CALIFORNIA STATE UNIVERSITY
MONTEREY BAY

Navigating 25Live: How to Use it Effectively

CAPSTONE REPORT

Submitted in partial satisfaction of requirements of the degree of

MASTER OF SCIENCE in

Instructional Science and Technology

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Capstone Approvals: (At least one advisor and capstone instructor should approve)

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Advisor Name	Signature	Date
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Capstone Instructor Name	Signature	Date

Table of Contents

Executive Summary 4
Introduction/Background 6
Project Background 6
Problem Description 6
Target Audience and Context 8
Literature Review 8
Online Training in the Workplace 8
Solution Description 12
Goals of the Project 12
Learning Objectives 12
Proposed Solution to Fulfill the Gap 13
Learning Theories and Instructional Principles 14
Cognitive Learning Theory 14
Gagne's Nine Events of Instruction 14
ADDIE Model 15
ARCS Model 15
Multimedia Principle 16
Contiguity Principle 16
Modality Principle 16
Coherence Principle 16
Instructional Strategies and Justification 16
Cognitive Learning Theory and Gagne's Nine Events of Instruction 16
ADDIE Model 16
ARCS Model 17
Principles 17
Media Components 17
Challenges 19
Methods and Procedures 19
Major Deliverables 19
Figure 1 21

Steps Done to Complete the Project 21
Resources 22
Technical Skills Required 23
Timeline 24
Milestones Checklist 24
Evaluation and Testing 25
Formative Evaluation 25
Summative Evaluation 26
Summary of Data 27
Figure 2.1 27
Figure 2.2 27
Figure 2.3 27
Figure 2.4 28
Figure 2.5 28
Figure 2.6 28
Table 1 29
Figure 3 29
Outcomes 29
Table 2 30
Recommendations 31
Conclusions and Future Implementation 32
References 33
Appendix A 35
Appendix B 42
Appendix C 43
Appendix D 45
Appendix E 48

Executive Summary

This training's need was born because California State University, Monterey Bay (CSUMB) employees are not adequately trained before exposure to the 25Live database. This lack of training created a gap between what learners need out of the database and what they can do. CSUMB, specifically the Academic and Centralized Scheduling Office, filled this gap by creating high-quality training that uses the most current learning technologies to deliver the information innovatively.

In efforts to maximize learning effectiveness, cognitivist learning strategies were incorporated within the training design. The ADDIE and ARCS models were also used along with numerous multimedia learning principles that have been retained in the Masters in Instructional Science and Technology (MIST) program. With the training developed and the hopes of securing employee participation, it will finally be possible for staff and faculty to utilize all 25Live offers. For far too long now, frustrations have been mounting, and employees' confidence in the database has begun to wane. With this intervention, 25Live will ultimately become the reservation resource it was intended to be. Employees will be prepared when tasked with using the database for their meeting, event, and course-related activity needs. This preparedness will create a sense of confidence that will translate to their work and overall experience with the product.

Obstacles that could inhibit employee participation in the training and lead to further dissatisfaction with 25Live vary from lack of motivation to campus-wide changes in how eLearning is delivered. The training design and delivery have been conducted with these obstacles in mind. In addition, all precautions have been taken to minimize the adverse effects the obstacles could cause.

Level one and level two evaluations of the training have been conducted and used to measure the training's effectiveness. After careful reflection, plans have been made for the training to go live in the Spring of 2022. Level three evaluation will follow to determine if a transfer of information has occurred.

Introduction/Background

Project Background

As a Scheduling Database Specialist at CSUMB, I've had many opportunities to observe faculty and staff. These observations strengthened my belief that users are not utilizing all the features that 25Live offers, and because of this, users are not using the database effectively.

I chose this topic because, through my experience, 25Live has much more to offer its users than currently utilized. I have observed that many of the questions and complaints I receive regarding the database are very similar and stem from the users' lack of knowledge. My goal was to minimize users' frustrations caused by a lack of understanding by creating training to ease the frustrated users' concerns and provide them with the information and skills to navigate and use 25Live effectively.

After thoroughly reviewing the product and breaking down all it offers, I determined that users barely scratch the surface regarding what is possible and can be done using 25Live. However, I have also noticed that the same issues, most of which have easy solutions, continue to arise. Thus, I decided that a complete overhaul of the current training and how users are introduced to the database was strongly needed.

Problem Description

The main focus and primary goal were for staff and faculty to be able to use 25Live effectively. The idea was that all users would feel comfortable and familiar with the database's uses and features. The hope is that all users will be required to complete training to gain full access to the database. New users would come in with view-only access, and once the training has been completed, the user will be moved into a new security group that will allow them full access to the 25Live database.

Currently, all 25Live users are put into a security group that immediately allows them to access the database upon logging in for the first time. Unfortunately, this causes numerous issues directly related to the fact that new users have not been adequately trained. In some instances, due to lack of knowledge, new users become frustrated and indifferent to the product before they have even had a chance to become familiar with all of its functions.

After reviewing where the university is now compared to where it wants to be, it is evident that more accountability needs to be implemented before new users are provided access to 25Live. As with any new job, specific training is required before users feel comfortable doing their day-to-day duties. 25Live should be no different. Given the importance of well-designed and well-executed training programs, it is vital to learn more about the content and design of effective training programs for new employees (Tracey et al., 2015). New users should not be expected to use the database successfully without proper practical training.

The common recurring problem, the ineffective use of 25Live, is most likely caused by the user's lack of knowledge of the product. For example, users have no idea how to navigate the database or create and submit an event request. This lack of understanding causes frustration, and in a lot of cases, it makes new users despondent and even hesitant to use the database unless necessary. This anguish and hesitation lead to a negative attitude towards the product and the urge to distance oneself from using it.

The main issue within the organization is that no training has ever been required to use 25Live. The database has always been looked at as a product that users could figure out independently. In reality, this could not be further from the truth. This environment has caused tension between the 25Live users and the administrator. As much as the database administrator

pushes users to come in and be trained, they become resistant. As a result, training and teaching the product to users had never been given much importance.

Target Audience and Context

The target audience is composed of new staff and faculty members at CSUMB, required, as part of their day-to-day duties, to use the 25Live database. The intended target audience will be composed of roughly 25 – 50 prospective new staff and faculty during any given year. Training will be delivered online via the Canvas learning management system (LMS). Learners should all have access to a computer through their employment with CSUMB. Learners will be able to complete the training on company time because it relates to their professional responsibilities. In previous educational and work settings, most target audience members will have experience using computers and web-based databases. But as with any skill, the target audience's experience will vary from minimal to very high. Users will also have various levels of expertise regarding their participation in web-based training programs.

Literature Review

Online Training in the Workplace

Corporations and businesses have always used training and professional development to improve their employees' skills and overall performance. Research by Ignatius and Agus (2019) states that training is an organized effort to improve knowledge, skills, and behavior and improve performance. Ignatius and Agus continued by saying that training is based on analyzing organizational needs according to the individual's current potential. Therefore, training can increase existing knowledge and skills (as cited in Jeffrey & Ruliyanto, 2017). As advancements in technology continue to force change in the workplace, corporations and businesses must adapt

to training and educating their employees. Online training is one way corporations and companies can improve workplace production and employee development.

What is online training? Online training, also known as computer-based training, distance learning, or e-learning, is a type of instruction entirely on the internet. Online training utilizes various multimedia, including graphics, audio, video, and web links, in place of traditional classroom elements, all of which learners can access using the internet. "Enhancing Employee Development Through Online Training" (2017) points out that thanks in large part to advances in communication technologies, e-learning has become a viable option for professional development. Around eighty percent of U.S. firms now involve online training in some form or fashion.

As with any emerging trend, online training is not without its skeptics. Backers of traditional face-to-face training argue that the lack of in-person interaction is a significant shortcoming of online professional development. Despite these doubts, online training continues to be a preferred option for many companies ("Enhancing Employee," 2017). Regardless of the modality, prior studies have identified the benefits that training and professional development bring to the workplace. Mira and Odeh (2019) note that training is a significant factor in increasing employee work efficiency and performance, leading to increased workplace productivity. In addition to increased employee efficiency and workplace productivity, online training also provides secondary benefits to companies implementing this strategy. Online training offers a cost-effective means of employee development. It allows for flexible and convenient participation and helps overcome barriers caused by space and time constraints ("Enhancing Employee," 2017).

In this study and accompanying research, the individuals represented are employees who currently participate in training and professional development at their current workplace, whether mandatory or not. Therefore, this study will not determine employee training and development effectiveness but rather analyze online training and professional development benefits compared to the traditional face-to-face approach. There are various reasons why online training has become so commonplace. Bernardes et al. (2019) state that one reason for its rising use is that millennials are the fastest-growing generation in the U.S. workforce and are considered tech-savvy. As millennials continue to become a more significant portion of the U.S. workforce, the use of online training will continue to rise. In addition, companies are becoming more comfortable implementing their training in online formats. Therefore, online training is becoming a preferable and attractive (Bernardes et al., 2019) method to offer and distribute employee training and professional development.

Although studies prove that millennials will soon compromise most of the workforce, some will still be more comfortable with traditional training and professional development. Designers can use strategies to help this specific demographic of employees manage the change and unfamiliarity of a shift to online training and development. One method that designers can use is gamification. Simply put, gamification uses game-design techniques and gaming principles in situations that are not traditionally game-based (Basten, 2017). As noted in their study, Landers et al. (2019) state gamification is used to improve learning that is already occurring or overcome some psychological roadblock preventing understanding. Designers can use gamification to relieve some of the stress accompanying an employee's reluctance to adapt.

Another aspect of online learning that is important to this study will be recognizing and adapting accordingly to employees who will undoubtedly have varying degrees of prior

knowledge and different career goals and ambitions. An employee's mindset will play a prominent role in determining any training or professional development program's success. Zha et al. (2017) suggest that learners' prior experiences are the basis for learning activities. Therefore, designers must consider employees and their current educational status when designing online training.

Employees differ in previous knowledge and terms of motivation and learning goals. Learning goals are another critical factor that researchers commonly identify in adult learners' research (Zha et al., 2017). The goals and motivations of the individual learner must be accounted for when implementing online training and development. As these studies show, online training is more commonly preferred for companies to educate and develop their employees. All employees' needs and concerns must be considered with any emerging trend. Implementing online training and professional development should not benefit some while alienating others.

