Rapid E-Learning Tool

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EDET 703, Design and Development Tools II

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On my honor as a University of South Carolina student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment.

3 May 2021

ID model used for this assignment

The Smith and Ragan Model (Smith & Ragan, 1999)

Rapid e-learning tool used for this assignment

Articulate Rise 360

Description of product

This short module is designed to give songwriters a basic understanding of what it means to be 'in a major key.' The module introduces the chords that can be built on each scale degree (or note) of the major scale; these naturally occurring major-key chords and how they function within the major key are referred to collectively as the "major mode.' To put these concepts into context, the instructional designer analyzed the chorus sections from the two of the most recent *Billboard* number-one singles written or co-written by highly decorated songwriter/producer Max Martin. These Max Martin songs are in different major keys, which gives the learner different songs with which to begin to understand how the chords contained in these chord progressions function within the major mode.

Learners, Context, and Content

- Learners: Those who identify as songwriters or singer/songwriters and who wish to further their formal musical training.
- Context: Learners will consume content of this e-learning module online via Articulate Rise 360
- Content: The content of this module is hierarchical and broken into three sections, each chord progression representing a section.

The Smith and Ragan ID Model Sections

Analysis: The analysis section for this ID project is based on a Needs Analysis conducted by the author in EDET 722. This original Needs Analysis was based on a survey sent out on several social media songwriting and music production groups. The results of this survey revealed that, in general, respondents with less formal musical training finished fewer musical projects (i.e. songs or musical compositions) than those with formal musical training. As a result of that Needs Analysis, the author's Essentials of Music for Songwriters interactive PowerPoint Module was created. This module was designed to give singer-songwriters a foundation in musical knowledge that they would need to understand several musical concepts, such as pitch, basic and more complex intervals, major and minor chords, and rythm vs. meter.

The present ID product is a continuation of the knowledge foundation established by the Essentials of Music for Songwriters PowerPoint module, as it practically applies some of the concepts taught therein and expands on them by introducing to the learners what it means to be in a major key.

1. **Learning contexts:** Learners will consume content of this e-learning module online via Articulate Rise 360, and will need access to at least a mobile device such as a phone or tablet with an internet connection (best experience will be via a laptop or desktop computer with internet connection). For best results, learners are encouraged to gain access to a piano keyboard of at least 61 keys, though a full-sized 88-key keyboard would be preferable. The keyboard will need at least basic piano sounds available onboard, but the

user could use the keyboard as a MIDI controller and use module- or computer-based sounds if preferred.

2. **Learners:** Those who identify as singer-songwriters and have little to no formal musical training.

3. **Learning task:** Further the knowledge gained from the Essentials of Music for Songwriters PowerPoint Module by learning about the major mode, the types of chords contained therein, and then to apply that knowledge by studying the chord progressions from the choruses of three *Billboard* number one hit songs. Specifically, the chord progressions from these choruses are listed below:
   - Shake It Off (Taylor Swift, 2014): **Am – C – G**
   - Part of Me (Katy Perry, 2012): **Dm – F – B-flat – C**

4. **Based on the above, write test items**
   - The Major Mode:
     - Given the chart above, which chords in the major mode are major?
       - Tonic, Supertonic, and Leading Tone
       - Tonic, Sub-Dominant, and Dominant *(correct)*
       - Supertonic, Mediant, Sub-Mediant, and Leading Tone
   - Shake It Off:
     - Given the chart above, the chord of A Minor is what in the key of G Major?
       - ii *(correct)*
       - I
       - Sub-Dominant
       - Leading Tone
     - Given the major mode chords listed at the beginning of this unit for the key of G major, the first chord in the chorus of Shake It Off is:
       - II
       - III
       - V
       - ii *(correct)*
     - Given the major mode chords listed at the beginning of this unit for the key of G major, the last chord in the chorus of Shake It Off is:
       - I *(correct)*
       - IV
       - vi
       - i

- ▪ Part of Me:
  - Given the chart above, the chord of A Minor is what in the key of F Major?
    - Sub
    - iii *(correct)*
    - Sub-Dominant
    - Leading Tone

  - Given the major mode chords listed at the beginning of this unit for the key of F major, the first chord in the chorus of Part of Me is:
    - vi *(correct)*
    - V
    - ii
    - vii (dim)
  - Given the major mode chords listed at the beginning of this unit for the key of F major, the second chord in the chorus of Part of Me is the:
    - Tonic *(correct)*
    - Supertonic
    - Subdominant
    - Dominant
- ▪ Can't Stop the Feeling!
  - Given the major mode chords listed at the beginning of this unit for the key of F major, the second chord in the chorus of Shake It Off is the:

Strategy:
- **Determine:**
  - **Organizational strategies:** The module will begin with a basic explanation of the major mode and will move through two hit song examples (their chorus sections, specifically) to explain some of the chords in the major mode. There will be Knowledge Checks in the form of small quiz questions to prompt the Learner to check their understanding throughout the unit.
  - **Delivery strategies:** Learners will consume content of this e-learning module online via Articulate Rise 360.
  - **Management strategies:** The unit will be made available to songwriters who are part of various songwriting and music production social media groups and—in its final state—will be hosted on hitsongdesign.com as a free training. The author plans to add a piano element to the training to make it more interactive.
- **Write and produce instruction:** Mapped some of the unit out via Microsoft Word and created examples (images and videos) in TechSmith Snagit. The final product for EDET 703 is hosted on Articulate Rise 360. When the entire

curriculum is completed (along with piano-based examples), the module will be hosted on hitsongdesign.com as a free course.

Evaluation:

7. **Conduct formative evaluation:** Planned for the future. Though the content of this module is mostly complete, the author intends to add a bit more material to this module before conducting a formative evaluation. Deadline to have additional content added: May 31, 2021. By June 5, 2021, the module will be made available on various songwriting and music production Facebook groups and link to formative evaluation will be provided at the end of the finished module (will be hosted on Microsoft Forms).

8. **Revise instruction (going back to any of the previous steps to make changes as needed)** Planned for the future. Once Formative Evaluation is complete, the author will go back and make changes as needed.

References

Smith, P. L., & Ragan, T. J. (1999). *Instructional design. New York: John Willey & Sons.* Inc.