

Design Document

Kris Watterson

Emporia State University
IT899XA

October 23, 2022



Project Design Overview

Introduction

Cornerstone Family Worship (the client) would like to create training for volunteers of the tech team to familiarize them with the technology and processes for creating a seamless in-person service experience as well as producing a quality live online broadcast. There is a need for more volunteers to cover for teammates who need to miss service for whatever reason, and currently there are not enough people skilled in the area of tech team to cover for missing teammates. This training will help new volunteers get up to speed more quickly. Currently, there is no training in place.

1. Scope of Project

a. Goal

- i. This project aims to inform volunteers of the processes and tools utilized by the tech team to integrate volunteers into the team more seamlessly because they will be joining (after having completed the training) with more knowledge than coming onto the team with no prior understanding.
- ii. The goal of the tech team is to create a good experience for those attending service in-person, using the audio/visual technology which feeds into the broadcast, and to produce a quality broadcasts that will live online long after the initial live service.

b. Audience

- i. Teens and adults who are members of the church wanting to volunteer their time to help with audio and visual technology, assisting with broadcasting, and in-person experience.
- ii. The learners have lives, family obligations, responsibilities, and jobs outside of this volunteer position, so it's important to make the training flexible and allow them to complete it on their own terms.



c. Design Time Milestones - see Appendix for timeline.

2. Delivery

a. Content

i. This course will cover a high-level overview of the tech team roles, technology tools, and how each technological tool integrates into the process of producing a quality in-person experience and broadcast production.

b. Method

i. The course will be delivered in an online, self-paced format so that anyone can join at anytime. There is no need to wait for the next class to start, all the content will be available in the course through videos, written content, and audio files. The learner can proceed through the content at their own pace and according to their own time availability with the understanding that they hold the keys to when they can start volunteering – they cannot volunteer until the training is complete.

ii. The course will be delivered as micro-learning so that each component is just 3-5 minutes in length and can be completed in small bursts of time that the learner may have available, even on the go. Each piece of content will be no more than 15 minutes maximum in length.

iii. Training is set up through WIX Online Programs platform which means the learning is developed on WIX and settings are adjusted so that students may not proceed to the next module until they have successfully met requirements of the previous module. This will be done through quizzes at the end of each section. Learners must complete the quiz correctly in order to move on to the next section.

iv. WIX is the preferred vehicle because it's free and easy to use. The church doesn't have the budget to spend on a Rise/Articulate subscription. This is also a trial/pilot program, so before any funding would be invested, the church (client)



wants to see how this goes and what the results are. WIX also has a mobile app that would allow users to access course content on their mobile device which would make learning flexible because they could consume content on the go, whenever and wherever they choose.

v. The results will be measured by:

1. whether learners complete the training successfully (through quizzes),
2. assessing how well they integrate into the tech team by meeting with the tech team leaders after learners have completed the training and have been on the team volunteering for at least four services. We will meet with tech team leaders to discuss successes and opportunities for improvement,
3. and there will also be a feedback form/questionnaire sent to all learners who went through the course (after having volunteered for four services), to assess whether the training was helpful or what information may have been missed that they wished the training had covered.

c. Training Time

i. Training should take a week or less to complete. The micro-learning format will allow learners to make progress at their own pace, and on their own terms – the bite-sized content can be consumed whenever they have a few minutes available, on the go, when or wherever is most convenient for them.

ii. The training can be done at anytime because it's online and available at any time. Learners can start it as soon as they decide to volunteer. They will not be able to start on the tech team until the training is complete, so that is their motivation to complete the training. They can take as long as they want, but they cannot start on the team until it's done, therefore, the learner is in control of their own goal.

iii. This flexible timeline accommodates for our audience, recognizing this training is an additional task to their other responsibilities and obligations since



they may have family or jobs outside of volunteering for the tech team.

d. Problems and Opportunities

i. Problems

1. Creating training is a new concept the church hasn't done before, so they are proceeding cautiously and want to see results before continuing or committing to anything additional.
2. There is no budget or staff available to train volunteers. The tech team leader is also a volunteer.
3. No budget for traditional e-learning solutions such as Rise, Articulate, or Storyline.

ii. Opportunities

1. Producing this training as a pilot program takes off the pressure of starting an entire training protocol. This program's successes and failures determine whether there will be additional trainings for other areas of ministry.
2. Having no trainer available means e-learning is a great solution.
3. No budget for e-learning software means WIX is a feasible option.

