

Bowling Green State University  
**ScholarWorks@BGSU**

---

Master of Education in Instructional Design and College of Technology, Architecture and Applied  
Technology Plan II Graduate Projects Engineering

---

Fall 12-12-2014

## The Development of Photography Training for Recreation and Wellness Marketing

Erica Pax  
paxe@bgsu.edu

Follow this and additional works at: [https://scholarworks.bgsu.edu/ms\\_ed\\_ld](https://scholarworks.bgsu.edu/ms_ed_ld)

 Part of the [Instructional Media Design Commons](#)

---

### Repository Citation

Pax, Erica, "The Development of Photography Training for Recreation and Wellness Marketing" (2014).  
*Master of Education in Instructional Design and Technology Plan II Graduate Projects*. 4.  
[https://scholarworks.bgsu.edu/ms\\_ed\\_ld/4](https://scholarworks.bgsu.edu/ms_ed_ld/4)

This Dissertation/Thesis is brought to you for free and open access by the College of Technology, Architecture and Applied Engineering at ScholarWorks@BGSU. It has been accepted for inclusion in Master of Education in Instructional Design and Technology Plan II Graduate Projects by an authorized administrator of ScholarWorks@BGSU.

Running head: PHOTOGRAPHY TRAINING FOR RECWELL MARKETING

THE DEVELOPMENT OF PHOTOGRAPHY TRAINING FOR RECREATION AND  
WELLNESS MARKETING

Erica Pax

A Major Project

Submitted to the Graduate College of Bowling Green  
State University in partial fulfillment of  
the requirements for the degree of

MASTER OF EDUCATION

December 2014

Committee:

Dr. Fei Gao, Chair/Advisor

Dr. Kathryn Hoff, Co-chair/Advisor

Jeffrey L. Hall

Lona Leck

PHOTOGRAPHY TRAINING FOR RECWELL MARKETING

© 2014

Erica Pax

All Rights Reserved

## ABSTRACT

Dr. Fei Gao & Dr. Kathryn Hoff -- Advisors

The Department of Recreation and Wellness marketing office previously did not have a standardized photographic workflow to ensure that all marketing student employee photographers consistently capture, edit, name, and store digital image files. As a result, the digital photo library contained digital image files of varying quality that were organized inconsistently. These inconsistencies made it difficult for designers to quickly and efficiently locate adequate image files for use in the creation of promotional items. In addition, a reduction in full time administrative staff and an increase in workload necessitated that new student employees learn new processes through self-instruction.

The researcher created a photography workflow with accompanying instructions to guide student employees hired as photographers through the processes of preparing for a shoot, shooting, editing and renaming image files in post-production software, and storing the files within the MediaBeacon digital asset management (DAM) system. To guide student employees on the use of the Adobe Lightroom software and MediaBeacon DAM system, the researcher created instruction manuals providing step-by-step explanations of the various processes referenced within the photography workflow. The researcher also transferred all existing digital image files from the Recreation and Wellness shared drive and external hard drives to the MediaBeacon DAM system. A new file directory organization was created as well as file and folder naming, metadata, and keyword standards. The objective of documentation created for this major project was to improve photographic image quality and maintain the new organization of the digital images on the MediaBeacon DAM system through the process of self-instruction.

## ACKNOWLEDGMENTS

I would like to express my gratitude to everyone who supported me throughout the course of this major project. I am thankful for their guidance, advice, and constructive criticism during the stages of project development.

I express my warm thanks to my project chair and co-chair, Dr. Fei Gao and Dr. Kathryn Hoff, for their continued support and guidance throughout the course of this major project.

I would like to thank Jeffrey Hall from the Bowling Green State University Visual Communication Technology program for his support and for the many years of instruction in photography both in and out of the classroom. Without the background knowledge developed through the guidance of Jeffrey Hall, this project would not have been possible.

Finally, I would like to thank Lona Leck from the Department of Recreation and Wellness marketing office for her support and collaborative efforts on this major project. Without her insight the scope of this project would not have been realized.

## TABLE OF CONTENTS

	Page
SECTION I. BACKGROUND AND GOALS.....	7
Background Information and Statement of the Project.....	7
Proposed Objectives.....	8
Assumptions and Limitations.....	12
Literature Review.....	13
The ADDIE model.....	13
The digital image workflow.....	19
SECTION II. PROCEDURE.....	22
Development Procedure.....	22
Budget.....	27
Schedule of Activities.....	27
Method to Evaluate Project Objectives.....	28
SECTION III. DESCRIPTION/METHODOLOGY/DEVELOPMENT.....	28
Restatement of the Problem.....	28
Methodology.....	30
Development.....	36
Development Summary.....	42
SECTION IV. RESULTS/EVALUATIONS/RECOMMENDATIONS.....	43
Evaluation Results.....	43
Fulfillment of Objectives.....	46
Recommendations.....	47

REFERENCES.....	49
APPENDIX A. PHOTOGRAPHY WORKFLOW INSTRUCTION CONTENT.....	52
APPENDIX B. MEDIABEACON INSTRUCTION MANUAL CONTENT.....	56
APPENDIX C. ADOBE LIGHTROOM INSTRUCTION MANUAL CONTENT.....	57
APPENDIX D. PROJECT EVALUATION SURVEY RUBRIC.....	58
APPENDIX E. PROJECT EVALUATION CLOSED-END SURVEY RESULTS.....	70

## SECTION I. BACKGROUND AND GOALS

### **Background Information and Statement of the Project**

The Bowling Green State University (BGSU) Department of Recreation and Wellness marketing office is responsible for marketing the following facilities and activities to the BGSU students, faculty, and staff and to the Bowling Green community members: the Student Recreation Center, the Perry Field House, the Forrest Creason Golf Course, additional outdoor recreation spaces on campus, the Wellness Connection, the Outdoor Program, aquatics, fitness, intramural sports, club sports, and community programming. The Recreation and Wellness marketing team is led by the Recreation and Wellness Assistant Director and Head of Marketing and Student Employment. Other staff members include a graduate assistant and several student employees working part-time. The marketing staff fulfills a variety of needs for the Department of Recreation and Wellness including the production of signage for events hosted by the department, maintenance of the Recreation and Wellness website, the production of videos showcasing the department, and the creation of advertisements, brochures, and additional print items promoting the various programs and events within the department.

The marketing division of Recreation and Wellness operates separately from the BGSU Marketing and Communications office. As a result, it is responsible for photographing the various facilities, activities, and events associated with the department as well as for maintaining its own digital photo library. Photographic images are integral to the success of the Recreation and Wellness website as well as to many of the print-based items produced. However, the Recreation and Wellness marketing office does not employ a professional photographer and instead relies on student employees and other Recreation and Wellness staff to fulfill all photographic needs. Because new students are hired on a semester or yearly basis,



inconsistencies in photographic image quality, workflow practices, and file organization developed prior to fulfillment of this project.

The quality of the photographic images varied due to a variety of factors including the equipment used, the student or staff members' previous training and experience shooting, and their knowledge of photo editing in post-production software. As a result, images in the digital photo library were often improperly composed, exposed, and balanced for color. The method in which images were labeled and stored on the Recreation and Wellness shared drive and hard drives also varied based on individual preference, as there were no standards in place to maintain consistency. Due to a lack of standards, information silos formed as individuals created unique storage and search strategies. This made it difficult for new employees to locate needed files and also resulted in the creation of multiple versions of digital image files. These combined issues made it difficult for designers to quickly and efficiently search for and locate adequate images for their projects, and time was wasted unnecessarily in the process.

Furthermore, the Recreation and Wellness marketing office successfully obtained external grant funding that nearly doubled the operational needs for marketing on an annual basis for the past three years. A reduction of full time staff necessitated that administrative staff in the marketing office develop a method of self-instruction to train new student employees. Due to the limited amount of photography instruction in existence, both the researcher and Lona Leck identified the need for additional instruction and documentation.

### **Proposed Objectives**

The purpose of this project was to eliminate inconsistencies in photographic image quality and file storage methods within the Recreation and Wellness marketing office and to develop a means by which student employees may receive training through self-instruction. By

eliminating inconsistencies in image quality and file storage methods, RecWell marketing employees will be able to search for and locate digital image files more quickly and efficiently. Furthermore, the creation of instructional documents will provide students a means to independently learn new processes and free up the administrative staff's time for other tasks.

To accomplish these objectives, the researcher followed the ADDIE Model as described by Gagne et al. (2005) to guide the development of training resources for the Recreation and Wellness marketing office. In the first phase, *Analysis*, the researcher identified the needs for which instruction would be a suitable solution (Gagne et al., 2005, p. 22). Next, in the *Design* phase of the ADDIE Model as described by Gagne et al. (2005), the researcher determined the major unit of instruction and corresponding outcomes for each unit (pp. 27-29). In the third phase, *Development*, the researcher created the instructional materials previously conceptualized (Gagne et al., 2005, p. 26). The fourth phase, *Implementation*, in this case refers to the distribution of the completed instructional documentation to RecWell staff members. Although Gagne et al. (2005) points out that implementation may occur at different times during the instructional design process, implementation only occurred upon completion of the instructional documentation (p. 34). The final stage, *Evaluation*, took place immediately after implementation. Evaluations are important to determine the effectiveness of the training designed (Piskurich, 2006, p. 268).

Following the ADDIE Model of instructional design, the researcher first determined that a photography workflow and accompanying instructions and standards would provide standardized guidelines to create, manage, and store digital images. A digital photography workflow is a series of steps taken from image production to output (Dolan, 2006, p. 6-7) and establishes a method by which images are cared for managed (Anderson & Russotti, 2010, p.

xiv). The workflow created for the Recreation and Wellness marketing office ensures that all images are photographed, edited, and named according to Recreation and Wellness standards. The workflow also provides guidelines on storing digital image files within the newly acquired MediaBeacon digital asset management (DAM) system and RecWell external hard drive in a consistent manner.

In addition to developing the workflow, the head of marketing and the researcher determined that a need existed to transfer the existing digital photo library from the Recreation and Wellness shared drive and external hard drives to the newly acquired MediaBeacon DAM system previously purchased by the University. This process not only organized the digital image files, but also identified multiple versions of files that were subsequently deleted. During this process, the researcher revised the existing image folder directory structure to make it more organized and intuitive. The researcher also identified the need to develop new file and folder naming standards and metadata standards for consistency throughout the digital photo library. The researcher developed these standards according to the guidelines outlined in the Universal Photographic Digital Imaging Guidelines *UPDIG Universal Quickguide v4.0* (<http://www.updig.org/index.html>) to maintain consistency in the organization of files and folders on MediaBeacon. The researcher also developed keyword standards according to the search needs of the Recreation and Wellness marketing office to ensure that all digital image files are quickly and easily located through a basic keyword search. All documentation created by the researcher was stored on the RecWell shared drive and the location referenced within the existing *Recreation and Wellness Marketing Standards Guide*.

Since a formal training process and instructions on MediaBeacon had yet to be developed by the University's information technology department, implementing the new DAM system into

use within the RecWell marketing office was challenging as all student employees and full time staff needed training. Therefore, the researcher independently learned how to use MediaBeacon through exploring the software and testing its functionality and developed an instruction manual explaining the process of searching for, viewing, managing, uploading, and downloading images. This document was also stored on the RecWell shared drive and referenced within the *Recreation and Wellness Marketing Standards Guide*. Through the use of this instructional manual, employees will understand how to use MediaBeacon to fulfill the requirements of the file storage portion of the photography workflow and will also understand how to manage and retrieve images from MediaBeacon.

