

Assignment 5 – Instructional Design Plan

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The following Workplace and Personal Security instructional design plan is organized using topics described by Hodell (2016), and includes the following: rationale for the training initiative, description of the target audience, explanation of the training, its objectives, and evaluation strategy, participant and facilitator pre-requisites, and deliverables.

Rationale

In response to an increase in threats, intimidation, and violence against Canadian justice system participants, the Canadian government has amended the *Criminal Code*, describing these offences as punishable with a maximum 14-year sentence (*Criminal Code*, 1985, s 423.1). The Alberta Crown Prosecution Service (ACPS) has a zero-tolerance policy for acts of intimidation towards staff and has enacted a security protocol to help protect staff and their families. This protocol comprises practices designed to enhance employees' safety and security while at home and at work.

In conjunction with this initiative, the ACPS Business Services branch conducted a survey that gathered feedback on employees' experiences with workplace security in the Crown prosecution service. The survey comprised 44 questions that solicited both qualitative and quantitative responses on a variety of topics including individuals' familiarity with incident reporting processes, the sufficiency of workplace security measures in place, the utility of current internal security communications, and individuals' experience with workplace violence. Fifty-three percent of staff members from a variety of job roles responded to the survey. Male and female respondents identified concerns regarding their safety at work primarily in their dealings

with accused persons, supporters of accused persons, and witnesses. Notably, the survey revealed that within a 12-month period, 39 employees indicated they were threatened or were the victim of a violent act while performing their jobs and, of these individuals, only 62% reported the incident to the Corporate Security Services unit.

Instructional Goals

As part of the rollout of the new security protocol, and in response to the survey's results, the Corporate Security Services unit requested the creation of a training module that would provide ACPS staff with an introduction to workplace and personal security, and achieve the following goals:

1. Provide staff with the knowledge necessary for them to make informed decisions about their personal safety and security while at work, travelling to and from work or as part of their work, and at home;
2. Improve employees' awareness and participation in safety and security in the workplace.
3. Create a knowledge baseline upon which future modules can build and address more advanced security topics, such as complex clients and active shooter situations.

This project contributes to the Alberta government's overarching goal of ensuring the safety of Albertans in their communities (Government of Alberta, 2016, pp. 91-92). It also supports an initiative within the ACPS's operational plan to improve business practices through collaborative efforts with internal information technology offices as well as municipal stakeholders. Initially, the executive director of the ACPS Business Services branch was the project's sole sponsor. However, following the approval of the project's charter, the executive

sponsor also named the director of the Corporate Security Services unit as a second executive sponsor for the project. Concurrently, additional resources joined the project from the Corporate Security Services unit, the Resolution and Court Administration Services branch, and Occupational Health and Safety branch.

Delivery Considerations

Given the importance of the subject matter, this course will be mandatory training for all ACPS employees. There are, however, two major challenges that prevent offering this training in a classroom environment. First, due to high caseloads stretching the resources of Crown prosecutions offices, it is unlikely that all employees will be able to attend the training when it is scheduled to occur at their location. Second, and likely of greater significance, the province of Alberta's weak economic climate (Government of Alberta, n.d.) means there are insufficient finances to send a trainer to each of the 14 municipalities across the province where employees are located. In response to this, the project team has proposed E-learning as the delivery medium to address these scheduling and cost-avoidance needs (Strother, 2002).

Target Population

The target population for this module comprises all ACPS employees. All employees are adult learners with a variety of academic backgrounds. Minimum education requirements for non-professional positions state that individuals must be fluent in English and possess a high school diploma.

There are 734 total staff within the ACPS, including part-time and contract workers. Of those, 369 employees are Crown prosecutors and provincial prosecutors that perform the

division's core business. A breakdown by gender suggests a close split of 51% males and 49% females. The remaining 365 employees comprise roles that directly support prosecutors, such as paralegals and legal assistants, and roles that support business operations. Of these, 7% are males and 93% are females. Individuals that are most likely to be the targets of violence by members of the public are prosecutors and their direct supports. However, given that operational support roles work in the same offices and often in close proximity to prosecutors and their staff, it is unlikely the module's content will underserve any particular group.

Generally, all employees are highly motivated learners; however, E-learning is still a relatively new learning format for the division's members and some have expressed concerns with previous courses not accommodating their learning styles. For example, some of the qualitative feedback received from other courses is that learners prefer to read text, as they are in the habit of doing for legal research, rather than waiting for a narrator to read a script. Others have stated outright that they are unable to internalize the text on a computer screen without hearing it aloud and prefer narration. While several studies have discredited learning style theories, stating that learning styles do not affect a learner's capacity to learn, they concede that individuals may prefer to learn using certain modalities (Cuevas, 2014). Given the latter is an important consideration for maintaining learners' motivation and engagement throughout the module, the project team will be conscientious in accommodating these requests.

