You Have Arrived: A Practical Guide to Google Maps

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Contents

Overview

Description of Organization

Third-Age University is a nonprofit organization dedicated to offering educational opportunities to older adults. It plays a crucial role in the continuous personal and technological development of the over 65 community in Tampa Bay. The center offers valuable training to help older adults sustain their day-to-day independence, stay up to date with current technology, and participate in recreational and personal development courses.

Problem Identification

Third Age University is available to older adults in the Tampa Bay community to support their needs and interests. The organization conducts frequent and comprehensive focus groups and surveys among its members to stay ahead of community demands of possible training opportunities.

A recent community focus group expressed interest in learning how to use mobile GPS technology. Members of Third Age University are interested in acquiring basic skills to operate mobile GPS technology to avoid overreliance on public transportation, getting lost, and using their time more efficiently. Additionally, some members have expressed concerns regarding burdening family members with transportation responsibilities and/or with teaching them how to use the GPS mobile apps.

The over 65 population often lacks familiarity with various technological devices and applications (Xu et al., 2023). Given the target demographic's general discomfort with technology, it would be unwise to expect members of our service community to learn how to use mobile GPS technology on their own. When asked about their preferred method of instruction

delivery, the members of our community understandably expressed a preference for assisted in-person training.

Justification for Instructional Intervention

Given the identified problem, we believe that the expressed need to learn how to utilize mobile GPS technology, along with a general unfamiliarity with smartphones and technology, requires instructional intervention (Hickman et al., 2007). An assisted training program is most suited to address the knowledge gap within the older adult community.

Studies such as Training Older Adults to Use New Technology by Hickman et al. demonstrate how assisted training can be significantly more beneficial for older individuals when learning to use technology compared to self-teaching strategies (2007). Assisted training offers personalized guidance, can address specific concerns and provides instant feedback, which helps reduce frustration and embarrassment (Xu et al., 2023). Empirical evidence to support our assessment comes from Spring Hills Senior Living. At Spring Hills, they have had consolidated success with a variety of technology focused training – from introduction to computers and devices to online banking workshops. According to their expertise, the key to success in developing training solutions for the over 65 population has been a customized curriculum that relies on hands-on approaches, and peer support (Spring Hills, 2024). These strategies have been helpful in mitigating frustration and anxiety while promoting an "inclusive and empowering environment that enables seniors to embrace and leverage technology in their daily lives" (Spring Hills, 2024).

Problem Statement

There is a need to create a training program to assist retirees in acquiring the technological skills necessary to effectively use GPS mobile applications (e.g. Google Maps,

Waze, and Maps). This training program aims at improving technological confidence and promoting self-reliance within the older adult community of Tampa Bay.

Needs Assessment

Phase 1: Planning

According to Morrison (2019) planning involves identifying the learners' needs and the most suitable approaches for addressing them. For the Third Age University, the target audience consists of older adults, over 65 years; this age group may face challenges that affect their ability to utilize technologies, however, they are motivated to acquire skills for using GPS Technology.

To support the development of a training program the needs assessment will address concerns such avoiding overreliance on public transportation, reducing family burdens and technological barriers.

The instructional goals of the program are to teach older adults basic GPS skills, such as setting destinations, following directions, and understanding settings, while building their confidence in using the technology. The program will be delivered through in-person, hands-on training with immediate support.

Phase 2: Collecting Data

Once the target audience is detected, it becomes necessary to collect data; this phase involves gathering information to better understand the needs and preferences of the audience. This will be done through systematic peer review articles and surveys; both mechanisms that will lead us to explore the learner's comfort with technologies and identify specific barriers. Morrison (2019) emphasizes the importance of identifying both the learners’ needs and the context in

which the instruction will occur. This data will help us to determine the degree of familiarity with devices, challenges faced by the audience and expectations about learning GPS technology.

By collecting this data Third Age University will be able to tailor the training program, ensuring that the instruction is relevant, accessible and aligned with the target audience preferences. The data collected also will help to refine the instructional goals.

Phase 3: Analyzing Data

Evaluating the survey and the systematic peer review articles will reveal the primary barriers to using GPS technology, experience level and preferences about the delivery method. These insights will guide the creation of instructional materials that are accessible and minimize confusion and frustration.