The researcher also developed an instruction manual explaining the various processes within Adobe Lightroom referenced in the photography workflow. These processes include uploading, sorting, editing, renaming, adding metadata and keywords, and exporting image files. As with all other documents created in fulfillment of this project, the researcher stored the completed file on the RecWell shared drive and referenced the location within the *Recreation and Wellness Marketing Standards Guide*. The Adobe Lightroom instructions, will help marketing student employees understand how to use Lightroom to complete the post-production portion of the photography workflow and properly manage and edit files for optimal file quality and for consistency.

By developing a standardized workflow and file organization system, Recreation and Wellness marketing employees will be able to search for and locate digital images quickly and efficiently. After reviewing the photography workflow, instructional manuals on Adobe Lightroom and MediaBeacon, and the organizational standards (organization, naming, metadata, and keyword guidelines), marketing student employees will have a better understanding of the

processes within the photography workflow as well as how to maintain file and folder organization on MediaBeacon. As a result, the quality of photographic images will improve and the files will be named and stored on MediaBeacon in a consistent manner, making image file location quick and efficient for all employees. In addition, student employees will be able to complete photography related training through self-instruction, allowing administrative staff additional time to focus on other job duties.

In accordance with the ADDIE model, Recreation and Wellness staff members evaluated the completed photography workflow and accompanying instructions to rate the accessibility of the documents, the presentation of the learning goals/objectives, the structure of the instructions within the documents, the instructional strategies utilized, and the design of the instructions. These evaluations determined the photography workflow and accompanying instructions to be effective within the Recreation and Wellness marketing office.

### **Assumptions and Limitations**

A limitation identified in this project is that the evaluations were limited to a small sample size, with all participants being members of the target market. Furthermore, all participants were already familiar with the basic use of the tools and operations of the RecWell marketing office. While the evaluations suggest that the photography workflow and training instructions were effective, the small sample size should be taken into account when reviewing results.

Another major limitation of the project is the scope of the application. The process and accompanying instructions were developed for one office at a single, mid-size college located within the mid-western United States. As a result, application of the photography workflow and accompanying instructions to other institutions may be limited or not possible.

A third limitation identified was that the digital asset management system utilized (MediaBeacon) was a product chosen by the University at a level beyond the control of the researcher. It was selected approximately one year prior to the start of this project, and the expectation existed that the Recreation and Wellness marketing office would use this digital asset management system in order to be consistent with the other offices throughout campus. Other DAM system solutions may exist that the researcher was unable to explore.

### **Literature Review**

This literature review begins by outlining the ADDIE model of instructional design. First the researcher defines the process using definitions provided by professional instructional designers. Then, the researcher reviews each step of the ADDIE model and describes the various processes that take place. The next section of this literature review contains definitions of a digital workflow as it relates to photography and digital image files and an explanation of digital asset management (DAM) systems. Also included is an explanation of the MediaBeacon DAM system, and an explanation of the Adobe Lightroom post-production software.

#### **The ADDIE model.**

Gagne, Wager, Golas, and Keller (2005) define instruction as, “a set of events embedded in purposeful activities that facilitate learning” (p. 1), with the purpose being to help people learn. More specifically, instructional design is a process or set of rules and procedures for helping instructional designers create effective training in an efficient manner (Piskurich, 2006, pp. 1- 3). Gustafson and Branch (2007) define instructional design as “a systematic process that is employed to develop education and training programs in a consistent and reliable fashion” (as cited in Reiser & Dempsey, 2007, p. 11). Another definition provided by Smith and Ragan (1999) is that instructional design is “the systematic and reflective process of translating

principles of learning and instruction into plans for instructional materials and activities, information resources, and evaluation” (as cited by Shambaugh & Magliaro, 2006, p. 35).

According to Branch (2010), “instructional design centers on individual learning, has immediate and long-range phases, is systematic, and uses a systems approach about knowledge and human learning” (p. 8). Morrison, Ross, Kemp, and Kalman (2007) explain that the goal of instructional design is to improve performance as well as to save time and money by making learning more efficient and effective as well as less difficult (pp. 2-3).

Instructional designers often follow the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. Cennamo and Kalk (2005) explain that the majority of classical instructional design models are actually a variation of the ADDIE model (p. 4). According to Branch (2010), the ADDIE model is appropriate for developing educational learning resources and corporate and individual training resources because it is a process that serves as a guiding framework for complex situations (p. 2). Furthermore, many organizations have adopted the use of the ADDIE Model in designing new instruction within their corporate plans in order to compete within their respective markets (Branch, 2010, p. 5). However, it is interesting to note that the term *ADDIE Model* is actually an acronym referring to the major stages of the instructional systems development (ISD) process and cannot be credited to a single author (Morrison et al., 2007, p. 13). However, in this context the term *ADDIE Model* will be used to define the instructional systems design process. Cennamo and Kalk (2005) point out that most instructional design projects do not progress in a linear order with instructional designers refining their understanding of the learning, activities, assessments, outcomes, and evaluation throughout the entire design process (p. 5). However, it is still important to understand each step of the ADDIE model prior to starting an instructional design project.

The first step, *Analysis*, requires that the instructional designer identify the needs for which instruction may be a feasible solution (Gagne et al., 2005, p. 22). According to Morrison et al. (2007) in an organizational setting, instructional design may be applied in any context where people perform tasks (p. 8). However, it should never be assumed that instruction is the most appropriate solution to all problems encountered within an organization (Larson & Lockee, 2014; Morrison et al., 2007). In many cases the development of instruction may be unnecessary due to additional factors that influence an individual's performance such as information, documentation, job aid, feedback, permission, re-engineering, reorganization, and consequence, and instruction is only appropriate when the improvement of skills or knowledge will increase an individual's competency (Branch, 2010, pp. 12-13). In the event that new instruction is necessary, it is important to include only information relevant to job improvement and avoid including nonessential content that is merely "nice to know" (Morrison et al, 2007, p. 3).

Therefore, it is important to first conduct an analysis to determine if a need for new instruction actually exists. A *needs analysis* or *needs assessment* may be conducted to identify any gaps in performance as well as the causes of the gap(s) to develop an appropriate plan for intervention (Morrison et al., 2007, p. 32). However, according to Branch (2010), there are three main reasons why performance gaps might exist within an organization: (1) limited resources, (2) a lack of motivation, and (3) a lack of knowledge or skills (pp. 12-13). Instruction is only useful in closing a performance gap when the gap itself is created by a lack of knowledge or skills (Branch, 2010, p. 14). Once the problem is defined and the need for instruction established, the instructional designer determines the goals of the instruction, the scope of the project including the time available for completing the project, the learner needs and characteristics including any pre-existing knowledge and skills, the contextual factors, and the content (Gagne



et al., 2005; Larson & Lockee, 2014). Also, it is important to identify all key stakeholders in addition to the learners and their expectations, and to determine the various project roles and responsibilities of everyone involved in the project (Larson & Lockee, 2014, p. 23).

The second step in the ADDIE Model, *Design*, involves creating a plan for guiding the development of the instruction (Gagne et al., 2005, p. 26). The design phase steps outlined by Gagne et al. (2005) include translating the instruction goals into major objectives, determining the major units of instruction, major outcomes for each unit, and the amount of time necessary to complete each unit, specifying the learning outcomes for each unit, breaking the units down into smaller lessons and learning activities, developing specifications for lessons and learning activities, and designing specifications for assessment of what students have learned (pp. 27-29). During this process it is beneficial to work with a subject-matter expert (SME) to determine the necessary skills to focus on developing as well as the strategy for teaching them (Gagne et al., 2005, p. 26). Piskurich (2006) explains that an SME is someone that is experienced in a particular field and has a large knowledge base of the content to be taught (p. 6). Not only is it helpful to team up with an SME for development and review purposes, a SME may also provide good ideas for activities and help on difficult content issues that may arise (Piskurich, 2006, p. 6).

The third stage of the ADDIE Model, *Development*, refers to the actual preparation and creation of instructional materials to be used (Gagne et al., 2005, p. 31). Gagne et al. (2005) identified the following four categories of development situations: working within an existing curriculum and augmenting existing material, repurposing existing material by modifying some of the goals or content and/or moving the material to a new delivery system, incorporating elements of existing material into a new course, and building a new course (pp. 31-33). Other

things to take into account during the development stage include the availability of existing materials to meet well-established instructional objectives, the need for the creation of new materials to meet innovative objectives, the use of teams during development with the instructional design in the lead facilitating role, the importance of instructional design versus media production, the possibility of purchasing instructional materials rather than making new instructional materials (Gagne et al., 2005, p. 33).

While the terms instructional development and instructional design are often used interchangeably, it will be used to refer to the development phase of the ADDIE Model in this case. According to Morrison et al. (2007), the term instructional development is frequently used to define the production process of translating the instructional design plan into the instructional materials used by the learners. These instructional materials may be print, video, multimedia or Web-based materials or a combination (p. 7).

The fourth stage of the ADDIE Model, *Implementation*, can refer to the implementation activities that occur during the creation and evaluation of the course or instruction and is referred to as *pilot testing* or *beta testing*. It may also refer to the actual “launching” of the course upon completion (Gagne et al. 2005, p. 34). The fact that implementation may occur at different times of the instructional design process is one reason why instructional designers following the ADDIE Model may not always perform tasks in a linear order with implementation activities occurring at multiple stages of the process.

Beta tests are often performed prior to full implementation to review the viability of the course and are the first opportunity for feedback on the course and instructional components (Piskurich, 2006, pp. 237-238). Those involved in a beta test may include an SME, a few representative trainees, another instructional designer, the managers or supervisors of the target

trainees, and other training stakeholders (Piskurich, 2006, p. 238). While a beta test incorporates breaks in training to provide feedback, a pilot test does not allow for breaks for feedback during training and helps the instructional designer gauge the success of a course within the exact parameters and environment for which it is designed. (Piskurich, 2006, p. 242).

According to Gagne et al. (2005), when implementation consists of the planning requirements for a successful launch of a course, the following five considerations need to be made: the development of a learning management system adequate for the specific situation, the provision of guidance and support for learners, the development of a plan for change including instructor guides to support facilitators in course delivery, the consideration of all aspects of the delivery environment, and the development of a plan for the maintenance of the system, often referred to as a *maintenance plan* (Gagne et al., 2005, pp. 34-35). It also may be necessary to train any facilitators in advance of the actual course implementation to ensure they are able to facilitate the course as the instructional designer intends (Piskurich, 2006, p. 249). It may also be necessary to provide some minor training to the course participants to help them become comfortable with the self-instruction format by providing an orientation to self-instruction or a small practice program (Piskurich, 2006, pp. 249-250).

The final stage of the ADDIE Model, *Evaluation*, requires that the instructional designer determine when the instruction succeeds in solving the problem identified during analysis (Gagne et al, 2005, p. 35). Evaluations are important to show project stakeholders if the training designed is effective in addition to showing the instructional designer if they designed effective training, and different types of evaluation are necessary to answer different types of questions (Piskurich, 2006, p. 268). However, it is important to note that evaluation should actually take place during several points of the ISD process, which explains why instructional designers do not

necessarily proceed through the steps of the ADDIE Model in a linear order (Gagne et al., 2005, p. 35).

Gagne et al. (2005) identified five types of evaluations: materials evaluation which takes place during the development of instructional products, process evaluation to determine how well each phase of the ISD process has been conducted, learner reactions during implementation, learner achievement to determine how well course objectives are being met and to provide feedback to learners, and instructional consequences that evaluate the transfer of training to the job and whether there is a measurable organizational benefit from the training (pp. 35-37). In addition to the five types of evaluations outlined by Gagne et al. (2005), Piskurich (2006) identified four major types of evaluation which include the following: trainee reaction to the course, skills and knowledge mastery and retention, transfer to the job and improvements in job performance, and return on investment or corporate goal fulfillment (p. 271).