Similarly, because some employees may have visual or auditory impairments, the module's design will incorporate features to enhance accessibility for these learners. Such features include closed captioning for videos, narration of text on screen, navigation shortcut keys and the ability to switch between selectable elements using the tab key, and fully scalable

text and graphics so that learners can adjust the screen size to suit their preference. To ensure text legibility is optimal, the module will adhere to the Government of Alberta’s communications standard that defines the use of font styles and colors.

Module Description

All ACPS staff members will access the Workplace and Personal Security E-learning module from the division’s learning management system (LMS), which is accessible from the division’s intranet. Learners can expect to complete the module within 60 minutes (see Appendix D: Module Runtime); however, there is no set time limit. Because E-learning is still relatively new to ACPS employees, the module uses a linear online self-paced learning format. Kuhlmann (2012) states, “a simple linear course that allows the person to get the information as fast as possible is one of the best things you can do for the organization” (para. 14). This format allows learners to control the speed of the lesson, and pause and resume their learning and review learning materials at their convenience. Many staff members are also used to learning in a linear format as many of the division’s training programs consist of classroom-based lectures.

Lesson Progression

The module will begin with an animated video that introduces its instructor. The animated character will bear the likeness and voice of the project team’s lead subject matter expert, whom many employees across the province have met due to the nature of his role in security. While the learner will not see the instructor again until the lesson’s conclusion video, the instructor will stay with the learner throughout the module, narrating the instructional content. The project team has chosen this animated instructor for two reasons: to help learners

envision the classroom-based presentations they are familiar with, and to keep the tone of the instruction reasonably light.

In addition to the introduction and conclusion videos, each instructional segment will begin with an animated sketch that presents a character who is seemingly oblivious to the security and safety risks around him until they begin to catch up with him. The purpose of these vignettes is to provide the learner with an introduction to the segment's subject matter. The bulk of the module's instructional content will appear in text format, which the instructor also narrates. Learners can turn the narration on or off to suit their preference. Additionally, because this will make the module text heavy, the majority of its screens will also contain images that are specific to the screen's content. This is to help make the module more interesting and to help facilitate learners' memory retention, comprehension, and retrieval by associating the subject matter with images (Kouyoumdjian, 2012).

Learning Theories

Consistent with its linear format and visual design, the module will primarily incorporate behaviorist learning pedagogies. This is most apparent in the use of a forced navigation activity, activities requiring the learner to match definitions to their concepts, the use of clear right and wrong answers in knowledge checks, and a reward system for when learners correctly answer questions (Tracey, 2010). Additionally, there is little consideration for the learners' previous background and experience in security. This is because the intent is to introduce concepts anew to help prevent learners from relying on their own familiar but perhaps undesirable behavioral responses (Bates, 2015) in matters of safety and security. The module will however also incorporate constructivist design strategies. These are evident in its self-paced design that also

allows learners to navigate back to previous content (though it does not permit them to skip content) and, in the module's final instructional segment, by encouraging learners to apply the security principles in the practical and personal context of their own home security (Tracey, 2010; Bates, 2015).

Content Sources

The module's instructional content is the product of a collaborative effort between Alberta Justice and Solicitor General's Corporate Security Services unit, and security management from Resolution and Court Administration Services, the Alberta Crown Prosecution Service, Occupational Health and Safety, and local law enforcement and public transit authority. In addition to the instructional content, the module will contain links to online resources such as internal documentation and occupational health and safety and security services contacts, and external information provided by law enforcement agencies.

Regarding multimedia assets, all development of assets including animations and accompanying music, photos, and other static images will take place internally. GoAnimate, a cloud-based animating program that runs on Amazon Web Services (AWS Case Study, 2016), will serve as the production platform for all animations and static images. The instructional technologist selected GoAnimate for its comprehensive asset library and ease in incorporating additional custom assets. Image-Line's FL Studio music production software will provide the ability to compose accompanying music for animations. Additionally, the project team elected to create photographic assets for the module to add a sense of familiarity, particularly with respect to security equipment common to each office. Ultimately, the project team wishes to create a

unique product while exploring the potential for E-learning in terms of the amount of effort necessary to deliver a particular standard of education.

Objectives

At the completion of this module, given the information, linked resources, and practical scenarios throughout, learners should be able to develop a foundation of security awareness and correctly answer all knowledge check questions as they perform the following:

- Identify the applications of fundamental workplace security principles;
- Determine how to deal with a suspicious person in the workplace;
- Identify ways to reduce your personal risk level while travelling;
- Select the appropriate safety measures for private and public transportation;
- Identify strategies for home crime prevention;
- Choose crime prevention strategies that can help you improve home security.

