# Design Document for: Web-Based Safe Space Workshop Lesson 2.2

Kim Myers

September 2015

| | |
|---|---|
| **Purpose of the Course** | The web-based Safe Space workshop is necessary to allow QCE to offer smaller-scale workshops to individuals, small organizations, and to organizations outside of Northeast Indiana.  Currently, the majority of the organizations that seek workshop services are non-profit organizations within a 20 mile radius of the organization.  The fee structure and minimum number of participants limit the ability of organizations with low budgets or few employees to participate in workshops.  While QCE does offer annual open-to-the-public Safe Space workshops, the workshops typically have no more than 10 attendees.  Since the organization is volunteer-based, currently has no grant funding, and relies on workshop fees to cover organizational expenses (supplies, web hosting, equipment, marketing), a web-based workshop program is a necessary option.  Unlike a pre-recorded webinar, a web-based workshop would allow participants to have some level of interaction and develop materials that will be assessed by workshop facilitators.  The web-based Safe Space workshop modules will allow individuals to complete training independent of the organizations with which they are involved, allow small organizations with limited professional development funds to allow small numbers of staff to participate in training, allow for geographical expansion of training, and serve as an additional revenue stream for  QCE. Participants would not be limited by dates, time of day, or location, allowing for more flexibility. |

| | |
|---|---|
| **Audience Description** | The target audience for the web-based Safe Space workshop includes:<br>• Leadership within non-profit and for-profit organizations interested in developing LGBTQ inclusive organizational climates<br>• Individuals interested in personal or professional development, independent of their professional affiliations<br>• Individuals required by their organizations to participate in professional development opportunities centered around areas of diversity and inclusion<br><br>**Primary Audience**<br>• Leadership within non-profit and for-profit organizations interested in developing LGBTQ inclusive organizational climates<br>• Individuals interested in personal or professional development, independent of their professional affiliations<br>• Individuals required by their organizations to participate in professional development opportunities centered around areas of diversity and inclusion<br><br>**Secondary Audience**<br>• None identified at this time, given the nature of the product/services.<br><br>**General Learner Characteristics**<br>• Adult professionals or college/university students<br>• Age: 18-65<br>• Broadly variable: sex, gender, race/ethnicity, religious affiliation, sexuality, ability, level of education, occupation, organizational affiliation, prior knowledge of LGBTQ culture<br><br>**Entry Characteristics**<br>• Learners must be receptive to learning about issues of LGBTQ diversity and inclusion<br>• While many learners may have prior knowledge of LGBTQ culture, they may not have studied this type of diversity formally.  Preliminary pre-test and post-test data shows that individuals with significant prior knowledge and those with limited prior knowledge indicate benefits of instruction.<br>• Learners may have a vague or significant understanding of issues of LGBTQ diversity.<br>• Some learners may be required to participate in the workshops by employer mandate while others may participate for personal development.<br>• Based on preliminary pre-test and post-test data, as well as anecdotal information from QCE leadership, learners may be eager to identify ways to apply the information. |
| **Major Course Objectives (Terminal)** | See attached objectives |

| | |
|---|---|
| **Course Enabling Objectives** | See attached objectives |
| **RLO Enabling Objective** | Module 2: History and Recent Events<br><br>Enabling Objective 1.2<br><br>Participants will match key LGBTQ historical events with the time periods during which they took place. |
| **Learning Assessment for Course** | The assessment methods employed for this project will measure mastery of course objectives by workshop participants.  When possible, single assessment tools will be used to measure multiple objectives.  Please refer to the project alignment chart for sample assessment tools and activities that align with each enabling objective for each module.  At minimum, the following assessment tools will be employed:<br><br>• Pre-tests and Post-tests: these identical tools will be given at the beginning and end of each module.  Workshop participants must pass post-tests at a minimum of 90% accuracy to move on to the next module.  Pre-tests will be given once and will be timed.  Post-tests may be repeated multiple times and questions/answer selections will be randomized.<br><br>• Matching games: matching games will be employed as appropriate to test participants' knowledge and understanding of key concepts before moving forward.<br><br>• Simulations and interview games: these tools will be used to assess participants' knowledge and understanding of concepts as applied to real world scenarios.<br><br>• Quizzes: summative and formative quizzes will be given as appropriate to serve as informal knowledge checkpoints throughout each module.<br><br>• Worksheets: participants will complete worksheets on web-based concept searches.  All work submitted will be evaluated by an instructor and participants will receive feedback.<br><br>• Written response pieces: participants will complete written response pieces on case study scenarios and web-based concept searches.  All work submitted will be evaluated by an instructor and participants will receive feedback. |
| **Learning Assessment for RLO** | Assessment: sequencing quiz<br><br>Absorb activity: Video or slide lecture on LGBTQ history<br><br>Do activity: Matching game |

