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Self-paced eLearning for Multinational Organizations

Melanie Howe

Self-paced eLearning for Multinational Organizations

by

Melanie L Howe

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Portfolio Committee:
Davidson Blanchard, Chairperson
Kristen Carlson
Roseann Wolak

Abstract

This portfolio seeks to explore how multinational organizations can create self-paced online learning for adults that localizes the information to provide meaningful learning no matter the adult learner's cultural background—utilizing academic journals and online resources specifically centered around andragogy, constructivism, globalization, localization, and best practices for computer-based training. This portfolio seeks to provides instructional designers with definitive examples of how to create meaningful and effective self-paced online learning for adult learners that may have English as a second language, as well as provides training materials that can be used to develop a better understanding of using localization, andragogy and globalization skills to create online learning.

Keywords: Localize, Global Language, Cultural Awareness, Online Learning, Andragogy

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Chapter I: Introduction

Theme

Now more than ever, technology is a crucial tool for learning both in and outside of a classroom. Today's workplace is implementing technology to provide its employees with the opportunity to increase their knowledge and skills while allowing the business as a whole to stay up to date with the ever-changing technology (Haley, 2008). As the corporate world includes technology, specifically for online learning, it is vital to ensure the audience is kept in the design and implementation of the learning (da Costa & Pelissari, 2016). It is known that learners identify with their cultural backgrounds to the point where it influences the effectiveness of the learning (Dennen & Bong, 2018). Technology, in general, is centered towards English speaking learners and as corporations grow and include adults with various cultural backgrounds, whose first language is not English, which sets those individuals at a disadvantage already. Not only can online learning be used to provide effective learning, but it also provides an opportunity to promote global learning between various cultures (Iuspa, 2018).

When designing learning for diverse adult learners, it takes empathy to understand that the information needs to be designed and implemented so that all learners can use their prior experiences (Vann, 2017). To incorporate empathy in the eLearning design for learners, one must provide the instructional designer with characteristics, again promoting cultural awareness and helps to identify more of what the learner needs for an effective design (Vann, 2017). When considering how to design learning for adults, it is essential to provide opportunities for the use of prior knowledge and meaningful discussions. However, to give those same opportunities for all learners to have equal chances of being successful once the learning experience is done,

instructional designers include empathic activities, such has cross-cultural discussions and scenarios that allow for prior knowledge to be used.

Researchers have been able to take the design of learning for cross-cultural audience by incorporating localization (St. Amant, 2007). The use of localization is more than just taking the information from one language and presenting it into another, it is about taking the information and adapting the information that takes into account the cultural references (Gauld, 2018). It does not matter how the information is presented, such as, the use of graphics can be a way for information to be presented but graphics can have different meaning depending on one's cultural influence (2018).

Problem Statement

The use of online training within businesses is growing and will continue to grow, and certain design components can provide an online training environment and experience that is effective and efficient. As most of the employees within businesses are adult learners it is important that the design of the online training module is focused on allowing the employees to use their metacognition in order to reflect and use their prior knowledge (Dobrovolny, 2006). Additionally, adult learners need to be able to self-assess their knowledge, which can be provided through the use of self-paced training (Dobrovolny, 2006). Other research has only supported the effectiveness and self-paced training, but what previous research has missed is how self-paced online training is effective when in the setting of a global audience.

Research done by de Brito Neto, et. al, (2014), and St. Amant, (2007), addresses how online learning and training faces difficulties when presented to a global audience. These difficulties include that most online training accommodates the English-speaking world, and

doesn't address the regional and national context that can affect a learners' way of participating and responding with the online module. However, what these researchers and Dobrovolny (2006), don't look at is how localizing characteristics of the global audience in the training modules to see how the effectiveness of the training module may be enhanced.

Significance

The purpose of professional development training is to increase the knowledge of skills of employees within a business to ensure they are staying up to date with current trends and policies. However, while businesses grow the more diverse they become. To provide all employees the opportunity for optimal success the training needs to be designed where it will enable them to succeed. Specifically, to incorporate a global language and by utilizing the strategy of localizing the information to ensure the information is being presented to the diverse population accommodating their environment and culture (Kassar et al., 2015).

This portfolio will highlight the research that provides significant data in the effectiveness of self-paced training, as well as incorporating the localization of global language and cultural information within the training. Specifically, this portfolio will contribute to the selected area of study through the theme of self-paced online training for multination organizations. Through the use of eLearnings, the modules will provide a working visual concept of how self-paced eLearning focuses on localizing the content and language for a global audience presents itself.

Definition of Terms

***Empath Design*:** Involves observation, and research that targets the need of the learners. This includes needs the learners may not be aware of (Vann, 2017).

***Localize*:** The process of adapting information to be concentrated within a product for a specific target market (Evia, 2011).

***Global Language*:** Language that is learned and spoken internationally and does not characterize itself to only its geographical background (Shaarawy, 2014).

***Cultural Awareness*:** This involves one to step back from themselves in order to become aware of their surroundings and the cultures that are a part of such surroundings (St. Amant, 2007).

***Self-Paced Learning*:** Instructions that allow the process to continue only based on the learner's response (Dobrovolny, 2006).

Multinational Organization (corporation): Where the location of an organization or corporation is in at least one other country that isn't their home country (Goldhaber, et. al, 2012).

Summary

This portfolio on self-paced online training for a multinational organization is beneficial to the growing careers of such organizations due to the continuous and accelerated expansion of technology. Throughout this chapter, background knowledge was provided the context and purpose for the development of this portfolio and theme of self-paced online training for multination organizations. Organizations are looking for ways to increase their staff achievement and self-paced online training is one possibility. Furthermore, the innovative features encompassed in the training modules can be used to engage learners and allow them the ability to use their metacognition in order to recall and use prior knowledge in order to complete the tasks

at hand. In Chapter Two, an extensive literature review will dissect this topic from multiple viewpoints. In the end, we will see how the incorporation of localizing global language and content through a self-paced online training module will be effective and efficient for organizations.

Chapter II: Literature Review

Introduction

The focus of this literature review will be to define components that help create the design for the end product for a self-paced online training for a multinational organizations. The areas that will be addressed are: constructivism, andragogy, globalization and localization, and best practices for computer-based training. While exploring the literature, gaps in the research will be identified to provide a basis for how designs can be strengthened to create more meaningful and effect online training.

Methodology for Literature Review

Articles collected for the completion of research were primarily retrieved through EBSCO host. Research terms used to locate materials included: self-paced learning, online training, corporate e-learning, localizing training, computer-based learning, cross-cultural training, international online learning, constructivism. Secondary articles were located with the same search terms through professional academic eLearning websites, such as ATD (Association for Talent Development) and eLearning Industry, and Information Media coursework. The research in this portfolio is current and less than 10 years old. The projects within this portfolio were built to assist an organization in providing e-learning training that is self-paced and culturally aware; the articles referenced within chapter two identify these strategies.

Review and Analysis of Research Themes

Constructivism

A study conducted in Cape Town, South Africa, researchers, Mlotshwa, Tunjera and Chigona (2020), investigated whether using a learning management system (LMS) would

improve grade 10 learners' conceptual understanding of the topic and functions in mathematics. The students were specifically working with the Moodle LMS and the researchers split the students into two groups, where one group used the traditional chalk-and-talk method, which was also the control group (Mlotshwa, Tunjera & Chigona, 2020). Whereas, the second group, the experimental group, used Moodle to provide discussion forums, learning activities and quizzes that students would engage in. Both groups were evaluated on how the students performed, specifically completion of tasks and interaction with peers (Mlotshwa, Tunjera & Chigona, 2020).

The two groups were asked to work with variables in terms of numerical, graphical, verbal and symbolic representations of functions, and then covert the various variables to tables, graphs, words and formulas (Mlotshwa, Tunjera & Chigona, 2020). Again, the difference between the two groups was that one used technology and the other did not. The researchers aimed to find that using a constructivist pedagogical approach using Moodle could increase the students' understanding of the functions in mathematics (2020). The use of Moodle for the second group of students provided an advantage that the first group didn't have which was the ability to have real-time chats, revision activities after each section, and the use of videos for them to review (2020).

