Detailed Design Document

Jewell
Unlimited

Your Name: Conner Hazelrigg

Client: Basketball Referee Association

Project Code: XXXX_10001_XXX

How to use this template: Make a copy (File > Make a Copy) or **click this link for a shortcut**. You can also print it out and complete the document by hand.

What's inside: **Course Details Outline**: For planning your class title, class description, project description.

Use this as a reference to understand how we build microlearning videos for you.

This example contains very specific and expert level content that we gained from working with a client. For the sake of privacy, a false client name has been used.

Content Details Outline

Help students discover your class on our platform and better understand what they'll learn, what they'll need, and what to expect.

Microlearning Title

Keep your title between 30 and 70 characters. • Include relevant keywords. • Use proper capitalization. Review **Give Your Class a Title** for tips and examples on how to draft a strong and focused title.

Precision Skills: The Backcourt Violation, Art. 1

Tips will be highlighted throughout the document to help guide.

Look for these highlights!

Content Description

Provide an overview of your class. • Define the general subject description. • Format for readability. Review **Write Your Class Description** for a suggestion of what to include here and see a few examples.

Detailed Design Document

Jewell *Unlimited*

Your Name: ==Conner Hazelrigg==

Client: ==Basketball Referee Association==

Project Code: XXXX_10001_XXX

All highlighted text is specific to client projects.

How to use this template: Make a copy (File > Make a Copy) or **click this link for a shortcut**. You can also print it out and complete the document by hand.

What's inside: **Course Details Outline**: For planning your class title, class description, and project description.

Video Production Outline: For planning your lessons before you film.

Publishing Checklist: Make sure your class meets our Jewell Unlimited Standards, other recommendations.

Scratchpad: For ideas, to-dos, or anything else related to your class

> **Tip:** We've linked articles throughout this template to help you through the process of creating a class. Make sure to refresh yourself on the Jewell Unlimited Style Guide & Jewell Unlimited Course Components.

Content Details Outline

Help students discover your class on our platform and better understand what they'll learn, what they'll need, and what to expect.

Microlearning Title

Keep your title between 30 and 70 characters. • Include relevant keywords. • Use proper capitalization. Review **Give Your Class a Title** for tips and examples on how to draft a strong and focused title.

==Precision Skills: The Backcourt Violation Art. 1==

Content Description

Provide an overview of your class. • Define the class's value proposition. • Format for readability. Review **Write Your Class Description** for a suggestion of what to include here and see a few examples.

Microlearning Overview:

This microlearning is a part of a series called *Precision Skills* created to help basketball officials develop the rules knowledge and vision to make the right call. Backcourt violations seem simple to the audience, but it is quite complex. This microlearning will explore Rule 9 Section 9 Article 1 of backcourt violations.

This same process is used to create workshops and all other learning solutions.

Video Production Outline

Jewell Unlimited microlearnings are pre-recorded video content broken down into a series of short, 4- to 8-minute videos. Your microlearning can incorporate curated Prezi or Canva content as well.

NOTE: Each Scene must have no more than 500 characters

Scene

Title:	Introduction
Character Count:	
Script:	

Character count helps the Content Team **estimate the time** of each scene.

Welcome to your microlearning on the Backcourt Violation, a part of the Precision Skills series. My name is Amy Rodriguez and I have been a high school basketball official for 12 years. Together we will be breaking down the definitions and exceptions necessary to understand what a backcourt violation is and what is legal play.

To start, we will begin by looking at the definition of a backcourt violation in the National Federation of State High Associations basketball rule book.

Scripts are written with the assistance of an **expert in the field**. This can be expertise from the client themselves or third parties. our Content Team writes the scripts for approval.

Scene	
Title:	Violation 1
Character Count:	

Script:

Backcourt violations can be found in the federation's basketball rule book under Rule 9 Section 9 Art. 1-3. In this microlearning we will only focus on Article 1.

It states, "A player shall not be the first to touch the ball after it has been in team control in the frontcourt, if the player or a teammate last touched or was touched by the ball in the frontcourt before it went to the backcourt."

Important words here to understand difference between frontcourt and backcourt, team control, and what establishes possession in the front court. If you are struggling with any of these three things, press pause here to go check your resources.

Different scenes are used to indicate when the video scene will change. This **increases engagement** by keeping the audience's focus.

Scene	
Title:	Simplified
Character Count:	

Script:

What this rule is saying is that once a team, let's call them Team A, has established possession in the frontcourt…Team A can only regain control in the backcourt IF they were not the last ones to touch the ball in the frontcourt.

I know this can all be very confusing. Sometimes the easiest way to understand these rules is to look at some examples. First, we will start with word problems if you will, then later we will actually show you a couple plays to make your own assessment.

Research shows that a screen needs to change approximately **every 47 seconds** to keep people's attention.

