

## ABSTRACT

Financial literacy is a concept that can weigh heavily on the emotional wellbeing of a person and when done correctly can provide great benefits including emotional, physical, and monetary wealth. However, a small amount of the U.S. population will experience this freedom. This is partially due to a lack of financial literacy education. The title of this project is *Online Financial Literacy Course for Adolescent*. The instructional design strategies included in this research are Universal Design for Learning (UDL), multimedia instructions, drag-and drop simulations, and assessments. The goal of this project is to deliver a free online financial education course for adolescent to enhance their knowledge of economics before making uneducated financial decisions. The target audience is adolescents from age 12 - 17 whose community (parent, guardians, schools) failed to teach or lacked the knowledge to teach the youth how to gain and maintain financial wealth. The end goal is to develop an online open resource for financial education that can be accessed essentially anywhere.

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## **CHAPTER ONE**

### **Introduction**

Financial literacy is a concept that can weigh heavily on the emotional wellbeing of a person and when done correctly can provide great benefits including emotional, physical, and monetary wealth. However, a small amount of the U.S. population will experience this freedom. This is partially due to a lack of financial literacy education. Most of the U.S. citizens are those who are members of the low and middle class (by trade), and more commonly have no idea of how to create a budget, save for retirement, or understand the stock market. This, in turn, causes many to live from paycheck to paycheck, borrowing money through loans and credit cards, and/or surviving from public assistance.

### **Statement of Purpose**

An online financial literacy course targeting adolescents (ages 12 to 17) was created to enhance their knowledge before making uneducated financial decisions as young adults. In terms of primary and secondary public education, many of the tangible courses that prepared youth for adulthood (i.e., home-economics and driver's education) have been terminated. The most practical subjects for adult preparation that are required in school is reading, writing, and math literacy. Financial literacy education needs to be spread among the youth, especially the underprivileged, so they could make better financial decisions as adults. Primarily, the target audience is adolescents; however, both adolescents and adults will benefit from the online financial literacy course.

The web-based financial literacy course for adolescents will help remedy the lack of financial education among our youth. This course will break down basic budgeting and

money management tips to increase financial literacy. This instructional product will address and teach learners the basic keys to financial success. Upon the success of each core financial principles, learners are able to: (a) Distinguish between wants and needs when making spending decisions; (b) Understand the intricacies of generating income; (c) Understand, create, and maintain a budget; (d) Understand and perform tasks associated with a bank; (e) Understand the pros and cons of borrowing money; and f) Understand the benefits of saving money.

### **Research Questions**

**The following research questions were explored in this research**

1. What factors influence adolescents to be unmotivated about financial literacy education?
2. Which mastery and understanding learning strategies can be used to enhance learning in an online financial literacy course?
3. How are motivation and behaviorism related to financial literacy and impulsivity?
4. How does impulsivity impact spending decisions?
5. What are effective ways to provide formative and summative feedback to adolescents in an online financial course?

### **Rationale**

In efforts to push for financial literacy education, one must be aware of all the factors involved with making the best spending and saving decisions. As later explored in this research, the researcher predicts that negative spending decisions are positively related to impulsivity, and people who are financially ignorant typically impulsively make more negative spending decisions than those who are financially literate. The

evidence of the correctly predicted results suggests that in teaching financial literacy, the learner should be equipped with self-control skills and decision-making skills under pressure. In essence, knowledge-based financial literacy is not the only factor necessary to help one make good financial decisions, but behaviorism must be in effect as well. Behaviorism is defined as a theory of conditioning, in which human or animal behavior happens spontaneously without cognitive or emotional influence (Walker, 2015). This means that beyond knowledge, one must modify their spending behavior especially when impulse is involved. Consumer marketers and advertisers create ads to prey on impulsive buyers. If these buyers attend a financial literacy course that incorporates behaviorism to modify impulsive behavior, they would more likely make better spending decisions than those who are financially literate without behavior modification.

The researcher explores the impact Universal Design for Learning (UDL) and behaviorism have on the motivation of adolescents in an online financial literacy course environment. More specifically, the researcher integrates UDL principles and behaviorist learning theory methods into the online financial literacy course design in order to enhance student motivation.

This digital project is a learning series for financial literacy, covering topics such as making financial decisions, making money, budgeting, banking, credit, borrowing money, saving and investing. The overarching goal of this digital product is to deliver an online financial literacy course for adolescents to enhance their knowledge of economics before making uneducated financial decisions. Additionally, this digital product is based on an Open Educational Resource (OER), which is teaching, learning, and research resources that reside in a public domain or have been released under an intellectual

property license permitting their free use or repurposing by others (O’Byrne, Roberts Labonte, & Graham, 2014, p.277). Therefore, educators and learners will have access to a free financial education resource through this web-based product. Not only does this digital product fill in the gap for unoffered curriculum but also for accessibility for all.

### **Definitions of Terms**

Below is a list of terms used in this paper to help bring clarification and understanding to terms that seem to be interchangeable but have slightly different meanings.

#### ***Financial Literacy***

The ability to process economic information and make decisions regarding wealth, financial sustainability, retirement, pensions, debt, and other financial planning issues (Lusardi & Mitchell, 2014).

#### ***Financial Education***

Curriculum geared toward teaching money management, savings and investments, spending, credit, and economic principles (Lindsey-Taliefero, Kelly, Brent, & Price, 2011).

#### ***E-Learning***

Learning carried out using electronic media as applications, programs, objects, websites, etc., that can eventually provide a learning opportunity for individuals (Moore, Dickson-Deane, & Galyen, 2011).

## ***Online Learning***

A version of distance learning which improves access to educational opportunities to learners through the World Wide Web or the internet (Moore, Dickson-Deane, & Galyen, 2011).

### **Assumptions and Limitations**

Like with all research, this research has some obvious assumptions and limitations.

Assumptions:

1. Adolescents gravitate to educating themselves financially since there is a need for accessible financial education courses.
2. Most adolescents will not have issues navigating the online course.

Limitations:

1. The ability to maintain learner motivation in the online course extrinsically.
2. The course designer is not an expert in financial education/literacy and unaware of the quality of the course material used in the course design.

### **Overview of Remaining Chapters**

Moving forward, the research is divided into five chapters. This is the first chapter that presented and overview of the research and its associated product. Chapter Two provides a review of the literature that discusses motivation and behaviorism and its relation to financial literacy and impulsivity. Additionally, the researcher explores effective ways to provide formative and summative feedback to adolescents in an online financial course. Chapter Three provides intel on the planning of the research product along with feedback from Subject Matter Experts (SME). In the case of this project, the SMEs are Instructional Designers and professionals that work in financial



planning/management. Chapter Four illustrates the development and description of the online financial literacy course. Finally, Chapter Five discusses the findings of the analyzed feedback of the SMEs, the strengths and weaknesses of the project, and recommendations for further research for financial literacy education for adolescents.

## **CHAPTER TWO**

### **A REVIEW OF RELATED LITERATURE**

#### **Financial Literacy Motivation Factors**

Motivation is defined as the inner driver for behaving or acting in a particular way (Jovanovic & Matejevic, 2014). Hendijani, Bischak, Arvai, and Dugar (2016) define motivation as the sum of intrinsic and extrinsic motivation, that in turn produce the total motivation needed to perform and complete a task. Ryan and Deci (2000) define motivation as someone who is moved or activated toward an end goal. However, because there are so many levels and types of motivation, it is broken down theoretically by the self-deterministic theory. Self-deterministic theory is distinguished by two types of motivation (intrinsic and extrinsic), which is based on the cause of the activated action toward a goal (Cook & Artino, 2016; Hendijani et al., 2016; Ryan & Deci, 2000). In intrinsic motivation, one's activated action toward a goal is prompted internally, in which one carries out a task or goal based purely on interest and/or satisfaction (Cook & Artino, 2016; Ryan & Deci, 2000). In addition, intrinsic motivation would be operationally defined as a person's free choice to engage in or pursue an activity in order to carry out an end goal. In extrinsic motivation, one's activated action toward a task is prompted externally, in which one carries out a task or goal based on an external demand or to obtain a reward (Ryan & Deci, 2000; Cook & Artino, 2016).

Mandell and Klein (2007) define motivation as being the interaction of motivation and goal setting theory. Mandell and Klein explain that three conditions must be in effect in order for goal setting theory to be successful: individual commitment to the goal, the goal setter must obtain feedback, and the individual must have the ability to perform the

task. Moreover, Cook and Artino (2016) illustrate the desire to outperform (performance goals) others or to become an expert (mastery goals) in a task is a form of motivation in goal setting theory. In addition to self-deterministic theory and goal setting theory (or goal orientation theory), Cook and Artino identify and define motivation through the orientation of two other theories: expectancy-value theory and social cognitive theory. In expectancy-value theory, motivation shapes one's expected level of success and places value on the task or goal. Motivation in social cognitive theory is driven by self-efficacy – one's belief on what they can do to produce their desired level of performance or success (Law, Lee, & Yu, 2010). Although these theories are very relevant in understanding learner motivation in the online setting, this research will focus on examining the factors that affect learner motivation and explore strategies that induce motivation while designing and implementing an online instructional course.

### **Factors that Affect Learner Motivation**

Kim and Frick (2011) discuss factors that positively and negatively affect learner motivation in an online environment. They found that cognitive overload decreases learner motivation. This is due to the work/task load being too high and the learner not having the proper resources to overcome the load. Learner's perceived difficulty of the course/tasks also reduces motivation. This is due to the learners heightened experience of anxiety, worry, and lack of confidence, which all have adverse effects to learning motivation. If a learner spends too much time attempting an assignment/task of high difficulty, this also decreases learner motivation and engagement. In addition, lack of support or feedback reduces the climate in the online environment. These factors independently and collectively decrease learner motivation.

Contrary to the factors that decrease motivation, Kim and Frick (2011) outline factors that increase the likelihood of learner motivation in the online learning environment. The learner must perceive that the course content is relevant to their personal or professional goals. Too, the learner must have confidence and be competent in technological ability. The instructor should influence and maintain learner motivation before and throughout the course. In addition to these factors, the authors provide principles to sustain learner motivation in self-directed online learning:

1. Provide learners with content that is relevant and useful to them.
2. Incorporate multimedia presentations that stimulate learner interest.
3. Include learning activities that simulate real-world situations.
4. Provide content at a difficulty level which is in a learner's zone of proximal development.
5. Provide learners with hands-on activities that engage them in learning.
6. Provide learners with feedback on their performance.
7. Design the website so that it is easy for learners to navigate.
8. If possible, incorporate some social interaction in the learning process (e.g., with an instructor, technical support staff) (Kim & Frick, 2011, p. 18).

Although the principles for sustaining learner motivation is listed above, one must be aware of the motivational characteristics of individual learners. Barak, Watted, and Haick (2016) identify five types of learners based on their goal and motivation. The *networker*, whose primary goal is to be apart of a community with similar interest. The *problem solver's* primary goal and motivation to learn is to find a solution to a problem. The motivation of a *benefactor* is to learn in order to contribute their education to their

community, society, or country at large. The *innovation seeking* learner's motivation is to be informed and updated on new technologies or innovations. Finally, the *complementary-learner* who takes a course (i.e. computer-based or technological course) to expand their regular curriculum. It is important for the instructor to know the learners' basis for taking a course. This will help in the phase of instructional adjustment when the instructor must assess the motivational level of the learner. This process will be clarified later in the paper.

Law, Lee, and Yu (2010) explain the intrinsic and extrinsic (environmental) factors that affect learner motivation. Intrinsic factors are based on the learner's attitude and expectations, as well as goals and emotions. When discussing attitude and emotion in relation to learning, expectancy theory is the culprit. "Expectancy theory suggests that motivation is a multiplicative function of three constructs: expectancy (people have different expectations and levels of confidence about what they are capable of doing), instrumentality (the perceptions of individuals whether they will actually get what they desire) and valence (the emotional orientations people hold with respect to outcomes or rewards)" (Law et al., 2010, p. 220). The characteristics of extrinsic factors are similar to behaviorism in which learner motivation is affected by external or environmental factors. Reinforcement theory in the learning environment is the relationship between the learner's behavior and the consequence the learner receives. For example, a student submits an excellent report on current events (behavior), then the online instructor provides the learner with a high grade, positive feedback, and encouragement (consequence). In this case, the consequence is reward and recognition which in turn induce motivation for the learner. Contrary to rewards and recognition, the right amount

of punishment can induce motivation. The most common form of punishment in traditional and online classroom settings is assignment deadlines or due dates. The punishment would be points taken off for late assignments or the inability to turn in late assignments. This promotes learner course engagement as well as promote learner motivation to complete assignments and tasks.

### ***Keller's ARCS Model and Implementation Strategies***

The purpose of Lin's (2000) study was to examine motivational problems that arose within the online learning setting using Keller's ARCS Motivational model of instructional design. This involves four conditions, and once fulfilled can promote and sustain motivation in the learner (Cheng & Yeh, 2009; Lin, 2000). The four conditions of ARCS are based on a continuum and they are Attention, Relevance, Confidence, and Satisfaction, in which the first letter of each word is the acronym of ARCS. In order to encourage learner motivation, strategies for Attention and Relevance were used in the designing process of the instructional content an operation of the course. Many other strategies were used to enhance learner Confidence and Satisfaction of the online learning experience. More specifically, to increase learner attention, motivational adjustment strategies were enacted where motivational problems arose. This included the incorporation of multimedia in course design, frequent course attendance reminders, task and assignment reminders, and encouraging students to be more self-directed in their online learning experience. Relevance in motivational learning requires a clear and on topic understanding of concepts, tasks, and objectives of the course. Strategies used to mediate motivational problems of relevance include readdressing key points in course

readings, providing clarification for learning tasks and activities, and facilitating on-topic discussions in discussion forums.

In order to enhance the confidence of learners, a final research project was assigned to assess course knowledge instead of an exam, instructor guidance was provided for students individually, and timely feedback was provided after a task, assignment, or activity was completed. Satisfaction involved how students felt about the knowledge they received from the course. In effort to increase learner satisfaction, the instructor provided encouragement to students, conducted face-to-face meetings, sent reminders to students, and reached out to students who showed minimal involvement. Overall, the researchers found that higher involvement in discussion forums led to high course completion scores. In the event where learners display motivational problems, it is the duty of the instructor to make adjustments to the problems. Presented in table 2 is a summary of common motivational indications that instructors should be aware of when assessing for motivation using the ARCS model.

Table 1.

Motivational Indications Summarized Based on ARCS Models

Attention	Relevance
Different modes of learning	Appropriate resources
Real-life experiences	Accustomed communication mode
Peer reminding	Flexible learning time
Feelings of instructor's involvement	Personal importance
Discussion and work on assignment	Accustomed experiences
Reminding from the instructor	Feelings of usefulness
Confidence	Satisfaction
Reflection from learning materials	Learning materials useful and practical to life and future work
Assessment of learning through organization	Achievement of learning objectives
Interest and involvement in given tasks	Achievement of challenging tasks
Getting familiar with learning resources	Verbal reward for affirming effort
Interactions with peers for sharing thoughts	Enjoyment of interactive messages from others
Exchange of ideas	Feelings of learning-needed knowledge

*Source.* Adapted from ChanLin, 2009, p. 101.

Similar to the motivational suggestions of ARCS discussed above, Keller and Susuki (2004) illustrate a ten-step design process to induce motivation using ARCS in the online learning environment, see Table 3. After drawing conclusions of other researchers that used the ARCS Motivational Model to design their course, the researchers found that ARCS is a proven model to enhance learner motivation.



Table 2.

ARCS Motivational Design Process		
Step	ARCS Motivational Design	Description
	Obtain course information	Course description, objectives, and course delivery methods
	Obtain audience information	Learner's skill level and attitude towards school and course.
	Analyze audience	Seek level motivational level and way to modify low motivation
	Analyze existing materials	Keep positive feature and modify deficiencies or problems
	List objectives & assessments	List motivational design goals and learner behavior
	List potential tactics	Brainstorm for motivational tactics throughout course
	Select & design tactics	Use integrated, enhancing, and sustaining motivational tactics
	Integrate with instruction	Combing motivational strategies with course design
	Select & develop course materials	To modify for low learner motivation
	Evaluate & revise course design	Obtain learner reactions/satisfaction levels and revise course if necessary

*Source.* Adapted from Keller and Suzuki, 2004, p. 233.

When discussing motivation in the context of the classroom, it can be described as the student's willingness to and reasons for engaging and participating in class activities and tasks. Consequently, Chen and Yeh (2009) developed online course design strategies to enhance motivation by integrating the ARCS motivation model, phases of ARCS, the instructional design process, steps of motivational design, and interpretations of the entire process.

As for Attention, in the ARCS motivational model, the goal is to gain and sustain the attention of the learner. The role of the instructor is to introduce topics and events to

learners to peak their curiosity and interest. Relevance comes into play when the instructor gains the learner's attention. In the relevance phase, motivation may be obtained if the course content meets the needs of the learner and is presented in various modes of learning that is comprehensible to the learner. For Confidence, if the learner believes their probability to succeed is high, based on the relevance of the course, this may cause the learner to be more confident, and in turn, motivated to remain engaged, persist, and gain achievement in the course. In the final phase, learner Satisfaction will be realized if the learner's effort in the class/assignment/task is consistent with their expected outcome. This may help the learner continue to be motivated to learn.

The second component of Chen and Yeh's (2009) modified version of the ARCS Model involves the application of instructional design called motivational design. This provides a systematic design framework of instructional design that can be integrated with other instructional design models. The four steps of motivational design are: define, design, develop, and pilot. Step 1 (define phase), to assess the level of learner motivation, create motivational objectives, and develop methods for assessing objectives. Step 2 (design phase), to create motivational strategies to address motivational objectives, then integrate those strategies into the instructional content. Step 3 (develop phase), integrate motivational strategies with learning materials and conduct developmental tests for the learner. Step 4 (pilot) administering instruction and making revisions when necessary. In addition to using the motivation design based on the ARCS model, this article integrated another instructional design model developed by Morrison, Ross, Kemp, and Kalman (2010). This model includes the four ARCS phases, instructional design elements, motivational design steps, and the interpretation of each step, see Appendix A for details.

### ***Testing the Effectiveness of Applied ARCS***

Besides providing systematic procedures for inducing learner motivation using the ARCS model, other researchers test the effectiveness of the presented models. Song and Keller (2001) tested the effectiveness of a motivationally adaptive computer-assisted instruction (CAI; online instruction) using the ARCS' (Attention, Relevance, Confidence, and Satisfaction) motivational strategies. Two versions of the CAI were tested. The first CAI version was loaded with motivational tactics (motivationally saturated) and the second CAI version incorporated minimal motivational strategies (motivationally minimized). They found that the motivationally saturated CAI scored the lowest in relevance. This means that because there were so many strategies used in the instructional content to increase motivation, this additional content depresses the perception of relevance to the topic. In other words, there was too much going on in this course and the focus was broadened. Additionally, they found that the motivationally minimized CAI had the higher rating for efficiency. This means that the CAI was more efficient because it contained a lesser amount of content than the motivationally saturated. Also, the instructor should assess for learner motivation levels before, during, and after implementation of the course and adjust motivational strategies as needed.

ChanLin (2009) monitored the effectiveness of a newly created online Computer Ergonomics course using the ARCS Motivational Model. The author found that positive correlations between discussion forum participation and overall performance in the course. This means that the learners who participated more in discussion forums scored higher in the overall course. In other words, the more involved a learner is, the higher their achievement will be in the class. This study also found that constant reminders in

the course help sustain learner engagement. Overall, the findings conclude that ongoing analysis of learner motivation with proper motivational adjustments will increase learner involvement and confidence in the online setting.

Overall, in order to create an effective online course, the goal would be to integrate appropriate motivational factors in the instructional design, that will translate external motivation to a more intrinsically motivated orientation of the learner. It has been stated that the learner must find any subject matter to be relevant and/or important in order for the learner to be motivated and engaged in any learning task (Mandell & Klein, 2007). Therefore, providing learners with multimedia styled lessons, prompt feedback, frequent assignment reminders, and a social orientation online (i.e. discussion forums and peer feedback), are all extrinsic factors that promotes learner motivation. Recommendations of ways to induce motivation is the utilization of ARCS motivational model that provides strategies on promoting and sustaining learner motivation during and throughout the design and implementation of an online course design. In sum, the overall mission in the development of an online instructional course is to use empirically supported tactics and strategies (ARCS) to induce learner motivation in order to influence course completion in the online setting. After applying factors that enhance learner motivation in the course design, one should also integrate a lesson covering the effects that impulsivity has on spending decisions.

### **Impulsivity and the Impact on Spending Decisions**

Impulsivity is a concept that is known to be prevalent in clinical psychology and psychopathological disorders, however, Zermatten, Linden, d'Acremont, Jermann, and Bechara, (2005) highlight that impulsivity is far more common and can be broken down

into four components. The components of impulsivity include: Urgency (strong impulses); Premeditation (thoughts of consequences before taking action); Perseverance (constant focus on a task); and Sensation seeking (novelty/enjoyment/excitement). Whiteside and Lynam (2001; Zermatten et al., 2005) developed the UPPS Impulsive Behavior Scale to assess impulsivity (Appendix B). The purpose of this study is to examine the relationship of the four components of impulsivity and the decision-making process. The authors hypothesize that the lack of premeditation is directly related to poor decision making.

Thirty undergraduate participants completed the UPPS self-assessment and proceeded by completing the computerized version of the Iowa Gambling Task created by Bechara, Damasio, A., Damasio, H., and Anderson (1994) and Zermatten et al., (2005). They found that lack of premeditation is the only component of impulsivity that affects the decision-making process.

Moreover, this next study sets out to explain impulsivity as it relates to compulsive buying. According to Billieux, Rochat, Rebetez, and Linden (2008), “[c]ompulsive buying is defined as uncontrolled and excess purchases leading to personal and family distress”(p.1432) The four factors of impulsivity were used to assess its contribution to compulsive buying. They predict that (a) Urgency contributed to compulsive buying in association with negative effect or emotions; (b) the lack of premeditation is related to the reduced ability to consider negative consequences of purchases; and (c) compulsive buying is related to the sensations seeking component of impulsivity which promotes pleasure and/or excitement (Billieux et al., 2008, p.1435). Moving forward, 150 participants from the University of Geneva responded to four

questionnaires: The UPPS Impulsive Behavior Scale (UPPS), Questionnaire about Buying Behavior (QABB), The Trait Anxiety Inventory (STAI-T), and The Short Depression-Happiness Scale (SDHS) (Billieux et al., 2008, p.1435-1436). They found that there was a significant correlation between three components of impulsivity (urgency, lack of premeditation, and lack of perseverance). Ultimately, the only significant factor of compulsive buying is urgency. Moreover, the sense of urgency must be coupled with negative affect. They also found that compulsive buying is related to lack of perseverance and lack of premeditation independently. The authors correctly predicted their first two predictions.

In sum, the researchers who were addressing financial literacy define and call for financial literacy education. Not too many research articles have results for the applied effects of financial literacy. More longevity financial literacy studies would be helpful in pushing the urgency of financial education in the schools. When discussing impulsivity, the researchers suggest that two facets of impulsivity largely affect our decision making and compulsive buying, that is urgency and lack of premeditation. For my research, I further want to explore lack of premeditation and the impact it has on spending decisions. Ultimately, what is the relationship between impulsivity and financial literacy (independent variable) on negative spending decisions (dependent variable)? The hypotheses are as followed: (1) Negative spending decisions are positively related to impulsivity; (2) People who are financially ignorant may impulsively make more negative spending decisions than those who are financially literate.

In efforts to push for financial literacy education for adolescents, one must be aware of all the factors involved with making the best spending and saving decisions. As

a reminder, the researcher predicted that negative spending decisions are positively related to impulsivity, and people who are financially ignorant may impulsively make more negative spending decisions than those who are financially literate. The evidence of the correctly predicted results suggests that in teaching financial literacy, the learner should be equipped with self control skills, and decision-making skills under pressure. In essence, knowledge based financial literacy is not the only factor necessary to help one make good financial decisions, but behaviorism must be in effect as well. Behaviorism is defined as “the theory that human and animal behavior can be explained in terms of conditioning, without appeal to thoughts or feelings, and ... by altering behavior patterns” (Psychology Field Related, n.d.). This means that beyond knowledge, one must modify their spending behavior especially when impulse is involved. Consumer marketers and advertisers create ads to prey on impulsive buyers. If these buyers attend a financial literacy course that incorporates behaviorism to modify impulsive behavior, they would more likely make better spending decisions than those who are financially literate without the behavior modification.

The major limitation is internal validity, due to the fact that part of the analysis is correlational. Correlational studies tend to have lower internal validity because it has a higher susceptibility to confounding variables (Anderson & Bushman, 1997). Confounding variables are variables that are not the independent variable that affect the outcome/results of the dependent variable (McDonald, 2014). Participants may confound the results of the M-UPPS scale by guessing, exaggerating, and/or carelessly answering the response portion of the scale. This will negatively affect the results of the dependent variable.

In future research, it would be beneficial to test the results of this study by using behaviorism and removing the impulsivity aspect. This means that instead of having participants assess for impulsivity, the participants can be randomly assigned to a condition where they are given tips on positive spending decisions before they complete the scenario portion of the experiment. Those in the control condition will not receive any spending decision tips. Moving forward, in order to validate course curriculum, evidence-based research involving adult learning theories and its relationship to financial literacy must be addressed.

### **Relationship between Motivation and Behaviorism with Financial Literacy and Impulsivity**

Mandel and Klein (2007) test the relationship between motivation and financial literacy. High school seniors from various schools throughout the U.S. from 1997 to 2006 were tested on their financial literacy. Financial literacy was evaluated by four knowledge areas: income, money management, spending and credit, and saving and investing. They found that students scored higher in financial literacy in regard to the stock market game, because students are motivated to learn by playing a real-time, fun, interactive game. In addition, students who believe being motivated to save money for retirement also scored higher in the financial literacy assessment. Moreover, students who set future goals and have a deep appreciation of how financial literacy will help obtain goals scored higher on the literacy assessment. Overall, they found that motivation is the key driver to financial literacy.

Thomas, Mulyono, and Setiaji (2016) set out to find which mediating factor – motivation, self-efficacy, and financial knowledge – is necessary to translate financial



education to financial literacy (competence applied and obtained through financial education). The researchers used 4,479 students majoring in either Accounting, Economics Development, Management, or Economic Education to respond to a questionnaire testing financial education, financial literacy, motivation, self-efficacy, and financial products and its uses. They found that financial education does not have a direct effect on financial literacy, financial education has a direct effect on motivation, and motivation has a direct effect on financial literacy. In sum, motivation is the mediating factor that translates financial education to financial literacy. Moving forward, is there a relationship between behaviorism and impulsivity?

### ***Behaviorism***

Behaviorism began with Watson's (1913) viewpoint that through consistent and repetitive stimulus an observable behavioral response should follow in a manner of reflex or habit (Moore, 2011). This is known as classical S-R behaviorism. Behaviorism focuses on external observation of the relationship between stimulus and response, while completely rejecting the notion of introspection and internal mental states (Boghossian, 2006). Ertmer and Newby (2013), define and describe behaviorism in terms of learning behavior. The researchers believe behaviorism is learning that is displayed through the proper response to a stimulus. Furthermore, in addition to a stimulus, the learner must be in an ideal environmental condition to induce learning. This type of environment uses reinforcements or consequences such as rewards or punishments to assist in making the learner's response habitual to the stimulus. Bates (2015) second this concept which is known as operant conditioning develop by B.F. Skinner (2016).

