



2022-11-29

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Godfrey, T. (2022). MTC Training Applicant Education. Unpublished masters project manuscript, Department of Instructional Psychology and Technology, Brigham Young University, Provo, Utah. Retrieved from https://scholarsarchive.byu.edu/ipt_projects/52

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MTC Training Applicant Education

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Design Project Report

Masters

Instructional Psychology & Technology, Brigham Young University

Purpose

The purpose of this project is to better prepare people to apply as teachers at the Provo Missionary Training Center (MTC). Areas of this education include the benefits of being an MTC teacher, the requirements of employment that should be considered, and the application process that will be followed. The two primary objectives of this education are (1) increasing the number of qualified applicants who apply to be teachers at the MTC and (2) increasing applicant satisfaction with the MTC hiring process through increasing the amount of helpful information that better answers their questions/concerns and saves them time.

In 2017, hiring managers and supervisors noticed a three-year decline in applicants. In discussion with potential applicants, misconceptions about the process and the job became evident. Retention rates have also decreased in recent years, suggesting a potential connection to the difficulty of finding the right candidates. As mentioned in the objectives listed above, the goal is not necessarily to increase the total applicant pool, but to provide more qualified applicants to those doing the hiring, which may also include better aligning job expectations with applicant expectations.

The Missionary Training Center is the client for this project. The MTC recognizes and wants to be responsive to shifting needs and preferences from the primary hiring demographics, such as increased hours flexibility, customized scheduling, and career preparation opportunities. There is also hope that attracting the right candidates will have a long-term impact on decreasing turnover costs and increasing job satisfaction among the MTC's student employees.

As briefly introduced earlier, the desired learning goals included the following:

- First, the MTC wants to better educate teacher applicants on the benefits of MTC teaching positions. This may include elements such as career preparation, financial compensation, and job satisfaction related to the MTC's cause.
- Second, the MTC hopes to be increasingly transparent regarding the requirements, qualifications, and other obligations that come with the position of an MTC teacher. These elements may include scheduling requirements and dress and grooming standards, as well as ecclesiastical clearances.
- Third, the MTC wants to overcome its reputation of having a complex and difficult application process. In order to meet these needs, eleven instructional videos were designed, created, and tested.

Project Needs and Constraints

Learner Personas

To better understand the needs of our target users, a needs analysis was done, beginning with two surveys collecting 384 responses of BYU students (see Figures 3 & 4 in the appendix for the identified themes from the surveys). The analysis helped identify some key challenges faced

by potential MTC applicants, which were used to create two main learner personas (see [Figures 1 & 2](#) in the appendix for the full personas). Summaries of each persona are listed below.

Persona One: Francine Macie is a freshman at BYU who just recently returned from her missionary service. She loved her mission and loves the idea of teaching missionaries at the MTC. She even took the time to review the application website. Although she thinks she would enjoy working for the MTC, she has decided not to apply because she is not confident she would be good enough as a teacher. When she thinks back on her MTC teachers, she doesn't feel like she could ever be as experienced or knowledgeable as they were. She is convinced there are plenty more qualified applicants so the MTC definitely doesn't need her.

Persona Two: Lee Darius is a sophomore at BYU who returned from his missionary service a year and a half ago. He has thought about applying to the MTC many times, as he has never felt more fulfilled than when he was a missionary. He has kept up his language skills and thinks he could be successful, but because he is preparing for his junior core in accounting, he does not think he will have the time. Everyone he has talked to says the MTC schedule is a huge time commitment and he's worried he should be trying to find an internship in his field of study anyway. He regrets not applying right when he got back from his mission and when his schedule was more open. For more information about learners and to view the data upon which these personas are based, consult the learner analysis section of the appendix found [here](#).

Apparent knowledge gaps for both personas include:

- MTC employment standards, including:
 - Ecclesiastical requirements
 - Dress & grooming requirements
 - Missionary service requirements
- Desired teacher qualifications and attributes, including:
 - Teaching skill/style preferences
 - Language proficiency scores
- Teacher schedule requirements and flexibility
- Professional development opportunities available through the teacher position

Based on these knowledge gaps and the learner personas, the instructional videos focused on addressing employment standards, qualifications, requirements, and development opportunities as just highlighted.

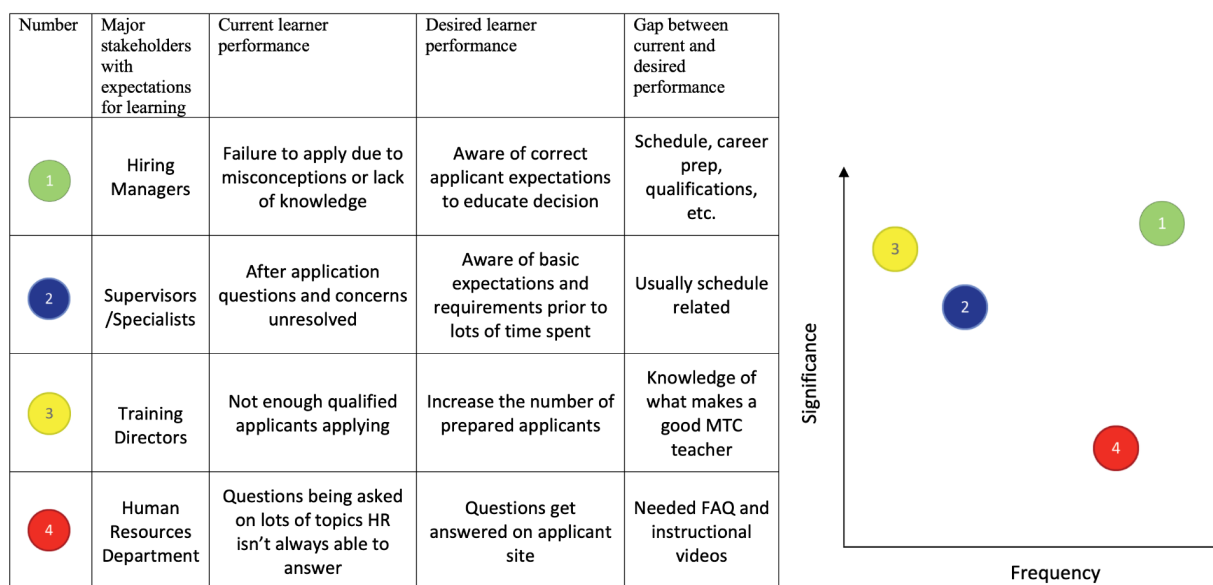
Environmental Analysis

The major stakeholders for this project include the hiring managers and supervisors, Training department directors, and the Human Resources department. A quick review of all these stakeholders suggests some similarities with desired learner outcomes. For each of the stakeholders, the previously mentioned knowledge gaps can cause a decrease in total applicants, an increase in unprepared applicants entering the process, an increase in questions and concerns that need to be resolved, and an increase in efforts surrounding retention.

Of all the stakeholders, the hiring managers are most directly impacted by the current knowledge gaps. They often struggle to find qualified applicants to interview and frequently have qualified applicants who withdraw from the process for concerns that could be resolved through

better applicant understanding. The financial cost associated with increased time spent recruiting and interviewing is substantial. In the following table (Table 1), the major stakeholders are listed in order of which stakeholder is most severely impacted as discovered in stakeholder interviews. The included graph helps to visualize the impact on the stakeholder based on significance and how often the stakeholder faces challenges resulting from current applicant knowledge gaps. Additional information can be found in the appendix, linked [here](#).

Figure 1: Stakeholder Analysis (full-page, higher resolution linked [here](#))



The MTC supported the creation of these materials and was willing to dedicate staff resources to the project. The infrastructure needed for the internal applicant site had already been built and the external facing site that will host the training materials was published and easily editable. For a detailed analysis of the predicted cost, see the budget section in the appendix, linked [here](#).

A high-level look at the proposed timeline is shown below:

Table 1: Proposed Timeline

Task	Description	Quarter/Deadline
Final MTC approval	Present to Director's Council	Q2 2021 ▾
Defend prospectus	Present to committee	Q2 2021 ▾
Videos 1, 2, 3	Storyboard, film, edit, test	Q4 2021 ▾
Videos 4, 5, 6	Storyboard, film, edit, test	Q4 2021 ▾
Videos 7, 8, 9	Storyboard, film, edit, test	Q1 2022 ▾

Task	Description	Quarter/Deadline
Videos 10, 11, 12	Storyboard, film, edit, test	Q2 2022 ▾
Complete project report	Compile findings/results	Q2 2022 ▾
Defend project	Present to committee	Q2 2022 ▾

A more detailed version of the proposed timeline can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

Content or Task Analysis

The content/task analysis plan came in two stages. First, the context is given from the initial applicant interviews which highlights the topics and content that will dictate the storyboarding of the 11 videos proposed for this project. As a reminder, these topics include:

- What is the role of a teacher at the MTC?
- Why would I want to be a teacher at the MTC?
- What are the scheduling requirements of MTC teacher employees?
- What other qualifications are required in order to be an MTC teacher?
- What is the teacher application process like?
- What kind of time commitment is required of MTC teachers?
- What types of people make good teachers?
- How will being an MTC teacher help me prepare for a future career?
- How does being a full-time student and an MTC teacher work?

Second, to formalize the task analysis plan, interviews were scheduled with current teachers who were recommended as successful by their supervisors. Two categories represented both sides of the application process: first, a teacher who went through the process and felt well-prepared for what was asked of them and was confident that the job is a good fit; second, a teacher who came out of the process feeling unqualified but still became successful in their teacher role. In both cases a procedure analysis guide (see Figure 2 below) helped inform the design process for these instructional videos.

Figure 2: Procedure Analysis Template

Procedure Analysis

Learning Goal:

What is the expert doing in this procedure? _____

Number	Step	Sub-step	Know, Cue
1	Step 2	Sub-step 1	What do they need to know to complete this step? What cues them they should begin this step? What cues them they are done, there might be a problem, or they need to try something else?
		Sub-step 2	Know: Cue:
2	Step 2	Sub-step 1	Know: Cue:
		Sub-step 2	Know: Cue:
3	Step 3	Sub-step 1	Know: Cue:
		Sub-step 2	Know: Cue:

The specific topics mentioned above fall into three categories, each with a different analysis plan highlighted, in Table 4 below:

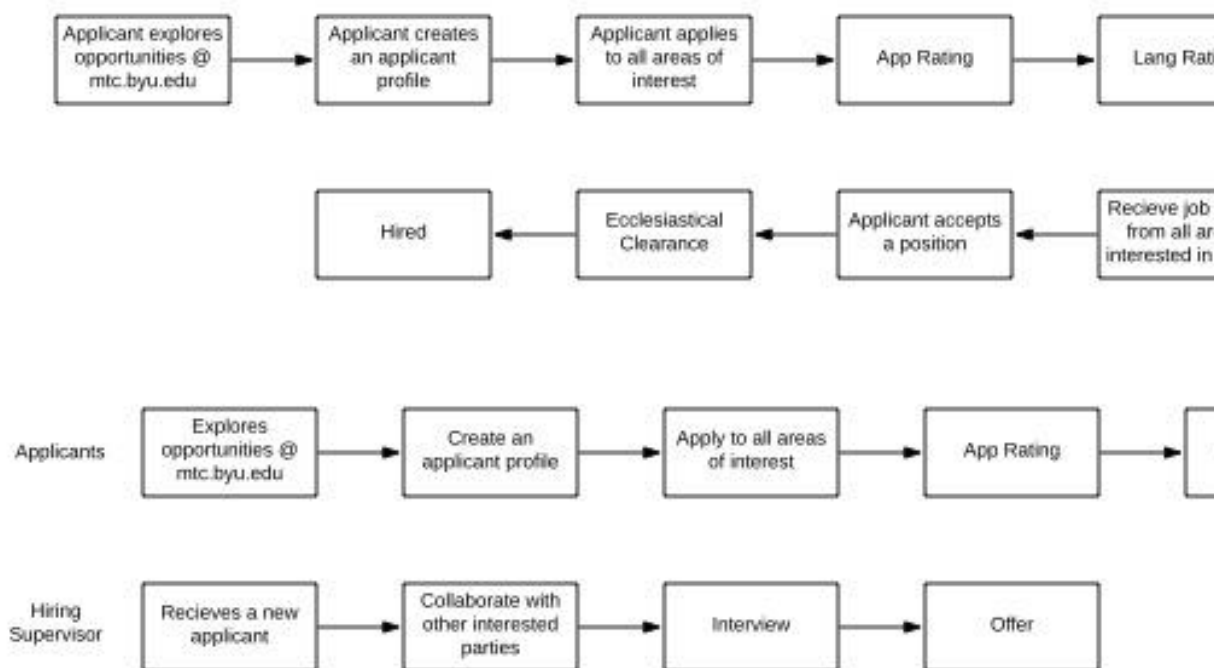
Table 2: Analysis Plan by Topic

Topic(s)	Expert/Source	Analysis
<ul style="list-style-type: none"> What is the role of a teacher at the MTC? What types of people make good teachers? How will being an MTC teacher help prepare me for a future career? 	MTC administrative and department directors who are directly involved in classroom training.	Interviews with MTC Administrative Director, Director of Non-Language Training, and Director of Language Training.
<ul style="list-style-type: none"> Why would I want to be a teacher at the MTC? What kind of time commitment is required of MTC teachers? How does being a full-time student and an MTC teacher work? 	Current MTC teachers as peers to potential MTC applicants and who are recommended as exemplary by their supervisors.	Interviews with identified MTC teachers upon recommendation by supervisor.
<ul style="list-style-type: none"> What are the 	MTC Training Services	Interviews with key members

<p>scheduling requirements of MTC teacher employees?</p> <ul style="list-style-type: none"> • What other qualifications are required in order to be an MTC teacher? • What is the teacher application process like? 	<p>department and those directly involved with applicant hiring including MTC Human Resources.</p>	<p>of identified departments. Consultation of policy and process documents.</p>
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A flowchart of the application process was created and is shown below in Figure 3:

Figure 3: Application Process Flowchart (full-page, higher resolution linked [here](#))



The implications of the content analysis finding were critical in the adjustment of both design and scope of these instructional videos. Here are a few specific examples.

First, it became clear that the videos would need to balance the approved messages coming from MTC leadership with the insights gained from the intended audience's perspectives. Nothing could be represented in the videos that did not match the MTC's official responses, but there would need to be some careful framing to ensure that the concerns voiced by potential applicants were addressed and not worsened by antiquated cultural policies and perspectives.

Second, the content analysis identified that a lot of the concerns voiced by potential applicants were more in the affective domain rather than the instructional domain. Initially, the

designed videos were primarily instructive with minimal affective elements. This analysis showed a need for a more balanced approach between the two domains.

Finally, the analysis of the application process itself identified a very complex, constantly changing landscape that would prove difficult to provide instruction for. As a result, the instruction provided to applicants would need to be specific enough to simplify common problem areas, but also broad enough to be resilient to future changes, in order to ensure longevity of usefulness. An example of this is the application process itself. As the MTC is currently disconnecting itself from Brigham Young University and is being absorbed by the parent organization, The Church of Jesus Christ of Latter-day Saints, the hiring requirements, websites, and policies are also expected to change. As a result, the video highlighting the application process was reduced in scope, and just the key elements of hiring, that we know will continue to exist, were included.