Online training has become an effective and accepted alternative to traditional face-to-face formats. Using this study and the information analyzed in other studies, it is evident that online training is not diminishing in any way. Zha et al. (2017) highlighted the growth of formal online offerings in employee training, among which 64% of training hours were spent in self-regulated online programs (as cited in Miller, 2014). Studies have shown that online training is already as practical as traditional face-to-face methods. While still in its infancy, Lin et al. (2018) suggest that eLearning has been implemented in many workplaces and improves employee education.

These findings help to reinforce my belief that, eventually, online training will become the new norm. Research into the appropriate studies has led to the conclusion that online training

is not only an effective form of employee education but is also becoming the preferred modality for the distribution of training and professional development. This observation and accompanying research have increased my confidence in the proposed training solution offered by my capstone. Employees within the CSU system have already begun to participate in online training and professional development. The use of an online modality in efforts to train users in 25Live is an obvious next step.

Solution Description

Goals of the Project

The main organizational goals were to improve performance and effectiveness regarding new users and their use of 25Live, increase the knowledge and skillsets of all users, and decrease the frustrations associated with new users and their relationship with the database. Furthermore, this training's main learner goal was to teach new users to navigate and effectively use 25Live. This will limit the number of frustrations and wasted time by employees who do not have the required knowledge or skills. This will increase office and employee productivity and improve the strained relationship between users and the 25Live database.

Learning Objectives

Terminal Objective: Learners will be able to navigate 25Live and use it effectively.

- When given a list of requirements, requesters will be able to locate basic information by navigating the 25Live dashboard with 90% accuracy. (Procedural Objective)
- From memory, requesters will be able to recall how an available location is identified and requested 95% of the time. (Declarative Objective)
- Provided a list of location requirements, requesters will be able to identify an available location with 85% accuracy. (Procedural Objective)

- From memory, requesters will be able to recognize the 25Live event form 100% of the time. (Declarative Objective)
- From memory, requesters will be able to describe the 25Live event form with 95% accuracy. (Declarative Objective)
- When given the directive, requesters will be able to open the 25Live event form 100% of the time. (Procedural Objective)
- When given a list of requirements, requesters will be able to fill out the 25Live event form to submit an event request with 90% accuracy. (Procedural Objective)
- When given the directive, requesters will be able to cancel or update a previously submitted event request 100% of the time. (Procedural Objective)
- When given a list of requirements, requesters will be able to create and share desired searches 80% of the time. (Procedural Objective)
- When given a list of requirements, requesters will be able to run desired reports 80% of the time. (Procedural Objective)

Proposed Solution to Fulfill the Gap

To counter the ineffective use of 25Live by staff and faculty, the current plan is to have new users, upon signing in to the database for the first time, be placed in a "view only" group, limiting their access and not allowing them to submit meeting and event requests. New users will only be able to view courses and events/meetings that have already been confirmed. If a unique user needs to use 25Live as part of their job requirements, they will be required to participate in training. This training will provide new users with the knowledge and skills to use the database effectively and efficiently. Once completed, new users will be placed into a new security group that will allow them to use 25Live fully. The only way to ensure that new users effectively use

25Live is to require training that teaches them how to do so. Without the necessary training, the continuous cycle of frustrated new users and disdain for the product will continue. Because of this, I believe that there is only one solution.

Learning Theories and Instructional Principles

Cognitive Learning Theory

- Comprehension: Identify the objectives. It is essential to understand why you are learning something.
- Memory: A deep understanding of a subject improves the ability to relate previous experiences with new knowledge.
- Application: Applying the new information or skills to real-life scenarios
- Learner Controlled: Self-paced and student-centered using an asynchronous online delivery format.

Gagne's Nine Events of Instruction

1. Gaining Attention: Importance of understanding 25Live and how to use it.
2. Inform Learners of Objective: To navigate and use the 25Live database effectively.
3. Recall of Prior Learning: 25Live database is like any other online booking service that the learner may have previously used.
4. Presenting Stimulus/Content: 25Live training and instruction
5. Providing Guidance: Provide an overview of the database's basics to familiarize learners and make them more comfortable.
6. Eliciting Performance: Participation in the training.
7. Providing Feedback: Integrated into the training via feedback for both correct and incorrect responses.

8. Assessing Performance: Integrated into the training.
9. Retention and Transfer: Participation in a refresher course every two to three years to remain current and updated.

ADDIE Model

The ADDIE model is an approach to designing learning that provides steps for consideration by the designer.

- Analysis: Determining who the audience was and what their characteristics were.
- Design: Developed the project's instructional, visual, and technical strategy. Designed a user interface that created an easy-to-use experience.
- Development: Created the training.
- Implementation: Deployed the training so learners could participate.
- Evaluation: Integrated into the training.

ARCS Model

Designers can use the ARCS model to increase the likelihood of the learner being motivated to learn.

- Attention: This training will help learners save time and the headaches associated with 25Live.
- Relevance: Saving learners time will allow them to focus on other tasks.
- Confidence: Participation in the training will increase confidence. It will provide a safe environment where learners can hone their skills.
- Satisfaction: Minimizing the wasted time caused by using the 25Live database ineffectively will give the learners pleasure. Learning a new skill can also provide personal satisfaction.

Multimedia Principle

Included words and graphics rather than words alone (Clark & Mayer, 2016).

Contiguity Principle

Aligned words with corresponding graphics (Clark & Mayer, 2016). Made sure that essential graphics are not separated from the corresponding text.

Modality Principle

Audio was used when feasible. Evidence suggests that using audio instead of on-screen text can significantly enhance learning (Clark & Mayer, 2016).

Coherence Principle

Kept the lesson uncluttered. Avoided adding any material that did not support the instructional goal (Clark & Mayer, 2016).

Instructional Strategies and Justification

Cognitive Learning Theory and Gagne's Nine Events of Instruction

By providing a hands-on approach for the learners, the goal was to apply learning by doing. My goal was to create a training that offered a comfortable real-world environment familiarizing the learner with completing the actual task. This approach helps the learner comprehend the subject matter and, from memory, apply their new skill or knowledge to a real-life scenario.

ADDIE Model

The decision to incorporate strategies from the ADDIE model was made to cultivate a plan. The ADDIE model is used by many instructional and training designers to develop, design, and create learning courses. The ADDIE model suggests that these steps provide designers with a foundation and path to consider when making a course.

ARCS Model

The ARCS model is an approach that focuses on motivation and how it affects learning. The ARCS model lists four components that can be used to increase motivation. If a learner lacks the motivation to learn a task or topic, the learning environment will fail from the start. Therefore, using the ARCS model to increase learner motivation benefited the learner and the project's design and development.

Principles

Given the large amount of information delivered to the learners using an online LMS, the principles discussed by Clark and Mayer (Clark & Mayer, 2016) were essential to the design and development of the training. Therefore, this report's learning strategies included justifications for using certain principles.

Media Components

The following is a list of media components that were incorporated into this project:

1. The basics of 25Live module – This portion of the training introduced learners to the basics of 25Live. Topics like the more button, the welcome message, the user settings, etc., were all covered. Camtasia and a PowerDeWise microphone were used to create the module. Upon completion, the video was uploaded to YouTube.
2. 25Live location search job aid document – This step-by-step document was created to help learners understand the process of searching for available locations. This tutorial was created using Adobe Acrobat and saved as a Portable Document Format (PDF) file.
3. 25Live location search module – This portion of the training introduced learners to the search functions associated with 25Live. In addition, it instructed learners on how to locate and identify available locations on campus. I used Adobe Captivate and a

PowerDeWise microphone to create the training module. Learners will follow the training by listening to the accompanying voice-over that explains the correct steps. The voice-over portion had a script. In addition, learners need access to the internet.

4. 25Live event request job aid document – This step-by-step document was created to help learners understand the event request submission, canceling, and updating process. This tutorial was created using Adobe Acrobat and saved as a PDF file.
5. 25Live event request module – This portion of the training taught learners how to submit, cancel, and update event requests. I used Adobe Captivate and a PowerDeWise microphone. Learners will follow along by listening to the accompanying voice-over that explains the correct steps. The voice-over portion had a script. Again, learners need access to the internet.
6. 25Live search creation and report use job aid document – This step-by-step document was created to help learners understand how to create searches and run reports. This tutorial was created using Adobe Acrobat and saved as a PDF file.
7. 25Live search creation and report use module – This portion of the training taught learners how to create searches and run reports. I used Adobe Captivate and a PowerDeWise microphone. Learners will follow along by listening to the accompanying voice-over that explains the correct steps. The voice-over portion had a script. Again, learners need access to the internet.
8. 25Live test database website – The test website provided hands-on experience using the 25Live database. Because this was a test database, learners could freely navigate the site and felt comfortable knowing it was a simulated environment. Learners need access to the internet.

9. This project was delivered online and asynchronously using the Canvas LMS. This provides learners with the ability to participate as their schedule allows. This will also help save time wasted on in-person synchronous meetings' that are often poorly attended.

Challenges

Challenges that arose:

- Issue: Learner motivation or lack thereof was, and still is, a significant concern and remains a considerable challenge.
    - Solution: Making the training a prerequisite to use the 25Live database should increase learner motivation. If the learner needs to use the database as part of their job requirements, they will be motivated to participate in the training.
- Issue: Changes to the campus-wide learning management system caused unforeseen problems. The training was designed with the iLearn LMS in mind, and transitioning to the Canvas LMS created a few challenges.
    - Solution: There were numerous documents, videos, and tutorials that discussed how to publish a course in Canvas. This information allowed me to transition to the Canvas LMS relatively smoothly. If the campus chooses to implement another LMS, I will adapt the training accordingly.