### ***Relation of Behaviorism to Impulsivity***

Unfortunately, there are no known studies that test or compare the relationship between impulsivity and behaviorism. However, there are plenty of studies relating the two for people who suffer impulsivity issues due to addictions, substance abuse, or psychological disorders. Relating the two constructs using those studies in this case would not be useful. On the surface, it is seemingly difficult to extract the cause of one's externally observable behavior while measuring behaviorism and impulsivity. One would have to rely on self report measures to understand the response to one's behavior. This method of testing would be flawed because the average person could not distinguish operant conditioning (behaviorism) from an impulsive response. Operationally, behaviorism and impulsivity are similar. As mention previously, behaviorism is one's automatic response to a stimulus without internal mental processing (Boghossian, 2006). Meanwhile, impulsivity in this case is the sense of urgency and lack of premeditation. This, in turn minimizes internal cognition in the decision-making process. Therefore, both constructs entail minimal to no involvement of mental cognition or thinking when behaviors are observed empirically. Although there were no studies that related behaviorism and impulsivity, there are many studies that illustrate the relationship between behaviorism and motivation.

### ***Relation of Behaviorism and Motivation***

There are aspects of operant conditioning that is positively and negatively related to motivation. When external reinforcements such as rewards are coupled with motivation, Koch, Nafziger, Suvorov, and van de Ven (2014) claim that rewards increase motivation. The researchers found that when individuals apply self-reward contingencies

on completion of an end goal, their motivation increases, and they are more likely to obtain the end goal or behavior. However, the strategy for successful self-rewarding, is for the individual to place a proper value (not too high and not too low) on the reward to help motivate individuals to complete end goal.

In contrast, several studies debate the notion that external rewards increase motivation, but instead decrease motivation. Ryan and Deci (2000) found that extrinsic rewards undermine motivation and shifts the focus of intrinsic motivation to an external cause. Jovanovic and Matejevic (2014) support these findings stating that rewards and reinforcement deprives an individual of interest in an action, and as a result, harms intrinsic motivation. Finally, Hendijani et al (2016) agrees that extrinsic rewards undermine motivation and is detrimental to an individual's performance on a task or end goal. Similar to the roles of behaviorism being a direct contrast to intrinsic motivation, extrinsic motivation is also a direct contrast to intrinsic motivation. Extrinsic motivation is related to behaviorism because they both involve external instruments (rewards, punishments, reinforcements) to obtain a behavior or end goal (Ryan & Deci, 2000).

Overall, the relationship of behaviorism and motivation is both positive and negative. There is a similar effect of operant conditioning and extrinsic motivation in which they both use external consequences or reinforcement to induce an outcome. The negative relationship between intrinsic motivation and behaviorism is that operant conditioning overrides intrinsic motivation and shifts the focus to an external locus of causality. However, there seems to be a way to relate behaviorism and motivation to produce effective financial literacy education to reduce impulsivity and negative spending decisions.

In efforts to push for financial literacy education, one must be aware of all the factors involved with making the best spending and saving decisions. As a reminder, the researcher predicted that negative spending decisions are positively related to impulsivity, and people who are financially ignorant will impulsively make more negative spending decisions than those who are financially literate. The evidence of the correctly predicted results suggests that in teaching financial literacy, the learner should be equipped with self-control skills, and decision-making skills under pressure. In essence, knowledge based financial literacy is not the only factor necessary to help one make good financial decisions, but behaviorism must be in effect as well. Behaviorism is defined as a theory of conditioning, in which human or animal behavior happens spontaneously without cognitive or emotional influence (Walker, 2015). This means that beyond knowledge, one must modify their spending behavior especially when impulse is involved. Consumer marketers and advertisers create ads to prey on impulsive buyers. If these buyers attend a financial literacy course that incorporates behaviorism to modify impulsive behavior, they would more likely make better spending decisions than those who are financially literate without the behavior modification.

### **Learning Strategies that Can be Used to Enhance Learning in an**

#### **Online Financial Literacy Course**

Olsen (2017), created a readily available resource for high school instructors, including curriculum and material to aid in financially educating high school students. Olsen (2017), differentiates financial literacy and financial education and stresses the importance of teaching adolescents about the four major financial categories: money, borrowing, investing, and protecting resources. An organization called the Council for

Economic Education (EE) is one of the leading organizations in the United States that push for financial education for adolescents and have developed a standard for financial education that could easily be integrated into high school curriculum (Olsen, 2017). The standard topics are earning income, buying goods and services, saving, using credit, financial investing, and protecting and insuring assets. Recommendation of how to train instructors to teach financial education is provided, along with suggestions on how to relate the financial material to adolescents with mild familiarity with financial management.

Dell, Dell, and Blackwell (2015) present guidelines for designing online courses using Universal Design for learning (UDL). They combine the three UDL principles – Presentation, Action, and Expression and Engagement – to serve as the foundation of the ten steps to create an online course. The ten practical steps to implement a UDL embedded online course are included in the following sentences. Presentation – create content first the design; provide simple and consistent navigation; include an accommodation statement; use color with care; and choose fonts carefully. For Action and Expression – instructors should model and teach good discussion board etiquette. For Engagement and Interaction- choose content management system (CMS) tools carefully; provide accessible document formats; and convert PowerPoints to HTML. If the content is auditory, make it visual, If the content is visual, make it auditory.

Similarly, Meo (2008) shares a process of planning for learners (PAL) to connect Universal Design for Learning (UDL) to curriculum planning for high school reading comprehension classes. PAL is a four-step process of curriculum planning based on the principles of UDL. The first step is to set goals that challenge all students appropriately.

The second step is to analyze and assess the methods, assessments, and material currently used in the classroom. After curriculum assessment, their third step is to revise the curriculum UDL principles to the lesson. The final step is to teach the UDL infused lesson. Additionally, the author provides an illustration of how the PAL process is applied in a case study.

Once again, like many other articles, this article references UDL in curriculum development. However, this article offers a lesson planning guideline along with other teacher development resources to aid an instructor with each step of PAL. The author mentions that PAL is derived from CAST (2004), which leads one to question the relevance and validity of PAL since PAL is over a decade old. Although PAL is no longer referenced, basic three principles of UDL are unchanged and presents as the core of UDL and the most reliable in terms of research-based evidence of successful implementation of UDL. Therefore, this article will serve as evidence of the stability and reliability of my research topic.

King-Sears (2009) outline and discuss the technological and pedagogical applications of the seven principles of UDL. These principles include flexibility in use; equitable use; simple and intuitive use; perceptible information; tolerance for error; low physical effort; and size and space for approach use. Flexibility in use is when teachers design their instruction to accommodate students based on their learning preference and ability. This may involve the use of technology along with verbal instruction (pedagogy) to maximize the number of learners who understand the learning content. Equitable use is the technological approach to instruction to maximize the ease of accessibility of instruction versus the use of only a textbook. Perceptible information is the various way

instructional content is present to learners. Through technology, content can be displayed through PowerPoints, video, website, software, etc., while pedagogy of perceptible information is the combination of clear verbal instruction and the use of technology. Tolerance for error is simply giving students the opportunity to “try again” if they made errors in their learning. The opportunity for feedback in the pedagogical sense presents an opportunity for instructors to provide guidance and feedback, and an opportunity to correct their mistakes.

Simple and intuitive use is the organization of learning content presented in list form and grouped based on classification or categories. Low physical effort is when materials or activities are designed for students with learning or physical disabilities ease of use. These materials may include software or an adapted keyboard. Finally, size and space refer to the size of the content being displayed, along with the content presented in a clutter less format. Written instruction, graphics, and videos should be readable and clear.

This article is helpful and provides a detailed breakdown of technological and pedagogical principles of UDL, along with providing examples of how and how not to apply these principles to instructional design. However, these UDL principles are out of date or serves as the foundation of UDL principles. Currently, the foundational principles have been revised to nine options that are categorized under the multiple means of Expression, Representation, and Action and Expression.

The researcher explored a three-block model incorporating UDL to assess social and academic engagement in traditional classrooms for students in grades K-12 (Katz, 2013). The first block is the system and structure of this study, including policies,

procedures, and budget. The second block is inclusive instructional practice, which is the instructional framework using UDL principles teacher will use in the treatment group. The final block is social and emotional learning, which is a program to help develop compassionate communities. The program involves teaching students to respect diversity, value diversity, and exercise democratic classroom management.

This was a quasi-experimental study with a control group to compare with treatment groups that receive pre/post assessment of academic and social engagement. They found that students are much more engaged in classroom curriculum when UDL principles are applied to curriculum design compared to the controlled group. Students in the treatment class reported higher in student autonomy compare to those in the control group. Students in the treatment classroom interacted more with staff and peers and were more autonomous than the students in the control group who spent more time not interacting with others.

These findings are related to most research-based studies that show statistical significance proving that the incorporation of UDL will promote student engagement. The results of the study yielded very high significance in findings. This study provides information regarding interactivity and lesson duration that could help an instructional designer develop a lesson plan.

McGhie-Richmond and Sung (2013) examine the effect of UDL in a teacher education program that pushed for inclusive education with general students and students with special needs. Teachers that had established lesson plans revised their lesson plan to incorporate UDL principles. They were known as the Pre-Service group in the study. The comparison group included teachers who practice and incorporate UDL into their lesson



plan. They were known as the Practicing group in the study. The researchers examined the types of changes teachers made in their revised UDL based lesson plan. In the quantitative results, preservice teachers made the most lesson revisions in all the three UDL learning principles (representation, expression, and engagement) and sub-principle options compared to the practicing teachers, except in the option of language in representation and self-regulation in engagement. In the qualitative results, the teacher's reflections on their revised lesson plan uncovered two main themes: learning for all and transformative practice. Learning for all requires teachers to reduce student barriers, cater to student learning preferences, and focus on the strengths of a student. Whereas, transformative practice involves teachers embracing UDL in instructional design. Overall, the purpose of applying UDL in instruction is to create a learning environment for all learners that promotes adaptability for all student regardless of their abilities or disabilities.

The goal of this article is to provide research to support Canadian Government policy in pushing for educational inclusion for students with disabilities to be educated in general education classes alongside their peers. Universal Design for Learning is one of the only learning guidelines with principles that promote all-inclusive learning despite one's learning abilities. This article includes many instructional design resources like lesson plan templates that cater to UDL. Since the target audience the online financial literacy course are adolescents, the course design cannot be based on standardized capabilities, instead, it would have to incorporate an all-inclusive approach to design. Therefore, the bigger picture in online course design is inclusivity.

Howard University's School of Business developed a financial literacy curriculum. The foundation of the curriculum was based on Credit Smart®, which is a financial education curriculum that aids in the building and maintaining of credit, tips on making better financial decisions, and preparation for home ownership (Lindsey-Taliefero, Kelly, Brent, and Price, 2011). Four courses are offered in Howard University's financial education curriculum: a) Principles of Personal Financial Planning, which teaches students how to set up financial affairs and estates for individuals and families; b) Personal Money Management, which instructs students on financial management decisions for credit, banking, taxes, estate planning, retirements, and employment benefits; c) Business Orientation, which instructs students on money managing, goal setting, budgeting, and credit use in the corporate environment; and d) Managerial Economics, which teaches students how to make decisions for corporations using economic principles. In addition, students could openly enroll in money management, credit smart, and investment workshops. The author compared student's financial education (this curriculum) to Jumpstart's sample of African American participants. They found that Howard University's students scored higher than Jump Stats sample in the income, money management, saving and investment, spending, and credit financial education categories. Overall, Howard University students scored a total of seven percentage points more in the financial education assessment than Jump Start's sample.

The goal of this article is to evaluate the effectiveness of the financial education curriculum at Howard University. The background literature review coincides with literature that supports the notion that African Americans, women, and people with low

socioeconomic status lack the financial foundation to make sound financial decisions (Lusardi, 2015). Although the curriculum was created for college-level students and the target group in this paper is adolescents, the curriculum content will be used to compare the content to other articles that address financial education curriculum for adolescents. All the curriculum topics that overlap (i.e., savings and credit), will be used to develop an online course curriculum for financial literacy.

Buchheister, Jackson, and Taylor (2017) used the principles of UDL and inclusion to incorporate math games to address mathematical content such as reasoning and problem-solving. The purpose in using games to teach mathematical components is that games promote learner motivation and they incorporate principles of UDL. Just as the UDL involves multiple means of representation, games have the ability to be varied and modified, that way all students can participate in game learning, problem-solving, and strategy development, despite their learning abilities. The authors also provide solutions to barriers of a card game called “Double Compare,” which is infused with the three principles of UDL (presentation, expression, and engagement). The goal of this article is to embed the principles of UDL through multiple modes of representation, expression, and engagement in a game to aid in the instruction of math.

Similar to Buchheister et al. (2017), Hunt and Andreasen (2011) describe UDL and illustrate how to incorporate UDL in a mathematical lesson plan. The authors illustrate UDL in lesson planning by using for components: learning goals, instructional material, instructional methods, and assessment. Learning goals involve measurable and observable learning objectives. It is the responsibility of the instructor to allow for multiple means for students to display their knowledge. Teachers should reduce

/minimize potential barriers that students with limitations may have when utilizing the learning material. Using instructional methods that promote discussion and allow students to generate their own problem-solving strategies will enhance engagement and promote a meaningful experience in learning. When it comes to student learning, assessment is important for instructors to provide learners with flexible options to display their knowledge. The authors suggest using formative or summative options of assessment. Formative assessment is an assessment approach that helps teachers understand their student strength and weaknesses in terms of curriculum. One example of formative assessment in assessing comprehension is to task students with researching articles and write annotated bibliographies summarizing the main points of a particular research topic. Summative assessment is an assessment that is based on a point or scoring system. Common types of summative assessments include exams, a research project, or a written paper.

This article provides examples of how to enhance instructions using the UDL framework. Also, the authors outline barriers that could exist with assessment and provide UDL based solutions to resolve those barriers. The UDL principles and application of UDL in lesson planning has once again been reiterated and substantiated.

Brand, Favazza, and Dalton (2012) define and demonstrate how to create a lesson plan utilizing the four principles of UDL. The four principles of UDL involves all three multiple means of representation, engagement, and action and expression, along with multiple means of measuring student's understanding through assessment. In assessment, the authors recommend that instructors use one or more option of in lesson planning including: method, formats, scope/range level, product and outcome, and feedback. For

each of the principles and options, the researchers provide applicable suggestions on how an instructor can incorporate these principles in a lesson plan.

This source is very helpful because it provides additional principles of UDL that the UDL Guidelines (CAST, 2018) does not provide. In comparison to other sources, this article uses an actual lesson plan as an example to explain how to design instruction using UDL and incorporate assessment methods. Additional resources below differentiate and compare formative and summative assessment to enhance learner achievement in an online environment.

### **Effective Ways to Provide Formative and Summative Feedback to Adolescents in an Online Course**

Kibble (2017) reviews the best practices of assessment, how to align assessment with expected learning outcomes, and how to measure learning outcomes to improve instruction. There are two forms of assessment, summative and formative. Summative assessment is a learning measurement tool that measures student learning after a period of instruction. Formative assessment is a form of assessment that can be given during any period of instruction. However, the primary role of formative assessment is for instructions to provide feedback to students to enrich the student learning process. When creating high quality assessments, incorporating the following criteria are important: Reliability, which is the reproducibility of the assessment; Validity or the ability of the assessment to measure what it is suppose to measure; Feasibility or cost effectiveness which is related to how realistic the test is compared to the context of instruction; Acceptance or alignment with stakeholders on the process and results of curriculum and Educational impact is when the assessment motivates student to hone in on the benefits of

the educational materials. The author makes the case that the best practice in course development is to focus on learning outcomes that are influenced by practical summative assessments.

The author suggests using the cognitive process of Bloom Taxonomy (applying, analyzing, evaluation, and creating) to align learning outcomes with assessment to improve course curriculum. Along with Bloom taxonomy, the author describes a taxonomy based on assessment called Miller's Pyramid (cite). Miller's pyramid helps instructors select the proper assessment tool based on a learning competency continuum. The learning competency starts with *the knows* (knowledge based), *the know how* (know what should be done), *the shows* (the ability to demonstrate a skill), and *the does* (applying competency in real life). The authors also outline assessment tools and describes the advantages and disadvantages of using each tool.

In sum, the best practice in curriculum design is to design backwards. Focus on defining learning outcomes with proper or more suitable assessments that can properly measure the learning outcomes.

Hoover and Abrams (2013) evaluate the frequency of the use of summative assessments in formative ways to measure student learning and understanding. Using the Classroom Assessment Literacy Inventory (CALI) via Survey Monkey, the researchers set out to find the different types and frequency of summative assessment instructors administer to learners. In this study, assessments are considered summative because they are conducted post-instruction. Formative assessment is the primary tool for data driven decision making (DDDM; Hoover and Abrams, 2013), in which the instructor tailors instruction practice according to learning outcomes and understanding. This is the

operational definition of teacher-generated assessment. The researchers found that teacher-generated assessment, common departmental assessment, and district benchmark assessments are most frequently administered on a weekly or quarterly bases. Overall, this study suggest that data assessments or formative assessments are not generated enough to increase student learning or understanding. All in all, summative assessments are rudimentary to instruction, however, frequent formative data assessment will advance instruction and enhance student learning and understanding to a mastery level.

### ***Formative Assessment***

Lawton, Bransford, Sander, Richey, French and Stephens (2012) provide evidence-based results to find if or how formative feedback impacts an online course. The impact of feedback varies based on the type of feedback and various methods of feedback. Overall, feedback can have a positive impact on learning; however, different forms of feedback yield different results. Formative assessment promotes learning achievement compared to summative assessment based on direct instruction. There are levels of formative assessment classified by Nyquist (2003), based on a continuum of feedback: *Weaker feedback* which involves validating learn response to *strong formative feedback* where learners receive validation for correct response, along with an explanation of the correct answer and activities to improv learning.

The purpose of Lawton et al's (2012) research is to find how formative assessment can support learner knowledge and skill development in an online learning environment. The authors propose that formative assessment in the online learning environment is a strategy that enhances the learning community's (learner, peer, and instructor) interaction and collaboration (Gikandi, Morrow, and Davis, 2011). This results

in more learner support and engagement. A qualitative analysis of the literature (total of 91 articles) were reviewed that included key features of formative assessment:

Assessment activities embedded within instruction, variety of assessment activities, ongoing feedback, learning outcomes outlined through assessment rubrics. They found ways to validate, sustain reliability, create functional online learning assessments. All formative assessment should be authentic or applicable to real life situations, feedback should be timely, ongoing, and easy to understand, along with providing adequate learner support. In order for online formative assessment to be reliable, learners should be provided with an opportunity to demonstrate their understanding by documenting the evidence of their learning. By doing this, it provides the instructors opportunities to measure the learners level of understanding of the learning content. When an instructor provides various approaches and perspectives, it leads to multidimensional evidence of learning. Finally, the availability and disbursement of clearly defined and interpretable rubrics, supports learners by allowing student to assess their learning.

Since formative feedback has been founded to promote learner engagement, increase levels of achievement, and enhance student's motivation to learn, Vanderwell and Boboc (2013) provide multiple formative assessment strategies tailored to the online environment. Along with strategies, the authors provide options, tips, and suggestions for instructors to embed and tailor formative assessments according to the needs of the learners and the format of instruction. The examples of formative assessment for online learning are online journaling reflection paper, The Minute paper, role-playing, hook questions wall, and checking in with students. The article is especially useful to me



because the authors provide a diverse set of formative assessments that employs cognition or higher order of thinking.

On the contrary, Grosas, Raju, Schuett, Chuck, and Millar (2016) set out to find whether the formative assessment process will enhance or increase student performance or outcome of final summative exams. In this study, multiple assessments were given throughout that semester, that served as a pre-test and replicated test items of the final summative assessment. All these forms of formative assessment were compared the final exam (summative assessment). Formative assessment was operationalized as individual feedback given to students, frequent review of a lesson, or direct emphasis on various elements of the lesson. They found that formative assessment did very little to increase or enhance the outcome of the summative assessment. The problem is that the verbal feedback was too shallow. This means that the instructor praised correct answers and provided the correct response to wrong answers. In all, this did not allow students to think critically or reflect on the subject matter.

Moving forward, instructors should have a tool to measure the effectiveness of their formative feedback. If the formative feedback lacks effectiveness, the instructor should be prepared to approach the lesson in a different way.

### **Summary**

This chapter provided a review of the literature that discusses motivation and behaviorism and its relation to financial literacy and impulsivity. Additionally, the researcher explores effective ways to provide formative and summative feedback to adolescents in an online financial course. Chapter Three provides intel on the planning of the research product along with feedback from Subject Matter Experts (SME) and Instructional Design Experts (IDE). In the case of this project, the SMEs are professionals that

work in financial planning/management or have advanced degrees. Chapter Four illustrates the development and description of the online financial literacy course. Finally, Chapter Five discusses the findings of the analyzed feedback of the SMEs, the strengths and weaknesses of the project, and recommendations for further research for financial literacy education for adolescents.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

The project titled *Online Financial Literacy Course for Adolescents* was designed following the Successive Approximation Model 2 (SAM 2) model (Allen & Sites, 2012). The researcher chose to use SAM 2 for the development of the digital product because this model of development is ideal for large and complex projects. This digital product qualifies as a large and complex project because it not only involves the development of an e-Learning course design, but also involves the development of a website to house the e-Learning *Online Financial Literacy Course for Adolescents*.

The evaluation of the *Online Financial Literacy Course for Adolescents* project was completed by subject matter experts (SME) and instructional design experts (IDE) who evaluated the project using a combination of quantitative and qualitative surveys. Appendix C includes the Institutional Review Board (IRB) waiver letter and which includes a letter from the Master of Science in Instructional Design and Technology that explains the evaluation process completed by SMEs and IDEs.

#### **Participants**

An email was sent out to solicit the participation of SMEs and IDEs (See Appendix D for email template). A total of four (2 SMEs and 2 IDEs) evaluated and reviewed the website, [www.twealth.org](http://www.twealth.org), and the *Online Financial Literacy Course for Adolescents*, which is embedded within the website.

### ***Subject Matter Experts as Evaluators***

Two SMEs served as evaluators of the digital product. Both SMEs have occupations as educators in the university setting with advanced degrees in Education. They received their advanced degrees at California State University, Fullerton. These SME characteristics are important for evaluating the digital product because they have experience in curriculum planning, analyzing the quality and appropriateness of assessments, and research effectiveness or analyzing the validity of product content.

### ***Instructional Design Experts as Evaluators***

Two IDEs served as evaluators of the digital product. Both IDEs have advanced degrees and have occupations as Instructional Designers within the County of Los Angeles. One of the IDEs received their advanced degree from California State University, Fullerton and is an Alumnus from the Master of Science in Instructional Design and Technology (MSIDT) program. These IDE characteristics are important for evaluating the e-Learning course and website because they have experience building instructional design products and analyzing usability of the digital designs.

### **Target Audience**

An online financial literacy course targeting adolescents (ages 12 to 17) was created to enhance their knowledge before making uneducated financial decisions as young adults. Primarily my target audience is adolescents; however, both adolescents and adults will benefit from the online financial literacy course.

### **Instrument**

The digital product includes a website, [www.twealth.org](http://www.twealth.org), and the Online Financial Literacy Course for Adolescents – which is a series of instructional courses and

modules to help build financial literacy for adolescents. Therefore, two assessment tools were adapted to evaluate the website – *Web Design Best Practices Checklist* (Morris, 2016), which is titled *Website Evaluation* and the quality of the e-Learning financial literacy course modules – *A Checklist to Assess the Quality of an e-learning course* (Connect Thinking, 2013), which is titled *e-Learning Course Evaluation*, see Appendix E and F. The researcher made additions to both assessment tools by adding four demographic questions. Both assessment tools ask participants for their occupation, highest degree completed, degree major, and age group.

### **Data Collection**

Upon receipt and acceptance of role as SME or IDE, the participants evaluated and completed both evaluation forms: the *e-Learning Course Evaluation* and the *Website Evaluation*. Participants sent their completed forms to the researcher via email by attaching a scanned copy or electronic copy of both evaluation tools.

### **Data Analysis**

The *e-Learning Course Evaluation* and the *Website Evaluation* contains both quantitative and qualitative evaluative items. For the modified *e-Learning Course Evaluation*, a 3-point likert scale was used to assess navigational functions (5 items), visual design (6 items), the instructional design approach (5 items), interactivity (6 items), the use of narration and text (11 items), and assessment (4 items), along with a series of open-ended questions (4 items). There is a total of forty-one items in the *e-Learning Course Evaluation*. Similarly, the *Website Evaluation* includes a 3-point likert scale assessing page layout (11 items), navigational functions (7 items), colors and graphics (9 items), content presentation (15 items), and accessibility (10 items), as well as

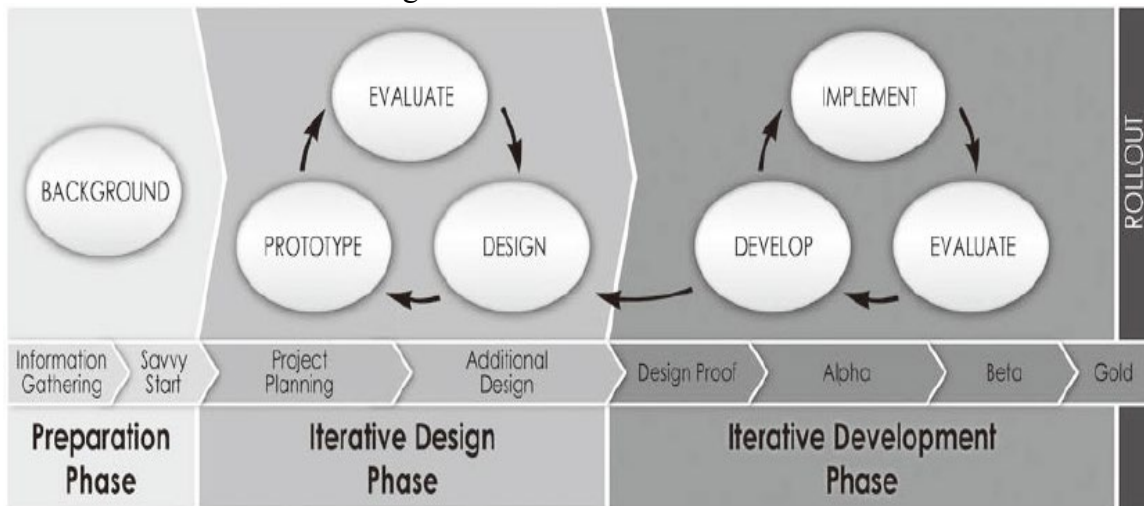
a free response comment section. There is a total of fifty-three items in the *Website Evaluation*.

## Procedure

### *Successive Approximation Model 2 (SAM 2)*

As previously mentioned, the researcher designed the digital prototype by following the Successive Approximation Model 2 (SAM 2) model (Allen & Sites, 2012). The researcher used SAM 2 for the development of the digital product because this model of development is ideal for large and complex projects. The SAM 2 model is divided into three phases of development: The preparation phase, the iterative design phase, and the iterative development phase (Allen & Sites, 2012). See figure 3-1.