Product Design

Design Details

Design Summary

In response to the needs of the MTC and its hiring managers, I created 11 instructional videos designed to help address the concerns of potential MTC applicants, while also educating them on important policies and processes they need to be aware of. These videos are a combination of interviews and testimonials, with elements of vocal, written, graphical, and other types of instruction based on sound principles of instructional design. The videos combined interview footage, voice over, b-roll footage, on-screen text, animations, and other tools to help engage and instruct the learner. Each video is less than three minutes in length and is hosted on the external MTC hiring frequently asked questions page.

The videos cover the following topics, separated into the following categories:

Category 1: Why the MTC?

- Video #1: Why should I work at the MTC? (1:43)
- Video #2: What's the best part about being a teacher at the MTC? (1:30)
- Video #3: How could being an MTC teacher help prepare me for my future? (2:40)

Category 2: The Application Process

- Video #4: What is the application process like? (2:22)
- Video #5: What are the scheduling requirements to be an MTC teacher? (1:16)
- Video #6: What would you say to someone who feels inadequate to apply? (2:51)
- Video #7: What advice do you have for someone applying to work at the MTC? (2:08)

Category 3: Life as an MTC Teacher

- What is the role of an MTC teacher? (2:31)
- What does a typical week as an MTC teacher look like? (2:03)
- What types of people make good MTC teachers? (1:31)
- How do you balance work with school and other obligations? (2:33)

As mentioned in the introduction of this report, these videos are intended to impact MTC hiring in two ways. First, we hope that we are able to encourage some applicants to apply, who otherwise would not, by addressing the elements that are currently holding them back. Second, we hope to increase the number of qualified candidates by ensuring that all applicants meet the necessary qualifications before going through the application process. These two outcomes will not only save our hiring managers time, but will help surface the best candidates for managers to consider who otherwise may not have been as visible. In addition, we hope this will create a more positive experience for the applicants in ensuring alignment between applicant and MTC expectations.

Design Strategy - Goals & Constraints

In addition to other instructional design models, I specifically considered the Kemp model (Baturay, 2008) and its nine steps or phases of instructional design when creating these videos. The nine phases are:

1. Instructional Problems
2. Learner Characteristics
3. Task Analysis
4. Instructional Objectives
5. Content Sequencing
6. Instructional Strategies
7. Designing the Message
8. Instructional Delivery
9. Evaluation Instruments

Although all nine steps played a role at some point, the following steps had the biggest impact on my design.

First, steps one and two both focus on identifying the instructional problem while also examining learner characteristics. This was highly influential and led to important design choices. For example, from the initial proposal for this project, it was clear that these videos would cover a large variety of topics. However, not only do the videos cover a variety of topics, they also cover a variety of intended outcomes. Upon initial proposal of this project, it seemed likely that most of the videos would primarily target the intellectual domain in providing additional knowledge regarding policy, practice, and procedure. By using step two of Kemp's model and examining the characteristics of our end-learners, it became clear that a large number of their concerns also dwell, for the most part, in the affective domain.

A specific example of this was identifying that a large portion of potential MTC applicants struggled with feeling adequate as an applicant. Some of this is connected with the close personal/spiritual feelings they associate with MTC employment and their missionary service. Because of this insight into their characteristics and feelings, in addition to the intellectually-focused design, I emphasized an affective-focused design in some of the videos. This did not eliminate the need to provide institutional instruction when needed, but also added a new design element. A list of the videos and where the design was primarily intellectual or affective is shown in Table 3 below.

Table 3: Videos Categorized by Target Domain

Videos Designed for the Intellectual Domain	Videos Designed for the Affective Domain
What is the application process like?	Why should I work at the MTC?
What are the scheduling requirements to be an MTC teacher?	What's the best part about being a teacher at the MTC?
What is the role of an MTC teacher?	How could being an MTC teacher help prepare me for my future?
What does a typical week as an MTC teacher look like?	What would you say to someone who feels inadequate to apply?
What types of people make good MTC teachers?	What advice do you have for someone applying to work at the MTC?
	How do you balance work with school and other obligations

Some more examples of the elements of affective design used in these videos include the focus on a testimonial-type approach, which emphasized hearing and learning from MTC employees currently doing the role the applicant is applying for. These testimonials came from employees who were chosen as people who would be seen as peers for the target-learner demographic.

The design was that this would allow learners to build rapport, add to the feeling of authenticity, and help avoid the feeling of scripted messages from the MTC institution. Additionally, these employees were given instruction ahead of the interview regarding the target viewer, the concerns that have been expressed by potential MTC applicants, and the desired outcomes. The result was employees not sharing scripted responses, but sharing responses specifically focused on the desired outcomes and supported by their personal experiences. A final element of the affective-centered design came also from Kemp's model, step five, which focused on sequencing content within each instructional unit (Baturay, 2008). Not only are the videos carefully sequenced on the website by priority and topic, but the individual videos have consciously arranged testimonials paired with carefully chosen music to create an emotional impact on the viewer. These testimonials were designed to be light-hearted at times in order to add authenticity, while at other times impactful, personal, and spiritual as appropriate.

Steps six and seven of Kemp's model emphasize the importance of instructional strategy and message development (Baturay, 2008). Acknowledging that there are many strategies to provide this instruction, short video segments were used to best align with the needs of the end users for a few reasons. First, the decision to create brief, 3-minute or less videos is supported by Hibbert (2014), where she writes of four-minute average viewing time and the benefit of breaking

videos into smaller pieces. She acknowledges that there is a place for larger videos but that primarily, short-form content is more compelling in this domain.

Additionally, users need to be able to receive this training asynchronously and at their convenience. Although currently applicants could call the MTC to ask these questions, we suspect that applicants will be more likely to utilize a resource they can access asynchronously and with minimal effort. As the videos are brief and focused on individual questions or topics, applicants can directly navigate to the right response. This design also allows MTC administration to more easily edit or change an individual piece without having to redo multiple pieces. In addition, the video medium will allow the MTC to show visuals and graphics that demonstrate important concepts rather than relying solely upon words. This design of on-screen text, graphics, and animations is supported also by Hibbert (2014) whose research supports the helpfulness of multimedia and the use of visuals in instructional video design.

We also decided to segment the topics of the videos, following more of a “frequently asked questions” model to allow users to quickly navigate to the elements most relevant to them. This is also important in ensuring they have time to comprehend the content as well as pause or rewatch the content as necessary. This important design element is highlighted by Fiorella and Mayer (2018) when they refer to “segmenting” as a best practice of instructional video design (p. 465–466).

Finally, effort was put forth to ensure a high-enough production value (audio and video quality, multiple viewing angles, b-roll footage, etc.), recognizing the limits of both budget and timeline. While acknowledging that there could have been even more effort placed into the production value of these videos, Hibbert (2014) acknowledged the almost never-ending level of production value that could be sought and described instead that “interviews yielded no clear thematic finding related to production values” but that “generally, participants said they wanted and/or appreciated high production values” (p. 6).

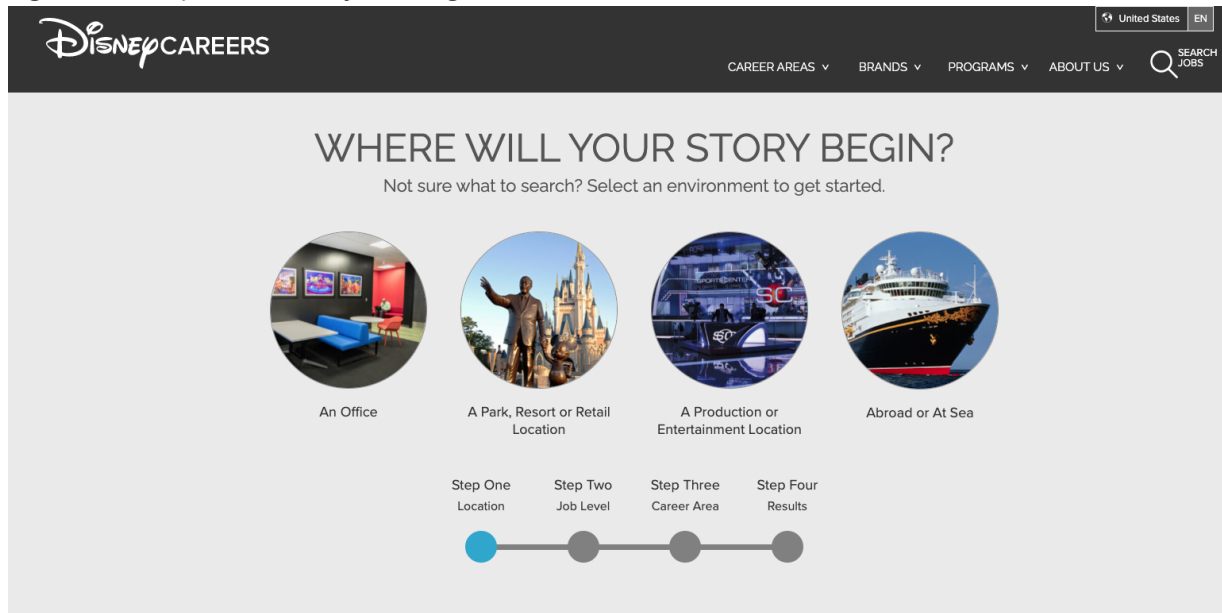
Consulted Products/Precedents

In preparation for the creation of these resources and updating the MTC’s external facing applicant site, below are some links to similar websites and videos that were referenced as models (see Figures 6–8).

[Working at DISNEY | Jobs and Careers at DISNEY](#)

Key Learnings: Disney’s application site really highlights the focus on the importance of applicant/user experience and the attention to detail that is required to make the application itself feel simple and easy to understand. Avoiding large blocks of text in favor of graphics, images, and videos seems to increase the readability of the content. Although the proposed instructional design videos for this project are just one adjustment to the external site, they may greatly impact the overall readability and help reduce the amount of necessary text.

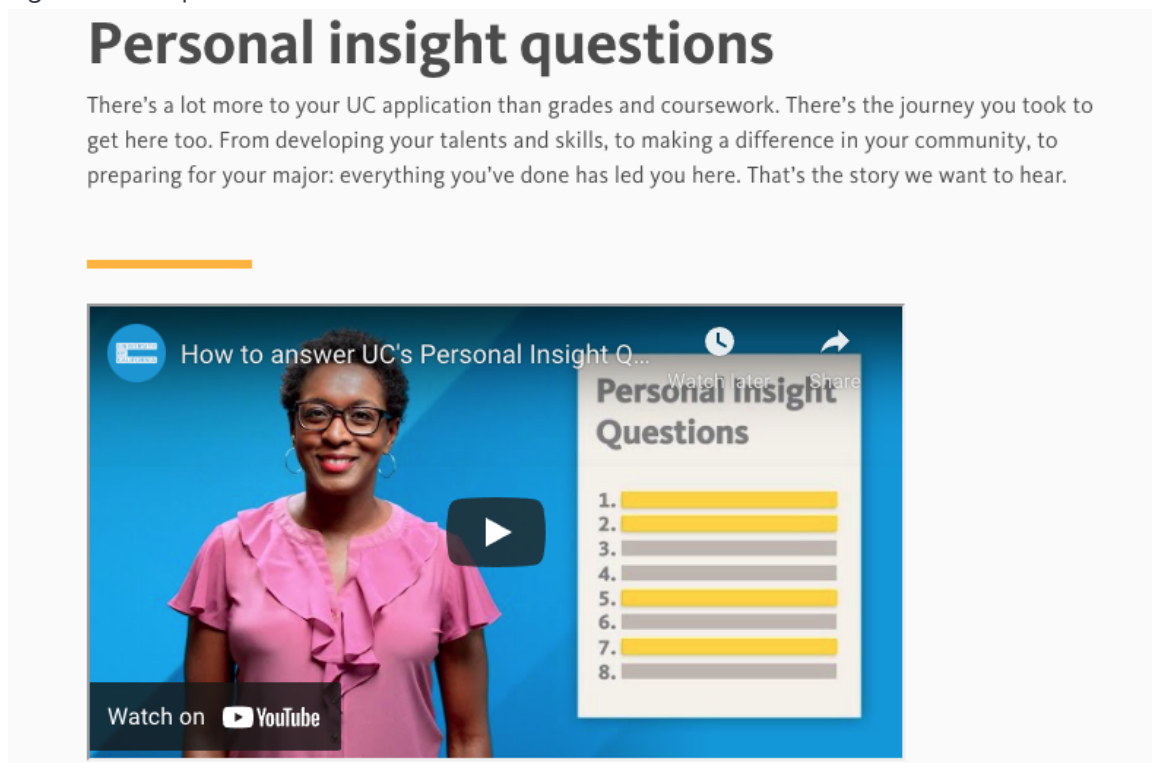
Figure 4: Sample for Disney's Hiring Site



[Personal insight questions | UC Admissions](#)

Key Learnings: The UC Admissions site is a good example of the usefulness of video content in an application process. Rather than resorting to lots of text to explain potentially confusing topics, the video demonstrates the simplicity when narration plus video comes together to increase understanding in a more simple and brief medium.

Figure 5: Sample from UC Admissions Site



[Careers at Apple](#)

Key Learnings: Apple’s hiring site does a great job of visually incorporated elements that add to a theme of being part of something bigger. There is a great alignment of value and job satisfaction built into the way the applicant perceives the process. The videos for this project are designed to help create a similar unification around value and purpose before an applicant is even officially hired.

