



**Negro Leagues Baseball Museum (NLBM)**

# **TRAINING PROPOSAL**

**TEAM4FUTURE**

**08/22/2018**



## **Recap of the Problem**

The Negro Leagues Baseball Museum (NLBM) plays an incredible role in storing and displaying valuable memories of African-American Baseball and the Negro Leagues during the period of 1920 to early 1960s, which are an important part of American baseball history and are of interest to visitors and baseball lovers alike. The museum attracts thousands of visitors and baseball lovers every year. However, the young baseball lovers have few memory or knowledge about the history of Negro Leagues and African-American baseball players in the era of segregation; thus, a majority of them lack a direct connection to the Negro Leagues and the museum. As a result, the museum is currently facing challenges of keeping existing patrons and attracting younger visitors to value the history of the Negro Leagues. The museum leadership expressed the need to improve its customer service by focusing on engaging the visitors and improving their visiting experience.

NLBM is considering adopting a newly designed training program, which will focus on two aspects:

1. Customer service for children and adults
2. Museum history and background

The new training program is designed for the museum employees and volunteers, and training modules will be developed based on museum existing training materials. Training sessions are designed effectively to accommodate the different needs of the museum employees and volunteers, such as training delivery models, timelines, and age ranges. For example, the training program for employees will be provided at the museum in a hybrid delivery model and needs to be completed before the tourist season begins. For the volunteers, the training will be available throughout the year. The training program will consider accommodating their special

needs in the design and implementation phases, such as the age of volunteers because most of them are seniors at retirement age.

### **Design Model and Training Strategy**

#### **Human Performance Technology (HPT) Model**

In terms of the need expressed by the museum leadership, to highlight the importance of customer service in the new training program to attract visitors, a systematic training model is necessary. The Human Performance Technology (HPT) Model, also known as Human Performance Improvement, a systemic approach to identify performance problems and the causes of the problems to improve individuals' behavior in a working setting, will be a good fit for the museum training program (Morrison, Ross, Kemp, & Kalman, 2010). The HPT model has been known as a cost-effective strategy to remove individual or organizational accomplishment barriers and widely used in different kinds of institutions to effectively improve their employees' productivity and competence (ISPI, 2012; Wilmoth, Prigmore, & Bray, 2014; Abaci & Pershing, 2017). The HPT Model usually includes "performance analysis, cause analysis, intervention selection, intervention implementation, and evaluation" (Wilmoth, Prigmore, & Bray, 2014, p. 38) (see Figure 1).

