



# Unit Plan Template

Note: Type in the gray areas.

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Course Name(s)	Digital Storytelling in Curriculum

Unit Overview	
<b>Unit Plan Title</b>	Understanding Documentation Services
<b>Curriculum-Framing Questions</b>	
Essential Question	Why is the Documentation Services team important to Schoolnet?
	Where is Documentation Services on the K12 Technology Organization Chart and how do they affect other product development teams?
	What services are provided by the Documentation Services group?
Unit Questions	Who are the writers assigned to Schoolnet?
	How does the documentation team relate to Schoolnet's software development cycle?
	Where can you find Schoolnet user documentation?
	What value does the Documentation Team provide to Schoolnet.

**Unit Summary**

With the organization's large investment in a new product, a new corporate culture has emerged to adopt a vigorous Agile software development methodology. In an effort to shorten the time-to-market cycle, the firm has more than doubled in size to quickly develop minor and major system enhancements to our customers. There are concerns within the Documentation Services organization that others outside of our department are unaware of the role technical writers have within the software development life cycle or the effect user documentation has on customer satisfaction, purchase decision, product satisfaction, and company perception. This unit may be applied to various levels within the organization. For management, a better understanding of the return on investment high quality user documentation provides to the firm's financial success. For non-management, the unit provides training to departments that interact with Documentation Services on how technical writers contribute to the software development process. The objective is to broaden participant's understanding of his or her job

function relative to Documentation Services. This unit can also be used to train other departments outside of software development such as Support, Marketing, and Sales to broaden participant's understanding of the impact user documentation has on their areas.

This unit plan will focus on the departments that interaction daily with Documentation Services. The presentation will bring employees from Project Management, Product Development, Quality Assurance, User Experience and Engineering to answer the essential and unit questions listed above. There will be some break out groups. However, the majority of the session is geared toward independent study as participants' examine their roles within the organization and identify their relation to Documentation Services.

As part of the unit work, a digital story will be shared to engage participants' interest and deepen their knowledge on the value that high quality technical documentation represents to an organization.

**Subject Area(s):** (List all subjects that apply)

Program Management, Engineering, User Experience, Quality Assurance, Product Development, & Documentation Services

**Grade Level** (Click boxes of all grade levels that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> K-2                 | <input type="checkbox"/> 3-5               |
| <input type="checkbox"/> 6-8                 | <input type="checkbox"/> 9-12              |
| <input type="checkbox"/> ESL                 | <input type="checkbox"/> Resource          |
| <input type="checkbox"/> Gifted and Talented | <input checked="" type="checkbox"/> Other: |

**Student Objectives/Learning Outcomes**

1. Describe your department's position within K-12 Technology organization and how does your role interact with Documentation Services.
2. Name the end-user artifacts that are published by Documentation services and list the locations where they can be found.
3. Identify the Documentation Services team members and the product development teams who they support.
4. Describe the software development life cycle and technical writers' interaction within this cycle.
5. Describe the data points that are used to measure documentation usage. What is the correlation between documentation usage metrics and the user interface.
6. What impact does high quality user documentation have on the organization.

**Targeted State Frameworks / Content Standards/ Training Benchmarks/[NETS Standards](#)**

There are no established benchmarks that can be used for this training. The presumption is that participants will become more knowledgeable about the documentation team and services. Therefore, participants will be better equipped to answer questions on the scope of

Documentation Services and related these functions to their job responsibilities.

**Procedures (this section should be *detailed* enough that another instructor could teach this unit without assistance or questions)**

The introduction will include the four following topics:

1. Welcome to the company
2. Session purpose and overview
3. Outline of the topics to be covered
4. Participant identification of their role in the organization
5. Participant identification on Agile software development life cycle
6. Participant experience working with technical writers
7. Usage analytics
8. Reinforcement of the session purposes via a digital story

The on-boarding session for new hires is two-week training session that allocates 30 minutes for Documentation Services presentation. In addition, it is not an efficient use of time or financial resources to provide participants with the hardware and software that is required to develop a digital story. Given time and financial constraints, participants will not be asked to develop a digital story. Therefore, the most appropriate use of a digital story is to demonstrate the desired outcomes.

Because this is a corporate session, participants will be asked to relate their previous professional experiences working on a software development team. Objective 1.

The body of the course will fulfill Course Objectives 2-5 via class discussions and group activities. The session will also provide an activity for participants to reflect on the methods that they employ when making large purchases.

1. Describe each team's role on an Agile scrum development team.
2. Describe the Agile software development life cycle.
3. Create workflow chart on how documentation fits into the software development life cycle.
4. Create a usage table with the data points that are used to measure online help usage and identify correlations for the user interface.
5. Create a table that lists user documentation positive and negative impacts the organization financially.
6. Digital Story: A digital story concludes the session and answers the essential question and unit questions included in this unit plan. The story will be created in the marketing genre from the perspective of a lost person who is in the process of making a large investment. The setting is a fast-paced highway where speeds are excessive and overwhelming ramps, exits, and loops add to the confusion. The narrator is at a busy

airport on a tight schedule and no GPS (her cellphone battery needs recharging) and the signs are blurred. There is a lot of noise. She has no idea where to go or how to get there. She stops to ask for directions. The noise begins to fade. I believe a fast-paced highway situation accurately depicts the complex nature of evaluating a new information system. The digital story answers the essential question of the unit

These activities will be conducted in small groups to represent the departmental components of an Agile software development team. Group members will draw on their previous scrum team experience.

**Approximate Time Needed** (Example: 45 minutes, 4 hours, 1 year, etc.)

30 minutes

**Prerequisite Skills**

It is expected all participants have previous experience with Agile software development methodologies and practices.

**Materials and Resources Required For Unit**

Technology – Hardware (Click boxes of all equipment needed.)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Camera                         | <input type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input type="checkbox"/> Printer           | <input type="checkbox"/> Video Camera                         |
| <input type="checkbox"/> Digital Camera                 | <input type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player                     | <input type="checkbox"/> Scanner           | <input type="checkbox"/> Other:                               |
| <input checked="" type="checkbox"/> Internet Connection | <input type="checkbox"/> Television        |   |

Technology – Software (Click boxes of all software needed.)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Database/Spreadsheet   | <input type="checkbox"/> Image Processing                | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing     | <input checked="" type="checkbox"/> Internet Web Browser | <input type="checkbox"/> Word Processing      |
| <input type="checkbox"/> E-mail Software        | <input type="checkbox"/> Multimedia                      | <input checked="" type="checkbox"/> Other:    |
| <input type="checkbox"/> Encyclopedia on CD-ROM |  |   |

Printed Materials                      Printed presentation.

Supplies                                      Pen and Paper.

Internet Resources                      Remote employees require Internet Connection and download to Pearson WebEx profile.

Others

**Accommodations for Differentiated Instruction**

Resource Student	<p>A participant who may need additional assistance in grasping the concept.</p> <p>Course activities will be completed via group sessions allowing the less experienced participants to seek guidance from co-workers. Use of Webex features such as Raise Hand and Chat provide additional guidance, instructions, and answer questions as needed.</p>
Gifted Student	<p>A participant who may have advanced experience in this area.</p> <p>Scrum team members with significant experience will be utilized as adjunct facilitators through the group activities. It is expected that these participants help guide slower members of the group.</p>
<p><b>Participant Assessment</b></p>	
<p>Participant assessments will be done based on an evaluation of their ability to complete the exercises and their participation activities. A formative assessment will be performed by the facilitator after each topic to solicit answers each unit question and the essential question for the unit.</p>	