

Don Jones Trucking Final Report

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Don Jones Trucking is a small semi-trucking company located in Reading, KS. They requested the development of a training program. Until now, they have not had any formal training, which is very concerning due to the nature of their business. They risk being held liable if an accident or damage to cargo occurs. This project aims to create a structured, scenario-based training program to minimize risks and maintain consistent training procedures for all drivers. They primarily want standardized training to provide as proof to their insurance company to mitigate liability risks; however, consistent training will benefit overall safety, prevent accidents, and ensure consistency in expectations for all drivers. In this report, I will outline the major components of the design process, including the analysis results, instructional strategies used, pilot study results, and evaluation results.

Final Report

Analysis Results

The target audience for this training consisted of newly hired CDL drivers. These drivers are familiar with operating semi-trucks, have prior experience, and are knowledgeable of road laws. The main audience for this training is predominantly male, ages 21 to 65. They possess a minimum of a high school diploma or GED. At the time of developing this training, Don Jones Trucking only employed one trucking driver who was already experienced; however, they have employed as many as five drivers at one time. Because they only hire one or a very small number of drivers at a time, it was important for this training to be asynchronous and self-paced. Because this is a farming company, they do not have a formal classroom setting for training, nor can they provide electronics such as desktop computers, tablets, or smartphones for the training. Therefore, learners need to access the training from their personal devices. It was vital that the

training be accessible on mobile devices with various screen sizes and be user-friendly to accommodate learners with a wide range of technological experience.

Instructional Strategies

The instructional strategies used during the development of this training included the ADDIE Model, micro-learning, and scenario-based learning. The ADDIE model consists of five systematic steps: Analyze, Design, Develop, Implementation, and Evaluation. This model was ideal for this project because it is widely used in the instructional design industry and has proven to be highly effective. Given the limited timeframe for this project, the ADDIE model ensured that I would meet the mark at every step, including analyzing the problem, developing measurable learning objectives, creating storyboards, quizzes, assessments, and a script, gathering instructional materials, and prototyping. At the end of each phase of this process, I met with Mr. Jones and the subject matter expert to ensure the project was meeting their expectations.

Due to the nature of the job, truck drivers often work long hours and have little time to dedicate to extensive training sessions. Therefore, it was important for the training to incorporate micro-learning techniques. During the Analyze phase, I met with the subject matter expert to discuss the key pieces of information to include in the modules.

Another vital strategy in this training was motivation. The goal was to make it self-led and self-guided with no instructor, making engagement and motivation essential for learners to complete the training on their own time. To achieve this, I decided that making the modules interactive and scenario-based would be best. Rather than having learners passively listen and click through the slides, they are placed in real-world scenarios where they need to make

decisions and reflect on their experiences and how they apply to their job duties. This is also supported by Bloom's Taxonomy and higher-order thinking.

