

Training Program Case Study

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Scenario

In Fall 2022, the administration at Valley Academy, a K-12 private school in metro Phoenix, Arizona, reviewed teacher feedback from recent teacher evaluations. An analysis of these evaluations showed that an overwhelming number of teachers indicated the need for improvement and collaboration among teachers. The administration and teachers at Valley Academy voted to adopt Google Drive to improve teacher-to-teacher and teacher-to-student collaboration. Moreover, a K-12 Google Drive adoption among teachers and students will improve the learner experience at Valley Academy.

Successfully implementing Google Drive requires training and support for all K-12 departments. The proposed communication and task plan will help smooth this transition to Google Drive and hold all K-12 areas accountable for participating in the adoption. I propose the following strategy to move forward with Google Drive for Spring/Summer 2023 and the 2023-2024 Academic year.

March 2023: Discovery Phase

- All K-12 teacher team leaders and early adopters will participate in the Google Drive pilot program

April 2023: Administration, Staff, and Support Training

- All Administration, IT, Staff, Help Desk, and Support personnel will be trained on Google Drive basics and applications.

May 2023: Communication Plan and Adoption Campaign

- All stakeholders at Valley Academy will receive communication materials on Google Drive adoption for the upcoming 2023-2024 school year.

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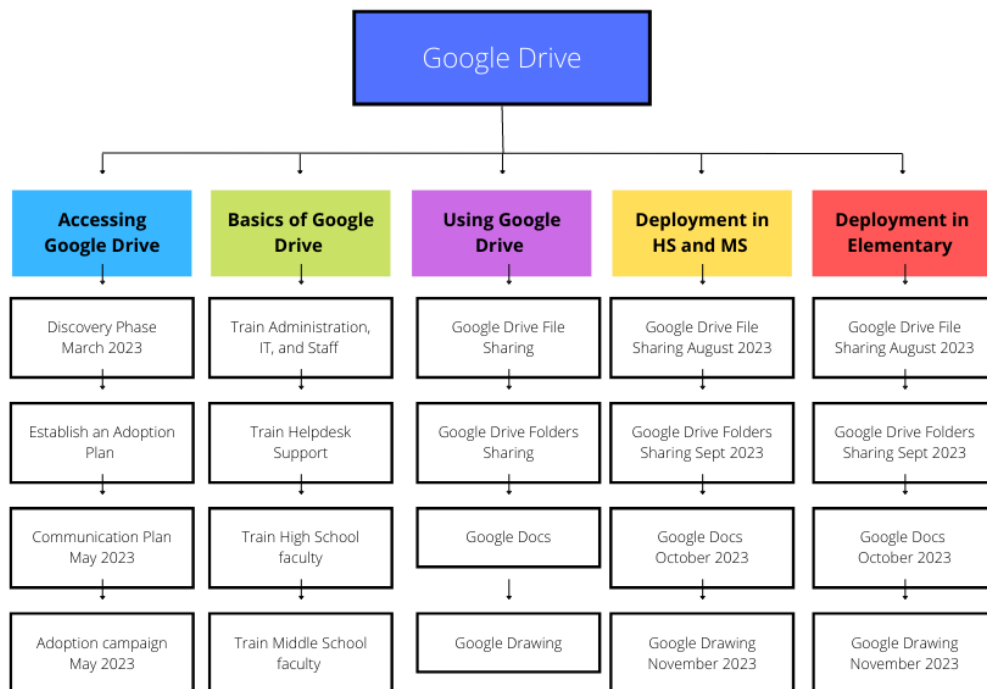
June - July 2023: Faculty Training

- All K -12 faculty will be trained on Google Drive basics and applications.