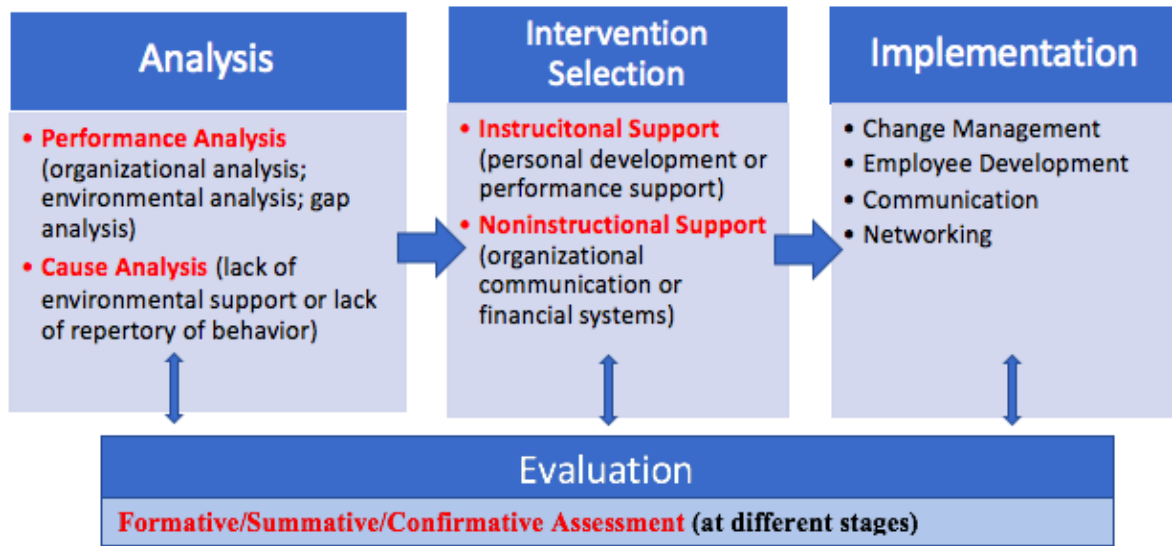


Figure 1. **The HPT Model Chart** (Van Tiem, Moseley, & Dessinger, 2012)

### **Performance Analysis**

To start the design of the model, performance analysis will focus on organizational analysis, environmental analysis, and gap analysis. Organizational analysis will focus on analyzing the museum's vision, mission, and goals, indicating the desired performance. Environmental analysis will analyze available resources in the work environment, existing training materials, work procedures, and museum employees' knowledge, skills, and motivation, implying employees' actual performance in the museum. Then, gap analysis will be used to identify the workforce performance gap between the expected and actual performance (Carliner, 2014).

### **Cause Analysis**

The second phase will be conducting a cause analysis to better understand the reasons behind the identified performance gap (Carliner, 2014). For example, according to the need expressed by the museum leadership, the museum expects employees and volunteers to engage visitors and improve their visiting experience in the museum. However, environmental analysis may indicate that existing training resources omit customer service and employees/volunteers have limited

knowledge and skills about how to engage visitors. The gap between the expected and actual performance may be caused by the lack of environmental support, such as customer service training materials, and the limitation of employees/volunteers' capacity. Because the proposed training program aims to develop based on the existing training materials, an analysis will be conducted to understand its weaknesses and whether the weaknesses are reasons behind the performance gap.

### **Intervention Selection**

After understanding what lead to the performance gap, it is important to determine what could be the best approach to solve the problem. The intervention can be divided into instructional and non-instructional support. It is necessary to notice that intervention selection should be based on the real situation of the museum. If the gap was mainly caused by the lack of instructional resources and support, developing a systematic training program will be the most suitable intervention to narrow the performance gap. For instance, the cause analysis may indicate that existing training materials lack customer service resources; therefore, a newly designed training program will adopt additional instructional resources to support customer service training. The content of the customer service training will be decided through consulting with subject matter experts (SMEs) and even collecting feedbacks from the museum visitors.

### **Intervention Implementation**

The implementation step involves actually putting the design into practice and maintaining the effective intervention to successfully improve employees' and volunteers' performance (Carliner, 2014). Several components may include the support from the stakeholders, the staffing requirements (instructional designers and subject matter experts), facilities, and scheduling. For example, because all of the training sessions will take place at the museum, the museum should

provide enough space and facilities to support the training, and the training schedules should avoid conflicting with the regular visiting hours, for instance scheduling on Mondays or before or after regular hours. The Human Resources (HR) department of the museum will play a role in maintaining the training sessions.

## **Evaluation**

Finally, the evaluation plan is crucial in assessing the efficiency of the training sessions and the learning outcomes of the trainees. In this training, formative evaluation and confirmative evaluation will be used, with various tools of evaluation, including quizzes for knowledge test, rubrics to evaluate performance and attitude, and surveys to collect feedback.

## **Instructional Design and Development**

### **Instructional Content**

#### **1. Existing training materials**

According to the NLBM website, existing training resources include:

- A mobile application for learning about historical timelines and information;
- eMuseum for teachers (including photos and videos) and a virtual field trip created by a university;
- Resources for students & teachers (including history of baseball uniforms, life story of African American baseball players, school partnership projects, and interview videos);
- Baseball research & information (including independent baseball history, statistical resources, Jackie Robinson and other highlights, baseball game, bibliography, and historians and fans of America's pastime);
- Links to other relevant museums.