4. Proposed Objectives

- a. Upon completing the course, the learner will recognize the overall mission of the tech team.
- b. Upon completing the course, the learner will recognize how all the tech roles and tools integrate into the common purpose and mission of the team.
- c. Upon completion of the course, the learner will have a basic understanding of the roles and tools used on the tech team.



5. Materials to be developed include

a. Videos – demonstrating tools or procedures take the place of live instructor-led demonstrations and can be viewed on-demand.

b. Sound Files – discussing important information take the place of live instructor-led lectures.

c. Written Content

d. Graphics (for cast of characters and tool integration infographic)

i. Characters: some of the learning will be story-driven to engage the learner in a scenario that they might face during a service as a volunteer. Similar to “a day in the life” scenario. There will be characters that point out specific important information that will be on the quiz, and there will be a character who tells about resources or additional training available (like other tutorial videos) to dive deeper into how to use the equipment – as an option, if the learner wants to learn more.

ii. An infographic will map out how technology is integrated during a service and broadcast.

e. Screenshots or graphics showing the progress of development – see Appendix for screenshots and graphics.

f. Job Aid / checklist of procedure/process

g. E-learning course on WIX using WIX’s built-in *Online Program* tool.

h. Will also include pre-made training videos that are already produced - these will be for optional deep-dives and demonstrations of how to use the technology, such as the sound board, or the lights app, etc. Utilizing the manufacturer’s training, if available, to provide additional resources for volunteers if they want to dig deeper into the equipment. It’s not necessary for most volunteer functions, but if the volunteer is interested and wants to learn more, it will be available for them.

i. A justification for this instructional method – demonstration will be effective because the work process consists of needing to push certain buttons or make



certain connections online. Watching how to do this will be an effective way to understand what to do. The job aid will be something they can keep as a reference when they are performing their duties as a volunteer. The story-driven scenarios can help the learner relate to what their role might be like during a service. For instructional design, it's always important to align the training to real-life work experiences as much as possible.

j. A justification for training solution and choice of media – because the learner audience needs to be able to complete training on their own terms, having online content in micro-learning bites makes it ideal for mobile learning on the go, or learning on-demand when the learner has available time. The learner drives their completion timeframe. WIX has been chosen due to it's ease of use and cost effectiveness. The church does not want to invest in a Rise or Articulate license until training is proven effective and determined to be part of a go-forward strategy.

6. Who is involved

- a. Kris Watterson – instructional designer
- b. Sarah Kouns, Roy Fain, Doug Porter, Jim Smith – tech team volunteers will be consultants (SMEs) for the content for the tools and process.
- c. Shannon Watterson - Church administrator. Will be the final approver of the project.

7. Topical Outline

a. Introduction

- i. Overview of the course and how it will be delivered. Introduction to the cast of characters and their purpose
- ii. Overview of what the tech team does and WHY it's important.
- iii. Overview of the process and how each component connects and is an important part of the overall output.



b. Overview of each area/role of the tech team

i. In-Person Service Experience

1. Proclaim (slides)
2. Lights
3. Sound

ii. Broadcast Production

1. Cameras
2. Switcher
3. E-Cam Live
4. Online Sites

c. Conclusion and next steps

8. Administration and Evaluation

a. Scheduling – since the course will be a “set it and forget it” type self-paced learning, there will not be any need to schedule.

b. Signing up – Volunteers interested in joining the tech team will sign up on a connect card that is in the bulletins handed out during church service. The connect cards go to church administrators. Church administrators alert team leads when a card comes in for a volunteer in their area. The team leader then reaches out to the prospective volunteer. After the training has been created, the team leads will have links to the training they can pass along to the prospective volunteer so they can sign up for the online course and start the training at their convenience.

c. Evaluation I - Since the training is mandatory, the volunteers will have to complete the course before they will be allowed to serve with the tech team. This will be through section quizzes. Once each quiz is passed, the next section will be unlocked. Volunteers will progress at their own pace. Quiz questions will come directly from the content so there will be no surprises. Quizzes will closely follow objectives so we can ensure content



and knowledge transfer aligns with our goals / objectives.

d. Evaluation II – The detailed evaluation plan for the program, including evaluation instruments: There will be a questionnaire for the volunteers to fill out at the completion of the last section in the course and also an evaluation sent after four services where the volunteers will fill out a feedback form on whether the training was helpful to their work on the tech team. Team leads will also evaluate whether the volunteers have been successful and whether the role of training was helpful to their success. This feedback will be important to pinpoint strengths and weaknesses of the training. Any weakness discovered through this instrument will be evaluated and determined if an update is needed.