The stem phrase that precedes the objectives contains the audience (i.e., learners), conditions (i.e., the information, linked resources, and practical scenarios in the module that will facilitate learning), and degree (i.e., correctly answering all knowledge check questions) that provide the conditions for the successful completion of each objective. The module will cover the first two objectives in its first segment, entitled Workplace Security. It will address the third and fourth objectives in the second segment, which is Vehicle and Travelling Safety, and the final two objectives will appear in the module's final segment, entitled Home Security.

The first, third, and fifth objectives present safety and security principles and the applications thereof within the first (i.e., remember) level of Bloom's revised taxonomy of

learning, teaching, and assessing (Bloom’s Taxonomy, 2016). The second and fourth objectives reside within the second (i.e., understand) level of Bloom’s taxonomy (Bloom’s Taxonomy, 2016). The final objective, which is in the third segment of the module, resides within the third (i.e., apply) level of Bloom’s taxonomy (Bloom’s Taxonomy, 2016).

The first segment will introduce foundational security principles and context upon which the subsequent segments will build. For this reason, in the Workplace Security segment there is a clear distinction between content learners must remember and content they must understand. However, in the second and third segments the presentation of content at both levels occurs concurrently to provide immediate application of the principles. By the third segment of the module, the learner should have built a more holistic albeit introductory perspective on security and should now be able to begin applying security principles in distinct contexts. This is because “the skill has not changed but it is being generalized” (Hodell, 2015, ch. 12, Closure section in *The Nine Events of Instruction*, para. 5). The instruction asks the learner to reflect on security applications in their home in order to enhance engagement by making the learning more personal.

Evaluation Strategy

The following describes the strategies for facilitating and measuring knowledge transfer throughout the learning process and the means of gathering feedback from learners regarding their learning experiences.

Assessment and Knowledge Transfer

“A crucial assumption motivating instruction is that what students learn at one time and one place is available for them to use at another time and another place” (Larsen-Freeman, 2013, p. 107). As this training is mandatory, learners must master all activities to receive their certificate of compliance. However, the project’s steering committee explicitly does not want to include a post-training summative learning assessment (Kirkpatrick level 2 evaluation) to measure learners’ “knowledge, skills, and attitudes” (Kirkpatrick & Kirkpatrick, 2016, p. 42) resulting from the training. Of this circumstance, Hodell (2015) writes, “It is easy to deliver the evaluation in designs that include formal evaluation, such as a final test or certification exam. Designers need to find other ways of providing this feedback if they do not plan on offering an exam” (ch. 12, Wrap-Up section in *The Nine Events of Instruction*, para. 3). In consideration of this and at the recommendation of the instructional technologist, the steering committee agreed to integrate summative assessments throughout the module in the form of knowledge checks to ensure learners are able to master its objectives. While the regular appearance of these knowledge checks throughout the module is perhaps more consistent with formative assessments, because the learner must achieve mastery in order to continue, and because an instructor is unable to adapt the course for the learner in response to their performance, the knowledge checks are summative in nature (Formative vs Summative Assessment, 2015).

Many of the objectives primarily reside in the verbal information domain; therefore, the knowledge check questions will be consistent with an objective test comprising primarily multiple choice and matching (Dick, Carey, & Carey, 2015). The questions will display answers and distractors in random order. The purpose for this is to extend the utility of the questions by

continuing to offer some level of challenge for any learners who elect to re-sit the course after initially completing it, as memorizing where the correct answers appear in each question whether consciously or subconsciously presents no benefit. If a learner fails a knowledge check question, the module will provide feedback as to why the answer they selected is wrong and will then lead them through a remediation exercise that includes a review of the applicable instructional content. After completing the remedial path, the learner will have to re-attempt the knowledge check until they are successful. Appendix B: Assessment Instruments and Answer Keys in this document contains the full list of knowledge check questions and their answers.

In addition to the knowledge checks and remediation paths, other strategies that will facilitate the transfer of learning throughout this module include the following:

- Inclusion of accessibility features such as closed captioning for video dialogue and narration of written text and instructions;
- Opportunities for learners to relate the content to situations where they have personally experienced or witnessed security and safety issues.

Following the lesson's completion, the program will further support the transfer of learning with the following strategies:

- Learners can download the complete Justice and Solicitor General personal safety handbook, which reinforces and expands upon the module's instructional content.
- Because all employees will be required to take this module, managers of these employees will be able to have conversations about the subject matter with their teams. The project team will suggest that when possible managers coordinate their team members to take the

module within a particular timeframe so they can continue the discussions afterwards; though, managers are under no obligation to do this.

