

Final Group Project:

“Giving Storyline 2 an (Inter)facelift”

Instructional Design Workshop Report:

A Formal Analysis of the Design, Implementation, and Evaluation

Submitted By:

David Davis, AJ Bembry, Rob Lewis, Gustavo Serrano

Purdue University

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## **Introduction**

ACME Academy is an e-learning development house that specializes in creating and licensing SCORM-based e-learning courses that can be customized for clients to use in their organization's learning management system.

A recent cycle of client evaluations has indicated that, although clients are satisfied with the overall content of the courses, one segment has expressed dissatisfaction with the lack of customization in the finished product, particularly with regard to branding. This negative qualitative trend has coincided with the company switching from Captivate to Storyline 2 as its main course-authoring software.

To address this qualitative gap, a performance analysis has concluded that an instructional solution would be best. As a result, ACME Academy has contracted an outside Storyline 2 specialist to deliver a one-hour, on-site workshop for ten of ACME Academy's in-house content developers who are responsible for creating e-learning course templates using company-specified authorware.

Workshop participants are experienced using e-learning course authorware. Although participants are not yet experienced using Storyline 2, they do possess a basic familiarity with it because it has been used as the main authorware program used by ACME Academy for the last several months. Accordingly, participants possess the entry skills required for the workshop, such as how to open Storyline 2, how to read and understand the various ACME Academy course design documents, and how to identify HEX codes and upload files to the company intranet.

A one-hour workshop in which participants will work directly with Storyline 2 and sample projects for practice and reinforcement is an ideal format, because content developers can receive training in a learning context that closely approximates their work environments; this workplace fidelity, in turn, will promote an effective transfer of skills and knowledge.

The workshop will be held on-site at ACME Academy's "Train Your Brain" room, which is a dedicated employee training space equipped with twelve workstations with laptop computers configured with Storyline 2 and connected wirelessly to the company intranet. The room is also



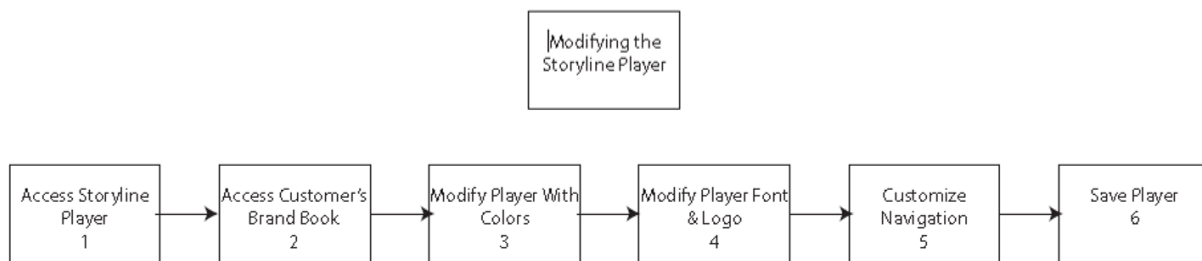
equipped with a variety of instructional aids including a digital projector and an interactive whiteboard.

## Section #1: Analysis

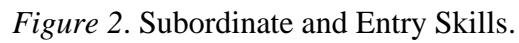
### Instructional Goal

The instructional goal of the workshop is for content developers working for ACME Academy to be able to accurately format the Storyline Player to fit the desires and standards of a corporate client.

### Goal and Task Analysis



*Figure 1. Steps*



**Learner Analysis**

The target audience for training is ACME Academy's in-house content developers. The content developer position is an entry-level position in the design and development hierarchy, below the subject matter experts and instructional designers. Content developers are responsible for creating the visual look of the course player, creating navigation elements, and laying out content per the specifications of the instructional designer.

Even though the content developer is an entry level position within the hierarchy of the design and development team, ACME Academy requires that content developers possess certain minimum competencies:

- Excellent written and oral communication and problem-solving skills
- Experience using e-learning authoring software such as Captivate, iSpring, or Articulate Presenter
- Advanced proficiency with the Microsoft Office suite
- Proficiency using different media formats such as MP3 and MP4
- Advanced proficiency with computers, operating systems, and Web-based applications
- Experience with learning management systems

These minimum competencies will be used as the baseline for the entry skills it is assumed that content developers will already possess at the time of the workshop.

A review of the résumés of the six content developers—two males and four females—who will attend the training reveals that they are a fairly homogenous group. All of them are between the ages of 25 and 30 years old and possess at least a BA or BS, though none has a degree specific to instructional design. A résumé review also reveals that four content developers had some degree of informal experience with e-learning development prior to working at ACME Academy, while two worked in a similar position for another e-learning development house—one of them for almost six years.

It is important to note general generational characteristics in this case, as there is homogeneity among the group. Researchers such as Otey (2013) argue that Millennials are very technologically savvy, and do not recall a time when digital solutions were unavailable. In addition, Otey argues that Millennials are very likely to pick up and adapt to technology in the workplace (p. 204).

Brown (2011) argues that Millennials as a generation are more likely to multi-task than others, and view work time as being valuable (para. 7). The training must also show a direct result, and quickly. Brown (2011) again argues that Millennials pursue instant gratification, and resist menial work (para. 8). As such, it is imperative that the training itself be as engaging, lively, and entertaining as possible. Examples of what can be accomplished immediately with the training provided will help to keep captive the learners' attention, and promote the likelihood that the information itself will be processed.

While we are loath to assume that all people directly reflect the generations from which they come, it is reasonable to assume that our learner group, in part because of generational traits and in part because of the nature of their work, will have a relatively high rate of entry skill. As such, skills such as the ability to resize images and the ability to read HEX color codes will be classified as entry skills, and therefore will not be taught in this workshop.

Because Storyline 2 is a recent release (September 2014), the résumés of the workshop participants did not reveal prior experience with the software. Nevertheless, all content developers are experienced using e-learning course authorware because ACME Academy used Adobe Captivate as the primary e-learning design software program prior to the company's change to Storyline 2. Moreover, content developers now have a basic familiarity with Storyline 2 because it has been adopted as the main authorware program used by ACME Academy.

A written survey conducted prior to the final planning of the one-hour workshop revealed that content developers overwhelmingly felt that dedicated Storyline 2 training was needed to meet both the company's qualitative expectations and to enhance development efficiency. Those surveyed cited the particular challenges of learning the intricacies of new software while still trying to fulfill scheduled project deliverables; training embedded in the workplace would both help mitigate knowledge gaps and provide immediate learning context. One respondent felt that a dedicated training session was not necessary and that a better-developed EPSS system would be a more pragmatic solution.

In their survey responses, content developers also indicated a strong preference for a live-training workshop format over a self-paced e-learning training module because they would be

able to receive hands-on training with immediate feedback from a Storyline expert, which would not be possible in an asynchronous online training format.

Overall, ACME Academy content developers for whom the workshop has been designed have high expectations and expect to leave the workshop with skills, knowledge and attitudes they can apply immediately to their projects.

## **Context Analysis**

### **Performance Context Analysis.**

ACME Academy has a dedicated employee training space dubbed the “Train Your Brain” room. Because the training room is on-site, training of any kind conducted there is grounded in an immediate and authentic workplace context. The room has a large conference table, which can be equipped with 12 laptop computers with wireless connections to company intranet. Each Train Your Brain laptop is configured with the different suites of software used in the company at any level and in any department, and can be further configured with specific materials that will be referenced or used for any training session. The room is also equipped with different instructional aids, such as a digital projector and an interactive whiteboard. For general presentations, the room also has a large-format HDTV with HDMI interface.

In addition to recreating a workplace context, the ACME Academy on-site training space facilitates overt management support. In many cases, management positions, such as head Instructional Designer, will provide training directly. For this proposed one-hour training session, however, management is bringing in a third-party Storyline expert to conduct the training. By bringing in an outside expert, ACME Academy is both showing its commitment to ensuring that content developers are receiving training they should have received before they changed authorware programs, and acknowledging that low client satisfaction is a very real performance issue that needs to be resolved.

This support, coupled with the training space’s replication of actual work conditions, is designed to promote maximum transfer of learning. Moreover, the training space is set up

similarly to the design and development work space, so trainees can perform solo work or, if required in the training, collaborate in teams.

### **Learning Context Analysis.**

Because the goal of the instruction is to help content developers use Storyline 2 e-learning authoring software to create a course player template with a color scheme, menu, and navigation interface that fulfills clients' branding and organizational requirements, the tools provided to trainees in the Train Your Brain room are aligned with the tools needed for successful achievement of the training objectives. Likewise, the layout of the training space generates the same kinds of dynamics that trainees find in the ACME Academy workspace.

Moreover, the additional instructional equipment such as the interactive whiteboard and digital projector allow for the incorporation of diverse instructional strategies and modes that can leverage a wide range of different learning styles and intelligences. Because the training is conducted on-site, project *realia* (course design worksheets) can be used to give the training an additional texture of authenticity, since the design worksheets also determine the performance conditions that exist in the ACME Academy workspace. Specific materials will also include sample customized projects and reference sheets with diagrams of the different customizable elements of the Storyline player interface.

**Section #2: Design****Design Evaluation Chart**

<b>Main Instructional Goal</b>	<b>Terminal Objective</b>	<b>Test Item</b>
Content developers working for ACME Academy will be able to accurately format the Storyline Player to fit the desires and standards of a corporate client.	Given a customer's brand book and recommended player options, developers will be able to modify the color palette, format and upload logo image files, program preferred fonts, and rearrange the player as necessary. Success will be judged by the approval of the customer in question.	Following the workshop, when given three specific customer parameters, learners will be required to present a small portfolio of sample player settings. The portfolio will be accompanied by a checklist for some skills to ensure that learners are following the proper path, and some fill in the blank questions. Learners must be able to identify components, modify player settings, and include branding specifications from the customer. Learners must answer the questions for two of three customers – Smith Co and Jones Corp. An assessment portfolio will be based off of Williams Bros.
<b>Main Step in Instructional Goal</b>	<b>Performance Objective for Main Step</b>	



Access Storyline Player	When given a stock Storyline course from ACME Academy, developers should be able to open the Player options from the Storyline menu ribbon.	In the attached checklist, mark Yes if you were able to successfully launch the Storyline player menu from inside the Storyline application. Mark No if you were unable to locate it.
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>	
1.1 Open Storyline	Given a PC, developers should be able to identify and locate the Storyline course EXE and open the program. Developers must be able to open the program at least nine times out of ten.	In the attached checklist, mark Yes if you were able to successfully launch the Storyline application. Mark No if you were unable to locate the Storyline application.
1.2 Open Relevant Project	When the Storyline application is running and a particular course is requested by a client, developers should be able to open that individual course. Developers should be able to open the requested course at least four out of five times.	All three portfolio customers are requesting the same course – Embracing Diversity In The Workplace. In the attached checklist, mark Yes if you were able to find this course in the Documents folder. Mark No if you were unable to find any Storyline course. Mark No (But) if you were able to find a different Storyline course in the Documents folder.
1.3 Open Player Tab	Once the proper course is opened, developers should	In the attached checklist, mark Yes if you were able to open the Player

	open the player tab from the options ribbon by clicking on the appropriate icon. Course player should be opened with fewer than two mistakes in ten attempts.	tab. Mark No if you were unable to find it.
<b>Main Step in Instructional Goal</b>	<b>Performance Objective for Main Step</b>	
2. Access Customer's Brand Book	When given the corporate branding standards for a client, developers should be able to identify applicable standards, including proper colors, logo standards/usage, and approved fonts. At least two corporate colors, and one proper parameter for approved logo usage should be identified. Corporate fonts may not be available.	<p>Smith Co, Jones Corp, and Williams Bros. are the three clients for your ACME Academy sample portfolio. All three brand books are available as email attachments in various formats. Use the attached checklist to answer the following questions for Smith Co, and Jones Corp respectively:</p> <p><input type="checkbox"/> I was able to find, open, and understand all applicable branding information for this client.</p> <p><input type="checkbox"/> I was able to find and open the branding information, but I did not understand all applicable branding information for this client.</p>

		<p>[ ] I was able to find, but not open the branding information for this client.</p> <p>[ ] I was not able to find the branding information for this client.</p>
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>	
2.1 Open Brand Book	<p>Given a brand book or branding standards from a customer, developers should be identify the format of the document – be it PDF or physical document. In the event that a branding book is not available, developers should be able to contact account manager and inquire about branding standards for customer.</p>	<p>Use the following space to describe the overall theme of the brand provided.</p>
2.2 Identify HEX Codes	<p>When given a set of HEX codes in a brand book, developer should be able to identify primary and accent colors, and be able to bring those codes into the Storyline player. Developers should</p>	<p>In the blank provided, write down the closest primary color (eg blue, purple, grey, green) for each of the primary and secondary branding colors for Smith Co and Jones Corp.</p>

	recognize and copy HEX codes nine times out of ten.	
2.3 Identify Font Styles	Given a specified corporate font in a brand book, developers should be able to set the player font to match the corporate font. In the event that the corporate font is proprietary and unavailable, developers are absolved from this responsibility.	In the blank provided, write down the names of the fonts required for Smith Co and Jones Corp. If no font is provided or is impossible, leave the space blank.
2.4 Identify Logo Standards	If a logo package is included in the company's branding book, developers should be able to identify company logo standards, and adhere to proper standards. Developers should understand logo standards in nine out of ten scenarios, however, not all customers will have logo packages in branding books.	Briefly describe the restrictions on logos for each of the clients.
<b>Main Step in Instructional Goal</b>	<b>Performance Objective for Main Step</b>	

3. Modify Player With Colors	When given proper colors via a corporate branding book, developers will be able to classify those colors as primary and secondary, and be able to modify the Storyline player accordingly. Developers should be able to discern when colors are contrasting for highest visual appeal in the Player. The steps listed here are necessary to follow in the listed order, to ensure that all items have been properly covered.	Below you will see 12 different potential color swatches. In the space below each color swatch, mark SC or JC with the three colors that you think best represent that customer's branding package. Colors may only be used once.
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>	
3.1 Change Base Background to Primary Brand Color	Given a primary branding color from a corporate brand book, developers should be able to assign that color to the primary background field of the Storyline Player. This primary color can be substituted for a more basic color (white, grey) and the primary assigned instead to the font color when the	Choose one among the four HEX codes/color swatches (to include white or grey) for the base background for Smith Co and Jones Corp.  <b>Portfolio Assessment:</b>  Instructor will mark if Background color matches his Williams Bros prototype.

	primary corporate color is particularly dark or garish.	
3.2 Change Button Colors to Secondary Brand Colors	<p>Given a secondary branding color, or series of colors from the branding book, developers should be able to change the background colors of the buttons to the most appropriate secondary color when contrasted with the primary background.</p> <p>Developers should be able to identify secondary colors 80% of the time.</p>	<p>Choose one among the four HEX codes/color swatches for the button color for Smith Co and Jones Corp.</p> <p><b>Portfolio Assessment:</b></p> <p>Instructor will mark if button colors match his Williams Bros prototype.</p>
3.3 Change Button Borders for Highest Contrast	<p>When given primary and secondary colors from a corporate branding book, developers should be able to identify the proper secondary color (or white/grey) to assign to the border of the button for greatest contrast and/or visual appeal.</p>	<p>Choose one among the four HEX codes/color swatches you think provides the best contrast when compared against your previous color choices for Smith Co and Jones Corp.</p> <p><b>Portfolio Assessment:</b></p> <p>Instructor will mark if button borders match his Williams Bros prototype.</p>

<b>Main Step in Instructional Goal</b>	<b>Performance Objective for Main Step</b>	
4. Modify Player Font & Logo	Given a selection of corporate logos and preferred corporate fonts, developers should be able to identify corporate logo and font standards, and incorporate each into the Storyline Player. Some fonts may be proprietary, and in this instance a basic, sans-serif font should be incorporated instead.	For each client, select the proper logo from the provided options that best represents the acceptable logo use prescribed by that client. For each client, select the proper font from the pool. If no font is applicable, select Not Applicable.
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>	
4.1 Change Font	Given an appropriate, non-proprietary font guideline from the branding book, developers should be able to assign this font to the Storyline player. In the event that a font is proprietary, a standard sans-serif font (such as Century Gothic) will be used in its stead, unless explicitly prohibited in customer's branding book.	For each of Smith Co and Jones Corp, check Yes if the organization required a font different than the standard Storyline player, and No if they did not.  <b>Portfolio Assessment:</b> Instructor will mark if font selected matches his Williams Bros prototype.

