

INSTRUCTIONAL DESIGN DOCUMENT

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Table of Contents

PROJECT CONTEXT	2
Introduction	2
Problem	2
Solution	3
Outcomes	3
PROJECT REQUIREMENTS	4
Cost	4
Timeline	5
LEARNING REQUIREMENTS	6
Audience Profile	6
Learning Environment	6
LEARNING OBJECTIVES	7
Learning Objectives	7
Performance Goals	7
INSTRUCTIONAL STRATEGY	8
Presentation & Media	8
ASSESSMENT STRATEGY	9
Strategy	9
Formative Assessment	9
Summative Assessment	9
FORMAT/STRUCTURE	10
Format of Units Overview	10
Units 1 & 2	11
Units 3 & 4	12
Units 5 & 6	13
DEVELOPMENT TOOLS	14
Authoring Tools	14
Other Tools	14
PROJECT SIGN OFF SHEET	15
APPENDIX	16
REFERENCES	20

1. PROJECT CONTEXT

INTRODUCTION

This course is titled “Best Practices in Training Delivery for Low Literate Learners.” It is an in-person, instructor-led course with an intended audience of individuals who work as instructional designers, eLearning developers, trainers, and similar positions in corporate or business settings, specifically those whose employees may be low literate.

PROBLEM

The United States has approximately 36 million people who are considered to be low literate or illiterate (Cater, 2016, p. 1). Literacy is defined as the “understanding, evaluating, using, and engaging with written text to participate in the society, to achieve one’s goals and to develop one’s knowledge and potential” (NCES, 2018, p. 1). Low literacy has negative implications for workers and their employers due to lack of comprehension of pertinent information, as well as an effect on society at large (Strauss, 2016, p. 1).

The problems specific to the workplace include:

- Illiterate individuals have increased number of workplace accidents
 - A limited ability to understand essential information
 - Reduced access to professional development opportunities
 - Low self-esteem
 - An inability to use, or the misuse of, equipment or procedures
 - Failure to follow established procedures
 - Nearly 64 percent have never used a computer
- (Howard, 2010, p. 2; “1 in 7 Workers Can’t Read Your Manual”, 2017, p. 1)

While low literacy often filters individuals into positions where reading isn’t an essential component to their job, their job still likely requires them to comprehend training manuals, instructions, wall posters and signs, and handbooks. Some jobs, including many manual labor jobs and service industry jobs may have very little reading involved at all, but yet the employee can still be hindered when training is involved.

1. PROJECT CONTEXT

SOLUTION

There are several solutions to increasing comprehension and knowledge retention among low literate individuals when designing training materials. These include:

- Adopting the United States government's Plain Language guidelines when developing materials.
- Using alternative communications strategies.
- Increasing use of iconography, illustrations, and diagrams.

OUTCOMES

This course is a 60 minute in-person workshop intended to provide an overview on the problem of low literacy in the United States and the best practices in training delivery for this audience. The course outcome is to familiarize those working as instructional designers and training content developers to arm them with resources on best practices as well as to bring awareness to the problem so they are mindful when creating content.

2. PROJECT REQUIREMENTS

COST

A resource provided by LearningSim.com was used to estimate and calculate the cost for this training workshop:

Cost Breakdown

Hourly Rate	\$100/Hour
Number of Skills	1
Estimated Hours of Design & Development	50 hours
Existing Training Material?	No
Detailed Trainer Script Required?	Yes
Estimated Price Per Hour of Finished Training	\$5,000

(Source: <https://www.learningsim.com/cost-estimates-for-learning-design/>)

2. PROJECT REQUIREMENTS

TIMELINE

Date	Task
1-07-2019	Kickoff meeting with corporation
1-14-2019	Conduct needs analysis
1-16-2019	Interview SMEs
1-21-2019	Submit two-week check-in via email with updates on progress to corp.
1-21-2019	Begin work on project. Conduct research and compile data on literacy statistics.
1-23-2019	Continue research and compile information on best practices.
1-25-2019	Begin writing scripts, slides, handouts, and facilitation guide.
2-4-2019	Submit two-week check-in via email with updates on progress to corp.
2-4-2019	Write formative and summative assessments.
2-8-2019	Submit Draft 1 of all materials to corporation
2-15-2019	Begin Draft 2 (final) of materials
2-18-2019	Submit two-week check-in via email with updates on progress to corp.
2-19-2019	Submit final draft of materials to corporation
2-22-2019	Receive final approval from corporation.
2-25-2019	Send all materials to copyeditor to check for errors in copy
2-28-2019	Fix any errors in copy; send to professional printing company
3-4-2019	Deliver training materials to corporation