## 2. Task analysis

Because the existing training resources exclusively focus on the history, task analysis is needed to decide what other knowledge and skills should be included in the new training program to solve performance problems. Task analysis includes topic analysis, procedural analysis, and critical incident analysis (Morrison et al., 2010). During the task analysis, SMEs who specialize in museum training and customer service training can act as a valuable source of information to provide accurate content to develop the training program. An interview with SMEs will be conducted to collect data to analyze the training content. The task analysis will be conducted as illustrated in Table 1.

Table 1. **Task Analysis**

Categories	Functions	Examples
Topic analysis	Determine the content structures and components of the training program	<ul style="list-style-type: none"><li>● Module one: Museum History, containing facts about the Negro Leagues, history of African-American Baseball, and baseball players</li><li>● Module two: Customer Service, including interpersonal skills and cultural competency</li></ul>
Procedural analysis	Decide specific steps of completing a task	<ul style="list-style-type: none"><li>● Procedures of how to effectively engage visitors in museum programs (checklists or flowcharts are ideal to demonstrate the information)</li></ul>
Critical incident analysis	Determine interpersonal skills and attitudes to successfully serve patrons	<ul style="list-style-type: none"><li>● Skills to deal with difficult patrons</li><li>● Skills to handle accidents in the museum</li></ul>

For example, according to the need expresses by the museum leadership and the problem that the museum is facing, the newly designed training program aims to help employees and volunteers develop needed skills and competencies to engage visitors. In this way, knowledge about cultural competence and cultural relevancy should be included in the training content. Cultural competence refers to a capability to respect cultural diversity and effectively communicate and interact with people from different cultural contexts (Betancourt & Green,

2010; NEA, 2017). Culturally relevant instruction, or culturally responsive pedagogy, indicates a method to engage people through linking the subject matters to their cultural knowledge and life experience (Geneva, 2000). Effective practices and strategies will equip employees and volunteers to become culturally proficient in addressing diversity issues in the museum, such as effectively responding to cultural differences, engaging visitors, building a welcome community, and developing positive relationships with visitors (Lindsey, Robins, & Terrell, 2003).

### **3. Training objectives**

After conducting the task analysis, there is a need to develop instructional objectives for each training module. Instructional objectives are important in two aspects: first, guiding instructional designers to design and develop effective instruction; second, informing learners of what they are expected to master by the end of each module (Morrison et al., 2010). Selected training objectives will be used to evaluate the museum employees' performance and the effectiveness of the training program. Instructional objectives contain three categories, including cognitive, psychomotor, and affective domains, and these domains will be interrelated with each other in designing the training modules. Training objectives will be developed as follows (Table 2):



Table 2. **Training Objectives Development**

Categories	Descriptions	Examples
Cognitive	Information recall (knowledge) and Intellectual activities (comprehension, application, and evaluation)	To explain African American baseball history in a correct chronological order To arrange personalized visiting experiences according to patrons' interests
Psychomotor	Physical activity of performing a task	To interact with patrons through appropriate facial expression and body language To demonstrate warm welcome to visitors after they arrive
Affective	Attitudes, appreciations, values, and emotions	To develop a friendly relationship with museum visitors To appreciate different perspectives contributed by patrons from diverse cultural contexts To link visitors' prior experiences to the museum

## **Instructional Strategies**

### **1. Employee training**

For museum employees, the training will be delivered in a hybrid manner, including both face-to-face and online components, which will take place at the museum. We suppose there is around 20 employees participating in the training.

**Face-to-face component** will be divided into 4 sessions, and each session will last 2 hours.

The content will mainly focus on customer service training, including:

- Customer service general (concepts, principles, and case analyses)
- Interpersonal and communication skills (observation skills, body language, visual cues, and spoken words)
- Cultural competence (cultural diversity, empathy & sympathy, respect & appreciation, and community building)

- Cultural relevancy and visitor engagement practices (family learning, emotional and affective involvement, interactivity, personal relationship, and cultural connection)

An SME will be a trainer to spend 30 minutes on delivering lectures about basic concepts, such as customer service principles and rules, interpersonal skills, and cultural competency, and then trainees will conduct group simulation exercises, which last 1.5 hours. Scenario-based learning (SBL), emphasizing solving problems or analyze cases in real-world scenarios, will be used to design the simulation exercises and help trainees effectively develop skills to handle critical incidents in the museum (Seren Smith, Warnes, & Vanhoostenberghe, 2018).