Students in the control group, where they had the traditional teaching had students who were quiet and reserved did not get to ask clarifying questions. This resulted in students having difficulties with completing their tasks because if they did not get their questions answered during the class they did not have extra resources after class ended like the Moodle group did

(Mlotshwa, Tunjera & Chigona ,2020). The ability for the Moodle group to have self-directed learning, increased the students learning and understanding of the concepts.

Johnson (2017), took the social constructivist learning approach when teaching music online, where incorporating the theory supported the learner's experience by action and how each learner constructed and interacted with their knowledge to create a meaningful experience. Johnson (2017) stated how technology is not enough for an effective learning experience, it is important to include and determine the best pedagogical choice for an effective online learning environment. To use the research that is available and compare how there are different ways of teaching online learning, Johnson (2017) had the question of what pedagogical approaches are other music staff teaching for their online environments.

There were seven teachers who participated in Johnson's (2017) case study and all participants had varying degree of experience with online learning, and had differences of opinion when it came to believing that music could be taught via an online platform. Each participant had the opportunity to create their own online course using Blackboard and each structured their online content to how they felt it would be most effective (2017). It should be noted that the online courses that included more collaborative online tasks, discussion forums and e-portfolio development coincided with the participants who had more online technology experience.

Throughout the case study Johnson (2017) found themes that the participants were using even though no one was following the same teaching structure. Cognitive, social and teaching presences were the concepts that influenced how the participants facilitated their online music courses (2017). Participants that included discussion boards and group project interactions

provided those students with the opportunity to reflect on their knowledge of the presented content and were able to share amongst their peers (2017). This provided evidence of cognitive presence in that the student utilized critical thinking skills during the reflection of the online lessons.

One of the hardest things with online learning, and this is very dependent on how one learns best or feels best when learning, is providing a sense of belonging. Distance learning is not for all, but that is a concept to incorporate into online learning. Johnson (2017) found that when the participants incorporated relevant discussions that supports learner-content exploration and participation. Additional social-constructivist tools that were utilized were videos, and both the videos and discussion forums gave the students a strong sense of belonging because they had the opportunity to establish a strong social presence (2017).

Lastly, as the participants were designing their individual course all wanted a strong teaching presences throughout their online designs (Johnson, 2017). The information was presented throughout the various participants' online courses included specific terminology, descriptive explanations of the tasks, and have tasks that students could put their own personal interests into, and this highlighted a strong teacher presences that they have a lot in the classroom (Johnson, 2017). Overall, even with each participant designing their own online courses made sure to include an environment that encouraged its students to think critically and have meaningful discussions with their peers.

The researchers Mohammed and Kinyo (2020) took to looking at the different strategies to increase individual learning in today's digital world. Specifically, Mohammed and Kinyo

(2020) wanted see how using computers, tablets, and mobile devices as tools to promote access to practical and theoretical knowledge within a global network. In using technological tools to provide learning can be effective, if the information is presented to encourage learners' to use their existing knowledge and experiences that motivates their social, emotional, or occupational needs (Mohammed & Kinyo, 2020). It is important that adult learners do not feel patronized or left demeaning due when information they need to learn is being presented through technology that is outside of their normal workplace learning environment (2020). That is why the use of constructivism and adult learning is vital for creating meaningful, effective scenarios that allows for adult learners to discuss their point of view or experiences that deepens their understanding (2020).

The researchers explain how the use of constructivism in the preparation and design of training in the workplace, specifically both managers and workers appreciate the diversity and opposing viewpoints amongst them when it comes to training that is required (Mohammed and Kinyo, 2020). How this occurs is because both groups have constructed their perceptions independently, and both understand that about the other. This helps in creating meaningful dialogue that continues to be a focal point in constructivism (2020).

Andragogy

When it comes to designing eLearning for adult learners, it is important for instructional designers to think about instructional strategies to provide the most successful learning experience for them. Vann (2017) researched twelve expert instructional designers with at least five years of experience, where they provided data through telephone interviews and a brief questionnaire. Instructional designers plan and develop resources and activities based on the

instruction and learning principles and how to analyze the performance and identify solutions for instructional design (2017).

The analysis process that instructional designers implement includes the performance or results from their findings, designers also look at the needs for the learner themselves (Vann, 2017). This is referred to a learner analysis that instructional designers can gather information on learner characteristics, which during client and designer communication is needed for the designer to understand the audience's need (2017). One thing that many designers struggle to gather is how learners will experience instructions, which is a big component to creating effective training (2017). Empathy found within designs provides the opportunity to extend the concept of the design (2017).

Researcher, Vann (2017), had instructional designer participants that had the following criteria: designed instructions for adult learners; at least five years of experience; and either full or part time permanent staff or independent contractors. Vann (2017), recorded interviews to collect data and these interviews were intense to help provide participants' insight and opinions about empathy for adult learners. Through this study, it was identified that to be empathic, is to have the ability to shift one's perspective to assess, understand, and consider the feelings of an individual in a way that is free of judgment, uninvited advice, or disparaging remarks (Vann, 2017).

As instructional designers consider their designs for their audience, especially when the training is being provided through the use of technology, taking the view point of the learner allows the designer to put themselves in their shoes (Vann, 2017). Once the data was collected through the intense interviews six themes emerged when it comes to instructional design. First,

the importance of empathy overall, the need for reflection of empathy in instructional strategies, knowledge of the audience/learners, hindrances to demonstrations of empathy exist and vary, awareness that online learning requires different considerations, and relevancy (Vann, 2017). In conclusion, Vann (2017), illustrates that through the themes of how empathy can be included in both strategy and design allow adult learners more relevant and meaningful instruction.

Vann (2017), explains that when instructional designers include empathy they can anticipate what adult learners may experience such as frustration, confusion and fear when engaging with online learning. Vann (2017) states that empathic instructional design can promote a better understanding of adult learners' authentic needs.

Learner Control

When it comes to instruction and training the use of technology-based learning (TBL) has become an asset to educating learners no matter the type of setting. TBL takes the traditional ways of educating and transforming it through the use of different technologies that it becomes an individualized educational tool that can be used to accommodate any learner group size (Koller et. al, 2006). TBL allows instructional designers to take the learners' needs and points of view into context when designing the instructional training modules. For instance, an instructional designer can create a training module where simulations are provided to illustrate first hand on to complete a specific task, but even more so the learner at control the speed at which they learn the information (Koller et. al, 2006). Self-paced TBL engages the learner because they can take participation and expand it to hands-on learning of the course materials (Koller et. al, 2006). It was found that the learners need to know the specific reasons why tasks are being taught; that instruction should be task-orientated; instruction should allow for various

experience levels; and that as the learners are self-directed, instructions should allow learners to discover things and knowledge for themselves through guided experiences (Pappas, 2013).

Self-Paced Training

The heightened growth of TBL in government, industry, and education there are various methods to deliver the content, but increase the rate of the training module to match the needs of the learner using self-paced learning another benefit of TBL programs (Koller et. al, 2006). However, when self-paced TBL training is used as a question that many researchers look for is what strategies are used in order to increase the learner experience for an adult audience (Dobrovolny, 2006).

Dobrovolny (2006) conducted a study where adult learners participated in self-TBL training that their corporations offered. Throughout the training the learners kept a journal describing their experiences and in the end they were interviewed (Dobrovolny, 2006). Specifically, Dobrovolny (2006), wanted to see how the adult learners used the following knowledge construction techniques in completing the self-paced TBL training: conversations, reflection, metacognition, prior experience, authentic experiences, and generative learning strategies. What the author found was that the use of knowledge strategies not only was used when the adult learners selected their course but continued the process until they completed their respective courses (Dobrovolny, 2006). Specifically, the use of metacognition, reflection, prior experiences, authentic experiences, and conversation were used by the learners to construct their knowledge, what Dobrovolny (2006), also found how the learners use these strategies together and separately throughout their self-paced TBL training courses.