2023-2024 Academic Year: Student Training

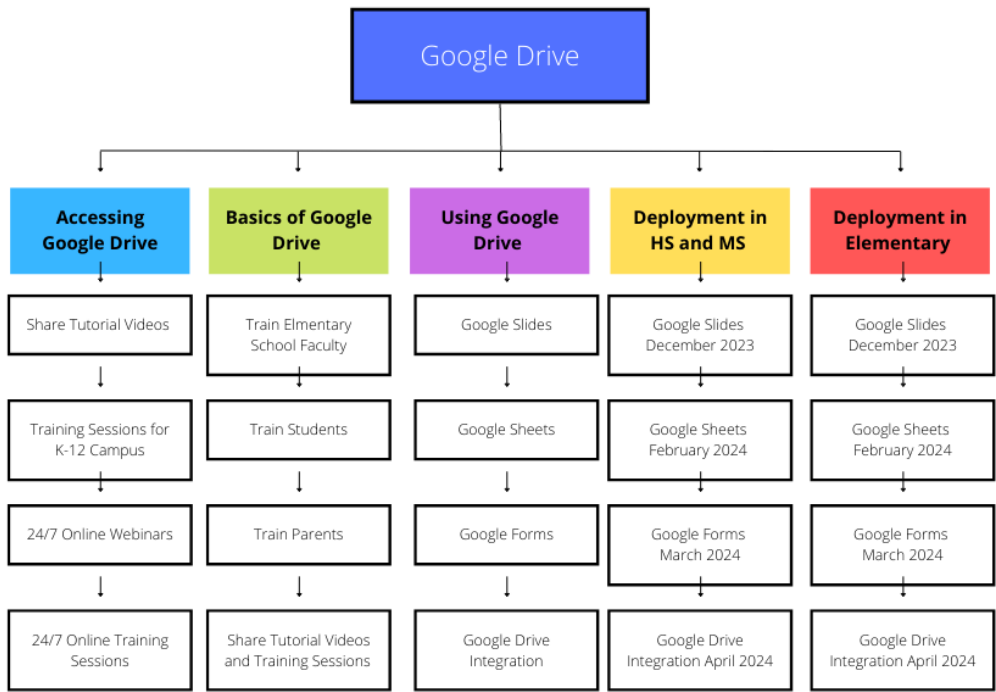
- All K-12 students will be trained on Google Drive basics and applications. Elementary students will be trained on Google Drive essential applications only.

Instructional Goal: Learn How to Use Google Drive

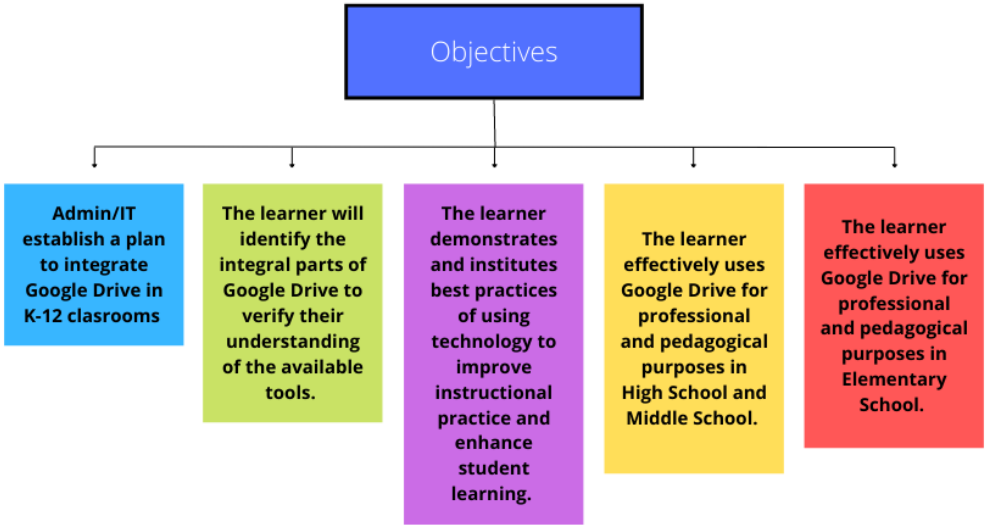


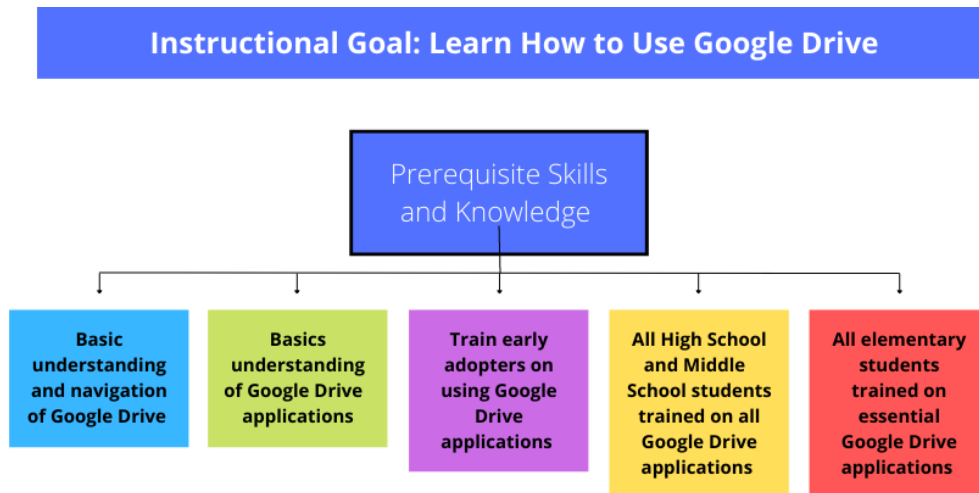
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Instructional Goal: Learn How to Use Google Drive



