



CALIFORNIA STATE UNIVERSITY
MONTEREY BAY

Zoom Training for Online Teaching

CAPSTONE PROPOSAL

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MASTER OF SCIENCE in

Instructional Science and Technology

Damon Adamo

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Capstone Approvals: (At least one advisor and capstone instructor should approve)

Advisor Name

Signature

Date

Capstone Instructor Name

Signature

Date

Table of Contents

Executive Summary.....	4
Introduction/Background.....	5
Background on Project.....	5
Problem Description/Current Performance.....	5
Desired Performance.....	5
Target Audience.....	6
Literature Review.....	6
Solution Description.....	7
Goals of the Project.....	7
Proposed Solution to Fill the Gap.....	8
Content Outline.....	9
Learning Theories/Instructional Principles.....	9
Gagne.....	9
Bandura.....	10
Vygotsky.....	11
Instructional Strategies/Justification.....	12
Gagne – Theory Application.....	12
Bandura – Theory Application.....	14
Vygotsky – Theory Application.....	15
Media Components.....	17
Anticipated Challenges.....	17
Methods/Procedures.....	17
Design and Development of Project.....	17
Finalizing Steps.....	18
Major Deliverables.....	18
Resources.....	19
Time/Money/Hardware/Software/Etc.....	19
Technical Skills.....	19
Timeline/Progress Report.....	19
Evaluation/Testing.....	20
Formative Evaluation Plan – May 2012 Usability Evaluation Results.....	20
Formative Evaluation Plan – November 2012 Usability Evaluation Test.....	22
Summative Evaluation Plan - July 2012 Learning Analysis Results.....	23

Summative Evaluation Plan - November 2012 Learning Analysis.....	24
References.....	25
Appendix A – Basic eTools Intro module (Usability Evaluation).....	26
Appendix B – Basic eTools Intro module (Usability Evaluation).....	27
Appendix C – Basic eTools Intro module (Pre & Post-Test Learning Analysis).....	28

Executive Summary

Weight Watchers provides an online support tool called eTools to paying Weight Watchers members. This online tool provides a level of information and support to members as they lose weight and reach their weight goals. However, the availability of training instruction programs for eTools has not kept pace with the increased access to eTools through the Monthly Pass payment option.

The goal of this Capstone is to provide a structured eTools training format through the creation of an eTools online training program. This structured training program will help to close the gap between existing eTools training programs and the desired level of information being requested by members in meeting rooms and through customer service call data.

Research studies from the corporate office indicate that members that use eTools, in addition to attending Weight Watchers meetings, lose 50% more weight than members that simply attend meetings. As such, this structured training program will foster more member participation in eTools which will create a positive weight loss environment for the members. This positive environment will lead to increases in member weight loss success, member good will towards the company and member referrals to friends and family members. Ultimately, these increases will impact the financial standing of the company, as well as, impact the company's goal to change the obesity epidemic in the United States.

Presently, a video detailing the steps to create an eTools account has been produced and an online eLearning module has been created to cover the basics of the eTools program. Usability tests of the online module indicate a high-level of excitement and effectiveness with regards to the training module and a learning analysis of the module is being conducted during the summer of 2012. Future online modules will be developed beginning in August 2012 and will be completed by December 2012. These modules will be hosted via a website that will be accessed by Weight Watchers members. This Capstone completion is on target for a December 2012 launch in order to ensure it reaches the broadest level of access during January, which is Weight Watchers busiest month.

Introduction/Background

Background on Project

Currently, Weight Watchers offers a proprietary online support system for their paying members called eTools. By using eTools, Weight Watchers members can track their food intake, activity goals, weigh-in results, recipes, and use other program tools to support their weight loss efforts. Over the course of the last four years, the availability of eTools to members has increased due to a monthly payment plan called the “Monthly Pass” which includes the free use of eTools for these members. However, while eTools availability has increased, the training programs accessible to members (currently consisting of an online tutorial with pop-up window explanations) have not kept pace with the increased exposure to the program. Due to the large eTools member population, offering a broader eTools training program would create more knowledgeable and happier members, which could impact revenue for the company.

Problem Description/Current Performance

Through Customer Service call data, member email surveys and member feedback in the meeting rooms, results indicate that members are expressing difficulty with a variety of eTools functions. Company data indicates only about 30% of Monthly Pass members use free eTools features. Initially, members express a lack of understanding about how to access eTools and create their accounts. In addition, members express difficulty finding online tools needed (such as Restaurant locator or Recipe Builder) to support their weight loss goals. Also, data indicates that members are using the program simply as a tool to support online tracking of food choices and are unaware of the full capabilities of eTools. Finally, members express confusion over how to use Weight Watchers mobile applications and the syncing capabilities with their online eTools account. Members’ inability to use eTools creates a gap in brand perception and loyalty, creating frustration and negative perception with regards to the company.

Desired Performance

The initial beta test of this online training program will be at the Monterey WW center starting in January 2013. Currently, statistics from the corporate office indicate that 70% of the 400 Monterey members (280 members) have access to eTools but only 30% of those users (84 members) use eTools. In addition, the WW corporate office has defined “regular use of eTools” as 3 times a week. For the Monterey center, the desired number of members using eTools after

completing the online program is 50% or 140 members. Also, the desired weekly use of eTools by Monterey members would be increased by 1 day to 4 times a week. If Monterey member statistics indicate a higher number of members using the eTools program or an increase in the amount of time members use eTools, the Weight Watchers corporate office will consider a nationwide roll-out of the online training program. As such, it is the goal of the Instructional Designer to surpass the desired performance goals set out by the Weight Watchers corporate office in order to launch the online training program at a nationwide level.

