**A red and white logo

Description automatically generated**

**Detailed Design**

**Non-Instructional Interventions to**

**Improve YMCA Onboarding Process**

Table of Contents

[Introduction 2](#_Toc195261382)

[Design considerations 2](#_Toc195261383)

[Intervention One: “What to Do When…” Wall Posters 3](#_Toc195261384)

[Materials to develop 4](#_Toc195261385)

[Time needed for the intervention 5](#_Toc195261386)

[Formative Evaluation 6](#_Toc195261387)

[Technical Review 6](#_Toc195261388)

[Editorial Review 7](#_Toc195261389)

[Intervention Two: Google Classroom Quick-Start Job Aids 8](#_Toc195261390)

[Time needed for the intervention 9](#_Toc195261391)

[Formative Evaluation Plan 10](#_Toc195261392)

[Technical Review 10](#_Toc195261393)

[Editorial Review 11](#_Toc195261394)

[Intervention Three: Interactive Troubleshooting Decision Tree 15](#_Toc195261395)

[Time needed for the intervention 16](#_Toc195261396)

[Formative Evaluation Plan 16](#_Toc195261397)

[Summative Evaluation 18](#_Toc195261398)

[YMCA Teacher Onboarding Interventions – Feedback Survey 19](#_Toc195261399)

[References 20](#_Toc195261400)

# Introduction

This detailed design outlines three targeted non-instructional interventions to enhance the YMCA teacher onboarding experience, particularly in supporting digital fluency with tools like Google Classroom and Google Meet. Each intervention addresses common technical challenges and promotes self-sufficiency among new and returning teachers through clear, accessible job aids, visual supports, interactive tools, and microlearning strategies. The goal is to reduce tech-related disruptions, build confidence, and create a smoother, more consistent onboarding process.

# Design considerations

1. Use simple, direct language that’s easy to understand at a glance. Avoid long sentences or unnecessary words—infographics should deliver quick, digestible information.
2. Place the most important points at the top or center of the layout. Use bold text or headings to make them stand out and help guide the reader’s focus.
3. Choose a tone (e.g., formal, friendly, instructional) that fits your audience and stick with it throughout. Consistency helps build trust and makes the message easier to follow.
4. Write in an active voice to make the text more engaging and clear. For example, say “Use strong passwords” instead of “Strong passwords should be used.”
5. Select fonts that are clean and easy to read, even at smaller sizes. Avoid putting too much text in one area—use spacing to give the content room to breathe.
6. Make sure the text complements the graphics, not competes with them. Use labels, captions, or brief descriptions to support the visuals and avoid confusion.

Note: The design emphasizes Universal Design for Learning (UDL) principles by offering visual structure, plain language, and color contrast for accessibility. The poster can be printed in various sizes (letter or tabloid) and displayed in commonly accessed areas, such as work desks, classroom walls, or virtual desktops.

# Intervention One: “What to Do When…” Wall Posters

|  |  |
| --- | --- |
| **Intervention One: “What to Do When…” Wall Posters** | |
| **Sponsor** | YMCA IT Support Team |
| **Target Users** | Teachers experiencing tech issues during class. They are in unconscious incompetence arrogant newbie- phase (Training, 2023). |
| **Objective(s) Addressed** | * + Minimize in-the-moment anxiety   + Empower teachers to self-rescue during live sessions   + Promote repeated practice and confidence |
| **Genre** | * Laminated Posters + Digital Slide Versions (providing this intervention in two genres physical and digital would help teachers who teach in-person classes and teachers who work from home) |
| **Communication Medium** | Printed and posted in teacher workspaces; PDF slide versions emailed monthly |
| **Description** | * A set of visual decision trees with titles like:   + “What to Do When Your Audio Doesn’t Play in Google Meet”   + “What to Do When Breakout Rooms don’t open”   + “What to Do When Video/Camera Is Not Showing”   Each poster uses:   * + “Fix it in 3 Steps” format   + Sticky note reminders (e.g., “Always test your audio before class!”)   These build muscle memory through passive exposure and reinforcement. |
| **Design of the intervention** | Wall posters are a type of job aid that offer visual prompts and quick-access guidance to support performance at the moment of need. They are designed to be easily visible, aesthetically engaging, and contextually relevant to the environment in which the task is performed. Posters are particularly useful when constant reminders or reference to key information is necessary but when digital formats may not be as practical or immediately accessible. |
| **Rationale for the Intervention** | For this intervention, the wall poster is designed to support teachers working in virtual or hybrid classrooms by helping them recall essential digital teaching techniques and strategies. The poster uses visual cues, minimalist language, and color-coded categories to ensure the information can be absorbed at a glance, whether displayed in a physical staff room or pinned on a virtual teacher dashboard. |