4.2 Add Logo	<p>4.2.1 When given a corporate logo, or package of corporate logos, in vector format, developers must be able to resize primary logo to fit Storyline's parameters of 200x200 px.</p> <p>4.2.2 Developers must then be able to save resized logo in png (preferred) or jpg raster format and upload into the Player.</p>	<p>Mark which logo from the pool should be used for Smith Co and Jones Corp.</p> <p>Given the following file formats, mark which are acceptable for Storyline's logo window.</p> <p><b>Portfolio Assessment:</b></p> <p>Instructor will mark if logo selected matches his Williams Bros prototype.</p> <p>Instructor will mark if logo is sized properly when matched against his Williams Bros prototype.</p>
<b>Main Step in Instructional Goal</b>	<b>Performance Objective for Main Step</b>	
5. Customize Navigation	When given specific instructions from the client, developers must be able to modify the Storyline player to include the Playbar, changing	For each of the following player items, place a check next to Yes if the customer is asking for it to be included, or No if not.



	the title, and rearrange player tabs as instructed. These steps are not necessary to follow verbatim, but are listed in a best-practice to ensure proper completion	If yes, then check the location of either Top Left, Top Right, or Sidebar for each.  Do this for both customers.
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>	
5.1 Remove Playbar as Needed	When explicitly directed by the client per corporate standards, developers should be able to remove the Playbar as requested. Understand why a customer is requesting for the Playbar to be removed, as applicable.	Mark Yes if the customer is asking for the Playbar, and No if the customer is asking for it to be removed. In the event that no response from the customer is presented, mark Yes.  <b>Portfolio Assessment:</b>  Instructor will mark if Playbar presence matches his prototype.
5.2 Change Title for Customer	When given instruction from a customer, a developer should change the title to whatever is requested. This is not open to interpretation, and should be explicitly defined by the customer. If there are no instructions, the	In the space below, write the preferred title for both customers.  <b>Portfolio Assessment:</b>  Instructor will mark if title matches his prototype.

	stock names of the course are OK.	
5.3 Rearrange Player Tabs	<p>5.3.1 When given instructions from the customer, developers should be able to identify the Menu tab, and be able to move it top left, top right, or sidebar as directed. In the event that no instruction is provided, developer is to leave menu top right.</p> <p>5.3.2 When given instructions from customer, developers should be able to turn on closed captioning as requested, and move the tab to wherever directed, be it top left, top right, or sidebar. If no instruction is provided, developers should not implement CC.</p> <p>5.3.3 When given explicit instruction from the customer, developers should be able to identify the glossary tab, and move it where directed, be it top left, top right, or sidebar. If no</p>	<p>5.3.1 Mark the position of the menu tab as Top Left, Top Right, or Sidebar for both customers.</p> <p>5.3.2 Mark the position of the CC tab as Top Left, Top Right, or Sidebar for both customers. If not applicable, mark N/A.</p> <p>5.3.3 Mark the position of the glossary tab as Top Left, Top Right, or Sidebar for both clients.</p> <p><b>Portfolio Assessment:</b></p> <p>Instructor will mark if menu tab location matches his Williams Bros prototype.</p> <p>Instructor will mark if CC tab location matches his Williams Bros prototype.</p>

	<p>instruction is provided, developers should leave the glossary tab in the top right position.</p> <p>5.3.4 When presented with the Storyline player, developers should be able to identify potential locations for player components: top left, top right, and sidebar.</p>	Instructor will mark if Glossary tab location matches his Williams Bros prototype.
<b>Main Step in Instructional Goal</b>	<b>Performance Objective for Main Step</b>	
6. Save Player	Upon completion of main steps 1-5, developers should be able to accurately save the player setup and design for the intended Storyline course so that the player behaves as needed for the intended customer.	Check Yes if you were able to save the player. Check No if you were unable to save the player.
<b>Subordinate Skills</b>	<b>Subordinate Objectives for Main Step</b>	
6.1 Click Save	6.1.1 When all previous steps have been satisfied, developer should be able to locate and	In the checkbox provided, mark Yes if you were able to click OK on the Player menu.

	<p>click the OK button inside the player menu.</p> <p>6.1.2 When OK has been clicked in the player menu, developers should be able to identify and click the save button in the top left corner of the Storyline menu ribbon.</p>	<p>In the checkbox provided, mark if you were able to click the Save button.</p>
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### Instructional Strategy Plan

The table below identifies the sequence and clusters of objectives reflecting the order in which the content will be presented.

<b>Cluster 1</b> <b>10 minutes</b>	<b>Cluster 2</b> <b>15-20 Minutes</b>	<b>Cluster 3</b> <b>15-20 Minutes</b>
1.1	3.1	5.1
1.2	3.2	5.2
1.3	3.3	5.3
2.1	4.1	5.3.1
2.2	4.2	5.3.2
2.3	4.2.1	5.3.3
2.4		5.3.4
		6.1

**Cluster 1.*****Objectives.***

1.1 Open Storyline	Given a PC, developers should be able to identify and locate the Storyline course EXE and open the program. Developers must be able to open the program at least nine times out of ten.
1.2 Open Relevant Project	When the Storyline application is running and a particular course is requested by a client, developers should be able to open that individual course. Developers should be able to open the requested course at least four out of five times.
1.3 Open Player Tab	Once the proper course is opened, developers should open the player tab from the options ribbon by clicking on the appropriate icon. Course player should be opened with fewer than two mistakes in ten attempts.
2.1 Open Brand Book	Given a brand book or branding standards from a customer, developers should be identify the format of the document – be it PDF or physical document. In the event that a branding book is not available, developers should be able to contact account manager and inquire about branding standards for customer.
2.2 Identify HEX Codes	When given a set of HEX codes in a brand book, developer should be able to identify primary and accent colors, and be able to bring those codes into the Storyline player. Developers should recognize and copy HEX codes nine times out of ten.
2.3 Identify Font Styles	Given a specified corporate font in a brand book, developers should be able to set the player font to match the corporate font. In

	the event that the corporate font is proprietary, developers are absolved from this responsibility.
2.4 Identify Logo Standards	If a logo package is included in the company's branding book, developers should be able to identify company logo standards, and adhere to proper standards. Developers should understand logo standards in nine out of ten scenarios, however, not all customers will have logo packages in branding books.

### ***Content Presentation.***

*Content:* Introduce the Storyline 2 program, and how to access the player in a relevant project. Discuss brand books, terminology, and purpose. Introduce HEX codes, discuss typography, and logo usage.

*Examples:* Instructor will discuss and walk through how to open the Storyline project, and how to access the Storyline Player. Instructor will then show an example of a brand book for Sample Co, and the relevant information contained therein, including HEX codes, fonts, and logo standards.

*Student Grouping and Media Selection:* Instructor will use projector/HDTV in Train Your Brain room and show the actual Storyline program as he discusses the step-by-step process how to open the Diversity In The Workplace project, and accessing the Storyline player once it's open. This first set of objectives should be very simple and straightforward, due to the relative level of Storyline expertise in the class. For the second group of objectives, the instructor will open a PDF brand book from a fictional client via the projector. He will then go through page by page, and explain and discuss where the HEX codes may be located, as well as if/when a font is to be used, and the applicable logo standards from the company. Students will be set at their individual workstations for this lecture.

### ***Student Participation.***

*Practice Items and Activities:* For the first lab break, learners will open Storyline, and find the player tab on the options ribbon in an open project. Students will then access the Smith Co brand book and will be required to answer lecture questions about where the HEX codes are located, what fonts are listed, and what the brand book says about using the logo.

*Feedback:* Instructor will ask random students the HEX code values, desired font, and any logo requirements for the sample brand book. Instructor will ask a random student to discuss the importance of these elements to an organization's overall brand.

*Student Grouping and Media Selection:* Students will work independently at their computer workstations, and will use the Storyline program, and the Diversity In The Workplace stock course.

## **Cluster 2**

### ***Objectives.***

3.1 Change Base Background to Primary Brand Color	Given a primary branding color from a corporate brand book, developers should be able to assign that color to the primary background field of the Storyline Player. This primary color can be substituted for a more basic color (white, grey) and the primary assigned instead to the font color when the primary corporate color is particularly dark or garish.
3.2 Change Button Colors to Secondary Brand Colors	Given a secondary branding color, or series of colors from the branding book, developers should be able to change the background colors of the buttons to the most appropriate secondary color when contrasted with the primary background. Developers should be able to identify secondary colors 80% of the time.

3.3 Change Button Borders for Highest Contrast	When given primary and secondary colors from a corporate branding book, developers should be able to identify the proper secondary color (or white/grey) to assign to the border of the button for greatest contrast and/or visual appeal.
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### ***Content Presentation.***

*Content:* Discuss the three main “colored” items of the Storyline player, and how to access and change their colors. Show students how to access these three items, and how to change their colors.

*Examples:* Instructor will change the colors of the three items to the specified colors of Smith Co.

*Student Grouping and Media Selection:* Students will maintain their individual workstations with their open Storyline project. The instructor will show these elements of the Storyline player in a live Storyline project on the HDTV in the Train Your Brain room.

### ***Student Participation.***

*Practice Items and Activities:* Students have their Diversity In The Workplace courses open, and modify the Background, Button, and Button Border components with the information provided in the Smith Co brand book from the last lab break.

*Feedback:* Students will be asked by the instructor their level of comfort and understanding of this exercise. Students will be randomly chosen to discuss what colors were used for each individual component.

*Student Grouping and Media Selection:* Students will complete this exercise in pairs for greater speed. Students will have the Diversity In The Workplace course open.

### ***Objectives.***



4.1 Change Font	Given an appropriate, non-proprietary font guideline from the branding book, developers should be able to assign this font to the Storyline player. In the event that a font is proprietary, a standard sans-serif font (such as Century Gothic) will be used in its stead, unless explicitly prohibited in customer's branding book.
4.2 Add Logo	<p>4.2.1 When given a corporate logo, or package of corporate logos, in vector format, developers must be able to resize primary logo to fit Storyline's parameters of 200x200 px.</p> <p>4.2.2 Developers must then be able to save resized logo in png (preferred) or jpg raster format and upload into the Player.</p>

### ***Content Presentation.***

*Content:* Discuss basic logo requirements for Storyline (e.g. 200x200 px, raster format), and font importance. Show students how to access the logo interface, and how to upload previously resized images. Show students how to change fonts within the Storyline player.

*Examples:* Instructor will discuss Smith Co, and upload their logo into his player. Instructor will change the font to Helvetica.

*Student Grouping and Media Selection:* Students will maintain their individual workstations with their open Storyline project. The instructor will show logo upload and font selection in a live Storyline project on the HDTV in the Train Your Brain room. Instructor will digitally distribute raster logos for Smith Co, and a font file relevant to Smith Co's branding book from the first lab break.

### ***Student Participation.***

*Practice Items and Activities:* Students have their Diversity In The Workplace courses open, and upload the supplied logo file. Students will then change the font selection in the Storyline file with the font file distributed by the instructor.

*Feedback:* Students will be asked by the instructor their level of comfort and understanding of this exercise. As this is a relatively plug-and-play interaction that draws heavily upon entry skills (ability to resize logos), it is best to allow the students to drive this feedback.

*Student Grouping and Media Selection:* Students will complete this exercise in pairs for greater speed. Students will have the Diversity In The Workplace course open.

### **Cluster 3.**

#### ***Objectives.***

5.1 Remove Playbar as Needed	When explicitly directed by the client per corporate standards, developers should be able to remove the Playbar as requested.  Understand why a customer is requesting for the Playbar to be removed, as applicable.
5.2 Change Title for Customer	When given instruction from a customer, a developer should change the title to whatever is requested. This is not open to interpretation, and should be explicitly defined by the customer. If there are no instructions, the stock names of the course are OK.
5.3 Rearrange Player Tabs	<p>5.3.1 When given instructions from the customer, developers should be able to identify the Menu tab, and be able to move it top left, top right, or sidebar as directed. In the event that no instruction is provided, developer is to leave menu top right.</p> <p>5.3.2 When given instructions from customer, developers should be able to turn on closed captioning as requested, and move the tab to wherever directed, be it top left, top right, or sidebar. If no instruction is provided, developers should not implement CC.</p> <p>5.3.3 When given explicit instruction from the customer, developers should be able to identify the glossary tab, and move it where directed,</p>

	<p>be it top left, top right, or sidebar. If no instruction is provided, developers should leave the glossary tab in the top right position.</p> <p>5.3.4 When presented with the Storyline player, developers should be able to identify potential locations for player components: top left, top right, and sidebar.</p>
6.1 Click Save	<p>6.1.1 When all previous steps have been satisfied, developer should be able to locate and click the OK button inside the player menu.</p> <p>6.1.2 When OK has been clicked in the player menu, developers should be able to identify and click the save button in the top left corner of the Storyline menu ribbon.</p>

### ***Content Presentation.***

*Content:* Discuss the various areas of the Storyline player, including the three main content areas (sidebar, top left, top right), and the Playbar. Discuss the need and ability to change the title, and the different elements that can be included in the player (including menu, CC, and glossary). Instructor will then talk about how to save the project.

