

GRANVILLE ACADEMY AND GMU COLLABORATION

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Design Approach

The GMU Team has taken the Performance Analysis recommendations and will determine the specific needs of the identified project modules. This will be accomplished through a needs assessment and an analysis of the task, content, audience and learning environment. This will result in a detailed description of needs related to specific content for instruction called a Design Approach.

Present Condition Related to Need

Client and Stakeholders

The mission of the Granville Academy of Northern Virginia is to provide students in grades 8-12 (and some college students) with bi-weekly sessions in fundamental business practice. The students elect to take part in this after-school program over the course of five years. After participating in the program students are better equipped for success in the economic mainstream. It is intended that students will in turn share their knowledge and experience with others, thereby building stronger communities based on free enterprise.

Granville Academy is a national after school program that trains youth in basic business principles. William Granville Jr. started this program in Trenton, New Jersey in 1983. Growing up, Bill Granville was the leader of a street gang in Trenton, NJ. One of his teachers saw his potential and persuaded him to change the direction of his life. He has never forgotten that teacher or the confidence that his teacher gave him. His way of repaying the support from this teacher is to teach and train inner city youth the dynamics of business and entrepreneurship. In 19 years the program has expanded to seven cities. Each program or affiliate operates independently with the support from the national office.

Granville Academy Northern Virginia is a 501c 3 non-profit organization and was established in 1992. Meetings are held bi-weekly on the campus of George Mason University in Fairfax Virginia. Their website www.granvilleacademynova.org lists when classes are held, suggested readings, upcoming events and information about scholarships. Granville Academy National hosts an annual conference each year allowing students from all the affiliates to participate in a number of activities and seminars.

Performance Analysis

The initial Performance Analysis consisted of a meeting with the Subject Matter Expert (SME)/Client and in-person interviews with the students of Granville Academy Northern VA. During the interview each student was given time to fill out a survey to better document and determine the project needs and identify various learning styles within the target audience.

Preliminary Findings – Current Conditions

Currently Granville Academy invites professionals to speak on various topics and highlight famous people in Black business history. This provides some background knowledge to the students about the topics to be covered in this new learning environment. Each year the same topics are covered in different ways to keep it interesting for the students and reinforce the learning. Currently the students are not assessed to see what they have learned, it is more important to expose them to the facts. The client feels that the students having an understanding of Black business history is just as important as measuring their success.

Many of the students are currently reading at a college level. Use of the instructional website will be on the students' own time at home. The instruction will be self paced with support from parents or peers when requested.

Survey Results

All the students use some kind of instructional software or websites in school. Most of the sites are search engines, and language translation websites. Examples of instructional software that the students use are graphing calculators, computer-based math, online textbooks etc. The students requested features in an instructional game such as: pictures, visual aids, music, "help" sections and an explanation of each answer.

The following is a list of items that the students say help them learn new material:

- Read information, and then view a related video.
- Exploring a website
- Color-coded material helps me learn
- Visual aids and games
- Using a website
- Hands-on activities
- A person speak
- Instructional video
- Kinesthetic learning
- Playing games

The students commented that the following reasons make it difficult to learn new material; too much information presented at one time, listening to people in a lecture format, language differences, and learning a new concept too quickly.

When asked how Granville Academy has enriched the student's education the students answered with the statements below:

- Given a new perspective, increased social knowledge, and has provided valuable discussions
- Has provided business ideas

- It has provided strategies for developing a new business
- Guest speakers are great
- It has enhanced the students education and helped them think critically
- Has taught entrepreneurship and etiquette
- Has taught our history
- Success stories are passed down to the next generation
- It has taught marketing

Drivers and Barriers

Based on the project proposal and our preliminary analysis, we identified several drivers that will assist in the success of this project:

- The client has shown he is open-minded and flexible toward the solution designed and has the freedom to make decisions related to this project without requiring input from affiliate or national organizations.
- There is not a dictated set of tools that must be used nor a specific timeline required for delivery of the final product.
- We have access to some of the students who would be users of the product.

The main barriers to the success of the project that we identified were:

- The client has a variety of interesting ideas that are larger in scope than can be completed in one semester. We will need to work with him to prioritize and scope the project.
- The content area of 'Black Business History' is very broad. We will need to work with the client to define a clear scope of content to be included.
- We do not have much data regarding what students in the target audience already know about this subject. We will want to work with our client to research available data.

As a result of our Performance Analysis the GMU team found that the need of Granville Academy is actually two different projects. The first project identified is an Instructional website that allows for practice and challenges the students to learn facts related to Black Business History in America. The second project is a prototype of a Competitive Game. This game would be a Quiz Bowl design and it would be up to the President of Granville Academy to provide study materials to the students before attending the competition.

Instructional Website Needs:

- Navigation
- Resources selection/layout
- Instructional focus
- Delivery of Content
- Instructional sequence

Game Needs:

- Navigation
- Screen layout
- Feedback
- Presentation of Content
- Sequence

Optimal Condition

After conducting the Performance and Needs Analysis, the GMU team recommended implementing the Instructional Website. This approach allows for upfront instruction that will support students' ability to compete in the game. This instruction may also provide additional insight into the types of content and approach to use for the final game product. The purpose of the website is to teach facts about black business history and increase learner interest in their business future through awareness of this history. The President of Granville Academy Michael Artson has approved the recommendation of the Instructional Website.

Mr. Artson expressed his desire for the students to understand the involvement of African Americans in a variety of businesses and industries. When asked what he would like for the students to take away from the website, Mr. Artson replied that he would like the students to understand the history of African Americans in different businesses and commented that history provides a reference point that describes why things are in today's world. He stated that having this reference point and the historical knowledge helps build self esteem.

The Instructional Website will highlight successful African Americans in business. This will be accomplished by presenting biographies and a story for each individual, explaining how the person was successful and where they are today in regards to their achievements and affiliations. Throughout the biographies and stories, links will be provided for additional information about each person. The student will then be provided with a series of questions about the individual. The student can choose to answer the question or use the resources provided to help them answer the question. Immediate feedback will be provided after each question is answered.

For the purposes of the prototype, the GMU team will use a horizontal approach by developing pages/content for the top ten people, identified by the client, and expanding in depth using five people to show how the site will work.

Content/Task Analysis

Current Knowledge and Skills

The students of Granville Academy of Northern Virginia are exposed to a wide array of topics in their bi-weekly meetings. Subjects to which they are exposed include:

- business ethics
- marketing
- business finance
- business organization
- accounting
- public speaking
- selling strategies
- taxes

Although relevant to the practice of successful commerce, the current Academy classes do not approach this material from an historic standpoint. With respect to the method of delivery for the modules potentially being developed, the students are familiar with the use of internet-based resources in their classroom work in school each day. Students from the Granville Academy were surveyed and indicated a variety of internet-based instructional and recreational sites that they have utilized recently, and seem to possess sufficient knowledge of navigation and information gathering. In addition, many of the students surveyed indicated that visual and color-coded information was easier to assimilate than material being delivered only by lecture.

The students may have varying levels of knowledge of black history, specifically black business history. Although Granville Academy offers many courses on business practice and some guest speakers may in act touch on this topic, it is not a formalized session according to the schedule posted on the Granville Academy schedule, available on: www.granvilleacademynova.org/classes.htm.

Missing Knowledge and Skills

Although the students have been exposed to many of the aspects of business practice, as well as introduced to successful black entrepreneurs and professionals, they have yet to be fully familiarized formally with the actual history of black businesses. As such the client has identified a need to provide a setting to allow his students to learn various facts about black business history.

Since the students themselves are widely varied in age and background, it must be assumed by the design team that all of the content knowledge has yet to be learned, and therefore there will be none that will be considered as current knowledge.

