

Design Document

Chart Your Course: Sailing to Captain Confidence

Project Description: This e-learning module uses curiosity, storytelling, and scenario-driven interaction to help aspiring sailors envision and plan their journey toward chartering a boat after ASA 104. Blending motivation, mastery, and emerging technologies, learners will engage with personalized scenarios and reflective tools. The module guides them from "dreaming of the sea" to having a concrete roadmap to join a flotilla or international charter. This e-learning module will also immerse learners in a visually engaging, peer-mentor-based experience designed to rekindle curiosity and empower action. It will lead learners from dreaming about sailing destinations to planning real steps toward becoming a confident charter captain, using the Island Sailing Club's resources as stepping stones.

Problem to be Addressed: Many new and aspiring sailors feel lost after completing beginner-level certifications like ASA 101. Some don't even start at all! Without a clear next step or an inspiring vision, motivation wanes. Owning a boat seems too expensive and complicated, while the benefits of sailing club memberships and the dream of chartering remain underexplored. This results in stalled progress and missed opportunities for transformational sailing experiences.

Gap Analysis

Current State: Many ASA 101/103 learners do not continue to ASA 104 due to fear, lack of vision, or unclear next steps. Some future learners don't sign up for a class at all.

Desired State: Learners confidently commit to progressing through ASA 104 and beyond with the goal of chartering their own vessel, and new sailors sign up for the intro course with a clear vision in mind to complete future training.

Need: A training that connects aspiration and curiosity with competence through reflection, clarity, and roadmap creation.

Roles and Responsibilities

Learning Designer: Jason Boursier

Instructional design, scripting, scenario authoring, Storyline development, media production.

Subject Matter Expert: Captain Stephen Frankland, ASA-certified instructor

Provides accurate sailing progression paths, real-world scenario details, and safety-critical insights.

Stakeholders: Island Sailing Club (training partner), sailing learners, and eLearning portfolio reviewers

Contributors: Peer testers, club members.

Platform: Articulate Storyline 360 hosted via Island Sailing Club's LMS.

Learner Analysis

Target Audience: Adult learners, age 18-75 both male and female who are curious about taking sailing classes or have taken their ASA 101/103 certifications but are uncertain about their next steps to become a charter captain, and club members considering chartering as a long-term goal.

Unique Characteristics:

- Motivated by adventure and freedom
- Often hesitant to progress further into ASA 103/ASA 104 due to uncertainty
- Curious about chartering but lack planning support and visualization of goals.
- Learning preference: Immersive scenario based, self-paced, visual interaction

Project Goal: To awaken curiosity and chart a personalized, attainable path toward charter captaincy, using social learning, immersive scenarios, 360-degree photos, and sailing club vs. Boat ownership diagrams.

Project Content

Project Goal:

To help learners visualize, plan, and take action toward chartering their own boat by progressing through ASA levels with curiosity and confidence.

Learning Objectives:

- Identify your current mindset and learn from a captain who has certification.
- Decide on the location you dream of chartering a boat, and set your sights.
- Compare ownership vs. club membership as pathways to chartering.
- Visualize the skills progression needed to charter a 30–45 ft boat.

- Respond to a common sailing scenario using sound decision-making.
- Reflect on your own growth and commit to your next step as a confident skipper.

Learning Theories Applied:

For my module entitled “Chart Your Course – Sailing to Captain Confidence” I am emphasizing Social Cognitive Theory which focuses on learning through observation, modeling, and self-efficacy. The primary audience will be learners who are brand new to sailing and aren’t clear about how to reach their goals of becoming a charter boat captain. Sailing is not just about memorizing facts; it requires learners to see real-world skills modeled, try them out in authentic contexts, and build confidence through reflection and feedback. I am an experienced captain and am constructing this course through the framework of cognitive apprenticeship because of how my guidance and experience will help them “chart their course” towards success in the American Sailing Association (ASA) program.

I am making this choice because people getting involved with sailing can see it as overwhelming and need to hear from someone who has been through the program on how they’ve reached their goals over time. In the intro video I will explain how all my choices have led me down the path of being confident to charter a 45-foot boat for 10 days with just two people on board, so the apprentices clicking through the module can learn how I scaffolded my own learning, so they can in turn do the same. The goal of this module is to help students model this knowledge in a real-world situation, which is why I will invite them to log their own goals into a downloadable logbook and learn the basics of the program to drive curiosity towards achieving mastery. Completing the module will help them gain more interest in completing the ASA program, thus priming them to complete the program through the sailing club beyond a one-time course. I will place this course on the company website as an offering for future sailors who are interested in seeing the value of Island Sailing Club to take classes and join.

I will also include Constructivist strategies so learners can benefit from learning that is social, practical, and self-directed. For example, on Slide 8: Scenario Practice (Emergencies, Docking, Crew Prep), there will be real-world sailing scenarios that require learners to make decisions, reflect on outcomes, and try again with new strategies. This active, contextual learning approach allows learners to construct knowledge through experience, rather than just passively receiving information. Another example will be on Slide 4: Curiosity Activation – Dream Destinations, where learners will be prompted to connect their personal sailing dreams to the learning journey ahead, making the content meaningful and self-directed, thus another hallmark of Constructivist design.