i. The participants will receive a digital survey via Survey Monkey with the following questions:

1. Overall, how would you rate your training experience (rate 1-10)?
2. In what ways was the training helpful to you? (text box fill-in)
3. In what ways could the training improve? (text box fill-in)
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? (text box fill-in)
5. How did the format of the course work for you (mini-lessons, and self-paced)? (rate 1-10)
6. Any suggestions on improving the format? (text box fill-in)
7. How easy was it to navigate the course? To sign up? To progress through the content?
8. Do you feel the quizzes were: too hard, just right, too easy?
9. Do you feel the quizzes helped identify important information you needed to remember for your volunteer work?
10. Did you feel the training was applicable and relevant to the work you



do on the tech team?

11. Additional comments and feedback (text box fill-in)

ii. The tech team leaders will receive a digital survey via Survey Monkey with the following questions:

1. In what ways has training impacted the volunteers? Can you provide examples? (text box fill-in)

2. Have you noticed a difference in those with training vs. those without? (if possible, please provide examples) (text box)

3. Is there anything you have noticed that we missed, or should add to the training?

4. Is there anything you discovered to be inaccurate or unnecessary in the training?

5. Overall, rate your satisfaction with the training (1-10)

6. What is your recommendation as to whether the training continues for this team?

7. In what ways could the training be improved?

8. How did the format of the training work out for your team?

9. Have you been given any feedback from the volunteers about the training? If so, please note the feedback below:

e. Updates – After evaluation, Kris will analyze the results and propose any updates.

Results will be discussed with church administration and determinations about next steps will be made at that time. If any updates are needed, they will be provided by Kris Watterson, instructional designer.

9. Pilot Study Plan

a. Selection - The first three volunteers to join the tech team at the time of program launch will be considered our pilot study group. They will be given the link to the training and



asked to sign up for the course online with instructions to begin the training as soon as they can.

b. Duration - the pilot will go as long as it takes for the three participants to complete the training. Since the program is designed to be self-paced and flexible, the duration depends on how long the participants take to complete it. At the time of completion, the participants will be given a survey evaluation through Survey Monkey with questions as described above. They will be asked to complete the survey within one week of receiving the survey and sent reminders by text or email if they have not completed it in the expected timeframe.

c. Evaluation - after the three participants' surveys have been collected, Kris Watterson will review and make determinations about any needed updates to the training. Results and recommendations will be discussed with the client to determine next steps.

10. Conclusion

a. Reflection - This is a very important phase of the process because it allows the instructional designer to think through all aspects of the project and it's intended to help them overcome any potential barriers before they arise. This also lays out clear expectations for everyone involved and each collaborator can understand their role in the process.

b. Next Steps - Kris will continue to develop the prototype until it's ready for launch. Upon completion of the prototype, Kris will meet with the client for review, feedback, and approval. Any changes will be made before officially launching.

11. Links:

- a. <https://kriswatt6.wixsite.com/cfw-tech-training> (WIX site work in progress)
- b. <https://youtu.be/jkJ1T7brky0> - video walkthrough demonstrating work in progress on the WIX site.