Instructional Goal: Learn How to Use Google Drive





Instructional Problem

A private elementary school in the Phoenix metro area plans to deploy Google Drive basics and applications to each student in the intermediate elementary grades for the 2023-2024 school year. As a result, the intermediate-level elementary teachers at this school need technical skills and classroom technology integration training. Instructional designers conduct a needs assessment report when there is "the introduction or rollout of a new product (Morrison et al., 2019, p.31). The intermediate-level elementary teachers at this school need technical skills training on how to use the computer software on these laptops. Further, these teachers need additional technical skills training on how to teach computer software skills to their students and

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"how to integrate this technology into their curricula" (Morrison et al., 2019, p. 30). The following needs assessment report will address the instructional problems of computer software technical skills training and teaching technology integration skills to elementary teachers.

Purpose and Reason for Needs Assessment

The needs assessment plan will outline an effective and efficient training plan for the intermediate elementary teachers at this private school in the metro Phoenix area (Morrison et al., 2019). Classroom instruction utilized technology before the introduction of classroom laptops; however, this has taken place on a limited basis. The media center at this private metro Phoenix school has two iPad carts for classroom use. There are twenty-eight teachers in kindergarten through fifth grade at this school. These K-5th grade teachers routinely use the media center's two iPad carts for approximately 300 students. However, a kindergarten through fifth-grade teacher might only have access to an iPad cart for two or three days per month due to limited availability. Finally, the school administration was strongly motivated to support the Google Drive initiative because of the teacher's desire and willingness to integrate technology into classroom instruction.

The needs assessment will address the school's stakeholders' anticipated or future needs. The instructional design process can focus on any planned change "so that any needed training can be designed prior to implementation of the change" (Morrison et al., 2019, p. 35). For example, all intermediate-level elementary teachers at this Phoenix metro private school must effectively integrate technology into classroom instruction for the upcoming 2023-2024 school year. Therefore, the school administration is currently planning "for the appropriate training before the teachers start the year and difficulties develop with the technology" (Morrison et al., 2019, p. 35).

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Goals

This needs assessment plan will propose a technology integration course to instruct teachers on techniques for integrating computer technology into classroom learning and instruction.

Additionally, these teachers will develop pedagogical methods for teaching computer software skills to their students. To achieve these two goals, teachers will learn the computer software skills they will need to teach their students. Next, they will practice these skills and then screencast themselves as they teach these computer skills. The third section of this course involves teachers learning successful pedagogical techniques for integrating technology into content area instruction and learning. Lastly, teachers will design, plan, and present technology integration lessons to their colleagues.

Problem Statement

To facilitate classroom environments that integrate technology into classroom instruction, all intermediate-level elementary teachers should receive effective and efficient training on computer software technical skills and technology integration skills.

Target Audience

The target audience for the proposed training is elementary teachers who are mid-career or veteran teachers; however, they are beginners at technology integration in classroom settings. Teachers have basic to intermediate skills with some technology software, but some software is entirely new. The new classroom technology is both exciting and overwhelming. Teachers want to integrate technology into the main content areas, such as language arts, math, science, and social studies. Therefore, teachers need technical software skills training to teach their students these skills. Once students are proficient with the computer software, teachers can integrate the technology into their content area classroom lessons.

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The main characteristic of this target audience is adult learners. These learners will require a training program that is structured systematically, relevant, and integrates the teacher's own pedagogical experience (Morrison et al., 2019). In addition, the training will take place during after-school hours, so time is an important consideration. The instructor for this proposed training is a former teacher and computer teacher who is well-versed in technology integration. Therefore, the target audience should be confident and assured of his prior education and experience. These adult learners will participate in hands-on, practical learning activities with direct classroom application (Morrison et al., 2019).