Figure 3-1 Overview of SAM 2



Source. Adopted from Allen & Sites, 2012, p.40

### *The Preparation Phase*

The preparation phase of the SAM 2 model does exactly what the name implies, prepare or prep. This phase is made up of two elements: information gathering and a savvy start. “The preparation phase is the period for gathering background information before attempting to design the first solution” (Allen & Sites, 2012, p.40). Therefore, the

information gathering portion for this digital product was the collection and review of available financial literacy curriculum and lesson plans, research articles, and website searches. The other element of the preparation phase is the savvy start. A savvy is when “further information is discovered by design and review of a rapidly constructed, disposable prototype” (Allen & Sites, 2012, p.42). The researcher developed a rapidly (less than one full semester’s time) constructed prototype called *The Building Blocks of Financial Literacy: A Learning Series* (See Appendix L for prototype illustrations). With this prototype, researcher was able to test ideas of curriculum design and evaluate how to address the development of the final product. Upon completion of the preparation phase the researcher moved into the iterative design phase.

### ***The Iterative Design Phase***

The iterative design phase is also made up of two elements: project planning and additional design. Project planning is the “assessment of remaining project development details affecting timeline and budget” (Allen & Sites, 2012, p.43). For this digital product, the researcher created a planning document to assist in the planning of this product. Similar to this chapter, the planning document outlines the product’s topic, needs assessment, characteristics of the target audience, goals, learning objects, prerequisites and course specifications, design, and evaluation criteria and tools. A flowchart is incorporated in the planning document to illustrate the flow or sitemap of the *Online Financial Literacy Course for Adolescents*, along with an illustration of the website’s home page, and the home screen and main menu for the first topic lesson of the instructional design (see Appendices G, H, and I). Additional design involves the enhancement of a prototype. In this instance, the researcher revamped and created

enhancements to the design of the prototype created in the preparation phase. Iterations in both the design and development phases allow for the developer to evaluate the prototype or product and make corrections in the development and implementation of a product (Allen & Sites, 2012). Depending on how larger or complex a project is, a designer or developer can go through several cycles or iterations of evaluations, development, and implementations for both the design and development phases.

### ***The Iterative Development Phase***

Unlike the other phases the iterative development phase is made up of four elements: (a) Design proof - draft of digital product or first production cycle; (b) alpha - the full development and evaluation of a digital product or second production cycle; (c) beta – modified or corrected version of alpha essentially having no functional errors; and (d) gold- the final phase of development in which all errors found in beta are rectified, no more development is needed, which marks the initiation of the beginning of the rollout or implementation of the product. Upon the evaluation and review of the digital product by the SMEs and IDEs, the researcher corrected the necessary errors to prepared for the rollout of the final digital product.

### **Summary**

This chapter provided intel on the planning of the research product along with feedback from Subject Matter Experts (SME) and Instructional Design Experts (IDE). In the case of this project, the SMEs are professionals that work in financial planning/management or have advanced degrees. Chapter Four illustrates the development and description of the online financial literacy course. Finally, Chapter Five discusses the findings of the analyzed feedback of the SMEs, the strengths and



weaknesses of the project, and recommendations for further research for financial literacy education for adolescents.

## CHAPTER FOUR

### DESCRIPTION OF INSTRUCTIONAL PRODUCT

#### **Online Financial Literacy Course for Adolescents**

In this section, the researcher will discuss the planning and development process, online with a detailed description of the financial literacy digital project. This digital project, *Online Financial Literacy Course for Adolescents* is a learning series for financial literacy, covering topics such as making financial decisions, making money, budgeting, banking, credit, borrowing money, saving and investing.

#### ***Goals***

In terms of primary and secondary public education, many of the tangible courses that prepared youth for adulthood (i.e., home-economics and driver's education) have been terminated. The most practical subjects for adult preparation that are required in school is reading, writing, and math literacy. Financial literacy education needs to be spread among the youth, especially the underprivileged so that they could make better financial decisions as adults. The overarching goal of *Online Financial Literacy Course for Adolescents* is to deliver an online financial literacy course to adolescents to enhance their knowledge of economics before making uneducated financial decisions.

#### ***Needs Assessment***

Many people may be financially savvy, however, an overwhelming majority is financially illiterate (Lusardi, 2015). Time has changed for post-retirement financial security from the employer. Currently, career with pensions are limited; declining social security assistance; lack of investment knowledge; lack of savings; and massive accruing of debt. There are alarming statistics that support the need for a nationwide movement for

financial literacy education. First, “The national personal savings rate – as a percentage of disposable personal income – has been declining since the 1980s and dipped below zero in 2005 for the first time since 1933 - It remains below zero” (Anonymous, 2008, p. 2A). Second, the savings accumulated for almost half of workers saving for retirement as is less than the \$25,000 (Anonymous, 2008). Third, on average, the United States court see roughly 2,000 filings for bankruptcy, which is about one million filings per year (Anonymous, 2008). The goal of this instructional product is to fill the gaps of financial illiteracy to help others become more financially literate. Lusardi and Mitchell (2014) discuss that retirement planning has shifted from employer-sponsored pension plans and social security to individualized financial planning (i.e., savings, investing, and borrowing). The problem is that many households are undereducated and lack financial literacy, and society relies heavily on parents to teach and passed down financial knowledge to their children.

How can financial education be shared with children whose parents do not have the financial capital wealth of knowledge? The first advised solution is to add financial literacy education into the curriculum of schools of children and adolescents before they reach the age of handling money on a large scale and making major financial decisions (Lusardi, 2015; Solomon, 2018). There is no national standard curriculum for financial literacy in middle and secondary schools. Therefore, creating an online financial education course opens access to all students. Second advised solution is to meet the need for library-based financial literacy education resources since public libraries are limited in their resources for financial literacy accessibility for the public (Keller et al., 2015). In the online financial literacy course, there are resources (i.e., articles, tips,

practice financial simulations, etc.) available in addition to financial literacy instruction for users to maximize their growth in finance.

Finally, the design financial literacy education is intended for the most vulnerable demographics. According to research, the most vulnerable groups are the youth, the elderly, African Americans, and females (Anonymous, 2008; Lusardi, 2015; Lusardi, 2019; Lusardi & Mitchell, 2014). Since we are now in the era of technology and accessibility, the strategy to provide financial literacy education to the vulnerable population is publicizing the online course through ads, sharing by social media, and using search engine optimization (SEO). As for the development of the *Online Financial Literacy Course for Adolescents*, the courses was designed to offer support and not intimidate the users. Even if that means simplifying the communication of financial literacy terminology to the understanding of the common individual.

### **Learning Task Analysis**

The *Online Financial Literacy Course* includes multiple levels of interactive features including navigation buttons, audio, drag and drop simulations, and knowledge checks to assess the learner's understanding of learning objectives.

### ***Learning Objectives***

The web-based financial literacy course for adolescents will help remedy the lack of financial education amongst our youth. This course provides a break down budgeting and money management tips to increase financial literacy. This instructional product addresses and teaches learners the basic keys to financial success. Upon the success of each core financial principles, learners will be able to:

- Distinguish between wants and needs when making spending decisions.
- Identify the intricacies of generating income.

- Create and maintain a budget.
- Perform tasks associated with a bank.
- Differentiate the pros and cons of borrowing money.
- Identify the benefits of saving.

### ***Prerequisites***

There are several prerequisites for end users associated with this project. The target audience must have the basic computer and online navigational skills.

Additionally, for end users to access this online digital product, their computer system must meet the minimum technical computing needs. The user's operating system for PCs should be Windows 2000 or higher, or Macintosh OS X 10.6 or higher. The processor should be 2.5 (+) GHz with and a 17-inch monitor with a resolution capability of 1024 x 768 or larger. Users should have a dependable internet connection, and the latest versions of the following plug-ins: Adobe PDF reader, Real Player, QuickTime, Flash Player.

When accessing the internet one of the following browsers will be necessary: a) Firefox 22 or higher (PC); b) Internet Explorer 9.0 or higher (PC); Google Chrome; and d) for Mac is Safari (Java and JavaScript must be enabled).

### ***Navigational Controls***

The *Online Financial Literacy Course* is housed on the [www.twealth.org](http://www.twealth.org) website. This website was built on [WordPress.com](http://WordPress.com). Appendix G has a flowchart that also serves as a site map for the website. In the site's main navigational menu, users can navigate to the *About Twealth* page, the *Contact Us* page, the *Financial Literacy Course* home page, and have the ability to login or register as a user on this site. As seen in Appendix H, the website's homepage provides a list of short descriptions of learning goals for each for course topic. There is a total of nine course topics, however, only the course called

*Managing Money* or *Money Management* (terms used interchangeably) is link to the *Managing Money* tab on the Financial literacy course page.

Appendix I shows the financial literacy course home page along with the title screen for the *Money Management* course. Additionally, Appendix J displays the main menu screen for the first topic lesson of the instructional design - Money Management. The instructional prototype was created using *Articulate Storyline* (2018). The *Money Management* course is divided into four sub-topics and an overall assessment of those sub-topics. Each of the nine tabs navigate is its express course topic: Managing Money, Making Money, Budgeting, Banking & Financial Services Saving and Investing, Borrowing, Major Purchases, Insurance, and Financial Trouble. As previously mentioned, the *Managing Money* course is the that was fully developed, thus serving as the instructional prototype. All other tabs show the title page of the course topic on long with a man holding an “Under Construction” sign (see Appendix K).

The frame or skin of the financial literacy course design houses the navigational controls of the e-Learning course. The frames include a *NEXT* button located on the lower right corner of the frame and a *PREV* button positioned to the left of the *NEXT* button located on the lower right corner of the frame. the rest of the frames contain a *Continue* or *Submit* button. Each frame that contains audio narration, the frame provides an icon that allows users to control the volume. Users can mute audio from the toolbar.

### ***Audio***

Due to the lack of sophisticated voice audio software and lack of time, audio was only used in the first two slides of each sub-topic in the *Money Management* course topic. The sub-topics in *Money Management* are *Money Habits*, *Goals*, *Making Decisions*, and

*Spending & Cash Flow*. The designer used the *Text-to-Speech* function narrated by Joanna in *Articulate Storyline* (2018) to provide audio narration of the learning goals (Slide 1) and learning objectives (Slide 2) of each sub-topic.

### ***Drag-and-Drop Simulations***

To assess the knowledge and understanding of the learning material, the instructional designer embedded drag-and-drop simulations within the learning modules. In the *Money Habits* module, learners were assigned to complete two types of drag-and-drop simulations. In one of the simulations, learners were tasked with dragging each money habit statement and dropping the statement in the area of the corresponding positive or negative spending habit box. In the other simulation, learners were tasked with dragging each image and dropping the image in the area of the corresponding *Want* or *Need* shopping care category. These drag-and drop simulation was not a graded quiz, however, it functioned as a method of formative assessment or knowledge check. In the overall course *Assessment*, learners were tasked with dragging each term and dropping the term in the area of its corresponding definition box. This particular drag-and-drop simulation is graded and tested learner on their ability to identify and recall foundational terms in financial literacy education.

### ***Assessments***

In addition to the drag-and drop simulation, the designer incorporated eight multiple choice questions which tests the learners understanding of all the modules in the *Money Management* course. Each question is worth 10 points and learner are allotted two attempts for each question. As for the drag-and drop, each term that is correctly paired with its corresponding definition is worth five points. Altogether, the assessment in worth

105 points. In order to pass the course, learners must earn at least eighty-four points (80%), by providing the correct response.

### **Instructional Strategies**

Throughout the *Online Financial Literacy Course*, the designer incorporated several drag-and-drop simulations as previously discussed. The instructional strategy that corresponds with the Drag-and-Drop tasks is a strategy called *Concept Attainment* (Silver, Morris, and Klein, 2010) Concept Attainment is when a learner develops the ability to understand concepts through attributes of the new topic. Critical attributes help students examine and identify examples and non-examples of a given concept. In the learning module knowledge checks, learners would pair terms, statements, or images with its corresponding category or example. In the case of distinguishing between *Wants* and *Needs*, learners would be able to assess their concept attainment by when or not they dropped the item (image) into the right category.

Learners are given full control of their learning throughout the *Online Financial Literacy Course*. “Learner control is implemented by navigational features such as forward/back/replay buttons, slider bars, menus, site maps, and links that allow learners to select the topics and instructional elements they prefer as well as manage their pace through a lesson” (Clark and Mayer, 2016, p. 335). Upon the start of the *Money Management* training, users are given the option to choose any subtopic to start the course. Also, the course skin allows user to navigate backwards (using PREV button) and forward (using NEXT button) throughout the course. Additionally, learners have the ability to exit the course with their learning progress automatically saved if the learner registers for login credentials.



## Summary

This research is divided into five chapters. The first chapter presents an overview of the research and its associated product. Chapter Two provides a review of the literature that discusses motivation and behaviorism and its relation to financial literacy and impulsivity. Additionally, the researcher explores effective ways to provide formative and summative feedback to adolescents in an online financial course. Chapter Three provides intel on the planning of the research product along with feedback from Subject Matter Experts (SME). In the case of this project, the SMEs are Instructional Designers and professionals that work in financial planning/management. Chapter Four illustrates the development and description of the online financial literacy course. Chapter Five discusses the findings of the analyzed feedback of the SMEs and recommendations for further research for financial literacy education for adolescents. Furthermore, the Appendix includes the IRB waiver letter, a recruitment email template, website evaluation, e-learning course evaluation, screenshots of the website and online course, production analysis and a detailed budget for this project. Additionally, a visualized PDF version of the entire *Money Management* course is included in Appendix R.

## CHAPTER FIVE

### FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

As previously discussed, the researcher covered topics introducing an overview of the research and the online financial literacy course (Chapter One). A review of the literature was included in Chapter Two that discussed motivation and behaviorism, its relation to financial literacy and impulsivity, and explored effective ways to provide formative and summative feedback to adolescents in an online financial course. In Chapter Three the researcher provided intel on the planning of the research product along with feedback from SMEs and IDEs. Chapter Four illustrated the development and description of the online financial literacy course. In this chapter, the researcher discusses the findings of the analyzed feedback of the SMEs and IDEs, the strengths and weaknesses of the project, and recommendations for further research for financial literacy education for adolescents.

#### Findings

As previously noted, Chapter Three discussed the characteristics of the SMEs and IDEs who evaluated the *Online Financial Literacy Course*. These experts evaluated the overall website design of Twealth.org as well as the *Money Management* e-learning course.

#### *Website Evaluation*

A majority of the evaluators scored the *Website Evaluation* similarly, which assessed *Page Layout* (11 items), *Navigational Functions* (7 items), *Colors and Graphics* (9 items), *Content Presentation* (15 items), and *Accessibility* (10 items). Instead of choosing “yes” or “no” on the Likert scale, one IDE checked off “Sometime / Not Sure”.

In the open-ended *Comments* section, many of the evaluators used this section to recommend elements of personal preference such as changing the length of information provided. Others used this section to recommend elements to improve the website. Overall, the evaluators stated that the website is clean, concise, and easy to navigate (see Appendix P for responses).

### ***e-Learning Course Evaluation***

For this evaluation, only three of the evaluator's assessments are included in the findings because one SME provided an incomplete evaluation. Similar to the website evaluation, the *e-Learning Course Evaluation*, included a 3-point Likert scale that was used to assess *Navigational Functions* (5 items), *Visual Design* (6 items), the instructional design approach (5 items), interactivity (6 items), *The Use Of Narration And Text* (11 items), and *Assessment* (4 items). Majority of the Likert scaled items were similarly scored by both SMEs and IDEs. However, instead of choosing "yes" or "no" on the Likert scale, one IDE checked off "Sometime / Not Sure". However, in this evaluation, there were four open ended response items. The first item inquired about the financial literacy content concurrent with today's standards. All evaluators agree that content was relevant with today's standards. The second item asks if there any topic missing that should be added. All evaluators replied no to this item. The third item inquired if there any topics the are incorporated in the course that should be deleted. All evaluators responded with "no". The fourth item allows for evaluators to input their suggestions, feedback, or tips. Responses are listed in Appendix Q.

## **Research Question Findings**

The following research questions were explored in Chapters One and Two of this research paper. Chapter Two reviewed the literature to help the researcher formulate conclusions to answer these research question as it related to my project. As a reminder, the five research questions below included:

1. What factors influence adolescents to be unmotivated about financial literacy education?
2. Which mastery and understanding learning strategies can be used to enhance learning in an online financial literacy course?
3. How are motivation and behaviorism related to financial literacy and impulsivity?
4. How does impulsivity impact spending decisions?
5. What are effective ways to provide formative and summative feedback to adolescents in an online financial course?

### **What Factors Influence Adolescents to be Unmotivated About Financial Literacy Education?**

Several factors influence adolescents to be unmotivated by financial literacy education. Research points to phenomena such as cognitive overload or too much information that effects the learner's ability to process information, high tasks load and lack of resources or tools to complete tasks, and a heightened level of difficulty to complete the tasks. All these factors are correct. Learner's may experience cognitive overload when learning about successful financial practices, especially since many people - racial and gender (female) minorities - lack parental and educational guidance in learning how to manage their finances for their present and their future. Additionally, the

application of finance management is lifelong, and many youths do not see the benefits of saving for retirement if there is no short-term reward of good financial management behavior.

### **Which Mastery and Understanding Learning Strategies can be Used to Enhance Learning in an Online Financial Literacy Course?**

In the review of the literature, there is a consensus among researchers that Universal Design for Learning (UDL) incorporates elements of mastery and understanding, which are learning strategies that may be used to enhance learning in an online financial literacy course. Universal Design for Learning combines the three principles – Presentation, Action, and Expression and Engagement – to serve as the foundation of the tens steps to create an online course or curriculum development. Most research-based studies show statistical significance proving that the incorporation of UDL will promote student engagement. Overall, the purpose of applying UDL in instruction is to create a learning environment for all learners that promotes adaptability for all student regardless of their abilities or disabilities. Since the target audience for the online financial literacy course are adolescents, the course design cannot be based on standardized capabilities, instead, it would have to incorporate an all-inclusive approach to design. Therefore, the bigger picture in online course design is inclusivity and when properly integrated in an online arena, will enhance learner mastery and understanding in this *Online Financial Literacy Course*.

## **How Does Impulsivity Impact Spending Decisions?**

Researchers predicted that negative spending decisions are positively related to impulsivity, and people who are financially ignorant will impulsively make more negative spending decisions than those who are financially literate. The evidence of the correctly predicted results suggests that in teaching financial literacy, the learner should be equipped with self control skills, and decision-making skills under pressure. In essence, knowledge based financial literacy is not the only factor necessary to help one make good financial decisions, but behaviorism must be applied as well. This means that beyond knowledge, one must modify their spending behavior especially when impulsivity is involved. Consumer marketers and advertisers create ads to prey on impulsive buyers. If these buyers attend a financial literacy course that incorporates behaviorism to modify impulsive behavior, they would more likely make better spending decisions than those who are financially literate without the behavior modification.

## **How are Motivation and Behaviorism Related to Financial Literacy and Impulsivity?**

As previously illustrated, in order to integrate motivation and behaviorism, behaviorism must allow for internal cognitive processing. This is done through a modified version of behaviorism called neobehaviorism. In neobehaviorism, an intrinsic organismic (O) variable is introduced to mediate the stimulus (S) and response (R) (Moore, 2011). This means that stimulus-response is no longer a reflex or habit, but it now incorporates internal cognition. In this case, the mediating organismic variable is motivation, and the process is reflected as stimulus (S) – motivation (O) – response (R).

Overall, in order to create an effective financial literacy course, the goal would be to find the appropriate extrinsic motivational factor, consequence, and/or reinforcement that will translate to a more intrinsically motivated orientation that results in internalization. It has been stated that the learner must find any subject matter to be relevant and/or important in order for the learner to be motivated and engaged in any learning task (Mandell & Klein, 2007). Therefore, providing learners with immediate and long-term benefits of saving money for retirement or goals and making positive spending decisions could be the extrinsic factor that promotes internalization. Recommendations of ways to induce internalization in a financial literacy course is by introducing the subject matter with successful and unsuccessful testimonies from retired individuals, as well as providing tools and ways to successfully retire. In sum, the overall mission in the development of a financial literacy course is not just to increase one's financial knowledge and understanding, moreover, the mission is to extrinsically prompt students to become intrinsically motivated to care about financial literacy and retirement.

### **What are Effective Ways to Provide Formative and Summative Feedback to Adolescents in an Online Financial Course?**

There are two forms of assessment, summative and formative. As a reminder, summative assessment is a learning measurement tool that measures student learning after a period of instruction. Formative assessment is a form of assessment that can be given during any period of instruction. The primary role of formative assessment is for instructions to provide feedback to students to enrich the student learning process. When creating high quality assessments, incorporating the following criteria are important: *Reliability*, which is the reproducibility of the assessment. *Validity* or the ability of the

assessment to measure what it is suppose to measure. *Feasibility* or cost effectiveness which is related to how realistic the test is compared to the context of instruction. Additionally, the best practice in curriculum design is to design backwards. Focus on defining learning outcomes with proper or more suitable assessments that can properly measure the learning outcomes. Summative assessments are rudimentary to instruction. However, frequent formative data assessment will advance instruction and enhance student learning and understanding to a mastery level. Formative assessment promotes learning achievement compared to summative assessment based on direct instruction.

Since formative feedback has been founded to promote learner engagement, increase levels of achievement, and enhance student's motivation to learn. Examples of formative assessment for online learning are online journaling reflection papers, role-playing, hook questions wall, and checking in with students through discussion forums.

### **Conclusions**

Based on the information presented in the previous sections, the researcher plans to improve the online instructional product or *Online Financial Literacy Course* by integrating appropriate motivational factors in the instructional design, that will translate external motivation to a more intrinsically motivated orientation of the learner. Therefore, the researcher will provide learners with multimedia styled lessons, prompt feedback, incorporate frequent assignment reminders via email, and a create a social orientation online learning (i.e. discussion forums and a blog section for peer feedback). These extrinsic factors are very likely to promote and maintain learner motivation through this online course. Additionally, the researcher will continue to apply UDL principles in her online product to create a learning environment for all learners. This promotes



adaptability and learning ability for all students, regardless of their abilities or disabilities. Finally, the researcher will continue to embed formative assessments for learners in the form of knowledge checks and feedback. Not only will the researcher be able to gauge the learner's understanding for the online lessons, but learner's themselves can gauge their learning. Similarly, with summative assessment, all learner's will be able to take a cumulative multiple-choice online assessment for each topic of financial literacy. These assessments incorporate items that measure learner's understanding and mastery of the course's learning objectives and goals.

### **Recommendations**

As a reflection of the SMEs' and IDEs' feedback from the Website Evaluation and e-Learning Course Evaluation Forms, their recommendations were minimal. Besides correcting grammatical errors, the evaluators recommended that the researcher use examples that are related to youth experiences, such as dating. Another recommendation is that the researcher finish creating instructional design for the other course topics. Most of these recommendations are feasible and attainable and can be corrected in a short amount of time. However, the remaining course topics (*Making Money, Budgeting, Banking & Financial Services, Saving & Investing, Borrowing, Major Purchases, Insurance, and Financial Trouble*) are in the early stages of development and could take at least one year to roll out the finalized course topic to complete the *Online Financial Literacy Course*. Moving forward, the researcher's plan is it to complete the entire online course and make the course accessible to all mobile devices via *Google Play Store* and *iPhone App Store*. Successful completion of the *Online Financial Literacy Course for*

*Adolescents* and its responsive nature to most (or all) devices, the researcher will serve as a small force contributing to financial education awareness movement.

### **Summary**

This research is divided into five chapters. The first chapter presents an overview of the research and its associated product. Chapter Two provides a review of the literature that discusses motivation and behaviorism and its relation to financial literacy and impulsivity. Additionally, the researcher explores effective ways to provide formative and summative feedback to adolescents in an online financial course. Chapter Three provides intel on the planning of the research product along with feedback from Subject Matter Experts (SME). In the case of this project, the SMEs are Instructional Designers and professionals that work in financial planning/management. Chapter Four illustrates the development and description of the online financial literacy course. Chapter Five discusses the findings of the analyzed feedback of the SMEs and recommendations for further research for financial literacy education for adolescents. Furthermore, the Appendix includes the IRB waiver letter, a recruitment email template, website evaluation, e-learning course evaluation, screenshots of the website and online course, production analysis and a detailed budget for this project. Additionally, a visualized PDF version of the entire *Money Management* course is included in Appendix R.



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## Appendix A

Framework for Adapting Motivation Design to the Morrison, Ross, and Kemp Model

<i>ARCS Phase</i>	<i>Instructional Design Process</i>	<i>Motivational Design Steps</i>	<i>Interpretations</i>
Define	Instruction problem analysis Learner and contextual analysis  Task analysis  Instructional objectives	Motivational audience analysis   Prepare motivational objectives and criterion measures	Analyze learner's prior knowledge and needs. Define general level of learner motivation, learner characteristics, and environmental factors. Identify the content required to solve the instructional problems. Generate motivational as well as instructional objectives and prepare methods for assessing the objective.
Design	Sequencing  Instructional strategies	Create potential motivational strategies Select strategies Integrate strategies	Sequence the instructional content to help learner achieve the objectives. Create potential strategies for each motivational objective and instructional objective. Select appropriate strategies. Incorporate the strategies into the instructional content.
Develop	Message design	Create motivational instruction and improve existing instruction Developmental test	Develop materials that effectively integrate the motivational and instructional strategies. Enhance existing instructional product. Conduct developmental tests (formative evaluation).
Pilot	Development of instruction  Evaluation	Implement with target population representatives Evaluate motivational outcomes   Revise instruction	Implement the instruction to representatives of the target population. Administer formative evaluation to measure the adequacy of instruction and motivational effects of the instructional materials. Revise the instructional product.

*Source.* Adapted from Cheng and Yeh, 2009, p. 602.

## Appendix B

### Modified UPPS Impulsive Behavior Scale (M-UPPS)

Below are a number of statements that describe ways in which people act and think. For each statement, please indicate how much you agree or disagree with the statement by selecting one of the following: 1- Strongly Agree; 2- Agree; 3- Disagree; 4 Strongly Disagree.

1. I have a reserved and cautious attitude toward life.
2. I have trouble controlling my impulses.
3. My thinking is usually careful and purposeful.
4. I have trouble resisting my cravings (for food, cigarettes, etc.).
5. I am not one of those people who blurt out things without thinking.
6. I often get involved in things I later wish I could get out of.
7. I like to stop and think things over before I do them.
8. When I feel bad, I will often do things I later regret to make myself feel better now.
9. I don't like to start a project until I know exactly how to proceed.
10. Sometimes when I feel bad, I can't seem to stop what I am doing even though it is making me feel worse.
11. I tend to value and follow a rational, "sensible" approach to things.
12. When I am upset I often act without thinking.
13. I usually make up my mind through careful reasoning.
14. When I feel rejected, I will often say things that I later regret.
15. am a cautious person.
16. It is hard for me to resist acting on my feelings.
17. Before I get into a new situation I like to find out what to expect from it.
18. I often make matters worse because I act without thinking when I am upset.
19. I usually think carefully before doing anything.
20. Before making up my mind, I consider all the advantages and disadvantages.
21. In the heat of an argument, I will often say things that I later regret.
22. I always keep my feelings under control.
23. Sometimes I do impulsive things that I later regret.

Scoring Instructions: This version of the UPPS Impulsive Behavior scale uses a 1 (agree strongly) to 4 (disagree strongly) response format. Because the items from different scales run in different directions, it is important to make sure that the correct items are reverse-scored. I prefer to make it so that all of the scales run in the direction that higher scores indicate more impulsive behavior. Therefore, I am including the scoring key for (lack of) Premeditation and Urgency.

(lack of) Premeditation (no items are reversed)

items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 20.