*Examples:* Instructor will discuss Smith Co, and how they want their course titled Diversity and You, with a Playbar turned off, the menu on the top left, and the CC and glossary on the top right.

*Student Grouping and Media Selection:* Students will maintain their individual workstations with their open Storyline project. The instructor will show his examples in a live Storyline project on the HDTV in the Train Your Brain room.

### ***Student Participation.***

*Practice Items and Activities:* Students have their Diversity In The Workplace courses open, and modify the player according to the specifications of Smith Co. Once complete, students will save the file.

*Feedback:* Instructor will ask students their thoughts on why a customer may want the player organized a specific way. Instructor will also ask students to describe the importance of the Playbar, and its application in the project as a whole.

*Student Grouping and Media Selection:* Students will complete this exercise in pairs for greater speed. Students will have the Diversity In The Workplace course open. Instructor will show an example of Smith Co's player specifications in an email on the presentation screen, and will keep it up for the duration.

### Section #3: Development

#### Workshop Agenda

Two workshop agendas were created, one for workshop participants and a more detailed agenda for the workshop instructor. The agenda for workshop participants (Figure 3) was distributed at the start of the training session.



#### Workshop Agenda

**Topic:** "Giving Storyline 2 a New (Inter)facelift"

**Your Instructor:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Length of Workshop:** 1 hour

**Workshop Goal:** Content developers working for ACME Academy will be able to accurately format the Storyline Player to fit the desires and standards of a corporate client.

#### Learning Objectives:

- When given a stock Storyline course from ACME Academy, developers should be able to open the Player options from the Storyline menu ribbon.
- When given the corporate branding standards for a client, developers should be able to identify applicable standards, including proper colors, logo standards/usage, and approved fonts. At least two corporate colors, and one proper parameter for approved logo usage should be identified.
- When given proper colors via a corporate branding book, developers will be able to classify those colors as primary and secondary, and be able to modify the Storyline player accordingly. Developers should be able to discern when colors are contrasting for highest visual appeal in the Player.
- Given a selection of corporate logos and preferred corporate fonts, developers should be able to identify corporate logo and font standards, and incorporate each into the Storyline Player. Some fonts may be proprietary, and in this instance a basic, sans-serif font should be incorporated instead.
- When given specific instructions from the client, developers must be able to modify the Storyline player to include the playbar, changing the title, and rearrange player tabs as instructed. These steps are not necessary to follow verbatim, but are listed in a best-practice to ensure proper completion.
- Upon completion of main steps 1-5, developers should be able to accurately save the player setup and design for the intended Storyline course so that the player behaves as needed for the intended customer.

#### Workshop Schedule

Topic	Time
Introduction/preview	5 minutes
Storyline 2 Basics	8 minutes
Color, Font and Logo Customization in Storyline 2	12 minutes

Manipulating Storyline 2 Elements	15 minutes
Final Portfolio Assignment	10 minutes
Wrap-Up/Debriefing	3 minutes
Workshop Evaluation	7 minutes

### Assessment

1) **Practice Tasks:** Throughout the instruction, the participants will engage in hands-on, lab-style assessments based off of a predefined scenario from a prototypical ACME Academy client.

2) **Final Portfolio Assignment:** At the conclusion of the workshop, learners will be given real-world examples/assignments. These assignments will include separate branding books, in differing formats, with differing color schemes, different logo standards, and different font books. Each branding book will also accompany a memo from the fictional client corporation that includes details about how the Player is intended to look, including location of player tabs, inclusion of the playbar, and the intended title for the customer. Learners will be required to answer all evaluation questions about two of the clients, but for the third, they will be required to actually produce the specified player.

The portfolio task will be the primary factor in determining proficiency. Once the learner has completed one of the three fictional player requirements/customer requests by changing the Player, they will be compared against the instructor-developed prototypes, and graded using the following rubric:

Flawless	The player elements completely match the instructor's player design per the customer's specifications.
Mastery	The player prototype contains one total mistake, and nearly perfectly matches the instructor's player design, per the customer's specifications.
Satisfactory	The player prototype contains two total mistakes, and mostly matches the instructor's player prototypes, per the customer's specifications.
Needs Improvement	The player prototypes contain three or more total mistakes, and somewhat match the instructor's player prototypes, per the customer's specifications.

*Figure 3. Agenda for Workshop Participants.*

The agenda for the workshop instructor, provided below, was distributed to the instructor two days prior to the workshop.

**Workshop Instructor:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Time:** 10:00 a.m. – 11:00 a.m.

### **Instructional Goal**

Content developers working for ACME Academy will be able to accurately format the Storyline Player to fit the desires and standards of a corporate client.

### **Terminal Objective**

Given a customer's brand book and recommended player options, developers will be able to modify the color palette, format and upload logo image files, program preferred fonts, and rearrange the player as necessary.

<b>Introduction/Preview</b>	<b>Time</b>	<b>Content/Examples/Grouping/Media</b>
Arrive at ACME Academy's facility "Train Your Brain" classroom. Confirm that laptops have Storyline 2 preinstalled along with all the necessary files. Welcome developers have a brief introduction and purpose for the workshop.	Approximate Start time 10:00 AM	Give Participants agenda with learning objectives, workshop schedule, laptop set up w/ Storyline 2 installed. Used overhead projector to display working samples of customized templates described tasks to be performed, and instructed developers to follow along.
<b>Total Time</b>	<b>5 min.</b>	

<b>Storyline 2 Basics</b>	<b>Time</b>	<b>Content/Examples/Grouping/Media</b>
		Demonstrate opening Storyline 2 using laptop projected onto overhead screen.

1.1 Open Storyline		Demonstrate navigation to open recent project and open the sample project used during the course.
1.2 Open Relevant Project		
1.3 Open Player Tab		Open sample project and demonstrate clicking on the appropriate icon from the options ribbon to open the player tab.
		Introduce and explain brand book for client's Jones Corp, Smith Co., and Williams Bros.
2.1 Open Brand Book		Using the brand book, describe the color palette and HEX codes used for the sample template.
2.2 Identify HEX Codes		Use the brand book, show the style fonts that will be used for the workshop.
2.3 Identify Font Styles		Using the brand book, describe the fonts and go over the standard specifics for each client.
2.4 Identify Logo Standards		
<b>Total Time</b>	<b>8 min.</b>	



<b>Color, Font and Logo Customization</b>	<b>Time</b>	<b>Content/Examples/Grouping/Media</b>
<p>3.1 Change Base Background to Primary Brand Color</p> <p>3.2 Change Button Colors to Secondary Brand Colors</p> <p>3.3 Change Button Borders for Highest Contrast</p> <p>4.1 Change Font</p> <p>4.2 Add Logo</p>		<p>Use the sample template projected on the screen. Demonstrate how to change the background color using one of the indicated colors from the brand book.</p> <p>Use the sample template projected on the screen. Demonstrate how to change the button colors using one of the indicated colors from the brand book. Preview the colors to determine if appropriate color scheme.</p> <p>Use the brand book to select HEX color and select a color that is contrasting from the background and button. This may take several attempts.</p> <p>Reference the brand book and select a font listed to change font.</p> <p>Reference the brand book to select logo. Navigate to the preloaded logo file in the documents folder of the laptop and select logo to insert into Storyline Template.</p>
<b>Total Time</b>	<b>12 min.</b>	

<b>Manipulating Storyline 2 Elements</b>	<b>Time</b>	<b>Content/Examples/Grouping/Media</b>
<p>5.1 Remove Playbar as Needed</p> <p>5.2 Change Title for Customer</p> <p>5.3 Rearrange Player Tabs</p> <p>6.1 Click Save</p>		<p>On the sample template Identify and remove the Playbar (Seekbar) from the Storyline 2 template.</p> <p>Identify title on the sample template and change title.</p> <p>Identify the player tabs in the sample template and move them to different location either top right or left.</p> <p>Demonstrate how to save using the player ribbon on the sample template.</p>
<b>Total Time</b>	<b>15 min.</b>	

<b>Final Assignment</b>	<b>Time</b>	<b>Content/Notes</b>
<p>Developers will attempt to replicate what they have practiced and learned during the Storyline 2 basics, color,</p>		<p>Using the brand book, and elements provided for the developers, they will open Storyline, and perform all the steps indicated in the handout. Developers will be given 10 minutes to perform</p>

font, logo, customization, and manipulating elements practice session.		tasks. Developers will access necessary files from their Documents folder on the laptops.
Instructor will walk around observing and making notes on rubric to confirm successful completion of task.		
<b>Total Time</b>	<b>10 min.</b>	

<b>Wrap-Up/Debriefing</b>	<b>Time</b>	<b>Content/Examples/Grouping/Media</b>
Instructor will discuss completion of workshop and hand out the post-test.		Each of the developers will receive a post-workshop test form to complete within 3 minutes. The results of post-test will be discussed.
<b>Total Time</b>	<b>3 min.</b>	

<b>Workshop Evaluation</b>	<b>Time</b>	<b>Notes</b>
Instructor will hand out an evaluation form focused on	Approximate end time 11:00 AM	Each developer will complete an evaluation form and give honest feedback relating to workshop instruction and instructor within a 7 minute time

effectiveness of instructor along with the workshop.		frame. Developers are encouraged to make note of any issues, problems, suggestions, or any information that can be beneficial to the instructor, developers and ACME Academy. Upon completion developers will hand their completed form back to the instructor.
<b>Total Time</b>	<b>7 min.</b>	

<b>Instructor Notes</b>
It will be at the instructor's discretion to determine what areas need more or less time, but instructor must make it a priority to keep the workshop to one hour, cover all objectives and meet the workshop goals.

## Workshop Materials

### Pretest.

ACME Academy used a pretest, "Pre-Workshop Survey" (Figure 4) to create a profile of workshop trainees rather than use it specifically as a skills benchmark assessment to compare with a posttest to identify learning development. The psychometric nature of this type of assessment, which was given to participants prior to the workshop, allows trainees to identify the extent to which they feel their skill set is aligned with the entry skills that the training presumes workshop attendees already possess and, with descriptors aligned with the workshop's goals and objectives, encourage trainees to self-assess how familiar they are with the specific functions of Storyline 2.



**Pre-Workshop Survey:**  
**Giving Storyline 2 a New (Inter)facelift**

**Your name:** \_\_\_\_\_

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
I can access and open Storyline 2			
I am familiar with HEX codes			
I am familiar with the different elements of the ACME Academy Brand Book			
I am able to access and manipulate basic features of Storyline 2			
I am able to access and manipulate advanced features of Storyline 2			
The topic of the workshop is relevant to my work at ACME Academy			

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

*Figure 4. Participant Pre-test.*

The rationale for using a pretest to encourage trainees to self-evaluate their skills, motivations, and attitudes toward the subject of the training rather than using a pretest to assess trainees' knowledge is that the workshop instructor, whom ACME Academy has brought in from the outside, is not familiar with the participants. Being aware of the participants' backgrounds and general levels of familiarity and comfort using Storyline 2 helped the instructor account for differentiation and enhance the learning dynamics by providing information that could be used to more effectively group trainees with similar perceptions to work together. Conversely, the

information could be used to create cross-ability pairings in which a more experienced participant can mentor a participant who may not be as experienced using Storyline 2.

### **Practice tests.**

Due to the nature of the instruction, and the limitations of the time allotted, it was determined that practice tests were not an imperative use of instruction time. However, in lieu of practice tests, the instructor will show completed demonstrations of players, and how to modify those components.

### **Post-test.**

At the conclusion of the instructional workshop, learners are given three real-world examples/assignments. These assignments will include three separate branding books, in differing formats, with differing color schemes, different logo standards, and different font books. Each branding book will also accompany a memo from the fictional client corporation that includes details about how the Player is intended to look, including location of player tabs, inclusion of the Playbar, and the intended title for the customer. Learners will be required to answer all evaluation questions about two of the clients, but for the third, they will be required to actually produce the specified player. Students may choose any of the three clients to produce a player.

The paper assessment (Figure 5) contains fill in the blank, checklist, and Likert scaled questions.

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg. blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.
  - a. \_\_\_\_\_
2. Choose one among the four Hex codes for the button color for Jones Corp “a”, and Smith Co. “b” respectively.
  - a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)
  - b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)
3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.
  - a. Jones Corp: (YES) or (NO) – Smith Co.: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. \_\_\_\_\_ X \_\_\_\_\_
6. Where is the Menu located on the player for Smith Co.?
  - a. Bottom Left   b. Top right   c. Top Left   d. Sidebar
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.
  - a. \_\_\_\_\_
8. The play bar for Jones Corp is on.
  - a. True   b. False
9. Where is the glossary located for Smith Co's player?
  - a. Top Right   b. Bottom Right   c. Top Left   d. Bottom Left
10. The name of the course for Jones Corp is " \_\_\_\_\_ "
11. From the options below, please select the correct font size required for Jones Corp.
  - a. 12   b. 14   c. 11   d. 8   e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?
  - a. Jones Corp "cc" \_\_\_\_\_
  - b. Smith Co "cc" \_\_\_\_\_
13. In the blank spaces below, please write down the required font and size for Smith Co.
  - a. Font \_\_\_\_\_ Size \_\_\_\_\_

*Figure 5. Post-test Paper Assessment*



While the paper assessment is important so that the instructor can ensure that the learner actually understands the concepts, the portfolio will be the primary factor in determining proficiency. The learner should deliver the paper assessment to the instructor before working on the portfolio assignment (Figure 6), so that the instructor can see where any competencies are missing, and can assist the learner while working on the portfolio.

The form is titled 'Valuing Diversity' and is for 'Williams Bros'. It includes the following fields and elements:

- Correct Title Used:** \_\_\_\_\_
- Correct BG:** \_\_\_\_\_
- Correct Font:** \_\_\_\_\_
- Correct Location of Menu:** \_\_\_\_\_
- CC:** \_\_\_\_\_
- Glossary:** \_\_\_\_\_
- Correct logo Used:** \_\_\_\_\_
- Logo sized properly:** \_\_\_\_\_
- Menu | CC | Glossary** (links)
- Playbar Present:** \_\_\_\_\_
- Secondary Color used with button:** \_\_\_\_\_
- High-contrast border color used:** \_\_\_\_\_
- Using Any of These Colors:**
  - HEX: A32524 (Red)
  - HEX: B0AF39 (Yellow)
  - HEX: 4F6370 (Grey)
  - HEX: 29A1F0 (Blue)

At the bottom left, there is a logo for 'Acme Academy' featuring a green screen with 'Aa' and a magnifying glass over a document.

