



# THE DYRT RANGER PROGRAM

## Design Document

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## Overview

Camping is a great way to experience the natural beauty of the outdoors, and with 61% of American households considered active campers (KOA, 2017), it's clearly a common activity. A company called TheDyrt.com was founded in 2014 and is described by the founders as "the Yelp for camping". It is a website that helps campers choose their camping spot thanks to user-generated reviews of campgrounds. To encourage campers to leave reviews, there is a gamification element to the site, wherein leaving a review results in points, and with enough points accumulated, campers can win prizes. These prizes are practical - outdoor gear and equipment – just the kinds of things campers like and are attracted to.

The Dyrt likes to seek out and recognize avid campers and users of their site, and invite them into an exclusive group, an ambassador group they began in 2016 called The Dyrt Ranger Program. People who win contests are also given access to the program. These Rangers are camping often, have access to free outdoor gear (which they keep in exchange for reviews), and leave campground reviews so descriptive or write about the outdoor so well, their work is turned into blog posts on The Dyrt website. The Dyrt Ranger Program generates a lot of content for the website and its users, so it is an important part of the business.

## Problem

The Dyrt's website traffic has grown exponentially. In the first few years, there would be 60,000 new users signing up annually. Now, there is a new user every 60 seconds! The website was built to scale for the user base, but not for the Ranger Program specifically. Rather than becoming a victim of their own success, The Dyrt wants to continue to grow the Ranger Program because it holds tremendous value to them as business potential.

Once a camper is identified as a potential Ranger, The Dyrt sends that camper information on the ambassador program asking if they would like to join. While there are campers who are very keen to because they like the exposure The Dyrt's blog will give them as writers, the clear majority of campers want to because they want access to free outdoor camping gear. The problem isn't that The Dyrt has low response rates from campers after reaching out, it's that there is no good way of knowing if the camper truly understands the program, the responsibilities of being a member, and the gear review process.

A lot of Rangers, from rookies to veterans, ask the same questions to the staff on the private Facebook group and from the website's online chat feature about the materials they were sent, most specifically about the instructions they were given on how to leave a gear review



on the site. This leads to staff continually needing to take time to give the same answers to common questions, which delays their progress on more important tasks. Aside from the customer support, the consistent flow of questions from members shows the review instructions Rangers are given need improving. There is no area on the website dedicated to curating frequently asked questions, so this is a continuous problem as new members are added.

The Dyrft has business partnerships with outdoor brands which rely on the The Dyrft Ranger Program's members producing valuable content (media). The downside of a blog article written below standards has different consequences than a gear review. In the latter, physical gear has already been allocated to someone who produced poor results, and that gear cannot be retrieved. It is a lost opportunity.

### **Solution**

The Dyrft is looking to better educate prospective Rangers to produce better media results and lower error rates. An eLearning solution developed for members of The Dyrft Ranger program would serve as a reference point of information on the program and instruct Rangers on how to conduct a proper Ranger gear review. This would allow The Dyrft to have one consistent place to communicate their messaging about the program to its members and return time back to the staff to focus on other business priorities. It will also yield higher quality content, which will help continue growth for the business through their brand partnerships and blog readers. This module serves as a certification program for incoming and existing Dyrft Rangers, ensuring both The Dyrft and Rangers are aware of the roles and responsibilities of the ambassador program.





This section of the design document provides an overview of the methods used and content sourced to create an online learning module on The Dyrt Ranger program. It describes the key learning objectives and the intended audience, as well as a guide for technical requirements to complete the learning.

### Target Audience

The target audience for this course are incoming and interested campers to The Dyrt Ranger Program. It is also for existing members who want to review best practices on being a Ranger. They are already aware of how The Dyrt website operates and how the campground review process works but have yet to receive any formal training on the ambassador program – regardless of their existing affiliation. They are 18 years or older and are residents of the United States spread evenly across the country. We cannot assume they are similar in their demographical identity, just that they share a common love for camping and The Dyrt website. They may be employed, unemployed, retired, or outdoor professionals. They are equally likely to be female or male and have access to internet. They tend to use mobile phones and computers daily, despite their outdoor spirit. Messaging will be most effective when the assumption is the person has only a basic education.

### Objectives

After completion of this course, the learner will be able to:

- Explain The Dyrt Ranger Program and identify what it means to be a Dyrt Ranger
- Describe the forms Rangers use with The Dyrt Ranger Program
- Create an amazing Dyrt Ranger gear review.

### Methodology

The Dyrt Ranger Program is advertised on The Dyrt website so all users of the site are aware of the overall program. Additionally, there is a private, very active Facebook group called The Dyrt Ranger Station, full of interactions between staff and Rangers. I am a Dyrt Ranger, meaning I have access to the private group. I am not just a member, but a “power user” of the site (I rank in the top 20 of all users who have ever left a campsite review). This level of activity has led to a close relationship with the staff, which made soliciting interviews much easier. In order to educate incoming and existing Dyrt Ranger members on the program and conducting proper gear reviews, a thorough analysis was conducted in the following ways:

- Interviews of key subject matter experts.
  - Phone interviews with Sarah Smith and Kevin Long, founders of The Dyrt



