**Objective**

To utilize my knowledge of instructional design to develop on-line or leader-led training

**Strengths**

1. The creativity and artistry of an intuitive instructional designer, combined with extensive experience in programming on-line learning courseware, enables the ability to imagine and achieve compelling eLearning solutions – including game-based learning and assessment.
2. A student of how the brain learns and how images, audio, text, and meaningful interactivity can be combined to promote learning in the cognitive, affective, and psychomotor domains.
3. A practiced writer who believes in the power of stories to provide intellectual and emotional context for learning.
4. A quick learner with good business acumen who understands the ‘big picture’ and has a proven ability to design and develop learning interventions directly linked to the business goals of the organization.

## Professional Experience

**Instructional Design and Development Contractor**

*2014 - Present*

**Client – Twitter**

Worked with the Talent Experience group to create an eLearning design style, and then develop on-line training courses for members of the Recruiting team.

* Interviewed SMEs from Corporate Compensation and the recruiting team to confirm and determine immediate and actionable learning needs.
* Created an eLearning design documents describing which training content is best suited for eLearning, how to teach various content domains, and how our eLearning courses should look and be structured.
* Designed and created an eLearning template and 6 tutorials in Storyline 360 for training on new offer-creating and approval functionality in their candidate management system. The application training design consists of three learning modes. The first learning mode is a video-capture demonstration of the task. The second mode combines instruction with guided steps that instruct the learner how to click through each step in the task. The third learning mode is an assessment mode, where the learner must click through the steps in the task with minimal instruction to achieve a passing grade.
* Designed and created a series of courses in Articulate Rise for tutorials on the offer approval process, the employee performance bonus plan, the equity plan, and the sales commission plan. These tutorials feature Vyond animation that described the process, reformatted audio supported by graphics to reinforce the learning, and a quiz to confirm learning

**Client – Google Inc.**

Worked with the HWPA group to revamp call center agent training for a variety of Google Home and wearable products. This revamp will shifted most of the product knowledge and application training to an on-line format, with classroom activities devoted to skills practice and knowledge reinforcement.

* Designed “Ask the KB” learning activity, where the learner uses a Google internal resource to answer LMS assessment questions about the physical, technical, and functional properties of a Google device. This design replaces the traditional passive-learning slide presentations with an active learning activity. Other benefits are decreased training development and training update time, and a closer alignment between training and other internal resources. This design will be used as a key component for all future product training courses.
* Designed an eLearning template and courseware in Captivate for application training that features three learning modes. The first learning mode is a video-capture demonstration of the task. The second mode combines instruction with guided steps that instruct the learner how to click through the task. The third learning mode is also an assessment mode, where the learner must click through the steps in the task unaided to achieve a passing grade. This design is being implemented for all app training.
* Primary Instructional Designer (ID) for presales and post-sales leader-led and on-line training for Google Max, Pixel Buds, Google Pixelbook, Pixelbook Expert Sessions, Google Slate, and the Google Home Hub.
* Primary Instructional Designer (ID) for on-line courses on the General Data Protection Act, Google Information Privacy Settings, and the Google Home app.

**Client – PG&E**

* Worked with SMEs to create on-line help and eLearning modules for an SAP application used to track and document all gas-related equipment installed in PG&E gas transmission and distribution systems. Developed all eLearning content using the Oracle User Productivity Toolkit.

**Client – Wells Fargo**

* Designed eLearning curriculum to teach Wells Fargo’s new Allegro integrated marketing process to the internal Enterprise Marketing team and external agencies and vendors. The curriculum design featured two modules on Allegro basics for all Enterprise Marketing and Agency employees and 4 modules covering step-by-step instruction on the process. Designed and developed Allegro Overview eLearning module using Storyline 2.0.

**Safeway, Inc.**

*Instructional Designer/Developer Contractor 2006 – 2007, Senior Instructional Designer/Developer 2007 – 2014*

**ELearning Design Innovation**

* Created the *Knowledge Guided Learning Path* design method for eLearning. This design method combines a course and pretest that allows learners with pre-existing knowledge to skip instruction on information they already know. The benefits to this method can be lower learning costs and increased retention. *Safeway is now using the Knowledge Guided Learning Path* *method in over 10 courses with 10 additional courses in development.*

