



Final Report

Kris Watterson

Emporia State University
IT899XA

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Introduction

The client, Cornerstone Family Worship (CFW), is looking to grow their volunteer base for their Tech Team. The Tech Team consists of volunteers who run the audio and video equipment during the weekly worship services. They also broadcast the service online. One of the issues this training aimed to address is that the client has a certain number of volunteers who can operate the equipment, and if any one of those volunteers misses a service for some reason, there is a gap that must be filled. That gap is often filled by a pastor who has other duties and responsibilities during a regular service. If there were more people who could step in and operate the equipment when a volunteer is absent, then this gap wouldn't be a burden to others who really don't have the bandwidth to take on the additional responsibility. Having this training available on-demand ensures anyone who is willing could be trained and ready to help with the Tech Team at any time.

Analysis

Learner Analysis: Because we are training volunteers in a church setting, it is understood that they also have responsibilities outside of church such as family, work or school obligations. With this in mind, we want the training to be flexible and meet the needs of the learner. The learner may be male or female, young or old, married or single, working fulltime or a fulltime student, with a family or living alone. Most volunteers will be high school aged to adult in various stages of life. Volunteering on the Tech Team would be an additional responsibility to everything else they have going on in their life.

Task Analysis: Volunteers were observed during two main services. Once on a Sunday morning service and once during a Wednesday evening service. The volunteers went about their normal duties, and I asked questions and took notes. During this phase of the project, I noticed the interconnection of all the technical components (lights, slide show, sound equipment, cameras, etc.) and how each piece works in concert with the rest to feed into the live online broadcast. While the broadcast process being the main goal of the training, it's of importance to note that all of this technology is not solely for the benefit of the online broadcast. The volunteers are also simultaneously creating a good service experience for those congregants joining in person as



well. We couldn't have a successful online broadcast without first having a successful in-person experience. The latter is dependent upon the former.

Instructional Design Decisions and Strategies

I utilized the ADDIE framework for each stage of this project. With our learner in mind, I chose the concept of microlearning for the delivery methodology. Because microlearning breaks the training up into small, bite-sized pieces of information that can be consumed on the go via mobile device, it makes it an ideal delivery vehicle for on-demand learning. This learning needed to be on-demand because CFW did not have additional resources of time or personnel available to teach in an instructor-led, in-person class. Additionally, CFW wanted the volunteers to be able to get started at any time and not have to wait until the next class was available. Having the learning on-demand also meant our audience could view the training at their convenience and work around their personal, work, or family schedule. The microlearning, in bite-sized pieces, meant it would be easy to make progress while on the go, waiting in line, or in between other events in their day.

As for motivation, the volunteer would not be able to start serving on the Tech Team until the training was completed, so that would motivate them to complete it. It's not a work situation where they must complete a goal or be denied a bonus or compensation. As a church, CFW cannot impose on people. They are wanting people to help of their own volition. Therefore, the motivation has to be so that the volunteer can choose whether to complete the training or not, whether to participate and volunteer or not. CFW cannot make it strict, or else no one would want to volunteer, but there also has to be some flexibility in it as well. For example, if someone signed up for training and then decided it wasn't "for them," then that's a decision they are allowed to make or perhaps they felt it wasn't a good fit. They are allowed to walk away. CFW wants all people to have the opportunity to volunteer if they desire, but it's not a requirement. Therefore, it made the most sense to allow the motivation to complete the training be the volunteer post itself. If they wanted to volunteer on the Tech Team, they must complete the



training. That's the only requirement. Therefore, the volunteer is in charge of their own timetable and is in the driver's seat. Another element of motivation I included was a digital badge. The participant could earn a digital badge (a gold star) upon completion of all the steps in the course. This feature is not very well developed within WIX, so we cannot do more with the badges unless we also include an online community of students. At this time, there will not be enough volunteers synchronously enrolled, initially, to implement this feature. It could be on the plans for future iterations.