Dobrovolny (2006) was able to assess that the learners used metacognition and prior experiences together to use access their internal self-assessment and questions, simulations and practices in their respective courses in order to assess their knowledge throughout the TBL training. Additionally, the learners were conscious of how their prior experiences were needed throughout the course in reflecting on their past, present, and future knowledge (Dobrovolny, 2006). Lastly, the use of conversation by the learners aided in their ability to understand the course more by asking questions on the concepts or misleading or confusing terminology (Dobrovolny, 2006). Through Dobrovolny's research it allows support for designing an eLearning where the adult learners have the ability to take what they learn and reflect on it. It is important to allow adult learners the opportunity to use their prior knowledge to reflect and apply the learning that has been provided to them to increase meaningful retention.

Dobrovolny's (2006), study provided insights on how to design self-paced technology-based learning that is driven and sustained by metacognition. Adult learners need to have the ability to self-assess their knowledge, whether it is through practice exercises or simulations, but the TBL needs to include a certain level of interactivity for the adult learners to use their metacognition. However, to allow the learners more time to access their metacognition is through control the pace at which they complete the TBL. It will then allow the learners to take the time they need in order to reflect and retrieve prior experiences. The research could have been more detailed by providing who of the participants had prior experience in using TBL. Additionally, it would have shown the effectiveness of self-paced TBL if the participants took part in a course that was unfamiliar with. In doing so, there may have been more significant data

in what generative learning strategies the learners would use in order to access their metacognition and for motivation.

Further exploring the use of metacognition, Tullis & Benjamin (2011), conducted a study where they focused on how allowing learners control over the time they take to study and the effectiveness of self-paced learning. The study involved two experiments; the first one compared a control condition of allocated time to study with self-control over study time (Tullis & Benjamin, 2011). In the second experiment, Tullis & Benjamin (2011), took the self-control over study time and compared it with the allocated time that was based on the difficulty of the task. Students were alternatively assigned to the self-paced or fixed-rate conditions where the students studied a list of words on a computer screen, both conditions went through this same process (Tullis & Benjamin, 2011). However, the difference was in the length of time the words were presented on the screen, specifically, the fixed-rate group had the words presented on the screen for a designated amount of time, where the self-paced group would hit the space bar when they felt they were ready for a new word (Tullis & Benjamin, 2011). Once the groups had completed, the list of words remained visible on the computer screen where the students had to go through each word and rank it on a scale of 1-4 (1- "I am certain I have not seen that word," to 4- " I am certain I have seen that word"). Tullis & Benjamin, (2011), found that those who had control over their study time performed significantly higher than the fixed-rate students. Experiment 1 found that even if the same time is given to both groups, how that time is allocated, meaning when the learner has control over which aspects within the study time is needed results in an improvement of the learners' memory (Tullis & Benjamin, 2011).

The authors in experiment 2 focused on examining the self-paced learners' performance by tying their study time to the level of difficulty for that item or task (Tullis & Benjamin, 2011). The materials in this second experiment were the same as the first, but there are three groups instead of two. The two groups are also the same; the additional group is the normative-allotment condition (Tullis & Benjamin, 2011). The results in this experiment mirrored the results of the first, where the self-paced group scored significantly higher in recognition of the word list (Tullis & Benjamin, 2011). Also, the additional third group, those in the normative-allotment condition had performed worse out of all three of the groups (Tullis & Benjamin, 2011). What the results of Tullis & Benjamin's (2011), the study validates how using metacognitive strategies during self-paced learning allows the individual to self-regulate knowledge assessment. Additionally, Tullis & Benjamin's (2011) study supports Dobrovolny's (2006) study in that the use of metacognition is an important component to developing self-paced learning, whether it is through the use of technology or not, it's needed in allowing adult learners the freedom to self-assess their own learning.

Schimming (2008), also researched how adult learners preferred online instruction versus the traditional classroom instructional method. In this study, Schimming (2008), had first-year medical students complete a specialized training, PubMed training either through classroom sessions or an online tutorial. Through the students' skills assessment scores and student feedback, Schimming (2008) found that the students who participated in the online training were equally or more satisfied than the classroom students in their experience. One of the reoccurring comments from the students in the online training was that their experience was successful because of the control they had over the course materials (Schimming, 2008). This reflects

Dobrovolny's (2006) data of self-paced technology-based learning in adult learners in providing the learners with the ability to control the pace at which they access the course materials allows the learners to individually engage in what is being presented. Additionally, the students in Schimming's (2008), online training course found that not only was having control preferred but being able to access the training when their schedules allowed it was described by the learners to allow them more freedom. Schimming's (2008) and Dobrovolny's (2006) studies exemplified how a self-paced online training can produce an environment that allows a sense of freedom and control. TBL environments such as these reinforce Knowles' Five Assumptions of Adult learners characteristics, where Schimming (2008) and Dobrovolny (2006) provide their adult learners with specific reasons on why the tasks are being taught, allowing the adult learners to discover things and knowledge for themselves through a guided experience that they can control (Pappas, 2013).

An aspect of the study that would have been helpful in gaining a deeper understanding of what specific characteristics in an online classroom is seen to be most effective, is Schimming (2008), could have incorporated questions in addition to the students' feedback on various parts of the online training the students participated in. For instance, Schimming (2008), could have provided a questionnaire that inquired about the students' previous computer skills, what their understanding of PubMed is and if they have used it before if they felt the training objective was important to them, and if the content was well organized. This could present a pretest and posttest where the data may deliver not only how satisfied the students were with the online training, but if it was effective in which they did retain the information delivered to them through the online course.

In Dobrovolny (2006) and Schimming's (2008) studies, they focused on their learners' results after they participated in technology-based learning or e-learning modules. However, Luor, et. al, (2009), developed a study in order to bridge the gap of how adult learners perceive corporate e-learning programs (CELP) with how it affects the learners' use of the CELP. The authors felt that by identifying the critical success factors they can improve the CELP effectiveness when the users experience the training. The adult learners were from a financial institution, Luor et al., (2009), gathered their data through the use of questionnaires prior to the participants using the CELP and also after they used the e-learning training. After, the authors conducted in-depth interviews they found that when the CELP incorporate sensitivity of time, meaningful recognition for participation, and provided both personal and technical support resulted in the high and probable success of CELP implementation (Luor et al., 2009). The study's findings echoed the adult learning theory, and again Knowles' Five Assumptions of Adult learners' characteristics. That states adult learners are motivated by practical problem solving because when the examples in an e-learning training are realistic and relevant to the adult learner they will find more value and relate more to it. However, Luor et al., (2009), the study lacked the exploration of the participants' diversity, because that could have an effect on the perception of the CELP. For instance, in a corporation, there is going to be diversity where individuals have different cultural backgrounds, and such influence can stimulate an individual's perception of the CELP based on their cultural background. The authors may find more gaps due to the varying degrees of perception that is influenced by one's cultural background.

When designing instructional training modules it is important to keep in mind the learners, but also what their strengths are. For instance, this portfolio's audience are adult

learners and for the training to be effective it needs to incorporate components where the learners can use their metacognition. To integrate knowledge checks throughout training or provide scenarios where the learners' have to access prior knowledge in order to answer the situation are some ways that instructional designers can develop training modules that support the use of metacognitive strategies. All of this is done at a pace that the learner sets themselves because for an adult learner to access metacognitive strategies it is important they are able to self-regulate the speed at which they complete the task at hand for optimal performance and success rate.

Transition to Multiculturalism

In designing online learning, there is more to consider than the use of metacognitive strategies, such as self-paced learning, but the culture that the learner themselves relate to. In today's corporate organizations the use of online instructional training has become a key component to implement new training for higher productivity. As organizations grow welcomes a more diverse environment, which presents the need for training to include cultural sensitivity through course organization and interactivity (de Brito Neto et al., 2014). The significance of the need for cultural sensitivity and awareness is because most online communities tend to accommodate more to the English-speaking world, which can make it difficult for learners whose first language isn't English (de Brito Neto et al., 2014).