APPENDIX

1. 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

2. Graphics and Screenshots of work in progress

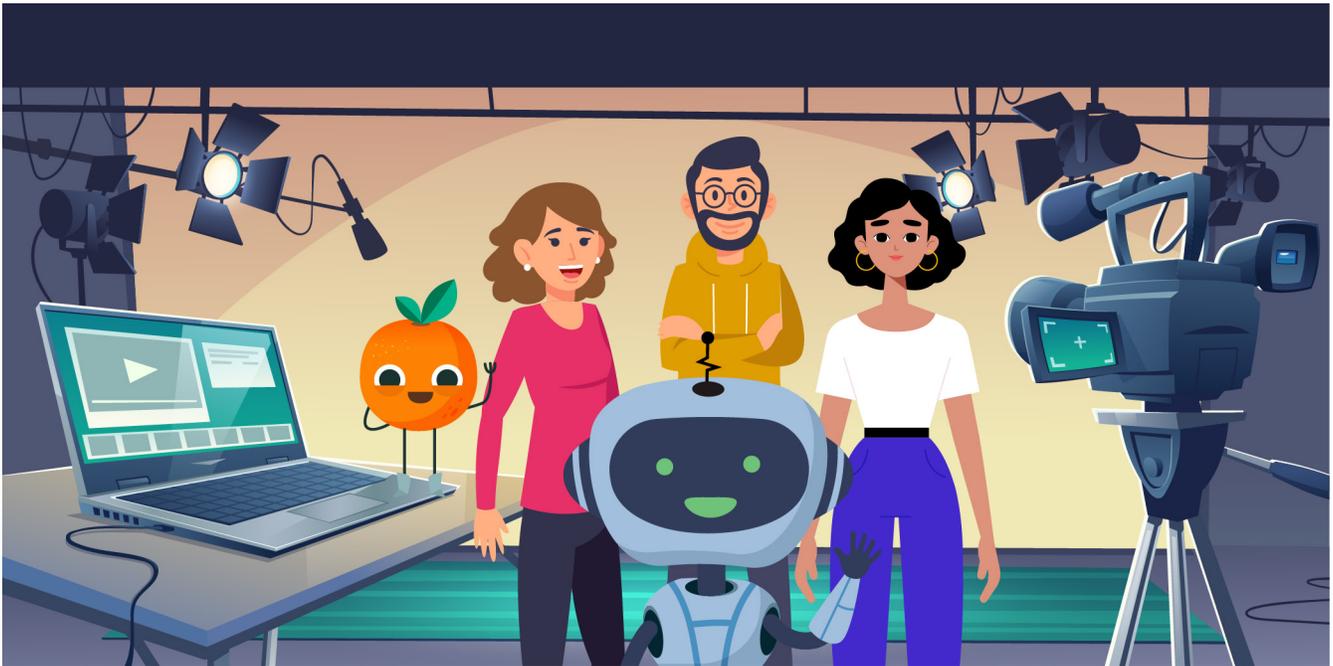


Figure 1. Cast of Characters - this image will be used to introduce our “cast.” These characters will help guide the volunteer/learner through scenario-based stories to help them understand what to do or how to do certain aspects of the volunteer role.



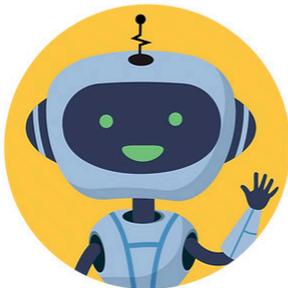
Candace is new to the team and is learning right along with you.



Steve has been on the tech team for a while and is comfortable with the equipment and procedures.



Mari has been on the team for a while, but is new to the broadcasting side. She is learning how everything connects together with one goal.



E.D.D.Y (which stands for Educational Deep Dive ...Yeah) is a robot who will show you more information if you want to gain a deeper understanding.



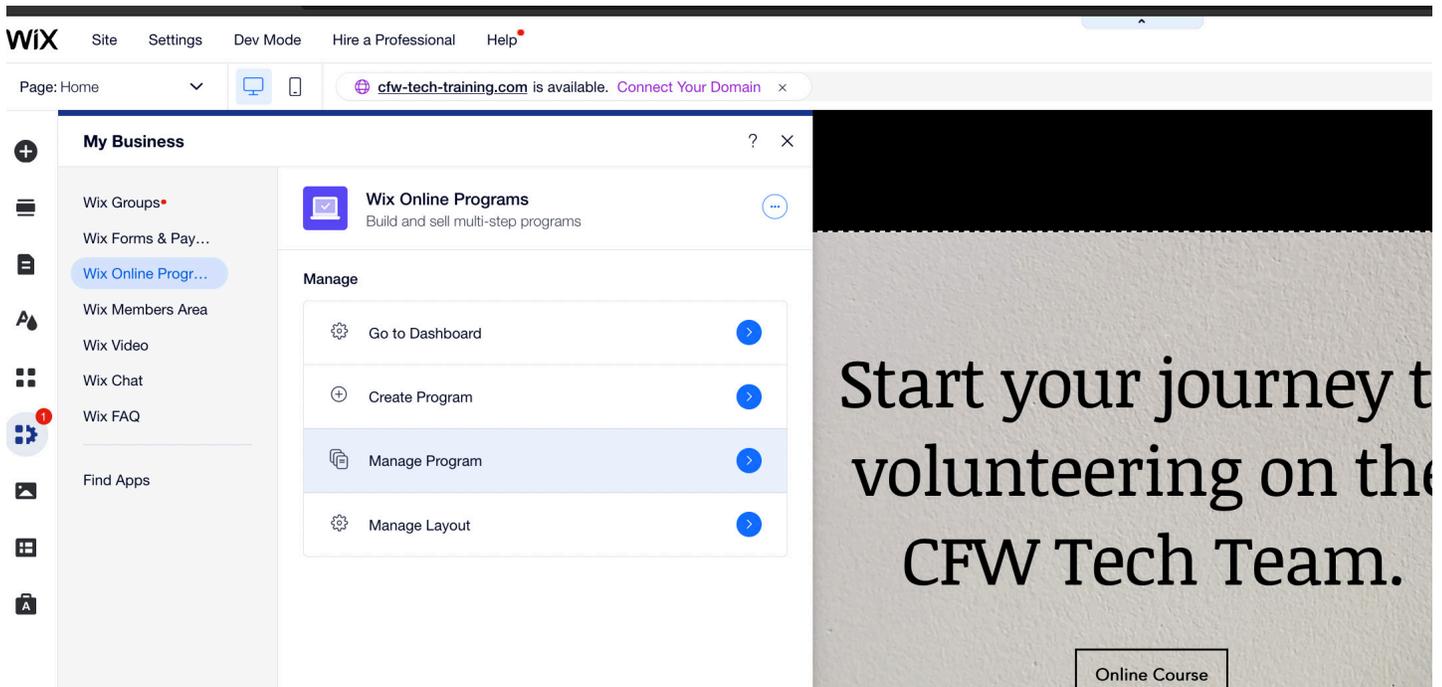
Clementine is a cutie who pops in from time to time with fresh tips or important information you'll want to remember... you might even say, "orange you glad you paid attention to that?"

