

Design Document

Project Title: Training for a State IT Office

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1. Learner, Learning Outcome, and Media Selection

1.1. Learner

The State of Kansas Office of Information Technology Services and the agencies they serve have been tasked with learning a new project intake process. This intake process serves all agencies within the State of Kansas and is the process for which agencies will have their IT projects submitted, reviewed, and approved. The project managers (PMs) for these agencies will serve as the target learners for this project. There are 12 agencies (Department of Revenue, Department of Transportation, Department of Labor, etc.) with approximately three project managers per agency for a total of 36 learners.

Learner Characteristics and Descriptions

Characteristics	Description	Effects on Learning Group
Age	Current PMs from these agencies range from 23 to 50 years.	The wide age range introduces a diversity of perspectives and experiences, which can enrich group discussions and collaborative activities. However, it may also lead to varying comfort levels with technology, requiring the training to balance simplicity and advanced features to accommodate all learners.
Educational Level	Qualifications, job descriptions and experience may differ depending on the agency. However, the following is generally standard: • All PMs have a college level degree or equivalent experience in a relevant field. • Plan, execute, and oversee technology projects to meet business goals, timelines, and budgets. • Coordinate teams, manage risks, and align deliverables with strategic objectives. • 3+ years IT experience; 2+ years in project management	The consistent professional qualifications across PMs ensure a baseline of knowledge and experience, facilitating targeted training. However, the diversity in agency-specific practices may require tailored examples or case studies to maximize relevance.

	using methodologies, tools, and leading teams. • Strong organizational, technical, and leadership skills in sensitive environments.	
Motivation	The value and benefits of the new intake process serve to motivate PMs and are as follows: • Centralized Data & Transparency: The intake process collects all project information in one place, improving transparency in decision-making and project tracking. • Dashboards & Strategic Alignment: Dashboards will provide real-time visibility into project statuses and help ensure alignment with the States' strategic objectives. • Resource Optimization & Collaboration: Centralized data will enable better resource allocation, reduce redundancy, and foster interagency collaboration through shared project visibility.	These motivators are expected to create high engagement levels, as the benefits directly enhance the PMs' effectiveness and efficiency. The clear advantages of the system will hopefully overcome initial resistance to change.

Web/Device Familiarity	All PMs are issued their own devices and are familiar with office software and various project management software. They are accustomed to both in-person and remote work as well as video conferencing and online trainings.	High familiarity with technology will facilitate the adoption of web-based training. However, training should ensure compatibility across devices and provide clear navigation to maintain usability for all participants.
Time Availability	Availability varies across different agencies and is only available on a need-to-meet basis.	The varying availability requires asynchronous training delivery to accommodate diverse schedules. Modules should be designed for flexibility, allowing learners to complete training in segments based on their availability.

1.2. Learning Outcome

Learning Goal: Project managers from Kansas state agencies will understand and correctly utilize the new project intake process using the Standard Operating Procedures when submitting requests for IT projects.

Instructional Objectives: Learners will be able to:

1. Define the purpose and scope of the IT Project Intake Process and identify its key components.
2. Explain the benefits of the standardized intake process, including transparency, resource optimization, and strategic alignment.
3. Analyze the roles and responsibilities of the various stakeholders involved in the intake submission process.
4. Interpret all stages of the project intake process and the actions required at each stage.
5. Demonstrate the ability to accurately complete the IT Projects Review and Request Form by providing all required details.
6. Apply the criteria for state IT projects to ensure their submissions meet the appropriate qualifications set by the Information Technology Executive Council (ITEC).

1.3. Media

The following tools will be used to create this web-based training:

1. **Storyline 360:**

- Used for scenario-based interactions, simulations, and assessments.
- Enables practice with completing forms, interpreting intake stages, and distinguishing valid submissions through simulations and scenarios.

2. **Rise 360:**

- Used for modular, responsive content accessible on any device including mobiles.
- Can be used to deliver foundational topics such as intake process benefits and stakeholder roles in an intuitive and mobile friendly format.

Storyline 360 & Rise 360 Interactive Features:

- Simulated project submission exercises to demonstrate the ability to complete forms accurately.
- Interactive timelines and flowcharts to help learners interpret the stages of the intake process.
- Case studies and branching scenarios to analyze roles and responsibilities and assess alignment with strategic goals.

These media tools ensure flexibility for asynchronous learning, catering to the learners various schedules and devices.

2. Activity Design

2.1. Instructional Strategy

Three main instructional strategies will be utilized when creating this instructional training: Cognitive Load Theory, Cognitivism, and Gagne's Nine Events of Instruction.