Scene

Title:	Examples
Character Count:	

Script:

Team A has established possession in the frontcourt. Player A is being closely guarded by Player B. As Player A goes to start to dribble, Player B knocks the ball loose from Players A's hands. The ball is going towards the division line. Both players turn and run competing to gain possession.

So, you should be imagining two players on opposite teams chasing down the loose ball as it is headed towards center court. The ball is in the frontcourt of Player A. Player B was the last to touch the ball from knocking it loose.

This scene is going to be starting point for 2 different scenarios.

Once the content and scripts are approved, the Content Team **creates on screen collateral** to help emphasize the main point for necessary scenes. This can be words, images, videos, etc.

Scene

Title:	Scenario 1
Character Count:	

Script:

Scenario 1
The ball crosses the division line. Since Player B was the last to touch the ball in Player A's frontcourt, either player can legally gain possession. This is also true if the ball is possessed by either team before crossing the division line.

For example, this scene might show a **video clip to the side** of the described scenario with some type of indicator of the legality, such as a green checkmark.

Scene

Title:	Scenario 2
Character Count:	

Script:

Scenario 2
As the ball is headed towards the division line, Player A reaches out to grab the bouncing ball. They reach out with their hand like they are going to immediately begin a dribble. Player A's hand makes contact with the ball before leaving the frontcourt but they cannot secure possession. Player A regains possession of the ball in the backcourt. This is a backcourt violation.

Understanding of complex situations can be clarified by **using both examples and non-examples** to show the difference in the outcomes.

Scene

Title:	Closing
Character Count:	

Script:

If you can remember that a ball that goes into the backcourt, may be recovered by either team unless the offense was the last to touch the ball before it went into the backcourt, then you will be able to make the right call.

There are two other articles to the backcourt violation that consider exceptions, like what if the team is throwing the ball in bounds? Does this logic still apply?

All of these short scenes compiled together create the video portion of a microlearning. **Each microlearning is focused on a single learning objective.**

*Interactions are **digital resources** that the learner can use to comprehend the information.*

Interaction

Steps	Title:	Resources
Timeline		
Cyclic Process	Format:	(Choose from left column)
Process		
Labeled Graphic		
Guided Image	Outline what the interactions would look like:	
Hotspot		
Circle Diagram	Tabs – Create a glossary of important terms (image of court highlighting front court and backcourt, definitions of player control, team control, requirements for possession in the frontcourt, Rule 9 Section 9 Article 1)	
Pyramid		
Glossary		
Media Catalog		
FAQ		
Accordion		
Tabs		
Role Play		

*Interactions are **interactive** where the learner advances through the information by clicking.*

> **Tip:** Need to add more interaction fields to plan your lessons? Just highlight the entire **Scene** block above, copy it, and paste it as many times as you need below this tip box.

Quiz

Multiple choice	Title:	Show Your Precision
Multiple response		
True/false	Format:	(Choose from left column)
Short answer		
Numeric	Question with correct answer(s) highlighted:	
Sequence		
Matching	1. Fil In the blank with Article 1	
Fill in the blank	2. Sequence of events to creating a backcourt scenario	
Select from lists	3. Multiple choice with video of a play (legal play)	
Drag the words	4. Multiple choice of a video of a play (backcourt violation)	
Hotspot	5. True/False on the simplified understanding of backcourts	
Drag and drop		
Likert Scale		
Essay		

*Quizzes are used as **comprehension checks** to ensure the learner has gained the desired information.*

> **Tip:** Need to add more quiz fields to plan your lessons? Just highlight the entire **Quiz** block above, copy it, and paste it as many times as you need below this tip box.

*Quizzes and Interactions are **optional tools** that can be built in to any microlearning.*

Additional Resources

Use this space as you wish: sketch out ideas, to-dos, or other notes.

Publishing Checklist

Video Lessons

• Your microlearning is video content.	• **Required**
• Your microlearnings are 4-8 minutes in length.	• Recommended
• Each microlearning focuses on a single concept.	• Recommended
• Screencasts, images, and text are sharp, not blurry or pixelated.	• **Required**
• Microlearning includes a variety of visuals and/or visual formats.	• **Required**
• Slides and supporting graphics are well-structured and visually appealing.	• **Required**
• Your video lessons include narration throughout as you share your expertise through tips, best practices, concepts, and/or examples that are your own.	• **Required**
• You've incorporated examples and stories to keep students engaged.	• Recommended

Class Details

• Your **microlearning title** is under 70 characters. It is clear, descriptive, and includes at least one relevant keyword.	• Recommended
• You've used proper capitalization on your class title and removed numbers and symbols.	• Recommended
• Your **microlearning description** provides an overview of the class, what students will learn, and why someone should take your class. It also outlines who the class is for, and what materials or resources students will need.	• **Required**

Hopefully this tour of a Detail Design Document helps you understand the **customization, care, and expertise** we bring in building learning solutions for your team!