- Phone interview with Ryan Fliss, Marketing Director for The Dyrt
- Phone interview with Mark Silvester, Client Services Manager for The Dyrt
  - These interviews asked staff their pain points on managing the support for the Ranger program, the common questions they deal with, and what has been the most effective messaging used.
- Online surveys conducted with existing Dyrt Ranger members (245 members)
  - A Google Form survey was created asking open ended and multiple-choice questions (56 responses)
  - The Dyrt staff generated social media posts (targeted at existing Ranger members only) asking for qualitative feedback on what goes into making an “All-Star Ranger Review?” (22 comments/responses)
- Existing materials on The Dyrt Ranger Program
  - Website blog articles written by staff about the program
  - Google Forms The Dyrt had created that were used during portions of the Ranger’s gear review process.
  - Media generated by Rangers (blog posts, gear reviews) to establish a baseline quality standards expectation.
  - Read through interactions on The Dyrt’s social media pages between Rangers and staff

### Content Source

Content from the Dyrt website, interviews with staff, and surveys conducted with existing members lead to the formation of the learning objectives and general outline of the course, including lessons to cover and the preferred medium in which to deliver those messages. A combination of icons and graphics, photos, and videos were used in an interactive eLearning module.

Photos and videos will be sourced from a combination of:

- The Dyrt website, Dyrt Rangers’ existing submissions, and personal camping/outdoor adventure media.

Iconography and additional visuals will be sourced for free online or created using:

- Photoshop, InDesign, Illustrator, and PowerPoint.



## Tech Platform

The courseware will be designed and programmed to cater to adults with access to a computer and the internet. The software used to develop the learning solution will be Articulate 360. In order to participate, the following technical specifications are required:

- Internet connection: All computers are connected to a high-speed internet connection.
- Internet browser for viewing course (HTML5):
  - Windows – Internet Explorer 10 or later, Microsoft Edge (latest version), Google Chrome (latest version), Firefox (latest version).
  - Mac – Safari (latest version), Google Chrome (latest version), Firefox (latest version).
  - Mobile: Safari in Apple iOS 8 or later, Google Chrome in Apple iOS 8 or later, Google Chrome in Android OS 4.1 or later.
- Flash: Adobe Flash Player 10.3 or later plus any of these web browsers:
  - Windows – Internet Explorer 8 or later, Microsoft Edge (latest version), Google Chrome (latest version), Firefox (latest version).
  - Mac – Safari (latest version), Google Chrome (latest version), Firefox (latest version).
- Screen resolution: A minimum of 800 x 600 screen resolution is required
- Audio: speakers or headphones are needed





This section outlines the design treatment that will be used to accomplish each learning objective. There is a quiz after all learning materials are viewed that assesses learners on their competency with the material.

### Objective 1: Explain The Dyrt Ranger Program and identify what it means to be a Dyrt Ranger

Content	Treatment
<p><b>What is a Dyrt Ranger?</b></p> <ul style="list-style-type: none"> <li>Introduction describing what a Dyrt Ranger is, leveraging and then paraphrasing copy that was used to describe the program found on The Dyrt website <a href="#">here</a>.</li> <li>Information on who a Ranger is, as well as what a Ranger does.</li> </ul>	<ul style="list-style-type: none"> <li>An inspiring outdoor image of a person during an adventure being used as a background.</li> <li>The learner is asked to interact with buttons on the slide to reveal the top characteristics of a Dyrt Ranger.</li> </ul>
<p><b>What Type of Ranger are You?</b></p> <ul style="list-style-type: none"> <li>Continuing to leverage and then paraphrase copy from <a href="#">this webpage</a>, this section introduces examples of the different types of people that are typical Dyrt Rangers.</li> </ul>	<ul style="list-style-type: none"> <li>An inspiring outdoor image of a person during an adventure being used as a background.</li> <li>The slide contains clickable hotspots on the image. The learner interacts with the slide by hovering their mouse over areas of the image to click and reveal four different lightboxes, which depicts various Ranger types.</li> <li>The learner must select all hotspots in order to continue.</li> </ul>
<p><b>What is the Ranger Gear Review Process?</b></p> <ul style="list-style-type: none"> <li>To get a complete view of the Ranger Program, this section outlines the steps of the gear review process.</li> </ul>	<ul style="list-style-type: none"> <li>This slide shows a person holding a compass</li> <li>The learner is asked to interact with the compass by clicking and dragging their mouse to move the needle of the compass. As the needle moves, the slide reveals different light boxes, which depict the steps of the Ranger Review process.</li> </ul>

### Objective 2: Describe the forms Rangers use with The Dyrt Ranger Program

Content	Treatment
<p><b>The “Camping Soon” Form</b></p> <ul style="list-style-type: none"> <li>This is an existing <a href="#">form</a> that is part of the Ranger Review process completed online by the Ranger with responses sent to The Dyrt.</li> <li>The form includes information on when the Ranger is camping next and what activities they will be doing, so The Dyrt can send the Ranger the appropriate outdoor gear to review during that camping experience.</li> </ul>	<ul style="list-style-type: none"> <li>There is an image of a campsite being used as a background</li> <li>There is an image overlay of the “Camping Soon” form.</li> <li>Buttons on slide reveal top-level information about the form from a hover interaction. Clicking on a button reveals more information.</li> <li>The learner must interact with all buttons to continue.</li> </ul>