3. LEARNING REQUIREMENTS

AUDIENCE PROFILE

The target audience for this course is instructional designers, training developers, eLearning developers, and others who have similar job titles who work in corporate settings who develop training and learning materials for other employees. The target audience works for a corporation or business which hires workers who may be low literate. The intended audience may or may not already be aware of the unique situation that low literacy poses when developing training materials. This workshop is tailored towards providing an overview of the problem and giving the audience resources to further guide them after the workshop is complete.

LEARNING ENVIRONMENT

The training session will be conducted at a site chosen by the corporation or business who is requesting it. This can be on site at the company or at an offsite location as long as a room with tables, chairs, and AV equipment is available.

4. LEARNING OBJECTIVES

LEARNING OBJECTIVES

- Understand the implications of low literacy and how it negatively affects the workforce.
- Identify and apply the best practices of training delivery for low literate audiences.
- Recognize the link between low literacy implications in the workplace and how the best practices can improve training delivery.
- Assess when strategies should be applied when developing training solutions.

PERFORMANCE GOALS

At the conclusion of the workshop, participants should be able to:

- Anticipate when training delivery solutions need to be adapted for that may likely consist of low literate learners.
- Know techniques to use when creating learning materials for low literate audiences.

5. INSTRUCTIONAL STRATEGY

PRESENTATION & MEDIA

A Microsoft PowerPoint slide presentation is to be projected onto a large screen in the front of the classroom. The slideshow will feature several examples of best practices in training delivery for low literate individuals, which includes language considerations, graphics and iconography. The facilitator will speak to the participants with the assistance of a script.

6. ASSESSMENT STRATEGY

STRATEGY

A formative assessment and summative assessment will be conducted. Prior to beginning the workshop, participants will be asked to complete an assessment (Appendix A) to gauge their previous knowledge about the topics that will be presented. At the conclusion of the workshop, the participants will be given a similar assessment (Appendix B) with similar questions to gauge how much they learned during the workshop.

FORMATIVE ASSESSMENT

During the training session after the participants have learned about the statistics and implications of low literacy and learned the best practices in developing training for this audience, participants will be asked to participate in a group activity. Each group will be given a scenario situation card. The scenario situation cards (Appendix C) will have a specific problem that the group must come up with a solution to solve amongst themselves that pertains to instructional design development. Each group will be asked to come up with the best way to develop training for the audience mentioned in their card. After each group is complete, or the time is up, they will be asked to share their results with a group next to theirs. When this is complete, the facilitator will post on the screen a slide showing the “best answer” for each scenario and groups will be asked to raise their hands if their solution matches the one shown on the screen.

SUMMATIVE ASSESSMENT

At the conclusion of the training workshop, participants will be given an evaluation (Appendix B) to complete. This evaluation will determine whether they met the outcomes of the workshop by completing the same evaluation they were given at the beginning of the session (Appendix A). These evaluations feature Likert scale questions and multiple choice questions to check their knowledge of the best practices in training delivery for low literate learners.

7. FORMAT/STRUCTURE

UNITS	PURPOSE	CONTENT
UNIT 1 Opening and Introductions	Unit 1 provides an overview of the workshop, including the objectives and outcomes.	<ul style="list-style-type: none"> • Session at a glance • Introductions • Objectives • Outcomes
UNIT 2 Literacy Issues and Implications	Unit 2 provides an overview on the state of illiteracy and low literacy in the United States and its implications in the workforce.	<ul style="list-style-type: none"> • Literacy statistics • Outcomes of low literacy in the workforce
UNIT 3 Best Practices	Unit 3 provides participants with the best practices in providing training delivery to low literate learners.	<ul style="list-style-type: none"> • Best practices <ul style="list-style-type: none"> - Plain language - Iconography - Communication - Nonwritten
UNIT 4 Group Scenario Activity	Unit 4 is a group activity to solve real-life scenarios involving low literate learners.	<ul style="list-style-type: none"> • Introduce activity • Each group gets one scenario to work through • Group must decide how to approach training delivery problem and how they might change it (or keep as is)
UNIT 5 Group Results & Discussion	Unit 5 provides each group with the opportunity to share their results.	<ul style="list-style-type: none"> • Groups share their scenario and decisions with class.
UNIT 6 Conclusion	Unit 6 is the conclusion of the workshop.	<ul style="list-style-type: none"> • Workshop wrap-up. • Evaluation handout.

