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**Final Report**  
EDCI 56900 • B. Lopez  
Purdue University MEd in Learning Design and Technology

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## **Summary of Course and Access Information**

The eLearning course, WINE'd Up: New Hire Training, is a 5 module course created to invest in proper training for our staff. New hire training will be targeted towards all employees: front of the house, management, cooks, bartenders, and wait staff. This model will act as a pilot for future bar openings. Training will take place over multiple days prior to a soft opening. Each role will have its own set of breakout sessions, but this course will focus on the wine modules targeted for bar and wait staff.

The course is designed, delivered, and evaluated using a blended approach. Content will be housed in the online learning management system (LMS), Canvas. An LMS allows for the effective delivery of asynchronous instruction (for topics 1-3) , but can also act as a repository of resource materials for in-person instruction (topics 3-5). This allows for the learner to complete the multi-media training on their own time with guided instruction. Conditions will also include: face-to-face instruction, practice, and evaluation at the restaurant and a few modules in which information will be given 100% online. Testing will occur both within and outside of Canvas, depending on the module. This blended [and flipped] approach makes sense for this highly interactive, customer-facing role, since the lessons center on knowledge (absorb) and skills (do). New hires will gain access to this course via a shared url that has been emailed to them. Administratively, they will have been previously enrolled in the training course by their hiring manager. This allows the manager to review and evaluate the student's online work (quizzes).

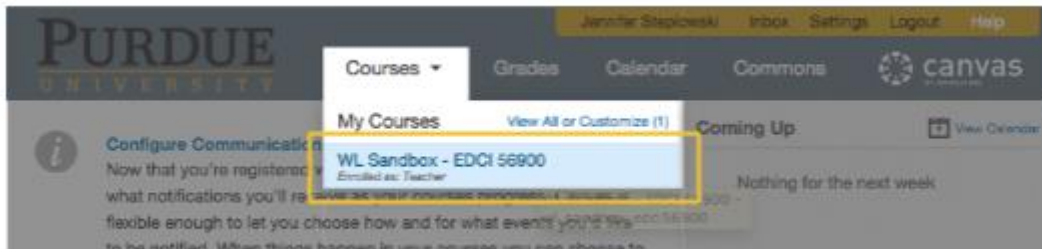
## **Link to Digital Module**

To access WINEd Up: New Hire Training, you will be viewing a Canvas course. This course was set-up by Purdue iTap during their piloting. To access the final project:

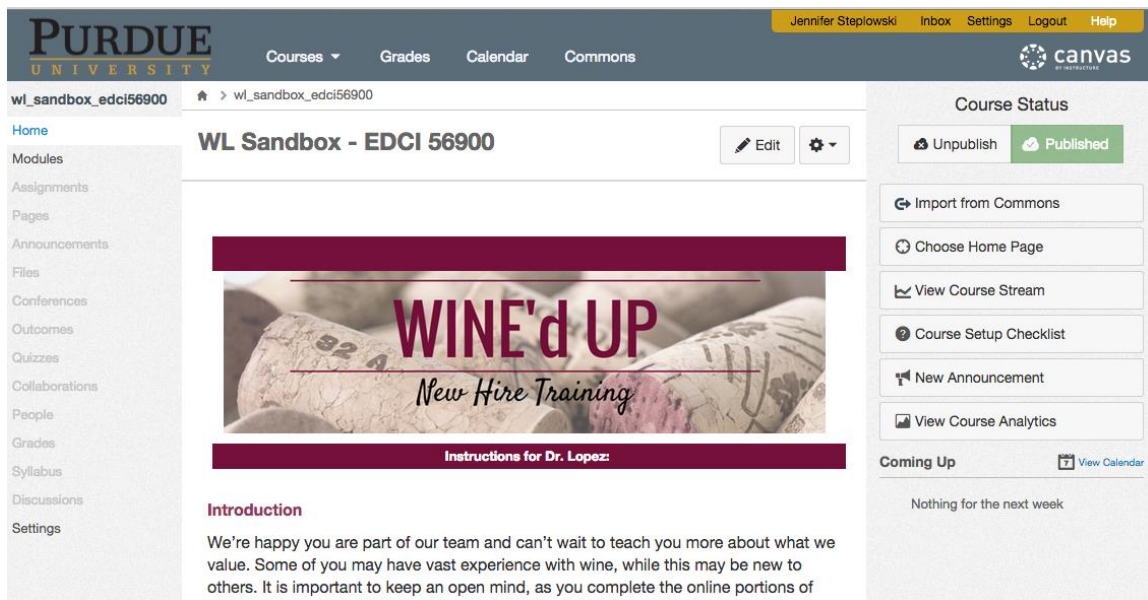
1. Visit [www.purdue.instructure.com](http://www.purdue.instructure.com) or <https://purdue.instructure.com/courses/469>
2. Sign in using the same username and password as your Purdue email account.