Urgency (all items except 1 are reversed)

items 2 (R), 4 (R), 6(R), 8 (R), 10 (R), 12 (R), 14 (R), 16 (R), 18 (R), 21 (R), 22, 23 (R)

## Appendix C

### Institutional Review Board (IRB) Waiver Letter

From: LaTarah Hall

Date: 6/5/2019

To: MSIDT Faculty

California State University, Fullerton

MSIDT Faculty

The purpose of this letter is to request that my project titled, Online Financial Literacy for Adolescents be given exempt status from review by the CSUF institutional review board (IRB). I am submitting this letter so as to expedite the IRB process.

As a student in the Master of Science in Instructional Design and Technology Program at CSUF, I am required to submit a digital learning product that demonstrates the knowledge and skills that I have acquired in the program. The MSIDT program focuses on the application of technology for teaching, learning and curriculum development used by professionals. A requirement for completion of the program is the development and evaluation of a digital learning product that can be used to meet an instructional need.

Along with this letter, I am submitting an abstract that describes my digital learning product in detail. Once this digital learning product has been developed, I will need to conduct an evaluation that will evaluate the digital learning product's effectiveness with a group of Subject Matter Experts and Instructional Design Experts. This evaluation will also provide me with information that will help me improve the instructional product. The evaluation is mixed methods (qualitative and quantitative data) with convenience sampling of a small number of Subject Matter Experts and Instructional Design Experts. The results of the evaluation will only appear in my master's project.

If you have any questions or concerns, please do not hesitate to contact me at the following address:

9120 Cedar St.,

Bellflower, Ca 90706

(562) 616-2238, [Lhall270@csu.fullerton.edu](mailto:Lhall270@csu.fullerton.edu), Cohort 17

I appreciate your help with this matter, as this will facilitate the completion of my final digital learning product for the MSIDT program.

Sincerely,

La Tarah Hall

## Appendix D

### Institutional Review Board (IRB) Acceptance Letter



Master of Science  
Instructional Design & Technology  
College of Education  
2600 Nutwood Avenue  
Fullerton, CA 92831  
657-278-3786

June 1, 2019

LaTarah Hall,

Your IRB proposal letter has been received and reviewed. Your Master of Science in Instructional Design and Technology project qualifies for an IRB waiver. Your digital project is not designed to develop or contribute to generalizable knowledge as described in CFR 46.102(d). The primary focus of your project is based on the production and evaluation of a digital instructional product which does not involve human participants, a formal IRB review is not required and you may commence the development and evaluation of your digital instructional product.

Dr. Cynthia Gautreau, Director  
MS Instructional Design and Technology  
College of Education  
California State University Fullerton

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy  
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma /  
Stanislaus



## Appendix E

### Recruitment Email Template

Hello (Prospect's Name),

My name is LaTarah Hall, a current Master's in Instructional Design and Technology student at CSU Fullerton. I am in need of a Subject Mater Expert (SME) or Instructional Design Expert (IDE) to review my Instructional Project.

Would you be willing to help me with this portion of my final project? If so, keep reading and follow the instructions below:

You will be reviewing my website (Twealth.org) and instructional design (Money Management) prototype to educate youth on foundational financial principles. The link is below:

[www.twealth.org](http://www.twealth.org)

Attached are:

- The eLearning Course Evaluation
- The Website Evaluation
- Chapters 1 & 2 of my thesis (if you would like to gain some insight about my project)

Feel free to forward this email to anyone else that is willing to help review my project. They must meet at least one of the following criterion:

- An instructor / teacher
- An Instructional designer
- A website designer
- Works in a financial / economical profession

Could you please assess the website and the Financial Literacy Course (housed within the website) **ASAP**? My hard deadline is **June 14, 2019**. I will need to write up my assessment chapter really soon. My final semester ends the first week of August 2019, therefore, I do not have a full semester to complete my thesis.

I greatly appreciate you helping me complete my graduate degree. Also, here is my e-portfolio website ([www.myparadocs.com](http://www.myparadocs.com)), you will be able to see my samples of my work and download my resume. Please share, I am looking for new and relevant employment.

Thank you.

**Go Titans!!**

## Appendix F

### Website Evaluation

**Occupation:** \_\_\_\_\_

**Highest Degree Completed (Circle One):**

High School      Associates      Bachelor's      Master's      Doctorate's

**Major:** \_\_\_\_\_

**Age Group (Circle One):**      18 - 25      26 - 35      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#		Yes	Sometimes / Not Sure	No
	<b>Page Layout</b>			
1	Appealing to target audience			
2	Consistent site header/logo			
3	Consistent navigation area			
4	Informative page title that includes the company/organization/site name			
5	Page footer area includes copyright, last update, contact e-mail address			
6	Good use of basic design principles: repetition, contrast, proximity, and alignment			
7	Displays without horizontal scrolling at 1024×768 and higher resolutions			
8	Balance of text/graphics/white space on page			
9	Good contrast between text and background			
10	Header and nav occupy less than ¼ to ½ of the browser at 1024×768 resolution			
11	Home page downloads within ten seconds on dial-up connection			
#	<b>Navigation</b>	Yes	Sometimes / Not Sure	No
1	Main navigation links are clearly and consistently labeled			
2	Navigation is easy to use for target audience			
3	If main navigation uses images, clear text links are in the footer section of the page			
4	If main navigation uses Flash, clear text links are in the footer section of the page			
5	Navigation is structured in an unordered list			

6	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used			
7	All navigation hyperlinks "work" — are not broken			
<b>#</b>	<b>Color and Graphics</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
1	Color scheme is limited to a maximum of three or four colors plus neutrals			
2	Color is used consistently			
3	Text color has sufficient contrast with background color			
4	Color is not used alone to convey meaning			
5	Use of color and graphics enhances rather than distracts from the site			
6	Graphics are optimized and do not significantly slow download			
7	Each graphic used serves a clear purpose			
8	Image tags use the alt attribute to configure an alternate text description			
9	Animated images do not distract from the site and do not endlessly repeat			
<b>#</b>	<b>Content Presentation</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
1	Common fonts such as Arial or Times New Roman are used			
2	No more than one web font is used			
3	Techniques of writing for the Web are used: headings, bullet points, brief paragraphs			
4	Fonts, font sizes, and font colors are consistently used			
5	Content provides meaningful, useful information			
6	Content is organized in a consistent manner			
7	Information is easy to find (minimal clicks)			
8	Timeliness: The date of the last revision and/or copyright date is accurate			
9	Content does not include outdated material			
10	Content is free of typographical and grammatical errors			
11	Content provides links to other useful sites			
12	Avoids the use of "Click here" when writing text for hyperlinks			

13	Hyperlinks use a consistent set of colors to indicate visited/nonvisited status			
14	If graphics are used to convey meaning, the alternate text equivalent is provided			
15	If media is used to convey meaning, the alternate text equivalent is provided			
<b>#</b>	<b>Accessibility</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
1	If main navigation uses images, text links are in the footer section of the page			
2	If main navigation uses Flash, text links are in the footer section of the page			
3	Navigation is structured in an unordered list			
4	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used			
5	Color is not used alone to convey meaning			
6	Text color has sufficient contrast with background color			
7	Image elements use the alt attribute to configure an alternate text description			
8	If graphics are used to convey meaning, the alternate text equivalent is provided			
9	If media is used to convey meaning, the alternate text equivalent is provided			
10	Captions are provided for each audio or video file used			
<b>Comments</b>				

## Appendix G

### e-Learning Course Evaluation: Money Management

**Occupation:** \_\_\_\_\_

**Highest Degree Completed (Circle One):**

High School      Associates      Bachelor's      Master's      Doctorate's

**Major:** \_\_\_\_\_

**Age Group (Circle One):**      18 - 25      26 - 35      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Navigation	Yes	Sometimes / Not Sure	No
	The navigation includes any buttons, tabs or hyperlinks within the e-learning course that the learner uses to move around the course.			
1	The navigation is intuitive, simple to use and uncluttered. Extraneous navigation has been removed.			
2	The navigation is predictable. It is consistent in position, name and function throughout.			
3	There is a navigable menu available to the learner throughout the course, to help learners interpret the structure and themes of the course.			
4	There are no more than two levels of menu (Topic, Sub-topic).			
5	The navigation throughout the course includes: Menu/Back/Forward/Replay/Progress/Transcript/Volume/Help/Glossary (if required)/Resources/Exit.			
#	Visual Design	Yes	Sometimes / Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.			
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.			
3	The visual design is simple, uncluttered, and clear.			
4	Illustrations are used to support learning and reduce text burden.			
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.			

6	Elements of other organizational artifacts relating to the topic (posters, intranet pictures, etc.) are integrated into the visual design to create congruence between the course and organizational key messages.			
<b>#</b>	<b>Instructional Approach</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.			
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.			
3	The visual design is simple, uncluttered, and clear.			
4	Illustrations are used to support learning and reduce text burden			
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.			
<b>#</b>	<b>Interactivity</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Interactivity is used throughout the course to involve and engage the learner in active learning. It calls a learner to action.			
1	The interactivity within the course is purposeful. It emphasizes critical content and helps the learner to develop judgment. e.g., scenario decision-making, problem-solving and workplace action plans.			
2	The interactivity within the course adds interest and dimension			
3	The interactivity emphasizes the value of learning the course content.			
4	The interactivity creates a memorable experience about the content.			
5	The e-learning course does not use 'click and reveal' of text.			
6	There are no functional errors			
<b>#</b>	<b>Use of Narration / Text</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Narration/text refers to the approach taken to impart the course content to the learner.			
1	The narration/text style helps reduce barriers between the learner and the course.			
2	The narration/text is clear, concise, unambiguous and to the point.			

3	Jargon is avoided or described before being used.			
4	Narration is used to supplement copious text on screen, to help learners process difficult content.			
5	Text on screen is not narrated verbatim.			
6	Narration and corresponding animation is presented simultaneously.			
7	Text written on screen is easy to read.			
8	Lots of white space is used to help learners scan text.			
9	Headers and font are consistent throughout.			
10	The font is dark against a white background			
11	There are no spelling mistakes or space inconsistencies			
<b>#</b>	<b>Assessment</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Assessment is the technique used to check the learner's understanding of the content.			
1	A variety of self-assessment types is placed throughout the course to enable the learner to assess personal mastery and gain confidence prior to the formal assessment.			
2	Formal assessment questions reflect the original learning objectives.			
3	Assessment questions are scenario-based, where possible.			
4	A variety of LMS trackable assessment types are used: <ul style="list-style-type: none"> <li>• 'True/false' to assess information retrieval</li> <li>• 'Multiple choice with multiple or single response' to assess accuracy of concepts</li> <li>• 'Place in order' to assess sequence-type knowledge</li> <li>• 'Drag and drop' for name/action associations</li> </ul>			
<b>Comments</b>				

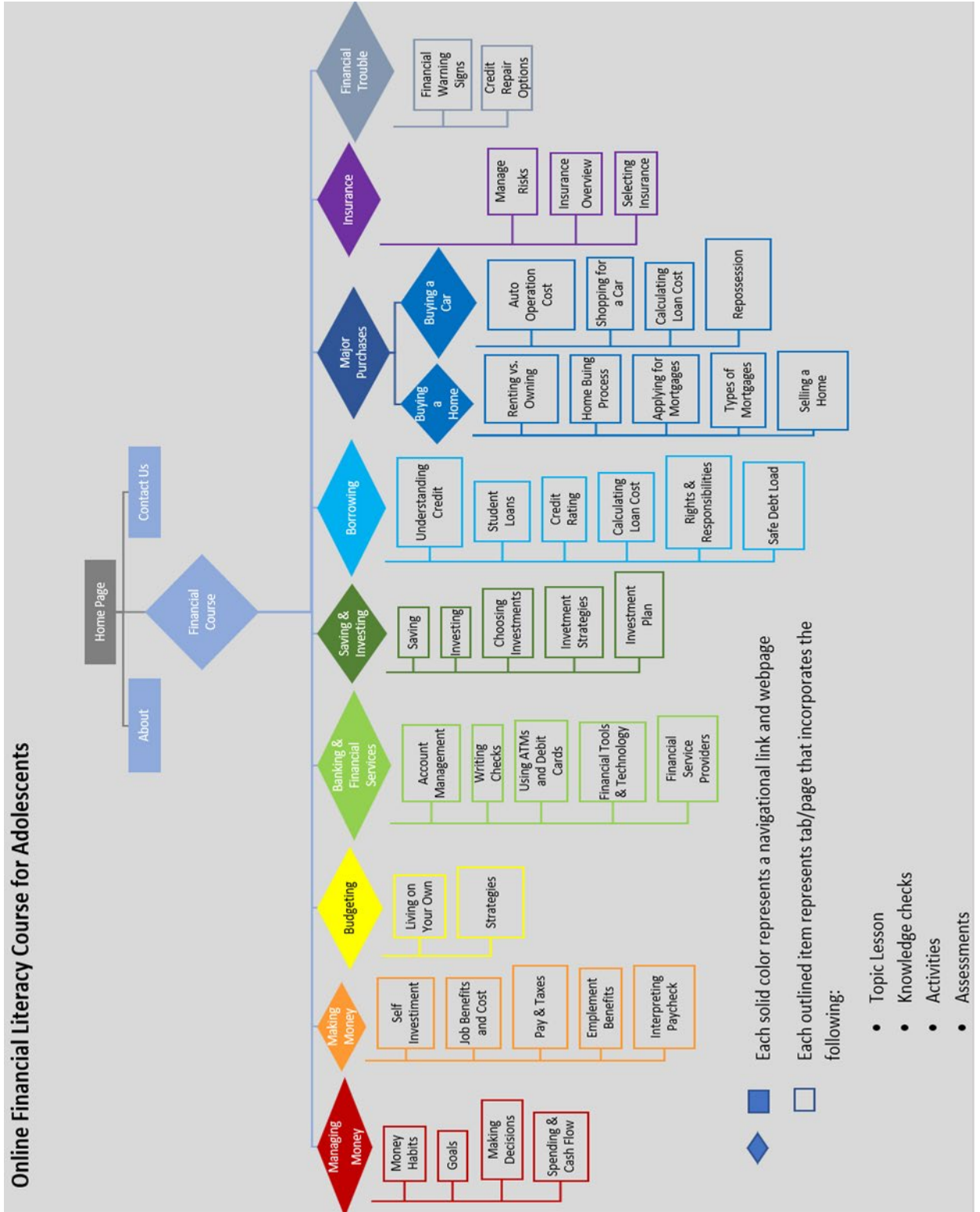
### Financial Literacy Content Evaluation

<b>Is the financial literacy content concurrent with today's standards?</b>
<b>Are there any topics missing that should be added?</b>
<b>Are there any topics incorporated in the course that should be deleted?</b>
<b>Do you have any other suggestions, feedback, or tips that you would like to add?</b>



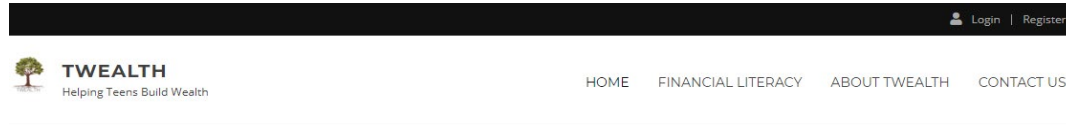
# Appendix H

## Flowchart



## Appendix I

### Online Financial Literacy for Adolescents: Home Page



**Welcome to Twealth!**

Helping Teens Build Wealth



### **Managing Money**

- Explore how spending, saving and values impact your finances.
- Set financial goals that are specific and measurable
- Apply strategies to be mindful about spending decisions.
- Create a spending plan to reach your goals.
- Figure out ways to maintain a positive cash flow



### **Making Money**

- Explore the payoffs of investing in yourself
- Measure the value of employee benefits.
- Assess factors that impact personal tax liability and take-home pay.
- Start down the path to achieving your lifestyle and financial goals.
- Prepare to deal with life and work changes.



### **Budgeting**

- Identify and prioritize some of your personal and financial goals.
- Identify the steps you can take and the resources you will need to achieve your goals.
- Identify and examine your current spending behaviors and patterns.
- Understand what it means to budget, and identify the reasons to maintain a budget.
- Create and maintain a personal budget that supports your personal and financial goals.



## **Financial Services**

- Use a checking account.
- Select banking tools and technology to handle personal business transactions.
- Protect your personal account information.
- Select a financial service provider.



## **Saving & Investing**

- List and explain some of the advantages of saving money.
- Understand the concept of “pay yourself first” and list some ways to encourage this habit.
- List and explain the differences among the most common saving methods.
- Understand the advantages and disadvantages of popular investment vehicles.
- Understand what investment fraud is, and list some of the ways you can protect yourself against investment swindlers.
- Compare and contrast the short- and long-term consequences of investment decisions



## **Borrowing**

- Weigh the benefits and risks of borrowing.
- Compare the costs and terms of borrowing options
- Start the journey to establish a good credit rating.
- Explore the rights and responsibilities of borrowers and lenders.
- Protect yourself from identity fraud.



## **Major Purchases**

- Compare the benefits and drawbacks of renting vs. buying a home.
- Develop a knowledge of the home-buying process
- Understand and compare various types of mortgages.
- List some of the costs of owning and operating a car.
- List some of the things you should research and some decisions you should make before you begin to shop for a car.



## **Insurance**

- Justify reasons to be insured.
- Investigate how insurance works.
- Choose insurance for specific needs and situations.
- Demonstrate what to do after an auto accident.



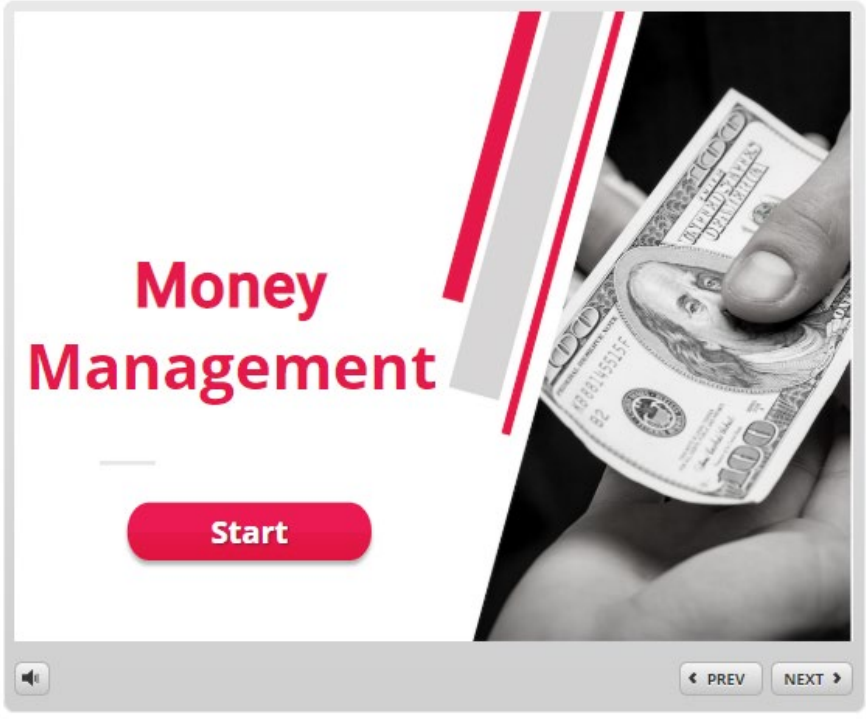
## **Financial Trouble**

- Describe some of the ways you can get in trouble using credit.
- Explain the first steps to take if you can't pay your bills on time.
- Understand how to evaluate a “credit repair” company before deciding whether or not to use its services.
- Understand the protections provided by the Fair Debt Collection Practices Act.
- Understand the disadvantages of using bankruptcy as a solution to debt.

## Appendix J

### Course Homepage and Money Management Course

Managing Money	Making Money	Budgeting	Banking & Financial Services	Saving & Investing	Borrowing	Major Purchases	Insurance	Financial Trouble
----------------	--------------	-----------	------------------------------	--------------------	-----------	-----------------	-----------	-------------------



**Money Management**


**Start**

PREV NEXT

The banner features a grayscale photograph of a hand holding a US \$100 bill. The text 'Money Management' is written in a large, bold, red font. Below it is a red button with the word 'Start' in white. At the bottom of the banner, there is a small speaker icon on the left and navigation buttons labeled 'PREV' and 'NEXT' on the right.

# Appendix K

## Money Management Course Main Menu



The image shows a digital interface for a "Money Management" course. At the top right, the title "Money Management" is displayed in a large, bold, dark blue font, with the subtitle "Select a Topic" below it. A central graphic features a circular arrangement of four red icons connected by a thin white line: a dollar sign with a left-pointing arrow, a clipboard, a person's head, and a dollar sign with a right-pointing arrow. To the left of this circle is a red rectangular button with the white text "MAIN MENU". Below the central graphic is a circular inset image showing hands holding several US dollar bills. The interface is divided into four quadrants by these elements. The top-left quadrant is titled "Money Habits" and contains the text "Explore how spending, saving, and values impact your finances." The top-right quadrant is titled "Goals" and contains the text "Set financial goals that are specific and measurable." The bottom-right quadrant is titled "Making Decisions" and contains the text "Apply strategies to be mindful about spending decisions." The bottom-left quadrant is titled "Spending & Cash Flow" and contains the text "Figure out ways to maintain a positive cash flow and a spending plan to reach your goals." At the bottom right of the interface is a prominent red button with the white text "Take Assessment". The bottom of the interface has a grey bar containing a speaker icon on the left and two buttons labeled "PREV" and "NEXT" with arrows on the right.

### Money Management

Select a Topic

**Money Habits**  
Explore how spending, saving, and values impact your finances.

**Goals**  
Set financial goals that are specific and measurable.

**Making Decisions**  
Apply strategies to be mindful about spending decisions.

**Spending & Cash Flow**  
Figure out ways to maintain a positive cash flow and a spending plan to reach your goals.

**MAIN MENU**

**Take Assessment**

PREV NEXT

# Appendix L

## Title Screen of Course Under Construction



## Appendix M

### Synopsis of Preparation Phase Prototype Design

Figure 1



Figure 2



Figure 3

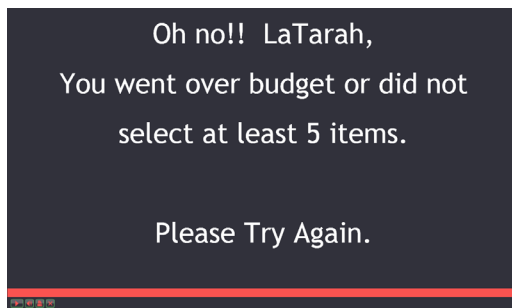
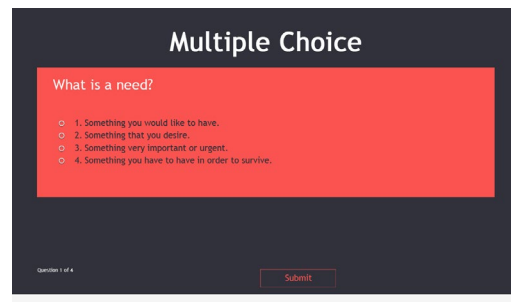


Figure 4



The title of the learning objects is “The Building Blocks of Financial Literacy: A Learning Series.” As a play on words, ten colorful blocks are stacked in a pyramid in order to convey a playful tone of the lesson (Figure 1). Each frame that contained a white background was used to convey a message, whether it was the actual lesson or positive feedback. For the simulations, the items were colorful and reflected things that most people use in their everyday lives (Figure 2). The playfulness in the simulations takes away the focus of the difficultness of understanding finances (Figure 3). Finally, the layout of the quiz is the default of “Suave” theme, its primary colors are red and black (Figure 4). I kept those colors default because I wanted this portion of the learning object to be distinguished from the rest of the learning object and to make it apparent to the user that it is a quiz. Each frame included the audio narration and guidance from a ten-year-old girl. Her voice was intended to bring a lightness and youthfulness to the learning object.

