Project Information	
Project Title	Irregular Operations (IROPs)
Project Purpose	To teach new call center agents how to assist customers when they experience issues with their travel plans due to irregular operations.

Roles & Responsibilities	
Role	Sally Cardinale, Instructional Design & Development

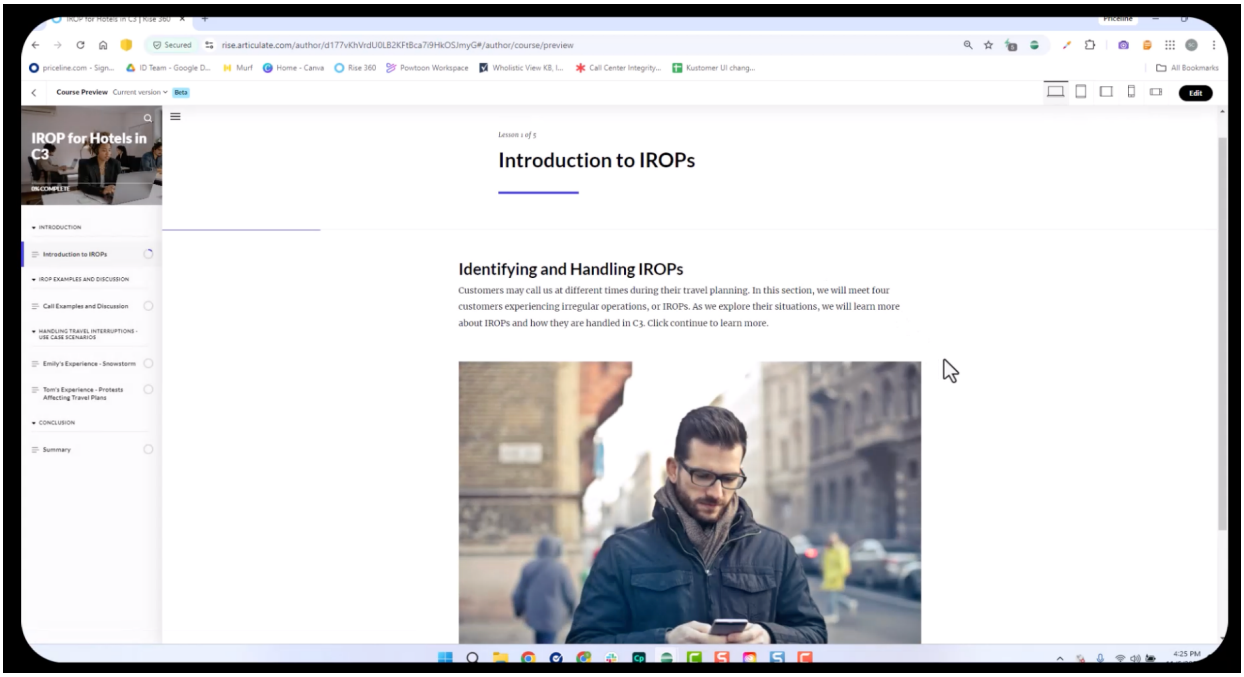
Audience, Goals & Objectives	
Target Audience	Customer Support Agents assigned to Hotel Bookings
Project Goal	To provide the knowledge required for call center agents to effectively assist customer's experiences issues with their travel plans due to irregular operations.
Learning Objectives	After completing this training, learners will be able to… • Identify an IROP call. • Review the trip details and associated policies, • Access the correct Knowledge Base articles based on the customer's needs. • Assist customers with IROP related calls.

Project Deliverables	
Deliverable	eLearning course
Deliverable	Facilitator Guide
Deliverable	Learner Guide

Implementation & Measurement	
Implementation Plan	Training will be delivered in a blended learning format using both eLearning content and Instructor Led Training.
Evaluation Plan	- Level One: Learner Reaction - Level Two: Learner Knowledge - Level Three: Learner Behavior - Level Four: Business Results
Constraints & Risks	Because updates were being made to the UI for the software, if updates were not communicated to the training team, information might be overlooked or require edits extending the completion date past the deadline.

Introduction

Goal: To provide an overview of the topic and how these types of calls will be handled in the new software system.