Methods and Procedures

Major Deliverables

The training consists of the following project deliverables (Appendix A):

- Pre-test (Used to gather data for summative evaluation)

- Training module (The Basics of 25Live): Introduces learners to the basics of 25Live. Topics like the more button, the welcome message, the user settings, etc., were all covered.
- Training module (Using 25Live to Find an Available Location): A printable PDF document for additional support and a learning solution created in Adobe Captivate.
- Training module (Using 25Live to Submit, Cancel, and Update Event Requests): A printable PDF document for additional support and a learning solution created in Adobe Captivate.
- Training module (Using 25Live to Create Searches and Run Reports): A printable PDF document for additional support and a learning solution created in Adobe Captivate.
- Training module (Wrapping It Up): Conclusion to the training.
- Post-test (Used to gather data for summative evaluation)
- User experience survey (Used to collect data for formative evaluation)

The training was designed with the learner in mind. After identifying the problem, preparation for the project began. After proper preparation had been completed, the design phase started. Once the design and objectives were created, the prototype was built and reviewed for errors. This process continued until the prototype was ready to be moved into the development phase. Once in the development phase, the training was ready to be implemented. The evaluation followed to determine the success and overall effectiveness of the training.

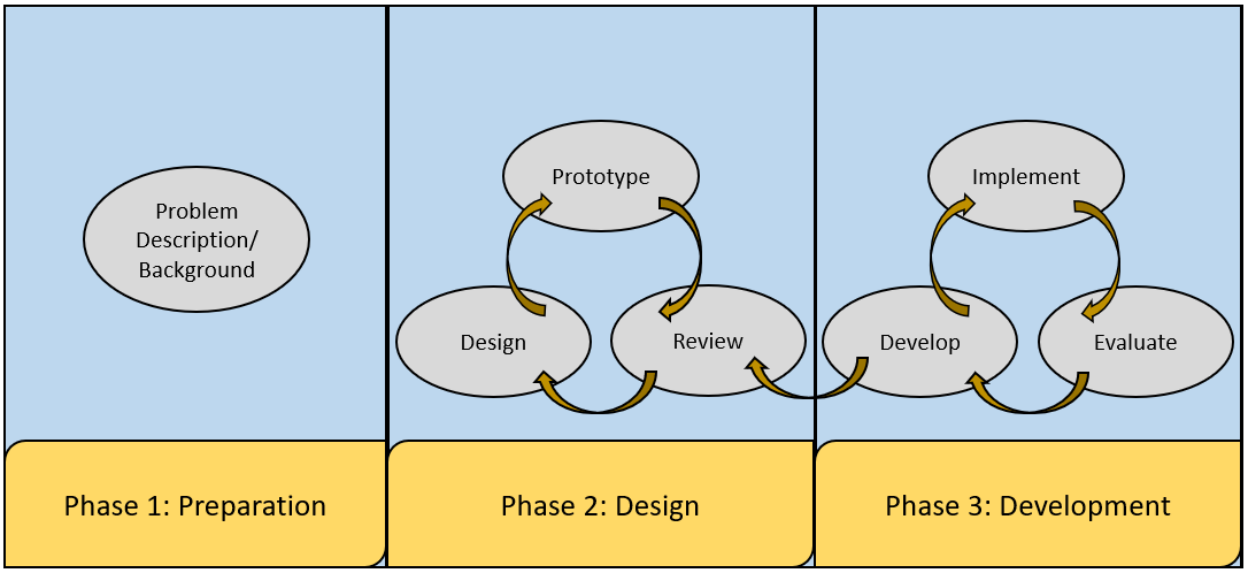
The training is presented online to enable learners to participate at their own pace and as their schedules allow. Delivering this training in a face-to-face synchronous format is not advisable and is no longer feasible. Learners have many things on their plates at all times. Expecting a group of learners to be accessible on the same day simultaneously for an in-person

training no longer makes sense. Online delivery is the preferred format and hopefully leads to greater participation and improved results.

Below is a visual representation of the instructional process model I used to prepare, design, and develop the training.

Figure 1

Instructional Process Model



Note. Illustration of the three phases of my instructional design process.

Steps Done to Complete the Project

August 2020: Focused planning and preparation for the training began.

August 2021: Finalized learning objectives for capstone proposal.

August 2021: Began storyboard development for the training.

September 2021: Submitted capstone proposal for approval.

September 2021: Completed the development of the storyboard.

October 2021: Created master slides and template design. Added narration where applicable.

October 2021: Began to finalize the production of the training.

November 2021: Completed the first draft of the training.

November 2021: Conducted an executive rehearsal and a formative and summative evaluation with the project stakeholders and the test group.

November 2021: Based on the results of the executive rehearsal and the formative and summative evaluations, I assessed the training's effectiveness. Revisions were made in preparation for implementation.

November 2021: Completed any revisions that were needed.

December 2021: Completed the training, including pre-and post-test and user experience survey.

December 2021: Submitted the final report with evaluation results.

TBD: Conduct level three evaluation.

Resources

The Canvas LMS was used to deliver the training. Access to the Canvas LMS, internet, and a computer will be required to participate. As part of their employment at CSUMB, staff and faculty have access to these requirements. No additional technological requirements or resources are needed. My time was an essential resource. I was aware of and understood the time commitment necessary to design a successful project.

- Deployment Requirements: Internet, Computer
- Implementation Requirements: Canvas LMS

As a current student in the MIST program at CSUMB, I had access to a wide variety of technologies.

- Adobe Captivate
- Camtasia
- Snagit

- Microsoft PowerPoint
- Microsoft Word
- PowerDeWise Microphone
- YouTube

Technical Skills Required

As a MIST student, I had acquired the required skills through previous MIST courses. These skills will continue to be refined. In addition, I am employed as the Scheduling Database Specialist at CSUMB and have gained experience with 25Live through this position.

Timeline

Milestones Checklist

Item	Description	Status	Completion Date
Learning Objectives	A list of learning objectives that have been developed in IST 522 and were modified as needed.	Completed	8/1/2021
Capstone Proposal	Proposal for the training submitted.	Completed	9/7/2021
Training Storyboard Development	The storyboard comprised a script, visuals included in the training, additional resources (linked or embedded), learning activities, assessments, and evaluations.	Completed	9/14/2021
Training Development: Phase One	Created master slide and template design with narration.	Completed	10/4/2021
Training Development: Phase Two	Final training production.	Completed	10/11/2021
Training Draft	The training draft was designed using the approved materials and strategies created in the design process's storyboard and development phase portions.	Completed	11/1/2021
Executive Rehearsal/ Evaluation	Conducted formative and summative evaluations. Allowed stakeholders and test	Completed	11/8/2021

	group to participate in and review the training and provide feedback.		
Training Development: Phase Three	Revisions to the final version.	Completed	11/22/21
Completed training	The completed training consisted of adjustments, revisions, and modifications identified during the design process's formative and summative evaluation and the executive rehearsal.	Completed	12/3/2021
Final Report/Presentation	The final report with evaluation results and the accompanying presentation.	Completed	12/7/2021

Evaluation and Testing

Formative Evaluation

The formative evaluation took place during the design and development process of the project. I served as my Subject Matter Expert (SME) because I have firsthand knowledge of the 25Live database and its features. My co-workers Mike Sipal, Heather Wilde, Allison Bagchee, and Tom Castagna, acting as stakeholders, completed an executive rehearsal of the training to review for accuracy. This offered them the opportunity to review the training before general delivery (Appendix B). This feedback was used to improve the training's accuracy and helped to avoid more extensive revisions during development and implementation.

Additionally, as the SME on this project, I provided an overview of the content and discussed the chosen delivery method. As a result, stakeholders had the opportunity to give

feedback and suggestions. This information helped evaluate the training before completion and supported development by targeting areas that needed revisions, modifications, and improvements.

Formative evaluation was also conducted using the user experience survey (Appendix C). The user experience survey gathered the learner's overall experience and opinions regarding the training's layout, design, and ease of use. The user experience survey was not used to judge content. The stakeholders and the test group were asked to complete the user experience survey. The test group consisted of novice users of 25Live.

Summative Evaluation

After delivering the training, a level one and level two evaluation was conducted by administering a pre- and post-test (Appendix D) on both the stakeholders and the test group to determine baseline and acquired knowledge. These tests measured skill acquisition and learner proficiency. The tests also helped prove an individual's capability to perform the required tasks. A level three evaluation will eventually be conducted by observing the learner's behavior and determining if the transfer of information occurs (Appendix E). As the SME, I will have access to the learners and will be able to determine if an actual change of behavior has taken place.

Level four and level five evaluations were not required for this project. Therefore, this project is not associated with lowered spending, higher returns on investments, improved quality of products, fewer workplace accidents, and higher sales. Additionally, as the designer and SME, the main cost was my time. Because of this, it was not feasible to calculate the financial benefit of this training. Furthermore, determining whether the project's results could be linked to improved finances is difficult to determine accurately.

Summary of Data

The learners evaluated the usability of the training positively. The learner's responses to the user experience survey fell between agreeing and strongly agreeing. No learners rated the training usability neutral, in disagreement, or in strong disagreement. See Figures 2.1 through 2.6.