## Appendix N

### Personnel Analysis

<b>TASK</b>	<b>PERSONNEL</b>	<b>Estimated Hours</b>
<b><i>Phase 1: Planning</i></b>		
Needs Analysis	Instructional Designer	3
Scope, Goal, And Objectives	Instructional Designer	5
Learner Analysis	Instructional Designer	1
Content Research	Instructional Designer	50
Evaluation Form	Instructional Designer	2
<b><i>Phase 2: Design</i></b>		
Draw Flowchart	Instructional Designer	3
Design Look and Feel	Instructional Designer	10
Create Storyboards	Instructional Designer	20
Establish Style Guide	Instructional Designer	2
Select and Create Designs	Instructional Designer	5
Write Script	Instructional Designer	3
<b><i>Phase 3: Development</i></b>		
Develop Screens	Instructional Designer	6
Create Navigation System	Instructional Designer	6
Develop Interactions	Instructional Designer	20



## Appendix O

### Production Work Plan / Timeline

TASK	PROJECTED START	PROJECTED COMPLETION
Project Proposal and Preliminary Flowchart	2/4/19	3/5/19
IRB Approval Request	6/5/19	7/16/19
Content Research	12/17/19	2/18/19
Learner Analysis	3/16/18	5/18/18
Planning Documents	1/15/19	3/17/19
Alpha Prototype Development	01/15/19	3/15/18
Alpha Prototype Evaluation and Revisions	3/16/18	5/18/18
Beta Prototype Evaluation by SMEs/IDEs	5/27/19	6/11/19
Beta Evaluation Review and Feasibility Study	6/11/19	6/17/19
Final Tutorial Production	6/18/19	8/3/19
Final Tutorial Published	6/18/19	8/3/19

## Appendix P

### Detailed Budget

TASK	PERSONNEL	Estimated Hours	Estimated Cost	Total Cost
<b><i>Phase 1: Planning</i></b>				
Needs Analysis	Instructional Designer	3	\$50	\$150
Scope, Goal, and Objectives	Instructional Designer	5	\$50	\$250
Learner Analysis	Instructional Designer	1	\$50	\$50
Content Research	Instructional Designer	50	\$50	\$2,500
Evaluation Form	Instructional Designer	2	\$50	\$100
<b><i>Phase 2: Design</i></b>				
Draw Flowchart	Instructional Designer	3	\$75	\$225
Design Look and Feel	Instructional Designer	10	\$50	\$500
Create Storyboards	Instructional Designer	20	\$75	\$1,500
Establish Style Guide	Instructional Designer	2	\$50	\$100
Select and Create Designs	Instructional Designer	5	\$50	\$250
Write Script	Instructional Designer	3	\$75	\$225
<b><i>Phase 3: Development</i></b>				
Develop Screens	Instructional Designer	6	\$75	\$450
Create Navigation System	Instructional Designer	6	\$50	\$300
Develop Interactions	Instructional Designer	20	\$75	\$1,500
Program Advance Actions	Instructional Designer	15	\$75	\$1,125
Test Alpha Version	Instructional Designer	3	\$50	\$150
Debug Alpha Version	Instructional Designer	10	\$75	\$750
Update Alpha Version	Instructional Designer	25	\$50	\$1,250
Publish Beta Version	Instructional Designer	1	\$50	\$50
Provide Beta Version to SMEs/IDEs	Subject Matter and Instructional Design Experts	1	\$75	\$75
Evaluate Beta Version	Instructional Designer	5	\$50	\$250
Collect and Review Evaluations	Instructional Designer	10	\$20	\$200
Study Feasibility of Proposed Changes	Instructional Designer	5	\$20	\$100
Make Recommended Changes	Instructional Designer	25	\$75	\$1,875
Publish Tutorial	Instructional Designer	1	\$75	\$75
<b><i>Grand Total</i></b>				<b>\$14,000</b>

## Appendix Q

### Website Evaluation

**Occupation:** Dept. Health Services - Staff Development Spec.

**Highest Degree Completed (Circle One):**

High School      Associates      Bachelor's      Master's      Doctorate's

**Major:** Public Admin.

**Age Group (Circle One):**      18 - 25      26 - 35      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Page Layout	Yes	Sometimes / Not Sure	No
1	Appealing to target audience	X		
2	Consistent site header/logo	X		
3	Consistent navigation area	X		
4	Informative page title that includes the company/organization/site name	X		
5	Page footer area includes copyright, last <u>update</u> , contact e-mail address <span style="margin-left: 100px;"><u>NO</u></span> <span style="margin-left: 100px;"><u>NO</u></span>		X	
6	Good use of basic design principles: repetition, contrast, proximity, and alignment	X		
7	Displays without horizontal scrolling at 1024x768 and higher resolutions	X		
8	Balance of text/graphics/white space on page	X		
9	Good contrast between text and background	X		
10	Header and nav occupy less than ¼ to ½ of the browser at 1024x768 resolution	X		
11	Home page downloads within ten seconds on dial-up connection	X		
#	Navigation	Yes	Sometimes / Not Sure	No
1	Main navigation links are clearly and consistently labeled	X		
2	Navigation is easy to use for target audience	X		
3	If main navigation uses images, clear text links are in the footer section of the page	X		
4	If main navigation uses Flash, clear text links are in the footer section of the page	X		
5	Navigation is structured in an unordered list	X		
6	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used	X		
7	All navigation hyperlinks "work" — are not broken	X		

#	Color and Graphics	Yes	Sometimes / Not Sure	No
1	Color scheme is limited to a maximum of three or four colors plus neutrals	✗		
2	Color is used consistently	✗		
3	Text color has sufficient contrast with background color	✗		
4	Color is not used alone to convey meaning	✗		
5	Use of color and graphics enhances rather than distracts from the site	✗		
6	Graphics are optimized and do not significantly slow download	✓		
7	Each graphic used serves a clear purpose	✗		
8	Image tags use the alt attribute to configure an alternate text description	✗		
9	Animated images do not distract from the site and do not endlessly repeat	✗		
#	Content Presentation	Yes	Sometimes / Not Sure	No
1	Common fonts such as Arial or Times New Roman are used	✗		
2	No more than one web font is used	✗		
3	Techniques of writing for the Web are used: headings, bullet points, brief paragraphs	✗		
4	Fonts, font sizes, and font colors are consistently used	✗		
5	Content provides meaningful, useful information	✗		
6	Content is organized in a consistent manner	✗		
7	Information is easy to find (minimal clicks)	✗		
8	Timeliness: The date of the last revision and/or copyright date is accurate	✗		
9	Content does not include outdated material	✗		
10	Content is free of typographical and grammatical errors	✗		
11	Content provides links to other useful sites	✗		
12	Avoids the use of "Click here" when writing text for hyperlinks	✗		
13	Hyperlinks use a consistent set of colors to indicate visited/nonvisited status	✗		
14	If graphics are used to convey meaning, the alternate text equivalent is provided	✗		
15	If media is used to convey meaning, the alternate text equivalent is provided	✗		

#	Accessibility	Yes	Sometimes / Not Sure	No
1	If main navigation uses images, text links are in the footer section of the page	X		
2	If main navigation uses Flash, text links are in the footer section of the page	X		
3	Navigation is structured in an unordered list			X
4	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used		X	
5	Color is not used alone to convey meaning	X		
6	Text color has sufficient contrast with background color	X		
7	Image elements use the alt attribute to configure an alternate text description	X		
8	If graphics are used to convey meaning, the alternate text equivalent is provided	X		
9	If media is used to convey meaning, the alternate text equivalent is provided	X		
10	Captions are provided for each audio or video file used	X		

**Comments**

"About TWEATH" - When opened IE navigating buttons get lost

Suggest adding <sup>1)</sup> # of questions to "Take Assessment" such as 1 of 10 in the footer

2) & music. This age group has a short attention span & Assessment "Test/Quiz" don't feel as intense when light hearted music is playing.

3) I would also advise the user to have a calculator near by, as some questions require basic math skills

paper & pen

$$\$2500 - 1300 = 1200 / 150 = \underline{\underline{8}}$$

## Website Evaluation

**Occupation:** Instructional Designer, eLearning Developer

**Highest Degree Completed (Circle One):**

High School      Associates      Bachelor's      **Master's**      Doctorate's

**Major:** Instructional Designer, eLearning Developer

**Age Group (Circle One):**      18 - 25      26 - 35      36 - 45      **46 - 55**      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Page Layout	Yes	Sometimes / Not Sure	No
1	Appealing to target audience	x		
2	Consistent site header/logo		x	
3	Consistent navigation area		x	
4	Informative page title that includes the company/organization/site name	x		
5	Page footer area includes copyright, last update, contact e-mail address		x	
6	Good use of basic design principles: repetition, contrast, proximity, and alignment	x		
7	Displays without horizontal scrolling at 1024×768 and higher resolutions			x
8	Balance of text/graphics/white space on page	x		
9	Good contrast between text and background	x		
10	Header and nav occupy less than ¼ to ½ of the browser at 1024×768 resolution	x		
11	Home page downloads within ten seconds on dial-up connection	x		
#	Navigation	Yes	Sometimes / Not Sure	No
1	Main navigation links are clearly and consistently labeled	x		
2	Navigation is easy to use for target audience	x		
3	If main navigation uses images, clear text links are in the footer section of the page	x		
4	If main navigation uses Flash, clear text links are in the footer section of the page	x		
5	Navigation is structured in an unordered list	x		
6	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used		x	
7	All navigation hyperlinks "work" — are not broken	x		

#	Color and Graphics	Yes	Sometimes / Not Sure	No
1	Color scheme is limited to a maximum of three or four colors plus neutrals			x
2	Color is used consistently	x		
3	Text color has sufficient contrast with background color	x		
4	Color is not used alone to convey meaning	x		
5	Use of color and graphics enhances rather than distracts from the site	x		
6	Graphics are optimized and do not significantly slow download	x		
7	Each graphic used serves a clear purpose	x		
8	Image tags use the alt attribute to configure an alternate text description		x	
9	Animated images do not distract from the site and do not endlessly repeat	x		
#	Content Presentation	Yes	Sometimes / Not Sure	No
1	Common fonts such as Arial or Times New Roman are used	x		
2	No more than one web font is used		x	
3	Techniques of writing for the Web are used: headings, bullet points, brief paragraphs	x		
4	Fonts, font sizes, and font colors are consistently used	x		
5	Content provides meaningful, useful information	x		
6	Content is organized in a consistent manner	x		
7	Information is easy to find (minimal clicks)		x	
8	Timeliness: The date of the last revision and/or copyright date is accurate		x	
9	Content does not include outdated material	x		
10	Content is free of typographical and grammatical errors	x		
11	Content provides links to other useful sites		x	
12	Avoids the use of "Click here" when writing text for hyperlinks	x		
13	Hyperlinks use a consistent set of colors to indicate visited/nonvisited status		x	
14	If graphics are used to convey meaning, the alternate text equivalent is provided		x	
15	If media is used to convey meaning, the alternate text equivalent is provided		x	

#	Accessibility	Yes	Sometimes / Not Sure	No
1	If main navigation uses images, text links are in the footer section of the page	x		
2	If main navigation uses Flash, text links are in the footer section of the page		x	
3	Navigation is structured in an unordered list	x		
4	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used		x	
5	Color is not used alone to convey meaning	x		
6	Text color has sufficient contrast with background color	x		
7	Image elements use the alt attribute to configure an alternate text description		x	
8	If graphics are used to convey meaning, the alternate text equivalent is provided		x	
9	If media is used to convey meaning, the alternate text equivalent is provided		x	
10	Captions are provided for each audio or video file used		x	
<b>Comments</b>				
<p>It is a nice website. I like the color-coded menu you have. My only suggestion would be to thin out the text on the About Twealth page. It is a bit too dense.</p> <p>Great job on everything.</p>				



### Website Evaluation

Occupation: Educator

Highest Degree Completed (Circle One):

High School      Associates      Bachelor's      Master's      Doctorate's

Major: Organizational leadership

Age Group (Circle One):      18 - 25      26 - 35      36 - 45      46 - 55      65 +

Directions: Please check off the response that best represents your assessment of the website.

#	Page Layout	Yes	Sometimes / Not Sure	No
1	Appealing to target audience		✓	
2	Consistent site header/logo	✓		
3	Consistent navigation area	✓		
4	Informative page title that includes the company/organization/site name	✓		
5	Page footer area includes copyright, last update, contact e-mail address	✓		
6	Good use of basic design principles: repetition, contrast, proximity, and alignment	✓		
7	Displays without horizontal scrolling at 1024x768 and higher resolutions	✓		
8	Balance of text/graphics/white space on page	✓		
9	Good contrast between text and background	✓		
10	Header and nav occupy less than ¼ to ½ of the browser at 1024x768 resolution			
11	Home page downloads within ten seconds on dial-up connection	✓		
#	Navigation	Yes	Sometimes / Not Sure	No
1	Main navigation links are clearly and consistently labeled	✓		
2	Navigation is easy to use for target audience	✓		
3	If main navigation uses images, clear text links are in the footer section of the page	✓		
4	If main navigation uses Flash, clear text links are in the footer section of the page	✓		
5	Navigation is structured in an unordered list	✓		
6	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used	✓		
7	All navigation hyperlinks "work" — are not broken	✓		

#	Accessibility	Yes	Sometimes / Not Sure	No
1	If main navigation uses images, text links are in the footer section of the page	✓		
2	If main navigation uses Flash, text links are in the footer section of the page	✓		
3	Navigation is structured in an unordered list	✓		
4	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used	✓		
5	Color is not used alone to convey meaning	✓		
6	Text color has sufficient contrast with background color	✓		
7	Image elements use the alt attribute to configure an alternate text description	✓		
8	If graphics are used to convey meaning, the alternate text equivalent is provided	✓		
9	If media is used to convey meaning, the alternate text equivalent is provided	✓		
10	Captions are provided for each audio or video file used			

**Comments**

Overall it is a good website. Very easy to navigate, clear, and concise information.

The assessment was clear. My only recommendation would be to make it a bit more appealing to the specific age group, make it a bit more relative and perhaps use examples such as ~~talking @ govt~~ going on a date or going to the movies. Experiences the youth can relate to.

## Website Evaluation

Occupation: Principal Research Analyst

Highest Degree Completed (Circle One):

High School      Associates      Bachelor's      Master's      **Doctorate's**

Major: Education

Age Group (Circle One):      18 - 25      **26 - 35**      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Page Layout	Yes	Sometimes / Not Sure	No
1	Appealing to target audience	X		
2	Consistent site header/logo	X		
3	Consistent navigation area	X		
4	Informative page title that includes the company/organization/site name		X	
5	Page footer area includes copyright, last update, contact e-mail address	X		
6	Good use of basic design principles: repetition, contrast, proximity, and alignment	X		
7	Displays without horizontal scrolling at 1024×768 and higher resolutions	X		
8	Balance of text/graphics/white space on page	X		
9	Good contrast between text and background	X		
10	Header and nav occupy less than ¼ to ⅓ of the browser at 1024×768 resolution	X		
11	Home page downloads within ten seconds on dial-up connection		X	
#	Navigation	Yes	Sometimes / Not Sure	No
1	Main navigation links are clearly and consistently labeled	X		
2	Navigation is easy to use for target audience	X		
3	If main navigation uses images, clear text links are in the footer section of the page	X		
4	If main navigation uses Flash, clear text links are in the footer section of the page	X		
5	Navigation is structured in an unordered list	X		
6	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used	X		
7	All navigation hyperlinks "work" — are not broken	X		

#	Color and Graphics	Yes	Sometimes / Not Sure	No
1	Color scheme is limited to a maximum of three or four colors plus neutrals	X		
2	Color is used consistently	X		
3	Text color has sufficient contrast with background color	X		
4	Color is not used alone to convey meaning	X		
5	Use of color and graphics enhances rather than distracts from the site	X		
6	Graphics are optimized and do not significantly slow download	X		
7	Each graphic used serves a clear purpose	X		
8	Image tags use the alt attribute to configure an alternate text description	X		
9	Animated images do not distract from the site and do not endlessly repeat	X		
#	Content Presentation	Yes	Sometimes / Not Sure	No
1	Common fonts such as Arial or Times New Roman are used	X		
2	No more than one web font is used	X		
3	Techniques of writing for the Web are used: headings, bullet points, brief paragraphs	X		
4	Fonts, font sizes, and font colors are consistently used	X		
5	Content provides meaningful, useful information	X		
6	Content is organized in a consistent manner	X		
7	Information is easy to find (minimal clicks)	X		
8	Timeliness: The date of the last revision and/or copyright date is accurate	X		
9	Content does not include outdated material	X		
10	Content is free of typographical and grammatical errors	X		
11	Content provides links to other useful sites	X		
12	Avoids the use of "Click here" when writing text for hyperlinks	X		
13	Hyperlinks use a consistent set of colors to indicate visited/nonvisited status	X		
14	If graphics are used to convey meaning, the alternate text equivalent is provided	X		

15	If media is used to convey meaning, the alternate text equivalent is provided	X		
<b>#</b>	<b>Accessibility</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
1	If main navigation uses images, text links are in the footer section of the page	X		
2	If main navigation uses Flash, text links are in the footer section of the page	X		
3	Navigation is structured in an unordered list	X		
4	Navigation aids, such as site map, skip navigation link, or breadcrumbs are used	X		
5	Color is not used alone to convey meaning	X		
6	Text color has sufficient contrast with background color	X		
7	Image elements use the alt attribute to configure an alternate text description	X		
8	If graphics are used to convey meaning, the alternate text equivalent is provided	X		
9	If media is used to convey meaning, the alternate text equivalent is provided	X		
10	Captions are provided for each audio or video file used	X		
<b>Comments</b>				
<p>The website was clean and very easy to navigate through. It was user-friendly, and I can definitely see the target population being able to go through this website to obtain the information needed.</p>				

## Appendix R

### e-Learning Course Evaluation

Financial Literacy: Money Management

**Occupation:** Dept. Health Services - Staff Development Specialist

**Highest Degree Completed** (Circle One):

High School      Associates      Bachelor's      Master's      Doctorate's

**Major:** Public Admin.

**Age Group** (Circle One):      18 - 25      26 - 35      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Navigation	Yes	Sometimes/ Not Sure	No
	The navigation includes any buttons, tabs or hyperlinks within the e-learning course that the learner uses to move around the course.			
1	The navigation is intuitive, simple to use and uncluttered. Extraneous navigation has been removed.	X		
2	The navigation is predictable. It is consistent in position, name and function throughout.	X		
3	There is a navigable menu available to the learner throughout the course, to help learners interpret the structure and themes of the course.	X		
4	There are no more than two levels of menu (Topic, Sub-topic).	X		
5	The navigation throughout the course includes: Menu/Back/Forward/Replay/Progress/Transcript/Volume/Help/Glossary (if required)/Resources/Exit.	X		
#	Visual Design	Yes	Sometimes/ Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.	X		
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.	X		
3	The visual design is simple, uncluttered, and clear.	X		
4	Illustrations are used to support learning and reduce text burden.	X		
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.	X		
6	Elements of other organizational artifacts relating to the topic (posters, intranet pictures, etc.) are integrated into the visual design to create congruence between the course and organizational key messages.	X		

#	Instructional Approach	Yes	Sometimes/ Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.	✓		
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.	✓		
3	The visual design is simple, uncluttered, and clear.	✓		
4	Illustrations are used to support learning and reduce text burden	✓		
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.	✓		
#	Interactivity	Yes	Sometimes/ Not Sure	No
	Interactivity is used throughout the course to involve and engage the learner in active learning. It calls a learner to action.			
1	The interactivity within the course is purposeful. It emphasizes critical content and helps the learner to develop judgment. e.g., scenario decision-making, problem-solving and workplace action plans.	✓		
2	The interactivity within the course adds interest and dimension	✓		
3	The interactivity emphasizes the value of learning the course content.	✓		
4	The interactivity creates a memorable experience about the content.	✓		
5	The e-learning course does not use 'click and reveal' of text.	✓		
6	There are no functional errors	✓		
#	Use of Narration / Text	Yes	Sometimes/ Not Sure	No
	Narration/text refers to the approach taken to impart the course content to the learner.			
1	The narration/text style helps reduce barriers between the learner and the course.		N/A NO SOUND	
2	The narration/text is clear, concise, unambiguous and to the point.			
3	Jargon is avoided or described before being used.	✓		
4	Narration is used to supplement copious text on screen, to help learners process difficult content.			
5	Text on screen is not narrated verbatim.			
6	Narration and corresponding animation is presented simultaneously.			
7	Text written on screen is easy to read.	✓		
8	Lots of white space is used to help learners scan text.	✓		
9	Headers and font are consistent throughout.	✓		
10	The font is dark against a white background	✓		
11	There are no spelling mistakes or space inconsistencies	✓		

#	Assessment	Yes	Sometimes/ Not Sure	No
	Assessment is the technique used to check the learner's understanding of the content.			
1	A variety of self-assessment types is placed throughout the course to enable the learner to assess personal mastery and gain confidence prior to the formal assessment.	<		
2	Formal assessment questions reflect the original learning objectives.	✗		
3	Assessment questions are scenario-based, where possible.	✗		
4	A variety of LMS trackable assessment types are used: <ul style="list-style-type: none"> <li>• 'True/false' to assess information retrieval</li> <li>• 'Multiple choice with multiple or single response' to assess accuracy of concepts</li> <li>• 'Place in order' to assess sequence-type knowledge</li> <li>• 'Drag and drop' for name/action associations</li> </ul>	✗		
<b>Comments</b>				



### Financial Literacy Content Evaluation

**Is the financial literacy content concurrent with today's standards?**

yes

**Are there any topics missing that should be added?**

NO

**Are there any topics incorporated in the course that should be deleted?**

NO

**Do you have any other suggestions, feedback, or tips that you would like to add?**

Great Job! I want to see more

**e-Learning Course Evaluation**  
**Financial Literacy: Money Management**

**Occupation:** Instructional Designer, eLearning Developer

**Highest Degree Completed (Circle One):**

High School      Associates      Bachelor's      **Master's**      Doctorate's

**Major:** Instructional Design and Technology

**Age Group (Circle One):**      18 - 25      26 - 35      36 - 45      **46 - 55**      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Navigation	Yes	Sometimes/ Not Sure	No
	The navigation includes any buttons, tabs or hyperlinks within the e-learning course that the learner uses to move around the course.			
1	The navigation is intuitive, simple to use and uncluttered. Extraneous navigation has been removed.		x	
2	The navigation is predictable. It is consistent in position, name and function throughout.		x	
3	There is a navigable menu available to the learner throughout the course, to help learners interpret the structure and themes of the course.	x		
4	There are no more than two levels of menu (Topic, Sub-topic).	x		
5	The navigation throughout the course includes: Menu/Back/Forward/Replay/Progress/Transcript/Volume/Help/Glossary (if required)/Resources/Exit.	x		
#	Visual Design	Yes	Sometimes/ Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.	x		
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.	x		
3	The visual design is simple, uncluttered, and clear.		x	
4	Illustrations are used to support learning and reduce text burden.	x		
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.		x	
6	Elements of other organizational artifacts relating to the topic (posters, intranet pictures, etc.) are integrated into the visual design to create congruence between the course and organizational key messages.	x		

#	Instructional Approach	Yes	Sometimes/ Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.		x	
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.	x		
3	The visual design is simple, uncluttered, and clear.		x	
4	Illustrations are used to support learning and reduce text burden	x		
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.	x		
#	Interactivity	Yes	Sometimes/ Not Sure	No
	Interactivity is used throughout the course to involve and engage the learner in active learning. It calls a learner to action.			
1	The interactivity within the course is purposeful. It emphasizes critical content and helps the learner to develop judgment. e.g., scenario decision-making, problem-solving and workplace action plans.		x	
2	The interactivity within the course adds interest and dimension	x		
3	The interactivity emphasizes the value of learning the course content.	x		
4	The interactivity creates a memorable experience about the content.	x		
5	The e-learning course does not use 'click and reveal' of text.	x		
6	There are no functional errors	x		
#	Use of Narration / Text	Yes	Sometimes/ Not Sure	No
	Narration/text refers to the approach taken to impart the course content to the learner.			
1	The narration/text style helps reduce barriers between the learner and the course.	x		
2	The narration/text is clear, concise, unambiguous and to the point.	x		
3	Jargon is avoided or described before being used.	x		
4	Narration is used to supplement copious text on screen, to help learners process difficult content.	x		
5	Text on screen is not narrated verbatim.	x		
6	Narration and corresponding animation is presented simultaneously.	x		
7	Text written on screen is easy to read.	x		
8	Lots of white space is used to help learners scan text.		x	
9	Headers and font are consistent throughout.	x		
10	The font is dark against a white background	x		
11	There are no spelling mistakes or space inconsistencies			x

#	Assessment	Yes	Sometimes/ Not Sure	No
	Assessment is the technique used to check the learner's understanding of the content.			
1	A variety of self-assessment types is placed throughout the course to enable the learner to assess personal mastery and gain confidence prior to the formal assessment.	x		
2	Formal assessment questions reflect the original learning objectives.	x		
3	Assessment questions are scenario-based, where possible.		x	
4	A variety of LMS trackable assessment types are used: <ul style="list-style-type: none"> <li>• 'True/false' to assess information retrieval</li> <li>• 'Multiple choice with multiple or single response' to assess accuracy of concepts</li> <li>• 'Place in order' to assess sequence-type knowledge</li> <li>• 'Drag and drop' for name/action associations</li> </ul>	x		
<b>Comments</b>				
<p><b>I really liked it. It tackles an important and broad subject. The instructional content is well thought out and presented.</b></p> <p><b>Perhaps if you complete the project you could use an actual voice to replace the robot voice.</b></p> <p><b>I would also suggest really cleaning up the user interface. There are few screens that require a bit of thought before accessing the interactivity and a few screens with circles which appear to be buttons, but are actually just circles. In short I would look for a way to make it clear when the learner needs to act rather than simply push "continue".</b></p>				

### Financial Literacy Content Evaluation

<b>Is the financial literacy content concurrent with today's standards?</b>
I believe so, but this is outside my area of expertise.
<b>Are there any topics missing that should be added?</b>
I would address credit cards for sure, since they start giving them out to college freshman. Maybe you already plan to cover it under "Borrowing" though.
<b>Are there any topics incorporated in the course that should be deleted?</b>
No.
<b>Do you have any other suggestions, feedback, or tips that you would like to add?</b>
I feel as though it is a beta or alpha now, so my assumption is that the few screens where the formatting is off will be spruced up along the way. My only specific suggestion would be to clean up the user interface and make it obvious what the learner should be doing at any given point.

### e-Learning Course Evaluation

Financial Literacy: Money Management

Occupation: Educator

Highest Degree Completed (Circle One):

High School      Associates      Bachelor's      Master's      Doctorate's

Major: Organizational Leadership

Age Group (Circle One):      18 - 25      26 - 35      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Navigation	Yes	Sometimes/ Not Sure	No
	The navigation includes any buttons, tabs or hyperlinks within the e-learning course that the learner uses to move around the course.	✓		
1	The navigation is intuitive, simple to use and uncluttered. Extraneous navigation has been removed.		✓	
2	The navigation is predictable. It is consistent in position, name and function throughout.	✓		
3	There is a navigable menu available to the learner throughout the course, to help learners interpret the structure and themes of the course.	✓		
4	There are no more than two levels of menu (Topic, Sub-topic).	✓		
5	The navigation throughout the course includes: Menu/Back/Forward/Replay/Progress/Transcript/Volume/Help/Glossary (if required)/Resources/Exit.	✓		
#	Visual Design	Yes	Sometimes/ Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.	✓		
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.		✓	
3	The visual design is simple, uncluttered, and clear.	✓		
4	Illustrations are used to support learning and reduce text burden.		✓	
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.	✓		
6	Elements of other organizational artifacts relating to the topic (posters, intranet pictures, etc.) are integrated into the visual design to create congruence between the course and organizational key messages.		✓	

#	Assessment	Yes	Sometimes/ Not Sure	No
	Assessment is the technique used to check the learner's understanding of the content.			
1	A variety of self-assessment types is placed throughout the course to enable the learner to assess personal mastery and gain confidence prior to the formal assessment.	✓		
2	Formal assessment questions reflect the original learning objectives.	✓		
3	Assessment questions are scenario-based, where possible.	✓		
4	A variety of LMS trackable assessment types are used: <ul style="list-style-type: none"> <li>• 'True/false' to assess information retrieval</li> <li>• 'Multiple choice with multiple or single response' to assess accuracy of concepts</li> <li>• 'Place in order' to assess sequence-type knowledge</li> <li>• 'Drag and drop' for name/action associations</li> </ul>			
<b>Comments</b>				
<p>Graphics can be more relevant to the youth as age group this is intended for.</p>				

## e-Learning Course Evaluation

Financial Literacy: Money Management

**Occupation:** Principal Research Analyst

**Highest Degree Completed** (Circle One):

High School      Associates      Bachelor's      Master's      **Doctorate's**

**Major:** Education

**Age Group** (Circle One):      18 - 25      **26 - 35**      36 - 45      46 - 55      65 +

**Directions:** Please check off the response that best represents your assessment of the website.

#	Navigation	Yes	Sometimes / Not Sure	No
	The navigation includes any buttons, tabs or hyperlinks within the e-learning course that the learner uses to move around the course.			
1	The navigation is intuitive, simple to use and uncluttered. Extraneous navigation has been removed.		X	
2	The navigation is predictable. It is consistent in position, name and function throughout.	X		
3	There is a navigable menu available to the learner throughout the course, to help learners interpret the structure and themes of the course.	X		
4	There are no more than two levels of menu (Topic, Sub-topic).	X		
5	The navigation throughout the course includes: Menu/Back/Forward/Replay/Progress/Transcript/Volume/Help/Glossary (if required)/Resources/Exit.	X		
#	Visual Design	Yes	Sometimes / Not Sure	No
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.	X		
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.	X		
3	The visual design is simple, uncluttered, and clear.	X		
4	Illustrations are used to support learning and reduce text burden.	X		
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.	X		



6	Elements of other organizational artifacts relating to the topic (posters, intranet pictures, etc.) are integrated into the visual design to create congruence between the course and organizational key messages.	X		
<b>#</b>	<b>Instructional Approach</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Visual design includes the look and feel of the course itself, image type and treatment, and use of whitespace. The aim is to ensure each screen is easy and interesting to interpret and learn from.			
1	The visual appeal of the course is maintained throughout.	X		
2	Graphics are appropriately used throughout to help learners develop a mental model of the content.	X		
3	The visual design is simple, uncluttered, and clear.	X		
4	Illustrations are used to support learning and reduce text burden	X		
5	Text describing a graphic is located proximal to the graphic, to reduce visual scanning.	X		
<b>#</b>	<b>Interactivity</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Interactivity is used throughout the course to involve and engage the learner in active learning. It calls a learner to action.			
1	The interactivity within the course is purposeful. It emphasizes critical content and helps the learner to develop judgment. e.g., scenario decision-making, problem-solving and workplace action plans.	X		
2	The interactivity within the course adds interest and dimension	X		
3	The interactivity emphasizes the value of learning the course content.	X		
4	The interactivity creates a memorable experience about the content.	X		
5	The e-learning course does not use ‘click and reveal’ of text.	X		
6	There are no functional errors		X	
<b>#</b>	<b>Use of Narration / Text</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Narration/text refers to the approach taken to impart the course content to the learner.			
1	The narration/text style helps reduce barriers between the learner and the course.	X		
2	The narration/text is clear, concise, unambiguous and to the point.	X		
3	Jargon is avoided or described before being used.	X		