Content Analysis

The content analysis is based on 1) interviews with the client, 2) content provided by the client, 3) web-based research and 4) input from subject matter experts in the field of Black business history.

The client has defined the scope very broadly as facts about Black Business History. The content is primarily declarative in nature and is envisioned as spanning the timeframe of 1700's to the present day. The client intends to add additional content to the instructional solution in the future within this broad scope. Decisions about additional content will be driven by the scheduling of future events and speakers who may have expertise in a particular area of Black Business History.

The client identified content categorized into three areas:

1. Black business Leaders
2. Black businesses and Organizations
3. Literature related to Black business leaders and organizations

Using the content provided by the client, the design team performed additional analysis to scope what specific content to include in an instructional website to support the learning goals of the learning environment. This analysis was directed along three fronts:

1. **Research of existing standards related to business history for high school students and information on how the study of history might promote motivation.**

Our research indicates that specific content may differ among schools and grades. The National Center for History in Schools notes that historical thinking is a common component for grades 5 – 12, noting that “the study of history rests on knowledge of facts, dates, names, places, events, and ideas. In addition, true historical understanding requires students to engage in historical thinking...to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time”.

The American Historical Association notes the following among reasons for studying history:

Many of the historians who most appeal to the general reading public know the importance of dramatic and skillful writing—as well as of accuracy. Stories well done are stories that reveal how people and societies have actually functioned, and they prompt thoughts about the human experience in other times and places.

Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's family provides a basis for understanding how the family has interacted with larger historical change. Family identity is established and confirmed. Many institutions, businesses, communities, and social units, such as ethnic groups in the United States, use history for similar identity purposes. "Merely defining the group in the present pales against the possibility of forming an identity based on a rich past".

2. Pursuit of input from other SME's to assist in evaluating the appropriate categories of content for the subject matter and audience.

Our analysis has consisted of the following activities so far:

- a. contacting Juliet E.K. Walker, a prominent expert in the field, author of two books on Black Business History in the United States, and creator of an extensive (still under construction) website dedicated to the history of Black Business History
- b. seeking input from the leader of the black history month program from a local business and resources located through the Digital Divide Network online community
- c. posting requests for feedback to list serves dedicated to after school learning programs
- d. seeking additional resources from the client that may be able to assist in evaluating the scope of content desirable.

As a result of our research, we received some suggestions for web resources from members of the list serve. This information has been incorporated into our Resource section or in the Appendix. The president of Granville Academy has provided us with two additional potential resources; John Sibley Butler, author of *Entrepreneurship and Self-Help among Black Americans A Reconsideration of race and Economics* and the director of the IC² Institute at University of Texas Austin; and George Waters, who is affiliated with Edtec

Inc, the publishers of the Youth Entrepreneur curriculum that is used with Granville students.

We received a detailed response from Dr. Walker who indicated that the categories of content that have been identified are appropriate for this effort, however she suggests incorporating the following additional categories:

- Government
- Financial Institutions
- Global Capitalism
- Advertising
- Race and Multicultural Diversity

Dr. Walker noted that “Students must be aware that growing a business does not take place in isolation or in a vacuum, separate and distinct from the impact of the forces of historical, economic, political, societal, cultural forces, all of which also provide an understanding of the market; and, factors that influence the market is crucial”.

She suggests that the students interact with the information via case studies of various individuals and their business enterprises and experience in order for the students to put what they are learning in their business curriculum to use during their study of Black Business History. She suggests that this may be the type of activity pursued as a group project, perhaps supported by a tool such as Blackboard.

The case study approach would be an excellent means for integrating the business learning with the study of business history in support of a higher level of learning. However, given the scope and goals of the current project, the GMU design team recommends that Granville Academy pursue this as a future added component of the instructional website. The GMU design team will recommend a design that allows for expanding the product to include higher-level learning.

3. Research of existing web resources to develop more depth of understanding around the sample facts presented, and to identify existing sites that serve similar goals.

This analysis also sought to identify which aspects of the content area best support the affective domain goal of increasing learner awareness about their own business potential through study of others’ achievements.

The GMU team, found significant available content focused on individuals identified through Granville’s reading list, as well as those identified in the sample content provided (e.g. individuals who started businesses, participated in organizations or attended historically black colleges and universities). A full list of websites reviewed in our analysis can be found in appendix A. Our

analysis suggests that a good approach may be to anchor content around individuals and their achievements. For example, there are content-rich websites about people such as A.G. Gaston, Madam C.J. Walker, Free Frank, Juliet E.K. Walker, John H. Johnson and Earl Graves. Through narrative content about these individuals, there are natural links to the organizations, magazines, and businesses relevant to the broad content area of Black Business History. One example is this web page about Earl Graves who started Black Enterprise Magazine:
<http://www.thehistorymakers.com/biography/biography.asp?bioindex=110>),

Based on the results of these three research areas, the GMU design team recommended focusing content on the personal stories of selected individuals, and using their stories as the framework within which other facts are learned. This approach supports the following tasks that the students would perform through interaction with the instructional website:

1. learn facts about black business history that can be used for competing in the business history game
2. learn about black business leaders and compare their experiences
3. gain awareness to the fact that there is a long history of African Americans involved in a variety of different businesses

This approach also provides the framework from which case studies about the individuals and their achievements could be designed in the future.

Content

Using this approach, the content for the instructional website was narrowed to incorporate the biographies of ten individuals spanning the period of the 1800's to the present, with the ability to add additional biographies as desired. The selected individuals for the instructional website are:

1. A.G. Gaston
2. Madam C. J. Walker
3. John H. Johnson
4. Robert L. Johnson
5. Reginald Lewis
6. Berry Gordy
7. Earl Graves
8. Thomas Day
9. Charles H. James III
10. Russell Simmons

Each biography will include the following content:

- Date and Place of Birth
- Date of Death
- Education
- Quote
- Type of business & how they got started

- Organizations/Affiliations
- Little known fact
- Fact that illustrates impact
- Fact related to published biography/autobiography

Specific content for the five biographies in the prototype is included Appendix C

Instructional Objectives

The instructional objectives describe an intended outcome of instruction. An objective is a description of a performance the learners should exhibit in order to be considered competent.

Based on the performance and needs assessment, the primary intended learning outcome is to learn and recall Black business history facts. This learning outcome is at the lowest level of the cognitive domain of Bloom's Taxonomy; Knowledge. The skills demonstrated at this level include:

- Observation and recall information
- Knowledge of dates, events, places
- Knowledge of subject matter
- Mastery of subject matter

Motivation to learn the subject matter and the students' receptiveness to learning the subject matter are also intended learning outcomes, because of the secondary intended outcome to increase learner interest in their business future through awareness of history and since the students will be responsible for their own learning in this self-paced learning environment. Motivation to learn is classified in the Affective learning domain. This learning domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Based on the performance and needs assessment, this project will focus on the following levels of the affective domain:

- Receiving: willing to give attention to an event or activity
- Responding: willing to react to an event through some form of participation

Through our analysis, the GMU team concluded that behavioral and affective objectives are appropriate for our instructional website. A behavioral objective is a precise statement that indicates the behavior a learner must demonstrate to show that they have mastered the knowledge or skills specified by the instruction (Kemp, Morrison, Ross, 2001). An affective objective deals with the attitudes, appreciations, values, motivations, and emotions of an individual (Kemp, Morrison, Ross, 2001).

Below the behavioral and affective objectives are listed. First the terminal objective (overall learning outcome) is identified and then the enabling objectives (objectives that lead to the terminal objective) are listed.

