ian will say:

“”270 electoral votes! That’s all it takes!” she always says.”

“Wait... you were taking notes from that video? Wow, maybe you and my aunt will get along better than I thought.”

“Oh, it looks like she’s ready to see us. You can go first. Be on your A game!”

Module 1 – Scene 2 – Slide 4



Content: The learner meets Ian’s aunt, Charlene Williams, the hiring manager at the employment agency. Further in the dialogue, Ms. Williams will say:

“I don’t know if Ian told you or not, but I’m the recruitment manager here. I’m responsible for placing qualified candidates to jobs, and weeding out the riff raff.”

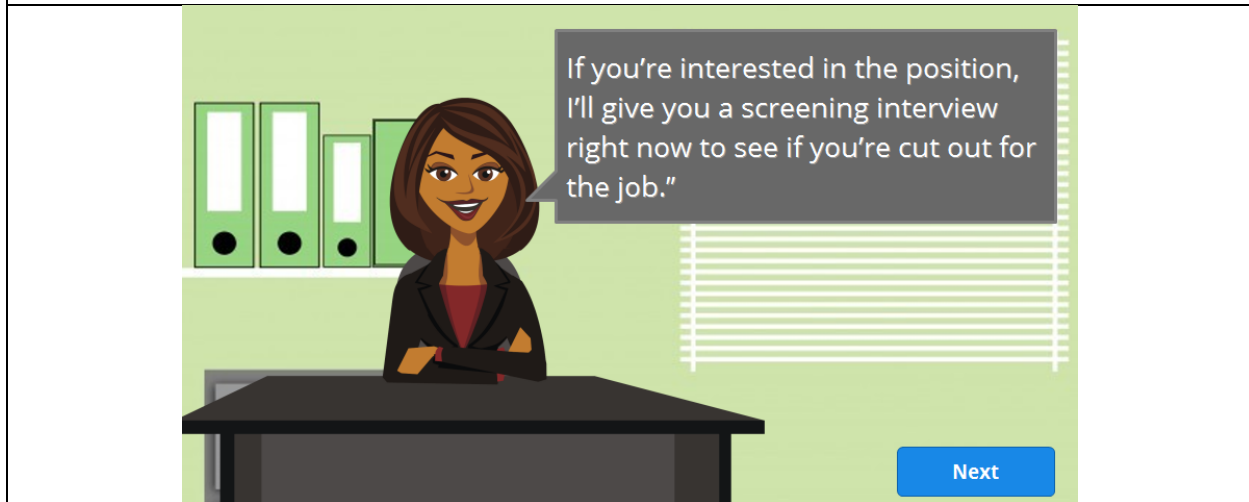
“Right now, we only have one open position for someone of your experience level. It’s a 3-month Social Media Outreach Intern position with a local voter registration organization, Vote Swagtastic.”

“You’d be responsible for raising awareness on social media of the Electoral College, convincing people that their vote DOES matter.”

“Ian absolutely hates politics, so I sincerely doubt he’ll want to apply.”

Background image source: <http://www.publicdomainpictures.net/pictures/40000/nahled/office-background-illustration.jpg>

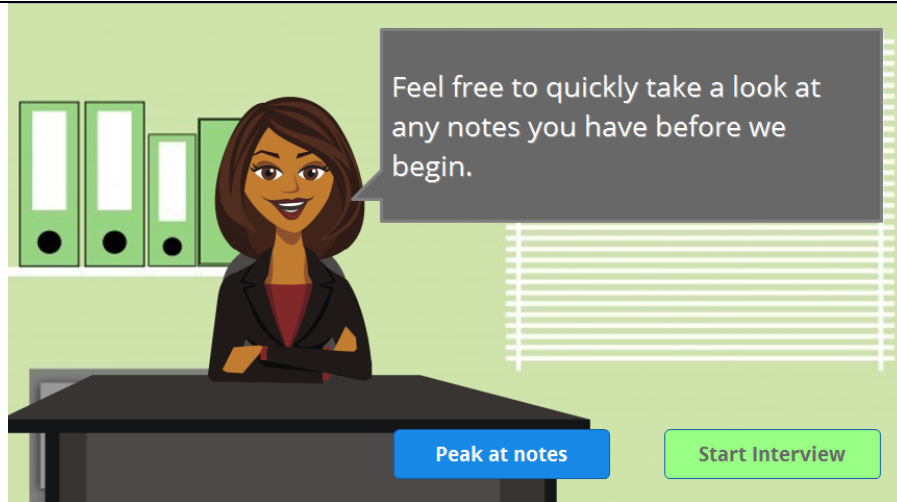
Module 1 – Scene 2 – Slide 5



Content: Dialogue will continue as follows:

“Since you’d be working online in this job, you’d have access to lots of resources to assist you.”

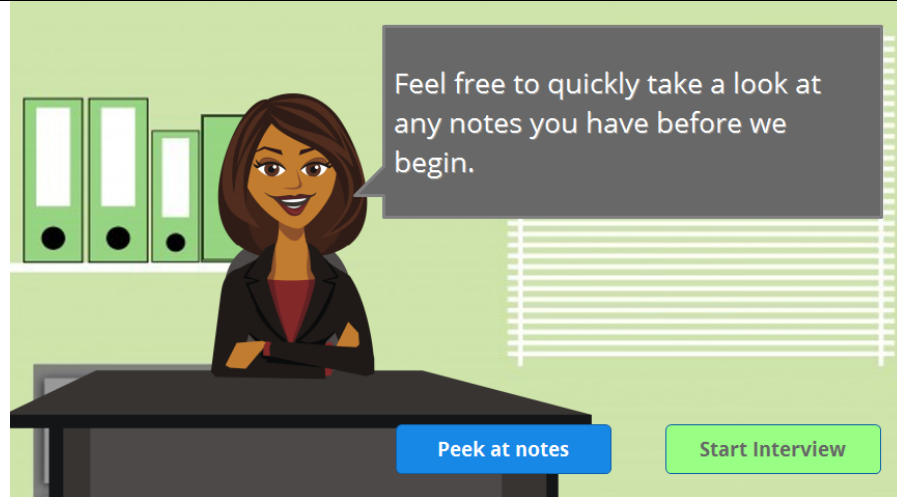
Module 1 – Scene 2 – Slide 6



Content: Dialogue will continue as follows:

The learner will have a chance to review the notes they took while watching the video in the lobby. This is designed to help reinforce the absorb-activity.

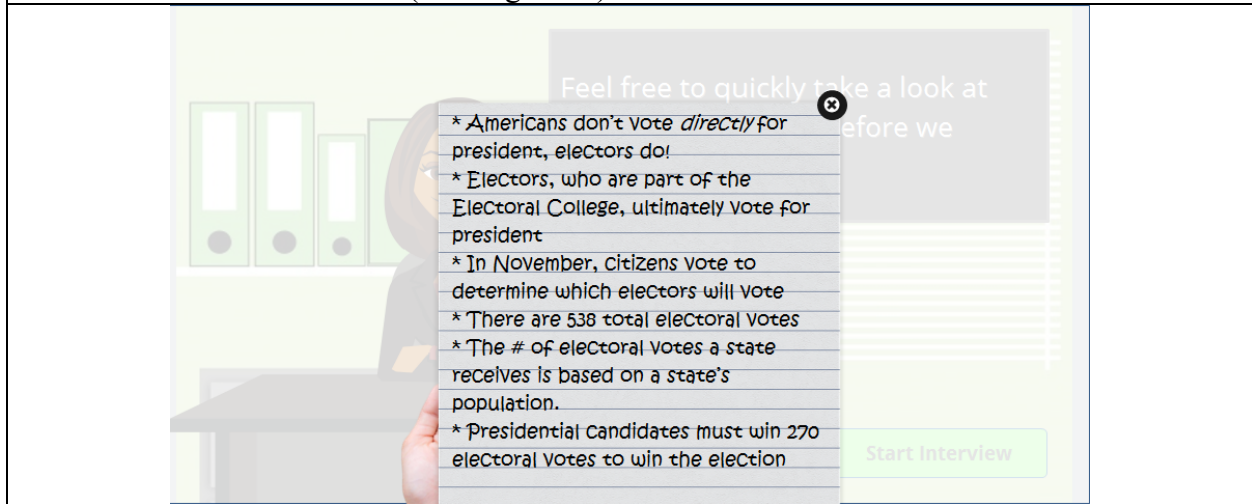
Module 1 – Scene 2 – Slide 6 (option to view notes)



Content: Dialogue will continue as follows:

The learner will have a chance to review the notes they took while watching the video in the lobby. This is designed to help reinforce the absorb-activity.

