

Veganism in Tampa Bay



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EME 601 - Dr. Ensmann

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Needs Analysis

Problem Statement

To provide resources and opportunities for individuals following a vegan diet and lifestyle, and outlining for those thinking of becoming vegan in the Tampa Bay area.

Description of the problem

First, we wish to define what it means to be vegan, and the advantages and disadvantages of this lifestyle. Vegans are individuals who do not eat meat, fish, milk or dairy products, eggs, honey or any other animal ingredients/byproducts. Vegans can eat grains, legumes, vegetables, fruits, and nuts and seeds. This places quite a few restrictions on a diet compared to a diet with no regulations. Additionally, some individuals adopt an entire lifestyle in which clothing and textiles, and any material items/objects must also not contain animal ingredients/by-products.

Advantages of a vegan diet:

- Lowers cholesterol, lowers blood pressure, Increases antioxidant intake and many other health benefits
- Promotes environmental sustainability
- Promotes care of animals

Disadvantages:

- A radical change
- Loss of essential vitamins and minerals
- Difficulty when dining out

Many individuals who are vegan feel that their options for eating out when socializing and shopping are limited due to their diet restrictions. Veganism is not the most popular diet or lifestyle to follow, so some vegans can feel isolated or lost in a community filled with non-vegans. Vegans need to be aware of resources and

environments in which they can comfortably live and operate to successfully carry out a vegan lifestyle.

Furthermore, people thinking of making the switch to a vegan lifestyle may feel overwhelmed and feel it is a daunting task. They do not know the rules and regulations to follow, and where to get their hands on the necessary products or information to follow this life style. To aid people in making the switch to a vegan lifestyle, the purpose of this instruction is to provide resources and opportunities for individuals wanting to make the switch.

Resources needed:

- Restaurants
- Menus
- Grocery stores
- Produce markets
- Retail stores
- Vegan information

Description of the constraints

Vegans can be faced with many obstacles in trying to maintain their vegan lifestyle in a largely non-vegan world. The constraints can include influence on social interaction, learning to read labels, and vegan options.

1. Influence on social interactions. Eating is a big component of socializing as it is often done in the company of others. This may mean that thought and effort must now be put into choosing somewhere to gather with friends as not every menu has vegan alternatives. Researching vegan-friendly restaurants in your area will help with this. Communicate with other vegans, learn from their experience, seek their support.

2. Label reading. One of the hardest transitions into veganism is educating yourself on the rules to follow in being vegan. This means you may adopt an entire new grocery list and all new ingredients. Going vegan means no longer purchasing animal products for food, clothing or furnishings, products tested on animals or using animals as a source of exploitative entertainment. This can be very different from the choices made in the past, so you must educate yourself on the products you use and what is allowed.

3. Vegan options. A vegan may feel very limited as many restaurants are primarily based around non-vegan diets. Knowing the specific restaurants in the local Tampa area, people may feel much more comfortable and confident in eating out.

If a vegan does not limit himself to raw food or consuming only local products, then his menu can be quite varied, since it includes what most people do not notice on supermarket shelves - a large assortment of cereals, beans, sprouts, seasonings, and herbs.

Learner Analysis

This instruction is designed for individuals in the Tampa Bay area wanting to experience and try a vegan lifestyle, and for those wanting more resources and information to continue their existing vegan lifestyle.

All study information is cited in the references page. While we could not find statistics specific to Tampa, a recent study on vegan demographics in the United States found that 1.6 million people are currently vegan. Three out of four vegans are women and the average age of a vegan today is 42. Worldwide, about 75 million people are vegan.

Many individuals make the switch to veganism for a while but then return to a non-vegan lifestyle. The same study on vegan demographics showed that four to five times the current number of vegans have been vegan in the past but changed back to a different diet/lifestyle over time. Many individuals change back to other diets due to the additional effort and restrictions of veganism. Our goal is to help people learn about how to sustain a vegan lifestyle specifically in Tampa.

Task Analysis

The purpose of this instruction is to help guide individuals into a sustainable vegan diet based in the Tampa Bay area. To make the switch to a vegan-based lifestyle, you must understand what goes into being vegan and the restrictions on the diet. This involves educating yourself on the principles of veganism. Vegans are individuals who do not eat meat, fish, milk or dairy products, eggs, honey or any other animal ingredients/byproducts. Vegans can eat grains, legumes, vegetables, fruits, nuts and seeds, and mushrooms. Some individuals adopt more than the vegan diet and assume an entire lifestyle in which clothing and textiles, and any material items/objects must also not contain animal ingredients/by-products, for example, vegans do not purchase any leather products, silk, and items that are tested on animals such as make-up and hair products.

