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BYU Online Language Team On-boarding Training

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Design Project Report
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Project Introduction

BYU Online (BYU-O) is a department within BYU Continuing Education responsible for delivering online curricula and courses. It includes various teams with distinct tasks to fulfill the university's objectives related to continuing and online education standards. The focus of the project lies on the BYU-O Language Team, which designs and develops language courses for individuals interested in learning a second language.

Project Purpose

In the early stages of departmental training (2018-2019), BYU-O instructional designers (IDs) focused on developing a Canvas training course to meet diverse needs and equip student employees, also known as instructional design assistants (IDAs), with a range of skills. This training was crucial to provide IDAs with the necessary knowledge, skills, and attitudes (KSAs) to effectively perform their roles and meet job requirements. However, the incorporation of specific needs and skills for the language team was postponed. The purpose of this project was to optimize and unify the training process to address the BYU-O Language Team needs.

Outcomes

After the training, the language team IDAs were expected to have successfully achieved the following outcomes:

Outcomes	In Scope	Out of Scope
Language IDAs can identify and use the appropriate tools and methods when working on language team projects.	✓	
Language IDAs can successfully complete training worksheets to assess skills and enable practice/simulation with various instructional design techniques, tools, and strategies when building a language course.	✓	
Language IDAs can identify areas of strength and areas of further improvement in building language courses.	✓	
Language IDAs can apply problem-solving skills to solve issues that may arise during the course development phase, seeking appropriate support when needed.	✓	
Language IDAs can identify areas for further professional growth and development in the language team and projects.	✓	

Language IDAs demonstrate the ability to refer to the general training materials when looking for information and resources that concerns the whole department and general tasks.		X
Language IDAs can identify and describe the roles and responsibilities of IDAs in the language team.		X
Language IDAs can utilize effective communication strategies to approach and engage with language team members for collaboration and support.		X
Language IDAs can communicate through the right channels used by the team and effectively communicate project updates and progress using the correct software.		X

Table 1: In/Out Scope Learning Outcomes

Project Background

In 2023, the language team underwent significant changes when new IDs were tasked with supervising and developing the team's courses. These Language Team IDs (L-IDs) identified gaps in the knowledge, skills, and attitudes (KSAs) of the IDAs in the language team. Many performance issues and skill deficiencies originated from a lack of understanding of job requirements, unfamiliarity with certain software tools, and limited experience with specific content or tasks.

While existing literature suggests that training may not directly impact performance, it emphasizes the crucial role of training in providing opportunities for employees to develop job skills and relevant knowledge that ultimately affect job performance (Aragón et al., 2014). By adopting a structured approach to training, organizations can develop formal training plans aligned with their organizational goals and available resources (Storey, 2004). These plans can effectively assist and guide new hires during their initial weeks on the job.

After identifying certain skill deficiencies, the L-IDs emphasized the need to reassess the existing 2018-2019 training course and integrate the specific requirements of the language team into it. The Training IDs (T-IDs) also expressed their interest in incorporating the language team's needs into the overall training curriculum. With this alignment of interests, a clear need and project idea emerged.

Project Adjustments

After the proposal stage, which set the foundation for the project, significant changes and turnovers emerged in the department, affecting the project development. These changes included:

- **The assignment of two new T-IDs to supervise departmental training** meant that the ideas previously developed with the former T-IDs during the proposal stage had to be adjusted to align with the perspectives, methods, and requirements of the new instructional designers.

- **My departure from the language team** required adjustments in communication protocols and other plans. I had to form a team and collaborate to compensate for the loss of resources and permissions. Consequently, the project transitioned from being part of my job to an additional task and learning experience.
- **Both IDA leads of the language team left their positions**, which led to the assignment of a new IDA as a team leader, influencing new practices and decision-making processes in the language team.
- **The turnover of seven IDAs** and the addition of eight new members in the language team brought forth additional needs and challenges as the IDA lead and I collaborated on developing, designing, and implementing a training that would meet the needs of the new hires.

Based on the above mentioned changes/turnovers, the following information concerning learner personas, environmental analysis, and constraints required some adjustments throughout the stages of the project.

Learner Personas

The learners who benefited from this training were students hired by BYU-O to work on the language team and design language courses. A complete learner analysis can be found in Appendix 1. The following information is a summary of the typical characteristics individuals who are hired to work on the language team embody:

- **Age**: 18-30 age range.
- **Background**: either international students, Americans, and/or double nationality (U.S. citizen and one more).
- **Language Skills**: speak one or more foreign languages.
- **English Proficiency**: have a higher level of English proficiency or are native English speakers.
- **Nationality:** various countries, including the United States.
- **Church Affiliation**: majority served missions for the Church of Jesus Christ of Latter-Day Saints.
- **Diversity**: some have diverse cultural, educational, and/or family backgrounds.
- **Interest**: special interest in developing/learning/teaching other languages or the languages they speak.
- **Motivation**: motivated by the flexibility of the job in terms of schedules and hours.
- **Compensation**: also motivated by the above-average salary provided by the department compared to other jobs at BYU.

Since this project primarily targeted new hires, determining students' backgrounds and experiences beforehand was a challenge. However, when the project was being developed and implemented, the language team gained eight new IDAs. This was a valuable opportunity to confirm the learner analysis and tackle any challenges. The characteristics of these new hires closely resembled those of most students who apply for the IDA job. This was evident in how well their experiences and backgrounds matched those of others involved in the project.

Based on this information, it was evident that language team IDAs had diverse motivations and fulfilled various roles within the team, contributing to a unique culture that set the team apart from others. The strong sense of community fostered a motivating work environment where everyone felt welcomed and involved (see Appendix 1 and 2). This aspect was particularly beneficial for new hires, as they were included in the team leading to the development of collaborative training protocols. These protocols emphasize group learning situations, promoting interaction among participants and enhancing the learning experience for all involved (Salas & Cannon-Bowers, 2001). Furthermore, collaboration helped new hires and current IDAs overcome challenges related to cultural, language, and background differences (see Appendix 1).

The differences among learners posed additional challenges in designing and developing the training. With varying backgrounds, language proficiency levels, and educational/life stages, the training needed to accommodate a diverse team (see Appendix 2). Addressing these cultural and background differences was complex. Therefore, careful consideration was given to ensure that the training materials were clear, concise, and able to meet the diverse needs of the learners.

Environmental Analysis

The language team

The language team (see Appendix 2) incorporated three full-time instructional designers: two female and one male. At the time of the report, the team had eleven IDAs and one IDA served as the IDA lead. The lead IDA primarily focused her work on providing support to the L-IDs and acted as a mediator between the L-IDs and IDAs in the team. She represented the team members and contributed to decision-making processes that impacted team performance, practices, and tasks.

The training team

At the time of the report, the BYU-O training was overseen by one female and one male instructional designer (see Appendix 2). Both designers were tasked with managing and further developing the training for BYU-O. Since these designers were simultaneously responsible for other courses and projects, both assigned an IDA to work on the department training course.

The department

The BYU-O department was composed of several teams of IDs and IDAs, each with distinct courses and assigned work. The department relied heavily on technology, emphasizing computer access, internet connectivity, software applications, learning management systems (LMS), communication channels, and project management software. The department developed online courses using platforms like Canvas and Buzz LMS. Furthermore they used Microsoft Teams and Outlook as primary communication tools. For project management, they utilized tools such as Teamwork, Trello, and Microsoft Teams (see Appendix 2). Within the language team, they used Teamwork and Microsoft Teams Kanban boards to share, assign, and track progress and tasks.

Developing a comprehensive learner and environmental analysis was essential for identifying patterns and practices utilized within the department, especially in collaboration with a team. It was crucial to understand and become familiar with the tools and software already in use to ensure the project's smooth progression, despite challenges and constraints.

Constraints

The following constraints were considered during the proposal stage and further refined after the development and implementation of this project.

A. **Adaptation**: There was a shift from the "one size fits all" approach to a more customized and personalized experience (Graham et al., 2019) for each team in the department. As a result, a new training course had to be designed from scratch. The T-IDs team had to not only develop the new course but also supervise the training experience for the language team at the same time.
B. **Human Resources**: Creating a completely new training course while also working on the current project required more resources, one of which being extra people. The IDs and I decided to involve two IDAs: one from the T-ID team and the IDA Lead from the language team. Even with the help of two more people, some products took longer than planned, and we had to frequently prioritize tasks as we worked on developing new materials.
C. **Boundaries**: The commitment to develop a new training course while also meeting the language team's needs was challenging for the IDA working with the T-IDs and the IDA lead in the language team. Roles and responsibilities had to be clearly defined and respected to meet the agreed-upon timeline for delivering the product. Various adjustments and compromises were also necessary during the development of the project.
D. **Time:** The timeline of the project posed a challenge for improving and creating new materials for the training. Substantial improvements within this time frame required a lot of time and effort, sometimes causing me to lose focus on the language team's needs. The team had to make quick decisions about redesigning how the content was going to be organized and presented, create high-quality prototypes, test user experience (UX), and conduct evaluations to meet the project's deadline. To manage this, we had to redefine responsibilities, adjust time frames, and stick to boundaries to finish all the required milestones.
E. **Budget:** There was no specific monetary budget allocated for this project. Despite the fact that the other two IDAs were compensated for the time spent working in the training, it was still challenging to find time within their existing job responsibilities to stay up-to-date with the tasks. This project was considered more of a “side task” for them, in addition to their already arduous workload.
F. **Coordination**: As mentioned earlier, bringing two additional IDAs onto the team was beneficial for progress. However, it also required ongoing communication and project management skills, which we took time to refine. Shifting our focus from a training course to a training experience led to the emergence of new ideas, materials, and solutions, all of which required coordination and leadership to ensure we remained on track. For this purpose, the team appointed one of the IDAs as the Scrum Master for the training experience, while I assumed the same role but for the language team training segment.

Content and Procedural Analysis

This section contains a summary of the implications of the analysis. A complete analysis can be found in Appendix 3.

A content analysis was conducted by consulting two subject matter experts within the language team: the lead ID and the lead IDA. I interviewed these experts individually to discuss the content they considered essential for inclusion in the language team training. Afterward, it was determined that a formal procedural analysis was not feasible due to the numerous processes, methods, and skills requiring integration into the training. Nonetheless, the language team provided documents outlining and explaining these procedures, which were informally considered as part of the procedural analysis.

Based on these analyses, it was critical for the language team training to address the team's work and origin, clarifying that the team operates within all BYU domains (BYU-O, BYU HS, and BYU IS), distinguishing it from other teams in the department. Given the team's focus on language, it was essential to thoroughly cover the roles and responsibilities of IDAs, particularly if they possessed language skills relevant to ongoing course designs. Additionally, understanding the language team's design process and its various stages was considered essential to ensure all team members, both new and current, could comprehend the different requirements and phases of course design. Within these design stages, it was imperative to address the essential skills and tools necessary for IDAs to work independently on language courses at any design stage (see Appendix 3).

Equally significant was the development of practical exercises enabling new IDAs to apply these skills and tools effectively, gaining hands-on experience with the language team's design process to excel in their roles.

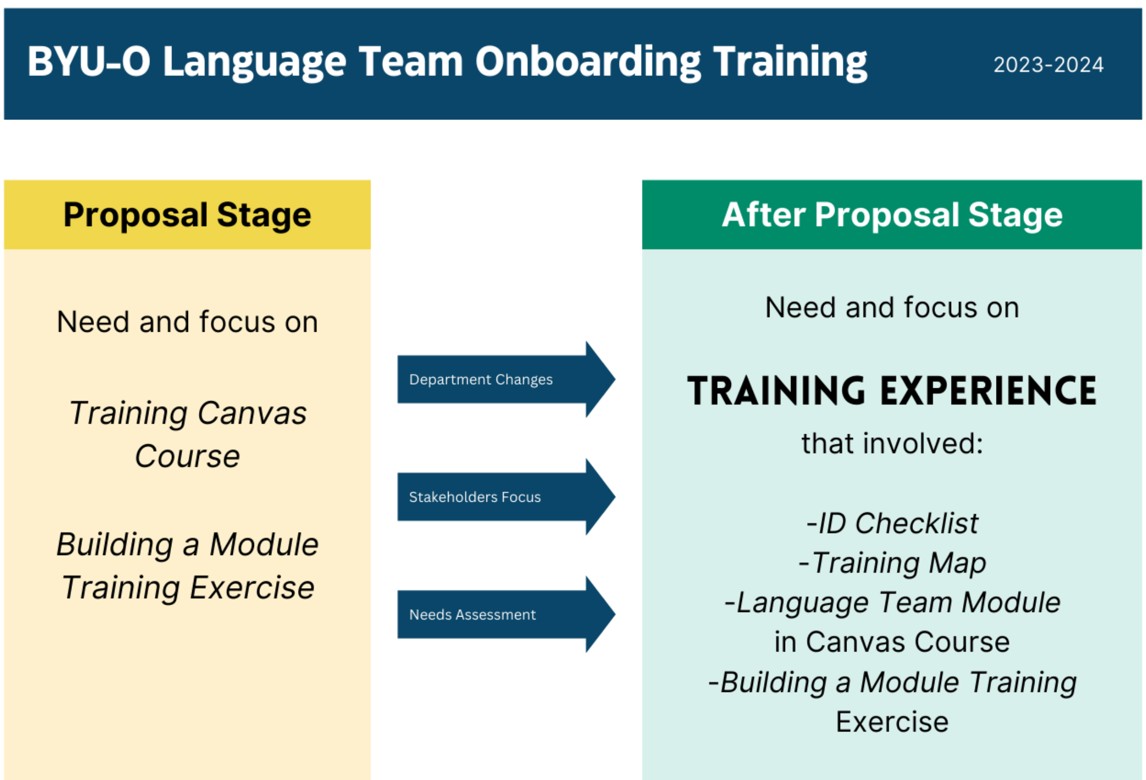
Considering the turnover and changes outlined in previous sections, it was evident that the training needed more than just a topic coverage—it required a redesign, driven not only by instructional designers' input but also by IDAs' feedback. Former and current IDAs within the language team expressed their perspectives on their training experiences, often describing it as "confusing," "overwhelming," or "non-existent." It became apparent that this project's focus needed to expand beyond the perspective of instructional designers to incorporate the viewpoints of IDAs, particularly emphasizing the learners' needs, as also identified in some instances of the content analysis.

Product Design

At this stage, a shared vision for the project emerged:

*Provide new hires with a training experience that **welcomes**, **engages**, **excites**, and **prepares** them for their roles and responsibilities as instructional design assistants.*

Through feedback, discussions, and ongoing reflection with the new team, we made a strategic decision to shift from just providing a training course to **creating a complete training experience.** This shift in focus and perspective remained aligned with the established outcomes and activities, whilst enriching the project with a deeper purpose and significance. Consequently, while continuing to address the needs of the IDs, we also prioritized listening to and addressing the needs of the IDAs. The forthcoming section of this report will focus on the training experience and the products developed to achieve this vision.



Graph 1: BYU-O Language Team Experience

The Products

The video walkthrough of the products developed for this project are available at IP&T Project Video Walkthrough (3:49). The information below provides links and an overview of each product.

- **Product 1:** ID Checklist for Training (see Appendix 4 or watch walkthrough video 0:30–0:50)
- **Product 2:** IDA Training Map (see Sheet)
- **Product 3:** Language IDA Training Module (see walkthrough video 1:55–2:48)
- **Product 4:** Language IDA “Building a Module Training” exercise (see Document)

Products Overview

Considering the developed products, it is important to illustrate how they complemented each other to form the training experience for new language IDAs.

