

Assignment 3

Designing Content within an LMS: key considerations

By

Malissa Bovell

Presented in Partial Fulfillment of

EDID 6510 – learning and Knowledge Management Systems

Date of submission : April 17th 2023

Link to LMS-Google Classroom

E-mail-mbhperformancesolutions

Password-Solution\$246

Classcode: i74fr5y

Link to Voicethread -<https://voicethread.com/share/22681961/>

Invite Link: <https://classroom.google.com/c/NTUyOTgyOTg1MTU4?cjc=i74fr5y>

Assignment

Link: <https://docs.google.com/document/d/1RNbJRYrrf5iqmGST-RfIGsxnDT9ys1G6/edit?usp=sharing&ouid=112355421051593661579&rtpof=true&sd=true>

Email: malissa.bovell@my.open.uwi.edu

University: University of the West Indies (UWI) Open Campus

Course Coordinator: Dr. Leroy Hill

Introduction & Background

Mastery of the technology used in the high court has been a challenge for some Court Clerk It/ IT Marshalls. The island has a new smart building as the Supreme Court Judges calling for less archaic systems and ways of conducting court business and matter as country embarks on journey as a Republic Nation. More recent Court clerk marshals who are IT savvy are being hand picked by judges to aid in the way that they prefer to have their courts function and maximize on time. The Supreme Court of Barbados benches eight of thirteen judges of regional and international expertise and experience who have committed to making contributions to their nation to the extent where five of those eight judges have returned to the workforce post retirement.

The District IT Manager assigned to the Supreme Court of Barbados is responsible for Training Staff. There have been new laws and amendments to laws to reflect the changes in our modern and functional society where technology is integrated. A few of those include The Computer Misuse Act, Intellectual Property Act, Data Protection Act, Education Act, Public Service Act, Data Protection Bill, Disability act with United Nations, and more recently, The protection of the child ACT encompassing Revenge Porn Act their data under the EMIS Policy all of which have an impact on the guidelines on the maintenance, delivery, storage and presentation of data and files within the Halls of Justice and directly associated personnel - The Court Clerk IT.

As such, Marshalls' duties now include the correct handling of data between courts as some offenders are seen before different judges as they answer different charges and the records must be available across the Supreme Courts.

1- There is a need for Marshalls to be trained in this area as judges have expressed a preference in having technologically savvy Marshalls in their courts to ensure speed and efficiency.

2-There is a need for an electronically based hub of information / data and files to aid in efficient management of the taxpayers money in the judicial system

Persons who have been charged with criminal offences and have not had their cases heard within a ten year period are then entitled to sue the crown and claim millions of dollars in restitution damages. As recently as two months ago a former inmate was found not guilty under the same circumstances and successfully sued the crown and was awarded damages of over \$500,000.00BDS. This money will be paid by the tax payers. The situation has left the electorate in a state of outrage.

This paper provides a summary of a proposed design on improving and accelerating the tech skills in the courtroom by Court Clerks IT Marshals in the Supreme Court . In his foreword to the Manual, Chief Justice Fernan hailed it as a "major achievement in the Judiciary's reform program" and a "great contribution in our quest for an improved administration of justice." The Manual- training for Clerks of Court remains an important component for a constantly improving Judiciary. With various developments in the Judiciary, not the least of which is the institutionalization of a Judicial Reform Program, the need to revise the 1991 Manual for Clerks of Court became evident. In January 2001, the Chief Justice issued Administrative Circular No.4-2001 creating an *Ad Hoc* Committee for the Revision of the Manual for Clerks of Court. This afforded them convenience and facility in the execution of ordinary and special tasks. The modified Manual, aptly called *The 2002 Revised Manual for Clerks of Court*, which

the Committee has prepared, greatly deviates from the 1991 version. The latter emphasized the functions and duties of clerks of court according to types of cases and stages of trial court or proceedings. Under the current administration in Barbados in accordance with the need to satisfy the United Nations 2030 Sustainable goals and the cries of the electorate Barbados in accordance with the aforementioned revised laws

Justification

In the Public Judiciary system of Barbados, there exists an assignment called the Court Clerk Marshall, this Clerk is referred to as the Court Clerk Marshall to IT at the courts. This is a special assignment. The role crosses with record keeping of all court documents. This assignment can only be filled by someone who is a trained court clerk and who also has an Information Technology background basic training / introductory training of IT. With this assignment comes special responsibilities, as the person who fills it, must manage the use and maintenance of IT equipment, the operating budget and become an IT resource for all personnel within the courts assigned (Higher court or lower court). Junior Marshalls who are desirous of Court Clerk Marshall IT, submit their application and relevant qualifications to the P.A.D -Personnel Administrative Department of the Public sector where it is reviewed. Successful applicants are then assigned to either their current court or another court which needs support in the area of technology.