4	Narration is used to supplement copious text on screen, to help learners process difficult content.	X		
5	Text on screen is not narrated verbatim.	X		
6	Narration and corresponding animation is presented simultaneously.	X		
7	Text written on screen is easy to read.	X		
8	Lots of white space is used to help learners scan text.	X		
9	Headers and font are consistent throughout.	X		
10	The font is dark against a white background	X		
11	There are no spelling mistakes or space inconsistencies	X		
#	<b>Assessment</b>	<b>Yes</b>	<b>Sometimes / Not Sure</b>	<b>No</b>
	Assessment is the technique used to check the learner's understanding of the content.			
1	A variety of self-assessment types is placed throughout the course to enable the learner to assess personal mastery and gain confidence prior to the formal assessment.	X		
2	Formal assessment questions reflect the original learning objectives.	X		
3	Assessment questions are scenario-based, where possible.	X		
4	A variety of LMS trackable assessment types are used: <ul style="list-style-type: none"> <li>• 'True/false' to assess information retrieval</li> <li>• 'Multiple choice with multiple or single response' to assess accuracy of concepts</li> <li>• 'Place in order' to assess sequence-type knowledge</li> <li>• 'Drag and drop' for name/action associations</li> </ul>	X		
<b>Comments</b>				
<p><b>Overall, I felt that course was easy to understand, content was organized, and the information presented in the course was relevant to the current world of finance. Some technical glitches were noted (the exit button for each of the lessons did not let me leave the lesson, but I was able to move on by using the continue button below), but none too serious and may be due to the type of browser I was using (google chrome).</b></p>				

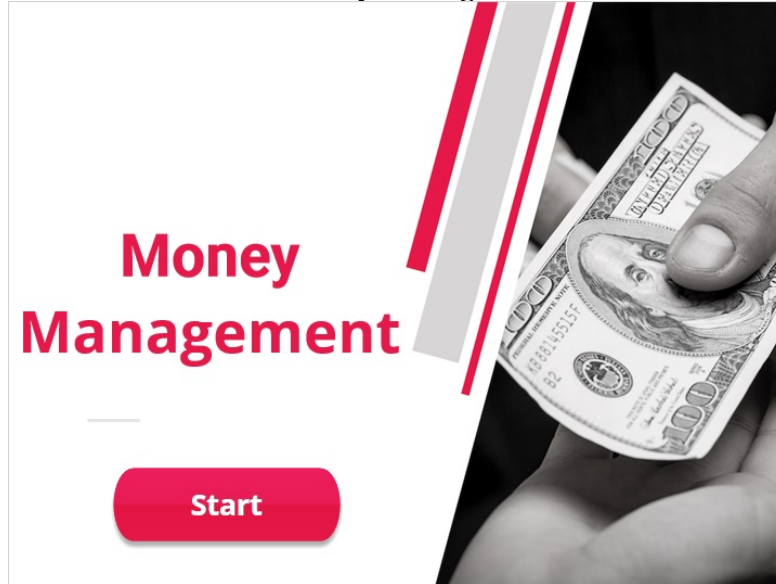
## Financial Literacy Content Evaluation

<b>Is the financial literacy content concurrent with today's standards?</b>
<p>I believe the content was concurrent with today's standards. The information was relevant to the economic trend of today, and scenarios used in the applied portion of the e-learning was relatable and realistic. Because of this, it was easy to put myself in that situation and the information provided was absorbed organically.</p>
<b>Are there any topics missing that should be added?</b>
<p><b>No, the content was rich and detailed. Adding more topics would probably make it too heavy.</b></p>
<b>Are there any topics incorporated in the course that should be deleted?</b>
<p><b>No, the topics incorporated into the course was consistent with money management and financial literacy, deleting any of it would not be necessary.</b></p>
<b>Do you have any other suggestions, feedback, or tips that you would like to add?</b>
<p><b>I can see this being used for professional developments and resources for college students to be used as an entry level guide to help someone learn financial literacy. Adding more topics would probably allow it to be used for multiple purposes beyond simply financial literacy, I think this is a wonderful start for something with a much larger potential.</b></p>

## Appendix S

### Money Management Slide Template Published by Articulate® Storyline www.articulate.com

#### 1. Money Management 1.1 Money Management



#### 1.2 MAIN MENU LAYOUT

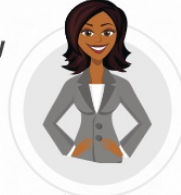


## 2. Spending and Cash Flow

### 2.1 Spending, & Cash Flow



#### Spending & Cash Flow



You've analyzed what you've been spending money on and set some SMART goals to strive for.

Your map is a spending plan or budget. It should detail exactly how you're going to use your money to pay for the things you want. An effective spending plan not only multiplies your chances of success, it also helps make the journey faster and easier. The basics of maximizing your money comes down to cash flow—the money flowing into your pockets as income and flowing out as expenses and debt. It doesn't matter who you are or how much money you have, maintaining a balanced cash flow is crucial.

In this lesson, you will practice the skills needed to create an effective spending plan and explore strategies to maintain a positive cash flow.

[Continue](#)

### 2.2 Learning Objectives



#### Spending & Cash Flow Learning Objectives

##### Objective 1

Identify how to plug spending leaks.

##### Objective 2

List strategies to stick to a spending plan.

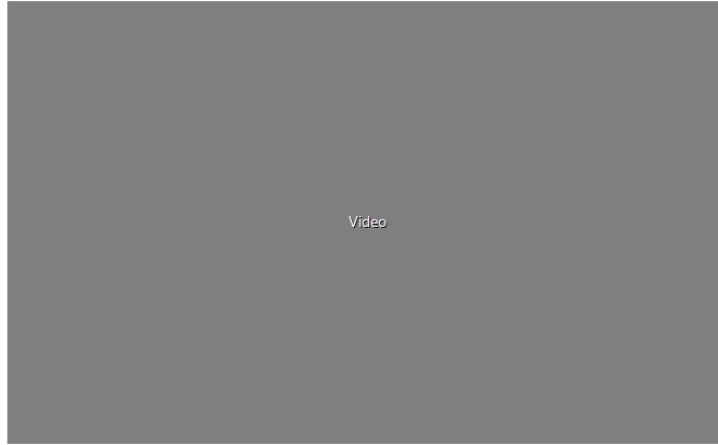
##### Objective 3

Discuss ways to be prepared for unexpected money events.



### 2.3 Gotcha!

#### Gotcha! How Stores Trick you into Buying More



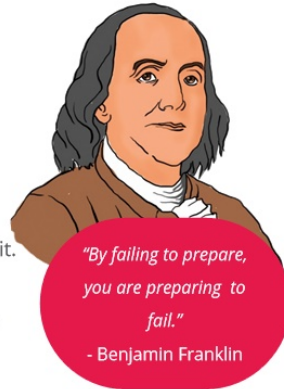
### 2.4 LIST LAYOUT




Spending & Cash Flow

#### Spending Plan = Road Map for Success

- 1 Make Progress to achieve goals.
- 2 Avoid "traps" and buyer's remorse
- 3 Deal with unexpected costly events.
- 4 Have money on hand when you need it.
- 5 Put you in control of how your money is used.



**2.5 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*



Spending Plan

**Can Michael and Selena Cover Expenses?**

What is the difference between Michael's and Selena's total expenses and estimated income?

Monthly Expenses	Michael	Selena
Cell Phone	\$45	\$0
Car Insurance	\$70	\$0
Food	\$120	\$60
Gas	\$40	\$0
Clothes	\$30	\$60
Entertainment	\$100	\$40
Personal Care	\$5	\$10
Donations	\$0	\$8
<b>Total Expenses</b>	<b>\$410</b>	<b>\$178</b>
<b>Estimated Income</b>	<b>\$544</b>	<b>\$160</b>
<b>Difference</b>	<b>\$ ???</b>	<b>\$ ???</b>

Michael \$134; Selena \$-18

Michael \$13; Selena \$180

Michael \$134; Selena \$18

Michael \$ -134; Selena \$18

Correct	Choice
X	Michael \$134; Selena \$-18
	Michael \$13; Selena \$180
	Michael \$134; Selena \$18
	Michael \$ -134; Selena \$18

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.

### Correct (Slide Layer)

Spending Plan

## Can Michael and Selena Cover Expenses?

What is the difference between Michael's and Selena's total expenses and estimated income?

Monthly Expenses		
Cell Phone		
Car Insurance		
Food		
Gas		
Clothes		
Entertainment		
Personal Care		
Donations	\$0	\$8
<b>Total Expenses</b>	\$410	\$178
<b>Estimated Income</b>	\$544	\$160
<b>Difference</b>	\$ ???	\$ ???

Correct

That's right! You selected the correct response.

### Incorrect (Slide Layer)

Spending Plan

## Can Michael and Selena Cover Expenses?

What is the difference between Michael's and Selena's total expenses and estimated income?

Monthly Expenses		
Cell Phone		
Car Insurance		
Food		
Gas		
Clothes		
Entertainment		
Personal Care		
Donations	\$0	\$8
<b>Total Expenses</b>	\$410	\$178
<b>Estimated Income</b>	\$544	\$160
<b>Difference</b>	\$ ???	\$ ???

Incorrect

You did not select the correct response.



**Try Again (Slide Layer)**

Spending Plan

### Can Michael and Selena Cover Expenses?

What is the difference between Michael's and Selena's total expenses and estimated income?

Monthly Expenses	Michael	Selena
Cell Phone	\$45	\$0
Car Insurance	\$70	\$0
Food	\$120	\$60
Gas	\$40	\$0
Clothes	\$30	\$60
Entertainment	\$100	\$40
Personal Care	\$5	\$10
Donations	\$0	\$8
<b>Total Expenses</b>	<b>\$410</b>	<b>\$178</b>
<b>Estimated Income</b>	<b>\$544</b>	<b>\$160</b>
<b>Difference</b>	<b>\$ ???</b>	<b>\$ ???</b>

**Incorrect**

That is incorrect. Please try again.

Try Again

**2.6 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*

Spending Plan

### Can Michael Save Money?

What can expense should Michael adjust to save \$160 a month?

Monthly Expenses	Michael	Selena
Cell Phone	\$45	\$0
Car Insurance	\$70	\$0
Food	\$120	\$60
Gas	\$40	\$0
Clothes	\$30	\$60
Entertainment	\$100	\$40
Personal Care	\$5	\$10
Donations	\$0	\$8
<b>Total Expenses</b>	<b>\$410</b>	<b>\$178</b>
<b>Estimated Income</b>	<b>\$544</b>	<b>\$160</b>
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

Gas

Cell Phone

Car Insurance

Entertainment

Submit

Correct	Choice
	Gas
	Cell Phone
	Car Insurance
X	Entertainment

**Feedback when correct:**

That's right! You selected the correct response. Remember, entertainment is a want and not a need. Therefore, Michael can reduce his spending on entertainment.

**Feedback when incorrect:**

You did not select the correct response. Remember, entertainment is a want and not a need. Therefore, Michael can reduce his spending on entertainment.

**Correct (Slide Layer)**

Spending Plan  
**Can Michael Save Money?**

What can Michael reduce his spending on?

Monthly Expenses		
Cell Phone		
Car Insurance		
Food		
Gas		
Clothes		
Entertainment		
Personal Care		
Donations	\$0	\$8
Total Expenses	\$410	\$178
Estimated Income	\$544	\$160
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

**Incorrect (Slide Layer)**

Spending Plan  
**Can Michael Save Money?**

What can Michael reduce his spending on?

Monthly Expenses		
Cell Phone		
Car Insurance		
Food		
Gas		
Clothes		
Entertainment		
Personal Care		
Donations	\$0	\$8
Total Expenses	\$410	\$178
Estimated Income	\$544	\$160
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

**Try Again (Slide Layer)**

Spending Plan

### Can Michael Save Money?

What can Michael adjust to save \$25 a month?

Monthly Expenses		
Cell Phone		
Car Insurance		
Food		
Gas		
Clothes		
Entertainment		
Personal Care		
Donations	\$0	\$8
<b>Total Expenses</b>	<b>\$410</b>	<b>\$178</b>
<b>Estimated Income</b>	<b>\$544</b>	<b>\$160</b>
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

**Incorrect**

That is incorrect. Please try again.

Try Again

**2.7 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*

Spending Plan

### Can Selena Save Money?

What can expense(s) should Selena adjust cover her expenses and goal to save \$25 a month.

Monthly Expenses	Michael	Selena
Cell Phone	\$45	\$0
Car Insurance	\$70	\$0
Food	\$120	\$60
Gas	\$40	\$0
Clothes	\$30	\$60
Entertainment	\$100	\$40
Personal Care	\$5	\$10
Donations	\$0	\$8
<b>Total Expenses</b>	<b>\$410</b>	<b>\$178</b>
<b>Estimated Income</b>	<b>\$544</b>	<b>\$160</b>
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

Donations

Entertainment

Clothes

All of the Above

Submit

Correct	Choice
	Donations
	Entertainment
	Clothes
X	All of the Above

**Feedback when correct:**

That's right! You selected the correct response. Remember, entertainment and donations is a want and not a need. Clothes are a need, however, Selena can reduce cost by bargain shopping.

**Feedback when incorrect:**

You did not select the correct response. Remember, entertainment and donations is a want and not a need. Clothes are a need, however, Selena can reduce cost by bargain shopping.

**Correct (Slide Layer)**

Spending Plan  
**Can Selena Save Money?**

What can expense(s) should Selena adjust cover her expenses and goal to save \$25 a m

**Monthly Expenses:**

- Cell Phone
- Car Insurance
- Food
- Gas
- Clothes
- Entertainment
- Personal Care
- Donations

**Correct**

That's right! You selected the correct response. Remember, entertainment and donations is a want and not a need. Clothes are a need, however, Selena can reduce cost by bargain shopping.

Continue

Donations	\$0	\$8
Total Expenses	\$410	\$178
Estimated Income	\$544	\$160
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

**Incorrect (Slide Layer)**

Spending Plan  
**Can Selena Save Money?**

What can expense(s) should Selena adjust cover her expenses and goal to save \$25 a m

**Monthly Expenses:**

- Cell Phone
- Car Insurance
- Food
- Gas
- Clothes
- Entertainment
- Personal Care
- Donations


**Incorrect**

You did not select the correct response. Remember, entertainment and donations is a want and not a need. Clothes are a need, however, Selena can reduce cost by bargain shopping.

Continue

Donations	\$0	\$8
Total Expenses	\$410	\$178
Estimated Income	\$544	\$160
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>

## Try Again (Slide Layer)




Spending Plan

### Can Selena Save Money?

What can expense(s) should Selena adjust cover her expenses and goal to save \$25 a m

Monthly Expenses	\$0	\$8
Cell Phone		
Car Insurance		
Food		
Gas		
Clothes		
Entertainment		
Personal Care		
Donations	\$0	\$8
<b>Total Expenses</b>	<b>\$410</b>	<b>\$178</b>
<b>Estimated Income</b>	<b>\$544</b>	<b>\$160</b>
<b>Difference</b>	<b>\$134</b>	<b>\$(18)</b>




**Incorrect**

That is incorrect. Please try again.

Try Again


## 2.8 LIST LAYOUT




Spending Plan

### Building a Spending Plan


- 1 What are the goals?
- 2 How long will the plan be used?
- 3 How much income is available?
- 4 What are the anticipated expenses?
- 5 How does the plan need to be adjusted?



## 2.9 THREE COLUMN LAYOUT




Spending Plan  
**Predict Your Income**



**Types of Income**


- Pay
- Allowance
- Interest
- Gift Money
- Sales



**Tips to Predict**

- Use What is Known**
  - Pay
  - Regular allowance
  - Average interest earned
- Be Conservative**
  - When estimating, aim lower rather than higher
  - Don't count on uncertain financial gain.

## 2.10 50/50 LAYOUT



Spending Plan  
**Estimate Your Expenses**

**Classify Expenses:**

- Fixed** Known, regular payments (Internet fee)
- Variable** Know, but irregular payment (groceries)
- Periodic** Know, but occasional payments (school fees)

**Tips to Estimate:**

- Use averages for variable expenses
- Split periodic expenses into chunks
  - *Example:* Plan to set aside \$100 a month to pay the annual \$1200 car insurance premium

## 2.11 PYF – Pay Yourself First



Spending Plan

### PYF – Pay Yourself First

**S**et aside money for “big ticket” items.

**A**void borrowing, which costs you more money.

**V**ery wise to save a little now for later.

**E**very time you PYF you have more money to spend later on things that are important

## 2.12 Make Adjustments



Spending Plan

### Make Adjustments

Ideal Situation: Spend at or below your means

**Income > or = Expenses**

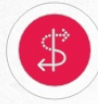
If Expenses > Income

- ↓ variable expenses
- ↑ income
- ↓ unnecessary expenses

If Income > Expenses

- ↑ PYF savings funds
- ↓ any loan obligations

## 2.13 Without a Spending Plan

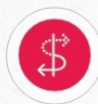


Spending Plan

### Without a Spending Plan

- May come up short on money before the next paycheck or allowance payment
- More likely to not reach long-term spending goals
- Added stress if struggling to keep up with payments
- May need to give up something you planned if money needs to be used for unexpected emergencies
- Give up independence if you need to rely on others for financial help

## 2.14 Learning Objectives



Spending & Cash Flow

### Learning Objectives

#### Objective 4

Discuss how a spending plan helps manage spending habits.

#### Objective 5

Describe what a spending plan is.

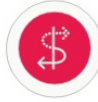
#### Objective 6

Explain how to use a spending plan.





## 2.15 *Is your plan working?*

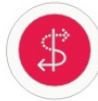


Cash Flow

### Is Your Plan Working? Plan for a Cash Flow

1. Compare your actual income with anticipated income
2. Compare your actual spending with planned spending
3. Make adjustments:
  - Increase your income
  - Decrease your expenses
  - Combination of both

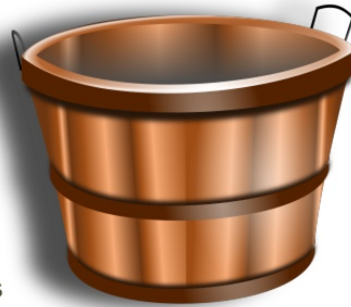
## 2.16 *Get a Bigger Bucket*



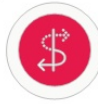
Cash Flow

### Get a Bigger Bucket

- Be crafty
- Help your neighbors
- Teach others
- Be a tech troubleshooter
- Work for your parents
- Start an Internet business



## 2.17 Plug Your Money Leaks



Cash Flow

### Plug Your Money Leaks

- Slow and steady drips
- Laziness penalties
- Needless things
- Carelessness fines
- Pity purchases
- Impulsive buys



## 2.18 Who's in Control?



Cash Flow

### Who's in Control?

Do you control your cash flow?

or

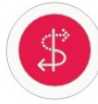
Does your cash flow control you?

Face **REALITY**

Accept **RESPONSIBILITY**

Show **RESTRAINT**

## 2.19 Track Your Money

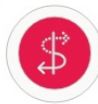


### Cash Flow Track Your Money

- Envelope system
- Weekly receipt tally
- Checking account register
- Spreadsheet
- Personal finance software or app



## 2.20 Stop Drop and Think Before You Buy Test

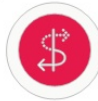


### Cash Flow Stop, Drop, & Think Before You Buy

**Before you buy, ask these questions:**

- Do I need this or do I want it?
- If I don't need it, why do I want it?
- Exactly when will I use (or wear) it?
- Could I find it for less somewhere else?
- What will I have to give up or put off by buying this now?

## 2.21 *Wise Up Before You Pay Up*

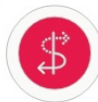


Cash Flow

### Wise Up Before You Pay Up

- Watch for different prices in the store and online.
- Calculate the shipping costs and sales tax.
- Find out about any additional costs you will have if you make the purchase.
- Check out product and service reviews to uncover potential risks, hazards, and defects through objective reviews.
- Know the return and repair policies.

## 2.22 *When Life Changes, Change the Plan*



Cash Flow

### When Life Changes, Change the Plan

What if ...

- You get a job that pays more?
- Are scheduled to work fewer hours?
- Get laid off or fired?
- Your bus fare increases?
- Achieve your goal(s)?

## 2.23 EXIT LAYOUT



Spending & Cash Flow

### CONGRATULATIONS!


You just completed the Spending and Cash Flow section of the Money Management course. To continue learning, click the "Main Menu" button. To exit course, click the "Exit Course" button.

Main Menu


Exit Course

### 3. Goals

#### 3.1 Goals



### Smart Goals



Many people spend, spend, spend, and then wonder why they're short of funds when it's time to pay the bills or why they never have the money for the things they really want. If they had set clear goals, created plans to achieve them, and worked the plans as faithfully as they watch their favorite TV shows, they'd be much less stressed and a whole lot happier.

In this lesson, students plan goals that will achieve their desired financial results.

[Continue](#)

#### 3.2 Learning Objectives



Goals

### Learning Objectives

**Objective 1**  
Discuss how personal goals can be achieved through money goals.

**Objective 2**  
Explain how to write an effective financial goal.

**Objective 3**  
Discuss how to prioritize actions while working to achieve several goals at the same time.



### 3.3 SMART Goals


 Goals  
**SMART Goals**

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**ime-Bound

### 3.4 Get SMART with Goals

 Goals  
**Get SMART with Goals**


Read and decide whether or not Michael or Selena will be able to successfully achieve their goal. Choose your response by clicking on a red box below.

 Selena mentions to her older brother that she wants to save some money before she graduates from high school. When he asks her how much, she doesn't have a solid answer.

When Michael tells a co-worker about needing to get new tires, he's shocked to learn from her that a set of tires costs about \$500. 


<b>Selena will successfully achieve her goal</b>	<b>Michael will successfully achieve his goal</b>	<b>Both Selena and Michael will successfully achieve their goal</b>	<b>Neither Selena nor Michael will successfully achieve their goal</b>
--	---	---	--

## Correct (Slide Layer)




Goals  
**Get SMART with Goals**


Read and decide whether or not Michael or Selena will be able to successfully achieve their goal. Choose your response by clicking on a red box below.



Selena mentions to her older brother that she wants to save some money before she graduates from high school. When he asks her how much, she doesn't have a solid answer.

When Michael tells a co-worker about needing to get new tires, he's shocked to learn from her that a set of tires costs about \$500.






Correct! Both Selena's and Michael's goals lack necessary specifications that will help them successfully attain their goal. In other words, they lack **SMART** goals.


**Continue**

## Incorrect Selena (Slide Layer)




Goals  
**Get SMART with Goals**


Read and decide whether or not Michael or Selena will be able to successfully achieve their goal. Choose your response by clicking on a red box below.



Selena mentions to her older brother that she wants to save some money before she graduates from high school. When he asks her how much, she doesn't have a solid answer.

When Michael tells a co-worker about needing to get new tires, he's shocked to learn from her that a set of tires costs about \$500.






Incorrect. Selena's goal lacks the necessary specifications that will help her successfully attain her goal. In other words, lacks **SMART** goals.

**Retry**




## Incorrect Michael (Slide Layer)




Goals  
**Get SMART with Goals**


Read and decide whether or not Michael or Selena will be able to successfully achieve their goal. Choose your response by clicking on a red box below.




Selena mentions to her older brother that she wants to save some money before she graduates from high school. When he asks her how much, she doesn't have a solid answer.

When Michael tells a co-worker about needing to get new tires, he's shocked to learn from her that a set of tires costs about \$500.




 Incorrect. Michael's goal lacks the necessary specifications that will help him successfully attain his goal. In other words, he lacks **SMART** goals. [Retry](#)

## Incorrect Both (Slide Layer)




Goals  
**Get SMART with Goals**


Read and decide whether or not Michael or Selena will be able to successfully achieve their goal. Choose your response by clicking on a red box below.



Selena mentions to her older brother that she wants to save some money before she graduates from high school. When he asks her how much, she doesn't have a solid answer.

When Michael tells a co-worker about needing to get new tires, he's shocked to learn from her that a set of tires costs about \$500.



 Incorrect! Both Selena's and Michael's goals lack necessary specifications that will help them successfully attain their goal. In other words, they lack **SMART** goals. [Retry](#)


### 3.5 SMART Goals Guide

 Goals  
**SMART Goals Guide**

SMART Goals Guide	
Specific	<ul style="list-style-type: none"><li>• What exactly needs to be accomplished?</li><li>• Who else will be involved?</li><li>• Where will this take place?</li><li>• Why do I want to accomplish the goal?</li></ul>
Measurable	<ul style="list-style-type: none"><li>• How will I know I've succeeded?</li><li>• How much change needs to occur?</li><li>• How many accomplishments or actions will it take?</li></ul>
Attainable	<ul style="list-style-type: none"><li>• Do I have, or can I get, the resources needed to achieve the goal?</li><li>• Is the goal a reasonable stretch for me? (neither out of reach nor too easy)</li><li>• Are the actions I plan to take likely to bring success?</li></ul>
Relevant	<ul style="list-style-type: none"><li>• Is this a worthwhile goal for me right now?</li><li>• Is it meaningful to me—or just something others think I</li></ul>

### 3.6 Is the Goal Specific?

page 15

 Goals  
**Is the Goal Measurable?**

- How will I know I have succeeded?
- How much change needs to occur?
- How many actions will it take?

Mike needs to have tires on his car with treads that provide good traction when driving in snow and rain conditions.

1. Find out how much new tires cost.
2. Save the money to buy tires.
3. Schedule an appointment to replace tires.

### 3.7 Is the Goal Specific?

page 15



Goals

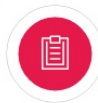
#### Is the Goal **Attainable**?

- Do I have, or can I get, the resources needed to achieve the goal?
- Is the goal a reasonable stretch for me? (neither out of reach nor too easy)
- Are the actions I plan to take likely to bring success?

Mike has money saved and is also working, so he can pay for the new tires. He also can compare prices at three businesses near his house.

### 3.8 Is the Goal Specific?

page 15



Goals

#### Is the Goal **Relevant**?

- Is this a worthwhile goal for me right now?
- Is it meaningful to me?
- Will it delay or prevent me from achieving a more important goal?
- Am I willing to commit to achieving this goal?

Mike wants to replace his current, worn-out tires for new tires. This will improve fuel efficiency and reduce the risk of having a flat tire at an inconvenient time.

### 3.9 Is the Goal Specific?

page 15



Goals

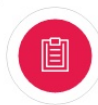
#### Is the Goal **Time-Bound**?

- What is the deadline for reaching the goal?
- When do I need to take action?
- What can I do today?

Mike wants to replace his tires soon, preferably by the end of next month. By the end of this week, he will request three quotes to compare tire prices.

