

F-1 Student Visa at a Glance – Interactive Simulation

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Analysis

Need Analysis

The United States of America is known to be a leader in the global economy. Because of this, the US is appealing to many due to the many opportunities that have made it necessary to include immigration regulations on the national agenda. Nowadays, there are thousands of foreigners applying for different visa processes in order to have access to these opportunities. In education, the F-1 visa is the most common type for students who want to study English as a second language or pursue higher education in American Universities through graduate or undergraduate programs. As the petitions for these visa types increase, the number of questions and concerns also grow for people in the process, visa holders, and U.S. nationals who are interested or require this information.

Florida is a state that, due to its strategic location, hosts a considerable number of students on F-1 status. The University of Tampa continuously receives international students seeking higher education.

Therefore, it becomes necessary to understand the basic concepts surrounding this visa type and guide international students so that they can benefit from the opportunities this visa provides while remaining within the constraints of current federal immigration laws.

As part of its strategic initiatives, the University of Tampa has decided to implement a three-year plan to increase the retention rates of international students. This sudden push comes after the University compared its retention rates to the nation's overall retention rates. In comparing the University of Tampa's international student retention rates to those of the nation, the University fell slightly below the nation's average. After assessing its options regarding where to start, the University of Tampa has decided that its first step in managing retention rates is to educate students, faculty, and staff on federal regulations that international students are subject to.

Context Analysis

In this training, the F-1 Student Visa at a Glance will educate the target audience on the critical information regarding the F-1 student visa and compliance with federal regulations. This training will also mirror the real-life experiences of F-1 Visa holders by highlighting the positive outcomes and the adversities they face. International students' personal experiences must be considered when examining retention rates. The educational component and the student-centered approach will be carried out through a simulation.

The F-1 SVCL will address the following subconcepts:

1. Overview of F-1 visas
2. Academic Requirements
3. Employment Conditions
4. Travel Regulations
5. Post-Graduation Information

The F-1 SVCL will be delivered online via a self-paced interactive course with an Articulate Storyline module. The ID team anticipates the target audience completing the module within 45 minutes to an

hour. Our team will conduct training via a synchronous meeting to take advantage of the benefits of online learning.

Considering purpose, audience, and environment, a few constraints will need to be addressed in the design of the conceptual instruction.

- *Content Complexity:* We anticipate that participants will have a minimal understanding of visa regulations and immigration terminology. It is essential that participants gradually familiarize themselves with these basic concepts. To mitigate the complexity of the concepts, the ID team will carefully select the vocabulary used and, when possible, avoid overcomplicated legal jargon.
- *Language barrier:* Most of our target audience will not be native English speakers. The ID team knows that some participants could encounter difficulties navigating the instructions. To reduce the frequency of this happening, the language will be kept at an intermediate level (B1). In the future, upon evaluating the success of the training, measures will be taken to provide translated versions of the instructions.
- *Participation Rate:* Due to the discretionary nature of this instruction, participation in the training could be low. To remediate this possibility, the International Programs Office (IPO) staff will advertise the interactive simulation to prospective international students at various steps of the admission and onboarding processes. Additionally, the digital international student orientation package will include the instructional module. Finally, the instructional module will be permanently included in the IPO landing page on the University of Tampa website.

Target Audience Analysis

To determine the target audience's characteristics, we consulted with the International Programs Office staff, our Subject Matter Experts (SMEs). We discussed the different profiles of the recipients of the orientational and informational instruction to be delivered.

Primary Target Audience		
Profile A1	Profile A2	The profiles in the Primary Target Audience have a direct interest in the content of this