Table 1. Wall posters description

|  |  |  |
| --- | --- | --- |
| **Wall Poster Title** | **Description** | **Application Used to Create** |
| What to Do When… | A set of visual guides to provide a step-by-step guide for teachers to use | Canva |

## Materials to develop

Job Aid 1: What to do when ‘your audio doesn’t play in Google Meet’

A screenshot of a computer

Description automatically generated

Job Aid 2: What to do when ‘Breakout rooms don’t open’

A screenshot of a computer

Description automatically generated

Job Aid 3: What to do when ‘video/camera is not showing’

A screenshot of a computer

Description automatically generated

## Time needed for the intervention

Two months in total is needed. First subject matters experts prepare the materials then they send them to IT support team to design, create and print posters.

## Formative Evaluation

The purpose of the formative evaluation in this intervention is to gather feedback from target users and stakeholders during the development phase to improve the clarity, usability, and relevance of the “What to Do When…” wall posters. It ensures that the content is understandable, visually accessible, and aligned with the real-world needs of teachers facing technical issues during live virtual or hybrid classes. By identifying areas of confusion or inefficiency early, the formative evaluation helps refine the posters to better support teachers in reducing anxiety, fostering self-reliance, and enhancing their digital problem-solving skills.

### Technical Review

The objective of the technical review is to ensure the accuracy, clarity, and completeness of the content presented in the “What to Do When…” wall posters. It aims to verify that the guidance provided is technically correct, reflects current digital tools and procedures, and effectively addresses the most common issues teachers encounter during virtual or hybrid classes. By involving subject matter experts in the review process, the technical evaluation helps confirm that the information is practical, error-free, and suitable for the intended audience, ultimately enhancing the reliability and usefulness of the intervention.

|  |  |
| --- | --- |
| **Section** | **Details** |
| Objective of the Technical Review | The objective of the technical review is to verify the accuracy and clarity of the content to ensure that teachers receive complete, accurate, and error-free information (Carliner, 2015) |
| When will the technical review occur? | The technical review will occur at the end of the first and second drafts of the wall poster intervention. |
| Who will participate in the evaluation? What expertise do they bring? | The reviewer will be a member of the YMCA IT Support Team with extensive knowledge of digital platforms such as Google Meet and Zoom. This expert has experience troubleshooting live tech issues and providing technical assistance to educators. |
| Guidelines that will be used to assess the accuracy of the draft | The technical review will ensure:  • The content is technically accurate and up to date  • The message is clear and easily understood by non-expert users  • The instructions are concise, complete, and logically ordered  • The troubleshooting paths reflect realistic issues faced in live teaching environments |
| Procedure to administer the instrument | 1. Prepare a cover letter.  2. Send the draft to the expert reviewer.  3. Receive comments and suggested revisions.  4. Organize feedback by priority and type (e.g., accuracy, clarity, layout).  5. Conduct a review meeting (if needed).  6. Prepare and implement an action plan.  7. Repeat the process with the second draft. |
| Instrument | A checklist will be used to guide the technical review process. It will include criteria related to content accuracy, clarity, completeness, and the functionality of the decision trees and sticky note reminders. There will also be space for additional comments and suggestions. |