### **The digital image workflow.**

According to Anderson and Russotti, (2010) the term *workflow* as it relates to digital technology fields was adopted from industrial manufacturing in the 1980s, and refers to the interactions between humans and data including digital images produced by machines (p. xiii). Furthermore, Anderson and Russotti (2010) emphasize that it is critical that all users of digital imagery have an understanding of metadata and the processes within a digital workflow. Metadata is any data attached to a file describing the content and characteristics of the file. (<http://www.adobe.com/products/xmp.html>). They explain that the digital workflow establishes a pattern for the “care and management of images” (p. xiv). Dolan (2006) describes a digital workflow as the steps taken from production to output, and explains that it is possible to graphically map out the steps and sub-steps within a workflow process (pp. 6-7). The Universal

Photographic Digital Imaging Guidelines (UPDIG) website, describes a good workflow as a process that is both time saving and provides protection against the loss of digital image files.

Although there is no single digital image workflow solution, a good digital workflow is one that is efficient, automated, and meets the needs of photographers and clients

(<http://www.updig.org/index.html>).

Within the Universal Quickguide v4.0, The Universal Photographic Digital Imaging Guidelines website also provides guidelines to establish a photographic workflow and outlines digital asset management guidelines, metadata inclusion guidelines, and file naming guidelines. The main principles established by UPDIG state that digital images should look the same between devices and platforms; they should be the correct size, resolution, and sharpness for the device on which they are viewed or printed; all embedded metadata should conform to IPTC and PLUS standards; and they should be protected from loss through either accidental deletion or file corruption (<http://www.updig.org/index.html>). File naming guidelines outlined by the UPDIG website emphasize the creation of unique names to eliminate the confusion created through the duplication of file names and provides recommendations on acceptable characters to avoid problems associated with transferring files across platforms (<http://www.updig.org/index.html>).

One component of a digital image workflow is digital asset management (DAM), defined by Holm and Kalalian (2007) as a system allowing users to upload digital assets including digital image files to a centralized on-line site to view, edit, manage, organize, annotate, and adjust the digital assets. In addition, a DAM system allows multiple parties to access digital assets and collaborate in real-time (U.S. Patent No. US20070073776 A1, 2007). Keathley (2014) describes a DAM system as software that stores and distributes digital assets uniformly (p. 3). In addition, a DAM system allows the attachment of metadata to digital assets, the creation of thumbnail

images for preview purposes, and the generation of statistics, sets, and workflows (Keathley, 2014, p.159). Krishna (n.d.) defines a DAM system as a software solution enabling the uploading, archival, indexing, searching, retrieval, browsing, annotation, repurposing, collaboration, display, and transport of digital media within an environment that is seamless, secure, and collaborative (p. 2). In addition, Krishna, M. (n.d.) explains the benefit of a DAM system in that it allows organizations to move from physical storage to disk-based storage, which reduces costs associated with purchasing and maintaining physical archives, costs associated with locating lost or misplaced work, and costs on delivery (p. 4).

Keathley (2014) explains that a DAM system becomes necessary for an organization to implement when various teams and departments form their own methods for storing and searching for digital visual content and documents. Unique storage and search strategies are defined as information silos, and make it difficult or even impossible for new employees or employees from different departments to locate needed files. Other problems associated with the formation of information silos are the creation of multiple versions of a digital asset and the loss of digital assets (pp. 9-10).

To eliminate the formation of information silos in association with university digital assets, Bowling Green State University purchased MediaBeacon R3volution DAM v3. MediaBeacon is an online DAM system that uses a widget-based platform to customize the interface for the specific needs of the end user. MediaBeacon is also the only content manager currently supporting attached metadata standards such as Adobe's Extensible Metadata Platform (XMP) throughout the processes of uploading, editing, and publishing (<http://www.mediabeacon.com>). Metadata is defined as any data attached to a file that describes the content or characteristics of the files. Metadata includes titles, descriptions, searchable

keywords, and author and copyright information to name a few

(<http://www.adobe.com/products/xmp.html>). XMP is a free, open source file labeling technology developed by Adobe that allows users to embed metadata into files during creation.

(<http://www.adobe.com/products/xmp.html>).

Another important component of a photography workflow is the post-production software used to edit digital image files prior to placing them within a DAM system. Adobe Lightroom is one example of such software that was purchased by Bowling Green State University. Originally conceived through the requests of Adobe customers, Lightroom was designed for both professional photographers and hobbyists, and contains photo-editing capabilities and creates workflows (“Adobe photoshop lightroom,” 2013). Blair (2007) explains that Adobe Lightroom represents a new generation of workflow applications to help users find and process images both quickly and efficiently and protect digital image files by storing them in an organized manner. Furthermore, Lightroom eliminates the need to use multiple software programs to locate, sort, and edit digital images. This reduces confusion associated with multiple versions of a single image file (p. xii). Included among the many tasks enabled within Lightroom is the ability to import image files, organize images by folder, add searchable keywords to images, add copyright and author metadata, sort images, edit the exposure and color balance of images, crop images, sharpen and remove noise from images, and export images in a variety of file formats (Blair, 2007, pp. xii-xiv).

## SECTION II. PROCEDURE

### **Development Procedure**

The researcher developed a photography workflow for the Recreation and Wellness marketing office and written instructions on the use of Adobe Lightroom and MediaBeacon as

well as supplemental materials outlining file and folder naming, metadata, and keyword standards, and a folder organization guide. In addition, the researcher transferred all existing digital image files from the Recreation and Wellness shared drive and external hard drives to MediaBeacon. In the process, the researcher reorganized the existing folder directory structure to be more intuitive and consistent.

The photography workflow and Adobe Lightroom instructions were developed primarily for Recreation and Wellness marketing student employees and especially for marketing student employees hired as photographers. Future marketing student employees employed as photographers are expected to have a basic knowledge of photography from prior coursework or field experience. The MediaBeacon instructions were developed for all marketing student employees to learn how to use MediaBeacon to search for, view, manage, upload, and download images on a regular basis.

Due to the potential range of prior knowledge student employees may have, the researcher developed the workflow instructions and instruction manuals on Adobe Lightroom and MediaBeacon as a series of topic dependent sections containing clear objectives to allow student employees to quickly reference only the sections needed. The instructions were formatted as step-by-step instructions with example screenshot images to clarify each process. Because the files were created in Adobe InDesign, which is installed on all marketing office computers, the marketing student employees will be able to make revisions and expand the content as the need arises. The final files were converted to PDF files for access on any computer. Both the InDesign and PDF files were placed on the RecWell shared drive, which is accessible to all Recreation and Wellness marketing student employees. Instructions on how to



access the tutorials were added to the *Recreation and Wellness Marketing Standards Guide*, which is available to all marketing student employees.

The researcher developed a photography workflow to eliminate inconsistencies within shooting, post-production, and file storage practices. The photography workflow was designed to include instructions outlining all of the key processes involved in fulfilling a photography related assignment. These instructions were developed by the researcher and customized to meet the needs of the Recreation and Wellness marketing office. In addition to examining the needs of the marketing office through discussions with the head of marketing and student employees, the researcher was able to draw on her past seven years of experience as a photographer and past year of experience as the Recreation and Wellness photography employee.

Based on the needs analysis and personal experiences of the researcher in the field of photography, she designed the photography workflow to provide advice on preparing for a photo shoot, advice on shooting, instructions on post-production procedures, and instructions on proper file storage (see Appendix A for a complete outline of topics). After reviewing the photography workflow, students will have an understanding of all processes involved in fulfilling a photography assignment and will capture, process, and store images in a consistent manner.

The next portion of the project included the relocation and reorganization of the existing digital photo library from the Recreation and Wellness. First, the researcher copied all of the digital image files from the department shared drive and marketing external hard drives to MediaBeacon. In the process, the researcher deleted duplicate files. After compiling all of the image files to a single location, the researcher was able to determine an organizational system based on the various programming areas and associated events within the Department of Recreation and Wellness. After creating a new folder directory, the researcher placed all of the

image files in the appropriate location, renaming sub-folders as necessary. Once the digital files were organized within MediaBeacon, the researcher copied duplicate versions of all image files to the RecWell hard drive, mirroring the organizational structure of MediaBeacon.

Once the files were organized on MediaBeacon and the RecWell external hard drive, the researcher created a folder directory organization guide to aid student employees in quickly locating images and maintaining the newly organized folder directory on MediaBeacon. The researcher also developed file and folder naming and metadata standards according to the guidelines outlined in the Universal Photographic Digital Imaging Guidelines *UPDIG Universal Quickguide v4.0* to maintain consistency in the organization of files and folders within the digital photo library stored in the MediaBeacon DAM system (<http://www.updig.org/index.html>). Keyword standards were also developed according to the search needs of the Recreation and Wellness marketing office to allow employees to quickly and easily locate digital image files through a basic keyword search. Both documents were created in Microsoft Word to easily allow subsequent revisions by marketing staff and exported as PDF files for access on any computer. The documents were placed on the RecWell shared drive, and the location of the documents were referenced in the *Recreation and Wellness Marketing Standards Guide*.

In addition to the relocation and reorganization of the digital photo library, the researcher developed written instructions on the use of Media Beacon for each student employee refer to in learning how to use the software. Because the University information technology department provided minimal instructions explaining the use of MediaBeacon, the researcher explored the functionality of MediaBeacon independently and developed instructions based on her experiences. Step-by-step instructions including example screenshot images were created in Adobe InDesign by the researcher and included the following topics: logging in and out; an

introduction to the interface; and instructions on viewing assets, searching for assets, editing assets, deleting assets, uploading assets, downloading assets, emailing assets, using scratch baskets, and creating PDF documents of assets (see Appendix B for a complete outline of topics).

The researcher exported the InDesign file as a PDF file and placed both documents on the Recreation and Wellness shared drive. The documents' location was referenced in the *Recreation and Wellness Marketing Standards Guide*. Upon review of the MediaBeacon written instructions, marketing student employees will understand how to use MediaBeacon to complete the file storage portion of the photography workflow as well as how to search for, view, manage, upload, and download files within the newly organized folder directory.

The final portion of the project included the development of an instruction manual on the use of Adobe Lightroom. The researcher created the instruction manual exclusively for the marketing student employees who may or may not have previous knowledge of image editing using this program. The researcher developed the instructions based on her seven years of prior experience in using the software and also based on the needs of the Recreation and Wellness marketing office. The researcher also referenced the *Adobe® Photoshop® Lightroom® 5: Classroom in a Book®* (2013) to ensure that all relevant information to the Recreation and Wellness marketing office was included and that appropriate terminology was used (<https://www.safaribooksonline.com/>).

The Lightroom instruction manual was organized according to the processes outlined in the photography workflow. Step-by-step instructions containing example screenshot images were created in Adobe InDesign and divided into the following sections: the use of catalogs, importing files into Lightroom, an introduction to the Lightroom interface, an introduction to the Library

Module interface and viewing modes, sorting files, filtering files, fixing broken links, removing and deleting images, an introduction of the Develop Module interface and viewing modes, editing images, syncing edits among multiple images, renaming image files, adding metadata to image files, exporting files, and helpful keyboard shortcuts (see Appendix C for complete outline of topics).

The researcher exported the final InDesign document as a PDF file. Both the InDesign and PDF files were stored on the Recreation and Wellness shared drive and referenced within the *Recreation and Wellness Marketing Standards Guide*. Upon review of the Adobe Lightroom instructions, marketing student employees will understand how to use Lightroom to complete the post-production portion of the photography workflow and properly manage and edit files to maintain file quality and consistency. This ensures that all files stored within MediaBeacon as well as on the RecWell hard drive are edited, easy to locate, and ready for immediate use by designers.