Primary Audience (training will be mandatory for all intermediate-level elementary teachers)

- All current intermediate-level elementary teachers
- Elementary school principal
- Reading Specialist

Secondary Audience

- Any primary-level elementary teachers
- Any primary or intermediate-level student teachers

General Learner Characteristics

- Age: 36-62 years old
- Gender: 13% men, 87% women
- Education: Undergraduate through a graduate degree in education
- Job role certifications
 - Elementary education, K-6 Arizona license
 - Reading specialist, K-12, Arizona license

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- Work experience: 16 to 25+ years of elementary education teaching experience

Entry Characteristics

- **Prerequisite skills and knowledge.**
- No teachers have formal computer software skills training.

Attitudinal and motivational characteristics:

- The direct link of course training to job performance creates high motivation for course training
- Course training participants are strong advocates of Google Drive, so they are eager about the course training

Prior experience:

- 100% of the training participants have computer laptops for professional use
- 15% of the training participants have basic skills using Google Docs
- 10% of the training participants have basic skills using Google Slides
- None of the training participants have taught students how to use computer software skills

Common errors made by novice learners:

- Computer software skills training for students lacks scaffolding techniques
- Computer software skills training is haphazard and not systematic
- Insufficient computer software skills training can impede technology integration in content areas

Instructional Needs

The proposed computer software skills and technology integration online training course for intermediate elementary teachers will teach Google Docs and Google Slides computer software skills training. Additionally, teachers will receive technology integration teaching methods for technology integration into the reading and social studies curriculum. Specific Google Docs computer software skills training will include word processing and editing skills that include working with the following: pictures, bulleted lists, fonts, text, editing, lines, line spacing, lists, and layering. Specific Google Slides computer software skills training will include design and editing skills, including working with the following: slide fonts, slide layout, pictures, backgrounds, and text boxes. At the end of the technology integration course, teachers will:

- Develop the computer software skills needed to teach their students.
- Create a series of screencasts that teach computer software skills to their students.
- Construct pedagogical techniques for integrating technology into content area instruction and learning.
- Design, plan, and present technology integration lessons to their colleagues.

Resolution of the Instructional Problem

Effective, systematic, and practical training must occur for successful technology integration into classroom instruction and learning (Roblyer & Hughes, 2019). In addition, evidence has demonstrated that specific training areas must include computer software skills training for teachers and students (Arney, 2015). Next, the software skills training for elementary students needs to be applied and include scaffolding techniques to facilitate learning. Furthermore, academic literature has shown that teacher training needs to include pedagogical techniques for integrating technology into content area instruction and learning (Roblyer &

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Hughes, 2019). Finally, fellow teachers and educational technology teachers can serve as digital change agents to help facilitate the process of technology integration into classroom learning by serving in essential roles (Gura & Education, 2018).

Instructional Design Plan

This instructional design plan employs Gagne's Nine Levels of Learning within a technology integration course that will instruct teachers on techniques for integrating computer technology into classroom learning and instruction. Additionally, these teachers will develop pedagogical methods for teaching computer software skills to their students. To achieve these two goals, teachers will learn the computer software skills they will need to teach their students. Next, they will practice these skills and then screencast themselves as they teach these computer skills. This course has fourteen total objectives, with two of these objectives detailed below in the following tables.

Instructional Design Plan Using Gagne's Nine Events of Instruction (1)

Objective 1.1.1: The learner will display a willingness to learn the procedures and attributes associated with Google Docs fonts. (Attitude Concept/Application)

Objective 1.1.2: The learner will demonstrate how to modify font, size, and color in the Google Docs template. (Recall/Procedure/Application)

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Design Sequence	Description	Objective(s)	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Gain Attention	Pre-instructional Strategy	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs fonts. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic. Additionally, the instructor should use a Lorem Ipsum Generator to create a one-page document in Google Docs that is double-spaced using Curlz MT font, 24 in font size, and the font color in color yellow.</p> <p>Teach & Train The instructor should welcome teachers to their first training session in this video. Next, the instructor should display a one-page document in Google Docs that is double-spaced using Curlz MT font, 24 in font size, and the font color in yellow. Next, the trainer will ask the learners to predict what would happen if an entire Google Docs document used the Curlz MT font, 24 in font size, and the font color was yellow.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>
Inform Learners of Objectives	Pre-instructional Strategy	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs fonts. (Attitude Concept/Application)</p> <p>Instructional Strategy:</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p>