For example, face-to-face instruction will be conducted as follows:

During the 30-minutes lecture, the trainer

1. explain skills or strategies of how to interact with visitors in the museum;
2. present live demonstration or videos to enhance trainees' learning experience;
3. address the questions from trainees.

During the simulation exercises,

1. the trainees will be divided into small groups with three or four team members per group;
2. three problems or cases in real-world scenarios will be assigned to each group;
3. group members need to analyze different situations and discuss the strategies they will use to solve problems (30 minutes);
4. they take turns playing as different characters (employees and visitors) in assigned scenarios (20 minutes); meanwhile, the trainer observes trainees' behaviors and make notes;
5. group members assess their performance and provide peer-evaluation according to the rubrics (10 minutes);

6. the trainer presents a correct live demonstration, discuss the weaknesses he/she found during simulation exercises, and provide feedback and suggestions to the trainees (20 minutes);
7. group members can consider performing role-playing activities again to pay attention to the points which they ignored before (10 minutes).

**Online training** will be delivered on a free Learning Management System (LMS), MoodleCloud (see Figure 2. NLBM Employee Training). Trainees are able to join the training during the assigned time at the museum and complete weekly requirements in a self-paced manner. They are expected to complete one module each week, and each module will last 2 hours. The online training will include the following sections:

1. Instructions about how to complete the online training, an online chat tool, a FAQs section are available at the top of the interface.
2. Introduction and Overview (informing trainees of the purpose of taking the online training and what they can expect to learn from the training)
3. Module One: Work Ethics (including job duties and responsibilities, patron privacy, and communication expectations)
4. Module Two: Museum Policy (including museum rules, regulations, and operations)
5. Module Three: Museum History, Background, and Exhibits (including museum layout, service points, development history, events, exhibits, and programs)
6. Module Four: Negro Leagues History (including negro leagues history, baseball games, African American baseball players and their biographies).
7. Summary and Evaluation (including a training summary, self-evaluation, and training effectiveness survey)

Because the existing training materials and the NLBM website cover a majority of these aspects, the newly designed online training program will consider integrating these multimedia resources to improve the effectiveness of the training, including texts, pictures, videos, mobile application, and websites. In addition, each module will contain a module overview, learning objectives, training content, quizzes, remediation options, and a question discussion forum (see Figure 2).