The Senior IT Managers of the courts are responsible for the training, collaboration, and assessment of the ITs in the court systems across the island. There are four District Senior IT Managers who are assigned several courts from around the country. Each of these Senior District IT Managers, acts as the IT's first level of support if they need assistance and will be the

ones to provide training and continuous assessments. There is also an informal WhatsApp Chat with all the other ITs in Court Clerk Marshall IT in the lower and supreme courts as an alternative means of support. A Court Clerk Marshall IT is expected to be knowledgeable of the Information Technology Syllabus, skilled in troubleshooting hardware and software issues, knowledge of the data protection and computer misuse act, inventory management, managing the IT budget as well as the resources available to them if they need assistance on any of the previously mentioned areas.

It has been noticed that the current methodology of hiring and assigning new Court Clerk Marshall ITs produces a skills gap because there is no transferal of knowledge from an outgoing IT Marshall to a new Court Clerk Marshall especially in areas such as the nature of the lower courts and the Supreme courts and unspoken laws that govern the ways in which information is treated and handled. Since courts are different in size, facilities and culture, new Court Clerk Marshall ITs have noted that what works at one court, does not always work at another. This has made a deviation from the standard operating procedure that is expected Court Clerk Marshall IT - Additionally, Magistrates and Judges are calling for more advanced technology to be used in the court system to mitigate the backlog of criminal cases within the lower courts - the backlog has birthed a more novel problems where the state's purse may be at stake. The current government has recently finished building the new courts and they are now smart buildings with facial recognition technology and state of the art fixtures.

Younger Court clerk Marshalls are entering the workspace with a greater sense of awareness of the more up to date technological advancements and are in greater demand by the judges and magistrates.

The outbreak of COVID-19 in early 2020 forced public services to shift to online operations in a matter of weeks. This included the nation's courts, it meant the reimagining of how to administer justice. Media coverage has focused mainly on the effects of the digital transformation in criminal courts, but a rapid deployment of new technology also took place in the civil and criminal legal system.

The judges are therefore requesting that Marshall be more proficient in assisting with virtual hearings, e-filing, and digital notarization, with a focus on cutting down on the back log.

Court officials have made clear that improvements in technology must benefit all parties affirming that their members “ensure principles of due process, procedural fairness, transparency, and equal access are satisfied when adopting new technologies.

The Clerk of Court of a Court of justice is an essential officer in any judicial system. The office is the hub of activities , both adjudicative and administrative. and more recently technologically based to support the newly appointed smart building of the Supreme court .This building houses more state of the art equipment and technology to reflect modern time and activities. It is understood that a Judge alone cannot make the Court function as it should. However, Judges are in a position to make requests and express preferences of their chosen methods of managing their respective courts. Judicial business is a labyrinth inclusive of , many non-judicial concerns, intricately and inseparably interwoven with the trial and adjudication of cases, must perforce be performed by other individuals that make up the team that complements the Court. Of these individuals, the Court Clerk IT also known as the IT Marshall eclipses the others in functions, responsibilities, importance and prestige.

The Court Clerk IT or IT Marshall is a direct arm of the District IT Manager . The IT Marshall assigned to a judge's court within the Supreme Court supervises matters in relation to the Court's funds and revenues, records, properties and premises, said clerk is the custodian. The post encapsules : treasurer, accountant, guard and physical plant manager thereof. In all official matters, and in relation with other governmental agencies, the Clerk of Court is also usually the liaison officer. I T Marshall keeps and maintains "electronic" the records and seal, issues processes, enters judgments and orders, and gives, upon request, certified copies from the records. This post is not to be confused and is distinctly separate from the role of the legal secretary . The Marshall IT also maintains, accounts for and manages all equipment within said court (such as microphones, quality of video and audio evidence submitted to the court, laptops, recording equipment , stenography equipment ,laptops, projectors.