3. Hover over **Courses** and choose **WL\_Sandbox\_edci56900**.

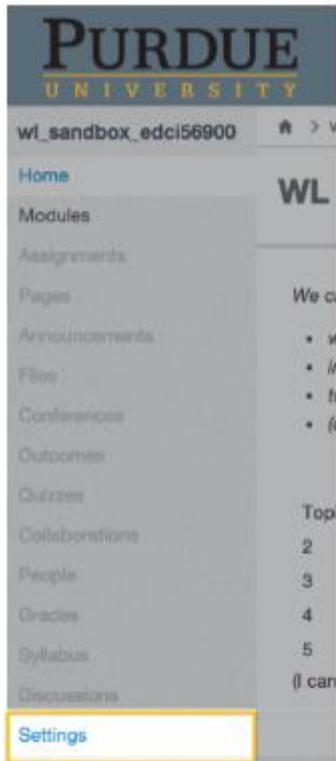


Congratulations, you are now in the course!

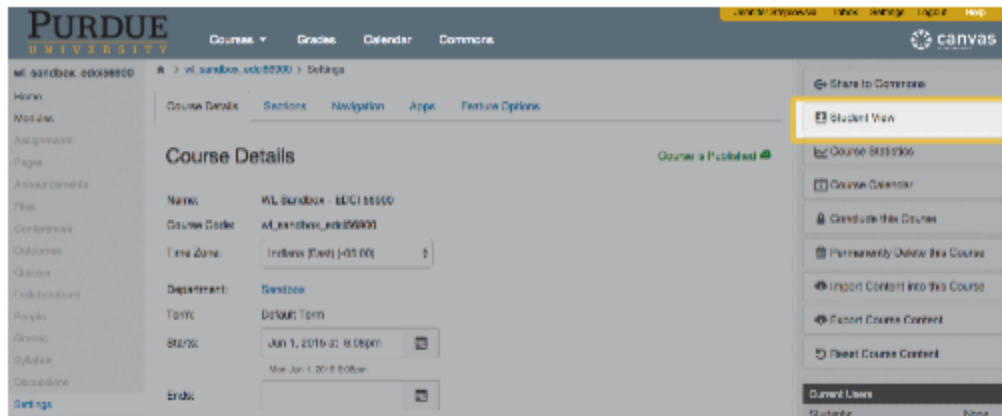


Because Dr. Lopez has been added as an instructor to this course, upon entering, she will have full instructor access. To get a better understanding of how an actual learner will proceed through the course, it is recommended the *Student View* feature be used. To view the course in *Student View*:

1. Choose **Settings** from the Course Navigation on the left side of the page.



2. Then choose **Student View** on the right. Make sure your browser is wide enough to view this navigation.



You will notice a bar at the bottom of your screen letting you know you're in Student View. You are free to view the course with student permissions and will not be able to edit the course. If you would like instructor permissions, choose **Leave Student View**.



You are currently logged into Student View

Resetting the test student will clear all history for this student,  
allowing you to view the course as a brand new student.