Figure 6: Sample from Apple’s Hiring Site

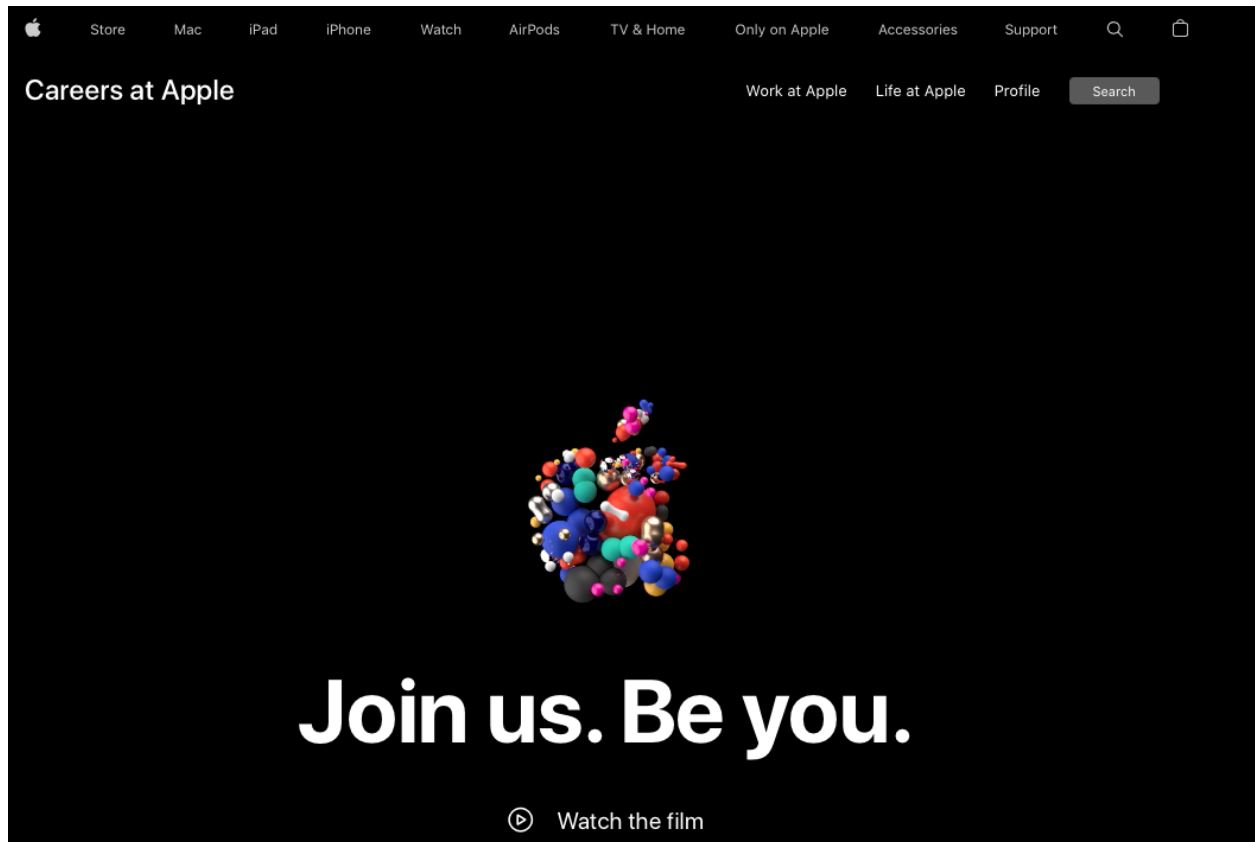


Figure 7 & Figure 8 included below are images of the prior applicant website currently being updated. Needed updates included a focus on the benefit to the applicant (not just the requirements to work for the MTC), the need for easier to comprehend video explanations to supplement text fields, and an overall refresh on design and flow. Recognizing that many websites do not choose to use video to explain an application process, the complexity of the MTC process and the ability to quickly communicate information in a simple way contributed to the desire for video content. In addition, readability was increased by breaking up a primarily text-based page with video graphics.

Figure 7: Prior MTC Hiring Site



MTC

Missionary Training Center, Provo Utah

Prospective Employees

Teacher Application

Job Description

What we need now is the greatest generation of missionaries in the history of the Church. We need worthy, qualified, spiritually energized missionaries who, like Helaman's 2,000 stripling warriors, are 'exceedingly valiant for courage, and also for strength and activity' and who are 'true at all times in whatsoever thing they [are] entrusted' (Alma 53:20). ...We don't need you to just fill a position; we need your whole heart and soul. We need vibrant, thinking, passionate missionaries who know how to listen to and respond to the whisperings of the Holy Spirit."



- Elder M. Russell Ballard, General Conference Oct. 2002

Responsibilities

The teacher is accountable to help missionaries achieve their purpose (*Preach My Gospel*, pg 1).

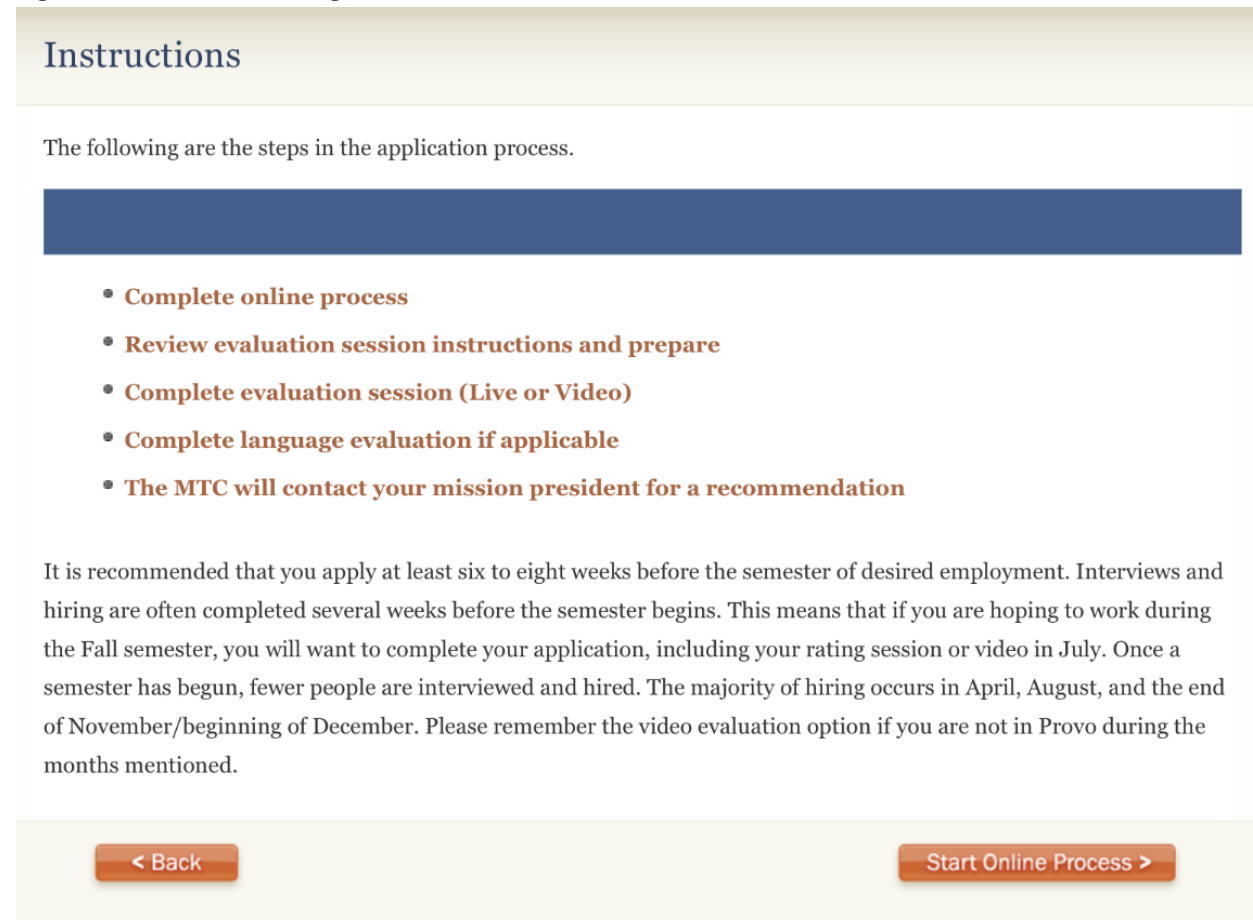
As directed by the Spirit, the teacher will:

- Provide instruction, direction, counsel, feedback, and training using Preach my Gospel and the approved curriculum.
- Direct missionaries in planning and accounting for their learning.
- Prepare daily to meet missionary needs.
- Counsel and plan regularly with your companion teacher regarding missionary needs.
- Assist other teachers and missionaries in the zone as directed by the zone leader.
- Implement direction and training from the training coordinator and manager of training.

Requirements

- Have served a full-time mission.
- Be worthy of the Spirit and have a current temple recommend.
- Be able to work 5 days a week, 18-20 hours a week.
- Be prepared to receive approximately 13 hours of initial teacher training.

Figure 8: Prior MTC Hiring Site



Instructions

The following are the steps in the application process.

- **Complete online process**
- **Review evaluation session instructions and prepare**
- **Complete evaluation session (Live or Video)**
- **Complete language evaluation if applicable**
- **The MTC will contact your mission president for a recommendation**

It is recommended that you apply at least six to eight weeks before the semester of desired employment. Interviews and hiring are often completed several weeks before the semester begins. This means that if you are hoping to work during the Fall semester, you will want to complete your application, including your rating session or video in July. Once a semester has begun, fewer people are interviewed and hired. The majority of hiring occurs in April, August, and the end of November/beginning of December. Please remember the video evaluation option if you are not in Provo during the months mentioned.

< Back

Start Online Process >

Actual Product

To review the final product, users may access the 11 videos through the MTC's hiring website externally posted at this link: <https://training-jobs.mtc.byu.edu>. Users should then navigate to the FAQ section found at the top of the page, as shown in the screenshots below. To access the page directly, please use this link: <https://training-jobs.mtc.byu.edu/faqs>. Should either of these links change due to an organizational shift this upcoming year, the videos should still be accessible by navigating to the MTC's new homepage, and clicking on employment.

Figure 9: Homepage of MTC Hiring Site



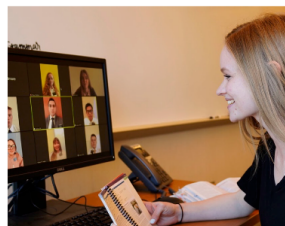
Admin Support

[View Opportunities](#)


Classroom Training

[View Opportunities](#)


Curriculum

[View Opportunities](#)


Video Walkthrough

The video walkthrough can be accessed here: <https://youtu.be/2qg5ouK4L9s>. To see a sample of the finished videos highlighting the different instructional methods used, a two-minute compilation of clips titled “Finished Video Samples” can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

Design Process and Evolution

Design Phases Overview

The design process that I followed can be broken down into a few basic steps: first, identifying the topic and scope for each video; second, filming some prototype interview footage; third, editing a draft version of the first video topic; fourth, evaluating the draft and then iterating

by starting the process again. This process proved successful in the long run, but was not without complication and learning. A detailed description is given below.

The Design Process

As mentioned, the first step in my design and creation process was that I attempted to categorize the major needs and concerns of potential MTC applicants into separate topics/categories that were small enough to be covered in one video, but also exclusive from similar categories. Using the MECE framework (mutually exclusive, collectively exhaustive) I created individual scripts for each of the topics and used those scripts to plan the interview questions that would be asked during the filming process.

Step two in my process was to do the actual filming. I began with a single round of interviews, which I used to create a prototype video as part of a pre-evaluation. We used the first round of interviews as opportunities to collect responses on all the video topics to maximize the use of our interviewees time. After editing a rough copy of the first prototype video, I used that to receive feedback from some of our supervisors, managers, directors, and from my project chair. Additionally, I sought feedback from our media production video editing teams. The insights gained from this prototype video included design/content insight, as well as production-value insight, which I used to improve the second round of interview footage.

After completing all filming, I worked with our graphic design team to create background animations and text layouts to be used on top of our logistical video scripts. I also began editing the footage and completed some of the testimonial-centered videos. After receiving back the finished animations and after completing all rounds of interviewing, the final videos were put together and posted to the MTC's hiring site.

Iterations and Unexpected Phases

In undergoing step one of the design phase, I quickly discovered that my predicted timeline and process would require major modification. I originally planned to work on one video at a time—beginning with scripting, then filming, then editing, then evaluating—before moving on to the next video. On paper, this process seems wise because I could roll-over my insights and discoveries from each video into the next video. I quickly discovered, however, that in order for the videos to work together, there needed to be conscious planning and simultaneous development to ensure that the videos met the MECE framework described above. Even though the topics were varied, they were so interconnected that I found myself duplicating or missing major elements of the videos until I stepped back and looked at them as a whole.

For example, while scripting the video designed to describe the scheduling requirements of MTC teachers, I originally was trying to describe the work hours requirements and what a typical work week would look like in terms of work responsibilities. Although those two topics are certainly related, the proper design to meet those two are very different. The scheduling requirements were much better answered through a scripted answer given with on-screen text and animations. The typical work week was better answered through non-scripted interviews of current MTC teachers describing their day-to-day activities. This is just one of many examples that caused me to pivot and design all videos simultaneously in order to ensure the right topics and methods were used in each individual video.

Another example of a major iteration was the abandoning of the single narrator approach in favor of a variety of speakers/presenters in the end-product videos. The original scope was that a single narrator would do each video, including voice-over, with the intention of building a unified flow video to video and in hopes of building a familiar and trusted presence in the delivery of the instruction. Upon categorizing the videos and finishing the scripts, my overall vision of how these videos would be used by the end user changed. Instead of thinking that an MTC applicant would go to our website and watch each video in a sequential summary of the process, I realized that these videos would better serve as a resource for reference, only to be accessed by an applicant if the applicant was facing a concern/question that could be answered by the video.

Additionally, I received direction from MTC leadership to do my best to ensure the videos were future-proof. This future-proofing included ensuring that changes to the application process, requirements for hire, etc. could be easily changed or updated without invalidating the entire project. This applied not only to the modular design of small videos that could be individually replaced, but also to the stylistic approach. I was forced to reconsider the plan of a single-narrator design and instead created each video as a standalone product that could be updated as a single component, and not part of a greater flow of sequential videos. I also needed to future-proof the design technologically by using MTC licensed software and by preserving editable project files that could easily have the individual text or video elements adjusted.

Process Challenges

As expected in every project, the creation of this process faced a few different foreseen and unforeseen challenges. While I was able to overcome or work through each of the challenges, they did cause frustration and delay at different points in the process. Here are some examples of a few of those challenges:

Shortly after I received MTC approval to begin this project, the MTC began to face technological disruption in its application website and software. A major push was needed to improve the application software and as a result, the MTC's priority shifted away from applicant experience and education to application infrastructure. I was specifically assigned as a training department liaison to our technology division. This not only impacted my individual time but called into question what the application process should look like, as well as where/how we would communicate with applicants in the future. I found myself needing to continue the momentum of the video creation while operating with less clear parameters of what needed to be included in each video. As a result, I prioritized the videos that were less focused on logistics and spent a majority of my time designing and filming the other portions of my project.

Another example of a challenge came part-way through the project. I had been working with the MTC's graphic design team to come up with video animations. The challenge came when our experienced graphic designer ended up leaving the MTC unexpectedly. As a result, the animations were delayed while they replaced this designer. After hiring someone new, the process was slow as the new graphic designer had to learn Adobe After Effects from scratch. Even upon completion of the animations, we ran into a few problems with the way the animations had been designed that caused some conflicts with the export quality. To overcome these challenges, I ended up working closely with the graphic designer through multiple iterations of exports until we were finally able to come away with a finished product. This unforeseen time took away from time I would spend editing and cost us a few weeks on our timeline.

Prototypes

I've included below some prototypes that indicate different key stages in my iterative design process. The first section focuses on the change to the storyboard approach, the second focuses on the scripts that were written, and the third focuses on video drafts.

Storyboards

The storyboards below (also shown in appendix), highlight the first video draft I designed and filmed. At this point in the process, the plan was still to have a voice-over narration in addition to the recorded testimonials of current MTC employees. As mentioned in the design iterations above, the narrator aspect of my design ended up changing as the focus of the videos became increasingly affective versus intellectual. Additionally, the pieces that would need to be narrated ended up being scripted and read by MTC leadership to allow a more modular approach which would be more easily updated and scalable in the future. For example, while scene 3, shot 1, panel 1 was not needed in the same way because there is no voice over narration, most of the other scenes still apply, but with scripted-in components or animations.