Phase 4: Compiling Final Report

Morrison (2019) states the importance of providing actionable recommendations that align with the learners' needs. All the findings will be compiled in a final report including the final objectives, instructional design strategy, the implementation plan, evaluation plan and recommendations for improvement.

This final report will serve as a blueprint for the implementation of the GPS training program, ensuring it is tailored to meet the needs of the Third Age University while also addressing the technological barriers and learning preferences of older adults.

Goal Analysis

Aim

Enhance the ability of older adults to independently use GPS navigation tools (e.g., Google Maps, Waze, and Apple Maps), on mobile devices.

Set Goals

- Download the GPS mobile application
- Locate and open the GPS mobile application
- Search for a destination
- Locate nearby amenities (restaurants, shopping, hotels, etc.)
- Locate city facilities
- Find a gas station along the route
- Preview directions
- Select the appropriate mode of transportation
- Gain information on traffic
- Adjust or modify the map settings
- Recenter on current location
- Find nearby places
- Save locations
- Save home location
- Save work location
- Retrieve locations
- Find previously searched locations
- Interpret navigation instructions
- Enable GPS functions
- Troubleshoot common issues
- Use the GPS mobile application offline
- Share location with others
- Share directions
- Identify buttons and their functionalities

Refine Goals

- Download and set up the GPS mobile application
- Open and navigate the GPS mobile application interface

- Search for and select a destination
- Find nearby places and amenities
- Preview and customize directions
- Follow GPS navigation and traffic updates
- Save and retrieve location
- Recenter and adjust map settings
- Use the GPS mobile application offline
- Share location and directions
- Troubleshoot common issues

Rank Goals

1. Open and navigate the Google Maps interface
2. Search for and select a destination
3. Follow GPS Navigation and traffic updates
4. Preview and customize directions
5. Recenter and adjust map settings
6. Find nearby places and amenities
7. Save and retrieve locations
8. Use the GPS mobile application offline
9. Share location and directions
10. Troubleshoot common issues

Second Refinement

Goals 8, 9, and 10 can be excluded because they are considered optional and not necessarily crucial for older adults to independently navigate from one location to another. Goals 4, 5, and 6 are more complex and can be explored later once learners are familiar with the application. Because of complexity, they also require more time to accomplish, which can be reserved for a succeeding course.

The remaining represent critical goals that learners must achieve to have a basic understanding of the utility of the GPS mobile application as a navigation tool for them to gain independence when going to point B from point A.

Final Ranking

These skills, when learned hand-in-hand, can enhance the confidence of our target audience and empower them to navigate independently. Gaining familiarity with the interface will reduce their anxiety. A fundamental key to navigation is typing in a desired location, which will enhance their willingness to explore new places. To ensure they safely and seamlessly reach their destination, they must proficiently follow turn-by-turn directions and comprehend traffic information. To simplify future navigation, they can obtain the ability to save destinations they frequent, such as home and other sites, which essentially reduces cognitive load. Overcoming challenges is possible by mastering these skills, which will help older adults maintain autonomy and continue engaging with their communities.

1. Open and navigate the GPS mobile application interface
2. Search for and select a destination
3. Follow GPS navigation and traffic updates
4. Save and retrieve locations

Learner Analysis

This learner analysis focuses on both the general and specific characteristics of the older adult learners at the Third-Aged University. The goal is to design a program that effectively addresses the needs and learning preferences of individuals over 65 years old.

General Characteristics

Older adult learners at Third-Age University have unique needs and characteristics that must be considered when designing a mobile GPS training program. They often experience changes that require a slower pace of learning and more personalized support. Additionally, when they are not familiar with mobile technology and GPS apps, it is suggested that foundational training in smartphone navigation should be prioritized (Shimokihara et al., 2023). Learners are motivated by the desire for independence, and in-person, hands-on training, with plenty of opportunities for repetition, peer support, and positive reinforcement, which will ensure the program's success.

