Instructional Design Plan for SEO
(Search Engine Optimization) Teach-a-Class

Shyla Fairfax & Claire Norris

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1. Analyze and Define Project Requirements

This section of the Instructional Design Plan provides the purpose and scope of the SEO workshop, as well as learning profiles and objectives for the workshop's audience.

The Analyzing and Defining Project Requirements section is divided into three parts: Task/ Topic Analysis, Learner Profile, and Learner Objectives.

Task/Topic Analysis

The purpose of this teach-a-class is to teach the audience the basics of search-engine optimization (SEO) while writing web content. The tutorial therefore focuses on two online resources, *Keyword Eye* and *SEO Book*.

The audience will be instructed on how to:

• Use the Keyword Eye Suggestion Tool — This tool allows users to analyze the usefulness of a keyword, and see suggestions that may better suit their purpose

• Use the Keyword Eye List Tool — This tool allows users to compare keywords, and analyze which are better for the rhetorical situation

• Use the SEO Book Keyword Tool — This tool allows users to analyze the usefulness of a keyword, in comparison to other similar keywords and concepts

• Use the SEO Book Keyword Density Analyzer — This tool allows users to see when, where, and how keywords are being used on a website, so optimal use of these words can be verified

Learner Profile

The learner profile for the SEO teach-a-class is based off information researched during class and through the Kolb's learning styles (http://www.businessballs.com/kolblearningstyles.htm). The learner profile's characteristics are listed below:

•   The purpose and scope of the SEO teach-a-class is to provide students of the Technical Writer program with:

   • a basic overview of SEO (Search Engine Optimization)
   • practical knowledge of how SEO works
   • a basic information about two free online SEO resources: *SEO Book* and *Keyword Basic*
   • conceptual and practical knowledge on finding strong keywords for technical writing web content

•   The teach-a-class will be taught on Friday, March 13 2015

- The audience will be students of the Technical Writer program at Algonquin College

- The audience will have limited knowledge on SEO and additional SEO tools and resources

- The audience will have a basic knowledge of technical tools and computer applications (based on previous classes)

- The audience is divided into four categories, based off of Kolb's learning styles:
    - 7 Divergers
    - 1 Accommodator
    - 3 Convergers
    - 7 Assimilators[1]

- Challenges to be considered based on Kolb's learning styles:

    - The class has an equal amount of Divergers and Assimilators. Divergers (feeling and watching), and Assimilators (watching and thinking), are conflicting learning styles, so action must be taken in the teach-a-class to provide adequate teaching styles
    - The class has a wide range of learning styles, so the teach-a-class must include learning strategies for all four groups

Keeping Kolb's learning styles in mind, the teach-a-class should include activities for all learning styles. Possible learning options include:

Divergers: Activity involving group work

Assimilators: The workshop should include a clear and concise conceptual overview of SEO

Convergers: Activity should include testing practical knowledge on SEO

Accommodators: Activity should include clear instructions and an overview of scope and outcome

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[1] Only 18 classmates attended the class that identified learning styles

Learner Objectives

Learner objectives have been identified using the following formula:

Task + Condition + Standard = Learning Objective

This workshop has two formal comprehensive learning objectives (see Table 1).

TASK	CONDITION	STANDARD	LEARNER OBJECTIVE
Watch Opening Video	Classroom/Lecture environment	Search-Engine Optimization (SEO)	The audience will gain a basic understanding of what SEO is and how it applies to writing web content/documents
Listen to Lecture	Classroom/Lecture environment	Search-Engine Optimization (SEO)	The audience will gain insight into how SEO can be beneficial to their work as junior technical writers

TABLE 1: COMPREHENSIVE LEARNING OBJECTIVES

This workshop has three formal application learning objectives (see Table 2).

TASK	CONDITION	STANDARD	LEARNER OBJECTIVE
Follow procedural steps during Keyword Eye tutorial	Classroom/Group Activity	*Keyword Eye* Tools	The audience will be instructed on how to use the basic free SEO tools available on *Keyword Eye*
Follow procedural steps during SEO Book tutorial	Classroom/Group Activity	*SEO Book* Tools	The audience will be instructed on how to use the basic free SEO tools available on *SEO Book*
Complete Exercises	Classroom/Individual Activity	Search-Engine Optimization (SEO)	The audience will compete exercises to gain more confidence with SEO tools and be able to demonstrate learned knowledge

TABLE 2: APPLICATION LEARNING OBJECTIVES

2. Design the Lesson Plan

The lesson plan section will be divided into four parts: Constraints, Delivery Methods, Lesson Plan, and Storyboard and Script.

The Storyboard and Script can be found in Appendix A, and will not be found in this section.

Constraints of the Workshop

For the SEO teach-class, there are several constraints. These constraints are listed below:

Time: The workshop will only be a maximum of 50 minutes. In that time, the audience must learn a basic overview of SEO, and how to use two free online SEO tools.

Scope: SEO can be a very difficult tool to master. Because of the time constraints, the workshop will only cover the basics of SEO, how to choose keywords, and how to incorporate keywords into technical writing documents.