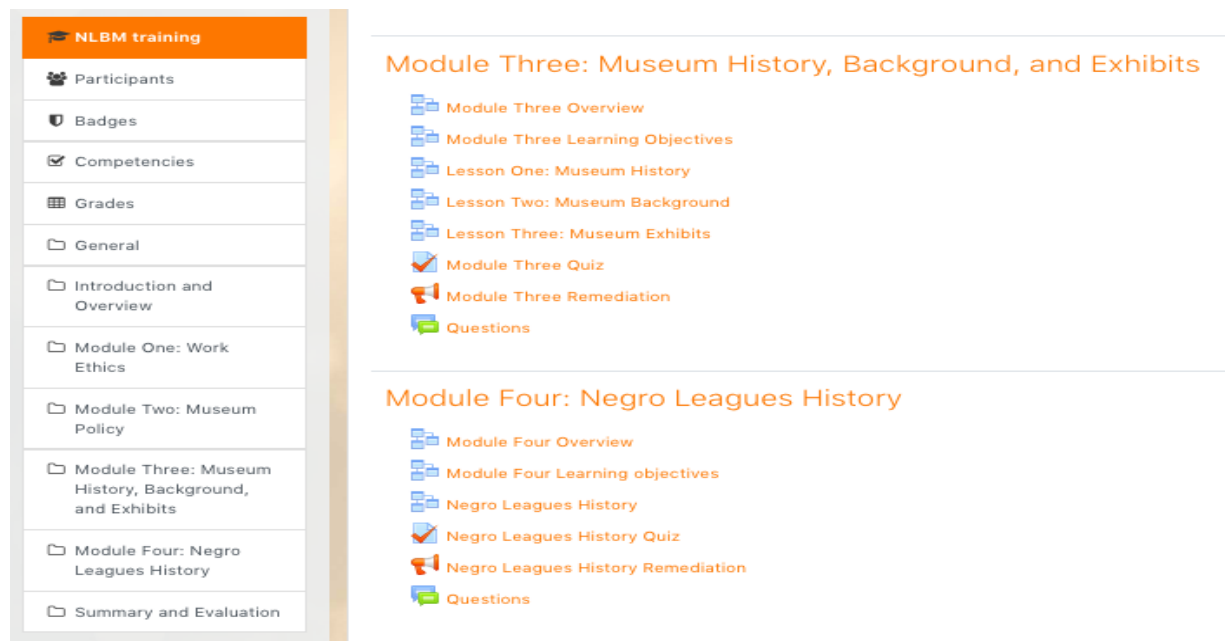


Figure 2. **Online NLBM Employee Training Screenshot** (built on the MoodleCloud)

## 2. Volunteer training

The training program for volunteers will take place at the museum throughout the year. In consideration of the fact that a majority of volunteers are at retirement age, the training will be designed in a face-to-face manner with a small group of trainees. A museum staff from the Human Resources (HR) department will take charge of the volunteer training. The training content will be similar to that of employees' training, containing a museum tour, customer service skills, and knowledge about museum history and background.

- A museum tour will be guided by an experienced museum staff to help volunteers be familiar with museum history, exhibits, programs, departments, events, and service points.
- A museum staff will deliver customer service training sessions, including lecture presentations and group simulation activities, lasting 1 hour each week.
- Alternative print instructional materials will be provided to help volunteers learn about museum history and background, and volunteers can complete this training component in a self-paced manner (the training content will be same as the online employee training).

In order to accommodate special needs of the volunteers with vision impairments, training materials with enlarged words will be available during the training. Volunteers are encouraged to keep the print materials for later review. A trainer will be available during the training to respond to volunteers' questions and accommodate their needs accordingly.

### **3. Augmented Reality (AR) tool**

Moreover, in order to create an engaging training experience, a free Augmented Reality (AR) mobile application, HP Reveal, will be used to supplement the online training to enhance trainees' learning outcomes. AR is a technology which aims to create a virtual overlay information to enrich a real-world scenario (Bacca et al., 2014). The instructional designers will consider using exhibit/players pictures as triggers and creating overlay information (such as texts, pictures, audios, or videos) for further explanation. The trainees can use their digital devices (with HP Reveal installed) to scan the pictures to gain additional information. For example, the instructional designers use a museum logo as a trigger and add the museum introduction as overlay information. When trainees scan the museum logo, they are able to see the museum introduction as overlay information (see Figure 3). In this way, AR can potentially

help trainees enhance their memory about museum history and background to better serve patrons.

#### 4. Customer service checklist

Additionally, a customer service checklist will be provided for the museum employees and volunteers to help them better serve the patrons, constantly remind them of anticipated behaviors, and evaluate their work performance. The checklist is divided into 8 sections, including customer service general, interpersonal skills, cultural competency, family learning, museum history/background, visitor engagement, beyond the visiting, and reflectivity. Electronic and print versions will be available during the training (see Figure 4, to find [the complete version](#)).

