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The Young Women Resource Room: An Implementation of a DVD-Based Training Station Instructional Program

Scott R. Hamblin

Brigham Young University - Provo

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THE YOUNG WOMEN RESOURCE ROOM:
AN IMPLEMENTATION OF A DVD-BASED TRAINING STATION
INSTRUCTIONAL PROGRAM

by

Scott R. Hamblin

A selected project submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Science

Department of Instructional Psychology and Technology
Brigham Young University

August 2007

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BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a selected project submitted by

Scott R. Hamblin

This selected project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

Date

Andrew S. Gibbons, Chair

Date

Russell T. Osguthorpe

Date

David D. Williams

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the selected project of Scott R. Hamblin in its final form and have found that (1) its format, citations and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

Date

Andrew S. Gibbons
Chair, Graduate Committee

Accepted for the Department

Date

Andrew S. Gibbons
Graduate Coordinator/Department Chair

Accepted for the College

Date

K. Richard Young
Dean, David O. McKay School of Education

Abstract

THE YOUNG WOMEN RESOURCE ROOM:
AN IMPLEMENTATION OF A DVD-BASED TRAINING STATION
INSTRUCTIONAL PROGRAM

Scott R. Hamblin

Department of Instructional Psychology and Technology

Candidate for Master of Science

A review of the development and implementation of a DVD-based kiosk for the Young Women (YW) organization of The Church of Jesus Christ of Latter-Day Saints. The YW desired to implement a public kiosk to display several multimedia-based presentations relating to the YW program. This paper describes the development, usability evaluation, and implementation of the kiosk. Recommendations for improvements and further enhancements are included. The project was successfully developed and implemented to the satisfaction of the YW General Presidency.

Acknowledgments

I gratefully acknowledge the support and assistance of my wife Laurie, without whom this process would not have been possible. Her encouragement, advice, skills and support have been invaluable throughout the progression of my educational and professional goals.

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The Young Women general presidency of the LDS Church has been invaluable in providing the necessary content, feedback, encouragement, and support for this project. Special thanks go to Elaine Dalton and Kristen Olsen for sponsoring the project, their encouragement, and unfailing faith in the importance of this project to the Young Women organization.

I would also like to thank Dr. Dillon Inouye for introducing me to the Three Person Problem and Agentive Learning Theory. I feel that the goals of this project truly help us to 'become'.

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Introduction

Statement of Problem

The Young Women organization of The Church of Jesus Christ of Latter-day Saints is charged with the task of teaching the young women of the Church principles to assist and guide them throughout their lives. To do this effectively, the general officers of the organization must effectively convey their message to the local leaders of the Young Women. This project explains the process of setting up a training workstation as an attempt to help convey the messages which the general Young Women leadership desires the local Young Women leaders to understand and teach the young women of the Church.

The literature review summarizes the pertinent instructional design and development theories that were instrumental in the creation of the project. Following the literature review is a description of the training station and the methodologies used in developing it. The evaluation section of the report details the methods used during the formative evaluation stage, including results from observations of the implemented project. The report concludes with a review of the strengths and weaknesses of the product and the process utilized. Also included are recommendations and possible future uses of the content for worldwide training and teaching.

Purpose of the Project

The purpose of the training station is to provide ward and stake Young Women leaders with access to training media which has been developed by the Young Women organization at The Church of Jesus Christ of Latter-day Saints headquarters. Providing access to the media allows local leaders to better understand the purpose of many of the organization's goals and programs. It also provides examples of how to implement several components of the program and testimonies of young women who have completed the program.

Target Audience

In meetings with the General Young Women Presidency, it was determined that the audience for the training station is stake and ward leaders of the Young Women organization. Further analysis determined that the audience would be further limited to those local leaders within the physical geographic area of the LDS Church headquarters who have access to the actual Resource Room. This room is located in the Relief Society Building at Church headquarters and is open to the general public from 9am to 4pm, Monday through Friday except holidays. Secondary audiences include local stake and ward priesthood leaders, invited guests, and other visitors to the Young Women Resource Room.

The objectives of the content presentation are to provide the audience with the selected content. The Young Women general officers have presented the content video pieces in local training sessions but feel that the local leaders who use the workstation will benefit from a more interactive environment which will help them

understand the principles, objectives, and goals which the leaders are to teach the young women throughout the LDS Church.

Stakeholders include the General Young Women Presidency, the General Young Women Board Members, Priesthood General Authorities of the Church, and members of the Church Audiovisual department.

Constraints

Several constraints were placed on the development of the workstation; namely, short development and implementation time, limited budget, and incompatible design specifications from the sponsoring organization.

Criteria for Success

The General Young Women Presidency determined that the successful implementation of the workstation and observed user interaction would be used as a measurement of success.

Implementation success was measured by meeting the date required and interaction success was measured by observation of actual users during the evaluation period.

Literature Review

Multimedia as an Instrument for Effectively Reaching a Multicultural Audience

As the population of the world increases and organizations expand into worldwide arenas, the need for communicating effectively across cultural and ethnic boundaries becomes critical. Organizations spanning these boundaries are finding an increasing demand for designing and delivering their message to these different cultural and ethnic groups.

A method found to be effective in disseminating specific information to a defined audience is through the use of multimedia, namely multimedia-based products designed for the target audience. A study by Valdez, Banerjee, Ackerson, and Fernandez (2002), indicates that the video presentation raised the awareness and effectiveness of self-screening breast exams among the target audience above those who did not have the presentation. The use of video presentations to educate low-literacy, Hispanic women on the dangers of breast cancer were shown to be more effective than the use of printed media.

Other studies have also supported the increased effectiveness of multimedia presentations when compared to printed media presentations. A study by Robert Lindstrom (1994) demonstrated that people remember 20% of what they see, 40% of what they see and hear, and about 75% of what they see and hear and do simultaneously. These results indicated a better retention capability with the use of multimedia-based presentation over those of printed material exclusively.

Teaching and instruction with multimedia is beginning to be used in traditional mainstream education and also in non-traditional education and teaching

situations. A study by Neo and Neo (2001) shows the use of multimedia in educational settings has shown to be effective when used in a proper manner. The study also indicated that information retention and communication was enhanced when presented using multimedia. Additionally, with the effective use of multimedia within instruction, the user is more likely to interact with the lesson and thereby enhance their retention, especially with computer-based teaching courses.

A study by Ayres and Melear (1998) indicates that education through the use of multimedia in an informal educational setting is more effective than just the use of a traditional hands-on exhibit. These examples indicate that the versatility of an interactive multimedia presentation is beneficial to the learning process of a person outside of a traditional educational setting.

Instruction is Essential to the Success of the LDS Church as a Worldwide Religion

As a religious organization, the LDS Church has a history of teaching principles. Joseph Smith, the first leader of the Church, was once asked how he governed the Latter-day Saints. His reply was that he “taught them correct principles and they governed themselves” (Journal of Discourses 10:58). This is still an underlying method used in teaching local Church leaders today.

President Harold B. Lee (1974), a recent leader of the Church said the following:

Newly baptized members who know little about the gospel and much less about the disciplines of the Church, must be taught if the Church is to be safely led. And we have serving with us some of the strongest men in the Church, our Regional Representatives and Mission Representatives. They are

going out to the humblest everywhere and teaching them these fundamental principles, teaching them, as the Prophet Joseph answered when asked, ‘How do you govern your people?’ He answered, ‘I teach them correct principles, and they govern themselves.’ (p. 188)

The LDS Church is one of the fastest growing religious denominations in the world today. With a force of over 50,000 full-time volunteer missionaries, the Church is growing at a rapid rate throughout the world. Because of the nature of lay leadership at the local church units, this rapid growth translates to a growing number of newer members being put into leadership roles with minimal training in the processes and procedures of Church leadership. This is especially evident in emerging countries where the Church is relatively new. Many of the members and local leaders of the Church in emerging countries have been members for less than 10 years (Statistical Report 1995, 2005).