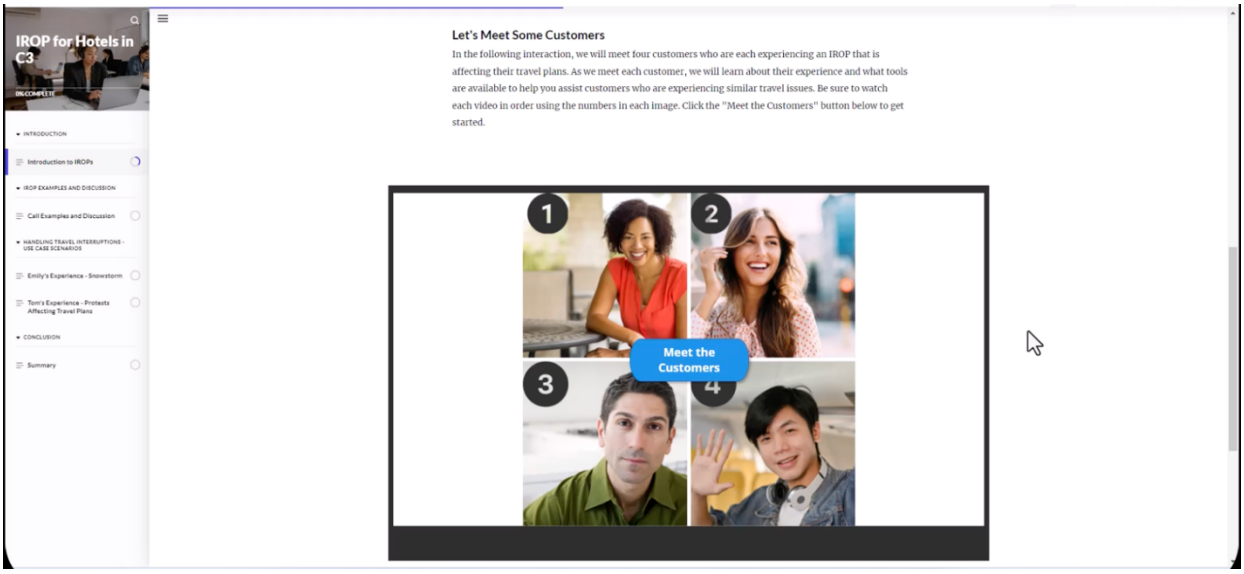


Tools Used:

- Articulate Rise: Course Structure
- Articulate Storyline: More complex interactions
- Canva: Image creation and design
- Multimedia: Powtoon for video creation, captioning completed using adobe premiere pro.

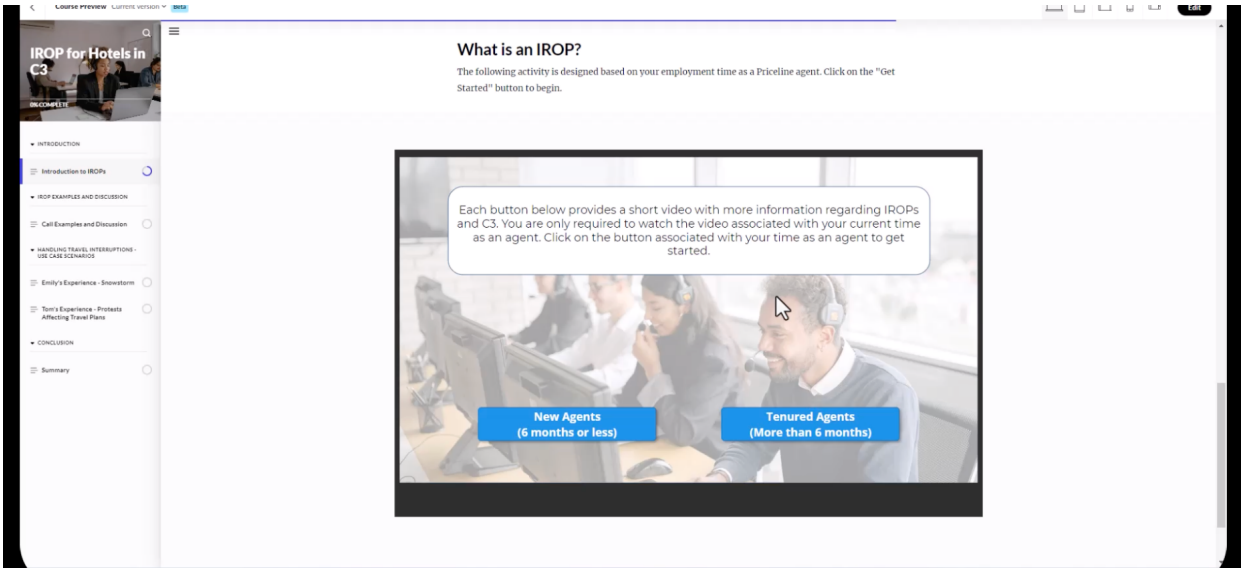
Instructional Design Principles and Theories:

- **Scaffolding:** Throughout this course scaffolding is used to provide support to the learners by gradually providing information in manageable chunks then removing assistance as the learners become more proficient.
- **Gagne's Nine Events:** Gagne emphasizes sequencing instruction by having new information build upon previous knowledge. This course used these events by gaining attention, stimulating recall of prior learning, and presenting content in logical chunks to ensure a structured learning experience.
- **Cognitive Load Theory:** By managing the amount of new information presented at one time, it helps to avoid overwhelming the learner. Introducing new concepts gradually and linking them to information the learner already knows helps to reduce cognitive load.

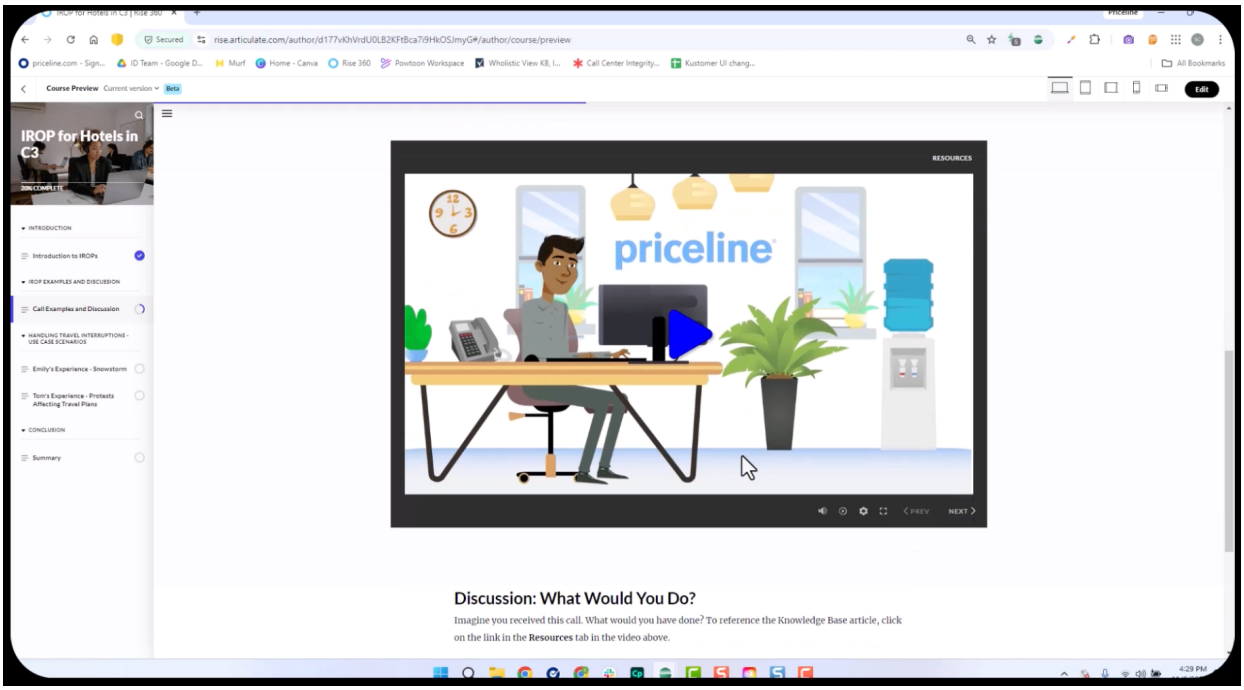


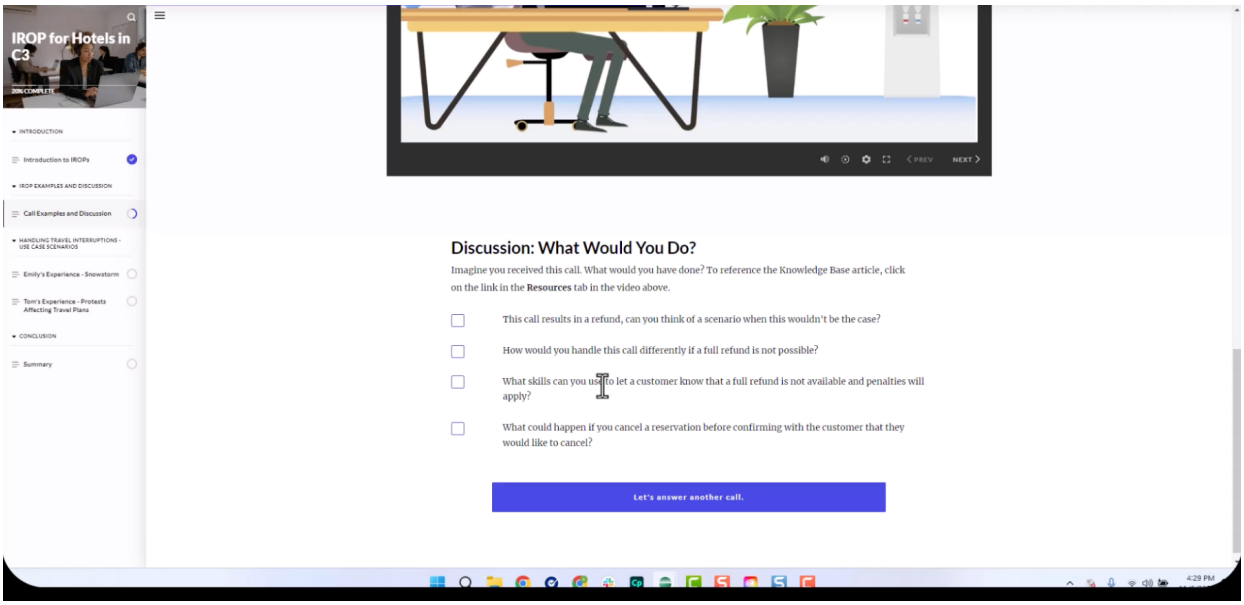