Target Audience

The learner population will comprise all members of Weight Watchers that have access to eTools which is close to 70% of membership, based on recent statistics from the corporate office. Demographic data from the corporate office indicates that over 80% of Weight Watchers members have email addresses and some type of hardware and software to access the internet. However, according to internal company data, technical skills with regards to familiarity of internet usage vary significantly over the Weight Watchers population. Most of this data is obtained from statistics of customer support phone calls to the corporate office. The initial launch of the online training program will be offered at the Monterey, California, Weight Watchers store located in the Del Monte shopping center. This store averages 400 members a week with an average of 13 members joining per week. The online training programs will be offered to all Monterey Weight Watchers members as a free additional support tool and will be advertised to Monterey store members through meeting room flyers.

Literature Review

There are two industry research trends to consider when reviewing the creation of the eTools online training program. First, the efficacy of online versus in-person training programs was examined to ensure that providing the online training program would provide the level of support required by Weight Watchers members. There are some inherent advantages in a face-to-face environment that provides the level of interaction that Weight Watchers' members are accustomed to as part of their meeting room experience. However, the advantages of an online training outweigh the in-person benefits. These advantages, such as decreased long-term cost and convenient consumer access, provide a powerful argument to support the use of the online training program. In addition, "online training is learner-centered, which allows learners more control with course pacing, sequencing and styles" (Bartley & Golek, 2004, p. 170). This

learner-centered approach will help meet the needs of both novice and expert eTools users. Finally, by creating an online training program, members that would not be able to attend in-person workshops would also have access to this training program. Therefore, the online training program will help to both increase the number of members participating in the program, and also provide the level of learning needed to fill the desired performance gap.

The other industry research trend to be examined is the impact of online tools as a support for weight loss efforts. There are a variety of weight loss plans available to the general public offered through online components. Numerous research studies have been conducted to review both the level of interest in online weight loss programs, as well as the ease of use of these programs. While there are specific studies examining the weight loss results of Weight Watchers members, there is little information about the use of Weight Watchers online program, eTools, as a support mechanism for Weight Watchers members. General feedback regarding online weight loss programs indicates that utilizing structured tools for weight loss, such as food journals, as well as utilizing the programs on a more frequent basis increased the weight loss results. “Online programs that helped participants lose weight emphasized dietary and physical activity changes, used cognitive and behavior strategies and provided personalized feedback and support” (Saperstein, Atkinson, & Gold, 2007). The eTools online training program will increase member familiarity with the online environment, knowledge of various functions of the program, as well as encourage members to utilize these services on a regular basis.

Solution Description

Goals of the Project

The goal of instruction is to help members become more familiar with eTools and use the program as a tool in their weight loss efforts. This would be realized by offering an eTools online training program to achieve the learning outcomes. The online training program would provide an opportunity for members to learn about the various features of eTools at their convenience and in the comfort of their own environment. In addition, the online training program will provide an opportunity to practice using these features prior to the members accessing them with their eTools account. The objectives of the online training program would be to provide members with a familiarity of the basics of the eTools program, as well as, a variety of modules that would include a more thorough exposure of some of the additional

benefits eTools offers during their weight loss journey. By participating in the online eTools training program, Weight Watchers members will:

- identify the five basic functions of the eTools program.
- distinguish between the various support tools provided by each of the five basic functions.
- interpret the use of each specific tool with relation to their weight loss efforts.
- identify various advanced eTools support programs to impact their weight loss.
- evaluate the usefulness of the eTools training program.
- indicate their level of interest in further eTools training programs.

Proposed Solution to Fill the Gap

In the interest of making sure the online training program is relevant to both new members and current members, the program would include novice and advance skill training with eTools. The online training program will offer a variety of training modules that can be selected by the participant. For the novice user, there will be an introduction eLearning program with highlights for each of the main modules to be examined and a video that details how to create their eTools account. For current eTools subscribers, the online training program will provide a variety of modules with both information and highlights of a particular aspect of the eTools program, as well as an opportunity for the members to practice that particular eTools activity.

The impact of this proposed training solution is significant for both Weight Watchers members and the company as a whole. Research studies from the corporate office indicate that members that use eTools, in addition to attending Weight Watchers meetings, lose 50% more weight than members that simply attend meetings. As such, this structured training program will foster more member participation in eTools which will create a positive weight loss environment for the members. This positive environment will lead to increases in member weight loss success, member good will towards the company and member referrals to friends and family members. Ultimately, these increases will impact the financial standing of the company, as well as, impact the company's goal to change the obesity epidemic in the United States.

Content Outline

Below is a basic module outline of the content intended for the online training program. Potential changes to the main content and subsequent modules may occur, depending on changes to the eTools program by the Weight Watchers corporate office and additional requests from members.

Main Content	Modules
<i>PointsPlus Tracker</i>	Food Tracker • Basic • Advanced Activity Tracker • Basic • ActiveLink
<i>Recipe Builder</i>	Basic • Create Recipe Advanced • Lighten Up Recipe • Use Cupboard View Recipes
<i>eTools Extras</i>	Community Boards • Community Challenges Main Page Functions eTools Account Creation

Learning Theories/Instructional Principles

The online eTools training program will include a variety of learning theories. The overarching theories for the training program will include learning theories from Gagne, Bandura, and Vygotsky.

Gagne

Robert Gagne's Conditions of Learning serves as a link between the stimulus-response focus of behaviorist learning theory and the involvement of the cognitive process in learning that is a hallmark of the cognitive learning theories. "Gagne explored the complex processes of learning and instruction, and explained them...in a simple, understandable way" (Richey, 2000, p, 278). The focus of his theory revolves around five major categories of learning, as well as nine instructional events and the cognitive processes that correspond with those events.

Gagne's theory proposes that there are five classifications of learning. These classifications are verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. The classifications indicate a level of "capabilities [that] consist of both a mental component (the retained disposition) and a behavioral component (performance)" (Gredler, 2009, p. 146). In addition to the classifications, Gagne suggests that a hierarchy should be considered for the intellectual skills capability. However, Gagne's theory noted that "a learning hierarchy is neither a logical ordering of information nor a description of the ways in which verbalized knowledge is acquired" (Gredler, 2009, p. 159). Therefore, this hierarchy of intellectual skills describes a method of questioning learning to ensure the learner has attained the requisite complex skill.