### **Budget**

Purchase of MediaBeacon R3volution DAM v3: no cost due to university affiliation, accounts created by ITS

External hard drive for the storage of image files: \$199 paid for by the Recreation and Wellness marketing budget

### **Schedule of Activities**

<b>Submit Proposal to Committee</b>	<b>Defend Proposal</b>	<b>Finish Project Development</b>	<b>Review of Final Project by Experts</b>	<b>Submit Final Project to Committee</b>	<b>Defend Project</b>	<b>Submit Final Copy of Project</b>
12/2/13	12/11/13	11/30/14	12/2/14	12/4/14	12/11/14	12/12/14

### **Method to Evaluate Project Objectives**

Development of each portion of the project was guided by the head of marketing to ensure that the project met the needs of the Recreation and Wellness marketing office. Upon completion of the project, five Recreation and Wellness marketing staff members including a professional staff member and student employees evaluated the effectiveness of the photography workflow, Adobe Lightroom instruction manual, and MediaBeacon instruction manual using a project evaluation rubric adapted from the *Quality Online Course Initiative Rubric* created by the Illinois Online Network (2010) (see Appendix D for the project evaluation rubric) (<http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>). The marketing staff members selected to evaluate the project reflects the target audience that project was developed for. Based on their assessments and suggestions, the project was revised and submitted to the project committee for review and approval. Success of the project was determined by the approval of the project committee. The approved project was then submitted to the head of marketing for use in the Department of Recreation and Wellness marketing office.

### **SECTION III. DESCRIPTION/METHODOLOGY/DEVELOPMENT**

This section begins with a discussion of the problems identified and a brief description of the project developed by the researcher as a solution. Next, the methodology used to complete the project is discussed to allow duplication of the project method. This section concludes with a detailed explanation of the steps taken to complete each of the project components during the development stage as well as a development summary.

#### **Restatement of the Problem**

The BGSU Department of Recreation and Wellness marketing office is responsible for marketing a wide range of facilities and activities, but with the exception of the Recreation and

Wellness Assistant Director and Head of Marketing and Student Employment, the marketing staff is comprised only of part-time student employees. Inconsistencies in image quality and organization of images stored in the digital photo library emerged due to several factors which include a lack of a standardized photography workflow and file maintenance and storage standards, the high turnover rate of student employees on a semester or yearly basis, and the variation in students' knowledge of photography. Because of the inconsistencies in image quality and storage practices, designers were challenged in locating quality digital images for projects in a quick and efficient manner. In addition, the need arose to develop a method of self-instruction to train new student employees in working with photographic images necessitated by the reduction of full time staff and increased workload of the marketing office.

To address the above issues, the researcher developed a photography workflow and accompanying photography workflow check sheet outlining the processes of preparing for a shoot, shooting, post-production, and file storage. The researcher then developed written instruction manuals on the use of processes within MediaBeacon and Adobe Lightroom that are referenced within the photography workflow. Next, the researcher developed an additional document containing standards for file and folder naming as well as for adding metadata and keywords. In addition, the researcher transferred all existing digital files from the Recreation and Wellness shared drive and external hard drives to MediaBeacon and developed a new folder directory organization along with a folder directory organization guide. The new folder directory organization was copied to the RecWell hard drive for storage of backup files of all images. The objectives of the project materials were to eliminate inconsistencies in photography image quality, to eliminate inconsistencies in file storage methods, to create an environment where employees are able to quickly and efficiently locate image files, and to reduce administrative

staff training tasks by providing students with documentation to guide self-instruction.

### **Methodology**

To guide the project methodology, the researcher used the five steps of analyze, design, develop, implement, and evaluate within the ADDIE Model as described by Gagne et al. (2005). First, the researcher analyzed the operations of the Recreation and Wellness marketing office to determine if any weaknesses existed. This was achieved through personal observations as a marketing employee as well as through formal and informal interviews with marketing student employees and administrative staff. A meeting with the head of the marketing office to discuss the identified weaknesses led to the decision to create the various instructional components contained within the project to eliminate those weaknesses.

Hired as a RecWell marketing student photographer and designer approximately two months prior to the start of the project, the researcher was provided the opportunity to familiarize with the office's daily operations and uncover weaknesses based on personal work experiences. The researcher quickly recognized a need for improved organization of the digital photo library based on the inability to efficiently locate images for use on design projects. The storage of image files in various locations and a folder organization structure that was not entirely logical or intuitive were identified as the underlying barriers to efficient image location. The researcher then conducted formal and informal interviews with multiple RecWell marketing student employees, both new and veteran, as well as administrative staff. The need for improved organization of the digital photo library was also supported during these interviews.

During the interviews, an additional weakness was uncovered: a large portion of images within the digital photo library was of an insufficient quality for use in promotional items. Already, having seven years of experience as a photographer, the researcher possessed the

background knowledge in photography to determine areas in which image quality could improve. The researcher performed a comprehensive review of the images in the digital photo library and concluded that a majority of images were not edited in post-production software prior to storage. In addition, interviews with designers indicated that a need existed for a greater variety of compositions and shot types to provide more flexibility in creating layouts.

The researcher then held a meeting with the head of Recreation and Marketing to discuss the weaknesses identified as well as to identify possible solutions. To reduce the amount of time and effort required to locate images, the decision was made to relocate all digital image files to a single digital asset management (DAM) system and to reorganize the folder structure in the process. To aid employees in locating folders within the new structure it was decided to create a folder organization guide documenting the location of all folders and sub-folders within the digital photo library. In addition, the decision was reached to develop a series of image file and folder naming standards to ensure that future image files are stored according to the new organization structure. It was also decided that the development of metadata and keyword standards was necessary to allow employees to quickly locate specific image files within the digital photo library through targeted searches.

Next, it was determined that the researcher should create a photography workflow to set in place a series of procedures for the creation, post-production, and storage of new image files. The intent behind the workflow was to increase image quality by ensuring that photographers capture images according to Recreation and Wellness and designer needs, edit all images in post-production software for optimal quality prior to storage, and store images in the correct locations within the new folder organization structure.

Based on the initial solutions reached by the head of marketing and the researcher,



additional software instructional needs were uncovered. First, the RecWell marketing office needed to acquire access to a DAM system in which to relocate and reorganize the digital photo library. No additional research was necessary to determine a suitable system, as the University had previously purchased the MediaBeacon DAM system for use across campus. Through the formal request of the head of marketing, the RecWell office was granted access to MediaBeacon free of charge by the University Information Technology Services office (ITS) and provided with user accounts for all RecWell staff. The researcher was granted administrator access to the DAM system in order to access all of the tools and menu options available during the image relocation and organization process.

With the prospect of acquiring access to MediaBeacon, the researcher determined that it would be necessary to create written instructions on various processes to teach the RecWell marketing employees how to use the system. This is because none of the existing employees had prior access to the system. The creation of instructions became more imperative when correspondence with ITS revealed that no formal training would be conducted to teach RecWell staff how to use the system, and minimal written instructions would be provided.

In addition to acquiring MediaBeacon, the researcher determined that a software solution for the post-production portion of the workflow would be necessary. As a photographer for seven years prior to employment, the researcher possessed extensive background knowledge in the use of Adobe Lightroom as a workflow aid. The University already owned licenses to Adobe Lightroom, and per the researcher's recommendation, the head of marketing contacted ITS and requested installation of Lightroom on RecWell marketing computers. Due to its University affiliation, the RecWell marketing office was provided with the Lightroom software free of charge. As Lightroom is designed specifically for photography post-production and workflow

solutions, the majority of student employees had little to no experience using the software. Therefore, the researcher recommended that instructions be created to outline processes within Lightroom that would be included in the photography workflow. This recommendation was considered by the head of marketing and approved.

After thoroughly analyzing the weaknesses within the operations of the Recreation and Wellness marketing office and determining the solutions intended to correct those weaknesses, the researcher designed a plan to develop those solutions. First, the researcher determined the format the instructions on the photography workflow, MediaBeacon, and Adobe Lightroom should take. Another discussion with the head of marketing revealed that due to an increased workload and decrease in full time administrative staff, there would not be sufficient resources to conduct training sessions. Also, based on the head of marketing's observations of current and previous student employees, it was decided that video tutorials would not be utilized as student employees work limited hours and lack the time necessary to complete training in this manner. Therefore, it was decided that all instructions would be created as written documents with step-by-step procedures divided into small sections and sub-sections based on topic. This would allow employees to quickly reference only the topics needed, and prevent employees from spending time unnecessarily reviewing material they already know. To aid employees in understanding the purpose of each section without needing to review it in full, it was decided that brief objectives would be placed at the beginning of each section.

After determining the format of the instructions, the researcher designed an outline of topics to be included within each document. To determine content to include, the researcher conducted additional interviews with student employees and administrative staff. The researcher also reflected on personal experiences and background knowledge of photography and Adobe

Lightroom to determine content for those instructional documents. In addition, to develop a plan for the contents of the photography workflow, the researcher reviewed industry standards including the guidelines outlined in the *UPDIG Universal Quickguide v4.0* (<http://www.updig.org/index.html>). In the case of MediaBeacon, a general outline of content was initially created, as the researcher did not yet have access to the system. Once granted access by ITS, the researcher explored the functionality of the system and included additional content in the outline. After determining the format of the instructions and outlining all content to be included, the researcher met with the head of marketing to review the plans and make any revisions based on their feedback.

To design a plan for the organizational structure of the folder directory within MediaBeacon, the researcher reviewed the existing folder structure as well as the various facilities and programming areas associated with the Department of Recreation and Wellness. The researcher created an outline of a new folder structure based on these observations. The researcher then worked with the head of marketing to refine the structure based on their extensive knowledge of the department. At this time, the researcher also discussed ideas for file and folder renaming, metadata inclusion, and appropriate keywords to be embedded within image files. Based on previous research of naming and metadata standards outlined in the *UPDIG Universal Quickguide v4.0*, as well as the input of the head of marketing, basic standards were outlined and approved (<http://www.updig.org/index.html>).

After designing plans to complete each portion of the project and receiving approval from the head of marketing, the researcher developed each of the project components. The researcher first began with the process of relocating the existing digital photo library to MediaBeacon and created the new folder structure based on the outline developed by the researcher and head of

marketing. Thousands of images were relocated during this portion of the project, and the process lasted for the duration of the project. During this process, the researcher deleted duplicate files from the library. In addition to placing images on MediaBeacon, the researcher created a duplicate file organization structure on the RecWell external hard drive and stored duplicate versions of all image files in the secondary location as backup copies. This was done to prevent accidental loss of images. Upon completion of the relocation and reorganization process, the researcher created the folder directory organization document as well as the document containing guidelines for file and folder renaming, metadata inclusion, and keywords. Both documents were created in a word processing program to easily allow subsequent revisions to be made.

Simultaneously, the researcher developed the instructional documents by copying the outlines into a page layout program and formatting the information into a step-by-step format with supporting images. The documents were designed to adhere to Recreation and Wellness graphic standards by including approved headers, footers, fonts, and colors. During this process, several revisions were made to each document, as new information to include was uncovered during communication with marketing employees, administrative staff, and the head of marketing.

In order to implement the project components developed, the researcher placed each document created on the RecWell shared drive and referenced the location within the *Recreation and Wellness Marketing Standards Guide* to ensure that employees would be able to easily access the materials. Full implementation of the instructional documents was scheduled to take place at the onset of the next academic semester by the head of marketing. However, employees utilized the DAM system on an as needed basis throughout the process, as images were

immediately removed from their location on the shared drive after being copied to MediaBeacon. This allowed the researcher to make ongoing revisions based on feedback obtained from the employees.

To complete the project, the researcher asked five Recreation and Wellness employees of varying levels and backgrounds to review the photography workflow, the Adobe Lightroom instruction manual, and the MediaBeacon instruction manual. The researcher created a brief instructional document to direct the evaluators to the documents on the RecWell shared drive as well as a project evaluation survey rubric containing survey questions and areas for comments and suggestions. The evaluators were instructed to complete the survey either digitally or on hard copy and deliver the completed documents to the researcher for review. Evaluators were asked to email digital copies of the survey directly to the researcher and to deliver hard copies of the survey to the researcher during office hours. After analyzing the evaluation data, the researcher determined the strengths and weaknesses of the instructional documents and made revisions as necessary.