7. FORMAT

UNIT 1

INTRODUCTION

The purpose of this unit is to provide participants with an overview of the workshop, including the objectives and outcomes.

PREPARATION & MATERIALS

- Laptop
- Projector
- Screen
- Nametags
- Handout Packets

TIME

3 minutes

HANDOUTS

- 1.1** Best practices/low literacy statistics assessment (to be completed prior to workshop) (Appendix A)
- 1.2** Workshop Overview
- 1.3** Objectives & Outcomes

SLIDES

- Slide 1:** Best Practices in Training Delivery for Low Literate Learners (Title)
- Slide 2:** Opening and Introductions
- Slide 3:** Objectives
- Slide 4:** Outcomes

UNIT 2

INTRODUCTION

The purpose of this unit is to provide an overview on the state of illiteracy and low literacy in the United States and its implications in the workforce.

PREPARATION & MATERIALS

- None

TIME

15 minutes

HANDOUTS

- 2.1** Low Literacy and illiteracy statistics
- 2.2** Implications and Problems

SLIDES

- Slide 5:** Low Literacy and illiteracy statistics (part 1)
- Slide 6:** Low Literacy and illiteracy statistics (part 2)
- Slide 7:** Implications and Problems in the workforce (part 1)
- Slide 8:** Implications and Problems in the workforce (part 2)

7. FORMAT

UNIT 3

INTRODUCTION

The purpose of this unit is to provide participants with the best practices in providing training delivery to low literate learners.

PREPARATION & MATERIALS

- Handout Packets

TIME

15 minutes

HANDOUTS

- 3.1** Best Practices – Plain Language
- 3.2** Best Practices – Other Language Considerations
- 3.3** Best Practices – Iconography and Images

SLIDES

- Slide 9:** Best Practices - Plain Language
- Slide 10:** Best Practices – Other Language Considerations
- Slide 11:** Best Practices - Iconography

UNIT 4

INTRODUCTION

The purpose of this unit is to provide the opportunity for participants to engage in a group activity using real-life scenarios pertaining to low-literate learners.

PREPARATION & MATERIALS

- Group Scenario Cards
- Scratch Paper
- Pencils

TIME

10 minutes

HANDOUTS

None

SLIDES

- Slide 12:** Group Activity Instructions

7. FORMAT

UNIT 5

INTRODUCTION The purpose of this unit is to provide the opportunity for each group to share the results of their scenario activity with the workshop participants.	
PREPARATION & MATERIALS <ul style="list-style-type: none">• None	TIME 13 minutes
HANDOUTS None	
SLIDES Slide 13 & 14 : Group Scenario Best Practices	

UNIT 6

INTRODUCTION The purpose of this unit is to conclude the workshop and provide an opportunity to complete an evaluation.	
PREPARATION & MATERIALS <ul style="list-style-type: none">• Evaluation handout	TIME 4 minutes
HANDOUTS 6.1 Evaluation Handout (Appendix B)	
SLIDES Slide 14: Conclusion Slide 15 Evaluation Instructions	

8. DEVELOPMENT TOOLS

AUTHORING TOOLS

Microsoft PowerPoint is the primary authoring tool used to create the training session materials. PowerPoint was used to develop the slides, handouts, and group activity cards.

OTHER TOOLS

Adobe Photoshop and Illustrator are used for any necessary graphics editing or development.

Adobe Acrobat DC is used for publishing PDFs of all materials.