Gagne also proposed nine instructional events that can be categorized in three broad stages – (1) preparation for learning, (2) acquisition and performance and, (3) transfer of learning. These nine events provide the necessary environment for learning and help to design effective instructional methods. The goal of the first stage, preparation for learning, focuses on creating an environment that is susceptible to learning. This is done through the use of the first three events which are gain attention, identify the learning objectives, and stimulate recall of prior knowledge (Little, 2001, p. 205). The second stage, acquisition and performance, involve the learner in the heart of the learning environment. These four events are to present the context, provide learner guidance, elicit performance and provide feedback. Of all nine events, Gagne believed that encoding or "assigning meaning and transferring the information to long-term memory...is the central and critical stage in learning" (Gredler, 2009, p. 155). Finally, the third stage, transfer of learning, provides an opportunity for the learner to transfer their knowledge to other situations and continue to build their learning. The last two events within this stage are to assess performance and to enhance retention and transfer. It's important to note that while there are nine events of instruction, there is no iron-clad rule that all must be followed or that they must be followed in the sequence provided (Little, 2001).

Bandura

Albert Bandura's Social-Cognitive Theory is a theory that, as its name implies, includes a focus on cognition and the learner's mental involvement as an essential component of social learning. For Bandura, the strict stimulus/response theory of behaviorism focuses too much on

the learner's actual behavior. He proposes that learning happens when we take observed behavior and assimilate it into our own knowledge database.

Bandura proposed that the key factors that influence learning begin with the observation of others. Through observation of modeled behaviors, attitudes, etc., the learner makes decisions about how to act. According to Bandura, the learning happens through a three-way relationship between the behavior, the environment, and the cognitive or personal events inherent in the individual learner (Gibson, 2004, p. 197). "The learner's ability to code and store transitory experiences in symbolic form and to represent future consequences in thought are essential to the acquisition and modification of human behavior" (Gredler, 2009, p. 361). Finally, Bandura places an emphasis on the learner's beliefs in their own capacity for learning (self-efficacy), as well as on the learner's ability to focus on self-determined goals and self-evaluate and regulate behaviors (self-regulation).

In Bandura's theory of social-cognition, the role of the instructor in the learning process involves three steps. And the instructional strategies best used to exemplify this theory are in alignment with the roles the instructor uses to best meet the learner's needs. The first step is to determine the appropriate model(s) for the learning process. These models can be "live", including the instructor, peers, etc. They can also be symbolic models, such as those found in mass media like television, computer-based training programs, etc. "The major advantage of symbolic modeling is that the models may be viewed more than once by students" (Gredler, 2009, p. 373). In addition to determining the actual model, the instructor also needs to consider the behavior(s) that need to be modeled. By taking into consideration the behavior, an appropriate model can be chosen to best create a learning environment rich in examples.

Vygotsky

Lev Vygotsky's Cultural-Historical Theory focuses on the impact of social interaction in various stages of learning, as well as the development of cognition through the use of social structures (such as symbols, gestures, and language). "The key to the development of complex mental functions is mastering the signs and symbols of the culture as the means to master one's thinking" (Gredler, 2009, p. 341). For Vygotsky, the animal-based research processes of previous learning and/or psychological theories did not apply to the unique development of humans. Vygotsky's learning theory focuses on levels of cognitive development from childhood

to adolescence and beyond. In addition, he believed individual development happens in relation to the social and cultural context within the learning environment.

Vygotsky's learning theory includes the concept of a Zone of Proximal Development (ZPD). The ZPD provides an opportunity for learners to engage in the learning process and advance to higher levels than what could be reached with independent study. This scaffolding approach to learning means that "the student must imitate, invent, and practice with respect to him- or herself the same forms of behavior that others formerly practiced with respect to him" (Gredler, 2009, p. 329). In addition to social interaction, Vygotsky indicated that the use of symbols plays a significant role in the formation of higher learning functions. According to Vygotsky, evolutionary development meant that "at some point...primitive humans began to master and control their memory through artificial symbols that they created" (Gredler, 2009, p. 310). For learners in this current era, this evolution means that humans are able to arrange and organize their mental worlds with the help of symbols. In doing so, learners are able to communicate and express their thoughts and desires and ultimately, these tools become a form of organizing their internal thought processes. "Human development is characterized...as the transformation of the interpersonal into the intrapersonal" (Holland & Valsiner, 1988, p. 247). And according to Vygotsky, this transfer to more complex learning functions is aided through the use of symbols.

Instructional Strategies/Justification

Gagne – Theory Application

Gagne's Conditions of Learning will be utilized in the online training program. The program will include learning that touches on four of the five categories of learning outlined by Gagne. The first category, verbal information, will be achieved by using labels and facts to create a level of familiarity with the various online tools available to Weight Watchers members. Descriptions of the PointsPlus Tracker, the Plan Manager, and other aspects of the eTools program will highlight not only the descriptive words but how these words can be used by members to help them achieve their goals. After the training program, members will be able to confidently state the name of the online tool and summarize its usage.

In addition to the verbal information category, members will also be able to "distinguish, combine,...[and] classify" each of the various online eTools components, thus ensuring that Gagne's category of intellectual skills is involved in both programs (Gredler, 2009, p. 149). This

will be achieved through the use of “try it” features in the online training program. Members will actively use the knowledge gained in the initial demonstration to manipulate an example of the program. By allowing the member to play with the program and test out their knowledge, the member’s involvement in the program and learning is deeper than simply knowing and recognizing the terms within the eTools program.