<p><b>The “Ranger Review Submission” Form</b></p> <ul style="list-style-type: none"> <li>• This is an existing <a href="#">form</a> that is part of the Ranger Review process completed online by the Ranger with responses sent to The Dyr. </li> <li>• The form includes information on what websites, besides The Dyr, where the user posted their gear review. It also asks for links to any videos made in support of the review. The Dyr uses the information to leverage content for their blog and notify brands.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an image of a campsite being used as a background</li> <li>• There is an image overlay of the “Ranger Review Submission” form.</li> <li>• Buttons on slide reveal top-level information about the form from a hover interaction. Clicking on a button reveals more information.</li> <li>• The learner must interact with all buttons to continue.</li> </ul>

### Objective 3: Create an amazing Dyr Ranger gear review

Content	Treatment
<p><b>How do I do a gear review as a Ranger?</b></p> <ul style="list-style-type: none"> <li>• Based on leveraging and improving on content found within the <a href="#">Ranger Review Guidelines</a> form, this is a screencast video reviewing the entire Ranger gear review process</li> </ul>	<ul style="list-style-type: none"> <li>• There is an image of a camper with a lot of gear in a backpack</li> <li>• Learner is asked to click on screen to begin a video that outlines the gear review process.</li> <li>• This video is: <ul style="list-style-type: none"> <li>○ A screencast recording of a gear review process, start to finish.</li> <li>○ Narrated with closed captioning provided</li> <li>○ Free navigation on seek bar to review or skip ahead</li> <li>○ Use of buttons to skip to specific sections of the video, if video length becomes long.</li> </ul> </li> </ul>
<p><b>Ranger gear review examples</b></p> <ul style="list-style-type: none"> <li>• From the learner analysis, it was important to show learners examples of existing ranger review content focusing on four main topics: <ul style="list-style-type: none"> <li>○ Well captioned photos</li> <li>○ Lifestyle photos of the product</li> <li>○ Gear review videos of overall product</li> <li>○ Gear review videos of one or more gear features</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is an image of a person on an outdoor adventure</li> <li>• There are four main areas of the image, denoted with icons, that the learner must click on to view examples of Ranger gear reviews.</li> <li>• Media content is leveraged from existing Rangers’ gear reviews found on The Dyr website.</li> <li>• Images and videos are embedded. Learners are able to cycle through various examples.</li> <li>• Effort was taken to include examples from a variety of Rangers so as many people are represented and to showcase the variety of acceptable submissions</li> </ul>
<p><b>Tips and Tricks from Rangers</b></p> <ul style="list-style-type: none"> <li>• Outside of any formal instructions, there was an opportunity to address learners</li> </ul>	<ul style="list-style-type: none"> <li>• There is an image of a campsite or campsite lifestyle image</li> </ul>



<p>with some post-hoc advice and reminders when conducting their own Ranger reviews.</p> <ul style="list-style-type: none"> <li>Based on a summary of polls and questions posed to Rangers: <ul style="list-style-type: none"> <li>Horizontal media is preferred, especially for video</li> <li>Test the product against its claims</li> <li>Be aware of wind and sunlight when capturing media</li> <li>Have fun and be creative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A slider bar appears and learners are asked to slide the bar left and right to reveal tips and tricks from Rangers</li> <li>A lightbox appears when the learner interacts with the slider, revealing 5 total tips.</li> </ul>
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## Production Pathway



This section outlines the design treatment that will be used to accomplish each learning objective.

Element	Process	Tools	Notes
<b>Design Docs</b>	Create/Edit	MS Word 2013	The design document will incorporate the use of a template theme found within Word.
<b>Graphics - Photos</b>	Create	Sony alpha 6000 camera with alpha 3.5-5.6/16-50 optical lens	I plan on leveraging photos from my camping and outdoor adventures as background images to the slides of this module.
	Edit	Photoshop CS6 v13, Apple Photos v2.0	Preliminary editing and photos requiring only light post production effects will be done with the user-friendly and intuitive Apple Photos program. More sophisticated edits – particularly removing backgrounds from images to create images files with transparent backgrounds to overlay on any background will be done with Photoshop.
<b>Graphics – Illustrations</b>	Create	InDesign CS6 v13, Illustrator CS6 v13	I have a copy of Creative Suite 6 from Adobe but I will be avoiding all native creation of images when possible due to time constraints and tools will only be used for unique illustrations. Perhaps for navigation buttons and unique icons. If supplemental materials are required or requested like infographics, these tools will be used thanks to vector designing maintaining pixel quality.
	Edit	Photoshop CS6 v13	Photoshop will be useful for removing artefact backgrounds and working with in-house made illustrations that require significant edits to maintain image quality, rather than an inferior but capable tool like PowerPoint 2013.
<b>Graphics - Clipart</b>	Select/Purchase	Shutterstock, Google Images, Creative Commons,	I have image services available to me through software purchases (Articulate) and online subscriptions (Shutterstock). Additional free tools include images under the Creative Commons license as well as using Google