Veganism can help with leading a more environmentally stable life as well as help with getting healthier in your own body and diet. Much of a vegan diet does not contain hormones and steroids found in dairy products and meat products found in supermarkets. Furthermore, much of a vegan diet is composed of fruits, vegetables,

grains, nuts and seeds that can help someone get much healthier from the foods they consume and can help with weight loss. This instruction hopes to outline the rules and regulations, and make the transition to a vegan lifestyle easier by providing resources and tips to becoming vegan.

Context Analysis

Everyone has their personal standard of how to properly eat and what is best for their body. With so many routes to go about doing something as simple as eating people often find themselves struggling to do it in a manner that aligns with their body's needs, beliefs, and lifestyle. Veganism is one that is often confused with Vegetarianism. This instruction is being created to help outline definition behind being vegan, making the transition over easy through simplified guides to the Tampa Bay area. Additionally we want to help the vegan community find more resources and expand their opportunities for continuing a vegan lifestyle. As we see many people attempting the transition falling into the age groups of 18-29 and 30-49 we want to make sure that younger range who typically chase "fads" are going about it in the best way. Although veganism is not a fad and a way of life for many this instruction is being created to better help this group understand the above concepts.

The instruction will be created for online and virtual access with the ability to print the information out in PDF format. This information will be available to those interested in veganism in Tampa but more specifically at The University of Tampa. These online resources will provide lessons with interactive content and written guides to ensure a

variety of learning opportunities. With the instruction being web-based and not having an instructor present the instruction will give feedback throughout a variety of lessons to ensure the information is being transferred. We want to make this information as helpful and useful for others to gain the importance of veganism. Our main goal is that those who have engaged with our instructions can stick with and follow a healthy way of eating, identify the products that align with that and eat meals that follow the principles too.

Instructional Design Document

Overview of Instructional Theories

For this instruction, we are using both the ARCS model and Designing Games for Learners, from chapter 8.

The ARCS model is made up of four main components:

Attention, Relevance, Confidence, and Satisfaction. In

the Attention section, we really want to grasp our

learners by connecting them to the material. Relevance will be meeting the personal needs of the learners, in our case, we are going to be focusing on identifying vegan resources for those in Tampa with a focus on the dietary aspect of a vegan lifestyle.

Confidence is where we want to allow our learners to feel confident in knowing what resources are available to them and really being exposed to our instruction until they feel comfortable with it. For us, this means them having access to our information



whenever needed. Lastly, Satisfaction will come with completing the assessment and being equipped with the knowledge to carry on a vegan lifestyle in Tampa.

We decided to use games as a base of this instruction because we felt that we could include information for many types of learners and get them engaged in the instruction. Games can also help connect our instruction to a real-world context in which the information presented in this instruction will be used. This instruction will be broken down according to the ARCS model and follow the instruction based on designing games for learners.

Attention:

Objectives

Pre-assessment

1. Learners will be able to correctly define Veganism.
2. As a result of viewing this instruction, learners will be able to identify at least 5 vegan-friendly restaurants in the Tampa Bay Area that would meet vegan dietary needs.
3. Learners will be able to locate 3 different vegan-friendly supermarkets in the Tampa Bay area using the internet.
4. Learners will be able to determine vegan equivalent foods compared to the non-vegan food options they were eating prior to their transition.
5. Learners will be able to follow a recipe step by step to create vegan pancakes.

With this instruction, we really want to capture the attention of those currently vegan or wanting to become vegan at the University of Tampa. Recognizing that there is still a lot of confusion around what veganism is, we want to help clarify what it means to lead a vegan lifestyle. Furthermore, we want to make becoming vegan and staying vegan easier for those in Tampa by highlighting vegan-friendly resources available to them.

This instruction is intended for students at The University of Tampa.

Additionally, we included learning games throughout our instruction, based on Chapter 8, Designing games for Learners, in hopes that this would help keep the learner motivated and engaged. Not many learners just want to read paragraphs of texts, and instead, we hope to capture and keep their attention by having engaging material throughout our instruction. Our objectives set our learners up to learn the information in many different forms and in ways they can apply to their new or existing vegan diets.

Attention step

<https://tiny.cards/decks/PqrwdvU6/vegan-foods-and-non-vegan-foods>

Relevance

Finding vegan-friendly options in restaurants and supermarkets can be tricky, depending on what your local area offers. In our case, it is the Tampa Bay area and there are quite a few options for our learners to discover. Most people would not necessarily know where to look for vegan options or know the best places to go if they are new to a vegan diet or new to the city of Tampa. Vegans are individuals who do not eat meat, fish, milk or dairy products, eggs, honey or any other animal

ingredients/by-products. Vegans can eat grains, legumes, vegetables, fruits, nuts and seeds, and mushrooms. This places quite a few restrictions on a diet compared to a diet with no regulations. Additionally, some individuals adopt an entire lifestyle in which clothing and textiles, and any material items/objects must also not contain animal ingredients/by-products.