Kolb's Learning Styles: The audience of the workshop have been placed in different learning style groups. In the class, there are 7 Assimilators, 7 Divergers, 3 Convergers, and 1 Accommodator. With the different learning styles in class, the workshop must incorporate several different types of teaching techniques and activities. There must be conceptual teaching, practical teaching, as well as hands-on activities to test knowledge.

Resources: The SEO workshop will include teaching two online SEO tools. Both resources can be available for free online. In order to work with the time constraint for the workshop, we will ask the audience to sign up for the two resources, *SEO Book* and *Keyword Basic*, before the class begins. Free memberships for the resources last indefinitely.

Delivery Methods for SEO Workshop

For the SEO workshop, we will provide different teaching strategies for the audience. There will be three delivery methods:

1. **Lecture**: We will use the conceptual teaching style of a lecture to help the audience members who are Kolb's Assimilators and Convergers.
2. **Visuals**: We will use a video during the workshop to help the audience members who are Kolb's Divergers and Assimilators.
3. **Exercises**: We will end each lesson topic with an exercise to test the knowledge of the audience. This will help the audience members who are Kolb's Convergers and Accommodators.

Lesson Plan

Topic:

The topic of this workshop is free online tools for Search-Engine Optimization (SEO). We will be learning four tools available on *Keyword Eye* and *SEO Book*.

Resources:

This workshop was put together using online resources and by interviewing an expert in the field. We used:

• Subject Matter Expert (Darren Edward)
• moz.com
• keywordeye.com
• seobook.com

Course Objective:

The objective of this workshop is to demonstrate to junior technical writers the benefits of incorporating SEO keywords into web content they will write. This workshop will teach the audience how to use two online SEO tools as resources: *Keyword Eye* and *SEO Book*. Both online tools offer the ability to analyze and generate strong keywords for web content, which will be a new skill for the audience.

Learning Objectives:

• Gain a basic understanding of SEO
• Gain insights into how SEO can be useful to technical writers
• Learn how to use free tools on Keyword Eye
• Learn how to use free tools on SEO Book
• Gain more confidence in using SEO tools

Topics/Tasks:

• Using the Keyword Eye suggestion tool
• Using the Keyword Eye List tool
• Using the SEO Book Keyword tool
• Using the SEO Book Keyword Density Analyzer Tool
• Lesson Exercises

Training Methods:

This workshop will use a teach-a-class training method, and will incorporate:

• An online information video
• An introductory lecture to explain the relevance of the workshop
• Powerpoint slides to introduce and maintain the structure of the workshop
• Online resources (free)

- Directed procedures for the audience to follow along with
- Short answer and multiple choice exercises to demonstrate learning

Materials:

- Job-Aid
- Exercise sheet
- Evaluation form

NOTE: For Challenges and Concerns, see SEO Workshop Facilitation (Table 3).

Lesson Breakdown

WORKSHOP TASK	TASK OBJECTIVE	TIME: 39 MINS
OPENING VIDEO	Video to introduce SEO as a concept	2:00
INTRODUCTION	Task orientation and overview of the workshop objectives	3:00
LESSON 1 OVERVIEW	Overview of Keyword Eye Interface	2:00
TOPIC 1 PROCEDURE	Keyword Eye Suggestion tool: Audience will follow along with procedural steps	3:00
TOPIC 2 PROCEDURE	Keyword Eye List tool: Audience will follow along with procedural steps	3:00
LESSON 2 OVERVIEW	Overview of SEO Book Interface	2:00
TOPIC 1 PROCEDURE	SEO Book Keyword tool: Audience will follow along with procedural steps	3:00
TOPIC 2 PROCEDURE	SEO Book Keyword Density Analyzer tool: Audience will follow along with procedural steps	4:00
EXERCISES	Individuals complete test of knowledge: Short answer and multiple choice	10:00
CONCLUSION	Summary of lessons and relevance	2:00
EVALUATION	Individuals fill out evaluation form	5:00

3. Develop and Implement the Design

This section describes the facilitation, implementation, and delivery approach to the workshop. When facilitating the design plan, we must remember the following:

Time Limit: The workshop will be minimum 30 mins long, and maximum 50 minutes long
Technical Constraints: Algonquin internet connection failure

Now that the constraints have been acknowledged, we can develop and implement the instructional design. This can be found in Table 3.

SEO Workshop Facilitation

TEACH-A-CLASS TEAM	Shyla Fairfax and Claire Norris
TOPIC OVERVIEW	The audience will learn the basics of search engine optimization (SEO), and how to use two free, online SEO resources. Learning Objectives: • Gain a basic understanding of SEO • Gain insights into how SEO can be useful to technical writers • Learn how to use free tools on *Keyword Eye*, and *SEO Book* Time/Duration of Event: 30-50 minutes maximum Number of Participants: 22 students
LOGISTICS	Students must sign up for the free memberships for *SEO Book and Keyword Eye* before the workshop. SEO Book Link: **http://www.seobook.com/** Keyword Eye Link: **http://www.keywordeye.com/#**
FACILITATION ASSIGNMENTS	Shyla Fairfax: SEO Book topic and exercise, conclusion Claire Norris: Introduction, Keyword Eye topic and exercise
FACILITATION METHODS	There will be a combination of conceptual, procedural and practical learning. This includes: a lecture, an introduction video, step-by-step exercises, and discussion-based
PROCESS	The workshop will be facilitator lead (Shyla and Claire), with the exercises designed to teach practical knowledge of SEO. The exercises will also be discussion-based, allowing different learning styles to be acknowledged.