### Editorial Review

The objective of this editorial review is to “ensure the clarity, consistency, and performance of the job aid” (Carliner, 2015). This review is divided into two parts: development editing and copy editing. The development edit assesses the overall structure, flow, and clarity of the content, while the copy edit ensures conformance with grammatical, stylistic, and production guidelines of the YMCA.

|  |  |
| --- | --- |
| **Section** | **Details** |
| Intervention Title | *Intervention One: “What to Do When…” Wall Posters* |
| Sponsor | YMCA IT Support Team |
| Objective of Review | Ensure clarity, consistency, and performance of the job aid (Carliner, 2015) through development and copy editing. |
| When Will the Editorial Review Occur? | - Development edit: During the first draft review and technical review.  - Copy edit: After the final draft, prior to production. |
| Who Will Participate? | - Development Editor: A peer/instructional designer not involved in the creation of the intervention.  - Copy Editor: Desktop publisher or QA editor. |
| Expertise Brought | - Development editor provides a fresh perspective and assesses structure and flow.  - Copy editor ensures style, grammar, and formatting accuracy. |
| Assessment Guidelines | - Consistency in design and formatting  - Clarity and logical flow  - Alignment with objectives  - Grammar, spelling, punctuation  - Visual appeal and accessibility |
| Procedure – Development Edit | 1. Prepare cover letter  2. Send draft to development editor  3. Receive annotated feedback  4. Prioritize feedback  5. Optional review meeting  6. Prepare action plan (if needed) |
| Procedure – Copy Edit | 1. Prepare cover letter  2. Send final draft to copy editor  3. Receive grammar/formatting edits  4. Clarify unclear notes  5. Integrate edits into final version |
| Instrument Used | - Editorial checklist (includes structure, design, accuracy, grammar, branding)  - Text space for additional reviewer comments |

**Pilot Testing:** A small group of teachers will use the posters in their classrooms during real or simulated tech issues. Their feedback will help assess whether the posters are accessible, easy to follow, and helpful in reducing anxiety during technical disruptions.

**Usability Testing:** Teachers will review the layout and content of the posters before implementation. They’ll be asked to interpret specific scenarios using the posters to identify any confusing visuals, unclear language, or layout issues that may hinder quick decision-making.

# Intervention Two: Google Classroom Quick-Start Job Aids

|  |  |
| --- | --- |
| **Intervention Two: Google Classroom Quick-Start Job Aids** | |
| **Sponsor** | ESL Pedagogical Advisor |
| **Target Users** | Newly hired teachers during onboarding ("newbie" phase – unconscious incompetent) |
| **Objective(s) Addressed** | * Enable new teachers to quickly navigate Google Classroom * Empower teachers to independently share documents, media, and links with students * Reduce teacher reliance on tech support or trial-and-error |
| **Genre** | Job Aid (Printable and Digital Reference) |
| **Communication Medium** | PDF attachments via onboarding email, printed in teacher welcome kits, available in a shared Google Drive folder |
| **Description** | A package of **three illustrated, one-page job aids**, each addressing one specific task in Google Classroom, including:   1. Creating a New Class in Google Classroom 2. Attaching and Sharing Files from Google Drive 3. Playing Audio Files in a Shared Tab in Google Meet   Each aid follows a clear instructional format:   * + Step-by-step instructions (3–6 steps max)   + Annotated screenshots |
| **Design of the intervention** | The Google Classroom Quick-Start Job Aids are particularly effective for newly hired YMCA teachers because they offer just-in-time, practical support during the onboarding phase, when users are typically in the unconscious incompetence stage—unaware of what they don’t know. A job aid bridges this gap without overwhelming them with theory or long-form training. |
| **Rationale for the intervention** | Job aids are ideal for this intervention because they provide immediate, actionable support for new teachers who are unfamiliar with Google Classroom. They also reduce cognitive load through step-by-step visuals, annotated screenshots, and concise instructions. By promoting autonomy, they empower teachers to complete essential tasks without relying on tech support or lengthy tutorials. Their digital and printable formats make them easily accessible and scalable across the onboarding process, while the use of accessibility icons and simple design ensures inclusivity for users with varying levels of technical comfort, and it makes them a practical, low-effort, high-impact solution for YMCA's instructional context. |

## Time needed for the intervention

Three months.