9. PROJECT SIGN OFF SHEET

APPROVAL FORM

Prepared by	Signature	Date
Shyna Gill Best Practices in Training Delivery for Low Literate Learners	_____	_____

Accepted by	Signature	Date
[Client Acceptor's Name] [Title] [Company]	_____	_____

Accepted by	Signature	Date
[Client Approver's Name] [Title] [Company]	_____	_____
[Client Approver's Name] [Title] [Company]	_____	_____
[Project Manager's Name] [Title] [Company]	_____	_____

APPENDIX A

1. Complete the short poll below and rate your responses 1-5, with 1 being the lowest and 5 being the highest.

Rate the degree to which you are familiar with ways to develop content for low literate audiences.

1 2 3 4 5

Rate the degree to which you are familiar with the United States government's Plain Language guidelines.

1 2 3 4 5

Rate the degree to which you currently use methods to develop content for low literate audiences.

1 2 3 4 5

Rate the degree to which you are familiar with iconography.

1 2 3 4 5

2. What do you think is the best estimate of the number of people in the United States that are low literate?

3. How do you think low literacy can impact the workplace and the workforce in the United States as a whole?

APPENDIX B

1. Complete the short poll below and rate your responses 1-5, with 1 being the lowest and 5 being the highest.

Rate the degree to which you feel knowledgeable of ways to develop content for low literate audiences.

1 2 3 4 5

Rate the degree to which you feel knowledgeable with the United States government's Plain Language guidelines.

1 2 3 4 5

Rate the degree to which you plan to use methods to develop content for low literate audiences after this workshop.

1 2 3 4 5

Rate the degree to which you feel knowledgeable with iconography.

1 2 3 4 5

2. How many people are estimated to be low literate in the United States?

3. How can low literacy impact the workplace?

SCENARIO 1

Jon is a corporate trainer for a major retail department store chain. He is the project manager for a plan to train every cashier who works for their company on the new point-of-sale system. Jon thinks that since everyone that will be trained already knows the old system that there isn't any need for training beyond having their shift manager show it to them after reading the point-of-sale system's lengthy handbook. Is there a risk in doing this? Do you think the shift manager could also be just as at-risk of having low literacy? How would you approach training?

SCENARIO 2

Sara is an instructional designer who just started working in the corporate sector at a major hotel chain. Previously she worked in higher education. She is tasked with developing a training solution about bloodborne pathogens for the hotel's housekeeping employees for every location in the United States. She immediately sets out to create an elaborate, text-heavy eLearning course module using Articulate Storyline. Would your group do the same as Sara, or can you think of another way to approach the training? If you do change it, why?

SCENARIO 3

DeShawn is the supervisor of a large construction company. His workers have had an uptick in on-the-job accidents since they began using scaffolding to work on tall buildings, as their contracts have gotten bigger and in turn their projects have gotten more elaborate. Many of their workers are immigrants who speak little-to-no English and many more never finished high school. DeShawn has tried to improve the accident rate by talking to the workers but it's of little help. What kinds of training solutions or best practices do you think would work best with his employees?

SCENARIO 4

Rosinda is a training specialist for a major fast food chain and is being sent to 3 stores in her region to test out a new web-based training program about food safety for new employees before they roll it out nationwide. She finds that a very high percentage of workers cannot pass the test at the end of the module. When she gives them an evaluation afterward to learn more about their thoughts of the training, she notes that many of them cannot spell common words and many don't use complete sentences. Without knowing much information about the online training module, what would you assume it features that might be the cause for the high failure rate?

SCENARIO 5

Don owns a cleaning company in his city. His company is divided between offering house cleaning services and crews that have contracts to clean businesses and government buildings in the evenings. He has difficulty training new employees, and difficulty training new skills to existing employees. Many of his employees are new immigrants to the United States, many from Central America and a few from Southeast Asia. He really values his employees and he believes he needs to hire someone to come in and teach English to his employees so he can communicate and train them. Is there another way that Don could approach his training dilemma? What are the pros and cons of Don's idea?

SCENARIO 6

Jane is an instructional designer for a large chain of nursing homes in the United States. She is tasked with developing training for CNAs who are employed by the company about fall risks and correct ways to lift clients safely. The employees come from diverse backgrounds and immigrated from a very large number of countries, so English is not the native language for many. Thinking about the topics that she needs to develop training about, how would you approach it?

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