Module 1 – Scene 2 – Slide 6 (viewing notes)



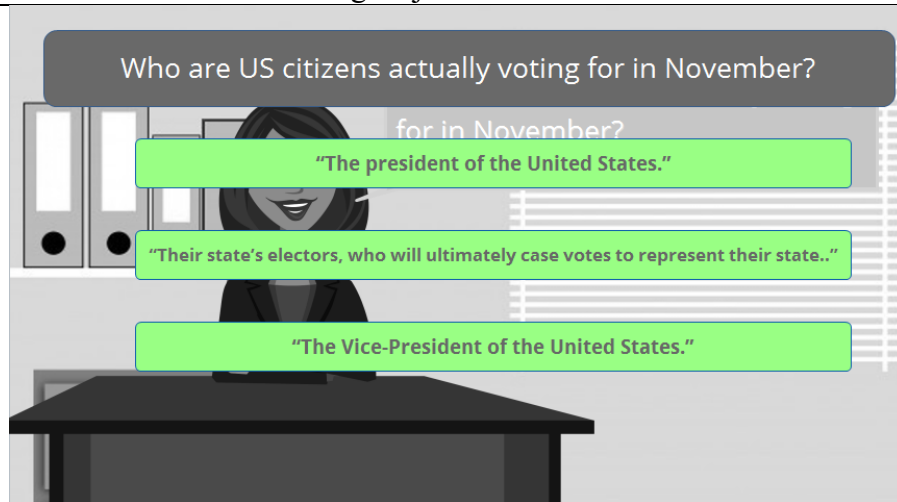
Content: The learner will be able to review key takeaways from the video they watched in the lobby:

- * Americans don't vote *directly* for president, electors do!
- * Electors, who are part of the Electoral College, ultimately vote for president
- * The Electoral College is not a place... it's a process
- * In November, citizens vote to determine which electors will vote
- * There are 538 total electoral votes
- * The # of electoral votes a state receives is based on a state's population.
- * Presidential candidates must win 270 electoral votes to win the election

The learner will click on the X button to close the notes.

Image source: https://pixabay.com/static/uploads/photo/2015/08/07/03/56/paper-878964_960_720.png

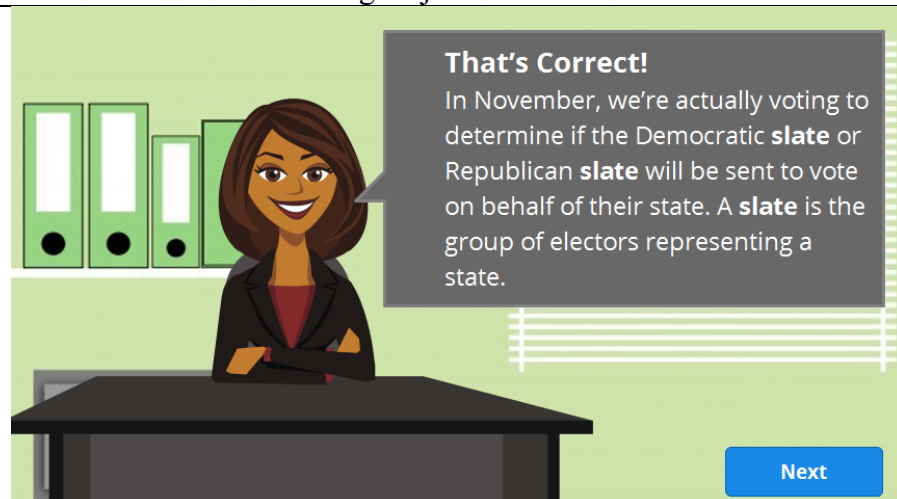
Module 1 – Scene 2 – Slide 7 *Learning Objectives 2 and 3 Assessment*



Content: The learner will be asked 3 questions regarding the process of the Electoral College and its pros and cons. See **Assessment Tools** section for assessment details.

Once the learner selects a response, they will receive feedback on their choice. If the learner is incorrect, they'll be able to try again. If the learner is correct, they'll also view why the other choices were incorrect.

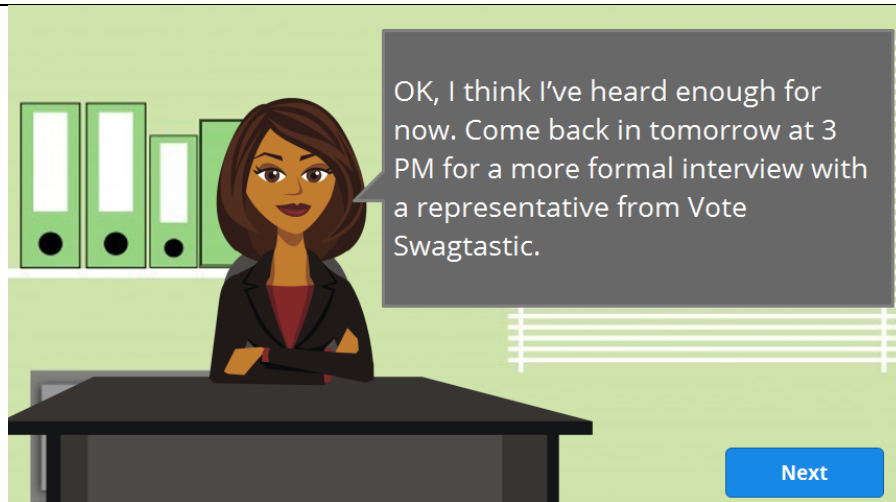
Module 1 – Scene 2 – Slide 8 * Learning Objectives 2 and 3 Assessment feedback*



Content: The learner will receive feedback on their response.

Tapping the Next button will prompt the next question.

Module 1 – Scene 2 – Slide 9



Content: The learner will be informed that they have another interview tomorrow with a representative from Vote Swagtastic, the local voter registration organization.

Additional dialogue consists of:

“If I were you, I’d study up a bit on the Electoral College before tomorrow afternoon. This isn’t an opportunity you want to miss out on.”

“Since you’re a friend of Ian’s, I’ll email you some materials that might help you prepare.”

“Do you have any experience with social media besides posting selfies? Try engaging in some political discourse.”

“Remember, be respectful of others online.”

“You can send in my nephew. See you tomorrow.”

Tapping the Next button will lead the learner back out to the lobby.

Module 1 – Scene 2 – Slide 10



Content: The learner will speak to Ian briefly about the position and the interview tomorrow afternoon.

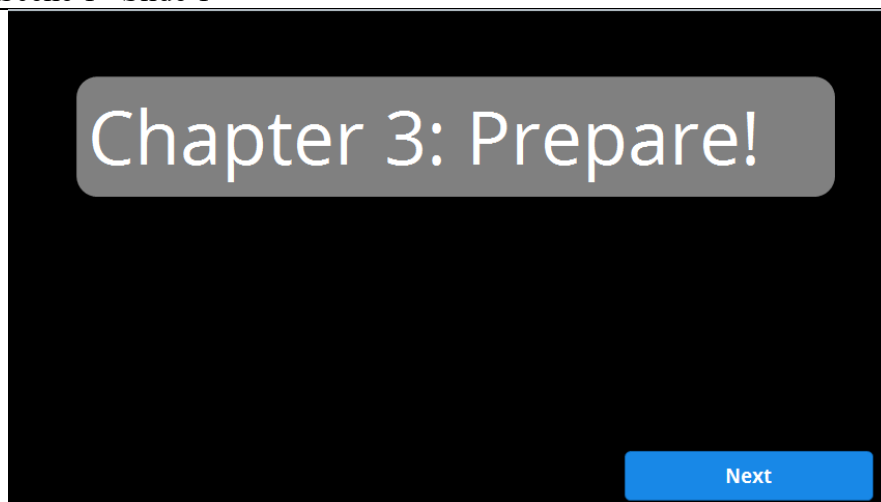
Additional dialogue consists of:

“Social Media Outreach intern, huh? I hear Vote Swagastic pays. I told you my aunt would hook you up.”

“Alright, well I’m going to see if Aunt Char has anything **not** involving politics. Have fun studying!”

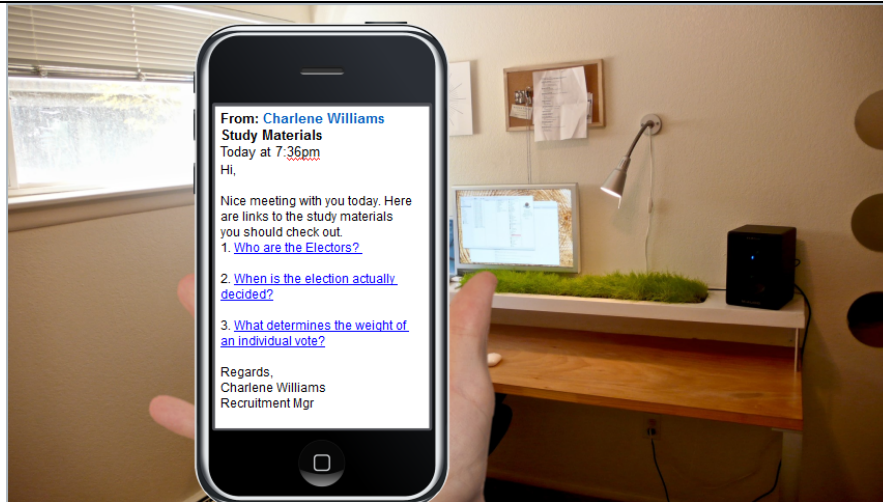
Tapping the Next button will lead the learner to scene 3.

Module 2 – Scene 1– Slide 1



Content: Learners will tap the Next button to begin Chapter 3.

