

## STORYBOARD STYLE ELEMENTS

### Screen Layout

- Teal blue background, white overlay with three tabs
- Three tab layers: flush left, overlapping left to right; Tab 1/farthest left appears as first/top layer; clickable tabs/show only content on user clicked tab.

### Text

- **Headings:** Georgia, 24 pt., Bold, Centered, Blue-Gray/Text 2/Darker 25%
- **Tab Titles/Screen Content:** Georgia, 14 pt., Center aligned, Blue-Gray/Text 2/Darker 25%
- **Buttons:** Georgia, 14 pt., Bold, Centered, White
- **Return to Home Screen Link:** Georgia, 14 pt., Underlined, White


### Media

- **Narrator Image/Audio:** Janet



- **Character Images/Audio:** Ana, Laura, Michel



- **Buttons:** 

### Accessibility (add to all tabs/layers)

- Audio controls (pause, play, rewind, volume)
- Closed captioning (cc)
- Alt text for images
- Sans-serif type fonts
- ADA compliant PDF/Word docs and/or linked content

- Sections **highlighted yellow** SME created/content
- All other sections ID created (as applicable)

**INITIAL SCREEN/TAB 1 TITLE:** Introduction

**Lead SME/ID Approval**

SME Initials/Date: \_\_\_\_\_

ID Initials/Date: \_\_\_\_\_

*Sample image*



**Text**

- Title: Myths and Misconceptions about the Aging Process
- Subtitle: NA
- Captions: Ana, Laura, Michel (centered below each character image)

**Image(s)**

- Narrator (left of center, below title, height/length of white overlay; happy, gesturing toward character jpegs)
- Characters (flush right, vertically stacked, jpeg of face in circle, clickable for branching)

**Audio/Video**

Play Instructions (e.g., automatically, when user clicks)

Audio: automatically


Video: NA

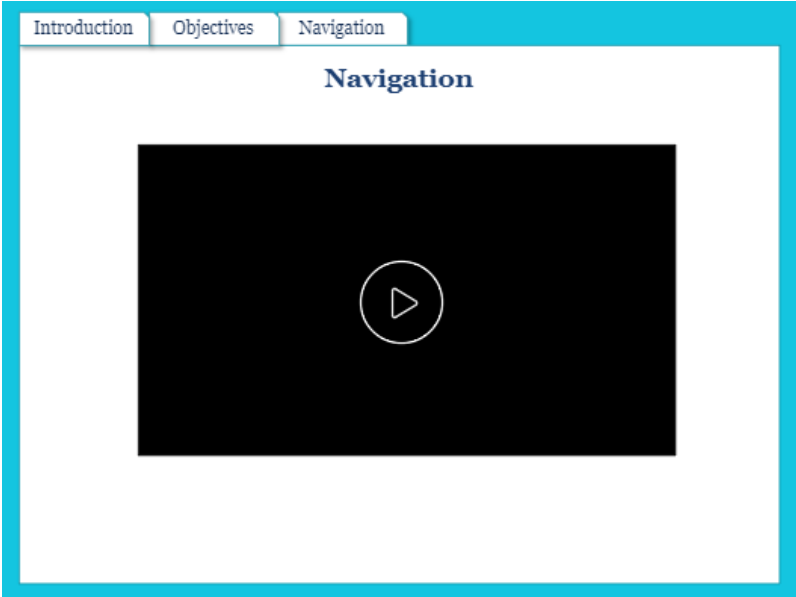
**Audio/Narrator:** *Hi, I'm Janet. Welcome to Myths and Misconceptions about the Aging Process, a role-playing simulation experience. In this simulation, you'll take on the role of three different elderly characters – Ana, Laura, and Michel – to better understand the experiences, emotions, and needs of aging individuals.*

*When you're ready, go ahead and click the Objectives tab to view and consider the instructional goals of this simulation.*

**Interaction**

NA

	<p><b>Branching</b>  Ana jpeg links to Simulation 1, Scene 1 (clickable/advance by user)</p> <p>Laura jpeg links to Simulation 2, Scene 1 (clickable/advance by user)</p> <p>Michel jpeg links to Simulation 3, Scene 1 (clickable/advance by user)</p>
<b>TAB 2 TITLE: Objectives</b>	
<p><i>Sample image</i></p> 	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>Title: Objectives</li> <li>Objectives:</li> </ul> <p>Dispel common myths and misconceptions associated with aging.</p> <p>Induce empathy and concern for elderly individuals.</p> <p>Recognize common, age-related changes.</p> <p><b>Image(s)</b> NA</p> <p><b>Audio/Video</b></p> <p>Play Instructions (e.g., automatically, when user clicks)  Audio: automatically  Video: NA</p> <p><b>Audio/Narrator:</b> <i>Read each objective, then take a moment to think about what you're meant to understand from this simulation.</i></p> <p><i>When you're ready, go ahead and click the Navigation tab to view instructions for navigating the simulation.</i></p> <p><b>Interaction</b> NA</p>