Terminal Behavioral Objective 1

Identify and recall Black business history facts in the following categories:

- People (leaders and entrepreneurs)
- Black Organizations/ Institutions (businesses, business organizations, conferences, Historically Black Colleges
- Literature related to Black business leaders and organizations

Enabling objectives

- Name people who have contributed to the history of Black business.
- Recall biographical information about African American business owners and entrepreneurs.
- Identify business organizations and institutions founded or run by African Americans
- Recall business organizations and institution's purposes/contributions to African American business history.
- Name famous graduates from Historically Black Colleges and Universities.
- Recall African Americans who were the first to succeed professionally or academically.
- Identify authors who have published books about African Americans and or their lives.

Terminal Behavioral Objective 2

Describe commonalities among black business leaders

Enabling Objectives

- Identify common traits among successful black businessmen and women
- Compare experiences of black business leaders' ascents to success
- Compare levels of education and educational institutions of black business leaders
- Categorize black business leaders by industry
- Categorize black business leaders by chronology

Terminal Affective Objective

The students will enjoy learning about Black business history while building awareness to the fact that there is a long history of African Americans involved in a variety of different businesses.

Enabling objectives

- The students will attend to and pursue knowledge of Black business history through the use of the instructional website.
- The students will willingly seek information about Black business history and provide responses to questions through the instructional website.
- The students will contribute a question to the instructional website that will require them to synthesize what they have learned.
- The students will enjoy learning about Black business history.

Learner Entry Level Skills

This section specifies what the learner should know prior to using the instructional website.

To be successful using the instructional website the learners should be able to:

- Read at an eight grade reading level
- Use a computer keyboard and mouse
- Navigate a website using links
- Search the web
- Print a web page or document

Instructional Strategies and Approaches

Instructional strategies and approaches describe the sequence and methods employed to achieve the objectives.

Instructional Approach

The instructional approach for this project will follow Recall Performance. This approach gives the learner experience with the facts and then requires them to recall what they have learned. An approach similar to the Internet Treasure Hunt (<http://www.kn.pacbell.com/wired/fil/formats.html>) will be used.

The Internet Treasure Hunt involves identifying existing web pages that hold information essential to the understanding of the facts and developing one or more questions about each page. Initially the learner is presented with brief biographical information about prominent Black business individuals. The students are then challenged to learn more about these individuals through questions and web resources. Questions are presented to the learner who must seek out the answers using the identified web pages. Immediate feedback is provided as students gather information and answer the questions. A culminating “Big Question” will be used to encourage students to synthesize the information they have learned into a broader

understanding.

The Pre-instructional Strategy will be an introduction presenting several little known trivia questions and answers that highlight early achievements in black business history and motivational text to encourage use of the site

Instructional Strategies

Objective 1: Identify and recall Black business history facts

- Initial presentation of facts will provide the learners with experience with the facts. The learner will be presented with an option to select from among prominent figures in Black Business History. Organization of these individuals will be categorized on a shared attribute of either chronology or industry. Upon selection, the learner will be presented with a biographical introduction to the individual chosen along with questions related to the individual presented and a list of web resources available to find the answers for each question. The learner has control over the sequence.
- Rehearsal-practice strategy - Allow the learners to practice and rehearse the recall of facts through:
 - question and answer techniques
 - game format

The learner will use the available web resources to seek answers to the questions presented. Questions will be categorized for each leader to include one little known fact, one fact that demonstrates the leader's impact, and one fact related to a published biography/autobiography about the leader.

The learner will have the opportunity to practice in 3 ways:

1. Attempt to recall the information in the biographical introduction and treasure hunt questions from memory. For each biography, learners will be provided an online quiz containing questions drawn from the biographical introduction and from the treasure hunt. The learner will be asked to complete the quiz from memory. Upon completion of the quiz, the learner will receive feedback on their performance. The learner will have the option to print the quiz to enable them to work offline if desired.
2. Play a game. An online trivia game will require the learner to answer questions similar to the biography and treasure hunt questions, but spanning multiple individuals. This game will be similar in style and structure to the live trivia game envisioned for the yearly conference
3. Develop questions and answers for inclusion in the game. The learner will have the opportunity to submit new questions and answer from the materials referenced in the treasure hunt or from a site or hardcopy source that they found on their own for potential inclusion in to the on-line trivia game or the game to be held at the yearly conference.

Objective 2: Describe commonalities among black business leaders

- Initial presentation will be the same as for objective 1.
- Rehearsal-practice strategy – As with objective 1, the learner will use the available web resources to seek answers to the questions presented about each leader.

Practice will be accomplished via the on-line game format which will incorporate questions that ask the learner to make connections among the business leaders presented. For example listing individuals in a particular industry, from a particular time period, or identifying a common trait among a group of individuals. Students will have the opportunity to suggest their own questions relating common aspects of the business leaders for potential inclusion in the on-line trivia game or the big game to be held at the yearly conference.

Objective 3: The students will enjoy learning about Black business history while building awareness to the fact that there is a long history of African Americans involved in a variety of different businesses.

- Initial presentation is the same as for objective 1
- Integration Strategy. For each leader, the learner will be presented with a “Big Question” which is a more open-ended question that requires the learner to synthesize what has been learned. The “Big Question” asks the students to consider the skills needed or challenges faced in the pursuit of success and asks that they compare those among the leaders presented. Examples of these can be seen in Appendix D. The learner will also have the opportunity to formulate and contribute a “Big Question” or questions, possibly for peers to answer based on the relevant web pages.

Formative Evaluation Plan

A formative evaluation plan describes the steps that will be included in the formative evaluation process. Formative evaluations are conducted to determine the strengths and weaknesses of instruction while the instruction is in its emergent stages. The purpose of formative evaluation is to amend the instruction before its final production to increase the effectiveness and appeal. (Tessmer, 1993)

Evaluation goals

The foremost goal of the formative evaluation is to improve the effectiveness and efficiency of the instruction. To reach the high level goal of improving the effectiveness

and efficiency of the instruction, four sub-goals will need to be addressed. The GMU team will conduct a formative evaluation to identify deficiencies in learning, locate ease of use problems, evaluate the efficiency of the instruction, and analyze instructional strengths.

Evaluation resources and constraints

Resources-Forces promoting project

- Granville Academy students will be available for one-to-one evaluations
- Granville Academy of Northern Virginia president embraces the formative evaluation process
- Granville Academy of Northern Virginia president supports the use of the web as a medium
- A small group of students will be available for usability and ease of use testing
- Granville Academy of Northern Virginia president has access to experts who can participate in the evaluation process

Constraints- Forces hindering project

- Evaluations to occur within the project scope will need to be completed on a prototype with limited content and incomplete functionality.
- Not enough time to conduct several small group and one-to-one evaluations nor field test. This plan includes recommendations for evaluations that would need to be completed beyond the project scope.
- Expert reviews may have to be conducted via mailed surveys and telephone calls

Task Analysis of the Instruction

Objectives and sub-objectives of the learning

Identify and recall Black business history facts in the following categories:

People (leaders and entrepreneurs)

Black Organizations/ Institutions (businesses, business organizations, conferences, Historically Black Colleges

Literature (autobiographies/biographies)

Enabling objectives

- Name people who have contributed to the history of Black business.
- Recall biographical information about African American business owners and entrepreneurs.
- Identify business organizations and institutions founded or run by African Americans
- Recall business organizations and institution's purposes/contributions to African American business history.