A typical learner at Third-Age University, given its focus on older adults, would possess the following general characteristics:

- **Age**: Learners will typically be aged 65 and above, reflecting the focus of the center on serving the older adult population. Many of the learners will be retirees or individuals approaching retirement age who are seeking to engage in lifelong learning and personal development.
- **Work Experience**: Many may have retired from full-time positions but may still seek part-time work, volunteer opportunities, or personal enrichment in their post-retirement years. These individuals have extensive work experience in various sectors such as education, healthcare, business, and government
- **Education**: The educational backgrounds of Third-Age University learners can vary. Some may have completed higher education degrees (bachelor's, master's, or even doctoral degrees), while others may have finished high school or received vocational training.
- **Ethnicity**: The learners at Third-Age University likely reflect the demographic diversity of the Tampa Bay area, representing a range of ethnic backgrounds. This may include, but is not limited to, White, Black, Hispanic/Latino, Asian, and Native American populations (Tampa, Florida population 2024). Understanding

the cultural diversity of the target learners is important for tailoring training programs that are inclusive and relevant to the diverse experiences and needs of the learners.

Understanding these characteristics will help create a program that fosters technological confidence, self-reliance, and continued personal development.

Specific Characteristics

For the learners of Third-Aged University, specific characteristics related to physical requirements and educational or training needs must be tailored to their special circumstances and learning content.

Physical Requirements

- **Mobility:** Should be able to navigate to the Third-Age University center, including walking short distances, climbing stairs, or using elevators.
- **Strength:** Should be able to lift, carry, and grip small items such as textbooks or electronic devices (Edgar, 2022).
- **Dexterity**: Should have the fine motor skills to (or learn to) perform basic touch screen device gestures such as tapping, pinching, pressing and holding, scrolling, dragging, and swiping (*iPad Vs. Laptop: Which Is Better For Seniors?* 2024).
- **Vision:** Adequate vision to read screen content, though the course will be equipped with accessibility features that can help those with visual impairments (*iPad Vs. Laptop: Which Is Better for Seniors?* 2024).

Educational or training requirements

- **Basic computer skills:** Basic proficiency navigating websites, phone, and touchscreen interfaces (Chan et al., 2014).
- **Digital Literacy:**

- Ability to follow along, retain, and recall instructions related to using a digital learning platform.
- Familiarity with internet connectivity using their mobile phones.
- **Language Skills:** Intermediate proficiency in English (comprehension and communication)

Task Analysis

These steps apply to using Google Maps on a mobile device, considering the demographics of older adults. The device should have its volume set loud enough, the text and map display size adjusted for visibility, and Google Maps updated to the latest version. Additionally, the device must be securely mounted.

This course focuses on driving and public transit modes. As an introductory course, we will limit the content to saving home and work locations to align with time constraints and the target audience's technological proficiency.

Procedural Analysis: Using Google Maps on a Mobile Device

1. **Open the Google Maps Application**
   - Locate the Google Maps app icon.
   - Tap the icon to open the application.
     Visual Cue: The Google Maps interface launches.
2. **Search for an Address**
   - Find the search bar at the top of the screen.
   - Tap the search bar to activate the keyboard.
     Visual Cues:
     - "Home," "Work," and "More" options may appear.
     - The keyboard appears.
     - Recent searches (if any) may be displayed.
   - Enter the street address and city (optional: state and ZIP code).

– Select the correct address if it appears as a top suggestion or tap “Search” to view more options.

Visual Cues:

- The map will display a pin at the selected location.
- A pop-up window will appear with the location’s name and action buttons such as “Directions,” “Start,” and “Call.”

3. **Get Directions to Your Destination**

– After selecting the destination, tap the blue “**Directions”** button to view transportation options.

a. By default, Google Maps sets your starting point as your current location.

b. To change the starting point, tap **“Your location”** at the top and enter a different address.

Visual Cues:

- A bar labeled **“Choose starting point”** appears.
- The keyboard appears.

c. At the top of the screen, icons represent different transportation modes:

– **Driving:** Car icon

– **Transit:** Train/bus icon

- **Walking:** Person walking icon
- **Cycling:** Bicycle icon
- **Ride:** Rideshare icon

– Tap the icon for your preferred mode of transportation.

Visual Cue: Google Maps highlights the recommended route in a more dominant color.

d. Tap alternative routes to explore different options.

– Once you’ve selected a route, tap **“Start”** to begin turn-by-turn navigation.

4. **Preview the Route**

Driving Mode

– After selecting the **car icon**, Google Maps will display the recommended route in **blue**.