Table 2: Description of Google Classroom Job Aids

|  |  |  |
| --- | --- | --- |
| **Job Aid Title** | **Description** | **Application Used to Create** |
| 1. Creating a New Class and Inviting Students | Step-by-step guide that helps teachers create a new class and send invites. Includes annotated screenshots, icons, and a tip box. | Google Docs (Printable PDF) |
| 2. Attaching and Sharing Files from Google Drive | A visual job aid demonstrating how to attach files in posts and assignments. Features common issues and best practices. | Google Docs (Printable PDF) |
| 3. Playing Audio Files in a Shared Tab in Google Meet | Illustrated walkthrough for sharing audio properly in Meet’s “Share Tab” feature. Highlights accessibility tips and audio settings. | Google Docs (Printable PDF) |

## Formative Evaluation Plan

The purpose of the formative evaluation for this intervention is to collect feedback from newly hired ESL teachers and key stakeholders during the development phase to improve the clarity, usability, and relevance of the “Google Classroom Quick-Start Job Aids.” This evaluation ensures that the job aids are practical, accessible, and effectively support new teachers as they begin navigating Google Classroom. By identifying confusing visuals, unclear steps, or missing information early, the evaluation enables refinement of the job aids to better meet the needs of teachers during onboarding—particularly those who are in the unconscious incompetence stage of learning. The ultimate goal is to reduce anxiety, promote digital autonomy, and increase the efficiency of onboarding support.

### Technical Review

|  |  |
| --- | --- |
| **Section** | **Details** |
| Objective of the Technical Review | To verify the technical accuracy and instructional clarity of the job aids to ensure that teachers receive complete, correct, and easy-to-follow guidance (Carliner, 2015). |
| When will the technical review occur? | The technical review will take place following the creation of the first draft and again after the second draft of the job aids. |
| Who will participate in the evaluation? What expertise do they bring? | A member of the YMCA IT Support Team will conduct the review. This individual has in-depth knowledge of Google Workspace tools, including Google Classroom and Google Meet, and regularly supports teachers with digital troubleshooting. |
| Guidelines used to assess the accuracy of the draft | The technical review will ensure: • Instructions reflect current Google Classroom functionality • Steps are technically correct and complete • Screenshots match the platform interface • Tasks are broken down logically for novice users • Tips reflect common issues faced by beginner teachers |
| Procedure to administer the instrument | 1. Prepare a cover letter outlining the objective of the review. 2. Share the draft job aids with the technical reviewer. 3. Collect written feedback and revision notes. 4. Categorize feedback by accuracy, clarity, and relevance. 5. Schedule a follow-up meeting (if needed) to clarify major points. 6. Revise job aids based on the input received. 7. Repeat the process with the second draft for confirmation. |
| Instrument | A structured technical review checklist will be used to assess: • Technical accuracy • Task completeness • Screenshot validity • Clarity of annotated visuals • Appropriateness of tip boxes Space will be provided for additional reviewer comments. |