### **Development**

In this section, the researcher thoroughly documents the development process of each of the project components. The first portion of the project involved the new MediaBeacon DAM system acquired by Recreation and Wellness marketing in January 2014. First, the researcher copied all of the digital image files from the shared drive and marketing external hard drives to MediaBeacon, deleting duplicate files in the process. With input from the head of marketing, the researcher also developed a new folder directory organization within MediaBeacon to reflect the facilities and programming associated with Recreation and Wellness. The researcher placed all of the image files within the new folder directory, renaming folders as necessary. Once the

digital files were organized within MediaBeacon, the researcher copied duplicate versions of all image files to the RecWell hard drive, within the same organizational structure as in MediaBeacon.

Due to the lack of file and folder naming standards prior to completion of this project, the images files and corresponding folders on the shared drive and marketing external hard drives were not named or organized consistently. Throughout the project development, the researcher worked to rename and organize all folders on MediaBeacon. It proved too time consuming to rename individual images. However, based on the the guidelines provided by the Universal Photographic Digital Imaging Guidelines in the UPDIG in the *Universal Quickguide v4.0* and the researcher's background knowledge of the Recreation and Wellness programming areas and marketing office needs, the researcher developed file and folder naming standards with accompanying instructions to aid student employees in maintaining consistency with minimal effort (<http://www.updig.org/index.html>). Standards for adding IPTC metadata and keywords to images were also included in the document based on UPDIG guidelines to ensure that consistency is maintained and to allow advanced metadata and keyword searches to be performed within MediaBeacon (<http://www.updig.org/index.html>). The document was created in Microsoft Word to allow revisions to be made from any computer. The Word document and a PDF version of the document were saved to the RecWell shared drive and the location was referenced in the *Recreation and Wellness Marketing Standards Guide*.

The researcher then created a document containing an outline of the revised folder directory structure including all subfolders. This document was created in a Microsoft Word document to serve as a topical directory for all Recreation and Wellness staff to use to quickly locate folders and subfolders within MediaBeacon and the corresponding RecWell hard drive.

The researcher also included instructions for updating the document as new folders are added to the MediaBeacon directory as well as instructions for renaming revised documents to allow previous versions to be archived. The Word document and a PDF version of the document were saved to the RecWell shared drive and the location was referenced in the *Recreation and Wellness Marketing Standards Guide*.

Next, the researcher developed the photography workflow instructional document. The outline of the photography workflow created during the design stage included the following four sections: preparation, shooting, post-production, and file storage. Each section was preceded by workflow objectives to summarize the goals of each part of the workflow. The four sections were divided into a series of smaller categories containing step-by-step processes and advice to guide photographers through the processes (see Appendix A for a complete outline of topics).

Throughout the project development, new items were added to the workflow as the need became evident. For example, in section 1a (see Appendix A), instructions to format memory cards prior to arriving at a photo shoot was added when a student employee arrived at a video shoot with a full memory card and could not shoot any video. Another item developed during the later stages of the project in section 1c (see Appendix A), was a table describing when a photography release form is needed. The need for this item became evident when there was confusion among other student employees as to when it is necessary to request a subject to sign a release form.

The photography workflow document was initially created in a Microsoft Word document to easily make revisions to the content. After a final revision of the content by the head of marketing, the content contained in the Word document was transferred to an Adobe InDesign document and formatted into an outline. The purpose of creating the final document in InDesign

was to maintain the graphic standards dictated by the Office of Marketing and Communications and adhered to by the Recreation and Wellness marketing office. To meet the requirements of the graphic standards, the researcher used the RecWell header and footer, RecWell colors, and only the specific font styles within the Univers font family. The Recreation and Wellness logo was also placed on the front cover as a requirement of the graphic standards.

After formatting the document to meet the requirements of the graphic standards, the researcher created graphic icons in Adobe Illustrator to visually represent each of the four main sections of the workflow. A memory card represents the section on research and planning, a camera represents the section on shooting, a computer monitor represents the section on post-production, and an image file icon represents the final section on uploading processed images to MediaBeacon. These icons were then placed in a flowchart on the front cover of the workflow document to act as a graphic table of contents and quick reminder of the workflow organization. A resources page was added at the end of the document to provide the location of additional project documents referenced within the workflow.

In addition to the photography workflow document, a one-page workflow check sheet was created with reduced content to serve as a reference to photographers while on the job. Only section headers were included on the check sheet as student employees hired as photographers will be required to review the full photography workflow at the start of employment. Boxes were substituted for bullets to allow employees to check off each item as they proceed through the processes of the workflow. The same graphic standards were applied to the check sheet, and the graphic icons were included to maintain consistency between the two documents.

Upon completion, the workflow documents were saved as packaged InDesign files to allow future revisions by marketing student employees and as PDF documents for easy viewing



on any computer. All document files were uploaded to the RecWell shared drive to allow the marketing student employees to access them from any campus computer or laptop connected to the campus WiFi. A reference to the files' location was added to the *Recreation and Wellness Marketing Standards Guide*.

The researcher then created a step-by-step instruction manual explaining how to use MediaBeacon. The instruction manual was created to explain the processes outlined within the photography workflow as well as additional processes used by the marketing office. The content included within the instructions were developed based on the marketing office needs identified by the head of marketing and the researcher (see Appendix B for a complete outline of topics).

The instruction manual was targeted to Recreation and Wellness marketing student employees with administrator and user access to MediaBeacon. The researcher first created an outline of the topics including step-by-step instructions in Microsoft Word and then copied the text into an Adobe InDesign document. Each process was briefly explained at the start of the section with instruction objectives, and then broken into smaller topics containing step-by-step instructions and accompanied by screenshot images to illustrate the text. Key words in the text identifying locations of tools and actions were set apart through the use of varying font styles and colors. Tables were used throughout the document to highlight important additional information. The final document was designed to meet the graphic standards requirements that Recreation and Wellness marketing adheres to, as well as to appear consistent in style with the photography workflow documents.

The completed document was saved as a packaged InDesign file to allow future revisions and as a PDF document for easy viewing on any computer. Both files were uploaded to the RecWell shared drive with a reference to the location in the *Recreation and Wellness Marketing*

*Standards Guide.*

The final project component developed by the researcher was the Adobe Lightroom instruction manual. The instruction manual was created to explain the processes outlined within the photography workflow as well as supporting processes. The content included within the instructions were developed based on the researcher's extensive personal knowledge of the software and the needs of the Recreation and Wellness marketing office. In addition, the researcher referenced the *Adobe® Photoshop® Lightroom® 5: Classroom in a Book®* (2013), written by the Adobe Creative Team, to ensure that no relevant information was excluded. The *Adobe® Photoshop® Lightroom® 5: Classroom in a Book®* was also referenced by the researcher to determine the most effective method to organize the information (<https://www.safaribooksonline.com/>). The researcher created an outline of topics including step-by-step instructions in Microsoft Word and then copied the text into an Adobe InDesign document (see Appendix B for a complete outline of topics).

The Lightroom instruction manual was designed in the same style as the MediaBeacon instruction manual to maintain consistency between the two documents. Instruction objectives placed at the beginning of each section were followed by step-by-step instructions and supporting screenshot images. The same image files were displayed in the Lightroom and MediaBeacon instructions to demonstrate the progression of a series of images through the post-production and file storage portions of the workflow.

The researcher saved the completed document as a packaged InDesign file to allow future revisions and as a PDF file. Both files were uploaded to the RecWell shared drive with a reference to the location in the *Recreation and Wellness Marketing Standards Guide*.

## Development Summary

All portions of the project were developed with the Recreation and Wellness marketing student employees as the target audience. Therefore, all items, with the exception of the documents containing file and folder naming standards and metadata and keyword standards, and the document outlining the folder directory organization with MediaBeacon, were designed to reflect the graphic standards adhered to by the Recreation and Wellness marketing office. This choice was made not only to follow protocol and maintain consistency between the documents, but also to set a design example to marketing student employees. In addition the three major instructional documents (the *RecWell Marketing Photography Workflow*, the *Adobe Lightroom Instruction Manual*, and the *MediaBeacon Instruction Manual*) were organized in a manner that is logical and easy to comprehend, with simple and concise step-by-step instructions accompanied by images where appropriate and preceded by instruction objectives. The documents were organized by topic to provide marketing student employees with the option to quickly skip to only the sections they need to review.

All working documents were saved to the RecWell shared drive to allow marketing student employees to make revisions with the approval of the head of marketing on an as needed basis. PDF versions of all files were also saved to the RecWell shared drive to allow student employees to quickly download and email files as needed without needing to access a computer with Adobe InDesign installed. Furthermore, by placing the documents on the RecWell shared drive, marketing student employees will be able to access the files from any campus computer or laptop connected to the campus WiFi. By placing location references within the *Recreation and Wellness Marketing Standards Guide* student employees will be able to easily locate all of the documents.

## SECTION IV. RESULTS/EVALUATIONS/RECOMMENDATIONS

### **Evaluation Results**

An evaluation rubric was adapted from the *Quality Online Course Initiative Rubric* created by the Illinois Online Network (2010) (see Appendix D for the project evaluation rubric) (<http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>). This rubric was used to evaluate the effectiveness of the *RecWell Marketing Photography Workflow*, the *Adobe Lightroom Instruction Manual*, and the *MediaBeacon Instruction Manual*. The rubric contained both close-ended questions and prompts for open-ended comments, and was divided into five categories: location and access, learning goals/objectives, structure, instructional strategies, and instruction design. The rubric contained the following close-ended question response choices which were assigned a number on a scale of 1-4 in order to code the data: “Non-Existent” = 1, “Developing” = 2, “Meets” = 3, “Exceeds” = 4, and N/A.

Upon completion of the project, the rubric was provided to five Recreation and Wellness marketing staff members including a full time staff member and part-time student employees, a sample representative of the target population of the project. The evaluators were provided with instructions to access and download the three project files to be evaluated as well as the evaluation rubric as either a Microsoft Word document or a PDF document from the RecWell shared drive, read the project files, and record scores and comments digitally or in writing on the evaluation rubric. The evaluators were instructed to download any additional project files as prompted within the three different project documents under review. The researcher requested that digital copies of the evaluations be emailed directly to the researcher, and that hard copies of the evaluations be given to the researcher during office hours.

The response rate for the evaluation was 100%. Each criteria evaluated for all three portions of the project received a majority of ratings in the “Meets” or “Exceeds” category with 3 or more evaluators rating 30 of the criteria as “Exceeds”, and 3 or more of the evaluators rating 7 of the criteria as “Meets.” None of the criteria were rated as “Non-Existent” by evaluators, and only 2 of the criteria were given a single rating each of “Developing.” The *RecWell Marketing Photography Workflow* received a single rating of “N/A” for the use of visual aids in the instructional strategies and two ratings of “N/A” for image quality in the instruction design (see Tables 1.1 – 1.5 in Appendix E).

Of the three documents evaluated, the *Adobe Lightroom Instruction Manual* received the highest ratings with 3 or more evaluators rating 12 out of 13 criteria as “Exceeds.” The *RecWell Marketing Photography Workflow* received a rating of “Exceeds” by 3 or more evaluators for 10 out of 13 criteria. *The MediaBeacon Instruction Manual* received the lowest ratings with 3 or more evaluators rating 8 out of 13 criteria as “Exceeds” (see Tables 1.1 – 1.5 in Appendix E).

