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Creating a Role-Based New Intern Training

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CREATING A ROLE-BASED NEW INTERN TRAINING

Kalib Taylor

Design Project Report

Master's

Instructional Psychology & Technology, Brigham Young University

Purpose

The purpose of this project was to create a role-based training for new interns working in the Online Learning Division (OLD) of the Seminaries and Institutes department of the Church of Jesus Christ of Latter-day Saints. Currently, there are a host of resources available to interns working in the OLD to guide them in carrying out their responsibilities. These resources, however, were created at different points in time by different individuals. Because of this, the resources are scattered and not cohesive. This training will help interns recognize their various responsibilities, learn to implement best practices for supporting Canvas users in online seminary and institute courses, and is meant to bring understanding to how the existing resources fit together. This training will take place over the course of two to three weeks. During their first week in the internship, the new intern will utilize a first week 'survival guide', which I previously created. The new intern will then start the training course at the beginning of their second week in the internship. Each week, there will be five to ten hours of training material for the interns to work through. Training material will cover a range of subjects, some of which I will create, and others which will be outsourced to various existing materials in the OLD. The training also follows the current style guide utilized by the Church of Jesus Christ of Latter-day Saints.

The client for this project is the LMS Administrator in the Online Learning Division of the Seminaries and Institutes department at the Church of Jesus Christ of Latter-day Saints. The administrator would like this project completed for several reasons. One reason is to provide her interns with an overview of their internship responsibilities. She would also like for this training to provide a type of scaffolding to help interns synthesize instructions, existing help guides, and other prepared materials meant to assist interns in their efforts to support Church canvas users.

Project Learning Goals

There are four desired learning goals for this project. The learning outcomes for this project are that the LMS Support Intern will . . .

1. Accurately describe their roles and responsibilities.
2. Successfully learn to navigate the Microsoft Teams workflow tools.
3. Perform Canvas administrative tasks as it relates to their role as an intern.
4. Determine a response to customer service requests using support resources.

The LMS Administrator has several other goals for this project, which are outlined as follows:

1. Create a training with built-in assessment opportunities. Interns who work through the training should be provided with opportunities to assess how well they are meeting certain qualifications in learning and performance.
2. Create a training which the LMS Administrator can personally facilitate. The Administrator will be provided with facilitation notes, expectations for how and when to communicate with interns on their course progress, and rubrics to assess the intern's learning.

Project Needs and Constraints

Learner Personas

The following learner personas at the end of this section were created based on personal interactions with the two other interns I previously worked with. These interns worked for different amounts of time in the internship compared to one another. One of the interns worked in the internship for one year, and the other intern worked for about 9 months in the internship before moving to a new job elsewhere.

As these two interns were finishing their work, our team hired a new intern, who I am currently working with. I have asked all the interns I have worked with various questions which have helped me understand aspects of both their personal life and work responsibilities to complete the following personas. Specifically, I asked the interns questions on the work they have completed, their specific responsibilities from the LMS Administrator, why they applied for the internship, and how they feel a new intern could best be trained in their responsibilities. I asked these questions both in formal meetings and through daily interactions. Through interacting with my fellow interns, I learned that interns who work in this position are highly motivated to do their best work. I also learned that the interns are driven to prepare themselves through their internship experiences for future career work. This internship is seen by the interns as an opportunity to develop skills and prepare for future employment opportunities.

By completing these learner personas, I found there are a few different types (or classifications) of interns who work in this internship. One type is the intern who wants to work for the Church and uses the internship as a way to “get their foot in the door”. This intern is someone who is passionate about working for the Church as a career. While the work they do in the internship may not fully be what they want to do professionally, they are excited to work because they have an opportunity to learn from their work experiences and network with other Church employees.

Another intern classification is the intern who may not want to work for the Church as a career, but the work in the internship will help them learn skills that pertain to the work they would like to do professionally. This type of intern found this internship and felt that the things they will do will benefit them in their future work. They are driven to do their best work to have opportunities to network, as well as learn all that they can to take with them in their next endeavor. I have accounted for these intern classifications in the design of my course by including skills training which is inclusive of both Church-related and more general work-related skills. I have also made a point of emphasizing this in parts of the training as well, that the skills needed in the internship can be utilized in both a Church and other professional setting.

In general, both of these types of interns come into the internship with passion to complete their work. When beginning the internship, however, these interns generally lack a basic understanding of the organization of the Seminaries and Institutes department and the work done in the department. Additionally, interns generally lack skills to perform support-related tasks in an online environment unless they have had experience in a previous job. While there are many resources available to interns to support them in carrying out their responsibilities, it can feel overwhelming to new interns trying to understand how to use them in their work. This training helps bridge the gap between the intern’s ability level starting the internship and how the LMS Administrator would like to see their skills grow.

After learning these various points from completing the learner analysis, several implications for the course design arose. Because there are different types of interns coming into the internship, I learned that the course needs to be written to a more general audience instead of towards one type or the other. Additionally, I added more links in the course to existing training resources to help interns learn how to use those resources. One final implication I recognized is that interns coming into the internship bring various levels of experience with the tools the team uses in their work (the Canvas LMS, the Microsoft Suite of tools, etc.). Because of this, I designed the course content to sequentially build so interns would learn easier tasks first, followed by more complex ones. This way interns will not feel overwhelmed through learning complex tasks without the proper foundation in knowledge and skill.

Learner Persona 1

JUSTIN EDWARDS

DEMOGRAPHICS

Age: 24
Gender: Male
Marital status: Married
Income: \$20.60/hr
Location: Logan, UT

PERSONAL AND/OR PROFESSIONAL DETAILS

Returned home from his mission 4 years ago. Served his mission in Arkansas. Third year USU student, has been married for 2 years with a 6 month old baby girl.

INTERESTS

Enjoys playing pickleball and watching college football. Likes going hiking in the mountains with friends. Graduating with a degree in computer science.

LEARNER ENVIRONMENT

Works remotely most days, will come in occasionally to Church headquarters. Has a car, works a remote second job in IT support. He is usually the only one at home to watch his child, his wife works as well.



SCENARIO

"I want to do the best I can in this internship and network where I can to find a good full-time job to better provide for my family, whether that is with the Church or another organization."

PREVIOUS EDUCATIONAL SUCCESSES

Has a partial tuition scholarship. Has a 3.85 GPA. Graduated from high school with academic honors.

OTHER DETAILS

Feels nervous to provide for his family and find work that is meaningful to him. He wants his wife to be home with their child and not have to work.

PRIOR LEARNING EXPERIENCES

Was a member of the computer science club in high school. Currently leads the technology support work in his Church internship.

END GOALS

Has the goal to work for the Church of Jesus Christ full-time in technology services. Is looking intentionally for full-time work to provide for his family.

"I want to learn what I can from this internship to improve my skills, network, and find a full-time job."

Learner Persona 2

ALYSSA FREEMAN

DEMOGRAPHICS

Age: 23
Gender: Female
Marital status: Single
Income: \$20.60/hr
Location: Provo, UT

PERSONAL AND/OR PROFESSIONAL DETAILS

Served her mission in Chile, mainly speaking Spanish. Recently started a degree in Experience Design at BYU.

INTERESTS

Enjoys spending time reading and listening to podcasts. Owns a pet dog and enjoys spending time with him and family.

LEARNER ENVIRONMENT

Works a few days each week from Church headquarters. Was unfamiliar with Microsoft starting the internship, experienced a learning curve getting used to it.



PREVIOUS EDUCATIONAL SUCCESSES

Was a part of the National Honors Society in high school. Has a 3.7 BYU GPA. Took college level classes in high school.

OTHER DETAILS

She is considering attending graduate school once she finishes her degree. Wants to use her degree to help others have meaningful learning experiences.

PRIOR LEARNING EXPERIENCES

She is currently going through internship onboarding. Recently completed a social impact internship and saw how she can impact others through work.

END GOALS

She is hoping that this internship will help her find direction in what she should do for a career. She wants to develop her talents to do the Lord's work.

SCENARIO

"I have the desire to help move the work of the Church forward, and this internship will help me develop talents and be enabled to do the Lord's work."

"I want to do everything I can to fulfill God's will in my life."