### Editorial Review

|  |  |
| --- | --- |
| **Section** | **Details** |
| Intervention Title | Intervention Two: Google Classroom Quick-Start Job Aids |
| Sponsor | ESL Pedagogical Advisor |
| Objective of Review | Ensure clarity, consistency, and effectiveness of the job aids (Carliner, 2015) through development and copy editing. |
| When Will the Editorial Review Occur? | • Development Edit: During the first draft phase and post-technical review • Copy Edit: Prior to the final version being distributed digitally and in print |
| Who Will Participate? | • Development Editor: A peer instructional designer not involved in the original design • Copy Editor: A communications specialist or publishing assistant with experience in instructional materials |
| Expertise Brought | • Development Editor provides feedback on structure, clarity, and instructional effectiveness • Copy Editor ensures grammar, style, formatting, and branding consistency |
| Assessment Guidelines | • Logical flow of steps • Conciseness and plain language • Visual consistency and alignment • Accessibility of language and icons • Correct grammar, punctuation, and spelling |
| Procedure – Development Edit | 1. Prepare a cover letter summarizing the goals and format of the job aids. 2. Share drafts with the development editor. 3. Collect feedback via tracked comments and margin notes. 4. Categorize and prioritize feedback. 5. Conduct a debriefing session (if needed). 6. Finalize structural changes. |
| Procedure – Copy Edit | 1. Prepare a final cover letter. 2. Share polished drafts with the copy editor. 3. Review and integrate grammar, punctuation, and formatting corrections. 4. Clarify and resolve any outstanding concerns. 5. Finalize for production and distribution. |
| Instrument Used | Editorial checklist (including structure, formatting, clarity, grammar, and branding adherence), plus space for open-ended editor notes. |

**Pilot Testing:** A group of volunteer teachers will place the desk cards by their computers and refer to them during regular teaching hours. Their usage patterns and post-use interviews will reveal whether the cards are practical, visible, and actually consulted in the moment.

**Usability Testing:** Teachers will be presented with common problems (e.g., “My mic isn’t working”) and asked to locate the solution using the card. Their navigation time, errors, and suggestions will inform final revisions for clarity, organization, and accessibility.

Table 3: Formatting – Job Aid 1: Creating a New Class and Inviting Students

|  |  |
| --- | --- |
| **Format Element** | **Description** |
| Page Layout | Portray |
| Background Color | #FDF8EE |
| Title Font | Canva Sans |
| Section Headers | - |
| Body Text | Canva Sans |
| Images | Three screenshots from Google |
| Tip Box | - |
| Accessibility Icons | - |
| Logo | - |

**Materials to develop**

A screenshot of a cell phone

Description automatically generated

Table 4: Formatting – Job Aid 2: Attaching and Sharing Files from Google Drive

|  |  |
| --- | --- |
| **Format Element** | **Description** |
| Page Layout | Portray |
| Background Color | #FDF8EE |
| Title Font | Canva Sans |
| Section Headers | - |
| Body Text | Canva Sans |
| Images | Three screenshots from Google |
| Tip Box | - |
| Accessibility Icons | - |
| Logo | - |