A facet that impacts the effectiveness of leadership in the local congregation of the LDS Church is that those leaders are all lay or unpaid volunteers. This necessitates the ability for the general leadership of the Church to teach a large, geographically and culturally diverse audience in an efficient manner. The audience, local church leaders, is varied in church leadership experience, education levels, languages spoken and understood, cultural experiences, and socioeconomic levels. The general leadership’s ability to reach and instruct local stake and ward leadership is also hampered by the worldwide spread of the Church membership. In April of 2002, the president of the Church, Gordon B. Hinckley, announced that more

members of the Church lived outside of the borders of the United States than within (Hinckley, 2002). This trend has continued since that time.

Applying Multimedia-Based Instruction Within the Church

An unpublished, internal survey done by the Church in the late 1990's indicated that members and leaders in developing countries throughout the world preferred receiving instruction and training through audiovisual multimedia over written lessons or instruction manuals. This correlates closely to the studies performed by Neo and Neo (2001).

In an effort to more effectively reach out to the worldwide membership, the Church has implemented a worldwide network of satellite receivers at many of the local church buildings. The general leaders use an annual leadership training broadcast to teach selected subjects. These leaders realize that this broadcast is not adequate to fully meet the training needs of the local leaders.

Another avenue used in presenting instructional material to the church members worldwide is the Audiovisual (AV) department at Church headquarters. One of the stated goals of the AV department is to provide more effective instructional materials to the membership of the Church worldwide. One method the AV department is using to accomplish this objective is the use of multimedia in instruction.

The Church has demonstrated support in the use of DVD multimedia by placing a DVD player and a television set in every LDS meeting house library throughout the world. DVD-based kiosks have also been used in Church visitor centers worldwide since 1998.

The AV department employs instructional designers, film/video producers, visual designers, multimedia producers, and electronic media production staff to ensure that high quality instructional and multimedia products are produced with the control necessary to maintain the message delivered to the people of the world. The messages delivered on DVD and other forms of media are closely controlled and screened by the highest levels of Church administration.

The Church has also constructed visitor centers throughout the world at many historic sites. Most of these centers have one or more informational kiosks giving visitors an overview of Church messages and historical information of the particular area. The Missionary Department of the Church has determined that these kiosks have been effective in disseminating the message for which they were designed. The success of using DVD based kiosks in visitor centers to disseminate messages to large groups caused the General Young Women Presidency to consider using a similar method to deliver important messages to the local unit leaders. The product discussed in this project is the result of this effort.

Product Development Process

Product Description

Purpose of instructional material. This project has been designed to help facilitate the accessibility of training resources created by and for the Young Women organization of the Church of Jesus Christ of Latter-day Saints. The General Presidency of the Young Women organization has proposed a self-directed kiosk-based training resource be implemented in the Resource Room area of the headquarters of the Young Women located in the Relief Society Building at Church Headquarters. The presidency has gathered the content they desire to use and have requested the assistance of the instructional design resources of the Audio Visual Department of the LDS Church to design and implement the instructional kiosk.

A needs assesment was carried out with the client to determine if the kiosk in this location was the best method to carry out the desired objectives. It was suggested that a portable training DVD sent out to local units of the Church may be able to reach a wider audience. The client determined that a kiosk based at the headquarters building would be adequate to meet their desired results.

The instructional objectives of the implementation of the kiosk were difficult to determine from the direction given by the client. As in many cases, the client seemed to be enamored with the implementation of the technology rather than the instructional effectiveness of the product. In the end, the client agreed to at least basic catagorization of the material with introductory features instructing the users in what to notice with the content video elements.

Project background. The Young Women organization of the Church is tasked with the goal of strengthening the testimony of young women church members. They are also striving to prepare these young women for careers, marriage, motherhood and other facets of their lives. The primary focus of the Young Women organization is spiritual in nature but also includes practical preparation for life. The local leaders of these young women are called by local church authorities and are expected to teach through doctrine and by example the principles put forth by the Young Women organization. Many of these leaders are relatively new members of the Church and do not have a sound understanding of the principles and programs of the Young Women organization.

The Church has set up a resource room in the headquarters of the Young Women offices in Salt Lake City. This resource room is designed to accommodate visiting leaders from local Church units and provide ideas and direction concerning their Church callings. The resource room has been set up with static posters and visual aids pertaining to the leader's responsibilities. Semi-annually, the Church sponsors an open house for the local Young Women leaders to receive instruction from the General Presidency and Board. There are approximately 3000-4000 visitors to each of these semi-annual presentations.

For the past several years, the Young Women organization has developed fifteen to twenty video presentations for training purposes. The General Young Women Presidency frequently uses these training pieces in regional training meetings. Typically these video selections are incorporated into a computer presentation at very low visual quality. Local Young Women leaders have requested

that the video presentations be available for them to view and gain better understanding of the principles taught.

The Young Women General Presidency has determined that they would like to gather these separate videos into a central location and make them available to local Young Women leaders. In response to these requests, the presidency has requested a kiosk-type training station be installed in the Resource Room at the general headquarters of the Church. This training station will contain high fidelity versions of the presentations and be available to all who come to the headquarters.

The material and content of the training station focuses on the aforementioned goals. Making this material readily available to leaders should help them in fulfilling their responsibilities and callings in the Church.

Design process and summary. At the inception of this project, the presidency presented the idea to transfer selected video clips to a single media source (a DVD ROM) and present them on a kiosk with little or no format. The user interface would be a static alphabetical listing menu to access the content. Other than making the media clips available for viewing, there was very little direction to the presentation.

It became necessary to analyze the audience and its needs, in order to help the presidency define the goals and objectives of the kiosk. The audience was determined to be the local Church unit Young Women leadership. The Young Women presidency determined that the objectives of the presentations were to assist the local leaders in fulfilling their callings.

Concepts of two strategies for presentation of the material to meet the objectives were presented to the presidency. The first strategy proposed was to create

a film production in the format of "telling a story" of a fictional young woman. The script would place the young woman in situations requiring her to use the principles taught to her in the Young Women's program and to apply them. The existing video clips would be used to exemplify the teaching process to the leaders. The second strategy was to group the existing video clips into categories. Each category would be introduced by a video or audio clip explaining to the audience what the presidency wanted them to learn from the presentation.

Because of limited time and budget, the client decided on the second strategy and decided that it was sufficient to meet the desired objectives of facilitating the presentation of the material to the target audience.

Scope and sequence. The kiosk was designed to facilitate the delivery of numerous video presentations to the general public and specifically to the local leaders of the Young Women organization. The presentation consists of approximately eighteen video clips previously composed and produced for the General Young Women Presidency.

The kiosk consists of a 21" touch-screen television monitor and a Pioneer 2500 DVD player. The interface for the user is a menu-based interface directing the user to the different segments. The video clips have been divided into specific segments depending on the principle or program being presented. The menus have been divided into six major areas as shown in Figure A2 Main Menu in Appendix A.

Initially, the user is presented with an attraction loop and touches the screen to begin the presentation. The user selects an area of interest and is given a brief audio overview of the objectives the presidency desires them to obtain from the

presentations. At the end of the each presentation, the user either continues to another presentation within that area or returns to the main menu to select another subject or objective.

The entire project was budgeted for less than \$4,000.00 US, including the hardware and DVD development. The presidency requested 25 copies of the DVD to be used in the kiosk and other locations. The AV department was responsible for the development and implementation of the hardware and DVD product.