Figure 2.1

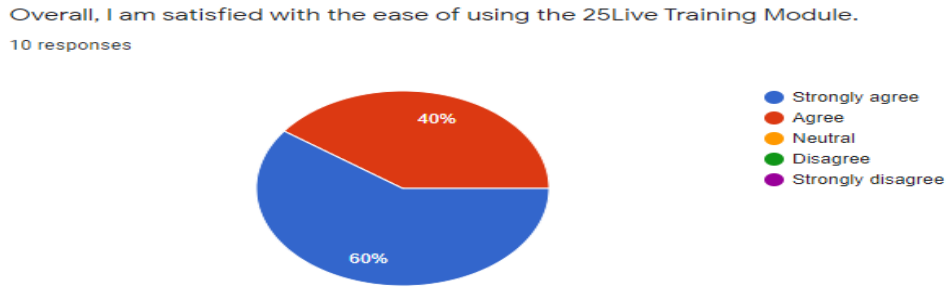


Figure 2.2

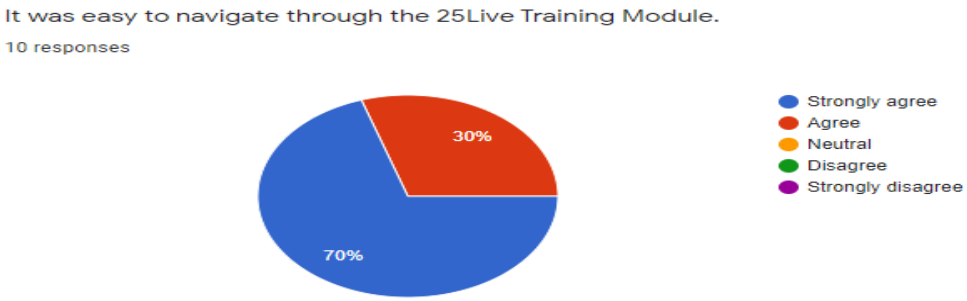


Figure 2.3

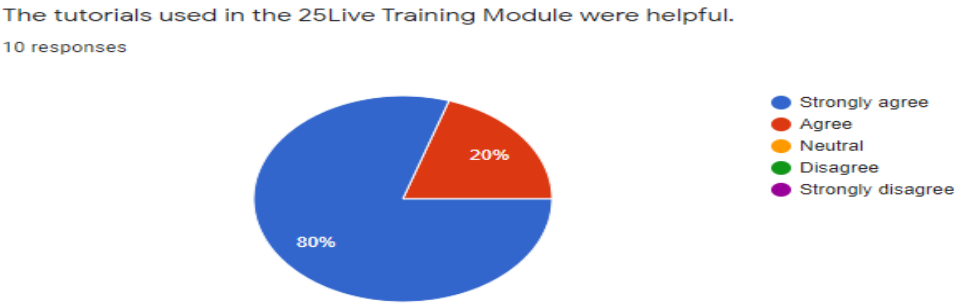


Figure 2.4

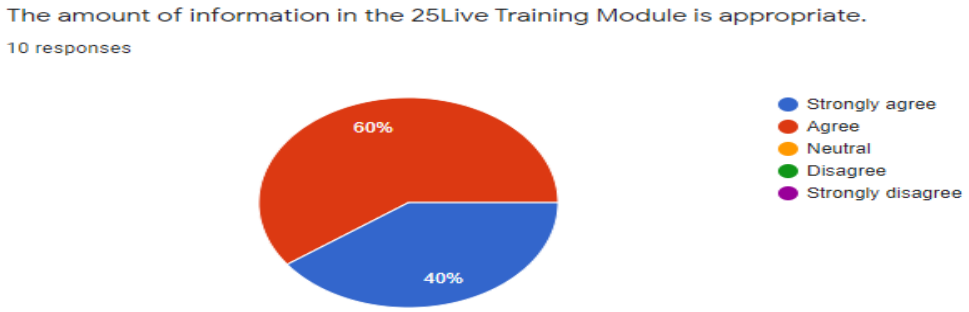


Figure 2.5

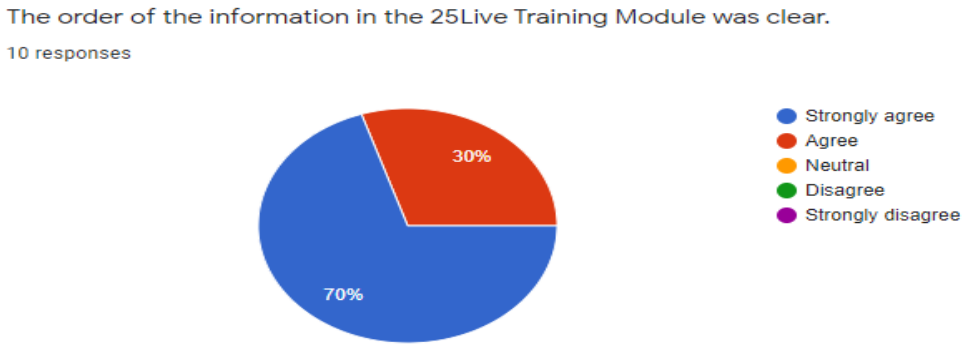
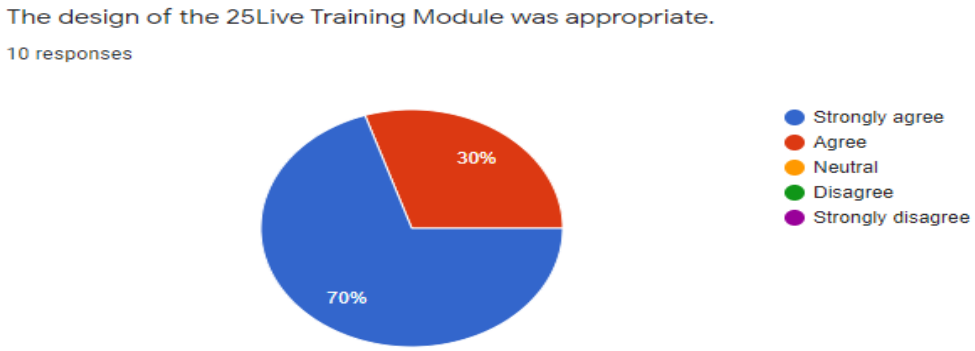


Figure 2.6



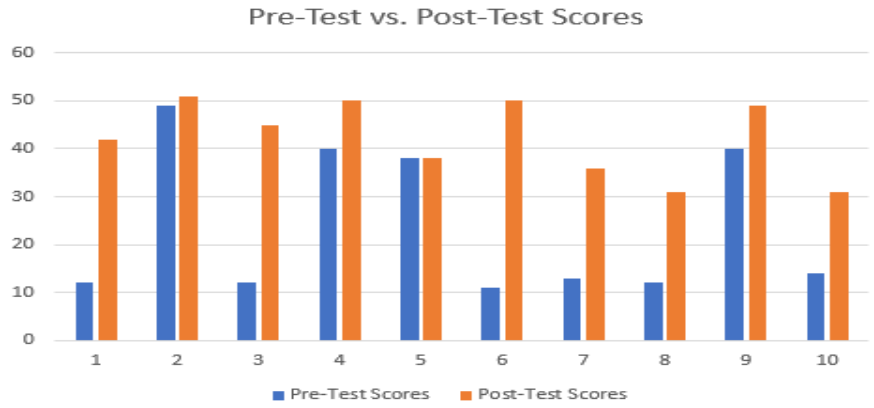
The pre- and post-test scores were gathered and analyzed using Google Forms and the accompanying response sheets. Once completed, the pre- and post-test scores were moved to an Excel spreadsheet. See Table 1 for the pre- and post-test results.

Table 1

Pre-Test Scores	Post-Test Scores
12	42
49	51
12	45
40	50
38	38
11	50
13	36
12	31
40	49
14	31

There were 15 graded questions and 16 total questions on both the pre- and post-test. The 16th question asked how many times a week the learner estimated using 25Live. It was used for reference and not evaluation. Every learner was able to score higher on their post-test results. The average score for the learners on the pre-test was 24.1 out of 51 (47%) compared to an average score for the learners on the post-test, which was 42.3 out of 51 (83%). See Figure 8.

Figure 3



Outcomes

Before administering the pre- and post-test, it was believed that the training would improve the post-test results. Because of this, the null hypothesis was that the training would not

be effective at teaching staff and faculty how to navigate the 25Live database and use it effectively, meaning there would be no differences in the pre- and post-test scores due to the training. Using Excel, a t-Test: Paired Two Sample for Means using a degree of freedom of nine was run. Since the hypothesis was directional, the one-tail results were evaluated to determine if there was any statistical significance. See Table 2 for the results of the t-Test.

Table 2

t-Test: Paired Two Sample for Means

	Pre-Test Scores	*Post-Test Scores*
Mean	24.1	42.3
Variance	239.4333333	62.23333333
Observations	10	10
Pearson Correlation	0.524932672	
Hypothesized Mean Difference	0	
df	9	
t Stat	-4.369258528	
P(T<=t) one-tail	0.000899516	
t Critical one-tail	1.833112933	
P(T<=t) two-tail	0.001799031	
t Critical two-tail	2.262157163	

After running the t-Test, it was evident that there is a statistically significant difference between the pre- and post-test results. The absolute value of the t stat (4.37) is greater than the one-tail critical value (1.83). Therefore, we rejected the null hypothesis and concluded that the training successfully teaches staff and faculty to navigate and use 25Live effectively. The p-value of 8.99516E-04 was also much smaller than the .05 conventional alpha level, which also illustrated a statistical significance. The effect size was also analyzed to determine if there was a practical significance to the results. The effect size (1.56) was greater than 0.8, and therefore, the results were practically significant as well ($|t|=4.37>1.83$, $p<.05$, $d=1.56$). Due to these results, it

was determined that the training was an essential aspect regarding the learner's improved post-test scores.

Recommendations

After the in-depth evaluation of the training, I have made the following recommendations in preparation for implementation in the Spring of 2022:

1. Slight audio adjustments – Although the clarity of the audio and the audio levels were well received, as I evaluated my project and observed the learners, I noticed that they were receiving the audio in different ways. Some used headphones, some used their computer speaker, and some plugged speakers into their computers. If possible and to the best of my ability, I plan to adjust the audio levels slightly to be pretty similar regardless of how the learner receives the audio. These adjustments may not be possible with the number of ways the learners can receive the audio, but I will look into it.
2. Reducing redundancy – Two learners mentioned on their user experience surveys that there were some repetitive parts. Both of the learners that noted this had previous experience with 25Live. Because the training's target audience is new staff and faculty at CSUMB, who have no prior experience with 25Live, I do not plan to adjust it. Repetitiveness is a critical component in improving the learner's knowledge retention. Instead, in the future, I may update portions of the training to remove some of the repetitive parts to make it more desirable to users that have previous experience with 25Live.
3. Final review of the modules created with Adobe Captivate – Before implementation, I will do a complete review of the modules developed in Adobe Captivate. Even though I have reviewed the entire training numerous times, one final inspection will be completed

to ensure no grammatical mistakes or errors have been made. In addition, this review will also check to make sure that all the slides are working correctly.

Conclusions and Future Implementation

To do a job efficiently, one needs to be appropriately trained and prepared for the required tasks. Therefore, designing quality training was imperative to ensure that future staff and faculty members of CSUMB can navigate and use 25Live effectively. Creating consistency and improving learner readiness was the primary goal of this training.

Additionally, as new technologies are revealed and their accessibility grows, it is crucial to move forward with the understanding and ability to adapt to an ever-changing workplace environment. Therefore, this training will be reviewed and updated accordingly to update current trends and changes in learning objectives.

