EIDT-6910-1 Course Project

Instructional Materials

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Instructional Materials Overview

The instructional materials used for this project are a manual, two job-aids, and an instructional video.

The manual contains the workflow for the administration of internal examinations administered on the SofTest platform, the workflow for the administration of external NBME (National Board of Medical Examiners) examinations on the NBME platform, and troubleshooting information during these examinations. It also contains the institution examination policies, the examination policies of the NBME, and an incident report form. The manual has been designed using temporal sequencing, where the tasks are connected by time. Typographical signaling, including the use of headings, layout and typographical variation has been used indicate transitions and important information. According to Mannes (1994) as cited by Morrison, Ross, Kalman, and Kemp (2013), when learners are presented with a signal that identifies the text's structure, they can use this information to form a model of expectations that will aid in their comprehension. The use of graphics in this manual has been restricted to the software icons, given that the workflows have been depicted graphically in the job-aids.

The trainees will be provided with two job-aids. The first one contains the workflow of examination administration, and the second is a screening guide to be used while checking-in examinees at the door. The workflow for examination administration is represented in a graphical flow diagram format, so as to provide step-by-step instruction. This organization function of the use of graphics for instruction provides a framework for the text in the manual (Morrison et al., 2013). The second job-aid, which will be used while screening examinees at the

door, consists of a gender-neutral outline of a person with a hooded jacket. The picture is labelled appropriately to highlight everything the proctor has to screen for at the door before letting the examinee through. This picture serves as a map and a checklist for the proctor who will be screening the examinee, thus functioning as an organizing tool (Morrison et al., 2013).

The instructional video consists of demonstration of how to login and download an exam using SofTest. The prerecorded instructional video will be voiced over by the instructor who is a local Antiguan, and whose language and diction will be well understood by the local proctor recruits. The video has been recorded keeping in mind Mayer's design principles for reducing extraneous cognitive load, including coherence, temporal contiguity, personalization, and voice principles (Morrison et al., 2013).

The trainees are adult learners who are self-directed and independent learners and would prefer the instructor to be a guide rather than an authoritarian leader (Morrison et al., 2013). They also bring in experience from their personal and working lives. The instruction will be delivered in three parts. The proctors will be emailed the documentation, namely the manual and the job-aids, four days in advance of the training program. They will have to study of documentation before they come in for the training program. Preinstructional strategies used to open the session will include a brief introduction and overview of the program, its goals and objectives, and a pretest (Morrison et al., 2013). The overview will prepare the learners for the learning task ahead, familiarizing them with the instructor, spelling out goals and objectives, and broadly laying out what the learner can expect through the course of the training program. This will be followed a pretest. The pretest will include content from the proctor manual, and will

serve to alert the student as to what is expected, by giving cues to the key points of the upcoming instruction (Morrison et al., 2013). These cues will help the learner focus on the main ideas of the unit of instruction. Another reason to pretest is to determine the degree to which the learners improved in critical competencies (Morrison et al., 2013, p.270). After the pretest, the learners move to the second module where they will watch a prerecorded video demonstration of how a computer is prepared for test administration, and practice 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. The trainees will have the opportunity to apply the newly acquired knowledge and skills to a diverse range of situations. They 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 & Keeps, 2011).

The program begins with a group presentation. The instructor will welcome the students, introduce herself and review the agenda for the training session. The flow of the program and logistics will be described. The goals and objectives of the program will be spelt out by the instructor. In a group presentation, the instructor tells, shows, demonstrates or dramatizes the subject to a group of learners. This places the instructor in direct control of the session in a

visible authority position, and can be used as an introduction, overview or orientation to ta topic

(Morrison et al., 2013). This will be followed by a pretest in the AUACOM Proctor Training

Program course in the Coursesites LMS. The trainees will then continue the program in a small

group setting, each group consisting of six participants. As the number of laptops per

examination room is 60, this will allow for 10 laptops per user for practice of the demonstrated

task. The trainees will watch the demo video hosted in the online course and download an exam

on their laptops. They will then download the exam on nine more laptops without referring to the

video. The trainees will then learn through role-play in small groups, before going through a

demonstration of closing the exam session. The program ends with the posttest and the survey.