Global Audience

The growth of the global internet has opened the world of online learning, but is important to know and remember, and is that when online learning is created you have to do more to the content being delivered than to open it up to people all over the world (St. Amant, 2007). The author explains how the regional and national context of that learner has a great

influence on how they interact in the online learning environment, which is why when designing the online training the cultural factors need to be addressed (St. Amant, 2007). Through an essay St. Amant (2007), enlightens us with strategies for trainers to design and deliver instruction that is not only effective for a local audience, but for the market for global online learning.

St. Amant (2007), clarifies that the challenges that can arise with creating online training can be addressed and used as a way to guide the development and design of the training materials. The phrase "awareness raising," is how St. Amant (2007) describes how training should be to suit an international online class. The four designs that St. Amant (2007), states are factors that are deemed the most challenging and they are access, design, scheduling, and language. These four foundational factors can affect a great number of global students when participating in an online learning environment (St. Amant, 2007). The key component of international access is the infrastructure that the online environment is developed to allow students the ability to use alternative media in order to access or turn in materials (St. Amant, 2007). In the case of infrastructure interferences, St. Amant (2007), suggests providing all course materials in a hard copy because if there are problems with access internet for learners they have the materials in the hard copy version to allow for continued participation.

Additionally, in some countries where bandwidth is expensive St. Amant (2007), advises designing web pages that may be used to load quickly and easily, which means the design may need to be simpler. It can also help to limit the required online activities the learners have to participate in because this can reduce the burden of having to spend a lot of time on the internet using bandwidth (St. Amant, 2007). Moreover, the design of images and learning objects affect more than the bandwidth, meaning depending on the audience's cultural background design may

have a different meaning (St. Amant, 2007). The author suggests to keep imagery to a minimum, simple, and incorporate text to reduce potential confusion that relates to the meaning of the images that are used (St. Amant, 2007).

Another component that can affect a global audience is certain terminology, such as, yesterday, today, and tomorrow. St. Amant (2007), points out how tomorrow for a student in Canada can mean today for a student in China, which is why after conducting research on the locations of your participants a trainer can develop the course that is scheduled around specific time and date to all learners to make the necessary arrangements to participate. St. Amant (2007), goes on to further explain that when stating the time for when specific events will take place in the online environment trainers should use the 24-hour clock because it is accepted more internationally, and lessens confusion for individuals when they see 9:00 whether it means in the morning or evening. Lastly, the language just as St. Amant (2007), mentioned establishing a time schedule there is the same need to with language, and that is to establish a standard language and dialect that is set for all classes. Through this, a trainer directly addresses the learners with the dialect being used so help participants aware of those cross-dialect exchanges (St. Amant, 2007). Another way to help with the cross-dialect is to provide the learners with a glossary that includes the key terms, abbreviations, and idioms that relates the standard language (St. Amant, 2007).

The author's suggestive strategies to create online training for a globalized setting help trainers and educators become more knowledgeable about the various ways to keep up with the growing market of online learning (St. Amant, 2007). St. Amant (2007), highlights not only the instructor's options in creating an effective online environment that accommodates those in the global audience but also what the learners themselves can do to assist the instructor in order to

keep the environment open to the diverse conversation. A key aspect that St. Amant (2007), highlighted throughout the essay was directly addressing the components of the instruction that helped to make the audience cultural aware. It is important to remind us that St. Amant (2007), has presented information that will allow instructors and educators to begin the pursuit of developing a globalized online learning environment.

Selinger (2004) discuses further the development of a global e-learning program, but focuses on how implications both culturally and pedagogically can impact how effective the program is. The author mirrors St. Amant's (2007) suggestions that a learner's cultural beliefs and traditions do influence their social behaviors and how they learn, even the meaning of learning (Selinger, 2004). In Selinger's (2004) article discussed how learning styles fail to demonstrate an awareness for the actuality of cross-cultural students and how that influences their learning. Which is where St. Amant's (2007), the argument of design to be driven by awareness raising that only becomes part of the foundation of creating an e-learning program that incorporates strategies to ensure that culture is constantly present and accommodated.

Another component of Selinger's (2004), that mirrors St. Amant's (2007), is the language of instruction and how it can play a big role in a global e-learning program because most programs are originally created in the originating country's language. However, Selinger (2004), presents a study used the Cisco Networking Academy Program, which is the largest global e-learning course in the world. The research was done to examine pedagogical practices in different countries, and issues and concerns relating to culture, curriculum, and assessment (Selinger, 2004). Data from the study was gathered through questionnaires that were distributed through the web, and face-to-face interviews with the students and instructors (Selinger, 2004).

What was found in the study after visiting each country was that pedagogically students were treated differently, specifically the amount of autonomy the students were given, the amount reading set prior to the start of class and the age of students when being treated (Selinger, 2004). Additionally, there was a difference in how instructors perceived their role and their students, which entailed how the instructors perceived themselves as a leader, guide or supporter (Selinger, 2004). The main conclusion the author found from this study was that to ensure the program was successful, but also continued to grow, the instructor needed to understand that they are a vital component in ensuring this will happened (Selinger, 2004). The reason why Selinger (2004), stated the instructors are a pivotal piece is that the instructor has to adapt the infrastructure to accommodate the students and their cultural dimensions. Lastly, Selinger (2004), stated that findings such as, speed, level of access, and cost of Internet access impact the e-learning experience because of the cultural environment that the e-learning course is taking place, which these findings mirror St. Amant's (2004) research.

The research in St. Amant's (2007), and Selinger's (2004) articles had a mirrored effect, in which their findings were similar and shared the same importance in order to develop e-learning programs that are effective for a global audience. Overall, the major components that both authors noted and that instructional designers should incorporate are access, design, and language. Shaarawy (2014), discussed in an article about globalization and its impact on learning, and how a quality assurance framework is important to the development of cross-border educational services. Additionally, in a book that discusses the essentials for training a global audience, the authors' stated that an instructor needs to learn who its audience is, be cautious with the language, and be aware of the environment and what is provided (Irwin & McClay,

2008). It can be seen that developing a framework for an online learning environment is vital, but also are the components that over multiple sources are deemed pivotal to the success of the online training. It can be assumed that even if one designing an online learning environment for a local audience the components, of access, design, and language are important to developing a successful online learning program. However, it's essential to be constantly aware of our purpose and that is to welcome diversity, which is what should drive a globalized e-learning program.

Location-Based Learning

Global organization presented various hurdles and one is cross-cultural, where a need for understanding the factors that can influence an individual's adjustment to a new culture. Kassar et. al (2015) focused on how important cultural training is for expatriate employees and to do so, followed multiple hypotheses to test the impact of cross-cultural training. Specifically, focusing on how cross-cultural training adapts, satisfies, preforms, and project-turnover. In the study, Kassar et al., (2015) used a quantitative study, that used a target population of employees who have had experience working abroad on foreign assignments. The participants answered a Likert scaled questionnaire asking about the type of cross-cultural training they had received and the generic demographic questions (Kassar et al., 2015). Overall, the study provided us that cultural training will lead to high benefits from outcomes of an assignment and greater satisfaction and performance (Kassar et al., 2015). Additionally, those who had the cross-cultural training were more willing to take on another foreign assignment (Kassar et al., 2015).

What stood out in this study was the type of questions the researchers included because there is more that can impact the success of cross-cultural training than just the demographics and whether the participant had previous experience with cultural training (Kassar et al., 2015).

However, Kassar et al., (2015), highlighted how incorporating culturally relevant information in training can be effective where the employee's performance improved. Lastly, the authors' evidence of cross-cultural training supported St. Amant's (2007) study in that it focused the training on bringing awareness of the culture to the design showing that it is effective. Location-based learning allows for an instructional designer to take the learner's existing cultural environment and use it to make the training more personal because it is providing relevant information that they have in their backyards. Although it doesn't speak to a bigger audience, such as the global learners, location-based learning does although instructional designers to take the strategies and concepts used in gathering the cultural environments through location-based learning to develop training and transfer it to a global audience.