### 3.10 Goal Makeover

page 16



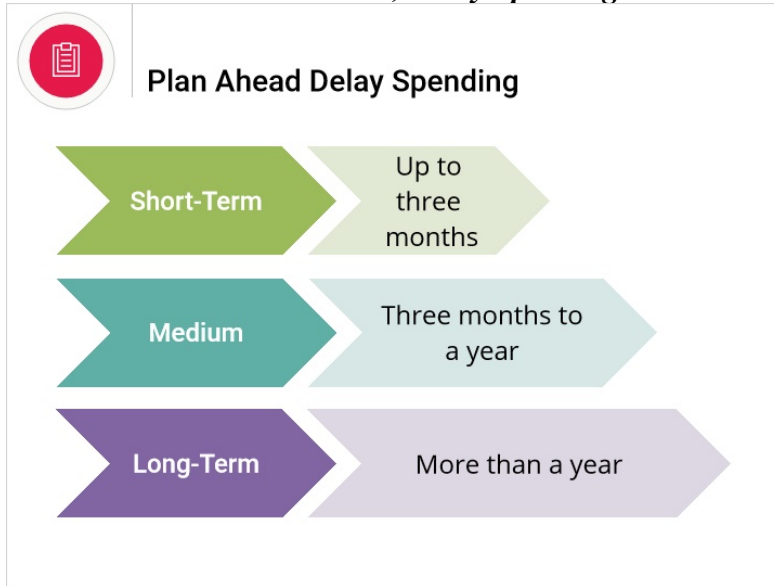
#### Goal Makeover Practice

Rewrite the following statement into SMART a goal?

Buy a new computer in 6 months.

SMART Guide		
Specific	<ul style="list-style-type: none"><li>• What exactly needs to be accomplished?</li><li>• Who else will be involved?</li><li>• Where will this take place?</li><li>• Why do I want to accomplish the goal?</li></ul>	Type your Specific statement.
Measurable	<ul style="list-style-type: none"><li>• How will I know I've succeeded?</li><li>• How much change needs to occur?</li><li>• How many accomplishments or actions</li></ul>	Type your Measurable statement.

### 3.11 Plan Ahead; Delay Spending



### 3.12 EXIT LAYOUT

Goals


**CONGRATULATIONS!**

You just completed the Goals section of the Money Management course. To continue learning click "Main Menu," to exit course click the "Exit Course" button.


[Main Menu](#) [Exit Course](#)

## 4. Making Decisions

### 4.1 Making Decisions



### Making Decisions



When you can't count on a steady income stream, making decisions about money can be even harder. All you can do is make the best decision you can with the information you have at the time.

In this lesson, students learn about strategies to be mindfully deliberate about spending decisions.

[Continue](#)

### 4.2 Learning Objectives



Making Decisions

### Learning Objectives

- Objective 1**  
Discuss what influences spending decisions.
- Objective 2**  
Identify tools and strategies to manage spending habits.
- Objective 3**  
Demonstrate how the decision-making process works.



### 4.3 Factors that Influence a Decision

Decisions

#### Factors that Influence a Decision

FACTORS INFLUENCING DECISIONS

Click on the items to see what factors specifically influence a decision.

#### Values (Slide Layer)

Decisions

#### Factors that Influence a Decision

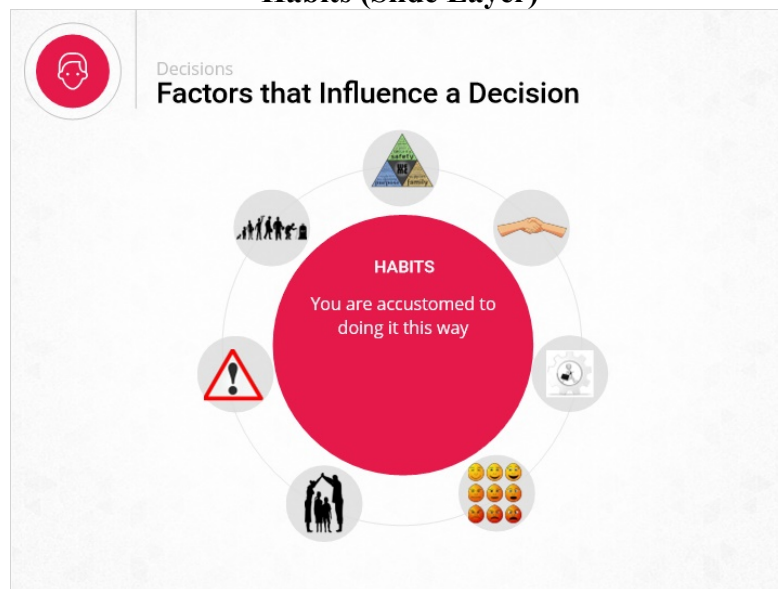
VALUES

What is important to your family, others in your culture?

## Peers (Slide Layer)



## Habits (Slide Layer)





## Feelings (Slide Layer)



## Family (Slide Layer)



## Risks (Slide Layer)



## Age (Slide Layer)












#### 4.4 Common Decision-Making Strategies

 Decisions  
**Common Decision-Making Strategies**

 <b>SPONTANEITY</b> Choosing the first option that comes to mind; giving little or no consideration to risks.	 <b>COMPLIANCE</b> Going along with family, school, work, or peer expectations.	 <b>AGONIZING</b> Accumulating so much information that analyzing the options becomes overwhelming.	 <b>PROCRASTINATION</b> Postponing thought and action until options are limited.
 <b>INTENTION</b> Choosing an option that will be both intellectually and emotionally satisfying.	 <b>AVOIDANCE</b> Choosing the option that is most likely to avoid the worst possible result.	 <b>SECURITY</b> Choosing the option that will bring some success, offend the fewest people, and pose the least risk.	 <b>SYNTHESIS</b> Choosing the option that has a good chance to succeed and which you like the best.

#### 4.5 There's an App for That!

 Making Decisions  
**There's an App for That!**

#### 4.6 *DECIDE to Make a Sensible Decision*



Making Decisions

#### **DECIDE** to Make a Sensible Decision

- D**efine your goal.
- E**stablish criteria for an acceptable outcome.
- C**hoose two or three good options.
- I**dentify pros and cons of the options.
- D**ecide the option that best matches criteria.
- E**valuate the results.

#### 4.7 *EXIT LAYOUT*



Making Decisions

### **CONGRATULATIONS!**

You just completed the Decisions section of the Money Management course. To continue learning click "Main Menu," to exit course click the "Exit Course" button.

Main Menu

Exit Course

## 5. Money Habits

### 5.1 Money Habits

### Money Habits

Habits can help you soar to success or keep you panting on the treadmill, with success always out of reach. They're sneaky, too. Because habits are automatic, they kick in before you can stop to think about how they're going to help you or hurt you in the long run.

In this lesson, students examine their current habits, spending values and money attitudes to better understand how values and attitudes can impact relationships and financial decisions.

[Continue](#)

### 5.2 Learning Objectives

Spending & Cash Flow

### Learning Objectives

**Objective 1**

Discuss the value of planning how money is used.

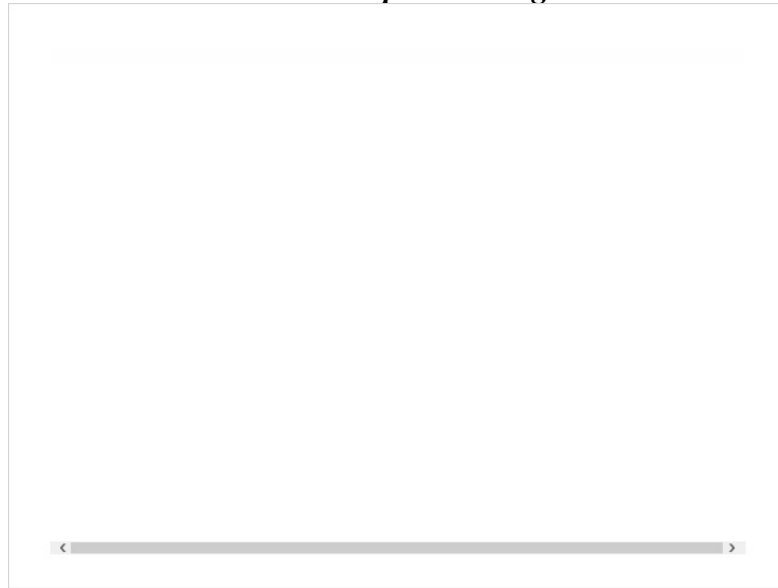
**Objective 2**

Give examples of sensible and unwise spending decisions and behaviors.


**Objective 3**

Compare spending priorities.

### 5.3 *www.Spendster.org*




### 5.4 *Meet Michael and Selena*



#### Meet Michael and Selena


**Michael – senior**

- Lives at home
- Part-time job
- Responsible for own expenses
- Saving for college



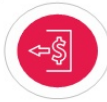
**Selena – junior**

- Lives at home
- Occasional jobs
- Gets money from parents



### 5.5 **DRAG-AND-DROP**

*(Drag and Drop, 10 points, 2 attempts permitted)*



## MICHAEL'S MONEY HABITS

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I buy fast food after school ever day.

I pay bills as soon as I get them.

I regularly check my money stash and/or account information.

I buy a couple DVDs with each paycheck.

Positive (+)

Spending Habit

Negative (-)

Spending Habit

Drag Item	Drop Target
I buy fast food after school ever day.	Negative (-) Spending Habit
I pay bills as soon as I get them.	Positive (+) Spending Habit
I regularly check my money stash and/or account information.	Positive (+) Spending Habit
I buy a couple DVDs with each paycheck.	Negative (-) Spending Habit

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Snap to center)


### Feedback when correct:

That's right! You selected the correct response.

### Feedback when incorrect:

You did not select the correct response.

### Correct (Slide Layer)

 **MICHAEL'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I buy fast food after school ever day.

I pay bills as soon as I get them.

I regularly check my money stash and/or account information.


I buy a couple DVDs with each paycheck.

**Correct**  
Positive (+)  
That's right! You selected the correct response. **Habit**

Continue

Negative (-)  
Spending Habit

### Incorrect (Slide Layer)

 **MICHAEL'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I buy fast food after school ever day.

I pay bills as soon as I get them.

I regularly check my money stash and/or account information.

I buy a couple DVDs with each paycheck.

**Incorrect**  
Positive (+)  
You did not select the correct response. **Spending Habit**

Continue

Negative (-)  
Spending Habit



### Try Again (Slide Layer)

**MICHAEL'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

- I buy fast food after school ever day.
- I pay bills as soon as I get them.
- I regularly check my money stash and/or account information.
- I buy a couple DVDs with each paycheck.

**Incorrect**  
Positive (+)  
Spending Habit  
That is incorrect. Please try again.  
Try Again

Negative (-)  
Spending Habit

### 5.6 DRAG-AND-DROP

(Drag and Drop, 10 points, 1 attempt permitted)

**MICHAEL'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

- I buy fast food after school ever day.
- I pay bills as soon as I get them.
- I regularly check my money stash and/or account information.
- I buy a couple DVDs with each paycheck.

Positive (+)  
Spending Habit

Negative (-)  
Spending Habit

Drag Item	Drop Target
I buy fast food after school ever day.	Negative (-) Spending Habit
I pay bills as soon as I get them.	Positive (+) Spending Habit
I regularly check my money stash and/or account information.	Positive (+)

	Spending Habit
I buy a couple DVDs with each paycheck.	Negative (-)
	Spending Habit

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Snap to center)

**Feedback when correct:**

That's right! You selected the correct response.

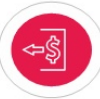
**Feedback when incorrect:**

You did not select the correct response.

**Correct (Slide Layer)**

The screenshot shows an interactive activity titled "MICHAEL'S MONEY HABITS". On the left, there is a list of four money habit statements in grey boxes: "I buy fast food after school ever day.", "I pay bills as soon as I get them.", "I regularly check my money stash and/or account information.", and "I buy a couple DVDs with each paycheck." Above the list is a red circular icon with a white dollar sign and arrows. Below the list is a green feedback overlay. The overlay contains a white checkmark in a black diamond, the word "Correct" in bold, "Positive (+)" in green, the text "That's right! You selected the correct response. Habit", a "Continue" button, and a "Negative (-) Spending Habit" box that is currently empty.

### Incorrect (Slide Layer)

 **MICHAEL'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I buy fast food after school ever day.

I pay bills as soon as I get them.

I regularly check my money stash and/or account information.

I buy a couple DVDs with each paycheck.

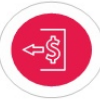
**Incorrect**  
Positive (+)  
You did not select the correct response.  
Spending Habit

Continue

Negative (-)  
Spending Habit

### 5.7 DRAG-AND-DROP

(Drag and Drop, 10 points, 2 attempts permitted)

 **SELENA'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I give \$2 at church every week.

My shopping plan is to just "buy what I love."

I comparison-shop when buying non-clothes items.

I buy iced coffees after school every day.

**Positive (+)**  
Spending Habit

**Negative (-)**  
Spending Habit

Drag Item	Drop Target
I give \$2 at church every week.	Positive (+) Spending Habit
My shopping plan is to just “buy what I love.”	Negative (-) Spending Habit
I comparison-shop when buying non-clothes items.	Positive (+) Spending Habit
I buy iced coffees after school every day.	Negative (-) Spending Habit

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Snap to center)

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.

**Correct (Slide Layer)**

**SELENA'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I give \$2 at church every week.

My shopping plan is to just “buy what I love.”

I comparison-shop when buying non-clothes items.

I buy iced coffees after school every day.

**Correct**  
Positive (+)  
That's right! You selected the correct response. **Habit**

Continue

Negative (-)  
Spending Habit

### Incorrect (Slide Layer)

The screenshot shows an interactive learning activity titled "SELENA'S MONEY HABITS". On the left, there is a list of four money habit statements: "I give \$2 at church every week.", "My shopping plan is to just 'buy what I love.'", "I comparison-shop when buying non-clothes items.", and "I buy iced coffees after school every day." On the right, there are two red boxes representing spending habit categories: "Positive (+) Spending Habit" and "Negative (-) Spending Habit". A red overlay on the right side of the screen indicates an incorrect response. The overlay contains a black diamond with a white 'x', the word "Incorrect", and the text "You did not select the correct response." Below this, there is a "Continue" button.

### Try Again (Slide Layer)

This screenshot is identical to the one above, showing the same "SELENA'S MONEY HABITS" activity. However, the red overlay now displays a different message: "Incorrect" followed by "That is incorrect. Please try again." Below this message is a "Try Again" button.

## 5.8 DRAG-AND-DROP (Drag and Drop, 10 points, 1 attempt permitted)



### SELENA'S MONEY HABITS

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I give \$2 at church every week.

My shopping plan is to just “buy what I love.”

I comparison-shop when buying non-clothes items.

I buy iced coffees after school every day.

**Positive (+)**  
**Spending Habit**

**Negative (-)**  
**Spending Habit**

Drag Item	Drop Target
I give \$2 at church every week.	Positive (+) Spending Habit
My shopping plan is to just “buy what I love.”	Negative (-) Spending Habit
I comparison-shop when buying non-clothes items.	Positive (+) Spending Habit
I buy iced coffees after school every day.	Negative (-) Spending Habit

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Snap to center)

**Feedback when correct:**  
 That's right! You selected the correct response.

**Feedback when incorrect:**  
 You did not select the correct response.

### Correct (Slide Layer)

**SELENA'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I give \$2 at church every week.

My shopping plan is to just "buy what I love."

I comparison-shop when buying non-clothes items.

I buy iced coffees after school every day.

**Correct**  
Positive (+)  
That's right! You selected the correct response. **Habit**

Continue

Negative (-)  
Spending Habit

Detailed description: This is a screenshot of a quiz slide titled "SELENA'S MONEY HABITS". On the left, there are four grey boxes containing money habit statements: "I give \$2 at church every week.", "My shopping plan is to just 'buy what I love.'", "I comparison-shop when buying non-clothes items.", and "I buy iced coffees after school every day." On the right, a green slide layer is active, displaying a checkmark icon and the word "Correct". Below this, it says "Positive (+)" and "That's right! You selected the correct response. Habit". There is a "Continue" button. At the bottom of the green layer, the text "Negative (-) Spending Habit" is visible but dimmed.

### Incorrect (Slide Layer)

**SELENA'S MONEY HABITS**

Drag each money habit statement and drop into the area of the corresponding positive or negative spending habit box.

I give \$2 at church every week.

My shopping plan is to just "buy what I love."

I comparison-shop when buying non-clothes items.

I buy iced coffees after school every day.

**Incorrect**  
Positive (+)  
You did not select the correct response. **Spending Habit**

Continue


Negative (-)  
Spending Habit

Detailed description: This is a screenshot of a quiz slide titled "SELENA'S MONEY HABITS". On the left, there are four grey boxes containing money habit statements: "I give \$2 at church every week.", "My shopping plan is to just 'buy what I love.'", "I comparison-shop when buying non-clothes items.", and "I buy iced coffees after school every day." On the right, a red slide layer is active, displaying a red 'X' icon and the word "Incorrect". Below this, it says "Positive (+)" and "You did not select the correct response. Spending Habit". There is a "Continue" button. At the bottom of the red layer, the text "Negative (-) Spending Habit" is visible but dimmed.

### 5.9 The Latte Factor (Pick One, 10 points, 2 attempts permitted)

**Money Habits**  
**The Latte Factor**

If Selena spends \$3 on iced coffee after school every day, how much does she spend in a week?



Select the correct answer.

**A** \$ 21

**B** \$ 15

Correct	Choice
	Choice A
X	Choice B

**Feedback when correct:**  
 That's right! You selected the correct response.

**Feedback when incorrect:**  
 You did not select the correct response.



### Correct (Slide Layer)

Money Habits

## The Latte Factor


If Selena spends \$3 on iced coffee after school every day, how much does she spend in a week?

Correct

That's right! You selected the correct response.

Continue

B \$ 15

A screenshot of a quiz interface. At the top left, there is a red square icon followed by the text 'Money Habits'. Below this is the title 'The Latte Factor'. The main text asks: 'If Selena spends \$3 on iced coffee after school every day, how much does she spend in a week?'. A blue confirmation box is overlaid on the screen, containing the text 'Correct' and 'That's right! You selected the correct response.' with a 'Continue' button. In the background, a grey box shows the selected answer 'B \$ 15'.

### Incorrect (Slide Layer)

Money Habits

## The Latte Factor

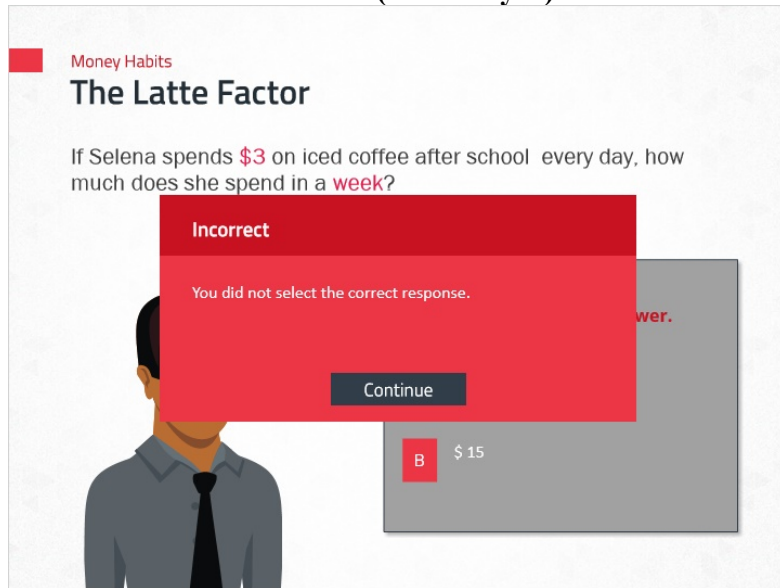
If Selena spends \$3 on iced coffee after school every day, how much does she spend in a week?

Incorrect

You did not select the correct response.

Continue

B \$ 15

A screenshot of a quiz interface, identical to the one above. However, a red confirmation box is overlaid on the screen, containing the text 'Incorrect' and 'You did not select the correct response.' with a 'Continue' button. The background grey box still shows the selected answer 'B \$ 15'.

### Try Again (Slide Layer)

Money Habits

## The Latte Factor

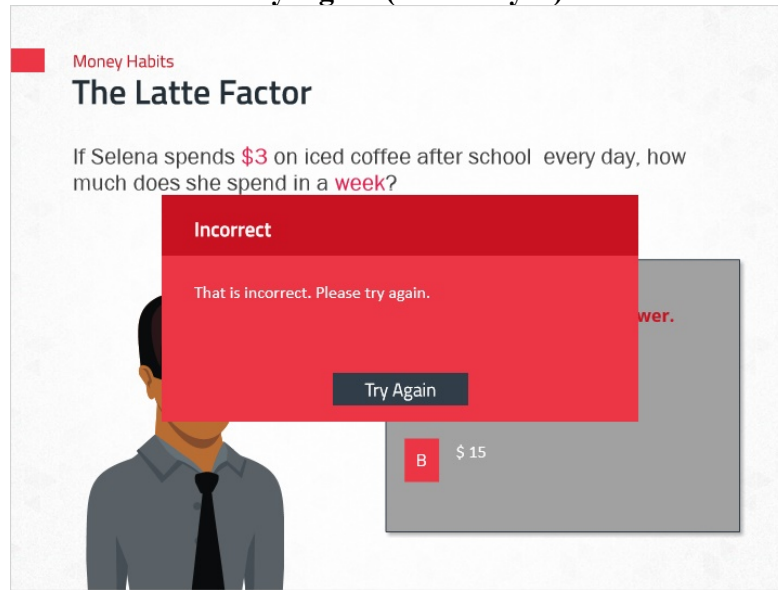
If Selena spends \$3 on iced coffee after school every day, how much does she spend in a week?

**Incorrect**

That is incorrect. Please try again.

Try Again

B \$ 15



### 5.10 The Latte Factor (Pick One, 10 points, 2 attempts permitted)

Money Habits

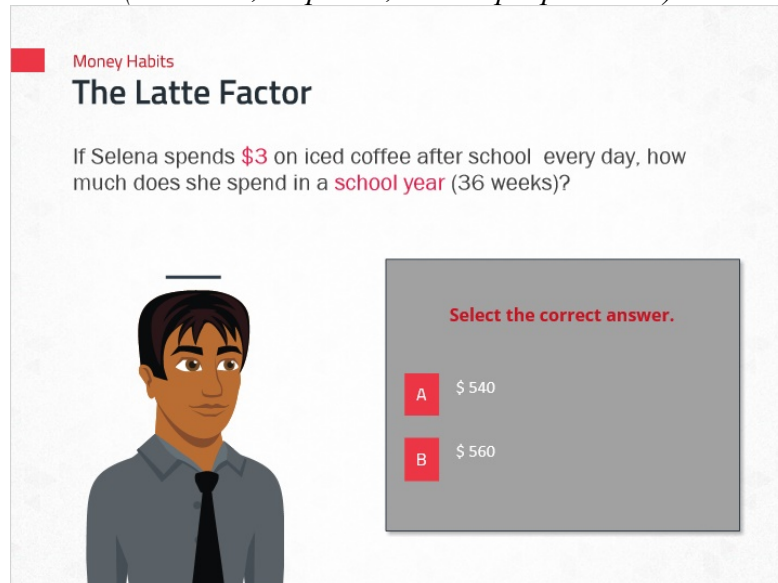
## The Latte Factor

If Selena spends \$3 on iced coffee after school every day, how much does she spend in a school year (36 weeks)?

Select the correct answer.

A \$ 540

B \$ 560



Correct	Choice
X	Choice A
	Choice B

**Feedback when correct:**  
That's right! You selected the correct response.  
**Feedback when incorrect:**  
You did not select the correct response.

### Correct (Slide Layer)

The screenshot shows a quiz interface. At the top left, there is a red square icon followed by the text "Money Habits". Below this is the title "The Latte Factor". The question text reads: "If Selena spends \$3 on iced coffee after school every day, how much does she spend in a school year (36 weeks)?". A blue feedback box is overlaid on the screen, containing the text "Correct" and "That's right! You selected the correct response." with a "Continue" button below it. In the background, a grey box shows a red square with the letter "B" and the text "\$ 560". To the left of the feedback box, there is a partial illustration of a man in a grey shirt and black tie.

### Incorrect (Slide Layer)

The screenshot shows the same quiz interface as above. The question text is identical: "If Selena spends \$3 on iced coffee after school every day, how much does she spend in a school year (36 weeks)?". A red feedback box is overlaid on the screen, containing the text "Incorrect" and "You did not select the correct response." with a "Continue" button below it. In the background, a grey box shows a red square with the letter "B" and the text "\$ 560". To the left of the feedback box, there is a partial illustration of a man in a grey shirt and black tie.

## Try Again (Slide Layer)

Money Habits

### The Latte Factor

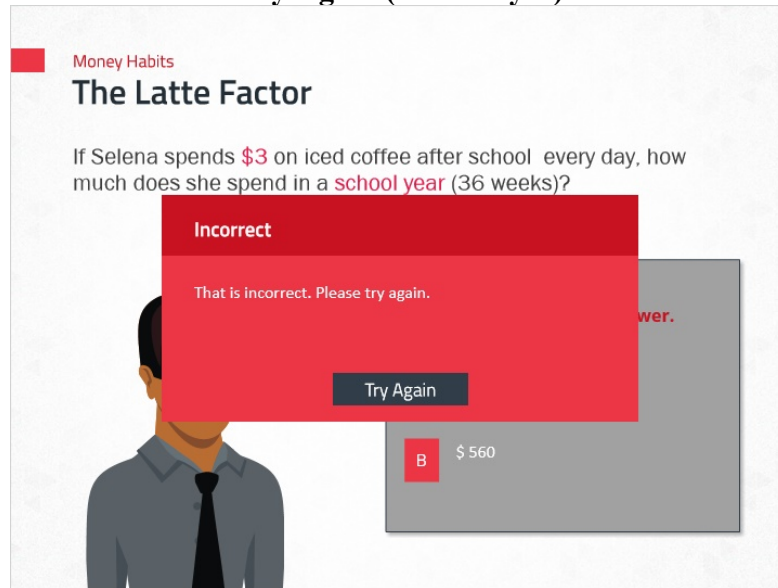
If Selena spends \$3 on iced coffee after school every day, how much does she spend in a school year (36 weeks)?

**Incorrect**


That is incorrect. Please try again.

Try Again

B \$ 560



### 5.11 Latte Factor



#### Latte Factor

If Selena spends \$3 on iced coffee after school every day, she will spend ...

- ... \$15 in a week ( $\$3 \times 5$  days)
- ... about \$540 in a school year ( $\$3 \times 180$  days)

What else could she have done with that money?

### 5.12 Is it a Want or a Need?



#### Is it a Want or a Need? Why is this Important?



It is ideal to pay for the things you **need** and less of the things you **want**. Unless you have a tree that grows money, you must understand the difference between **wants** & **needs** to help you manage your money wisely for a lifetime.

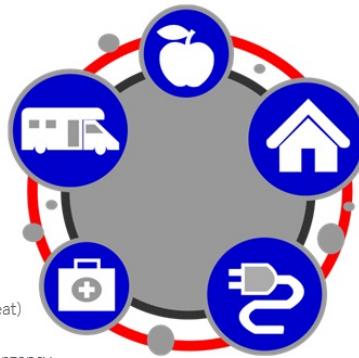
### 5.13 Examples of Needs




Money Habits

#### Examples of Needs

- 1 Clothes
- 2 Shelter
- 3 Transportation
- 4 Medical Care
- 5 Nutritious Food
- 6 Utilities (e.g., Gas, Electricity, Heat)
- 7 Savings (e.g., Retirement or Emergency Fund)



### 5.14 Examples of wants




Money Habits


#### Examples of Wants

1. What we like to have but do not need.
2. Things that are usually not necessary.
3. Things that we can live without having.