Reset Student

Leave Student View

## Final Report

**Please provide a brief overview of the process you followed and explain key decisions you made, or changes you made along the way.**

EDCI 569 was a good learning experience and effectively helped us develop a working eLearning course. Horton (2012) and Mager (1997) were excellent resources, which combined with the discussion activities and assigned reading resources in the course, enhanced our pre existing skills. It enabled us to design a course that was well received by novice users and peers. The early emphasis on applying diligence and revising our course objectives was a key decision in developing our course. Determining which tool would be used and how our training was to be delivered were probably two of the most difficult decisions we had to make. Eventually, the needs of our target learner group steered us towards adopting an LMS (Canvas), and taking a blended approach. Other decisions included how we would 1. present information clearly, 2. use media-rich resources, and 3. ensure our learners would be able to transition between the online and in-person portions of our course.

**List three things that were the most successful for you during this project. How did these successes help you and impact your project?**

1. To focus on what the learner can use immediately or in the near future since this was a new hire training. This included developing a course that would allow learners to not only build on existing skills, but also to use the newly acquired skills to move into the next level of knowledge acquisition. This emphasises that learning is an evolving process and the complexity of the subject matter may evolve over time. As no “new hire” course can cover the entire scope of information relating to any specific subject, the learner’s immediate knowledge is the most important for getting them skills they can actually use.
2. To create objectives and activities that increased the motivation of the learners to learn. We effectively explained to the learners why and what they needed to learn to perform a specific task in the course. This was to ensure that the course progression made sense to the learners and

that meaningful learning took place. We created a successful balance between the depth of the subject and interest while the act of learning was underway.

3. To be able to get access to Canvas. We were fortunate enough to get Purdue's iTap Department to create a sandbox in Canvas, while the university is piloting the LMS. This allowed for both partners and our instructor to access our final working prototype.

**List three things that were the most challenging for you during this project. Why were these things so challenging for you and how did you overcome them?**

1. Creating a balance between a theory and the activities to practice an associated skill relating to the theory (ie rapid prototyping) was challenging. The paper prototype was an effective way to use rapid prototyping. Using rapid prototype for the paper prototype was sometimes hard to translate into the skill that we wanted produced within the learner. According to Tripp & Bichelmeyer, successful rapid prototyping requires some front-end analysis, available test learners, and a method to rapidly build prototypes. Due to this, e-learning is an ideal instructional format to utilize rapid prototyping, especially given easy-to-use authoring tools available today. This is because it allows for quick, efficient design and development process and is especially effective for complex learning situations (Tripp & Bichelmeyer p.42). However, it was very much appreciated that Dr. Lopez pointed out in the Week 1 discussion post that "prototyping may lead to premature commitment to a design if it is not remembered that a design is only a hypothesis" (Tripp & Bichelmeyer p. 42). This was very beneficial for us to detect error and design flaws and proactively correct them.
2. Initially, we were really challenged with no predetermined LMS, a need to possibly use new tools/software and vague instructions where to begin. So in brainstorming our eLearning project, we realized that we were going to have to design the project, create the project and host the project with no budget, limited time due to course length and software limitations. This felt very challenging. Luckily, it dawned on us to reach out to Purdue's Blackboard group and request access to use Blackboard. While that was not an option, it was a real relief when we found out from Purdue's iTap Department that Purdue was piloting Canvas and we would be able to access and use a sandbox in Canvas. Problem solved!

3. As feedback is part of the activities of this course, we did not feel that that we were obtaining meaningful feedback from our peers. We felt this was challenging because we seemed to be ahead or above some of the skills exhibited in the activities. While we felt the discussion posts were engaging and beneficial to our individual learning, we did not gain much insight from our peers on the feedback activities. We were relieved that we could use outside volunteers so that we could get various perspectives and different feedback outside of our peers.

**Which course activities/resources in combination with your learning process help you to reach your project goals?**

We both really liked the Horton text. We felt his approach was straightforward, helpful, and showed his experience. Giving sound and specific examples helped in the development of our final project. In addition to the recommended and required reading, the first 2 assignments themselves (the draft proposal and paper prototype) helped us work through the process to accomplish our goals . It was exciting to see the progress from the draft to the paper prototype and then the many additional strategies and revisions we needed to actually get a quality digital course created. This would not have been as easy if we did not start with a very deliberate approach from identifying correct learning objectives to paper prototype.