Localization Best Practices

Öztemel and Kurt (2017), researched how different translation strategies when comparing two different pieces of text to help detect cultural specific items and analyze translation strategies of the cultures. Both of the texts are Turkish and the authors use cultural folklore and elements throughout each sets of texts, which includes proper names, use of nicknames, wordplays, figures of speech and references from daily and social life (2017).

The researchers proposed seven strategies within their methods: localization, globalization, addition, omission, preservation, transformation and creation (Öztemel and Kurt, 2017). When the source culture is being translated into the target culture, the goal is to help bridge tother the source culture and target audience closer (2017). When Öztemel and Kurt (2017), used the various strategies to help bridge the gap from the source culture to the target audience, and they found that using the globalization strategy was the most effective strategy

because it took the culture source text and made it more general and neutral terms (2017). It allowed the target culture to understand what would normally be ambiguities.

The research presented prior has stated how allowing learners to go at their own pace will encourage them to use their meta-cognition, and its been discussed how the framework of a self-paced online learning environment is when the audience is at a global scale. However, the concept of localization will assist an instructional designer to present information that is specific to the target market or to a specific target country (Evia, 2011). There are varying degrees of localization that can be used, which are general and radical localization (Evia, 2011). Some have said that the use of localization has become a pivotal component to foreign organizations because it can help in minimizing difficulties that relate to cultural factors (Gamble, 2000).

In a global organization the use of technologies that benefits communication and information through a cost-effective design. Evia (2011) examined the use of computer-based training (CBT) for training purposes and the digital divide that has been seen through learners that have English as their second language. Furthermore, the author argues that when the training materials presented through CBT are culturally relevant towards such participants as Hispanic construction workers that the CBT can adopt to deliver the training materials that can reduce the disadvantages that usually arise when the training materials are not culturally relevant (Evia, 2011).

Computer-Based Training Best Practices

In order to ensure that the CBT material is culturally relevant Evia (2011) used the development stages of localization, adaptation, and evaluation. Additionally, the researchers used a source document and audience, and target document and audience, but also using localization.

This has been defined as, “the process of creating or adapting an information product for use in a specific target country or specific target market,” (Evia, 2011). In developing the CBT, the author looked at what is suitable information from the source documents to then-radical localize the information to be culturally relevant (Evia, 2011).

Even though the CBT was aimed at the Hispanic construction workers, the study found that it won’t close in on the digital divide (Evia, 2011). However, when the CBT used audio prompts it improved the Hispanic’s knowledge transfer, and to retain the information they use of videos was also used (Evia, 2011). This study provided support in how localizing the information based on the learner’s cultural background, within a CBT does provide an effective training program (Evia, 2011). However, the author could have incorporated to further the study and increase learning, is providing an interactive experience for the construction workers. Especially, when providing a short tutorial on how to use the navigation would elicit a self-paced component to the training, and would further test how the radical localization of the information did accommodate the construction workers because they would be going through the training on their own.

Gamble (2000) also used rapid localization for Chinese management. The author’s intentions with this article were to analyze and bring about a discussion on how localizing proponents tend to either minimize or overlook the difficulties seen in the status and roles of managers. Additionally, looking at the cultural factors that have been dealt with simply. Gamble (2000) gathered data from twenty-nine Chinese enterprises that are located in various areas. At these locations, the expatriate managers were had face-to-face interviews with the author (Gamble, 2000). This study differs from Evia’s (2011) because it does not present localizing

within e-learning, but does illustrate the use of localizing and its effectiveness. Gamble (2000) found that in localizing the management for these enterprises throughout China, the researcher found managers have developed a core that is culturally literate that increases the managers' skills in functioning as trainers, co-ordinates, and neutral 'outsiders'. This will only increase their ability to meet global integration challenges (Gamble, 2000).

Gamble's (2000) study provided, illustrated how providing training that localizes the information can help decrease the cost of sending for management outside the countries because the findings show how those managers that have developed a strong cultural core can increase their skills as trainers. Additionally, the articles provide information on another context of how those in management use the concept of localizing to help managers become more culturally literate.

Gaps in Research

As several authors (Koller et. al, 2006; Dobrovolny, 2006; Tullis & Benjamin, 2011; Schimming, 2008; Luor et al., 2009) point out, the effectiveness of a self-paced e-learning module that encourages learners to use their metacognitive strategies to be successful in understanding and retaining the information being presented throughout the training. However, these authors only set the stage for adult learning through an e-learning module because multinational organization has more obstacles then accommodating the adult learners, but the cross-cultural hurdles that arise when welcoming a more diverse community within an organization. Overall, the research has provided parts of what need to be a whole, meaning for an audience that are adults and multinational need to be provided with an e-learning module that can highlight both areas within a learner controlled environment. Both Evia (2011) and Gamble

(2000) have presented research that uses localization in order to present information in the module to a global audience, but what is missing is how the use of self-paced strategies can further provide an effective training module for such an audience.

Summary

To prepare for quality self-paced online training that serves multinational organizations, the instructional designers can gain knowledge through researching how self-paced training is most effective for adult learners. To create a self-paced online training for a multinational organization one needs to be aware of the culture that its learners associate themselves with, but these authors do more than that, they designed their instructions with the foundation to bring awareness of the culture of the learners (St. Amant, 2007; Selinger, 2004; Irwin & McClay, 2008; Kassar et al., 2015). Additionally, a key component highlighted throughout the authors' research is being direct with the cross-cultural factors that influence how the participants learn and interpret the meaning of learning. Lastly, Evia (2011) and Gamble (2000) take the components of globalizing training and use the strategies of localization to present the information in a design that accommodates the learner's culture. Throughout this chapter, the authors have presented components that are evident to structure an online training module for a global audience, and further, the effectiveness of localizing cultural awareness is allowing those participating to further use their meta-cognition to take the designed training module into their own hands and be successful. In the remainder of this portfolio, I will build projects that focus on self-paced online training, incorporating cultural awareness in an online training module accommodating globalization and incorporating both self-paced and globalizing strategies to be

localized in an online training module. Chapter three introduces the products which demonstrate mastery of the theories and research findings for this portfolio.

Chapter III: Description of Product

Introduction

Chapter two examined the significance and importance of audience analysis and how cultural background influences thought process and interpretation of the design and implementation of learning whether in person or online. While discussing some of the critical issues in the implementation of adult learner cultural focused online training. The purpose of this chapter is to introduce a product that not only trains future instructional designers how to create a computer-based training module, but more specifically how to do so while including design that is empathetic culturally, meaningful, and effective online training.

Description of Product

The product to be created for this portfolio includes an authored course demonstrating best practices regarding computer-based training design and localizing the information to be presented that no matter the cultural background of the learner can be effective. Overall, the goal is to develop a product that can be utilized to teach learners how to create online training that is suitable for all adult learners from all diverse backgrounds.

Goals and Objectives of Product:

The problem addressed in this portfolio is to increase the effectiveness for learners within the corporate multination organizations. Technology is utilized within multinational organizations, and Chapter two provided sufficient evidence documenting the reality that audience, especially diverse audiences, are often lost in the design. It is important that the audience or the learner is the main focus when designing online training or it will not be effective or meaningful. This can result in the learners' inability to retain the important

information they need to further their knowledge and skills for employment. Upon completion of this portfolio project, the following objectives will be satisfied:

- Design an online self-paced training tutorial for complaint-based training.
- Implement culturally empathetic designs for meaningful online self-paced training.
- Design online self-paced training where information is localized for a global audience.

Audience Analysis:

Learner goals: After completion of this eLearning module, the learners will be able to navigate through Adobe Captivate, and use basic functionality to create a simple computer-based training module.