		Articulate 360 Content Library	Images. The majority of photos will not need to be edited, but Shutterstock does offer vector downloads of some images for easier editing with programs like Photoshop.
<b>Audio</b>	Record	Yeti Blue microphone, AZ recorder	Voiceover work will be done with a Yeti Blue microphone connected to my computer for immediate availability to editing. I am recording phone interviews with Dyrt staff members using an android phone recording app called AZ recorder.
	Edit/Export	Audacity 2.1.3, Levelator 2.1.1	Audacity is my tool of choice for audio editing overall, but Levelator is a great free resource software for helping with cleaning up any artefacts discovered and help keep voice inflection and tone in the proper range.
<b>Video</b>	Record	Peek, Articulate 360	Screencast videos will be recorded using Peek, a software component of the Articulate 360 Suite. Peek saves screen recordings to a local hard drive in .mp4 format.
	Edit/Export	Apple iMovie v10.1.2, Viddyoze, YouTube	I will output screen recordings in HD 720p with H.264 codecs. I will save these files as .mp4. I will also create an opening video using templates available through Viddyoze, which I can custom edit. I will download these 5 second clips and use iMovie to stitch a final video together. iMovie will also be used to trim screencast video recordings. Exported videos will be uploaded to YouTube for further editing of caption tracks and to act as the host of content so the eLearning module can embed the videos.
<b>Courseware Development</b>	Create Courseware	Articulate Storyline 360	The master build will occur in Storyline 360 using video, audio, and graphic files made elsewhere that are imported into the program for further interactivity elements to be added. Further content will be made within the program, namely the core template, navigation, and base text copy content.
<b>LMS</b>	Upload Courseware	FileZilla v3.29 iPage	Once a folder pathway is built on my computer which mirrors that on my web server (hosted by iPage), I will use FileZilla to do the course upload rather than the file manager available from iPage. This is because iPage's File Manager program will time out and not upload a file if it takes longer than a few minutes and the expected output file will be quite large, which is something FileZilla can accommodate.
	Distribute Courseware	iPage	I will provide a link to my course during development cycles for review, as well as when a final submission is required for the assignment. Once final I will also embed this link within a graphic on my website in my portfolio section so site visitors can click this image and the course will open for them.
<b>File Storage</b>	Save and Backup	Computer HDD, External HDD, Google Drive	All files will be saved to my local computer's hard drive disk (HDD). For convenient file retrieval on the go and across my different computers, files will also be saved in a



			Google Drive cloud storage location. All work will be backed up on an external HDD for security and long-term storage purposes.
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## Interface, Key Layouts, and Color Scheme



### Introduction

This section of the design document provides information related to the design of the eLearning interface. It covers the standards and styles used for the main interface including an annotated explanation on its layout, outlines the color palette used, overviews the graphic standards applied, and discusses steps taken towards ensuring the module adheres to Section 508 compliance principles.

### Color Palette

The color palette derived was after initial interviews with staff from The Dyrt at which point a media kit was sent with colors and font types to be used. The company logo was also incorporated occasionally.

#### PRIMARY



**RGB** 37,54,78

**HEX** F9AA2C



**RGB** 249,170,44

**HEX** F9AA2C



**RGB** 51,150,234

**HEX** 3336EA



**RGB** 0,195,167

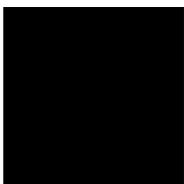
**HEX** 00C3A7



**RGB** 255,76,92

**HEX** FF4C5C

#### NEUTRALS



**RGB** 00,00,00

**HEX** 000000



**RGB** 255,255,255

**HEX** FFFFFFFF

#### LOGO



## Typography

### HEADINGS – DOSIS

20 pt | #000000/#FFFFFF | Bold | Upper case

### SUB HEADINGS – DOSIS

18 pt | #000000/#FFFFFF | Bold | Upper case

Subheadings 2 – Dosis

08 pt | #000000/#FFFFFF | Regular | Sentence case

Body – Opens Sans

12 pt | #000000/#FFFFFF | Regular | Sentence case

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis.

### Graphic Standards

Graphics will be made in Adobe Photoshop and imported into Articulate Storyline 360 for maximum quality. Royalty free photos will also be leveraged for iconography and Navigation buttons. There is no logo for this project as it is an independent build.

### HEADER GRAPHIC



### FOOTER GRAPHIC



### NAVIGATION BUTTONS



Previous Slide



Next slide



Home



Exit



Back/Forward

For the navigation buttons with the icons, the icons are black to provide good contrast against the grain wood. When a lightbox is used on a slide, the exit and back/forward buttons are made available. The blue contrasts well with a black background.