Module 2– Scene 1– Slide 2

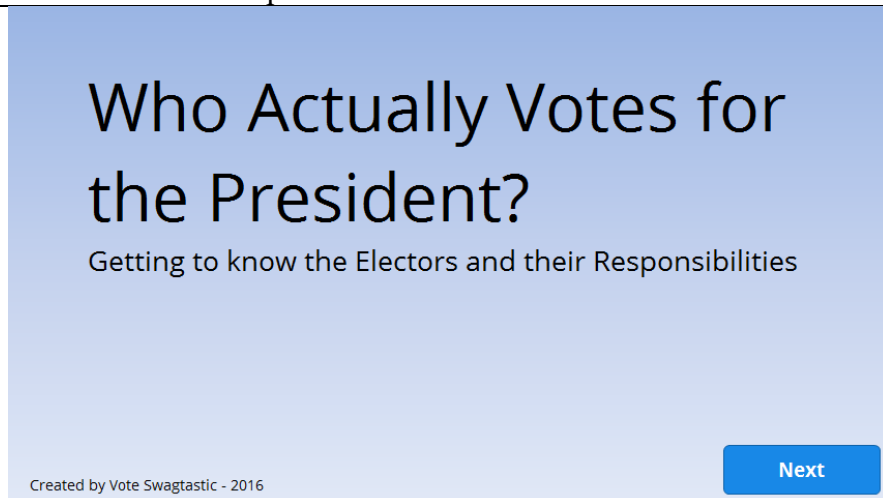


Content: The learner will be back home in their room. A notification sound will play and the phone and hand images will appear on the slide. They'll receive an email from Charlene Williams containing links to additional study materials. A notification will appear on the side prompting the learner to tap on the links.

After completing the “Who are the Electors?” study guide, the learner will complete an assessment activity.

The learner must complete each study section before proceeding to chapter 4.

Module 2– Scene 2 – Slide 1 – Option 1: Who are the Electors

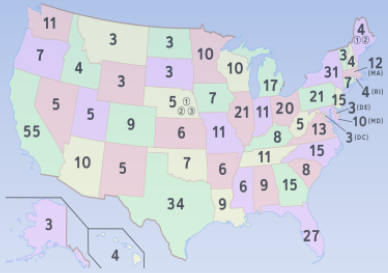


Content: Title slide for the first study material, “Who Actually Votes for the President? Getting to Know the Electors and their Responsibilities. These will be narrated slides

Learners will tap the Next button to proceed.

Module 2– Scene 2 – Slide 2 – Who are the Electors

About the Electoral College



On Election Day, US citizens are really voting to choose which electors will represent their state. The electors will then cast their votes to determine the President of the United States.

- Who are these electors?
- How are they chosen?
- What is required of them?

Created by Vote Swagastic - 2016

Back
Next

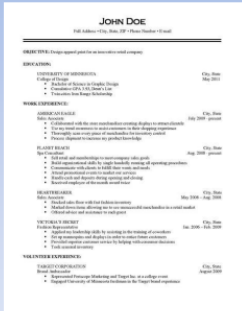
Content: Slide offering a refresher on the Electoral College.

Voiceover: “Every four years in November, the American people cast their votes for the office of President of the United States.

However, they’re really voting for the electors who will represent their state in the Electoral College. The group of electors each state designates as their electors is called a slate. These electors will ultimately decide who is the President of the United States. But who are these electors? Can anyone be an elector? And what are they required to do? Let’s find out.

Module 2– Scene 2 – Slide 3 – Who are the Electors

Who are Electors?



Electors **cannot** be a Senator or Representative, or a person holding an Office of Trust or Profit under the United States.

Electors are usually leaders within their political party or are chosen as electors to recognize their years of loyal service to the party. They may be State-elected officials, party leaders, or persons who have a personal or political affiliation with the Presidential candidate.

<http://www.archives.gov/federal-register/electoral-college/electors.html>

Created by Vote Swagastic - 2016

Back
Next

Content: This slide contains information describing the qualifications one must have in order to be an elector.

Voiceover: Electors **cannot** be a Senator or Representative, or a person holding an Office of Trust or Profit under the United States.

Electors are usually leaders within their political party or are chosen as electors to recognize their years of loyal service to the party. They may be State-elected officials, party leaders, or persons who have a personal or political affiliation with the Presidential candidate.

Source: <http://www.archives.gov/federal-register/electoral-college/electors.html>

Module 2– Scene 2 – Slide 4 – How Are Electors Selected?

How Are Electors Selected?



The process for selecting Electors varies throughout the United States. Generally, the political parties nominate Electors at their State party conventions or by a vote of the party's central committee in each State. Each candidate will have their own unique slate of potential Electors as a result of this part of the selection process.

Created by Vote Swagastic - 2016

BackNext

Content: This slide contains information describing how electors are selected.

Voiceover: The process for selecting Electors varies throughout the United States. Generally, the political parties nominate Electors at their State party conventions or by a vote of the party's central committee in each State. Each candidate will have their own unique slate of potential Electors as a result of this part of the selection process.

Source: <http://www.archives.gov/federal-register/electoral-college/electors.html>

Module 2– Scene 2 – Slide 5 – Do Electors Have to Vote for a Particular Candidate?

Do Electors Have to Vote for a Particular Candidate?



Technically, there is no Federal law that requires electors to vote according to the results of the popular vote in their States.

However, some electors are bound by state law or by a party pledge to cast their vote for a specific candidate. Some states will fine “faithless” electors or will disqualify their vote and replace them with a substitute elector. See a full list on the US government’s website: <http://www.archives.gov/federal-register/electoral-college/electors.html>

No elector has ever been prosecuted for failing to vote as pledged.

Created by Vote Swagtastic - 2016

Back

Finish

Content: This slide contains information describing electors’ somewhat tenuous obligation to vote for a specific candidate.

Voiceover: “Technically, there is no Federal law that requires electors to vote according to the results of the popular vote in their States.

However, some electors are bound by state law or by a party pledge to cast their vote for a specific candidate. Some states will fine “faithless” electors or will disqualify their vote and replace them with a substitute elector. See a full list on the US government’s website: <http://www.archives.gov/federal-register/electoral-college/electors.html>

No elector has ever been prosecuted for failing to vote as pledged.”

Source: <http://www.archives.gov/federal-register/electoral-college/electors.html>

Image source:

https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwie m4vqxY_NAhXF1h4KHcSPBfMQjBwIBA&url=https%3A%2F%2Ffarm4.staticflickr.com%2F3738%2F12221292503_3f501e785c_o_d.png&bvm=bv.123664746,d.dmo&psig=AFQjCNFoAOEA7AC2cVF6kUQ3gCNZPZJR4w&ust=1465170022460198&cad=rjt

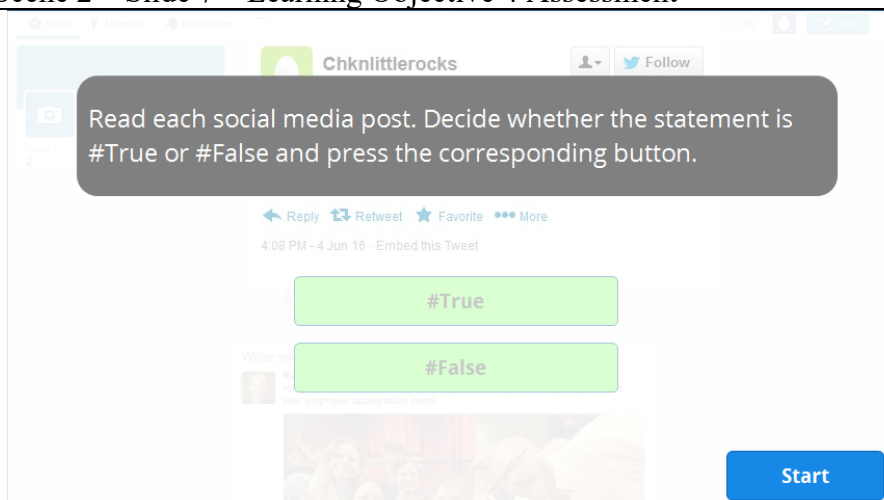
Module 2– Scene 2 – Slide 6 – Text from Ian



Content: The learner returns to the view of their room as they receive a text message from Ian reminding them to engage in political discourse on social media in preparation for their interview.

Text message test: “Hey, my aunt wanted me to remind you to practice engaging in political discourse on social media. She said it’ll come in handy during your interview tomorrow. Just try not to make a fool of yourself lol.”

Module 2– Scene 2 – Slide 7 – Learning Objective 4 Assessment



Content: This slide contains instructions for the assessment.

Learners will be instructed to read each social media post they’re presented with. They’ll then decide whether the statement is true or false, and submit their choice by pressing the corresponding button.

Learners will press the Start button to begin.

During the social media simulation, the learner will be able to access the study guide material
1. Who are the electors?

Module 2– Scene 2 – Slide 8 – Learning Objective 4 Assessment



Content: This slide contains the first of 3 questions as part of the assessment for Learning Objective 4.

The learner will read the statement and decide whether it is true or false and press the corresponding button.

Module 2– Scene 2 – Slide 9 – Learning Objective 4 Assessment Feedback – correct part 1



Content: If the learner answered correctly, they will be informed of their correct response. They'll be prompted to press the Next button to view their response.

Module 2– Scene 2 – Slide 10 – Learning Objective 4 Assessment Feedback – correct part 2



Content: The learner will view the response they “tweeted.” Pressing the Next button will bring the learner to the next prompt.

Module 2– Scene 2 – Slide 11 – Learning Objective 4 Assessment Feedback – incorrect part 1



Content: If the learner answered incorrectly, they will be informed of their incorrect response. They’ll be prompted to press the Next button to view their response.