Storyboard:

ILT Program:	AUACOM Proctor Training Program
Client:	Dr. Juli Valtschanoff, MD, Associate Dean for Assessments and Evaluations, Professor and Chair, Department of Medical Cell Biology, American University of Antigua College of Medicine

Course Goals:

- Goal #1: Prepare the examination room for test administration

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

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

- Goal #4: Close the examination session

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
9:00 – 9:10 10 minutes		The instructor will introduce herself and review the agenda for the training session. The flow of the program and logistics will be described. The goals and objectives of the program will be spelt out by the instructor. The instructor will also advise the trainees that information regarding the training resources to be used during each task will be projected on the overhead displays throughout the program.	Group presentation	File name: welcome.pptx PowerPoint slide: AUACOM Proctor Training Program PowerPoint slide: Agenda and ground rules PowerPoint slide: Course goals and objectives	Preinstructional strategies: Overview Goals and objectives

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
9:10 to 9:35 a.m. 25 minutes		The instructor will advance the PowerPoint slide to reflect the slide titled, "PreTest", and provide the following instructions to the trainees: 1. Go to coursesites.com and login to the Coursesites LMS 2. Click on the AUACOM Proctor training course to open the same Click on the PreTest menu item (2 minutes) 3. Click on the PreTest item in the content area The above process will take two minutes. The trainees will take a 14 question test in 21 minutes. The questions are single best response multiple type, multiple answer, and matching.	Coursesites LMS based testing	PowerPoint slide: PreTest	Preinstructional strategy: Pretest Objective test – multiple choice single best response, multiple answer, matching. File: assessment.docx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
9:35 to 9:45 a.m. 10 minutes	Demonstrate the steps taken to prepare the examination room for test administration.	Demonstration of the task followed by observation as the trainee executes the same. The instructor will distribute a printed copy of the following to the trainees: 1. AUACOM Proctor Manual 2. Job-aid titled, "Workflow for an internal examination using SofTest®" 3. Job-aid titled, "Doorway Check" 4. Checklists 1 through 9 5. Video Transcript The instructor will then do the following: 1. Advance the PowerPoint slide to the slide titled, "Setting up the room - Downloading an examination in SofTest®". 2. Ask the trainees to turn to checklist 1 and page 1 of their manuals. 3. The instructor will now power on laptops in two rows simultaneously using both hands, by pressing the power button and then moving on to the next laptop to do the same. 4. The instructor will then demonstrate how to login to one of the laptops by pressing CTRL ALT and Del at the login screen, and typing in the generic login credentials – username exam and password 1234, and pressing the Enter key. 4. The instructor will then ask each of the trainees to execute the above tasks on nine laptops as she observes them.	Small group format	PowerPoint slide: Setting up the room - Downloading an examination in SofTest®	Checklists of behavior based on direct observation. Use checklist1 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
9:45 to 10:05 a.m. 20 minutes	Demonstrate the process of downloading an examination in SofTest®	The instructor will advance the PowerPoint slide to reflect the slide titled, "How to download an exam in SofTest®". The instructor will ask the trainees to turn to checklist 2 and remain on page 1 of their manuals. The instructor will ask the trainees who are logged in to the Coursesites LMS, and are in the AUACOM Proctor training course, to click on the Video Demo menu item, and then click on the prerecorded video titled, "How to download an exam in SofTest", (also see document titled Video Transcript) on their laptop and perform the task of downloading a fake exam on the same laptop using the credentials provided in the demo and the video transcript. The instructor will observe the trainees as they execute the task.	Small group format	PowerPoint slide: How to download an exam in SofTest® Prerecorded video. Run time 3 minutes 20 seconds. Video Transcript	Checklists of behavior based on direct observation. Use checklist2 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
10:05 to 10:15 a.m. 10 minutes	Demonstrate the steps taken to prepare the examination room for test administration.	Demonstration of the task followed by observation as the trainee executes the same. The instructor will advance the PowerPoint slide to reflect the slide titled, "Setting up the room - Verify the examinees identity on screen against the roster". The instructor will ask the trainees to turn to checklist 3 and remain on page 1 of their manuals. After all downloads have completed, the instructor will show the proctors how to verify the student ID on-screen and the seat number against the information in the roster.	Small group format	PowerPoint slide: Setting up the room - Verify the examinees identity on screen against the roster	Checklists of behavior based on direct observation. Use checklist3 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
10:15 to 10:25 a.m. Tea/Restroo m break 10 minutes	None	The instructor will announce a ten minute tea/restroom break.	None	PowerPoint slide: Break	None
10:25 to 10:35 a.m. 10 minutes	Demonstrate the process of screening the examinee at the doorway	The instructor will advance the PowerPoint slide to reflect the slide titled, "Doorway Check". The instructor will ask the trainees to turn to checklist 4 and remain on page 1 of their manuals. Dramatization of the situation using two persons – the instructor and a volunteer. The instructor verifies the identity of the volunteer against his/her ID card and proceeds to screen them for prohibited items as outlined in the Doorway check job-aid and checklist4 in checklists.xlsx Other trainees observe the performance, and when it ends, discuss or ask questions. The trainees are then given the opportunity to perform the task under supervision.	Small group format – role-play	PowerPoint slide: Doorway Check "Doorway Check", job-aid	Checklists of behavior based on direct observation. Use checklist4 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
10:35 to 10:45 a.m. 10 minutes	Recall examination policies related to malpractice.	The instructor will ask the trainees to turn to checklist 4 and turn to page 2 of their manuals. The instructor will advance the PowerPoint slide to reflect the slide titled, "Malpractice". Dramatization of the situation using two persons – the instructor and a volunteer. The volunteer who is seated at an examination workstation brings out a scrap of paper and quickly returns it to his/her pocket. The instructor then proceeds to inform the Chief Proctor and file an incident report. Other trainees observe the performance, and when it ends, discuss or ask questions. The trainees are then given the opportunity to perform the task under supervision.	Small group format – role-play	PowerPoint slide: Malpractice	Checklists of behavior based on direct observation. Use checklist5 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
10:45 to 10:55 a.m. 10 minutes	Recall examination policies related to examinees on breaks.	The instructor will ask the trainees to turn to checklist 6 and remain on page 2 of their manuals. The instructor will advance the PowerPoint slide to reflect the slide titled, "Breaks". Dramatization of the situation using three persons – the instructor, a volunteer acting as a floater and a volunteer acting as the examinee. The examinee volunteer raises his/her hand and asks to use the restroom. The instructor then escorts the student out of the room and hands him/her over to the floater volunteer. Other trainees observe the performance, and when it ends, discuss or ask questions. The trainees are then given the opportunity to perform the task under supervision.	Small group format – role-play	PowerPoint slide: Breaks	Checklists of behavior based on direct observation. Use checklist6 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
10:55 to 11:05 a.m. 10 minutes	Recall examination policies related to examinee illness during test administration.	The instructor will ask the trainees to turn to checklist 7 and remain on page 2 of their manuals. The instructor will advance the PowerPoint slide to reflect the slide titled, "Illness". Dramatization of the situation using three persons – the instructor, a volunteer acting as a floater and a volunteer acting as the examinee. The examinee volunteer clutches his/her stomach, puts his/her head down and attempts to raise his/her hand. The instructor sends for the Chief proctor, and then gently escorts the proctor out of the room and hands him/her over to the floater volunteer. Other trainees observe the performance, and when it ends, discuss or ask questions. The trainees are then given the opportunity to perform the task on a volunteer under supervision.	Small group format – role-play	PowerPoint slide: Illness	Checklists of behavior based on direct observation. Use checklist7 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
11:05 to 11:15 a.m.