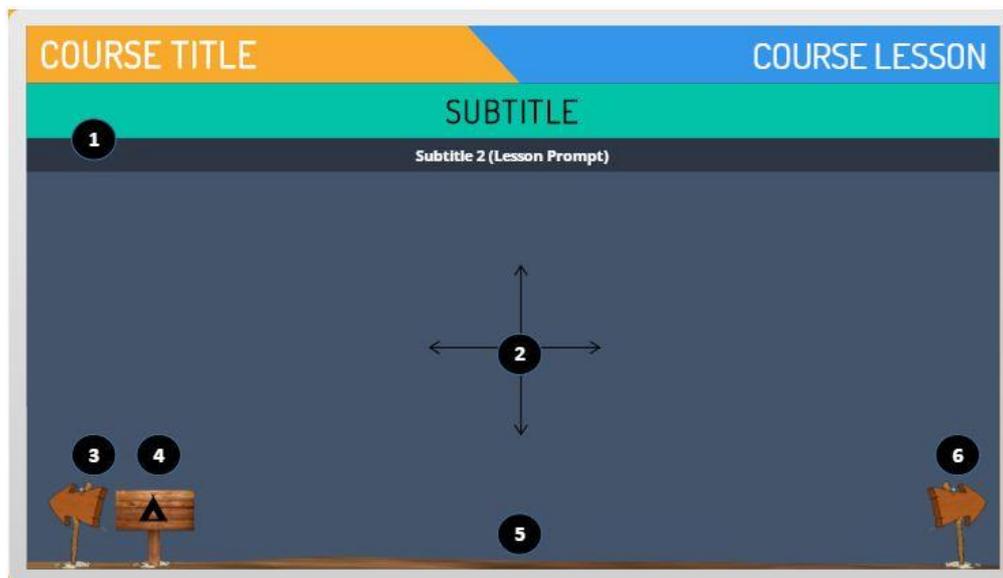


## Section 508 Compliance

Measures will be taken to ensure the module is Section 508 compliant. Images will have alt text added (when not decorative) and a slide order will be established for all content on a slide, so any screen readers will properly read back content as it was intended. To ensure all graphics did not pose issues for any learners who have visual impairments caused by color blindness, a [color blindness simulator](#) was used during graphic design on imagery. Videos have captions. In order for the module to have a consistent design as well as adhere to accessibility standards, all videos that required captioning in this module were embedded from YouTube, even though accessibility features for videos exist that would have allowed for including videos from within Articulate Storyline. This was because most videos for the module were being leveraged from YouTube and weren't available for download with caption files, and so downloading the videos was not ideal. However, if they remained on YouTube they had captions due to the YouTube video player interface and its automated captioning.

## Course Interface

The image below is a screenshot of the actual course interface.



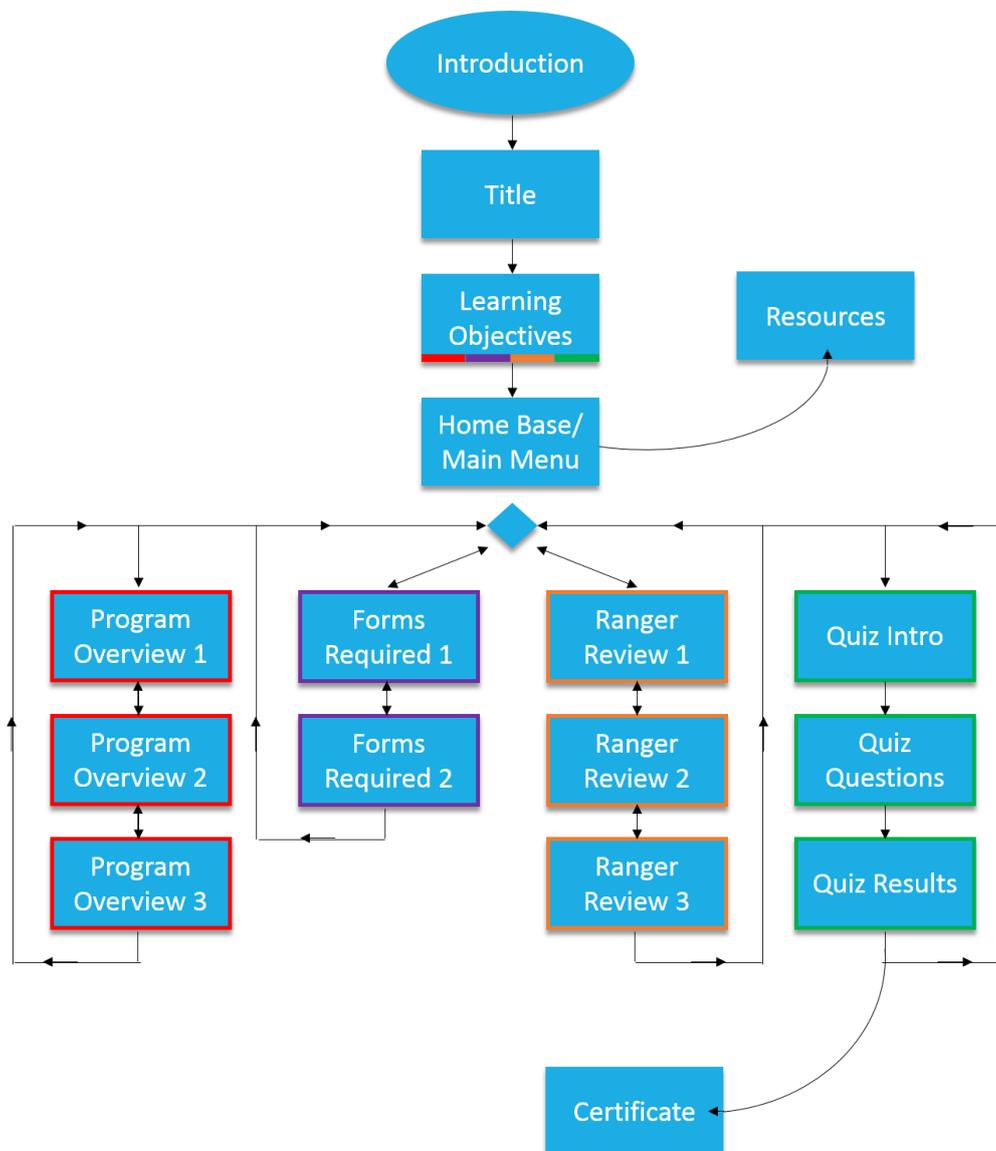
1. Header Area
2. Main Content area
3. Previous Button to navigate to the previous slide
4. Home Button to navigate to main menu slide
5. Footer area
6. Next Button to navigate to the next slide