| | |
|---|---|
| **Instructional Delivery method for Course (overall)** | The instruction for this project will be delivered online.  The organization currently offers face-to-face workshop options that pose challenges in terms of budget, availability, and number of participants.  Online workshops not only offer broader opportunities for participants, but broader opportunities for workshop facilitators.  Currently, only the Executive Director facilitates workshops while the Assistant Director is in training.  Both individuals currently serve the organization as volunteers and have limited availability to offer a broader number of workshops, online workshops would remedy those limitations.  Online workshops also present the opportunity to offer workshops to participants across larger geographical areas, potentially nationwide. |
| **Instructional Strategy for RLO** | Audio/visual lecture covering significant events in LGBTQ history in the last 200 years |
| **Media** | Audio/visual lecture video |
| **508 Accommodations** | Transcript, closed captioning, consideration in use of colors, plain text, accessible graphics. |
| **Course Structure Description** | The course is divided into four modules, which will be completed sequentially.<br><br>Module 1: Terminology and Symbols (Terminal objectives: 2)<br><br>Module 2: History and Recent Events (Terminal objectives: 2)<br><br>Module 3: Identity Development and Society (Terminal objectives: 2)<br><br>Module 4: Being an Ally (Terminal objectives: 5) |
| **Seat Time of Course** | The course will be self-paced.  Completion of all modules will take approximately 8-14 hours, over a minimum of four days, contingent upon learner characteristics.  Participants must complete all workshop modules within a four week time frame. |
| **Seat Time of RLO** | Fifteen to twenty minutes. |

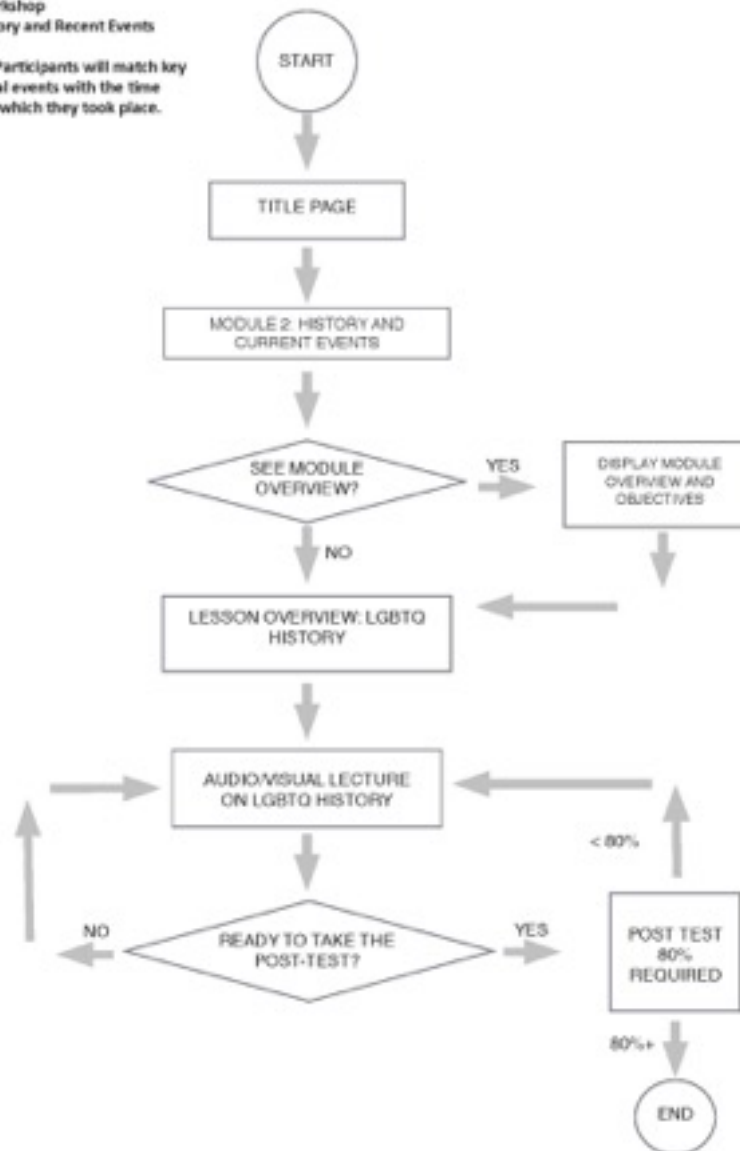| | |
|---|---|
| **RLO Outline** | Module 2: History and Recent Events |
| | Enabling Objective 1.2 |
| | Participants will match key LGBTQ historical events with the time periods during which they took place. |
| | Format: tutorial/audio lecture with corresponding slides, graphics, transcript, and embedded quiz |
| | Tutorial outline:<br>1. Introduction<br>    a. Title: LGBTQ History  Presented by: Q Consulting and Education<br>    b. In this section, participants will learn about key LGBTQ historical events from within the past 200 years.<br>    c.  Participants will match the events to the time period during which they took place.<br>2. LGBTQ Historical events<br>    a. Presentation of 20 LGBTQ historical events in chronological order<br>3. Matching, multiple choice, and true false quizzes |