	<p><b>Branching</b> NA</p>
<p><b>TAB 3 TITLE:</b> Navigation</p>	
<p><i>Sample image</i></p> 	<p><b>Text</b> Title: Navigation</p> <p><b>Image(s)</b> NA</p> <p><b>Audio/Video</b></p> <p>Play Instructions (e.g., automatically, when user clicks) Audio: Automatically Video: When user clicks video play button.</p> <p><b>Audio/Narrator:</b> <i>Play the video for simulation navigation instructions.</i></p> <p><i>When you're ready to start the simulation, click the Introduction tab to return to the home screen and click to choose one of the simulation characters: Ana, Laura, or Michel.</i></p> <p>Video: create screencast video to show how to navigate from home screen to Ana scenario/scene 1 tabs and activities/scene 2 tabs and activities; Return to Home Screen; click another character/scenario.</p> <p><b>Interaction</b> NA</p> <p><b>Branching</b> NA</p>

**SCENARIO (#)/SCENE (#), TAB 1 TITLE:** Scenario 2/Scene 1, Laura Scene 1

**Lead SME/ID Approval**

SME Initials/Date: \_\_\_\_\_

ID Initials/Date: \_\_\_\_\_

*Sample image*



**Text**

Return to Home Screen (link; upper-right corner)

**Image(s)**

Setting: Pharmacy with counter that divides characters; prescriptions/bottles in background (whole screen of white overlay, tabs remain visible)

Characters:

- Laura, happy and talking to pharmacist.
- Pharmacist, happy and talking to Laura

Scene 2 button (lower right corner)

**Audio/Video**

Play Instructions (e.g., automatically, when user clicks)

Audio: automatically

Video: NA

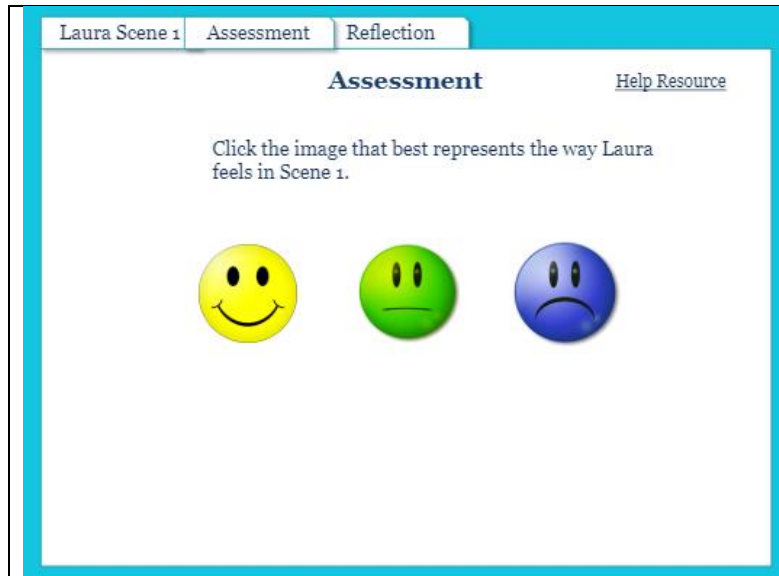
**Audio**

**Introduction/Narrator:** (adapted from Ertmer et al., 2019, p. 84)

*Older adults, like all people, experience a range of emotions and situations. Laura is 87 years old and, in this first scene, she has just had lunch with some friends and stops by the pharmacy on her way home.*

*As you listen to Laura and the pharmacist, pay attention to Laura's facial expressions, tone of voice, and the words she uses as she speaks.*