Furthermore, the alternative hypothesis for this prototype testing was that the training would improve the post-test scores for the learners that participated. Using statistical evaluation methods, most notably the t-Test: Paired Two Sample for Means, the results support the theory that the training effectively trains staff and faculty to navigate 25Live and use it effectively.

Finally, plans for future implementation include discussions with my supervisor to determine final decisions for full implementation. Discussions will revolve around making the training a prerequisite to use 25Live. In addition, security settings in 25Live will need to be adjusted to accommodate full implementation. While these discussions are taking place, the training will be available, preferably by Spring 2022, to all CSUMB staff and faculty members interested in participating.

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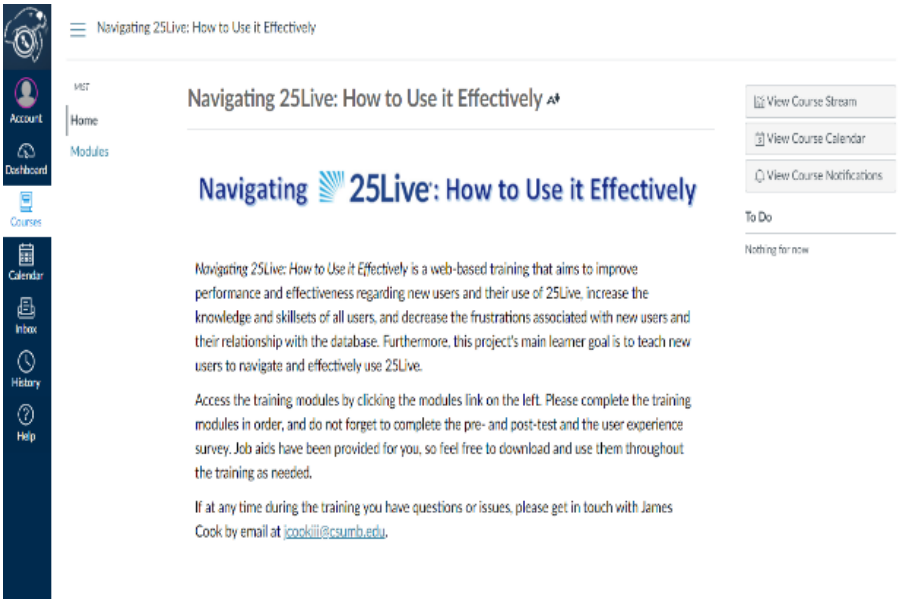
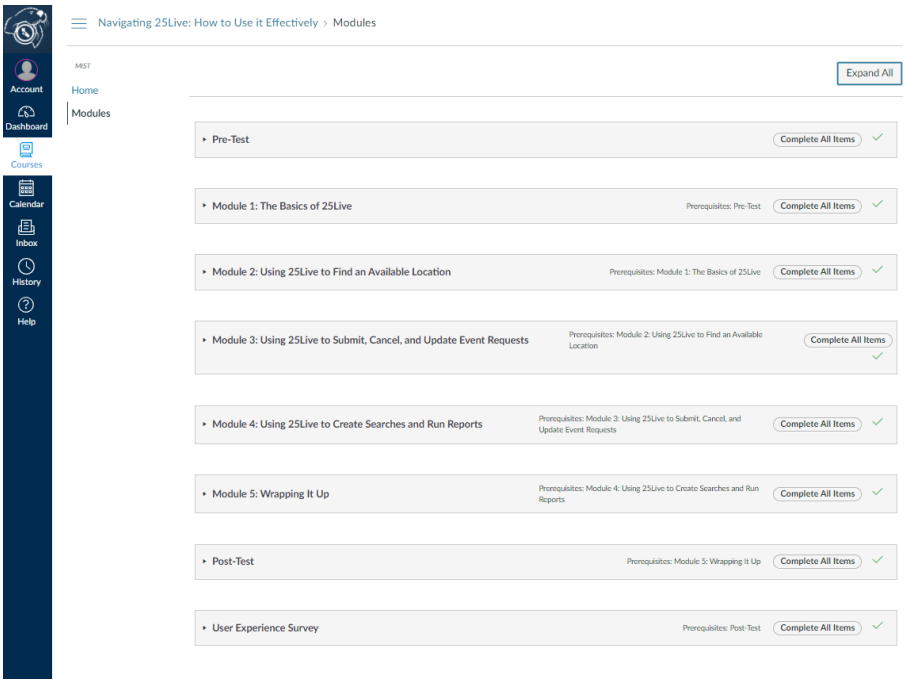
Appendix A