Cognitive strategies will be realized through the ability of the learner to choose the online training module that will best meet their needs with regards to the eTools program. Allowing the learner to determine their level of need and their interest in a particular module will help the member develop metacognitive skills. The member’s self-awareness of learning needs and learning outcomes will help them to first learn the specific tool and then to assess their knowledge and skill level with regards to each of the online tools.

Finally, the training program will provide a level of learning with regards to attitudes. During the online training program, members will be provided with a survey to assess their level of interest in the specific tool. It will be more challenging to affect and assess an attitude change when the members use the online training program. However, with the independence that is inherent in the online training program, “students will ultimately learn to value [CBT] for the key role that it will play in meeting the challenges of lifelong learning” (Gilles Doiron, 2001, p. 2). The intent of the online training program is to encourage members to develop an interest in eTools that will help them with their weight loss goals. In addition, results from eTools usage statistics from the WW corporate office, as well as discussions from members in the meeting, will provide a level of feedback with regards to the attitude shift that members experience as a result of their involvement in the training program.

It is important to note that while the training program will use some of Gagne’s Nine Events of Instruction, they may not be used in exactly the same order as described by Gagne nor will they all be used. However, most learning theorists agree that while the order may not be rigid, “effective [learning] presents content, guides the student in practice, provides for independent practice by the learner and assesses how well the learner is doing” (Little, 2001, p. 206). The online program will focus on the two steps of the first stage in the nine events – preparation for learning. The online training program will grab the member’s attention through the use of exciting graphics and music. Then, the next slide will outline the purpose and objective of that particular eLearning module.

The second stage of the nine events – acquisition and performance – will comprise the bulk of the online training program. The training program will present the content and provide learner guidance through slides in the eLearning module that provide information on the specific tool to be discussed in that module. During the online training, information will be provided through interactive elements such as program simulations and roll-over options. Then, the training program will elicit feedback regarding the specific online tool. The online training program will elicit feedback through the use of a “try it out” feature in which the member will be able to play with the specific tool on the training module. This will be done through the use of a training simulation and the directions will be provided in order for the member to understand what is expected out of that particular “try it out” feedback option.

The final stage of the nine events – transfer of learning – will be applied to the training program. During the online training, members will have the option of “trying out” the specific tool and will be provided with feedback if they click on the wrong area or perform the incorrect task. This opportunity to “try out” the online tool provides a way for interaction with the actual program without the need for a quiz or other structured assessment device. “Authenticism involves ordinary practices of the culture, as opposed to hybrid activities that are more reflective of the education and training culture rather than the real world” (Richey, 2000, p. 12). This information will then be routed to the instructional designer to be used to assess the learning module and potentially change it to impact an improved learning opportunity for the members. In addition, evaluation of the training program and the knowledge transferred from these programs can be assessed through member data from the WW corporate office. The office will be able to track the usage of eTools by members in the Monterey area and will be able to confirm if the members use the tools on a regular basis, use various aspects of the online program for support and ultimately if there is an increase in weight loss due to the use of the eTools program.

Bandura – Theory Application

Bandura’s Social-Cognitive Theory will be utilized in the online training program. There are a variety of benefits to using Social-Cognitive Theory’s focus on observation in order to affect lifestyle change in Weight Watchers members. Bandura himself examined the effectiveness of his theory with relation to self-health promotion and management. In an article in *Health Education & Behavior*, Bandura states that “social cognitive theory offers both predictors and principles in how to inform, enable, guide, and motivate people to adapt habits

that promote health and reduce those that impair it” (2004, p. 146). The format of the online training program will provide a high degree of information regarding eTools and will guide the members in their usage.

However, while the online training program will provide the behavioral support and environmental conditions ripe for learning, it will only be effective if the cognitive element is involved. The availability of information “cannot do much if individuals cannot motivate themselves to take advantage of what they have to offer” (Bandura, p. 150). Therefore, while the training program will help the members to be informed about eTools, it is up to each member to develop the requisite skills with the eTools program. In order to encourage self-motivation during the online training program, it will be designed in a manner to allow the online user to “try out” the various features of eTools. By encouraging members to try the feature in a training program first, they will hopefully feel more confident in attempting the same actions in their own eTools program.

The use of Bandura’s concept of modeling will be evident in the online training program. The online program will be modeled by a symbolic representation – either through video that introduces the eTools Guide, or through the voice component in each of the online eLearning modules. The online users will be able to mentally and emotionally connect with the voice and image of the eTools Guide and feel a sense of comfort and support. In addition, reinforcement plays a pivotal role in Bandura’s theory of modeling and also in the online training program. The program will provide an opportunity for the member to interact with the eTools program, to “try out” a skill and to determine how comfortable they feel using that tool within their own eTools program. It will be important to build in positive reinforcement throughout the online training program. Through the use of hints and positive reinforcement text boxes, the members will be provided with reinforcement on their efforts. Also, it will be important to provide support during failed attempts and to ensure that the language and colors used during a failed attempt are still positive and supportive.

Vygotsky – Theory Application

Vygotsky’s Cultural-Historical Theory will be utilized in the online training program. One of the focuses of Vygotsky is on social collaboration as a tool to foster learning. “A key notion of the sociocultural theory is that individuals learn through exposure to experts in their environment” (Ghosh, 2004, p. 307). The online training program will not be able to provide the

level of interactive collaboration among eTools users that an in-person workshop could provide. However, it will still provide an opportunity for the novice user to learn from the expert (aka. the computerized interactive tools). Plus, an email address will be provided for the users to interact with the creator of the program and ask questions and get feedback from a more experienced user.

In addition, the online training program will make use of Vygotsky's Zone of Proximal Development. The use of scaffolding as a tool to help members achieve their desired eTools usage objectives will be evident in the online training program. In the program, the modules will be structured in such a way as to build on previous knowledge. Module structure will include a beginning or basic training module. The online user will be provided an opportunity to interact with the basic module and participate in a simulation of the basic feature. Upon completion of the basic simulation, the online user will be able to leverage their basic learning by interacting with more advanced features. Therefore, the online program will be use scaffolding to build upon the member's knowledge and ultimately create advanced skill development.