International high school graduate exploring the possibility of pursuing a bachelor's degree at the University of Tampa.	International high school graduate who has initiated the F1 Visa process to pursue a bachelor's degree at the University of Tampa.	instruction. Their understanding of the material can affect their ability to obtain an F1 Visa and maintain F1 Status.
<i>Profile B1</i> International undergraduate exploring the possibility of pursuing a graduate degree at the University of Tampa.	<i>Profile B2</i> International undergraduate who has initiated the F1 Visa process to pursue a graduate degree at the University of Tampa	The instruction's content and delivery orders are designed to address their benefit and needs.
Secondary Target Audience		
<i>Profile C1</i> University of Tampa staff or faculty members who are required or curious to familiarize themselves with the peculiar life experiences and needs of international students with whom they interact in their line of work.	<i>Profile C2</i> University of Tampa domestic student with a curiosity to familiarize themselves with the peculiar life experiences and needs of their international peers and friends.	The profiles in the Secondary Target Audience have an indirect interest in the content of this instruction. Their understanding of the material exercises empathy and improves their awareness of the life experiences of international students. The content of the instruction and the order of delivery are not designed with regard to their needs. However, the word choice is tailored to profiles familiar and unfamiliar with the F1 Visa process.

Additionally, based on the profiles of the target audience, we determined the entry competencies to partake in the instruction.

Entry Competencies
High school diploma obtained domestically or internationally.
Intermediate (level B1) knowledge of the English language.
Basic computer skills such as navigating web pages and interacting with online content.

Task Analysis

The instruction aims to inform the target audience about the experience of studying at the University of Tampa as an F1 visa holder. It will include information and guidance about the essential aspects of the life of an international student, including the possibilities and constraints of the F1 status. Upon consultation with our SMEs, we defined the central concept, related subconcepts, and the order in which they will be presented to the target audience.

Main Concept: Life of an F1 Student - Opportunities and Constraints		
Lesson	Subconcept	Topics
<i>Lesson 1</i>	The F1 Visa	US immigration overview; Types of visas; Definition of F1 visa; Details of F1 visa; F1 visa application process
<i>Lesson 2</i>	Academics	Full-time student (Credits); Semesters specifications; Online classes; Reduced Course Load (RCL); Compliance
<i>Lesson 3</i>	Employment	On Campus employment; Part-time work; Internship and Curricular Practical Training (CPT); Compliance
<i>Lesson 4</i>	Traveling	Domestic Travel; International Travel; I-20 document; Passport; Compliance

Lesson 5	Post- Graduation	Graduation; Optional Practical Training (OPT); Continuing education; Compliance
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Instructional Design Document

Learning Outcomes & Learning Objectives

Upon completing the modules, the learner will be able to:

Lesson 1 - The F1 Visa	
Learning Outcome (a)	Learning Objectives (a)
(L/O.a) Appreciate the complexity of the US immigration system regarding F1 Visas.	(L/Obj) <ol style="list-style-type: none"> a. List different types of student Visas. a. Summarize the peculiarities of an F1 Visa. a. Differentiate between M-1 and F-1 Visas. a. Identify relevant terms, such as SEVP and SEVIS. a. Outline the steps of an F1 Visa application process. a. Assess their case toward an F1 Visa application.
Lesson 2 - Academics	
Learning Outcome (b)	Learning Objectives (b)
(L/O.b) Manage their academic course load successfully.	(L/Obj) <ol style="list-style-type: none"> b. Define different categories of course load. b. State the credit hours requirements for Fall, Spring, and Summer semesters. b. Explain the semesterly credit hour/class limit for online courses. b. Create a compliant plan of study.
Lesson 3 - Employment	
Learning Outcome (c)	Learning Objectives (c)

(L/O.c) Make informed choices about their employment as an F1 student.	(L/Obj) <ol style="list-style-type: none"> 1. c. Name the types of employment they can engage in while being a student. 2. c. Explain the difference between types of employment as it applies to F1 students. 3. c. Summarize the employment constraints that apply to F1 students. 4. c. Identify the appropriate type of employment based on sample scenarios. 5. c. Evaluate the appropriate type of employment based on their current situation.
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Lesson 4 - Traveling

Learning Outcome (d)	Learning Objectives (d)
(L/O.d) Safely travel outside the USA and return to continue their studies.	(L/Obj) <ol style="list-style-type: none"> 1. d. List the items necessary for domestic and international travel. 2. d. Describe the significance of legal documents such as the I-20 and F1 Visa. 3. d. Explain compliance with federal regulations. 4. d. Compare requirements for domestic and international travel. 5. d. Develop a complete travel checklist for international travel.