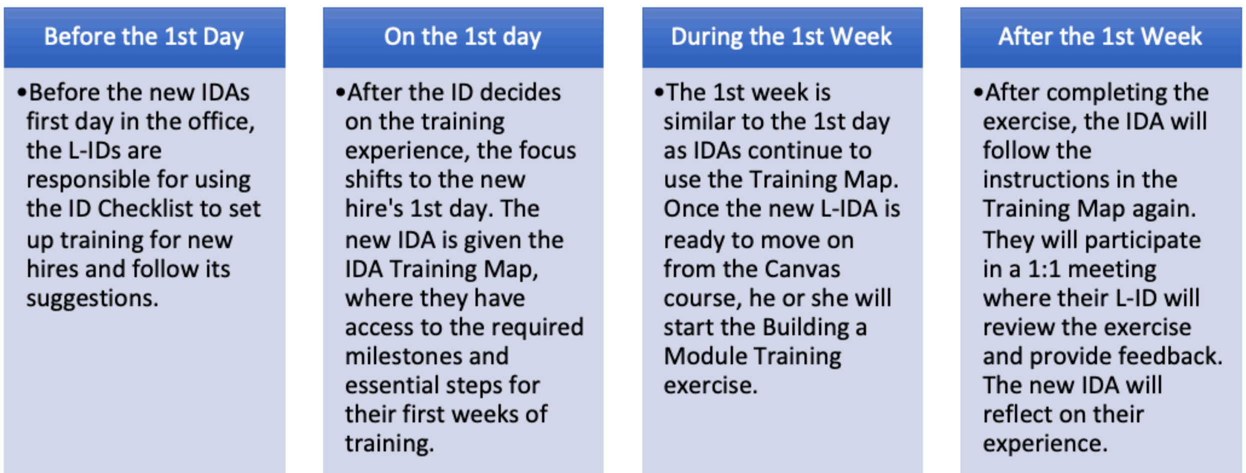


Fig 1: Products Correlation

Design Process and Evolution

The team

As previously mentioned, two IDAs were assigned to assist me with this project. Each team member was assigned specific roles:

Fig. 2: Project Team Roles

In addition to the team directly involved in product development (fig. 2), the following stakeholders were also engaged in the process:

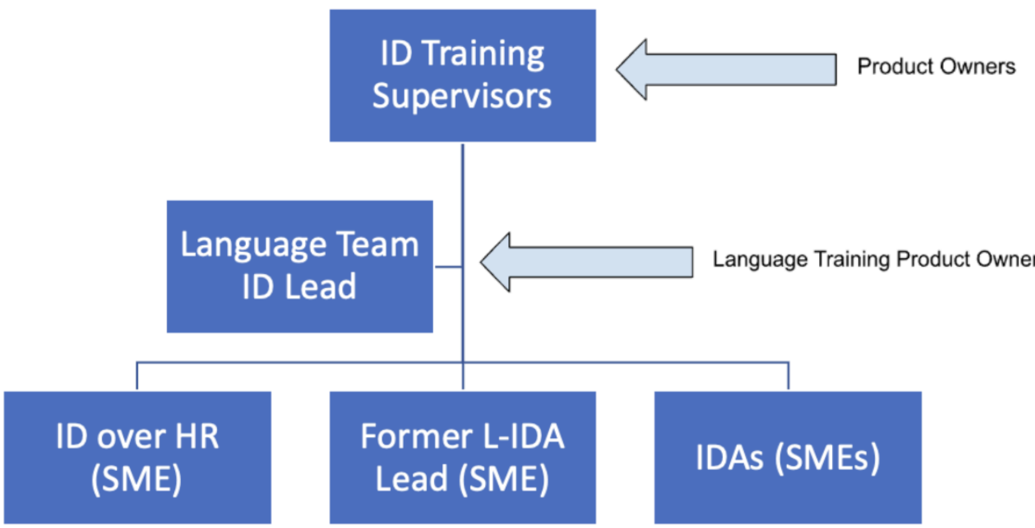


Fig. 3: Project Stakeholders

The story of the training experience

The diverse perspectives, insights, and iterative ideas of each team member, SME, and stakeholder were crucial for reassessing decisions made during the proposal phase and aligning them with our shared vision. It became evident that while the training course outlined in the proposal adequately addressed the necessary job skills for IDAs, it lacked the organized and structured experience desired by both IDs and IDAs. This realization prompted numerous discussions and meetings to determine how to develop such an experience.

Chapter I: Understanding the process

My initial step was to guide the team in taking a comprehensive look at the department's procedures for hiring and training new IDAs, especially since the L-IDAs were not directly involved in this process. Through interviews, meetings, and informal conversations we compiled a procedural analysis of the steps the department was following to hire and train new IDAs (see Appendix 5).

Conversations with the ID overseeing HR provided valuable insights that helped the team understand and compare his perspective with the experiences of other IDs and IDAs. IDs whose teams relied on the ID overseeing HR to conduct the entire interview, hiring, and training process felt that there was a lack of communication, leading to instances where new IDAs arrived for their first day without the team's prior knowledge. According to these IDs, there were no clear guidelines on what to expect from new IDAs upon hiring and how to assess their progress or preparedness for work.

Additionally, IDAs expressed a need for structured and organized training. Many found the 2018-2019 training course overwhelming and shared that there was a lack of direction or guidance, resulting in incomplete training or difficulty comprehending the material presented.

Based on the data gathered, it became evident that the team had to:

- Structure and organize the interviewing, hiring, and training processes while allowing flexibility for each team, as identified during the proposal stage.
- Revise the training course and experience to make it less overwhelming for IDAs and ensure clearer communication and guidance for IDs.

Chapter II: Organizing the work

As the needs were reassessed, the team split the stages of the training experience into three main phases: before, during, and after (fig. 4).

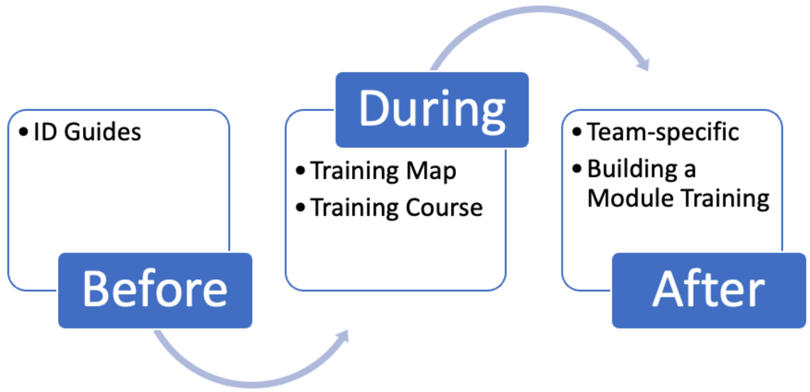


Fig. 4: Stages of the training experience

At that point, dividing the work and establishing a plan was straightforward (table 2).

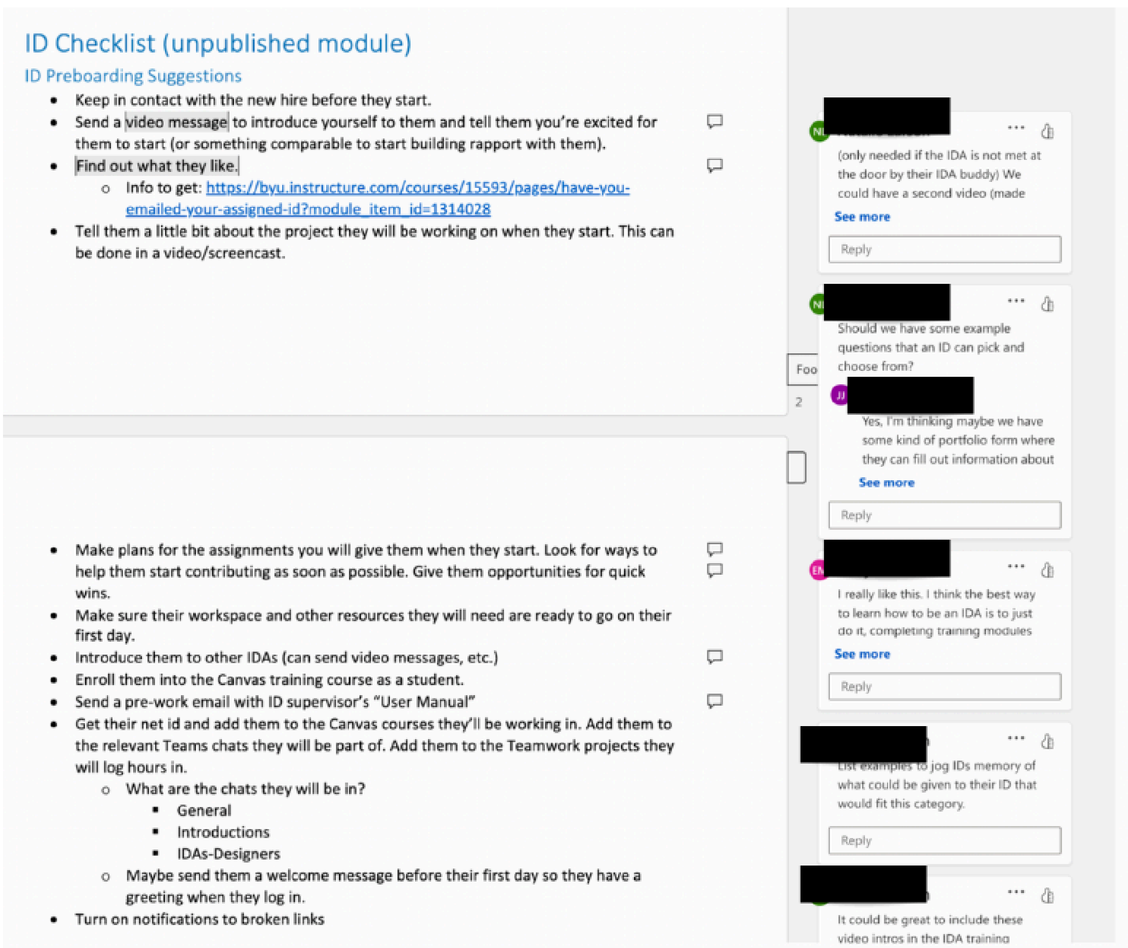
Person/Role	Task
BYU-O IDA (Scrum Master & Developer)	- Manage the Canvas Training Course: - Content - Template - Design - Manage Training Experience - ID Checklist - General Training Map Design
Iolanda Costa (Language Team Scrum Master & Developer)	- Manage Language Team Training Module in Canvas course - Write Content - Design - Manage and Develop Language Team Training Map - Manage and Develop Building a Module Training Exercise - Assign tasks and communicate with language team stakeholders and SMEs
Language IDA Lead (Developer)	- Participate in development process - Transfer content into LMS - Provide access to resources/materials

Table 2: Work Division

Chapter III: ID Checklist Development

Since the project's focus shifted to the training experience, the T-IDs agreed that all IDs should take responsibility for training their own teams, reinforcing the role of instructional designers in making design decisions on behalf of their teams (Reiser, 2001 cited in Gies, 2020). As stated by Gies (2020), "IDs need to be able to influence teams to accept decisions based upon the IDs' expertise and experience. Since they lack formal authority over design teams, IDs need to create this influence in other ways that are ethical and effective" (p. 2). Empowering IDs to train their new IDAs effectively establishes this sense of authority and responsibility for the individuals they manage and supervise. While this product primarily benefits the ID experience, it significantly impacts the IDA training experience as well.

This stage involved numerous meetings and brainstorming sessions where the team carefully assessed the needs of the IDs. The team discussed various ideas and outlined them in a document to determine the scope of the ID Checklist, as shown in image 1.



ID Checklist (unpublished module)

ID Preboarding Suggestions

- Keep in contact with the new hire before they start.
- Send a video message to introduce yourself to them and tell them you're excited for them to start (or something comparable to start building rapport with them).
- Find out what they like.
  - Info to get: https://byu.instructure.com/courses/15593/pages/have-you-emailed-your-assigned-id?module_item_id=1314028
- Tell them a little bit about the project they will be working on when they start. This can be done in a video/screencast.
- Make plans for the assignments you will give them when they start. Look for ways to help them start contributing as soon as possible. Give them opportunities for quick wins.
- Make sure their workspace and other resources they will need are ready to go on their first day.
- Introduce them to other IDAs (can send video messages, etc.)
- Enroll them into the Canvas training course as a student.
- Send a pre-work email with ID supervisor's "User Manual"
- Get their net id and add them to the Canvas courses they'll be working in. Add them to the relevant Teams chats they will be part of. Add them to the Teamwork projects they will log hours in.
  - What are the chats they will be in?
    - General
    - Introductions
    - IDAs-Designers
  - Maybe send them a welcome message before their first day so they have a greeting when they log in.
- Turn on notifications to broken links

[redacted]
(only needed if the IDA is not met at the door by their IDA buddy) We could have a second video (made
See more
Reply

[redacted]
Should we have some example questions that an ID can pick and choose from?
[redacted]
Yes, I'm thinking maybe we have some kind of portfolio form where they can fill out information about
See more
Reply

[redacted]
I really like this. I think the best way to learn how to be an IDA is to just do it, completing training modules
See more
Reply

[redacted] to jog IDs memory of what could be given to their ID that would fit this category.
Reply

[redacted]
It could be great to include these video intros in the IDA training

Image 1: ID Checklist Prototype

Following the feedback received, the prototype was implemented to develop the current ID Checklist for Training, now available in the Canvas Training Course. To facilitate this transition, I organized a meeting with the L-IDs to familiarize them with the location of the materials and to outline their roles and expectations regarding the updated training process.

Chapter IV: Language Team Products Development

To customize the training to meet the team's specific needs, I began by reassessing and identifying issues with the previous training course. This involved conducting interviews, holding meetings, and engaging in informal conversations to understand where the previous course fell short and to ensure those mistakes were not repeated in the new version. The feedback gathered during the proposal stage interviews (see Appendix 1) highlighted that the old training course was perceived as excessively long and, as previously mentioned, lacking information concerning the language team.

As the team and stakeholders began brainstorming ideas for the new course, it became clear that flexibility was essential to meet the diverse needs of the teams while still providing IDAs with general information, skills, and background relevant to the entire department. To find a balance between general and specific information, I referred to the Cognitive Flexibility Theory (Spiro & Jehng, 1990) and the Cognitive Load Theory (Sweller, 1988) to adapt the delivery, navigation, and visual design of instruction to the needs of the language team.

The team's initial idea, as shown in images 2 and 3, was to create a Canvas homepage/menu. This would assist new hires and IDs in navigating their training path more seamlessly, avoiding the feeling of being overwhelmed by a module view that would present all the information at once.

IDA Training Course Outline

Possible landing page:

Welcome to Continuing Education: Academic Services

Course Description

This course will train IDAs when they begin employment with Continuing Education: Academic Services. It will walk them through tasks they need to complete shortly after they are hired and provide basic training for work they will perform in their IDA role.