Environmental Analysis

In the appendix at the end of this document, an environmental analysis is included which explains a summary of the environment of interns in their training process. I completed this environmental analysis through interactions with both the LMS Administrator and the interns I have worked with. The main client I had for this project was the LMS Administrator. She has desired for a new intern training course to be created for over a year, but various circumstances hindered the course from being made. The Administrator's expectations were to have a course that would successfully train interns on the basic functions of their work and the roles and responsibilities they have in the internship.

This project is housed in and utilized by new interns and the LMS Administrator in the Canvas Learning Management System. All the essential content for the course is self-contained within the course itself, with all the links to external content also found within the course. This is a strength for new interns in that all the necessary resources are found in one consolidated place instead of being scattered, similar to how the existing resources currently are. This is also a strength for the LMS Administrator in the way of course maintenance, when maintenance needs to be done, all the content is in one place. This characteristic lends itself to one of the project's learning goals to help new interns learn to use the scattered resources effectively by consolidating information to and links for the resources in a common place that is easily accessible to new interns.

From completing this environmental analysis, I was able to reasonably make several conclusions concerning the environment the interns work in. Mentioned in the analysis are scattered resources the interns are to utilize in their work. Some of these resources include a

range of scripts to use in potential responses to customer needs, instructions on how to create and maintain courses, how to provide upkeep on websites, training videos on carrying out various internship related tasks, among other things. There are at least 10 - 15 training videos, 25 - 30 scripts (with more being created when needed), and several large documents containing lengthy instructions for carrying out internship processes. New interns are expected to gain a holistic understanding of all these training resources within the first few weeks to month of their internship. Interns have access to the Microsoft suite of apps utilized by the Church. If interns are unfamiliar with the Microsoft Suite (as I was when I started the internship), they will also need to become familiar with the suite of apps available to them.

Through understanding the needs of the LMS Administrator, my fellow interns, and how they relate to the processes carried out in the internship, I came to understand more fully that the Administrator needed a way to better organize the previously mentioned training materials to help future interns apply the materials in their work.

Content and Task Analysis

The goal of this new intern training course is to help the interns become confident and proficient in their skills to perform basic, entry-level tasks related to their internship. The following outline illustrates the knowledge and tasks interns need to understand to meet the course's prescribed learning goals.

1. Interns need to understand their roles and responsibilities. For this to take place, the interns should understand:
 - a. Their role is to support Seminary and Institute Canvas users all throughout the world. This includes students, teachers, and Church administrative employees.
 - b. In supporting Canvas users, interns may perform a variety of tasks, such as maintaining online courses, solving user account issues, and providing professional customer service.
 - i. To maintain online courses, interns may adjust course names, add users to courses, create new courses, or fix technical issues such as broken accordions or broken links.
 - ii. To solve users account issues, interns may help Canvas users with login problems or adjust a user's Canvas permissions.
 - iii. To provide professional customer service, interns will respond to support requests within 24 hours, using respectful language.
 - c. Performing these roles and responsibilities aligns with the third point in this content and task analysis. The third point illustrates the "how" of this point.
2. Interns need to feel confident performing Canvas administrative tasks and help support customer requests. For this to happen, interns should recognize:
 - a. They have a variety of resources available to them in completing support requests, as well as how to use those resources effectively.
 - i. Those resources include the LMS support team's scripts, the Canvas help guides, Google, the LMS Administrator, and fellow interns.
 - b. When they need extra help, the LMS Administrator and the interns they work with can help the intern as an extra resource.
 - c. They will grow in their knowledge and abilities as they gain experience supporting Canvas users. The LMS Administrator doesn't expect perfection from them, just a willingness to learn and grow.

-
- d. As the interns accomplish the items in the other points of this task and content analysis, they will find themselves growing over time in confidence and ability.
3. Interns will determine a response to a customer service request using existing support resources. For interns to do this, interns need to:
 - a. Log in to the support email, Canvas cases support platform, LMS SharePoint, and LMS case tracker.
 - b. Choose an email or support ticket to address.
 - c. Check the scripts on the LMS SharePoint for one that may match the case.
 - i. If there is nothing in the scripts, use Google to search for a possible solution (preferably from the Canvas guides).
 - ii. If the intern cannot find any solutions, they can reach out to the LMS Administrator for help.
 - d. Using the information they receive, the intern creates a response to send to the Canvas user.

As the interns work through each learning module, the course facilitator will actively follow-up with them on questions they may have and will fill in any gaps in the intern's learning. From this task analysis, I realized that the course has a mix of knowledge areas to be taught and skills to be learned. This is a strength for the course in that it gives the intern a variety of learning experiences working through the available content. While the course does have a mix of both knowledge areas and skills to be taught, the principles of backwards design apply equally between both areas. Assessments were designed to measure student learning towards the various learning outcomes, and then content was geared towards those outcomes.

Product Design

Design Details

In response to the needs of the LMS Administrator, I created a facilitator-led, Canvas-based training for new online support interns in the Online Learning Division of Seminaries and Institutes. The training was created to require as little maintenance and updating as possible over time. By completing the training, interns will understand their roles and responsibilities much more clearly, the LMS Administrator will have more time to help new interns with their specific needs, and the new interns will understand how to effectively use the resources available to them in the internship.

The design strategy I followed in creating this training course was that of backwards design. This strategy was very appropriate for the course as the new interns are being trained to perform specific responsibilities and tasks. The intern's ability to perform the tasks presented in the training is measured through various assessment opportunities offered throughout the course. Backwards design helps a designer to focus clearly on the needs of their learners (Brown & Prendergast, 2020) through considering assessment opportunities first, then creating content that is focused on and prepares learners for assessment (Davis & Autin, 2020). The training focused on preparing interns to respond to a real-world example, a user case, which is an integral outcome of backwards design (Gibson, 2016). The focus on utilizing backwards design has brought a very cohesive course experience to new interns, where the course content leads toward the interns learning necessary skills and how to apply them in real-life ways.

By examining the new intern's responses to the user case and other assessment opportunities, the LMS Administrator will understand the intern's growth and areas for improvement in carrying out their responsibilities. Because of this focus on case-based learning, the instructional strategy used in this course is that of case-based instruction. Throughout the course, new interns are asked to complete various "challenges," or tasks they will complete in their work. The course culminates in the new intern working step-by-step through an example support case. Through this case-based approach, the Administrator will also understand the intern's ability to apply existing resources in fulfilling case requests.

To create a course which needed to require as little maintenance as possible, I needed to consider the following aspects in creating new content as well as utilizing existing content:

- Is this content I am creating going to become obsolete?
 - If the roles and responsibilities of the interns change over time, is my content easy to change?
 - Does the facilitator/other interns understand the methodology which went into creating this course if content needs to be updated?
- Is this existing content being constantly updated by those who created it?
 - If it's an article on a website, will the link break when the content is updated?
 - If it's a video, will the link to the website change or remain the same?
 - How will we know if changes are made to the existing content?

To account for the considerations in the content I was creating, I made a page for facilitator notes, as well as a course version history page at the beginning of the course. Both of these pages are not accessible to interns enrolled in the course. The facilitator notes explain the role of the facilitator in the course and the key objectives in each learning module the facilitator should be following up with interns on. The version history page explains the methodology of backwards design and how the different aspects of the course utilized this design theory.

Course Precedent

A precedent product I consulted in creating the new intern training course is the New Online Teacher Training (NOTT) course utilized by new online Seminary and Institute teachers. The NOTT course is meant to help these teachers prepare to carry out their roles and responsibilities as Seminary and Institute teachers in an online format and apply the resources they have available to them. Here are several screenshots of the NOTT course, with an explanation under each on how I implemented ideas from this in my project.

Facilitation Notes

The purpose of this page is to outline the activities that will require your participation as the one overseeing this training course. There are quizzes and assignments that the new teachers will complete that will require you to evaluate and provide feedback. These activities are meant to assess the readiness of new online teachers. When complete, they will give you a good idea of the skills, capabilities, and attitudes of the new teachers. As a result, you will have observable data to continue to mentor your new teachers after they complete this first training course.