People choose to go vegan for many different reasons, including, weight loss, environmental or sustainability issues, changes to health, and many more. According to the American Institute for cancer research plant diet reduces risks of getting sick with cancer, flu, have lower risks of diabetes and eye cataract. People who make the switch to veganism often report an overall feeling of a healthier and happier body, and often report weight loss.

Listed below are different restaurants and supermarkets that support a vegan-friendly diet.

5 vegan-friendly restaurants in the Tampa Bay Area:

[Vegan International Co. Kitchen & Market](#)

[Pure Kitchen Organic Vegan](#)

[Vegg'd Out Vegan Kitchen](#)

[Farmacy Vegan Kitchen & Bakery](#)

[The Mediterranean Chickpea](#)

4 vegan-friendly supermarkets in the Tampa Bay area:

[Vegan International Co. Kitchen & Market](#)

[Rollin' Oats Market](#)

[Sprouts Farmers Market](#)

[Whole Foods](#)



Confidence:

The overall goal of this instruction is for those choosing to lead a vegan lifestyle in Tampa can feel confident and equipped to do so. We want to outline the best resources for them to start their vegan journey and make them confident in understanding what it means to be vegan.

The learners will use the handout to learn about veganism, gain practice with a vegan recipe and get resources to maintain a vegan lifestyle.

The instruction will not be given in a classroom setting, instead, it will be self-paced. This instruction will be posted on a handout so that everyone can have access to it and move through it as desired. It can be used just to check resources and areas that are vegan-friendly, or it can be used for this as well as learning about veganism and will include assessment pieces. We want this to be a free resource for all those at The University of Tampa. This means that the learners will have as much access as they need and want the resources and instruction outlined for them. We hope that by giving them a self-paced and fully available resource, they have the time and means to become confident in leading a vegan lifestyle.

Satisfaction:**Assessment/Practice Strategies and feedback:**

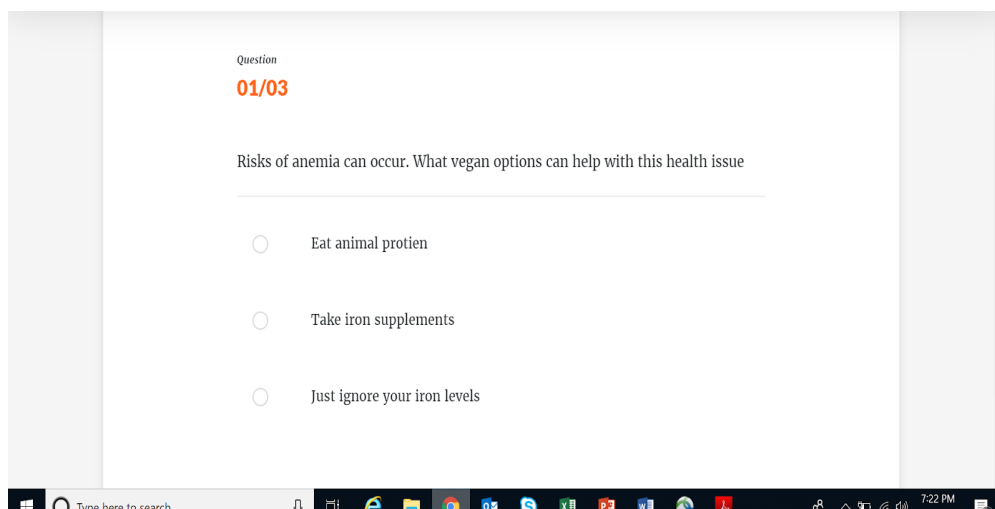
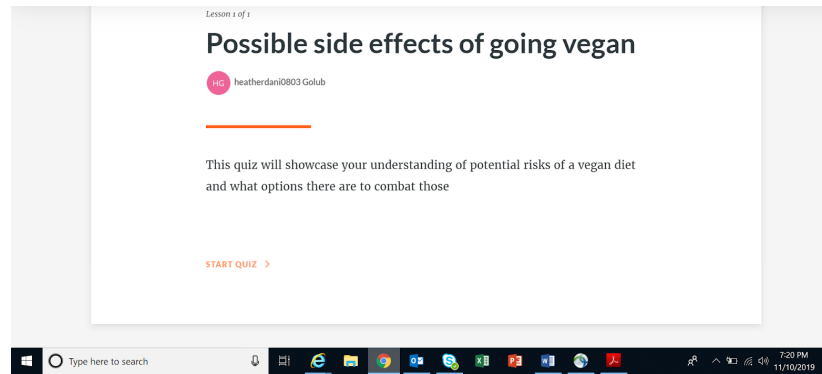
This instruction is for anyone trying to live a vegan lifestyle. This instruction can be used for all ages, genders, and races. As the assessment pieces for this instruction, we are planning to create a game based assessment using Articulate. On Articulate, we will create a drag and drop game where the learners will need to separate vegan items from non vegan items to show they understand the difference in the two products and to create a usable vegan grocery list. For example, we will show a list of products and the learner will need to separate them into a vegan section or a non-vegan section (objective 3).