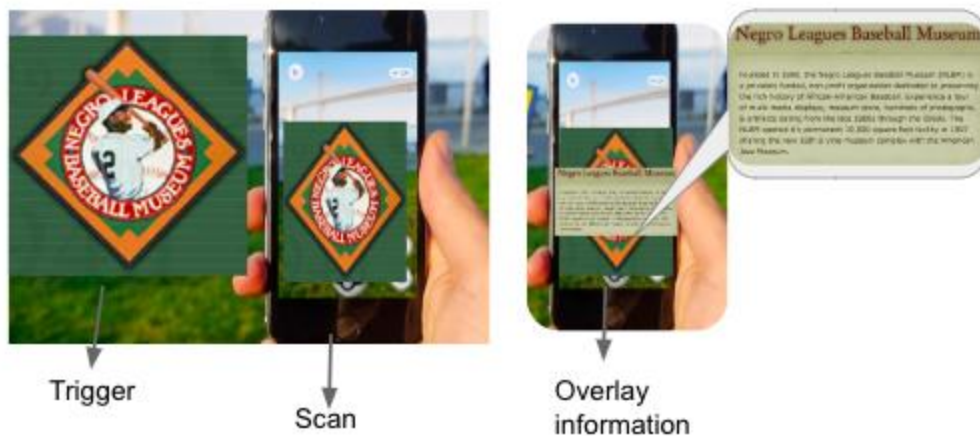


Figure 3. AR Illustration

## **Customer Service Checklist**

### **General**

I make sure that exhibit areas are clean and accessible.  
I am fully prepared with adaptive materials to accommodate special needs of visitors with disabilities and knowledge to assist them when need.

### **Interpersonal Skills**

I interact with adults and children after they arrive (spoken language, visual cues, or body language).  
I smile and make eye contact with patrons to be friendly and approachable.

### **Cultural Competency**

I am aware of and respect diverse cultures that different patrons or families represent.  
I encourage visitors to share their different perspectives about museum exhibits experience and respectfully listen to them.

### **Family Learning**

I invite families to actively interact with available museum exhibits and participate in educational programs to make a connection.

### **Museum History/Background**

I am knowledgeable about available programs and exhibits on the days I work and confident in sharing information about the content.

### **Visitor Engagement**

I invite patrons to explore the museum and share the information about available exhibits/programs and how fun they are.  
I make suggestions for patrons according to available museum exhibits and patrons' interests.

### **Beyond the Visiting**

I create personal connections with adults and children while visiting the museum.  
I express appreciation of visitors' contributions and important roles in the museum development.  
I suggest follow-up questionnaires, leave their contact information to receive emails about upcoming exhibits or other events.  
I invite patrons to visit the museum website and welcome them back in the future.

### **Reflectivity**

I self-evaluate my behaviors and find out ways to improve my performance.  
I am open to peer-evaluation and feedback from my supervisors as well as willing to get help and support.

Figure 4. **Sample Checklist**

## **Instructional Implementation**

The CLER model (including configuration, linkages, environment, and resources) will be used to guide the implementation plan (Morrison et al., 2010).

### **Configuration and Linkages**

First, configuration and linkages will be used to analyze relationships among different entities or departments to ensure effective communication in the museum, such as the relationship between the employees and the museum Human Resources (HR) department or

between the museum stakeholders and the instructional designers. For example, during the implementation phase, the instructional designers will build a direct relationship with the HR to explain the instructional design ideas and the benefits of the newly designed training program. The HR will then be responsible for explaining the training program to the museum stakeholders and advertising the new training program to other departments and museum employees and volunteers.

### **Environment**

The environment factor will be used to analyze available supportive resources in the museum to facilitate the training program. For example, technicians in the museum are able to provide technical support during the online training.