The development of the DVD included instructional design, user interface design, video editing, and DVD disc production. The implementation of the hardware included the installation of the hardware and the design of the physical environment surrounding the touch screen monitor. The actual hardware implementation and installation was completed by the AV engineering group.

The physical area was constructed according to the specification of the General Young Women Presidency. The video segments were selected and approved by the presidency, then sorted and edited by the AV department instructional design team. The visual design was approved and completed and the DVD was produced. The implementation has been successfully completed and a user observation task has concluded.

Objectives. The following are objectives of the kiosk:

- Enable local leaders to access the video presentations
- Instruct the local leaders on the process and principles of selected programs

- Present the users with an interesting and usable interface allowing them to access and understand the content of the kiosk

Production Development

Development team. The development team consisted of full-time employees of the audiovisual department of the Church. The team consisted of a video editor/producer, an instructional designer, a multimedia producer, a graphic designer, a DVD author, and members of the AV engineering group. The Young Women also provided a content consultant to assist the team in formulating the desired end product. The instructional designer was the only team member who actually charged against the budget because the rest of the team members were full-time salaried employees of the audiovisual department and did not charge time against the project budget.

Constraints and restrictions. The Young Women Presidency had preconceived ideas of the physical size of the workstation. These ideas did not realistically fit into the timeframe for development, the physical area, or the limited budget of the project. Originally, they desired a 52” touch-screen monitor for user-interaction. This monitor would be installed on a wall within a 10’x10’ area along with a 4’ bench for seating purposes. Because of both physical area limitations and also budget concerns, the team advised the use of a 21” touch-screen monitor. After viewing a prototype of the 52” monitor and a 21” monitor in the area, the presidency agreed to use the smaller monitor.

The main reason the 21” monitor was recommended over the 52” monitor was because of the ability and comfort of the user when viewing the larger monitor in a

limited physical area. A second reason was the cost of the 21” monitor (approx. \$1200.00 US) compared to the cost of the 52” monitor (approx. \$4500.00 US.)

Another constraint was the availability of existing content and the limitations, due to both time and budget, of producing new content. This severely impacted the ability to form the content into a practical standalone instructional product. To overcome some of the drawbacks of the existing materials, the presidency accepted the proposal to introduce each major section with a short overview of the purpose and objectives expected to be obtained through viewing the video segments.

The timeframe for development and implementation of the product was limited to six weeks from definition to implementation. This limited the amount of time available for design modification and actual material production.

As indicated in Tables 1 and 2 at the end of this section, the budget for the entire project was limited to \$4,000.00 overall. This budget was to cover approximately 70 hours of development and production of the DVD and the purchase of a DVD controlled touch screen monitor system. One of the major challenges facing media producers is the requirement of intellectual property (IP) clearance. IP clearance includes the right and permission to use a person’s picture, voice, or likeness in a distributed environment. This process required contracts and release forms. Each of the segments required an IP clearance for each individual involved in the actual presentation. Many of the segments were rejected by the presidency because of the inability to obtain the necessary documentation. The unusable segments were produced earlier before clearance was required and the participants were no longer available for authorization.

Formative evaluation. A formative evaluation of the usability of the kiosk was needed to determine if the end user could effectively navigate through it. Peer reviews of the design and structure of the content and the presentation were implemented throughout the development of the product. After installation and implementation of the kiosk, an observation period was used to determine if the kiosk could be used effectively by the target audience.

The usability of the product is essential to the success of the kiosk. The content has been used extensively in group training throughout the world by the Young Women. The presentation of the content in this format is new to the organization and they wanted to ensure that it was being presented in an effective manner.

Success of a product such as this depended heavily on the interface presenting the material. Maria Economou (1998) makes the following suggestions in developing a user interface for multimedia teaching environment:

Formative testing of the interface is vital and should be undertaken at several stages during the design of the program. This can be carried out informally with a small number of visitors or potential users. Public information systems addressing a wide audience of mixed abilities and computer experience should be kept very simple. This is often difficult to reconcile with depth and complexity of content.(p.179)

Throughout the development of this kiosk, especially during the interface menu design, these suggestions were addressed.

Product Implementation

Production process. A scope document was finalized with the Young Women presidency. A video editor was engaged to begin the visual compilation of the existing media segments. A volunteer voice talent was engaged to record the introductory segments for each segment. The presidency composed the audio narrative scripts and obtained the needed approvals for production.

Field evaluation. The presidency emphasized that the evaluation of this product was not to be focused on the content of the kiosk, but the user interface and implementation of the delivery of the material and the production of the kiosk. The content has been used by the clients for a number of years and they are satisfied with the value and importance of the content. The purpose of this project is to present the content in a public forum using a new form of delivery.

Context and background. This kiosk would enable visiting ward and stake adult leaders access to the content used in regional training sessions and worldwide broadcasts in a public venue. The objective of the kiosk is to enhance the abilities of the local Young Women leaders to perform their Church calling.

The original concept of the Young Women General Presidency was to present the content with little or no introduction or instruction on usage. The instructional designer proposed that there be instructional content added to the presentation. This would provide the end user with increased understanding and direction in how to apply the messages presented by the media segments.

Experts in the field of public access instructional systems have recommended that usability studies be completed to ensure immediate usability of such systems. Experts have also recommended evaluation of the appropriateness and effectiveness of content presented by these systems.

An evaluation of this product has been done to determine the following:

- The effectiveness of the DVD method of delivery for this audience
- The usability of the DVD menu structure by the audience
- The usefulness and effectiveness of the content to the audience

The evaluation primarily consisted of a formative evaluation which took place during the development and implementation of the product.

Stakeholders. The major stakeholders included the Young Women General Presidency, the Audiovisual department of the Church, local Young Women leaders, and General Authorities of the Church.

The General Presidency of the Young Women organization was the sponsor and content owner of the DVD/training station. The AV department was responsible for the instructional, graphical, and engineering design and implementation of the product. The General Authorities of the Church are the governing body and ultimately responsible for the accuracy and validity of the content delivered.

The primary audiences for these presentations were ward and stake Young Women leaders. This observation helped to determine the pertinence of the content to the audience and the usability of the DVD product. The results of the evaluation have been used to assess the effectiveness in delivery and design of future releases by the Young Women organization.

Criteria. The following criteria have been set by the client and the design team:

- The DVD/training station should attract attention and engage the audience in a learning experience. The user will remain at the kiosk for at least 2-5 minutes.
- The DVD/training station should deliver content that is applicable to the audience needs. The user will access at least one category and remain in that section to the completion of at least one of the segments within the category.
- The DVD/training station should be navigable by the typical user without assistance in accessing the desired content. The user will be able to easily locate topics and information through the menu system.

Evaluator questions. The following questions have been identified for the observers and evaluators to consider in evaluating the product:

- How many users used the kiosk during the sampling period?
(Quantitative)(Observation)
- How long did the observed users stay engaged at the DVD/training station? (Quantitative) (Observation)
- How many users completed at least one segment of a selected category?
(Quantitative) (Observation)
- How many categories did the user access? (Quantitative) (Observation)
- Did the user have difficulty using the menu navigation system?
(Qualitative) (Observation)

Data collection. Because of limitations imposed by the client, only one methodology was used in the formative evaluation. Observation was used to gather the quantitative data. The data sample was taken over a period of three days during the Young Women Open House. This was determined to be the highest traffic time and constituted a majority of the users. Significant numbers of users are not expected to be visiting the area outside of this time period (approx. 2000 per day during the Open House period vs. 2-3 per day outside of this period.) Sampling during the peak period should provide sufficient data for analysis of the design of the DVD/training station.