- Carefully examine the **blue route line** on the map. Zoom in and out to see specific turns and roads.
  Option 1: Double tap the map and drag **down** to zoom in or **up** to zoom out.
  Option 2: Pinch **open** to zoom in or pinch **closed** to zoom out.
- Drag the map to navigate and explore the route.
- Check the **estimated travel time** and **distance** displayed at the bottom of the screen.
- Drag the pop-up window up at the bottom of the screen to **scroll through turn-by-turn directions** for a textual overview of the route.
- Google Maps often displays **alternative routes in gray**. Tap on these to view details such as travel time and distance.
- Tap the **three-dot menu** in the top-right corner of the directions screen to access **"Route options."**
  Here, you can choose to **avoid tolls, highways, or ferries.**

Public Transit

- After selecting the **train/bus icon**, pull up the pop-up window to view available public transit routes.
  Visual Cue: Displays estimated travel time, transit lines involved, number of transfers, and walking distances between stops.
- Tap on a specific route to view a **detailed breakdown** of the journey.
  Visual Cue: Shows departure and arrival times, stop and station locations, and walking instructions.
- Observe the route displayed on the map, paying attention to the **transit lines** and **stop locations**.
- Adjust the **departure or arrival time** to plan ahead and see how schedules vary throughout the day.
- **Locate the "Leave" option** below the selected transportation mode icons.
- Tap **"Leave."**
- **Visual Cue:** Options will appear to set either a **departure time** or an **arrival time**.

- Choose whether you want to **"Leave"** a specific time or **"Arrive by"** a specific time.
- Use the **time picker** to select the desired date and time.
- Tap **"Done"** or **"Set."**
- Google Maps will **recalculate transit routes** based on the selected time.
- Carefully review the updated routes, focusing on:
    - **Departure and arrival times**
    - **Transit lines**
    - **Transfer points**
    - **Walking distances**
    - **Start Navigation**

a. After entering your destination, tapping **"Directions,"** and selecting your preferred mode of transportation, tap the **"Start"** button to begin turn-by-turn navigation.

Visual Cue: The map will display a visual guide for directions.

b. Ensure audio instructions are enabled. Listen carefully to spoken directions and anticipate upcoming turns.

Visual Cue: If audio is enabled, the speaker icon on the left side of the screen will be gray and not crossed out.

c. Pay attention to the map display. Google Maps highlights your route and upcoming turns.

d. It provides **lane guidance**, indicating which lane to use for upcoming turns.

Visual Cue: Arrows indicate the correct lane to follow.

e. The app often displays the **current speed limit** of the road.

f. Google Maps uses colored lines to indicate traffic conditions:

- Green: Free-flowing traffic
- Yellow: Moderate traffic
- Red: Heavy traffic or congestion
- Dark Red: Severe congestion

g. These colors update in real time based on traffic conditions.

5. Save Home and Work Locations

a. Open Google Maps app and tap the **search bar**.

        i. **Visual Cue:** The options **“Home,” “Work,”** and **“More”** appear.
    b. Tap **“Home.”**
        i. **Visual Cue:** The prompt **“Enter home address”** appears.
b. Type your home address and select it from the list.
c. Repeat the process for **Work.**
d. **Retrieve Saved Locations (Home and Work)**
e. Tap the **search bar.**
    a. Select **“Home”** or **“Work.”**

    Visual Cue: A window appears, showing directions from your current location to your selected destination, along with transportation options.

Context Analysis

In view of the target learner's profile and the determined instructional goals, the following contextual factors will be considered in the development of the delivery strategy for the instruction.

Orienting Context

The target learner population of Third-Age University consists of older adults, aged 65 and above. Due to their advanced age, we expect that their skills and aptitudes with mobile GPS technology may be limited, requiring comprehensive support during training. However, despite these skill barriers, the target learners, with the encouragement and support of the facilitators, will be able to acquire the necessary skills to utilize mobile GPS technology. This is because they perceive the training’s utility—retaining or gaining the ability to move independently—and have intrinsic motivation to succeed, having joined the training voluntarily.

Instructional Context

The training will take place in the Digital Lab of the Third-Age University center according to the following schedule:

- Monday and Wednesday: 10:00am; 3:00pm
- Saturday: 12:00pm

The training will last 45 minutes.

The Lab can accommodate up to 16 learners per session, with 8 large desks and 16 adjustable chairs and 16 headsets. The ample space ensures accessibility for learners using walking aids. The Lab's layout allows the facilitator to move freely around the tables to provide assistance as needed.

The training will be conducted using table-mounted tablets via an Articulate Storyline module. This module will offer step-by-step instructions and tutorials on how to use mobile GPS technology. The facilitator will set the pace for the training, ensuring everyone is able to follow along effectively.