## Course Flowchart

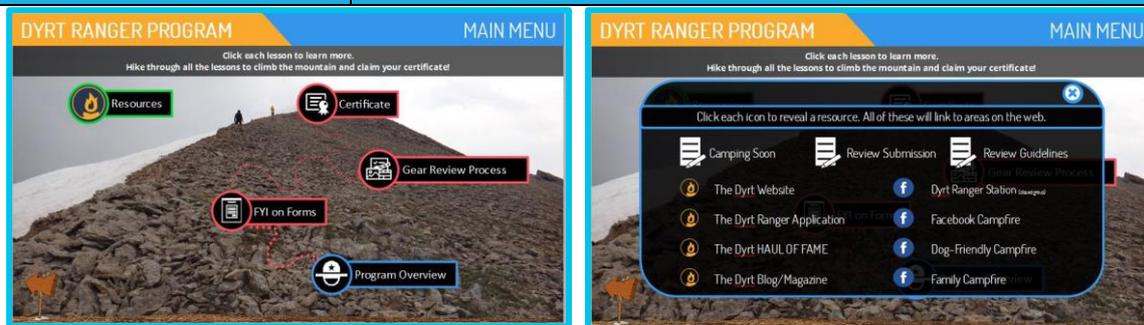
The flowchart below provides a visual overview of the course layout, including the amount of content destined to be included. The course provides a video introduction followed by a quick tutorial on how to navigate the course, then it outlines the learning objectives. The learner is then shown a slide which will act as the learner's base camp. They can return to this slide at any time to access course resources or explore the various lessons. There is an order to the course lessons, so the learner is prompted on this slide that the various lessons will unlock for the learner once they navigate their way through the required lessons. Once all lessons are complete, the learner unlocks a certification section which is an assessment of the course material that once passed, provides the learner with a certificate to prove they've passed the module and are ready for The Dyrt Ranger program.



## Storyboards

Below are a few screens which have been storyboarded to provide a detailed overview of content intended to be included in a given slide.

Slide Information	
Lesson Title	-----
Slide Title	Home Base/Main Menu
Button Navigation Information	
Resources Button	Opens lightbox providing links to helpful resources
Previous Button	Return to Learning Objectives
Program Overview Button	Learner can navigate to Lesson 1
FYI on Forms Button	Learner can navigate to Lesson 2, once Lesson 1 completed
Gear Review Process Button	Learner can navigate to Lesson 3, once Lesson 1, 2 completed
Certificate Button	Learner takes quiz to receive Ranger Certificate, once lessons complete
Slide Depiction	



### Screen Text (Draft\*)

#### Base Layer

*In the previous slide, the learner was introduced to the learning objectives, depicted with icons. In this slide, the icons are represented and correspond to 3 lessons. The learner must "hike their way" to the top of the mountain by completing the lessons and obtaining their certificate.*

Click each lesson to learn more. Hike through all the lessons to climb the mountain and claim your certificate!

#### Resources Lightbox

*Given this is the main menu/base camp slide, it is convenient to include course resources on this page. There are a lot of resources for this course so they are organized by links on The Dyrt website, Facebook groups, and Google Forms.*

Click each icon to reveal a resource. All of these will link to areas on the web.

<three forms shown>

<four website links shown>

<four Facebook group pages shown>

### Audio Script (Draft\*)

**None**



Slide Information	
Lesson Title	Program Overview
Slide Title	Program Overview 2
Button Navigation Information	
Next Button	Advances to slide Program Overview 3
Previous Button	Return to Program Overview 1
Home Button	Return to “base camp”/main menu slide
Hotspot Button x4	Reveals a lightbox presenting 1 of 4 Ranger types
Slide Depiction	
	
Screen Text (Draft*)	<p><b>Base Layer</b></p> <p><i>In the previous slide, titled “What is a Dyrt Ranger?” the learner received some characteristics on what makes up a typical persona that would qualify as a Dyrt Ranger. In this slide, the information is applied by providing example character types.</i></p> <p>We'll ask you to do monthly initiatives to help us make camping EVEN BETTER! Click around the image to reveal the 4 different types of Rangers. Are you all of these types?</p> <p><b>Feedback Layer</b></p> <p><i>There will be a lightbox for each area (4 total) the learner clicks on, which will reveal 1 of 4 Ranger types. Once the learner had clicked through all 4 types, they are able to advance. An example of one of those 4 types is shows above. The screen text is below.</i></p> <p>&lt;Header1&gt; The Gear Junkie.        &lt;Sub header 1&gt; Do you love outdoor gear?        &lt;Body text 1&gt; We might ask you to test gear and review products at campgrounds as a Ranger Review.</p> <p>&lt;Header2&gt; The Environmentalist.        &lt;Sub header 2&gt; Want to protect and preserve nature?        &lt;Body text 2&gt; We might ask for suggestions of a non-profit that could have the biggest impact on improving access to camping.</p> <p>&lt;Header3&gt; Avid Camper        &lt;Sub header 3&gt; Is Camping your Day night job?        &lt;Body text 3&gt; We might ask you to search for campgrounds in a state you've never been to and then as you: What info is missing you wish you had?</p> <p>&lt;Header4&gt; Outdoor lover.        &lt;Sub header 4&gt; Do you tell more than campfire stories?        &lt;Body text 4&gt; We might ask you to tell is a story about a time you got lost in the woods, or about the greatest moment you ever had camping. We would then build your stories and responses into The Dyrt website.</p>
Audio Script (Draft*)	<b>None</b>