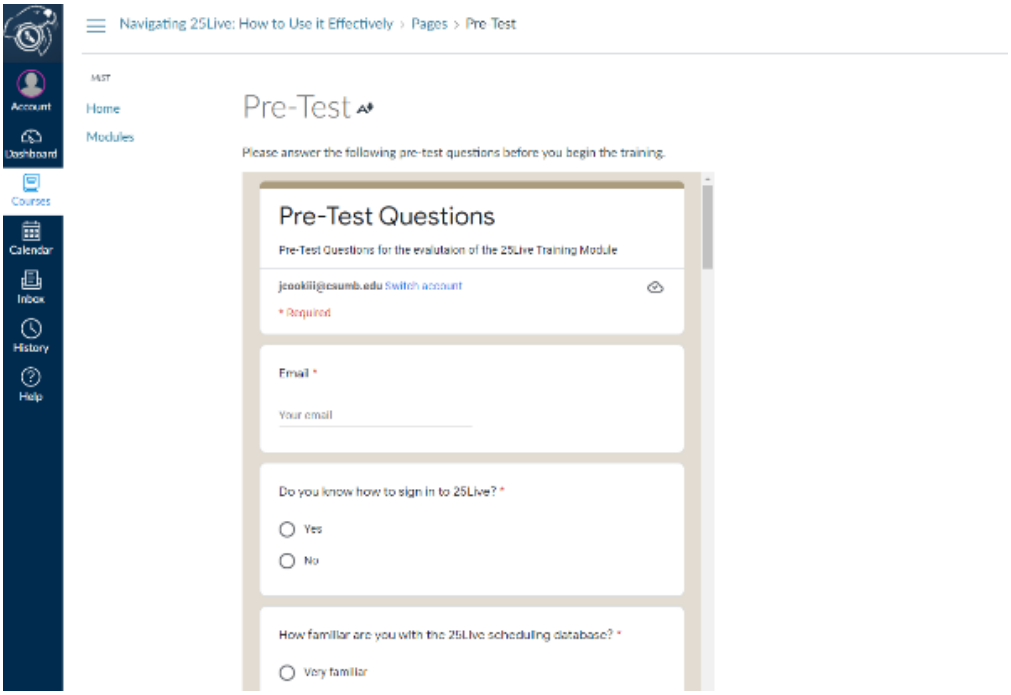
Homepage



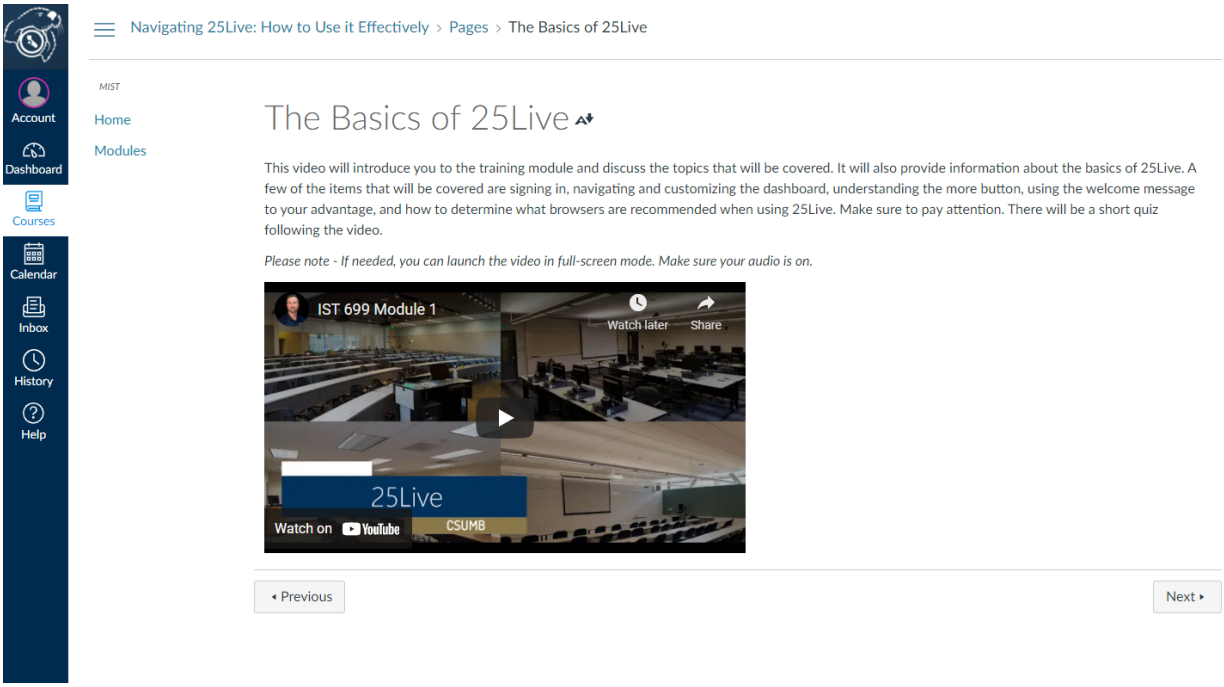
Modules



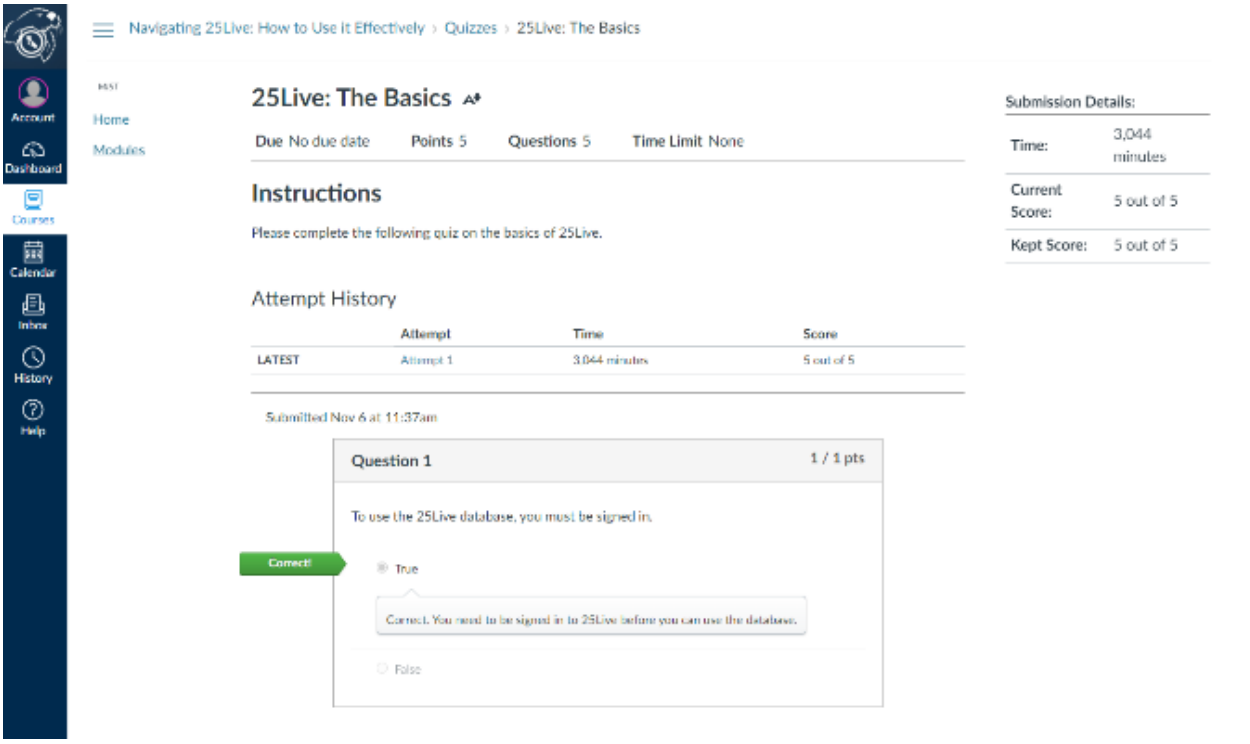
Pre-Test



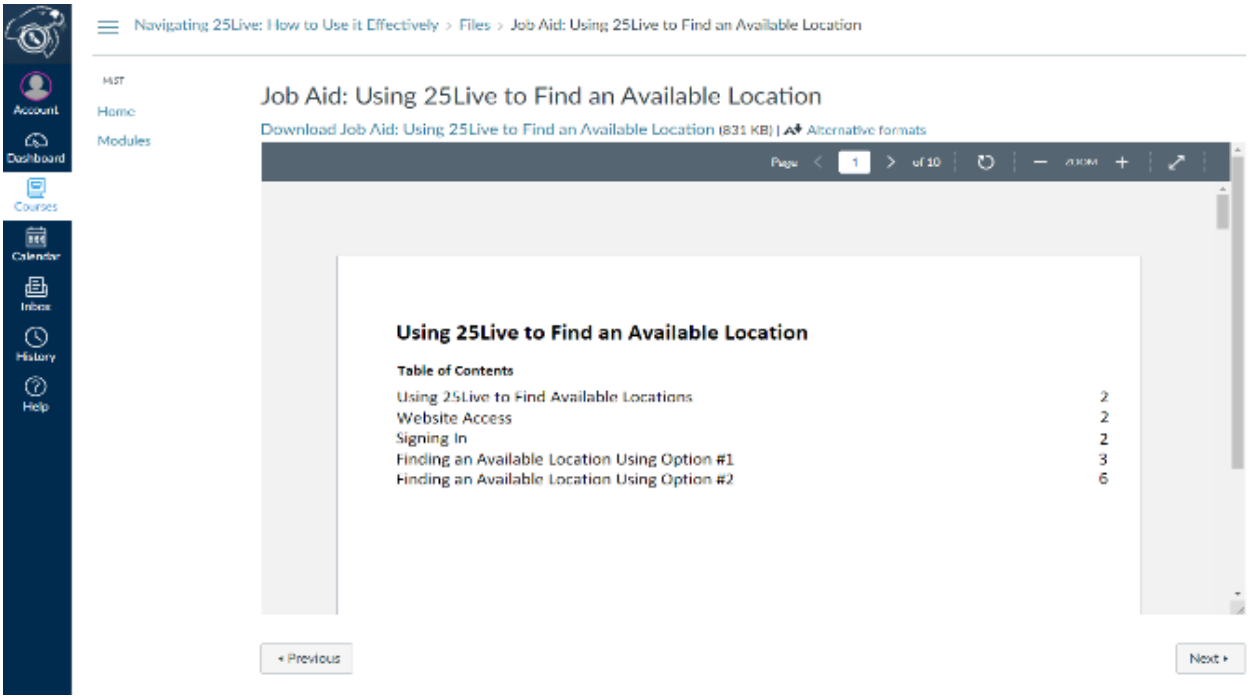
Module 1: The Basics of 25Live



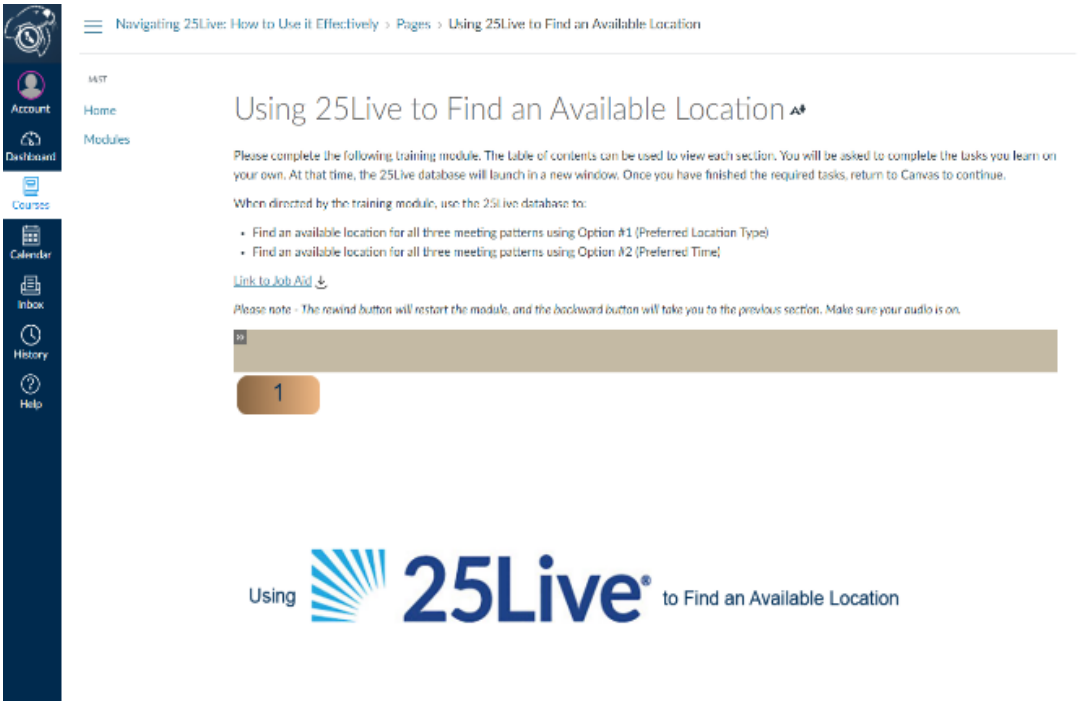
Module 1: The Basics of 25Live Quiz