Lesson 5 - Post-Graduation

Learning Outcome (e)	Learning Objectives (e)
(L/O.e) Appreciate the array of options at their disposal upon completion of their degree.	(L/Obj) <ol style="list-style-type: none"> 1. e. State the options available to F1 students after graduation. 2. e. Explain the characteristics of each option available to F1 students. 3. e. Compare the benefits and downsides of possible pathways after graduation. 4. e. Visualize themselves in each of the possible scenarios.

Theory Overview



To design our instructional plan, we will follow the motivational model ARCS, a framework for designing motivating learning models. John M. Keller developed this model, which is based on expectancy theory. Keller (2016) defines motivational design as a “*process of arranging resources and procedures to bring about changes in motivation.*” Although it was built in the 80s, Keller stated that it is more challenging to motivate students online than in class. ARCS represents four factors of learner motivation—attention, relevance, confidence, and satisfaction. This will help our design ensure the target audience feels motivated and engages with a topic that aligns with their personal needs, leading us to a positive expectancy of success.

According to the graphic below, we will explain how we will approach each factor in our development.

ARCS Factors	Alignment to Our Design
Attention	As a method to activate attention, this whole course will be a simulation guided by the most interesting topics and necessary information for International students holding the F1. The variety of assessments planned, such as checklists, quizzes, and drag-and-drop activities, will encourage active participation.
Relevance	As a method to activate relevance, we will apply experience as an existing skill that the learners might already have because some of them are already related to the visa process in the US. F1 visas also have future usefulness. The University of Tampa will always be a part of the process and will keep hosting students from abroad.
Confidence	To activate confidence, we will provide objectives and outcomes to empower learners to estimate their likelihood of success. Objectives let learners see what is expected of them by the end of the learning. Learners can then take steps to address any deficiencies. Learner control will also help learners have some degree of control over their learning path and assessment. They must see that their success directly results from their choices and efforts.
Satisfaction	<p>As a method to activate satisfaction, we will apply:</p> <ul style="list-style-type: none"> ● Intrinsic Reinforcement: Encourages the pleasure of learning for its own sake or to achieve personal goals. ● Extrinsic Reward: Giving unexpected rewards and direct encouragement to learn. ● Equity: Keeping standards high so learners know they are achieving. Refrain from over-rewarding simple tasks.

Design Overview

The instruction will be carried out through an online simulation using Articulate Storyline. The simulation, divided into five lessons, is based on real-world situations that F-1 students face.

- Lesson 1: The F-1 Visa
- Lesson 2: Academics
- Lesson 3: Employment
- Lesson 4: Traveling
- Lesson 5: Post-Graduation

To complete the course, the learner must go through all five lessons. The learner can choose the order in which they would prefer to complete the lessons, but it is recommended that they start with The F-1 Visa lesson first to understand the F-1 Visa. Each lesson contains various interactive features.

Considerations For Accessibility	
Visual Impairment	<ul style="list-style-type: none">• The module will have text-to-speech audio transcriptions that read the captions aloud to the learner.• Verbal image descriptions to describe the visuals/graphics and background colors.
Hearing Impaired	<ul style="list-style-type: none">• The simulation will include auto-generated captions automatically-generated captions will be included in the module.
Mobility Impaired	<ul style="list-style-type: none">• A Physical PDF handout will be provided to the learner.• An electronic PDF handout will be provided to the learner.• A pre-recorded video of the training simulation will be provided to the learner to minimize the need to click and navigate through the module.

Evaluation Overview

Although the completion of the instruction is not mandatory, an assessment strategy remains central for the learner to evaluate their understanding of the concept and for the ID team to evaluate the efficacy of the design instruction.

At the end of each lesson, learners will have the opportunity to test their understanding with simple but relevant assessments:

- Lesson 1: Multiple-choice quiz
- Lesson 2: Interactive plan of study
- Lesson 3: Scenario-based quiz
- Lesson 4: Travel checklist

