

Project Overview & Key Takeaways

Workplace Safety and Security Training

Authoring Tool: Articulate Storyline

The concept client, **Lakes Hospital**, is a regional healthcare service provider that employs over 500 employees. Under the **Lakes Hospital** banner, there are 6 satellite medical facility locations and a main hospital location.

Due to an upward trend in workplace violence incidents nationally as well as locally, **Lakes Hospital** is committed to ensuring the safety and security of all employees, patients, visitors, and guests.

The purpose of this training is to provide **Lakes Hospital** employees with a toolkit of knowledge and skills to help them to recognize escalating situations, de-escalate escalating situations, and take general security measures to prevent workplace violence and security breaches. Finally, the training will also prepare employees with how to respond in an active shooter situation.

The ADDIE Model of Instructional Design was applied in this project along with continuous iterations throughout (SAM/Agile):

Analyze: After analyzing the client, SME, and stakeholder needs, and existing training materials and solutions used previously, I conducted additional research to gain knowledge of updated training procedures for this topic. Based on client needs, requests, and constraints, it was determined that an online interactive and scenario-based learning module with a length of no more than 25 minutes would meet the performance goals established. Learning objectives based on performance goals were developed and an outline the course began to take shape.

Design: I developed the Design Document (DD) based on the needs analysis as well as the stakeholder and SME requirements for topics. The DD was then shared with instructional designers and learners for feedback. Once feedback was received and changes were implemented, I began the process of designing the learning solution via creating a storyboard. The first step was to keep the course objectives front of mind when developing the course. Continuously reminding myself of what it is we are looking for the learner to know and be able to do was central to my design process.

The next step in this process was establishing the look and feel of the course by selecting a color palette that complemented the hospital logo and theme.

Next, I selected fonts, styles and scene templates that would continue to carry a consistent theme and created a style guide to be followed in the development phase. I then began to sequence the course through scripting narration, scenarios, knowledge checks through final assessment. This process provided a solid scaffolding for the course. Once I had the scaffolding in place, I was able to begin to work in the visual elements, interactions, and any necessary supplemental learning assets to assist learners throughout the course. When determining which interactions to embed, I continued to keep the learning objectives and experience of the learner in mind to ensure an engaging and effective eLearning experience.

The storyboard was then submitted for review to professional instructional designers and learners. The feedback received was positive with a few requested changes. One change was to add additional interactivity so that learners do not have too much down time while working through a course. It is important to maintain engagement and real world applied learning activities. With this feedback, I went back into the course and added sporadic scenarios before each topic area to work as a quasi-pre-test for learners to warm them up to the topic that was about to be presented. I completed a began a second iteration of the storyboard.

Develop: In this phase, I utilized Articulate Storyline to create the online course while using the storyboard as my guide. My approach was to begin working from beginning to end to create the scaffolding for each scene. I then went back through to build out interactions, add design features, then added voice narration and finalized all timeline events and interactions. Throughout this process, I continually tested and re-tested each scene for accuracy. In addition, I utilized Adobe Express, Canva, PowerPoint, and Picsart to create unique and customized graphics for the course itself as well as the supplemental learning materials that are embedded within the course.

Implement: The course was then launched in Review 360 for instructional design professionals and learners to interact with and provide feedback.

Evaluate: During the evaluation phase, I received comments and feedback from instructional design professionals and learners to help me improve my course. The final feedback was related to a few glitches in the final assessment when the learner was to retry the assessment for the second time. I was able to troubleshoot the issue by using resources such as YouTube and eLearning Heroes. I then went back into the project to continue iterating until completion. Although there may still be some room for improvement in this project, I learned a great deal about the instructional design process from beginning to end as well as the wide variety of tools it takes to create a dynamic and engaging eLearning course.

Key Takeaways:

- As an instructional designer, it is important to weigh the benefits and drawbacks of each type of interaction you can include in a course. For instance, while designing you must keep the constraints in mind, whether it be content, time or audience or a combination of all three. Making thoughtful decisions about which types of interactions you use is important.
 - Asking myself the following questions kept me on track:
 - Is this interaction going to add value?
 - Will this interaction help the learner understand or apply a concept that aligns with the course objectives?
 - Does this interaction work within the parameters and constraints of this project?
 - If the answer was no, then I had to rethink the scene and interaction.
- Using a variety of graphics programs such as Adobe Express, Canva, PowerPoint and Picsart provided me with a wide range of technical abilities to create customized graphics for scenes as well as the supplemental learning assets built into the course. Graphic design is a key skill that every instructional designer needs to continually expand upon.