In addition, for all three documents evaluated, the highest ratings were given in the instruction design category, with 11 of the 12 criteria rated by 3 or more evaluators as “Exceeds” and in the learning goals/objectives category, with 2 out of 3 criteria rated by 3 or more evaluators as “Exceeds” (see Tables 1.5 and 1.2 in Appendix E). The structure category also scored high with 7 out of 9 criteria rated by 3 or more evaluators as “Exceeds” (see Table 1.3 in Appendix E). In the location and access category, only 1 out of 3 criteria were rated by 3 or more evaluators as “Exceeds” (see Table 1.1 in Appendix E). The instructional strategies category scored the lowest with 9 out of 12 criteria rated by 3 or more evaluators as “Exceeds” (see Table 1.4 in Appendix E).

Trends in the comments provided were identified if the comment appeared more than once for the same criteria and in the same project item. Trends identified in the *RecWell Marketing Photography Workflow* include the sequencing of information in a logical order, the success of combining written instructions with images in the instructional strategy, the concise presentation of the instructions, the success of variations in font colors to aid in understanding the written instructions, the use of icons in the section headings not distracting from the specified goals and objectives, the consistency in the written instructions throughout the document, and the adherence to the Recreation and Wellness graphic standards in the use of fonts and the appropriate font size (see Tables 2.1 – 2.5 in Appendix F).

Trends identified in the *Adobe Lightroom Instruction Manual* include the clear presentation of learning goals and objectives at the beginning of each section, the sequencing of the content in a way that shows a progression and moves through the processes, the use of written text and images to deliver instruction in a way that accommodates multiple learning styles, the successful use of screenshot images in presenting the content, the use of visual aids to aid the viewer in learning the material, the logical organization of the material, the consistency in the organization of the written instructions, and the high quality of the images used (see Tables 3.1 – 3.5 in Appendix F).

Trends identified in the *MediaBeacon Instruction Manual* include the success of the visual aids in helping viewers understand the written text, the logical order of the written instructions, the consistency of the written instructions, and the clear purpose of each image in supporting the written instructions (see Tables 4.1 – 4.5 in Appendix F).

### **Fulfillment of Objectives**

This project was intended to organize the existing Recreation and Wellness digital photo library and to put in place a series of standards and guiding instructions to maintain consistent organization despite marketing student employee turnover. In addition, the project aimed to increase the quality of images photographed by incoming student employees through the use of the *RecWell Marketing Photography Workflow* and supplemental workflow check sheet as well as the *Adobe Lightroom Instruction Manual* and *MediaBeacon Instruction Manual*. In order to achieve these goals, it was necessary for the instructions contained in all three documents to be written in a manner that is logical and easy for marketing student employees to comprehend.

According to the evaluation results, 95% of the various criteria outlined in the project evaluation rubric for the *RecWell Marketing Photography Workflow*, *Adobe Lightroom Instruction Manual* and *MediaBeacon Instruction Manual* were rated as “Exceeds” or “Meets” by the majority of evaluators. The lack of “Non-Existent” ratings and minimal “Developing” ratings reveal that the sample population of the Recreation and Wellness marketing staff were able to understand the instructions throughout the three documents. It can be concluded, that based on the responses of this sample, additional marketing student employees will be able to understand the instructions contained in the three documents as well.

At this time, it is not possible to determine if three sets of instructions will enable student employees to achieve consistent and improved photographic image quality, consistent photographic workflow practices, and consistent file storage and organization practices. However, the likelihood of achieving these objectives once the instructions are utilized by existing and incoming marketing student employees is strengthened by the positive responses to the project materials evaluated.

## Recommendations

The first recommendation is to immediately implement the photography workflow in the Recreation and Wellness marketing office using the *Photography Workflow Instructions* to train incoming marketing employees hired as photographers during the Spring 2015 semester. Use of the *Photography Workflow Check Sheet* will ensure that the photographers continue to adhere to the photography workflow. The researcher also recommends that all existing and incoming photographers review the *Lightroom Instruction Manual* and *MediaBeacon Instruction Manual* as well as the *BGSU RecWell Image File Naming and Metadata Guide* and *BGSU RecWell MediaBeacon Directory Tree Organization Guide* to ensure that all digital image files are properly named, tagged with metadata and keywords, edited, exported, and stored. This will maintain the organization within the digital photo library that the researcher developed during the course of the project.

The second recommendation is that all existing and future marketing student employees review the *MediaBeacon Instruction Manual* to understand how to search for, view, and download image files from MediaBeacon. All marketing students should also review the *BGSU RecWell MediaBeacon Directory Tree Organization Guide* to maintain the organization of the folder directory on MediaBeacon.

The researcher also recommends that the Recreation and Wellness marketing staff continuously evaluate the effectiveness of the photography workflow and Adobe Lightroom and MediaBeacon instruction manuals in achieving the objectives outlined in this paper and in meeting the needs of the Recreation and Wellness marketing office. The scope of the evaluations should also be expanded to include professional photographers, instructors, and students or administrators with little to no experience in photography and in the use of Adobe Lightroom



and MediaBeacon.

To maintain accuracy, revisions to the project files should be carried out according to the changing needs of the Recreation and Wellness marketing office and according to changes in the Adobe Lightroom and MediaBeacon software through upgrades. The researcher also recommends that the *BGSU RecWell MediaBeacon Directory Tree Organization Guide* be continuously updated as new folders are added to MediaBeacon.

## REFERENCES

- Adobe Creative Team. (2013). *Adobe® Photoshop® Lightroom® 5: Classroom in a Book®*. Adobe Press. Retrieved from <https://www.safaribooksonline.com/>
- Adobe photoshop lightroom 5 now available. (2013, Jun 10). *Business Wire*. Retrieved from <http://search.proquest.com/docview/1365998999?accountid=26417>
- Anderson, R. & Russotti, P. (2010). *Digital Photography Best Practices and Workflow: A Guide to Staying Ahead of the Workflow Curve*. Burlington, MA: Elsevier, Inc. Retrieved from <http://books.google.com/books>
- Blair, J. G. (2007). *Adobe® Photoshop® Lightroom™: Photographers' Guide*. Course Technology PTR. Retrieved from <http://safaribooksonline.com.maurice.bgsu.edu/>
- Branch, R. M. (2010). *Instructional Design: The ADDIE Approach*. Retrieved from <http://0-rave.ohiolink.edu.maurice.bgsu.edu/ebooks/ebc/9780387095066>
- Cennamo, K., & Kalk, D. (2005). *Real World Instructional Design*. Belmont, CA: Wadsworth/Thomson Learning, Inc.
- Cornellier, A., Croxford, B., Dunbar, D., DePalmer, K., Fleisher, K., Fulton, G., Herrmann, J., Hoffman, R., McCleary, R., Marchant, B., Merrell, S., Newman, A., Novak, M. A., Reid, B., Rowin, S., Sedlik, J., Sodergren, U., Stallings, T., Tapp, E., & Upstone, M. (2008). UPDIG Universal Quick Guide v4.0 [HTML document]. Retrieved from <http://www.updig.org/index.html>
- Dolan, P. A. (2006). *Exploring Digital Workflow: An Introduction to Managing Graphic Content in a Cross-Media World*. Clifton Park, NY: Thomson Delmar Learning.
- Extensible Metadata Platform (XMP). (2014). Retrieved from <http://www.adobe.com/products/xmp.html>

Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of Instructional Design*. Belmont, CA: Wadsworth/Thomson Learning, Inc.

Holm, A. & Katalian, S. (2007). *U.S. Patent No. US20070073776 A1*. Washington, DC: U.S. Patent and Trademark Office. Retrieved from <http://www.google.com/patents/US20070073776>

Keathley, E. F. (2014). *Digital Asset Management: Content Architectures, Project Management, and Creating Order Out of Media Chaos*. Apress. doi: 10.1007/978-1-4302-6377-7

Krishna, M. (n.d.) Attaining Workflow Nirvana: User Enlightenment Through Next Generation DAM Solutions. Mountain View, CA: Frost & Sullivan. Retrieved from <http://www.mediabeacon.com>

Larson, M. B., & Lockee, B. B. (2014). *Streamlined ID: A Practical Guide to Instructional Design*. New York, NY: Taylor & Francis.

Media Beacon Digital Asset Management Widget Platform [PDF Product Brief]. (n.d.). Retrieved from <http://www.mediabeacon.com>

Morrison, G. R., Ross, S. M., Kemp, J. E., & Kalman, H. K. (2007). *Designing Effective Instruction*. Hoboken, NJ: John Wiley & Sons, Inc.

Piskurich, G. M. (2006). *Rapid Instructional Design: Learning ID Fast and Right*. San Francisco, CA: John Wiley & Sons, Inc.

Illinois Online Network (2010). Quality Online Course Initiative Rubric [Evaluative rubric]. Retrieved from <http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>

Reiser R. A., & Dempsey, J.V. (2007). *Trends and Issues in Instructional Design and Technology*. Upper Saddle River, NJ: Pearson Education, Inc.

Shambaugh, N., & Magliaro, S. G. (2006). *Instructional Design: A Systematic Approach for Reflective Practice*. Boston, MA: Allyn and Bacon/Pearson Education, Inc.

## APPENDIX A

**Photography Workflow Instruction Content**

1. Preparation: instructions and advice on preparing for a photo shoot
  - a. Research and Planning: what to research and plan for in advance of shooting an activity or event
    - i. Determine the designer needs
    - ii. Research the activity or event in advance
    - iii. Review the location to plan camera settings and shots
    - iv. Review the weather forecast and planning
  - b. Equipment: what equipment to have available during a photo shoot
    - i. Bring extra, charged batteries
    - ii. Bring extra, formatted memory cards
    - iii. Verify accuracy of camera date/time settings
    - iv. Bring tripod
  - c. Documentation: information about the RecWell photography release form
    - i. Determine need for photography release forms
  - d. Clothing: what clothing is appropriate to wear for various types of shoots
    - i. Wear RecWell or BGSU apparel and RecWell nametag
    - ii. Wear event appropriate clothing
    - iii. Wear comfortable clothing
    - iv. Wear weather appropriate clothing
2. Shooting: advice on shooting an event or activity
  - a. Camera Settings

- i. ISO
    - ii. Shutter Speed
    - iii. Aperture
    - iv. White Balance
  - b. The Subject: advice on working with a subject and an outline of various types of shots to get
    - i. Request permission to photograph all subjects
    - ii. Ensure subject is wearing appropriate clothing
    - iii. Be aware of subjects' facial expressions during physical activity
    - iv. Shoot various types of shots of the subjects
    - v. Photograph inanimate subjects such as sports equipment
  - c. The Background: advice on what to do with distracting elements in the background
    - i. Remove distracting objects
    - ii. Blur out the background with shallow depth of field
  - d. Composition: a list of the various types of compositions to shoot
    - i. Place the subject in a variety of locations in the frame
    - ii. Leave negative space in the image
    - iii. Be aware of shallow versus wide depth of field and their effect
    - iv. Shoot a variety of different compositions for the same subject/scene
3. Post-Production: instructions on sorting and editing image files
  - a. Importing: importing files after the shoot
    - i. Import the files to Adobe Lightroom

- b. Organizing: organizing and reviewing the files
    - i. Sort the files
    - ii. Add keywords to the files
  - c. Editing: editing the files for optimal quality
    - i. Adjust the color temperature
    - ii. Adjust the exposure
    - iii. Sharpen the image and reduce noise
    - iv. Perform lens correction if necessary
    - v. Crop the image if necessary
  - d. Exporting: exporting the files to maintain the newly added metadata, keywords, and edits
    - i. Rename the files
    - ii. Determine the new file location
    - iii. Select the correct file specifications
4. File Storage: storing the image files
- a. Uploading: uploading the files to MediaBeacon for use by other marketing employees
    - i. Label new folders correctly and include scanned release forms with images
    - ii. Compress folders to preserve metadata
    - iii. Upload the folders to MediaBeacon® and place in correct location in the directory

- b. Saving Backup Copies: storing copies of all files in a secondary location to prevent loss of data, and storage of the release forms
  - i. Save copies of image folders on the RecWell hard drive
  - ii. Delete any unedited backup copies of files
  - iii. Store hard copies of release forms in the correct location in the RecWell marketing office.