"Welcome! — Start Here" Module

The Online Course Experience Page

This page contains a thought activity for new teachers. They are prompted to write down any questions they have regarding the format for online Seminary or Institute, and what is expected of them in the course experience. Be prepared to facilitate these questions when you meet with them.

They are also invited to explore an online course, preferably the course they will be teaching. You will have to ensure that they are enrolled in their online course, or at least some type of published S&I online course in order for them to explore its different features and tools.

Pre-Training Survey: How Are You Feeling?

The purpose of this survey is to evaluate the thoughts, feelings, and attitudes of new online teachers before they begin training. This information will help you know how to better mentor and guide new teachers through their training experience. This activity is set up as an ungraded survey in Canvas. Once a new teacher has completed the survey, go to "Grades" and look at the survey results using the Speedgrader. Consider taking notes on the survey results so you can have them available when mentoring new teachers.

"Lesson 01 — Your Role as an Online Teacher" Module

The Facilitator Notes page in the NOTT course helps the course facilitator understand their role as a facilitator, how the facilitator can best support new teachers in the course, and what items to follow up on with new teachers at different points of the course. My new intern training course has a facilitator page with similar notes, helping the facilitator understand their role as a facilitator, how they can best support new interns in the course, and what items to follow up on with new interns and when to follow up.

New Intern Training Course Facilitator Notes Page

Facilitator Notes

Hello! These notes are meant to provide a guide on how you as the course facilitator can best follow up with the new interns on their progress through this course. In addition to what is already here, feel free to use these notes as inspiration for other ways to follow up with your interns. What matters most is that the intern's needs, questions, and concerns are met as they progress through the training.

At the end of each module is a checkpoint. These checkpoints are built-in opportunities for you to meet with the intern and follow-up on their progress. You may meet with the interns as often as you feel is necessary to support them as they progress through the training.

Check the dropdown menu below to see specific items to follow-up on at each checkpoint:

▼ Facilitator Notes

At Checkpoint 1, follow-up on:

- The intern's answers to the two questions in the S&I Organization activity.
- The intern's thoughts on watching the videos of Elder Christofferson, Elder Rasband, and Bishop Caussé.

At Checkpoint 2, follow-up on:

- Results of the Microsoft Suite pop quiz.
- Filling out the Intern Work Schedules sheet.
- Adding their workload to the OLD Workload Tracker.

At Checkpoint 3, follow-up on:

- How comfortable the intern felt impersonating a Canvas user.
- How the intern's experience was finding users and adding users to a Canvas course.
- How comfortable the intern felt using the Settings page in a Canvas course.
- What questions the intern has on the basic skills they learned about in this module.

At Checkpoint 4, follow-up on:

- Any questions the intern may have about using the S&I Email, Canvas Cases, ServiceNow, and the LMS case tracker.
 - What the intern learned about principles of Christlike communication and how they relate to their interactions with Canvas users.
-

2. NOTT Course Module Layout

Lesson 02 – The Online Course and You (1 hr 15 mins)		Complete All Items	✓	+
☰	Lesson Two Overview View	☰	✓	
☰	Canvas Orientation		✓	
☰	Navigating Canvas View	☰	✓	
☰	Canvas Notifications View	☰	✓	
☰	Update Your Canvas Profile, and Language and Time Zone Settings View	☰	✓	
☰	Essential Canvas Tools		✓	
☰	The Gradebook Interface and Settings View	☰	✓	
☰	Modules View	☰	✓	
☰	Announcements 3 pts Submit	☰	✓	
☰	Inbox View	☰	✓	
☰	Calendar Tool View	☰	✓	

The NOTT course is laid out in a way as to instruct on different aspects of an online teacher's work. Each module also has time estimates on how long it may take a new teacher to complete each module. While not as robust, my new teacher training course is also built to instruct on different aspects of a new intern's work, answering questions the new intern may have. My course also includes time estimates on how long it may take to complete each learning module.

New Intern Training Course Module Layout

Dev Master Course - Field

Home

Announcements 

Assignments 

Modules ^

BigBlueButton 

Collaborations 

Files 

Rubrics 

Discussions 

Grades 

Outcomes 

Quizzes 

Pages 

Syllabus 

People 

Settings

<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ ▾ Facilitator Information (Do Not Publish) 🔒 ▾ + ⋮ </div>	
☰ 📄	Facilitator Notes 🔒 ⋮
☰ 📄	Version History 🔒 ⋮
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ ▾ Start Here (10 mins) ✅ ▾ + ⋮ </div>	
☰ 📄	Welcome to the Course! ✅ ⋮
☰ 📄	Course Logistics ✅ ⋮
<div style="display: flex; justify-content: space-between; align-items: center;"> ☰ ▾ What Is My Role? (30 mins) ✅ ▾ + ⋮ </div>	
☰ 📄	What Is My Role? ✅ ⋮
☰ 📄	Meet the Team! ✅ ⋮
☰ 📄	Who Do You Support? ✅ ⋮
☰ 📄	S&I Organization ✅ ⋮
☰ 📄	Checkpoint 1 - Meet with the Facilitator ✅ ⋮

3. NOTT Course Quizzes



Question 1

1 pts

Read

Sister Smith is an online teacher. She tries to be very aware of her students' needs, but she feels she has limited time to pay individual attention to each student. She balances her time between preparing for the weekly video conference meeting and participating in the Canvas course. She has a spreadsheet where she takes notes about her students circumstances, questions, and concerns. While she doesn't have as much time as other online teachers, she does her best to maximize her efforts for the benefit of her students.

Question

Do you see Sister Smith as a teacher who is still developing her skills or is she meeting expectations? Respond with one complete paragraph (at least 4 sentences), listing at least two reasons that explain your decision.

Edit View Insert Format Tools Table

12pt ▾ Paragraph ▾ | **B** *I* U A ▾ ▾ T² ▾ | :

The NOTT course has quizzes to assess the understanding of new online teachers in understanding and applying the principles they are being taught. The quizzes present scenarios and ask the new teacher to share their thoughts and judgment concerning the scenario. My new intern training course similarly has a scenario-based assessment at the end of the course which walks new interns through a support case and asks their reasoning behind each step in responding to the case. Interns are informed at the beginning of the assessment that

understanding their thought process and reasoning in each step of responding to a support case is more important than getting the “right answer.”

New Intern Training Course Quizzes

Question 1

0 pts

It's the beginning of your shift and you log in to Canvas Cases. To your great astonishment, you see a new Canvas case! After clicking on the case, you see this screen.

The screenshot displays a Canvas Case interface. At the top right, there is a 'Create a Case' button and buttons for '+ Follow', 'Edit', and 'Change Owner'. The case title is 'The Corp of Church of Christ Latter-Day St'. Below the title, there are fields for Case Number (10542055), Owner Name (LDS Canvas Support), Date/Time Opened (1/31/2024, 11:56 AM), Account SIS Provisioning Tool, Contact Name (Lds Canvas Support), and TIR Met. A 'Transfer' button is visible. The main content area is divided into a 'CHATTER' section with tabs for 'DETAILS', 'FILES', 'MACRO', 'ESCALATE', and 'RECORDING/TRANSCRIPT'. The 'CHATTER' section shows a 'Post' with options 'Change Status' and 'Transfer', and a text input field 'Share an update...' with a 'Share' button. Below the chat, there is a 'Sort by:' dropdown set to 'Most Recent Activity' and a search bar 'Search this feed...'. The feed shows a post from 'Support Panda (Instructure, Inc.)' stating 'Support Panda (Instructure, Inc.) created this case.' followed by a card for case number '10542055' with a 'View more details' link. At the bottom, there is a 'Case description:' field containing the text 'Module 4 isn't showing, I can't see any assignments for this week.' and a 'CANVAS SUPPORT' button.

What is your first reaction when seeing this screen? What is the first step you want take? What is your thought process on what to do next? Why? Any questions on this?

Edit View Insert Format Tools Table

12pt Paragraph **B** *I* U A

Course Layout

Upon logging in to their Church Canvas account, new interns come to the course home page. The focus of the home page is a picture of Jesus Christ, for He is the focus of the work which the interns carry out. Below the image are two buttons which take users either to the course modules or the LMS Support SharePoint where the resources interns utilize are found.