This section provided engaging videos created in Powtoon where the learners met four fictional characters who were having various travel

disruptions. Each video provided information about IROPs, how to handle them, and what tools are available to assist agents as they navigate these calls.



Personalization and Adaptivity: This section allowed learners to choose which content was relevant to their needs based on their tenure as an agent with the customer. New agents would be learning about the new software system without the knowledge of the older system. Tenured agents would be aware of the previous system and how these calls were handled, so they would need to know the changes in terminology as well as how to navigate the new system.



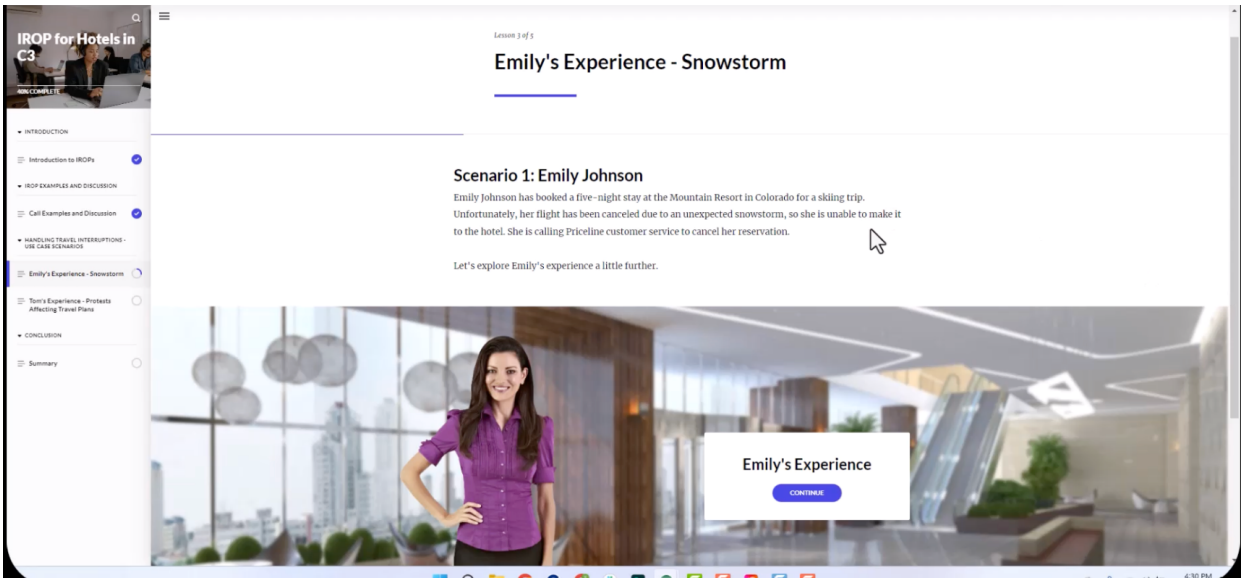


Various theories were used when creating this section, below is an overview of each and how they were applied:

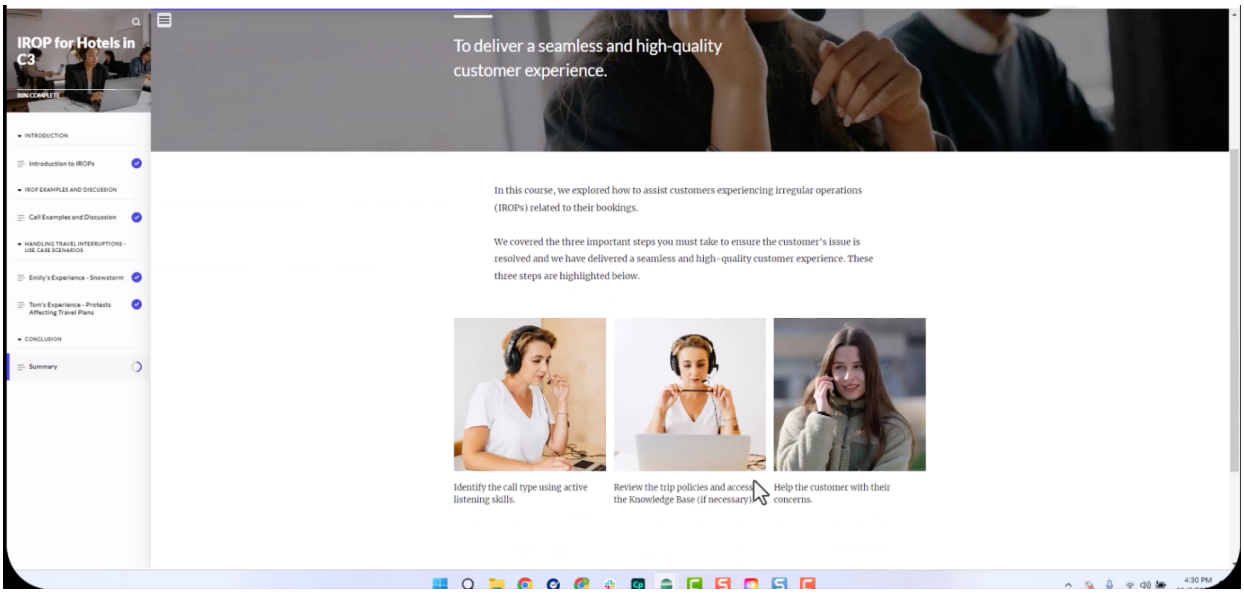
- **Cognitive Theory of Multimedia Learning:** This theory emphasizes that people learn more effectively from a combination of words and visuals than from words alone. This was applied by using audio from live calls, visual elements by creating interactivity and matching the calls to an animated

scenario, and kinesthetic activities by engaging learners with questions so that they could better integrate and retain the material.

- **Experiential Learning:** This principle is more effective when it is based on real-life experiences that require active engagement and reflection. This was applied using live calls, proving authentic, experience-based learning that allows the learners to apply their knowledge using realistic scenarios. The instructor-led questioning encourages learners to reflect and think critically about their responses and decision making.
- **Gagne's Nine Events of Instruction:**
    - **Stimulate Recall of prior learning:** By using the questions following the call, the learners are required to recall their previous experiences or knowledge.
    - **Present the Content:** The live calls and interactive video serve as the primary instructional content.
    - **Elicit Performance:** The instructor-led portion includes questions that challenge learners to apply what they've learned and engage in critical thinking.
    - **Provide Feedback:** Immediate feedback from the instructor helps learners to refine their understanding and skills.
- **Dual Coding Theory:** This theory states that information is better retained using both verbal and non-verbal formats. It is applied here by combining live calls, visual elements from the video, and the physical engagement of discussion and decision making, enhancing critical thinking and problem-solving skills through real-world application and active participation.



This section provided hands on training using use case scenarios provided by subject matter experts. This allowed the facilitator to guide the learners as they worked through the scenario in the training environment. The facilitator guide also provided additional scenarios in the event they felt the learners needed additional practice or if time permitted.



The course finished up with a summary providing key takeaways for the learner.