Figure 6. Portfolio Assignment form.

Once the learner has completed one of the three fictional player requirements/customer requests by changing the Player, they will be compared against the instructor-developed prototypes, and graded using the following rubric:

Flawless:	The player elements completely match the instructor's player design per the customer's specifications.
Mastery:	The player prototype contains one total mistake, and nearly perfectly matches the instructor's player design, per the customer's specifications.
Satisfactory:	The player prototype contains two total mistakes, and mostly matches the instructor's player prototypes, per the customer's specifications.
Needs Improvement:	The player prototypes contain three or more total mistakes, and somewhat match the instructor's player prototypes, per the customer's specifications.

This rubric is compared against the instructor's prototype in the following 11 areas:

- Correct font used
- Correct logo used
- Logo sized properly
- Correct background color selected
- Correct button color selected
- Correct button borders used
- Playbar absent or present as needed
- Correct course title used
- Menu tab in proper location
- Closed Captioning in proper location (if applicable)
- Glossary tab in proper location (if applicable)

Because of the nature of the work that ACME Academy does, and the exacting standards from their customers, our group recommends that learners who grade out at Satisfactory be partnered with Mastery or (preferably) Flawless-level learners when working with their first few rounds of live customers. Learners who grade out at Needs Improvement will be monitored by their direct managers when working with live customers.

### **Post-Workshop Evaluation Form.**

At the end of the workshop, a level 1 Post-Workshop Evaluation Form (Figure 7) is distributed to participants to complete. The evaluation, which is anonymous, asks participants to rate their experience in a variety of areas, such as the degree to which goals, objectives, and content were clear; instructional techniques effective; and assessments valid and authentic. The evaluation also asks the participants about the degree to which they feel the training and development of knowledge and skills will transfer to their workplace context.



**Post-Workshop Evaluation Form**  
**Giving Storyline 2 a New (Inter)facelift**

**Instructor's name:** Gus Serrano.

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has fulfilled your expectations. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives			
The instructor presented the material clearly			
The instructor enhanced the material with examples			
The instructional techniques chosen to present the material kept me engaged			
The pace of the workshop was appropriate for my level of skill and knowledge			
The practice exercises reinforced the workshop content			

The instructor provided timely and constructive feedback			
The final assessment task was authentic and relevant to my work as content developer.			
The workshop met my training goals and expectations			
I will be able to transfer the skills and knowledge developed in the workshop to my work.			
I am interested in continuing to develop my skills and knowledge using Storyline 2			

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

**Part 3:** In the space below, identify any specific workshop takeaways.

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

Figure 7. Post-Workshop Evaluation Form.

### Content Deliverables.

To accompany the Storyline 2 software, participants will use ACME Academy's brand book, which contains the various elements of client branding information. For the workshop,

various hypothetical company brand books have been created, as illustrated below (Figure 8, Figure 9, Figure 10).

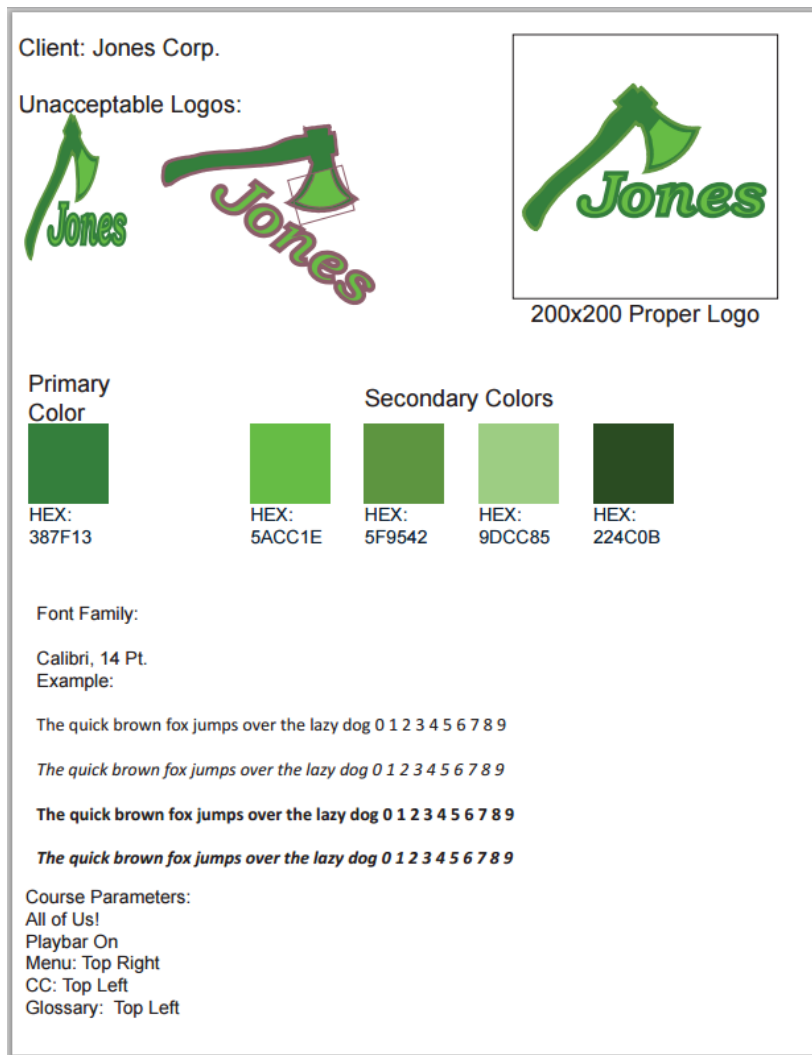


Figure 8. Jones Corp brand book used for paper assessment.

Client: Smith Co.

Unacceptable Logos:



Primary Color



HEX:  
042033

Secondary Colors



HEX:  
3290cc



HEX:  
13557F



HEX:  
331E00



HEX:  
7FSF31

Font Family:

Century Gothic, 14 Pt.

Example:

The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9

The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9

**The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9**

**The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9**

Course Parameters:

Diversity in the Workplace

Playbar Off

Menu: Sidebar

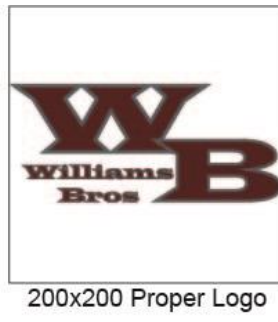
CC: N/A

Glossary: Top Right

Figure 9. Smith Co brand book used for paper assessment.

Client: Williams Bros.

Unacceptable Logos:



Primary Color



HEX:  
570B0B

Secondary Colors



HEX:  
A32524



HEX:  
B0AF39



HEX:  
4F6370



HEX:  
29A1F0

Font Family:

Georgia, 14 Pt.

Example:

The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9

*The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9*

**The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9**

***The quick brown fox jumps over the lazy dog 0 1 2 3 4 5 6 7 8 9***

Course Parameters:

Valuing Diversity

Playbar On

Menu: Top Right

CC: Top Right

Glossary: Top Right

Figure 10. Williams Bros brand book used for portfolio assessment.

## **Section #4: Implementation, Evaluation and Revision**

### **Implementation Report**

On August 7<sup>th</sup>, 2015, ACME Academy implemented a one-hour workshop instructing developers on the process of customizing a Storyline 2 template. The workshop was conducted by an outside organization hired by ACME Academy. The workshop was held at the ACME Academy facility in the Train Your Brain classroom, which was equipped with laptops, ample student seating, overhead projector, and a large-format HDTV. One instructor facilitated and delivered the education content to 6 developers employed by ACME Academy. The one-hour workshop began with a brief 5-minute introduction of the instructor and the course. During this introduction time, the developers were given a workshop agenda stating all the details of the workshop including workshop goal, learning objectives, workshop schedule, assessment, practice tasks, and portfolio assignment. The instructor highly emphasized the expectations of the developers, which was to complete the final portfolio assessment with a minimal score of satisfactory proficiency. The instructor informed the developers that they would be evaluated according to how many of the tasks they successfully completed.

After the introduction, the instructor discussed and demonstrated Storyline 2 basics, consisting of the opening process of Storyline 2 software, accessing the project, opening the Player Tab, locating the brand book, and identifying HEX Codes, font styles, and logo standards. Throughout the instruction, the developers were able to practice alongside with the instructor by using the preloaded items onto the laptops being used during the workshop. The preloaded items consisted of jpeg logos, and brand books listing text fonts, logo details, and color palette with HEX codes. This section of the Storyline 2 Basics took 8 minutes. After the basics were explained, the instructor discussed and demonstrated the process of customizing templates color, font, and logos. Using the brand book as a guide, the developers were taught the process of changing the base background and button colors to represent the brand color standards. This customization section of the instruction took 12 minutes and included instructions on customizing the template by changing the font and adding a logo. After teaching customization, the instructor discussed and demonstrated the process of manipulating other template elements, including the Playbar (Seekbar), title, and Player Tabs. In addition, the instructor demonstrated



the process of saving the customized template. This section of manipulating the template elements took 15 minutes.

Although the final portfolio assessment was discussed at the beginning of the workshop, the instructor reinforced the importance of replicating what was demonstrated during the workshop to determine proficiency of the developers. In the final portfolio assessment section, the instructor monitored the developers as they were given an assignment to create a customized template for a fictional client based on the client's brand book (Figure 10), which was provided in a preloaded file on the laptops. In addition, the developers were given a 13-item post-test. The developers were given 10 minutes to complete the customized template assignment and post-test. Following completion, the instructor provided a debriefing to the developers, which included the results of the post-test and instructor observation. The instructor revealed to the developers their success rate and proficiency by adding up the correctly answered questions from the post-test and total amount of items successfully completed from the assignment.

At the conclusion of the workshop, the instructor allotted 7 minutes for the completion of a workshop evaluation form given to each of the developers. Completed post-tests, portfolio assignments and workshop evaluation forms for each workshop participant can be found in Appendix A.

### **Assessment Report: Learner Performance**

The workshop goal is to have content developers working for ACME Academy be able to accurately format the Storyline 2 player to fit the requirements and standards of corporate clients. The extent to which the workshop goal has been achieved is determined by the results of the post-test and final portfolio assignment.

The post-test (Figure 5) was composed of 13 questions related to customizing a Storyline 2 template. The questions referred to selection of colors, HEX codes, determining properly formatted logo, text fonts, and altering template to align with client standards covered during practice samples and final assessment. As Table 1 shows, five out of the six developers were able to answer all 13 questions accurately. One question from a single participant was incorrectly answered.

<b>Learner</b>	<b>Assessment Questions</b>	<b>Incorrect Answers</b>	<b>Total Correct</b>	<b>Results</b>
1	13	0	13	100%
2	13	0	13	100%
3	13	1	12	92%
4	13	0	13	100%
5	13	0	13	100%
6	13	0	13	100%
<b>Total</b>	<b>Grand Total</b>	<b>Grand Total</b>	<b>Grand Total</b>	<b>Overall Grade</b>
<b>6</b>	<b>78</b>	<b>1</b>	<b>77</b>	<b>99%</b>

Table 1. Post-Test Results

For the final portfolio assessment results (Table 2), Learner 6 was the only member of the developer team that failed to earn a “Flawless” score, based upon the previously included rubric. This one mistake was related to the use of an incorrect font with the Storyline 2 player. However, this does not preclude the learner from being considered competent in the learning objectives. Because of the high rate of proficiency immediately following the instruction, ACME Academy is confident in saying that the instruction as a whole was a success.

<b>Learner</b>	<b>Flawless</b>	<b>Mastery</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
1	<b>x</b>			

2	<b>x</b>			
3	<b>x</b>			
4	<b>x</b>			
5	<b>x</b>			
6		<b>x</b>		

Table 2. Final Portfolio Assessment Results

### Formative Evaluation

The results of the post-workshop evaluation form submitted by participants at the end of the workshop and the feedback provided by the workshop instructor also confirm that the training was effective both in terms of achieving the overall instructional goal as well as with providing students with a sense that the skills and knowledge which they developed in the workshop can be transferred to the workplace.

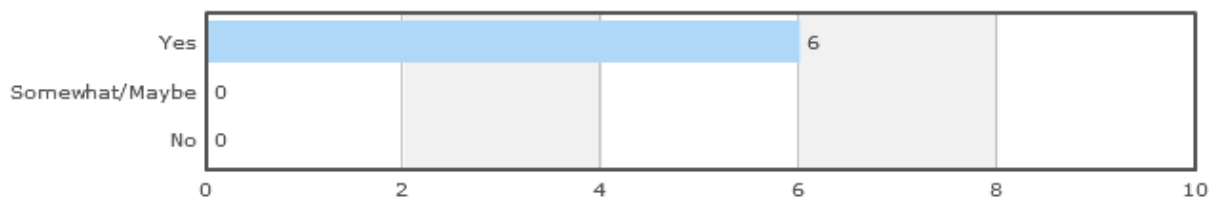
#### Post-Workshop Evaluation Form.

There were several items on the post-workshop evaluation (Figure 11) that specifically asked the developer feedback on the instructor's performance. These items were:

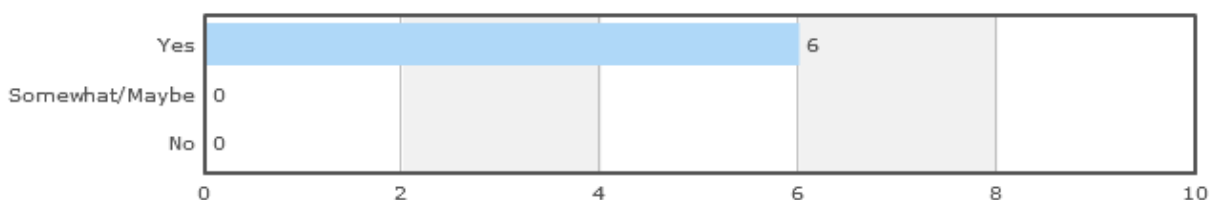
- The instructor presented the material clearly
- The instructor enhanced the material with examples;
- The instructor provided timely and constructive feedback.