New Intern Training Course Home Page

☰ Online Learning Support Training | Field Dev Master
63 Student View
📖 Immersive Reader
←

Dev Master Course - Field

- Home ^
- Announcements 🔗
- Assignments 🔗
- Modules
- BigBlueButton 🔗
- Collaborations 🔗
- Files 🔗
- Rubrics 🔗
- Discussions 🔗
- Grades 🔗
- Outcomes 🔗
- Quizzes 🔗
- Pages 🔗
- Syllabus 🔗
- People 🔗
- Settings

Online Learning Support Training | Field Dev Master



Edit
⋮

Training Lessons

LMS Resources ↗

Course Status

🚫 Unpublish
✔ Published

- 📄 Import Existing Content
- 🌐 Import from Commons
- 🏠 Choose Home Page
- 📺 View Course Stream
- 📢 New Announcement
- 📊 New Analytics
- 🔔 View Course Notifications














Coming Up 📅 View Calendar

Nothing for the next week

When new interns navigate to the modules page, they find a layout of four instructional modules and a concluding module. Each instructional module focuses on a question pertaining to the intern's role, responsibilities, and work. The content in each module is geared to both answer the question the module is focused on, as well as help the intern recognize how they and those they support can come closer to Jesus Christ through their efforts.

New Intern Training Course Module Layout Page

Dev Master Course - Field

- Home
- Announcements 
- Assignments 
- Modules ^**
- BigBlueButton 
- Collaborations 
- Files 
- Rubrics 
- Discussions 
- Grades 
- Outcomes 
- Quizzes 
- Pages 
- Syllabus 
- People 
- Settings

<ul style="list-style-type: none"> ⋮ ▾ Facilitator Information (Do Not Publish) 🔒 + ⋮ ⋮ 📄 Facilitator Notes 🔒 ⋮ ⋮ 📄 Version History 🔒 ⋮
<ul style="list-style-type: none"> ⋮ ▾ Start Here (10 mins) ✅ + ⋮ ⋮ 📄 Welcome to the Course! ✅ ⋮ ⋮ 📄 Course Logistics ✅ ⋮
<ul style="list-style-type: none"> ⋮ ▾ What Is My Role? (30 mins) ✅ + ⋮ ⋮ 📄 What Is My Role? ✅ ⋮ ⋮ 📄 Meet the Team! ✅ ⋮ ⋮ 📄 Who Do You Support? ✅ ⋮ ⋮ 📄 S&I Organization ✅ ⋮ ⋮ 📄 Checkpoint 1 - Meet with the Facilitator ✅ ⋮

Opportunities for the intern to ponder on spiritual truths they learn are built in throughout the course. Interns also have several opportunities to synthesize the spiritual truths they are learning and recognize how those truths apply in the day-to-day work they accomplish. The course facilitator is made aware of these opportunities in the Facilitator Notes page of the course to follow up with interns on their thoughts and impressions.

Opportunity to Ponder Page

How to Respond

During the Savior's mortal ministry, He had interactions of all types with those whom He ministered to. Some interactions were uplifting (see [Matthew 16:13-19](#), [John 4:5-14](#)), some were moving (see [Matthew 19:16-22](#); [Mark 9:17-27](#)), and others were more difficult (see [Matthew 23:13-39](#); [John 2:13-17](#)). Through all His interactions, Jesus Christ exemplified how we can communicate with others respectfully, even when those interactions are difficult.

Ponder

If you feel inspired to, take a few minutes to review the above scriptures and ponder how the Savior interacts with you. How do you feel when you hear or feel Him speaking to you? How does He help you remember and feel God's love for you? How can you help others feel in a similar way when you interact with them?



Actual Product

Due to the Church's privacy policy, I am not able to provide direct access to the new intern training course. To compensate for this, I will upload a video walkthrough of the course and include screenshots of the course both in this section and the appendix of this report.

Video Walkthrough

The video walkthrough to the new intern training course is uploaded to my personal Google Drive account with sharing permissions set to “Anyone with the link.” The link to the video walkthrough is here: [New Intern Training Course Walkthrough.mov](#).

Design Process and Evolution

Design Process Phases

The beginning of this course can be traced back to well before the course was actually created. For several years, the LMS Administrator has needed a training course for her new interns. This specific project was born out of the administrator’s desire to create a training course. As the project began, however, I was originally working on a training course based around more advanced processes the interns undertake, while another intern was creating a basic training course. At this point, this intern and I were working on our courses in tandem so they aligned with each other and interns could step from one to the next. Through this first phase of the design process, I had met several times with the LMS Administrator and Manager of Training in S&I to solidify the learning objectives of the advanced course. I was also working simultaneously with the other intern creating the basic course to align the general feeling and tone of our courses. Our goal was for the new intern to have a seamless course experience between our two courses.

After some time, the intern creating the basic training course left the internship unexpectedly, leaving learning outcomes and a basic course outline behind. I met with the LMS Administrator and Manager of Training for S&I to chart a new course forward. It was decided through these risk management meetings that I would take over the new intern training course with a new scope and focus. With this new direction, I created new learning outcomes that aligned more fully with the LMS Administrator’s vision for the new intern training course. After this, and under the guidance of the Manager of Training, an instructional sequence was crafted. This sequence mapped a general outline of the new intern training course and included aspects of both of the courses which the other intern and I were previously working on.

These steps created a foundation to build off of in applying the principles of backwards design. Course assessments were planned for next as a means to measure evidence that students were meeting the created learning objectives. All of this development gave clear direction on what type of content would be best to include in training interns on the various aspects of their roles and responsibilities. By far, the most challenging aspect of this process was having a substantial change in project scope and direction take place when I took over and realigned the departing intern’s work with the LMS Administrator’s new vision for the training course. The other intern who was working on the basic course was initially planning to stay in the internship for several more months. Because of this, we were planning and working to create a cohesive experience between our two courses. What helped the most through this process was having clear, constant communication between myself, the LMS Administrator, and Manager of Training. Understanding one another’s vision and goals helped us move forward in a unified manner. Working closely with the other intern on her course was also very helpful as it helped me to gain a better understanding of the scope, focus, and tone of her course.

Design Project Iterations

In creating the new intern training course, I was responsible to work on each part of the project. Several parties played various supporting roles in the development of the course, and I

was responsible to implement feedback from these parties as I saw fit to. These parties also provided resources from time to time as a support to me in working through each iteration of the project. Each iteration was also passed off to the LMS Administrator before moving on to the next. The iterations for this project can be broken down in the following headings:

1. Planning the advanced course

- a. I worked with the LMS Administrator to create four initial learning objectives for the course after learning what her vision was for the course.
- b. I would occasionally meet with the Manager of Training in S&I for feedback and guidance on refining the learning objectives I was creating.
- c. I received approval from the LMS Administrator on the learning objectives.

2. Initial course outline

- a. The Manager of Training provided me with an example instructional sequence he had previously created as a way to organize my work in creating a map of the course.
- b. Using the instructional sequence, I outlined four learning modules. Each of these modules addressed one learning objective. Under each module were subtasks of assessments and content to include.

3. Hitting the reset button

- a. At this point, the intern creating the beginning course left the internship, leaving learning objectives and her own instructional sequence.
- b. The LMS Administrator, the Manager of Training and I held several meetings to discuss next steps. The LMS Administrator needed a basic level new intern training course much more than an advanced training course.
- c. Moving forward, I was to create a new intern training course focused on basic processes the interns first need to understand.

4. Planning the new intern training course

- a. This iteration was similar to the first iteration, just adjusted to the new expectations and scope expressed by the LMS Administrator.
- b. I occasionally met with the Manager of Training for direction and feedback.
- c. I also met with the fellow intern I worked with for her feedback from a new intern's perspective on what to include in the course.

5. Mapping the course

- a. This iteration was similar to the second iteration of course development.
- b. As I created the updated instructional sequence, I kept the principles of backwards design in mind by first considering where assessment opportunities were needed throughout the course.

6. Finding and creating the content

- a. After finishing the instructional sequence, I created and harvested content for the new intern training course.
- b. I balanced harvesting content from outside sources (Canvas, Microsoft, etc.) with internal resources.
- c. Content I created focused on connecting existing resources with the roles and responsibilities the new interns are learning about in the course.