	<p><i>Put yourself in Laura’s shoes and think about how she feels.</i></p> <p><b>Dialogue/Scene Characters:</b></p> <ul style="list-style-type: none"> <li>• Pharmacist: <i>Hello, how are you today?</i></li> <li>• Laura: <i>Great, thank you! I just had lunch with some friends. It was so much fun to catch up with them.</i></li> <li>• Pharmacist: <i>How nice for you. How may I help you today?</i></li> <li>• Laura: <i>Would you please fill these three prescriptions for me?</i></li> <li>• Pharmacist: <i>Of course. I’ll take care of that now.</i></li> </ul> <p><b>Narrator:</b> <i>When you’re ready, click the Assessment tab and complete the activity.</i></p> <p><b>Interaction</b> NA</p> <p><b>Branching</b> Button labeled “Scene 2” links to Laura Scene 2 (clickable/advance by user)</p> <p>“Return to Home Screen” links to Initial Screen, Tab 1 “Introduction” (clickable/advance by user)</p>
<p><b>TAB 2 TITLE:</b> Assessment</p>	
<p><i>Sample image</i></p>	<p><b>Text</b> Title: Assessment</p> <p><b>Interaction:</b></p> <ul style="list-style-type: none"> <li>• Stem: Click the image that best represents the way Laura feels in Scene 1.</li> <li>• Help Resource text: NIH article, section of text related to depression</li> <li>• Feedback: Laura feels happy because she was able to go out and spend time with her friends.</li> </ul>



A common myth, or misconception, about older people is that they often feel depressed or lonely. However, depression and loneliness are actually less common among the elderly than young adults (National Institute on Aging, 2020).

Like most people, when older adults are active and engaged with others, they tend to feel happier (Kanning & Hansen, 2016).

- References:  
Kanning, M., & Hansen, S. (2016). Need satisfaction moderates the association between physical activity and affective states in adults aged 50+: An activity-triggered ambulatory assessment. *Annals of Behavioral Medicine*, 51, 18-29. doi: 10.1007/s12160-016-9824-6

U.S. Department of Health & Human Services: National Institute on Aging (2020). 10 myths about aging. Retrieved from <https://www.nia.nih.gov/health/10-myths-about-aging>

#### Image(s)

Interaction answer choice faces: smiley face, indifferent face, sad face

#### Audio/Video

Play Instructions (e.g., automatically, when user clicks)

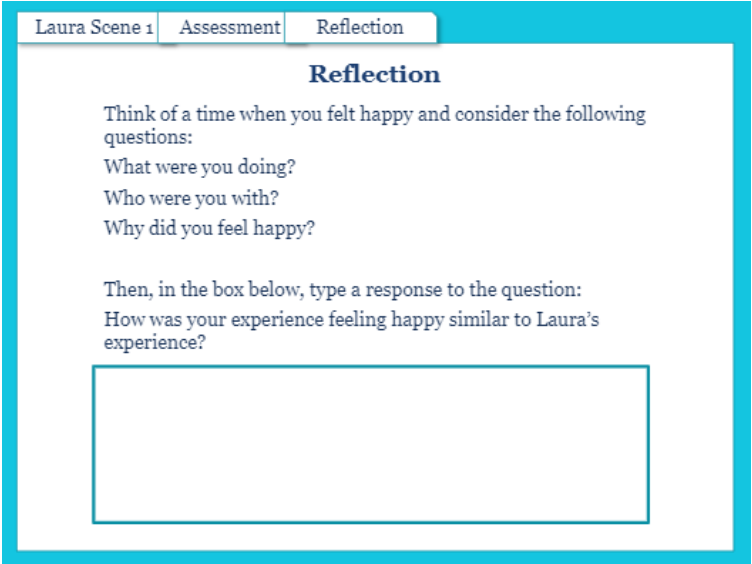
Audio: part 1 automatically; part 2 when user closes feedback window

Video: NA

**Audio/Narrator Part 1:** Click the "Help Resource" link and read the text. When you're done, answer the assessment question.

**Audio/Narrator Part 2:** When you're ready, click the Reflection tab and complete the activity.

#### Interaction

	<p>Multiple choice, three answer choices (clickable images), one correct answer choice; feedback appears when user clicks an answer choice image.</p> <p><b>Branching</b> NA</p>
<p><b>TAB 3 TITLE:</b> Reflection</p>	
<p><i>Sample image</i></p>  <p>The screenshot shows a web application with three tabs: 'Laura Scene 1', 'Assessment', and 'Reflection'. The 'Reflection' tab is selected. The page content includes the title 'Reflection', a prompt to think of a happy time and answer three questions, and a text box for a response.</p>	<p><b>Text</b> Title: Reflection</p> <p><b>Interaction:</b></p> <ul style="list-style-type: none"> <li>• Prompt: Think of a time when you felt happy and consider the following questions: What were you doing? Who were you with? Why did you feel happy?</li> </ul> <p>Then, in the box below, type a response to the question: How was your experience feeling happy similar to Laura's experience?</p> <ul style="list-style-type: none"> <li>• Feedback (appears as pop up text box, after user chooses answer/clicks "Submit"): Answers will vary. Reflection should include details about a specific experience you had that made you feel happy, as well as how your experience is similar to Laura's experience.</li> </ul> <p><b>Image(s)</b> Text box for entering response to prompt.</p> <p><b>Audio/Video</b></p> <p>Play Instructions (e.g., automatically, when user clicks) Audio: part 1 automatically; part 2 when user closes feedback window</p>