Also Applied:

Gagné's Nine Events of Instruction

- **Gain Attention** – Vivid visuals and engaging intro scenario
- **Inform Learners of Objectives** – Clearly stated goals at beginning
- **Stimulate Recall of Prior Learning** – Learner selects their starting persona (e.g., ASA grad)
- **Present the Content** – Story-driven simulations and checklists
- **Provide Learning Guidance** – Tips and cues integrated within the design
- **Elicit Performance** – Learners make scenario-based decisions
- **Provide Feedback** – Instant results and guidance
- **Assess Performance** – Final challenge scenario and confidence planner
- **Enhance Retention and Transfer** – Downloadable captain planner and post-course reflection

ARCS Model of Motivation (Keller)

- **Attention:** Engaging intro scenario, multimedia, branching visuals
- **Relevance:** Scenarios mirror real chartering experiences learners aspire to
- **Confidence:** Scaffolded decisions and practice-based structure with feedback
- **Satisfaction:** Completion badge, confidence planner, sense of accomplishment

Engagement & Interactions:

- **Scrolling Panels:** Used to simulate story chapters of a sailor's journey from ASA 101 to chartering in the San Juans.
- **Slider Interaction:** Toggle between sailing club vs. ownership pathways showing time, cost, maintenance comparisons.
- **Labeled Graphic and Tab Interactions:** Annotated breakdown of key components for trip prep (e.g., provisioning, crew, communications).
- **Drag and Drop Activity:** Interactive goal planner where learners build a custom ASA + adventure roadmap.

Assessment Plan:

- Scenario responses with feedback that drive curiosity, not mastery.

Content Outline:

- **Introduction (Scroll Narrative):** Welcome & Dream Activation: Why We Sail. “The First Charter Dream” – immersive video + audio intro.
- **Curiosity Spark (Branching Prompt):** “Where do YOU want to sail?” Vision Mapping: “Where Could You Go?”
- **The Journey Map:** ASA 101–104 shown alongside milestone flotilla goals (slider and clickable hotspots). The ASA Roadmap: Your Next Steps
- **Mini-Simulation (Labelled Graphic):** Choose provisions, safety gear, and boat type. Scenario Practice: Maneuvering, Docking, and Anchoring
- **Decision Moment:** Ownership vs. Club Pathway (cost comparison slider).
- **Boat Comparison Slide:** Monohull vs. Catamaran vs. Trimaran
- **Peer Reflection (Prompt):** “What’s stopping you? What excites you?”
- **Confidence Builder (Drag & Drop):** Assemble skills to become a charter-ready captain. Create Your Captain Confidence Plan.

Course Deliverables

Tool: Articulate Storyline 360

Final Outputs:

- Interactive module (10–15 minutes)
- Visual ASA-to-Charter roadmap
- Realistic scenario mini simulations
- Self-produced intro video
- Exportable Captain Confidence Plan PDF
- ADA-compliant layout with mobile-friendly flow

Closing Message: “This is your story. The ocean is waiting. Where will you go next?”

Instructional Design Reflection

The placement of this course in the timeline of my master’s degree could not have been more well positioned as one of the last classes before my practicum this fall. My design skills have been honed enough to have the confidence to learn a new authoring tool, and the abbreviated ADDIE process scaffolded on top my knowledge of the Dick and Carey model in a very material sense with a clear deliverable. During this course I have grown immensely as an instructional designer reaching towards expertise, and the biggest takeaway for me is that I need to trust the process and relish and grow from the peer feedback.

In this semester I had also booked a long 10-day charter through Canada on a 45-foot sailboat, and this unique experience was the culmination of many years of training to gain the confidence to do so. I am fortunate to be able to use many of the photos in the learning module and am grateful for the acceleration of the process in deciding on the key elements of Project Plan, Design Document, and Storyboard because this is what will be expected of us in the real world! A recently conjured aspiration of mine is to “future-proof” my training and am looking for fun creative ways to do so. Initially, I wanted to have a chatbot interaction that incorporates an adaptive learning coach into Articulate Storyline, but due to time constraints I decided to save that idea for another project (my edited design doc reflects this). I joked in the discussion group that I may create my own scope creep by wanting to utilize all the wonderful tools and technologies that have appeared in the last two years of this program!

The design and development processes went smoothly for many reasons. One idea I credit my Purdue mentor for informing me that LinkedIn learning courses were free, and this gave me ideas on the interactions I wanted to include before the design phase. During the development phase and based on the content and knowledge from my subject matter expert (SME), I was able to fuse these ideas into a cohesive plan relatively quickly. I was grateful to have used Canva for my storyboard to utilize the notes section for quick revisions to the text and voice scripts because in the my development workflow in Articulate I had already completed a lot of the heavy lifting on the content material beforehand and had a good foundation that I was able to edit with multiple feedback loops from learners, coworkers, SMEs, and student cohort. With each slide interaction, getting a working prototype to show my audiences as fast as possible was extremely helpful because I was implementing and evaluating constantly up until the flow and accessibility were audited by the professional in my field here at Purdue and in my peer group.

Working in Storyline was more fun and creative than I expected. I knew I wanted to add to the hotspot feature by combining it with 360-degree photos to create a more immersive experience. This very idea, when shown to the SME and owner of the sailing club, absolutely blew him away at the possibilities. I can see myself in the future marketing my ID services and creating content for more businesses that want to have a higher competitive advantage or using this module as a model for creating other learning experiences in different fields. In fact, I already have devised a business plan to help propell me into designing curriculum for volunteer agencies like the one I am working with for my practicum. What a thrilling class experience, and exciting times ahead to be in learning design and technology.