The nature of the work and of the IT Marshall / Court Clerk Marshall mandates that they be an individual of competence, honesty and integrity. In relation to the Judge, said officer occupies a position of confidence which should not be betrayed. With the prestige of the office goes the corresponding responsibility to safeguard the integrity of the Court and its proceedings, to earn respect therefor, to maintain loyalty thereto and to the Judge as the superior officer, to maintain the authenticity and correctness of Court records, and to uphold the confidence of the public in the administration of justice.

The I T Marshall / Court Clerk Marshall IT is the model for the Court employees to act speedily and with dispatch on their assigned tasks to avoid the clogging of cases in Court and thereby assist in the administration of justice without undue delay. Clerks of Court IT , for administrative purposes, are under the supervision of the Supreme Court, but in the performance of their duties,

shall be subject to the direct supervision of District IT Manager and the Executive Judges or the Presiding Judges concerned. who direct staff support activities to improve judiciary services.

The Design Idea/ LMS Recommendation

The recommended LMS proposes to remedy the aforementioned problem of managing data and court dates among the judges and their respective courts within the Supreme Courts of Barbados. A self paced e-lesson will be designed. This tool will include a menu of options which will provide content on the use of IT in the courtroom . This will be presented in a series of slides that provide information about each topic using Google classroom . Participants will be able to view and listen to examples and YouTube videos will be embedded to help explain certain topics of interest. Based on the theories of learning, experiential learning and just in time learning an e-lesson is considered among the proposed solutions. A description of the proposed design and explanations on how e-lesson supports the Marshalls are included in this paper.

It has been proposed that a two-hour orientation course be created for new Clerk Court Marshalls ITs which will have both a self-paced online component and a tutorized one-on-one face-to-face component conducted by their IT District Manager . This orientation course would provide both informational and practical support to new Court Clerk Marshall ITs guiding them through their responsibilities, the support resources, reporting mechanisms and policies that they will be adhering to within the role. This instructional course will also be available to people who are desirous of becoming a Court Clerk Marshalls, or IT Marshalls in the future, so that they are more prepared to take up the assignment in the event of a need for an IT Marshall arises.

The orientation is expected to be delivered using Google Classroom which is the standard Learning Management System utilized by all primary schools across the island during the

pandemic and 85% of the IT Marshalls expressed a working understanding of how to best navigate using the platform after being taught by the School based ITCs. Therefore participants should be relatively comfortable with navigating and operating within the platform. The classroom will contain all the tools, software, templates and guides that are needed for the target audience to get started in a sequential order. If a participant goes through the first phase of their orientation by watching the videos, reviewing the materials, they should take approximately one hour. After the participant has reviewed the materials in the classroom, they will schedule a one-on-one session with their District IT Manager to conduct a practical session which will cover the hands on operations that the Court Clerk Marshall IT will carry out in their day to day activities. After the practical session, the Court Clerk Marshall should be ready to complete a quiz in the Google Classroom to ascertain whether they have understood the orientation materials and training. Based on the results of the quiz, the District IT Manager will determine how often, they will need to liaise and monitor the progress of the Court Clerk Marshall (IT) over the courts calendar year to ensure that the standards are met, so that they are better able to perform their duties well. The institution currently utilizes the Google Classroom E-Learning platform to engage the staff in continuous professional development. The eLearning content that will be input into the Google e platform should allow the users to complete several modules covering each topic over within two hours.

Link to LMS-Google Classroom

E-mail-mbhperformancesolutions

Password-\$olution\$246

Classcode: i74fr5y

Invite Link: <https://classroom.google.com/c/NTUyOTgyOTg1MTU4?cjc=i74fr5y>

E-Learning

According to Rosenberg (2001) and Wentling et al. (2000), e-learning is the use of Internet technologies that can provide a wide range of solutions to enhance knowledge and performance. It enhances the learning process through and based on the computer and communication technology. It is therefore a personalized approach that focuses on the individual learner and it includes self-paced training.