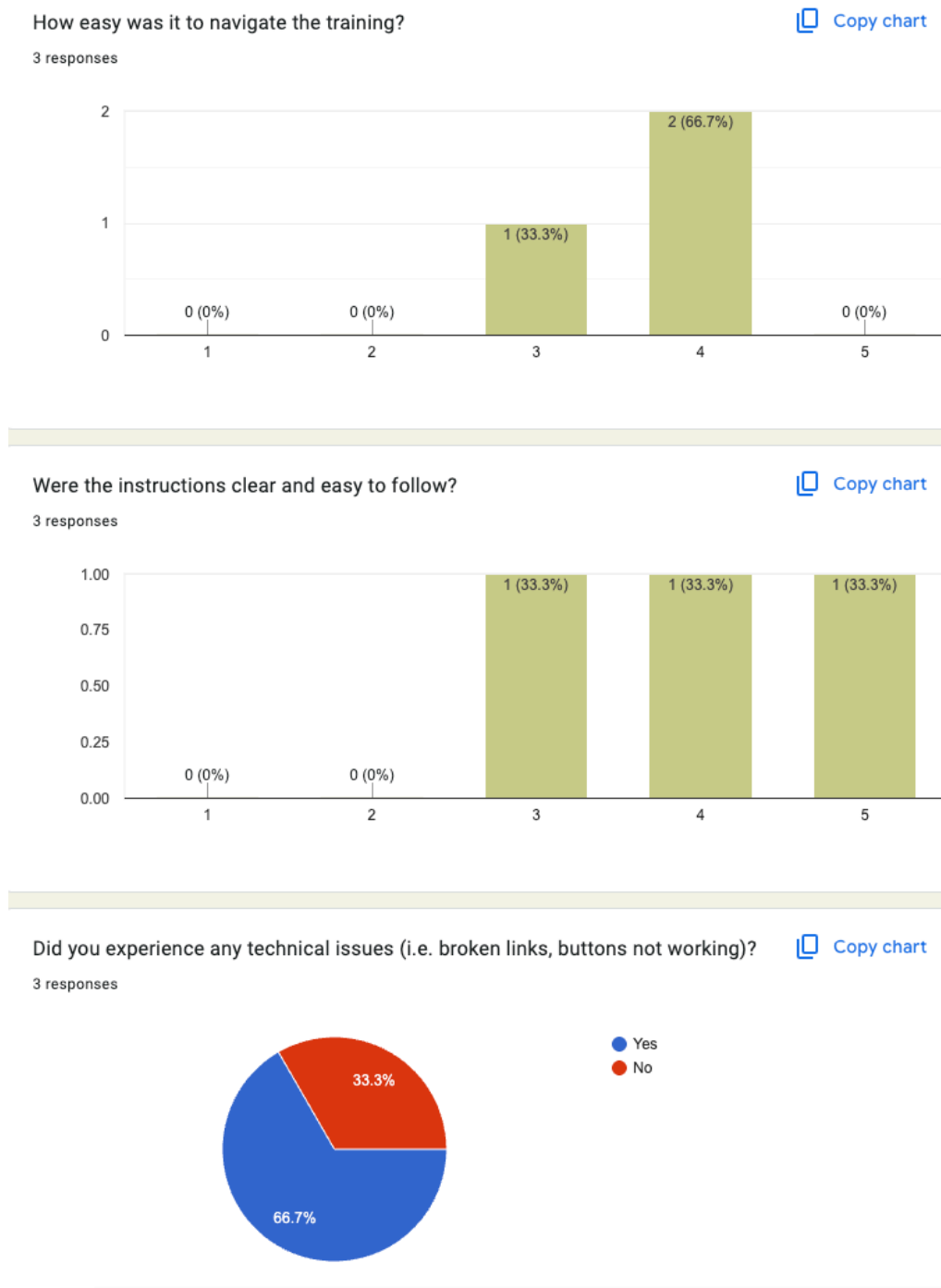
Pilot Study

The fourth phase of my design plan was the implementation phase. During this phase, I conducted a pilot study to gather feedback from various users. The goal of this pilot study was to evaluate usability, functionality, and navigation, as well as to identify any technical issues or necessary improvements for the training. The pilot study included three volunteers who were recruited through a social media post. The survey was created using Google Forms, and it was open for one week, during which the participants were instructed to complete all four training modules, including all interactive activities and knowledge checks. At the end of the training, the participants were prompted to fill out a feedback survey. The survey consisted of five sections. The first section collected basic information, such as name (optional), job title or experience level, and the type of device used to complete the training. The subsequent sections included questions about navigation and usability, training content, engagement, and final thoughts. All three volunteers completed the training using mobile devices; two of them used tablets, while the other used a smartphone. The navigation and usability section indicated that improvements were needed, with comments suggesting that some of the next buttons were not working after answering a question. This was due to the widget setup used for that particular activity. I originally used the flip card widget for a couple of activities and kept a setting toggled on so that the next button would only appear after the learners had clicked on every flip card, even if the answers were wrong. I ended up changing these activities to a standard multiple-choice style activity to reduce confusion, and I could easily provide feedback if they answered the question

incorrectly. Figure 1 shows the results from the navigation and usability section of the pilot study survey.