- Name famous graduates from Historically Black Colleges and Universities.
- Recall African Americans who were the first to succeed professionally or academically in the business world.
- Identify authors who have published books about African Americans and or their lives.
- Identify books that have been written about black entrepreneurs

Describe commonalities among black business leaders

Enabling Objectives

- Identify common traits among successful black businessmen and women
- Compare experiences of black business leaders' ascents to success
- Compare levels of education and educational institutions of black business leaders
- Categorize black business leaders by industry
- Categorize black business leaders by chronology

The students will enjoy learning about Black business history while building awareness to the fact that there is a long history of African Americans involved in a variety of different businesses.

Enabling objectives

- The students will attend to and pursue knowledge of Black business history through the use of the instructional website.
- The students will willingly seek information about Black business history and provide responses to questions through the instructional website.
- The students will contribute a question to the instructional website that will require them to synthesize what they have learned.
- The students will enjoy learning about Black business history.

Tasks

The learners will:

- Read online biographies
- Read and respond to questions presented in a treasure hunt and quiz format
- Access Treasure Hunt
- Access Quiz
- Click links to visit external websites

- Read information presented on external websites to acquire information that will enable them to answer questions
- Compare, contrast, and identify black businesses, entrepreneurs, and organizations
- Input answers to questions using mouse and keyboard
- Read feedback to answers

Learner Entry Level Skills

To be successful using the instructional website the learners should be able to:

- Read at an eight grade reading level
- Use a computer keyboard and mouse
- Navigate a website using navigational buttons
- Navigate a website using links
- Search the web
- Print a web page or document

Learning environment

The learning will take place wherever students have access to an internet accessible computer. Preferably the students will use a home computer or public library computer to access the internet. A computer that can access the internet is pertinent since the instruction is completely web based. The students will need to be able to read and respond to information presented on the computer monitor. Since the students will pace themselves and interact with the website individually, ease of use is a critical factor. The formative evaluation will address ease of use concerns as well as identify possible problems related to the learning environment.

Media characteristics

The primary media delivery format is the web. The media attributes that are critical to the use of this website will be evaluated. These attributes include:

- Internet access (high speed, dial up)
- Screen size
- Text size
- Use of video
- Graphics

Information sought from the evaluation

Adapted from *Types of information sought from a formative evaluation* (Tessmer, 1993)

Learning effectiveness

- Effectiveness of strategies

- Amount of practice
- Quality of feedback
- Quality of learner interactions
- Coherence of graphics
- Clarity of writing
- Sequencing of content

Learner interest/motivation

- Interest in content
- Level of learner challenge
- Willingness to learn more
- Willingness to use
- Perceived value of learning
- Time spent learning

Content quality

- Content accuracy
- Content completeness
- Redundant or unessential content

Technical quality

- Visual quality
- Effective use of media

Implementability

- Learner ease of use
- Learner willingness to use
- Fit to learning environment
- Administrative acceptance
- Support requirements

Instruction to be evaluated

For the formative evaluation that will occur within the scope of this project, the top-level pages in the story board/ prototype will be evaluated. These include the home, timeline, industry, trivia game, reference materials, sponsors, contact us, and help pages. Five of the ten biographical pages, including the treasure hunt and quiz, will also be evaluated (Content for the remaining five biographies will not be available within the scope of the prototype. These pages will be identical to the first five in structure and graphical layout). The functionality of the trivia game will not be evaluated as this is beyond the scope of the prototype.

The GMU team recommends that formative evaluation iterations planned beyond the current scope of this project incorporate evaluation of content for the additional biographies and evaluate both the content and other intrinsic and performance characteristics of the trivia game.

Stages and subjects for the evaluation

The five phases that can be incorporated into a formative evaluation include self-evaluation, expert reviews, one-to-ones, small group evaluation, and field tests. The GMU Team's evaluation plan includes each of these evaluation phases, although not all of them can be implemented during the current project.

The following outline describes what the GMU team expects to learn from each phase of the formative evaluation, the essential evaluation participants, the data gathering tools, and the plan for implementing the evaluations and revising the instruction.

Phase 1- Self-Evaluation

During this phase the GMU team will focus on obvious errors in the instruction. For example, spelling and grammatical errors.

Date: April 2006

Participants

- The GMU Team members

Data Gathering

- Method - Record changes made to instruction for intermediate and final evaluation reports
- Tools – record sheet

Revisions

- The GMU team will decide on all revisions to be incorporated into the prototype prior to Expert Review and One to One evaluations and track any revision suggestions that are deemed appropriate to address after additional feedback is received.

Phase 2 – Expert Review

The focus of an expert review is on the intrinsic merits of the instruction. During this phase the GMU team will engage subject matter, teaching, web design, and instructional design experts to determine errors related to content, design, and technical quality.

Date: First Iteration, April 2006. Specific dates will be scheduled with experts. (The GMU team recommends completion of an additional iteration of SME Review scheduled prior to small group and field test evaluation to assess content completeness and accuracy of the remaining biographies and trivia game)

Participants

- GMU Team
- Experts

- **Subject Matter Experts/Teaching Experts.** Granville Academy President and Instructors will provide both subject matter expertise and teaching expertise. Expert reviews by these individuals will be designed to capture information on content accuracy, importance and currency as well as teaching information such as learner appeal, matching to learner level, and fit to curriculum. These experts may also be able to provide testing expertise regarding the objectives and practice provided as well as implementation feedback.
- **Instructional Design/ Web Design** experts. GMU team classmates will provide both web design and instructional design expertise. Expert reviews by these individuals will be designed to capture information regarding the clarity and effectiveness of the objectives, match of instruction to need, and the quality of instructional strategies. These experts can also provide feedback regarding the technical quality of the instruction, appropriateness of the media, ease of use and potential problems of use.

Data Gathering

- **Method** – Face to face interview is the preferred method. Design Team members will sit with the Expert and ask prepared questions, recording the expert’s response and their own comments. Subject Matter Expert reviews may need to be handled via an email or mailed questionnaire. For those reviews handled via email/mail, a follow up phone call will be scheduled to clarify feedback.
- **Tools** – Questionnaire with prepared questions and space to record expert responses/ evaluator comments. The questionnaire will be tailored to the type of expert feedback desired, blending broad and specific questions. Questions types for each questionnaire will include questions for problem identification, revision suggestions, and usability. Questions to be used are included in Appendix B.

Implementing the review

- The GMU team will provide each expert with an overview of the goals of the project, the goals of the review, the process that will be used, how long it will last, and what is expected of them. The GMU team will explain the current stage of the instruction and what aspects should be ignored or focused on.
- During face-to-face reviews the GMU team will actively encourage feedback and record the experts comments as well as their own. Each review will close with closing questions: (mailed reviews will incorporate these questions into the follow up)
 1. What are the greatest strengths and weaknesses?
 2. What do you think of the overall design?
 3. If you could change only one thing what would it be?

Revisions

- The GMU team will compile the expert feedback to all questions as well as additional comments into a table that facilitates comparison of feedback across reviewers. The GMU team will determine which revisions should be made at once, and which should be tracked for possible revision in the future after additional feedback has been received. Where expert review feedback varies widely, the GMU team will apply the second opinion principle to adjudicate the revision decisions.

Phase 3- One-to-One

The focus of the one-to-one evaluations will be to gather information about the instruction's intrinsic merits from the learner's point of view. During this phase members of the GMU team will engage students in one-to-one interviews to evaluate the instruction for clarity, appeal, willingness to use, and obvious errors.

Date: April 5, 2006

(The one to one evaluations will occur in parallel to Expert Review to accommodate schedule. The GMU team recommends additional One to One evaluations to be completed on the trivia game once it has been developed to a prototype stage.)

Participants

- GMU Team
- Learners
 - Students of Grandville Academy – These learners represent the actual target audience of the instruction. If possible, learners will be selected to include an 8th grader, 10th grader, and 12th grader enrolled in the Granville Academy program. Ideally at least one of these learners will have participated in Granville for at least 2 years and at least one will have participated for less than one year
 - Students of Sidwell Friends School – These learners represent students of a similar age and grade level to the target audience. If possible, three learners will be selected from the 9th and 10th grade representing low, medium, and high learning ability.