Learners' Reaction

The project's executive sponsors support the incorporation of summative evaluation immediately following the completion of the module using a Kirkpatrick level 1 course completion survey, which is common to other E-learning courses that the division's Education unit manages. Using a course completion survey provides a consistent system for measuring learners' satisfaction with their training experiences, and helps to determine its effectiveness and identify opportunities for improvement (Kirkpatrick & Kirkpatrick, 2006).

The Workplace and Personal Security completion survey will begin by gathering basic demographic information such as job role, gender, and office location. Learner-centric Likert-scale questions will ask learners to evaluate the learning objectives and the relevance of the lesson content, and will provide them with the opportunity to self-evaluate their assimilation of the subject matter (Kirkpatrick, 2016). The survey will also contain short-answer questions that ask learners to recall the three most important lessons they learned and whether they plan to modify their behavior in consideration of their new knowledge. The latter in particular aligns with the first instructional goal to provide staff with the knowledge necessary for them to make informed decisions about their personal safety and security while at work, travelling to and from work or as part of their work, and at home. Finally, the survey will invite learners to enter feedback on any aspect of the training. A list of the specific questions that will solicit feedback from the module's participants is available in Appendix C: Summative Evaluation Questions.

The quantitative data the survey generates will provide a means of comparison between learners based on their demographics, whereas the qualitative data adds substance to the quantitative responses (Johnson & Christensen, 2014). While the project team determines the survey's content, the Business Services branch administers it and reports the results. This is to reduce the potential for bias in the interpretation of the data. While such interpretation will be the security managers' responsibility, any deficits they identify will form the basis for future updates to the division's security protocols and correspondingly the training module.

Evaluation of Design Process

The following is a summary of the design evaluations conducted throughout the module's iterative design using the successive approximation model (SAM). SAM is "an iterative approach whereby the designer repeatedly applies a three step process of design, prototype, and review in a rapid but controlled process to produce quick but appropriate eLearning" (Steen, 2008, Design Process of Effective eLearning section in *The Art of Effective eLearning Design*, para. 3). These steps in each phase of SAM, as shown in Figure 1 below, provide specific development milestones that translate well into project plans. Additionally, because SAM is an iterative design model, it lends itself to constant collaboration and formative evaluation where the expectation is that the product will undergo revisions until it matches the vision of its stakeholders (Allen & Sites, 2012).

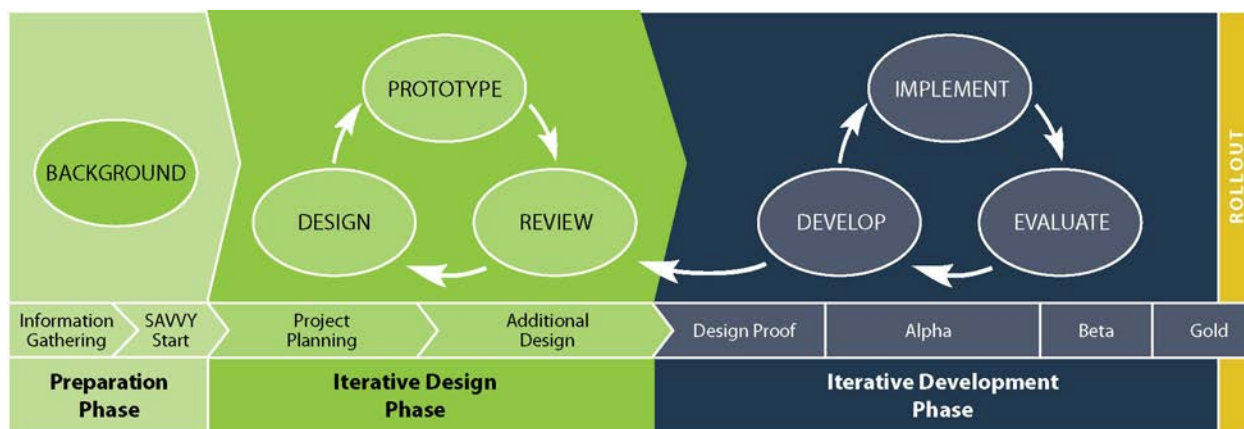


Figure 1. The Successive Approximation Model. Reprinted from Agile eLearning Development with SAM | Allen Interactions, 2016, Retrieved from <http://www.alleninteractions.com/sam-process>. Copyright 2016 by Allen Interactions Inc.