Results. The usability of the kiosk is adequate for the clients needs. The presidency determined, after reviewing the observation results that the users were able to use the kiosk adequately. The presidency decided that the ability for users to navigate through the material was supported by the observations taken during a live event. The user interface seemed to present some problems to the novice and non-technical user. Once introduced to the functions of the interface, the users have no problem in navigating through the content.

The content of the kiosk is appropriate for the intended audience even though observation indicated that there was too much content and it was not being accessed by a majority of the users. A high percentage of the observed users, approximately 40%, accessed only one or two of the available categories. The other categories were accessed less than 10% of the time. The presidency decided that the amount of content was adequate and would not require changing.

The physical location of the kiosk is a small area (approx 10'x10') with a small bench provided for sitting (3 to 4 people). There is a front wall and two side walls, with the back wall open to the rest of the area. The kiosk monitor is mounted at chest height (52") on the front wall of the area. The area is able to accommodate about 6-8 people comfortably.

During the observation periods, there were large groups in the area and the ambient background noise level was high. The kiosk had adequate volume control to overcome the background noise.

Schedule and Budget. Tables 1 and 2 reflect the actual schedule and the budget

expended for the development and implementation of this project.

Table 1

Schedule of project tasks

Task #	Task Name	Duration	Start Date	Finish Date
1	Initial Client Meeting	1d	17-Jan-05	17-Jan-05
2	Create Wire-fram	6d	18-Jan-05	23-Jan-05
3	Client Approval of Initial Concept	1d	24-Jan-05	24-Jan-05
4	Final Concept Design	5d	24-Jan-05	28-Jan-05
5	Client Approval of Final Concept	1d	31-Jan-05	31-Jan-05
6	Script Development	5d	24-Jan-05	28-Jan-05
7	Prototype and Storyboard Design	5d	31-Jan-05	04-Feb-05
8	Gather Content	15d	24-Jan-05	04-Feb-05
9	Client Approval of Prototype	1d	07-Feb-05	07-Feb-05
10	Client Approval of Scripts	1d	07-Feb-05	07-Feb-05
11	Record Scripts	4d	15-Feb-05	18-Feb-05
12	Graptic Development	10d	07-Feb-05	16-Feb-05
13	Edit Content	11d	14-Feb-05	24-Feb-05
14	Encode and Authoring	8d	01-Mar-05	08-Mar-05
15	Implementation	1d	14-Mar-05	14-Mar-05
16	Evaluation	9d	21-Ma4-05	29-Mar-05
17	Evaluation Data Compilation	5d	04-Apr-05	08-Apr-05
18	Evaluation Report	5d	11-Apr-05	15-Apr-05

Table 2

Budget of actual costs for project

Task	Resource	Duration	Rate	Total Cost
Product Design	Instructional Designer	40	\$20/hr	800.00
Video Editing	Video Producer	40	\$30/h	1200.00
DVD Production	Multimedia Producer	30	\$30/hr	900.00
DVD Authoring	DVD Engineer	40	\$30/hr	1200.00
Installation	AV Engineer	20	\$40/hr	800.00
Create Evaluation Plan	Instructional Designer	8	\$20/hr	160.00
Gather Data	Data Gatherer	6	\$20/hr	120.00
Data Analysis	User Results Engineer	12	\$20/hr	240.00
Report Compilation	Instructional Designer	8	\$20/hr	160.00
Report Delivery	Instructional Designer	2	\$20/hr	40.00
Total		36		5620.00 □ □

Project Summary

The project overall has been considered a success. The development process was necessarily shortened to meet the needs of the client. At the outset, the client did not have a full understanding of the complexity or scope of the project. Neither did the client have a full understanding of the expense or limitations of the technical hardware required.

The design and production teams were formed of full-time employees of the Church Audiovisual department which reduced the cost of the project because they did not bill against the project funds. This allowed the use of newer and expanded technology to complete the project.

The Young Women Resource Room kiosk was installed 3/21/05. This coincided with the semiannual open house presentations by the Church Auxiliary organizations. Observations of users were performed for nine hours over four separate days.

The session attendees and kiosk users consisted of Young Women and Priesthood leaders from various parts of the United States. This audience is a highly motivated group attending the workshop for instruction and ideas from the Young Women General Presidency and Board.

The kiosk is designed to be a self-directed learning resource. The content consists of a collection of various training video segments produced by/for the Young Women General Presidency.

Observation of user interaction with the Young Women Resource Room kiosk was done during the March 2005 Open House period.

Overall, the kiosk was easily utilized by the attendees of the sessions. The users were reluctant to use or were unfamiliar with the touch screen interface. Once they were shown how to use the interface by the service missionaries, the users were actively engaged in accessing the content contained on the kiosk.

The client is satisfied with the end project. They have noted some minor and insignificant problems and will address revising the product at a future date. The product is in use and accepted by the general public.

Lessons Learned and Recommendations

Lessons Learned

Various problems and restrictions with the current project give ample opportunities for lessons to be learned and recommendation to be made.

The primary lesson learned from this project is the "the customer is always right" but the AV team has to make sure that they understand what being right means. The customer, in this case, did not have a realistic concept of the time or expense involved with creating a kiosk. As a production team, it became our responsibility to educate the customer in the limitations and expense of production and technology and the need for effective user interface design.

Initially, the need to design a user-friendly interface became apparent. Without an affective user interface, the time spent producing and building the kiosk would have been useless. The client did not want to spend the time or effort in designing the interface but, with persuasion and coaching, they saw the need and importance of an effective user interface. Prior to this, the client was focused on the content and not aware of the complexity of delivering it in a new format and forum.

The client needed to be educated on the process of producing a multimedia project of this magnitude. In previous interactions with creating multimedia, they dealt with single small productions which were created on a limited timeframe and monetary budget.

The production team realized at the outset of the project that the limited time for the production would be a challenge to meet. The team determined to do whatever was

necessary to meet the time deadline, including putting in overtime to complete the tasks. For future modifications, the production team has proposed extending the production schedule to allow ample time to complete the project without the need of overtime.

The cost of the project was also a concern. Most of the production staff consisted of full-time employees of the Audiovisual department and therefore a non-billable cost to the project. This point needs to be considered when any revisions or improvements are made. The Audiovisual department has increased the number of its billable employees and decreased the number of available non-billable employees to work on projects. If the project had used billable employees, the budget would have been inadequate. The clients have been made aware of the change in billing procedures of new projects from the Audiovisual department.

The client also did not understand the use of the electronic hardware needed to properly implement the project. They were basing their cost estimates on the use of consumer-grade products which most likely not be able to withstand the rigors of public use. Once they were made aware of the physical demands placed on the hardware, they were able to understand the need for more durable and therefore more expensive hardware. The engineering department was able to procure suitable, previously used hardware to install for utilization in this project. This reduced the need for budget expenditures for new hardware and allowed the purchase of upgraded hardware.

The overall climate at the Church, when it comes to evaluating success of a product, is hindered by an ecclesiastical structure which, in many cases, discourages non-managerial level employees to challenge the assumption of the leaders. This sometimes leads to less than effective products being implemented.

Recommendations

Two situations were noted during the observation period. It was noticed that the users seemed hesitant to interact with the touch screen. Initially, there were operating instructions built into the attraction loop of the DVD. The client requested that the instructions be removed in order to be able to use the DVD in additional applications other than the kiosk. The service missionaries (present at the location approx. 90% of the time) were instructed on how to use the kiosk. They in turn were able to instruct the users. Once the user was introduced to the touch screen navigation, they were able to navigate through the content with relative ease.