Data Gathering

- Method – Face to face interview. Students will meet with a member of the GMU team during a session of Granville Academy of Northern Virginia. These meetings will be one-to-one with the purpose of eliciting feedback about content, usability, and appeal of the prototype. The learner will interact with the prototype to include reviewing the content and completing the practice activities for one of the biographies.

- Tools – Questionnaire with prepared questions and space to record student responses as well as general student comments and designer’s observations. Questions to be posed to the students during the meetings are included in Appendix B.

Implementing the evaluations

- The GMU team will set up the environment and provide each learner with an overview of the goals of the review, the process that will be used, and what is expected of them. The GMU team will explain the current stage of the instruction and encourage the students to find problems.
- During evaluations a GMU team member will actively encourage feedback and record the learner’s answers to the prepared questions, comments about the experience, and their own comments.

Results

- The feedback obtained by the GMU Team from the students surveyed is detailed in the Intermediate Evaluation Reports section of this document.

Revisions

- The GMU team will compile the feedback to all questions as well as additional comments to determine if any revisions should/can be made prior to additional one-to-one interviews. Feedback from all one-to-one evaluations will be compiled into a table that facilitates comparison of feedback across evaluators. The GMU team will determine which revisions should be made at once, and which should be tracked for possible revision in the future after additional feedback has been received.

Phase 4- Small Group

During this phase members of the GMU team will meet with small groups of students. The purpose of the small group meetings is to evaluate instruction for effectiveness, appeal, and implementability. Students will assess clarity, graphic quality, ease of use, and willingness to use. Performance on the trivia hunt and quiz will be measured to evaluate learning effectiveness.

Date: TBD (The small group evaluation will occur outside the scope of the current project).

Participants

- GMU Team
- Students of Granville Academy of Northern Virginia (should not be the same students that participated in the one-to-one evaluation).

- Representative from Granville Academy acting as the facilitator for the instruction (since it is self-paced, an instructor is not needed to deliver the instruction).

Data Gathering

- Method – Face to face session. For small group evaluations, the evaluation environment should simulate to the extent possible the authentic environment in which the instruction will be used. Because the instruction is self-paced and intended to be used from home, the set up of the environment is somewhat flexible.
- Tools –
 - Data recording sheet with prepared questions regarding what the designer wants to observe/learn during the small group evaluation and space to write observations/comments. Specific questions will be dependent on the outcome of one-to-one and expert reviews.
 - Debriefing questionnaire with prepared questions to gather information from the group at the close of the evaluation.
 - Completed treasure hunt and quiz

Implementing the evaluations

- The GMU team will set up the environment and provide the learners and facilitator with an overview of the goals of the evaluation, the process that will be used, and what is expected of them. The GMU team will explain the current stage of the instruction and encourage the students to find problems.
- During evaluations the GMU team will record observations but not actively interact with the group unless a problem occurs that they cannot resolve on their own. After the learners have completed their evaluation, the GMU team will debrief them as a group

Revisions

- The GMU team will compile the feedback and analyze the performance data from the practice activities to look for patterns of performance. Based on this analysis, the GMU team will determine what revisions are needed prior to the field test.

Phase 5- Field Test

During this phase the GMU team will test the website in the environment in which it will be used. GMU team members will simulate the environment or visit students in their own homes. The purpose of this phase is to evaluate user acceptance and implementability. Performance on the trivia hunt and quiz will be measured to evaluate learning effectiveness.

Date: TBD (The Field Test will occur outside the scope of the current project).

Participants

- GMU Team
- Students
- Granville Academy president or designees who would be acting as the instructor/facilitator in implementing the program and responding to students.

Data Gathering

- Method – Observation and face to face group debriefing
- Tools –
 - Questionnaire with prepared questions and space to record student responses
 - Observation log
 - Completed treasure hunt and quiz

Implementing the evaluations

- The GMU team will observe use of the instruction in its nearly final stages in the actual environment in which it will be used.

- During evaluations the GMU team will record observations but not interact with the students. After the learners have completed their evaluation, the GMU team will debrief them as a group

Revisions

- The GMU team will compile the feedback and analyze the performance data from the practice activities to look for patterns of performance. Based on this analysis, the GMU team will determine if revisions should be made.

Evaluation reports

Intermediate reports – these reports include summaries of the results of each evaluation phase.

Results From Usability Testing: Students Surveyed in One-to-One Setting

The following are responses that were given to the GMU team by the students surveyed during usability testing

1. Do you think the appearance of the webpage is appealing? Why?
 - The color scheme is appealing
 - The gradient looks good
 - A pop-up would be enticing to the user

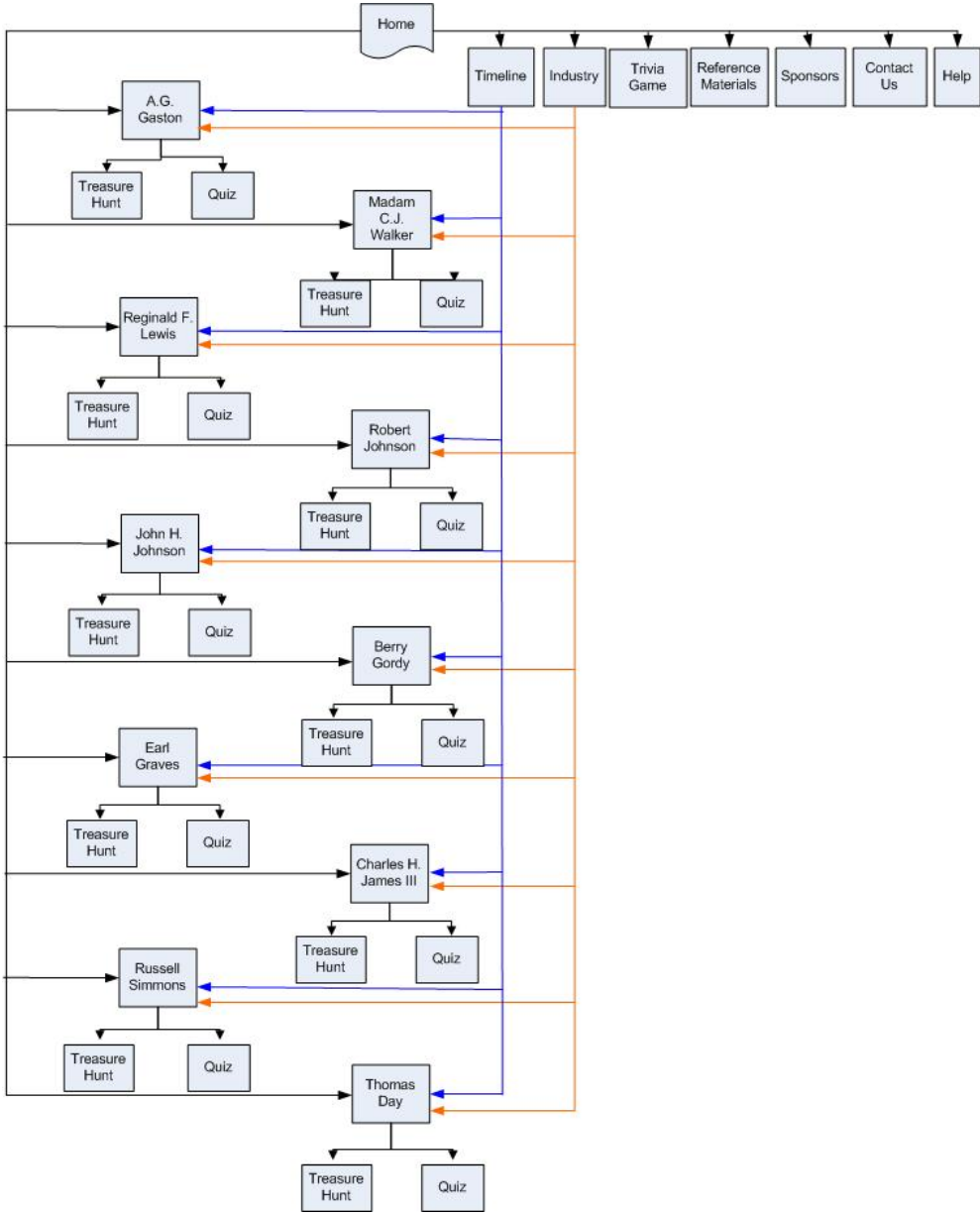
2. Do you think the design makes information easy to locate?
 - Yes, I like the biographies listed on the side and the links that open when you click on a particular person
 - The navigation is fine
 - It is easy to locate the information
3. Do you find the information easy to follow? Is the language confusing in any way?
 - The information is easy to follow
 - The language is very clear
 - Nothing seems to be confusing to me
4. Do you think that it is easy to “know where you are” within the site?
 - I think it is easy to see because of the side navigation
 - I like the fact that you don’t have to click the “back button” to go back
5. Do you recognize all, some, or none of the individuals discussed in the website? Who?
 - Some
 - Russell Simmons
 - Some, which is good because it makes me want to learn more about the ones I don’t know yet
6. Is there anyone you think should be mentioned that is not?
 - Maybe some musicians that were entrepreneurs
7. What are some of your immediate reactions to the website?
 - I really like the quotes
 - I like the timeline
 - I like the pictures of the people discussed
 - I like the color scheme
8. Would you use this website for anything outside of your participation in Granville Academy?
 - For schoolwork
 - For history class
9. What features do you think could make the website more appealing?
 - Animation
 - Occupations held by person after education
10. What features do you think could make the website better to navigate? Or, what additional suggestions might you have?