Throughout the design phase, the project team regularly meets to agree upon the expectations of the work product associated with their current step and phase. After each meeting, the instructional technologist designs the particular work product according to the team’s specification and using the quality control criteria defined in eCampus Alberta’s Essential Quality Standards 2.0 (2013) rubric. All team members review the product before the next meeting, at which point they share their critiques and determine how to proceed. This is not an endless loop of perfectionism as oftentimes the work products associated with each phase are developed within only a couple of iterations. In order to complete each phase, the team must agree that the deliverables meet the requirements described in the project’s charter. If consensus is not possible, the executive sponsors determine whether to approve the deliverable and proceed with the next step or phase. If the executive sponsors do not provide their approvals, then the step begins another iteration. Note that it is possible to move backwards from the development phase into the design phase. While this can create delays in the project’s timeline, this enables the project team to correct unanticipated development issues related to the design before the training is deployed (Allen & Sites, 2012).

Course Prerequisites

The Assistant Deputy Minister of the Alberta Crown Prosecution Service has mandated that all of the division's employees complete the Workplace and Personal Security E-learning module. As the module is introductory in nature, there are no training prerequisites. As previously mentioned in the Target Population section, non-professional positions require English language fluency and a high school diploma. Therefore, in order to address the needs of all ACPS employees in professional and non-professional roles, the module is in English and reads at about a grade 10 to grade 12 level.

There are no facilitator prerequisites for this module as it does not require a facilitator. Both the module and LMS will advise learners to direct any questions regarding the subject matter to the project's lead subject matter expert, and any technical questions to the instructional technologist.

Deliverables

The following list comprises the deliverables for this project for each phase of the successive approximation model.

- Preparation phase
 - Needs assessment report
 - Project charter
- Design phase
 - Design plan
 - Instructional content and associated scripts

- Training assessments
- Training evaluation
- Development phase
 - Design proofs including the module introduction, segment introductions, and conclusion videos, still images and photographs, narration recordings, and storyboards
 - Draft version(s) of the module in the LMS's user acceptance testing environment
 - Final version of the module in the LMS's production environment
 - Course completion survey
- Rollout
 - Communications plan
 - Project closure and evaluation report

Conclusion

This instructional design plan provides the context for the Workplace and Personal Security E-learning module, and describes the decisions made to address some of the unique challenges presented by a variety of stakeholders. While representatives of other provincial government divisions and ministries are welcome to evaluate the module for their purposes, it is critical they recognize that its design and development reflects the needs expressed by the target audience, which may not completely suit the needs of their audience.

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Appendix A: Module Blueprint

The following table illustrates constructive alignment between the objectives, activities, and assessments of the Workplace and Personal Security module. The verbs used in each learning objective, level, activity, and assessment correlate to Bloom’s revised taxonomy of learning (Bloom’s Taxonomy, 2016).

Table 1

Constructive Alignment of Objectives, Learning Levels, Activities, and Assessments

Learning Objective (verb portion only)	Learning Level	Learning Activity/ies	Assessment/s
Identify the applications of fundamental workplace security principles.	Remember	Complete the forced navigation activity on security barriers and zones, and identify the barriers that apply to each zone.	Complete the knowledge check matching question that requires learners to identify the correct security zone for the five given descriptions. (Summative assessment A)
		Read or listen to the information on secure areas, and identify how to keep them secured.	Complete the knowledge check question that presents a picture of a desk in a secure area and requires learners to identify the five security hazards within it. (Summative assessment A)

<p>Determine how to deal with a suspicious person in the workplace.</p>	<p>Understand</p>	<p>Read or listen to the information communicated in the Facility Emergency Response Plan, and determine how to begin the process.</p>	<p>Given a scenario, complete the multiple-choice knowledge check question that requires learners to determine the first step in dealing with a suspicious person the workplace. (Summative assessment B)</p>
		<p>Read or listen to the information on identifying suspicious persons in the workplace, and determine the appropriate actions for dealing with suspicious persons.</p>	<p>Given a scenario, complete the multiple-choice knowledge check question that requires learners to determine the correct course of action for dealing with a suspicious person in the workplace. (Summative assessment B)</p>
<p>Identify ways to reduce your personal risk level while travelling.</p>	<p>Remember</p>	<p>Read or listen to the section on private transportation, complete the day/night interactivity, and identify appropriate safety measures for private transportation.</p>	<p>Complete the knowledge check multiple-choice question that requires learners to identify which item enhances personal safety when travelling in a personal car or government fleet vehicle. (Summative assessment C)</p>
		<p>Read or listen to the section on public transportation, and identify the actions that can enhance personal safety.</p>	<p>Complete the knowledge check multiple-choice question that requires learners to identify actions they can take to make their journey safer while using public transportation. (Summative assessment D)</p>