Figure 2. Cast of Characters - this is a screenshot of the cast's roles within the learning. It explains each character's "backstory" to give learners an idea of what they can expect from each character. E.D.D.Y and Clementine will be more of an icon that pops up from time to time to denote special types of information, similar to how the 'XYZ For Dummies' guide books work.



Figure 3. (left) Phone Screenshot - these are notifications WIX sends to the owner's phone letting them know when a new participant has joined the course.

Figure 4. (below) Online Program - WIX has a built-in workflow for creating an online course.



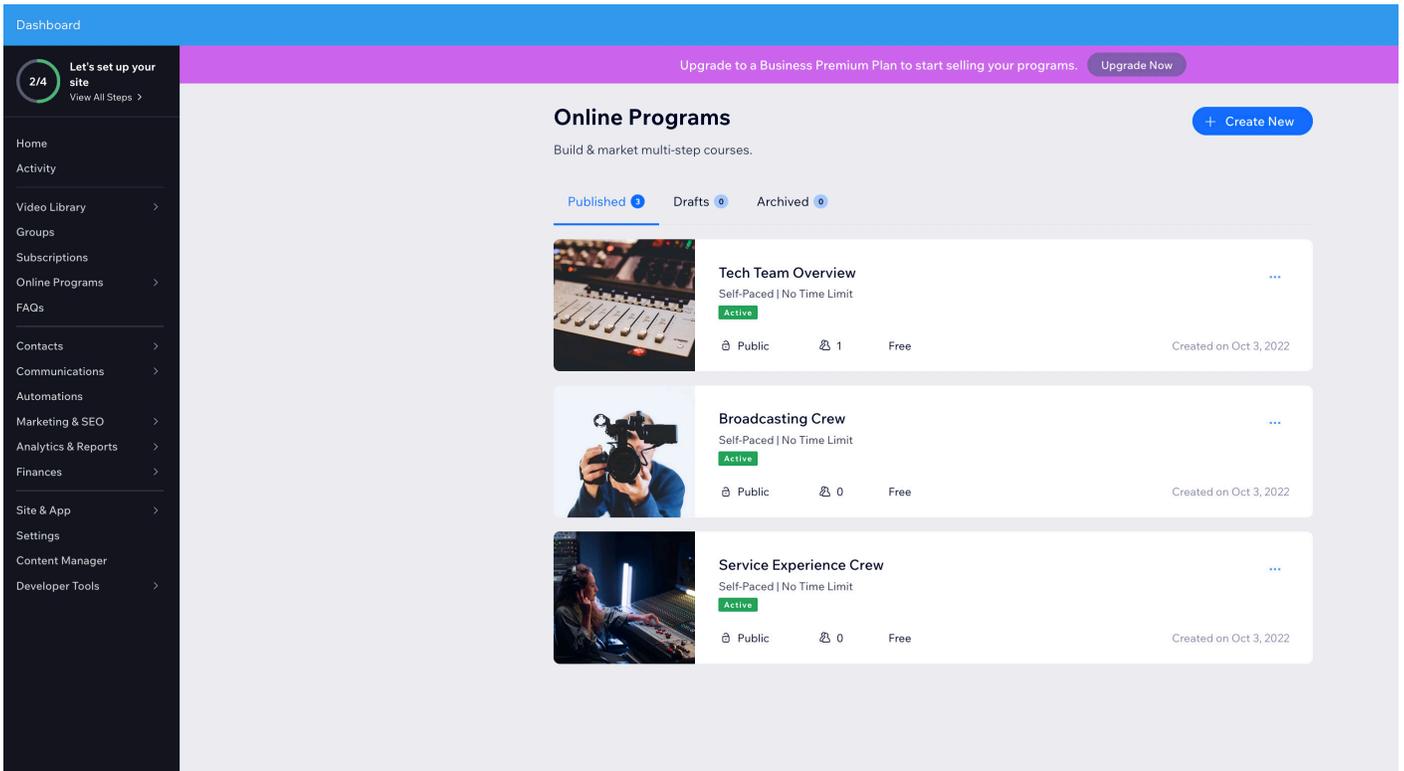


Figure 5. (above) Dashboard Screenshot - This is the online program dashboard where the owner can control and adjust every aspect of the online course.

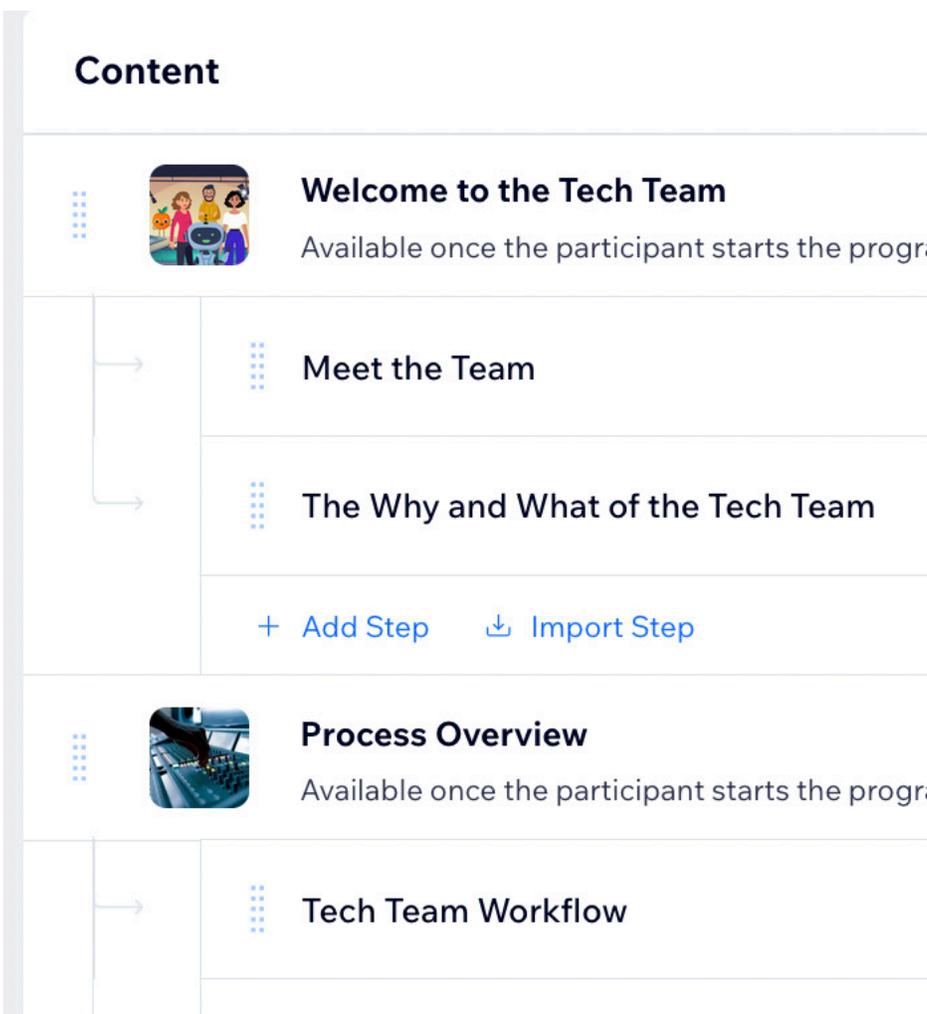


Figure 6. (left) Screenshot of the content hierarchy within Tech Team Overview. The content work in progress.