- Lesson 5: Multiple-choice quiz

Modules Overview

Lesson #	Lesson Title	Learning Objective	Evaluation	Description
1	The F1 Visa	L/O.a L/Obj 1.a, 2.a, 3.a, 4.a, 5.a, 6.a	Assessment Type: Multiple-choice Quiz	In this module, learners will be presented with an overview of the US immigration system. They will learn about different types of visas and the peculiarities of the F1 Visa in detail. Lastly, they will be able to look at a sample F1 Visa process.
			Success Criteria: 80% correct answers	
2	Academics	L/O.b L/Obj 1.b, 2.b, 3.b, 4.b	Assessment Type: Interactive Plan of Study	In this module, learners will be provided with fundamental notions about the semesterly credit hour requirements for F1 students. They will learn the difference between full-time and part-time course load, the limitations regarding online classes, and exceptions such as Reduced Course Load (RCL).
			Success Criteria: The constructed Plan of Study meets the F1 student criteria for credit hours per semester.	
3	Employment	L/O.a L/Obj 1.c, 2.c, 3.c, 4.c, 5.c	Evaluation Type: Scenario-Based Quiz	In this module, learners will be guided through the different types of employment available to F1 students. They will learn about location and hours restrictions. Additionally, they will learn about internships and Curricular Practical Training (CPT).
			Success Criteria: 80% correct answers	
4	Traveling	L/O.d L/Obj 1.d, 2.d, 3.d, 4.d, 5.d	Evaluation Type: Travel Checklist	In this module, learners will acquire fundamental notions about domestic and international travel. They will

			Success Criteria: All necessary items and steps to safely travel outside the USA are ticked off the checklist.	also learn about the F1 Visa and I-20 requirements for traveling safely outside the US.
5	Post-Graduation	L/O.e L/Obj 1.e, 2.e, 3.e, 4.e	Assessment Type: Multiple-Choice Quiz	In this module, learners will be presented with an overview of the options available to F1 students after graduation. They will learn about working with Optional Practical Training (OPT) and seeking an H1B Visa sponsorship, continuing their education, enrolling in a graduate degree, and returning to their home country.
			Success Criteria: 80% correct answers	

