Online Employee Training Program

for the Center for Early Childhood Education

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Recapitulation of Online Employee Training Program

Since the first meeting with the client has already passed three months in which the different stages of the training program took place. This program was developed with the objective of train teachers and teacher assistants that are new in the center of early childhood education that is part of Emporia State University, Emporia, Kansas. CECE presents a high staff turnover. Considering that the staff must be well-trained to work in a children daycare, the center decided to improve their method of training. An online asynchronous course was developed for new employees.

Pilot Implementation

The pilot implementation took place on April 24, 2020. The instructions and the course link were shared with four learners who were invited to participate, of which only two completed the steps. The participants are Ahmad Alaliwi and Lauren Taphorn. Ahmad is an external volunteer. Graduated from ESU a year ago and Lauren is a current student and has years being a great teacher assistant at CECE. They went through all the modules, and all the material, like input content and output activities, were reviewed. One of the volunteers made an audio recording while the second made a screen video recording. From this pilot program, errors and mistakes were found. The time of the submissions was taken to compare them to the projected time. Notes were taken after carefully listened and watched the submissions. Moreover, surprisingly both participants had different contributions to make. Subsequently, modifications were made prior to its final submission. See illustrative images in the figures section.

Evaluation of Results

Here is the point in which all the projected analysis and the designed materials will be tested and proven as correct or incorrect. The evaluation of the data obtained from implementation is crucial for an efficient final product. Now of implementing the course, many factors were observed that needed close appreciation because it means that part of the beforehand steps was imperfect or misdirected. When evaluating the results, it is crucial not just to fix errors found in the lessons but to try to understand what we should have done differently in the process that would have led us into this correct path.

Difficulty Level of the Assignments

In order to pass the class, students must get eighty out of one hundred on each quiz. There are five lessons in module two and four in module three—one quiz from module two, two from module three, and one case study. The students can retake any of the quizzes, but the course will not let the student continue to the next lesson if not passed the quizzes. In addition to this, students need to pay close attention to the content because it is full of details that new employees must master to avoid confusion and overall, to maintain food safety. It has been found in the pilot implementation that students were completing the modules in a fast way and, at the time of resolving assignment, did not have enough knowledge. Facing this situation, one can suggest decreasing the level of difficulty of the assignments, decreasing the percentage needed to pass the quizzes, making explicit instructions that suggest paying close attention, take notes and repeat audios or videos as needed. From these alternatives, decreasing the difficulty is not a viable option, because the information is essential. What has been done is actualize the instructions and emphasize on the fact that when filing, they can return, study again and retake it.

Essential Themes in the Instructions

As mentioned above, the general instructions needed to be modified by adding emphasis on the importance of taking notes and paying attention to details. Besides, it was found that there was not a final page with a closure message. This final page was added, and it helps now to know what to do when the class is over. Also, after module it must be additional information that let the student know that he or she can continue with the second module while they work on the first one, due to the first module must be completed in an external site and its pricing, discussed with the manager of CECE.

There were found other small errors in instructions, for example, the use of a term that was not defined anywhere on the module, and one cannot assume that the student knows the meaning of it—a reason why it was found a right place where the term could be explained.

Typographical Errors

Under each video, it is a description where one can find the length and necessary information of it. It was copied and pasted as the description of every video, and only the length was modified. The word length, for instance, had a typo. Mistakes like these were fixed throughout the online course. That, in addition to the fact that grammar errors can happen with frequency to people that speak more than one language. Running a grammar check does not work for websites as it does for text documents. The pilot implementation is a great way to make sure the instruction is clean from errors.

Differences between Projected and Real Time Course Completion

At the beginning of the design stage, it was suggested a possible duration of the course, considering the specifics steps that the learner would have taken. When implementing it, it was found that the real learning time varies from the suggested one. See more details in table one.

Some other factors might be taken into consideration, such as the learner and its learning conditions and needs, how talented or how motivated the learner is, the repetitions of quizzes, among other factors. The volunteers did not have specific reasons to complete the course, which means that the time found is not wholly reliable. If the timing is needed in the future, it is recommended to rely on the average time of final audience submissions. Nonetheless, the difference between the projected time and the real one was not big enough to make it an essential factor that needs attention.

After all the suggestions obtained from the pilot implementation, volunteers were asked to give their feedback about the lessons. They said that they enjoyed taking the course; it had a beautiful setup, questions were straightforward, the course was easy to follow, and excluding the difficulties they had, it seems to be a professional job. One of them also mentioned that if he had paid more attention to the lessons, he would not have failed the quizzes.

Conclusion

Pilot implementation is a helpful tool for the designer to realize mistakes that might escape from the scope, even after several reviews before presenting it to the learners. At this phase of the project, the implementation step is concluded. What remains is the delivery of the final project to the client.