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				<p>Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic. Additionally, the instructor should use a Lorem Ipsum Generator to create a three-paragraph document in Google Docs. Each paragraph within the document should be in a different font, size, and color.</p> <p>Teach & Train First, display a three-paragraph document to the learners. Next, highlight how each paragraph within the document is a different font, size, and color. Additionally, specifically focus the learner's attention to features unique to each paragraph (e.g., each paragraph contains words in a different font, size, and color; some paragraphs are easier to read than others). Finally, explain to the learners that they will demonstrate how to modify font, size, and color in a Google Docs template.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	<p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>
Stimulate Recall of Prior Learning	Pre-instructional Strategy	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs fonts. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop:</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				<p>The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic.</p> <p>Teach & Train In this video, the instructor will show several web pages from various sources and settings (e.g., an online department store, an elementary school, and a clothing store) and ask the learner to identify unique features of the web page font, size, and color. Then, have the learner consider the readability of each web page.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	
Present Stimulus Material	Initial Presentation	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs fonts. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic.</p> <p>Teach & Train First, review with the learners that they will demonstrate how to modify fonts in a Google Docs template. Next, explain to the learners that they will view a training screencast video created by the course facilitator. In this video, the instructor will review how the learners will demonstrate how to modify font, size, and color in a Google Docs template. Next, explain to the learners that they will view a training screencast video created by the course facilitator.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				<p>Then, as they watch the tutorial video, they must develop a mental model of the procedures. However, since the tutorial is a video, learners can rewatch it as they complete the process in this lesson. Lastly, learners will apply their mental model by demonstrating the procedure using the Google Docs template.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	
Provide Learner Guidance	Initial Presentation	1	4 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs fonts. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic.</p> <p>Teach & Train In this video, the instructor will demonstrate how to access the Google Docs template for the exercises. Next, the learner will visualize how to complete the following procedures by watching the tutorial screencast. Furthermore, underline the word "font" anywhere in the template. Additionally, modify the font to Arial in line 2 of the template. Then, alter the font color to Red in line 3 of the template. Next, change the font size to 24 in line 4 of the template. Lastly, modify the font, color, and size to course facilitator specification in line 5 of the template.</p> <p>Delivery:</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				This lesson will be in a video format and uploaded to the school's LMS system and into the course module.	
Elicit Performance	Generative Strategy	1	5 min	<p>Objective: The learner will demonstrate how to modify font, size, and color in the Google Docs template. (Recall/Procedure/Application)</p> <p>Instructional Strategy: The instructional strategy includes the learner viewing a training screencast video, developing a mental model, then applying this mental model by demonstrating the procedure using the Google Docs template.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic. In this video, the instructor will demonstrate how to access the Google Docs template for the exercises. Next, underline the word "font" anywhere in the template. Additionally, modify the font to Arial in line 2 of the template. Then, alter the font color to Red in line 3 of the template. Next, change the font size to 24 in line 4 of the template. Lastly, modify the font, color, and size to course facilitator specification in line 5 of the template.</p> <p>The Google Docs template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.</p> <p>Teach & Train First, the learner visualizes how he or she would modify the font, size, and color in a Google Docs template. Second, each learner practices changing the font, size, and color in a Google Docs template. Finally, the Google Docs template contains the learner directions embedded within the document.</p> <p>Delivery:</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				This lesson will be in a video format and uploaded to the school's LMS system and into the course module.	
Provide Feedback	Generative Strategy	1	5 min	<p>Learners will create a screencast. Each screencast will have learners (teachers in real life) instruct on the Google Docs software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p> <p>Additionally, learners will attach a copy of their screencast and completed Google Docs template through the LMS. Next, learners will directly include questions or comments about the lesson in their screencast.</p> <p>Finally, the instructor will provide feedback on each learner's screencast and Google Docs template.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>
Assess Performance	Post-Instructional	1	2 min	The instructor will evaluate each screencast based on the Google Docs software skills they learned in the section lesson objectives. Additionally, the instructor will evaluate each modified Google Docs according to the lesson objective. Lastly, the instructor will provide constructive and specific feedback to each learner through the LMS.	<p>Computer with internet or mobile device</p> <p>LMS system</p>
Enhance Retention and Transfer	Post-Instructional	1	1 min	In the feedback section for each learner, the instructor will instruct learners to upload their screencast videos to their classroom homepages. Next, teachers will use their screencasts to instruct students on the Google Docs software skills they learned in the lesson objectives.	<p>Computer with internet or mobile device</p> <p>LMS system</p>