<p>Select appropriate safety measures for private and public transportation.</p>	<p>Understand</p>	<p>Read or listen to the steps that describe what to do if another driver is following you, and select the correct course of action for dealing with a road rage incident.</p>	<p>Given a scenario, complete the multiple-choice knowledge check question that requires the learner to select the three actions to take if they believe they are being followed as the result of a road rage incident. (Summative assessment C)</p>
		<p>Read or listen to the public transportation section on buses and trains and select the appropriate information to relate when communicating with emergency services.</p>	<p>Given a scenario, complete the knowledge check multiple-answer question that requires learners to select the information to relay to an emergency services dispatcher while using public transportation. (Summative assessment D)</p>
<p>Identify strategies for home crime prevention.</p>	<p>Remember</p>	<p>Read or listen to the information on Crime Prevention Through Environmental Design (CPTED), and identify its fundamental strategies.</p>	<p>Complete the knowledge check matching question that requires learners to identify the correct CPTED strategy for the three given descriptions. (Summative assessment E)</p>
		<p>Read or listen to the information on the virtual home, and identify safe computing strategies.</p>	<p>Complete the knowledge check matching question that requires learners to identify the correct example of safe computing and safe use of a desktop or mobile computing device. (Summative assessment G)</p>

<p>Choose crime prevention strategies that can help you improve home security.</p>	<p>Apply</p>	<p>Review the section on CPTED, and choose strategies that you can apply to your own home.</p>	<p>Complete the knowledge check multiple-choice question that requires learners to choose the example that is a CPTED strategy designed to prevent crime around the home. (Summative assessment E)</p>
		<p>Read or listen to the information on target hardening, and choose the strategies that you can apply to your own home.</p>	<p>Complete the knowledge check multiple-choice question that requires learners to choose the example that is a target hardening strategy designed to prevent crime around the home. (Summative assessment F)</p>

Appendix B: Assessment Instruments and Answer Keys

This appendix contains the questions and answers for all assessments in the Workplace and Personal Security E-learning module. Each question is worth one point.

Summative Assessment A

Question 1 (objective 1), matching:

Identify the correct security zone for each description and then click the Submit button to check your answer.

- | | |
|---|-----------------------|
| 1) Proximity cards and company identification are used to authenticate personnel. | A) Public Zone |
| 2) Details about locations in this security zone are provided on a need to know basis. | B) Reception Zone |
| 3) Strictly controlled and limited to authorized personnel and properly escorted visitors. | C) Operations Zone |
| 4) Comprises public access areas such as a building's perimeter and elevator lobbies. | D) Security Zone |
| 5) Security controls are placed here to transition from the public zone to the operations zone. | E) High Security Zone |

Answer key:

- 1) C
- 2) E
- 3) D
- 4) A
- 5) B

Question 2 (objective 1), hotspot / multiple answer:

The desk in the picture below is located in a public area. There are five (5) security hazards.

Identify them by clicking each one and then click the Submit button to check your answer.



Figure 2. Workplace security hazards located in a public area. Copyright 2016 by Government of Alberta.

Answer key:

- 1) Unlocked and open drawer

- 2) Keys left on desk
- 3) Handbag/purse
- 4) USB storage device (thumb drive)
- 5) Unlocked computer

Summative Assessment B

Question 1 (objective 2), multiple choice:

You see a person you do not know or recognize on your floor who is not wearing an access badge. Determine which of the following options is the appropriate action.

- A) Call the police by dialing 911 from a phone.
- B) Approach them and ask, “Can I help you?”
- C) Approach them and ask for their personal identification.
- D) Assume someone else has provided the necessary approval for them to be on your floor.

Answer key:

- B) Approach them and ask, “Can I help you?”

Question 2 (objective 2), multiple choice:

You are entering work through a card access door and a contractor carrying a ladder comes in with you. The contractor states he has forgotten his access card and briskly walks past you and down a hallway. Determine the correct course of action.

- A) Leave the contractor alone, as contractors are not issued access cards and do not require one.
- B) Ask to see the contractor's personal identification.
- C) Notify your security contact with a description of the individual and the direction they were heading.
- D) Call the police by dialing 911 from a phone.

Answer key:

- C) Notify your security contact with a description of the individual and the direction they were heading.

Summative Assessment C

Question 1 (objective 3), multiple choice:

Identify the option below that will enhance your safety whenever travelling in a personal car or Government of Alberta fleet vehicle.

- A) A full set of tools in the trunk.
- B) The vehicle's maintenance records.

- C) A fully charged mobile phone.
- D) An itinerary.

Answer key:

- C) A fully charged mobile phone.

Question 2 (objective 4), multiple choice:

You are travelling on a highway near your home and are being followed as the result of a road rage incident. Select the three actions you should take to address this situation.