Course Introduction

Welcome to BYU Continuing Education! We are so happy to have you here and are excited to work with you. Your role as an Instructional Design Assistant (IDA) is essential to our success here. We work with subject matter experts to create BYU courses that students can take remotely. You will play a crucial role in ensuring that our courses are easy to navigate and accessible for all learners. Your Instructional Designer

Image 2: Prototype of Canvas Course Homepage

Image 3: Final Canvas Course Homepage

To achieve the same goal, the team opted to ensure that the information shared in the training course was sufficiently broad to accommodate all teams. As feedback was gathered and minor adjustments were made, the team decided to incorporate references to each team's processes or tool when necessary. For instance, when addressing the responsibilities of an IDA, the training course would emphasize the general process of BYU-O. Although this process was generally similar across all teams, there were instances where additional information or clarifications were needed for certain teams. To address this, the team designed tabs or accordions on certain pages to address team-specific needs that drew from broader topics. Using the same example of an IDA job description, image 4 illustrates how the page/content appears with general information followed by additional information customized for the language team.

General Training

What does an IDA do?

Introduction

Have you ever taken an online class at BYU or another institution? Think about what it was like. As a student, what did you love about it, and what didn't work well for you? Would you do it again?

Your success in design work doesn't actually depend on how much experience you've had with online learning in the past (although that experience is certainly helpful). What does matter is your ability to empathize with students, faculty, and other designers.

The process of reflection we just asked you to try is a great example; in your design work, you will often be asked to create, edit, scaffold, update, improve, and test out learning experiences designed for other students, who may or may not be like you. Such work will require you to adopt an empathetic and flexible design mindset, where you frequently ask yourself, "How will this work for a BYU student? or a High School student? or an Independent Study student?"

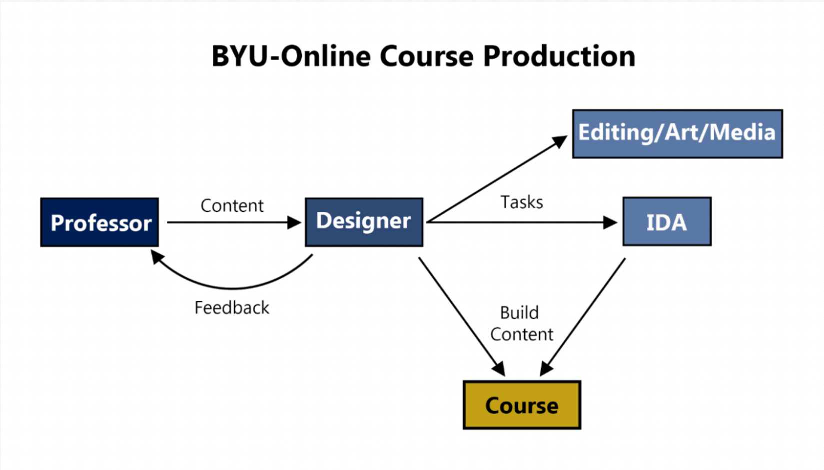
Job Description

This graphic below outlines the BYU Online course production process. As you can see, the designer works closely with the campus professor to design the content of the course. The designer then works with IDAs, editors, artists, and the media team to create and build the course. Note: under the direction of your ID, you may also interact with the professors more than this graphic suggests.

Real students are enrolled during the Pilot phase of the course, which is the first semester the course is published. Students take surveys regularly to give feedback on the course; you work closely with the ID and QA (Quality Assurance) to polish the course and respond to feedback.

You will also work on courses that are past the Pilot phase and in regular semester rotation. Work at this stage will be similar: editing content, reviewing copyright, updating visual design, etc.

Summary: your role is to assist the ID throughout the course design process, completing tasks they give you to create **aligned, learner-centered, interactive, compliant, evaluable** learning experiences.



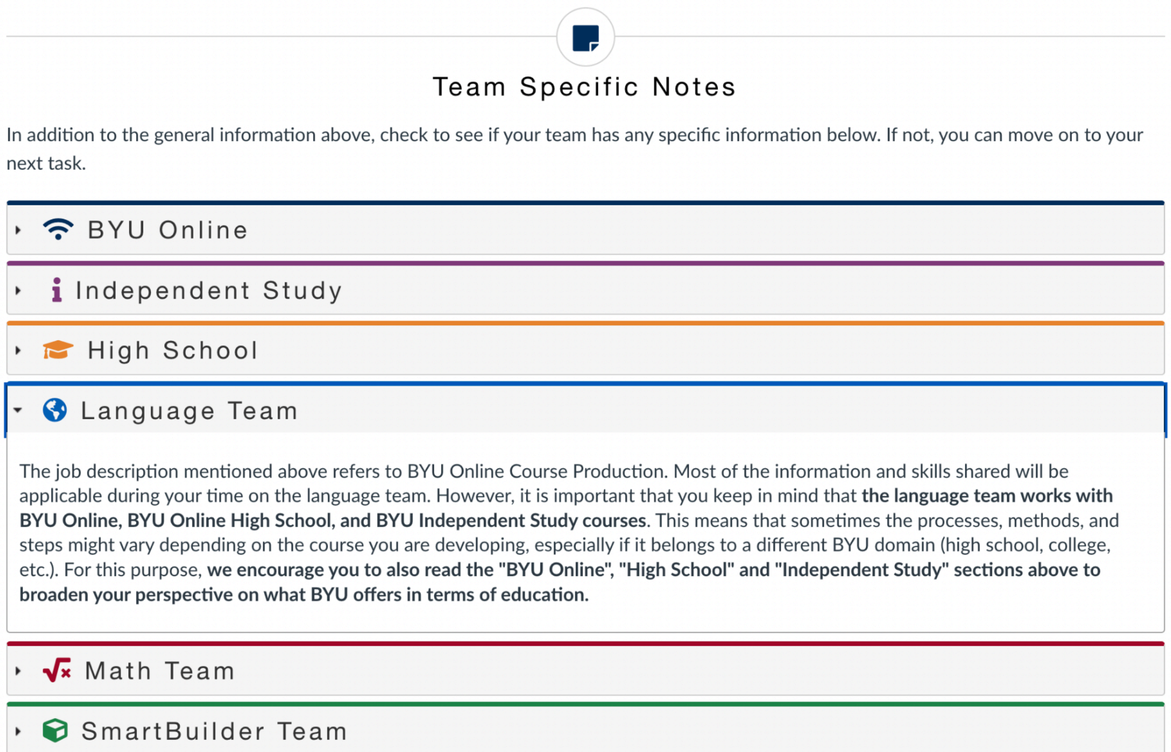


Image 4: Example of general vs. language team information.

To address the unique needs of teams, beyond those in the "Team Specific Notes" (image 4), the T-IDs recognized the importance of offering training that aligned with the preferences of the language team. In accordance with this decision, I developed a module specifically for the language team within the training course. Initially, I prototyped the content and layout of the content using a Google Doc. This document contained all the pertinent information identified by the L-IDs based on the topic/procedural analysis and existing resources. Once feedback was incorporated and the content approved, I transferred the written content into Canvas with assistance from the IDA Lead (images 5 & 6).

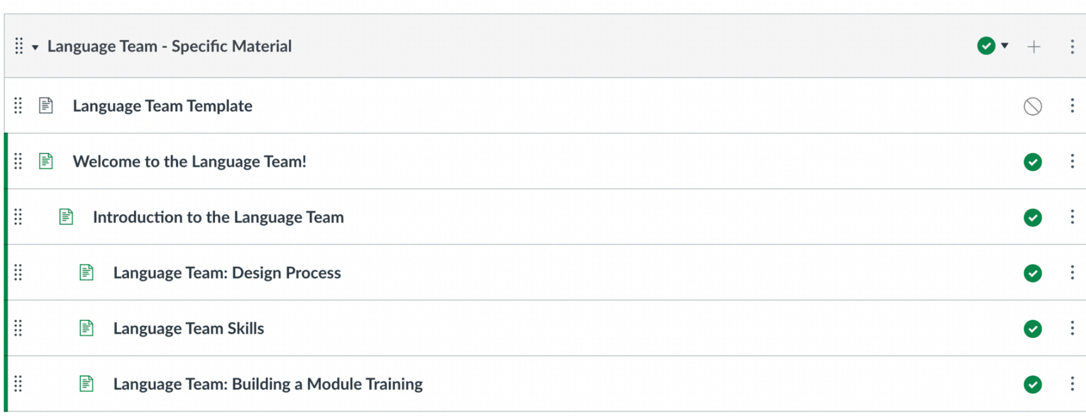
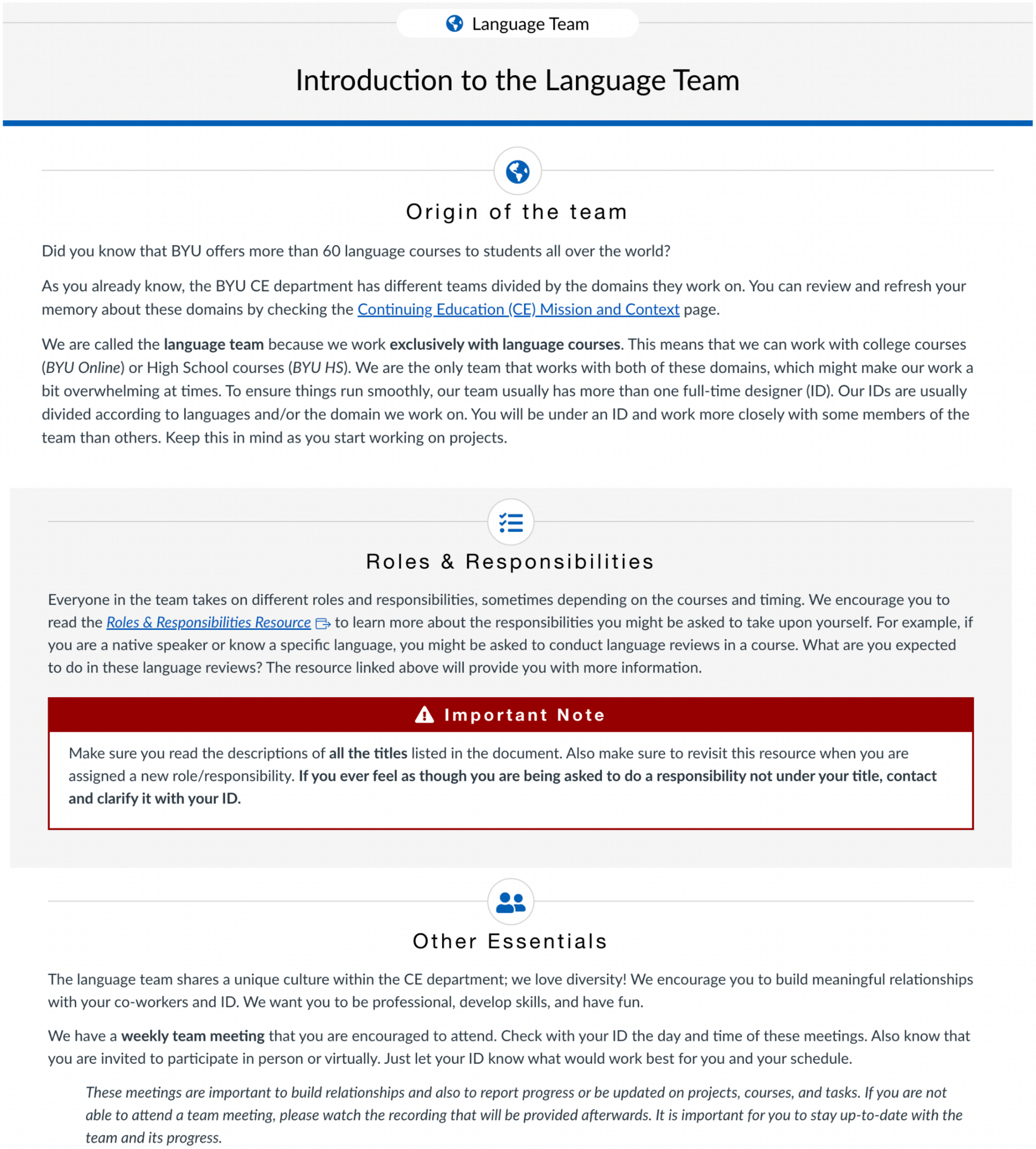


Image 5: Language Team module in training course



Language Team

Introduction to the Language Team

Origin of the team

Did you know that BYU offers more than 60 language courses to students all over the world?

As you already know, the BYU CE department has different teams divided by the domains they work on. You can review and refresh your memory about these domains by checking the Continuing Education (CE) Mission and Context page.

We are called the **language team** because we work **exclusively with language courses**. This means that we can work with college courses (*BYU Online*) or High School courses (*BYU HS*). We are the only team that works with both of these domains, which might make our work a bit overwhelming at times. To ensure things run smoothly, our team usually has more than one full-time designer (ID). Our IDs are usually divided according to languages and/or the domain we work on. You will be under an ID and work more closely with some members of the team than others. Keep this in mind as you start working on projects.

Roles & Responsibilities

Everyone in the team takes on different roles and responsibilities, sometimes depending on the courses and timing. We encourage you to read the *Roles & Responsibilities Resource* to learn more about the responsibilities you might be asked to take upon yourself. For example, if you are a native speaker or know a specific language, you might be asked to conduct language reviews in a course. What are you expected to do in these language reviews? The resource linked above will provide you with more information.

Important Note

Make sure you read the descriptions of **all the titles** listed in the document. Also make sure to revisit this resource when you are assigned a new role/responsibility. **If you ever feel as though you are being asked to do a responsibility not under your title, contact and clarify it with your ID.**

Other Essentials

The language team shares a unique culture within the CE department; we love diversity! We encourage you to build meaningful relationships with your co-workers and ID. We want you to be professional, develop skills, and have fun.

We have a **weekly team meeting** that you are encouraged to attend. Check with your ID the day and time of these meetings. Also know that you are invited to participate in person or virtually. Just let your ID know what would work best for you and your schedule.

> *These meetings are important to build relationships and also to report progress or be updated on projects, courses, and tasks. If you are not able to attend a team meeting, please watch the recording that will be provided afterwards. It is important for you to stay up-to-date with the team and its progress.*

Image 6: Example of page in Language Team Module

At this point, it was clear that the new training experience adopted a decentralized approach, i.e., each team and ID would take responsibility for their own training, timelines, and selection of relevant content from the training course. This approach emphasized personalization (Graham et al., 2019). After conducting brainstorming sessions with the team, we decided to create a Training Map that all IDs could personalize according to their team needs and training expectations. By allowing each team, and ultimately the IDs themselves, to define their own training expectations and pathway, we accommodated their preferences, experiences, and individuality. As Rogala et al. (2017) explains, "the way of training conduct should be adjusted to the specific audience. Therefore, before starting a training it is necessary to diagnose the uniqueness of the participants and adjust the form of training to them" (p. 12).

The training map was created using an Excel sheet to outline essential milestones for all IDAs during their training. Initially, the team developed a template focusing on common milestones shared among all IDAs. Following the common milestones, I developed a second template adapted specifically for the language team to structure training for new hires. This decision was informed by the content and procedural analyses and once again based on the cognitive load, cognitive flexibility, and criterion referenced instruction (Mager, 1988) theories.

Chapter V: The hands-on experience

The culmination of the training experience for new IDAs in the language team involved a practical exercise where they developed a mock-up module based on the information they had learned. The L-IDs valued this "hands-on" approach as it allowed new IDAs to practice a variety of skills and enabled them, both individually and with their assigned L-ID, to assess their comfort level and identify areas of improvement before starting any "official" work on a language course. The first version of this exercise lacked certain skills and processes/methods that have since been updated by the language team. For this reason, the team adjusted the exercise and incorporated the new processes/methods that were missing.