Instructional Design Plan Using Gagne's Nine Events of Instruction (2)

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Objective 2.1.1: The learner will display a willingness to learn the procedures and attributes associated with Google Docs pictures. (Attitude Concept/Application)

Objective 2.1.1: The learner will demonstrate how to modify a picture in the Google Docs template. (Recall/Procedure/Application)

Design Sequence	Description	Objective(s)	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Gain Attention	Pre-instructional Strategy	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs pictures. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic. Additionally, the instructor should use a Lorem Ipsum Generator to create a one-page document in Google Docs that is double-spaced using Times New Roman font, 12 in font size, and the font color in color black. Next, the instructor will add four pictures to the document with varied justifications. Finally, the instructor will position two photos, so they interfere with the readability of the text.</p> <p>Teach & Train The instructor should welcome teachers to their second training session in this video. Next, the instructor should display a one-page document in Google Docs that is double-spaced using Times New Roman font, 12 in font size, and the font color in color black. Next, the</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				<p>instructor will ask the learners to predict what would happen if an entire Google Docs document used photos that interfered with text readability.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	
Inform Learners of Objectives	Pre-instructional Strategy	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs pictures. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic. Additionally, the instructor should use a <u> Lorem Ipsum Generator </u> to create a three-paragraph document in Google Docs. Each paragraph within the Google Docs document is double-spaced using Times New Roman font, 12 in font size, and the font color in color black. Next, the instructor will add six pictures to the document with varied justifications. Finally, the instructor will position four photos to interfere with the readability of the text.</p> <p>Teach & Train First, display a three-paragraph document to the learners. Next, highlight how each paragraph within the Google Docs document contains photos that interfere with the readability of the text. Additionally, explain to the learners that they will demonstrate how to modify a picture in the Google Docs template. (Procedure/Application)</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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Stimulate Recall of Prior Learning	Pre-instructional Strategy	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs pictures. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic.</p> <p>Teach & Train In this video, the instructor will show several web pages from various sources and settings (e.g., an online department store, an elementary school, and a clothing store) and ask the learner to identify unique features and positions of the web page photos. Then, have the learner consider the readability of each web page.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>
Present Stimulus Material	Initial Presentation	1	2 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs pictures. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				<p>Google Docs and screencast software, such as Camtasia or Screencast-o-Matic.</p> <p>Teach & Train First, review with the learners that they will demonstrate how to modify pictures in a Google Docs template. Next, explain to the learners that they will view a training screencast video created by the course facilitator. In this video, the instructor will review how the learners will demonstrate how to modify pictures in a Google Docs template. Next, explain to the learners that they will view a training screencast video created by the course facilitator. Then, as they watch the tutorial video, they must develop a mental model of the procedures. However, since the tutorial is a video, learners can rewatch it as they complete the process in this lesson. Lastly, learners will apply their mental model by demonstrating the procedure using the Google Docs template.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	
Provide Learner Guidance	Initial Presentation	1	4 min	<p>Objective: The learner will display a willingness to learn the procedures and attributes associated with Google Docs pictures. (Attitude Concept/Application)</p> <p>Instructional Strategy: Instructional strategies include applying the performance by identifying new examples of the concepts. Additionally, learners practice recall strategies through repetition, rehearsal, and review.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic.</p> <p>Teach & Train In this video, the instructor will demonstrate how to access the Google Docs template for the exercises. Next, the learner will visualize how to complete the following procedures by</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				<p>watching the tutorial screencast. First, access the Insert tab in the menu. Then, choose the Insert Pictures tab in the menu. Next, locate four online pictures of your favorite hobby. Finally, Insert each online image into the template.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	
Elicit Performance	Generative Strategy	1	5 min	<p>Objective: The learner will demonstrate how to modify a picture in the Google Docs template. (Recall/Procedure/Application)</p> <p>Instructional Strategy: The instructional strategy includes the learner viewing a training screencast video, developing a mental model, then applying this mental model by demonstrating the procedure using the Google Docs template.</p> <p>Design & Develop: The instructor will create a screencast video using the built-in-Retina display, built-in HD Camera, speaker audio, and system audio. This video will use Google Docs and screencast software, such as Camtasia or Screencast-o-Matic. In this video, the instructor will demonstrate how to access the Google Docs template for the exercises. Next, the learner will visualize how to complete the following procedures by watching the tutorial screencast. First, access the Insert tab in the menu. Then, choose the Insert Pictures tab in the menu. Next, locate four online pictures of your favorite hobby. Finally, Insert each online image into the template. The Google Docs template contains the learner directions embedded within the document for ongoing feedback to the learner during the process.</p> <p>Teach & Train First, the learner visualizes how he or she would modify the pictures in a Google Docs template. Second, each learner practices changing the pictures in a Google Docs template. Finally, the Google Docs template contains the</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>