To maximize the applicability of the training, learners will be instructed on how to use the Google Maps application. This app is available on all smartphone operating systems, ensuring broad compatibility and usability.

Transfer Context

Learners will complete their training on tablets, allowing them to mimic the gestures they will use on their smartphones. The gesture similarity between the training and its real-world ***application*** will enhance the transfer of the training. Additionally, the learners will be able to transfer and practice the skills acquired as they will have ***access*** to their smartphone at home and therefore the ***opportunity*** to use mobile GPS technology on a regular basis. Lastly, to ensure

long-term transfer, Third Age University staff will offer ongoing ***support***, on a need basis, as well as allowing their community members to take the training two times a year.

Learning Objectives

Based on an analysis of learner tasks, learner contexts, target demographics, and in alignment with learning goals, we have developed the following specific and measurable objectives:

1. After launching Google Maps, learners will be able to locate the interactive elements introduced in the course with 90% accuracy.
2. Once located, learners will be able to identify the functions of the interactive elements of Google Maps introduced in the course with 90% accuracy.
3. Given an address, learners will be able to enter it into the Google Maps search bar and select the correct option from the suggestions list within 30 seconds, with no more than one correction.
4. After selecting the address, learners will be able to save and label it as either “Home” or “Work” within 30 seconds, with no more than one correction.
5. After choosing a destination, learners will be able to generate directions, ensuring that the correct starting point and appropriate mode of transportation are set.
6. Given a destination and transportation mode, learners will be able to interpret the preview information within one minute before initiating navigation.

Sequenced Instructional Objectives

The course will be designed to follow a learner-related sequencing according to difficulty. Objectives 1–4 require minimal time and effort and fall on the lesser complex end of Bloom’s taxonomy hierarchical framework. Additionally, mastering simpler skills, such as locating interactive elements and identifying their functions in Google Maps, is crucial for successfully completing subsequent tasks. In contrast, Objectives 5 (generating directions) and 6 (interpreting preview information) require higher-order thinking skills, where a list of steps must be taken in a orderly manner for the objectives to be met.

Objective	Description	Sequence
1	Locate the interactive elements introduced in the course.	1
2	Identify the functions of the interactive elements of Google Maps introduced in the course.	2
3	Enter an address in the search bar and select the correct option from the suggestions list.	3
4	Save and label an address as either “Home” or “Work”.	4
5	Generate directions, with the correct starting point and mode of transportation.	5
6	Interpret the preview information once the destination and transportation mode are set.	6

Instructional Strategies

1. After launching Google Maps, learners will be able to locate the interactive elements introduced in the course with 90% accuracy. (Fact/Recall)

Initial Presentation:

Learners will be presented with a screen replica of various Google Maps interfaces where they will complete an interactive pop-up video and text sequence of the significant interactive elements.

Generative Strategy:

Provide learners with a screen replica of various Google Maps interfaces that will allow them to find and press on the interactive elements indicated in the initial presentation.

2. Once located, learners will be able to identify the functions of the interactive elements of Google Maps introduced in the course with 90% accuracy. (Principle/Recall)

Initial Presentation:

Learners will be presented with a screen replica of various Google Maps interfaces where they will complete an interactive pop-up video and text sequence of the significant interactive elements and their function.

Generative Strategy:

Provide learners with a screen replica of various Google Maps interfaces paired with a multiple-choice quiz that will allow them to define the function of the interactive elements indicated in the initial presentation.

3. Given an address, learners will be able to enter it into the Google Maps search bar and select the correct option from the suggestions list within 30 seconds, with no more than one correction. (Procedure/Application)

Initial Presentation:

Learners will be presented with a screen replica of various Google Maps interfaces where they will complete an interactive video sequence of steps to enter and select an address in Google Maps.

Generative Strategy:

Provide learners with an interface simulation that will allow them to complete the steps necessary to enter and select an address in Google Maps as indicated in the initial presentation.

4. After selecting the address, learners will be able to save and label it as either "Home" or "Work" within 30 seconds, with no more than one correction. (Procedure/Application)

Initial Presentation:

Learners will be presented with a screen replica of various Google Maps interfaces where they will complete an interactive video sequence of steps to save and label an address in Google Maps.