- “Biographies” looks like an active link, so does “sponsors” so maybe use a different font
- I think the pictures within the biographies should be uniform size
- What about current business people and their contact information?
- Information about scholarships and internships
- Head of affiliates could be listed, and references of this type’
- Graduate contact information could be shown
- The purpose of the page with respect to the Granville organization could be more clear

Formatted: Indent: Left: 0.75",
Bulleted + Level: 1 + Aligned at:
0.25" + Tab after: 0.5" + Indent at:
0.5", Tabs: Not at 0.5"

Flowchart & Storyboards

Flowchart



Storyboards

Home page

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Sub:Navigation
to Individual
Biography's

Description of site
Motivational Introduction

Sponsor info

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Sub Pages**

Sub:Navigation

The person highlighted will also have links to the Treasure Hunt and Game on the left navigation under their name.

Photo (if available)	Name:
	Date and place of Birth:
	Education:
	Died:
	Quote:

Biography: Paragraph form, include the following:

- Early Job(s)/how they got started
- Primary Business(es)/Industry
- Organizations/Affiliations
- Key Achievement

Treasure Hunt
Description and instructions

Quiz
Description and instructions

Reference Materials

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Treasure Hunt**

Sub:Navigation

Treasure Hunt Game:

Question 1 about this bio

Link to reference where this answer can be found

Question 2 about this bio

Link to reference where this answer can be found

Big Question: place to answer big question

Option to ask a question about this person to add to the game

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Quiz**

Provide same questions and answers from Treasure Hunt in a quiz format so that the user can practice without coaching from reference materials. Feedback will be provided immediately if they get the question right or wrong.

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Timeline**

Sub:Navigation

Timeline with names linked to each bio.
(What year should be referenced on timeline?)

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Industry**

Sub:Navigation

Industry Headings with names linked to each bio.

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Trivia Game**

Sub:Navigation

A trivia game asking same questions already provided in the Treasure Hunt and Quiz that will contain all people and cross reference the question and answers. Feedback is provided immediately if the question is right or wrong.

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Reference Materials**

Sub:Navigation

Links to reference materials categorized by persons name.

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Sponsors**

Sub:Navigation

Sponsors – Logos and Links

Contact Us
Copyright

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Contact Us**

Sub:Navigation

Contact Information

Submit Big Question answer via a form

Submit additional questions via a form

Logo & Banner

Navigation: | [Timeline](#) | [Industry](#) | [Trivia Game](#) | [Reference Materials](#) | [Sponsors](#) | [Contact Us](#) | [Help](#)

Page Title: **Help**

Sub:Navigation

Help Directions

Contact Us
Copyright

Prototype

- <http://www.rhythmnstep.com/gmu/granville/index.html>

Recommendations

1. Engage professional web designer to complete build out

In order to build out the prototype and implement the recommended approach for its future maintenance, it is recommended that a professional web designer/developer is available. The developer should be able to use the following tools: HTML, JavaScript, Coursebuilder, and a database such as MS Access.

Tools used to create prototype: HTML, Coursebuilder, JavaScript, Timeline
Creator <http://timeline.cer.jhu.edu/product.htm>

2. Incorporate a database or content management system

A database or content management system can be used to manage both the biographical content and the associated questions. Saving biography information in a database would allow for easy update and organization of the biographical materials. For example, fields in the database could be used to categorize individuals by industry, geography, or any other attribute that is effective for drawing connections among the biographies and presenting categorized views of the biographies. Using a development language such as JavaScript, the website could be updated to pull content from the database rather than having the site presenting static pages.

Likewise, questions and answers can be stored in the database and also categorized across these attributes as well as things like difficulty, source, or question type.

3. Build out on-line trivia game using randomly generated questions from biographies

The database described in recommendation 1 could be used to generate random sets of questions to populate the on-line trivia game. Game instances could be tailored based on specific attributes to use for creating randomized games made up of questions drawn from selected attributes (for example a game focused on a particular time in history, a particular geographic region or a particular industry). It is recommended that the game includes the ability to assess points for each question and track total scores for each contestant. The game could be built initially to allow students to use it individually as practice, and could then be developed further to allow students to compete together. Adding functionality incrementally in this manner allows the cost and development effort to be spread over time without losing forward progress on marketing the game to students and

sponsors.

4. Incorporate questions from students into on-line trivia game.

The question submission process for students should be modified to allow the questions, answers, and web sources to be directly loaded into the database through a web-base form that is tied into the database.

5. Add additional biographies in accordance with content template

Each biography added should follow the same template as those in the prototype, providing a consistent approach for the students. This includes both the templated biography information, and the type of questions selected for each (one little known fact, one question that demonstrates impact, one 'big' question that asks the student to consider the skills needed or challenges faced in the pursuit of success and asks that they compare those among the leaders presented).

6. Add means for presenting Big Question responses and students own Big Questions

As a step towards incorporating more interaction among students and deeper understanding of the concepts, Granville Academy should consider providing a means of presenting the "Big Questions" along with student responses in a forum that allows the students to read and comment on each other's work. This could be accommodated through a moderated discussion forum.

7. Develop Case Studies along the recommendations made by Dr. Juliet Walker

Granville Academy should consider incorporating case studies along the parameters recommended by Dr. Walker using the biographies of people in the instructional website as a more integrated part of the curriculum. This would allow a deeper level of learning and would also maintain new aspects of learning Black business history to students who had already worked with the biographies to answer the trivia questions.