- A) Drive to a **safe place**, **notify** police, and **avoid** driving home.
- B) Drive to a **safe place** such as your **home**, and then **notify** police.
- C) Pull over and **confront** the other driver.
- D) Drive to a **safe place**, **notify** police, and then **confront** the other driver.

Answer key:

- A) Drive to a **safe place**, **notify** police, and **avoid** driving home.

Summative Assessment D

Question 1 (objective 3), multiple choice:

Identify the action you can take to make your journey safer while using public transportation.

- A) Take time to introduce yourself to the other passengers around you and conceal your luggage at all times.

- B) Setup a geotracking program on your smartphone.
- C) Wear your Government of Alberta identification where everyone can see it.
- D) Travel with a companion or maintain regular contact with someone you trust, and conceal your valuables.

Answer key:

- D) Travel with a companion or maintain regular contact with someone you trust, and conceal your valuables.

Question 2 (objective 4), multiple answer:

Select all of the relevant information you should provide to an emergency services dispatcher if your safety is threatened.

- A) Your name
- B) Your age
- C) Your location
- D) The details of your security concern
- E) Your occupation as a Government of Alberta employee

Answer key:

- A) Your name
- C) Your location
- D) The details of your security concern

Summative Assessment E

Question 1 (objective 5), matching:

Identify the correct CPTED strategy name for each description and then click the Submit button to check your answer.

- | | |
|---|------------------------------|
| 1) Makes clear to visitors that they are leaving public property and entering private property. | A) Natural surveillance |
| 2) Creates an environment that uses visual cues to deter potential intruders. | B) Natural access control |
| 3) Focuses on maintaining good sight lines within and around your home. | C) Territorial reinforcement |

Answer key:

- 1) B
- 2) C
- 3) A

Question 1 (objective 6), multiple choice:

Choose the CPTED strategy that can prevent crime from occurring around the home.

- A) Growing vegetation over and in front of windows.

- B) Keeping your property well maintained.
- C) Turning off outdoor lights around your home when they are not in use.
- D) Displaying a sign at your front door that asks guests to enter through the back.

Answer key:

- B) Keeping your property well maintained.

Summative Assessment F

Question 1 (objective 6), multiple choice:

Choose the example that is a target hardening strategy designed to prevent crime around the home.

- A) Locking your doors and windows.
- B) Using a generator in the event of a power failure.
- C) Keeping vegetation away from windows to eliminate hiding spots for would-be intruders.
- D) Using inexpensive locks so that if they fail they will cost less to replace.

Answer key:

- A) Locking your doors and windows.

Summative Assessment G

Question 1 (objective 5), multiple choice:

Identify the example of safe computing and safe use of a desktop or mobile computing device.

- A) Exercising transparency on social networks by providing your personal information.
- B) Using simple passwords that incorporate your birthdate, phone number, or an identification number.
- C) Enabling security features on all devices.
- D) Accepting or responding to all emails and text messages that you receive, regardless of whether you know the sender.

Answer key:

- C) Enabling security features on all devices.

Appendix C: Summative Evaluation Questions

The following comprises the list of summative evaluation questions for the Workplace and Personal Security course completion survey.

1. Please enter the city/town in which you work in the text box.
2. Please select your gender.
 - Female
 - Male
3. Please select your classification.
 - Management
 - Non-Management
4. How many years have you worked for the Government of Alberta?
 - Less than 1 year
 - Between 1 and 2 years
 - Between 3 and 5 years
 - Between 6 and 10 years
 - Between 11 and 15 years
 - More than 15 years
5. In your role, do you deal directly with the public - face-to-face or by other means?
 - Yes

- No
6. Please reflect on the following statements and rate on a scale of 1 to 5, where 1 means you strongly disagree and 5 means you strongly agree.
 - a. I understood the learning objectives
 - b. I was appropriately challenged by the material
 - c. I am immediately able to apply what I have learned
 7. Having completed the Workplace and Personal Security course, on a scale of 1 to 5, where 1 means you feel not at all prepared and 5 means you feel very prepared, how prepared do you currently feel to handle a threatening situation at work?
 8. On a scale of 1 to 5, where 1 means you feel not at all prepared and 5 means you feel very prepared how prepared do you currently fee to handle an aggressive/violent situation at work?
 9. What are the three most important lessons you learned from this course?
 10. Having completed the Workplace and Personal Security course, which of the following security measures do you believe need to be added to your workplace? Please select all that apply.
 - Security improvements are not needed in my workplace
 - Information updates alerting staff to specific threats
 - Regular communication between management and staff concerning threat and violence prevention issues