Figure 10: Storyboard Example 1

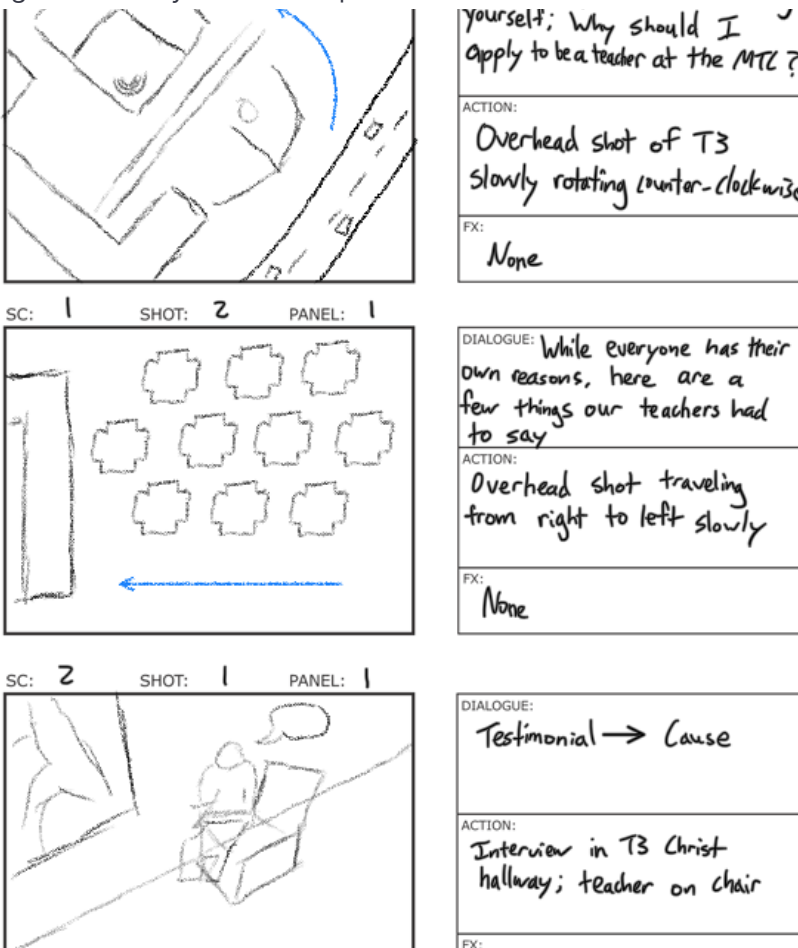


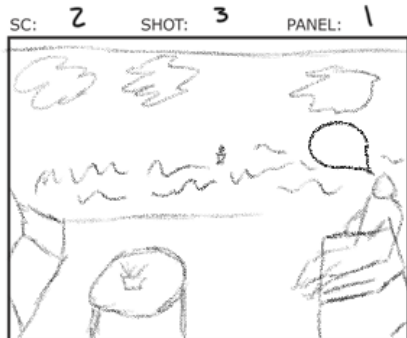
Figure 11: Storyboard Example 2



DIALOGUE:
 Testimonial → Connection with Missionaries

ACTION:
 In classroom; standing

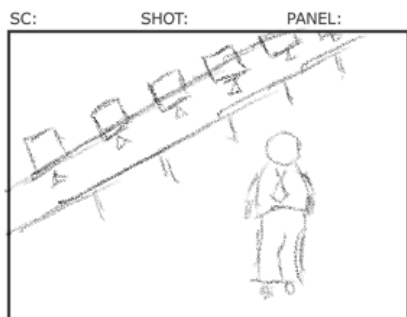
FX:
 Text on screen - Name/Training Language



DIALOGUE:
 Testimonial → Work Environment

ACTION:
 In front of T4 murals; sitting

FX:
 Text on screen - Name/Training Language

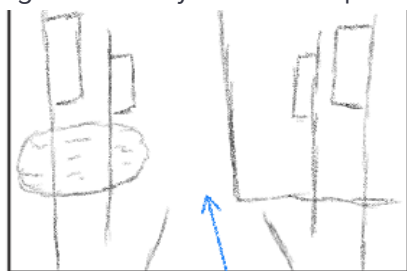


DIALOGUE:
 Testimonial → Career prep

ACTION:
 Testimonial → Computer Lab

FX:
 Text on screen - Name/Training Language

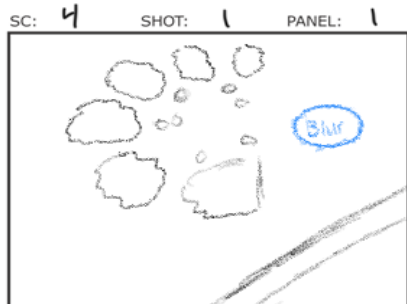
Figure 12: Storyboard Example 3



DIALOGUE:
 We hope you'll consider applying to work with us to help bring the gospel to all the world

ACTION:
 Moving down main path towards water feature and T3/T4 open areas

FX:
 None



DIALOGUE:
 "If you have questions about any position please visit our website: www..."

ACTION:
 B-Roll of missionaries at Council ring outside T3; boken to see text

FX:
 Text on screen → see above

Scripts

The very first attempt at a script included the approved narration based on the topic as well as the questions/topics we hoped would be covered in the testimonials. As it was intended to be voice-over, the script was clearly defined and the questions to ask in the interviews were carefully crafted.

Figure 13: An Initial Script Draft

Narrator: It is important to understand what the role of an MTC teacher is. That is to help the missionaries come closer to Christ by deepening their understanding of their purpose and give them skills to fulfill it. We hope you consider working at the MTC to help further the work of this great gospel.

Topic #2

- Why would I want to be a teacher at the MTC?
 - What have you enjoyed most about being an MTC teacher?
 - What motivated you to become an MTC teacher?
 - What's the best part of your job?

After filming our first prototype interviews, we moved away from the narrator model, which increased the importance of carefully sequencing our interview footage to create the intended narrative. We coded the interview content in connection with the topic. If the interview quote was particularly helpful, we would color code it green, while coding yellow, then red for those related quotes that were less helpful. Below is an example of how our script changed after this latest iteration.

Figure 14: A Later Script Draft

Topic #2

- Why would I want to be a teacher at the MTC?
 - What have you enjoyed most about being an MTC teacher?
 - What motivated you to become an MTC teacher?
 - What's the best part of your job?

Time Stamps

Video 5A 1.04 - 1.17 "I love the role of a teacher...."

Video 2 A .24 -.28 "Show the missionaries how to do Christ's work.."

Video 10A .51-1:01 - (beginning)

Video 3A 1.24 - 1.37 "Not a teacher but a facilitator" (could cut this one down)

Video 4 A .24 - .42 "So many skills.. How to invite others to come unto christ..." (can cut down)

Videos

As expected, our first attempts at interview footage resulted in less than ideal results. We struggled to ensure high enough quality audio. We also didn't get our angles, lighting, or composition right on many of the clips. An example screenshot of a first round interview is shown below.

Figure 15: Screenshot from First Round Interview Attempt



As can be seen in the screenshot, the lighting, background, framing, was less than ideal and because of the small space, the echo caused audio issues. As mentioned in the design details setting, we made some adjustments to improve the production value, such as location, filming resolution, and microphone technology, and by providing additional training to those helping to film. Recognizing some adjustments needed to be made to the initial filming of the raw footage, we still decided to create a first full draft in order to discover what other elements we may want to adjust before filming again. A screenshot from the first full draft can be seen in the screenshot below.

Figure 16: Screenshot from First Full Draft Attempt



Through the learning gained in both the filming and the editing, we iterated multiple times and saw improvement in the overall production value of the instructional videos. A few sample screenshots can be found below.

Figure 17: A Screenshot from Improved Later Draft



Figure 18: A Second Screenshot from Improved Later Draft

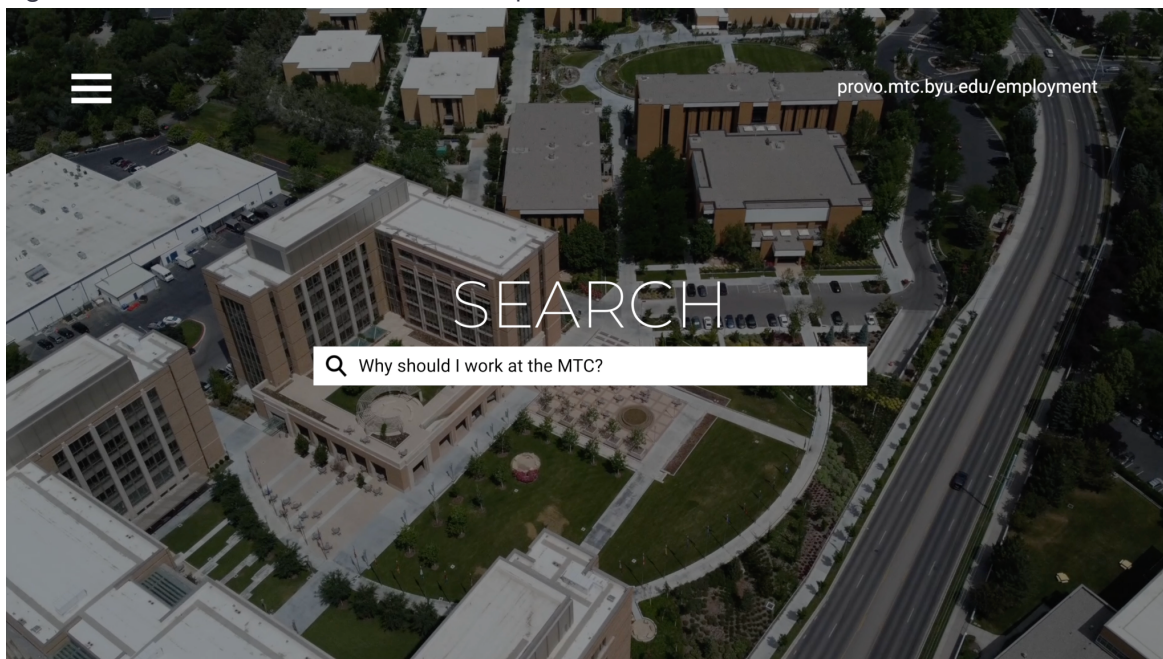


Figure 19: A Third Screenshot from Improved Later Draft



Product Implementation

Resources


The implementation of these applicant-facing videos primarily centered around designing a webpage, adjusting the associated sites that impact navigation to the videos, and hosting the videos from on official MTC accounts. The landing page for these videos went through a few different iterations. One of the challenges we faced was adapting a traditional FAQ page model to be built around videos instead of just text responses to the questions. We ran into a few different limitations with Google Sites, the website design tool used by the MTC. First, you cannot currently embed a video within an expandable/collapsible group which is the typical holding container for FAQ responses. A second challenge we ran into is the inability to control the thumbnail of embedded videos. As a result the original draft of the site felt clunky, difficult to navigate, and not aesthetically appealing. To overcome these issues, we made better use of borders and boundaries in separating the FAQs into like topics. We also made our own thumbnails, complete with an added “play” symbol in the middle of the thumbnail. We used these images to link out to the video, and feel that this gave it a much cleaner and easier to navigate design. Additionally, we ensured all the video quality was 4K resolution and downgraded from HDR color to be more universally compatible on devices. A screenshot from the site is shown below.

Figure 20: FAQ Page of MTC Hiring Site


MTC Provo Missionary Training Center
Job Categories ▾ FAQs 🔍

FAQs


Why the MTC?



Why should I work at the MTC?
(1:43)




What's the best part about being a teacher at the MTC?
(1:30)




How could being an MTC teacher help prepare me for my future?
(2:40)


The Application Process




What is the application process like?
(2:22)



What are the scheduling requirements to be an MTC teacher?
(1:16)




What would you say to someone who feels inadequate to apply?
(2:51)




What advice do you have for someone applying to work at the MTC?
(2:08)


Life as an MTC Teacher




What is the role of an MTC teacher?
(2:31)



What does a typical week as an MTC teacher look like?
(2:03)



What types of people make good MTC teachers?
(1:31)



How do you balance work with school and other obligations?
(2:33)

Address

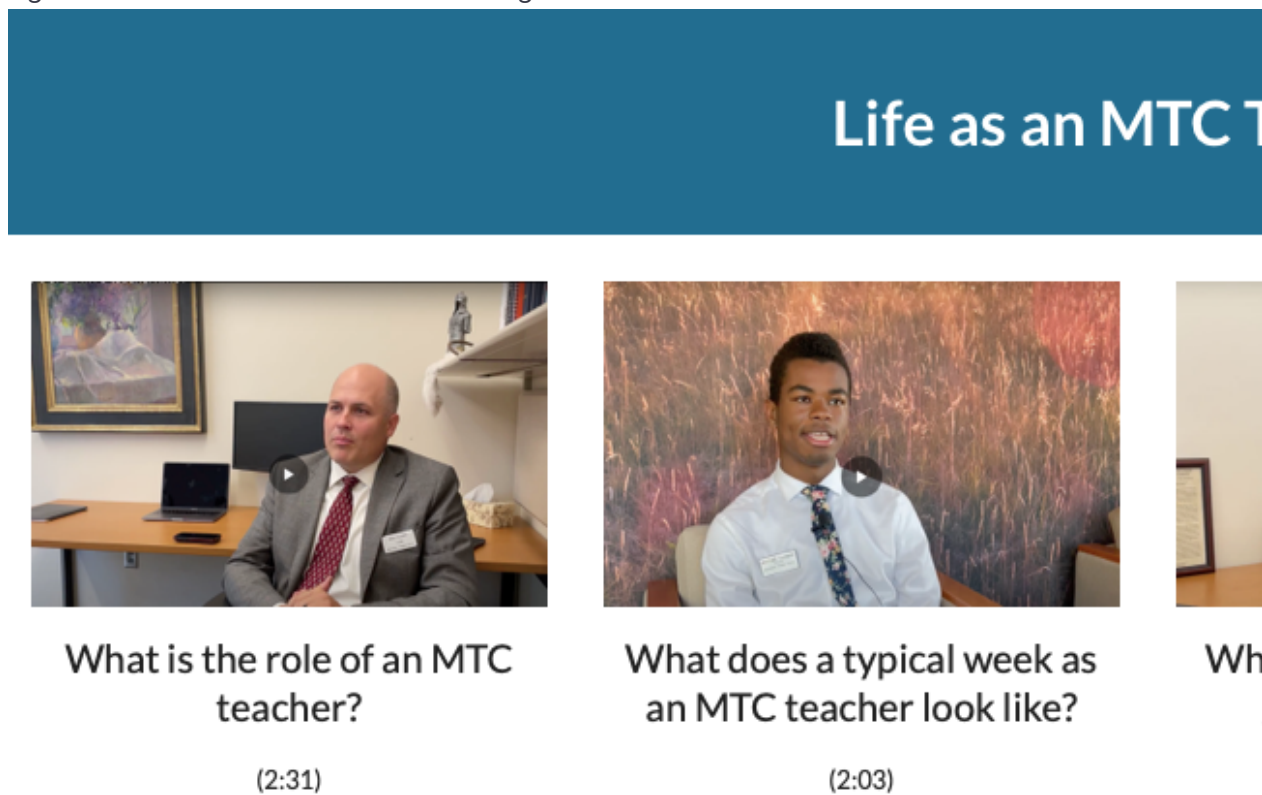
MTC Information Desk
2005 North 900 East
Provo, UT 84602-1793

Contact Information

Phone: +1 (801) 422-6977
Email: trainsec@mtc.byu.edu

Note -- Email messages intended for individual missionaries will not be forwarded.