The Gantt chart was created in order to give an estimated time to each task and to keep track of the project's completion percentage. After all the stages of the process, it is concluded that some procedures took longer than stipulated at the beginning, and other tasks took less. Some content that was planned to be implemented was eliminated because they were not directly related to the main objective of the course, such as FAQs, forums, and Schedule updates.

It was not necessary to create a new feature for the student to see their class trajectory since the software used presented this possibility in an integrated way.

The selection of the instructional design model to follow should be made very consciously of the level of participation of all stakeholders. This project began with the aim of following an instructional design model that allows constant revisions of the material created, but due to coronavirus, and the clients were very busy with their daily responsibilities, this was not possible. The conclusions are not always the acceptances of the premises that were established at the beginning of the project. Furthermore, in this specific case, for example, it is concluded that the ADDIE model cannot be executed when, for unexpected reasons, constant reviews of the design and implementation of the project cannot be carried out by the client.

Having already mentioned the above, it should also be noted that, despite the drawbacks, it is possible to develop a course with useful content when the rest of the stakeholders are present in the project development process. The preparation of this instruction counted with the collaboration of the content expert on instructional design, Dr. Huh, and participation of the student Lauren T., who contributed with essential information and evaluation of the lessons as a pilot implementation volunteer.

Before trying the articulate platform, trials of creation of interactive activities in basic HTML were done. It is concluded that designing interactivity between the user and the lesson is not an easy task. Although it is true that the use of multimedia, whether audio or video, increases the interest of the learner, it was found that when the student has the opportunity to make a formative interaction while learning, in other words, without this being a summative evaluation, the learner has fun and pays more attention to what is presented to him or her, unlike when the student is limited to listening, reading or seeing images.

Theoretical learning times differed from the actual times at the while implementation. This was predicted, and one knows that as long as the margin of difference between these two times is not significant, it is not a factor that should be considered in detail as it does not reflect any problem.

As a conclusion, it is essential to mention that this project was essential to perfect everything learned throughout the Instructional Design and Technology career. Presenting oneself to a project like this, makes one have to face our fears and doubts on issues of how to develop a functional instruction that can be used for long periods of time. I have overcome many barriers, and I feel confident that I know and can create good instructional material as I am ready for the job market.

References

Piskurich, G. M. (2006). *Rapid instructional design: Learning ID fast and right.* San Francisco, CA: Pfeiffer.

Dick, W., & Carey, L. (2015). *The systematic design of instruction.* Boston, MA: Pearson.

Progress of Training Website Development

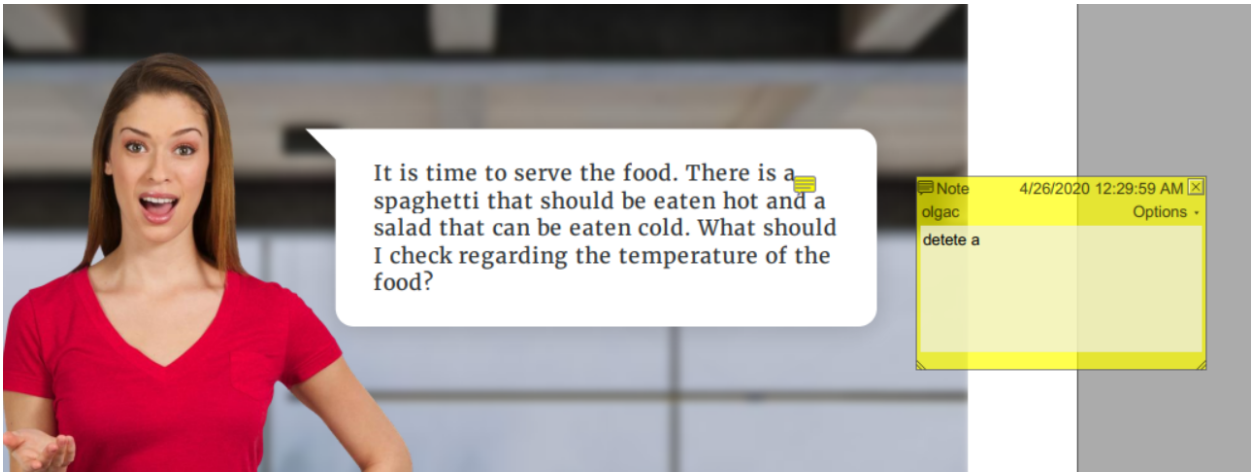

Figure 1. A case study with a suggested change.

- Store separately from foods and food contact surfaces
- Never store above foods or food-contact surfaces
- Label all chemical containers
- Use only approved chemicals in food areas finished at min 47

Figure 2. Time monitoring from the volunteer as part of the pilot program.