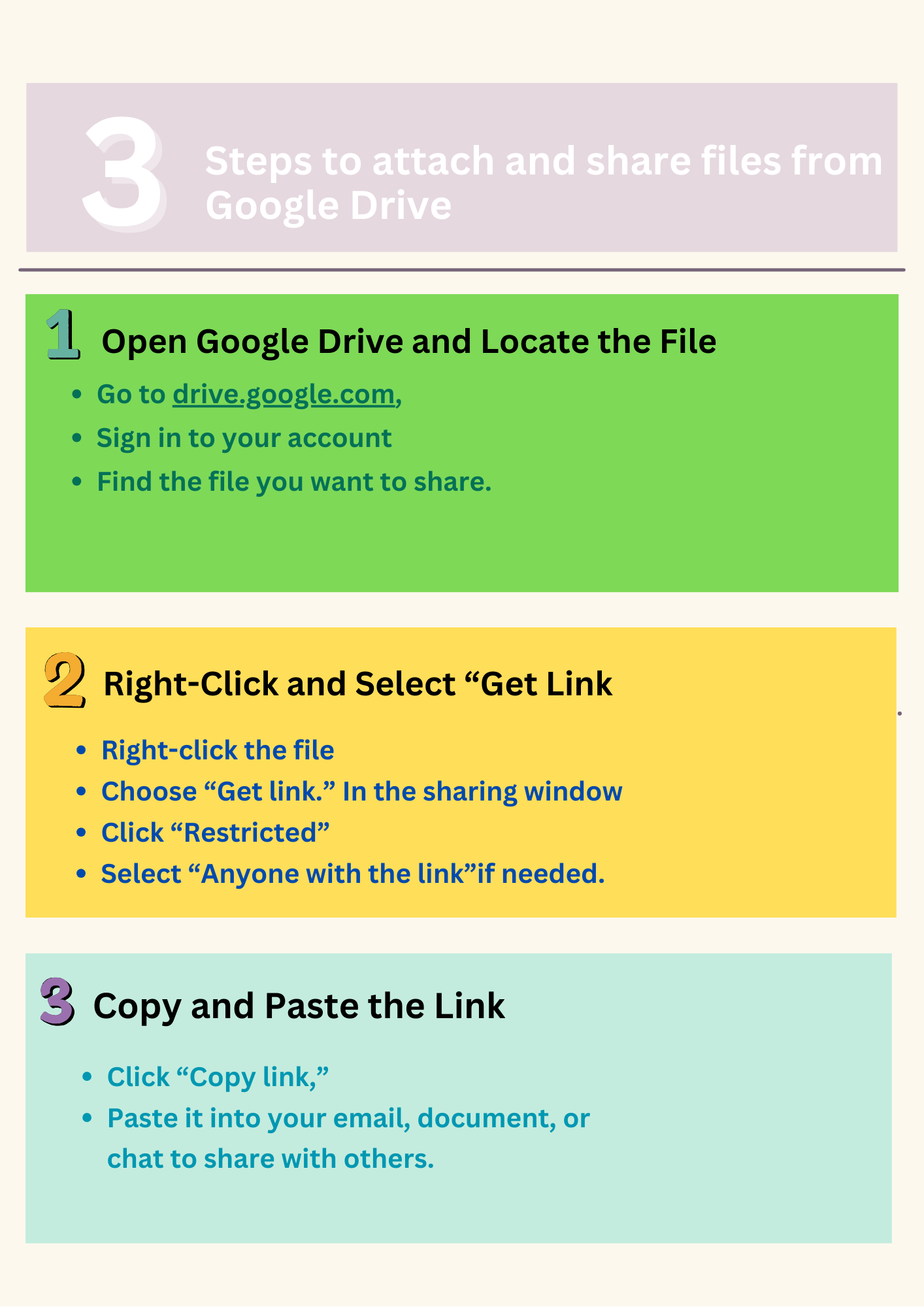


Table 5: Formatting – Job Aid 3: Playing Audio Files in a Shared Tab in Google Meet

|  |  |
| --- | --- |
| **Format Element** | **Description** |
| Page Layout | Portray |
| Background Color | #FDF8EE |
| Title Font | Canva Sans |
| Instructions Font | - |
| Step Numbers | - |
| Images | - |
| Tip Box | - |
| Logo | - |

A screenshot of a phone

Description automatically generated

# Intervention Three: Interactive Troubleshooting Decision Tree

|  |  |
| --- | --- |
| **Intervention Three: Interactive Troubleshooting Decision Tree** | |
| **Sponsor** | IT Support Coordinator |
| **Target Users** | All teachers (especially in early classroom application stages) |
| **Objective(s) Addressed** | * Help teachers self-diagnose and resolve common tech issues in real-time * Reduce dependency on IT support for basic troubleshooting * Minimize class disruption due to avoidable technical hiccups |
| **Genre** | Interactive Decision Tree + Printable Flowchart |
| **Communication Medium** | Embedded in Google Site, Google Slides, or shared LMS; printed versions in tech support binders in staff room |
| **Description** | * This **“What Went Wrong?” visual guide** walks teachers through common tech problems using a **click-through path**: Example:   + “My students can’t see the file I shared.” → “Is the file on Google Drive?” → “Is link permission set to ‘Anyone with the link can view’?” → “Yes → ✅ Issue likely resolved” → “No → Go to Sharing Settings > Change access > Save”   Features:   * + Real classroom scenarios (e.g., audio doesn’t play, file won’t open, class disappeared)   + Mobile-friendly layout   + Printable “Top 5 Emergencies” version for fast classroom access |
| **Design of the intervention** | This intervention uses a branching, interactive decision tree embedded within digital platforms such as Google Sites or a shared LMS, guiding teachers through step-by-step solutions to common tech problems. Each pathway reflects real-life scenarios and prompts users with simple yes/no or multiple-choice steps to quickly diagnose and resolve issues. The digital version is mobile-friendly for on-the-go access, while a simplified printable flowchart highlights the “Top 5 Emergencies” for quick reference in physical spaces like staff rooms or tech binders. |
| **Rationale for the intervention** | Many teachers face recurring technical issues that disrupt instruction and increase dependence on IT support, especially during their initial stages of tech integration. This intervention empowers them with a structured, accessible tool for troubleshooting in real time. By simulating a logical help desk conversation, it promotes problem-solving confidence, reduces classroom downtime, and supports smoother digital transitions—ultimately enhancing instructional continuity and teacher self-efficacy. |