The main unforeseen challenge that came up during my design was the initial change in project scope and requirements that took place when the intern I was working with unexpectedly left the internship. After this took place and I received new direction from the LMS Administrator, I needed to revisit the learning outcomes and instructional sequence I had previously created. The

learning outcomes and instructional sequence no longer reflected the changing needs of the LMS Administrator. Because of this, I needed to revisit and revise what I had initially created.

Planning Process

What follows are several screenshots of the instructional sequences I created at different points of the design phase. The first screenshot details the first iteration of my instructional sequence. Codes 1, 2, and 3 are the learning outcomes for each course module. Under each outcome are sub-tasks which build upon one another to help the new intern accomplish the learning goal. Column C represents notes to remember or ideas for instructional content. I used this instructional sequence to build a more robust, detailed version which I used to build the actual course in Canvas.

Instructional Sequence Example 1

	A	B	C
1	CODE	OUTCOMES and SUB-TASKS	Comments
2	1	LMS Support Intern will accurately describe their roles and responsibilities.	
3		1.1 Meet the OLD Team	
4		1.2 Learn OLD functions	
5		1.3 Learn whom we support vs whom we don't support	Difference between WISE and us
6		1.4 Organization chart	Organizational chart for S&I
7		1.5 Job description	Pull from the charter
8			
9	2	LMS Support Intern will successfully learn to navigate the Microsoft Teams workflow tools.	
10		2.1 Basic MS Teams Navigation	Understanding the difference between channels
11		2.2 Teams Files	
12		2.3 Intern Work Schedule	
13		2.4 LMS Project Board	
14		2.5 OLD Workload Tracker	Mandy wants them to add in their own - Onboarding checklist
15			
16	3	LMS Support Intern will perform Canvas administrative tasks as it relates to their role as an intern.	
17		3.1 Canvas Basics- Be the Hero Course	(Optional based on experience)
18		3.2 How to impersonate a user	
19		3.3 How to find a course/user	
20		3.35 Adding users to a course	
21		3.4 Canvas Commons	
22		3.5 User Account Reconciliation	What is an SISID, updating a username? (Overview), there are how-to's in Mandy's LMS doc

The second screenshot shows a portion of the final instructional sequence utilized to create the course. This sequence contains more detail, showing a page-by-page layout of the course. The far-left column, titled "Alignment" tracks which learning outcome or subtask from the first instructional sequence that page intends to fulfill. The "Modules" column shows which module the page corresponds to. The "Activity Titles" column informs what the name of each page or learning activity is. The column titled "Activity Type" explains what type of activity each page corresponds to (such as a reading, a quiz, etc.). The "Content" column shows what type of content will be included in each page. Through using these instructional sequences, I was able to keep my work organized and track my progress in one place. Additionally, organizing my work in this way helped me follow the principles of backwards design by more fully visualizing the layout

of my course and how the activities would connect to one another, the learning assessments, and the learning outcomes.

Instructional Sequence Example 2

	A	B	C	D
1	ALIGNMENT	MODULES	ACTIVITY TITLES	ACTIVITIES TYPES
2	The item in the sequence should be mapped to the appropriate learning outcome or sub-task.	What are the groups of learning activities? What will these groups be called?	What are the titles for the individual learning activities or events?	What is the type of activity? i.e. reading, quiz, discussion, assignment, call to action, etc.
3	Not Published	Facilitator Notes	Facilitator Notes	Reading
4	0.1	Welcome Page	Welcome!	Reading
5	1.1, 1.2	What is My Role?	Meet the Team!	Reading
6	1.3, 1.5	What is My Role?	Who do we Support?	Reading
7	1.4	What is My Role?	S&I Organization	Reading
8	N/A	What is My Role?	Checkpoint 1 - Meet with the Facilitator	Call to Action
9	2.1	What are My Tools?	Learn the Suite	Reading/Video
10	2.15	What are My Tools?	Pop Quiz!	Assessment
11	2.2	What are My Tools?	How to Use Files	Assessment
12	2.3	What are My Tools?	Filling Out Your Work Schedule	Assessment
13	2.4	What are My Tools?	What in the world is the LMS Project Board?	Call to Action
14	2.5	What are My Tools?	The OLD Workload Tracker (it's not old)	Call to Action
15	N/A	What are My Tools?	Checkpoint 2 - Meet with the Facilitator	Call to Action
16	3.1	What are the Basics of My Job?	Canvas Guides	Reading
17	3.3, 3.35	What are the Basics of My Job?	How to Find/Add Users to a Course	Call to Action
18	3.2	What are the Basics of My Job?	How to Impersonate Users	Call to Action
19	3.4	What are the Basics of My Job?	What is Canvas Commons	Reading
20	3.5	What are the Basics of My Job?	User Account Reconciliation	Reading
21	3.6	What are the Basics of My Job?	Canvas Settings	Call to Action
22	N/A	What are the Basics of My Job?	Checkpoint 3 - Meet with the Facilitator	Call to Action
23	4.3	How Do I Support our Users?	Canvas Cases	Reading
24	4.1	How Do I Support our Users?	The S&I Email	Reading

Product Implementation

This training course is totally self-contained in an electronic format through the Canvas Learning Management System. All of the content for the course can be found either in the training course itself or is linked to other sites, such as Canvas, Microsoft, and the internal Microsoft SharePoint website where the support team houses their resources. With this in mind, there are several requirements which need to be met in order for the course to be successfully utilized.

In order to use the course, interns need access to their Church Canvas account as well as the Microsoft Suite. The LMS Administrator will have provided interns access to these platforms before starting their internship. The course and its content was created with the consideration in mind of what interns will have access to early in their internship. Because of this focus, interns will have access to all the necessary materials to complete the course. Interns will complete the course using the Church-provided laptop they receive on their first day of work.

To successfully use the product, participants needed to have a working knowledge of how to use the Canvas Learning Management System because that is where the training takes place. In addition to this, participants need a basic understanding of how to navigate the Microsoft Suite of apps. A portion of the course gives interns a greater overview of common

Microsoft tools they will use, so interns are not asked to do more than what the course content will help them understand later on.

Course Pilots

The new intern training course was piloted by several individuals with differing perspectives. The various perspectives from which the course was piloted offered a richer understanding of if and how the course was meeting its intended purposes. One individual who piloted the course was the intern I currently work with. She piloted the course from the perspective of her as a new intern because, at the time, she had been in the internship for only a few months.

Another individual who piloted the course was my supervisor, the LMS Administrator. She piloted the course from several perspectives, that of the course facilitator, subject matter expert, and product owner. To do this, I informed the LMS Administrator when I was ready for her to pilot the course and asked her to pilot it through the perspectives which would be most useful for her. I chose to do this because the administrator played several different roles in the creation of the course and will continue to do so in new ways when it is fully implemented.

One final individual who piloted the course was the Manager of Training in S&I. He piloted the course from the perspective of ensuring the quality and clarity of the course content was satisfactory for new interns. I asked the Manager of Training to pilot the course from this perspective because of his expertise in creating training materials for various audiences.

Communication Instruments

As part of the course, I created a page which is dedicated to aiding the course facilitator in supporting the new interns in their coursework. This page contains notes to the facilitator on several different topics, including how they can best utilize the training to support the new interns, as well as what they can follow-up on with interns during check-ins at the end of each learning module.

Facilitator Notes Course Page



Facilitator Notes

Hello! These notes are meant to provide a guide on how you as the course facilitator can best follow up with the new interns on their progress through this course. In addition to what is already here, feel free to use these notes as inspiration for other ways to follow up with your interns. What matters most is that the intern's needs, questions, and concerns are met as they progress through the training.

At the end of each module is a checkpoint. These checkpoints are built-in opportunities for you to meet with the intern and follow-up on their progress. You may meet with the interns as often as you feel is necessary to support them as they progress through the training.

Check the dropdown menu below to see specific items to follow-up on at each checkpoint:

▼ Facilitator Notes

At Checkpoint 1, follow-up on:

- The intern's answers to the two questions in the S&I Organization activity.
- The intern's thoughts on watching the videos of Elder Christofferson, Elder Rasband, and Bishop Caussé.