The results of these categories are as follows:

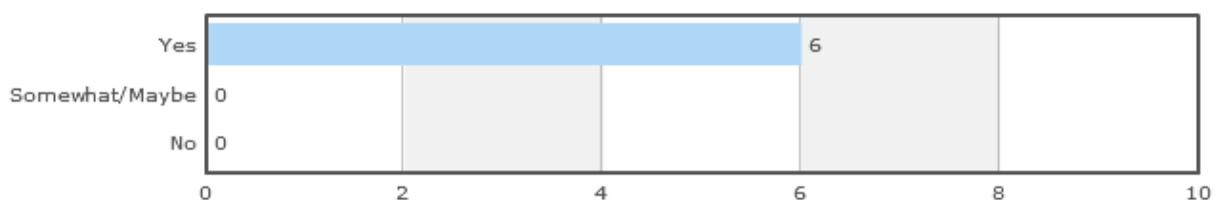
#### The instructor presented the material clearly (6 responses)



**The instructor enhanced the material with examples (6 responses)**



**The instructional techniques chosen to present the material kept me engaged (6 responses)**

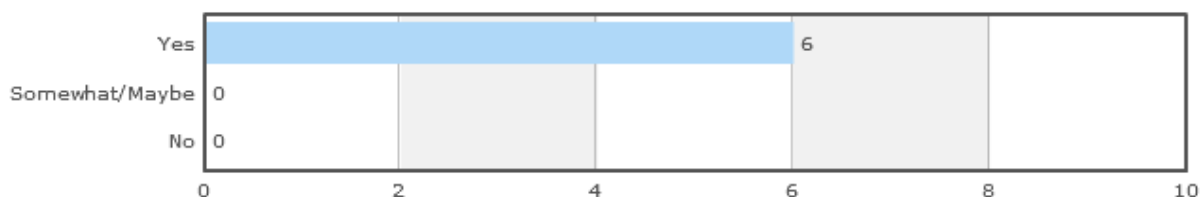


*Figure 11.* Workshop Participants Evaluation Results.

The six participants gave a “yes” reply to each of the items, which indicated that they felt the instructor performed effectively.

Workshop participants also evaluated the design of the workshop in a number of categories (Figures 12 and 13). All six participants indicated their satisfaction with the goals and objectives of the workshop:

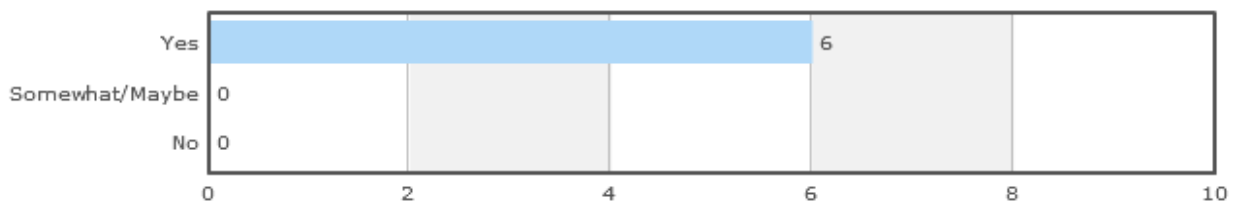
**The workshop had clear goals and objectives (6 responses)**



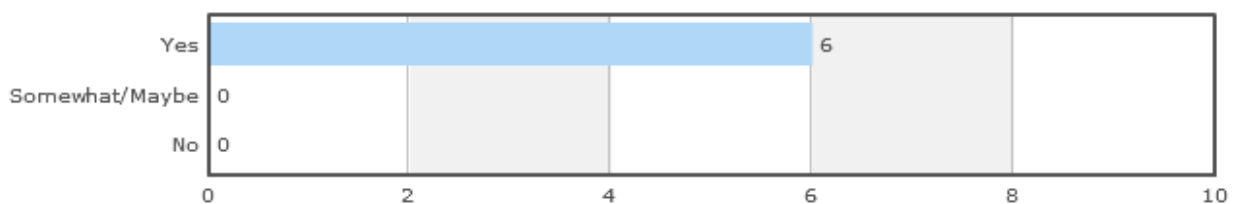
*Figure 12. Workshop Participants Evaluation Results.*

The design and development was also evaluated in several other categories (Figure 13). Specifically, all six participants marked “yes” indicating that that the pace of the workshop was appropriate for skill level and knowledge. In reference to meeting the participant’s expectations of transferable skills, knowledge gain, reinforcement, and continuing education all six marked “yes” indicating that developer expectations were met.

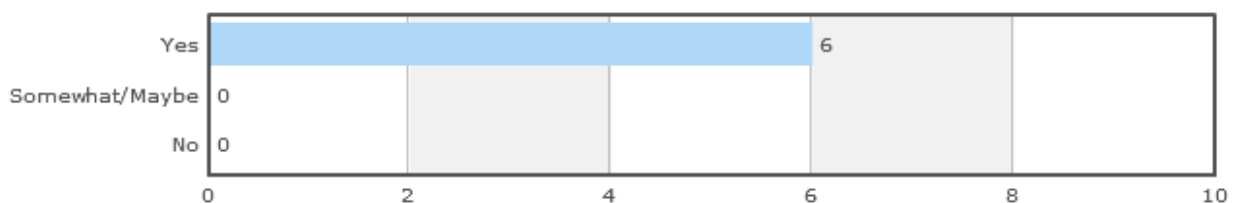
**The pace of the workshop was appropriate for my level of skill and knowledge (6 responses)**



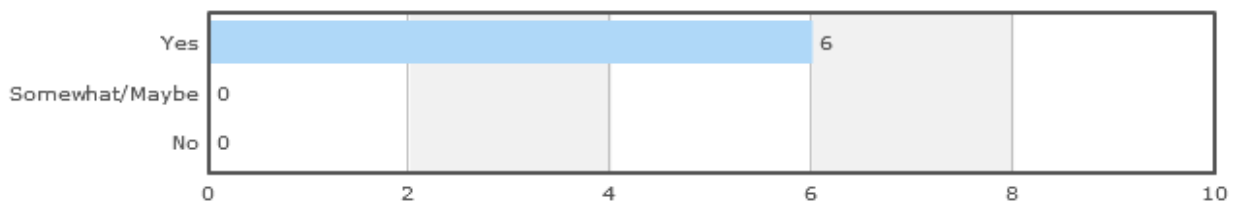
**The practice exercises reinforced the workshop content (6 responses)**



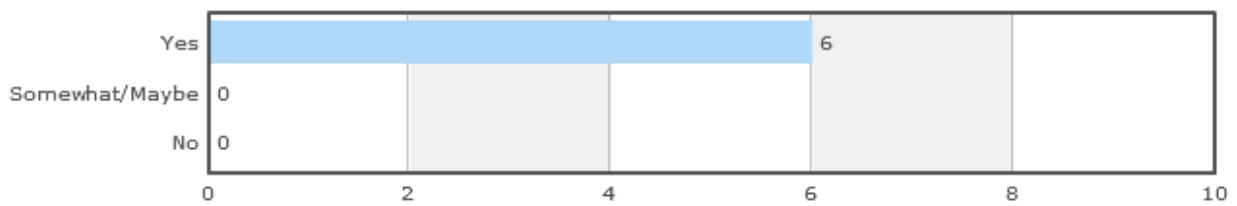
**The instructor provided timely and constructive feedback (6 responses)**



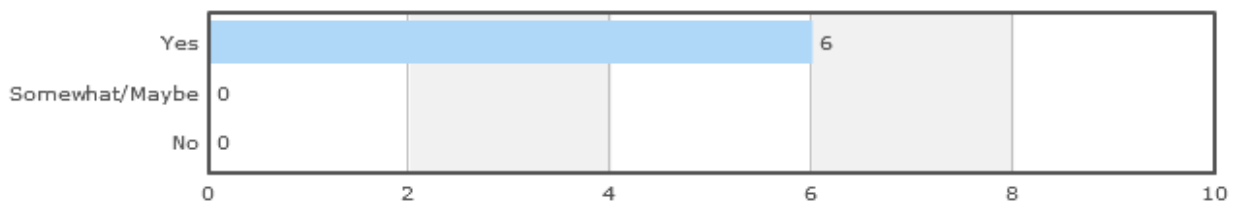
**The final assessment task was authentic and relevant to my work as content developer (6 responses)**



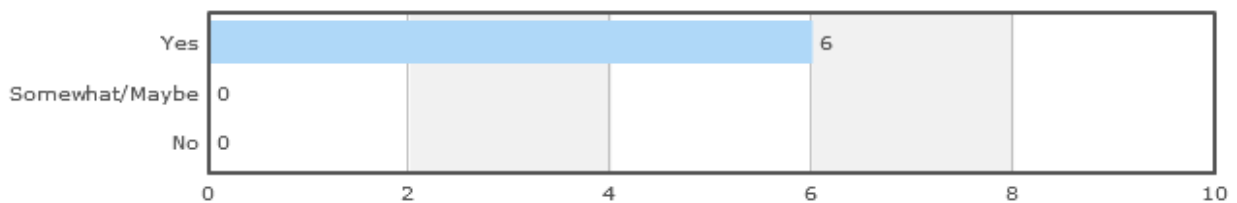
**The workshop met my training goals and expectations (6 responses)**



**I will be able to transfer the skills and knowledge developed in the workshop to my work (6 responses)**



**I am interested in continuing to develop my skills and knowledge using Storyline 2 (6 responses)**



*Figure 13.* Workshop Participants Evaluation Results.

In addition to the eleven post workshop evaluation “Yes, Somewhat/Maybe, No” questions, workshop participants were asked to identify specific workshop takeaways. Participant comments are summarized in Table 3 below:

Give more attention to course parameters when creating templates
Learned to change HEX codes
Matching player requirements to client's branding
Relevant to my work. Learned more about using HEX instead of color picker
Importance of following client's branding standards; saving customization template for future use.
Learned to customize player properties and save it for next time.

Table 3. Participant Comments-Workshop Takeaways

Workshop participants were also asked to provide any additional comments that would help to improve the content or delivery of the workshop. Participant comments are summarized in Table 4 below:

Provide name of player label (e.g., main, base, background, right separator, slide background, menu background, etc)
Good workshop. Emphasize closed caption (cc). How to add or turn on. Also be consistent with labeling (ex. playbar and seekbar)
Need more time, but Gus was great! Give more info on resizing images
Provide a guide referencing key elements discussed
More time was needed; was a little rushed
N/A

Table 4. Participant Comments-Further Suggestions

The comments from both sections of the evaluation form indicate that customization was the greatest takeaway from the workshop. Two out of the six referenced the lack of time, while several others referenced the need for more reference aids. Other comments referenced labeling and player items.

### Instructor Evaluation of Workshop Form.

To gain a wider perspective of the effectiveness of the workshop, the workshop instructor completed an evaluation form (Figure 14) after teaching the workshop to help us identify ways in which we can improve the design, content and delivery of the training in future workshops. The evaluation form overlaps with the post-workshop evaluation form completed by participants in several areas, but also asks the instructor to address several design and development elements, such as instructional strategies, workshop content, facilities, and assessment rubrics.



#### Instructor Evaluation of Workshop Form Giving Storyline 2 an (Inter)facelift

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 15 minutes to complete this workshop evaluation form. Because you were the instructor for this workshop, your feedback is crucial to us to help determine the extent to which the workshop has met its goal and to identify ways in which we can improve the design, content and delivery of the training in future workshops.

When you have completed the evaluation, please submit it to the Director of Training.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat / Maybe	No
The workshop had clear goals and objectives	✓		
Workshop content supported the goals and objectives	✓		
Workshop content was complete, current, and accurate	✓		
Workshop content and designed instructional strategies kept students engaged throughout the workshop	✓		
Workshop equipment and aids were sufficient and in working order	✓		
Facilities were sufficient to meet size and scope of workshop	✓		
The pace of the workshop was appropriate for the level of skill and knowledge of the participants	✓		
The pace of the workshop was appropriate to give sufficient		✓	



examples			
Practice assessment tasks reinforced the workshop content	✓		
Practice assessment tasks were authentic and reinforced the workplace context	✓		
The final assessment task was authentic and reinforced the workplace context.	✓		
Assessment rubrics were valid and clearly defined	✓		
By the end of the workshop, participants exhibited positive changes in knowledge, skills and attitudes	✓		

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no". Use the bottom of page 3 if more space is needed.

I felt that the pace of the workshop was somewhat appropriate to give examples, however I do believe that the examples section could have been shorter to give more time to final assignment, post test, debrief, and evaluation. My observation led me to believe that the developers felt a bit rushed during the last part of the workshop.

**Part 3:** In the space below, please identify any particular strengths or weaknesses of the workshop that you identified. Use the bottom of page 3 if more space is needed.

The strength of the workshop is that it was effectively designed to support and measure the goals and objectives. The content emphasized key components of customizing the Storyline 2 template through the use of standardized items specifically developed for the workshop. The only weakness that I could identify was the consistency in labeling. Labeling elements in the instruction should match labeling within Storyline 2 to prevent confusion.

**Part 4:** In the space below, please provide any additional feedback that would help us to improve the design, content or delivery of the workshop. Use the bottom of page 3 if more space is needed.

Overall the design, content, and delivery went well, I would recommend having a guide or handout indicating all the areas and elements that will be customized during the workshop. The guide would include labeling, and element location.

Figure 14. Instructor Workshop Evaluation Form.

The instructor addresses several of the issues that the workshop participants identified; specifically, the time factor in which both participants and instructor felt rushed toward the end of the workshop. Like several of the participants, the instructor indicated the need for more reference aids so that participants had a clearer picture of all the different areas of the player that can be customized.

### **Instructional Revision Analysis.**

Although the instructor and participants gave the workshop very positive evaluations, there are, nevertheless, definite areas of opportunity. Based on the feedback of both the instructor and participants, an instructional revision analysis has been created, identifying instructional strategies, any issues or problems identified, suggested revisions to these issues, and the source of feedback.