There were typically 3 to 4 users per group and the users accessed 1 to 2 of the sections of information. The sections accessed the most were Building Testimonies (46% of the users accessed this section) and For the Strength of Youth (35% of the users). The average time per group at the kiosk was approximately six minutes. Studies show that the average time spent at a kiosk display is typically 2 to 3 minutes. At least two groups were observed to access all of the sections and spent 1 and 1.5 hours respectively at the kiosk. (This was while other workshop sessions were being presented.) The observations indicated that there is too much content on the kiosk and the users either were not interested in the remaining content or they did not have adequate time to go through all of the content.

It was recommend that the menus and attraction loop screens be updated with brief instructions on how to use the interface.

It was also recommend that the next implementation be more focused on fewer subjects so that the user would not be overwhelmed with the volume of information available. This would also allow more users to access the kiosk.

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Appendices

Appendix A

Design and production documents

Project Scope Document. A copy of the original scope document defining the Young Women Resource Room Kiosk.

Young Women Resource Room Kiosk

DVD Product Scope Document

Version 1.0 (17 January, 2005)

Section A—Planning

AV Parent Account #:

AV Project #:

Department: Priesthood (YW) Correlation Item #:

Desired Due Date: March 15, 2005

Role	Name	Phone
Product Manager	Elaine S. Dalton	
Client Rep	Kristen Olsen	
Project Manager	Robert Collins	
Dev/Prod Producer		
International Producer		
Media Producer	Dennis Weight	
Instructional Design	Scott Hamblin	

Other Stakeholders: Young Women General Board, Priesthood Executive Committee

Project Description: The project consists of a DVD based kiosk to reside in the YW Resource Room area at Church headquarters. The content of the DVD will be video selections of existing video that has been used in training by the YW. The content will be organized in a categorical manner to allow easy access by the users. There will be new narratives introducing each category and what the YW presidency desires the user to understand.

Justification: Many stake and ward YW leaders come into the Resource Room throughout the year. This material needs to be available to these leaders for their use. The material has been presented in regional and area training but is not generally available for use by the stake and ward leaders. This should make the resource material more readily available to them.

Audience/Needs: The primary audience is stake and ward YW leaders visiting the YW Resource Room at Church Headquarters. There is a need to make these resources more widely available to the local unit leaders.

Related Products: NONE

Formative Evaluation: The product will be analyzed and approved by the client as it is being created. There should be a summative evaluation performed after the implementation of the product.

Section B—Production

Product Description:

Media Formats: DVD

Languages: (include language & format)

Audio: English

Subtitles: None

Closed Captioning: None

Menu: English

Section C—Implementation

Distribution: Internal only

Maintenance/Growth: None Planned

Summative Evaluation: Per client approval

Duplication/Replication: Internal

Vendor:

Sets: 25

If the scope of this product changes significantly during the course of production, a change order will be required that will affect the product's schedule and/or budget.

Proposed Introduction Script

Young Women Resource Room Kiosk

Introduction Segment Script

Setting:

Resource Room; Sister Tanner is standing in front of the main display.

Sister Tanner:

Every young woman from the ages of 12-18 needs to have a testimony of Jesus Christ and his restored gospel. The Young Women program has been designed to help them solidify that testimony. Your responsibility, as Young Women leaders, is to help these young women gain and strengthen that testimony. You do this through example, guidance, counseling, and love.

We have developed examples of the Young Women programs in action. These are meant to give inspiration and help you form ideas on how you can influence the lives of the young women under your charge. This display shows many of the training examples presented in regional and general training meetings and broadcasts. Please use these presentations to get ideas on how you can have an effect on the testimonies and lives of all the young women you work with.

List of Kiosk Content

Listing of DVD Content by Category

- For the Strength of Youth
 - *Standards and Eternal Truths*
 - *Youth Devotional with Elder John H. Groberg*
 - *Youth Discussion on Music*
 - *Youth Discussion on Friends*
- Personal Progress
 - *The Parable of the Ten Virgins, Elder Dallin H. Oaks*
 - *A Mother's Desire*
 - *Introducing Achievement Programs*
 - *A Vision of Personal Progress*
- Leadership
 - Youth Leadership
 - *You Are Daughters of God, President Gordon B. Hinckley*
 - *Conducting a MIA Maid Class Presidency Meeting*
 - *Conducting Opening Exercises*
 - Adult Leadership
 - *Sample Presidency Meeting*
 - *Sample Council Meeting*
 - *Rise to Your Call, Elder Henry B. Eyring*
 - *When You Save a Girl, You Save Generations,*
President Gordon B. Hinckley

- Activation and Retention
 - *The Class Presidency Can Assist with Retention*
 - *The Fernando Araujo Story, Elder Mervyn B. Arnold*
- Mutual and Activities
 - *Conducting Opening Exercises*
 - *Big Events for Youth*
 - *Sample Youth Conference*
 - *Planning an Effective Mutual*
- Building Testimonies
 - *Search, Pray and Believe*
 - *Youth Testimonies of the Restoration*
 - *A Great and Marvelous Work, the YW General Presidency*

Job Log

Scott Hamblin

Young Women Kiosk Project Log

January 11, 2005-March 31, 2005

January 11, 2005 (Tuesday)

Today we met with the Young Women presidency to discuss the kiosk that will reside in the YW Resource Room. Preliminary ideas they presented were the installation of a large plasma monitor with a separate touch screen control.

We made inquiry as to the application they envisioned this kiosk being used for. They were not really sure at this time but wanted to put a lot of existing video clips on it as a resource for the visitors to the Resource Room.

From the application side, we will have a meeting on the 19th to discuss the content.

January 19, 2005 (Wednesday)

We met with Sister Dalton and Kristen Olsen to discuss the content of the Resource Room kiosk. They have compiled a list of video clips they want to be on the kiosk. Here comes the challenge...

Instructional designers are a new concept for many of the departments of the Church. The initial idea from the YW was a menu driven “visual resource library” DVD (my words, not theirs). Essentially, they wanted to put a group of video clips on a DVD and make them available to view by anyone coming into the resource

room. They could not identify a purpose other than the availability of the video content.

We finally were able to determine the audience (Stake/Ward YW leaders) and the need (make these resources available for review by the audience).

The multimedia producer, Bob Jones, and myself are trying to get them to see the environment, delivery method, and practical use of the kiosk format.

We have come away from the meeting with the impression that they just want to get the videos available.

January 20-22, 2005

Since the last meeting with the YW, I have been trying to figure out a way to meet their desire, (make the videos available) and meet an instructional need too.

I have come up with the concept of introducing each of the segments or selections of the kiosk with a short narrative explaining the context of the selection and the principles that will be presented. The clip will then be presented. A summary narrative will then be presented with a breakdown of the usability and application of the principles taught.

We will present this design to the YW this coming week. They may be hesitant because of the need of creating new content. If they accept the design, I will work with them on constructing the scripts for the narrative segments. We will probably have to involve a video producer for the narrative segment.

I have created a wireframe (wireframe_YWKiosk_v1.vsd). This will be the initial design document for the DVD.

January 28, 2005

Met with the project manager to work out a preliminary schedule. The schedule will meet the client's deadline if the scope is kept in check and all material can be gathered. The next meeting with the YW is on Tuesday February 1.

February 1, 2005

Met with the YW to finalize the content. This meeting turned out to be a change of direction for the YW. Somehow, they have decided they want a large plasma screen and a stand alone DVD player. They want to relocate the entire project. Basically, they want to go back to the training room type of environment. I tried to point out what the purpose of the project is but I probably have not established enough credibility with the client to influence them much. The project manager is mainly a 'yes man' and will do just what they want. I will have to study this one out further.

February 2, 2005

I thought about the problem last night. I talked to Dan Hodgson (ID Lead) and came up with the idea to use the existing kiosk as a user interface at least. We came up with a list of disadvantages to the plasma screen, DVD scenario.