- Communications between departments of threatening or violent incidents
- Additional staff training
- Regular communication between security managers concerning threat and violence prevention issues
- A well-defined and communicated corporate security policy
- Uniformed security presence (guards/commissionaires)
- Security patrols (exterior and interior)
- Restricted access to work areas
- Secure washroom (staff only)
- Reinforced security walls (e.g. bullet-resistant or shatter-resistant acrylic glass in reception zones)
- Departmental security newsletter regarding updates, recent issues, etc.
- Install panic alarms
- Secure interview rooms
- Security system(s) such as intrusion detection, card access or video surveillance
- Improved exterior lighting
- Soundproof walls
- Workplace incident reporting policy
- Other, please specify

11. If there were an incident of workplace violence or threats, would you know how to report it according to current workplace policy and direction?

- Yes

- No

12. If a threatening or violent incident occurred at your primary place of work, how would you call for assistance?

- Call 911
- Yell for help
- Call your supervisor
- Use panic/duress system (e.g., push panic button)
- Call building security (if applicable)
- Other, please specify

13. After taking this E-learning course, will you be modifying your daily routine/behaviour?

- Yes
- No

14. If you have any comments about this course, please add them in the textbox below.

Appendix D: Module Runtime

Table 2

Constructive Alignment of Objectives, Learning Levels, Activities, and Assessments

Segment	Screen	Principle Timed Asset				Manual Advance Delay ²	Subtotal Time
		Narration	Video	Animation	Assessment ¹		
Introduction	1			0:00:07			0:03:08
	2			0:00:04			
	3		0:01:35				
	4	0:00:25				0:00:05	
	5	0:00:47				0:00:05	
Workplace Security	6			0:00:04			0:18:45
	7		0:01:00				
	8	0:01:12				0:00:05	
	9	0:01:16				0:00:05	
	10	0:03:06				0:00:05	
	11	0:00:43				0:00:05	
	12	0:00:53				0:00:05	
	13	0:00:12			0:01:00	0:00:05	
	14	0:00:08				0:00:05	
	15	0:00:05			0:01:00	0:00:05	
	16			0:00:04		0:00:05	
	17	0:00:43				0:00:05	
	18	0:01:19				0:00:05	
	19	0:01:22				0:00:05	
	20	0:00:26				0:00:05	
	21	0:00:50				0:00:05	
	22	0:00:09			0:01:00		
23			0:00:04		0:00:05		
24	0:00:11			0:01:00			
25	0:00:15				0:00:05		
Vehicle & Travelling Safety	26			0:00:04			0:17:47
	27		0:01:05				
	28	0:00:46				0:00:05	
	29	0:00:54				0:00:05	
	30	0:00:34				0:00:05	
	31	0:00:49				0:00:05	
	32	0:00:54				0:00:05	

	33	0:00:47				0:00:05		
	34	0:00:48				0:00:05		
	35	0:00:09			0:01:00			
	36			0:00:04		0:00:05		
	37	0:00:06			0:01:00			
	38			0:00:04		0:00:05		
	39	0:00:46				0:00:05		
	40	0:00:50				0:00:05		
	41	0:00:56				0:00:05		
	42	0:00:34				0:00:05		
	43	0:00:58				0:00:05		
	44	0:00:45				0:00:05		
	45	0:00:29				0:00:05		
	46	0:00:08			0:01:00			
	47			0:00:04		0:00:05		
	48	0:00:06			0:01:00			
	49	0:00:06				0:00:05		
Co inc. Home Security	50			0:00:04				
	51		0:01:02					
	52	0:00:48				0:00:05		
	53	0:00:40				0:00:05		
	54	0:00:34				0:00:05		
	55	0:00:32				0:00:05		
	56	0:00:50				0:00:05		
	57	0:06:00				0:01:00		
	58				0:00:04		0:00:05	
	59	0:04:00				0:01:00		
	60				0:00:04		0:00:05	
	61	0:00:58					0:00:05	
	62	0:00:56					0:00:05	
	63	0:00:50					0:00:05	
	64	0:00:05				0:01:00		
	65				0:00:04		0:00:05	
	66	0:00:30					0:00:05	
	67	0:01:16					0:00:05	
	68	0:01:09					0:00:05	
69	0:01:16					0:00:05		
70	0:01:01					0:00:05		
71	0:00:08				0:01:00			
72					0:00:04		0:01:15	

	73		0:00:44				
	74	0:00:22				0:00:05	
Total Slides	74	55	5	13	13	53	0:58:52

Note. ¹The assumption is that learners will require a minute to complete each knowledge check question. ²The assumption is that when the screen requires manually advancing, learners will do so within a half second.

Given the above timings, the total anticipated runtime for the lesson is 58 minutes and 52 seconds.