Figure 1

Navigation and Usability Results

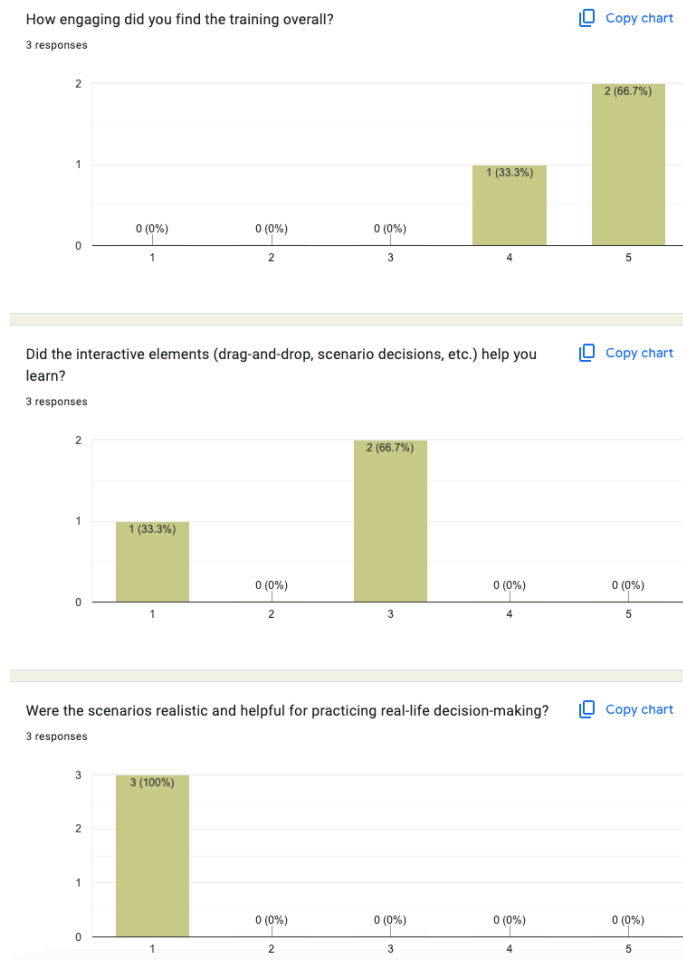


The next section of the survey focused on the training content. All volunteers in the pilot study indicated that the training content was easy to understand and that the amount of information provided in each module was appropriate for the topic.

Engagement was another section that indicated improvements could be made. For the most part, the volunteers found the training overall to be engaging; however, one drag-and-drop activity was confusing and could use improvement. This was easily fixed by adding labels and improving written directions for the activity. Figure 2 shows the results from the engagement section of the pilot study survey.

Figure 2

Engagement Results



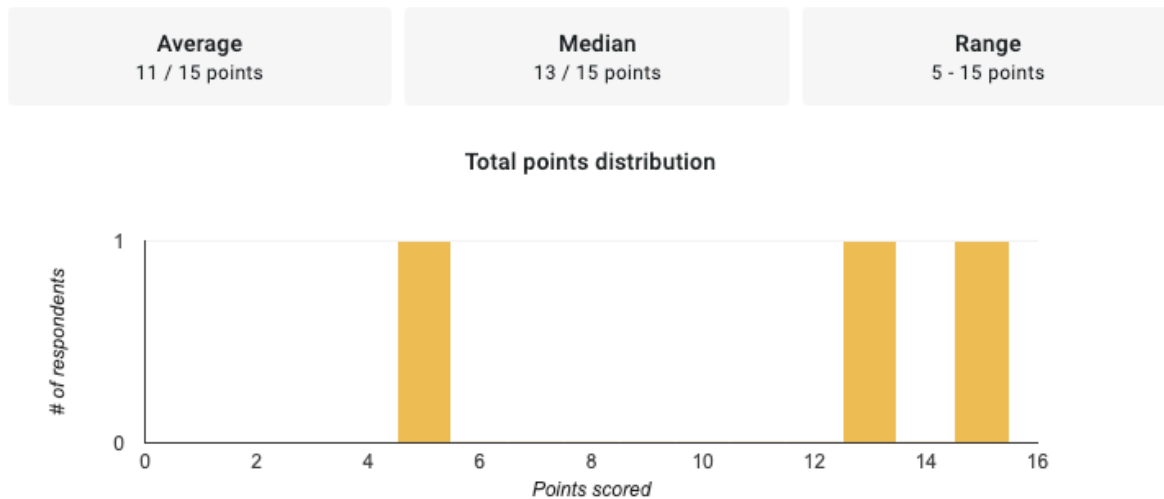
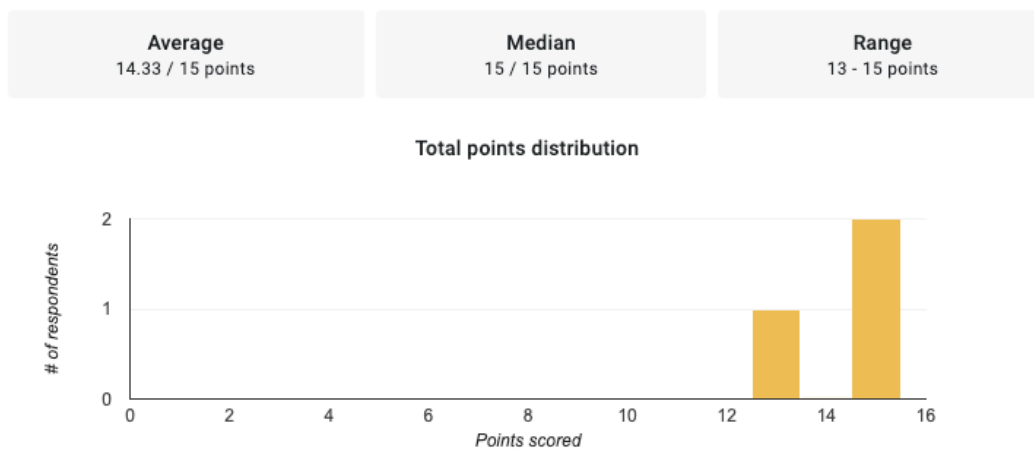
Lastly, the pilot study's final comments indicated issues with word sizing and spacing in the mobile version of the training. Other feedback suggested that improvements were necessary in the written directions to enhance overall usability and ease of use. These suggestions were taken into account, and the necessary modifications were made to the written directions as well as to the word sizing and spacing on the mobile version.