**RLO Flowchart**

Safe Space Workshop
Module 2: History and Recent Events

Objective 1.2: Participants will match key
LGBTQ historical events with the time
periods during which they took place.

START

TITLE PAGE

MODULE 2: HISTORY AND
CURRENT EVENTS

SEE MODULE OVERVIEW? — YES → DISPLAY MODULE OVERVIEW AND OBJECTIVES

NO

LESSON OVERVIEW: LGBTQ HISTORY

AUDIO/VISUAL LECTURE ON LGBTQ HISTORY

READY TO TAKE THE POST-TEST? — YES → POST TEST 80% REQUIRED

NO

< 80%

80%+

END

SEE ATTACHED FOR FULL SCREEN

| | |
|---|---|
| **Screens/Pages in RLO** | Estimated number of screens in project: 40 |
| **Knowledge Checks or Other Assessments or Practices for RLO** | <u>0</u>   Dichotomous (T/F, Y/N, etc.)<br><br><u>10</u>   Multiple Choice<br><br><u>0</u>   Multiple Select<br><br><u>0</u>   Drag and Drop<br><br><u>0</u>   Custom – describe; if appropriate, supply flowchart in an Appendix and reference it here.<br><br><u>1</u>   Other: Learners will complete a brief narrative response piece. |
| **Rollovers/click events** | <u>0</u>   Rollovers<br><br><u>0</u>   Click Events |
| **RLO Navigation** | Start, end, advance, go back, pause, rewind, CC |
| **Screen Layouts for RLO** | See end of design document. |
| **Development Tools for RLO** | Authoring and Graphics: Adobe Captivate 9<br><br>Audio: Voice Record Pro 2.8 for iPad<br><br>Storyboard: PowerPoint |
| **Ownership** | This project will be completed for Q Consulting and Education (QCE), an Indiana based non-profit organization that works with non-profit and for-profit organizations to develop LGBTQ inclusive and affirming organizational climates for all.  The organization was founded in 2014 and includes an Executive Director and Assistant Director who currently serve on a voluntary basis.  The Board of Directors consists of community leaders with experience in non-profit leadership, higher education leadership, marketing and communication, college instruction, religious organizations, and for-profit organizations.  The program facilitators at QCE offer Safe Space workshops to assist attendees in developing LGBTQ-affirming ally skills by learning about LGBTQ history, terminology, current events, development of sexuality, and application of ally skills. Additionally, QCE offers program development and assessment services to colleges and universities interested in developing or re-developing campus-based ally programming.  The Instructional Designer serves as the Executive Director and will develop, implement, assess, maintain, and revise the project. |

| | |
|---|---|
| **Development Time of entire course and RLO** | Estimated timeline for development of entire course: January 2016-June 2016

Estimated timeline for testing and revision: June 2016-August 2016

Rollout of online workshop to clients: September 2016

Estimated time of development of objective 1.2 RLO: six weeks, final RLO delivered 10/12/15 |
| **Support requirements for RLO and course** | High level support: Instructional Designer presents RLO and course updates to QCE Board 9/8/15

Design and subject matter support: ID serves as SME, based upon QCE workshop curriculum

Technology support: Adobe Captivate or other authoring tools |
| **Project Sign-off [optional]** | Please sign below indicating agreement with the proposed course plan and approving start-up of the storyboard and development phases.

**Sign-off not required.** |
| | _____

Instructional Designer                                        Date |
| | _____

Project Manager/Sponsor                                 Date |

# Screen Layouts for RLO

TITLE/Module Number

CONSULTING & EDUCATION

---

Content/Instructional Screen

Place instructional content here.

---

Knowledge Check Screen

QUESTION

OPTION A
OPTION B
OPTION C
OPTION D

Graphic that matches the question will be placed here.

---

Module ___.___ Complete!

Questions?
Comments?
Concerns?
Complaints?

Contact Kim:

kim@qcanded.org

Phone: (260) 797-1230

www.safespacenow.org