Finally, Vygotsky's emphasis on symbols and their impact on cultural learning will be evident in the online training program. "In history, groups take up new mediating devices, some of which become central to shaping the information and the processing of information in the society" (Holland & Valsiner, 1988, p. 253). WW has created a cultural atmosphere through the use of copyrighted symbols, such as the "Weight Watchers swirl". WW symbols help identify the weight loss program to other members and create a group identity that is only understood among members. The term PointsPlus values means more to a member than simply the number that is assigned to a food. eTools also has a variety of WW symbols, starting with the terms eTools and Plan Manager. These tools will be discussed in length in the online training program. In addition, rather than using generic words or generic buttons or images in the online modules, the graphic materials will include actual Weight Watchers images. For example, when members see a button that says "PointsPlus Tracker" during the training programs, they will be able to go straight to their own eTools account and find that exact button in their own online program. By ensuring the graphics and symbols used throughout the training program mirror the actual graphics and symbols used by WW, the training program will provide a bridge to support further member learning, and an opportunity for the members to develop a stronger connection with the WW brand and community.

Media Components

The delivery method for the online training program will be through a secure website that can be accessed via browsers such as Mozilla Firefox, Internet Explorer and Google Chrome. Access for the training will be password protected as it will contain proprietary information that is only provided to existing Weight Watchers members. Navigation through the site will allow the viewer to access the modules that interest them and/or bypass the modules in which they have an existing expertise. Videos, software simulations and practice activities will be used to display the various modules of the program. Interactive training simulations during the online program will provide a means of evaluation of the success of the modules and whether or not new modules should be developed.

Anticipated Challenges

Due to the diverse member population, it will be important to provide training tools that provide education for differing levels of need, from novice to expert eTools users, as well as the various member learning styles. The online eTools training program will face unique challenges. These concerns are addressed in the creation of the media component for the online training program. Due to the nature of the online environment, the online training program could run into some issues of user-navigation such as server compatibility issues, slow internet connection, and unfamiliarity with online tools. Consideration will need to be made to provide a delivery mechanism that works across a variety of browser platforms. In addition, the training navigation will need to be easily understood by a novice internet user but still entice viewers that have a high degree of internet knowledge.

Methods/Procedures

Design and Development of Project

There are a variety of resources available in order to design, develop and implement both the online training program. The training program will rely on access and use of the online program, eTools, by the ID. In addition, the ID will be utilizing a variety of Subject Matter Experts that have been delivering an in-person eTools Workshop to a small group of members in the Monterey area. Also, the initial launch of this training program will be to a group of members in a single Weight Watchers center in Monterey, CA. The feedback and data collection

from these existing members, as they participate in the training program, will provide the necessary formative evaluation to adjust the instructional product to best suit the member's requirements. Finally, the company will be providing support and information, including feedback on changes to member's usage of eTools, as well as members signing up for the Monthly Pass option, through their conduit, the Territory Manager for the Monterey area.

Finalizing Steps

In order to ensure that the online eTools training program is solving the issues addressed by members, it will be important to offer an opportunity for members to evaluate the efficacy of the training. The online training program will provide a quick turnaround in the formative evaluation data by using interactive simulations during the training. Once evaluation data is collected, online modules will be updated with information requested by members. In addition, any technological issues or problems with user-interface can be quickly addressed.

Major Deliverables

The following items will be delivered upon completion of this Capstone in December 2012:

- Online eTools Training Program
 - Training Modules (created in Captivate)
 - HTML (DreamWeaver shell)
 - Password protected website
 - Hosted on itcdland server until server purchased by ID or sponsored via WW corporate office
- Flyers for Monterey WW center with information on access to online site
- Inform Monterey WW staff re: online training program
 - Email blast to all staff
 - Request Monterey WW Leaders mention during meetings
 - Request Monterey WW Receptionists mention to members during weigh-in
- Promote online program during in-person eTools workshops (good follow up to existing workshop)

Resources

Time/Money/Hardware/Software/Etc.

The company would like to launch the online eTools training program in January, which is Weight Watchers' peak enrollment and member month. There is no funding for the online training program so costs must be kept to a minimum. The ID will use a screen capture software (Captivate, Jing, Camtasia, etc.) to highlight the software simulations and most of the software is either purchased or freeware. Video will be taken at the Weight Watchers store location in Monterey or at the CSUMB studio. All talent, support and SMEs for the online component will be participating on a voluntary basis. After examination of the "beta" launch by the Weight Watchers Corporate Office, a potential budget will be developed in order to provide compensation for any additional launch.

Technical Skills

The ID will require technical skills in order to produce professional looking screen capture video and audio and website creation. These skills can be developed through online training, class exercises and additional support from SMEs. As such, the project will probably need to be completed with some support from other personnel.

Timeline/Progress Report

<u>Training Program</u>	<u>Projected Start Date</u>	<u>Projected Due Date</u>
Create eTools Account Video	2/3/2012	4/20/2012
eTools Intro Module ("Plan Manager Basics")	2/3/2012	5/15/2012
eTools Intro Module (Usability Test)	5/1/2012	5/15/2012
eTools Intro Module (Learning Analysis)	7/9/2012	7/31/2012
<u>eLearning Modules (Show Me Modules)</u>		
• Recipe Builder - Basic	9/4/2012	9/11/2012
• PointsPlus Tracker – Basic (Food Tracker)	9/19/2012	9/25/2012
• PointsPlus Tracker – Advanced (Food Tracker)	9/19/2012	9/25/2012
• Recipe Builder - Advanced	10/2/2012	10/8/2012