Slide Information	
Lesson Title	Forms Required
Slide Title	Forms Required 2
Button Navigation Information	
Next Button	Completes lesson; returns learner to base camp/main menu slide. Lesson 3 unlocked.
Previous Button	Return to slide Forms Required 1
Home Button	Return to "base camp"/main menu slide
Radio Marker x 3	When clicked, reveals one of three key points about the form
Slide Depiction	



Screen Text (Draft*)	<p><b>Base Layer</b></p> <p><i>In the previous slide, the learner was introduced to a Google Form they were to fill out before going camping. This slide introduces a Google Form to be completed after camping. Given this slide covers similar information as the previous slide, the layout of this slide is identical with only the form-specific information substituted. This consistent layout means less time processing the slide's layout for the learner and more time to focus on the information. The learner is to click on 3 buttons to reveal the key information about the form and in order to advance in the module.</i></p> <p>Click each icon to learn more and advance to the next page.</p> <p>&lt;Button 1 Reveal&gt; AFTER YOU CAMP...and finish your Ranger Review, Rangers need to fill out a 'Range Review Submission' form we have online.</p> <p>&lt;Button 2 Reveal&gt; THIS FORM IS...used to let us know where we can find your awesome photos, video, and written review online!</p> <p>&lt;Button 3 Reveal&gt; The Dyrt uses the forms to feature your review on our website &amp; social media so others know what gear is worth a closer look! You can even end up in the HAUL OF FAME!</p>
Audio Script (Draft*)	<b>None</b>



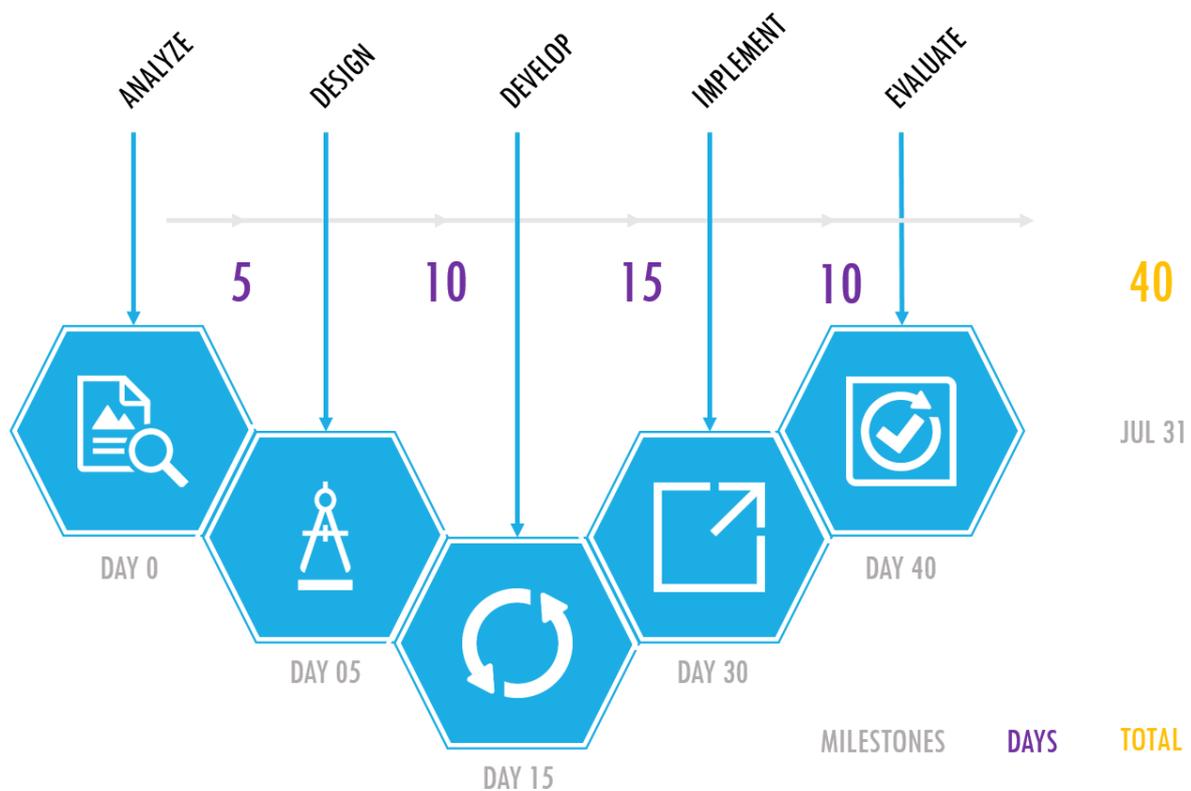
Slide Information	
Lesson Title	Ranger Review
Slide Title	Ranger Review 3
Button Navigation Information	
Next Button	Completes Lesson. Returns Learner to base camp/main menu. Certificate unlocked.
Previous Button	Return to slide Ranger Review 2
Home Button	Return to "home base"/main menu slide
Slider Interaction	Reveals 1 of 5 lightboxes when learner drags slider left and right
Slide Depiction	
	