- Screen too big for the area
- DVD Remote not usable by the user
- Need facilitator to operate the display
- Need to train facilitator(s)

- Durability of the plasma screen
- DVD remote could 'walk away' or get broken
- Intimidation factor of plasma screen/DVD on user
- Not a user friendly interface

These are just some of the disadvantages. I called the YW and they just brushed these problems aside. They really want the plasma screen.

I enlisted the mentoring of Bob Jones. He has worked extensively with the YW and has some credibility with them. We have scheduled a meeting with Sister Dalton on Monday Feb. 7 to discuss the needs and wants of the project. We have planned out the reasoning behind the informational kiosk and the application of a plasma screen. Hopefully we will be able to guide them in the right direction.

February 7, 2005

We met with the presidency today to discuss the advantages and disadvantages of the different types of monitors for the display of the kiosk material. We took our portable 45" flat screen over to the resource room to show what it would look like in the space. They immediately saw the problem of the screen overwhelming the space. We also talked about price of equipment with them and the engineers. The budget will not support a large screen but will support a small screen. They agreed to use the small (21") screen.

I also talked with them on doing an observation of actual users during the open house. They wanted to schedule a meeting to discuss this tomorrow.

February 8, 2005

I met with Sister Dalton today to discuss evaluating the effectiveness of the kiosk. I suggested the options.

- Full evaluation with pretest/posttest
- Observation with a feedback card and user interviews
- Observation with feedback card
- Observation only

Sister Dalton expressed the concern that the users attending the open house were limited on time and thought that an evaluation could be too intrusive to the experience of the user. She expressed the opinion that the video segments had been used by the presidency and board members in training and did not need to be evaluated. I explained that we did not want to evaluate the content of the media but the delivery and user interface of kiosk. She still did not want to have an evaluator intruding on the users but did agree for an observation of how the users interacted with the kiosk. I will write up an instrument for the observer to use.

February 10, 2005

Met with Kristen Olsen today to go over the observation instrument and she agreed with the objectives. She told us that the presidency had met with the managing director of the Priesthood department and they have agreed to purchase an additional 45" flat screen to go into another area. It would be used to display a continuous loop

of a feature video of their choice. I told her I would talk with the engineers to see if it was in the budget of the project.

February 10, 2005

Talked with the engineers about the extra screen. They will be able to provide an extra DVD player out of surplus and all of the necessary wiring to make the large screen work. This will be separate from the project of the kiosk so the budget will not be affected.

February 12, 2005

Talked with Dennis Weight, the video producer, to get a schedule of when he would have the final video segments to multimedia production. He promised them by the end of next week. I reminded him about the introduction pieces. He said they will be shot by the end of the month depending on Sister Tanner's schedule.

February 19, 2005

Dennis called today and said the video segments were edited and ready for capturing for DVD encode. He was scheduled to shoot the introduction videos on Monday the 22nd. The scripts for the category introductions have been written and approved by the presidency and correlation. He will record them in the audio studio on Friday March 4th.

February 28, 2005

Neil Brown, the visual designer, has completed the menus. They look pretty good. Dennis got some time in the audio booth and was able to record the introductions early.

The presidency has asked for new videos to be included. I told them this would require us to revise the menus and the production schedule and could make the project late. They are pretty sure they want the new segments included.

I spoke with Neil and he indicated that he could get the menus updated within the required time. Dennis indicated that the new video would not be a problem and would come in within the schedule.

March 4, 2005

Dennis finished the video shot of the presidency for the overall introduction piece. I reminded him that authoring needed the video by the 14th to be able to have it ready by the 21st. He said there was no problem.

March 9, 2005

Dennis is still working on the video and said it may not be ready until the 14th.

March 14, 2005

Dennis is still working on the video. The menus are finished. The audio has been completed. Dennis says he will finish the video tonight.

March 16, 2005

The video has been finalized and sent to the authoring group. They have all of the assets necessary to complete. Stan Lyman (authoring) is working on the DVD now. He says it will take a couple of days to finish.

March 17, 2005

Sister Dalton called today to check if the DVD will be done. I checked with Stan and he is having a little problem with some of the video. Dennis is working on the corrections to the video. I checked with engineering and they have completed the installation of the hardware. We took a test disk over to the kiosk to ensure it is working properly. I asked Stan to show Sister Dalton what he had so far but he said the authoring was not at a point to show.

March 18, 2005

The DVD is due Monday and Stan is still authoring. The problems have been solved and now he is just putting the links together. He should be completed by this afternoon.

March 21, 2005

We duplicated 25 copies of the DVD and delivered them to the YW presidency. We all went down to the kiosk and IT WORKED. The open house is tomorrow and I think this will be a pretty good attraction to the attendees.

March 22-31, 2005

Spent 9 hours total in observing the users interact with the kiosk. There are a few problems that will need to be addressed in the next revision of the DVD

- Instructions on how the user starts the session
- Too much content on the DVD
- Some of the video needs to be re-shot to clean it up