### **Resources**

In addition, various resources are needed to smoothly implement the training program, including:

- design an invitation email to trainees (including program introduction, overview, training schedule, MoodleCloud course link, login instructions, and program manager contact information)
- upload needed materials to the LMS and make the online training available and accessible
- hire an SME who is specialized in museum customer service to deliver lectures and monitor simulation activities
- reserve a conference room which can accommodate 6-7 trainees (with a projector, a projection screen, and movable tables and chairs for group activities)



- provide 7 tablets for online training (with access to the Internet and HP Reveal application installed)
- print enough training materials (simulation activity materials, simulation rubrics, volunteers' training materials, materials with enlarged words, and a customer service checklist)

### **Scheduling**

Employees are required to take 2-hour face-to-face sessions and complete their 2-hour online training sessions at the museum. To ensure that the training will not interrupt the museum opening hours, trainees will do the face-to-face sessions in three batches, and each session is expected to hold 6-7 trainees, which will be conducted before 9 am or after 6 pm on a weekday. The trainees can choose another weekday to complete their online training sessions.

Because there is no time limitation for the volunteer training, the training will take place throughout the year, and the schedule can be flexible. For example, the customer service training will be conducted once per week, and volunteers are expected to learn about museum history/background in prior to their working schedule.

### **Pilot Training**

A pilot training is necessary to test the feasibility of the newly designed training program and evaluate its effectiveness before actually implementing the training in the museum. A group of 6 employees will be selected to take the pilot training. Eventually, the program evaluation and trainees' performance assessment will be used to improve the future training program.

### **Instructional Technology**

In order to keep the development cost down, technologies applied to the training will be mainly free applications and software. For the museum employee training, the online training

component will be produced via a free LMS, MoodleCloud, in a systematic way. MoodleCloud can accommodate 50 users at the same time, which will meet the museum need. Multimedia learning resources, including websites, videos, pictures will be used to enhance trainees' learning outcomes (Mayer, 2014). The interactive slides and videos will be designed to provide trainees immediate feedback, helping them to remediate what they have not mastered. Online discussion forums and a chat tool will be available to provide synchronous and asynchronous discussion opportunities. Moreover, badges, representing different accomplishment levels, are available on the MoodleCloud. When trainees complete a module, they will be awarded a badge to increase their motivation (gamification-based learning and assessment). AR application will also be integrated in the training program to help employees remediate and enhance their knowledge learning. Cloud-based collaboration tools, such as Google Docs, will be used to share experiences, report issues, and document work performance among the employees and volunteers, which to some extent can constantly update the content of training materials and build a community.

### **Project Timeline**

As the training for employees should be finished before the tourist season starts, the project timeline will be based on this time requirement. According to Champion Traveler, the busiest month for tourism in Kansas City is July, August, and February. Furthermore, summer is also the baseball season. Thus, in terms of the analysis step, data will be collected in February 2019, and the final training will be done by June 29, 2019 (as Table 3). For each phase, milestones (certain deliverables associated with the phase, e.g. review reports, course materials, the training site, etc.) will be submitted to the client (NLBM) for review and approval. Here we suppose that the museum is a small or middle-sized institution and can give quick response and feedback.

The tentative timeline is developed based on the opening hours of the NLBM (i.e., Tuesday to Saturday, 9am-6pm; Sunday, noon-6pm; close on Monday).

**Table 3. 2019 Project Timeline (23 weeks in total)**

I.	Performance and cause analysis (including a review of existing training materials)	February 1 – February 26
	Milestone for Phase I: Performance gap report and cause analysis report	February 27 – February 28 (client and design team)
II.	Intervention selection and design/development (including task analysis, training objectives, instructional content and strategies)	March 1 – March 29
	Milestone for Phase II: Intervention selection report, training materials, and training module designs	March 30 – March 31 (client and design team)
III.	Implementation and pilot training	April 2 – April 28
IV.	Formative evaluation	April 29 – May 4
	Milestone for Phase III and IV: Implementation report, evaluation report for pilot training, and improvement plan	May 5 (client and design team)
V.	Improve the training based on the approved improvement plan	May 6 – May 31
	Milestone for Phase V: Description and analysis of the improved training.	June 1 – June 2 (client and design team)
VI.	Final training for employees (2-hour online self-learning and 2-hour offline training per week, lasting 4 weeks) and volunteers (throughout the year)	June 4 – June 29
VII.	Summative evaluation (including surveys and reflection)	June 30 – July 6
VIII.	Project debriefing meeting (further improvement and maintenance thoughts)	July 7 (client and design team)

### **Program Evaluation Plan**

The evaluation plan is crucial in assessing the efficiency of the training and the learning outcomes of the trainees. Evaluation for instructional design includes formative evaluation (during development of the course), summative evaluation (by the end of the course) and

confirmative evaluation (long-term effect after the course) (Morrison et al., 2010). For the NLBM training program, both formative and summative evaluation will be used. Formative evaluation will be conducted after the pilot training, while summative evaluation will be conducted after the final training.