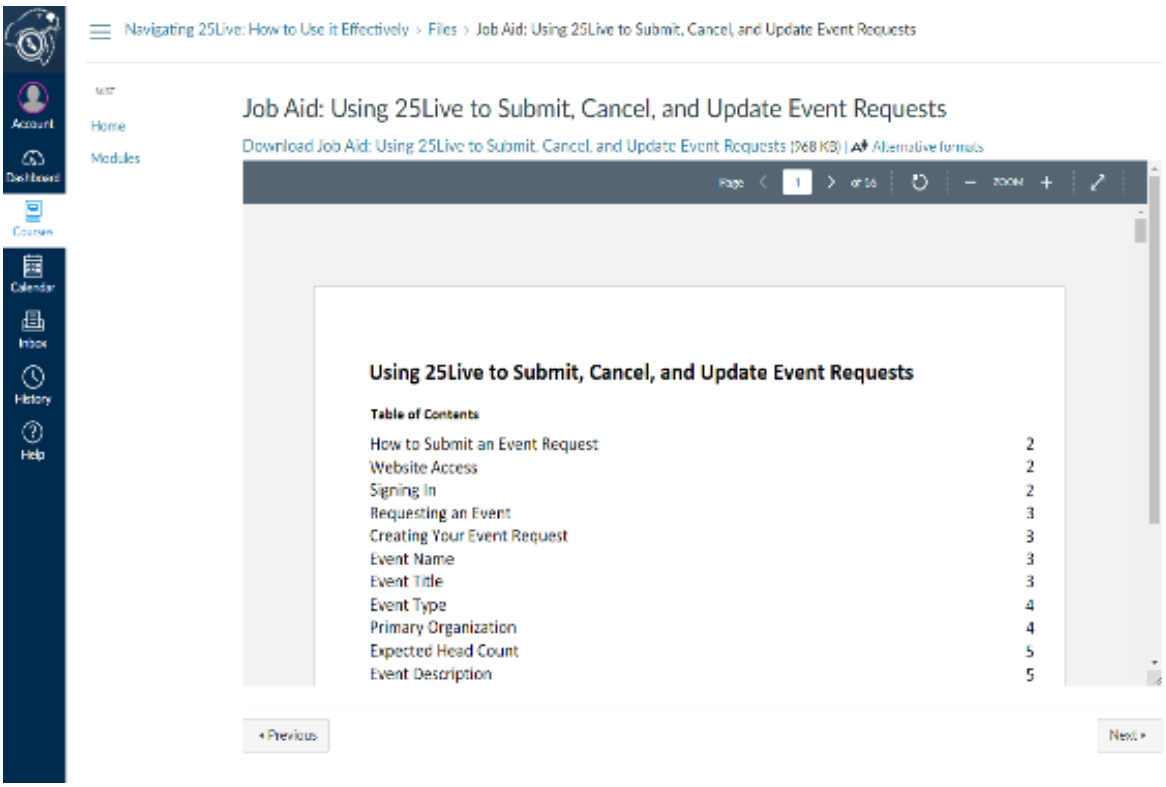
Module 2 Job Aid



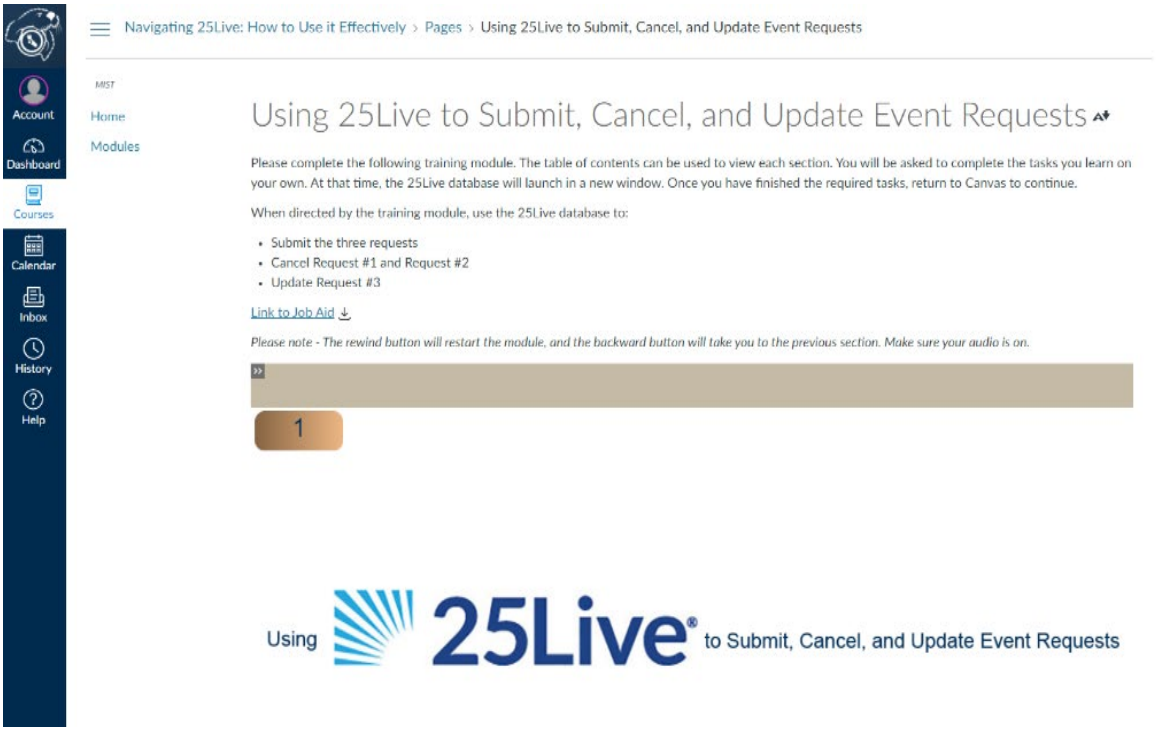
Module 2: Using 25Live to Find an Available Location



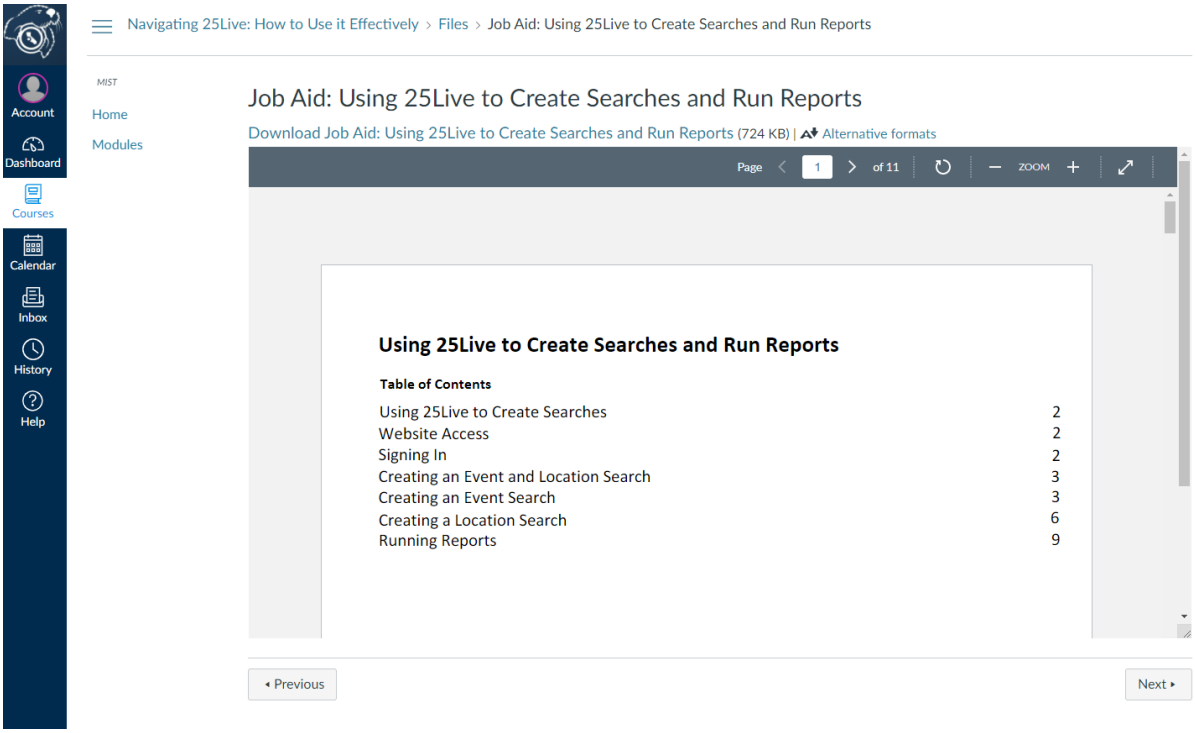
Module 3 Job Aid



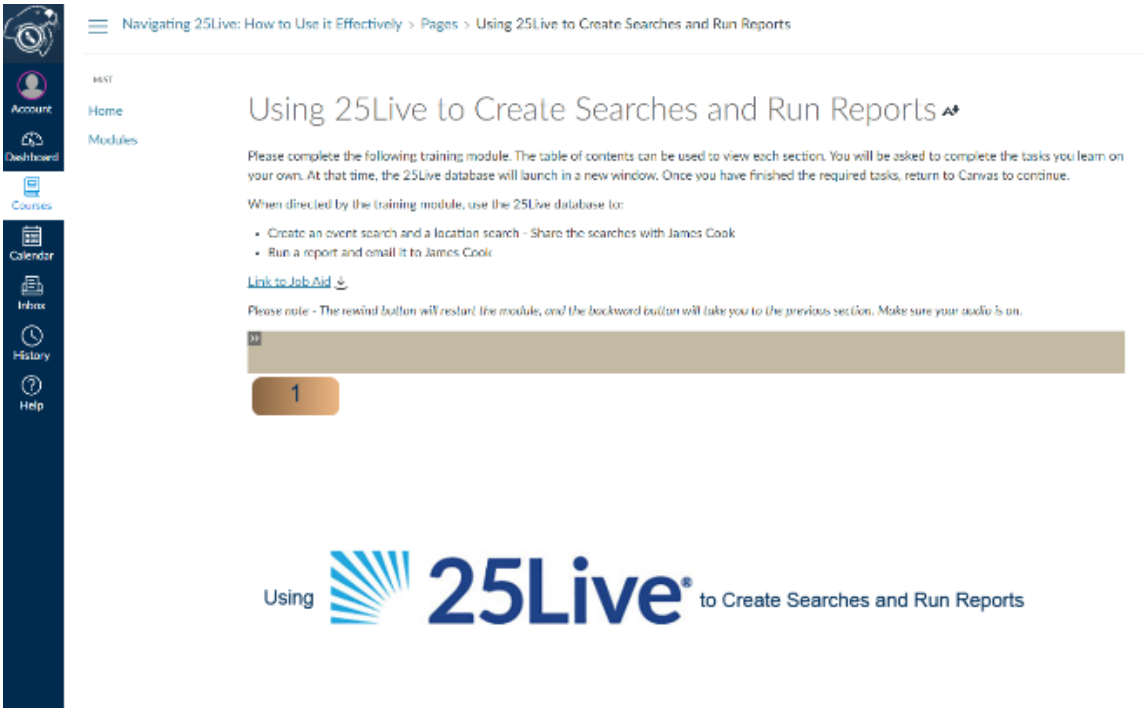
Module 3: Using 25Live to Submit, Cancel, and Update Event Requests