Module 2– Scene 2 – Slide 12 – Learning Objective 4 Assessment Feedback – incorrect part 2

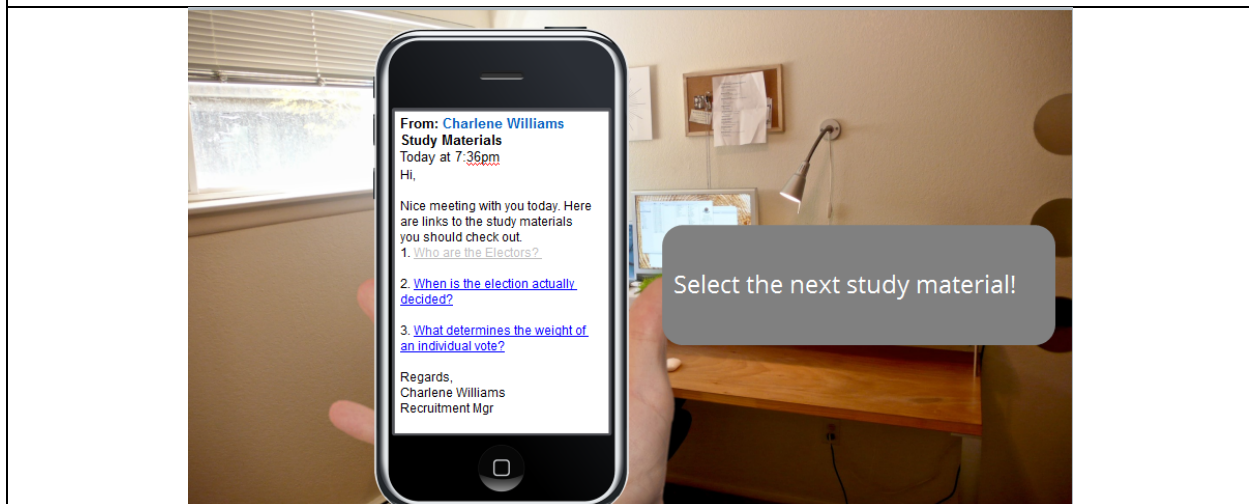


Content: The learner will view the response that Ms. Williams “tweeted.” Pressing the Next button will bring the learner to the next prompt.

The learner will assess 2 more social media posts and decide whether the statements are true or false. See the **Assessment Tools** section for a comprehensive outline of this assessment.

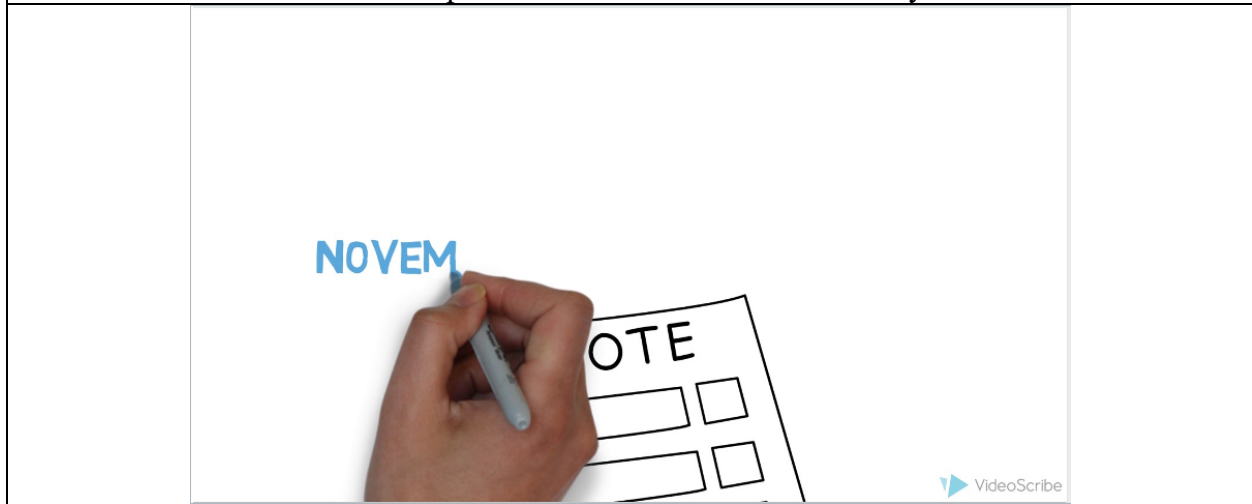
Once the learner completes the assessment, they’ll return to the view of the learner’s room.

Module 2– Scene 1 – Slide 2



Content: The learner will be back home in their room looking at the email from Ms. Williams. They’ll be prompted to complete the next study material.

Module 2– Scene 3 – Slide 1 – Option 2: When is the election actually decided?



Content: The learner will view a video outlining the process and timeline of electing the President of the United States from Election Day (11/8) to Inauguration Day. The video will be narrated with subtitles.

The script is as follows:

“In November, US citizens will cast their votes for a presidential and vice-presidential candidate (show ballot). The outcome of this election determines which slate of electors will represent their state (show slate of Democratic electors and slate of Republican electors). Although the election is treated as being over at this point, technically, the Electoral College has yet to decide the actual outcome of the election (show people celebrating).

In December, the electors will gather in their respective state capitals to cast their votes for president (show group of people). They will send their votes to the Archivist of the United States at the Office of the Federal Register by December 28th. (show envelope)

In early January, Congress will open, count, and certify all of the electoral votes. (show counting)

At this point, the candidate who has attained the 270 electoral votes will be deemed the winner of the Presidential election. (show excited person)

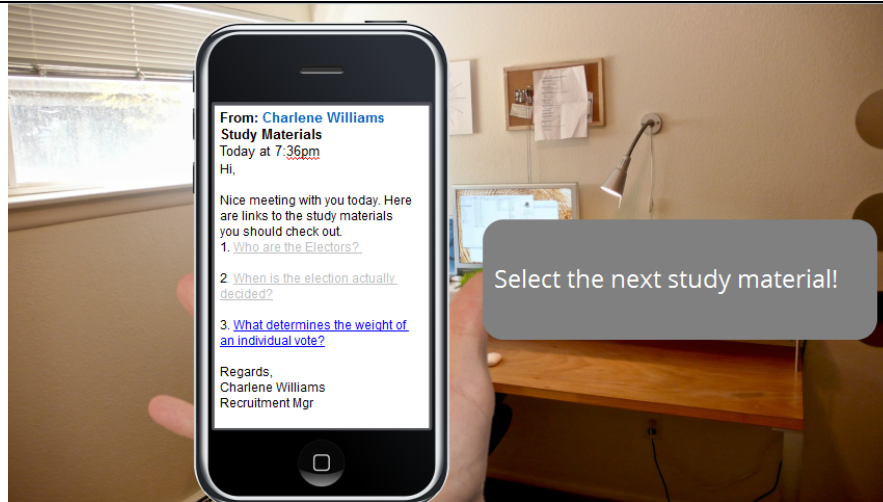
In the unlikely event that neither candidate gets a majority of the electoral votes, the House of Representatives would decide the winner of the election. Each state would receive one vote. (show two equal bars indicating a tie).

January 20th marks Inauguration Day when the president will be sworn into office. (Show American flag).

Once the video concludes, the learner will return to the view of the learner’s room.

Tool for video production: VideoScribe

Module 2– Scene 1 – Slide 2



Content: The learner will be back home in their room looking at the email from Ms. Williams. They'll be prompted to complete the next study material.

Module 2– Scene 4 – Slide 1 – What Determines the Weight of an Individual Vote?

What Determines the Weight of an Individual Vote?

- The population of the state you live in
- The number of elector votes you receive

[Next](#)

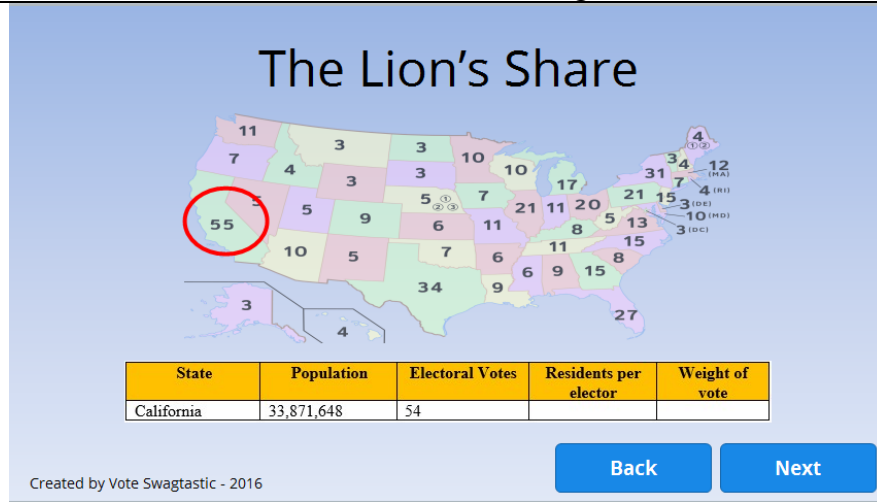
Created by Vote Swagtastic - 2016

Content: This is the title screen of the “What Determines the Weight of an Individual Vote?” absorb-type activity. The two bullet points will appear during the voiceover, and the Next button will appear after the voiceover has completed.

Voiceover: Many people might ask the question, “Is it worth it to vote?” The short answer is, Yes, it is. However, the actual worth, or weight, of your vote depends on a few things:

- The population of the state you live in
- The number of elector votes you receive

Module 2– Scene 4 – Slide 2 – What Determines the Weight of an Individual Vote?