<span style="color: red;">●</span> Electronics	<span style="color: red;">●</span> Candy
<span style="color: red;">●</span> Jewelry	<span style="color: red;">●</span> Fast Food
<span style="color: red;">●</span> Toys	<span style="color: red;">●</span> Coffee
<span style="color: red;">●</span> Television	<span style="color: red;">●</span> Gym
<span style="color: red;">●</span> Movies	<span style="color: red;">●</span> Clubs
<span style="color: red;">●</span> Entertainment	<span style="color: red;">●</span> Designer Clothing
<span style="color: red;">●</span> Video Games	<span style="color: red;">●</span> ... and many more!















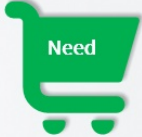
### 5.15 Is it a Want or a Need? (Drag and Drop, 10 points, 2 attempts permitted)




#### Is it a Want or a Need?

Drag and drop the images below into the want or need shopping cart.

 Gym	 Groceries	 Movies	 Clothes
 Fast Food	 Rent/Mortgage	 Electronics	 Coffee/Latte
 Games	 Savings	 Jewelry	 Car





Drag Item	Drop Target
Car	Want
Groceries	Need
Movies	Want
Clothes	Need
Savings	Need
Rent	Need
Gym	Want
Fast Food	Want
Coffee	Want
Jewelry	Want
Games	Want
Electronics	Want

Drag and drop properties
Return item to start point if dropped outside any drop target
Snap dropped items to drop target (Snap to center)

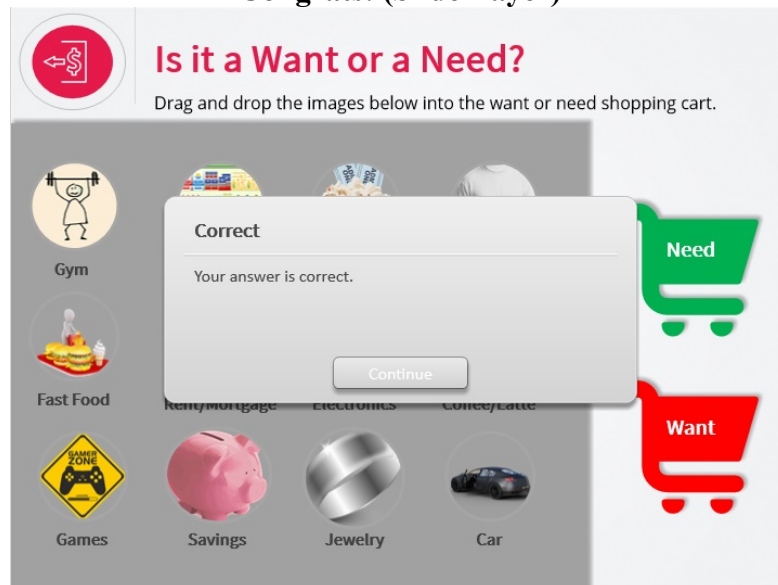
**Feedback when correct:**

Your answer is correct.

**Feedback when incorrect:**

Your answer is incorrect.

**Congrats! (Slide Layer)**



### Sorry! (Slide Layer)

The screenshot shows a game interface with a title "Is it a Want or a Need?" and a subtitle "Drag and drop the images below into the want or need shopping cart." On the left, there are icons for "Gym", "Fast Food", "Games", "Savings", "Jewelry", and "Car". On the right, there are two shopping cart icons labeled "Need" (green) and "Want" (red). A semi-transparent grey box in the center contains the text "Sorry! Your answer is incorrect." and a "Continue" button.

### Try Again (Slide Layer)

This screenshot is identical to the one above, but the semi-transparent grey box now contains the text "Sorry! Your answer is incorrect." and a "Try Again" button.

**5.16 Is it a Want or a Need?**  
*(Drag and Drop, 10 points, 1 attempt permitted)*



 **Is it a Want or a Need?**  
 Drag and drop the images below into the want or need shopping cart.


 Gym	 Groceries	 Movies	 Clothes	 
 Fast Food	 Rent/Mortgage	 Electronics	 Coffee/Latte	
 Games	 Savings	 Jewelry	 Car	

Drag Item	Drop Target
Car	Want
Groceries	Need
Movies	Want
Clothes	Need
Savings	Need
Rent	Need
Gym	Want
Fast Food	Want
Coffee	Want
Jewelry	Want
Games	Want
Electronics	Want

Drag and drop properties
Return item to start point if dropped outside any drop target
Snap dropped items to drop target (Snap to center)

**Feedback when correct:**  
 Your answer is correct.  
**Feedback when incorrect:**  
 Your answer is incorrect.

### Congrats! (Slide Layer)

 **Is it a Want or a Need?**  
Drag and drop the images below into the want or need shopping cart.

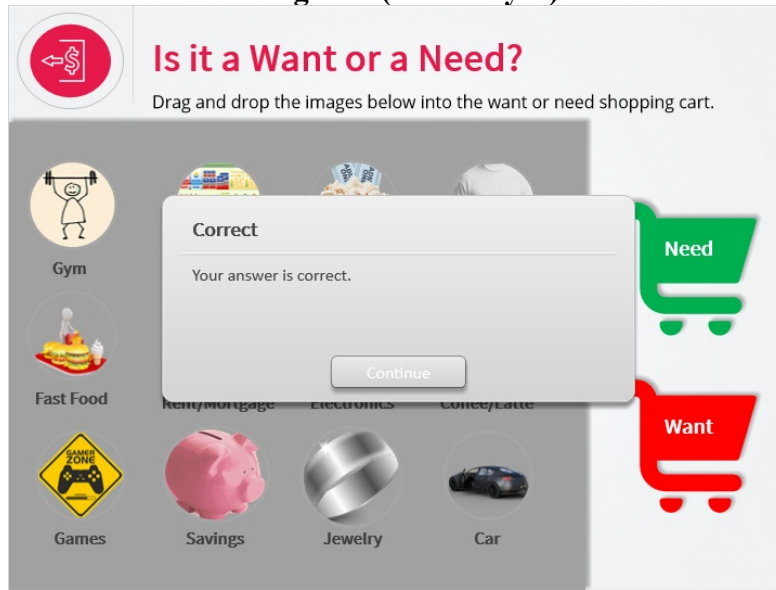
**Correct**  
Your answer is correct.

Continue


**Need**

**Want**

Gym  
Fast Food  
Games  
Savings  
Jewelry  
Car



### Sorry! (Slide Layer)

 **Is it a Want or a Need?**  
Drag and drop the images below into the want or need shopping cart.

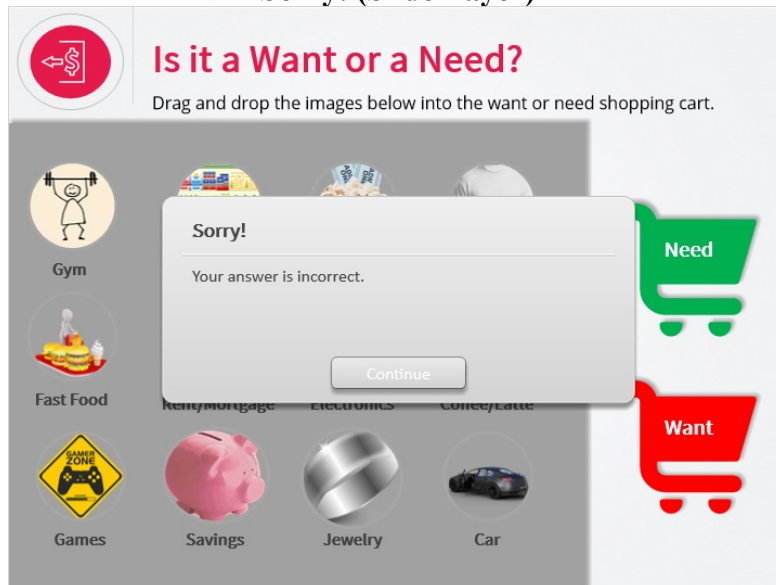
**Sorry!**  
Your answer is incorrect.

Continue

**Need**

**Want**

Gym  
Fast Food  
Games  
Savings  
Jewelry  
Car



### 5.17 *Stop Drop and Think Before You Buy Test*



#### Stop Drop and Think Before You Buy Test

Do I need this or do I want it?

If I don't need it, why do I want it?

Exactly when will I use (or wear) it?

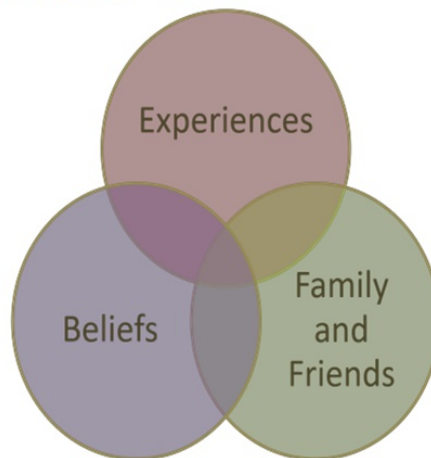
Can I find it for less somewhere else?

What will I have to give up or put off by buying this now?


### 5.18 *Valuing Your Values*



#### Valuing Your Values



## 5.19 EXIT LAYOUT



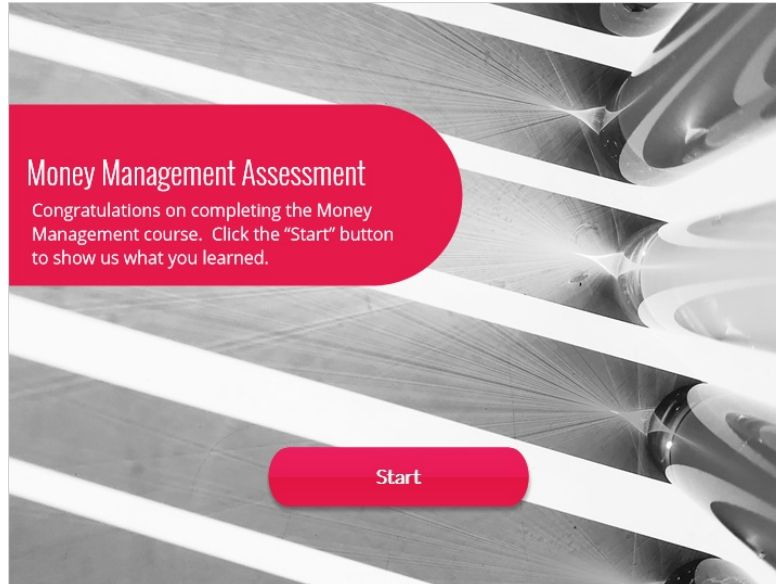
Money Habits

# CONGRATULATIONS!


You just completed the Money Habits section of the Money Management course. To continue learning click "Main Menu," to exit course click the "Exit Course" button.

[Main Menu](#) [Exit Course](#)

**6. Assessment**  
**6.1 WELCOME LAYOUT**



**6.2 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*



Managing Money

**ASSESSMENT**

Which of the following is considered a need?


- a new car
- a clothes dryer
- a place to sleep
- lunch at a local restaurant

Correct	Choice
	a new car
	a clothes dryer
X	a place to sleep
	lunch at a local restaurant

**Feedback when correct:**  
 That's right! You selected the correct response.

**Feedback when incorrect:**  
 You did not select the correct response.

### Correct (Slide Layer)



Managing Money  
**ASSESSMENT**

Which of the following is considered a need?


- a new car
- a clothes closet
- a place to live
- lunch at a local restaurant

**Correct**

That's right! You selected the correct response.

Continue

### Incorrect (Slide Layer)



Managing Money  
**ASSESSMENT**

Which of the following is considered a need?


- a new car
- a clothes closet
- a place to live
- lunch at a local restaurant

**Incorrect**

You did not select the correct response.

Continue

### Try Again (Slide Layer)



Managing Money  
**ASSESSMENT**

Which of the following is considered a need?


- a new car
- a clothes
- a place
- lunch at a local restaurant

**Incorrect**

That is incorrect. Please try again.

Try Again

### 6.3 MULTIPLE CHOICE QUESTION (Multiple Choice, 10 points, 2 attempts permitted)



Managing Money  
**ASSESSMENT**

Which of the following factors can influence decisions?

- age
- values
- family
- peers
- all of the above

Submit

Correct	Choice
	age

	values
	family
	peers
X	all of the above


**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.

**Correct (Slide Layer)**



Managing Money  
**ASSESSMENT**

Which of the following factors can influence decisions?

- age
- values
- family
- peers
- all of the above


**Correct**

That's right! You selected the correct response.

Continue



### Incorrect (Slide Layer)



Managing Money  
**ASSESSMENT**

Which of the following factors can influence decisions?


- age
- values
- family
- peers
- all of the above

**Incorrect**

You did not select the correct response.

Continue

### Try Again (Slide Layer)



Managing Money  
**ASSESSMENT**

Which of the following factors can influence decisions?

- age
- values
- family
- peers
- all of the above

**Incorrect**

That is incorrect. Please try again.

Try Again

**6.4 MULTIPLE CHOICE QUESTION**  
(Multiple Choice, 10 points, 2 attempts permitted)



Managing Money  
**ASSESSMENT**

A value can be described as...

- something basic for your survival
- something you desire to make your life more comfortable
- a willingness to give up something now in exchange for a future benefit
- a belief or idea you consider important or desirable

Submit

Correct	Choice
	something basic for your survival
	something you desire to make your life more comfortable
	a willingness to give up something now in exchange for a future benefit
X	a belief or idea you consider important or desirable

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.

**Correct (Slide Layer)**



Managing Money  
**ASSESSMENT**

A value can be described as...


- something basic for your survival
- something you desire to make your life more comfortable
- a willingness to give up something now in exchange for a future benefit
- a belief or idea you consider important or desirable

**Correct**

That's right! You selected the correct response.

Continue

### Incorrect (Slide Layer)

 Managing Money  
**ASSESSMENT**

A value can be described as...


- something that is comfortable
- something that is portable
- a willingness to give up something for a future benefit
- a belief or idea you consider important or desirable

**Incorrect**

You did not select the correct response.

Continue

### Try Again (Slide Layer)

 Managing Money  
**ASSESSMENT**

A value can be described as...

- something that is comfortable
- something that is portable
- a willingness to give up something for a future benefit
- a belief or idea you consider important or desirable

**Incorrect**

That is incorrect. Please try again.

Try Again

**6.5 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*



Managing Money  
**ASSESSMENT**

Marcus set a goal to buy a used car in the next few months. He plans to make a \$2,500 down payment and has already saved \$1,300. If he can save \$150 each month for this goal to buy a car, how long will it take him to save the entire \$2,500?

- 6 months
- 8 months
- 10 months
- 12 months

Submit

Correct	Choice
	6 months
X	8 months
	10 months
	12 months

**Feedback when correct:**

That's right! You selected the correct response.


(\$2,500 total cost- \$1,300 saved = \$1,200 needed/\$150 saved monthly = 8 months)

**Feedback when incorrect:**

You did not select the correct response.

(\$2,500 total cost- \$1,300 saved = \$1,200 needed/\$150 saved monthly = 8 months)


### Correct (Slide Layer)

 Managing Money  
**ASSESSMENT**

Marcus set a goal to buy a used car in the next few months. \$2,500 dollars he has already saved. He can save \$150 each month for this goal. How long will it take him to save the entire \$2,500?

**Correct**  
That's right! You selected the correct response.  
( $\$2,500 \text{ total cost} - \$1,300 \text{ saved} = \$1,200 \text{ needed} / \$150 \text{ saved monthly} = 8 \text{ months}$ )  
Continue


### Incorrect (Slide Layer)

 Managing Money  
**ASSESSMENT**

Marcus set a goal to buy a used car in the next few months. \$2,500 dollars he has already saved. He can save \$150 each month for this goal. How long will it take him to save the entire \$2,500?

**Incorrect**  
You did not select the correct response.  
( $\$2,500 \text{ total cost} - \$1,300 \text{ saved} = \$1,200 \text{ needed} / \$150 \text{ saved monthly} = 8 \text{ months}$ )  
Continue

### Try Again (Slide Layer)



Managing Money

## ASSESSMENT


Marcus set a goal to buy a used car in the next few months. \$2,500 dollars has already been saved. He can save \$500 per month for this goal. How long will it take him to save the entire \$2,500?

**Incorrect**

That is incorrect. Please try again.

Try Again

### 6.6 MULTIPLE CHOICE QUESTION (Multiple Choice, 10 points, 2 attempts permitted)



Managing Money

## ASSESSMENT

Shaunda wants to buy her grandmother's car to drive back and forth to college next year. Her grandmother agrees to sell Shaunda the car for \$1,200 in a year. This is an example of what type of goal?

- short-term
- medium-term
- long-term
- financial-term

Submit

Correct	Choice
	short-term
X	medium-term
	long-term
	financial-term

**Feedback when correct:**

That's right! You selected the correct response.

(three months to a year)

**Feedback when incorrect:**

You did not select the correct response.

(three months to a year)


**Incorrect (Slide Layer)**

The screenshot shows a slide layer titled "Incorrect" with the text "You did not select the correct response." and "(three months to a year)". A "Continue" button is at the bottom. The background shows a question about Shaunda's goal to sell her house.

**Correct (Slide Layer)**

The screenshot shows a slide layer titled "Correct" with the text "That's right! You selected the correct response." and "(three months to a year)". A "Continue" button is at the bottom. The background shows the same question about Shaunda's goal to sell her house.


**Try Again (Slide Layer)**

 Managing Money  
**ASSESSMENT**

Shaunda wants to buy a new car for her grandmother's birthday. She has \$1,200 in savings. She needs to save \$1,200 in 12 months. This is an example of what type of goal?

**Incorrect**  
That is incorrect. Please try again.

**6.7 MULTIPLE CHOICE QUESTION**  
(Multiple Choice, 10 points, 2 attempts permitted)

 Managing Money  
**ASSESSMENT**

Lisa will buy two new car tires three months from now before taking a long trip. Each tire costs \$75. How much will Lisa need to save each month to reach her goal?

\$25  
 \$50  
 \$75  
 \$150

Correct	Choice
	\$25
X	\$50
	\$75
	\$150



**Feedback when correct:**

That's right! You selected the correct response.

$(\$75 \text{ per tire} \times 2 \text{ tires} = \$150 \text{ total cost} / 3 \text{ months} = \$50 \text{ per month})$

**Feedback when incorrect:**

You did not select the correct response.

$(\$75 \text{ per tire} \times 2 \text{ tires} = \$150 \text{ total cost} / 3 \text{ months} = \$50 \text{ per month})$


**Incorrect (Slide Layer)**

The screenshot shows a slide layer titled "Incorrect" with the following text: "You did not select the correct response." and the calculation  $(\$75 \text{ per tire} \times 2 \text{ tires} = \$150 \text{ total cost} / 3 \text{ months} = \$50 \text{ per month})$ . A "Continue" button is at the bottom. The background text is partially obscured by the slide layer.

**Correct (Slide Layer)**

The screenshot shows a slide layer titled "Correct" with the following text: "That's right! You selected the correct response." and the calculation  $(\$75 \text{ per tire} \times 2 \text{ tires} = \$150 \text{ total cost} / 3 \text{ months} = \$50 \text{ per month})$ . A "Continue" button is at the bottom. The background text is partially obscured by the slide layer.


**Try Again (Slide Layer)**

 Managing Money  
**ASSESSMENT**

Lisa will be three months before taking tire costs. Lisa needs to reach her goal?

**Incorrect**  
That is incorrect. Please try again.

**6.8 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*

 Managing Money  
**ASSESSMENT**

In eight months, Kelly's parents will need to make the final payment for Kelly's braces. Half of the total cost was paid when her braces were put on. The total cost is \$3,200. How much will Kelly's parents need to save each month to pay off the balance owed?

\$135  
 \$200  
 \$400  
 \$1,600

Correct	Choice
	\$135
X	\$200
	\$400
	\$1,600

**Feedback when correct:**

That's right! You selected the correct response.

$(\$3,200 \text{ total cost} - \frac{1}{2} \text{ paid for down payment } \$1,600 = \$1,600 \text{ due} / 8 \text{ months} = \$200 \text{ save per months})$

**Feedback when incorrect:**

You did not select the correct response.

$(\$3,200 \text{ total cost} - \frac{1}{2} \text{ paid for down payment } \$1,600 = \$1,600 \text{ due} / 8 \text{ months} = \$200 \text{ save per months})$


**Incorrect (Slide Layer)**

The screenshot shows a slide layer titled "Incorrect" with the text: "You did not select the correct response." Below this, the correct calculation is displayed:  $(\$3,200 \text{ total cost} - \frac{1}{2} \text{ paid for down payment } \$1,600 = \$1,600 \text{ due} / 8 \text{ months} = \$200 \text{ save per months})$ . A "Continue" button is at the bottom of the slide layer. The background text of the assessment is partially visible: "In eight months. Kelly's parents will need to pay for payment for of the total her braces cost is \$3,2 Kelly's parents need to save each month to pay off the balance owed?"

**Correct (Slide Layer)**

The screenshot shows a slide layer titled "Correct" with the text: "That's right! You selected the correct response." Below this, the correct calculation is displayed:  $(\$3,200 \text{ total cost} - \frac{1}{2} \text{ paid for down payment } \$1,600 = \$1,600 \text{ due} / 8 \text{ months} = \$200 \text{ save per months})$ . A "Continue" button is at the bottom of the slide layer. The background text of the assessment is partially visible: "In eight months. Kelly's parents will need to pay for payment for of the total her braces cost is \$3,2 Kelly's parents need to save each month to pay off the balance owed?"

**Try Again (Slide Layer)**


 Managing Money  
**ASSESSMENT**

In eight months, Kelly's parents will need to make a payment for the total cost of her braces. The total cost is \$3,200. Kelly's parents need to save each month to pay off the balance owed?

**Incorrect**  
That is incorrect. Please try again.

Try Again

**6.9 MULTIPLE CHOICE QUESTION**  
*(Multiple Choice, 10 points, 2 attempts permitted)*

 Managing Money  
**ASSESSMENT**

Mark wants to visit his foreign exchange "brother" who lives in Brazil. He'd like to make the trip 18 months from now, right after graduation. Mark estimates that he will need \$3,000 total to pay for transportation, food, and other expenses. He has already saved \$300. How much will Mark need to save each month to reach his goal?

\$150  
 \$167  
 \$225  
 \$2,700

Submit

Correct	Choice
X	\$150
	\$167
	\$225
	\$2,700

**Feedback when correct:**

That's right! You selected the correct response.

$(\$3,000 \text{ total cost} - \$300 \text{ saved} = \$2,700 \text{ yet to save} / 18 \text{ months} = \$150 \text{ to save per month})$

**Feedback when incorrect:**


You did not select the correct response.

$(\$3,000 \text{ total cost} - \$300 \text{ saved} = \$2,700 \text{ yet to save} / 18 \text{ months} = \$150 \text{ to save per month})$

**Incorrect (Slide Layer)**

The screenshot shows a digital assessment interface. At the top left is a red star icon in a white circle. To its right, the text reads "Managing Money" and "ASSESSMENT" in a large, bold font. Below this, a question is partially visible: "Mark wants to visit his foreign exchange 'b... Brazil. He'd... months from... graduation. will need \$3... transportati... expenses. He has already saved \$300. How much will Mark need to save each month to reach his goal?". A grey feedback box is overlaid on the question, containing the text: "Incorrect", "You did not select the correct response.", and the calculation:  $(\$3,000 \text{ total cost} - \$300 \text{ saved} = \$2,700 \text{ yet to save} / 18 \text{ months} = \$150 \text{ to save per month})$ . At the bottom of the feedback box is a "Continue" button.

### Correct (Slide Layer)

 Managing Money  
**ASSESSMENT**


Mark wants to visit his foreign exchange “b... Brazil. He’d l... months from graduation. will need \$3... transportati... expenses. He has already saved \$300. How much will Mark need to save each month to reach his goal?

**Correct**  
That’s right! You selected the correct response.

(\$3,000 total cost - \$300 saved = \$2,700 yet to save / 18 months = \$150 to save per month)

Continue

### Try Again (Slide Layer)

 Managing Money  
**ASSESSMENT**

Mark wants to visit his foreign exchange “b... Brazil. He’d l... months from graduation. will need \$3... transportati... expenses. He has already saved \$300. How much will Mark need to save each month to reach his goal?

**Incorrect**  
That is incorrect. Please try again.

Try Again

### **6.10 Matching Drag-and-Drop** *(Drag and Drop, 5 points, 2 attempts permitted)*



Managing Money

## ASSESSMENT


Drag and drop the term that best matches the statement. Match up the correct pairs as the items are revealed and hit Submit to view feedback.

Income	Any money you receive such as an allowance or paycheck
Fixed Expense	A predictable amount of money spent to buy something or do something that is the exact same amount every time
Pay Yourself First	Saving a certain amount of money to be used later for financial goals
Opportunity Cost	Giving up the next best choice when making a decision
Emergency Fund	Setting aside money to have on hand for unexpected expenses and events

Drag Item	Drop Target
Income	Any money you receive such as an allowance or paycheck
Fixed Expense	A predictable amount of money spent to buy something or do something that is the exact same amount every time
Pay Yourself First	Saving a certain amount of money to be used later for financial goals
Emergency Fund	Setting aside money to have on hand for unexpected expenses and events
Opportunity Cost	Giving up the next best choice when making a decision


Drag and drop properties
Return item to start point if dropped outside the correct drop target
Reveal drag items one at a time
Snap dropped items to drop target (Snap to center)
Allow only one item in each drop target
Delay item drop states until interaction is submitted

**Correct! You've matched all the pairs. (Slide Layer)**

 Managing Money  
**ASSESSMENT**  
*Drag and drop the term that best matches the statement. Match up the correct pairs as the items are revealed and hit Submit to view feedback.*


Income	or paycheck
Fixed Expense	something or every time
Pay Yourself	later for
Opportunity Cost	Giving up the next best choice when making a decision
Emergency Fund	Setting aside money to have on hand for unexpected expenses and events

**Correct! You've matched all the pairs.**



Continue

**Try Again (Slide Layer)**

 Managing Money  
**ASSESSMENT**  
*Drag and drop the term that best matches the statement. Match up the correct pairs as the items are revealed and hit Submit to view feedback.*

Income	or paycheck
Fixed Expense	something or every time
Pay Yourself	later for
Opportunity Cost	Giving up the next best choice when making a decision
Emergency Fund	Setting aside money to have on hand for unexpected expenses and events

**Incorrect**

That is incorrect. Please try again.

Try Again

**6.11 QUIZ RESULTS**  
*(Results Slide, 0 points, 1 attempt permitted)*






Results for
6.2 MULTIPLE CHOICE QUESTION
6.3 MULTIPLE CHOICE QUESTION
6.4 MULTIPLE CHOICE QUESTION
6.5 MULTIPLE CHOICE QUESTION
6.6 MULTIPLE CHOICE QUESTION
6.7 MULTIPLE CHOICE QUESTION
6.8 MULTIPLE CHOICE QUESTION
6.9 MULTIPLE CHOICE QUESTION
6.10 Matching Drag-and-Drop

Result slide properties

Passing  
Score

80%

### Success (Slide Layer)




**QUIZ RESULTS**

Congratulations! You passed.

Your Score:	%Results2.ScorePercent%%
Passing Score:	%Results2.PassPercent%%

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### Failure (Slide Layer)



**QUIZ RESULTS**

Sorry, you did not pass this course.

Your Score:	%Results2.ScorePercent%%
Passing Score:	%Results2.PassPercent%%

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