According to Bloom's taxonomy, there are six levels of learning: remembering, understanding, applying, analyzing, evaluating, and creating (Morrison et al., 2010). For the remembering level, knowledge is tested to indicate that the trainees are able to recall the basic concepts and information (such as, the NLBM background and the history it represents). Thus, in the online sessions, quizzes of multiple choice and matching items will be used to test the trainees' knowledge; and immediate feedback will be provided, which allows them to check their mastery levels. The face-to-face workshops will focus on higher level of learning, such as examining the trainees' ability to apply, analyze, and evaluate what they have learnt about customer service in simulated scenarios. Trainees' role-playing performance will be evaluated by the rubrics. Furthermore, a survey will be used to gather feedback from the trainees. Trainees' performance before and after the training will be recorded and evaluated for the improvement of the training program. Data collected from the interviews/surveys taken by the museum visitors before and after the training will also be analyzed to evaluate the trainees' performance and the effectiveness of the program.

### **Draft Budget and Staffing Requirements**

The team for developing the NLBM training program will include a project manager (who will be an administrator from the museum HR department) to monitor and evaluate the program, two instructional designers, and a subject matter expert (SME) to serve as a trainer for the face-to-face sessions. In addition, a technician from the museum can provide technical support to the

online training sessions. In order to reduce the training cost, an experienced HR administrator or museum staff who participates in the employee training will serve as a trainer for the volunteer training. A draft budget is outlined in Table 4.

**Project Manager:** will be the person who manages the project during the whole process. For the project management, the tasks include but not limited to conducting performance and cause analysis, developing the training plan, tracking the process and managing resources, conducting program evaluation, preparing reports, coordinating team members' work, and communicating with the client (NLBM). The project manager will also collaborate with instructional designers during the course development.

**Instructional Designers:** take a key role in performance and cause analysis, course development, and program evaluation. Working closely with the project manager, the main tasks for instructional designers include data collection, reviewing existing training materials, designing new training materials, producing online training on MoodleCloud and AR-featured materials, and improving the training program based on the evaluation.

**Subject Matter Expert (SME):** specializes in museum customer service and will work closely with the project manager and instructional designers. He/she will be responsible for providing information for the training purpose and serving as the instructor for employees' face-to-face training sessions. The SME will also participate in the workforce performance evaluation.

In average, it costs 54.5 hours for developing 1-hour training session (traditional training for 38 hours and e-learning with minimum interaction for 71 hours) in 2017, and the average hourly labor cost is around \$65 (Defelice, 2018; Cobb, n.d.). In this case, the majority of the existing training materials can be reused for the online employee training, so the hourly labor cost for instructional designers will decrease to \$50. Hence, the cost of developing the NLBM training

program (i.e. the payment to the project manager and instructional designers) estimates at \$34,500, with a total cost of \$44,750.

Table 4. **Draft Budget**

Item	Unit Cost	# of Unit	Total
Staffing			
Project manager	\$50/hour	230 hours (23 weeks, ~10 hours per week in average)	\$11,500
Two instructional designers	\$50/hour	460 hours (23 weeks, ~2*10 hours per week in average)	\$23,000
SME as an offline trainer	\$200/hour	32 hours (8 hours for pilot training, 24 hours for formal training)	\$6,400
Office Supplies			
Print training materials	-	-	\$1,000
Equipment			
Projector	\$600	1	\$600
Projection screen	\$150	1	\$150
Tablets	\$300	7	\$2,100
Total Cost			\$44,750

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