E-learning also includes many of the different components that are very familiar with the traditional learning, namely, learner's presentation ideas, group discussions, arguments and other different forms that conveying the information accumulating knowledge (Bencheva, 2010). Self-paced approach - Learners are free to learn at their own pace and to define personal learning paths based on their individual needs and interests. E-learning content is developed according to a set of learning objectives and is delivered using different media elements such as text, graphics, audio, and video. Some kind of support, such as e-mail-based technical support or e-tutoring, is normally offered to learners.

Both self paced eLearning and instructor-led eLearning are the two ways of eLearning. The majority of e learning courses include both methodologies. When designing for any technique, care and thought must be taken.

E-learning material is created around a set of learning objectives and distributed using a variety of media, including text, images, audio, and video. Learners are usually provided with some form of assistance, such as e-mail-based technical support or tutoring. (United Nations Food and Agriculture Organization, 2011)

An instructor-led method is used to create a linear curriculum that incorporates many topic areas and activities within a chronological course or syllabus. Learners, facilitators, and instructors can connect and collaborate using communication tools like as e-mails, discussion forums, chats, polls, whiteboards, application sharing, and voice and video conferencing. (United Nations Food and Agriculture Organization, 2011) It is critical to generate content that is well-structured and satisfies the requirements and expectations of consumers, regardless of approach.

KEY CONSIDERATIONS

The audience for this design project are all new hires and existing staff which are the court appointed Marshalls also as well as Court Clerk Marshall IT also referred to as or IT Marshall or Marshall IT assigned to the Supreme Court of Barbados. Participants are between the ages of 25 and 60 years. There are 24 Marshalls in total who service the judiciary at the Supreme court. There are 10 females and 14 males . 5% have a background of basic IT training. The other members are not savvy beyond using the WhatsApp on their mobile devices to plan and coordinate information among each other .The goals include at least 40% improved efficiency within the court system and courtroom with information linking to court calendars for court dates and names of persons who are on bail and who may be brought down from Her Majesty's Prison Dodds for trials and hearings. There is a national interest here as well as the crown provides legal aid for capital offences and the judge has a responsibility to manage the time of the court and the monies (taxes) paid by the electorate in ensuring a relatively safe and fair society. When considering the most effective and efficient approach to designing content and selecting the most appropriate LMS, a few factors must be considered:

Prior Learning

Adult learners have a wealth of in practice - on the job work experience. This expertise helps them to contribute to their current learning; unfortunately, Adult learners tend to respond negatively whenever they feel that their experience is not valued, thereby retarding training efforts.

Goal Oriented

Adults are more often positively motivated towards their own personal and professional goals. As a result, they respond better when informed of the advantages of taking the course and how it may link to their own personal interests and goals.

Task Oriented and Problem Solvers

Adults are constantly enthusiastic to garner new skillsets that will help them handle difficulties or deal with real life difficult situations. They want to be involved at every step of the learning process.

Responsible and Self-Directed

Adults understand the need to be held accountable and valued for their actions. As a result, they respond well when given the notion of full autonomy when they have to be taught new content and skills on the job.

Considering the above, when designing courses for an LMS for adult learners, it must therefore:

1. Be Content-focused
2. Support Collaboration
3. Incorporate active learning
4. Offer Feedback and Reflection.

Guiding Theories

The following is a brief discussion of the psychological theories that guide the learning process. When a course design is intended for Adult Learning, three broad learning theories are used: Behaviorism, Constructivism, and Cognitivism. Digital technology