Menus

Figure A1

Attraction loop

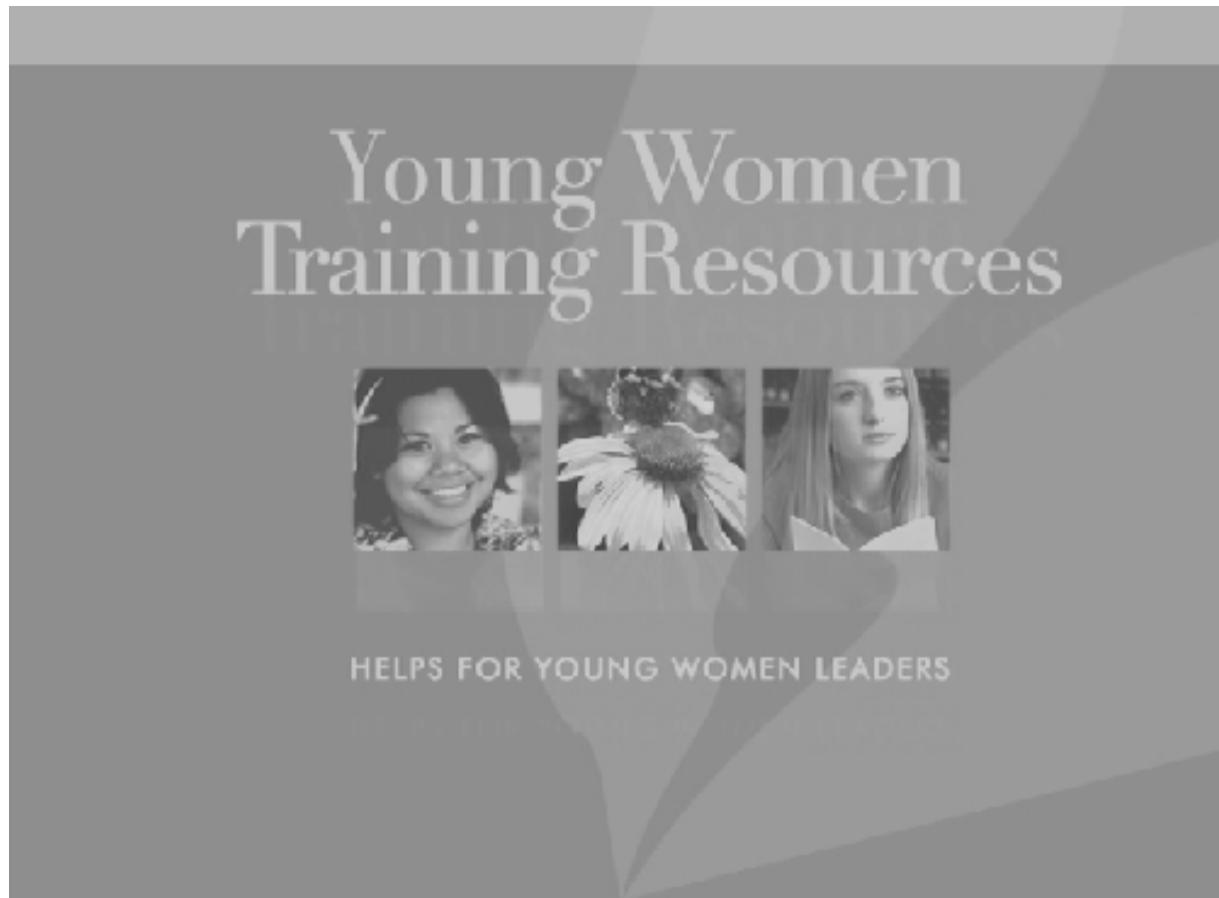


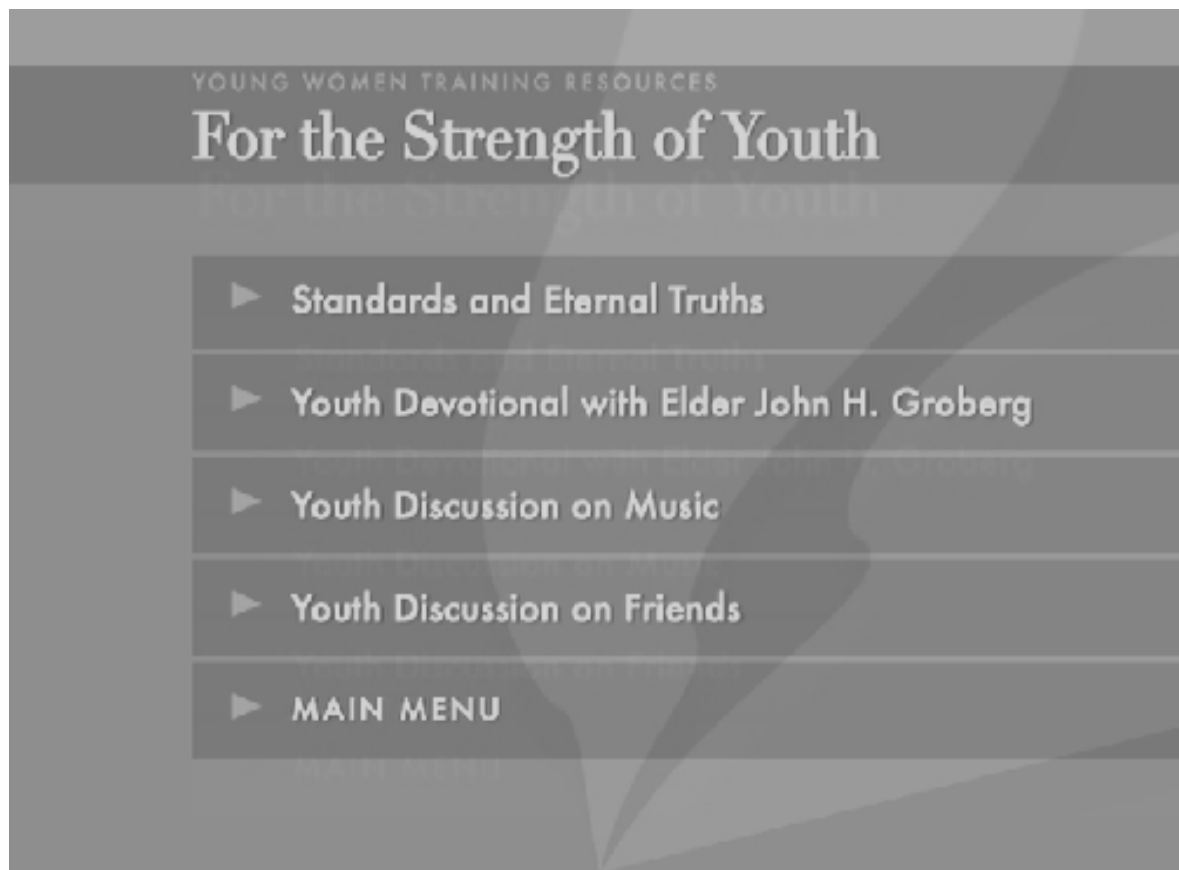
Figure A2

Main menu



Figure A3

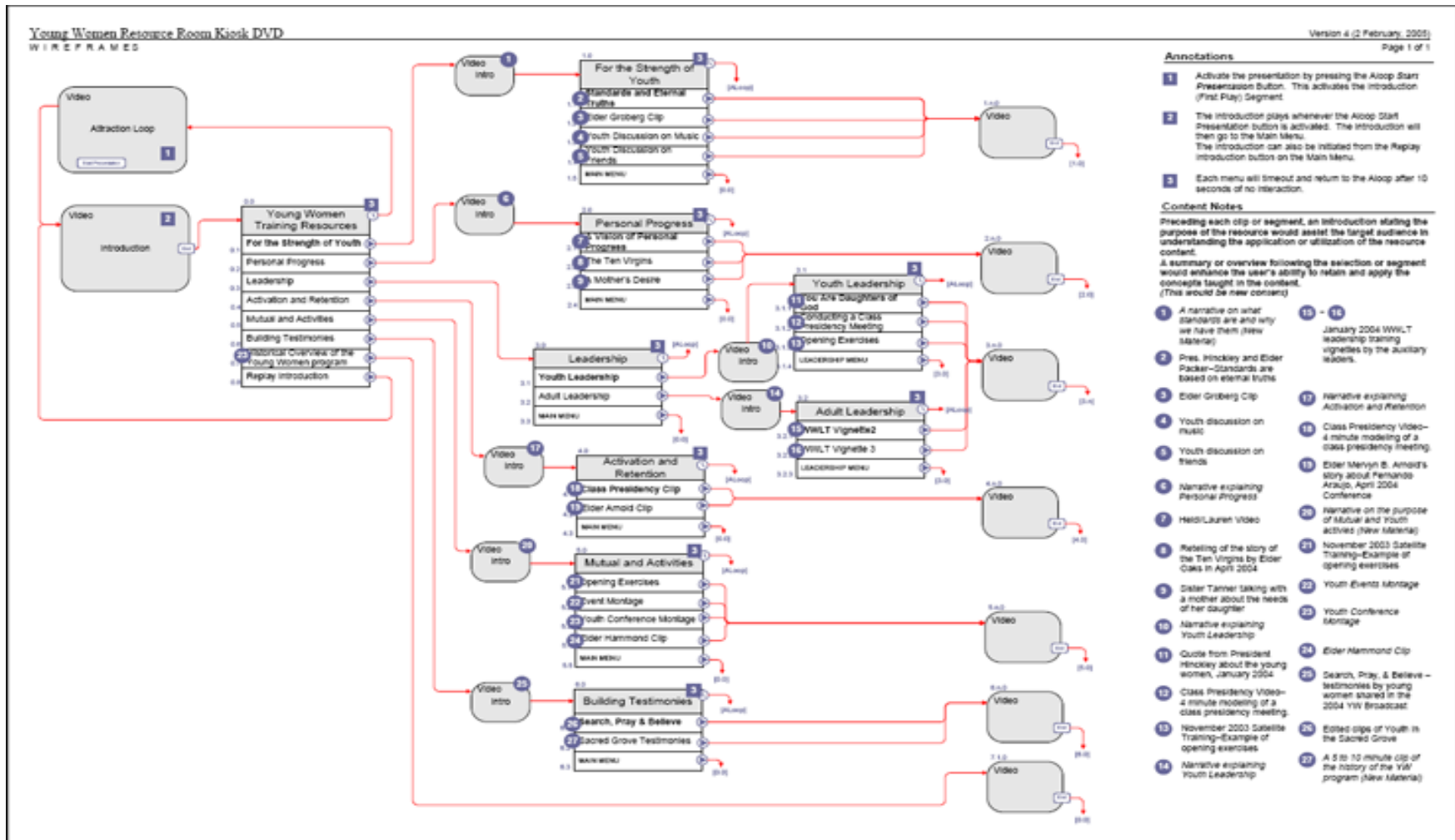
Category level menu



DVD Wireframe

Figure A4

Final wireframe

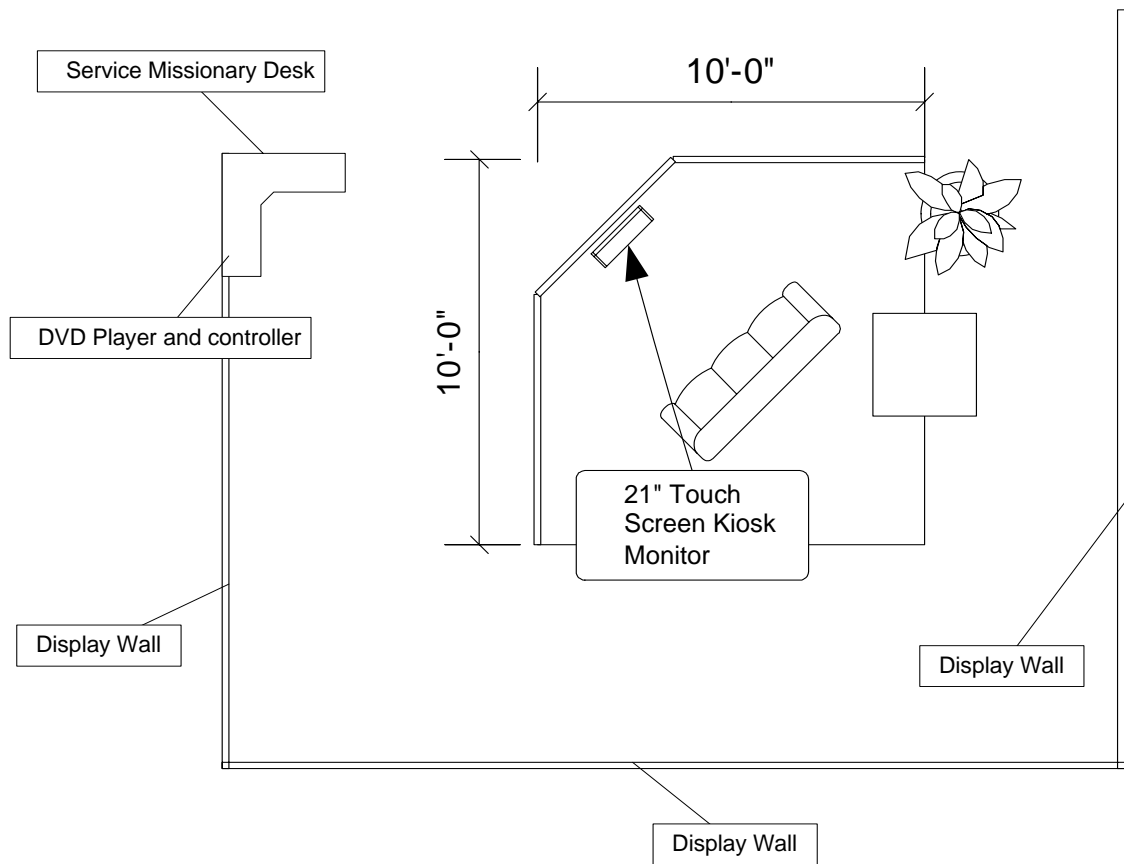


Appendix B

Physical layout of the training station

Figure B1

Kiosk Area Physical Layout



Appendix C

Meta-evaluation of the Project

Meta-evaluation

The meta-evaluation of this proposal is being conducted and measured against the “Program Evaluations Meta-evaluation Checklist” (Stufflebeam, 1999.) Overall, the meta-evaluation indicated that the evaluation process is Very Good (5) to Excellent (6) on a 0 (Poor) to 6 (Excellent) scale.

Utility

Stakeholder Identification (5)

- YW Presidency
- AV Dept.
- Local YW Leaders
- General Authorities

Evaluator Credibility (3)

Due to limitations in budget, the AV Dept. Instructional Designer acted as the evaluator.

Information Scope and Selection (5)

Priorities have been set as to what information is to be gathered. Due to limitations by the client, content effectiveness measurements were not considered.

Values (6)

The values of the organization, the audience, and the developers were taken into account during the observations and thus limited the interaction with the users.

Report Clarity (5)

All effort was taken to make the report clear and concise. Reports were presented in paper and PowerPoint formats.

Report Timeliness and Dissemination (5)

Verbal reports were given to the client and development team on a weekly basis during the development of the product. A final report was issued to the client and the development team at the end of the evaluation. The client asked that the report results be kept confidential.

Evaluation Impact (6)

Results from the evaluation will be used to guide the development and content of future multimedia products for the client.

Overall Utility Score

24 – Very Good

Feasibility

Practical Procedures (5)

Staff was limited to internal AV Instructional Design staff.

Political Viability (6)

All major stakeholders agreed to the evaluation, criteria, and limitations.

Cost Effectiveness (6)

Existing resources were utilized and costs were kept within the budget approved.

Overall Feasibility Score

11 – Excellent

Propriety

Service Orientation (6)

All effort was made to comply to the desires of the client, even if those desires resulted in a less than effective product from the view of the instructional design staff.

Formal Agreements (5)