For objectives 1 and 2, we will create a list of both restaurants and supermarkets in Tampa and the learners will need to select the ones previously identified as

vegan-friendly from the instruction. For example, the learners will be given a list of eight restaurants and will need to select the four identified in the instruction (Fresh Kitchen, Seasons 52, etc.). These resources will be linked in and the learner will explore the materials provided to see which are best for them.

For objective 4 learners will complete the steps from a vegan pancake recipe on their own time. We chose a recipe because we wanted the learner to get practice with vegan cooking and have a real world applicable way to use this information right away. We will also include other recipes at the end of the instruction for the learners to try out as they desire.

Feedback will be given immediately in all assessment activities. In Articulate, the learner will not be able to move on to the next activity until they have been given feedback. If they give the wrong answer, they will be provided with the correct answer and the reasoning behind it. If they give the correct response, they will be told its correct and be able to move on. At the end of the assessment activities, they will be given a grade representing if they should retake the assessments or if they have passed with 80% or higher.



After completing this assessment and perusing the information available to them on the website, our hope is that the learner is feeling confident enough to move forward and pursue/continue their vegan lifestyle in Tampa. There will be a survey that the learners can fill out to ensure that the lessons are effective and so that over time there can be adjustments made. Below is a list of example questions we would use in our survey via google forms where we would use a numeric scale for them to rate the experience with the different lessons and assessments. The goal is to consistently offer a resource that is up to date and always engaging.

Survey questions:

- Was our handout user-friendly?
- Did the information you accessed help you better understand veganism
- Were the lessons engaging?

Another thing that is important to note is that there is also going to be PDF and printable versions of the course material for those that may need to access it in a non digital format. We want to make sure that no matter what anyone who wants to learn more about this has access to it. There will be a tab on the website that has all the information for print form gathered so they can choose which lessons they want to print out.

Collaborative Practice:

Monique	Kate	Heather	Mark	Collaboration
Needs Analysis: Learner analysis Task Analysis Overall/Final editing	Needs Analysis: Description of constraints Overall editing	Needs Analysis: Context Analysis Overall/Final editing Created idea	Needs Analysis: Problem statement Description of the problem. Overall editing	Our group chose to stick together for this assignment as we found we worked well

<p>Assignment submission</p> <p>IDD Objectives 1-3</p> <p>Overview of instructional theories</p> <p>ARCS model sections</p> <p>Overall editing, Reference + title page/ format</p>	<p>IDD ARCS model sections</p> <p>List of resources for supermarkets and restaurants</p>	<p>for project</p> <p>IDD Overview of instructional theories</p> <p>Objectives 4-5</p> <p>ARCS model sections</p> <p>Helped create gaming lesson ideas</p> <p>Pictures/Templ ate of instruction/assessment</p> <p>Final edits and formatting</p>	<p>IDD Pictures/ media</p> <p>Flash cards - Example / Non-example</p> <p>ARCS model sections</p> <p>Locations of Vegan Stores and names for Objective 2 and 3 using game to test knowledge</p>	<p>together. We communicate through text, email and face to face. We are respectful of each others ideas and work hard to achieve our goal.</p>
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Instructional Materials

Click for instructional material:

<https://docs.google.com/presentation/d/11RFzepObHWtd8TVrSHHAj5n5wpdvfUZPW0fPcyCleb8/edit?usp=sharing>

Please note: This is not instruction designed specifically for one individual, so recommendations and needs will change from person to person. This material is created for instructional purposes only, so please seek the advice of a doctor before making any big changes.

Objectives

Learners will be able to correctly define Veganism.

As a result of viewing this instruction, learners will be able to identify at least 5 vegan-friendly restaurants in the Tampa Bay Area that would meet vegan dietary needs.

Learners will be able to locate 3 different vegan-friendly supermarkets in the Tampa Bay area using the internet.

Learners will be able to select the vegan food items to substitute for the non-vegan food previously eaten

Learners will be able to follow a recipe step by step to create vegan pancakes.

Materials

- PDF Powerpoint
- Access to Laptop and internet

Learner guide

This instruction is designed to be self paced and self regulated. Learners at The University of Tampa will have access to the PDF that contains instructions on what veganism is, instruction to complete a vegan recipe and attached resources to help maintain a vegan diet.