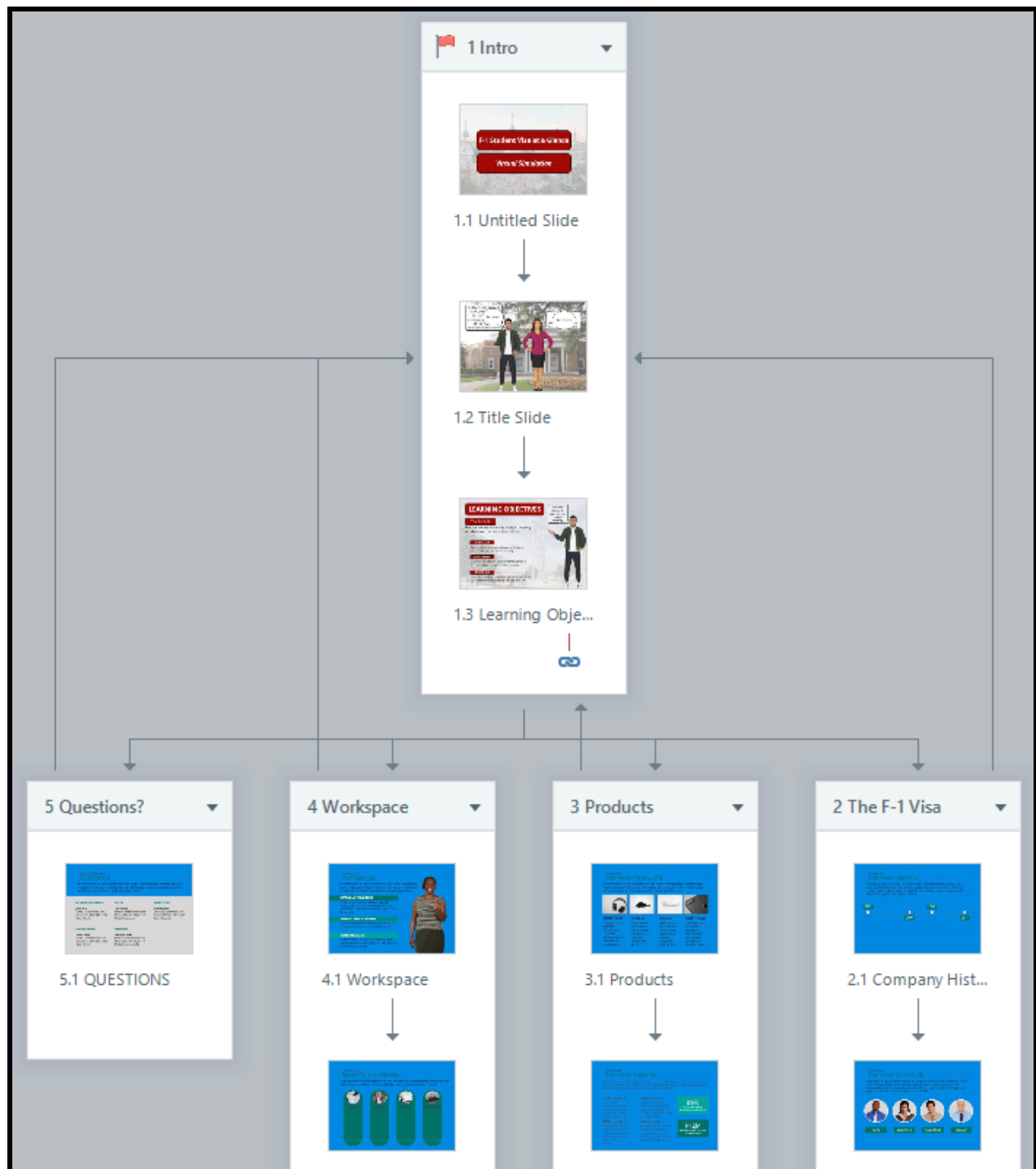
Pre-Existing Content

Content that already exists for the training includes:

1. International Student Services (ISS) materials
2. University of Tampa International Students Handbook
3. US Department of State - Bureau of Consular Affairs and US Citizen and Immigration Services.
 - a. <https://www.uscis.gov/working-in-the-united-states/students-and-exchange-visitors/students-and-employment>
 - b. <https://travel.state.gov/content/travel/en/us-visas/study/student-visa.html>

Rapid Prototype

Simulation Interaction Map



Area of Responsibility by Team Member

Team Member	Areas of Responsibility
Giulia Fiorentini	<ul style="list-style-type: none">• General document authorship• Subject Matter Expert• Audience analysis• Task analysis• Learning outcomes• Learning objectives• Evaluation methods• Module overview• Instructional material - Lesson 2; Lesson 3• Document layout design• Instruction revision• Presentation: Need, models and theories, objectives
Malik Parks	<ul style="list-style-type: none">• General document authorship• Context analysis• Task analysis• Learning objectives• Mapping activities to ID theories• Instructional prototype• Instructional material - Introduction; Lesson 1• Compiling final document, formatting, grammar, etc.• Formative evaluation• Instruction revision• Presentation: Formative evaluation, areas of responsibility, and video editing
Jose Restrepo	<ul style="list-style-type: none">• General document authorship• Subject Matter Expert• Need analysis• Task analysis• Mapping activities to ID theories• Pre-existing content• Instructional material - Lesson 4; Lesson 5• Instruction revision• Presentation: Activities, assessments, usability, and accessibility

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Presentation

- Why? Is this ID necessary? Why? Share all the work you uncovered through your needs analysis.
- What theory and/or models did you use? Do not call it a model if it is a theory, and do not call it a theory if it is a model.
- Measurable learning objectives; (remember those verbs you used?)
- Activities to teach the concept (remember these are different from procedural activities, give a summary of your activities in your lesson)
- Assessments to measure learning. Sorting, matching, selecting what the concept is like, comparing and contrasting, or scenario-based decisions might be ways to measure conceptual lessons. How did you measure their learning?
- Moreover, what formative evaluation did you do to test the ID for efficiency, effectiveness, and satisfaction? Mention who you tested your lesson with.
- Wrap it up.
 - Did you include other design decisions to make your ID culturally relatable, accessible, and/or universally designed?
 - How did your team effectively communicate and manage your fast pasted project?

NEED

CONTEXT

AUDIENCE

TASK

THEORY

+UDL

OBJECTIVES

ACTIVITIES (MODULES OVERVIEW/DESIGN OVERVIEW)

ASSESSMENTS (EVALUATION OVERVIEW)

FORMATIVE EVALUATION

AREAS OF RESPONSIBILITY