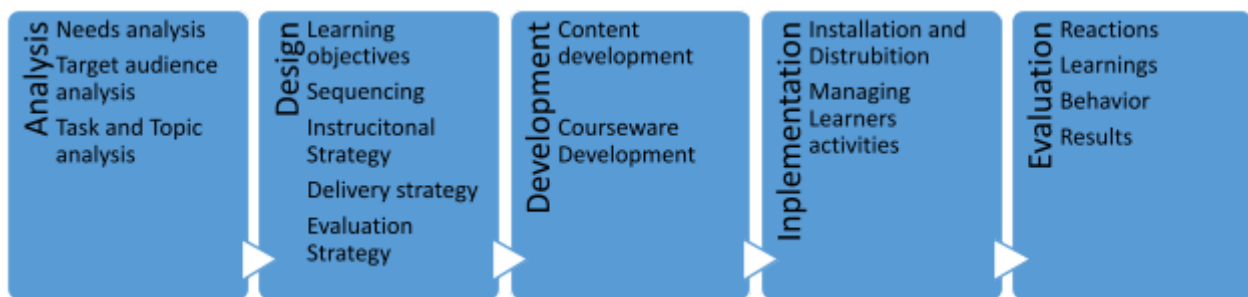
has become available internationally and this revolutionary technology has the potential to change the way individuals learn for the rest of their lives.

Adult learning, especially when on the job incorporates a variety of digital tools. Learning management systems are now being used by companies to introduce numerous courses so that learners from various places and age groups can continue their education. Many organizations have adopted a different approach to learning and training. In order to maintain and manage staff retention levels they have embarked on becoming learning companies. Learning and content design are largely influenced by behaviorism, cognitive theory, constructivism, and connectivism. Behaviourism focuses on the study of overt behaviours that can be observed and measured (Good & Brophy, 1990). It views the mind in the sense that response to stimulus can be observed quantitatively, totally ignoring the possibility of thought processes occurring in the mind. It is based on observable changes in behaviour. Behaviourism focuses on a new behavioural pattern being repeated until it becomes automatic. (Schuman, 1996) identifies the cognitive approach as one which stresses the acquisition of knowledge and internal mental structures which are closer to the rationalist end of the epistemology continuum (Bower & Hilgard, 1981) and in cognitivism, learning is equated with discrete changes between states of knowledge rather than with changes in the probability of response. Additionally cognitive theories focus on the conceptualization of participants' learning processes and addresses the concerns the ways in which information is received, organized, stored, and retrieved by the mind. Jonassen, (1991b) expressed that learning is concerned with what they know. Many modern day companies have seen a shift in their approach to learning. They have sought to become learning organizations and see the need for continuous skills development to meet the

shifting needs. Cognitivism leans more towards a learner-centered design. Individuals create their own knowledge structures (schema) by what is stored in their short and long term memories. Constructivism posits that learners construct their own knowledge through how they interpret their perceptions and experiences. In this era of technology and the digital age; the theory of connectivism acknowledges knowledge as real time, interrelated connections between people, social networks, databases and networks.

Instructional design Models

It is wise to adapt an instructional design model such as the ADDIE model when designing for e-learning. The stages in the ADDIE model are outlined in the diagram below.



Content for an e-learning course is being considered at the analysis and design stages of the ADDIE Model. During the development stage the content is actually being produced.

Knowledge and information is collected and all pedagogical elements and technology needed to support learning are included. As such when designing content within an LMS there are certain considerations which have been observed. Additionally, the Blooms taxonomy indicates the types of cognitive performance ranging from the lowest level (Remember) to the Highest level (create). Content for a course can be represented at any stage of the pyramid (Armstrong, 2017)

The ADDIE methodology comes from instructional models aimed at improving knowledge and skills previously identified and categorized as requiring special work for better performance as

it is important to feedback each phase at the moment of its execution. ADDIE applies current and innovative adult learning and instructional design theories and techniques to analyze, design, develop, implement, evaluate, and modify learning programs. These events are performed by an instructor to stimulate or facilitate new learning and build upon existing knowledge.

“Gagne’s book, *The Conditions of Learning*, first published in 1965, identified the mental conditions for learning. These were based on the information processing model of the mental events that occur when adults are presented with various stimuli. Gagne created a nine-step process called the events of instruction, which correlate to and address the conditions of learning”. (Gagne's 9 events of instruction, 2017)