Figure 21: A Zoomed-In Look at the Design



After designing the landing page, we adjusted the home page of the training application site to reflect the new changes by directing applicants to the FAQs through different different navigation paths. The design was to make sure it was easily accessible but not burdensome in the site navigation to those who would want to skip directly to the application itself. No prior knowledge should be needed by those wanting to benefit from these video resources and its place in the process flows naturally and mirrors other application sites we consulted.

Finally, we hosted and made externally viewable the video content, ensuring that it was accessible by current and future MTC training representatives should it need to be updated or adjusted.

Pilot Process and Communication Instruments

Due to the nature of my project, the pilot process was primarily just the assessment of learning described in the upcoming section. Care was taken throughout the process to get feedback on things such as video design, the wording of the frequently asked questions/titles, and the interview clips that were ultimately used.

As mentioned previously, our hope is that applicants will interact with these videos on an as-needed basis, and will not feel obligated to watch all videos prior to completing their application. Thus, the primary communication instrument is simply the MTC's external hiring site, with clear direction pointing to the FAQ section of our site. We acknowledge that not every question will be answered by these new video resources, so we provided additional contact

information (both phone number and email) at the bottom of the page with wording inviting them to reach out if they have additional questions.

Stakeholder Evaluation

Evaluation Overview

The primary stakeholder for this project was the Director of Non-Language Training. Secondary stakeholders include the Training Leadership Council which is a selection of directors and managers of training and other related departments, as well as the MTC Administrative Director.

These stakeholders were primarily interested in being shown that the videos would have a positive impact on the needs/concerns of potential MTC applicants identified through our applicant listening and learner personas. Additionally, in the long run, the MTC is interested in looking at the website analytics to see how often and how long applicants spend watching these videos. Another interest is if we are able to see a correlation between the increase in the total number of applicants and/or decrease in the number of offered positions that are turned down due to an expectation alignment of the applicant and the MTC.

Process Summary

Due to the nature of my evaluation, there wasn't a true assessment of student learning in the context of the knowledge contained in the videos. However, data was collected to help with a formative evaluation. To do this, we relied heavily upon a Google Forms survey sent to our intended audience. Our original design for how we would assess the learning goals involved both interviewing and surveying actual MTC applicants both before and after they applied to the MTC. After meeting with the MTC's Research and Evaluation department, we were not given the clearance we had originally, tentatively obtained to connect with MTC applicants. After they reviewed the scope of our project and the assessment we attended to complete, they expressed concerns that it may negatively bias the data to have those who are hoping to get a job at the MTC provide a service to the MTC in terms of a survey or interview response. Additionally, they worried about the HR legal ramification of interaction prior to hire and our ability to pay them for their time. As such, their direction to us was to find a like-audience, currently employed at the MTC, and to use them as part of our overall evaluation.

In order to accommodate this mandatory direction, we ended up creating a survey that we used with our Training Services Actor employees. These employees have not been teachers and thus are not familiar with the teacher-side of the application process. A good percentage of our actors do eventually apply to be teachers however, so we felt that the data we collected would prove valuable still.

Instrument

The survey we created to aid the overall evaluation of the applicant videos attempted to recreate some of the elements we would have been able to achieve with the in-person interviews we failed to receive authorization to do. We tried to keep the data we collected simple and

centered around the intended learning objectives of each video. When possible, we used a before/after model by having the person taking the survey answer a question both before and after watching the video. This helped us determine their prior knowledge or experience about the topic in the video and then assess how that was impacted by the video. We also included a free response option for most videos which helped us determine themes and patterns that wouldn't have otherwise been identified. A representative selection of screenshots of the survey is included below. A table showing the full survey with branching logic is linked [here](#).

Figure 22: An Example Assessment Question

Section 8 of 23

Video #3 - What does the schedule of an MTC look like?

Please answer this question AFTER you watch the video

After watching the video, now how clear to you are the scheduling requirements for MTC teachers? *

Very Clear

Somewhat Clear

Neutral

Somewhat Unclear

Very Unclear

What new aspects of an MTC teacher's schedule did you learn about from the video? If you didn't learn anything new, write "none". *

Long answer text

We were able to collect a total of 166 survey responses spread across the different videos we assessed. We were pleased to see, in most cases, significant evidence that the learning objectives of the videos were being met. An example of the before and after data collected for our video involving the MTC scheduling requirements is shown below.

Figure 23: Example of Assessment Data Collected

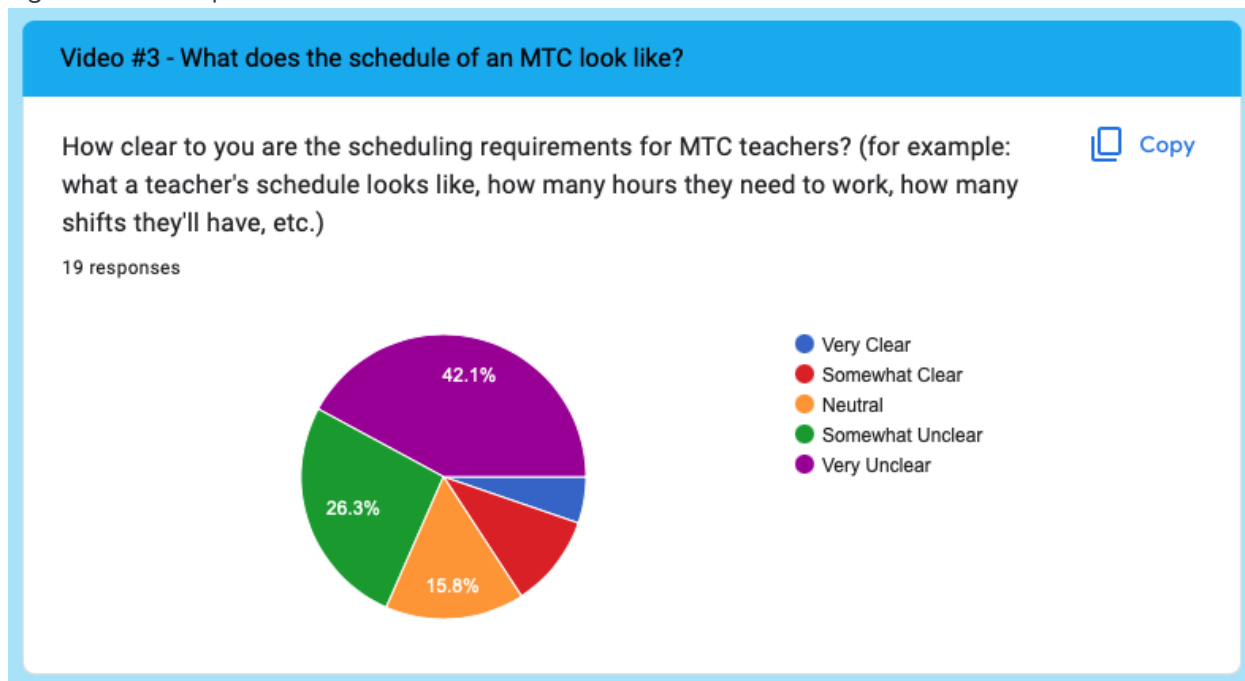
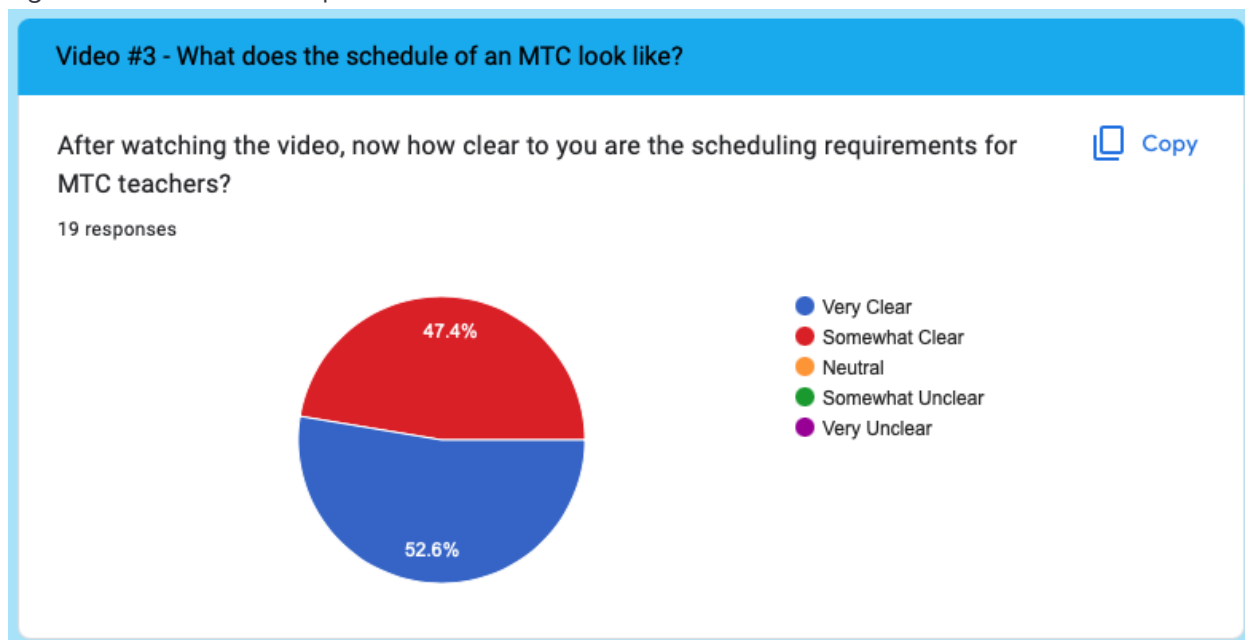


Figure 24: Another Example of Assessment Data Collected



We also attempted to quantify some of these graphs by attaching number values to each of the responses and showing the increase using that data. For example, from the previous graphs regarding the clarity of MTC scheduling requirements, we assigned the following values: Very Clear = 5, Somewhat Clear = 4, Neutral = 3, Somewhat Unclear = 2, Very Unclear = 1. We recognized that the responses that were contrary to our learning objectives (in this case, the degrees of “unclear”) are still being given a positive value, although negative in impact. This was

to avoid the challenge of representing percentage of change with negative values, but also means that any average score less than 3 actually means we the learner was impacted in a negative way in relation to our desired learning objectives.

Looking at the responses to the before/after questions for video #3 shown in the charts above, we determined that the average score for understanding scheduling requirements prior to watching the video was a 2.1, or close to the “Somewhat Unclear” descriptor. After watching the video, the average score rose to a 4.5, in-between the “Somewhat Clear” and “Very Clear” descriptors. This represents a percentage increase of 115%. After running a paired t-test, the p-value came out to 0.0000013, meaning there is sufficient evidence to say this data is statistically significant with a 95% confidence level. The complete data set can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

In addition to using statistics to determine the impact on learning objectives, we also learned from the free response questions. This data provided more of a formative boost, as we have already made some adjustments based on the feedback and main takeaways provided in each video. The free response isn’t enough on its own to prove that learning objectives were met, but provides a good summary when combined with the data. One example of a representative quote regarding this same video #3, scheduling requirements, is “I thought that [being an] MTC teacher . . . is not very flexible, but I learned that it is flexible, and I can do both school and [be an] MTC teacher with [the] time I have.” The complete free response data can also be found in the appendix.

Evidence

As mentioned in the initial prospectus, the evaluation of this project can be broken down into a short-term and a long-term evaluation plan. In the short-term, the primary evidence I sought surround the following questions asked of the different stakeholders:

- Does the message of this video accurately reflect what you perceive to be the role of a teacher? Why or why not?
- Do you believe this video will help in your hiring goals as a manager? Why or why not?
- Is there content you expected to be covered in this video (based on the topic) that was not covered? That was covered insufficiently?
- How would this video look different if you were responsible for its creation?

Procedures

The questions just listed guided our conversations with stakeholders, including the MTC’s Director of Training, Director of Language Training, the Non-Language hiring manager, the Training Services hiring supervisor, and the Human Resources student supervisor. Due to time constraints, most of this evaluation thus far had been formative and had been critical in leading to immediate edits and adjustments prior to publication. Additionally, the evaluation helped to ensure that the content of the videos met current policy and guidelines and that all intellectual property requirements for its use were met. Some small summative evaluation was done with the primary stakeholder prior to publication of the site, as described in the next section.

Outcomes

After reviewing the final products with the primary stakeholder, we received permission to publish the videos externally signifying that they had met all guidelines and that the content was deemed a valuable help to the MTC hiring process. One piece of evidence indicating this project's success is after reviewing the completed videos, it has been decided by training leadership that a good number of the videos should be built-in to the onboarding course designed for new MTC teachers. The decision was that certain topics would not only help acquire new applicants but may also play a role in helping to retain current employees. In addition, the instruction given regarding role, responsibility, and qualification was deemed relevant for all new teacher employees.

Additional evidence of the project's success can be found in the feedback received from MTC leadership upon reviewing the video content. Here are some representative quotes taken from the interviews with these key stakeholders:

“The biggest frustration of most teacher applicants is that the MTC is missing an overview of what the whole process looks like so they have to sign up before they know what's required. This should help with that.”

“These videos help set proper expectations for the applicant but also for the institution which will help hold us accountable. Things like the number of interviews an applicant has to go through and the type of work experience we're providing for our employees. This will help us be more accountable.”

“A lot of applicants understand that this job is more demanding than working at a fast food restaurant. We have to prove to our applicants that while this is more demanding, it also has more benefits than just another job. [These videos] can help inspire them that the work is worth it.”

“These videos have been a long-time coming. We should have had these decades earlier.”

“This may help with retention as a lot of teachers leave quickly if their expectations aren't reality. We need them to have proper expectations, both positive and negative so they know what they're getting into.”

“This can help add a professional element and a more considerate approach to our hiring process.”

As mentioned previously, long-term evaluation will still be needed, but falls out of the scope of this current project. The measures for this long-term evaluation includes seeing an increase in qualified applicants as measured by percentage of highly-scored applicants in comparison with the total applicant pool, as well as seeing a consistent use of the video resources over the next few months as determined by viewing the Google Analytics of our hiring website.