At Checkpoint 2, follow-up on:

- Results of the Microsoft Suite pop quiz.
- Filling out the Intern Work Schedules sheet.
- Adding their workload to the OLD Workload Tracker.

At Checkpoint 3, follow-up on:

- How comfortable the intern felt impersonating a Canvas user.
- How the intern's experience was finding users and adding users to a Canvas course.
- How comfortable the intern felt using the Settings page in a Canvas course.
- What questions the intern has on the basic skills they learned about in this module.

At Checkpoint 4, follow-up on:

- Any questions the intern may have about using the S&I Email, Canvas Cases, ServiceNow, and the LMS case tracker.
- What the intern learned about principles of Christlike communication and how they relate to their interactions with Canvas users.

A few other helpful notes to remember:

- The fake student account added to the New Intern Training sandbox course is the account associated with Student ID 33 in the [LMS Management Guide](#).
- There is a fake Canvas course in which new interns will practice at different parts of the training. The name of this course is the [New Intern Training sandbox course](#).

Assessment of Student Learning

In order to understand whether students achieved the learning goals of the project, I had the intern I work with who has been in the internship the least amount of time pilot the course. While she piloted the course, I gave her several questions to consider. These questions were drawn from the LMS Administrator's vision of what needs to take place for her to consider this course as being successful. The intern who piloted the course did so from the perspective of being a new intern. The questions which the intern considered are as follows:

As a result of working through the new intern training course:

1. Would you feel empowered to look up resources on your own before asking your supervisor for help while working on a support ticket?
2. Would you understand when the appropriate time is to reach out to your supervisor for help with a support ticket?
3. Do you better understand your roles and responsibilities as a new intern?
4. Do you feel more confident navigating the Microsoft Teams workflow?

Assessment Instruments

To capture my fellow intern's responses to my prepared questions, I conducted a cognitive, think-aloud session with the intern while she shared her screen with me and walked

through the course as a new intern. As she shared her thoughts on the questions, I captured her responses through note-taking on my laptop. I occasionally asked the intern clarifying questions, but the intern led the think-aloud session, interacting with the course as a new intern would. After walking through the course, I also interviewed the intern. In this interview, I asked her the prepared questions and what she felt the strengths and weaknesses of the course were.

Analyzing the Data

Through completing the cognitive think-aloud session, the interview, and assessing the data, several themes surfaced.

1. One common theme expressed by the intern is how frequently the course links out to existing internship resources. The intern shared that this would help her learn how to use the existing resources much more clearly. This also emphasized to her the importance of using these resources when responding to cases.
2. Another common theme the intern kept going back to was that the course has an empathy to new users who may have difficulty learning the topics in the course. The intern expressed that “the scriptures and tone helped me feel hopeful,” and that “the job can be overwhelming, not every resource is made available to you, but the course helps you relax and know it’ll be okay [when handling a hard case].”
3. One final theme the intern shared is how the course helped her to keep her job in perspective. She shared that the course helped her understand how she can impact someone’s spirituality in a positive way through her work even though she isn’t using the scriptures or teaching the gospel.

These themes emphasize one strength of the course being that it points interns very clearly to the resources available to interns in the internship and how to use them. Interns will understand the importance of utilizing their resources in their work, what resources they have available to them, and how to use them in an efficient way. Another strength which lies in the course is the support and sense of purpose it gives new interns in understanding their roles and responsibilities. This will motivate interns to keep working through any discouragement that may come with learning how to carry out their new job responsibilities. In reflecting on the course and comparing it to the training the intern received when starting her internship, she shared that “the training material is better now than when [I] started [my] training.”

The LMS Administrator was very pleased to hear these findings when they were presented to her. As a result of these findings, she feels confident that the course is going to meet the needs of her new interns and will fulfill the reasons why she asked to have a new intern training course created. As a facilitator of the course, the LMS Administrator will also feel much more involved and informed in the process of training of her new interns by supporting them in their efforts to work through the course. The Administrator is planning to facilitate the course personally the first time a new intern works through the course. Eventually, she would like for lead interns to facilitate the course when new interns work through it, reporting to her occasionally on the intern’s progress.

Evaluation

The stakeholder with which I needed to provide evaluation data was my supervisor, the LMS Administrator of the Online Learning Division. In order for the course to be deemed

successful in her view, the course needed to help interns be able to either look up resources on their own before asking for help or know when to ask for help if a case is too challenging for them. After working with my fellow intern to pilot the course as a new intern, I shared the findings and common themes from the intern with the LMS Administrator. By sharing the themes expressed to me by the intern, the Administrator feels very confident the course will help her new interns understand the why, how, and where of using existing internship resources when helping Canvas users.

Evidence

After using the course and piloting it as a new intern, the intern I work with expressed that the course helped her understand very clearly where she can find the various resources to use in supporting Canvas users. She also understands how to use those resources in an effective way. The fact that the course emphasized the resources repeatedly with links to them underscored the importance of her to use them in her work. The intern shared these thoughts with me as I asked her if she would feel empowered as a new intern to use the existing support resources in handling support cases.

Through the evaluation, I also asked the intern questions based around the learning objectives of the course and if she were feeling confident in meeting those objectives. She shared that she felt supported in learning about her new roles, responsibilities, and tasks to carry out in her work. The course helped the intern feel encouraged in her ability to complete her work tasks, as well as confidence in her ability to continue learning both individually and with the LMS Administrator's help.

The goal of the LMS Administrator in having this course created was to help her new interns feel empowered in using their existing resources in providing support to Canvas users, as well as to understand their new roles, responsibilities, work tasks, and to feel qualified in carrying these things out. Through the feedback from the intern, the Administrator feels confident and excited to begin using when she hires new interns.

Procedures

I followed a summative evaluation method in evaluating the new intern training course. The evaluation of this course which I previously described took place at the end of course development. If I had more time in the course creation process, I would have provided time for developmental evaluation roughly halfway through the process. Doing this would have provided more direction and offered any necessary adjustments which may have been needed. Given the scope and time requirements for finishing the course, however, a summative evaluation was sufficient. After working through the cognitive think-aloud session and interview with the intern, I analyzed the data for any common themes the intern expressed. These themes were grouped together, with direct quotations being highlighted. I also grouped recommendations that were given to improve the course over time.

Outcomes

The evaluation provided to the LMS Administrator of the course's effectiveness in meeting her needs prompted the Administrator to feel confident in its implementation when she hires her next new interns. The Administrator will make any necessary changes to the course after directly utilizing it as a facilitator and observing her new intern's reactions to using the

course. I shared the evaluation of the course with the Administrator in an informal 1-1 setting but provided her with notes of the themes which were discovered in assessing the course with the intern I work with.

The outcomes of this evaluation show strong evidence that the content of the course will be successful in meeting the course learning outcomes which were approved by the LMS Administrator. Evaluation results which suggest this include the content of the course building iteratively on top of each other, as well as referencing the additional internship resources frequently. The evaluation outcomes also suggest that new interns will feel a sense of empowerment in using course resources to support Canvas users instead of always going straight to the LMS Administrator with questions.

Proposed Budget and Timeline

The budget I originally forecasted for this project was roughly \$6,500. This budget only included my personal compensation from the internship I am creating this training for. No outside cost for this project was incurred. The timeline was to complete this project in about three to four months, or from October 2023 to February 2024. The following table shows proposed milestones I planned to reach, as well as the budget and completion goal for each portion. The projected hours were based on working a 22-hour work week. The following table shows the originally forecasted budget, milestone completion goals, and projected hours, as well as how each aspect came to pass.