Workshop Instructional Strategy	Issues/ Problems	Proposed Revision or Suggestion of instruction	Source of Feedback
Introduction / Preview	None	None	Post-Workshop Evaluation: Material kept developers engaged
Overview of Storyline 2 Basics	Emphasize labeling	During overview Instructor may want to keep labeling and terminology consistent with Storyline 2	Post-Workshop Evaluation: Labeling of “Playbar” not consistent with Storyline’s “Seekbar”

Description of design elements and key items used during practice including color, font, and logo customization	None	None	Post-test results; Post-Workshop Evaluation: The instructor presented the material clearly
Altering Storyline 2 elements	None	None	Post-test results; Post-Workshop Evaluation: Practice exercises reinforced the workshop content
Portfolio Assignment	Labeling, locating close caption (CC), determining logo sizes, time	Make all labeling consistent with Storyline 2, Ex.Playbar vs. Seekbar, provide a guide referencing key elements discussed, emphasize CC insertion, and emphasis on Storylines inability to edit logos or images uploaded, provide sized image if required and allocate more	Post-Workshop Evaluation and Instructor Evaluation of Workshop Comments: More time needed, provide name of player labels, provide exact size of logos or images.

		time to portfolio assignment	
Debrief and Evaluation	Insufficient time	Provide more time by possibly making practice shorter.	Post-Workshop Evaluation and Instructor Evaluation of Workshop Comments: was a little rushed.

Although instructor and participant evaluation data would inform this revision, ideally, one more evaluation completed by a supervisor after a determined amount of time after the completion of the workshop (e.g., 2-3 months) would be incorporated as an evaluative instrument. Specifically, conducting a Level 4 (results) evaluation as described by Kirkpatrick and Kirkpatrick (2006) would measure any change in workplace performance as measured by ACME Academy client and user satisfaction surveys. The data gathered from this Level 4 evaluation would then be used to determine the extent to which the original performance gap identified in ACME Academy's needs analysis has been mitigated by the training. Depending on the extent to which the gap has decreased (or increased), workshop objectives, content, instructional techniques or materials and aids can be revised in future iterations.

### Revision Report

Changes that should be made moving forward include the following:

- Allowing for more time for the workshop
- Ensuring that all labels (e.g., Seekbar) are consistent with Storyline 2 terminology
- Re-evaluation of the ability to re-size logos as an entry skill
- Include section on renaming Notes tab to CC
- Include how to change font color on player

Certainly, the workshop should be expanded in the future. An hour is just enough time to scratch the surface, but for students to be able to explore information and discuss scenarios and hypotheticals with the instructor, another half-hour to hour would be beneficial for the students.

The instructional materials also must be revised so that Storyline 2 terminology is used properly throughout. The confusion that existed with using Playbar instead of Seekbar was not intentional, and provided a speed bump or hiccup to learning that should be removed in future deliveries.

While the original instruction called for the ability to resize logos as an entry skill, it may be beneficial to revisit this in the future. While it is true that ACME Academy developers should be skilled as media developers, it may be beneficial to include this aspect moving forward so as to create a “best practice” template for this process. The company may very well decide that having all developers be trained the exact same way is a worthwhile addition to the training plan.

The CC tab is not native to the Storyline 2 application, and as such needed to be included by developers. This is another area that ought to be explored more moving forward. While there are several ways to create a CC tab, the company must decide on a preferred method, and train the developers in this process. It is our recommendation that the Notes tab be renamed, and therefore repurposed as a CC option. This allows for the quickest adoption and easiest use of a Closed Captioning ability within Storyline 2.

Another skill that likely ought to be included moving forward is the ability to change the font color on the player. The way that Storyline 2 is set up, this is not a simple process – and is located nowhere near the option to change the font itself. Particularly with clients who are using a darker base color for their background, it is imperative that developers be able to change the font color itself so as to ensure that the text is readable. This was an oversight in the initial design of the course, and should be corrected in future deliveries.

### References

- Brown, Patrick. (2011, March). Reaching out to Generation Y. *Nuclear Engineering International*, 56(680), 42+. Retrieved from [http://find.galegroup.com/grnr/infomark.do?&source=gale&idigest=2b030783a0a502c4f96e4c77bf56bfbe&prodId=GRNR&userGroupName=purdue\\_main&tabID=T002&docId=A266223724&type=retrieve&PDFRange=%5B%5D&contentSet=IAC-Documents&version=1.0](http://find.galegroup.com/grnr/infomark.do?&source=gale&idigest=2b030783a0a502c4f96e4c77bf56bfbe&prodId=GRNR&userGroupName=purdue_main&tabID=T002&docId=A266223724&type=retrieve&PDFRange=%5B%5D&contentSet=IAC-Documents&version=1.0)
- Kirkpatrick, D., & Kirkpatrick, J. (2006). *Evaluating training programs: The four levels* (3rd ed.). San Francisco, CA: Berrett-Koehler.
- Otey, Brittany Strongfellow. (2013, August). Millennials, Technology, and Professional Responsibility: Training a New Generation in Technological Professionalism. *Journal of the Legal Profession*, 37 (2). Retrieved from <http://poseidon01.ssrn.com/delivery.php?ID=134094121066113083065073085093105120021087025040030006018105093106125087029071100023027001056044123040017071007074003118017094102008032018048094098101110125005069029066042024025095101080119110127004096088066067069073108123086026116113001106101105&EX T=pdf&TYPE=2>

**Appendix A**

The documents in Appendix A represent the surveys, evaluations and tests completed by workshop participants.

## Pre-Workshop Survey:

### Giving Storyline 2 a New (Inter) facelift

Your name: Bob Joyce

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
I can access and open Storyline 2	✓		
I am familiar with HEX codes	✓		
I am familiar with the different elements of the ACME Academy Brand Book	✓		
I am able to access and manipulate basic features of Storyline 2		✓	
I am able to access and manipulate advanced features of Storyline 2		✓	
The topic of the workshop is relevant to my work at ACME Academy	✓		

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

I expect to be able to use advanced features to customize my own templates using Storyline 2



# Acme Academy

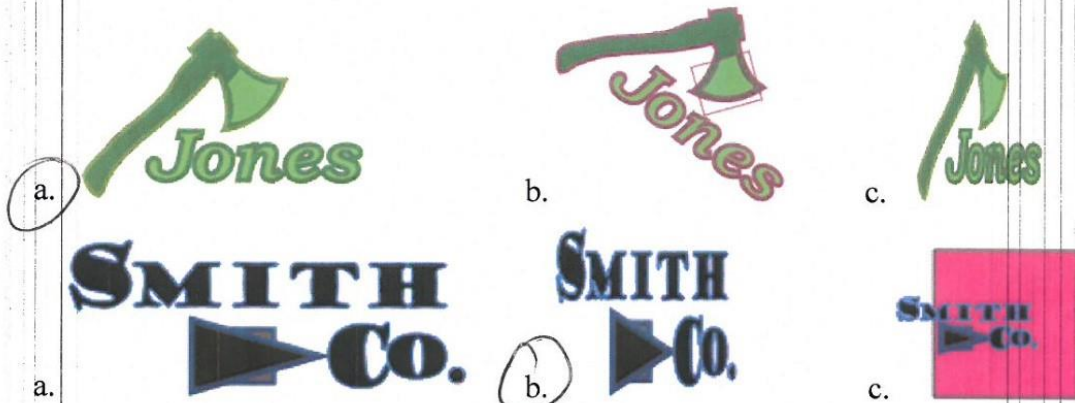
## Train Your Brain Workshop: Customizing Storyline2 Players

Name: Bob Joyce Date: 8/7/15

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg, blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.
  - a. Green Blue
2. Choose one among the four Hex codes for the button color for Jones Corp "a", and Smith Co. "b" respectively.
  - a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)
  - b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)
3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.
- a. Jones Corp: (YES) or (NO) – Smith Co.: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. 200 X 200
6. Where is the Menu located on the player for Smith Co.?
- a. Bottom Left   b. Top right   c. Top Left   d. Sidebar
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.
- a. Calibri, 14 pt   Century Gothic 14, pt
8. The play bar for Jones Corp is on.
- a. True   b. False
9. Where is the glossary located for Smith Co's player?
- a. Top Right   b. Bottom Right   c. Top Left   d. Bottom Left
10. The name of the course for Jones Corp is "All of us"
11. From the options below, please select the correct font size required for Jones Corp.
- a. 12   b. 14   c. 11   d. 8   e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?
- a. Jones Corp "cc" Top Left   b. Smith Co "cc" N/A
13. In the blank spaces below, please write down the required font and size for Smith Co.
- a. Font Century Gothic Size 14 pt.



**Post-Workshop Evaluation Form**  
**Giving Storyline 2 a New (Inter)facelift**

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor presented the material clearly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor enhanced the material with examples	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructional techniques chosen to present the material kept me engaged	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of the workshop was appropriate for my level of skill and knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice exercises reinforced the workshop content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor provided timely and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

constructive feedback			
The final assessment task was authentic and relevant to my work as content developer.	✓		
The workshop met my training goals and expectations	✓		
I will be able to transfer the skills and knowledge developed in the workshop to my work.	✓		
I am interested in continuing to develop my skills and knowledge using Storyline 2	✓		

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

N/A

**Part 3:** In the space below, identify any specific workshop takeaways.

Learned to customize player properties and save it for next time.

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

None



B010

Correct Title  
Used

Correct BG

Correct Location  
of Menu  
CC  
Glossary

Correct logo  
Used

Logo sized  
properly



Correct Font

Valuing Diversity

Menu | CC | Glossary



Playbar Present

Secondary Color used with button

High-contrast border color used

Using Any of These Colors

HEX:  
A32524



HEX:  
B0AF39



HEX:  
4F6370



HEX:  
29A1F0



Acme Academy

## Pre-Workshop Survey:

### Giving Storyline 2 a New (Inter) facelift

Your name: Venice McDoughe

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
I can access and open Storyline 2	✓		
I am familiar with HEX codes	✓		
I am familiar with the different elements of the ACME Academy Brand Book		✓	
I am able to access and manipulate basic features of Storyline 2	✓		
I am able to access and manipulate advanced features of Storyline 2	✓		
The topic of the workshop is relevant to my work at ACME Academy	✓		

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

I'll have a better understanding of how the storyline interface works



# Acme Academy

## Train Your Brain Workshop: Customizing Storyline2 Players

Name: Venice McDougle Date: 8/7/15

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg, blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.  
a. Green Blue
2. Choose one among the four Hex codes for the button color for Jones Corp "a", and Smith Co. "b" respectively.  
a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)  
b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)
3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.
- a. Jones Corp: (YES) or (NO) – Smith Co.: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. 200 X 200
6. Where is the Menu located on the player for Smith Co.?
- a. Bottom Left b. Top right c. Top Left d. Sidebar
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.
- a. Calibri 14pt Century Gothic 14pt
8. The play bar for Jones Corp is on.
- a. True b. False
9. Where is the glossary located for Smith Co's player?
- a. Top Right b. Bottom Right c. Top Left d. Bottom Left
10. The name of the course for Jones Corp is "All of us"
11. From the options below, please select the correct font size required for Jones Corp.
- a. 12 b. 14 c. 11 d. 8 e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?
- a. Jones Corp "cc" Top left b. Smith Co "cc" N/A
13. In the blank spaces below, please write down the required font and size for Smith Co.
- a. Font Century Gothic Size 14pt





**Post-Workshop Evaluation Form**  
**Giving Storyline 2 a New (Inter)facelift**

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives	✓		
The instructor presented the material clearly	✓		
The instructor enhanced the material with examples	✓		
The instructional techniques chosen to present the material kept me engaged	✓		
The pace of the workshop was appropriate for my level of skill and knowledge	✓		
The practice exercises reinforced the workshop content	✓		
The instructor provided timely and	✓		

constructive feedback			
The final assessment task was authentic and relevant to my work as content developer.	✓		
The workshop met my training goals and expectations	✓		
I will be able to transfer the skills and knowledge developed in the workshop to my work.	✓		
I am interested in continuing to develop my skills and knowledge using Storyline 2	✓		

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

None
------

**Part 3:** In the space below, identify any specific workshop takeaways.

Importance of following client's branding standards; Saving customization template for future use
---

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

More time needed; Was a little rushed
---------------------------------------

*Veri: ac*

Correct Title  
Used

Correct BG

Correct Location  
of Menu top right  
CC CC  
Glossary top right

Correct logo

Used

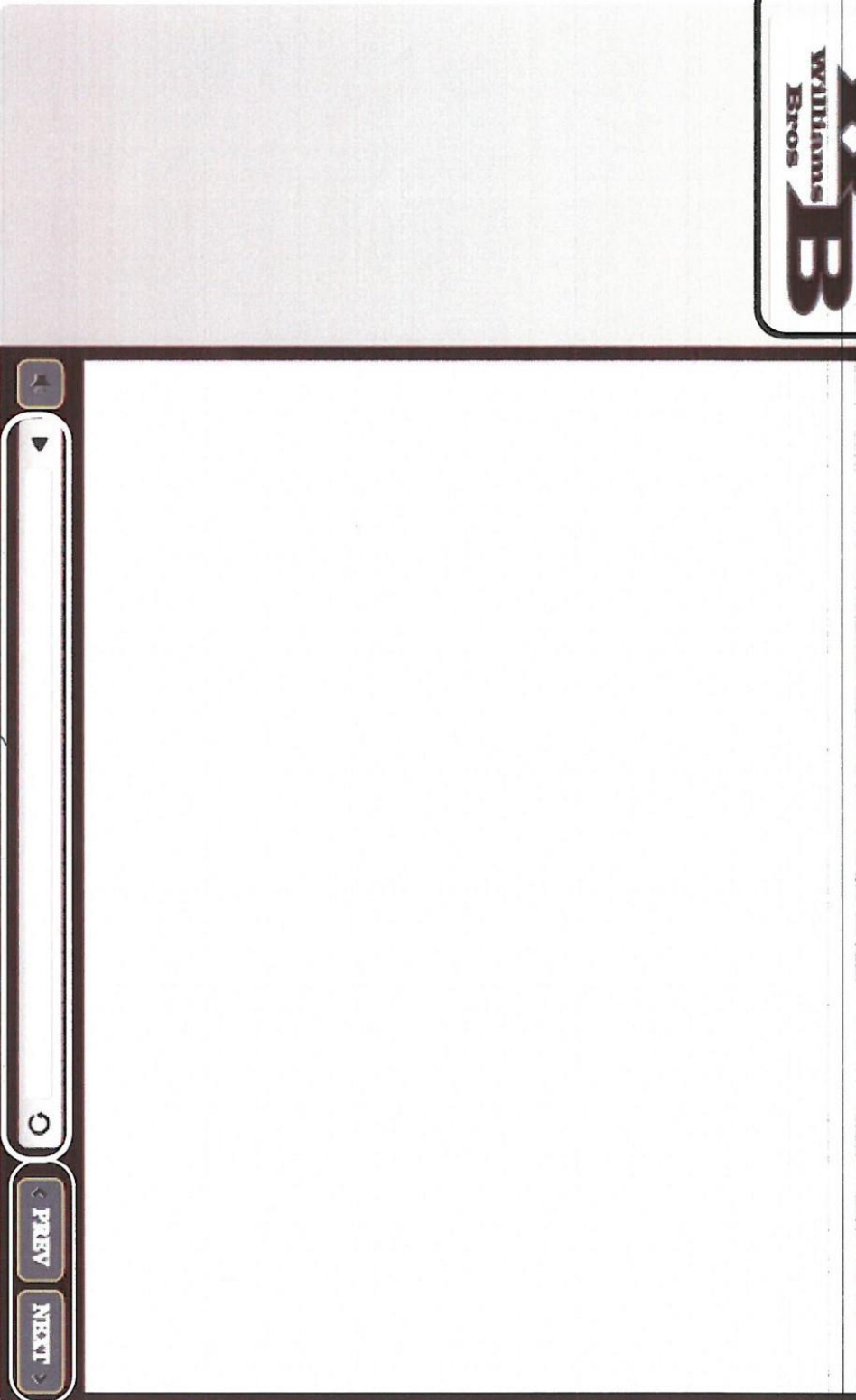


Logo sized  
properly

Correct Font

Valuing Diversity

Menu | CC | Glossary



Playbar Present

Secondary Color used with button

High-contrast border color used

Using Any of These Colors

HEX:  
A32524



HEX:  
B0AF39



HEX:  
4F6370



HEX:  
29A1F0



Acme Academy



## Pre-Workshop Survey:

### Giving Storyline 2 a New (Inter) facelift

Your name: J Mack

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
I can access and open Storyline 2	✓		
I am familiar with HEX codes		✓	
I am familiar with the different elements of the ACME Academy Brand Book			✓
I am able to access and manipulate basic features of Storyline 2	✓		
I am able to access and manipulate advanced features of Storyline 2	✓		
The topic of the workshop is relevant to my work at ACME Academy		✓	

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

I would like to know how to stay with brand standards & still be awesome.

