

EIDT-6910-1 Course Project

Design Document

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Project Description

American University of Antigua College of Medicine (AUACOM) administers formative and summative assessments in a proctored environment, with a frequency of at least two assessments every two to three weeks in a semester that lasts for six months. Given that there are four semesters in the Basic Sciences program of the school, this adds up to one to two assessments per fortnight as the four semesters are not in sync with each other. Beginning with the Spring 2017 semester, formative assessments that were earlier administered as no-stakes take-home assessments are now being administered on campus as low-stakes proctored assessments. According to Morrison, Ross, Kalman, and Kemp (2013), a felt need expresses a gap between current performance or skill level and desired performance and skill level. The proctors, their immediate supervisor and the client feel the need for training in the light of observed inconsistencies in the implementation of examination policies and procedures. The needs were assessed using face-to-face interviews with the supervisor and the existing proctors, and a telephone interview with the client. According to Morrison et al. (2013), face-to-face interviews are more effective as fears and anxieties of the interviewee can be alleviated and additional details can be elicited as the interview unfolds.

Goal analysis

The goal of this project is to train the proctors of AUACOM on the uniform implementation of the examination policies and procedures during formative and summative assessments administered at the university. The educational goals that this project will address include the following:

1. Prepare the examination room for test administration
2. Screen examinees at the doorway for identity proof and possession of prohibited items
3. Monitor test administration, identify, address and file incident reports
4. Close the examination session

Learner analysis

Studying specific entry characteristics of learners and analysis of such competencies is important in the design process – to determine the target audience and their readiness (Morrison et al., 2013). The proctors are recruited from the local population of Antigua and Barbuda for whom English is the first language. Out of the 23 proctors currently with AUACOM, three are male and the remainder are female. Out of the 23, two are from the baby boomer generation, six are from generation X, and the remaining are millennials. Their educational qualifications range from those who have finished high school (12 proctors) to those having finished college (11

proctors). All proctors should possess minimum computer skills including internet browsing, should possess an email account, and should be comfortable with working in a Microsoft® Windows® environment. As proctoring involves standing and pacing for a duration of four to five hours, they should have the physical fitness to accomplish the same. The proctors are also required to have a police character certificate certifying that they do not have a criminal record. The proctors will be working as external contractors and will be compensated only for work days. This means that the proctors should be available on demand, making those currently engaged in any other full time occupation ill-suited to this kind of work.

The proctors are a group of adult learners who bring in extensive experience from their personal and working lives. They are self-directed and independent learners and would prefer the instructor to be a guide rather than an authoritarian leader (Morrison et al., 2013). Keeping this in mind, the instruction will be delivered in three parts. The first part will comprise of the study of documentation namely, examination policies and procedures; the student will have to study these before they come for the training program. The second part of the training will involve watching a prerecorded video demonstration of how a computer is prepared for test administration, and practicing the same with a demo student account. According to Malcolm Knowles as cited by Grabowski and Smith (2003), an adult learner is problem-centered and is interested in immediate application of knowledge. This is accomplished in the third part of the training program that involves role play simulation of the various scenarios that they are likely to encounter during the course of test administration.

Contextual analysis

Instruction and learning do not take place in a vacuum, the context influencing every aspect of learning experience (Morrison et al., 2013). The contextual analysis focuses on three types of context – orienting, instructional, and transfer.

Orienting context

The proctors hired by the school are typically adults who are staying at home for a variety of reasons ranging from a lack of opportunities for regular work to those who have other commitments and like the flexibility of working for few days in a month. According to Malcolm Knowles as cited by Grabowski and Smith (2003), as adult learners they are intrinsically motivated to successfully complete the training and secure the job. There is also a strong external motivator of monetary gain on being selected and securing work as an as an external contractor for the school. Besides this, a few of the proctors who have spent time with the school and were exceptionally good at their work were eventually absorbed as fulltime staff in the school or secured employment elsewhere; this opportunity to gain work experience may also be a motivator.

Instructional context

The instruction will be delivered in the testing rooms of the school. The rooms are artificially lit and air-conditioned with controls for lighting and temperature. The room is also fitted with desks, chairs, and laptops running on Microsoft® Windows® 10 having the latest

version of the SofTest® assessment application. Earphones will be provided to each proctor in order to minimize distraction. The proctors typically use public transportation to get to the campus and the instruction will be scheduled keeping in mind the bus timetables. The pre-test assessment, pre-recorded training video and post-test assessment will be administered through a course deployed in Course Sites Learning Management System (LMS). The training will be carried out by the examination center supervisor, who started out as a part time proctor with the school in 2011. Given the time she has been doing this work, she has acquired most of her knowledge procedurally – by doing rather than by naming and talking about what she has done. She has also been involved in codifying all the processes and procedures of the examination center. According to Stolovitch and Keeps (2011), often a combination of declarative and procedural instruction works to produce a more effective result. The prerecorded instructional video will be voiced over by the supervisor whose language and diction will be well understood by the local proctor recruits.