Evaluation Results

During the pilot study, the volunteers were asked to complete knowledge checks at the end of the second, third, and fourth modules to evaluate the course content. Three knowledge checks were created using Google Forms and embedded directly into the Adobe Captivate slides. There was no pre-test; because the pilot study used volunteers with varying backgrounds, careers, and skill sets, it was reasonable to assume they had no knowledge of the procedures of Don Jones Trucking, farming, or CDL truck driving. The results indicated that the course content aligned with the course objectives and that the modules were effective. Upon reviewing the results, some modifications were needed for the knowledge check instructions. A few responses received only partial credit because they were vague and lacked detail. Changes were made to the knowledge checks to include instructions such as “please write a short paragraph” and to indicate that a short paragraph is three to five sentences. Figures 3 and 4 show the results from knowledge checks two and three. All volunteers earned full points for the last knowledge check.

Figure 3

Knowledge Check 2 Results

**Figure 4***Knowledge Check 3 Results*

Reflection

After reflecting on this project, I feel proud of myself for stepping outside my comfort zone. Most projects I've completed in the IDT program so far have been related to art and graphic design. This project truly challenged me to rely on instructional design models and theories to create a meaningful and engaging learning experience on a topic I am not very familiar with. The ADDIE model and process proved to be very helpful. It helped me remain organized and adhere to the schedule. I found that I spent considerable time in the Analyze and Design phases. I believe that dedicating ample time to these two phases significantly aided me in planning all the fine details of the training and gathering materials. Investing extra time in these phases ensured that I had a solid plan and that the design process ran smoothly.

Using the all-new Adobe Captivate required a learning curve. I am very familiar with the Adobe Creative Cloud suite; however, Captivate is not included in the Creative Cloud package. The tools within Captivate differ from Adobe Illustrator and Photoshop. The way I envisioned the design and interactions needed to be modified from the original plan in the storyboard due to the limitations and capabilities of Captivate. When considering the instructional tools for this project, I considered Adobe Captivate and Articulate Storyline because both programs offered engaging tools and interactions that I was looking for, and I had never used either of them. I think it would be nice to recreate this project using Articulate Storyline to become familiar with another popular platform and its tools, compare and contrast the two programs, and broaden my instructional design skills across platforms.

Conclusion

This project was highly beneficial for my new journey as an instructional designer. It allowed me to tackle a real-world problem for an actual client, brainstorm concepts to resolve an issue, and develop a comprehensive training solution using the ADDIE model from beginning to end. I had the opportunity to collaborate closely with a subject matter expert, utilize learning theories, and apply the knowledge I gained throughout this program to create a self-guided eLearning experience that is responsive across devices, accessible, and engaging. Overall, this process helped me grow both as an instructional designer and as a problem solver. I look forward to the future as I take this next step in my instructional design journey.

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