## Time needed for the intervention

Two months.

## Formative Evaluation Plan

The purpose of the formative evaluation for this intervention is to collect structured feedback from teachers and instructional technology stakeholders during the design and development stages of the “Interactive Troubleshooting Decision Tree.” This evaluation focuses on refining the clarity, functionality, and real-world applicability of the tool to ensure it effectively supports teachers in diagnosing and resolving common tech issues without IT assistance. The formative evaluation will help identify user experience gaps, confusing pathways, inaccessible layouts, or irrelevant decision points before the intervention is finalized. In doing so, it ensures the tool remains practical, intuitive, and responsive to actual classroom tech disruptions. The goal is to create a resource that reduces stress, enhances teacher autonomy, and minimizes instructional downtime caused by avoidable technical hiccups.

|  |  |
| --- | --- |
| **Section** | **Details** |
| Objective of the Formative Evaluation | To assess the usability, clarity, and real-world relevance of the interactive and printable versions of the troubleshooting decision tree to ensure teachers can independently use them to resolve common classroom tech issues. |
| When will the formative evaluation occur? | The evaluation will occur after the first working prototype is developed but before final formatting and publishing. A second round of feedback may occur after significant revisions. |
| Who will participate in the evaluation? What expertise do they bring? | • 2–3 classroom teachers (early adopters and those less confident with technology) • An instructional designer • A member of the IT support team These participants bring classroom perspective, tech troubleshooting insight, and instructional design experience. |
| Guidelines used to assess usability and clarity | • Ease of navigation and comprehension • Realism and accuracy of scenarios • Clarity and logic of the decision paths • Visual accessibility (font size, color contrast, layout) • Usefulness of the “Top 5 Emergencies” printable version • Relevance of tech issues based on real classroom experiences |
| Procedure to administer the instrument | 1. Present the prototype via Google Slides or embedded Google Site 2. Distribute a usability testing form and provide access to the decision tree 3. Ask participants to walk through 2–3 troubleshooting scenarios (scripted and open-ended) 4. Collect observations and written feedback 5. Conduct a brief focus group or interviews to clarify comments 6. Categorize feedback by theme (navigation, language, accuracy, visual design) 7. Implement necessary revisions 8. Optional: conduct a second round of testing with the updated version |
| Instrument Used | A formative feedback form including: • Task-based prompts (e.g., “Use the tree to solve: ‘Students can’t hear the audio.’”) |

**Pilot Testing:** The decision tree will be embedded in a Google Site or LMS and tested with teachers during live or mock virtual classes. Feedback will reveal whether it helps reduce reliance on IT support and effectively guides users to solve problems in real-time.

**Usability Testing:** A small group of teachers will test the digital flow by walking through different troubleshooting scenarios on both desktop and mobile. Their interaction patterns, confusion points, and comments will be used to improve visual layout, button placement, and language clarity.