Target Audience: The target audience for this eLearning module is new hires for FAST Enterprises. The new hires are adult learners ages 22 years and up. New hires are not required to have experience with Adobe Captivate or other authoring tools but will learn if needed on-site by means of mentoring. This module provides FAST Enterprises with a resource that delivers consistent instructions on how to use the basic tools of Adobe Captivate to create computer-based training (CBT) modules for their clients. The CBT will allow users to quickly navigate and successfully utilize the basics of Adobe Captivate to create a simple CBT. Additional characteristics included:

- Learners have an understanding of the requirements of their job duties
- Learners lack a strong understanding and working knowledge of how to use Adobe Captivate
- Learners are highly motivated
- Learners may be busy with additional related work

Demographics: The target audience as stated above are adult learners, where English may not be their first language. FAST Enterprises is a company that has multiple locations all over the world, where employees may speak more than one language. As described in project 1, incorporating the ability for adult learners to control the pace at which they learn enhances their use of metacognition. During this project, the use of learner control was utilized and the concept of a global audience. To ensure the learners have the ability to succeed, those whose first language is not English, it is important to provide the information in the simplest form of English.

Software used: Adobe Captivate was the software used to create and publish the module. This was the best option suited for the environment due to Captivate's ability to customize software simulation, which allows for more engaging training for the learner.

Methodology for analysis and evaluation*:* This module is being created for FAST Enterprises, specifically for training coordinators in the company that does not have prior knowledge of how to create an eLearning. Specifically, an eLearning that focuses on increasing the learning for a diverse audience. The information gathered on the target audience is from personal experience and talking with the headquarters ' testing and training team for FAST Enterprises. It is not a requirement for new hires to know how to create an eLearning, but it is a skill that is looked for among the resumes. The current training for new hires when creating an eLearning is coaching style, where the lead of the training team will take time to sit and work one on one with the new hire to teach them how to create an eLearning.

The coaching-style is why the use of a connoisseur-based study is necessary, to examine the instructions in more depth it is important to employ the SME to provide their opinions on

how to provide a module that is accurate and effective. The need to create an eLearning is very high and to allow a FAST employee the ability to use the eLearning to teach themselves how to create one is time effective for the overall project. The eLearning includes information that is quality and self-paced, to allow the new employee a self-paced service to ensure they are retaining the information.

To help increase retention, throughout the module, there are knowledge checks to allow the employee to use what they have learned and apply their knowledge to ensure an effective module. The comprehension/application testing will include observational notes about the learners' levels of success through each of the learning experiences and their ability to complete the procedure after the completion of the learning activity. The primary focus through this testing is to not only improve the content and delivery of the instructional materials but ensure that the developed instructional materials are presented as user-friendly because it is the first module to be used at the business.

Context for implementation: The eLearning module will be used as a tool for the training teams throughout the various projects of FAST Enterprises in a medium to a large business setting. Specifically, for the new employees, this module provides the trainee with one-on-one training. It allows the students to go at their own pace with the availability of the module being controlled by them, where they can pause, go backward, or forwards. At this point, the only point of reference the new employees have is asking a peer onsite that has knowledge of how to create an online training module. However, depending on the time of the project time is not always available to teach a new trainer, but allowing the new trainer the control allows them to learn while creating. This module can be used any time by the employees, whether they are veterans or

new as a resource later. This makes for a great resource because there are voice-overs throughout the module that provide the employees with a talk step-by-step in completing the procedure. This module also focuses on training for global audiences because this business has multiple locations that are more diverse. This is why there is a voice-over that specifically uses global English, talking through the instructions step-by-step. This entails that there isn't jargon or terms that the possible employee does not have reference to, and that includes visuals. The visuals used are from the Adobe Captivate software. In designing the module, the ADDIE process was used, because breaking up the different sections of the design allows the opportunity to focus on what the needs of the international audience are.

Institutional Review Board Exemption

Due to the nature of this research, the Institutional Review Board (IRB) was not required for approval. Traditionally, this is a group that would need to approve research done on human subjects in order to protect their rights and well-being. All research articles that were chosen were grounded in existing research studies and analysis, therefore there are not any active humans currently under study for this specific paper. The created product did not involve the use of human subjects, IRB approval was not necessary.

Description of Intended Implementation

The eLearning product for multinational organization would be used to provide new hire instructional designers a self-paced learning experience where they acquire new skills to create an eLearning for the client they are currently working with. Not only would they learn how to create an eLearning, but specifically, how to design the eLearning that localizes the information

for a diverse audience and encourages adult learners to use their prior knowledge and experience to work through the eLearning.

When the new hire instructional designer is working through the eLearning, they have the opportunity to use it again as a tool by stopping the eLearning and copying the action in the authoring tool itself. This allows the new hire to have a tool that guides them the design process for creating an eLearning for a diverse audience. By having the eLearning tool, it takes the place of the coaching style that current new hires and managers utilize when there is a need to create an eLearning.

Chapter IV: Tangible Product

Introduction

There is one product that makes up the contents of this chapter. This project is an eLearning course developed for new hire instructional designers with FAST Enterprises, to learn how to create a self-paced eLearning course using Adobe Captivate for multinational organizations. Included in this chapter is the design documented to outline the needs and strategies of developing a culturally sensitive and effective eLearning course. Within this document is also a storyboard that was used to design the eLearning course within Adobe Captivate. The use of both the design document and storyboard assisted with the final version of the self-paced eLearning for multinational organizations. Presented in this chapter is an overview of the final product.

Description of Product:

The eLearning product for multinational organization would be used to provide new hire instructional designers a self-paced learning experience where they acquire new skills to create an eLearning for the client they are currently working with. Not only would they learn how to create an eLearning, but specifically, how to design the eLearning that localizes the information for a diverse audience and encourages adult learners to use their prior knowledge and experience to work through the eLearning.

Link to Product: https://scsu.mn/3gcPLa2

Description of Implementation:

To implement this product would be to start with a small group of new hires during the new hire training weeks that all new hires are required to attend. During the new hire training,

the new hire instructional designers separate into a small group for more personalized training, where they could watch the final eLearning product. This opportunity to provide the instructional designers to watch the eLearning, would allow for more instant feedback on the effectiveness and understanding of the eLearning. Additionally, how confident the new hires feel after completing the eLearning and heading to their specific sites would gage the level of readiness that the eLearning provided as well.

Depending how these small new hire trainings go, that occur every three months, will determine the further implementation of the eLearning to sites that are already in process of rolling out with the software. The implementation would continue with small groups at a time, which with sites, would be small number of sites at a time. This is because the increase of feedback that would be provided from further exposure to more instructional designers may result in the need for future updates to the eLearning.

Summary:

This course is segmented into different topics that includes an evaluation after each segment. Each segment builds onto each other to help the learner understand how each topic plays a role in the design for a diverse adult learner audience. The product is narrated by an Adobe Captivate generated voice, instead of a human to eliminate the potential issues that arise with accents. The first segment serves as an introduction to the course. Here, the learners will learn how to utilize the controls of Adobe Captivate with the tool bare at the bottom of the screen, what the objectives of the course are, and an overview of the information that they are going to learn throughout the course.

The second segment of the course discusses the terminology of the design strategies that are being described and demoed in the following segments. The following segments, went in depth on how to specifically design each strategy in an eLearning and how highlight, use of captions and audio can be utilize to reinforce the design strategies for a more meaningful learning experience.

Chapter V: Reflections

Introduction

The completion of the final product helped to better understand the need to provide culturally sensitive eLearning to allow for higher success for a diverse learning audience. To highlight, respect, and provide empathy to a diverse learning audience has been a passion of mine since starting in undergraduate school. Graduating with a psychology degree and a high emphasis on anthropology, it has been an interest of mine to continue pushing myself and others to understand cultures and what makes them unique. This ideology is what drove the idea of creating an eLearning that allows diverse adult learners to take control of their own learning, but also ensuring that the eLearning is designed to be empathetic to how cultures influence individual's learning and retention.