The purpose of this exercise was to equip new IDAs with the experience and skills necessary to “build” a module in Canvas — which constitutes a significant portion of their job responsibilities as IDAs. Using Kolb’s experiential learning model, through this exercise new hires actively participate in the learning process, reflect on their experience (introspection) and evaluate their thoughts, feelings, and perspectives. They also develop concepts, theories, and models to enhance critical thinking and apply universal principles in various situations. Finally, they apply these concepts in real-world situations, testing their understanding through trial and error (Lewis & Williams, 2006; Schellhase, 2006; Kolb 1984).

After completing this exercise, new IDAs were prompted to write a reflection in the Training Map, focusing on: strengths and weaknesses identified while building the module; areas where they might require additional practice or assistance; and a plan for enhancing their design skills further. Next, the IDA scheduled a one-on-one meeting with their L-ID to receive feedback on the module they “built” and additional guidance. To assess the design skills of the new IDAs, the L-IDs were provided with a rubric and instructed to utilize the Canvas sandbox of the current IDA Lead who previously completed the same exercise for comparison and feedback based on their design skills experience.

Product Implementation

The training pilot ran from December 2023 to January 2024, starting once a BYU student accepted a position within the BYU-O language team. The L-IDs were responsible for overseeing the “activation” of training components and delegating tasks within the team if needed. New hires needed access to the Canvas Course and Training Map due to the training's reliance on technology. Additionally, the implementation also required a workstation with computer and internet access during the new IDA first week's shifts to complete the training. Beyond these basics, new hires did not have further requirements to start and progress through the training, as all essentials were included in the training materials.

A crucial aspect of implementing this product involved meeting with the L-IDs to explain the training experience process. I conducted this meeting on January 8th, 2024, where I outlined the resources and steps necessary for training a new IDA, offering the opportunity for feedback and addressing any questions. Following this session, I sent an email summarizing the key points to prepare them for piloting the training with three new IDAs, emphasizing the flexibility to delegate tasks as needed with the IDA lead.

Assessment of IDAs Learning

Training Map & Training Canvas Course

Each product within the training experience was assessed using its own method. The Training Map and the Canvas training course primarily served as informational resources to navigate new IDAs through essential information. Therefore, the assessment of IDAs learning from these products mainly relied on completion. The Training Map sheet includes a progress tracker for IDAs to monitor their progress. The assigned trainer from the language team is responsible for keeping track of progress and marking off milestones, indicating to the IDAs that their progress is being noted. As such, these products did not require specific instruments beyond a progress tracker.

Building a Module Exercise

To assess the design skills practiced in the Building a Module Training Exercise, the lead IDA of the language team replicated the same module in their Canvas sandbox. During the one-on-one meeting conducted by L-IDs with new IDAs, they would examine the new IDA sandbox module and compare it with the design created by the IDA lead’s sandbox. This comparison ensured that the new IDA could comprehend major design and Canvas skills. If any gaps were identified, the one-on-one meeting provided an opportunity for clarification or additional practice for the new IDA.

Given that much of the assessment relied on comparison, the training map prompts the L-ID during the one-on-one meeting to refer to the "solution" found in the IDA lead sandbox. Additionally, a rubric was also provided to assist the L-ID and the new IDA in assessing their skills (image 7).

Building a Module Training Rubric		
*Compare to IDA lead Canvas sandbox if needed.		
0 = not completed; 1 = incomplete or not done correctly; 2 = completed with major mistakes; 3 = completed with minor mistakes; 4 = completed correctly		
Skill Description	**Assessment (0-4)**	**Notes**
The IDA added images using the correct ratio, setting it as decorative, and checked all accessibility needs (alt text, etc.)	0	
The IDA kept a copyright tracker up-to-date and added image credits/references to the Canvas pages with media.	0	
The IDA reviewed any red text and solved it (either by adding media/content needed or setting the color to default).	0	
The IDA embedded videos from Panopto.	0	
The IDA added transcript documents into the sandbox files, linked them with the videos, and set them with the default color and 10pt font.	0	
The IDA added and edited all H5Ps according to the instructions given: audios, question sets, drag and drops, presentations, etc.	0	
The IDA added language tags when needed (e.g., Vocabulary Group pages).	0	
The IDA added, edited, and linked questions banks into the surveys/quizzes.	0	
The IDA shares his/her experience of completing the module training exercise.		

Image 7: Building a Module Training Rubric

The rubric served as a tool to give the ID a comprehensive understanding of the IDA's performance and areas where they may need additional support. In developing this rubric, I aimed to adhere to the principles that Stanley (2019) addresses in his book — writing rubrics following the same propositions of SMART goals (specific, measurable, achievable, relevant, and time-based); and writing comprehensive descriptions for each criteria — so the IDs could somehow quantify the efforts of the IDA and also allow the rubric to set clear expectations for the IDA. After this assessment, it is up to the L-ID to determine whether the IDA needs more practice or is ready to be assigned to a language course.

Evaluation

Procedures

The evaluation of this project combined both formative and summative evaluation methods throughout the development and implementation of the training experience. Continuous feedback and adjustments were incorporated during the project's development phase, including revisions to content and prototypes. Usability tests, particularly for the Canvas course, were conducted to ensure effectiveness. Since most of the usability tests were conducted on more general aspects of the training, I was able to delegate the task to other members of the team since it was not a priority for the language team. However, it is important to recognize that formative evaluation occurred throughout the project's development, contributing to its refinement and effectiveness.

The summative evaluation involved conducting interviews and observations, guided by evaluation criteria provided by the stakeholders. The stakeholders primarily asked me to focus on:

- Assessing the impact of the training map on enhancing the IDA training experience.
- Evaluating the effectiveness of the Building a Module Training exercise in facilitating the development of design and Canvas skills among IDAs.

Interviews (Training Map, Canvas Course & Overall Training Experience)

Interviews are a flexible tool for collecting qualitative data in diverse fields of study. They empower individuals to express their unique perspectives and interpretations of the world around them in their own words (Knott et al., 2022). In this project, it was essential to directly gather the perceptions and interpretations of new hires who were undergoing the training experience.

I conducted two 45-minute interviews with newly hired language IDAs. Prior to the interviews, I prepared a set of questions, which can be found in Appendix 6. Throughout the interviews, I adjusted questions as some became redundant and/or were addressed naturally during the conversation. With consent, I recorded each interview and transcribed them afterward. By coding and categorizing the data (see Appendix 7), I gained valuable insights that informed stakeholders about the strengths and weaknesses of the products, along with recommendations for improving the overall training experience.

Observations (Building a Module Training Exercise)

Observations also serve as a valuable method for gathering qualitative data across various fields of study. They can take different formats, varying from highly structured to entirely unstructured approaches. Depending on the level of structure, the role of the observer may also evolve to effectively collect and analyze the required information (Cowen, 2017). In evaluating the Building a Module Training Exercise, I conducted two unstructured participant observations within the BYU-O office. During these sessions, I observed two newly hired language IDAs as they completed the exercise. Each observation session lasted approximately one hour, during which I, in the role of observer, not only asked questions as the IDAs were completing the exercise but also provided them with guidance when they encountered roadblocks. Throughout the observations, I took notes summarized in Appendix 8.

In addition to these two formal methods, I also engaged in multiple informal conversations with the IDs to receive additional feedback on the Building a Module Training exercise and its rubric. The results of these conversations are mentioned in Table 3 as I present the correlation between the learning outcomes, evidence, and further improvements.

Evidence & Outcomes

Based on the data collected from both interviews and observations, the following evidence was summarized.

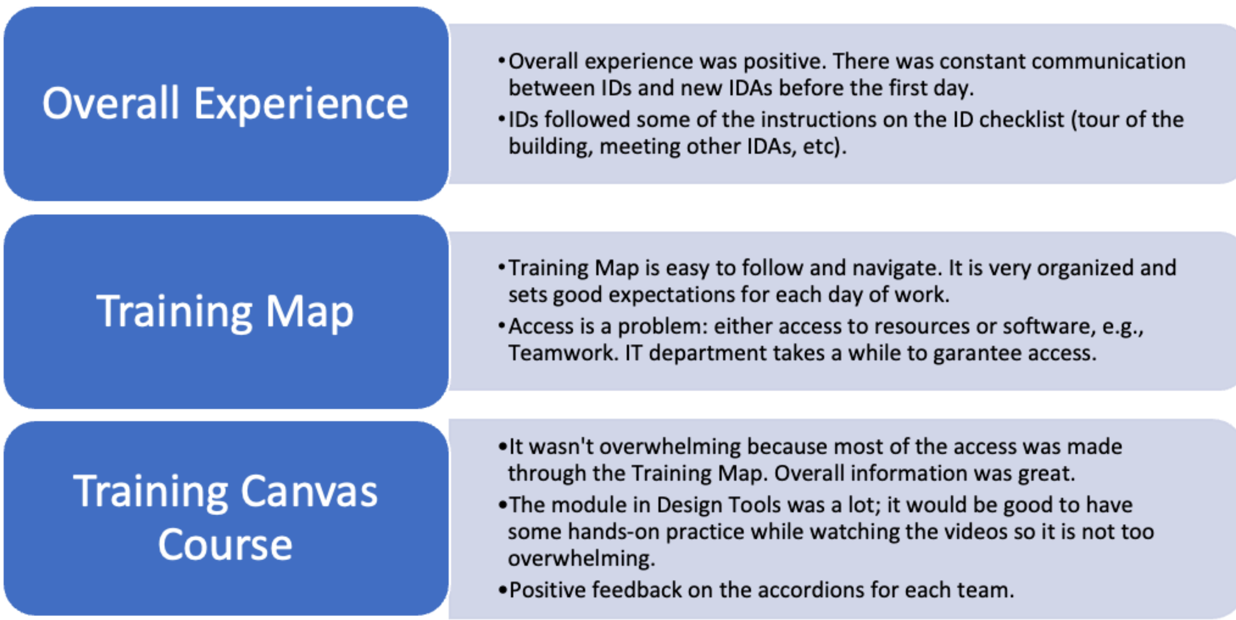


Fig. 5: Interviews Summary

Challenges

- Access to resources and/or broken links.
- Some instructions are incomplete or don't make sense for someone who is new.
- Login information for softwares.
- H5P is a major roadblock.

Feedback

- There is a need for more mentoring, "human" internaction. Most of the communication is asynchronours and there is a need for guidance and/or quick help to walk through some challenges.

Fig. 6: Building a Module Training Summary

Learning Outcome	Product & Evidence	Further Improvements
LO1: Language IDAs can identify and use the appropriate tools and methods when working on language team projects.	**Training Map, Canvas Training & Language Team Module:** - Easy to use and navigate. - Useful and straightforward information: easy to identify differences/similarities between the language team and other teams in the department. - Clear information about the language team process, tools, resources, and how to find and save them. - Limited access to some links and/or resources in the first days.	- Offer new IDAs quicker or earlier access to links, software, and other resources they will need to complete and go through this portion of the training. - Topics or modules that rely heavily on videos, break it down into different days of training and consider some hands-on/practice while watching.

LO2: Language IDAs can successfully complete training worksheets to assess skills and enable practice/simulation with various instructional design techniques, tools, and strategies when building a language course.	**Building a Module Training:** - Easy access and instructions on how to set up. - Ambiguous instructions to complete some tasks. - No immediate access to resources or some links are broken. - Lack of in-person mentoring/guidance. Delayed communication.	- Review task instructions and make sure they are comprehensive and address all the steps needed (even the micro steps, e.g., login information for tools, etc.) - Quicker or earlier access to resources. - Delegate a trainer/member of the team to mentor/guide through major roadblocks.
LO3: Language IDAs can identify areas of strength and areas of further improvement in building language courses.	**Training Map Reflection, Building a Module Training Rubric & 1-1 Meeting:** - Questions are insightful and allow for reflective answers. - Rubric allows for self-reflection and recognition of major milestones/design that needs to be done before 1-1 meeting.	- Have the new IDA review the rubric before coming to the 1-1 meeting or give the IDAs the expectation that all/major milestones of the exercise need to be done.
LO4: Language IDAs can apply problem-solving skills to solve issues that may arise during the course development phase, seeking appropriate support when needed.	**Building a Module Training & Rubric:** - Major roadblocks and/or ambiguous instructions require communication. - Rubric rating allows to keep track of difficulties and how it was solved efficiently or not.	- Delegate a trainer/member of the team to mentor/guide through major roadblocks.
LO5: Language IDAs can identify areas for further professional growth and development in the language team and projects.	**Training Map Reflection, Building a Module Training Rubric & 1-1 Meeting:** - Questions are insightful and allow for reflective answers. - Rubric allows for	

	self-reflection and recognition of major design features that need to be improved.	

Table 3: Outcomes, Evidence, and Improvements

Using the evidence collected, I compiled a visual report outlining key findings and recommendations for addressing the challenges and feedback received. This report was presented to the stakeholders, highlighting essential feedback aligned with their criteria, along with suggestions for further improvements to enhance the overall experience for new IDAs.

Budget and Timeline

The timeline from the proposal stage was as shown in image 8.

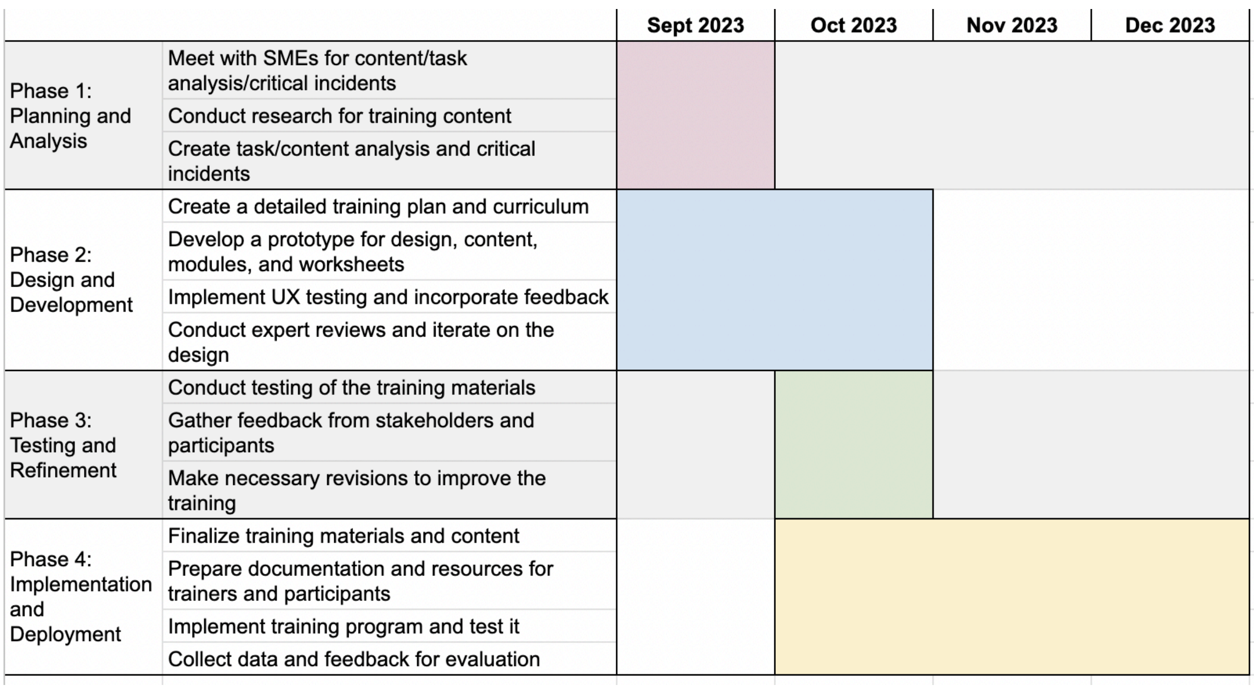


Image 8: Proposal Stage Timeline

However, the project timeline experienced revisions, as shown in image 9.