**What role did your peers and their feedback play in your learning and development process?**

We both shared the same sentiment that this class was not as beneficial for us in terms of peer feedback. We both agreed that some of this sentiment stems from the fact that eLearning development seemed to be quite new to our classmates. This made it difficult to received critical feedback that wasn't a regurgitation of the text or *truly* applicable to the question being posed. The most thoughtful and helpful feedback was from Dr. Lopez. Her experience is very apparent and helps richen discussions and lead us towards the solution.

**What lessons have you learned that will be most beneficial in your career?**

The overall project experience has been a useful and practical application for future projects we may encounter in our careers. We both appreciated being able to utilize a partner, because we are both accustomed to working collaboratively at work. This also helped in the exchange of ideas, approaches, and expertise. Working within the LMS allowed for direct practice and understanding of the intricacies and



nuances of good quality design and development. We both felt the desire to explore alternative delivery methods or authoring tools, but that would not have been realistic for an 8 week course. Exploring additional tools gives the added benefit of becoming more marketable to future employers.

### **How do you intend to continue to develop your knowledge and skills using the lessons learned and resources in this course?**

Considering the skills and knowledge learned in this course, it is a continual reminder that instructional design is not a one-step process. As the activities reiterated, there is not a one-size fits all approach to instructional design. Moving forward, it is imperative for us to remember that the target audience must be kept in the forefront with clear objectives to implement effective eLearning courses. This includes focusing on different learning strategies as needed for different learning environments and to be flexible in our approach.

### **Formative Evaluation**

Besides extensive self-evaluation and following Merrill's 5 Star Rating Chart, a formative evaluation was conducted to assess the digital prototype's usability and its compatibility with the key elements of Merrill's 5 star evaluation rubric as well as Horton's (2012) eLearning principles. The evaluation rubric that was used was provided by Dr. Lopez.

It focused on four core elements of effective eLearning:

- Overall expectations, content and structure of the instructional materials
- Assessment and opportunities provided to learners to build on existing knowledge
- Time, Pace and Navigation and their applications
- Opportunities for learners to interact synchronously and asynchronously with peers and instructors

The selections of test subjects (volunteers) were inspired by Horton's Essentialism suggestions. According to Horton, the test subjects should represent a variety of age, gender and language skills that would have comparable background knowledge and experience level (p. 598). We expected our test subjects to simulate the same experience as those who need the skills, knowledge, and attitudes. We put them in the same environment in which they must perform tasks that require those same skills,

knowledge, and attitudes. We did not give our test subjects training or other resources they would not have in the real training. Jennifer and I acted as the subject-matter expert who could answer any questions the test subjects may have (Horton p. 587).

There was 1 participant in the initial testing phase and 2 others after the digital course was fully created. All three were volunteers with no wine experience or bartending. Our volunteers represented a variety of age, gender and comparable backgrounds equivalent to any new hire for a wine bar. All participants assessed the course’s overall quality as a 4 (excellent) rating based on the evaluation form rubric. There were some suggestions for revisions relating to minor types, clarifications and some specific recommendations for questions. The net evaluation results were very positive, with a score of 4 based on a scale of 1 being poor and 4 being excellent.

### Table of Formative Evaluation Results

For the evaluation of the “raw” feedback of our digital prototype, we decided to use a number of people from different backgrounds so that we could review well-rounded feedback and make improvements for the final version of our Online eLearning course. We have already completed the recommended changes, but wanted to include the details of the evaluation in the final report.

Name/position and Relationship to us	Level of Expertise of the course topic(s)	Level of knowledge regarding the project	Feedback Summary	Scale Given Rating (1-4) 1 = poor and 4 = excellent)
Grafton Robinson, Head of Digital Marketing at Insureon	Grafton has not worked in the service industry nor would he consider himself an expert on wine.	Grafton was given verbal overview and explanations of the modules in the eLearning course. He worked through the online digital course independently. He did not read the paper prototype.	Grafton was very thorough in his feedback. He included specific examples and explanations to items he marked “Neutral”. The items needing correction were video formatting, clarification of 2 questions and fixing a link that did not launch properly. His comments included the modules were “enjoyable, well-branded and informative”. He stated that the theme was	4