The learner will need access to a laptop with wifi or a printed version of the handout. The learner will open up the PDF to access instruction and get acquainted with the objectives. They will then be introduced to instruction about veganism as a diet and the rules that come with following a vegan diet. They will then get time and practice with a vegan recipe that they will complete on their own to get the outlined product. As they move past this, they will be provided with different lessons to locate supermarkets and restaurants in Tampa that support a vegan diet. Lastly they will be given additional vegan recipes to complete if so desired.

Assessments

The learner will be assessed based off the four objectives outlined in this instruction.

Objective 1:

- Learners will be able to correctly define Veganism.

For this objective, learners will need to provide a written or oral definition of veganism, and know the difference between veganism and vegetarianism. This is the first objective so they understand the terminology before continuing with instruction.

Objectives 2 and 3:

- As a result of viewing this instruction, learners will be able to identify at least 5 vegan-friendly restaurants in the Tampa Bay Area that would meet vegan dietary needs.
- Learners will be able to locate 3 different vegan-friendly supermarkets in the Tampa Bay area using the internet.

The learners will need to digitally explore the resources included in this instruction to locate different restaurants and supermarkets throughout Tampa. Digital exploration of these resources can include browsing the menu and food options and retrieving the physical address on a map. Once digitally located the learner can decide which resources most interest them to try out. They have access to a digital list to help remember the resources on [quizlet](#).

Objective 3

Learners will be able to select the vegan food items to substitute for the non-vegan food previously eaten.

Through this objective, learners will complete an activity that will prompt them to differentiate and separate the vegan food items from non-vegan food items. This will allow them to apply their definition of veganism and build confidence in knowing the guidelines to a vegan diet.

Objective 4

Learners will be able to follow a recipe step by step to create vegan pancakes.

This final objective will be assessed through completion of the vegan pancake recipe included in this instruction. The learners will be completing this on their own, so they will have the steps and ingredient list provided to them for assistance. This objective will

allow them to apply learning about vegan friendly stores to gather the ingredients that they learned about in the substitution exercise. This will give our learners the confidence in producing a vegan recipe and helping them sustain a vegan lifestyle with the right knowledge. When learners are finished this part of the instruction, they should upload a picture of the completed recipe to the discussion board on BlackBoard. This will show that they completed the assignment and followed the instruction to show the finished product.

Formative Evaluation

Introduction:

This project was created for individuals attending The University of Tampa to have access to instructions on what it means to be vegan and how to be a vegan in the Tampa Bay area. Therefore this instruction includes resources specific to Tampa.

We chose to create a survey to gather feedback on our instruction and compile all the feedback in one section. This survey allows us to find out information about prior knowledge of veganism and the interest level in learning more. Additionally, it tells us how effective and usable our instruction is. Overall, we wanted to ensure the instructional content was user-friendly and easy to access and use. Below is the link to access the created survey.

[Survey: Vegan Instruction](#)

Survey

This survey was sent to a group of students at The University of Tampa to complete. Since this is the target audience this instruction is created for, we wanted to test it on that specific group for the most valuable and accurate feedback.

Below are screenshots of the questions in the survey.

Vegan Instruction

This survey assesses the usability and effectiveness of the vegan instruction developed by UT instructional Designers.
Thank you for taking the time to view or instruction and complete this instruction!

Name

Your answer _____

What is your age range?

- ☐ 18 or younger
- ☐ 19-22
- ☐ 22-25
- ☐ 26 or older

On a scale of 1-5, 5 being fully knowledgeable and 1 being knowing nothing, how much did you know about vegnaism before this instruction?

- ☐ 1 - No prior knowledge
- ☐ 2 - I have heard of Veganism
- ☐ 3 - I know a little about Veganism
- ☐ 4 - I have a good amount of knowledge on veganism
- ☐ 5 - expert, i know a lot of information on being vegan
- ☐ I am currently or have been vegan

Are the objectives stated clearly?

- ☐ Yes
- ☐ No

Was the instructional PDF easy to follow?

- ☐ Yes
- ☐ No
- ☐ I could not access the PDF

Were you able to open all the necessary links in the instructional PDF?

☐ Yes

☐ No

Is this something you would find useful or benefit from?

☐ Yes

☐ No

☐ Maybe

Did you feel more confident or informed about Veganism as a result of viewing this instruction?

☐ Yes

☐ No

Have you tried any of the vegan resources listed in the instruction? If so which ones?