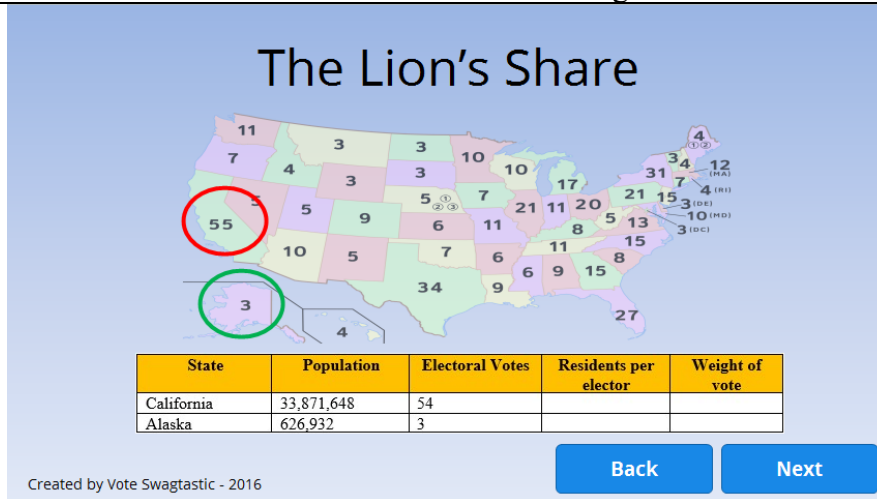


Content: This slide reiterates that electoral votes are allocated based on population (derived from the Census). The red circle will appear as the voiceover begins talking about California. The voiceover will play immediately.

Voiceover: Electoral votes are allocated to the states based on their population, which is based on data from the US Census. Data from the US Census is collected every 10 years.

Since electoral votes are allocated to states based on population, states like California with large populations receive a larger proportion of the electoral votes (55).

Module 2– Scene 4 – Slide 3 – What Determines the Weight of an Individual Vote?

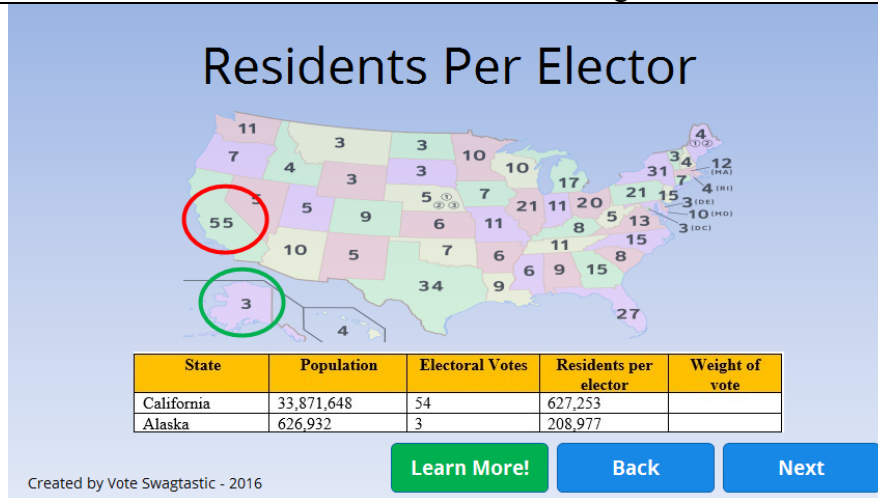


Content: The green circle will appear as the voiceover begins talking about Alaska. The voiceover will play immediately.

Voiceover: States like Alaska have a much smaller population, and thus receive a smaller proportion of the electoral votes (3).

Although California has a higher population, which means they receive electoral votes, this actually means that an individual vote is worth less than an individual vote in Alaska

Module 2– Scene 4 – Slide 4 – What Determines the Weight of an Individual Vote?



Content: There will be a “Learn more” button that points learners to an additional example. The voiceover will play immediately.

Voiceover: To see why an individual Alaskan vote is technically worth more than an individual Californian vote, let’s divide each state’s population by the number of electoral votes it receives (Residents per elector field will populate)


Each elector in Alaska represents the votes of many fewer people than the electors represent in California.

For another example, click on the **Learn More!** Button.

Module 2– Scene 4 – Slide 5 – What Determines the Weight of an Individual Vote?


Smartphone ban?!

Small town





10

Big town



100

Town	Population	Votes	Residents per elector	Weight of vote
Small town	10	1	10	11
Big town	100	1	100	1.1
Total	110	2	110	1.00

Created by Vote Swagtastic - 2016

Back
Next

Content: Different elements will appear on screen as the voiceover progresses. The voiceover will play immediately.

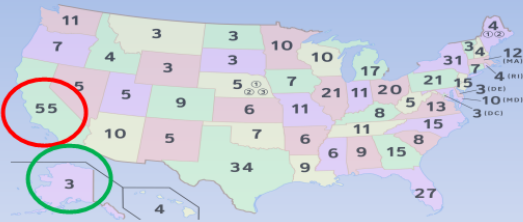
Voiceover: To further illustrate this, imagine you lived in a very small town of 10 people (show small town folks). The neighboring town had 100 people (show large town folks). Both towns were voting separately for a new law to ban smartphone access to teenagers, but they weren't voting directly. Each town was sending a representative to vote for the people. The representative chosen would pledge to vote for whatever the majority of the townspeople voted for (show representatives)

Since there are many fewer people per representative in the small town, each individual's vote would count for more, 10 times more to be exact. (show table) The larger town's people's votes would still count, but they'd count for less individually. (end example)

Image source: <https://thelifeofdecci.wordpress.com/2011/02/>

Module 2– Scene 4 – Slide 6 – What Determines the Weight of an Individual Vote?

Calculating the Weight of Your Vote!



State	Population	Electoral Votes	Residents per elector	Weight of vote
California	33,871,648	54	627,253	
Alaska	626,932	3	208,977	
United States	284,421,906	538	523,089	1.00

Created by Vote Swagtastic - 2016

Back
Next

Content: Different elements will appear on screen as the voiceover progresses. The voiceover will play immediately.

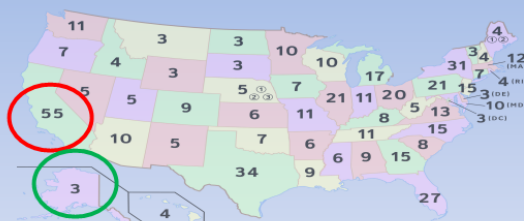
Voiceover: In order to actually calculate the weight of an individual vote, we'll need to add the national average to our table. (show table)

Let's say the United States' population is 284,421,906. As you know, there are 538 electors. (press next) (show 523,089). By dividing the total population by the number of electoral votes, we find out that that national average of residents per elector is 523,089

Since we'll be comparing each state to the national average, the weight of a vote in the US is 1.00.

Module 2– Scene 4 – Slide 7 – What Determines the Weight of an Individual Vote?

Calculating the Weight of Your Vote!



State	Population	Electoral Votes	Residents per elector	Weight of vote
California	33,871,648	54	627,253	0.83
Alaska	626,932	3	208,977	
United States	284,421,906	538	523,089	1.00

Created by Vote Swagastic - 2016

Back

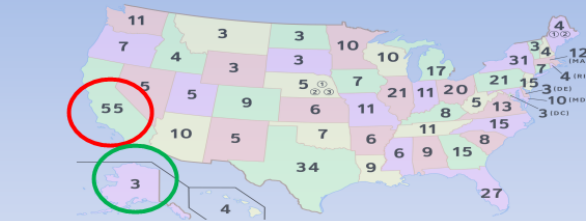
Next

Content: Different elements will appear on screen as the voiceover progresses. The voiceover will play immediately.

Voiceover: Now, we can determine the true weight of an individual vote. Let's figure out the weight of a vote in California. By dividing California's Residents per elector (highlight the figure) by the national average of residents per elector (highlight the 523,089), we find out that the weight of a vote in California is 0.83 compared to the national average of 1.00.

Module 2– Scene 4 – Slide 8 – What Determines the Weight of an Individual Vote?

Calculating the Weight of Your Vote!



State	Population	Electoral Votes	Residents per elector	Weight of vote
California	33,871,648	54	627,253	0.83
Alaska	626,932	3	208,977	2.50
United States	284,421,906	538	523,089	1.00

Created by Vote Swagastic - 2016

Back

Next

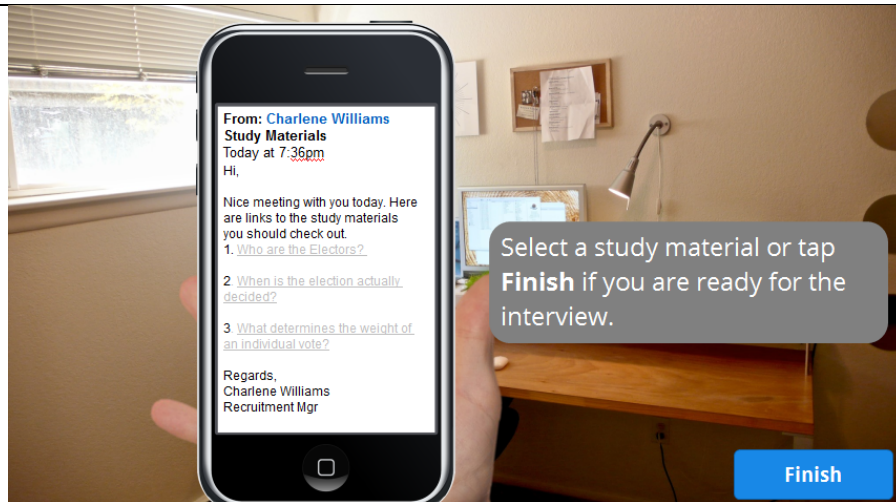
Content: Different elements will appear on screen as the voiceover progresses. The voiceover will play immediately.