Screen Text (Draft*)	<p><b>Base Layer</b></p> <p><i>In the previous slide, the learner watched a screencast video on how to conduct a ranger review process start to finish. On this slide they are getting final tips and tricks on what makes an awesome Ranger review. The learner must slide a bar left and right to reveal 5 tips and tricks.</i></p> <p>Slide the bar to reveal advice from current Rangers on how to make your gear reviews that much better!</p> <p>&lt;Slider Position 1 Reveal&gt; HORIZONTAL MEDIA – While all media is good media, we love uploads in landscape versus portrait mode.</p> <p>&lt;Slider Position 2 Reveal&gt; PUT THE GEAR THROUGH IT ALL! – When there’s a claim like “this product can keep beverages cold for up to 36 hours” we say to you, “PROVE IT!”</p> <p>&lt;Slider Position 3 Reveal&gt; KNOW YOUR SURROUNDINGS – Keep these questions in mind: Is there win that’s going to affect my video recording? Is the lighting good for photos?</p> <p>&lt;Slider Position 4 Reveal&gt; GET INSPIRED FROM OTHERS! – Check out the HAUL OF FAME on The Dyrnt and other places online for reviews to help get the creative juices flowing.</p> <p>&lt;Slider Position 5 Reveal&gt; GET CREATIVE AND HAVE FUN! – Awesome reviews are authentic, practical, and relatable.</p>
Audio Script (Draft*)	<b>None</b>





## Course Evaluation Strategy

There was an ADDIE model approach taken to the implementation and evaluation of this eLearning module. I made this module over the span of 40 days. I was able to schedule interviews with key staff members of The Dyrt, and when the last interview concluded, Day 0 began. One of the main takeaways from the interviews was a need to reach out to the existing Ranger community with surveys and social media posts, asking for their feedback on The Dyrt Ranger Program. The interviews and Ranger feedback ultimately formed the learning objectives and began to form the design of the module. By Day 15, I had a module ready to share with The Dyrt staff, and a select few Rangers. Two weeks later on Day 30, I had gathered enough feedback and time to adjust and publish a second version, a Beta version. Over the span of 10 more days, after feedback from a live meeting with Dyrt staff, and written reviews from a UC Denver faculty member and two other professional Instructional Designers, a final eLearning version was published. The initial deployment for the module is scheduled for middle of August on the Facebook Dyrt Ranger page. Based on general member comments, the module will then be published to a wider camping audience or adjustments to the materials will be made. It had been determined the introduction video will be the Dyrt Ranger program promotional video moving forward.



## Learner Assessment Strategy

Developing a proper assessment for this course was one of the more difficult portions of this project build. There needed to be an assessment because prior to this module, the only confirmation The Dyrt staff had that campers interested in joining the program understood the roles and responsibilities was a verbal or written acknowledgement that introductory materials had been read and understood. A SCORM wrapped module posted to a LMS would have worked for tracking completion data - if the company owned a LMS or some LMS server space - but neither were investments The Dyrt wanted to make. As a result, the assessment was designed to produce a certificate for learners once they passed the course lessons and final quiz, with the understanding the certificate was their proof of passing the module and something they needed to send to The Dyrt to prove they had completed the learning and we're ready to become a Dyrt Ranger.

Aside from the assessment framework, it was important to design a quiz that tested the learning objectives equally. Furthermore, there was effort made to make the quiz questions engaging. Aside from multiple choice and choose many – style questions, there was also a question asking learners to put steps in a correct order by selecting from a drop-down menu and another that was a matching interaction asking to match the Ranger tips to the advice given. Once the learner passed through all the questions/activities, they were rewarded with a Dyrt Ranger certificate.



## Concluding Summary



To be able to design an eLearning course and work so closely with a company in the outdoor industry I admire so highly was a real highlight for me. I was very passionate about this project and knew that what I was creating was going to be helpful, having been a Ranger myself since the program's inception and seeing the continuous struggle of staff to support the other passionate, enthusiastic campers like myself. I got a lot of support when I started in the program because there weren't many users at that time, and this module was a way to help make incoming and interested Rangers feel supported too.

I commonly look at eLearning modules as a solution to problems when something at a company is going wrong. This project was because so many things with a company were going right, and they were having trouble supporting their growing user base. I can't be sure this was a reason it was so lovely working with the staff because they seemed to be in high spirits all the time, but it was refreshing collaborating with clients that were so positive.

I learned I really like working on projects I am passionate about. It is why I have been so active in searching out opportunities in the outdoor industry. I made this course for free for The Dyrft so I could have an example piece for my portfolio and testimonials from well-respected outdoor industry leads. When it came to the graphic design, there were many times I caught myself tweaking the way something would look on a slide, which would result in a ripple effect throughout the module and lead to more time making design adjustments. There were times I would almost not do it because it meant more work, but it was because I cared so much about the subject that I continued to want to perfect it and put the time in.

There was a lot of positive feedback from The Dyrft on the introductory video and with a few custom adjustments, they want to use it publicly to promote the Ranger program. As for the module, I want it to be used, and I know components of it like the how-to video on the ranger review process will be, but the CEO wanted to slow down on the overall module deployment until 2019 and find a better user interface to launch the material. There were talks about putting this inside their app, for example.

It was also very worth the time it was taking to learn how to make some of the more interactive interactions in the module. I learned a lot about how to set up and code variables to allow me to make this module locked or unlocked once certain components were completed. I also had fun experimenting with sliders and figuring out how to make a 360 slider to create the interaction with the compass.

Overall, I had a lot of fun designing and collaborating with The Dyrft on this eLearning module and would like to thank them for making their time available to me for this project.