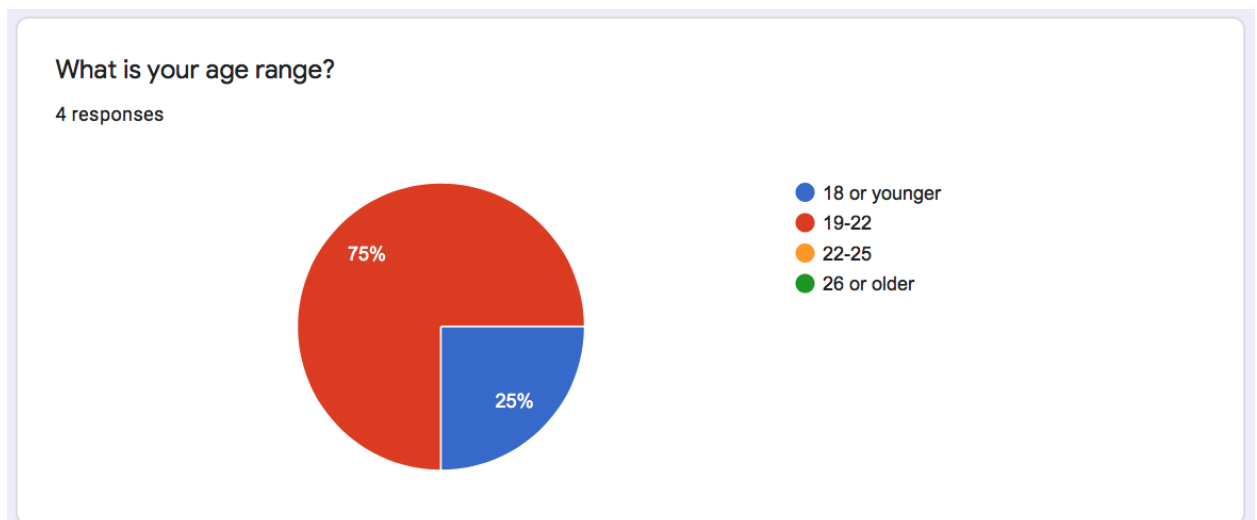
Your answer _____

Optional: please provide us with any feedback or comments that would help improve this instruction.

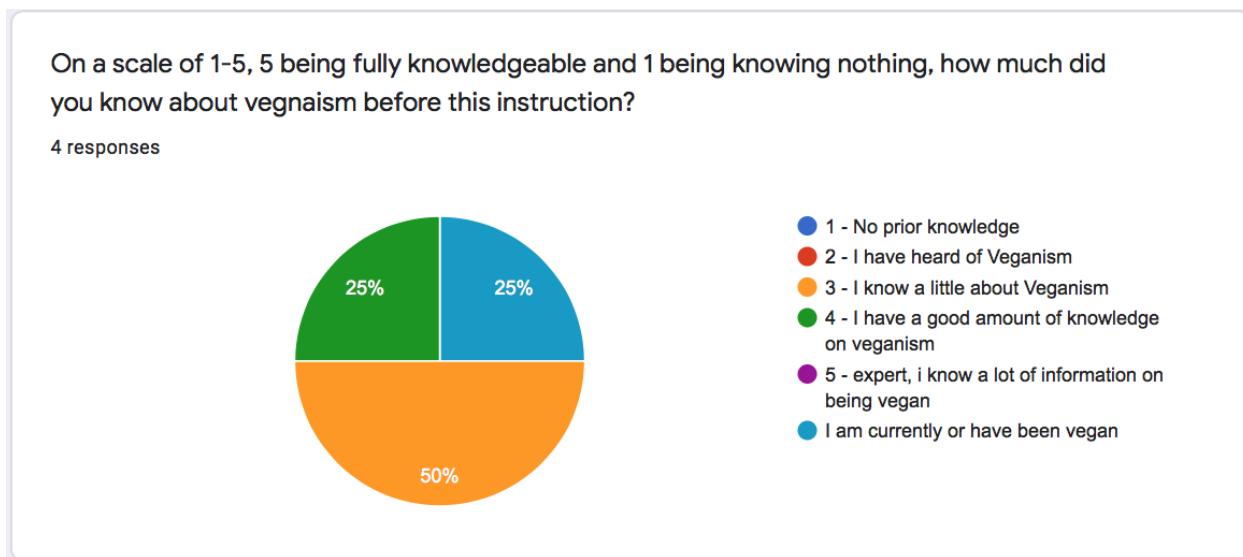
Your answer _____

Results

Names and emails are not shared for the privacy of the respondents. The main targets of this survey were students at The University of Tampa as this was who the instruction was targeted at. See results below.



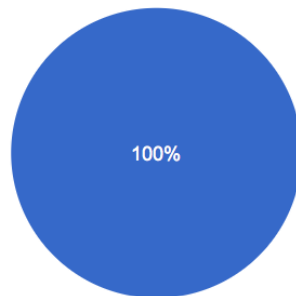
All those that took this survey fell between the ages of 18-22. This was expected as this instruction was made for those attending The University of Tampa and was sent out to individuals in this age range.