Cognitive Load Theory: Modules will be designed to reduce extraneous load by breaking the content into chunks that are easily manageable so that learners can focus on key tasks like completing the Review and Request Form and interpreting the intake process flow.

Cognitivism: There will be an emphasis on having instructional sections that build upon one another requiring learners to rely on prior knowledge. Learners will participate in exercises that will have them analyze roles and complete steps of the intake process to actively build their knowledge of understanding.

Gagne's Nine Events of Instruction:

- **Gain Attention:** Use engaging animations and scenarios to introduce modules.
- **State Objectives:** Begin each module with clear goals, aligning with learning objectives.

- **Stimulate Recall:** Incorporate review questions on prior knowledge, such as agency responsibilities.
- **Present Content:** Deliver content through interactive modules in Rise 360 and Storyline 360.
- **Provide Guidance:** Use tooltips, examples or character aide to guide learners during simulations.
- **Elicit Performance:** Assessments where learners complete forms or identify submission errors.
- **Provide Feedback:** Offer immediate, detailed feedback prompts on activities and assessments.
- **Enhance Retention:** Provide job aids and workflows summarizing key SOP steps.
- **Promote Transfer:** Include case studies or examples of successful IT project submissions requiring learners to apply the intake process to real-world scenarios.

2.1.1. Knowledge Structure: Information will be organized in a sequential order so that big overarching concepts are learned early such as the purpose and scope of the intake process and moving forward to more detailed procedures like form completions and evaluating criteria for successful projects. There will be a focus on logical sequencing and focused learning for concepts that require a more hands on understanding.

2.1.2. Presentation: Content will be delivered through interactive multimedia, including videos, animations, and infographics. Modules will incorporate text, visuals, and audio narration to address multiple learning preferences.

2.1.3 Exploration: Learners will navigate through scenarios, apply decision-making skills, and explore real-world examples.

2.1.4 Practice: Practice activities include filling out forms, identifying errors, and aligning projects with strategic goals. Scenarios and branching exercises simulate decision-making in the intake process.

2.1.5 Learner Guidance: Feedback will be provided through prompts, detailed explanations, and tooltips. A virtual character guide will assist learners throughout modules, offering tips, highlighting errors, and suggesting improvements.

2.2 Assessment

Learning will be assessed using both formative and summative strategies.

Formative Assessments:

- Embedded quizzes and knowledge checks throughout modules to reinforce understanding.
- Interactive scenarios where learners identify errors or incomplete submissions.
- Immediate feedback provided for every response, with detailed explanations to guide learners on why answers are correct or incorrect.

Summative Assessments:

- Interactive Decision Tree simulation where learners navigate a decision-making process for project intake. Each choice leads to different outcomes, evaluating the learner's understanding of the SOP and decision points.
- Multiple-choice and short-answer assessments focusing on SOP criteria, stakeholder roles, and the stages of the intake process.

Alignment with Objectives

The assessments are directly tied to learning objectives. For instance:

- Completing the IT Projects Review and Request Form aligns with the objective to demonstrate form accuracy.
- Scenario-based tasks assess the learner's ability to interpret stages of the intake process and align projects with strategic goals.
- Knowledge checks ensure learners understand roles, responsibilities, and benefits of the process.

Learning Goal and Module Breakdown

Learning Goal: Project managers from Kansas state agencies will understand and correctly utilize the new project intake process using the Standard Operating Procedures when submitting requests for IT projects.	
Module Title	Instructional Objective
Module 1: Introduction to the Intake Process	1. Define the purpose and scope of the IT Project Intake Process and identify its key components. 2. Explain the benefits of the standardized intake process, including transparency, resource optimization, and strategic alignment.
Module 2: Stakeholders and Responsibilities	3. Analyze the roles and responsibilities of the various stakeholders involved in the intake submission process.
Module 3: Steps in the Intake Process	4. Interpret all stages of the project intake process and the actions required at each stage.
Module 4: Projects Review and Request Form	5. Demonstrate the ability to accurately complete the IT Projects Review and Request Form by providing all required details.
Module 5: IT Project Criteria and Submission	6. Apply the criteria for state IT projects to ensure their submissions meet the appropriate qualifications set by the Information Technology Executive Council (ITEC).

2.2 Instructions for the Learner

Example: "Welcome to the Kansas IT Project Intake Process Training! This training will guide you through the new IT project submission process. Each module covers key aspects with instructions, activities, and resources to support your learning. Need help? Click on Nancy for tips anytime. Let's get started!"