Milestones	Completion Goal	Actual Completion	Budget Goal	Actual Cost	Projected Hours	Actual Hours
Finalize learning outcomes	Nov. 10, 2023	Nov. 10, 2023	~\$1,000	~\$1,000	22 hours	22 hours
Create product map	Nov. 24, 2023	Nov. 30, 2023	~\$1,000	~\$1,250	44 hours	60 hours
Create assessments	Dec. 15, 2023	Dec. 15, 2023	~\$1,500	~\$900	66 hours	44 hours
Gather necessary content	Dec. 29, 2023	Dec. 29, 2023	~\$1,000	~\$900	44 hours	44 hours
Build training in Canvas	Jan. 26, 2024	March 8, 2024	~\$2,000	~\$4,530	88 hours	220 hours
a. Create empty course outline w/ modules	Jan. 5, 2024	Dec. 1, 2023	~\$500	N/A	22 hours	N/A
b. Build the	Jan. 12,	Jan. 12,	~\$500	~\$900	22 hours	44 hours

assessments	2024	2024				
c. Add in content	Jan. 26, 2024	Feb. 19, 2024	~\$1,000	~\$2,340	44 hours	114 hours
Extra time if needed	Feb. 2, 2024	Feb. 26, 2024	N/A	~\$450	N/A	22 hours
Total	N/A	N/A	~\$6,500	~\$12,200	~220 hours	~570 hours

Annotated Bibliography

Domain Knowledge

The literature in this section provides a foundation for understanding the roles of backwards design, the promotion of learner autonomy, and case-based learning in the new intern training course. I chose to study the connection between these various topics because of the way they influence one another. The articles in this section provide strong evidence for the need to promote learner autonomy and motivation in new interns working through the new intern training course. If utilized correctly, case-based learning has the strong potential to build autonomy in learners, helping them persevere through challenging topics or tasks. Framing this through the perspective of backwards design will enable the facilitator to even more fully align their efforts to support autonomy in new interns' efforts to learn.

Brown, C. R., & Prendergast, L. J. (2020). Improving Academic Performance through a Unique Curriculum Development Process. *Journal for Leadership and Instruction, 19*(2), 33–37.

- Utilizing a backwards design approach helps designers align their product more fully with student needs.
- Backwards design also helps teachers to focus their teaching practices more fully on what students need in the learning process.

McTighe, J. (2021). For School Leaders, Reviewing Isolated Lessons Isn't Enough. *Educational Leadership, 78*(9), 26–28.

<https://doi.org/https://www.ascd.org/el/innovative-lesson-planning>

- When lessons are being reviewed, it is important to consider those lessons in the context of the bigger curriculum picture and how those lessons are individual pieces that lead up to a larger sum of learning.
- Formative assessment plays a large role in the teacher's ability to know whether to reteach or focus on different learning objectives. These assessments help the teacher focus learning content on student needs and learning outcomes.
- Viewing lessons as a series also helps the teacher to guide their student in becoming more independent in applying various skills they are learning. This is especially helpful in my course, which is focused on case-based instruction.

Muhammad Jehanghir, Kashif Ishaq, & Rafaqat Ali Akbar. (2024). Effect of Learners' Autonomy on Academic Motivation and University Students' Grit. *Education and Information Technologies, 29*(4), 4159–4196. <https://doi.org/10.1007/s10639-023-11976-2>

- In this research study, it was found that a teacher's efforts to increase learner autonomy helps their students to experience more meaning and motivation in the learning process and to feel that the student can "own" their learning.
- It was also found in this study that the stronger feelings of learner autonomy a learner feels, the more grit (or perseverance) the learner will feel in the learning process.
- These findings are important to consider in the training course because it is completely online. The more the course facilitator is enabled through course materials to support the learning autonomy of the new interns, the more motivation and perseverance the new interns will experience as they engage with the course.

Pinto, B. L. (2023). Distinguishing between Case Based and Problem Based Learning. *International Journal of Kinesiology in Higher Education*, 7(3), 246–256.
<https://doi.org/10.1080/24711616.2022.2111286>

- Case-based learning is an instructional strategy which promotes learning in the context of real-world examples while not being as complex to engage in as other instructional strategies, such as problem-based learning.
- The level of complexity needed in an instructional strategy depends on several factors, such as what level of complexity your learning audience can handle, how robust of an example your learning audience should engage with, and what type of learning your audience needs to experience.
- Based on the needs of my learning audience, case-based learning is the correct instructional strategy to utilize.

Learning Theories and Instructional Strategies

The literature in this section highlights a framework through which to view both backwards design theory and the instructional strategy of case-based learning. There were several consistencies between the theory and strategy which the literature highlighted. Case-based learning has been shown to increase motivation in students, aligning with the assertion in several articles that utilizing backwards design theory enables instructors to teach in a more personalized manner towards their students. Generally, the more a student recognizes how a topic may apply to them personally, the more likely they are to feel motivated to learn intentionally. Case-based learning, or the practical application of knowledge in a real-life example case, combined with personalized instruction backwards design theory has the potential to influence, can work together to greatly enhance student motivation and meaningful learning.

Davis, T. C., & Autin, N. P. (2020). The Cognitive Trio: Backward Design, Formative Assessment, and Differentiated Instruction. *Research Issues in Contemporary Education*, 5(2), 55–70.

- Backward design consists of three steps: choosing the results of instruction (what the learner should do/know), finding acceptable evidence of learning through assessment, and planning for activities and content to be taught.
- Through using backwards design, teachers can be enabled to guide learners along individualized paths of learning in meaningful ways where the most important instructional topics are emphasized.

Lisette Wijnia, Gera Noordzij, Lidia R. Arends, Remigius M. J. P. Rikers, & Sofie M. M. Loyens. (2024). The Effects of Problem-Based, Project-Based, and Case-Based Learning on Students' Motivation: A Meta-Analysis. *Educational Psychology Review*, 36(1).
<https://doi.org/10.1007/s10648-024-09864-3>

- It was found in this meta-analysis that case-based learning has a positive effect on student motivation in the learning process. Case-based learning was also found to have a positive impact on a student's interest and attitudes toward the material they are learning.
- In the context of this training course, this is very important to consider. New interns will be learning new tasks that may be frustrating to first learn. The boost to motivation that case-based learning can provide will be very helpful to the new interns in overcoming any potential frustrations.

Taylor, B. K. (2015). Content, Process, and Product: Modeling Differentiated Instruction. *Kappa Delta Pi Record*, 51(1), 13–17. <https://doi.org/10.1080/00228958.2015.988559>

- Utilizing a backwards design approach in the design of instruction carries over into the teacher's efforts to teach students in a personalized manner.
- Teachers who instruct using material planned with a backwards design approach may work with students in a personalized way that is consistent with the student's interests and needs.

Whitehouse, M. (2014). Using a Backward Design Approach to Embed Assessment in Teaching. *School Science Review*, 95(352), 99–104.

- Backwards design places a lot of emphasis on the role of assessment in the learning process. It is a design strategy which allows the designer to focus on assessment as a main role in student learning.
- Instruction, learning goals, and assessments can all be aligned through utilizing backwards design. This can help create a holistic experience for students in the learning process.

Instructional Design Approaches

In this section, the literature addresses the role of case-based learning and backwards design theory in the process of instructional design in the new intern training course. The literature here provides a theoretical foundation upon which to build in the creation of the training course. One common theme highlighted in the articles is the role of assessment in the learning process as viewed through the lens of case-based learning and backwards design. Assessment is the main means through which the instructor may gather evidence as to whether the course content is helping students meet learning goals. In providing assessment opportunities, one must carefully balance how much assessment is utilized. An overreliance on assessment may be detrimental to the instructor and students. The right balance, however, may enhance learning greatly.

Cho, J., & Trent, A. (2005). "Backward" Curriculum Design and Assessment: What Goes Around Comes Around, or Haven't We Seen This Before? *Taboo: The Journal of Culture and Education*, 9(2), 105–122. <https://doi.org/https://www.caddogap.com/periodicals.shtml>

- This article examined several possible drawbacks to backward design theory. In understanding these drawbacks, I can avoid them in the course design process.
- The main identified drawback which applies to the new intern training course is that of a possible overreliance on assessment. If there is too much of a focus on assessment in instruction, the assessments can become less meaningful. The meaning behind the assessments may be lost as well.

- To avoid this pitfall, I should plan assessments in the course that have a clear and direct purpose instead of planning assessments just for the sake of assessing the new interns in the course.

Davis, T. C., & Autin, N. P. (2020). The Cognitive Trio: Backward Design, Formative Assessment, and Differentiated Instruction. *Research Issues in Contemporary Education*, 5(2), 55–70.

- Backwards design gives teachers more accountability in their ability to set goals, gain evidence for student learning through assessment, and plan their instruction to help students meet learning goals.
- Having a backwards design mindset requires the teacher to be flexible in the decisions they make concerning what they teach, how they teach it, and how students will show they have learned.