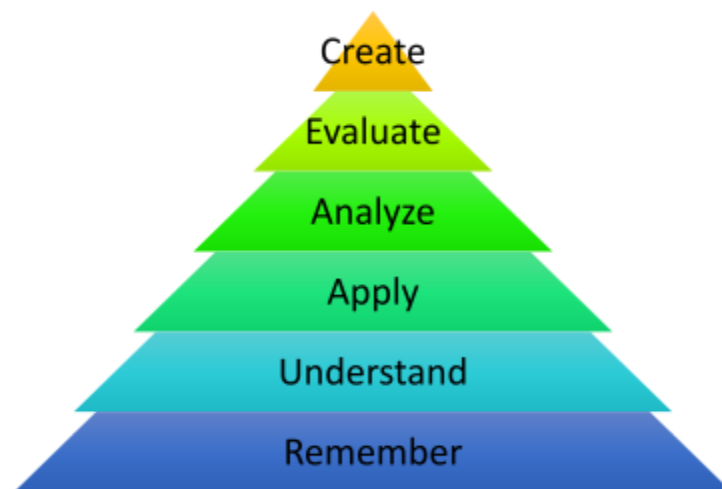
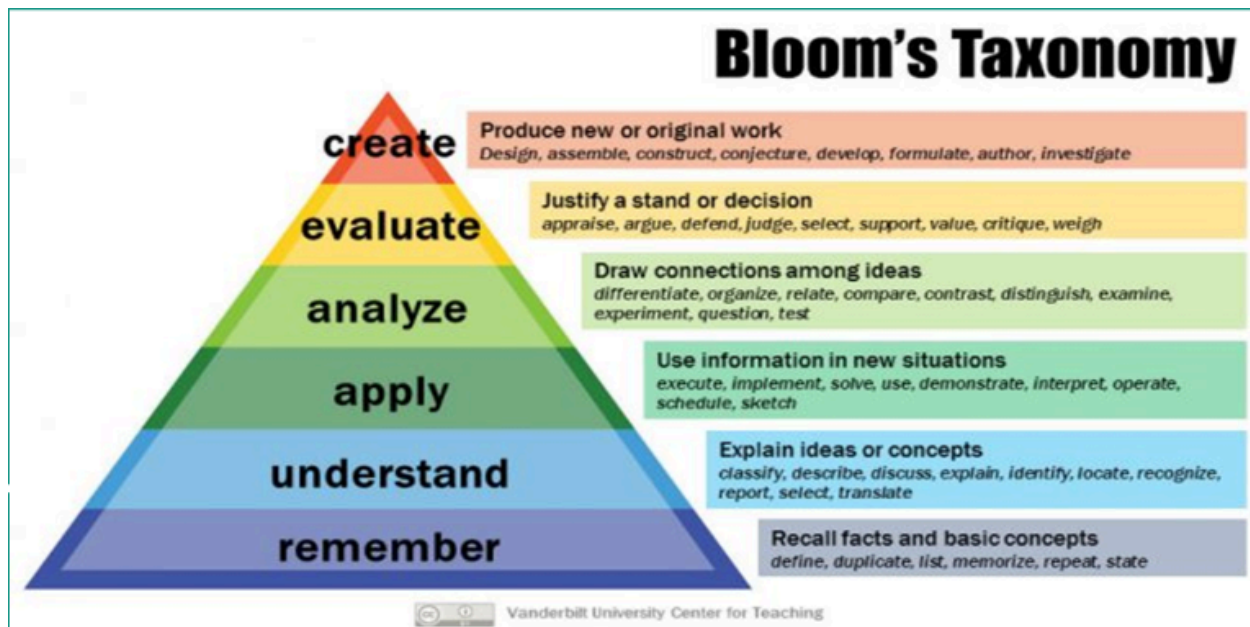


Figure 1 - Bloom's Taxonomy

Gagne’s Nine Events of Instruction

1. Gain attention
2. Inform learners of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide “learning guidance”
6. Elicit performance (practice)

7. Provide feedback
8. Assess performance
9. Enhance retention and transfer to the job



LMS

The alignment between organizational needs and choosing an LMS is critical and the final decision should be an informed one after extensive and comprehensive research on the options available. Google Classroom and other Learning Management Systems (LMS) have spearheaded the path for integrated e-Assessment systems, self-assessment, peer assessment, formative, summative, and competency-based assessment are all supported by Google Classroom as an open source LMS. Google Classroom has enabled e-assessment which allows students to submit their work electronically, speeding up the assignment return process with quick and effective feedback. The table below gives the requisite functional and technical criteria and measures these requirements against the offerings of the Google Classroom LMS, Canvas and Blackboard PRO.