Formal editing by an independent editing source was not available because of limited resources. All evaluation criteria, questions, reports and data analysis was checked by other non-participating entities within the instructional design dept. of the AV department.

Rights of Human Subjects (6)

The users were informed on entering the kiosk area that they would be observed to see their interaction with the kiosk.

Human Interactions (6)

Interaction with the participants was limited to non-interfering observations.

Complete and Fair Assessment (6)

Assessments were made only on measured observations and personal opinion did not enter into the measurement or results.

Disclosure of Findings (6)

Full disclosure of the observations results were given to the client in a final report.

Conflict of Interest (5)

Multiple evaluators were not feasible at this time because of limited budget.

Possible conflict could have resulted in the participating instructional designer acting as the observer

Fiscal Responsibility (6)

A project manager had complete oversight of the financial expenditures and tracking of the hours spent on the project by the development team.

Overall Propriety Score

31 – Excellent

Accuracy

Program Documentation (6)

A scope document was created at the inception of the project and rigidly held to. Any changes in the scope required a change order initiated by the project manager. Wireframes, job logs, and progress reports were all submitted to the client for final approval

Context Analysis (6)

Context was analyzed for both physical layout of the workstation and user interface.

Described Purposes and Procedures (5)

Purposes and procedures adhered to internal AV processes and met the expectation of the client. Independent evaluators were not feasible because of limited budget.

Defensible Information Sources (2)

Information sources were limited to observation with no ability to verify from a secondary source.

Valid Information (2)

Because of the lack of secondary sources of information, validity of the information can not be determined.

Reliable Information (2)

Because of budget and time limitations, training of scorers and analysts and piloting of test instruments is not feasible.

Systematic Information (6)

Analysis of Quantitative Information (2)

Using multiple analytical procedures and statistical interactions are not feasible because of budget and time limitations.

Analysis of Qualitative Information (2)

Justified Conclusions (2)

Impartial Reporting (4)

Adding additional, impartial evaluators is not feasible at this time.

Meta-evaluation (0)

Budget is not appropriated to do a meta-evaluation of the finished study

Overall Accuracy Score

37 –good