Table 8: Formatting – Flowchart: Troubleshooting Decision Tree

|  |  |
| --- | --- |
| **Format Element** | **Description** |
| Page Layout | A4, vertical (portrait) orientation |
| Background Color | - |
| Title Font | Sans Canva |
| Section Headers | - |
| Text | - |
| Images | Flowchart-style boxes with arrows indicating decision paths; boxes use soft colors (yellow for questions, blue for guidance, green for success) |
| Icons | ✅ checkmark icon for resolution; link and question mark icons used for clarity at decision points |
| Tip Box | - |
| Logo | - |

A screenshot of a cell phone

Description automatically generated

# Summative Evaluation

The summative evaluation for the three interventions will be conducted through a user feedback survey designed to assess their overall effectiveness, clarity, and usability in real classroom settings. The purpose of this survey is to gather insights from teachers who have used the tools to determine how well each intervention supports their ability to troubleshoot common technical issues, enhances their confidence in managing digital tools, and reduces reliance on IT support. The results will inform final revisions, highlight areas for improvement, and provide evidence of the interventions’ impact on teacher performance and classroom continuity.

## YMCA Teacher Onboarding Interventions – Feedback Survey

Thank you for taking the time to complete this survey. Your feedback will help us improve the onboarding experience and provide better support materials in the future. This survey should take 5–10 minutes.

|  |
| --- |
| **Part 1: Background Information** |
| 1. How long have you been teaching at the YMCA?  ☐ Less than 1 month  ☐ 1–3 months  ☐ 3–6 months  ☐ Over 6 months |
| 2. What type of class do you primarily teach?  ☐ In-person  ☐ Online  ☐ Hybrid |
| **Part 2: Use of Interventions** |
| 3. Which of the following interventions have you used? *(Select all that apply)*  ☐ “What to Do When…” Wall Posters  ☐ Google Classroom Quick-Start Job Aids  ☐ Interactive Troubleshooting Decision Tree  ☐ None |
| 4. How often do you use these resources?  ☐ Daily  ☐ Weekly  ☐ Occasionally (as needed)  ☐ Rarely  ☐ Never |
| **Part 3: Perceived Usefulness** |
| 5. Please rate the following statements based on your experience: *(1 = Strongly Disagree, 5 = Strongly Agree)*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Statement** | **1** | **2** | **3** | **4** | **5** | | The materials were easy to understand. | ☐ | ☐ | ☐ | ☐ | ☐ | | The visuals/screenshots helped me complete tasks more easily. | ☐ | ☐ | ☐ | ☐ | ☐ | | I felt more confident using Google Classroom after using the job aids. | ☐ | ☐ | ☐ | ☐ | ☐ | | The interventions helped reduce my reliance on tech support. | ☐ | ☐ | ☐ | ☐ | ☐ | | The resources were accessible and easy to locate. | ☐ | ☐ | ☐ | ☐ | ☐ | | I would recommend these materials to a new colleague. | ☐ | ☐ | ☐ | ☐ | ☐ | |
| **Part 4: Feedback** |
| 6. What did you find most helpful about the onboarding materials? ………………………………………………………………………………………………………………………………………………………………………..…….  ………………………………………………………………………………………………………………………………………………………………………..……. |
| 7. Were there any topics or tasks not covered that you wish had been included? ………………………………………………………………………………………………………………………………………………………………………..…….  ………………………………………………………………………………………………………………………………………………………………………..……. |
| 8. How could these interventions be improved? ………………………………………………………………………………………………………………………………………………………………………..…….  ………………………………………………………………………………………………………………………………………………………………………..……. |
| Any additional comments or suggestions? ………………………………………………………………………………………………………………………………………………………………………..…….  ………………………………………………………………………………………………………………………………………………………………………..……. |

# References

Carliner, S. (2015). *Training Design Basics*.

Training, I. (2023, April 26). *The Four Stages of Competence Model—Innovation Training | Design*. Innovation Training | Design Thinking Workshops. https://www.innovationtraining.org/the-four-stages-of-competence-model/