10 minutes | Recall examination policies related to filing of incident reports for reasons other than malpractice. | The instructor will ask the trainees to turn to checklist 8 and remain on page 2 of their manuals.
The instructor will advance the PowerPoint slide to reflect the slide titled, "Incidents other than malpractice (frozen computer)".

Dramatization of the situation using two persons – the instructor and a volunteer. The examinee volunteer seated at an examination workstation raises his/her hand and is approached by the instructor. The examinee volunteer then tells the instructor that his/her laptop has frozen. The instructor holds the power button down to power off the computer. The instructor then powers the computer on to restart the examination. The instructor sends for the CTS personnel if she is unable to resolve the issue and informs the supervisor. The instructor files and incident report after the issue has been resolved.
Other trainees observe the performance, and when it ends, discuss or ask questions. The trainees are then given the opportunity to perform the task on a volunteer under supervision. | Small group format – role-play | PowerPoint slide: Incidents other than malpractice (frozen computer) | Checklists of behavior based on direct observation. Use checklist8 in the file checklists.xlsx |

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)

11:15 to 11:25 a.m.
 	
10 minutes
	Demonstrate the steps taken to close the examination session.	The instructor will ask the trainees to turn to checklist 8 and remain on page 2 of their manuals.
		
		The instructor will advance the PowerPoint slide to reflect the slide titled, "Close Exam".
		
		Demonstration of the task followed by observation as the trainee executes the same.
		
		Step 12 – Shutdown 10 laptops
		– click on start, click on the power icon, select shutdown from the menu, watch the screen dim and turn off.
		