Transfer context

Part three of the program will include role-play, where the proctors will have the opportunity to develop and hone their skills and respond to commonly encountered test administration tasks and problems. The simulation will help create an environment that promotes application of newly acquired knowledge and skills to a diverse range of situations. Learners are also more likely to transfer knowledge if they perceive that it can help them do their jobs (Morrison et al., 2013). Role play is an example of participatory learning that will enable these adult learners to participate actively and contribute to their learning or absorb what is conveyed

during instruction, so that they can reflect before trying things out later (Stolovitch and Keeps, 2011).

Task analysis

Based on the instructional goals, needs analysis, learner analysis and contextual analysis, the tasks required to complete this training are based on procedures. The procedures pertain to the steps that the proctor will take to prepare the room, screen the students at the door, monitor the testing environment, and close the examination session. A procedural analysis is used to analyze tasks by identifying the steps used to complete them (Morrison et al., 2013). The steps used to accomplish the goals of the training are as follows:

Goal #1: Prepare the examination room for test administration

Step 1 - Turn on all the laptops in the room

Step 2 – Login using the generic exam credentials on all laptops

Step 3 - Launch the SofTest® software on all laptops in the room

Step 4 – Using the provided student login credentials, download the exam on to each laptop

Step 5 – After all downloads have completed, verify the student ID on-screen and the seat number against the roster

Goal #2: Screen examinees at the doorway for identity proof and possession of prohibited items

Step 6 – Demonstrate the process of requesting for student ID and verifying identity against the same

Step 7 – Demonstrate the process of examining students for unauthorized items

Goal #3: Monitor test administration, identify, address and file incident reports

Step 8 – Demonstrate the process of monitoring examinee behavior for signs of malpractice and file an incident report

Step 9 – Recall and apply policies related to escorting examinees on breaks

Step 10 – Demonstrate steps to be taken if a student falls ill during an examination

Step 11 – Recognition and reporting of incidents other than malpractice for which incident reports need to be filed

Goal #4: Close the examination session

Step 12 – Shutdown all laptops

Step 13 – Collect all markers and erasable noteboards

Step 14 – Clean all erasable noteboards

Procedural analysis table**Table 1***Procedural analysis table*

Step	Cue
Step 1 - Turn on all the laptops in the room	Activity on-screen indicates that the device is powering on
Step 2 – Login using the generic exam credentials on all laptops	At the blue login screen press Ctrl, Alt and Del keys simultaneously, fill out the generic login credentials, and press the ENTER key
Step 3 – Launch the SofTest® software on all laptops in the room	Locate and double-click on the blue SofTest® icon on the Desktop
Step 4 – Using the provided student login credentials, download the exam on to each laptop	Look up the seat number in the roster provided to you, key in the student credentials into SofTest® and download the examination
Step 5 – After all downloads have completed, verify the student ID on-screen and the seat number against the roster	Match the numerical Student ID, First Name and Last Name fields in the roster with the information on-screen in each of the laptops
Step 6 – Demonstrate the process of requesting for student ID and verifying identity against the same	Visually verify that the person presenting the ID is the same as the picture on the ID card

Step 7 – Demonstrate the process of examining students for unauthorized items	Examine students’ spectacles for recording devices, ask students to turn out pockets, tuck in hoods, inspect for unauthorized jewelry, mobile phones and watches
Step 8 – Demonstrate the process of monitoring examinee behavior for signs of malpractice and filing an incident report	Look for signs of restlessness, hands in pockets or clothing, constantly looking over shoulder
Step 9 – Recall and apply policies related to escorting examinees on breaks	Escort students one at a time on breaks
Step 10 – Demonstrate steps to be taken if a student falls ill during an examination	Looks for signs of fainting, slumping in the seat, vomiting, or complaints from the student
Step 11 – Recognition and reporting of incidents other than malpractice for which incident reports need to be filed	Problems with air-conditioning, lighting, noise outside the examination rooms, water seepage
Step 12 – Shutdown all laptops	See the logging off and shutting down message on screen
Step 13 – Collect all markers and erasable noteboards	
Step 14 – Clean all erasable noteboards	

Instructional Objectives

Instructional objectives provide a means to design appropriate instruction and a framework to devise ways to evaluate student learning (Morrison et al., 2013). The objectives for this training program are as follows:

1. Demonstrate the steps taken to prepare the examination room for test administration.
2. Demonstrate the process of downloading an examination in SofTest®.
3. Demonstrate the process of screening the examinee at the doorway.
4. Recall examination policies related to malpractice.
5. Recall examination policies related to examinees on breaks.
6. Recall examination policies related to examinee illness during test administration.
7. Recall examination policies related to filing of incident reports for reasons other than malpractice.
8. Demonstrate the steps taken to close the examination session.