● PointsPlus Tracker (Activity Tracker)	10/2/2012	10/8/2012
● PointsPlus Tracker (ActiveLink)	10/9/2012	10/15/2012
● Community Board (Extras)	10/9/2012	10/15/2012
<u>eLearning Modules (Try It Out Modules)</u>		
● Recipe Builder - Basic	10/16/2012	10/22/2012
● PointsPlus Tracker – Basic (Food Tracker)	10/16/2012	10/22/2012
● PointsPlus Tracker – Advanced (Food Tracker)	10/16/2012	10/22/2012
● Recipe Builder - Advanced	10/23/2012	10/30/2012
● PointsPlus Tracker (Activity Tracker)	10/23/2012	10/30/2012
Intro to Site Video	10/23/2012	11/6/2012
Final eTools Online Training Program (Usability Eval)	11/7/2012	11/20/2012
Final eTools Online Training Program (Learner Analysis)	11/7/2012	11/20/2012
Final modifications based on Usability Eval & Learner Analysis	11/28/2012	12/17/2012
Final eTools Online Training Program Submitted		12/18/2012
Beta Launch of eLearning Modules in Monterey		January 2013

Evaluation/Testing

Formative Evaluation Plan – May 2012 Usability Evaluation Results

An initial usability evaluation was conducted in May 2012 for the eTools Intro Module. Results from the usability evaluation indicate that most of the module's technical aspects functioned properly and that voice, sound, graphics and text were pleasing to the test subjects. However, comments from two novice users indicate that the beginning portion of the module's spoken interaction is too slow and this was rectified (through a new voice recording).

The test subjects, novice and expert eTools users, expressed concerns regarding how to proceed within the interactive tour component (eTools Tour). Feedback from users indicated a need for either a directional component, “no forward or back buttons available”, or a vocal directional component to remind the users of the next step when the eTools Tour is completed. This issue was rectified by providing user direction throughout the interactive tool through voice

direction. A reminder to click on the next eTools Tour button was inserted at the end of the first section and then another reminder was provided at the end of the tour to click on the Exit eTools Tour button upon completion. In addition, the eLearning Module provides a “help” button that directs the user back to the navigational direction slide with explicit guidance for the interactive element.

Implementation of the eLearning Module appeared to be smooth. There was no negative feedback from the test subjects regarding a challenge with accessing the eLearning Module and it was tested on both Mozilla Firefox and Internet Explorer. One expert user did not have a computer with audio but was still able to complete the eLearning Module. This expert user did redo the eLearning Module at a later time and indicated that the audio component was a support but not a needed element to the training.

Reactions from both novice and expert users were overwhelming positive. In answer to the question of what “three words or characteristics would best describe this training”, the responses included “engaging”, “interactive” and “informative” from more than one test subject. Test subjects expressed their approval of the overall look of the training module, and the technical aspects (such as highlights and vocal articulation). In addition, all test subjects indicated that they would recommend this training to a friend.

In terms of the effectiveness of the training with regards to the objectives for the eLearning module, results from the quiz indicate that members are able to answer the questions on the first or second try. Novice members had some challenges with the questions and one novice member was able to catch an incorrect answer in the quiz portion. The time stamps from the surveys indicate that the novice users took on average 20 minutes to participate in the eLearning module and the expert users took about 15 minutes. All users (except for one novice user who does not have time) indicated they would participate in future online eTools training programs.

There was a discrepancy between a novice and expert user with regards to the broad subject being covered in this specific module. The novice user indicated that it “seems like a lot for one module” while the expert user indicated that they “would have liked more detailed information”. The disparity between the two users is to be expected as the novice user may experience some cognitive overload with the vast amount of information. However, the expert user is already familiar with these basic eTools features and therefore does not experience this

cognitive overload. This issue will be rectified by providing a variety of online training modules that include both a basic tutorial for the novice user, as well as an option for advanced tutorials for the expert users.

In addition, there was a noticeable difference between the novice and expert user's feedback with regards to technical ease of use. Novice users seemed to indicate a high level of agreement and comfort with regards to the various technical aspects of the module. Out of a rating scale of 1 to 7 (1 = disagree strongly and 7 = agree strongly), the novice users did not mark the technical aspects lower than a 6.5 average. However, the expert users indicated some challenges with the various components and marked their scores as low as a 4.5 average. This disparity between novice and expert users was expected by the ID. The ID anticipated that the novice user would simply sit back and interact with the training module in a linear fashion, moving through each of the basic tools as they are unfamiliar to the user. However, the ID anticipated that the expert users would interact with the training module in a more disjointed fashion, clicking on the tools they wanted to learn more about and disregarding tools with which they were already familiar. This issue will be rectified through the use of basic and advanced training modules to support the learning desires and skill levels of the various end users.

Overall, the results from this usability evaluation indicate that the eTools Intro eLearning Module developed will meet the desired objectives. Some changes have been made, including more direction for the interactive eTools Tour component of the module. In addition, the interactive assessment at the end has been changed to scenarios which will better match the desired objectives of familiarity with the five basic tools, distinguishing between each of the five basic tools and encouraging members to utilize a specific tool during their weight loss journey. In addition, due to the feedback of this usability evaluation, the ID has determined the importance of creating both a basic and advanced training program to better suit the needs and learning development of novice and expert eTools users.

Formative Evaluation Plan – November 2012 Usability Evaluation Test

The initial usability evaluation was conducted on a single module ("Basic eTools Intro" Module) in May 2012 and results indicated a positive reception to the online delivery vehicle. However, to ensure that all media components function properly and all technical glitches are discovered prior to full launch of the online training program, a second usability evaluation will be conducted in November of 2012. This usability evaluation will be comprised of all training

modules and the HTML shell. It will be conducted prior to launch of the training program. This usability evaluation will check for technical glitches with the HTML shell, problems associated with access to the training program via a password protected website, and technical issues associated with the training modules themselves. Results from this usability evaluation will provide the ID with feedback regarding the online training program. Based on the results, modifications will be made to the various components in order to improve the user's experience with the program.