			“clear and not overwhelming”.	
Erin Allen, Training Manager at SAP	Erin is a training manager who coaches and mentors new hire account executives at SAP. Her expertise is in training and development within a learning management system and mentoring program.	Erin Allen was not given any information other than a brief overview of objectives. Erin reviewed the paper prototype only.	Overall, Erin was very complementary and approved the paper prototype. She made excellent suggestions which included grammatical errors and recommendations for layout of activities  Erin’s comments included that we might need to clarify that there is not a pre-assessment and that we only gather information about the learner in the interview process. She also mentioned that a glossary might be helpful to understand all the terms in the wine descriptions. She was very enthusiastic that she would like to take the digital course when it is completed to see how she does.	4
Roxana Oberding, Account Manager for Pepsico	Expert in beverage procurement and vendor customer service.	Roxana was given verbal overview and explanations of the modules in the eLearning course. She worked through the online digital course independently. She did not read the paper prototype.	Overall, Roxana was very positive about the digital course. She included specific examples and explanations to items she marked “Agree”. The items needing correction were grammatical errors and fixing a link that did not launch properly. Her comments included the modules were “visually appealing and kept her attention”. She also stated that she “liked the banner and layout of the modules”.	4

**Changes made based on self-evaluation and formative evaluation feedback.**

1. The main landing page was modified to add more specific details (ie schedule) and branding icons were created to streamline design.	5. Glassware quiz questions (images) were modified and included correct dropdown items.
2. Video formatting on content pages.	6. A link to the a downloadable zip file with all relevant documents for learner was added at the end of the course. This was done based on self-evaluation and using Krug's (2000) suggestion to design sites that help users "get it" so that they can find what they are looking for and enable the learner to be more in control and revisit the site with ease.
3. Grammatical errors were identified and corrected.	
4. Ensured all modules and links worked correctly, included testing launching and scoring properly.	7. Based on self-evaluation, a survey was included at the end of the course to receive feedback from learners.


**Self Evaluation and Rating for Final Digital Prototype**

**Types of Instruction:** Blended approach, Instructor led, online delivered, onsite new hire training for wine bar (WINE'd Up)

**Note:** Based on all evaluations (self, peer, and participants for the formative evaluations) no major changes were required in revising the paper prototype into the final digital version. Therefore, we have made only minor modifications to the previous completed rating chart. The modifications are shown in italics.


The following self-evaluation uses Merrill's Five-Star Instructional Design Rating (2001). The ratings progress from bronze to the highest, gold.

Stage	Criteria	Explanation
<b>PROBLEM</b> Is the courseware presented in the context of real world problems?	Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?	<b>Yes.</b> The courseware does a very good job with all of these areas. Learners are presented with information that will be applied to real-world problems and tasks they may face in their job in this new hire training. Topics progress naturally, building off of their predecessor.
	Are students engaged at the	<i>The main landing page gives learners a</i>


	<p>problem or task level not just the operation or action levels?</p>	<p><i>summary of what they will do in the course. Next, each module clearly defines and explains what tasks the learners will do and skills they will possess after completing the modules.</i></p>
	<p>Does the courseware involve a progression of problems rather than a single problem?</p>	<p><b>Yes.</b> The learners are asked to work independently and together to complete Absorb, Do and Connect activities.</p> <p><i>Learners will be engaged at both the problem or task level and the action level where they will work collaboratively and receive peer and instructor feedback. We designed it this way so that learners will be exposed to different problem-solution activities.</i></p> <p><b>Yes.</b> The learners address the following problems: What type of wine service do they need to perform? What tasks will they actually do? What information do they need to complete wine service? How do they pick a particular glass or pair wine to food?</p> 

**RATING FOR PROBLEM STAGE: Gold**


<p><b>ACTIVATION</b></p> <p>Does the courseware attempt to activate relevant prior knowledge or experience?</p>	<p>Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?</p>	<p><b>Yes.</b> There are some opportunities for learners to recall, relate and describe certain aspects of wine and wine service using a foundation for new knowledge.</p> <p><i>In addition, the assessments are designed so that the learners are required to draw upon their skills acquired in the previous modules.</i></p>
	<p>Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?</p>	<p><b>Yes.</b> Learners actual demonstrate wine service after a expert-led presentation and are expected to use relevant</p>