Features	Google Classroom	Canvas	Blackboard PRO	NOTES
Is the LMS accessible via different platforms? Does the UI adapt for handhelds, but also provide a good layout for laptop and desktop users (i.e. is it responsive?)	Y	Y	Y	
Has the LMS provider established ongoing support, and does it regularly roll out updates to keep itself current?	Y	N	N	
Can the LMS import users from the existing user database (e.g. Excel) or application (e.g. Google Apps)?	Y	Y	Y	
Can the LMS import course materials packaged in our current LMSs?	Y	N	N	
Can the LMS support these needs as the organization grows and requires greater resources and functions?	Y	Y	Y	
Can the LMS meet the essential needs of the organization within the allotted financial budget?	Y	N	N	Google Classroom and Canvas are Open Source. Additional costs if hosting required. Blackboard costs over \$30,00 EC annually.
Can the LMS perform consistently at a high level with regular maintenance?	Y	Y	Y	

DISCUSSION

Adult learners are more experienced, more problem-oriented, and more likely than are their younger counterparts to feel self-responsible for learning. Further, older adults learn more effectively when they perceive the content of learning being relevant to their personal lives (Knowles, 1990). Older adults generally need more time to learn and perform better on outcome measures when learning is built upon existing knowledge base and complexity increases gradually (Belbin & Belbin, 1972; Glass, 1994; Hayslip & Kennelly, 1985; Sterns & Doverspike, 1987). active learning can take place in

individualistic learning or Collaborative Learning environments (Prince, 2004). Collaborative Learning can be described as “any instructional method in which students work together in small groups toward a common goal,” and is one of the most common forms of active learning (Prince, 2004, p. 223). Collaborative requires students to actively engage in the learning process by performing together meaningful activities and reflecting collaboratively on what they are learning (Bonwell & Eison, 1991). Small group discussions and peer editing as two ways to facilitate collaborative learning. Learners have the opportunity to interact with their peers, listen, and teach in small groups. Clear directions guide effective small group conversation, which asks students to share a product (a summary of discussion, a consensus view with minority report, or even a critique of the discussion prompt). Peer editing is a method of guiding students as they read and edit each other's drafts of written work. This cornerstone of academic writing style instructs both editors and writers (who must learn to read critically and articulate critique) (who must learn to consume, evaluate, and incorporate feedback).

Reflection

Mithas & McFarlan (2017) along with Johnson (2016) adopt the position that digital intelligence; among other things embraces the ability to understand and utilize the benefits and advantages of information technology to improve the quality of our lives and the ways in which we exist and function. We have observed many changes and developments since the nineties with relation to trends, issues and innovations with the integration of technology and the rapid iterations that have come to be the norm and the standard for the way that we conduct our daily living. The EDID 6510 course has developed and enhanced both my digital intelligence and my

application of knowledge in relation to the design of learning management systems. It has heightened a keen awareness in terms of my appreciation and observation of specific target areas such as continuous online support for the user , modes of delivery of content, competence of learning management system in relation to the desired goals and topic along with accessibility. Accessibility issues were of great concern to me as I work with learners of mixed abilities often and can be often asked to deliver course content without much information on the trainees beyond their initial interest in a given subject area. As such I am now ever mindful of the end user experience in every aspect - Those with obvious disabilities and those who are functional with other idiosyncrasies.

References

- Armstrong, P. (2017). Bloom's Taxonomy. Retrieved from: Vanderbilt University: Center for Teaching: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Boughzala, I. (2019, March 4). Digital Intelligence Key for the Future of Work. AACSB. Retrieved April 6, 2023, from <https://www.aacsb.edu/insights/articles/2019/03/digital-intelligence-a-key-competence-for-the-future-of-work>
- Educause Evolving Technologies Committee. (2003). Course Management Systems (CMS). Retrieved from: <http://www.educause.edu/ir/library/pdf/DEC0302.pdf>
- Fleet, K. (2017). Learning Design and e-learning . Retrieved from: Epic Learning Group: www.epiclearninggroup.com
- ing: <http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>
- Dick, W., Carey, L., & Carey, J.O. (2009). The systematic design of instruction (7th ed). Columbus, Ohio. Pearson.
- Mithas, S., & McFarlan, F. W. (2017). What is digital intelligence?. IT professional, 19(4), 3-6. <https://ieeexplore.ieee.org/abstract/document/8012308>
- Morrison, G. R., Ross, S. M., Morrison, J. R. & Kalman, H. K. (2019). Designing effective

instruction (8th ed.). John Wiley & Sons, Inc.