SEO Workshop Facilitation

TECHNIQUES	Question-based exercise discussions, lectures, and lesson overviews and summaries.
TOOLS AND MATERIALS	PowerPoint slides, YouTube Videos, *SEO Book and Keyword Eye*, evaluative handouts, and links to additional information.
ACTIVITIES	There will be two activities in the SEO workshop. Both correspond to their relevant topic. The first activity will test the audience's knowledge of *SEO Book's* tools: Keyword Tool, and Keyword Density Analyzer Tool. The second activity will test the audience's knowledge of *Keyword Eye*. They will be instructed to search and analyze the given keyword.
CHALLENGES	Challenges can include: • Internet failure • Computer failure • Non-responsive websites • Confusion of audience If the internet does not work, the majority of the workshop cannot be completed. If this happens, we will have taken precautionary measures by sending the audience the SEO tutorial before the workshop.

TABLE 3: SEO WORKSHOP FACILITATION

4. Evaluation Form:
How to Use Free Online SEO Tools Workshop

This evaluation form is designed to gather anonymous feedback about how valuable the workshop has been, how well the workshop was organized, and how well the instructors did.

Please answer the following questions by circling the number that most describes your experience with this workshop.

	Ideal	Very Good	Good	Okay	Somewhat	Poor
The information in this workshop is relevant to my professional needs	6	5	4	3	2	1
The information in this workshop was clear and concise	6	5	4	3	2	1
The direction given by the instructors was clear and concise	6	5	4	3	2	1
The help provided by the instructors was useful	6	5	4	3	2	1
The instructors moved at a logical pace	6	5	4	3	2	1

Thank you for participating. You're feedback is valued.

5. Personal Reflection

This section provides the personal reflections of Shyla Fairfax and Claire Norris. Each reflection will discuss their personal experience with the tutorial, and instructional design process.

Shyla Fairfax's Reflection

I enjoyed creating the tutorial and instruction design for the upcoming workshop. My partner, Claire Norris, and I worked very well together and had similar visions in mind. In the beginning, we had difficulty deciding how to approach our topic. Search engine optimization (SEO) is a very large topic, so it was important to qualify what "basic" meant to us. We settled on free online tools because it seemed the most relevant to beginner users who would likely encounter the need for a basic understanding of SEO in the near future. Once we decided where our focus would be, the rest of the project came together nicely.

The writing process was a little clumsy at first because we had been trying to write together. We learned pretty quickly that the most efficient way to work as a team is to divide the work, but work while in contact with each other. This makes keeping consistent in wordings, definitions, and concepts easier. We also settled on the idea of allowing time for editing, both copyediting and comprehensive, to ensure the illusion of one consistent voice.

The worksheets were a useful guide to creating our design package. Although creating the design package itself felt redundant at times (much of the sections seem to ask for similar information), it did help us layout our teach-a-class workshop in a meaningful way. Ultimately, I learned that planning every detail is essential, because it allows you to approach the project with confidence, and to consider various challenges that may arise. It was an overall positive experience for me. I was surprised by how well collaborations can work out if the partners are a comfortable team.

Claire Norris' Reflection

I enjoyed working with Shyla on both the tutorial and the teach-a-class workshop. For our collaborative assignment, we chose to teach the basics of SEO (search engine optimization). Since Shyla has previous experience working on documents with SEO, it was an easier experience for me (I had no previous knowledge on SEO).

Writing the tutorial was an interesting experience since I had never worked collaboratively on a writing assignment before. It was challenging starting the assignment, but once we understood the scope and requirements of the assignment, it was easier to write. We started co-writing the tutorial, but soon realized that it was too time-consuming to write all the parts together. Once we realized that challenge, we were able to separate the tutorial into sections, and we each wrote individual parts. To make sure our writing was cohesive, once we both finished our sections we went back and did a copy-edit on the work. We made sure the writing was clear and consistent, as well as the format of the document.

As for writing the instructional design assignment, we both worked with the worksheets that were provided in class. The worksheet's guidelines and formatting provided us with an overview and structure for the assignment. We each took individual sections of the design plan to write,

and collaborated the information through Dropbox. Using Dropbox, a file sharing service, we were able to instantly upload changes and revisions to the instructional design plan.

The instructional design plan was an interesting document to write. It provided us with a clear and structured format for our teach-a-class workshop. It was so informative, however, that I felt certain parts of the document were repetitive. If I were to write another instructional design plan, I would include intertextual cross-references to link similar information together. Overall, the instructional design plan turned out to be an informative and detailed approach for our teach-a-class workshop, and we will refer to the plan when practicing for our workshop.