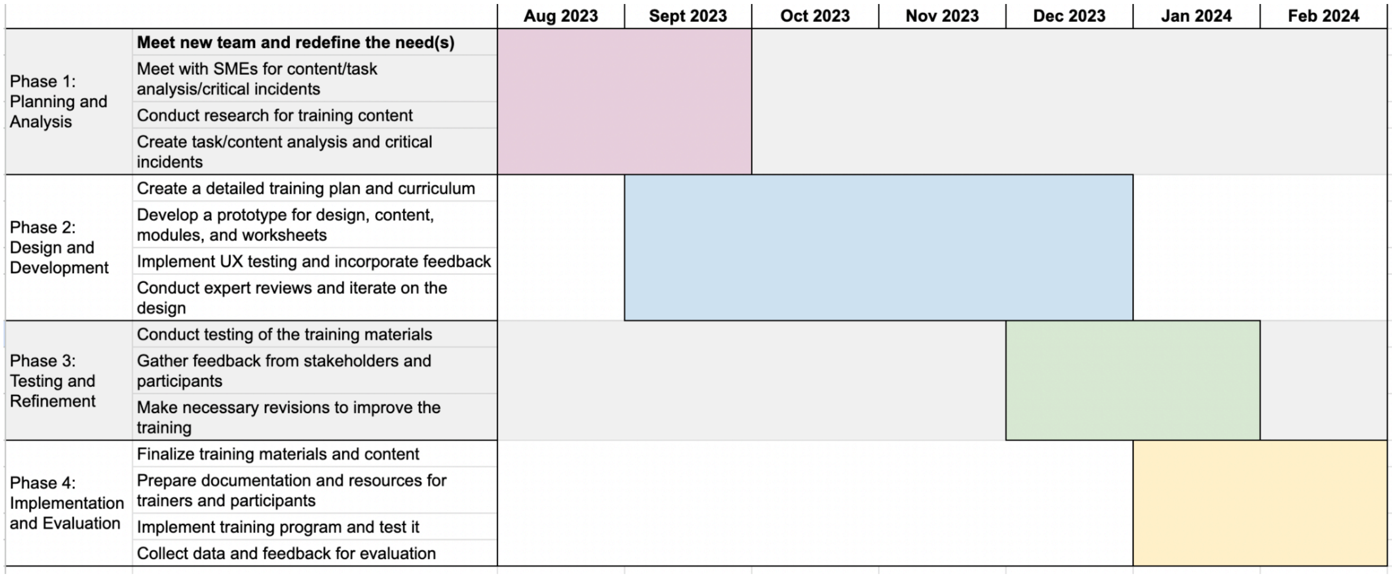


Image 9: Actual Project Timeline

As outlined in the Project Introduction, the project went through various adjustments between the proposal and development stages. The decision to focus on four products instead of two, as initially planned, extended the duration of the development stage, as shown in Phase 2 of Image 9. Additionally, in the proposal stage, I did not anticipate the time required for Phase 2, especially concerning the integration of formative evaluation and iterations into the process. As a result, the design and development stages took longer than expected, leading to postponements of Phases 3 and 4. Furthermore, Phase 4 had to be delayed slightly to align with the hiring of new IDAs by the language team in early 2024. This delay allowed for data collection with newly hired IDAs and facilitated the implementation of the products and experience.

While a Gantt chart provided a visual representation of the project timeline, Scrumban methodologies were employed for project management. As discussed earlier, the project consisted of two main components: the overarching Canvas course and the training experience for the language team, each overseen by a different Scrum Master. Weekly meetings were held for sprint refinements, planning, and demos, supplemented by daily scrums conducted via iMessage every other day. Additionally, a Trello board was used to track progress and manage tasks.

Budget

As mentioned earlier, another factor that impacted this project during the transition from the proposal to the development stages was my decision to resign from my position as an IDA Lead in the language team at BYU-O. This change required a shift in my role which had implications in the project budget and cost allocation. Initially, in the proposal stage, I had budgeted $1,015.80 dollars based on my hourly pay and anticipated time commitment.

Following my resignation, I opted to continue contributing to the project in a voluntary capacity as a consultant, meaning that the work I provided was pro bono. Nevertheless, with the addition of new team members, it is possible to estimate the time and costs allocated during the cycle of this project.

Assuming both the BYU-O IDA and the Language Team new IDA Lead are both paid around 18 dollars/hour, the following conclusion can be drawn:

$18 x 10h (of work each week allocated to the project) = $180/weekly

$180 x 30 weeks (7 months) = $5,400 total

As observed, due to the extended duration of the project, lasting 7 months instead of the initially planned 4 months, and considering a rate of $18 per 10 hours each week (accounting for two IDAs), the estimated budget for this project amounts to approximately $5,400.

Annotated Bibliography

During the development of this proposal, I conducted some research and reviewed literature related to the domain knowledge of training and performance. I also focused on various learning theories and instructional strategies in order to identify the most suitable approach based on the specific requirements and preferences of the stakeholders. The following selection of literature was considered in this regard:

Domain knowledge

Aragón, B., Jiménez, D., & Sanz Valle, R. (2014) : Training and performance: The mediating role of organizational learning, BRQ Business Research Quarterly, ISSN 2340-9436, Elsevier España, Barcelona, Vol. 17, Iss. 3, pp. 161-173, https://doi.org/10.1016/j.cede.2013.05.003

> The authors focus on the positive impact of training in organization's performance. They present the argument that training may not directly influence performance, but rather indirectly affects it by improving other aspects of the organization. They propose that organizational learning is one of the variables that acts as a mediator between training and performance and explore the importance of training programs that prioritize learning-oriented approaches that can enhance performance by positively influencing organizational learning. This paper also highlights different literature on the topic of training and performance and offers an extensive literature review and empirical studies that have been focused on the relationship between the two topics.

Rogala, P., Roman, B. & Sławomir, W. (2017) Factors affecting success of training companies, Studies in Continuing Education, 39:3, 357-370, DOI: 10.1080/0158037X.2017.1336995

> The authors discuss various factors influencing the success of training, particularly focusing on management and operational aspects. One key element is the importance of having knowledgeable and engaging trainers, as well as offering unique and diverse training programs that can be adjusted to participants' needs. The authors also identify challenges in fulfilling these factors, such as difficulty in maintaining a unique training offer and continuously improving training methods. This research was valuable for this project since it addressed personalized paths to each team.

Salas, E., & Cannon-Bowers, J. (2001). The Science of Training: A Decade of Progress. Annual review of psychology. 52. 471-99.

> This paper focuses on the history of training and its evolution throughout the 1900s and 2000s. The authors address advancements made in five key areas of research: training theory, training needs analysis, antecedent training conditions, training methods and strategies, and post-training conditions. They also introduce the importance of incorporating instructional theories in training and how it affects training positively, making it more effective in the process of transferring knowledge to workplace settings.

Storey, D.J., (2004). Exploring the link, among small firms, between management training and firm performance: a comparison between the UK and other OECD countries. Journal of Human Resource Management 15, 112-130.

In this paper, Storey presents the argument that small organizations tend to choose less formal training programs when compared to larger companies. Storey explains that the reason behind this argument relies on the "ignorance" and the "market" and presents research that sustains those findings. This paper addresses the relationship between management training and small firm performance, concluding that training and performance are not directly related.

Learning theories and instructional strategies

Graham, C. R., Borup, J., Short, C. R., & Archambault, L. (2019). Personalization Instruction. K-12 Blended Teaching (1st ed.), 1. EdTech Books. https://edtechbooks.org/k12blended

This chapter addresses one of the four pillars of blended teaching: personalized instruction. It addresses its definition and the distinction between personalization and differentiation, introducing the concepts of goal, time, place, pace, and path and how each is applied in personalization vs. differentiation instruction. This chapter helped me understand one of the instructional strategies for the training when presenting the general vs. specific information in the training course.

Lewis, L., & Williams, C. (2006). Experiential Learning: Past and Present. N*ew Directions for Adult and Continuing Education.* 1994. 5 - 16.

This paper provides extensive literature on experiential learning and its evolution throughout the 1900s to 2000s. It provides clear insights on Dewey's and Kolb's perspectives and explores the concept of experiential learning as its own. It also addresses the role of experiential learning in adults and continuing education to enhance the learning process of these individuals later in life. It also addresses experiential learning in workforce/training contexts which was useful when developing the experience and products for the language team training.

Mager, R. (1988). Making Instruction Work. Belmont, CA: Lake Publishing Co.

This book offers a practical guide to improve instructional methods in order to increase efficiency, focus, engagement, and impact. The book is based on the "criterion-referenced instruction framework" developed by Mager. This framework emphasizes a systematic approach to identifying learning objectives and evaluation criteria, to facilitate a targeted and efficient learning process. The framework also promotes self-paced learning, allowing individuals to master skills at their own pace while receiving support from managers. Mager's theory aligned with the approaches developed in this training experience in order to meet the needs of the language team.

Schellhase, K. (2006). Kolb's Experiential Learning Theory in Athletic Training Education: A Literature Review. *Athletic Training Education Journal*, 1 (2): 18–27. doi: https://doi.org/10.4085/1947-380X-1.2.18

This study presents extensive literature and research on Kolb's experiential learning theory. Although focused in athletic training, it provides important insights to understand how learners acquire knowledge and skills through practical experiences and how Kolb's theory on experiential learning provides this development of knowledge in each of its stages. The study informed my decisions when designing the Building a Module Training exercise for the language team.

Spiro, R.J., Coulson, R.L., Feltovich, P.J., & Anderson, D. (1988). Cognitive flexibility theory: Advanced knowledge acquisition in ill-structured domains. In V. Patel (ed.), Proceedings of the 10th Annual Conference of the Cognitive Science Society. Hillsdale, NJ: Erlbaum.

The authors highlight the challenges and strategies associated with knowledge acquisition in complex and structured domains. They discuss the need to address conceptual knowledge as dynamic and situation-dependent, highlighting the importance of adapting concepts to specific contexts. They also emphasize the importance of active participation and approaches that encourage exploration and adaptation of diverse skills. This theory was relevant to this project since it informed me on how I could empower new hires to actively engage with the training material, adapt concepts to the language team specific contexts, and participate in hands-on exercises. It also informed the design of the training map and the Canvas course.

Sweller, J. (2011). "Chapter Two: Cognitive Load Theory." In J. P. Mestre & B. H. Ross (Eds.), *Psychology of Learning and Motivation* (Vol. 55, pp. 37-76). Academic Press. ISSN 0079-7421. ISBN 9780123876911. https://doi.org/10.1016/B978-0-12-387691-1.00002-8.

In this chapter, Sweller explains the Cognitive Load Theory and critiques instructional design practices for their tendency to overlook fundamental cognitive principles. The framework prioritizes optimizing working and long memory structures for effective instruction techniques. This theory was important when making decisions about the content and delivery strategies in the Canvas course.

Instructional design approaches

Cohen, L., Manion, L., & Morrison, K. (2017). Observation. In Research Methods in Education (8th ed., p. 21). Routledge. https://doi.org/10.4324/9781315456539

This chapter describes observations as a research method, explaining both structured and unstructured approaches. It highlights the challenges of each method and provides strategies to effectively address them. The authors also examine the different roles observers can take: non-participant and participant. I used this chapter to inform my observation techniques for the evaluation of the project.

Gies, T. A. (2020). Instructional Designer Leadership: Leading from the Middle (Publication No. 28316532) [Doctoral dissertation, Creighton University]. ProQuest Dissertations Publishing.

The author focuses on the leadership roles instructional designers undertake in their positions, highlighting their dual responsibilities as project managers and instructional designers. Despite being situated in the middle, the author argues that IDs are not traditionally recognized as leaders in their roles. The author also explores the implications of leadership roles and discusses how instructional designers can embrace these responsibilities within the teams they manage, highlighting training as a crucial element to effectively leading their team. These ideas informed me of not only the roles the L-IDs undertook but also how the ID Checklist could better serve them as leaders in their team.

Knott, E., Rao, A.H., Summers, K. et al. (2022). Crafting Objective Rubrics for Performance-Based Assessment. In Interviews in the social sciences. Nat Rev Methods Primers, 2, 73. https://doi.org/10.1038/s43586-022-00150-6

This article explores the various types of interviews that can be used in the social sciences, explaining the purposes and methodologies involved in each interview procedure. I primarily used this article to inform my interview practices during the evaluation of this project and to help me identify the characteristics and types of interviews I conducted with the newly hired IDAs.

Stanley, T. (2019). Using Rubrics for Performance-Based Assessment: A Practical Guide to Evaluating Student Work (1st ed.). Routledge. https://doi.org/10.4324/9781003239390

The author of this book provides practical strategies to create clear, fair, and reliable rubrics to facilitate a transparent assessment. I focused my readings in chapters one, three, and five to inform my writing of the descriptive rubric for the Building a Module Training exercise. In these chapters, the author addresses measurement of skills, how the SMART goals principles can be applied to descriptive rubrics, and how fairness, transparency, and trainee-centered learning play a role in writing effective rubrics.

Tracey, M. W., & Baaki, J. (2022). Cultivating Professional Identity in Design: Empathy, Creativity, Collaboration, and Seven More Cross-Disciplinary Skills. https://doi.org/10.4324/9781003255154

This book addresses steps and principles for instructional designers to cultivate their design identity. I focused my readings and design strategies mainly on the empathy and collaboration chapters. The empathy chapter focuses on techniques to develop empathy with the individuals we are designing for and addresses practices such as progressive discovery, enhanced design briefs, dialogue, and critique. The collaboration chapter discusses how collaboration affects and develops a design identity, while relating it to creativity and focusing on key principles such as trust, respect, and willingness. These readings informed my understanding, position, and approach to different aspects of the project as a designer.

Design Knowledge and Critique

This project provided me with the opportunity to develop competencies and skills crucial for my future as an instructional designer. Among these essential skills were: (a) creativity; (b) the ability to develop a project based on a clear vision; and (c) empathy.

Throughout the project, I had to engage multiple times in a process of recognition and identification of the needs of the language team at BYU Online. This involved focusing on deeper issues, including emotional and mental states, that influenced the training experience and not only the training course. When it became apparent that there was a clear need and vision to improve the training experience, I invested my time in developing empathy and understanding of the perspectives of stakeholders, clients, and both past and new IDAs who did or would directly benefit from the project.

By immersing myself in their experiences, engaging in meaningful discussions, and empathizing with their feelings, I gained valuable insights into their needs and concerns, echoing the recommendations of Tracey & Baaki (2023). Early on, I made a conscious decision to prioritize the audience's needs over solely focusing on my own skills and abilities. Consequently, some of the responses to the project's needs were as straightforward as developing a checklist and an Excel map to address the issues faced by the language team and the department at large. This was only possible because of my commitment to developing a "meaningful design deliverable that [met] your audience’s immediate needs" (p. 10). Focusing on empathy and a meaningful design empowered me to integrate the principles and concepts of *progressive discovery*, *enhanced design brief*, and *dialogue and critique* (Tracey & Baaki, 2023) in my journey of assessing and developing this project. Only by doing so could I find a balance between needs, creativity, and grasp how the audience would interact and experience the products and design solutions, further informing my decisions.