Rice, D., & Galbraith, M. (2008, November 16). ., ., - YouTube. Retrieved April 7, 2023, from

<https://www.sciencedirect.com/science/article/pii/S2666412722000137>

Statista Research Department. (2022). Percentage of population using the internet in Barbados from 2010 to 2017. Retrieved from <https://www.statista.com/statistics/1055443/internet->

Using digital technologies to promote inclusive practices in education: a Futurelab handbook. (n.d.). National Foundation for Educational Research. Retrieved April 7, 2023, from <https://www.nfer.ac.uk/media/1769/futl05.pdf>

Appendix

Appendix A

Artifact 1 – Content page

The screenshot displays a Canvas LMS interface for a 'Training' course. At the top, a navigation bar includes a hamburger menu, the course name 'Training', and tabs for 'Stream', 'Classwork', 'People', and 'Grades'. The 'Stream' tab is active. Below the navigation bar is a large banner image featuring a blue background with a yellow flag, a globe, and the text 'Welcome to our VIRTUAL COURTROOM ONLINE TRAINING'. A 'Customize' button is visible in the top right of the banner. On the left side, there is a 'Class code' box showing 'i74fr5y' and an 'Upcoming' section indicating 'No work due soon' with a 'View all' link. The main content area features a post from 'MBH Performance Solutions' dated 'Apr 14'. The post begins with 'Hello Everyone,' and contains a detailed welcome message for an orientation course for Clerk Court Marshals ITs and potential IT Marshals. The message states that resources, materials, videos, and quizzes should take about two hours to complete and that participants can go at their own pace. It also mentions that participants should receive a cumulative total score above 80% and that there is no limit on the number of times they can complete a quiz.

Training

Stream Classwork People Grades

Welcome to our
VIRTUAL COURTROOM ONLINE
TRAINING

Customize

Class code
i74fr5y

Upcoming
No work due soon
View all

MBH Performance Solutions
Apr 14

Hello Everyone,

Welcome to this orientation course specifically designed for Clerk Court Marshals ITs and potential IT Marshals. The resources, materials, videos and quizzes should take you about two hours to complete. Feel free to go at your own pace and you can either use the order provided or start in an area that you feel most comfortable with. You can always come back to any unit.

There are 5 Units with 2 additional Units for the Assessments and Additional Resources respectively. We ask that you complete a user satisfaction survey found in Unit 6 under Assessments to help us improve this training course. At the end of the course, you should receive a cumulative total score. It is expected that participants score above 80% to show competency in the materials covered. If you find that you have not received over 80% at the end, feel free to go through the materials again, there is no limit on the number of times you can complete a quiz.

Training Stream **Classwork** People Grades

Students will see this topic once work is added to it

▲ Course Overview

3. ✓ What is required ⋮

Students will see this topic once work is added to it

2. 🎯 What is the Court Marshall ITC ⋮

Students will see this topic once work is added to it

1. 🚧 What is the role ⋮

Students will see this topic once work is added to it

▲ Course Overview ⋮

?

Training Stream **Classwork** People Grades

⚙️ ⋮ M

+ Create

📅 Google Calendar 📁 Class Drive folder

All topics

- 📄 Assessments
- 4. 🗝️ Access to Administration
- 3. ✓ What is required
- 2. 🎯 What is the Court Marshall ITC
- 1. 🚧 What is the role
- ▲ Course Overview

📄 Assessments ⋮

Students will see this topic once work is added to it

4. 🗝️ Access to Administration ⋮

Students will see this topic once work is added to it

3. ✓ What is required ⋮

Students will see this topic once work is added to it

2. 🎯 What is the Court Marshall ITC ⋮

?

Teachers



MBH Performance Solutions

Students

2 students



Actions ▾

A-Z



Celia Neufville



Yvonne Sam Ramsay