8. Incorporate audio and professional graphics into the motivational introduction

The introduction in the prototype provides a rough representation of what is recommended. To provide a higher level of motivation for students to learn about Black business history, we recommend use of high quality voice over presented in conjunction with the text, professionally developed graphics, and a more advanced Flash movie.

9. Incorporate video clips for each leader

As noted by Granville's president and by the student's own survey responses, the students enjoy multimedia presentations. For each biography, it is recommended to find or create a video or audio clip that the student watches and listens to in order to answer a treasure hunt question (see the video used in the Reginald Lewis biography as an example).

10. Complete formative evaluation

Perform additional iterations of expert review as content is added and complete small group and field test evaluations as outlined in formative evaluation plan. This will allow the product to be further refined.

11. Implement a marketing plan to introduce students/parents/other Granville programs to the site

As discussed, a marketing plan should be implemented to introduce the instructional website to students, parents, other Granville locations and potential sponsors. Using web-based marketing to drive traffic to the site and capture email or other contact information about those that visit the site is recommended.

Resources

Hong, J. I., Landay, J. A., & Van Duyne, D. K. (2003). *The design of sites: Patterns, principles, and processes for crafting a customer-centered web experience*. Boston, MA: Pearson Education, Inc.

Ross, S. M., Morrison, G. R., & Jerrold, E. K. (2001). *Designing effective instruction*. New York, NY: John Wiley & Sons, Inc.

Tessmer, M. (1993) *Planning and conducting formative evaluations: Improving the quality of education and training*. Abingdon, Oxon: Routledge

Granville Academy of Northern Virginia Suggested Readings
<http://www.granvilleacademynova.org/suggestedreadings.htm> downloaded February 21, 2006

Internet 4 Classrooms
http://www.internet4classrooms.com/entry_level_pc_index_ie.htm

Learning Domains or Blooms Taxonomy
<http://www.nwlink.com/~donclark/hrd/bloom.html>

National Center for History in the Schools
<http://nchs.ucla.edu/standards/thinking5-12.html> downloaded March 3, 2006

<http://www.historians.org/pubs/Free/WhyStudyHistory.htm> downloaded March 4, 2006

SBC Education
<http://www.kn.pacbell.com/wired/fil/formats.html> downloaded March 1, 2006

Library of Congress , America's Story
<http://www.americasstory.com/cgi-bin/page.cgi/aa> downloaded March 4,2006

<http://ecedweb.unomaha.edu/entrepreneur/lesson1.pdf> downloaded March 5, 2006
<http://ecedweb.unomaha.edu/entrepreneur/lesson10.pdf> downloaded March 5, 2006

Black Business Journal Online [downloaded March 5, 2006](http://www.bbjonline.com/)

Education, Training and Enterprise Center
<http://www.edtecinc.com/> downloaded March 5, 2006

Appendix A

Internet resources for content and project development.

General Black History Resources

EDTEC

<http://www.edtecinc.com/mmofw/mofwtoc.htm>

<http://www.thehistorymakers.com/biography/biography.asp?bioindex=110> - biographies of black business leaders, including some with video

<http://www.bridgew.edu/HOBA/gallery.cfm>

<http://www.blackenterprise.com/BE100sHome.asp>

Black Enterprise Magazine, B.E. 100's

http://www.kn.pacbell.com/wired/BHM/bh_hunt_quiz.html

Black History Past to Present an Interactive Treasure Hunt

www.blacksaga.com

Black Saga, The African American Experience

<http://www.completelyblack.com/>

A free service dedicated to empowering the black business community.

www.utexas.edu/research/centerblackbusiness/about_center.htm

The Center for the Study of Black Business, History, Entrepreneurship and Technology

<http://www.ritesofpassage.org/entrepreneurs.htm>

http://www.andrewbernstein.net/capitalists/8_blackcap.htm

A.G. Gaston

http://www.aaregistry.com/african_american_history/551/A_G_Gaston_was_a_very_good_businessman

http://www.archives.state.al.us/famous/academy/a_gaston.html

http://en.wikipedia.org/wiki/A.G._Gaston *

http://www.findarticles.com/p/articles/mi_m1355/is_25_100/ai_81223152

<http://www.blackenterprise.com/ExclusivesEKOpen.asp?id=1283> (an article in Black Enterprise*)

<http://www.aggastonexpo.com> (website of A.G. GASTON ECONOMIC EMPOWERMENT CONFERENCE)

Free Frank

<http://www.claytoncramer.com/freefrank.htm>

http://www.newphiladelphiaillinois.org/history-of-free-frank_introduction.shtml *

<http://www.newphiladelphiaillinois.org/store-educational-tools.shtml> (coming soon..)

Madam C.J. Walker

<http://www.madamecjwalker.com/students.html>

<http://www.madamecjwalker.com> * (includes an faq page with good sample questions)

<http://www.lkwdpl.org/wihohio/walk-mad.htm> (includes good links)

<http://www.blackinventor.com/pages/madamewalker.html>

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/walker/walker.htm>

John H. Johnson

<http://www.nathanielturner.com/johnhjohnson.htm>

http://www.horatioalger.com/members/member_info.cfm?memberid=joh66

http://en.wikipedia.org/wiki/John_H._Johnson *

<http://www.medaloffreedom.com/JohnHJohnson.htm>

http://www.findarticles.com/p/articles/mi_m1077/is_2_59/ai_110962903

Juliet E.K. Walker

<http://www.h-net.org/reviews/showpdf.cgi?path=29280931992984> (Book review)

<http://www.eh.net/bookreviews/library/0160.shtml> (Book review)

<http://www.newphiladelphiaillinois.org/about-executive-director.shtml> *

<http://www.utexas.edu/research/centerblackbusiness/vitae.htm>

Encyclopedia of African American Business History (Hardcover)

Thomas Day

<http://www.ncmuseumofhistory.org/meetthestatue/statues.html>

<http://www.ncfmp.org/teachingmaterials/pdf/thomasday.pdf>

<http://www.indyweek.com/gyrobase/Content?oid=oid%3A13908>

http://www.thomasday.net/thomas_day.html *

Reginald Lewis

<http://www.stfrancis.edu/ba/ghkickul/stuwebs/bbios/biograph/rglwsbio.htm>

http://www.africanamericanculture.org/museum_reglewis.html *

http://www.aaregistry.com/african_american_history/623/Reginald_Lewis_savvy_in_business_and_racially_tuned_in

<http://www.nathanielturner.com/rememberingreggie.htm> (this is nice because it's a personal account from Clarence Davis about their time playing football together)

http://www.findarticles.com/p/articles/mi_m1365/is_11_35/ai_n13820004

Robert L. Johnson

<http://www.who2.com/robertljohnson.html>

<http://www.black-collegian.com/issues/1stsem00/titan2000-1st.shtml>

<http://www.cecunc.org/entre/stories/robert-johnson.html>

http://en.wikipedia.org/wiki/Robert_L._Johnson *

<http://www.bet.com/BETCorporate/Archives/BET.com+-+Robert+L.+Johnson +Founder+46.htm>

Appendix B

Data Gathering Tools

Expert Review Survey Questions

Questions for SME/Teaching Experts:

1. Is the content accurate and current?
2. Is there key content that you feel is missing?
3. Would you have selected this individual to teach the history of black business?
4. Who else do you think is important to this topic?
5. Do you think the students will be motivated to use it?
6. Does the content presentation seem well matched to the learner level?
7. What might you change to make this instruction fit better with the curriculum?
8. How might you change the practice activities provided in order to better support the learning objectives?
9. How would you see yourself implementing this instruction?