# Acme Academy

## Train Your Brain Workshop: Customizing Storyline2 Players

Name: J Mack Date: 8/7/15

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg, blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.

a. Blue, Brown - Smith Co Green, Green - Jones Co

2. Choose one among the four Hex codes for the button color for Jones Corp "a", and Smith Co. "b" respectively.

a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)

b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)

3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.  
a. Jones Corp (YES) or (NO) – Smith Co: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. 200 X 200
6. Where is the Menu located on the player for Smith Co.?  
a. Bottom Left b. Top right c. Top Left (d. Sidebar)
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.  
a. Calebri Century Gothic
8. The play bar for Jones Corp is on.  
(a.) True b. False
9. Where is the glossary located for Smith Co's player?  
(a.) Top Right b. Bottom Right c. Top Left d. Bottom Left
10. The name of the course for Jones Corp is "All of us"
11. From the options below, please select the correct font size required for Jones Corp.  
a. 12 (b.) 14 c. 11 d. 8 e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?  
a. Jones Corp "cc" Top Left b. Smith Co "cc" N/A
13. In the blank spaces below, please write down the required font and size for Smith Co.  
a. Font Century Gothic Size 14





## Post-Workshop Evaluation Form

### Giving Storyline 2 a New (Inter)facelift

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives	✓		
The instructor presented the material clearly	✓		
The instructor enhanced the material with examples	✓		
The instructional techniques chosen to present the material kept me engaged	✓		
The pace of the workshop was appropriate for my level of skill and knowledge	✓		
The practice exercises reinforced the workshop content	✓		
The instructor provided timely and	✓		

constructive feedback			
The final assessment task was authentic and relevant to my work as content developer.	✓		
The workshop met my training goals and expectations	✓		
I will be able to transfer the skills and knowledge developed in the workshop to my work.	✓		
I am interested in continuing to develop my skills and knowledge using Storyline 2	✓		

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

N/A
-----

**Part 3:** In the space below, identify any specific workshop takeaways.

Relevant to my work. Learned more about using HEX instead of color picker
---

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

Provide a guide referencing key elements discussed.
---



*Samuel*

Correct Title

Used

Correct BG

Correct Location  
of Menu

*Top Left*

CC

Glossary

Correct Font

Correct logo

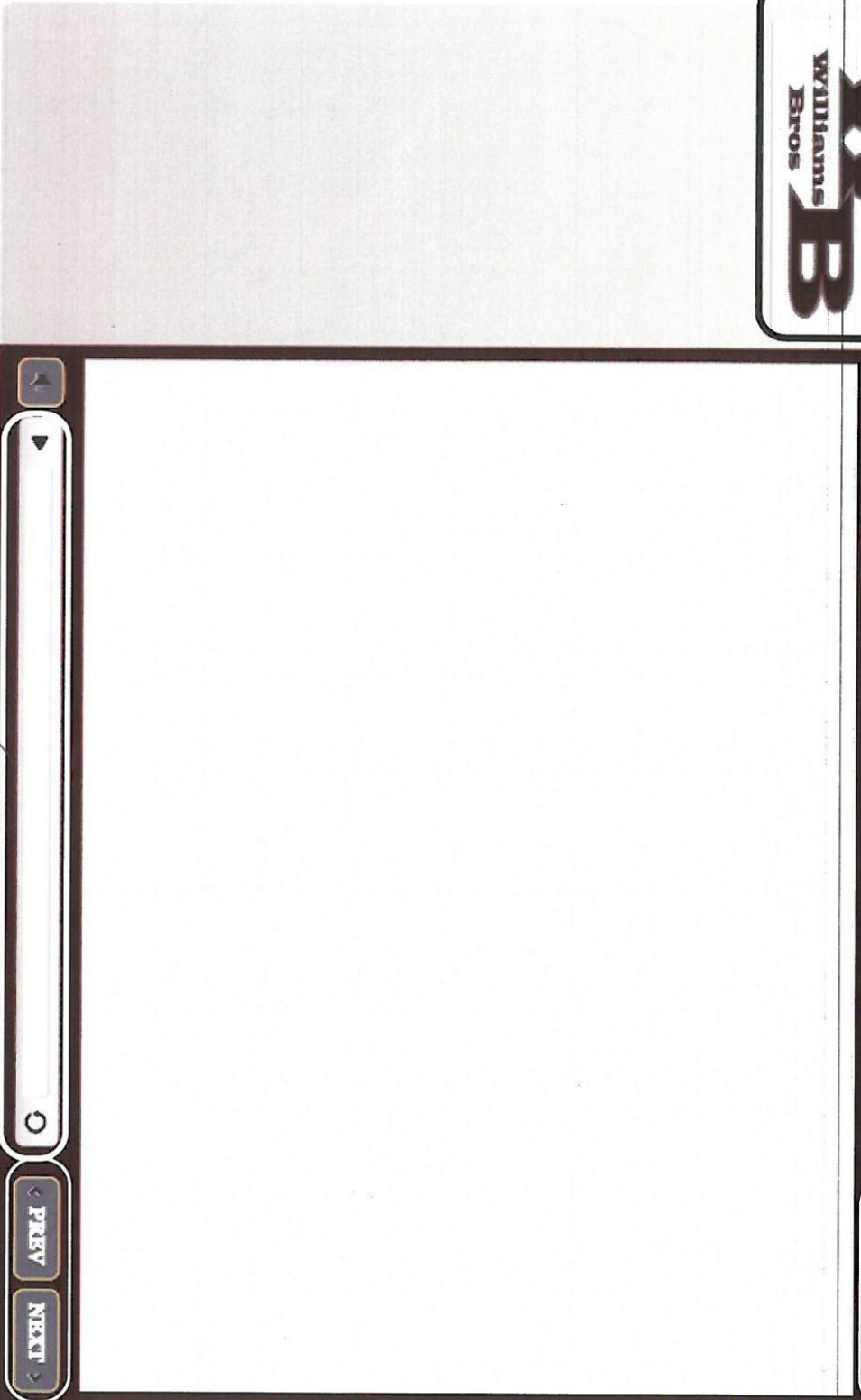
Used

Logo sized  
properly



Valuing Diversity

Menu | CC | Glossary



Playbar Present

Secondary Color used with button

High-contrast border color used

Using Any of These Colors

HEX:  
A32524



HEX:  
B0AF39



HEX:  
4F6370



HEX:  
29A1F0



Acme Academy

## Pre-Workshop Survey:

### Giving Storyline 2 a New (Inter) facelift

Your name: Edwin Garcia

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat / Maybe	No
I can access and open Storyline 2	✓		
I am familiar with HEX codes	✓		
I am familiar with the different elements of the ACME Academy Brand Book			✓
I am able to access and manipulate basic features of Storyline 2	✓		
I am able to access and manipulate advanced features of Storyline 2	✓		
The topic of the workshop is relevant to my work at ACME Academy		✓	

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

- Learn Advanced javascript functions
- SCORM, xAPI features



# Acme Academy

## Train Your Brain Workshop: Customizing Storyline2 Players

Name: Elwin Garcia Date: 8/7/15

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg, blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.
  - a. Green Blue
2. Choose one among the four Hex codes for the button color for Jones Corp "a", and Smith Co. "b" respectively.
  - a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)
  - b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)
3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.  
a. Jones Corp: (YES) or (NO) – Smith Co.: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. 200 X 200
6. Where is the Menu located on the player for Smith Co.?  
a. Bottom Left b. Top right c. Top Left d. Sidebar
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.  
a. Calibri, 14 pt Century Gothic, 14 pt
8. The play bar for Jones Corp is on.  
a. True b. False
9. Where is the glossary located for Smith Co's player?  
a. Top Right b. Bottom Right c. Top Left d. Bottom Left
10. The name of the course for Jones Corp is "All of us"
11. From the options below, please select the correct font size required for Jones Corp.  
a. 12 b. 14 c. 11 d. 8 e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?  
a. Jones Corp "cc" Top left b. Smith Co "cc" N/A
13. In the blank spaces below, please write down the required font and size for Smith Co.  
a. Font Century Gothic Size 14 pt





## Post-Workshop Evaluation Form

### Giving Storyline 2 a New (Inter)facelift

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives	✓		
The instructor presented the material clearly	✓		
The instructor enhanced the material with examples	✓		
The instructional techniques chosen to present the material kept me engaged	✓		
The pace of the workshop was appropriate for my level of skill and knowledge	✓		
The practice exercises reinforced the workshop content	✓		
The instructor provided timely and	✓		

constructive feedback			
The final assessment task was authentic and relevant to my work as content developer.	✓		
The workshop met my training goals and expectations	✓		
I will be able to transfer the skills and knowledge developed in the workshop to my work.	✓		
I am interested in continuing to develop my skills and knowledge using Storyline 2	✓		

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

None

**Part 3:** In the space below, identify any specific workshop takeaways.

Matching player requirements to client's branding

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

Need more time, but Gus was great!  
Give more info on resizing images



*B. Davis*

Correct logo  
Used  
Logo sized properly



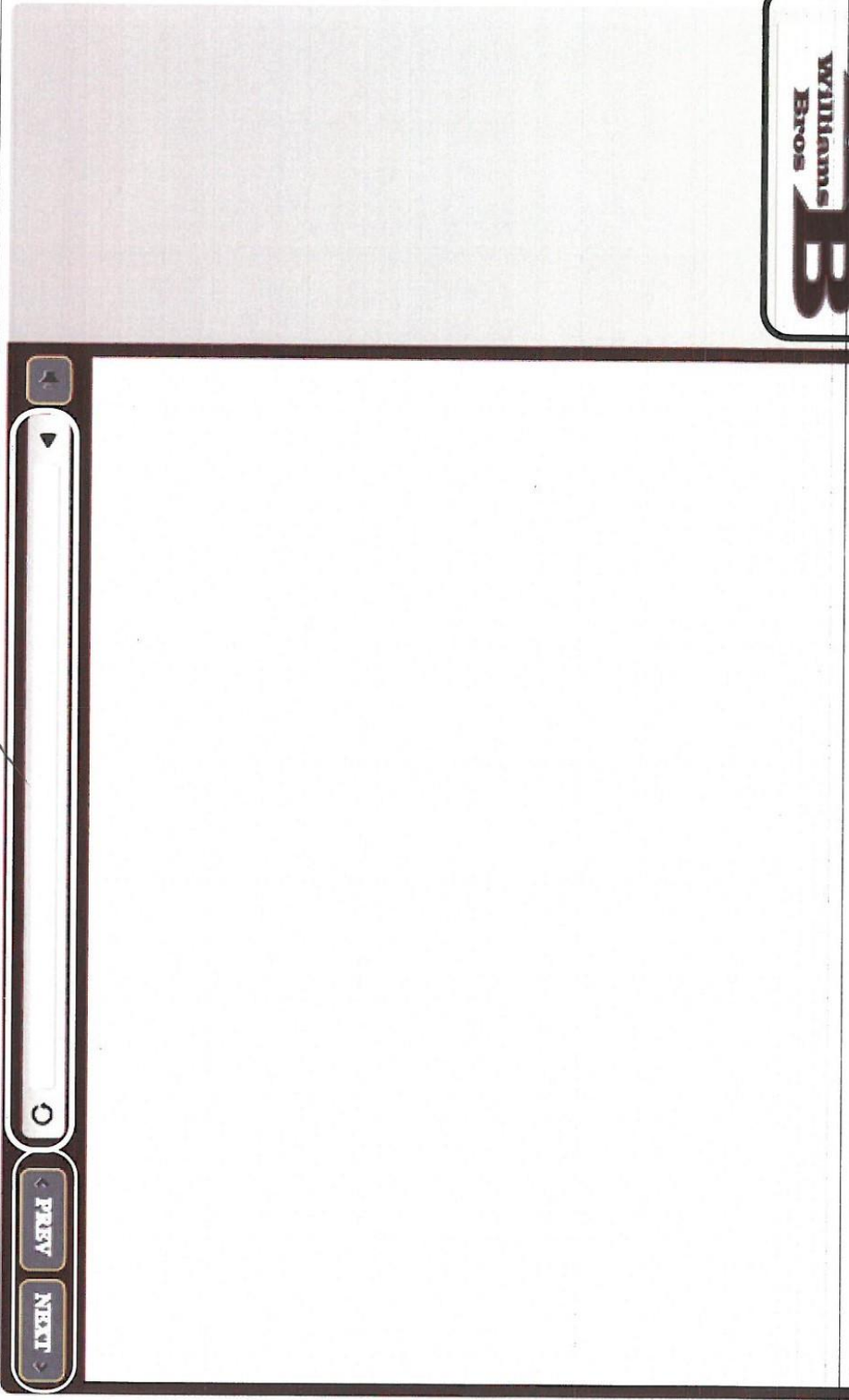
Correct Title  
Used

Correct BG

Correct Location of Menu  
CC  
Glossary

Valuing Diversity

Menu | CC | Glossary



Playbar Present

Secondary Color used with button

High-contrast border color used

Using Any of These Colors

HEX: A32524

HEX: B0AF39

HEX: 4FB370

HEX: 29A1F0

Acme Academy

## Pre-Workshop Survey:

### Giving Storyline 2 a New (Inter) facelift

Your name: Tammy Dawson

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat / Maybe	No
I can access and open Storyline 2	✓		
I am familiar with HEX codes		✓	
I am familiar with the different elements of the ACME Academy Brand Book		✓	
I am able to access and manipulate basic features of Storyline 2	✓		
I am able to access and manipulate advanced features of Storyline 2	✓		
The topic of the workshop is relevant to my work at ACME Academy	✓		

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

I hope to continue to advance my knowledge in the software so that I can be a greater asset to my production team.



