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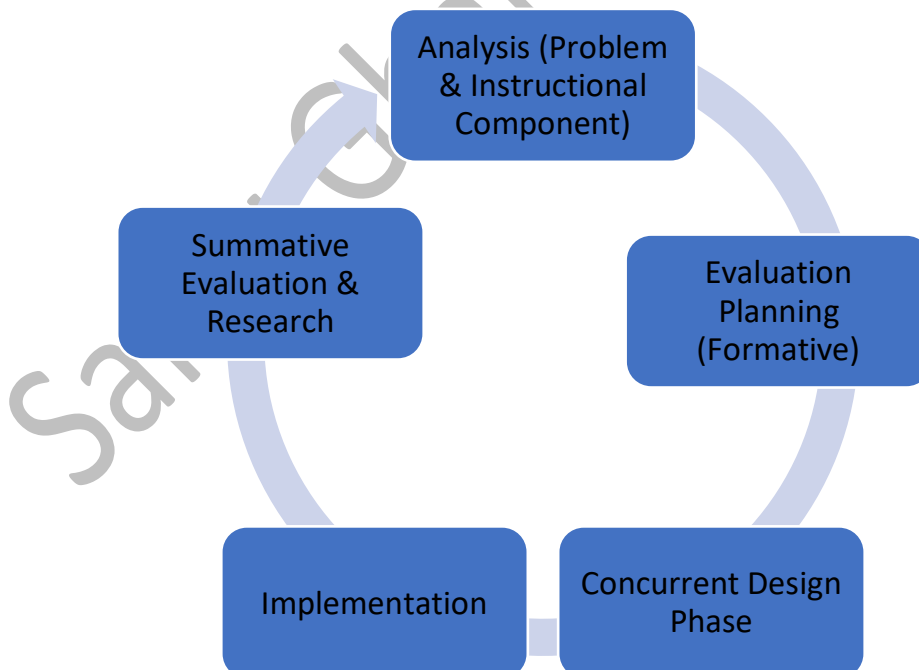
Case Study #1

Clean Water Act Project: Online Training Design Report

Overview:

The following report presents a design concept for an online training project currently underway for We Care International's 'Clean Water Act' project. The report explains the overall structure, instructional design model, rationale, as well as evaluation plan to implement the online training for We Care International employees worldwide. The design prototype is iterative in nature with each step of the process informing the other along the way.

Design Prototype:



Structure:

The training will be administered online to new employees. The training will be available via Learning Management System (LMS) which will be set up on new employees assigned computers. The course comprises of two modules namely:

- i) Introduction to Basic Concepts in Public Health and Social Marketing
- ii) Principles and Procedures in Public Health Promotion

Each module takes about 36 hours to complete (72 hours in total). The employees will have eight weeks in total to finish both modules from start to finish, with each module requiring 4 weeks for completion. The modules are set up in a way that allows flexibility to the employees to complete in their own time during workday. The employees are however required to complete at least 9 hours of training material per week so that they stay on course and prevent learners from cramming everything at the end.

The modules will have materials – PowerPoint lectures, notes, reading materials that will guide the new employees sequentially through the course. The employees will have 24*7 access to the learning materials thus enabling them to master the learning units at their own pace (asynchronous model) within the given 2 months' time frame. The learners will have the opportunity to ask questions in the Questions section within the LMS. The questions will be answered by the training instructor who will be moderating the LMS. The trainees also can schedule online meetings with instructors when deemed necessary. The training materials will be developed by keeping a diverse, global learners' population in mind as We Care has international offices worldwide.

Rationale:

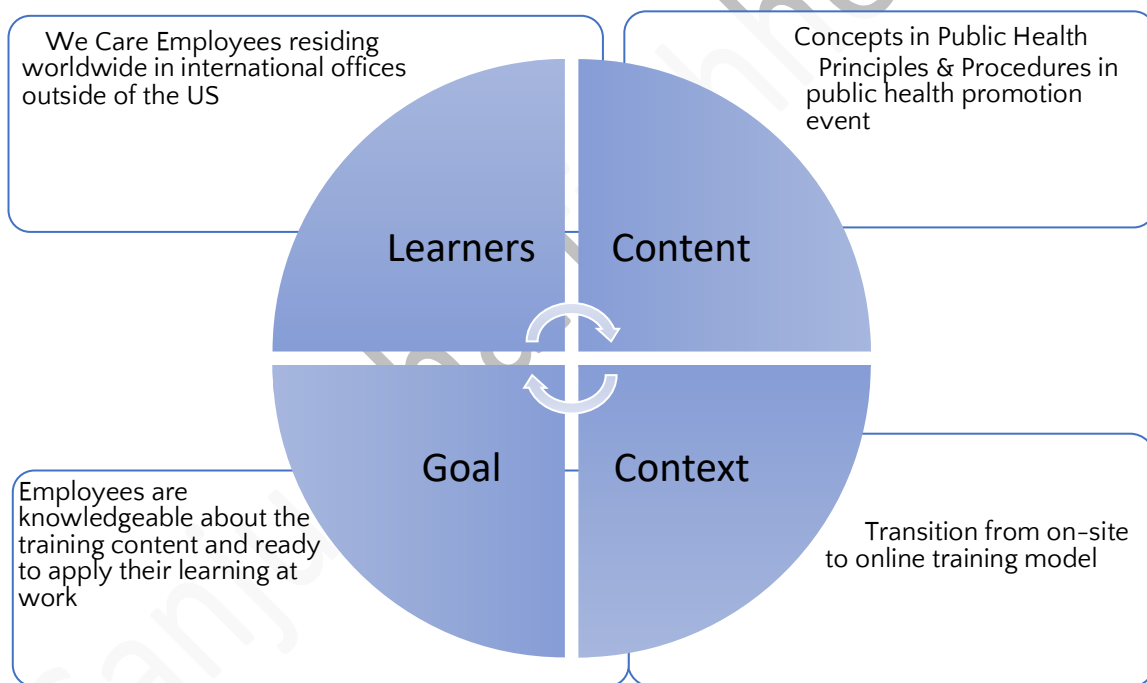
The findings from the front-end analysis recommends We Care to transition their on-site training for new employees to web based online training. The recommendation is based on following rationale:

- **Cost and time efficiency:** Transitioning from on-site to online training means significant cost reduction- travel costs, resource person/trainers cost, and save company planning and management time.
- **Meets diverse needs:** The online training can meet diverse needs of the global staff as the company makes new hires worldwide. The training content will be designed by keeping a diverse and global learners' population in mind. The universality, accessibility, and scalability of online training material will save company training cost and time repeatedly as they make new hires.
- **Flexibility:** The findings from the analysis pointed to burnout amongst new employees as well as trainers as the allocated training timeframe was tight (72 hours in a month). The online course offers learners the flexibility to complete the training at their own pace within a two-month time frame.
- **Feedback:** We Care will continuously monitor and evaluate their training program by asking for feedback and interviewing new employees once they complete the training. This reiterative process of design, implementation, and revision will allow We Care to improve their training content and mode of instruction.

Instructional Design Model:

The training will be designed based on the Web-Based Instructional Design Model (WBID). The model comprises of following five major components:

1. **Analysis:** The analysis phase also known as front end analysis aims to determine the existing problems and needs for learning. Furthermore, the designer will also carry out instructional component analysis whereby the goal of the instruction will be established, and content analysis, learners' analysis, and context analysis will be carried out. Inputs from relevant stakeholders such as learners, program managers, administrators, IT team, Finance team will be consulted during the analysis phase to make important decisions around design and development of the online training.



2. Evaluation Planning Stage:

The Evaluation will be planned and carried out in two stages: Formative and Summative. Formative evaluation will take stock of the design plan, prototypes developed, and seek feedback from small-group learners to revise and improve the existing design. During

3. Concurrent Design State:

The overall design follows an iterative process as the design moves along with formative evaluation and revisions made based on the findings. **Pre-Planning Stage** involves planning, budget and resource allocation, planning, coming up with a timeline and forming a team to implement the project. **Design Stage** involves coming up with a design document that acts as blueprint for online training instruction. It clearly outlines instructional goal statement, breakdown of the steps involved in achieving the instructional goal (superordinate goals), subordinate skills needed to accomplish each superordinate goals, objectives, outcomes, and assessment item for each learning task. **Development Stage** refers to bringing the design into life and creating online instruction.

4. **Implementation:** Once the design has been developed, it is rolled out for initial implementation and field trial. Based on the feedback from learners, the design will be revised and taken for full implementation amongst WeCare employees when ready.
5. **Summative Evaluation & Research:** **Summative** Evaluation will be carried out once the training has been fully implemented and completed. Studies such as Outcome Evaluation or Impact Assessment are recommended to determine the overall effectiveness of the online training.

References:

Carey, J. O., Carey, L., & Dick, W. (2021) The systematic design of instruction, 9th ed. Pearson.

Davidson-Shivers, G. V., Rasmussen, K. L., & Lowenthal, P. R. (2018). Web-based learning: Design, implementation, and evaluation (2nd Ed.) Cham, CH: Springer International Publishing.

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