Because it's important to be inclusive and allow anyone the opportunity to volunteer if they desire, steps were taken toward the accessibility of the course itself. All text is high contrast, colors are not used as a coding mechanism, images are clear and easy to interpret, and all videos include closed captioning. In future iterations, research will be done as far as accessibility in the navigation of the site itself, but at this time, nothing additional was done in that regard. Since it's online, it's assumed that would fall on the accessible features of the browser itself and the interface design of WIX's Online Program framework.

Pilot Implementation

The course was built in WIX using their built-in Online Program Manager. There were four lessons with multiple steps as follows:

- Welcome to the Tech Team
 - Meet the Team
 - The Why and What of the Tech Team
 - Tech Team Attitude
- Process Overview
 - Tech Team Workflow
 - Tech Team Workflow 2
- In-Service Experience
 - In-Person Experience Overview



- Proclaim
- ShowXpress
- Sound Board
- Broadcasting Online
 - Cameras
 - Switcher
 - E-Camm Live

Each component of the course offered a high-level explanation of the topic, an example scenario of what it might be like volunteering in that area during service, important things to keep in mind, and a place to find more resources if they wanted to dig deeper into that topic. The course was set up as microlearning so each step would take only 5-10 minutes to complete. The course also included a cast of fictional characters as a story-telling element that learners could relate to. For example, Candice is the main character who is new to the Tech Team and is learning everything the participant is learning right along with them. This allows the participant to imagine themselves in the scenario and connect personally to the work. Caveo (2017) states, “story elements, when incorporated into eLearning, can improve learner engagement.” The content is no longer facts and dry information on the page, it becomes a scenario the learner might encounter in a real-world situation. In this course, the story element conveys the same information, but in a narrative of how Candace might interact with the technology during her first day volunteering on the Tech Team.

Three volunteers tested out the training by going through the entire online course, starting with signing up and logging in. As the builder of the course, I was notified each time a volunteer signed up for the course, as well as each time they completed one of the steps. After all three volunteers completed the course, they were sent a surveymonkey online survey to provide feedback for their experience.



Evaluation Results

Survey questions and responses. (3 respondents participated in the survey).

1. Overall, how would you rate your training experience?
 - a. 33% said “great”
 - b. 66% said “excellent”
2. In what way was the training helpful to you?
 - a. “I learned stuff I didn’t know
 - b. “The how-to videos showing the equipment that would be used were especially helpful for my comprehension.”
 - c. “Very comprehensive – but not too far in the weeds, which is helpful.”
3. In what ways could the training improve?
 - a. “Less of the dumb robot guy.”
 - b. “Less words. Maybe an outline or a printout with an index to refer to if you forget anything!”
 - c. “Maybe break down into smaller chunks? For instance, being able to assign a module on just live sound, or just Proclaim, etc.”
4. Was there anything you feel the training missed, or got wrong, based on your experience volunteering with the tech team? Or anything that would have been helpful that was not provided?
 - a. “I really liked it all.”
 - b. “More live video/images of the real-life equipment.”
 - c. “Not necessarily – all the AV equipment is pretty involved. I feel this course is a good overview, and the volunteers will pick up more skills and details when observing and physically doing the work.”
5. How did the format of the course work for you (Mini-lessons, and self-paced)?
 - a. 100% responded “very well”
6. Any suggestions on improving the format? (1 participant skipped)



- a. “Nope.”
 - b. “After completing each quiz, it would go back to the top of the page you just finished. It would be cool if it automatically went to the next page after each quiz.”
7. How easy was it to navigate the course? To sign up? To progress through the content?
- a. 33% said “somewhat easy”
 - b. 66% said “easy”
8. How clearly did the course explain the course material?
- a. 66% said “extremely clearly”
 - b. 33% said “very clearly”
9. Do you feel the quizzes were too hard, just right, or too easy?
- a. 100% said “just right”
10. Additional comments and feedback: (1 participant skipped)
- a. “Very good & clear instructions. Less typed words would make it easier to absorb the main learning points. Overall loved it! Very good information.”
 - b. “Love it! You did a lot of work on this and it is awesome. I love that I got a gold star ☐ I just heard Erin squeal in the other room when she got her gold star LOLOL”