	<p>If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill.</p>	<p>experience to repeat the service.</p> <p><b>Yes.</b> <i>This can manifest itself in group work, discussions, and in-person demonstrations.</i></p> 
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**RATING FOR ACTIVATION STAGE: Gold**

<p><b>DEMONSTRATION</b></p> <p>Are the demonstrations (examples) consistent with the content being taught?</p>	<p>Are the demonstrations (examples) consistent with the content being taught?</p> <ul style="list-style-type: none"> <li>• Examples and non-examples for concepts?</li> <li>• Demonstrations for procedures?</li> <li>• Visualizations for processes?</li> <li>• Modeling for behavior?</li> </ul>	<p><b>Yes.</b> Information is shared in a variety of ways including traditional text, video, in-person demonstration, and visualizations. Non-examples are considered when appropriate in more content heavy topics (1-3). Proper techniques are modeled in topics 4 and 5, which will serve as a base for open dialogue and discussion.</p>
	<p>Are at least some of the following learner guidance techniques employed?</p> <ul style="list-style-type: none"> <li>• Learners are directed to relevant information?</li> <li>• Multiple representations are used for the demonstrations?</li> <li>• Multiple demonstrations are explicitly compared?</li> </ul>	<p><b>Yes.</b> <i>Learners are able to navigate to multiple media types such as external links and relevant resources. Multiple demonstrations are used to enhance learning via modeling outside of the modules and in providing multiple representations of glassware (Module 2).</i></p> <p><b>Yes.</b> <i>Media is extremely relevant to the lesson and helps enhance written content</i></p> 
	<p>Is media relevant to the content and used to enhance learning?</p>	

**RATING FOR DEMONSTRATION STAGE: Gold**

<p><b>APPLICATION</b></p> <p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p>	<p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p> <ul style="list-style-type: none"> <li>• Information-about practice requires learners to recall or recognize information.</li> <li>• Parts-of practice requires the learners to locate, name, and/or describe each part.</li> <li>• Kinds-of practice requires learners to identify new examples of each kind.</li> <li>• How-to practice requires learners to do the procedure.</li> <li>• What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence.</li> </ul>	<p><b>Yes.</b> The online quiz, matching activity, rubrics and checklists, serves as both the application and the assessment tools for this course. By successfully completing all modules in the course, the learners have applied the procedural steps necessary to provide quality wine service (which is the terminal goal of this course).</p> <p><b>Yes.</b> Learners are expected to immediately apply their knowledge and skills by working at the wine bar. Any corrective feedback would be one-on-one to ensure learners are comfortable with wine service.</p>
	<p>Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?</p>	<p><b>Yes.</b> There is immediate hands-on coaching via the instructors and managers of the wine bar, as needed. Learners have direct access to all documentation (ie instructional content) of the course, the chef and managers of the wine bar for future reference. On-the-job support for newly learned tasks will slowly diminish as the learner becomes more comfortable with their skills and application of knowledge.</p>
	<p>In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?</p>	

RATING FOR APPLICATION STAGE: Gold		
<p><b>INTEGRATION</b></p> <p>Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?</p>	<p>Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?</p>	<p><b>Yes.</b> Learners present their newly learned skills and knowledge as soon as they are scheduled for employment.</p>
	<p>Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?</p>	<p><b>Yes.</b> The Pairing and Tasting modules give the learners the opportunity to reflect, discuss and defend their choices/decisions. But others rely on more skill-based knowledge.</p>
	<p>Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?</p>	<p><b>Yes.</b> Learners are encouraged to invent new creative ways to describe wine flavors, textures and notes. <i>In Module 3: Food Pairing, the learners were encouraged to explore wine on their own.</i></p> 
RATING FOR INTEGRATION STAGE: Gold		

**References**

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Mager, R. (1997). Preparing instructional objectives: A critical tool in the development of effective instruction. Atlanta, GA: The Center for Effective Performance, Inc.

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