APPENDIX B

**MediaBeacon Instruction Manual Content**

1. Logging in
2. Logging out
3. Interface
4. Viewing assets
5. Searching for assets
6. Editing assets
7. Deleting assets
8. Uploading assets
9. Downloading assets
10. Emailing assets
11. Scratch baskets
12. Creating PDF documents

## APPENDIX C

**Adobe Lightroom Instruction Manual Content**

1. Creating a new catalog and opening an existing catalog
2. Importing files into Lightroom
3. The Lightroom interface
4. The Library Module interface
5. Library Module viewing modes
6. Sorting files
7. Filtering files
8. Folders
9. Relinking missing images/folders
10. Removing and deleting images
11. The Develop Module interface
12. The Develop Module viewing modes
13. Editing images
14. Undoing edits
15. Syncing settings
16. Renaming files
17. Adding additional metadata to files
18. Exporting new files
19. Keyboard shortcuts

## APPENDIX D

**Project Evaluation Survey Rubric****Introduction**

The goal of this project is to develop a photography workflow for the Department of Recreation and Wellness marketing employees as well as to organize the existing digital photo library within the new MediaBeacon® DAM system and the external hard drive. The objectives of this project are:

- create a photography workflow and accompanying instructions to guide marketing student employees through the processes of (1) photographing an event, (2) using Adobe Lightroom to sort, process, and export the image files, and (3) uploading, viewing, editing, and downloading image files in MediaBeacon; and
- develop an Adobe Lightroom instruction manual to guide marketing student employees through the processes of importing, sorting, editing, renaming, adding metadata, and exporting image files; and
- to import and reorganize the existing digital photo library within the newly acquired MediaBeacon® DAM system and RecWell external hard drive, as well as to develop a MediaBeacon® instruction manual to guide marketing student employees in utilizing MediaBeacon® to upload, view, edit, and download image files.

**Rubric**

Rate and add comments to each section of this rubric manually on a printed copy or directly in the PDF using the following scale:

- **Non-Existent** – Criterion not present, but should be, or criterion present, but not appropriate.
- **Developing** – Some evidence of the criterion, but needs to be presented more clearly and/or better developed.
- **Meets** – Evidence of this criterion is clear and appropriate. More could possibly be added.
- **Exceeds** – Evidence of this criterion is clear, appropriate, and demonstrates best practices in a manner that models its use.
- **N/A** – Not applicable.

**Reviewer**

Name:	Review Date:
-------	--------------

**RecWell Marketing Photography Workflow Instructions**

**A. Location and Access**

1. Location and Access	The instructions are easily located and accessed using the instructions provided within the Graphics Standards Guide.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	

Comments

**B. Learning Goals/Objectives**

1. Learning Goals/Objectives	The learning goals/objectives are clearly stated at the beginning of each section.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	

Comments

**C. Structure**

1. Purpose	The purpose of each section is clearly stated.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	

Comments

2. Sequence	The content is sequenced effectively to enable learners to achieve the stated goals.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	

		Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/>
3. Comments			
Chunking	The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

<b>D. Instructional Strategies</b>			
1. Multimodal Instruction	A variety of instructional delivery methods are available to accommodate multiple learning styles.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
2. Presentation	The method of presentation(s) for each section is appropriate for the effective delivery of the content.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
3. Written Instructions	The written instructions have a specific purpose that does not distract from the specified goals/objectives.	Non-Existent Developing Meets Exceeds	<input type="checkbox"/>

		N/A	<input type="checkbox"/>
Comments			
4. Visual Aids	The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

<b>E. Instruction Design</b>			
1. Layout/organization	The written instructions are organized in a manner that is readable and easy to understand.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
2. Consistency	The written instructions are organized in a manner that is consistent throughout.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
3. Fonts	Font type, size, and color are readable throughout the written instructions.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments			
4. Image Quality	The images provided are clear.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

Adobe Lightroom Instruction Manual			
A. Location and Access			
1. Location and Access	The instructions manual is easily located and accessed using the instructions provided within the Graphics Standards Guide.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

B. Learning Goals/Objectives			
1. Learning Goals/Objectives	The learning goals/objectives are clearly stated at the beginning of each section.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments
----------

C. Structure				
1. Purpose	The purpose of each section is clearly stated.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	
Comments				
2. Sequence	The content is sequenced effectively to enable learners to achieve the stated goals.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	
3. Comments				
Chunking	The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	
Comments				



D. Instructional Strategies			
1. Multimodal Instruction	A variety of instructional delivery methods are available to accommodate multiple learning styles.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
2. Presentation	The method of presentation(s) for each section is appropriate for the effective delivery of the content.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
3. Written Instructions	The written instructions have a specific purpose that does not distract from the specified goals/objectives.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
4. Visual Aids	The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

<b>E. Instruction Design</b>			
1. Layout/organization	The written instructions are organized in a manner that is readable and easy to understand.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
2. Consistency	The written instructions are organized in a manner that is consistent throughout.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
3. Fonts	Font type, size, and color are readable throughout the written instructions.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
4. Image Quality	The images provided are clear.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

MediaBeacon Instruction Manual			
A. Location and Access			
1. Location and Access	The instruction manual is easily located and accessed using the instructions provided within the Graphics Standards Guide.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

B. Learning Goals/Objectives			
1. Learning Goals/Objectives	The learning goals/objectives are clearly stated at the beginning of each section.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

C. Structure			
1. Purpose	The purpose of each section is clearly stated.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
2. Sequence	The content is sequenced effectively to enable learners to achieve the stated goals.	Non-Existent Developing	<input type="checkbox"/> <input type="checkbox"/>

		Meets	<input type="checkbox"/>
		Exceeds	<input type="checkbox"/>
		N/A	<input type="checkbox"/>
Comments			
3. Chunking	The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content.	Non-Existent	<input type="checkbox"/>
		Developing	<input type="checkbox"/>
		Meets	<input type="checkbox"/>
		Exceeds	<input type="checkbox"/>
		N/A	<input type="checkbox"/>
Comments			

D. Instructional Strategies			
1. Multimodal Instruction	A variety of instructional delivery methods are available to accommodate multiple learning styles.	Non-Existent	<input type="checkbox"/>
		Developing	<input type="checkbox"/>
		Meets	<input type="checkbox"/>
		Exceeds	<input type="checkbox"/>
		N/A	<input type="checkbox"/>
Comments			
2. Presentation	The method of presentation(s) for each section is appropriate for the effective delivery of the content.	Non-Existent	<input type="checkbox"/>
		Developing	
		Meets	
		Exceeds	

		N/A	<input type="checkbox"/>
Comments			
3. Written Instructions	The written instructions have a specific purpose that does not distract from the specified goals/objectives.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
4. Visual Aids	The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			

E. Instruction Design			
1. Layout/organization	The written instructions are organized in a manner that is readable and easy to understand.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments			
2. Consistency	The written instructions are organized in a manner that is consistent throughout.	Non-Existent Developing Meets Exceeds N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments				
3. Fonts	Font type, size, and color are readable throughout the written instructions.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	
Comments				
4. Image Quality	The images provided are clear.	Non-Existent	<input type="checkbox"/>	
		Developing	<input type="checkbox"/>	
		Meets	<input type="checkbox"/>	
		Exceeds	<input type="checkbox"/>	
		N/A	<input type="checkbox"/>	
Comments				

\*Rubric adapted from the Quality Online Course Initiative Rubric created by the Illinois Online Network.

APPENDIX E

**Project Evaluation Closed-End Survey Results**

**Table 1.1**

	Photography Workflow Instructions		Adobe Lightroom Instructions		MediaBeacon Instructions	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>A. Location and Access</b>						
<b>1. Location and Access</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	2	40%	3	60%	3	60%
Exceeds	3	60%	2	40%	2	40%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%

**Table 1.2**

	Photography Workflow Instructions		Adobe Lightroom Instructions		MediaBeacon Instructions	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>B. Learning Goals/Objectives</b>						
<b>1. Learning Goals/Objectives</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	2	40%	2	40%	3	60%
Exceeds	3	60%	3	60%	2	40%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%

**Table 1.3**

	Photography Workflow Instructions		Adobe Lightroom Instructions		MediaBeacon Instructions	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>C. Structure</b>						
<b>1. Purpose</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	1	20%
Meets	3	60%	2	40%	2	40%
Exceeds	2	40%	3	60%	2	40%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>2. Sequence</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	0	0%	0	0%	2	40%
Exceeds	5	100%	5	100%	3	60%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>3. Chunking</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	1	20%	1	20%	2	40%
Exceeds	4	80%	4	80%	3	60%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%

**Table 1.4**



	Photography Workflow Instructions		Adobe Lightroom Instructions		MediaBeacon Instructions	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>D. Instructional Strategies</b>						
<b>1. Multimodal Instruction</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	5	100%	2	40%	4	80%
Exceeds	0	0%	3	60%	1	20%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>2. Presentation</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	1	20%	0	0%	2	40%
Exceeds	4	80%	5	100%	3	60%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>3. Written Instructions</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	1	20%	0	0%	0	0%
Meets	1	20%	2	40%	3	60%
Exceeds	3	60%	3	60%	2	40%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>4. Visual Aids</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	1	20%	0	0%	0	0%
Exceeds	3	60%	5	100%	5	100%
N/A	1	20%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%

**Table 1.5**

	Photography	Adobe Lightroom	MediaBeacon
--	-------------	-----------------	-------------

	Workflow Instructions		Instructions		Instructions	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>E. Instruction Design</b>						
<b>1. Layout/Organization</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	0	0%	1	20%	2	40%
Exceeds	5	100%	4	80%	3	60%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>2. Consistency</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	0	0%	1	20%	1	20%
Exceeds	5	100%	4	80%	4	80%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>3. Fonts</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	0	0%	0	0%	0	0%
Exceeds	5	100%	5	100%	5	100%
N/A	0	0%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%
<b>4. Image Quality</b>						
Non-Existent	0	0%	0	0%	0	0%
Developing	0	0%	0	0%	0	0%
Meets	1	20%	1	20%	1	20%
Exceeds	2	40%	4	80%	4	80%
N/A	2	40%	0	0%	0	0%
Total:	5	100%	5	100%	5	100%

APPENDIX F

**Project Evaluation Open-End Comment Results**

**Table 2.1**

<b>RecWell Marketing Photography Workflow Instructions</b>
<b>A. Location and Access</b>
<b>1. Location and Access</b> The instructions are easily located and accessed using the instructions provided within the Graphics Standards Guide.
<b>Comments:</b> <ul style="list-style-type: none"> <li>- I really like the overview of the instructions followed by the more detailed sections formatting.</li> <li>- No trouble in finding these instructions with the help of the path directions.</li> </ul>

**Table 2.2**

<b>B. Learning Goals/Objectives</b>
<b>1. Learning Goals/Objectives</b> The learning goals/objectives are clearly stated at the beginning of each section.
<b>Comments:</b> <ul style="list-style-type: none"> <li>- Is the audience assumed to already have a basic knowledge of shooting and editing?</li> <li>- Objective of goals are easy to find and are clear in describing the succeeding section.</li> </ul>

**Table 2.3**

<b>C. Structure</b>
<b>1. Purpose</b> The purpose of each section is clearly stated.
<b>Comments:</b> <ul style="list-style-type: none"> <li>- Similar to the objectives the purpose of each section is easy to find and are clear in describing the succeeding section.</li> </ul>
<b>2. Sequence</b> The content is sequenced effectively to enable learners to achieve the stated goals.
<b>Comments:</b>