Evaluation Results: Reflection and updates

I feel the survey results were very positive. A few of the items do suggest improvements. For example, respondents suggested more than once to include less words and more videos and images. In the next iteration, it would be ideal to get rid of the written content altogether and go with a format similar to LinkedIn Learning utilizing a series of 2-5 minute videos to step through all the information. There simply was not time available to create a full playlist of videos for this course and meet the deadline of the final project and graduation. Given the time available, I opted to utilize a variety of delivery methods to convey the content. And, while one person prefers video as a learning method, another may prefer written text. So to me, it comes down to one person’s opinion on their preferred learning method. It may be a consideration for the future



if time is available to create such a project. Another suggestion was to make each step into a separate course so that Proclaim could be assigned as a stand-alone unit. While I think this is an excellent idea, and I see this course moving that direction in the future, again, within the scope of this project, that was not feasible, however could easily be in future plans. One comment noted an issue that each time a quiz was completed, the page jumped back to the top instead of automatically progressing to the next step. That is an issue with the WIX framework (or potentially the user's browser) and I can send feedback to WIX to let them know there is an issue, but it's not something I'm able to fix myself while utilizing the tool. I can also follow up with participants for more details about which browser they used and whether they all experienced the same issues or not. Unless CFW gets the budget to use a different tool (such as Rise or Storyline), which is not possible at this time, we will have to make due with WIX. The issue is more of an inconvenience in the UX, and is not truly a glitch or something that is broken. One note expressed an opinion about the robot character, I will follow up with the participants to get more information as to what they didn't like about the robot character and if there is a legitimate reason (other than simply personal preference), I'd be happy to make an update or swap characters in future iterations depending on consensus of feedback.

Overall, I feel the participants had positive feedback and enjoyed taking the course. It was especially nice to hear that the gold star badge was motivational for them!

Conclusion

This was a great experience working a project from start to finish. In my previous experience at Cerner, I would often work only on certain components, or just work on pulling in the content and visuals, and someone else was involved in the strategy. So, by the time it got to me, I was just following their blueprint and had little say in the overall direction of the project. For this project, being able to work with the client, observe their work, and make my own decisions about the design and strategy for learning was exciting, and confirmed my decision to pursue instructional design as a career was the right one. I enjoyed each step of this process because I was able



to thoroughly think through each situation and make decisions based on the client need, the audience, and available resources. I loved the creative problem-solving aspect of this project and I'm pleased with the result. It was a different experience in that the entire thing depended upon me, so no one was hindering progress (and there was no one else to blame if I ran into problems). I wasn't waiting on someone else to get the content to me, I had to write it. No one else had to figure it out, it was up to me to fix it. I think ultimately the enemy of instructional design is time and resources. Because, based on those two factors, and what is available, that determines what an instructional designer is able to produce. The sky is the limit as far as what can be done, or what can be created, however if you don't have enough time or certain resources available to you, that determines the decisions you'll make and what the end result will be. For example, with this project, CFW was not able to provide any resources at this time for software tools like Articulate Rise360 which would have been a better framework for the online lesson delivery. Due to that factor, I went with WIX because it was free, and while it wasn't perfect, it did what we needed it to do. Another factor was time. Because this project needed to be completed within the course of this semester, I had to limit the scope to what could be created during that time. One of the responses I received in the feedback mentioned having each technology (like Proclaim) be its own course – that's a great suggestion and it makes perfect sense for the client – but that's a whole additional course and would not be able to be created during this time. And that's part of this process too, knowing where the boundaries lie of what can be completed within a given parameter and what can be set aside for a future iteration. That's the beauty of instructional design being iterative, a designer can (and should!) always come back and make improvements later.



Sources

Learning, C. (n.d.). Don't overlook the value of storytelling in instructional design. Caveo Learning - Home. Retrieved November 25, 2022, from <https://www.caveolearning.com/blog/dont-overlook-the-value-of-storytelling-in-instructional-design>