# Acme Academy

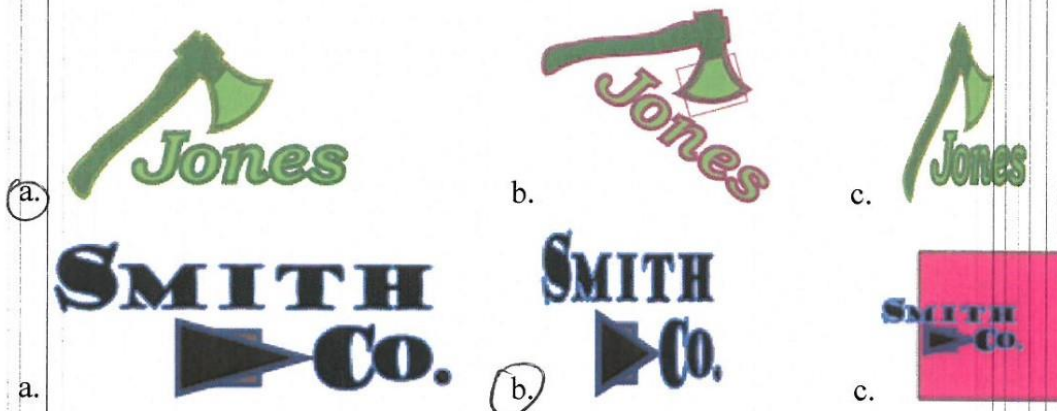
## Train Your Brain Workshop: Customizing Storyline2 Players

Name: Tammy Dawson Date: 8/7/15

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg, blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.
  - a. Green Blue
2. Choose one among the four Hex codes for the button color for Jones Corp "a", and Smith Co. "b" respectively.
  - a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)
  - b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)
3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.
- a. Jones Corp: (YES) or (NO) – Smith Co.: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. 200 X 200
6. Where is the Menu located on the player for Smith Co.?
- a. Bottom Left   b. Top right   c. Top Left   d. Sidebar
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.
- a. Calibri, H&T   Century Gothic, 14pt.
8. The play bar for Jones Corp is on.
- a. True   b. False
9. Where is the glossary located for Smith Co's player?
- a. Top Right   b. Bottom Right   c. Top Left   d. Bottom Left
10. The name of the course for Jones Corp is "All of us"
11. From the options below, please select the correct font size required for Jones Corp.
- a. 12   b. 14   c. 11   d. 8   e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?
- a. Jones Corp "cc" Top Left   b. Smith Co "cc" N/A
13. In the blank spaces below, please write down the required font and size for Smith Co.
- a. Font Century Gothic Size 14pt.



**Post-Workshop Evaluation Form**  
**Giving Storyline 2 a New (Inter)facelift**

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives	✓		
The instructor presented the material clearly	✓		
The instructor enhanced the material with examples	✓		
The instructional techniques chosen to present the material kept me engaged	✓		
The pace of the workshop was appropriate for my level of skill and knowledge	✓		
The practice exercises reinforced the workshop content	✓		
The instructor provided timely and	✓		

constructive feedback				
The final assessment task was authentic and relevant to my work as content developer.	✓			
The workshop met my training goals and expectations	✓			
I will be able to transfer the skills and knowledge developed in the workshop to my work.	✓			
I am interested in continuing to develop my skills and knowledge using Storyline 2	✓			

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

Couldn't find the cc option.

**Part 3:** In the space below, identify any specific workshop takeaways.

Learned to change HEX codes

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

Good workshop. Emphasize closed Caption (cc). How to add or turn on. Also be consistent in labeling (ex: play bar & seek bar.



*Summary*

Correct Title  
Used

Correct BG

Correct Location  
of Menu  
CC  
Glossary

Correct logo  
Used

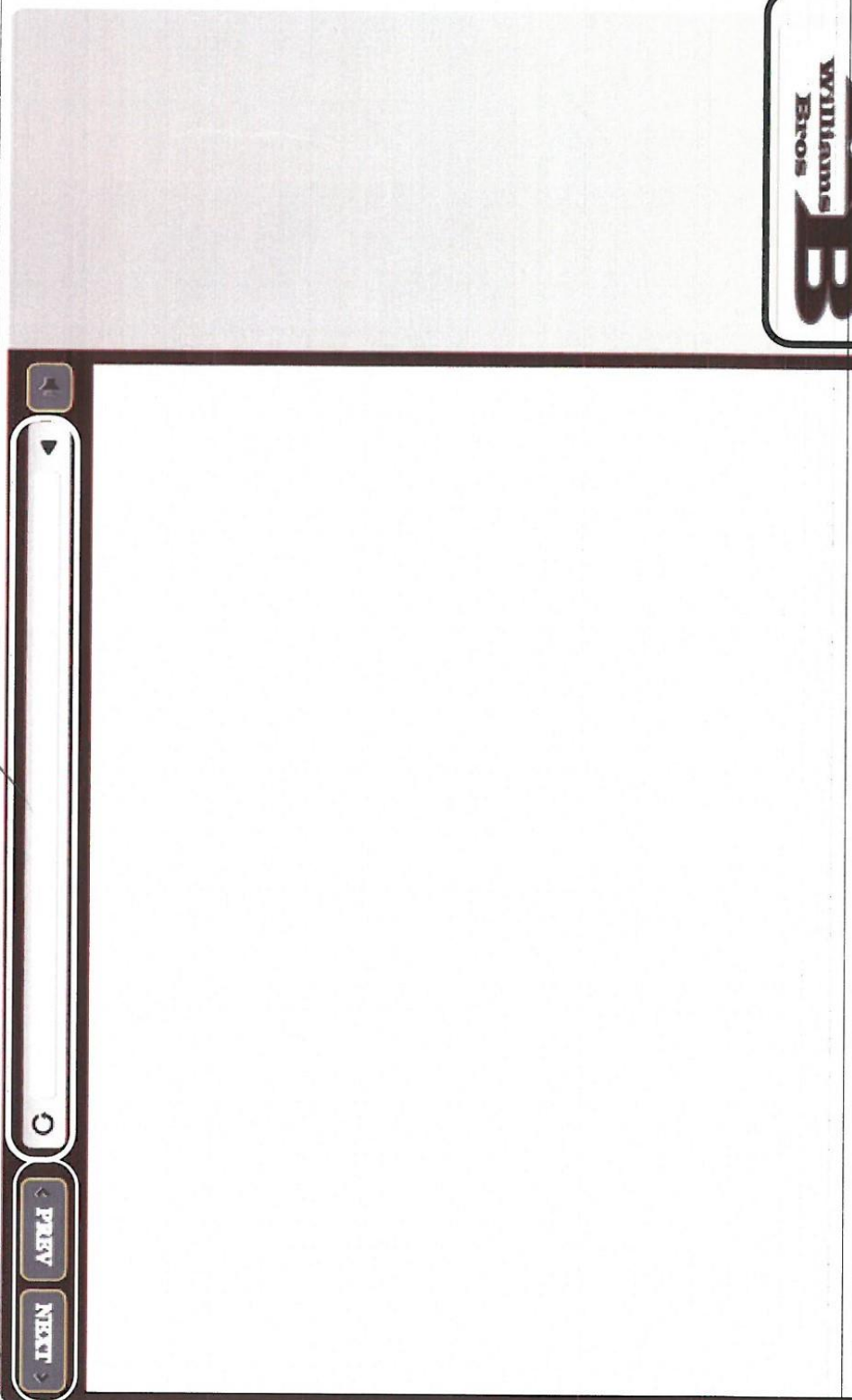


Logo sized  
properly

Correct Font

Valuing Diversity

Menu | CC | Glossary



Playbar Present

High-contrast border color used

Using Any of These Colors

HEX:  
A32524



HEX:  
B0AF39



HEX:  
4F6370



HEX:  
29A1F0



Acme Academy

## Pre-Workshop Survey:

### Giving Storyline 2 a New (Inter) facelift

Your name: Julie Nguyen

**Instructions:** Please take a few minutes to complete this pre-workshop survey. Your feedback will be very helpful to the instructor of the workshop since he will not be familiar with your comfort level using the different software and systems at ACME Academy. When you have completed this survey, please hand it in to your supervisor, who will forward your responses to the workshop instructor.

**Part I:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat / Maybe	No
I can access and open Storyline 2	✓		
I am familiar with HEX codes	✓		
I am familiar with the different elements of the ACME Academy Brand Book			✓
I am able to access and manipulate basic features of Storyline 2	✓		
I am able to access and manipulate advanced features of Storyline 2	✓		
The topic of the workshop is relevant to my work at ACME Academy	✓		

**Part 2:** In the space below, identify any specific goals or takeaways you expect to have for the workshop.

I would like to learn how to incorporate brand standards, but still have enough freedom to be creative when creating templates.



# Acme Academy

## Train Your Brain Workshop: Customizing Storyline2 Players

Name: Julie Nguyen Date: 8/7/15

Please answer the questions below selecting the answer you believe best reflects the client requirements per the provided client brand book. If you are uncertain of the correct answer, please provide a response that reflects your best attempt to answer the question accurately.

**Please circle or fill in the blank for your response.**

1. In the first blank space below, write down the name of the closest primary color (eg, blue, purple, grey, green) for each of the primary and secondary branding colors for Jones Corp. In the second blank space, do the same for Smith Co.
  - a. Green Blue
2. Choose one among the four Hex codes for the button color for Jones Corp "a", and Smith Co. "b" respectively.
  - a. 1. (5ACC1E) or 2. (5F9542) or 3. (9DCC85) or 4. (224C0B)
  - b. 1. (3290cc) or 2. (13557F) or 3. (331E00) or 4. (7FSF31)
3. For each client, select the proper logo from the provided options below that best represents the acceptable logo as shown in the client brand book provided.



4. For both Jones Corp & Smith Co., circle "Yes" if the organization required a font different than the standard Storyline player, or circle "No" if they did not.  
a. Jones Corp: (YES) or (NO) – Smith Co.: (YES) or (NO)
5. In the blank below, please state the correct logo perspective size as noted on the client brand book. 200 X 200
6. Where is the Menu located on the player for Smith Co.?  
a. Bottom Left b. Top right c. Top Left d. (Sidebar)
7. In the blank spaces provided below, write the names of the required font styles for Jones Corp, and Smith Co. respectively.  
a. Calibri, 14pt Century Gothic, 14pt
8. The play bar for Jones Corp is on.  
a. (True) b. False
9. Where is the glossary located for Smith Co's player?  
a. (Top Right) b. Bottom Right c. Top Left d. Bottom Left
10. The name of the course for Jones Corp is "All of us"
11. From the options below, please select the correct font size required for Jones Corp.  
a. 12 (b.) 14 c. 11 d. 8 e. 10
12. What are the requirements for the closed captioning "cc" for Jones Corp and Smith Co?  
a. Jones Corp "cc" Top left b. Smith Co "cc" N/A
13. In the blank spaces below, please write down the required font and size for Smith Co.  
a. Font Century Gothic Size 14pt.





**Post-Workshop Evaluation Form**  
**Giving Storyline 2 a New (Inter)facelift**

**Instructor's name:** Gus Serrano

**Date of Workshop:** 8/7/2015

**Instructions:** Please take 5-7 minutes to complete this workshop evaluation form. Your feedback is very important to us to help determine the extent to which the workshop has met its goal and has. This evaluation is also intended to get you to reflect on what you have learned in the workshop and, hopefully, get you to indicate which new skills and knowledge you feel you will be able to transfer to your work.

When you have completed the evaluation, please fold it and hand it to the person designated to collect them from all of the participants to forward to the Director of Training. Because this evaluation is intended to be anonymous, please do NOT write your name on it.

**Part 1:** Read the following statements below and indicate the degree to which you agree or disagree by placing an "X" in the appropriate box below.

	Yes	Somewhat /Maybe	No
The workshop had clear goals and objectives	✓		
The instructor presented the material clearly	✓		
The instructor enhanced the material with examples	✓		
The instructional techniques chosen to present the material kept me engaged	✓		
The pace of the workshop was appropriate for my level of skill and knowledge	✓		
The practice exercises reinforced the workshop content	✓		
The instructor provided timely and	✓		

constructive feedback			
The final assessment task was authentic and relevant to my work as content developer.	✓		
The workshop met my training goals and expectations	✓		
I will be able to transfer the skills and knowledge developed in the workshop to my work.	✓		
I am interested in continuing to develop my skills and knowledge using Storyline 2	✓		

**Part 2:** In the space below, please elaborate on any areas in Part 1 for which you indicated a rating of "somewhat/maybe" or "no".

Could not turn "on/off" closed caption. Had to create one in the player for Jones Corp.

**Part 3:** In the space below, identify any specific workshop takeaways.

Give more attention to course parameters when creating templates.

**Part 4:** In the space below, please add any additional comments that would help us to improve the content or delivery of the workshop.

Provide name of player label (eg. base, main background, right separator, slide background, menu background, etc...)

*Julia*

Correct Title  
Used

Correct BG

Correct Location  
of Menu *Top Left*  
CC  
Glossary *Top Right*

Correct Font

Correct logo  
Used

Logo sized  
properly  
*200x200*

*\* Inserted as is*



**Valuing Diversity**

*Note*  
*USC Country Color for text*

*\* Not all to include the Class Captain & have on*

Menu | CC | Glossary



Playbar Present



< PLAY

NEXT >

Secondary Color used with button

High-contrast border color used  
Using Any of These Colors

HEX:  
A32524



HEX:  
B0AF39



HEX:  
4F6370



HEX:  
29A1F0



**Acme Academy**

*Seaboard  
\* As default the Seaboard not present*