Table 2*Mapping instructional goals, objectives, and steps*

Instructional Goals	Instructional Objectives	Steps
Goal #1: Prepare the examination room for test administration	<ol style="list-style-type: none"> 1. Demonstrate the steps taken to prepare the examination room for test administration. 2. Demonstrate the process of downloading an examination in SofTest®. 	Steps 1, 2, 3, 4, and 5
Goal #2: Screen examinees at the doorway for identity proof and possession of prohibited items	<ol style="list-style-type: none"> 3. Demonstrate the process of screening the examinee at the doorway. 	Step 6 and 7
Goal #3: Monitor test administration, identify, address and file incident reports	<ol style="list-style-type: none"> 4. Recall examination policies related to malpractice. 	Steps 8, 9, 10, and 11

5. Recall examination policies related to examinees on breaks.

6. Recall examination policies related to examinee illness during test administration.

7. Recall examination policies related to filing of incident reports for reasons other than malpractice.

Goal #4: Close the examination session

8. Demonstrate the steps Steps 12, 13, and 14 taken to close the examination session.



Instructional Sequencing and Strategies

The proctor training program consists of a series of steps carried out in a natural order of the tasks; the events are presented in a sequence that is consistent with the real world (Morrison et al., 2013). Hence the choice of world-related sequencing strategy for this training program, with the sequencing being done according to temporal relations. The series of tasks that a proctor has to perform from the time they prepare the examination room till the time of examination closing are all psychomotor procedures. According to Morrison et al. (2013), the initial presentation strategy for psychomotor procedures is modeling or demonstrating a task. All tasks in this training program will be modelled in the following ways:

1. Demonstration of tasks by the examination center supervisor
2. A prerecorded video demonstrating the process of downloading an exam to SofTest®
3. Role play activity modelled by the examination center supervisor

The learner is encouraged to develop mental images of the procedure by adding verbal labels to the steps, this is an elaboration strategy (Morrison et al., 2013). The learner will develop a verbal model of the process and mentally practice through association of mental images related to the tasks.

Table 3*Mapping goals, objectives, tasks, and strategies*

Instructional Goals	Instructional Objectives	Students Tasks	Facilitator Tasks	Strategy
Goal #1: Prepare the examination room for test administration	1. Demonstrate the steps taken to prepare the examination room for test administration.	Step 1 - Turn on all the laptops in the room	Demonstration of the task followed by observation as the student executes the same	Elaboration
		Step 2 – Login using the generic exam credentials on all laptops	Provide generic examination login. Demonstration of the task followed by observation as the student executes the same	Elaboration

<p>2. Demonstrate the process of downloading an examination in SofTest®</p>	<p>Step 3 - Launch the SofTest® software on all laptops in the room</p>	<p>Demonstration of the task followed by observation as the student executes the same</p>	<p>Elaboration</p>
	<p>Step 4 – Using the provided student login credentials, download the exam on to each laptop</p>	<p>Provide demo student login credentials. Demonstration of the task followed by observation as the student executes the same</p>	<p>Elaboration</p>
<p>1. Demonstrate the steps taken to prepare the examination</p>	<p>Step 5 – After all downloads have completed, verify the</p>	<p>Demonstration of the task followed by observation as</p>	<p>Elaboration</p>

room for test administration
 student ID on-screen and the seat number against the roster
 the student executes the same

Goal #2: Screen examinees at the doorway for identity proof and possession of prohibited items	3. Demonstrate the process of screening the examinee at the doorway	Step 6 – Demonstrate the process of requesting for student ID and verifying identity against the same	Demonstration of the task using role play followed by observation as the student executes the same	Elaboration
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Step 7 – Demonstrate the process of examining students for unauthorized items	Demonstration of the task using role play followed by observation as the student executes the same	Elaboration
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<p>Goal #3: Monitor test administration, identify, address and file incident reports</p>	<p>4. Recall examination policies related to malpractice</p>	<p>Step 8 – Demonstrate the process of monitoring examinee behavior for signs of malpractice and file an incident report</p>	<p>Demonstration of the application of the policy to task using role play followed by observation as the student executes the same</p>	<p>Recall, Elaboration</p>
	<p>5. Recall examination policies related to examinees on breaks.</p>	<p>Step 9 – Recall and apply policies related to escorting examinees on breaks</p>	<p>Demonstration of the application of the policy to task using role play followed by observation as the student executes the same</p>	<p>Recall, Elaboration</p>

<p>6. Recall examination policies related to examinee illness during test administration.</p>	<p>Step 10 – Demonstrate steps to be taken if a student falls ill during an examination</p>	<p>Demonstration of the application of the policy to task using role play followed by observation as the student executes the same</p>	<p>Recall, Elaboration</p>
<p>7. Recall examination policies related to filing of incident reports for reasons other than malpractice.</p>	<p>Step 11 – Recognition and reporting of incidents other than malpractice for which incident reports need to be filed</p>	<p>Demonstration of the application of the policy to task using role play followed by observation as the student executes the same</p>	<p>Recall, Elaboration</p>

Goal #4: Close the examination session	8. Demonstrate the steps taken to close the examination session.	Step 12 – Shutdown all laptops	Demonstration of the task followed by observation as the student executes the same	Elaboration
		Step 13 – Collect all markers and erasable noteboards	Demonstration of the task followed by observation as the student executes the same	Elaboration
		Step 14 – Clean all erasable noteboards	Demonstration of the task followed by observation as the student executes the same	Elaboration

References

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