



Learning Project Analysis and Design Proposal

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Project Overview

Introduction

Cornerstone Family Worship is looking to expand their tech team, their video production and broadcasting capabilities. With this expansion, new volunteers will be added to the team and need to be brought up to speed on the equipment and procedures for setup and broadcasting.

Client

Cornerstone Family Worship, specifically the tech team who is in charge of the audio and video equipment used for both broadcasting the service online and assisting the live service experience in the sanctuary (with sound and stage lighting) during church.

Problem being addressed (current state, desired state, cause of gap)

The volunteers currently performing the duties in the A/V booth are doing a great job, but if they ever miss a service for whatever reason, there are not additional volunteers available who can step in to cover for them. This is a problem because a pastor (who knows how to use the equipment) has to step in and fill the gap. This causes added stress and responsibilities additional to the pastoral duties of the day. There are more people wanting to help with the tech team, but have no experience with the equipment. So, the training will help the new people understand the team's responsibilities and how to set up the equipment, and allow more people to help on a rotational schedule so the responsibility won't solely depend on certain individuals always being available. This will allow the whole team to create a unified understanding of the roles and take pressure off the pastoral staff should a tech team volunteer need to miss a service. This will give the team flexibility to pull coverage as needed from a larger pool of volunteers.

Audience description

Adults ranging in age. Could also include responsible high school students. The training will assume the learner has never touched the equipment and start from 'zero experience' and include an overview of equipment use and best practices.

Training Strategy

Design model

Addie combined with rapid prototyping. Addie is a solid tried and true framework providing areas of focus, such as Analysis, Design, Development, Implementation, and Evaluation. I like those main categories of focus, but I like developing in the rapid prototyping method because each pass and iteration bring the design closer to completion. So my plan is to start with a storyboard (prototype) as a draft, and with each pass I work through and review with the client, I'll be refining each component, adding graphics or content, or making needed changes until it's ready to launch. If the deadline shifts for any reason, I've got something nearly finished that can be used until it can be finalized or revised.

Learning theories

For this course, we will focus on Universal Design for Learning (UDL) by including a variety of modalities to allow for diverse learning styles. I prefer UDL because it takes into account that each individual learns differently and provides a basis from which to develop content (content delivered through multiple methodologies and vehicles such as video, audio, reading, interactive, group participation, etc.). Having multiple modalities for the content allows us to reinforce the information by repeating in a variety of ways with the expectation that a learner may gain the knowledge better from one modality over another.

Motivation

The motivating component will be that if the individual wants to volunteer with the tech team, the training will need to be completed. They will not be able to participate on the tech team without satisfactory completion of the training course.

Modalities

This will be an online, self-paced course that includes videos, reading (that will be small consumable concepts in card-flip format), and interactive quizzes.

Assessments

Assessments will be quizzes created through free online tools like survey monkey and embedded into the web page of the course.

Technology used

The webpage for the course itself will be created using WIX. The page(s) will progress through video lessons (the videos will be created using Adobe Premiere Pro), reading portions using animated card flip templates within WIX, and quizzes created using online tools such as Survey Monkey.

Project timeline

Date	Project Milestone
September 1-30	Analysis
October 1-10	Storyboard, draft, collaborate, revise
October 11-31	Develop and build deliverables
November 1-15	Review with stakeholders, feedback and revisions
November 15-30	Final review and revisions. Launch/implementation Evaluation
December 1-15	Incorporate any feedback from implementation

Evaluation plan

During the course of the training, learners will have periodic quizzes to check for understanding. Because the quizzes will be provided through a third party, such as Survey Monkey, the quiz results will be available for review by the instructional designer and key stakeholders to determine whether or not the learner is considered to have “passed” the course. It is recommended for the learner to score at least 80% overall for the course to be deemed “complete.”

After training is completed, learners will receive a survey to provide feedback on their experience. Surveys will be emailed through Survey Monkey. Once feedback is received, it will be analyzed and any relevant changes will be updated in the course.

Funding and staff requirements

No additional funding or staff required for this project.

Conclusion

This training will help alleviate some stress caused by gaps in coverage from the volunteer team, allow all volunteers to share the same understanding of the role responsibilities, and provide training for willing volunteers with no prior experience on the equipment.