The project also had its share of weaknesses. Time limitations and permissions for software/tools influenced the development of these products. For instance, if it weren’t for the constraint of having to use Canvas, I could have explored more suitable software for developing and tracking the completion of the training course. Similarly, I could have explored an alternative approach rather than relying solely on Word to create and deliver the "Building a Module Training” exercise if the language team showed interest in embracing different modalities I suggested initially, such as shadowing or mentoring.

Another weakness pertained to collaboration with the language team IDA lead. Despite my prior experience within the language team and the resources I was given for a procedural analysis, certain elements were inaccessible to me. Consequently, I had to rely on the IDA lead, and our communication and collaboration could have been enhanced to ensure effective feedback and mutual understanding. At times, there were discrepancies in understanding each other’s vision and tasks, which caused delays in our work as we worked on refining some resources. This cycle could have been mitigated if I implemented better communication and feedback techniques, especially considering the asynchronous nature of our communication due to conflicting schedules.

Additionally, in some instances, I allowed the project scope to expand beyond its intended boundaries. The turnover within the department significantly influenced the project's vision, shifting it from a training course to a training experience. Instead of adhering to the initial proposal of focusing on two products, I expanded it to four, striving to address the needs of the new stakeholders and individuals involved. In retrospect, I should have been more assertive in setting clear boundaries and redefining the project scope, particularly within the language team. Balancing the different needs of the T-ID and L-ID teams was a constant challenge. Despite my efforts, there were instances where the scope expanded beyond my capabilities. I eventually requested a team to work with me, allowing for task delegation and prioritization.

In addition to the weaknesses, I considered the 'Building a Module Training' exercise a success; however, the project evaluation revealed areas for improvement. Feedback indicated that some instructions were unclear to IDAs who were seeing the information for the first time. I recognize that my team made some assumptions when writing instructions, e.g., expecting IDs to give new IDAs software login information. This highlights our neglect in considering the underlying steps that some tasks might have required IDAs to accomplish their goals.

New IDAs also encountered challenges when trying to timely communicate with other team members, resulting in delays of one to two days to enable them to keep progressing on their tasks. This communication gap contributed to a sense of frustration. In retrospect, I recognize I should have communicated more clearly with the IDs, particularly addressing their role in mentoring and supporting new IDAs. While the training aimed to be self-driven, it should have been important to emphasize the mentorship aspect and the importance of effective communication within the team.

Finally, the newly hired IDAs feedback also highlighted the lack of human interaction and mentoring throughout the training process. Despite meeting with some team members on their first day, the IDAs struggled with asynchronous communication due to incompatible schedules with their trainers (IDs). This lack of immediate support and guidance slowed their progress and led to frustration. The IDAs expressed the importance of mentoring, referring to instances where our direct interaction through my observations allowed them to quickly clarify roadblocks and progress. This feedback highlights the importance of balancing self-driven and autonomous training approaches with mentorship and human interaction. In fact, some stakeholders attempted to justify the idea that new hires should struggle in order to develop critical thinking skills for problem-solving. While this claim holds some truth, it prompts the question of whether self-driven autonomous training intentionally diminishes communication and mentoring. From my perspective, these two aspects are not interchangeable, and it is important for the language team at BYU Online to prioritize proximity with new hires. Understanding their challenges and barriers and addressing the need for mentoring and human interaction are crucial for any new hire starting a new job.

In terms of the design process, I primarily followed the ADDIE/SAM models. However, it is essential to recognize that while these models are useful and informative, they do not fully capture the complexities of a true design process, which tends to be more "chaotic" than not. Adaptations and refinements were consistently crucial at various stages to accommodate emerging needs and developments. Each stage of these models required ongoing interactions with the previous or future stages, emphasizing the dynamic nature of the design process that these models failed to accurately represent.

Lastly, it is important to recognize that there was a tendency in the department to perceive training as education. Despite advocating for a more corporate training-oriented approach, departmental limitations restricted its possible development. I believe there was room to challenge existing perspectives and advocate for a dedicated training team to offer immersive training experiences distinct from educational practices. This would mitigate the problem of assigning busy IDs whose daily work emphasizes education to oversee training when training should be more focused on the corporate aspect of the department. In my opinion, developing this training should not be seen as “training to teach students”; rather, it is training for part-time employees to succeed in their roles. It is a professional pursuit, not a school project.

Conclusion

Developing this project for the language team IDAs at BYU Online has shaped my experience, skills, and beliefs as an instructional designer. Through empathy, creativity, iterative design processes, and prioritization of the audience and their needs, I developed four products that have significantly improved the language team IDAs' training experience. Moving forward, the language team has the opportunity to enhance other aspects of the training based on the feedback gathered. By doing so, new IDAs will feel even more equipped and prepared to embark on their new roles.

Appendix

- Appendix 1: Learning Analysis
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Appendix 1: Learning Analysis

Learner analysis worksheet

Questions	Details
Size of learner audience	11 people
Are there any sub-groups that may participate?	Yes, 1 person that does not work directly in language team projects but is considered part of the language team (because is under an ID that works in the language team).
Age ranges	19-30 years old
Education/grade level; how long have they been in an academic setting?	7 undergraduate students, 1 English learner, and 3 graduate students
Gender breakdown	7 females, 4 males
Cultural backgrounds: races, ethnicities, nationalities	U.S./Americans (7), Portugal (1), Ukraine (1), Mexico (1), double citizenship/nationality (1).
Primary language	English, Portuguese, Ukrainian, Spanish
Employment status	All employed at BYU Online under the language team
Traditional/non-traditional characteristics?	6 have lived in other countries rather than the U.S. (not counting religious missions); 8 have served full-time religious missions.
Geographic location(s) & timezones	Utah
Motivations to apply for the job	It had a good pay rate and a lot of flexibility according to the job posting and following interview. Others were introduced to the opportunity by friends that were already in the language team and others started as voice-over/talent contractors and then were given the opportunity to join the team to build courses of the languages they knew of.
What will make learners say “Wow! I wish I had known that before”?	That the general training actually existed when they got hired. At least 3 of the IDAs I interviewed had never taken the training before and said they were just asked to test it out, ask questions, and learn by trial and error.

What are your learners most likely to forget, misunderstand, undervalue, resist, and fail to connect to?	There are a lot of small details that need to be taken into account when working on the job. Sometimes IDAs don't work with a software for 3-4 months and then are asked to work with it again. They shared that it would be good to have a constant resource so they can refresh their memory on all the skills they need to perform their tasks.
What will incite their curiosity and make them want to review the information?	New tasks being shared, on-going training every month or with some consistency so they are reminded of the skills and other details they need when working on building the courses they are given.
What will learners most likely skip or skim over, put off until the end, or feel is unnecessary?	Especially things that appear to be harder to conceptualize or that are always changing, such as copyright and accessibility. When working, they are not always paying attention to accessibility or copyright rules so they need to be reminded.
Why do your learners think they may fail to adapt?	Because a lot of the training they were given was through other IDAs that might not have had the correct information. They also said that the constant changes sometimes are not communicated until after they have worked on things so they tend to fail because of lack of feedback, resources, and training.
What kind of learner might feel out of place or disenfranchised?	One that has had experience with the job or any instructional design when taking the training. Also a learner that the expectation might not have been clear from the beginning when hired so they would think they would work on a specific language and review it as SME's instead of actually existing instructional designers (not authoring content).
In what learning experience did your learners previously struggle that may intimidate them now?	Softwares like GoReact, specific H5Ps the language team uses (drag and drops, etc), and standards for the courses design and authoring documents. Every author/SME writes their content differently and sometimes it is difficult for IDAs to conceptualize what to do with the content/author instructions and make it into something – like H5P, instructional video, GoReact, etc.
What part of the learning experience will keep your learners awake at night?	Knowing all the standards and different softwares and when to use them and how. Also understanding the authoring documents.
What related interests might be triggered in learners?	The policies, standards, and rules of the department and the team. There seems to be different voices advocating for different things. Also have on-going training.
What might learners want to explore more deeply than	Have a good training system that is presented to all

can be covered in this learning experience?	new hires and that can be used as a reference for later times. Also keep the worksheets and give new hires some experience with it and follow up with types of authoring styles so everyone is familiar with the different types of authoring that might happen if a template for authors is not provided.

Ideas taken from https://en.wikiversity.org/wiki/Instructional_design/Learner_analysis/what_when_why and from Parrish, P. (2014). Designing for the half-known world: Lessons for instructional designers from the craft of narrative fiction. In B. Hokanson & A. S. Gibbons (Eds.), *Design in educational technology: Design thinking, design process, and the design studio* (pp. 261–270). Springer.

Language IDAs interview

Reference Questions

1. What do you remember from the BYU Online training since you were first hired?
2. Did you complete that training?
3. How useful was that training to your daily tasks/needs on the job?
4. Do you refer back to the training when needed? If yes, why? If not, why?
5. What/Who do you use/refer to when you have questions about tasks, softwares, or other issues? Why?
6. Do you think it would be beneficial to have a more specific language team training?
7. What would you include in the language team training? Why?
8. When you hear about training, do you consider it a re-recurring thing that should happen somewhat often, a resource, or a one-time course/information?

Summary of responses

IDA 1: He did not complete the training when was first hired. IDs just asked him to “go around and experiment and figure it out” by himself. He definitely feels that there are some specific needs that need to be addressed when an IDA joins the language team; when he shifted to the team, it took him a while to adjust and figure out some of the complexity in some tools used, e.g., complex H5Ps and GoReacts. He sees training as an important part of the 2 weeks of a new hire. Also sees the benefits in having once a month training and also resource documents that support the training or needs when IDAs need to refer to it.

IDA 2: She was hired and never completed the training. She was told that she could do it when she had time but she never had time. She learned about the job, skills, and tasks by asking other people and through trial and error. When she is stuck with tasks or needs help building, she usually double checks the instructions of the author to see if she can figure it out on her own. If not, she asks someone for help. She said that the worksheet training was great and would be useful for a new hire but also thinks that there is a need for a second part that mimics the reality of the documents IDAs work on when authors send content. The worksheet training had clear instructions and mimicked ASL courses but she said that other courses do not follow the same structures and can be harder to conceptualize when IDAs have to think about it on their own. She said it would be useful to have a second part of the worksheet training that mimics the vague author documents that have no instructions for designing and just content.

She said that would really help to start developing the thinking process of how to connect content with design. Her perspective of training is that it is an on-going thing. She definitely thinks that new hires should go through the training for the first weeks and then have “check-in” training every once in a while with the whole team, e.g., once a semester or every month. She says that these “check-in” training can be built upon what has been happening or mistakes that are being encountered in the courses. The “check-in” training would refresh the correct way to design it/process it.

Appendix 2: Environmental Analysis, Constraints, Recommendations

Understanding the Environment of Learners

Major stakeholders with expectations for learning	**Learning need**	**Evidence they have for the need/gap between the learning need and current abilities**
IDs over internal training	New student hires should be able to navigate through the training and complete their jobs by using the training as resources.	New hires need to be more independent and use the training as a resource to get information and resolve problems/lack of information while still giving them autonomy.
CE Department	In order to function, the department needs student employees to help IDs develop the courses that are offered by the department.	Student employees constitute most of the department team. They build the courses and are mentored by IDs to develop and help the courses go live to other students.
Language Team	New student hires should be able to reference general training and also know the specifics to build language courses. New student hires should also be available to help and collaborate with other teams if needed.	Some student employees in the team were never introduced to the training and learned a lot through trial and error. The team has been having performance issues/lack of training/consistency in the tasks performed. The IDs have also been asked to allocate some human resources to other teams when there is pressing work to be done in a project and it is important for student employees to know how to perform general tasks to collaborate.

What in the environment could be causing the problem(s)?	**Have learners been given all the information they need to be successful?** • The training course is too extensive and cognitively heavy. This poses a difficulty for student employees to see it as a resource since it is too difficult to navigate. • The information provided in the training course is too specific and requires frequent updates. If it is not updated, it is not accurate and might lead to mistakes. • The training course does not address other teams' needs except the math team. • The training course functions with badges and there are quizzes to assess learning progress. However, no one is responsible to report and/or check new hires' progress so there is no feedback or improvement suggestions. •In general, most of the IDs do not take the training seriously. They ask new hires to go through the training but do not set any timelines and/or milestones or check their progress in the training before assigning them any tasks.	**Have learners been given all the tools they need to be successful?** • There is a need for information accessibility and constant update if the same method is still used. •There is a need for Canvas instruction to be improved. •There is a need to address other teams' specifics to include everyone in the training. There is a need to create a general training and then a specific needs training for teams that require it. •There is a need to rethink assessment and reporting.	**Have learners been given good incentives to perform well?** • Learners have the opportunity to grow within the language team - they can be assigned with other tasks and roles a bit more advanced to the job IDAs are usually required to perform. • There have been occasions that higher raises were given based on performance and roles within the language team.
What about the learners could be causing the problems?	**Do learners have the personal knowledge to succeed?** • Some learners never went through the training and/or	**Do learners have the physical/mental/emotional capacities to succeed?** • They do. Most of them just need to know what the	**Are learners sufficiently motivated to succeed?** • The majority is. Most of the people that integrate the language team know more than one language and

	completed half of it before starting with tasks. •Learners don't have the habit of checking resources/doing some research before asking questions about the topic. •Some learners don't ask for feedback or don't receive feedback on their work so they are never corrected or are never given the right standard for what is expected.	expectation is and the organization policies need to be more strict on accountability and culture. • Some new hires in the language team speak English as a second language. These might need a bit more clarification and/or follow-up during the training. •The learners might not have all the skills needed right away to perform the job (HTML, Design Tools, etc) but the training should cover those skills.	have the desire to keep developing that language or others by working in language courses. • Learners are usually motivated by the flexibility the job offers and the wage since it is above BYU's average pay rate. • Some learners that integrate the language team are also in some type of major or program of studies that somewhat relates to teaching, languages, or instructional design so they are motivated to gain some experience in their field of studies.

Table adapted from: Gilbert, T. F. (1996). *Human Competence: Engineering Worthy Performance*. International Society for Performance Improvement.

Constraints Worksheet

Type of constraint	**Constraining factor**	**Effect**
Learners	1. Different English proficiency levels 2. Different backgrounds within the language team. 3. Different motivations for accepting the job.	1. Information needs to be laid out in a way that accommodates different people with different proficiency levels. 2. Some learners might have experience within the field of instructional design which can affect the way they see the training if it ends up being repetitive or too extensive for the skills they already have. 3. Different motivations can affect the way learners engage with the training and the job. If some learners only want to focus on the languages, this might stop them from engaging with other parts of the training and perhaps other teams when collaboration is needed across the department. It can also affect the job/tasks if they only want to work in a specific language and if that language is not being offered, not in current development, or the project has been completed.
Clients/stakeholders	1. The clients/stakeholders involve not only the IDs over training and the language IDs but also all the IDs in the department.	1. By having to integrate all IDs perspectives, it might become difficult to find a standard acceptable solution that covers all opinions and ideas about the training course being offered. Sometimes, the clients/stakeholders also don't know what's best for the student employees and base their rationale solely based on opinions and not analysis, data, or facts. This will be constraint that will have to be addressed on how the training course will have to be lay out in order to incorporate all the needs/ideas from IDs but also what is expected to be covered in terms of information and how – since the language team portion should somehow try to match the rest of the training.
Content	1. The training should cover the basic skills/tasks/information student employees need to perform their daily tasks.	1. The information being covered can become extensive and cognitively heavy if the purpose of the training is to teach every small detail and process of how to do things (e.g., how to use design tools, all the language for HTML, etc.). This means that

	2. A lot of information addressed in the training focuses a lot on how to do something and relies heavily on softwares not owned by BYU. 3. Frequent updates are made within the department in terms of processes, rules, policies, and standards.	selecting information and how to present will require thoughtful reflection. 2. Softwares updates and changes quite often. This means that the training will have to be up-to-date or make an effort to incorporate any changes that 3rd party tools or others might make to keep student employees up to date and also encourage them to use the training as a resource. 3. These frequent updates will require frequent maintenance of the training course if the content/information lives only in Canvas. Other options like shared documents in Box might have to be considered to link things in Canvas to not have to update new processes, skills, tools, rules, policies, and standards every time they are updated.
License/Regulations	1. Canvas might not be the best LMS to develop HR training. There might be other options like Bridge that could help with assessment based on completion instead of having to require the IDs to track progress and skills through quizzes etc.	1. Exploring other LMS's could be positive, but the department has limited room to buy new licenses and test out other LMS's that would only be used for one purpose (rather for others like Canvas that is used for all the courses and training).