Budget

Shown below is a comparison of the projected vs. actual costs for this project. The detailed budget can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

Table 4: Projected vs. Actual Budget Details

Cost Description	Projected Hours	Actual Hours	Projected Cost	Actual Cost
Full-Time Staff and Admin				
Filming	—	54	—	\$1,152
Editing	—	40	—	\$960
Evaluating	—	30	—	\$720
Full-Time Total	270	124	\$6,480	\$2,832
Part-Time Staff and Admin				
Filming	—	35	—	\$525
Editing	—	15	—	\$225
Evaluating	—	122	—	\$1,830
Part-Time Total	630	172	\$8,190	\$2,580
Grand Total	900	296	\$14,670	\$5,412

As clearly visible in the table, this project came in far under the expected spend, mostly due to far less total number of hours spent by staff. This can be described primarily as my lack of experience budgeting for a project like this one and not due to any major changes in scope or design. It is also worth noting that in the projected budget, I failed to break down the projected hours and cost into the segmented approach. This also impacted my ability to project accurately. The number of hours spent filming was particularly lower than expected. Additionally, the amount of approved evaluation is also much lower due to some constraints enacted by the MTC Research and Evaluation division (which was discussed in detail in prior sections).

Timeline

Shown below is the projected versus actual timeline for the completion of this project, as well as a project breakdown. A more detailed version of the timeline can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

Figure 25: Projected vs. Actual Timeline Summary

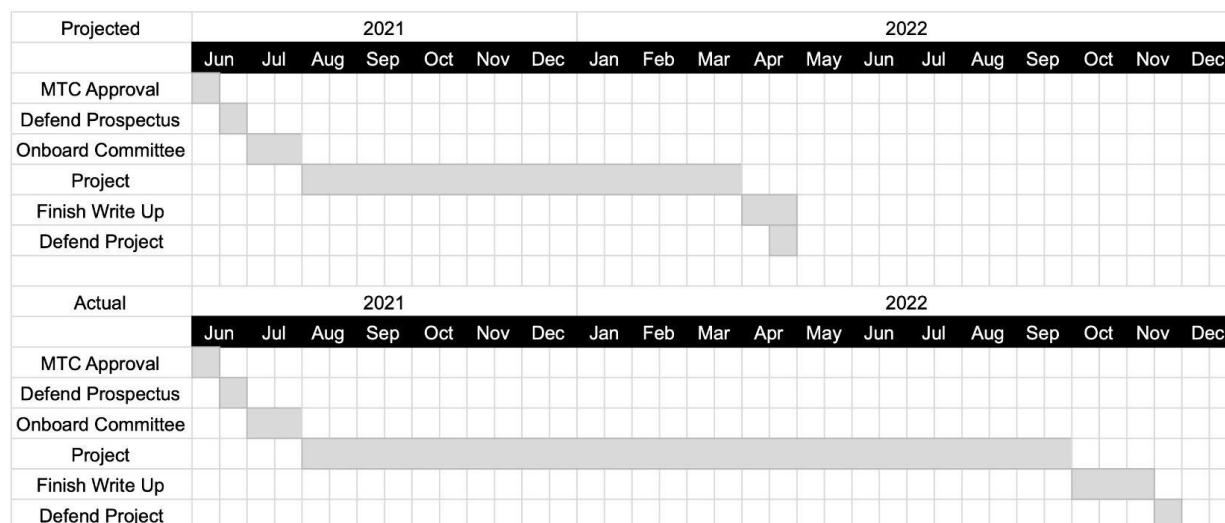


Figure 26: Detailed Projected vs. Actual Timeline



Annotated Bibliography

Due to the nature of this project, a review of the literature on the following topics was conducted.

1. Which instructional model should be used in the creation of these videos?
2. What are principles of effective instructional video design/creation?

-
3. What are the current needs/preferences for job satisfaction/interest from the current target's demographic?

While it's obvious the included sources are not all-inclusive, these particular sources were chosen because of their relevance to the previous questions stated and the insights gleaned from them. A summary of the article and insights is included with each source below.

Which instructional model should be used in the creation of these videos?

Summary: The Kemp model was reviewed and compared with Dick and Carey's design model. This was helpful in highlighting differences in the two. Specifically, the added flexibility built into the nine elements of Kemp's model aligns with the desired flexibility of the design of these instructional videos. In addition, the continuous cycle allowing for ongoing revision fits the MTC's approach to content creation.

Baturay, M. H. (2008). Characteristics of basic instructional design models. *Ekev Academic Review*, 12(34), 471–482.

Summary: The Kemp model is reviewed and compared with the ASSURE model. The ASSURE model being primarily classroom focused is contrasted with the enhanced flexibility of the Kemp model. Specifically the ability to start at any phase of the design process rather than being interrelated with other elements.

Bajracharya, J. R. (2019). Instructional Design and Models: ASSURE and Kemp. *Journal of Education and Research*, 9(2), 1–9.

What are principles of effective instructional video design/creation?

Summary: A review of key principles for instructional video, such as segmenting, camera viewpoints, rapport with the onscreen instructor, etc. These principles are important to increasing learner understanding and increasing the chance of meeting learner outcomes (according to the article).

Fiorella, L., & Mayer, R. E. (2018). What works and doesn't work with instructional video. *Computers in Human Behavior*, 89, 465–470.

<https://doi.org/10.1016/j.chb.2018.07.015>

Summary: Another review of some keys to making online instructional videos compelling including things like considering view counts/analytics as well as average video length. The importance of connecting the video content to required elements also, unsurprisingly, increases engagement in the content. This encourages us to include required pieces of information in each video and not duplicating efforts via text.

Hibbert, M. C. (2014). What makes an online instructional video compelling?

Summary: Vanderbilt university provides some keys specifically for assessing education videos. Some of the keys particularly relevant to his project include the impact of sensory, working, and long-term memory on cognitive load and the importance of assessing key video elements such as signaling, segmenting, weeding, and matching modality.

Brame, C. (2021, August 17). *Effective educational videos*. Vanderbilt University.

<https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>

What are the current needs/preferences for job satisfaction/interest from the current target's demographic?

Summary: Harvard Business Review addresses the balance of ensuring a company's objectives are met while still providing key elements that build employee job satisfaction. Some of the elements of job satisfaction can be influenced by the job description or recruiting techniques used to find qualified applicants. Setting expectations will be important.

Balancing the Company's Needs and Employee Satisfaction. (2019, November 1). Harvard

Business Review.

<https://hbr.org/2019/11/balancing-the-companys-needs-and-employee-satisfaction>

Summary: Boston Consulting Group analyzed factors influencing job satisfaction and found that categories such as appreciation for your work, good relationships with colleagues, work-life balance, learning and career development, and company values among other things directly impact job satisfaction. These categories support the creation of instructional videos addressing these aspects of MTC employment.

Morgan, J. (2015, January 23). *The Top 10 Factors For On-The-Job Employee Happiness*.

Forbes.

<https://www.forbes.com/sites/jacobmorgan/2014/12/15/the-top-10-factors-for-on-the-job-employee-happiness/?sh=1d15f7b05afa>

Summary: HBR calls into question some standard hiring practices such as open-applicant pools, unrealistic job requirements and the lack of focus on passive candidates. Recommendations include increasing focus on more qualified applicants and using internal hiring methods as well as external. This insight supports but also guides focus of the goal of the designed videos.

Your Approach to Hiring Is All Wrong. (2020, November 24). Harvard Business Review.

<https://hbr.org/2019/05/your-approach-to-hiring-is-all-wrong>

Additional References

Dirksen, J. (2016). *Design for how people learn*. New Riders.

Svihla, V. (2020). *Problem Framing*. In J. K. McDonald & R. E. West, *Design for Learning:*

Principles, Processes, and Praxis. EdTech Books. Retrieved from

https://edtechbooks.org/id/problem_framing

Design Knowledge and Critique

Strengths and Weaknesses of the Project

In taking time to reflect on my project, let me highlight a few obvious strengths and weaknesses. First, I think a strength of this project is how my experience demonstrates the iterative nature of design and some best practices in quickly pivoting in order to avoid major delay. As described in the ‘design process’ section of this report, the need to iterate, even in major ways, arose multiple times.

While there is no one-size-fits-all approach to handling the challenges that arise, I learned a few principles that, when applied, helped me navigate these challenges successfully. Let me highlight just one. I learned that when any unforeseen challenge arises, it is good practice to reevaluate the current design for signs of scope creep. I found that a lot of my challenges were either the direct or indirect symptom of an expanding or shifting scope. One specific example is when I found myself struggling to know how to get certain messaging approved by our Human Resources division. Initially, it looked like the only way I would be able to move forward was by actually having them help design and film the video, which would have taken much more time and a bigger budget. After a more careful inspection of the video in question, I realized that I had shifted out of scope and was trying to talk about things outside the initial design. By adjusting the content back within a training department purview, I was able to receive the HR approvals I needed, while still maintaining ownership of the project.

A second strength of my project is the way I built scalability and maintainability into the design process. The MTC has a history of designing and building things that, in the end, are not scalable, and not maintainable. An example of that is the in-house application software that recently needed to be upgraded to a third-party system because it was too costly to maintain. With this in mind, I carefully designed each video, created each webpage, filmed each interview, etc. with scalability and maintainability in mind. Everything from carefully labeling and storing all editable video project files, to abandoning the narrator approach so that individual video clips

can be replaced, to carefully scripting any dialogues or on-screen text to avoid unnecessary replacement with future updates. I believe the design I used is future-proof and should provide value for years to come.

While there are many, I'll mention just a few weaknesses of my project. Because so much of my learning was done formatively, I feel I didn't do well at the preparation stage for thoughtful design. I probably should have created more accurate and detailed storyboards prior to filming but instead I just jumped into the editing, often without a full vision of what the end product should look like. As a result, I ended up wasting time editing and then un-editing elements of the videos. Similarly, I should have more carefully documented the learnings I gathered from informal, formative interviews. I spent a lot of my time gathering feedback with the video editing software open. As a result, I could quickly make changes and implement the feedback, but I sometimes missed the big picture of themes, patterns, or connections that I could have made if I had gathered and documented the feedback before so quickly applying it. This is especially important for the situations where I received contradictory feedback.

Project Improvement

If this project was given greater time and resources, the primary next step would be scaling. I was barely able to scratch the surface on the number of topics/questions/concerns I addressed with the videos I created. The production value of the videos themselves could also be improved, but the primary goal of MTC administration would be further diversifying the topics covered.

Designer Relevance

Other designers may find this report helpful, as it paints a real-world picture of a design project within a medium to large enterprise. This certainly includes the associated challenges, but also best practices and examples of how to navigate the complexity of the organization while still providing a meaningful deliverable, under budget. If another designer was beginning a similar project, I would discuss with them the importance of balancing delegation while still maintaining creative control as the designer. I would mention the importance of frequent check-ins with stakeholders but also being cautious of when feedback slows down, instead of helping the design process. I would also speak to the importance of not only knowing your learners preferences in context of the product, but also deepening your understanding of their characteristics and attributes, even if those things do not directly relate to final deliverable.

Additionally, as mentioned in my earlier section on strengths and weaknesses of this project, I cannot stress enough the importance of watching for scope creep and consistently reevaluating for scope creep. A designer who feels that they do not have the support, help, or resources they need even though they carefully budgeted and planned the necessary resources, may be falling victim to scope creep. If this is not identified, the possibility of unnecessary project cancellation could occur.

Finally, I'll highlight again the importance of designing for the future. Having been an eye-witness to other projects completed at the Missionary Training Center, I have seen how quickly lots of work can be discarded due to small, seemingly insignificant changes. If these small changes are planned for, the longevity of a project's usefulness can be preserved. I tried to

demonstrate this through carefully planning every word, link, and graphic used in the videos I created.

Design Knowledge and IP&T

One of the great challenges I've faced not only in this project, but in all projects, has been harmonizing theory with application. I have found great value in theory, framework, and strategy throughout my time in the IP&T program, but have sometimes struggled to apply it in real-world applications. In this project, I didn't always know I was applying good (or bad) design principles up front, but, looking back, I have been able to identify design knowledge in action. Here are a few examples:

Vanessa Svihla, in chapter 6 of *Design for Learning* (McDonald & West), introduced me to the Root Cause Analysis technique. This concept recommends 'the five whys' as a way for a designer to go deeper in discovering the root causes of problems/challenges they made designing against. I found that this idea represents the whole foundation for my project very well and how I went about designing a solution. The problem the MTC faces of having enough qualified applicants has been looked at from many angles. It was my motivation to keep asking 'why' that led to the initial learner analysis from which came these applicant videos. Some of the needs that we discovered were outside the scope of the hiring managers and came from not settling for the easy explanation.

Another relevant principle I learned from my IP&T study comes from the concept of 'social proof' as described in "Design for How People Learn" (Dirksen, 2016). I found this principle to be necessary as we tackled knowledge gaps that were primarily hearsay and which had not been successfully addressed through more institutionalized means. Regardless of the messaging on the hiring site, many applicants still believe you have to have a certain personality to be a teacher, or that the schedule is completely rigid and inflexible, etc. The decision to focus on peer-testimonies of current MTC teachers that are different personalities, currently in school, etc. was an appeal to the concept of social proof. If we could successfully get some opinion leaders on board, we may be able to address some of the false assumptions.

Personal Reflection

I have included much of my learning and insight in the previous sections, but I want to highlight one additional lesson learned: my perspective on project management has changed because of what I've learned about instructional design. I have been involved in project management for much longer than I've been studying instructional design, but I have walked away from this project and this program believing that project management and instructional design aren't that different and are, in some ways, just different skins of the same thing. Most of the challenges I have faced in project management have been instructional issues; whether it was employee motivation, training/delegation, communication and accountability, misaligned objectives/outcomes, or one of the many other aspects of project management, the principles of instructional design are inherent in each of those challenges. I believe I'm a better project manager because of the principles learned in IP&T.

Conclusion

Designing, creating, and assessing helpful products is no small feat. The design stage required careful consideration, not only of learner needs and concerns, but also of their characteristics and paradigms. Designing with the end-user in mind requires a close look at the motivations and backgrounds that drive learner decisions and emotions. Designing with the stakeholder in mind requires willingness to pivot often—even abandoning major design plans in favor of scalability and maintainability in order to future-proof the design. Creativity is required to ensure forward movement within existing policies, structures, and unforeseen challenges. Design models should work within existing structures and requirements, not against them. If a designer is committed to sound principles of instruction and is willing to back up those principles with the necessary work, the result can be a helpful blend of user preference and designer expertise, that accomplishes an outcome worth designing for.

Appendix

Learner Analysis

Included are two learner personas (Figures 1 & 2, included again below for reference) detailing the typical MTC teacher applicant with associated demographics, interests, goals, etc. The information for these personas was collected through two different survey/interview sets completed on BYU campus. 384 responses were collected. The common categories of responses from these interviews are shown below in Figures 3 & 4. A few representative quotes from this data are included in Table 2. Each survey consisted of the following questions and used contingency-based, adaptive questioning.

- Did you serve a mission?
- (If yes) Did you consider applying to be a teacher at the MTC?
- (If no) Why not?, (If yes) Did you actually apply?
- (If no) Why not?, (If yes) Were you interviewed?
- (If yes) Were you offered a position?
- Tell us about your application experience.

The implications of this data are not only reflected in the learner personas but have dramatically impacted these instructional videos by helping clearly identify not only the topics to be addressed but also how to prioritize addressing those topics based on the frequency of mentions. In addition, the assessment and evaluation will focus on how well these instructional videos have addressed and/or resolved the misconceptions and concerns expressed by these survey respondents.