Discussion of Results

The research has informed the design of the product in how the information is presented. Research describes how presenting the information in segments to allow for easier retention of the information. In presenting the information is short segments, the text itself is localized to allow for a diverse audience to understand and retain the information. In the English language, the use of filler words is heavily used, but using localization and adapting the text to a diverse culture the filler words are removed and key text is the focus.

To provide further retention of the key concepts to create a culturally sensitive eLearning, the use of Kirkpatrick's levels of evaluation was incorporated into the product. This allows for the audience to think about their reaction, learning, behavior and results of how to create a

culturally sensitive eLearning. Each of the four levels allow for the learner to think about how the information being presented can be applied to their job duties.

Recommendations for Application

Based on the research and the results from the design it is recommended that the use of localizing eLearning provides an opportunity for a diverse audience to be successful in their eLearning trainings or education.

Conclusions

The idea of creating a self-paced eLearning for multinational organizations was a way for me to combine my passion of psychology and sociology/anthropology with the business world. I wanted a way provide efficient training to businesses with sites all over the world that was effective. What I didn't expect was a global pandemic to bring my project to the forefront where there is now a need to eLearnings. However, what is still missing from most eLearnings and research is how to make eLearnings that provides optimal success for gaining knowledge and skills for a diverse adult learning audience.

I am excited to take what I have learned and created throughout this process and showcase it to my current company to help our learning strategies become more impactful and meaningful. The gaps in research provide more ideas to come to light since the need for eLearnings is evident, but will only continue to grow. The new ideas of approaches and design strategies will help fill the gaps the research is missing currently. Overall, what research has shown me is that all details of an eLearning can have an impact, but how to mitigate those details to be meaningful and impactful are important to provide optimal success for a diverse adult learning audience.

Personal Reflections

After starting my instructional design career with FAST Enterprises, I've learned that the eLearning provided by FAST that the design of these could be more effective. The clients FAST works with having a very diverse audience where many English is not their first language, and the eLearning is already created but then translated into the needed language. This can work, but to make it more effective and to allow all learners the same opportunity for success it would be worth it to make updates to the design for a more global audience.

I enjoyed the process of making this eLearning because it challenged me to continuously be present and focus on each part of the design and if the learning goal was being fully represented. The research and this experience have shown me how important it is to think about all learners and what we, as instructional designers, can do to ensure all have the same opportunity to succeed. It's too easy for individuals to get stuck in their ways and continue doing work that is considered company standards, but that is not only limiting themselves and their knowledge but more importantly their learners. Technology is only going to continue to advance; thus, the designs of eLearning must adapt to provide a greater opportunity.

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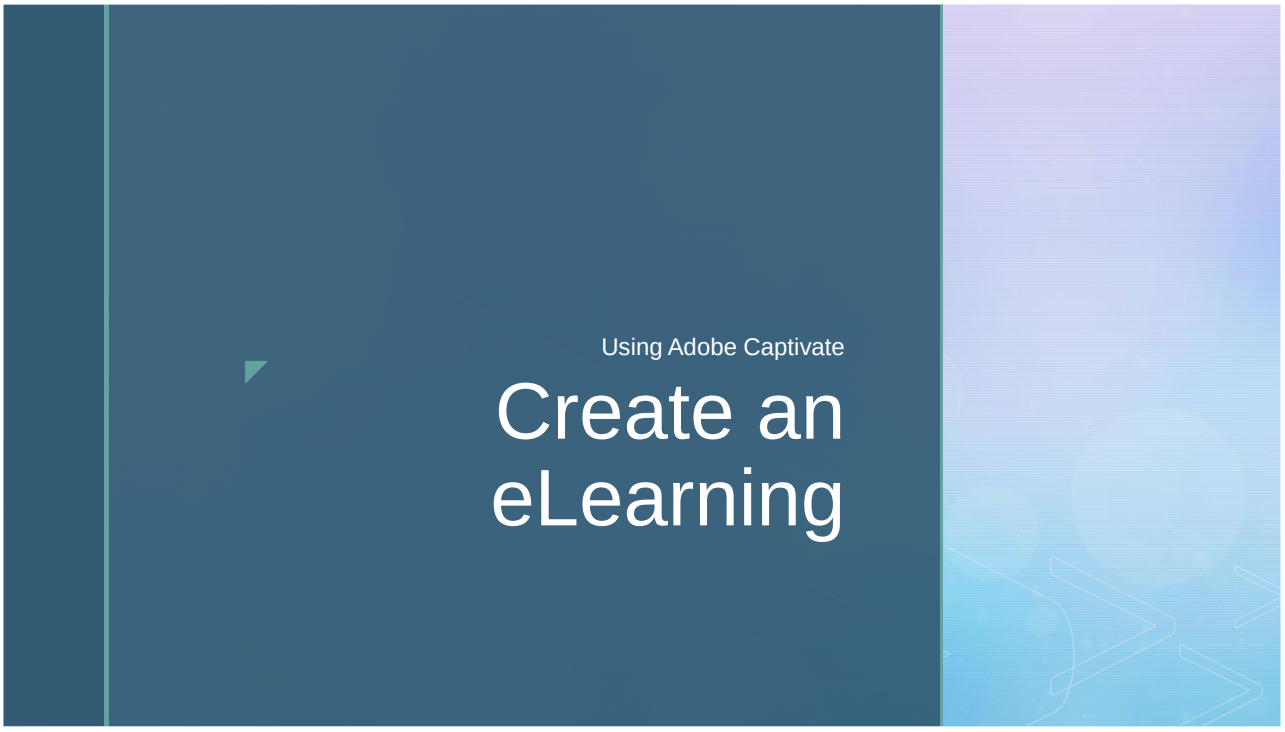
Appendix A

Storyboard. To access, please right click and open.



Appendix B

Feedback questionnaire for SME review:

Question	Slide #	Feedback
How is the flow of the eLearning?		The flow is good. Breaking out the information into different sections help with allowing time to retain the information.
Does the eLearning provide engagement with the eLearning? Explain why or why not.		It does. I think the slides that allow for feedback helps to reinforce the learner to engage more. To apply the information to our real life sites and clients.
Are the design strategies identifiable throughout the eLearning? Explain why or why not?	Introduction slides	I think what would help with the learner identifying the design strategies, would be to provide a section that explains what they are and how they are important. Then how the continuing sections go into detail how to create the design strategies with the authoring tool.
Does the eLearning provide opportunities for retention?	All the reviews slides	This helps to have at each end of the each section. So yes this help with providing further retention opportunities.
Is the eLearning easy to follow? Why or Why not?	Introduction slides	Yes it is. Again, if you provide information about why you are using the captions, highlights and audio would help the learner follow the information more.

Does the eLearning provide the learner the ability to control the eLearning? (pace, auditory controls, etc.)		Yes it does provide the learner ease to control the CBT.
Was the text presented in way that was easy to acquire? Why or why not?		Yes, having the text within the captions simple and only one per slide allows for the learning to slowing take in the information. Especially when they can pause each slide with the conrols.
Did the eLearning contain any cognitive overload? If so, in what ways?		There is the potential for cognitive overload because using PowerPoint already has a lot going on. But I think you helped by keeping the designs of the captions and highlights to a minimum at best to alleviate the cognitive overload.
Additional Comments:		

Appendix C

Self-Paced eLearning for Multinational Organizations: Part 1

Design Document:

Self-Paced eLearning for Multinational Organizations

by

Melanie Howe

B.A., Gustavus Adolphus College, 2012

A Portfolio

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of

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Audience Analysis:

Demographics and general characteristics: The learners for this project are adult learners between the ages of 22 and older. The majority of these learners are new hires for FAST Enterprises, a software company, and the roles of these learners are to create and implement training for new software. During this project, the focus is going to be on how the learners are able to pick out the strategies for creating online training for all learners with diverse backgrounds. That diversity information is important to create a product that is culturally sensitive.

Knowledge of the topic: The learners are new hires for FAST Enterprises and it is expected that most do not have prior knowledge or skills for creating an online training module. This provides the assumption that their knowledge of creating online training that is designed to be effective and meaningful is limited.