Questions for Instructional Design/ Web Design Experts

1. How would you clarify the instructions?
2. Are the objectives supported by the instructional strategies?
3. Does the instruction match the expressed need?
4. How might you modify the organization of the content to make it more effective?
5. How would you improve the feedback provided on practice activities?
6. What e-learning design principles does the site fail to adhere to?
7. Is the navigation clear and intuitive?
8. What issues do you think users might have interacting with the site?
9. What changes would you make to the media used?
10. What would you change about the site's design? .

One-to-one questions data recording sheet

One-to One Interviews with Students GMU Team Granville Academy of Northern Virginia April 5, 2006	Student Grade Level:
1. Do you think the appearance of the webpage is appealing? Why?	
2. Do you think the design makes information easy to locate?	
3. Do you find the information easy to follow? Is the language confusing in any way?	
4. Do you think that it is easy to “know where you are” within the site?	
5. Do you recognize all, some, or none of the individuals discussed in the website? Who?	
6. Is there anyone you think should be mentioned that is not?	
7. What are some of your immediate reactions to the website?	
8. Would you use this website for anything outside of your participation in Granville Academy?	

9. What features do you think could make the website more appealing?

10. What features do you think could make the website better to navigate?

Additional Notes/observations:

Learner comments:

Subject Matter Expert data recording sheet

Questions for SME/Teaching Experts	Response
1. Is the content accurate and current?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
2. Is there key content that you feel is missing?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
3. Would you have selected this individual to teach the history of black business?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
4. Who else do you think is important to this topic?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
5. Do you think the students will be motivated to use it?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
6. Does the content presentation seem well matched to the learner level?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
7. What might you change to make this instruction fit better with the curriculum?	Comments:
8. How might you change the practice activities provided in order to better support the learning objectives?	Comments:
9. How would you see yourself implementing this instruction?	Comments:

Instructional Design/ Web Design Experts data recording sheet

Questions for Instructional Design/ Web Design Experts	Response
1. How would you clarify the instructions?	Comments:
2. Are the objectives supported by the instructional strategies?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
3. Does the instruction match the expressed need?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
4. How might you modify the organization of the content to make it more effective?	Comments:
5. How would you improve the feedback provided on practice activities?	Comments:
6. What e-learning design principles does the site fail to adhere to?	Comments:
7. Is the navigation clear and intuitive?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
8. What issues do you think users might have interacting with the site?	Comments:
9. What changes would you make to the media used?	Comments:
10. What would you change about the	Comments:

site's design?	
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Appendix C

Biography Content for Prototype

Name: Arthur George Gaston
Date and place of Birth: July 4, 1892 Demopolis, Alabama
Education: 10 th Grade
Died: January 19, 1996
Quote: “Money has no color. If you can build a better mousetrap, it won’t matter whether you’re black or white. People will buy it.”
Suggested Readings: Black Titan: A.G. Gaston and the making of a Black American Millionaire

With only a 10th grade education and \$500, A.G. Gaston founded the Booker T. Washington Insurance Co. He once sold lunches to fellow steel-workers, owned a funeral home and a cemetery. Mr. Gaston passed away in 1996 and at the time of his death he left behind A.G. Gaston Construction Company and a financial institution, CFS Bancshares. Mr. Gaston’s estimated net worth at the time of his death was an estimated \$130,000,000.

Name: John H. Johnson
Date and place of Birth: January 19, 1918 Arkansas City, Arkansas
Education: Attended the University of Chicago and Northwestern University
Died: August 8, 2005
Quote: “To succeed, one must be creative and persistent”
Suggested Readings: Succeeding Against the Odds

John H. Johnson began his career as an office boy working for the Supreme Life Liberty Insurance Company. There, he compiled weekly news clippings. From this he got the idea for his first magazine and, with a \$500 loan against his mother’s furniture, he launched his first publication of *Negro Digest* in 1942. The Johnson Publishing Company (JPC), of which Mr. Johnson is founder and was CEO and Chairman of, launched *Ebony* magazine in 1945. In 1951, *Jet* magazine saw its first publication. Both of these highly respected magazines continue to this day to be widely read in the African-American community.

Based in Chicago, Ill, the Johnson Publishing Company is the largest Black-owned publishing company in the world. The company also owns, among its many other

business ventures, Fashion Fair Cosmetics - the largest Black-owned makeup and skin care company for women of color.

Name: Reginald F. Lewis
Date and place of Birth: December 7, 1942 Baltimore, MD
Education: Virginia State University J.D. Harvard University
Died: January 19, 1993
Quote: “I never liked anyone telling me what I could or could not do, and I decided to back that up with performance, not publicity, but performance.”
Suggested Readings: Why should white guys have all the fun? How Reginald F. Lewis created a Billion-Dollar Business Empire

Known as “the wealthiest Black man in history”, Reginald F. Lewis used his financial and legal savvy to become one of the most successful entrepreneurs of all time.

A 1968 graduate of Harvard Law School, Reginald Lewis began working that year at a prestigious New York law firm. Later, he soon started his own Wall Street firm. His brilliance as a business strategist enabled Lewis to snag lucrative deals that included the buyout of 2 of the most well-known companies in America: The McCall Pattern Company and Beatrice International Foods.

Name: Madam C. J. Walker
Date and place of Birth: December 23, 1867 Delta Louisiana Plantation
Education: Self educated because of the circumstances of her time
Died: May 25, 1919
Quote: “I got my start by giving myself a start.”
Suggested Readings: On Her own Ground The Life and Times of Madam C.J. Walker by A’Leila Bundles

Named Sara Breedlove at birth, and better known to us as Madam C. J. Walker, she was the first self-made African-American woman in this country. She began as a farm laborer, moved up to a laundress, from there to kitchen cook, and later established her own business selling Black hair care products.

Madam C. J. Walker once suffered from a scalp ailment that caused her to lose much of her hair. As a result, she began experimenting with home remedies and store-bought products. She traveled the South promoting her hair care products.

Her accomplishments include the opening of Lelia College in Pittsburgh, Pennsylvania to train Walker “hair culturists”. In 1910, she settled in Indianapolis, Indiana and built a factory, hair and manicure salon and opened up another training school.

Name: Robert L. Johnson
Date and place of Birth: April 8, 1946 Freeport, ILL
Education: University of Illinois, B. S., political science; Princeton University, M.P.A.
Died: N/A
Quote: All business is personal...Make your friends before you need them.
Suggested Readings: The Billion Dollar BET, Robert Johnson and the Inside Story of Black Entertainment Television by Brett Pulley

Robert Johnson understood the power of television. He was a lobbyist for the National Cable Television Association (NCTA).

He launched Black Entertainment Television (BET) in 1980. A 24-hour cable channel with programming aimed at African American community. Until its recent purchase by Viacom, BET was the largest Black-owned cable television channel. It is based in Washington, D.C. Through BET, Robert Johnson has been able to create career opportunities for African-Americans as writers, producers, and broadcasters. His achievements include creating broadcasting/journalism opportunities for African-Americans, generous donations to the United Negro College Fund, Howard University, and the Levine School of Music.

Appendix D

Big Questions for five biographies in prototype

1. What are some examples from A.G. Gaston's business life of how he applied his "Recommendations for Success" ? What 'rules' for success would you create based on reading about these business leaders?
2. What common threads do you see in Madam Walker's approach to business as compared to her contemporary - A.G. Gaston in terms of 'find a need and fill it'?
3. How would you compare the significance of Lewis' acquisition of Beatrice Foods to John H. Johnson move to his Michigan Avenue offices?
4. Robert Johnson started his career as a lobbyist - what skills used as a lobbyist are reflected in Johnson's approach to business? Do you see these skills among the other leaders?
5. How did John H. Johnson combine business success with civil rights activism? Which other leaders used their business success in a similar way?