The Jennie Davenport and Pedro Lopez Case

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Summary: Analysis of an instructional design project for a professor who is taking a course on-line. Key stakeholders are identified, challenges are identified, and recommendations are made.

**Key Stakeholders in the Jennie Davenport and Pedro Lopez Case:**

1. **Dr. Clark Essex** is the instructor whose current face-to-face workshop needs to be re-worked into an interactive, online workshop. Dr. Essex has been awarded a grant to accomplish the goal of developing his successful “Man-to-Man” (M2M) workshop into a nationally available online workshop. He is concerned that the M2M workshop continue to include his 10 components of sexual health and the instructional strategies he has in place utilizing “lectures, games, opportunities for individual reflection, and discussion in both small- and large-group settings” (Ertmer & Quinn, 2007, p. 92).
2. **Jennie Davenport** is the instructional designer from eLS (eduLearning Systems) that was hired to design the online program. Jennie is concerned that the project is successful, on time, and within budget, and that there are clear project goals so she establish an evaluation plan so that she can verify the success of the project (Ertmer & Quinn, 2007). She is also concerned that she and Pedro can reach an agreement about how to structure the course’s group discussion activities. She and Pedro are in agreement in their concern about the inclusion of the sexually explicit nature of some of the still images and videos that Dr. Essex uses to create “hot cognitions” (Ertmer & Quinn, 2007).
3. **Pedro Lopes** is a professor of learning sciences at the university who worked with Dr. Essex on the grant and has a substantial background in learning design. Pedro is concerned about how to create the online discussion groups and re-create the intimacy of an in-person group. He is also concerned about engaging men to go online and participate in this training and the group discussions at all. He has grave concerns about the ethics and legality of including the sexually explicit materials that Dr. Essex uses even though Dr. Essex has established the veracity of using them.
4. **The participating men** who will be in the workshop. Research has already been conducted on the participants of the face-to-face M2M workshop and had shown significant and sustained behavior change in comparison with a control group which received sexual health training through videos and print material alone. Also, these participants reported that the small-group work was very powerful for them.

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| Challenge | Recommendation | Solution | PRO | CON |
| Evaluation tools for the modules | Jennie and Pedro should go through the material and establish clear objectives and create a set of questions for each module for evaluation purposes. | Jennie and Pedro have the workshop’s materials, and Dr. Essex is not willing to help establish criteria that will measure whether a participant understands the module or not. They need to establish the do not have much of a choice. Also, Pedro is a professor of learning sciences as well. He should have the expertise to view the materials and devise criteria to show learning. | They will have a way to measure the participants learning and understanding of the material covered in each module and show success and also where an improvement is necessary. | It would be better to have Dr. Essex’s involvement with this stage. He knows the material thoroughly and could establish the outcomes better. Not an ideal situation, but it is at least workable. |
| Creating a small group environment in an online workshop. | Jennie should create the discussion threads. She can mirror the small group portion in threads that occur after the interactive portions of the workshop. She can design this portion to include webcam meetings as well. | The design of the online workshop does need to include the small groups. Pedro is convinced that the intimacy of the F2F work cannot be replicated online. Jennie has the evidence to show Pedro that this can be successful (Pomerantz, 2013). If Jennie and Pedro can design the workshop to be an on-going online support site, there will continually be participants to work with one another. | This solves the need of having the small group work. The workshop can be created as an online support site a la Weight Watchers Online. The participants can work through the program but can also be encouraged to stay in the supportive setting. | The workshop will lack much of the ability to connect personally that an in-person small group can offer. However, the online environment offers many other advantages by reaching more people and offering a flexible schedule for all. |
| Custom-izing the M2M into an online course. | Jennie should customize the M2M workshop into an online course with Pedro’s help in establishing learning outcomes for each module and the evaluation tools. | This will accomplish the goal of doing what Jennie was hired to do – which was to turn the M2M workshop into one that can be delivered online. Jennie can use the instructional strategies which already include video clips, still images, slide shows, discussion groups, and games. She will need to adapt these to the online environment – she has experience doing this and has been successful. | Jenny has an obligation to fulfill the task she has been contracted to do. Pedro’s expertise in learning and his experience in learning design will allow him the ability to create clear goals for each module that will best measure learning. | Jenny has an ethical obligation to include the concerns of all stakeholders in her design plans. In order to uphold her ethical obligations to create a training that meets the needs of Dr. Essex, the NHF funding, and the participants, she may not be able to persuade Pedro that this is the best way to conduct the workshop, but it is a way to conduct it. |
| Sexually explicit material | They should include the materials that have worked in the M2M workshop. | Neither Jennie nor Pedro are culpable for the inclusion of the materials, and Dr. Essex has ample evidence that their inclusion is necessary because the “hot cognitions” work. | The workshop has proven to be effective. The “hot cognitions” are an important aspect of that success. Excluding them, or changing them, would alter the workshop greatly. | Jennie and Pedro will fret the inclusion and worry incessantly of a lawsuit that will likely never come. (The case sighted no literature that this is a valid concern for IDers.) |

The readings and my prior experience have influenced me to:

1. understand that there is a solution in the online environment for intimate and meaningful online group work (Pomerantz, 2013).
2. learn that online HIV/Aids prevention has been somewhat successful but retention of participants has been difficult. Also, that it has been relatively easy for researchers to find participants in the online world (Rosser et al, 2011).
3. know that online behavior modification programs can be successful (Weight Watchers).
4. think that Jennie is the designer on this job and ultimately has the responsibility to create the online training with the stakeholders needs first.

**FINAL RECOMMENDATION:**

I recommend that Jennie ask Pedro to assist with establishing the goals for each module and the overall goals of the workshop, create evaluation tools, and consult on strategies to establish ongoing evaluation. I also recommend that Jenny present Pedro with the literature that supports the efficacy of online therapy as well as the literature from Rosser et al (2011). I believe this will help persuade him to understand the influence of an online support system and how this can be beneficial to those that are already using the online systems to date same-sex members.

I recommend that Jennie follow her instincts to customize the current and highly effective workshop to the online environment. Dr. Essex has the date to show that his workshop works. He and the NHF see value in the distribution of HIS workshop being offered in an online environment. There is literature to support this project (Rosser, et al, 2011). I believe that Jennie should honor that. Pedro is an important stakeholder, but he was not hired as the designer, Jennie was. She needs to trust in her experience, use Pedro as a valuable resource, and design the workshop she was hired to design.

Jennie can also include a Weight Watchers ([www.weightwatchers.com](http://www.weightwatchers.com)) type of model that will help to provide the small group work and expand on the community aspect of the workshop. This could also serve as way to encourage healthy behavior by adding in a mechanism for accountability. As the Mintz and Aagaard (2012) article refers to, accountability can help influence behaviors.

Jennie should include the explicit “hot cognition” videos and still images that Dr. Essex has included in his workshop. The efficacy of the inclusion of this instructional strategy has been proven to be effective by the studies previously conducted on prior participants of the face-2-face workshops. Jennie is not an SME and in this particular area of research, Pedro does not appear to be either. Perhaps this is naïve of me, but I would not challenge an expert in a particular field when there is enough evidence present to show that the method is effective. According to the IPIS 2002 Code of Ethics, a performance improvement professional, needs to “deliver activities, methods, and procedures that have positive value and worth.”

However, if Jennie or Pedro have a personal conflict with the inclusion of the sexually explicit materials or find the evidence to be faulty, then they do have a responsibility to remove themselves from the project. The IPIS recommends that a professional “acknowledge any factors that may compromise your objectivity” (IPIS, 2002).

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