Summative Evaluation Plan - July 2012 Learning Analysis Results

An initial learning analysis was conducted in July 2012 to assess the level of knowledge gained from the “Basic eTools Intro” module. A pre-test and post-test indicated learning improvements and helped to formulate a plan of action for the remaining online eLearning modules. However, while learning gains were achieved, there were some areas of discrepancy that will be analyzed and could potentially impact the design of this training module and future training modules. An example of the pre/post-test is included in Appendix C. A thorough examination of the various test questions raised some interesting observations and results. These observations can be separated into two major sections with very different feedback from the test results. Test results from the pre and post-tests indicate that WW members are not familiar with the names of the various tools available to them through the eTools program. However, with test questions that provided a screen shot of the tool, members were more accurate in their assessment of the tool's purpose. Based on these observations, a recommendation for future development is included below.

The largest percentage increase in learning gains was established in the first question. This question was in regard to how to access the Program Manager tool (the hub of the eTools program) when on the Home Page of the Weight Watchers website. During the pre-test, not a single member was able to accurately circle the area in order to access the Program Manager. However, the post-test indicates an 82% improvement with 9 users accurately circling the correct area and only 2 users still uncertain about how to access the tools. This feedback provides a strong support for incorporating this information in the Basic eTools Module and continuing to train this element in all modules.

Another important discrepancy exists between the pre-test results for two separate sections in the assessment tool. Questions 2 through 7 used an image of the 5 “buttons” that can

be found on the Plan Manager and asked the members to circle the name of the tool that best fits the needs described in each question. Results of the pre-test showed a wide spread of answer choices with an average of 37% of the choices not correct. This wide spread is significantly different than the pre-test results for Questions 8 through 12 which included a screen shot of the actual tool. Results of the pre-test showed a smaller spread of answer choices with an average of only 12% of the choices incorrect. Prior to examining the post-test data, these immediate results emphasize the importance of this type of training module for novice eTools users. All eTools users must first access the various tools by clicking on the button with its name. Without the knowledge of what button supports what type of activity within eTools, the novice user would most likely experience challenges when accessing the proper tool. Therefore, a recommendation can be made to continue to incorporate the names of the various online support tools and graphic representations during all aspects of the online training program.

Summative Evaluation Plan - November 2012 Learning Analysis

The July 2012 learning analysis provided a summative evaluation for the “Basic eTools Intro” module. A future learning analysis will be conducted in November of 2012. This analysis will help to assess the level of learning during various components of the online training program. Based on feedback from the November 2012 learning analysis, modifications will be made to the format of the eLearning modules in order to ensure a richer learning experience. These results will help to provide statistical support in order to launch the online training program at the Monterey Weight Watchers center.

In addition, a significant amount of summative evaluation data will be collected and analyzed by the Weight Watchers corporate office. The office maintains a database of member usage of eTools through member computer access records. The member data has been collected for the pre-rollout, both in terms of number of members and amount of time members access eTools. After the online training program launch in January 2013, data will be collected by the corporate office at a six month and one year interval to determine if there is an increase in the number of members using eTools as well as the frequency of eTools usage by members in the Monterey area. If usage has increased, further rollouts will be launched on a nationwide level.

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Appendix A – Basic eTools Intro module (Usability Evaluation)

I'm trying to determine the strengths and weaknesses of this training program - especially in terms of technical issues. Please take a moment and honestly answer the below questions with regards to the training program. I'm testing the training program so please don't feel badly if you run into any problems. If you have suggestions, please feel comfortable letting me know.

Respond to the following statements using this 7 point scale:

1. Disagree Strongly
 2. Disagree
 3. Disagree Somewhat
 4. No Opinion
 5. Agree Somewhat
 6. Agree
 7. Agree Strongly
- The background music was pleasant.
 - The background music was the correct volume.
 - The spoken portion of the slides was the correct volume.
 - The colors used in the slides are attractive.
 - The graphics (images) in the slides are pleasing to view.
 - The slides have a good balance of graphics versus text.
 - The buttons and interactive elements on the slide worked properly.
 - I understood how to use the buttons and interactive elements.
 - It was fun to explore the slides.

Long answer question:

If something did not work correctly, please let me know in the space below.

Appendix B – Basic eTools Intro module (Usability Evaluation)

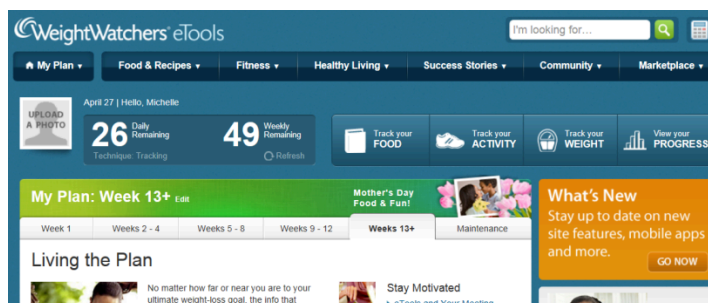
Please answer the below questions as they relate to the actual training component. Again, your information is confidential and please feel comfortable sharing as much information (both good and bad) about the training program. Your honest feedback will help me provide the best possible training to all Weight Watchers members.

- Name three words or characteristics that describe this training module.
- What are the three things you liked best about the training module?
- What are the three things you liked least about the training module?
- If you could make one significant change to this training module, what change would you make?
- Would you participate in an online eTools training program on your own in the future?
- Why/why not?
- Is there information you would like to see added to the training program? Please provide the type of information.
- Would you recommend this training program to another Weight Watchers member?
- Do you have any other feedback with regards to this training module or your experiences with it?