Attitudes towards the topic: Like many new hires they are eager to prove their worth and to learn a new skill, such as Adobe Captivate to create training for the client. The motivation to learn this skill is high due to the fact it becomes a requirement to provide the client with site-specific online training. This helps to better understand the overall need for the skill and to ensure the design of the product will motivate while educating the learners.

Task Analysis:

Learning Goal: The goal is to develop a product that can be utilized to teach learners how to create online training that is suitable for all adult learners from all diverse backgrounds. It is not only important for the learners to understand how to create self-paced online training, but ensure that it can be meaningful and impactful by designing it to be culturally sensitive.

Learning Domain and Method of Sequencing: Types of learning domains considered are intellectual, attitude, and psychomotor skills because the instructions are using the learner's procedural knowledge (intellectual) to follow the given instructions to know where to go and what to click. The psychomotor skills are also used by the learners by using their coordinated muscular movements to complete the procedure, but it is necessary for the learners' attitudes to be in a mental state for them to chose to participate. The training will be sequenced topic by topic to help reduce the learners' cognitive load and make the module more user-friendly.

Macro-strategies: how will learners get the big picture

The learners being new hires are not only becoming competent with their new job duties but having to learn a brand new skill with using Adobe Captivate to create eLearning. However, with the addition to have the eLearning created in a way that is culturally sensitive, it is important to allow the learners time to understand the big picture. To allow time for the learners to grasp both the eLearning techniques and cultural design strategies, the eLearning will be designed by sections and to include knowledge checkpoints to allow for retention. By acknowledging the Limited Capacity Assumption (Mayer, 2014) the design is purposeful to keep the eLearning as simple as possible. It will help to present the information so the learner can understand and utilize the information when they create their own culturally sensitive eLearning.

Micro-strategies:

A. Activating motivation: Informing of objectives will come in the mission statement and beginning of each module.
B. Information Learner of Objectives: There will be a variety of different applications here. For example, certain buttons will be hidden to disallow advancement within the eLearning to ensure the learner is taking in the information being presented. Additionally, it ensures that the learner isn't simply clicking through the eLearning. There will also be the use of various color combinations, animations, and font changes as a way to direct attention to what is being presented.
C. Directing Attention: The use of an overview slide prior to getting into the learning goals within the eLearning will provide the learner insight into what is to come and what is going to be expected of them. Then as the learner progresses through the eLearning, it will be done gradually to allow for more ease of retention of the information. The ability to include visuals to direct attention is not only entertaining but beneficial, however, it is important to ensure less is more to not take away from the importance of the information being presented.
D. Stimulating recall of previously learned skills or knowledge: The use of both bullet points to display an overview of the information that was recently presented, and knowledge checks that will be presented via a quiz to help with recalling information just learned.
E. Presenting material: Information is presented both visually and verbally. Providing voiceovers with important text will help enable the learner to acquire and retain the information how they feel best suits them. If the learner would rather have the eLearning

read to them they can or if the learner would rather mute the voice-over and read the closed captioning that will also be an option.

F. Learning guidance: Prior to the learners beginning the eLearning, there will be an introduction to how to control and use the eLearning to go at their own pace. Using cues/hints/and/or prompts will help guide the learner to not only help in retention but guiding them through the eLearning successfully.

G. Practice/enhancing retention: Practice will come after the completion of the eLearning. For example, after one learns about how to create a culturally sensitive eLearning, the learner will apply that knowledge at every site. The learners will have the ability to review these modules as often as they would like.

H. Transfer of learning: Transfer will occur when the learner is on their site and applying the knowledge they have acquired from these online modules.

I. Eliciting performance: The learners will need to complete each of the knowledge checks in order to demonstrate they understood the goal of the eLearning.

J. Providing feedback: There will be a survey that the learners will be able to provide feedback.

K. Assessing the learner: The knowledge checks will provide information on how well the learner has been retaining the information.

Understanding of the span of the organizational goal: the difference between where we are and where we going/needing to be.

The organization currently does as-needed training when it comes to creating an eLearning using Adobe Captivate. It has become a regularity among sites all over the world that need site-specific

eLearning to provide the first level of training to learners. Many new hires do not have prior knowledge of creating eLearning and it can be time-consuming to train one on one, where other deliverables are more pressing. The module is designed to encourage a learner-directed experience and as the learning objectives are introduced at the beginning of the module, the learner is well informed about all of the content to be covered in the eLearning. This allows the learner to focus their attention on the content. By utilizing on-screen text emphasis, the module draws the attention of the learners to the content in a precise and subtle way. This stylistic design choice is reinforced by Mayer's (2014) signaling multimedia principle. The text is also displayed in a "call-out" style, formatted as a question to allow the learner to focus their attention and reflect on prior knowledge. Mayer's (2014) coherence multimedia principle reinforces the style choice, where the information presented both visually and auditorily learners are likely to better encode the content into their memory. Learners will practice and transfer learning through participating in a short quiz that, while assessing the learner, will provide feedback the learner is guided to the correct content.

Formative Evaluation and Usability Testing plans: The creation of an eLearning project will focus on assessing cultural sensitivity, engagement, effectiveness, and efficiency. It is important to assess the cultural sensitivity of the eLearning because the eLearning can only be as impactful if it is designed to be successful for all learners no matter their background. The learners need to understand how to best design an eLearning that is exciting and purposeful instead of a stagnate process (Smith & Ragan, 2005). This flows into the need to have the eLearning engaging to grab the attention of the learners to retain the information being presented to them. Learners may have some previous exposure to eLearnings due to having to complete a

module themselves, that once they complete this one that highlights how to design an eLearning that is culturally sensitive can create a new perceptive of how eLearning can be more impactful for all types of learners. To see how one's perception may have changed from the beginning can help to assess the affective domain (Smith & Ragan, 2005). It is important that learners don't feel rushed when completing the eLearning, that is why it is needed to assess the efficiency of the eLearning. All learners should have sufficient time to complete the eLearning, which is why the eLearning is designed to be controlled by the learner when they are ready to move forward. Providing learners with control can lessen the chances of cognitive overload.

In order to assess these areas of importance, it is necessary to first conduct a connoisseur-based study (Morrison et al., 2011). Before assessing the learners it is needed to employ the SMEs to examine the eLearning and provide their feedback regarding its hopeful accuracy and effectiveness. Having the eLearning examined thoroughly by the SME and client prior to the usability testing and evaluation, it will ensure that our product will be in its format for our participants. Morrison et al., (2011)., explained that to assess the efficiency of the eLearning a decision-oriented study can be conducted. This is best to acquire the information on if the tasks require too much time to complete, if there is an adequate amount of examples, and if there is cognitive overload present. Additionally, this will also be used to assess the affective domain of the participants, to grasp a better understanding of how they perceived the eLearning. In order to grasp how effective the eLearning is, an objectives-based study will be conducted to ensure that the eLearning is achieving its objectives (Morrison et al., 2011). The primary focus through this testing is to improve the content and delivery of the instructional materials (2011).

Limitations that may arise include not finding appropriate participants available, our SME connoisseur-based testing may result in much-needed change and improvements, and unforeseen technical difficulties. SME provided feedback using the form located in appendix A. The feedback the SME provided detailed that it would be beneficial to provide an overview of the strategies being used throughout the eLearning, such as localization, segmenting, and cognitive overload. Many of the new hires may not have prior knowledge of these strategies, and providing descriptions of what each of them is and why they are important will help the learner identify such strategies throughout the eLearning. The additional feedback was to try and keep the formatting similar to how it is done to the company standards, to help provide further context on how to use company standards and apply these design strategies.

Based on the feedback the SME provided, the eLearning was updated to include design strategies to detail what each design is and its importance. The style used is based on FAST company standards for eLearning, to provide further context when using FAST's style guide after completing this eLearning. The goal would be to take the strategies learned from the eLearning and apply them to the FAST Enterprises eLearnings going forward.