This results were rather scattered. One person indicated a 4, that they had a good amount of knowledge on veganism. One person indicated that they currently were or have been a vegan in the past. Two people indicated a 3, that they knew a little bit about veganism.

Are the objectives stated clearly?

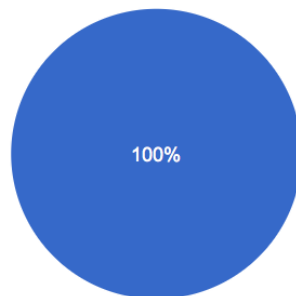
4 responses



● Yes
● No

Was the instructional PDF easy to follow?

4 responses

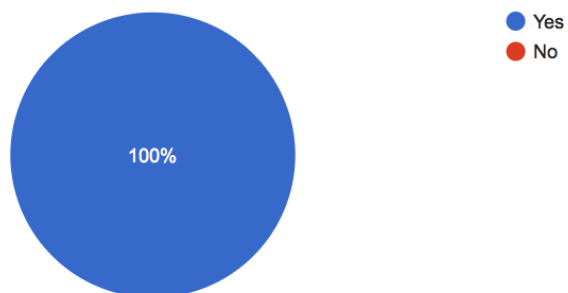


● Yes
● No
● I could not access the PDF

All four respondents reported that the objectives were clearly stated and that they found the instructional PDF easy to follow.

Were you able to open all the necessary links in the instructional PDF?

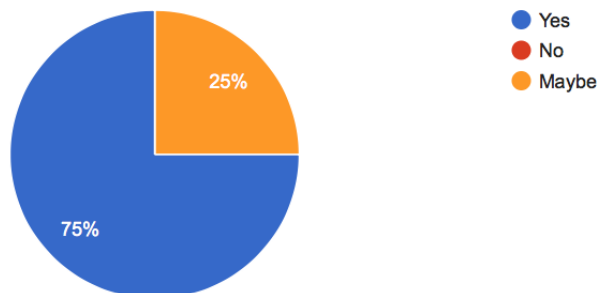
4 responses



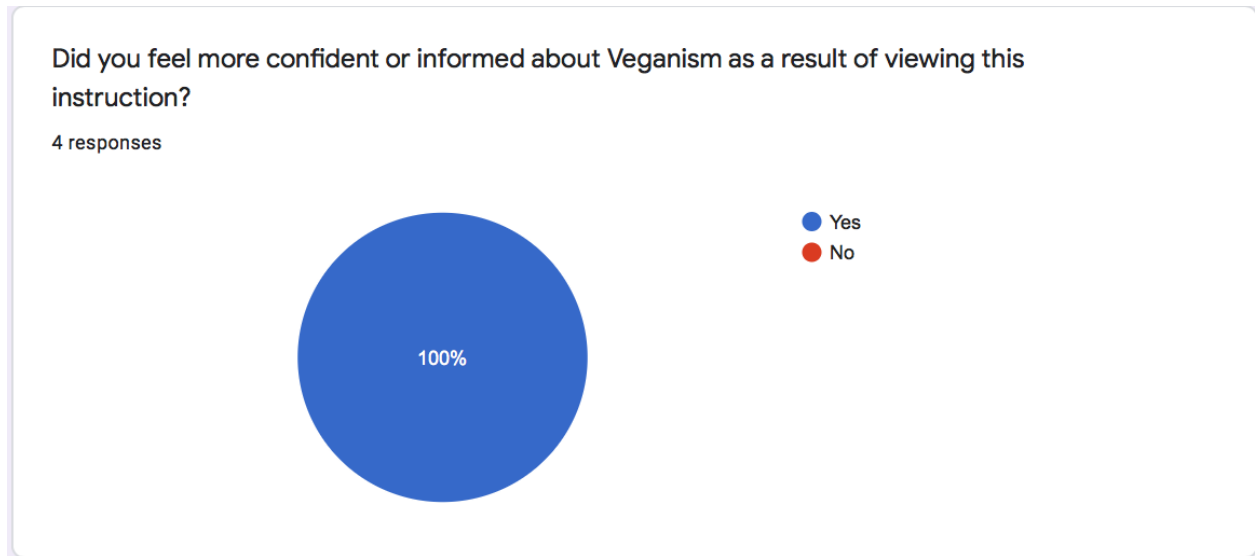
All respondents reported they were able to effectively open all the necessary links in the instruction.

Is this something you would find useful or benefit from?

4 responses



Three people indicated that this was something they could benefit from. One indicated it might be something they could benefit from.