Gibson, M. R. (2016). Learning to Design Backwards: Examining a Means to Introduce Human-Centered Design Processes to Teachers and Students. *Design and Technology Education*, 21(1), 8–20.

- Backwards design enables the designer to create opportunities for students to participate in real-world learning experiences.
- Backwards design helps students recognize how data ties into the design and creation of real-world products.

Graff, N. (2011). “An Effective and Agonizing Way to Learn”: Backwards Design and New Teachers’ Preparation for Planning Curriculum. *Teacher Education Quarterly*, 38(3), 151–168.

<https://doi.org/https://www.teqjournal.org/>

- A large emphasis of backwards design has to do with planning lessons and curriculum with the end result in mind.
- Planning with the end in mind encourages learning that can be applied in different circumstances and conditions. This is especially helpful for skill-based instruction. In the case of this training course, case-based instruction lends itself well to backwards design.

The new intern training course follows and has been enhanced by the literature presented in this bibliography. The training course has been created through the framework of backwards design theory, utilizing the advantages of case-based learning to build motivation and autonomy of new interns who work through the course. Assessment opportunities are offered at critical points in the course to offer the facilitator a sense of the intern’s progress and understanding of key concepts. The final assessment in the course is a simulated case, offering the facilitator an opportunity to understand the intern’s ability to achieve the learning outcomes course content intends to meet. By planning course content and assessments with the end in mind, the course provides interns with a holistic experience in building their skills and abilities.

Design Knowledge and Critique

The process of instructional design is something that should be seen as being a dynamic process. In my view and from my experience working through this project, successful instructional design is both free and bound. To illustrate this oxymoron, instructional design can and should be both free in design practices and bound in constraints by design theory. To most

successfully leverage these opposites, the instructional designer needs to balance how they can work freely within constraints.

In this project particularly, I worked to balance many seemingly competing aspects, such as the needs of the LMS Administrator, feedback from the Manager of Training in Seminaries and Institutes, my efforts to follow backwards design theory, and my intuition as an instructional designer. This was challenging and, though I was far from perfect in balancing these aspects, one strength of this course lies in its balanced nature. The course is written so as to feel it is addressing the needs of the one while still having the ability to be implemented among learners from various backgrounds and abilities. The course is also focused on meeting learner needs through its content while also enabling the facilitator to play an active role in helping the new interns to thrive.

As noted previously, one weakness of this project was the lack of evaluation that took place through the course creation process. If more time and resources were available, I would have taken time to evaluate the course midway through the project. Doing so would have helped me understand at an earlier point of the design process if the course objectives, assessment opportunities, and content were aligned with the learner's needs.

If there were two lessons I would hope the person who reads this report would learn from my experience, one would be to plan evaluation opportunities early in the design process. If you do so, these important opportunities will be considered in the project scope and deadlines. Another lesson I would hope the reader learns from this report is this: never sacrifice the needs of your learners at the altar of rigidly adhering to theory, and vice versa. There is a balance to be found between following theory and designing only with the learner in mind. We as designers can apply both principles in a way that draws upon the strengths of following theory and designing for learners, and that balance will look slightly different in the creation of each product a designer creates.

Conclusion

In a Church Educational System Training Broadcast given in 2019 titled “Angels and Astonishment,” Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles shared that “a student is not a container to be filled; a student is a fire to be ignited.” This fire may be ignited in many ways, and as instructional designers we have theory, intuition, personal experience, and the guidance of the Holy Ghost to shape our efforts. Balancing the application of theory with a constant focus on the needs of our learners, we may produce learning experiences which motivate and inspire our learners, igniting the fire within them.

Appendix

Environmental Analysis

Environmental Analysis page 1

Understanding the Environment of Learners

Name: Kalib Taylor

Date: 3/18/2024

Major stakeholders with expectations for learning	Learning need	Evidence they have for the need/gap between the learning need and current abilities
Amanda Thomas, LMS Administrator	She needs a training course which will help new interns recognize their various responsibilities, learn to implement best practices for supporting Canvas users in online seminary and institute courses, and learn how to carry out their responsibilities in a timely manner.	The LMS Administrator has a good amount of resources created, both by her and interns who have worked for her. The resources, however, are scattered and were not created to build off of each other. The course is meant to help new interns make sense of the resources and learn how to apply them in their work responsibilities.

Understanding the Need

What in the environment could be causing the problem(s)?	Have learners been given all the information they need to be successful? <ul style="list-style-type: none"> Learners are given just in time training by the LMS Administrator. There are documents and a website with resources on how to perform different Canvas support-related tasks. 	Have learners been given all the tools they need to be successful? <ul style="list-style-type: none"> Learners have access to the Microsoft suite and relevant documents to perform their job. 	Have learners been given good incentives to perform well? <ul style="list-style-type: none"> Learners have the opportunity to work more hours based upon doing good work, as well as opportunities to network with other Church employees.
What about the learners could be causing the problems?	Do learners have the personal knowledge to succeed? <ul style="list-style-type: none"> It depends on their background with Canvas and leadership opportunities. If they don't have a background with Canvas, there are resources provided to help them gain an understanding of Canvas. These existing resources are scattered online. 	Do learners have the physical/mental/emotional capacities to succeed? <ul style="list-style-type: none"> Yes, if they have the ability to remain calm in stressful situations and remember how to utilize their tools and resources effectively. 	Are learners sufficiently motivated to succeed? <ul style="list-style-type: none"> Yes. Learners have the opportunity to work more hours based upon doing good work and need, as well as opportunities to network. Interns have the opportunity to work on projects that will help them develop specific skills they would like to grow in themselves.

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

Environmental Analysis page 2

Constraints Worksheet

What contextual factors limit the kind of decisions we will be able to make during design?

Type of constraint	Constraining factor	Effect
Environmental	<ul style="list-style-type: none"> - Interns don't have a lot of face to face interaction with one another. - Interns have very little (usually none at all) face to face interaction with the Canvas users they support. 	- Training must be easily understood by users (including the LMS Administrator).
Clients/stakeholders	- Must be facilitated by the LMS Administrator..	- Facilitation notes will be provided. Notes will include rubrics, timing for interns to complete the training, etc.
Content	<ul style="list-style-type: none"> - Training must be delivered in an online format. - Content must be low maintenance to update. 	<ul style="list-style-type: none"> - Everything must be created so it can be delivered in the Canvas LMS. - Content should link to outside sources that update automatically when able to.
Legal/regulatory	- Can't disclose personal identifying information of Canvas users.	- Ensure training screenshots/information does not have personal information of Canvas users without their consent.

Resource Worksheet

What resources do we have to get things done?

I can interview the interns I work with to better understand their areas of expertise and how they relate to the training I am creating.
I have access to the course that new interns will complete when they're first hired.
I can meet and work with Brad Barson, who creates role-based trainings for S&I.
I will meet regularly with my supervisor, the LMS Administrator.
I have all the documents and resources provided by the Church and our department.
I have access to LinkedIn Learning and other online learning platforms to include in the training.

Environmental Analysis page 3

How might we get more resources? Who can help us and what will they ask in return?

Meeting with the Manager of Training in the Online Learning Division will be very helpful. He is extremely knowledgeable of the instructional design process and process of creating effective role-based trainings. He can be a mentor to me through each step of the creation of my intern training. My supervisor, the LMS Administrator, is also very knowledgeable of all the Canvas processes and day-to-day operations of the work interns do. She is my main Subject Matter Expert and knows what type of content will help mentors best learn and grow from going through the training.

Summary and Recommendations

What have you learned about needs?	What can you do about them?
<p>Interns are given a fair amount of resources to learn and grow in their capacity to fulfill their job responsibilities. The problem is that the resources are so spread out over different platforms. This can cause the intern to feel overwhelmed and have difficulty learning all of their responsibilities. This can cause challenges to the mentor in learning higher-level internship processes.</p>	<p>I need to organize the information that is presented in my training in a clear and succinct manner. Linking back to provided resources will be a plus, that will help interns recognize how they can utilize existing resources. I need to link the interns who go through the training to our LMS Administrator throughout the training because she is very knowledgeable of the various support processes.</p>