**Product Knowledge**

* Designed Product Knowledge training using a blend of on-line learning and in-store group learning sessions. The on-line instruction, developed in Storyline, combines a cooking show with a sales game based assessment where learners answer a series of customer questions to progress through each level of instruction. As the learner progresses through the instruction they also progress through a customer sales scenario. Once all questions have been successfully answered the learner “Makes the Sale”. Post training Department Managers will conduct in-store ‘team huddles’ to discuss the on-line learning, provide product tastings (where appropriate), and conduct role-play exercises to reinforce learning. *Senior Vice President John Beretta wrote, “Once again this is awesome and I can't thank you enough for bringing the idea!”*
* Designed and created a Seafood Department Skills curriculum comprising six eLearning courses totaling approximately two hours of potential instruction using the *Knowledge Guided Learning Paths* method and Storyline. The learner progresses through a course by answering a series of questions based on ‘day in the life’ scenarios. Learning content is delivered only if the learner answers the question incorrectly, demonstrating incomplete knowledge of that learning objective or objectives. Several courses were also designed as games, where the learner accumulated points or lost points based on a correct or incorrect answer. When the ‘winning score’ was achieved the learner advances to the next level of learning. The following results were recorded on a Learner Survey at the end of each course.
  + Of the survey participants who expressed an opinion, **91%** either agreed or strongly agreed that “*The course design, asking questions to see what information I needed to learn, saved me training time*.”
  + Of the survey participants who expressed an opinion, **91%** either agreed or strongly agreed that “*The course design - asking questions to see what information I needed to learn – felt like it helped me focus on the information I needed to learn*.”
  + Of the survey participants who expressed an opinion, **93%** either agreed or strongly agreed that “*I feel like the game-based design of this course helped me learn the material more effectively*.”

**Sales Skills**

* Designed and developed sales skills training for clerks in departments with perishable items. This course used video to model the desired employee behavior and then a series of interactive customer/clerk sales scenarios to practice the skills and knowledge required to drive sales. Design included a series of in-store post-training exercises and observations to assess learning and provide secondary education and practice where necessary.
* Designed and developed sales skills training for Meat and Seafood clerks. This course taught department specific product knowledge and outlined a process for engaging and communicating with the customer. These skills were then practiced in a series of interactive customer/clerk sales scenarios. Design included a series of in-store post-training exercises and observations to assess learning and provide secondary education and practice where necessary.

**Job Skills**

* Designed and developed in Captivate a course on how to conduct mandatory pre-hire drug tests using the OralTox oral drug testing kit. This course took the learners through a drug-testing scenario, outlining the step-by-step process for obtaining a valid result. The learner was tested on their ability to correctly read the visual results on a set of drug testing kits and their knowledge of drug testing prerequisites and test timing.
* Designed and developed in Captivate a set of tutorials/job aids on how to read and interpret reports that provide Department Managers information needed to successfully manage their departments. This course used audio and visual triggers to describe the most important aspects of each report. Each section in the report is hotspot enabled and provides a more detailed description of that section when clicked.
* Designed a course to educate Liquor clerks how to read and interpret documentation describing the correct placement of ad items in the appropriate promotional fixture. Leaners were tested on their ability to read a sample of the document and successfully drag and drop the correct item to the correct shelf location.
* Designed a course for Produce employees on how to identify produce that should be culled from the display based on an identified set of product specific characteristics. Learners were tested on their ability to choose –from photos – which items were acceptable to be displayed and which needed to be culled. The course design also included follow-up visits by regional merchandisers to inspect produce departments for their adherence to these standards and provide follow-up training as needed.

**Corporate Social Responsibility**

* Designed and developed in Captivate a course on how store employees could conserve electricity and water, recycle cardboard and plastics, and compost food waste. This course took the learner through a tour of various parts of the store to look at examples of these conservation opportunities and the potential environmental impact and cost savings associated with each conservation opportunity. Learners where tested whether they could use visual clues to identify conservation opportunities and their knowledge on conservation best practices.

**Computer Application Skills**

* Used the EPAK authoring system to create new and update existing on-line courses on Workbrain – a time and attendance application. These courses are designed with ShowMe/GuideMe/TestMe versions of each tutorial and was used during in the train-the-trainer class as well as for post-rollout on-line instruction.
* Designed and developed Leader and Participant Guides an eight hour class on using Workbrain. Design used a combination of web-based application simulation and leader feedback to teach employees how to use the new time and attendance system.
* Designed and created tutorials in Captivate for Store Managers on how to use PeopleSoft to perform various job changes for store employees.

**Frequently Used Applications**

Storyline 360, Articulate Rise 360, Captivate 9, Camtasia 2018, UPK, PowerPoint, Photoshop, SnagIt, Vyond Animation, Sound Forge, Adobe Audition, G Suite, MS Office

**Education**

Master’s Degree in Instructional Technology, San Francisco State University, 1992-1996