Voiceover: Let's take a look at Alaska. By dividing Alaska's Residents per elector (highlight the figure) by the national average of residents per elector (highlight the 523,089), we find out that the weight of a vote in Alaska is 2.50 compared to the national average of 1.00 and California's weight of 0.83.

As you can see, despite having less electoral votes total, an Alaskan's vote actually weighs more than twice as much as the average American's, whereas a Californian's vote weighs less than the national average.

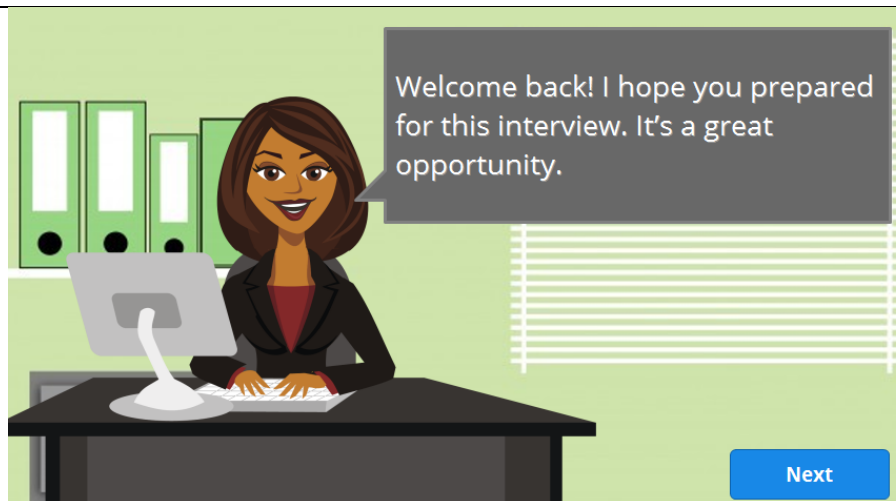
The Next button will return the learner to their room.

Module 2– Scene 4 – Slide 9



Content: The learner will be back in their room. They'll have the option to continue studying the materials Ms. Williams sent over or tap Finish to indicate that they're ready for the interview.

Module 3– Scene 1 – Slide 1



Content: This module begins with the learner back at the employment agency meeting with Ms. Williams. She informs the learner that the representative from Vote Swagtastic is here and is ready to meet with them.

Dialogue continues:

“The representative from Vote Swagtastic is excited to meet you. Head into the office next door. Good luck!”

Tapping the Next button will lead the learner to the interview with Stephen from Vote Swagtastic.

Module 3– Scene 1 – Slide 2



Content: The learner will chat with Stephen, Director of Marketing from Vote Swagtastic before the interview (assessment).

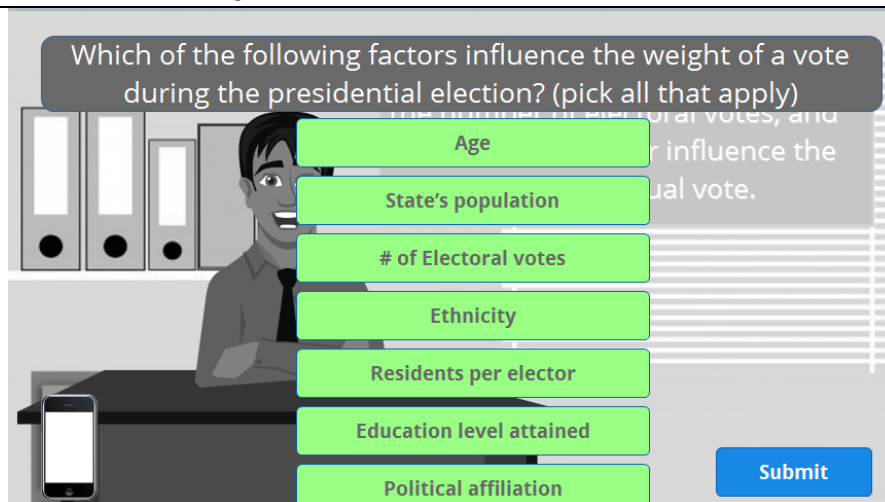
Dialogue continues:

I have to tell you, it's exciting to see young people interested in the election!"

"I just have a few questions to ask you if you're ready."

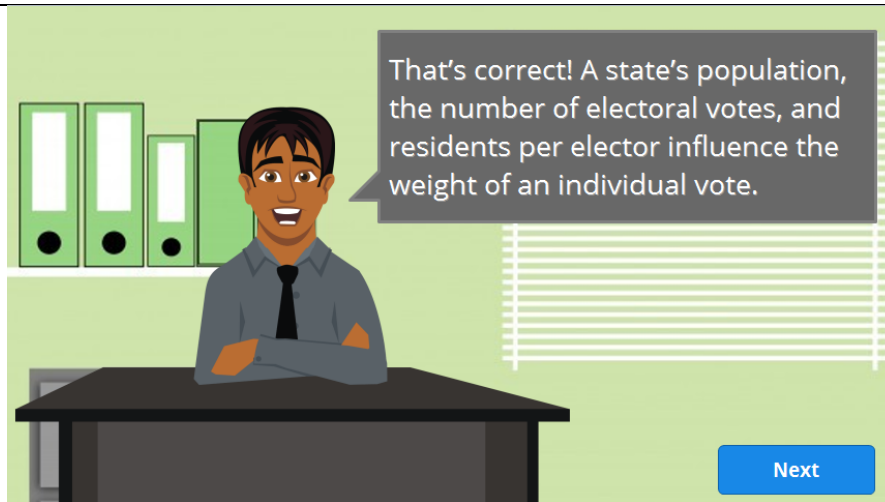
When the learner taps the Start interview button, the assessment will begin.

Module 3– Scene 1 – Slide 3



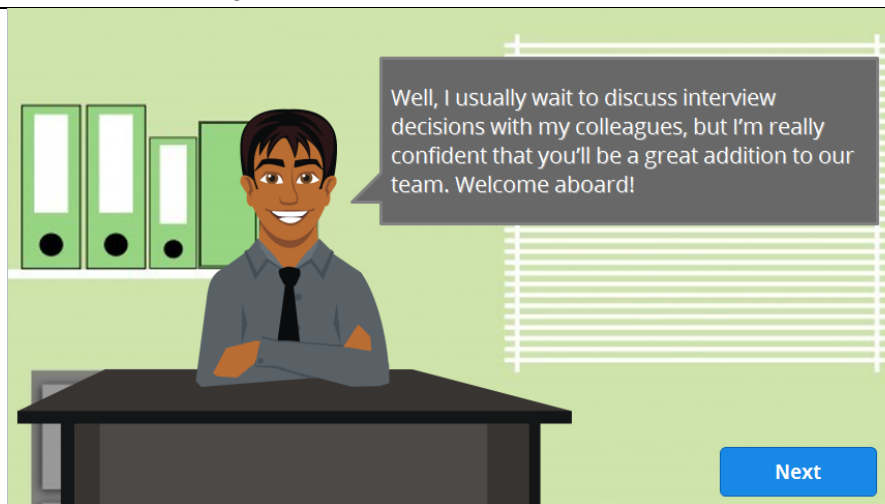
Content: The learner will be asked a number of interview questions based on learning objectives 5 and 6. They will have the option of tapping on the phone icon to access the study materials sent from Ms. Williams. See the **Assessment Tools** section for all assessment questions and feedback.

Module 3– Scene 1 – Slide 4



Content: Once the learner submits an answer, they'll receive immediate feedback. Tapping on Next will prompt them with the next question.

Module 3– Scene 1 – Slide 5



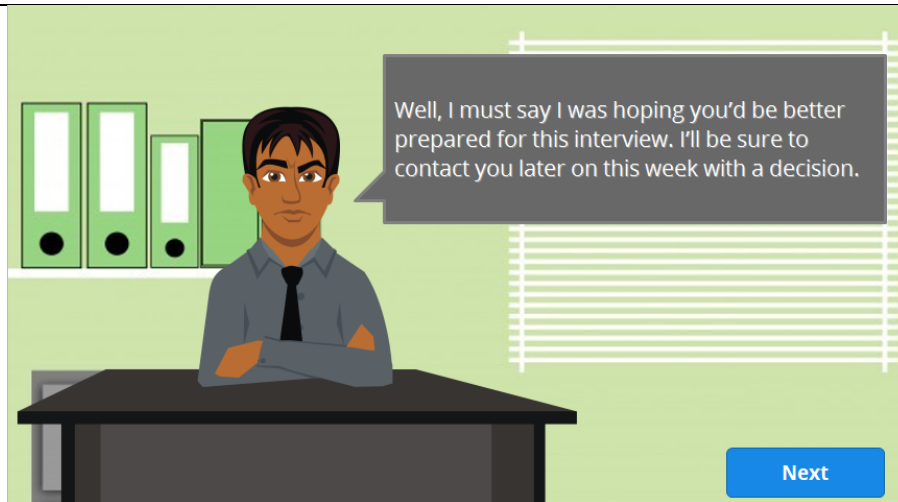
Content: If the learner answers 2 out of 3 of the questions correctly, they will be offered the job on the spot.