All four respondents indicated that they feel more confident or informed about veganism as a result of viewing this instruction.

Have you tried any of the vegan resources listed in the instruction? If so which ones?

4 responses

Whole Foods

Whole foods, fresh kitchen, and sprouts

Whole foods, rolling oats

I love to go to the grocery stores listed and I have tried a few of the restaurants.

Optional: please provide us with any feedback or comments that would help improve this instruction.

3 responses

I love that there is a quizlet and matching game to help retain the knowledge.

The visuals on the powerpoint are super helpful

Love that you chose this topic, veganism is something not enough people know accurate information about!

The two short answer questions in the survey yielded various responses. Most respondents have been to vegan friendly grocery stores and the visuals were a big plus for our learners.

Overall we were very happy with the response we received from the survey. All respondents indicated they learned something about veganism and that they felt more confident about veganism as a result of viewing this instruction. Three of the four indicated that this was something useful to them. These two aspects were the most important to us in designing this instruction as we want to educate people about veganism and allow them to feel more comfortable and resource equipt moving forward.

Although we had such positive feedback from our survey we have continued to work with our SME's Kelli Rattigan and Gabriella Albcourek who have both been Vegan for the last 8 years. We want this recourse to be one people can come back to. After looking at the survey and reviewing once again the instruction we made the below changes.

- 1) We changed our scenarios in are articulate training to be more real work scenarios.

These scenarios came from our SME's who have frequently been asked this over the years and journal studies that supported this through their own surveys and research.

- 2) We cleaned up our google doc slides to make the look more aesthetic and easy to follow. We recognized the words were getting lost on the page with some of the visuals.

We want our learners to have a good space to learn the information.

Instructional implementation Plan

Instructional Delivery

What is the primary instructional delivery method? Select all that apply.

- ☒ **Online Learning**
- ☐ Classroom
- ☐ Webinar
- ☐ Manual
- ☐ Blended (Classroom & Online)

Communication plan

*Describe **who if anyone will be delivering** the instruction. How will they become informed, adopt, implement and sustain instruction?*

There will not be one individual leading this instruction as this is self-paced. Learners will have access to this instruction on Blackboard by being an enrolled student at The University of Tampa. This instruction is self-directed and self-paced meaning the learner will guide themselves through this instruction as they see fit and work it into their individual schedule.

*Describe how the **learners** will become informed about the instructional program. Describe how you will communicate with the audience on an ongoing basis as it relates to changes, updates, etc.*

Learners will become informed about this instructional program through their BlackBoard accounts. Every enrolled student at The University of Tampa with a Blackboard account will have access to this instruction. They will be able to open it and access it at their convenience and as desired. Updated and can be made to the BlackBoard content as needed. Additionally, announcements can be created and sent out to all learners to keep them up to date and informed of any changes or necessary information.

Change Management Plan (continues from communication)

How will this training implementation impact new processes or the way that people do their work? How can you help them adapt to these changes? Consider Roger's Diffusion of Innovation. Consider Keller, et al. CLER Model (p.377)

This training will help those at The University of Tampa explore and experiment with a vegan diet and lifestyle. Additionally it will allow individuals to adjust to a new city and area in continuing their vegan lifestyle. For this instruction we followed the ARCS model and would follow that to make any suggested or needed changes along the way. As new resources are discovered or changed, the document will be updated.

Delivery Date

When will the training product be delivered? Any possible risks or constraints to delivering on time?

Priority?

This instruction can be added to BlackBoard at any desired time. It may be easier to upload this course at the beginning of the semester while learners are active on their personal BlackBoard accounts. There are no risks or constraints to delivering this instruction at a particular time.

Training Curriculum and Schedule (as needed)

Consider: What does your training schedule look like? What's the PLAN? It doesn't have to look exactly like this, but for someone to adopt your instruction they're going to want to know how much time it will

take. Please do NOT list specific dates in here as Instructional Designers may NOT have control over WHEN, but we do have control over how long we anticipate the instruction will take.

This training does not follow one specific timeline as it is self-paced and designed for learners to complete on their own. This instruction will be dispersed to learners at The University of Tampa as fully completed and ready to be used, and they will be able to access and work on their desired timeline.

Training Logistics

What kinds of logistics are required for the training? This might include specific materials, supplies, space.

This training can be completed in a space that is best for the learner and where they feel most comfortable completing this training. They are free to travel to different resources provided to them at any given time and date convenient to them if desired.

Materials needed are a personal device such as laptops, tablets or desktops and a connection to the internet.

References:

Veganism in a Nutshell. (n.d.). Retrieved November 1, 2019, from

<https://www.vrg.org/nutshell/vegan.htm#what>.

Why Veganism? (n.d.). Retrieved November 3, 2019, from

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