

Table of Contents

Project Overview	2
Problem Statement	2
Need Analysis	3
Target Learner Analysis	3
Task Analysis	3
Objective Analysis	4
Instructional Strategy	4
Supplemental Material	5
Reflection	5
Flowchart	
Chart 1: Identity the Problem	6
Chart 2: Task Analysis	7

Benny Chang / benny_chang@hotmail.com

Project Overview

This project is target for adults who like handcrafts. Learners may get information about basic gel candle making such as materials, tools, step-by-step procedures and things need to be noticed through this short instructional video.

Problem Statement

Most Americans like to try to do things, especially decorations and handcrafts by their own hands. Since most of families like to have candles in their homes, more and more people wish to try to make their own colorful, unique candles. Gel candle is the easiest one for entry-level handcrafters to try in all candles.

Although there are some instructional books for teaching people how to make gel candles in market, we still think that the better way for learners to get the whole picture about making gel candles is through the instructional video. Via video, audiences may see the whole procedure of gel candle making directly, without any guessing.

Need Analysis

1. Felt needs: Adults need to learn some simple handcraft skills to enrich their life.
2. Anticipated Needs: Learners may get more achievements via make candles by own hand.

Target Learner Analysis

1. Adults
2. Like handcrafts
3. Do not have time or skill to do complex crafts
4. Simply wish to make some cute, unique crafts with basic techniques and spends.

Task Analysis

1. Teach learners to know all materials needed by using images.
2. Teach learners to know all tools by using images.
3. Let learners know how to heat the wax: the tool and temperature setting.
4. Let learners know how to set decorations and the wick.
5. Let learners know how to add heated liquid wax correctly.
6. Teach learners knowledge of safety.

Objective Analysis

1. Learners may 100% recognize the basic tools and materials after viewing the tape.
2. Learners may 100% understand the procedure of colorful gel candle making, and could make candles safely by following the steps with 85% accuracy.
3. Learners may 100% understand the procedure of natural (plant-decorated) gel candle making, and could make candles safely by following the steps with 80% accuracy*.

*Estimated percentage: people may finish a gel candle if followed around 80% of procedure. For example: if a learner adds liquid wax separately when making a plant-decorated nature candle, he or she still can make a candle, but may have lots of bubbles in it.

Instructional Strategy

1. Use graphics to show audiences the exact images of the materials and tools.
2. Show learners the whole procedure of gel candle making by an instructor.
3. Using step-by-step, edited video with voice-over narration to explain the points clearly.
4. Play soft music with the video to let learners have an easy environment to get information happily.

Supplemental Material

A web-based curriculum CD-ROM including step-by-step instructions with photos and QuickTime video for personal computer use. See the attachment for details.

Reflection

I really enjoy this course, but personally I don't think it will be a professional way to edit video by computer in 5 years, because there are too many hardware limitations (for now, I still think the better idea is to use a computer to control traditional editing machines). It is very convenience to cut, duplicate and move video and audio clips, and add subtitles and transitions by using Adobe Premiere, but it is hard for me to export it to a tape—most of time was failed, due to the computer memory and hard disk space. I also think that I need more practice for shooting and lighting.

In addition, I tried to change the default setting but failed that made my video format is 720x480, not the 640x480 standard setting. Some of the graphic frame space has been cut due to this reason, but I did not have time to fix them. (I redo the graphic cards once but did not good enough.)

Chart 1: Identity the problem

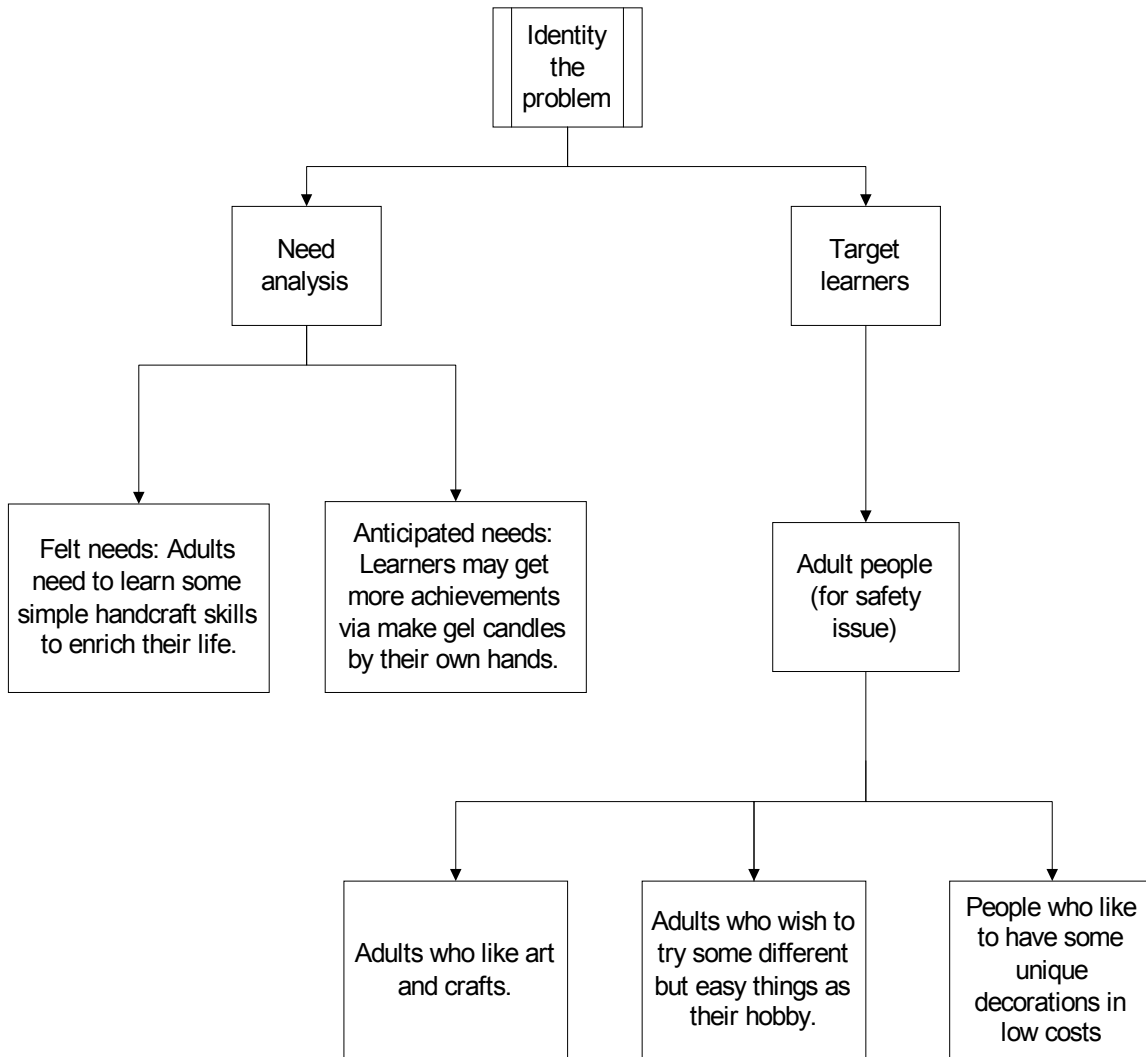


Chart 2: Task analysis