Resource worksheet

Old BYU Independent Study training
BYU Online templates for training
Language Resource documents: covers copyright, accessibility, HTML, IDA roles & responsibilities within the team, tools used to communicate within the team, etc.
Language team previous training: old training worksheets
Other cheat sheets from the department: editing team
Online resources for tutorials related to Canvas, H5P, etc.
SMEs: Language IDs, Language IDAs & Team leads

Summary and Recommendations

What have you learned about needs?	What can you do about them?
The training should address all the needs and specifics of each team – in this case, the language team.	This training is being developed with the IDs over training and they are gathering all the information needed to address all the needs. In terms of this project, I am constricted to work with the language team so while I will take into account what is required from the clients, I will mostly focus on the needs of the language team and the specific training they need to perform language tasks.
The training needs to have some general information/organization that applies to all the teams and that allows collaboration.	While this training is being developed by a team, I will make sure that I contributed with the prototype and conceptualization of gathering both general and specific information in one Canvas course and how it should be delivered, presented, and walked through by language team new hires.
The training needs to account for all the IDs perspectives within the department and not just one team.	I will work with the IDs over training to make sure that we align the general to specific training with the views of all the IDs and that everything that is presented is according to what the clients wish.
The training needs to address the different proficiency levels, backgrounds, experiences, and expectations of the student employees especially in the language team.	I will make a thorough review and focus on the demographics of the language team to make sure that everything presented in the language training is useful for student employees and can function as reference for whenever needed.
The training needs to present information in a clear and concise way allowing for enough content to be taught while keeping it up-to-date with new processes, technology, changes, and etc.	I will match the expectation of the IDs over training that want to connect more specific information on softwares to the softwares websites and other editable documents so the updates live within the own softwares companies websites instead of the Canvas training course that might not be maintained all the time – when needed.
The training should provide some assessment/report for IDs to understand and evaluate the new hires and their skills – specifically for the language team.	In the language team, I will improve the training worksheets and sandbox building a training module to help IDs assess and evaluate the new language team hires.
The language team training should refer to general training whenever possible, addressing only the specifics of what can be expected from a language IDA when working in a language project.	I will make sure the topic/task analysis is well structured and reviewed by SMEs so the overlaps can be connected to information already in the general training and only focus on the needs of the language team.

The language team training should try to match the rest of the training in terms of styles of instruction and approach.	I will try to match the expectation of instruction that the rest of training will have. This means that if most of the information is connected to other websites or cheat sheets, the language team instruction could also match those and keep a consistent organization.

Appendix 3: Topic/Content/Procedural Analysis

Topic/Content Analysis from Interview with SMEs

I. Introduction
   A. Team structure and different domains of work
      a) BYU Online: focuses on the university-level courses; only students enrolled in the university can take these courses, tuition includes these courses, follows a semester-long schedule, and has class-size limits. Access to these courses: byu.instructure.com
      b) BYU Online High School: focuses on the high school courses; students have the option to enroll in semester-long courses, flex, and adult; these courses usually have an instructor that supports their learning if chosen through the semester-long and also have class-limit size if semester-long. Access to these courses: byuohs.instructure.com and/or byuis.instructure.com
      c) BYU Independent Study: focuses on the middle, high school, and university level; requires additional costs, year-long courses completely student-led and very small teacher interaction; no enrollment caps. Access to these courses: byuis.instructure.com and, when transferred, Buzz LMS.
   2. IDA Roles & Responsibilities pertaining the language team
      a) Detailed document with guiding expectations for IDAs in the language team pertaining roles and responsibilities they might assume while in the team.
   3. Team culture
      a) Collaboration
      b) Organization
      c) Communication
      d) Team meetings
II. Language team designing process
   A. Pre-development
      a. Kick-off meetings and purpose: meetings that occur in the beginning of each project/course. ID over the course usually leads the meeting and shares important information with the team (IDAs) and presents the work such as teamwork, folders, documents, authors, etc.
      b. Boards and project management skills and softwares
      c. Organization/structure of the development process and IDA roles (language review, etc.)
   B. Development
      a. Standup meetings: weekly 15 minute meetings with design team (ID and IDAs) to discuss progress, solve any constraints, and define the next line of work.

   i. Accountability within members of the team
   ii. Project updates and next steps

b. Authoring documents/notes: documents that are sent to the SME's to write their content and share it with the team. These documents are used to transfer the content to Canvas when building the courses.
   i. Needed to build the content in Canvas.
c. Team-specific skills and tools
   i. Language tags: coding designed to signal screen readers pronunciation engines to switch to another language
      1. Through HTML and/or Design Tools. Understand what situations it is appropriate to use and which method.
   ii. External media and procedures/standards
      1. Size of images and use of Croppola
      2. Types of images, videos, other media
      3. Adobe Stock
   iii. In-house/Internal media and procedures
      1. Filling media request forms
      2. Creating transcript documents
      3. Use of captions in Panopto
      4. Creating and using GoReacts
      5. Creating and using storyboards
   iv. Course design
      1. Get familiar with new course design
      2. Implement course design standards
         a. Assignment groups
         b. Quizzes, questions banks, and naming conventions
         c. Use of H5P templates
         d. Accessibility
      3. Communication
         a. SMEs communication and channels
         b. Team channels and teamwork boards
         c. Language reviews and how to implement

C. Post-development Process
   a. Editing team Review: team that checks grammar, spelling, quiz items writing, and fixes/gives suggestions for improvement.
   b. User experience Review: team engages in the course as a student and evaluates if the design/content are user friendly.
   c. Accessibility Review: team that conducts a thorough review if the design is accessible for students.
   d. Tech checks Review: team that clicks through courses and makes sure everything opens/connects/works in Canvas.
   e. Packaging team review and process: team that reviews the overall course and approves it to go live.

        i. Any issues from these reviews
            1. When course comes back with some feedback, fix the possible issues, such as:
                a. Copyright
                b. Student experience (UX experience)
                c. Other issues that might come back

D. Sandbox Practice
    a. Training Worksheet
        i. Comprehensive sheet that covers all the essential skills.
            1. Copy course template process
            2. Adding banner image process
            3. Adding written content to Canvas pages process
            4. Fill-out different media forms and storyboards
            5. Adding different types of media to Canvas pages and correct settings
            6. Set up quizzes/surveys in Canvas process
            7. Set up assignments and categories in Canvas process
            8. Building and embedding third-party tools into Canvas process
    b. Feedback
        i. 1:1 meeting with ID
        ii. Analyze the sandbox and share any improvements, suggestions, questions.
        iii. Follow more procedures needed that IDs decide on.

Procedural Analysis

A formal procedural analysis was not conducted since the language team provided me with materials and resources that contained the steps of the procedures for each skill.

Appendix 4: ID Checklist

Hiring Steps

- Interview
- Send Greg the name of the person you want to hire
- He will forward you the email that says the student can begin working

Normally Y-Time is not up at this point and they are not added to Canvas. They can still work, but will just need to keep track of their hours by hand

When can my IDA start working?

You will receive two emails indicating that the hiring is being completed.

- The blue email means all the legalities are covered, but that there may be a lag in them being in the y-time system or into our computer systems. Once you receive the blue email, your IDA can start working. They may just have to track their time by hand until they are in the system.
- Green email means that they are in Y-time and that their computer access has been requested (for teamwork, a work email address, Orion, etc.)

Welcome Email

As soon as you hear that the IDA has accepted the position, send them a welcome email containing the following content.

- Personalized, short welcome video. The purpose of this welcome video is to start building rapport with them.
    - Introduce yourself, tell them that you are excited for them to start, etc.
    - Share a bit about the project they will help with when they start
- Find out what they like. Ask them to respond to a few questions
    - NetID
    - Possible Work Schedule
    - When will their first day of work be?
    - Length of employment
    - Dietary restrictions
    - Anything else you'd like to share?
    - Etc.
- Ask them to complete the Pre-Boarding Information module before their first day.
    - Send them the link to the IDA Training course
    - Be sure to add them as a student

Do Before the First Day

- *Create Their Training "Map"*
    - Feel free to use this template to organize your IDAs training and keep track of their progress. This Map will help them navigate the training course in a customized way that best fits your teams needs.
    - Tip: assign your IDA relevant tasks to practice on so they can start contributing as soon as possible. Give them opportunities for quick wins
- *Add IDA to Canvas, Team, and Teamwork*
    - Add IDA to the Canvas courses they will be working on (including a Sandbox course)

    - Add IDA to the relevant Teams channels (General, Introductions, IDAs-Designers, team specific channels, etc.)
    - Begin the process to get them Teamwork access
        - Note: you may need to add them to Teamwork projects after their first day. Sometimes Teamwork takes a while to get up and going.
- *Set Up Work Station*
    - The day before, set out the "Reserved for New IDA" sign on their keyboard and the little goodie bag on their desk.
- *Prep Seasoned IDAs*
    - Assign an experienced IDA to be the new IDAs "buddy" for the first day. Be sure the experienced IDA will be there on the new IDAs first day.
    - Have the seasoned IDAs on the team message the new IDA with a short welcome/get to know you message. Have them do this before the new IDAs first day.

First Day Experience Suggestions

- Main Suggestions
    1. Be in the office on their first day. Make sure you are here on time and before they get here. Have them come in a little after you get here so you have time to be settled.
    2. Have a goodie bag ready, or bring a treat for the whole team (some teams do a small pizza party to welcome new IDAs).
    3. Connect them with another IDA to be their buddy. Encourage them to have lunch or a snack together so they can start building friendships. If possible, have another IDA from the team meet them at the door and give them a tour, etc.
    4. Encourage the IDA buddy and new IDA to reserve Room 401 and play ping-pong for a short 15 minute break.
    5. Review the job description with them when they start. Make sure you are both on the same page about expectations.
    6. Ask them what goals they have for the job (e.g., things they want to learn, skills they want to develop). Help them develop a learning path and consider experiences/projects that will help them develop as they want to.
    7. Do check-ins with them at 30, 60, and 90 days. Schedule a 30-day check-in on their first day. (Maybe schedule all check-ins on the first day)
- Other Suggestions
    1. If possible, have them start on a Thursday or Friday so they can have a weekend shortly after their first day.
    2. If possible, have another IDA do the building tour.
    3. Consider having someone meet them at the front entrance of the building so they have someone walk with them to the room.
    4. Do something special to welcome them (e.g., decorate their desk with balloons or streamers, have their favorite treat for them, send something home with them to celebrate with family or roommates.)
    5. Give them something to do on their first day other than just training.
    6. Team lunch/fun get together with the new hire to integrate them into the team.

Team Specific Notes

Language Team

- The Language Team Training Map and other materials are available in the Team-specific Training Box Folder. Make sure you open the Language Team Training Map Sheet, duplicate the Template tab and rename the new tab with the name of the new IDA hired for the team. Also make sure you review and make any adjustments needed to the training map of that same IDA.

Appendix 5: Hiring & Training Procedural Analysis

Hiring

- For certain teams, including the language team, the ID overseeing HR conducts interviews with potential candidates.
    - If a candidate "fits" the position, the ID overseeing HR extends an offer, which the candidate may accept or decline.
        - Once the offer is accepted, the same ID manages the hiring process, including HR procedures and student employment services.
            - After the candidate completes all necessary forms and the hiring process is finalized, the same ID schedules the new IDA's first day.

Training

- On the first day, the ID overseeing HR conducts a building tour for the new IDA and adds them to the Canvas course, instructing them to complete it.
    - Sometimes on the same day or later in the week, the same ID introduces the new IDA to their team and delegates the remaining training responsibilities to the team, making them accountable for the rest of the training process.
- The ID overseeing HR prioritizes efficiency in this process. While he believes that new IDAs benefit from being interviewed and immediately integrated into their teams, he acknowledges the importance of not compromising on certain questions or policies during the interview process. However, he prefers to handle the hiring process with HR but feels that the responsibility of training and integrating new IDAs into their teams should lie with the respective teams.

Appendix 6: Interview Questions

1. What was your overall hiring experience? Once you accepted the job, did you know what to do? Who contacted you?
2. Were you given any instructions/materials before coming in for your first day?
3. What was your overall experience on your first day? What made you feel welcome? Can you give me an example?
4. Who helped you get set up for the training?
5. How was your experience using the training map? What helped you? What was confusing? Would you change/do something better?
6. How did the training map support your training?
7. How did you use the training course?
8. Focusing on the language team module in the training course, what was your experience overall?
9. Did you think there was an information overload? If yes, how do you think we can make it better for other IDAs?
10. Are you having a good training experience overall?
11. What were/are the biggest challenges you faced?
12. What is something you would improve?
13. What is something you like?
14. Anything else you would like to add?

Appendix 7: Coding & Categorization Example

Yellow: problems/challenges
Green: positive experiences
Light Red: Suggestions

Category: Overall Experience/ID Checklist
00:00:12.020 --> 00:00:23.129
I'm close. There's been like a lot of trouble with the links not matching up, and so like just me not having access to anything. And so I had to wait a few days on that. But I'm on like the last section of it.

00:00:59.270 --> 00:01:08.660
And it was a really good experience. They were very nice, and they had questions, and they answered all my questions, and they're very straightforward, which is really nice, you know, like they didn't kinda they didn't lead me on, but they also like they're realistic about their expectations, which was very very helpful, as someone being hired. And they were also like, very good at communicating, which I think is very.

00:01:25.400 --> 00:01:44.939
It's not that it's not normal, but it was more than usual like in their emails, and they were very prompt about everything. And there was one time when I was gone for something. And so I missed one of their emails. And so they sent me a follow up. It's like, Hey, we know you haven't seen this yet. We just wanted to like double check after I was hired. So it's been a really good experience.

00:02:40.810 --> 00:02:43.910
Yeah. So I was actually scheduled to work one like the first day that we came back from break, I think. But I had flight issues. And so they're really good about communicating with me. And finding a time that worked for everybody for me to come in and like to start training. And then, when I did come in, they were very welcoming. They gave me a big tour of the building, and I met a bunch of people. I don't remember any of them, but I met a bunch of people and that was really helpful to be able to kind of get the layout because I'd never been in that building before.