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				<p>learner directions embedded within the document.</p> <p>Delivery: This lesson will be in a video format and uploaded to the school's LMS system and into the course module.</p>	
Provide Feedback	Generative Strategy	1	5 min	<p>Learners will create a screencast. Each screencast will have learners (teachers in real life) instruct on the Google Docs software skills they learned in the section lesson objectives. The intended audience for the teacher-created screencasts will be their students.</p> <p>Additionally, learners will attach a copy of their screencast and completed Google Docs template through the LMS. Next, learners will directly include questions or comments about the lesson in their screencast.</p> <p>Finally, the instructor will provide feedback on each learner's screencast and Google Docs template.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>Google Drive software</p> <p>Screencast software</p> <p>Screencast video</p>
Assess Performance	Post-Instructional	1	2 min	<p>The instructor will evaluate each screencast based on the Google Docs software skills they learned in the section lesson objectives. Additionally, the instructor will evaluate each modified Google Docs according to the lesson objective. Lastly, the instructor will provide constructive and specific feedback to each learner through the LMS.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p>
Enhance Retention and Transfer	Post-Instructional	1	1 min	<p>In the feedback section for each learner, the instructor will instruct learners to upload their screencast videos to their classroom homepages. Next, teachers will use their screencasts to instruct students on the Google Docs software skills they learned in the lesson objectives.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p>

Conclusion

This instructional design project includes instruction that is efficient and effective.

Effective instruction is developed by carefully structuring and presenting lessons that engage the

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learner and contain lesson content essential to learner success. Therefore, evaluation instruments measure the success of this online course concerning the learners, lessons, instructional strategies, and evaluations. Upon completing this online course, teachers will gain the essential Google Drive software skills needed for student success. Finally, learners will demonstrate their new skills using screencast software and collaborating with colleagues.

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4.4 Weekly Reflection Journal

Reflections for Week Four

You are to review the thirty-five qualities of an ideal instructional designer and identify your top seven (7) qualities that you currently have at this time and your seven (7) qualities you need to improve upon.

Top seven qualities I currently possess.

Have good analytical skills. (Vijaykumar)

Organize information well. If it's not something the learner can easily find, it's not really there after all. (Avni Vyas)

Have a capacity for ideation. This goes beyond thinking about learning and teaching and relates to the discovery of truth. (Robert Becker)

Have some experience as a teacher, lots of experience as a learner and a passion for learning. (Vijaykumar)

Have a background in education coupled with curiosity and a love/hate relationship with technology. (Brian Wrest)

Have a passion and a thirst for learning. Be a learner's advocate. Have a passion for truth, the ability to see things as they are (e.g., critical reflection), and a commitment to the learner. (Thomas Garrod)

Know how to facilitate—to teach a SME how to use a technology or demonstrate a new technique. It also helps guide design choices when you know how to facilitate. (April Hayman)

The seven qualities that I need to improve upon are.

'Effectively channel' SME's—competently work with a 'brain dump.' (Craig Plain)

Extract information from SMEs and structure and organize content it in a way that makes it easy to learn. (Camille B. Price)

Engage in cross-disciplinary knowledge, consult with others and expand one's own knowledge base and perspective constantly. (Susan Guest)

Focus on expected business outcomes and design as leanly as possible to reduce time to proficiency and control costs. To be able to build a business case for learning and demonstrate why their solution will work cost-effectively. (Susan Guest)

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Create an effective design within the constraints of a project regarding available technology, budget, time and human capital. (Sighle Brackman)

Know how to facilitate—to teach a SME how to use a technology or demonstrate a new technique. It also helps guide design choices when you know how to facilitate. (April Hayman)

Be cross-culturally competent and understand the needs of a global audience. (Susan Guest)

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