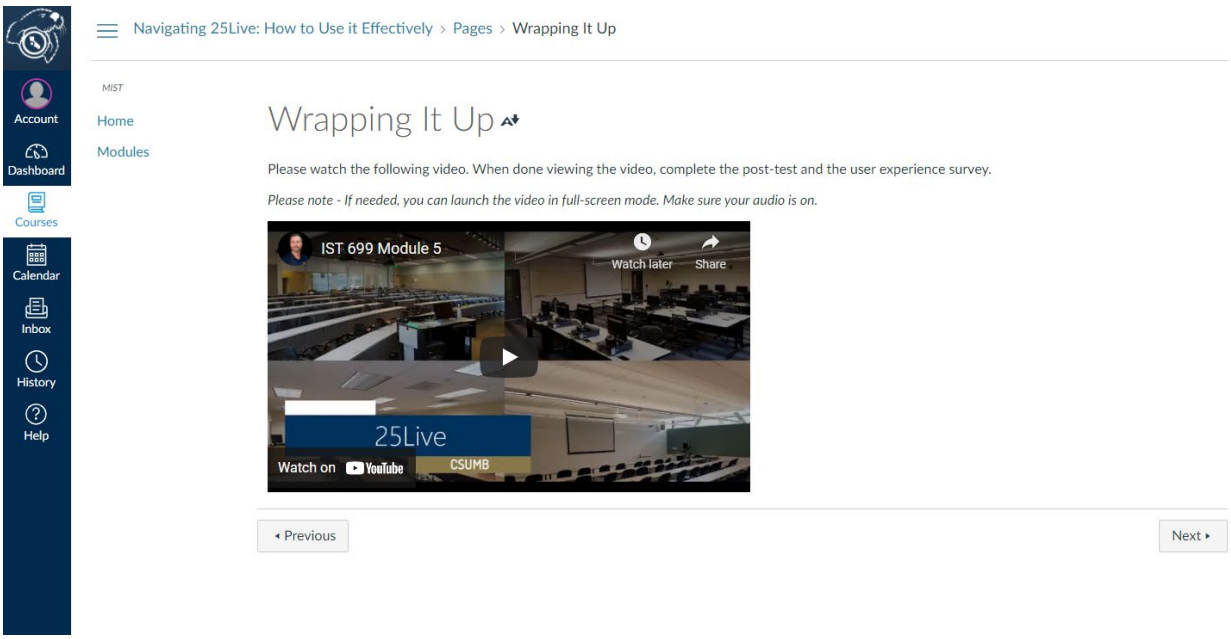
Module 4 Job Aid



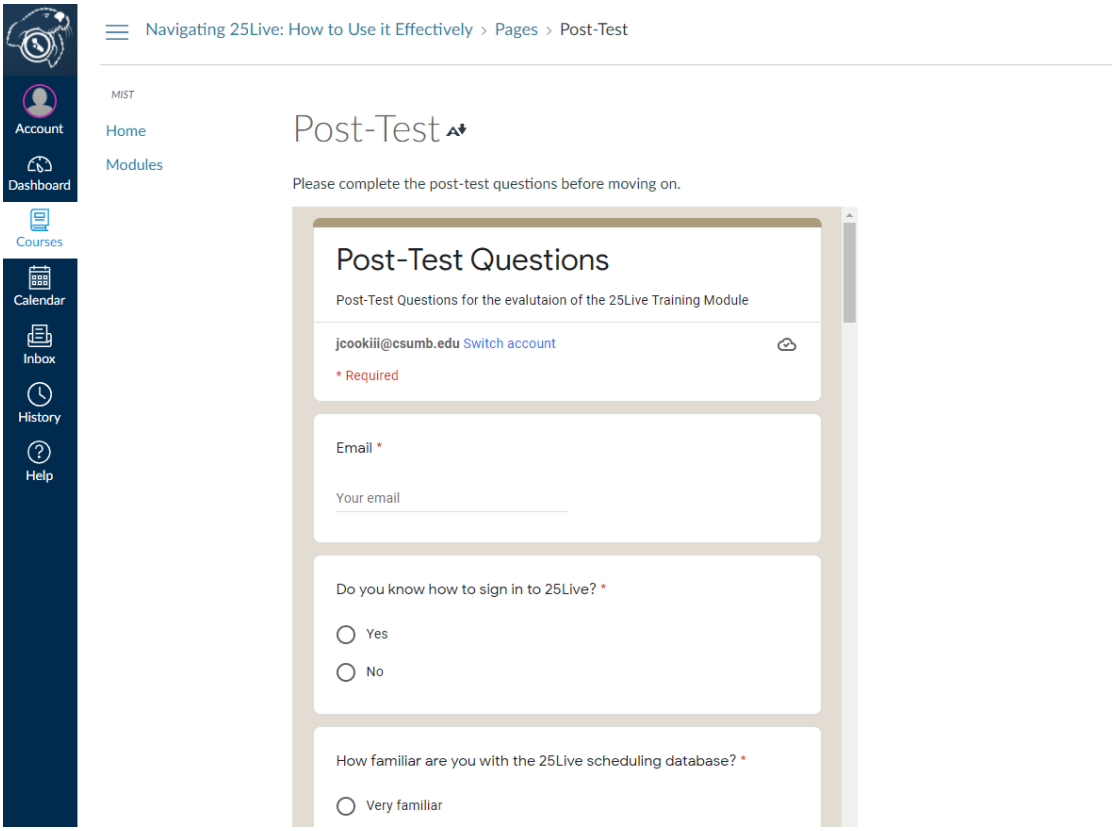
Module 4: Using 25Live to Create Searches and Run Reports



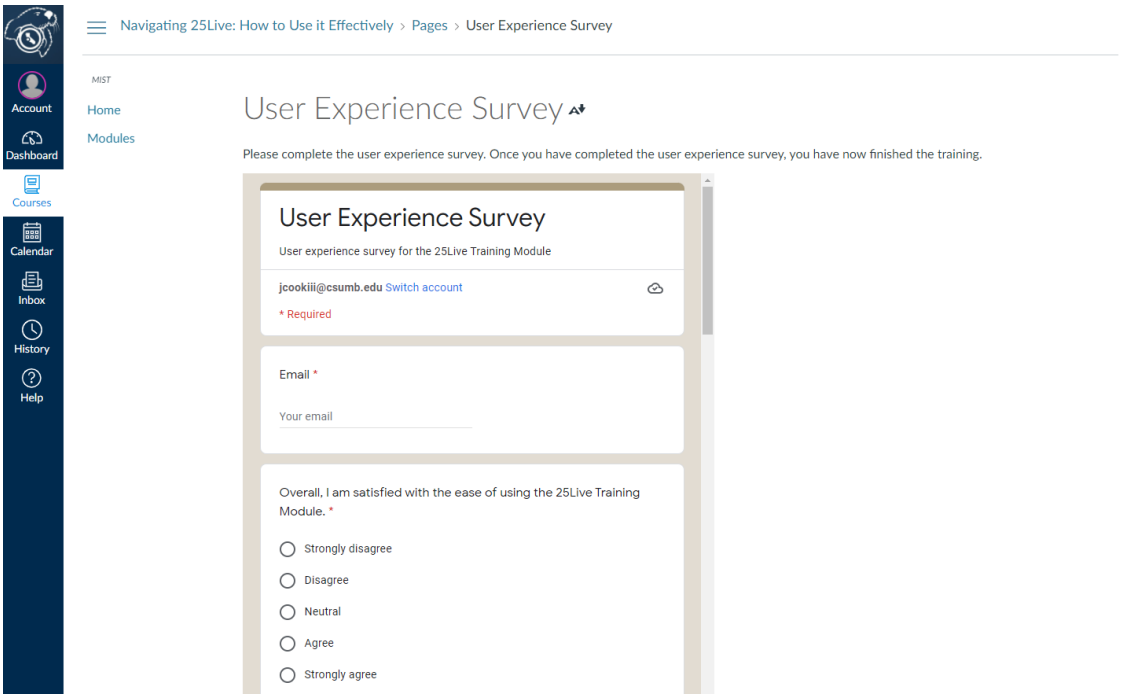
Module 5: Wrapping It Up



Post-Test



User Experience Survey



Appendix B

Formative evaluation of the training consisted of an executive rehearsal. Stakeholders reviewed the learning solution and tested the digital components. Essential items that were evaluated:

- Did the content support the learning objectives?
- Did the content help achieve the learning objectives?
- Was the training free of spelling and grammatical errors?
- Did the audiovisuals represent the content well?
- Was the learning material organized cohesively?
- Was it easy to navigate to and from pages?
- Was the amount or length of content appropriate?
- What concerns or issues did the stakeholders have about applying the training?

Appendix C

User Experience Survey

Email address*
Valid email address

Overall, I am satisfied with the ease of using the 25Live Training Module.
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

It was easy to navigate through the 25Live Training Module.
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The tutorials used in the 25Live Training Module were helpful.
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The amount of information in the 25Live Training Module is appropriate.
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The order of the information in the 25Live Training Module was clear.
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The design of the 25Live Training Module was appropriate.
- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly disagree

What parts of the 25Live Training Module did you like the most?

What parts of the 25Live Training Module could be improved?

Appendix D

Pre- and Post-Test Questions

Email address*
Valid email address

Do you know how to sign in to 25Live?
- Yes
- No

How familiar are you with the 25Live scheduling database?
- Very familiar
- Familiar
- More familiar than not
- Somewhat familiar
- Not familiar at all

How comfortable are you navigating the dashboard in 25Live?
- Very comfortable
- Comfortable
- More comfortable than not
- Somewhat comfortable
- Not comfortable at all

How familiar are you with the basics of 25Live? Things like the more button, user settings, welcome message, etc.?
- Very familiar
- Familiar
- More familiar than not
- Somewhat familiar
- Not familiar at all

How comfortable are you with searching for available locations in 25Live?
- Very comfortable
- Comfortable
- More comfortable than not
- Somewhat comfortable
- Not comfortable at all

Can you search for an available location in 25Live without signing in?
- Yes
- No

How confident are you in your ability to submit an event request in 25Live?

- Very confident
- Confident
- More confident than not
- Somewhat confident
- Not confident at all

Can you submit an event request in 25Live without signing in?

- Yes
- No

Do you know how to get to the event form in the 25Live?

- Yes
- No

Should you ever change the scheduler field on the 25Live event form?

- Yes
- No

How many days in advance must you submit your request in 25Live?

- 1
- 3
- 0
- 7
- 2

How confident are you in your ability to update an event request in 25Live?

- Very confident
- Confident
- More confident than not
- Somewhat confident
- Not confident at all

How confident are you in your ability to cancel an event request in 25Live?

- Very confident
- Confident
- More confident than not
- Somewhat confident
- Not confident at all

How comfortable are you with creating searches and sharing them using 25Live?

- Very comfortable
- Comfortable
- More comfortable than not
- Somewhat comfortable
- Not comfortable at all

How comfortable are you with running reports and emailing them using 25Live?

- Very comfortable
- Comfortable
- More comfortable than not
- Somewhat comfortable
- Not comfortable at all

How many times a week do you use 25Live?

- 0 - 2
- 3 - 5
- 6 - 8
- 9 or more

Appendix E

Observation Checklist

Checklist	Yes	No	Comments
Is the learner able to begin the training without any problems?			
Does the learner spend sufficient time on each part of the training?			
Does the learner complete each item of the training?			
Does the learner follow the instructions correctly?			
Does the learner navigate the training freely without any issues?			
Does the learner have any issues that they solve independently without any intervention?			
Does the learner have any issues that they cannot solve without intervention?			