Category: Training Map
00:04:12.690 --> 00:04:16.689
Yeah, they gave me, like the document, the training map. I've never met her in person yet, because, like our days keep going back and forth like when I'm there, when she's there, whatever. But like. I talked to her every single day like through teams and stuff. So she has been the main person that I've been communicating with. She's the one that got me on the training map, and like any questions that I had, she gives me access to whatever I need. Or something's not working. She's the one that like fixes the course, and then adds me to it. 40

00:05:26.300 --> 00:05:34.090

it's good, and like the setup, is really nice and easy to like, understand and follow. I think the biggest problem was that there most of the things I didn't have access to. Which is like a it's more of like a technical technical thing. And I talk to you, Greg, about that about he wanted to talk to more of the it department, try to get people who are on boarded before they actually started.

00:06:44.150 --> 00:06:51.290
The subtasks really were really nice. There was one part it didn't really make sense, cause it wasn't like it was before you like, start your own working on your own module, and it just says like check for mine. It just said like check a French course. But I didn't know what that meant. So, like, maybe just more specification on like things we're supposed to check. Just like, what are we checking for like? Because there's like so many hours of videos that you watch, which is good. But then, when you get to do it on your end, like, Okay, now, what like? I understand what I'm doing. But like, how do I actually do it? But outside of that is is really straightforward.

00:07:57.000 --> 00:08:13.300
And yeah, I just, yeah, I kind of went by the map. And so I was like, okay, this is what it says to do. This is what I'm gonna look at, and then sometimes like, if it said like explore for so many minutes, or whatever, I would look at a few more things, but I'd be like, we'll come back to that if I needed to, or if it didn't make sense.

Category: Training Course
00:08:22.930 --> 00:08:40.630
when it came to the videos? Yeah, it was a lot of information like cause. There's but it's one of the modules, I think. Talking about how to do can and how to like to use design tools and all that sort of stuff. But there's like 15 videos that are like 10 min each. And so the amount of retention that I had in those videos is not very much, I mean, like I understood it all, but it was harder to like without something to work on at the same time, and just like watching someone do it. It was more difficult to understand what exactly they were doing. Compared to like if there was maybe like a okay. Here's what it is. Now you do on this part. So it's more of like A, instead of doing all the videos and then having them kind of do the module at the end, like all by themselves? Maybe if it works, you can do something where, like you have them on the videos, but like to break it up. They have to do it at the same time, or like right after. So it kind of breaks up the monotony of so many videos. But it also gives them the chance to like, actually make sure they understand what's going on in the videos.

Appendix 8: Observation Notes Example

- Most links don't work: either they don’t have access or links are broken.
- “Some instructions just don't make a lot of sense for someone who is new”.
- Sign in/login information for Panopto is missing, H5P login instruction is also missing.
- Panopto: the instructions for the iframe title weren't clear. They were confused.
- Add to tasks instructions when to save progress in the Canvas pages.
- Instructions need to be more clear or students will need more support.
- Task 5 needs more instruction.
- They need guidance/mentoring on H5Ps.
- Share that they need someone on the first day to guide through the building a module exercise.
- Add instructions about H5P feedback.
- Task 12: add instruction to pick 1.
- Task 11: add instructions to essay questions.
- Overall experience: were able to resolve/figure out the question banks, images, videos (needed Panopto access); H5Ps need more guidance and overall access to resources/softwares. Need more mentoring.

Appendix 9: Language Team Module Content Prototype

Module/Tile: Language Team Resources

- Page 1: Welcome to the Language Team!
- Page 2: Introduction to the Language Team
- Page 3: Language Team Design Process
- Page 4: Language Team Skills
- Page 5: Practice: Building a Module

Page 1: Welcome to the Language Team!

Welcome to the language team! We are so excited for you to join our team and contribute to the language courses and design at BYU. This specific portion of the training is designed for the instructional design assistants (IDAs) that have been hired to work on the language team. Our goal is for you to start developing some skills in your first weeks and develop other skills later. Use this training (team-specific and general) as a resource to re-learn, check information, and practice skills as needed.

As already mentioned, you as an IDA will assist full-time instructional designers (ID) in their design process. To successfully complete your job, there are skills you will have to master. Once again, this training provides you with useful information, but you are expected to explore more on your own and practice the skills you learn. Before we start diving into the language team specifics, here is an overview of what we are going to address.

Introduction to the Language Team (approx. 45 min.)	Domains, responsibilities, roles, other team-specific information.
Language Team Design Process (approx. 1 hr.)	Pre-development, development, and post-development phases.
Language Team Skills (approx. 4-6 hr.)	Reference to general skills and introduction to specific skills needed for the language team
Practice: Building a Module (approx. 3-5 working days)	Worksheets access and instructions

Once you are ready, let’s explore our team.

Page 2: Introduction to the Language Team

Did you know that BYU offers over X language courses to students all over the world?

As you already know, the BYU CE department has different teams divided by the domains they work on. You can review these domains by checking the *Introduction to the department page*. Let's check these domains:

BYU Online team (BYU-O) - works with BYU Online courses, i.e., the college/university online courses. You might have taken some of their courses, such as, (examples of courses).

BYU High School team (BYU OHS) - works with the BYU high school courses. Some of these courses are, for example, (examples).

BYU Independent Study team (BYU IS) - works with Independent study courses. We usually call them the "conversion team" because they are the ones that convert the courses that BYU-O and BYU HS develop into the independent study software and standards. Some examples of these are (examples).

We are called the language team because we work exclusively with language courses. This means that we can work with college courses (BYU Online) or High School courses (BYU HS). We are the only team that works with both of these domains, which might make our work a bit overwhelming at times. To ensure things run smoothly, our team has three full-time designers. They are usually divided according to languages and/or the domain we work on. You will be under a designer and work more closely with some members of the team than others. Keep this in mind as you start working on projects.

Roles & Responsibilities

Everyone takes upon different roles and responsibilities within our team, sometimes depending on the courses and timings. We encourage you to read this resource to learn more about responsibilities and roles you might be asked to take upon yourself. For example, if you are a native speaker or know a specific language of a course we are working on, you might be asked to conduct language reviews of that course. What are you expected to do in these language reviews? The resource linked above will provide you with more information.

Make sure you read the descriptions of all the titles listed in that same resource. Also, make sure to revisit this resource when you are assigned a new role/responsibility. If you ever feel as though you are being asked to do a responsibility not under your title, contact and clarify it with your ID.

Other Information

The language team shares a unique culture within the CE department. We love diversity! We encourage you to build meaningful relationships with your co-workers and full-time designers. We want you to be professional, develop skills, and have fun.

To develop these relationships and professionalism, we have a weekly team meeting that you are encouraged to attend. Check with your ID the day and time of these meetings. Also, know that you are invited to participate in person or virtually. Just let your ID know what would work best for you and your schedule. These meetings are important to build relationships and also report progress or be updated about projects, courses, and tasks. If you are not able to attend a team meeting, please watch the recording that will be provided afterward. It is important for you to stay up-to-date with the team and its progress.

Note: Remember that all of this information is a resource. Reach out to teammates or team leaders to share insights, ask questions, and clarify any information that you might need. We would love to hear your thoughts and progress.

Testimonies from previous Language Instructional Design Assistants

- Raquel
- Will
- Madeline

Page 3: Language Team Design Process

Our team follows a specific design process when working in language courses. Once you start working in the team projects, you might be placed in a course that is already in development or barely starting. Or you might be asked to make minor fixes that were found post-development. What do these phases mean? Let's figure it out together.

Pre-development

This is the first phase of any project/course. In this phase, you will have a kick-off meeting conducted by the ID that will be in charge of that course. You will also meet the team that you will be working with during the development phase of that course. In this meeting, the designer and team will address organization, communication, tasks, and other essential information.

It will be important for you to get familiar with our Kanban boards and communication style. We will address this later but please know that accountability is very important when working with people that have different schedules and timings. Check this example of what a Teamwork board will look like when you are assigned a course.

example of the teamwork template you guys created
https://byuis.teamwork.com/app/projects/617998/tasks/board

Development

This is the second stage of the design process. In this stage, you will do most of the building of the course. To encourage accountability, we have stand-up meetings once a week. These meetings are usually between 10-15 minutes long where you meet with your team and ID to discuss progress and address tasks, problems, and questions about the course you are working on.

For communication and project management, we use Kanban boards as previously mentioned. These boards help keep the team organized, track the progress of each team member, and have an overview of the building process overall. Here is an explanation of how we use these boards.

Create a video where we explain the Kanban boards in Teamwork (can we keep it as max. 5 min?)

Post-development

Once a course is built, the IDs continue its process. You might be asked to fix some issues after a course is built. These issues can be related to copyright, accessibility, and/or some other problems that the editing or product teams can find during their reviews. Your ID will assign these tasks when needed and you will be able to ask any additional questions.

The Building Process
Our building process has two different stages.

Stage 1: In this stage, we receive and review authoring documents. These documents are templates our team has created that provides clear instructions to authors on what to write and how the canvas pages will be laid out and presented to students. Authors go through these documents and write down all the content that should be taught–including ideas for videos and other media that can be created later. Part of our job is to keep track of the author documents and assess when its content is ready to be built in Canvas. If you have a language review assignment, you might also be asked to review the language for content, spelling, and grammar before placing the content in Canvas. Make sure you check in your standup or kick-off meeting what the process is for the course you will be working on so you don't start working on something that might not be entirely ready.

Stage 2: Build the content in Canvas from the authoring documents. This stage is one of the most important ones in the job. We use Canvas to build our courses, which means you need to be familiar with its features to build the Canvas design properly based on the content and instructions you receive. To build the course efficiently and successfully, we provide you with an explanation of the tools and features you need. These will be reviewed and available on the next page entitled *Language Team Skills*.

Page 4: Language Team Skills

In this language team module, we will not repeat or teach step by step all the tools, features, and skills you need to know for the job. Our plan is to address specific tools and features you will need while working in language courses that don't apply to other teams in the department. This means some of the skills you will need are already mentioned in the general portion of the training, while others will now be mentioned as additional skills to be aware of.

To help you organize your thoughts during this section, follow the order we suggest below.

Step 1: Canvas Basics (link to general training)	Learn about Canvas and its basics
Step 2: Design Tools/HTML Basics (link to general training) *Step 2.1: Language Tags	Learn about design tools features and how you can build with it.

Step 3: Third Party Tools *Step 3.1: Croppola *Step 3.2: Panopto (captions) *Step 3.3: H5P templates *Step 3.4: GoReact	Learn about the tools we use and which one we use for each case.
Step 4: Copyright and accessibility *Step 4.1: Accessibility for the language team	Learn about copyright and accessibility
Step 5: Other language team specifics	Learn more about media request forms, transcript documents, new course templates (prototype), storyboards, and authoring/content notes.

This might seem a lot to take in all at once. Please remember that these are resources that you can refer back to later. We encourage you to take your time, read it, and ask questions. You will have the opportunity to put these skills into practice later.

Language Team Specifics

Tip: Please bookmark this folder in Box concerning Language Team Materials. Also, bookmark any additional resources that will be addressed during this section so you can access them easily. If you don't remember how to bookmark, refer back to the general training instructions on Bookmarking.

Step 2.1: Language Tags

As mentioned in the general portion of the training, we use design tools and HTML to help us build and design our courses. An extra step you need to keep in mind when working with language courses is the fact that we need language tags for our courses. Check this resource to learn more about language tags, why we use them, and how to add them. You will have the opportunity to practice adding language tags later.

Step 3.1: Croppola

We use Croppola to crop our images using the correct ratio depending on the type of image we are trying to crop. For example, a banner image will have a different ratio than a regular image we will add next to the text/content we are laying out on a page. You will have the opportunity to practice using this tool later. For now, feel free to explore it on your own.

Step 3.2: Panopto (captions)

The general training addressed Panopto. One extra step to be aware of when working in language courses is the captions option in Panopto. Because our courses' media tend to be in a different language than English, most of the time we need to check if the captions for our videos are not automatically written, and if they are, we need to delete them from the editor view so students don't have the option to turn them on. This will prevent students from checking the wrong captions because the language spoken is not English.

Note: instead of captions, we provide transcripts for students with accessibility needs or who want to follow along with what is being said in a video.

*Step 3.3: H5P templates

Once again, the general training already covered H5P. When you work in the language courses, you will notice we have created **H5P templates** that can be cloned and adjusted according to the content being built. Even though you will have templates, we encourage you to still learn how to create and work with H5Ps. A lot of times, we have to fix issues in H5Ps, so it is important to know how to work with the tool.

Step 3.4: GoReact

We are discontinuing GoReact from our courses, but you might be asked to fix some GoReacts or re-connect them in older courses. Please take a look at the following resource to get more familiar with this tool.

Step 4.1: Accessibility for the language team

We have covered accessibility in the general portion of the training. There are some additional aspects you need to be aware of when working in language courses. You can check this resource to learn more about it. Keep in mind that your ID will be more familiar with these accessibility needs. You can ask your ID additional questions. They will also guide you and remind you of accessibility needs as you start working on the courses.

Other tools and skills

- **Media Request Forms:** we use media request forms to keep track of media that needs to be scheduled, recorded, and delivered. These media request forms are spreadsheets we create in the pre-development phase of each course and that we share with the media team. Check this template of a media request form to learn more about its format. You will practice and learn more about these later.
- **Transcript documents:** as we mentioned before, we do not use captions in our media (videos, audio, etc.). Instead, we use transcript documents for students who have accessibility needs or students who want to follow through with what is being spoken.

Check this template of a transcript document to learn more about its format. You will practice and learn more about these later.

- **Storyboards:** We use storyboards as an initial plan for some of the culture and grammar videos we create for BYU HS courses. Learn more about storyboards and check a template of an initial storyboard plan in a spreadsheet, a template of the video presentations in Canva, and then a sample of a final video. You will practice and learn more about storyboards later.
- **Authoring Documents:** we have mentioned before how the authoring documents relate to our daily work when building a course. As IDAs, we usually help set up the templates for the authors, but then most of our work is copying and pasting the content the authors write, formatting it in Canvas, and transferring it to different features and/or formats such as text to videos, text to drag and drop activities, etc. Check this template of an authoring document to get familiar with it. You will practice and learn more about these later.
- **H5P templates:** we have discussed H5P in the general portion of the training. For the language team, we want you to be aware that we have standardized the H5Ps we use for our courses so authors, IDs, and IDAs are all on the same page. This is the reason why we have created H5P templates to save you some time when building the same H5P activities, only differing on the content being shared. We advise you to explore, create, and test your own H5Ps in this initial phase. When working in a language course, we also encourage you to use our templates to save you some time. Check these folders to get familiar with our H5P templates. Maybe try to create your own H5P matching one of the templates. It is crucial that you know how to create H5Ps when problems, issues, or new fixes arise in the templates we have now in place.
- **Canvas course template**: just like H5P, we have also implemented a Canvas course template where all the courses we work on will draw from. This is a standardized visual design and organization in Canvas that we use for all the language courses we work on. Get familiar with this Canvas course template. You will practice and learn more about it later.

Page 5. Practice: Building a Module

Good job! You have been through most of the resources needed to start putting your knowledge into practice. In this next section, you will practice step-by-step all the information you got familiar with.

To complete this practice activity, follow these steps:

Step 1: Contact your ID and ask him/her to give you access to the training sandbox.

Step 2: Download the *Building a Module* worksheet. This worksheet mimics an authoring document you would receive when working in a course. For this practice, it also includes step-by-step instructions to help you build a module and put your skills into practice.

Step 3: Expect to spend 3-5 working days in this practice exercise. Feel free to ask questions while working on this big task. Inform your ID when you are done with this practice so they can meet with you. Further details about this step will be shared in the actual worksheet.

Good luck!