Dialogue continues:

“I'll send you an email with a job offer this afternoon. Thanks for meeting with me.”

Tapping on Next will take the learner to the lobby.

Module 3– Scene 1 – Slide 6



Content: If the learner answers 2 or more of the questions incorrectly, they will not be offered the job immediately.

Dialogue continues:

“Thanks for coming in. It was nice chatting with you.”

Tapping on Next will take the learner to the lobby.

Module 3– Scene 2 – Slide 1



Content: If the learner was offered the job, Ian will congratulate the learner and inform them of his new job, as well.

Dialogue continues:

“Speaking of which, do you mind if I ask you a few questions about the Presidential Election for my news report? I know, my aunt convinced me that caring about the election is important...”

Awesome! I'm going to read a series of statements. You just have to tell me how strongly you agree or disagree with them. Let's get started!"

Tapping on the Next button will begin the post-training survey (learning objective 1).

Module 3– Scene 2 – Slide 2



Content: If the learner was not offered the job immediately, Ian will simply say his aunt told him the learner had an interview.

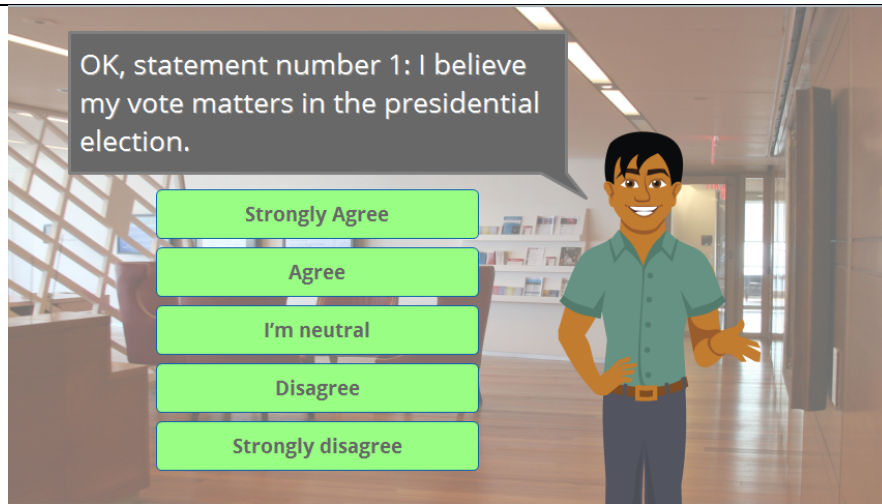
Dialogue continues:

“Speaking of which, do you mind if I ask you a few questions about the Presidential Election for my news report? I know, my aunt convinced me that caring about the election is important...”

Awesome! I'm going to read a series of statements. You just have to tell me how strongly you agree or disagree with them. Let's get started!"

Tapping on the Next button will begin the post-training survey (learning objective 1).

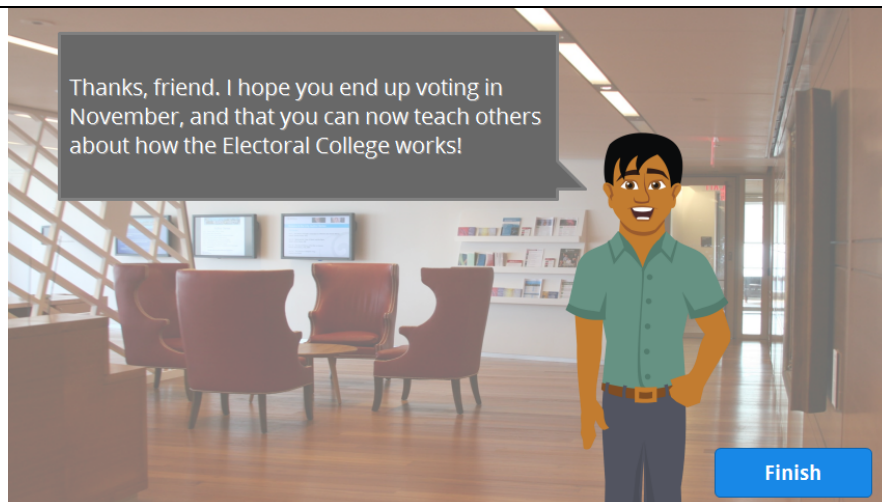
Module 3– Scene 2 – Slide 3



Content: This assessment will evaluate the learner’s attainment of learning objective #1 (Believe that their vote can impact the outcome of the presidential election despite the Electoral College being an intermediary between the popular vote and the ultimate election of the president).

The learner will be asked to respond to 3 statements.

Module 3– Scene2 – Slide 4



Content: The learner will be thanked by Ian. Tapping on the Finish button will take learners to the final screen.

Module 4– Scene 1 – Slide 1

Thank you for completing
Vote with Understanding: The Electoral College

Additional Resources:

- Register to vote! <https://www.usa.gov/register-to-vote>
- Learn more about the Electoral College here:
<http://www.archives.gov/federal-register/electoral-college/electors.html>

Restart

Tap to Exit

Content: The learner will be presented with additional resources on the final screen. They'll have the option to restart the courseware or exit.

Assessment Tools

Learning Objective	Assessment (*Yellow highlight indicates correct answer) *not applicable to Learning Objective 1
<p>1. After completing the E-Learning, learners should believe that their vote can impact the outcome of the presidential election despite the Electoral College being an intermediary between the popular vote and the ultimate election of the president.</p>	<p>Learners will respond to the following statements using a 5-point Likert scale (Strongly agree, Agree, I'm neutral, Disagree, Strongly disagree) both before and after completing the E-Learning:</p> <ol style="list-style-type: none"> 1. I believe my vote matters in the presidential election. 2. I understand how the Electoral College works. 3. I intend to vote during the presidential election.
<p>2. After completing the E-Learning, learners should be able to recall the process of the Electoral College when prompted.</p> <p>3. After completing the E-Learning, learners should be able to analyze the pros and cons of the Electoral College when prompted.</p> <p>Note: Learning objectives 2 and 3 are combined into one assessment activity in order to consolidate the E-Learning. They are also closely related enough to justify consolidation.</p>	<p>The learner will analyze the pros and cons of the Electoral College during a screening interview with Ms. Williams, a recruiting manager.</p> <ol style="list-style-type: none"> 1. Who are US citizens actually voting for in November? <ol style="list-style-type: none"> a. The President of the United States b. Their state's electors, who will ultimately cast votes to represent their state c. The Vice President of the United States <p>Feedback if correct: Ms. Williams will say, "That's correct! In November, we're actually voting to determine if the Democratic slate or Republican slate will be sent to vote on behalf of their state. A slate is the group of electors representing a state.</p> <p>Feedback if incorrect: Ms. Williams will say, "No, no. Citizens are voting to determine which electors will ultimately vote for President. See, the November vote determines if the Democratic slate or Republican slate will be sent to vote</p>

on behalf of their state. A **slate** is the group of electors representing a state

2. Tell me one potential downside to the Electoral College.
 - a. A Presidential candidate must win at least 2/3s of the electoral votes to be elected
 - b. The process for determining how many electoral votes a state receives is random
 - c. A candidate can win the popular vote but still lose the general election

Feedback if learner chose choice a:
Incorrect! A candidate only needs 270 of the 538 electoral votes (roughly half) to be elected. Try again!

Feedback if learner chose choice b:
Incorrect! The number of electoral votes a state receives is determined by its population. Each state receives 2 electoral votes automatically, then it receives one for every member of the house of representatives it has. For example, New Jersey has 12 representatives; thus, it has 14 electoral votes. Try again!

Feedback if learner chose choice c:
Correct! A downside to the Electoral College is that a candidate can win the popular vote but end up losing the general election. This can happen if the candidate wins more than 50% of the ballot cast by voters, but failed to gain 270 of the electoral votes.

Choice a is wrong because a candidate only needs 270 of the 538 electoral votes (roughly half) to be elected. Choice b is wrong because the number of electoral votes a state receives is determined by its population. Each state receives 2 electoral votes

automatically, then it receives one for every member of the house of representatives it has. For example, New Jersey has 12 representatives; thus, it has 14 electoral votes.

3. Why do some people think the Electoral College gives an unfair advantage to states with a large number of electoral votes?
 - a. It's possible that a candidate can focus on campaigning in the 3 states with the most electoral votes and win the election.
 - b. It's possible that a candidate could not receive a single vote in 39 states and still win the election.
 - c. States with many electoral votes aren't actually the most populous.

Feedback on choice a:

Incorrect! Even if a candidate wins the 3 states with the most electoral votes, they'd still only have 122 out of the necessary 270. Try again!

Feedback on choice b:

Correct! Since electoral votes are given to states based on their populations, states with high populations have a large influence on the Electoral College. For example, California has 55 electoral votes while Alaska has 3.

Choice a is incorrect because even if a candidate wins the 3 states with the most electoral votes, they'd still only have 122 out of the necessary 270.

Choice c is incorrect because states with the more electoral votes are indeed more populous than states with less votes.