Figure 1: Learner Persona (Francine Macie)



Figure 2: Learner Persona (Lee Darius)



Figure 3: Findings from First Applicant Survey

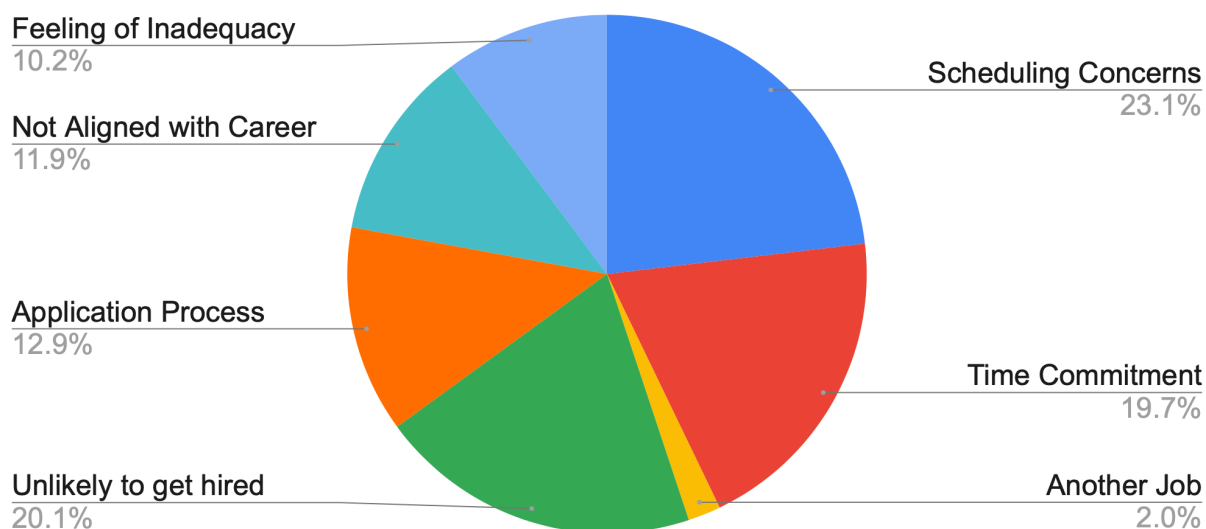


Figure 4: Findings from Second Applicant Survey

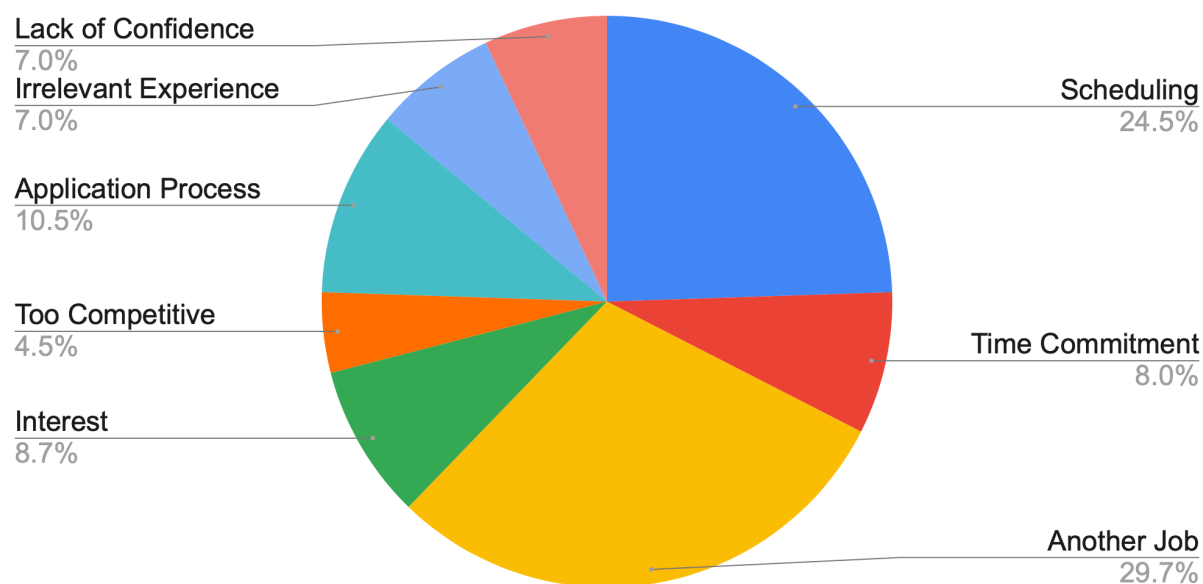


Table 1: Representative Quotes from Both Applicant Surveys

*Note - the percentage of comments represented by these quotes are shown in Figures 4 & 5

Topic	Quote 1	Quote 2
Scheduling Concerns	"Hard to take time off, teach twice a day for six weeks, can't get off time for summer (work all year round)."	"I know lots of people that work there and the hours are uncompromising so it's really hard."
Time Commitment	"Too many hours. With heavy class	"Time commitment. Too much time

	load it was too much.”	required. Didn’t want to have to quit afterwards because he couldn’t keep up. Thought it easier to just not apply.”
Too Competitive	“Super hard to get in to, lots of people apply and not many actually get hired so I didn’t even try.”	“Felt too competitive.”
Application Process	“Because I thought the process was overkill and not worth my time.”	“Out of the job requirements, takes a lot there and off the clock, also I heard the MTC is terrible at getting back to people so it didn’t seem worth it.”
Feelings of Inadequacy	“Didn’t think my language ability would be advanced enough to teach in a language.”	“I need to be better.”
Inadequate Career Prep	“Wanted a job more to do with my major.”	“Think it’d be fun. Wouldn’t help with my future goals.”

The full survey data can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

Environmental Analysis

In addition to the environmental analysis (Table 2, added again here for reference) which highlights (1) key stakeholders, (2) current and desired learner performance including detailing the gap between those two states, Table 3 below helps highlight environmental and inter-personal supports that currently exist within the MTC as identified by an MTC committee assigned to evaluate the hiring process. The information for this comes primarily from an analysis of the current MTC structure, organization, staffing models, policies, and other elements that may impact the success of this project.

There are a few key implications taken from this analysis. First, there is a broad gap between the most important stakeholder group and all other stakeholders. It seems clear that extra attention and energy will need to be spent understanding the needs and wants of this first stakeholder group and that the priority rests there. A second takeaway is an increased confidence that current support for this project is sufficient to lead to its success.

Table 2: Stakeholder Analysis

Number	Major stakeholders with expectations for learning	Current learner performance	Desired learner performance	Gap between current and desired performance
1	Hiring Managers	Failure to apply due to misconceptions or lack of knowledge	Aware of correct applicant expectations to educate decision	Schedule, career prep, qualifications, etc.
2	Supervisors /Specialists	After application questions and concerns unresolved	Aware of basic expectations and requirements prior to lots of time spent	Usually schedule related
3	Training Directors	Not enough qualified applicants applying	Increase the number of prepared applicants	Knowledge of what makes a good MTC teacher
4	Human Resources Department	Questions being asked on lots of topics HR isn't always able to answer	Questions get answered on applicant site	Needed FAQ and instructional videos

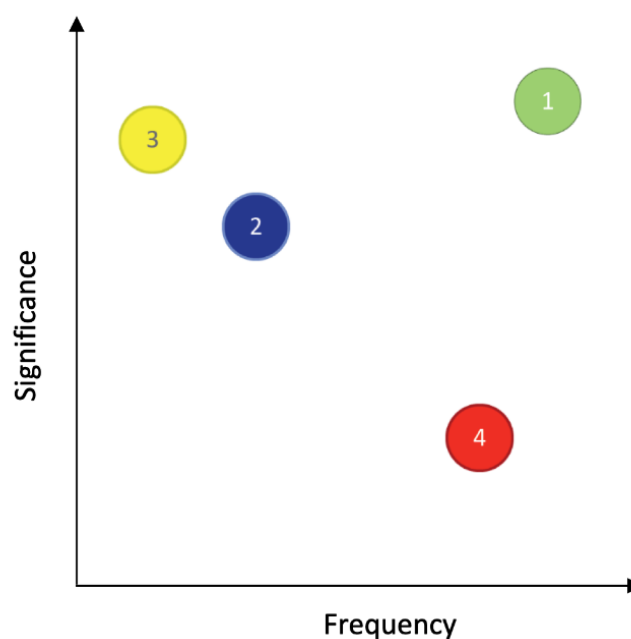
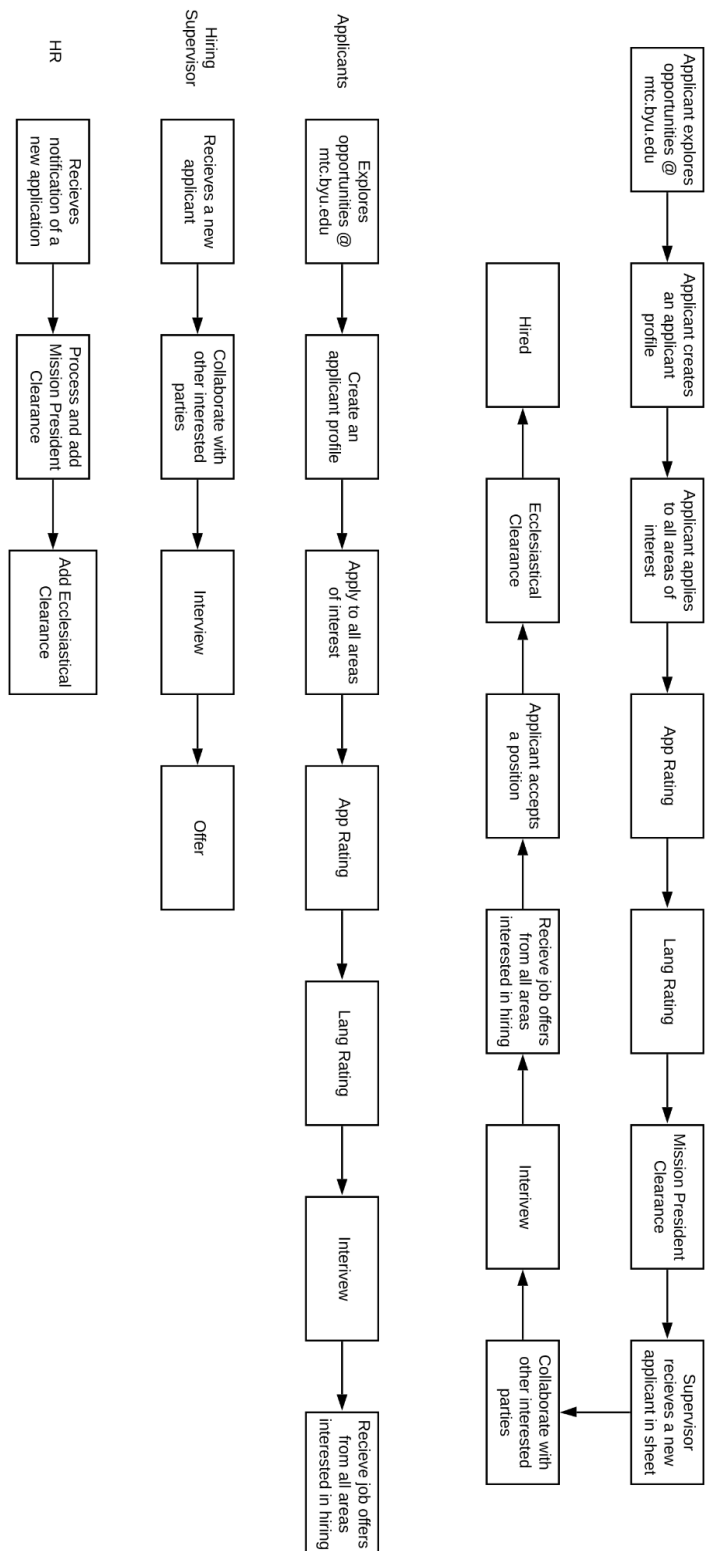


Table 3: Learning Environment Table

	Information	Instrumentation	Motivation
Environmental supports	<p>Data</p> <ul style="list-style-type: none"> • Key research from 2018 and 2020 surveys • Google analytics of current application site • Applicant listening sessions and usability testing 	<p>Instruments</p> <ul style="list-style-type: none"> • MTC training application external website (Google Sites) • MTC training application internal site (Mendix) 	<p>Incentives</p> <ul style="list-style-type: none"> • Meaningful work opportunities for applicants • Higher paying BYU student job • Opportunities to keep up in second language skills
Inter-personal supports	<p>Knowledge</p> <ul style="list-style-type: none"> • Background in importance of missionary work and meaningful teaching opportunities • Understanding of the scriptures and <i>Preach My Gospel</i> • Likely current employees as friends or role models. 	<p>Capacity</p> <ul style="list-style-type: none"> • Different time commitments and schedule flexibility based on school schedule and other work 	<p>Motives</p> <ul style="list-style-type: none"> • Personal dedication to the cause • Opportunities for recognition among friends and ward members • Future opportunities and connections

Content or Task Analysis Plan

Figure 5: Hiring Process Flowchart



Design Specifications Plan

Included below is a list of design specifications for proposed videos. Many of these specifications came from the articles listed above in the annotated bibliography. Some specifications such as the 'where' and the 'what' are a result of parameters given by MTC administration. Others, such as 'length,' 'who,' and 'strategy' are directly from the three sources listed above on effective video instruction.

- Length: Each video will be 2 minutes or less.
- Who: There will be a narrator (building trust with a single guide) as well as interviews and testimonials from current teachers and MTC administrative staff.
- Where: Different places around MTC campus leveraging the sensory appeal of campus
- What: Videos hosted via youtube and posted on Google Site.
- Future proofing: Singular, modular topics to allow the easiest replacement of small details should changes need to be made.
- Strategy: Pull strategy as the learner will click on the videos that are associated with the questions they have with the process although a couple of videos will be on the initial landing page as orientation and overview videos.
- Success Criteria: The videos should consist of relatable and believable examples of the target demographic's fellow applicants and employees. The applicants must trust what is shared and must be able to relate to it.

Design Representations/Prototypes

Included below are two separate prototypes and representations. This first example highlights some of the elements of the proposed instructional videos such as narration, on-screen text, examples, humor, etc. Figures 11–13 are screenshots from this video highlighting some of the mentioned features.