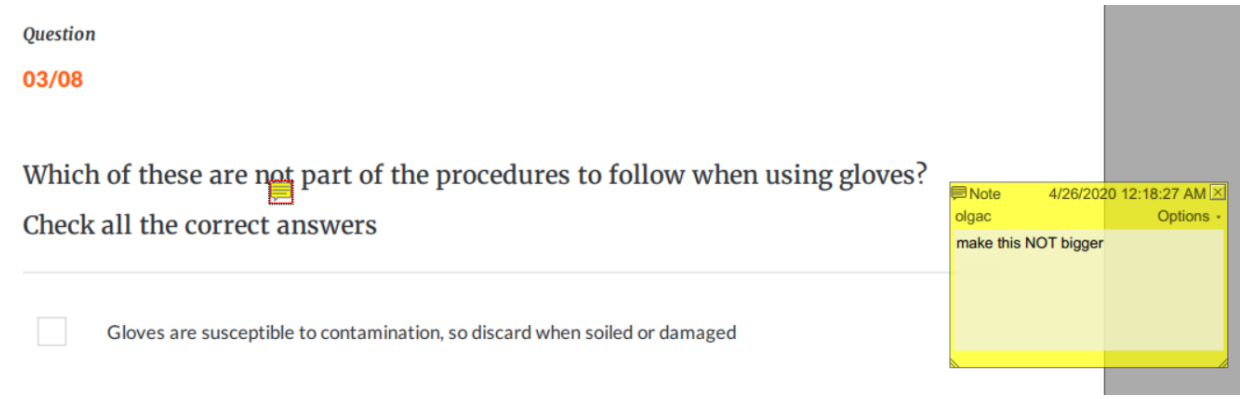

Figure 3. Quiz suggestion of adding a not in capital letter, or in bold.

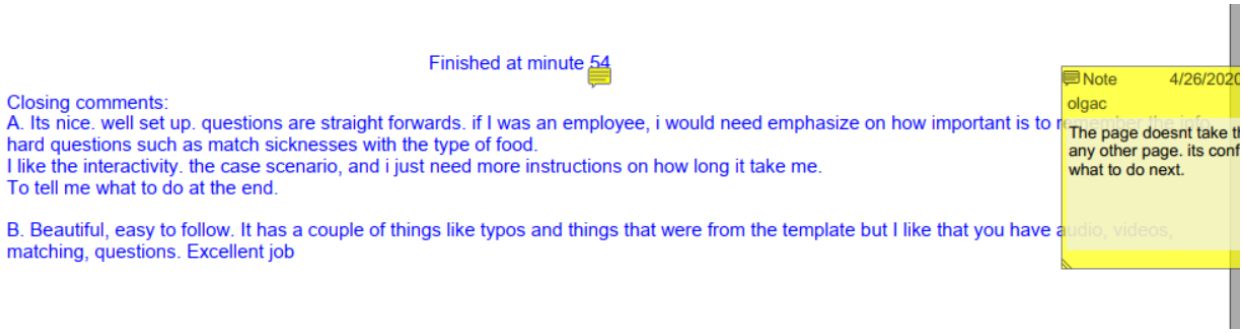

Figure 4. Final feedback from learners.

Tables

Table 1

New Detailed Content Description

Lesson topic/section	Method/Details	Theoretical time (minutes)
(1) Introduction	A short explanation of the objective, duration of the course, and what is expected from the student.	1
(2) Pre-test	A multiple-choice test, where the student will show what entry skills, he, she already has. The material used to develop the pre-test will be taken from Modules two and three, which are the ones developed as part of this project.	7
(3) Module 1 Foundations of Safe and Healthy Early Care Facilities: External module completion.	The student will access the link provided under module one and complete the Kansas Child Care Training Opportunities (KCCTO) online module called Foundations of Safe and Healthy Early Care Facilities.	1080 (18 h)
(4) Module 1 Foundations of Safe and Healthy Early Care Facilities: Proof of course completion	Submission of certificate or document that proves that the student successfully completed the course.	3
(5) Module 2: Generalities of the Center of Early Childhood Education Input activities	The student will navigate the module two input content and learn the needed material	20
(6) Module 2: Generalities of the Center of Early Childhood Education Output activities	The student will apply the acquired knowledge by solving the assignments from module two	15
(7) Module 3: Food Safety Input activities	The student will navigate the module three input content and learn the needed material	30
(8) Module 3: Food Safety Output activities	The student will apply the acquired knowledge by solving the assignments from module three	15
(9) Module 4: First Aid and CPR training	The student will access the link provided under module four and sign in for First Aid and CPR training class.	Depends on the provider

External module completion		
(10) Module 4: First Aid and CPR training Proof of course completion	After the student attends the face to face class, s/he will submit a certificate or document that proves that the course was successfully completed.	3
(11) Post-tests	Simple multiple-choice test, very similar to pre-test, made with the objective of collect data that helps verify that the student learned.	15
(12) Reaction and Behavior survey	Simple fill in the blank and true-false type of test will be taken by the student to measure the reaction and possible behavior after the training program.	10
Total	Observation: not taking into account the external classes	119 minutes (1h 59 minutes

Note: In this table are presented the lessons, sections, methods, details, and real time for each activity that took place as part of the pilot implementation.