

Online Employee Training Program for the Center for Early Childhood Education

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An analysis and project planning are necessary to present the job to the client, and the desired method to proceed. This writing consists of a detailed document that aims to specify the model to be used, learner analysis, strategy for the e-learning course, and timeline that will be used during meetings and reports as to begin and maintain exchange towards the development of the Online Employee Training Program for the Center for Early Childhood Education (CECE).

Improvement Opportunity

CECE is a renowned childcare center in Emporia. Many parents in the region prefer to place their children in this institution over other options in the locality. This situation implies for the prestigious institution to maintain a considerable number of well-trained personnel, formed by teachers, directors, cooks, and teacher assistants. Some of these jobs are offered to Emporia State University (ESU) students. The average duration of studies at ESU is four years. Consequently, students who work at CECE can work from six months to four years. They generally last from one to two years. In addition, regular teachers who for various reasons may or may not keep working at the center, hence staff turnover is high. These factors make it challenging to keep all personnel trained on site enough before and during their duties. For this reason, the creation of an online site is proposed where the necessary learning material for these previously mentioned positions is adapted for comfortable remote learning.

Audience Description

The target audience for the proposed online employee training program is new teachers, teacher assistants, cooks, and administrative personnel in general.

The specific duties for each position vary. For example, the teacher and teacher assistant must understand the correct foundations for safe and healthy kids' care; the cook must know the CECE

hours to serve food and the servings per age, among others. However, some general and specific information and performance must be known by all of the staff.

Training Strategy

Among the assorted Instructional Design models, ADDIE was picked. This choice was made based on the client's needs and the matching benefits of this design model. The steps that take place during ADDIE are Analysis, Design, Development, Implementation, Evaluation, repeating any phase as required, as many times as necessary, which make suitable to the type of instructional design that is taking place. As well known, the Dick and Carey model encloses fundamental aspects that must be considered even when any other Instructional model is used.

Some of the most influential theories that support ADDIE are behaviorism, constructivism, social learning, and cognitivism (Culatta, 2020).

Whereas behaviorism takes place during online training, points are obtained by the learner as a reward from their performance. Regarding the constructivism and social learning, adult learners work as part of a team seeking the construction of learning, helping them see the why and how as a member of a community. Furthermore, finally, cognitivism, because the course is online, it cannot be checked the behavior or performance of the learner during the class, but it can be driven the internal connections in the mind of the student, that take place during learning and be remembered at the time of performance.

Technology to be Used

The phases of Design and Development are going to be used as different hardware and software. It can be mentioned, computers, audio recording devices, WIFI. Software and online resources to be used are Adobe Photoshop, Adobe Premiere Pro, Google Sites, Google Forms, Articulate, Captivate, PowerPoint, and Word.

In the phase of implementation and evaluation are going to be used, mobile devices, or laptops, Google Sites, media reproducer, and Google Forms.

The technology selection was made based on factors such as the age of learners, availability of resources, as well as the evaluation of the best approach for distance education such as multimedia and non-synchronized learning tools.

Instructional Design Process Timeline

In order to maintain an organized work throughout the design and development of the Online Employee Training Program, a Timeline (Figure 1) has been developed.

Specifics (milestones for each phase)

The permissions from the institution must be acquired before the beginning of the Design step. Subsequently, a meeting with CECE Director, in this case, the client, is done to know the specifics of their need. What is required to be solved with this instruction? The Design stage starts, where are made the learning objectives, analysis of the audience and obtention of content. Afterwards, another meeting with the client is done, and the development stage starts. The e-learning assignments development takes place in a significant length of time, likewise the development of the e-learning platform or website. The input material should be arranged into e-learning for the specific audience and after an update report to the client will be submitted. Based on the client's suggestions, the instruction will be re-developed if needed, and finally, the submission of the project to the client.

Evaluation Plan

Throughout the class development process, an evaluation will take place. A small-scale course test will be completed prior to the implementation of the online class. A pre-test will be done by the students before the first module. This will be used to know what the student already

knows, as well as to collect data to compare to the post-test, taken after the student concludes the course. The knowledge and the acquired skills of the learners will be measured at the end of the course, as well as performance checklist months later of the training culmination. With this post-test, the course effectiveness will be known. Later, a satisfaction test will be applied to the learner to make sure it will be known for their opinion and feedback from their experience.

Requirements

For the fulfillment of this project, no approval of the financial budget, funding, staffing, or hiring of new employees is required.

Conclusion

Project planning is crucial to maintain control during the process of design and development of any Instruction.

ADDIE model is part of the training strategy that has been accepted to Adult learning and online learning because of the Learning Theories that support it.

Technology to be used depends on the available resources for the learner. It can be modified during the development of the instruction, depending on the tools that will be used and the capability of running specific data in determining hardware.

A timeline has different modes. One well accepted is the Gantt Chart because of how well detailed it is in terms of duration and percentage done in a specific moment.

Even though most of the times the timeline made prior to the start of the project is not entirely followed, it works as a guide to know where the designer should be according to the submission date.

An evaluation plan is required because the instruction will not be perfect at once. If the constant evaluation of the course is done throughout the instruction, fewer mistakes and errors will be found at the time of implementation.

Even though there are not requirements based on budget or staffing, excellent communication between client and designer would be helpful for the best results of the project.

References

Culatta, R. (2020, March 26). *ADDIE Model*. Retrieved from InstructionalDesign.org:

<https://www.instructionaldesign.org/models/addie/>

Figures title:

#	Name	% Done	Time Length												
			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
1	Obtain Permissions	100%	█												
2	Meeting with client	100%	█												
3	Design Learning Objectives	100%	█	█											
4	Analyze audience	100%	█	█											
5	Content Obtention	100%		█	█	█									
6	Meeting with client	100%			█	█	█								
7	Develop e-learning assignments	0%					█	█	█	█	█	█	█	█	█
8	Develop e-learning platform (website)	20%					█	█	█	█	█	█	█	█	█
9	Arrange input content into e-learning	0%								█	█	█			
10	Update report to client	0%							█						
11	Re-develop, based on client suggestions	0%								█	█	█	█	█	
12	Design & Implement Evaluation of training program	0%									█	█			
13	Fix errors	0%											█		
14	Submission of project	0%													█

Figure 1. Timeline of the design and development of the online e-learning project. The first column represents the number of tasks. The second one, the name of the specific tasks that are explained in detail above. Third, the percentage of work finished at the time. Furthermore, the rest of the figure shows the length of time of each task.