Generative Strategy:

Provide learners with an interface simulation that will allow them to complete the steps necessary to save and label an address in Google Maps as indicated in the initial presentation.

5. After choosing a destination, learners will be able to generate directions, ensuring that the correct starting point and appropriate mode of transportation are set. (Procedure/Application)

Initial Presentation:

Learners view a demonstration of the step-by-step process for selecting a destination—either by manually entering the address or choosing a saved location—and selecting the appropriate mode of transportation (driving or public transport).

Generative Strategy:

Provide learners with an exercise where they enter text or tap buttons needed to generate directions for a specific destination and mode of transportation.

6. *Given a destination and transportation mode, learners will be able to interpret the preview information within one minute before initiating navigation* (Procedure/Application)

Initial Presentation:

Learners will be introduced to a relatable real-world scenario that will help to understand the practical importance of interpreting Google Maps preview information. A step-by-step demonstration will guide learners through the process of identifying key elements such as estimated travel time, alternative routes, live traffic conditions, and travel advisories. Special emphasis is placed on recognizing the fastest or most efficient route based on the information provided.

Generative Strategy:

Provided learners with a set of sample scenarios (e.g., "You need to get to the grocery store in 15 minutes. Which route should you take?"), they navigate to Google Maps, select a destination, and analyze the preview screen to determine the best route, or learners complete a worksheet or digital quiz where they match preview screen elements (e.g., traffic colors, estimated travel time, route options) to their meanings. This helps reinforce their ability to quickly recognize and interpret key information.

Instructional Units

Introductory Module	**Course Overview**
	Ice breaker activity
Module 1	**Google Maps Essentials**

Learning Objective 1; *Learning Objective 2*	In this instructional module, learners will familiarize themselves with the Google Maps interface and its interactive elements such as search bar, compass button, directions button and more. – Pre-Instructional Strategies: **overview** of Google Maps features and functionalities. – Instruction: **screen replicas** of various Google Maps interfaces accompanied by an **interactive pop-up video and text sequence** of the significant interactive elements and their function. – Assessment: learners will be presented with **screen replicas** of various Google Maps interfaces. Learners will be prompted to **identify** the interactive elements and respond to **multiple-choice questions**. – Summary: **bullet point list** of significant interactive elements of the Google Maps interface and their function. – Multimedia: screenshots of Google Maps interface, bitesize videos, audio-recording (text-to-speech)
Module 2	**Finding and Labeling Addresses**
Learning Objective 3; *Learning Objective 4*	This module will guide learners through searching for an address in Google Maps, selecting it from suggestions, and saving it as "Home" or "Work" using guided practice. – Pre - Instructional Strategies: To engage the learners the module begins with real-world scenario (Gain attention) prompting them to consider how they would quickly find a new location. The objectives are clearly stated, and prior experiences with searching for places are discussed.

	– Multimedia assets include step by step videos, interactive Google Maps simulations, annotated screenshots, and PDF quick guide with visuals. – Activities include a practice simulation, a hand – on task on personal devices, and assessments through a scenario-based quiz and observation. – The wrap-up includes a discussion on the practical benefits of the skills, a final challenge to search and save a real address.
Module 3	**Generating Directions and Previewing Your Route**
Learning Objective 5; *Learning Objective 6*	This module features real-life scenarios that emphasize the importance of generating directions and previewing routes. It also provides step-by-step instructions for completing these tasks in Google Maps, covering both driving and public transit modes. – Pre-Instructional strategies: Learners will complete a recall activity to reinforce key interactive elements essential for successfully completing the tasks. – Media: Video recordings/instructions demonstrating how to perform the tasks, pictures highlighting key elements, text and video instructions to reinforce images and videos – Instruction: Interactive walk-through of the streps to complete the tasks – Assessments: o Matching or Sequencing Activity (Knowledge Check) - Provide mixed-up step-by-step directions for generating a route in Google Maps. Learners put them in the correct order to reinforce procedural understanding.

	○ Scenario-Based Tasks (Performance Assessment) - Present a real-life scenario (e.g., "You need to visit a new doctor's office across town. Plan your route using Google Maps for public transit.") Learners complete the task on their own devices or a provided demo environment. Observe if they can correctly generate directions, preview routes, and switch between driving and public transit. ▪ Gather screen-shot evidence – <u>Wrap-Up:</u> Survey on how confident they now feel after course

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