	<p>Feedback on choice c: Incorrect! States with more electoral votes are indeed more populous than states with less votes. Try again!</p>
<p>4. Recall the responsibilities of electors and how they are chosen when prompted</p>	<p>The learner will respond to various posts on social media outlets marking them as true or false.</p> <p>Note on feedback: if the learner responds correctly, they will be shown the rest of their response, which includes a more detailed explanation. If the learner responds incorrectly, the another poster will respond with an explanation as to why the learner is wrong)</p> <ol style="list-style-type: none"> 1. (Twitter post) “It’s good to know that if the electors don’t vote for their pledged candidate, they’re going to jail! #keepyourword” <ol style="list-style-type: none"> a. #True b. #False <p>Text displayed if correct: “No elector has ever been prosecuted for failing to vote as pledged! #False”</p> <p>Text displayed in incorrect: “Wrong. No elector has ever been prosecuted for failing to vote as pledged! #False”</p> 2. (Twitter post) “Phew. At least I know my state representative won’t be able to be an elector. #sorrynotsorry.” <ol style="list-style-type: none"> a. #True b. #False <p>Text displayed if correct: “No Senator/ Representative, or person holding an Office of Trust or Profit under the US can be an elector #True”</p>

	<p>Text displayed in incorrect: “No Senator/Representation, or person holding an Office of Trust or Profit under the US can be an elector #False”</p> <p>3. (Facebook post) “I’m confused. If there aren’t any penalties for being a faithless elector, there is NOTHING preventing them from keeping their pledge. #brokensystem”</p> <p>a. #True b. #False</p> <p>Text displayed if correct: “Depending on the state, faithless electors may be subject to fines or have their vote disqualified. Electors are usually chosen to recognize their service and dedication to their political party. Breaking their pledge would likely be a very bad career move! #False”</p> <p>Text displayed if incorrect: “Nope. Depending on the state, faithless electors may be subject to fines or have their vote disqualified. Electors are usually chosen to recognize their service and dedication to their political party. Breaking their pledge would likely be a very bad career move! #False”</p>
<p>5. Recite the process and timeline of electing the President of the United States from Election Day (11/8) to Inauguration Day when prompted</p> <p>6. Identify the factors that influence the weight of an individual vote depending on the state of residence</p>	<p>The learner will be prompted to recall the correct process and timeline of electing the POTUS during an interview with the representative from Vote Swagastic.</p> <p>1. Pick many: which of the following factors influence the weight of a vote?</p> <p>a. Age b. State’s population c. # of electoral votes d. Ethnicity e. Residents per elector</p>

- f. Education Level Attained
- g. Political Affiliation

Feedback if correct:

That's correct! A state's population, the number of electoral votes, and residents per elector influence the weight of an individual vote.

Feedback if incorrect:

That's incorrect. A state's population, the number of electoral votes, and residents per elector influence the weight of an individual vote.

2. When is the election actually decided?
 - a. The election is decided on Election Day on the first Tuesday after the first Monday of November
 - b. The election is decided in January when Congress opens, counts, and certifies all electoral votes
 - c. The election is decided during the Primaries and during the national conventions

Feedback if correct:

That's correct! Many people believe the election is decided in November, but it isn't official until the Electoral College votes are counted and certified in January

Feedback if incorrect:

That's incorrect. Many people believe the election is decided in November, but it isn't official until the Electoral College votes are counted and certified in January

3. What happens in the event of a tie in the Electoral College?

- a. The vote will go to the House of Representatives; each state will receive one vote.
- b. There will be a systematic recount of votes across the nation
- c. The vote will go to the Senate; each state will receive two votes

Feedback if correct:

That's correct! Though it has never happened, if there were a tie in the Electoral College, the vote would go to the House of Representatives. Each state would receive only one vote.

Feedback if incorrect:

That's incorrect. Though it has never happened, if there were a tie in the Electoral College, the vote would go to the House of Representatives. Each state would receive only one vote.

Self Evaluation Using Merrill's 5 Star ID Rating System

Merrill's Five Star Instructional Design Rating

Type of Instruction:

Stage	Criteria	Explanation
<p>PROBLEM Is the courseware presented in the context of real world problems?</p>	<p>Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?</p>	<p>The courseware shows learners that they will be able to demonstrate their knowledge of the Electoral College and gain a better understanding of the election by completing the E-learning due to the realistic social situations they navigate throughout the course.</p>
	<p>Are students engaged at the problem or task level not just the operation or action levels?</p>	<p>Yes, the learner is engaged at the problem level by asking them to think critically to respond appropriately during a series of interviews and during the social media simulation.</p>
	<p>Does the courseware involve a progression of problems rather than a single problem?</p>	<p>Yes, the courseware segments the problems. First, the E-learning activates prior knowledge and attitudes towards voting and the Electoral College. Then, the learner is placed in an job interview situation to assess their general knowledge of the Electoral College (learning objectives 2 & 3). This progression continues and ends with an assessment of learning objectives 5 & 6 in the form of a job interview.</p>
<p>RATING FOR PROBLEM STAGE:</p>		

Stage	Criteria	Explanation
<p>ACTIVATION Does the courseware attempt to activate relevant prior knowledge or experience?</p>	<p>Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?</p>	<p>Yes, the pre-training survey (veiled as an interview with a reporter) asks the learner to reflect on their prior knowledge and attitudes regarding voting and the Electoral College.</p>
	<p>Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?</p>	<p>Yes, the first exposure to instructional content the learner has is a video providing a very broad, basic overview of the Electoral College. If the learner has little to no knowledge of the Electoral College before attempting the E-learning, the video will provide a solid foundation for the rest of the courseware.</p>
	<p>If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill.</p>	<p>There isn't a way for learners to "place out of" certain aspects of the E-learning, though there are instances there they will be able to complete the courseware more quickly than learners without previous knowledge. For instance, during Module 2 Scene 4, learners have the opportunity to explore another example of a concept presented. If learners are already familiar with the concept (or they've grasped it from the initial example), they can bypass it.</p>
<p>RATING FOR ACTIVATION STAGE:</p>		

Stage	Criteria	Explanation
<p>DEMONSTRATION Are the demonstrations (examples) consistent with the content being taught?</p>	<p>Are the demonstrations (examples) consistent with the content being taught?</p> <ul style="list-style-type: none"> • Examples and non-examples for concepts? • Demonstrations for procedures? • Visualizations for processes? • Modeling for behavior? 	<p>Yes, with the caveat that the first video the learner views is a fairly general overview that contains certain content that falls outside of the scope of the objectives of the courseware.</p> <p>Non-examples are used during assessments. When receiving feedback, the courseware explains why the incorrect choices are wrong.</p> <p>The courseware provides visualizations for much of the content.</p>
	<p>Are at least some of the following learner guidance techniques employed?</p> <ul style="list-style-type: none"> • Learners are directed to relevant information? • Multiple representations are used for the demonstrations? • Multiple demonstrations are explicitly compared? 	<p>At the end of the module, learners are pointed to resources for further learning.</p> <p>Within the instructional content, aspects of the Electoral College are reiterated in different ways.</p>
	<p>Is media relevant to the content and used to enhance learning?</p>	<p>Yes, multiple types of media are used to enhance the learning, including video, narrated presentation, and a social media simulation.</p>
<p>RATING FOR DEMONSTRATION STAGE:</p>		

Stage	Criteria	Explanation
<p>APPLICATION</p> <p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p>	<p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p> <ul style="list-style-type: none"> • Information-about practice requires learners to recall or recognize information. • Parts-of practice requires the learners to locate, name, and/or describe each part. • Kinds-of practice requires learners to identify new examples of each kind. • How-to practice requires learners to do the procedure. • What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence. 	<p>Yes, the practice activities are designed to align with the stated objectives.</p> <p>The assessments require learners to recall and recognize information regarding how the Electoral College works, electors, the timeline/process of the Electoral College, and what factors influence the weight of an individual vote.</p> <p>The post-training survey asks the learners to reflect on the courseware, thinking about their knowledge and attitudes towards voting and the Electoral College.</p>
	<p>Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?</p>	<p>Yes, learners are asked to use new knowledge to solve varied problems, and learners receive feedback during all assessments (with the exception of the pre- and post-training surveys).</p>

Stage	Criteria	Explanation
	<p>In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?</p>	<p>Yes, in some cases. Before the first “job interview,” the learner is encouraged to access notes related to the first instructional video.</p> <p>During the social media simulation and second job interview, the learner will have access to the study materials sent over by Ms. Williams. Since learners would have access to resources on the web while engaging in discussions on social media, the access to resources during the assessment would be an accurate simulation. A person would not normally have access to resources during a job interview, but since the courseware is not assessing the learner’s ability to ace an interview, they will have access to the study materials.</p>
RATING FOR APPLICATION STAGE:		
<p>INTEGRATION Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?</p>	<p>Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?</p>	<p>No, the courseware does not include a social learning component; however, simulated social interaction is the primary focus of the assessments.</p>

Stage	Criteria	Explanation
	Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?	<p>Yes, through the pre- and post-training survey, learners have the opportunity to reflect on their new knowledge.</p> <p>Through the other assessments, the learner has the opportunity to defend their knowledge in simulated online discussions and job interviews.</p>
	Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?	<p>Yes, the resources provided at the end of the courseware point the learner towards other ways to explore ways to use their new knowledge (e.g., https://www.usa.gov/register-to-vote)</p>
RATING FOR INTEGRATION STAGE:		

References

Smith, S. (2014). The Party of Nonvoters. Retrieved May 15, 2016, from <http://www.people-press.org/2014/10/31/the-party-of-nonvoters-2/>

U.S. Smartphone Use in 2015. (2015). Retrieved May 15, 2016, from <http://www.pewinternet.org/2015/04/01/us-smartphone-use-in-2015>