Appendix C – Basic eTools Intro module (Pre & Post-Test Learning Analysis)

(ONLY formatted smaller for Appendix)

Question 1:

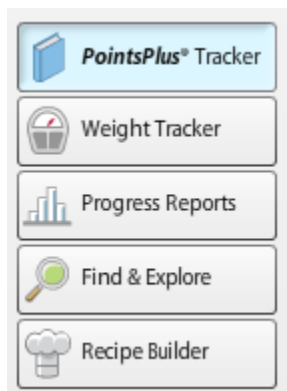


This is the Weight Watchers eTools Home Page.

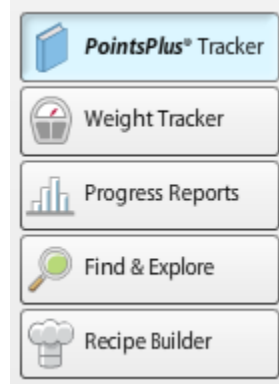
Circle the area above that you would click on in order to access the Program Manager tools. If you don't know – write "I don't know".

Questions 2 - 7:

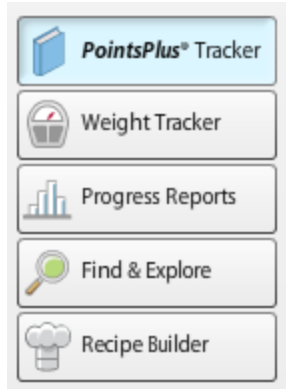
Please circle the Program Manager tool you would use in the below scenarios:



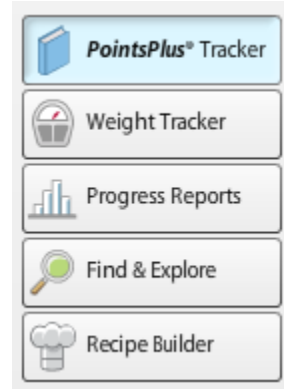
2. Find workout videos



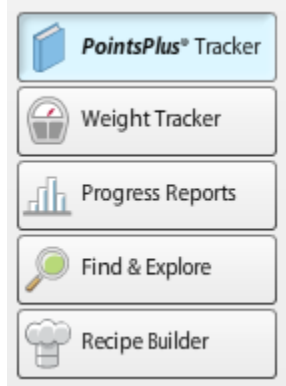
3. Calculate the PointsPlus values of your grandmother's cheesecake



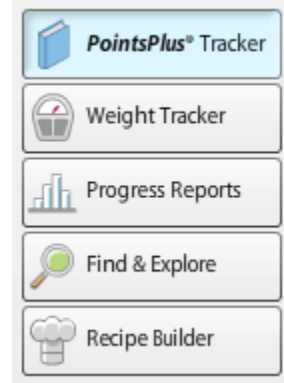
4. Track your activity



5. See your Good Health Guidelines usage



6. Track your measurements



7. Track your food choices

Question 8:

What are you most likely to do on this screen?

1. Track your lunch
2. Look up recipes
3. Track a completed activity
4. Catch up on a blog in a Community Group

Question 9:

What are you most likely to do on this screen?

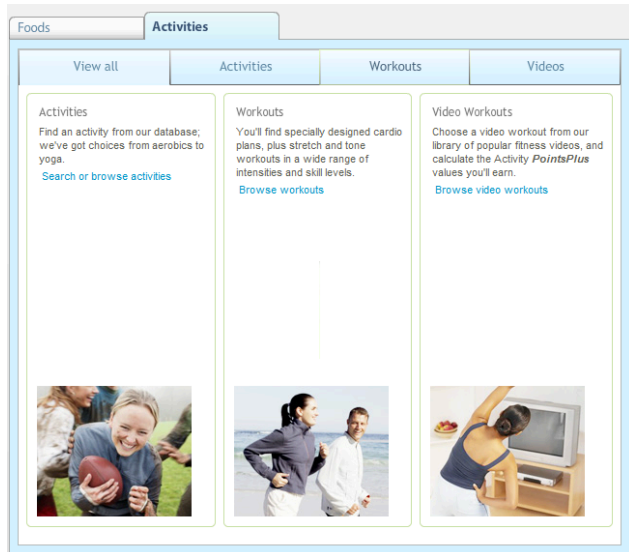
1. Track your snacks
2. See a graph of your weight loss efforts
3. Track a completed activity
4. Participate in a Community Challenge

Question 10:

What are you most likely to do on this screen?

1. Track your dinner
2. Create a recipe
3. Find a Quick Meal
4. See snapshot of activity for the week

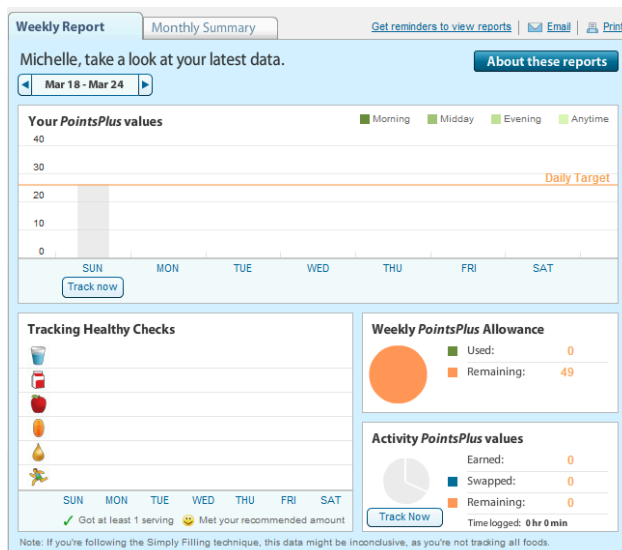
Question 11:



What are you most likely to do on this screen?

1. Track your measurements
2. See Activity PointsPlus value usage
3. Track a completed activity
4. View a workout video

Question 12:



What are you most likely to do on this screen?

1. Create a recipe
2. Write on the message boards
3. Weekly PointsPlus Allowance usage
4. Track your breakfast