Figure 7: Example of Onscreen Text + Narration (full video can be found uploaded with this project as linked [here](#))

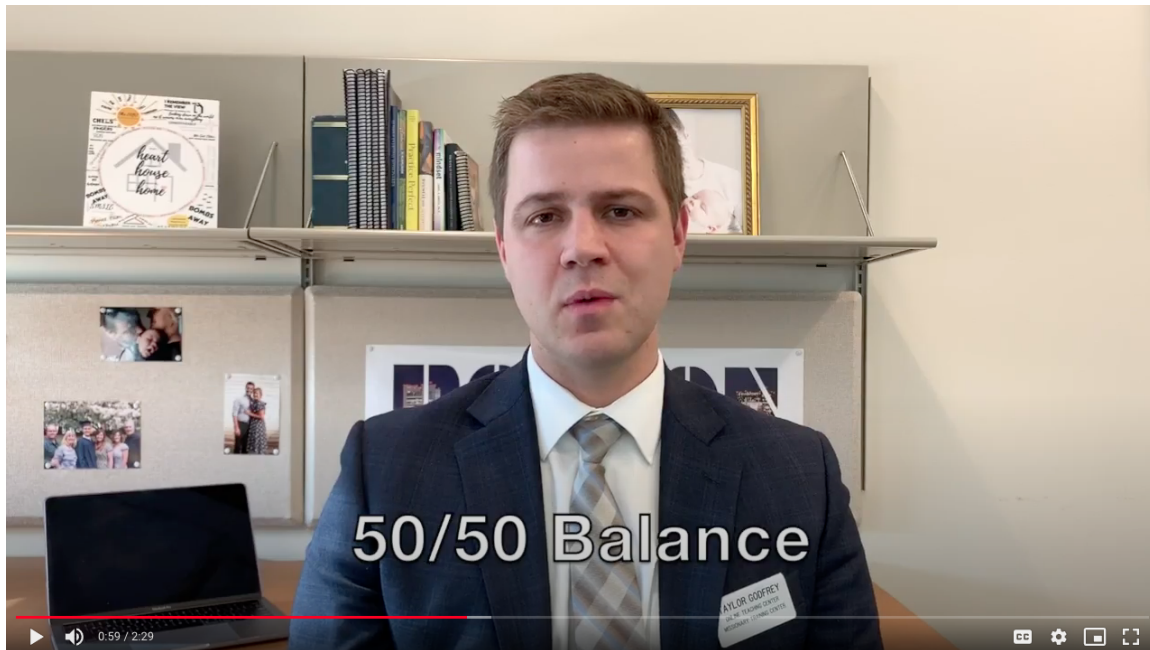


Figure 8: Example of On-Screen Text

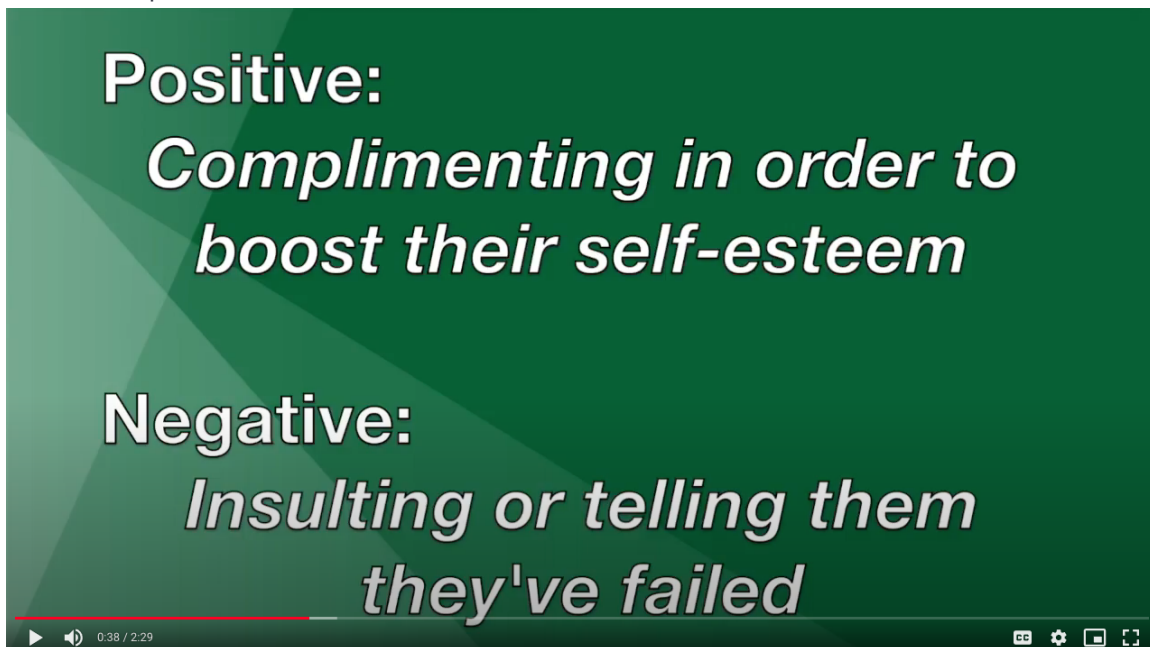


Figure 9: Example of Live Demonstration/Interaction



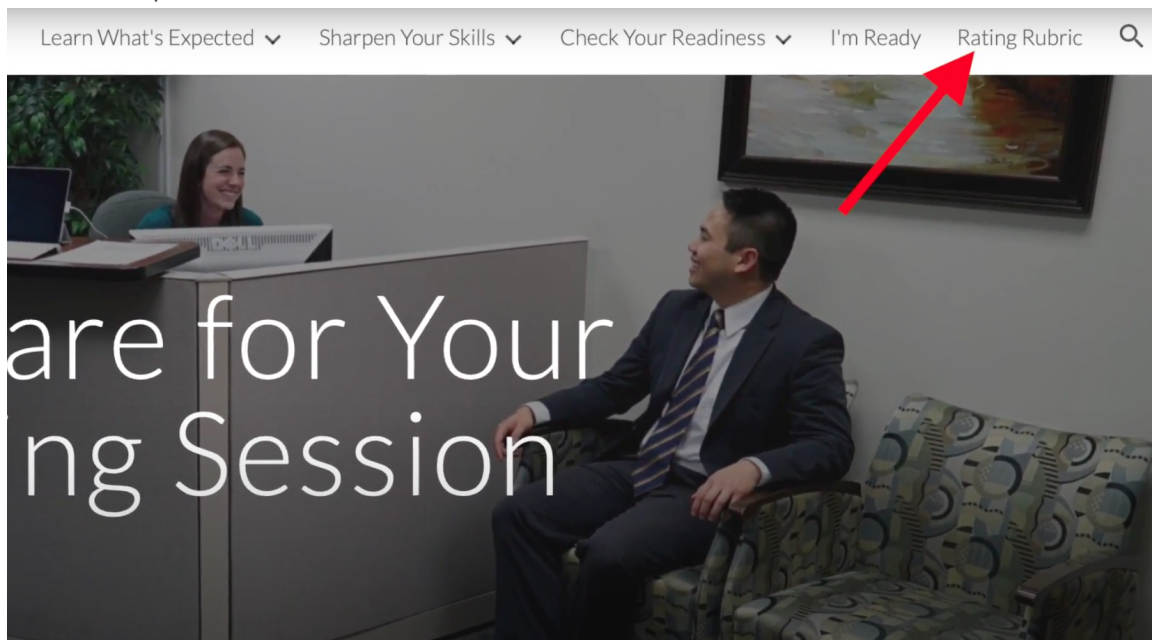
The second link highlights videos from the current site attempting to instruct the applicant on one of the elements of the process—a teaching rating session. These videos provide good examples of the FAQ approach to video instruction and also demonstrate some in-video design elements such as document inclusion and on-screen navigation. Figures 14–15 highlight a few of the mentioned elements from the videos.

[Applicant FAQ](#)

Figure 10: Example of Displaying Hiring Rubric

	Description	Strong	Moderate	Weak
Overall Rating	The applicant demonstrates a high level of competence in most, if not all, of the criteria. It appears that the applicant's teaching and conduct align with the mission and goals of the MTC.			
Purpose Centered	<ul style="list-style-type: none"> The applicant focuses on inviting learners to follow Christ more fully and helping them to do it. A clear connection is made to one or more of the following: faith; repentance; covenants; the gift of the Holy Ghost; enduring to the end. It is evident the applicant has considered how his/her lesson should influence the learner. 			
Spiritual Experience	<ul style="list-style-type: none"> The applicant creates opportunities to learn by the Holy Ghost. Teaching strategies help learners seek revelation through the Holy Ghost. Doctrines taught are spiritually edifying. 			
Learner Enabling	<ul style="list-style-type: none"> The applicant takes the role of mentor, guide, and facilitator. Teaching strategies are engaging and elicit a desire to learn. The applicant helps learners take responsibility for their own learning. 			
Learn by Doing	<ul style="list-style-type: none"> The applicant clearly intends for learners to act on what is taught. Teaching strategies invite active participation from learners. Teaching strategies include focusing on helping learners apply what is learned, including demonstrations, practice, and/or making plans for future actions. 			
Professional	<ul style="list-style-type: none"> The applicant's hairstyle, clothing, and accessory choices meet missionary dress and grooming standards. The applicant's speech is dignified, avoiding slang or overly casual language. The applicant is respectful, attentive, and adheres to social norms expected in a job interview setting. 			

Figure 11: Example of Website Call-Out



Implementation Plan

Due to budget constraints and also with the intent to allow for rapid iteration of prototypes, a majority of the video will be filmed with low-fidelity equipment as shown below. In addition to flexibility, the tools below guarantee a certain level of quality without harming authenticity of the testimonials with too high of standard of production values.

Recordings Tools:

- iPhone (4k 60 fps)
- DJI Gimbal (video stabilization)
- Bluetooth LAV microphone (audio volume/clarity)

Editing Tools:

- MacBook (editing and file transfer)
- Final Cut Pro (video editing)

The people involved in the implementation of this project are also included below. Communication, storage, website design, and training materials are listed as well.

Human Capital:

- Training Application committee
- Administrative Assistant
- Training Services specialists
- Directors/Managers (for interviews)

Communication Tools:

- Text message
- Slack

Storage/File Transfer Resources:

- Google Drive (G-Suite for Education)
- AirDrop

External Website/Analytic Tools:

- Google Sites (Google for Education)
- Google Analytics

Training materials to staff

- Example videos will be shown to staff helping with storyboarding, scripting, and recording.
- These demonstrations will be from prior videos used on external sites and from initial attempts at the videos proposed in this project.

Proposed Evaluation Plan

An overview of the evaluation plan is detailed in the executive summary. Linked below is the full sample assessment form (Figure 16), as well as an additional example of a similar

Figure 13: 2014 Geoscience Instructional Video Assessment Survey

EFFECTIVENESS OF INSTRUCTIONAL VIDEOS

Likert Scale Items: Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

- This instructional video helped me when practicing XYZ.
- This instructional video helped me to better understand the XYZ information.
- This instructional video put meaning to the XYZ written material for this lesson.
- This instructional video gave me new understanding that I didn't have after reading the XYZ written material for this lesson.
- This instructional video helped me to better understand the textbook information.
- This instructional video gave me more confidence in my ability to XYZ.

Free Response Items:

- In 1 or 2 sentences explain why you feel this way. *(To be used with a Likert Item above)*
- In what way did the video help clarify XYZ.
- What aspect of the video helped you to better understand the XYZ information?
- What were you confused about before watching the video that you now better understand?
- The video helped you _____
- What is the most memorable thing you recall after watching the video?
- What do videos do better than what is done in the classroom? *[leave open ended and once get feedback, use written suggestions from students as options for future survey questions.]*

Short-term evaluation will include approval of each video's content before posting to an external site. This approval will come from the majority stakeholder group, the training managers as well as select other staff. In order to receive feedback from stakeholders, staff focus groups will be held throughout the process. Included below are some sample questions for staff focus groups:

- Does the message of this video accurately reflect what you perceive to be the role of a teacher? Why or why not?
- Do you believe this video will help in your hiring goals as a manager? Why or why not?
- Is there content you expected to be covered in this video (based on the topic) that was not covered? That was covered insufficiently?
- How would this video look different if you were responsible for its creation?

Content must meet current policy and guideline and include necessary IP permission from all participants in each video. Long-term evaluation includes an increase in qualified applicants as measured by percentage of highly scored applicants in comparison with the total applicant pool.

Assessment Data

The full assessment, with its branching logic can be seen in the table below:

Table 4: Full Assessment (shown with branching logic)

Video	Item 1	Item 2	Item 3	Item 4
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Video #1 - Why should I work at the MTC?	Instructions to watch video	How did the video you just watched impact your desire to apply to be a teacher at the MTC?	From the video, what are some reasons someone should want to work at the MTC? If you can't think of any reasons, write "none."	
Video #2 - What's the best part about being a teacher at the MTC?	Instructions to watch video	How did the video you just watched impact your desire to apply to be a teacher at the MTC?	From what was shared in the video, what part of being an MTC teacher do you think you would enjoy the most? If you don't think you'd enjoy any part, write "none."	
Video # 3 - What does the schedule of an MTC teacher look like?	How clear to you are the scheduling requirements for MTC teachers? (for example: what a teacher's schedule looks like, how many hours they need to work, how many shifts they'll have, etc.)	Instructions to watch video	After watching the video, now how clear to you are the scheduling requirements for MTC teachers?	What new aspects of an MTC teacher's schedule did you learn about from the video? If you didn't learn anything new, write "none."
Video #4 - How do you balance work with school and other obligations?	Instructions to watch video	How did the video you just watched impact your confidence that someone can successfully balance being a teacher with school and other obligations?	What ideas shared in the video were most helpful, if any? If none of the ideas were helpful, write "none."	

Video #5 - What is the role of an MTC teacher?	How clear to you is the role of an MTC teacher? (for example: what an MTC teacher does, what an MTC teacher's purpose is, how an MTC teacher helps the missionaries best, etc.)	Instructions to watch video	After watching the video, now how clear to you is the role of an MTC teacher?	What new aspects of an MTC teacher's role did you learn about from the video? If you didn't learn anything new, write "none."
Video #6 - What advice do you have for someone applying to work at the MTC?	Instructions to watch video	Are you now or have you ever considered applying to be an MTC teacher?	How helpful do you feel like the advice shared in this video would be to someone considering applying to be an MTC teacher?	What pieces of advice shared in this video do you feel were most helpful? If none of the advice was helpful, please write "none."
Video #7 - How could being an MTC teacher help prepare me for my future?	How helpful do you feel like being an MTC teacher would be in preparing you for your future? (for example: future school, internship, work, life, callings, family, etc.)	Instructions to watch video	After watching the video, now how helpful do you feel like being an MTC teacher could be in preparing you for your future?	Because of the video, what new ideas do you now have on how being an MTC teacher might help in preparing you for your future? If you don't have any new ideas, write "none."
Video #8 - What would you say to someone who feels inadequate to apply?	Instructions to watch video	How helpful do you feel that the content of the video you watched may be in helping someone who feels inadequate to apply to be an MTC teacher?	Specifically what was said that you think may be most helpful? If you don't think any of it was helpful, write "none."	

Video #9 - What types of people make good MTC teachers?	How true do you believe the following statement to be? "There is a certain 'mold' a person has to match in order to be a good MTC teacher?"	Instructions to watch video	After watching the video, now how true do you believe the following statement to be? "There is a certain 'mold' a person has to match in order to be a good MTC teacher."	What was shared in the video that altered your opinion positively or negatively? If your opinion did not change, write "none."
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The full data set can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).

Budget and Timeline

The full budget and timeline can be found in the supporting documentation of the uploaded project as searchable in the student works section of the BYU Scholarly Archive linked [here](#).