<ul style="list-style-type: none"> <li>- Very good point with far left, far right subject placement in composition section.</li> <li>- Great use of graphic on first page for layout.</li> <li>- The organization and logical order of this section is very strong.</li> <li>- The order of topics is in logical order and new learners can easily follow along.</li> </ul>
<p><b>3. Chunking</b></p> <p>The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Add the the name tag needs to be on the right side under the clothing section.</li> <li>- Yes, and the terminology is consistent with the industry which leads to additional student learning through this position.</li> <li>- The chunks are well defined and broken down to help new learners.</li> </ul>

**Table 2.4**

<p><b>D. Instructional Strategies</b></p>
<p><b>1. Multimodal Instruction</b></p> <p>A variety of instructional delivery methods are available to accommodate multiple learning styles.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Written instructions accompanied by images is helpful.</li> <li>- I enjoyed that both words and images were used to describe how to find an option in the menu.</li> </ul>
<p><b>2. Presentation</b></p> <p>The method of presentation(s) for each section is appropriate for the effective delivery of the content.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The layout works extremely well.</li> <li>- Instructions are concise and clear throughout.</li> <li>- The presentation was simple, concise and matches the graphic standards set by the department where it will be used.</li> </ul>
<p><b>3. Written Instructions</b></p> <p>The written instructions have a specific purpose that does not distract from the specified goals/objectives.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Unclear where to initially find “Image File Naming and Metadata Guide” when first mentioned on pg. 7 under Import section. Possibly mention it is found under Resources</li> </ul>

<p>at the end of the document. On pg. 9, would be beneficial explaining how to compress to a ZIP.</p> <ul style="list-style-type: none"> <li>- The notes and colored text help identify key concepts and terms.</li> <li>- Different colors and type styles were used to help understand the method described.</li> </ul>
<p><b>4. Visual Aids</b></p> <p>The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The icons heading each section are strong.</li> <li>- Great use of iconography for each section.</li> <li>- There aren't visual aids.</li> </ul>

**Table 2.5**

<p><b>E. Instruction Design</b></p>
<p><b>1. Layout/organization</b></p> <p>The written instructions are organized in a manner that is readable and easy to understand.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Step-by-step process is logical.</li> <li>- The instructions are written in a clear, simple yet concise manner.</li> </ul>
<p><b>2. Consistency</b></p> <p>The written instructions are organized in a manner that is consistent throughout.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Each step is configured the same to keep it simple.</li> <li>- Each section matched the other sections, follow the department's graphic design protocol.</li> </ul>
<p><b>3. Fonts</b></p> <p>Font type, size, and color are readable throughout the written instructions.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- I appreciate how the document followed the standards of Recreation and Wellness.</li> <li>- Easy to read.</li> <li>- BGSU Graphic Standards are maintained.</li> <li>- Font size was at a good level and very easy to read throughout.</li> <li>- Font and size was at a good level. Font color was used appropriately and helped enhance each section.</li> </ul>
<p><b>4. Image Quality</b></p>

The images provided are clear.
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- No images used.</li> <li>- No images, just small icons.</li> <li>- Graphics keep the project organized.</li> <li>- The image quality is clear and easy to understand the subject.</li> </ul>

**Table 3.1**

<b>Adobe Lightroom Instruction Manual</b>
<b>A. Location and Access</b>
<p><b>1. Location and Access</b></p> <p>The instructions manual is easily located and accessed using the instructions provided within the Graphics Standards Guide.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- I know nothing about Lightroom.</li> <li>- These instructions are placed in an easy to find location.</li> </ul>

**Table 3.2**

<b>B. Learning Goals/Objectives</b>
<p><b>1. Learning Goals/Objectives</b></p> <p>The learning goals/objectives are clearly stated at the beginning of each section.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Table of Contents has sufficient data to direct reader to specific location.</li> <li>- Mentioned in small paragraph to start.</li> <li>- I feel like I know what is being presented and what I need to learn.</li> <li>- The objectives for each section are clear and concise to help the learner understand that they will be learning.</li> </ul>

**Table 3.3**

<b>C. Structure</b>
<b>1. Purpose</b>

The purpose of each section is clearly stated.
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Purpose and goals combined.</li> <li>- The purpose is clearly stated and includes the function or location of items discussed.</li> </ul>
<p><b>2. Sequence</b></p> <p>The content is sequenced effectively to enable learners to achieve the stated goals.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- In importing step 5. Maybe more the screenshot up above the beginning of step 5. Since it pertains to a different screenshot.</li> <li>- Great way of showing progression of one image throughout.</li> <li>- From beginning to end, it helps move through the process.</li> </ul>
<p><b>3. Chunking</b></p> <p>The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The chunks of information make it quite a bit easier to understand. The detail provided is helpful since Lightroom has many options.</li> </ul>

**Table 3.4**

<b>D. Instructional Strategies</b>
<p><b>1. Multimodal Instruction</b></p> <p>A variety of instructional delivery methods are available to accommodate multiple learning styles.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Software limits how many ways it can be used.</li> <li>- There is a nice blend of text instructions, screen shots, and circled areas of emphasis.</li> <li>- The combination of images and written text is clear and concise to aid new learners.</li> </ul>
<p><b>2. Presentation</b></p> <p>The method of presentation(s) for each section is appropriate for the effective delivery of the content.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Great use of screenshots, very helpful.</li> <li>- Written in same way as other files.</li> <li>- Very realistic of working with the actual software.</li> <li>- The method of presentation for each section is used well. For complex sections requiring more explanation, additional images or descriptions were used.</li> </ul>

<p><b>3. Written Instructions</b></p> <p>The written instructions have a specific purpose that does not distract from the specified goals/objectives.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Excellent detail used.</li> <li>- Varying text fonts and color were used appropriately to help learners understand important points.</li> </ul>
<p><b>4. Visual Aids</b></p> <p>The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Screenshots were very helpful!</li> <li>- Screenshots are a plus.</li> <li>- Again, the images, graphics, use of color, screen shots, and circled items keep the project organized and allows for easy learning.</li> <li>- The visual aids enhance the objectives and show new learner exactly where to find an option or tool.</li> </ul>

**Table 3.5**

<p><b>E. Instruction Design</b></p>
<p><b>1. Layout/organization</b></p> <p>The written instructions are organized in a manner that is readable and easy to understand.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Logical, good color scheme, nothing out of order.</li> <li>- The layout is orderly and simple, yet concise.</li> </ul>
<p><b>2. Consistency</b></p> <p>The written instructions are organized in a manner that is consistent throughout.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- In some images with more than one reference to them, they are numbered in correspondence to that reference. Others with only 3 references are circled. On pg. 12, the pointers used to show content a-k are inconsistent in width and length.</li> <li>- Organized in same fashion throughout.</li> <li>- Instructions are organized and remain consistent throughout.</li> </ul>
<p><b>3. Fonts</b></p> <p>Font type, size, and color are readable throughout the written instructions.</p>



<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Color coding great way to quickly locate main points.</li> <li>- Meet BGSU Graphic Standards.</li> <li>- The font type is legible and the variance in color and type helped enhance the description of the task.</li> </ul>
<p><b>4. Image Quality</b></p> <p>The images provided are clear.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The screenshots were appropriate in highlighting the really important stuff.</li> <li>- While the majority of images are good, a few may require some touching up. Some borders are inconsistently sized, with more black space on one side than the rest.</li> <li>- High quality for clear explanations.</li> <li>- Relates perfectly to the activity, programs, lighting conditions and real activities and scenarios for the photography position.</li> <li>- The images provided were clear and related to the section.</li> </ul>

**Table 4.1**

<p><b>MediaBeacon Instruction Manual</b></p>
<p><b>A. Location and Access</b></p>
<p><b>1. Location and Access</b></p> <p>The instruction manual is easily located and accessed using the instructions provided within the Graphics Standards Guide.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- This manual is easily located and accessible.</li> </ul>

**Table 4.2**

<p><b>B. Learning Goals/Objectives</b></p>
<p><b>1. Learning Goals/Objectives</b></p> <p>The learning goals/objectives are clearly stated at the beginning of each section.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The goals and objectives are clearly stated at the beginning of each section.</li> </ul>

**Table 4.3**

<b>C. Structure</b>
<p><b>1. Purpose</b></p> <p>The purpose of each section is clearly stated.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Embedded with the goals.</li> <li>- The purpose is explained along with the goal in the section objective.</li> </ul>
<p><b>2. Sequence</b></p> <p>The content is sequenced effectively to enable learners to achieve the stated goals.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The sequence is well planned and logical making it easy for new learners to follow along.</li> </ul>
<p><b>3. Chunking</b></p> <p>The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The chunking of the sections is helpful in understanding the process of working within MediaBeacon.</li> </ul>

**Table 4.4**

<b>D. Instructional Strategies</b>
<p><b>1. Multimodal Instruction</b></p> <p>A variety of instructional delivery methods are available to accommodate multiple learning styles.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The combination of written instructions as well as screenshot images is very helpful in ensuring the new learner will understand the process.</li> </ul>
<p><b>2. Presentation</b></p> <p>The method of presentation(s) for each section is appropriate for the effective delivery of the content.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Again, screenshots very helpful.</li> <li>- The presentation was organized and follow the design standard procedures of the department for which this will be used.</li> </ul>
<p><b>3. Written Instructions</b></p> <p>The written instructions have a specific purpose that does not distract from the specified</p>

goals/objectives.
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The written instructions are clear and concise. They do not distract from the objectives.</li> </ul>
<p><b>4. Visual Aids</b></p> <p>The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- The orange ovals were very helpful in finding what the text was talking about.</li> <li>- Screenshots helpful.</li> <li>- All pictures have a reason to be there and they are meant for specific instructions – nice job!</li> <li>- Visual aids are very helpful since some of the tools used in this program can be difficult to find for new users.</li> </ul>

**Table 4.5**

<b>E. Instruction Design</b>
<p><b>1. Layout/organization</b></p> <p>The written instructions are organized in a manner that is readable and easy to understand.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Follows logical order.</li> <li>- Content is laid out in an organized manner, and is simply, yet concisely worded.</li> </ul>
<p><b>2. Consistency</b></p> <p>The written instructions are organized in a manner that is consistent throughout.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- As with Lightroom workflow, some leader arrows are sized inconsistently.</li> <li>- Every step is consistent.</li> <li>- The instructions remain consistent throughout, and explain simply how to complete a task or use a tool.</li> </ul>
<p><b>3. Fonts</b></p> <p>Font type, size, and color are readable throughout the written instructions.</p>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>- Again color scheme works well.</li> <li>- Everything is easy to read.</li> <li>- Fonts used are appropriately used and enhance the understanding of each section. The font types also comply with department’s graphic standards.</li> </ul>

**4. Image Quality**

The images provided are clear.

**Additional Comments:**

This entire project is well produced. The instructions are simple and easy to read and appropriate for a beginner in the position yet serve as a sure reminder to reinforce process and procedure for a more advanced student employee or professional staff member utilizing the workflow or software. This manual and tutorial will surely serve as a resource for the Department of Recreation and Wellness for years to come. And, it could easily be converted to use in another setting with minor modifications. As the unit director, I feel confident that I can properly manage the large photo library and easily train new staff who begin this position in the future. Erica has done a fabulous job in creating this project from the ground up and in working with Recreation and Wellness to customize the end result exactly for our needs. Her understanding of photography and willingness to share knowledge through quality learning design is evident.

**Comments:**

- Some images need a slight touching up. Pg 36 dropdown menu has black line through box showing separate screenshots where they were merged. Also has no border line along bottom, as opposed to sides.
- Each image is there for a specific purpose.
- Image quality is clear and enhance the understanding of each section.

--

**Table 4.6**