	<p>Video: NA</p> <p>(adapted from Ertmer et al., 2019, p. 84)</p> <p><b>Audio/Narrator Part 1:</b> <i>Consider what you have learned about the experiences and emotions of older adults.</i></p> <p><i>Then, read the reflection prompt and type your response into the blank box. Click “submit” when you’re done.</i></p> <p><b>Audio/Narrator Part 2:</b> <i>Now that you’ve completed the reflection activity, click the Laura Scene 1 tab. Then, click Scene 2 on that tab to complete the second part of the Laura scenario.</i></p> <p><b>Interaction</b> Constructed response/short answer</p> <p><b>Branching</b> NA</p>
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## Explanation of Design Choices

- *How the design meets all stakeholder needs and works within constraints:*

The sample simulation screens/tabs address common concerns expressed by Lorena and Adam. Specifically, the initial screen introduces the simulation narrator, provides access to the simulation scenarios that feature three different/diverse characters, lists instructional objectives, and gives instructions for a screencast video to be created that models how to navigate the simulation. Additionally, the sample scene tabs have the narrator introduce the simulation scenario/scene and contain activities (Assessment and Reflection) that confront myths/misconceptions associated with aging via a “Help Resource,” stimulate empathy and/or concern for the elderly, and lead to perspective-taking and/or are empathy-inducing (Ertmer et al., 2019). The storyboard style elements guide and standard components can be used to develop each scenario, which should feature one of three aging individuals experiencing a range of emotions, social situations, and age-related illnesses across two different scenes. SME content responsibilities are highlighted yellow to indicate the parts of the storyboard that either Johanna and/or Lorena should develop. All other sections would be developed by Suzie and/or Adam. The approval section in the top, upper-right corner of each storyboard is meant to ensure that the co-project managers, Lorena and Adam, sign off on/finalize all design elements (i.e., sample animations, audio, activities, etc.) prior to Suzie creating the animations and video, which should alleviate the need to recreate/revise the animations and help to ensure the project is delivered on time and within budget.
- *How the design uses multimedia principles:*

I followed the Coherence Principle by excluding “extraneous words, pictures, and sounds,” such as not including text on the scene screen/tab or the narrator image on screens/tabs with text or video (e.g., objectives, navigation, assessment, reflection). I also applied the Segmenting Principle by using tabs to separate content and activities into distinct instructional chunks, or “user-paced segments” (Mayer, 2001, as cited in PPT Principles of Learning, n.d., p. 1).

**References**

- Ertmer, P.A., Quinn, J.A., & Glazewski, K.D. (2019). *The ID casebook: Case studies in instructional design*. Routledge.
- Kanning, M., & Hansen, S. (2016). Need satisfaction moderates the association between physical activity and affective states in adults aged 50+: An activity-triggered ambulatory assessment. *Annals of Behavioral Medicine, 51*, 18-29. doi: 10.1007/s12160-016-9824-6
- Malamed, C. (2019). Articulate storyboard by Kevin Thorn. Retrieved from [https://thelearningcoach.com/resources/storyboard-depot/?utm\\_campaign=elearningindustry.com&utm\\_source=%2Ffree-storyboard-templates-for-elearning&utm\\_medium=link](https://thelearningcoach.com/resources/storyboard-depot/?utm_campaign=elearningindustry.com&utm_source=%2Ffree-storyboard-templates-for-elearning&utm_medium=link)
- Romero-Hall, E., Watson, G.S., Papelis, Y., & Garcia, H. (2014). Nursing pain assessment & management: A 3D interactive simulation. *International Journal of Designs for Learning, Vol. 5, Issue 1*, (43-56).
- University of Hartford: Faculty Center for Learning and Development (n.d.). 12 principles of multimedia learning. Retrieved from <https://www.hartford.edu/faculty-staff/faculty/fcld/files/12%20Principles%20of%20Multimedia%20Learning.pdf>
- U.S. Department of Health & Human Services: National Institute on Aging (2020). 10 myths about aging. Retrieved from <https://www.nia.nih.gov/health/10-myths-about-aging>