		Step 13 – Collect all markers and erasable noteboards
		
		Step 14 – Clean all erasable noteboards
		   a) Layout two boards in front of you
		   b) Spray the cleaning solution provided
		   c) Using the paper towel provided wipe the boards
		   d) Repeat steps b and c till all marking have been erased.
			Small group format	PowerPoint slide: Close exam	Checklists of behavior based on direct observation. Use checklist9 in the file checklists.xlsx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
11:25 to 11:55 a.m.	Posttest	The instructor will advance the PowerPoint slide to reflect the slide titled, "PostTest and Survey". The instructor will collect the manual, job-aids, checklists, and video transcript from the trainees. The instructor will then ask the trainees to login to the Coursesites LMS, open the AUACOM Proctor training course, click on the PostTest and survey menu item (2 minutes) and then click on the PostTest item in the content area and take a 14 question pretest in 21 minutes. The questions are single best response multiple type, multiple answer, and matching. Once the instructor will release the PostTest examination password to the trainees after informing them that they are expected to fill out a survey that they will receive after the submitting the test.	Coursesites LMS based testing	PowerPoint slide: PostTest and Survey	Final evaluation. Objective test – multiple choice single best response, multiple answer, matching. File: assessment.docx

Clock Time/ Duration	Objective	Content Outline	Methods	Media	Measurement (level 2 evaluation)
11:55 to 12 p.m.	Learner satisfaction survey	The trainees who are logged in to the Coursesites LMS, and are in the AUACOM Proctor training course, will click on the PostTest and survey menu item, and then click on Learner satisfaction survey in the content area. The trainees will answer six Likert scale questions and two open ended questions.	Coursesites LMS based survey	PowerPoint slide: PostTest and Survey	Survey questions formulated using the objective-oriented approach and also studies some of the contextual factors that may impact learning. File: survey.docx

Presentation module

The learners in this training program will be presented with the following content:

1. A manual titled, "AUACOM Proctor Manual". Filename: AUA Proctor Manual.docx

2. A job-aid titled, "Workflow for an internal examination using SofTest®". Filename: job-aid1.docx

3. A job-aid titled, "Doorway Check". Filename: job-aid2.docx

4. A video titled, "How to download an exam in SofTest", embedded in the AUACOM Proctor Training Program course in the Coursesites LMS. Filename: How to download an exam in SofTest.avi

5. A PowerPoint® presentation titled AUACOM Proctor Training Program. Filename: welcome.pptx

Assessment materials

The assessment materials used in this program include the following:

1. A pretest. Filename: assessment.docx

2. Checklists of behavior. Filename: checklists.xlsx

3. A posttest. Filename: assessment.docx

4. Learner satisfaction survey. Filename: survey.docx

The prestest will be administered immediately after the orientation, before the program begins. The posttest test will be administered at the end of the program. Both the tests will be identical; because the accomplishment of instructional objectives is measured by the evaluation test of each objective, some authorities recommend using the same test for both pretesting and posttesting (Morrison et al., 2013). The examinees must score a minimum of 11/16 in the posttest in order to be certified as an AUACOM proctor.

The checklists of behavior on direct observation serve to help the instructor evaluate the skills and behaviors the proctors must exhibit to successfully complete the program. A checklist can be used to determine whether sequential steps in a procedure or other actions are successfully performed. The trainees will have the opportunity to practice their skills during the role play and must demonstrate all skills and behaviors before they are permitted to take the posttest.

The evaluation questions considered for the learner satisfaction survey include the following:

Were the goals and objectives clearly outlined in the program agenda?

Was the program material provided consistent with the goals and objectives?

Were the small group demonstrations aligned with the program objectives?

Were the small group role-play activities aligned with the program objectives?

Did the instructor feedback during role-play provide me insight into my areas of weakness in the program? Was the feedback adequate?

Is there any part of the program that you find particularly challenging and why? What do you think can be done to address this?

Is the infrastructure of the learning environment provided in the examination room satisfactory? What are the areas that need improvement?

These questions have been formulated using the objective-oriented approach – to determine if the program is able to meet its stated goals and objectives. They also serve to study some of the contextual factors that may impact learning. The client, instructor and currently serving proctors were the stakeholders that were consulted in formulating the questions. This will promote a sense of ownership, empowerment, and greater use of the results. The use of these stakeholder provides useful insight into data collection, thereby improving data validity (Fitzpatrick, Sanders & Worthen, 2010).

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