

IDT 630

Final Project Two

Instructional Design and Technology Proposal

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### **Abstract of Client Needs**

The client, Cincinnati Children's Hospital Medical Center (CCHMC), is a large mid-western regional children's medical center located in Cincinnati, Ohio. Children from many cultures and religious backgrounds around the world are treated at the medical center year round. Although the medical center strives to provide the best in patient care, instances of inadvertent cultural offense during patient care have been reported by patients, their families and by employees. A needs analysis was performed to assess the frequency of occurrences of cultural and religious issues during patient care, and to assess employee confidence in their own cultural awareness and sensitivity. Participation in the survey was required of all employees and enforced by employee supervisors. The second survey was offered as an optional part of the discharge process with a provided web address to access the survey. This patient survey captured patients' and their families' satisfaction and experience with cultural awareness at the medical center during their care. The results showed that training for employees on cultural awareness was needed.

All employees of the medical center need to be culturally sensitive to the needs of patients and families who are treated at the medical center. To this end, the purpose of the instructional intervention will be to educate and train employees about the various cultural and religious traditions of patients and families at the medical center.

### **Statement of Purpose**

This proposal addresses the adoption of a new e-learning application that will be used to design the new employee cultural sensitivity training and future e-module training, and a new learning

management system used to manage and deliver the instruction. These technologies are crucial in the delivery of employee training on cultural sensitivity. The Cincinnati Children's Hospital Medical Center Mission statement (Our Mission, 2016) states that it is to "...improve child health and transform delivery of care through fully integrated, globally recognized research, education and innovation. For patients from our community, the nation and the world, the care we provide will achieve the best:

- Medical and quality-of-life outcomes
- Patient and family experience
- Value

today and in the future.”

Since all employees of the medical center need to be culturally sensitive to the needs of patients and families who are treated at the medical center, the purpose of the instructional intervention will be to educate and train employees about the various cultural and religious traditions of patients and families at the medical center. If this learning need for employees is not addressed, the medical center's most basic mission will be compromised and negatively impacted.

### **Client's Desired Outcomes**

The outcomes for this cultural sensitivity training for Cincinnati Children's Hospital Medical Center employees are cultural sensitivity and competency in cross-cultural situations.

After completing cultural sensitivity training, the learners will be able to demonstrate and apply culturally competent knowledge and skills in cross-cultural situations at 100 percent accuracy.

### **Project Scope**

The scope of work for the CCHMC Employee Cultural Training Project includes all planning, design, implementation, and training for a new cultural sensitivity training e-module, and the new technologies needed to create, manage and deliver the training.

A team must make the decisions surrounding this project. According to Baker et al. (2001), “Usually the decision support staff should include the help of skilled and experienced analysts/facilitators to assist with all stages of the decision process.” (p.2). The decision makers must be informed and knowledgeable about both the needs of the organization and the needs of the employee learners. To this end, decisions in the project be made by a team that consists of a human relations employee training specialist, instructional designers, the vice president of the Education and Training Department, and the medical center’s executive leadership.

The medical center’s current staff of instructional designers will create design and create this course based on feedback from the needs assessments and information from the HR department about employee computer proficiency. The staff learning management system administrators will manage the training through a web-based solution.

Each milestone of this project will need the approval of the design team and stakeholders before progressing to the next one. The milestones and deliverables will be specified in the project plan document.

The alteration of previous or the design of future employee training modules is not included in the scope of work for this project.

## Introduction

The CCHMC Cultural Awareness Training project is targeted to address the needs of the Cincinnati Children's Hospital Medical Center in training employees to become more knowledgeable about global cultures.

Whether all medical center employees are patient care providers or not, they represent the medical center and should be culturally aware, so all employees are within the general target population of the training. Employees are comprised of both males and females, ages 18 and up. They are comprised of multiple cultural groups, ethnicities, religions and native languages. The HR department requires English fluency of all employees. The process of new employee orientation provides training in using email and basic computer proficiency, therefore, the majority of employees are fluent in English and computer literate. Possible constraints are that a number of employees have visual, hearing, and physical challenges which require that the training adhere to Section 508 compliance.

The large amount of employees at the medical center who will need training indicates that the training would be more effectively delivered through a self-paced e-module delivered through an emailed link to a new learning management system. This plan aligns to established decision-making models and to theories of instruction by employing a Rational, Analytical Style of Decision Making, a General Decision-Making Process, and Learner-Centered Instruction. This framework for decision-making is adaptable primarily to changes in organizational needs, which inform the learners' needs for training. Learning theories that support this project are Knowles' Theory of Andragogy, and Kolb's Experiential Learning (Appendix A). *Adult Learning Theories* (2011) clarified,

“Because adults need to know why they are learning something; effective teachers explain their reasons for teaching specific skills. Because adults learn by doing, effective instruction focuses on tasks that adults can perform, rather than on memorization of content. Because adults are problem-solvers and learn best when the subject is of immediate use, effective instruction involves the learner in solving real-life problems.” (p.1).

Additionally, the article, *Experiential Learning Defined* (2015) explained experiential learning, “This process includes the integration of: knowledge—the concepts, facts, and information acquired through formal learning and past experience; activity—the application of knowledge to a “real world” setting; and reflection—the analysis and synthesis of knowledge and activity to create new knowledge.”

The organizational value hierarchy (Appendix B), shows that the needs of the employee learners drive the technology needs, and the chosen technology will meet the organizational goal by fulfilling the needs of the learners. The organizational need to save money on technology competes with the learner’s needs for relevant and effective training. If the technology does not deliver relevant, effective training, then the training is a waste of resources; therefore, the technology that delivers the most relevant and effective training has priority over financial constraints. Since this training would be given to around fifteen thousand employees, an effective technological solution would be more practical than in-classroom training.

### **Multimedia Solutions**

Experiential learning promotes learner engagement and increases information retention.

Therefore, a multimedia instruction that includes learner interactivity through video embedded in the e-learning module will be an effective way to deliver learning about multicultural customs.

This will provide the experiential learning needed to effectively apply and retain the new information.

### **Tool Evaluation**

My recommendations of applications to be used to create and deliver an e-learning training module for employee cultural awareness training are Articulate Storyline 2 and Schoology. Since a Windows based solution is needed, a heuristics evaluation (Appendix, C), shows that the best choice for developing an e-learning module for training is Articulate Storyline 2. This application delivers interactive learning that is relevant for Adult Learners. Legault (2016) advises ways to apply the principles of adult learning to an e-learning course, “Build scenarios that give learners various options and allow them to make decisions...Adult learners need to see the direct link of how the learning relates back to their real-life problems and tasks... Focus your e-learning on tasks and use real-life scenarios to provide context for the content.” This is important because experiential learning embedded in e-learning module increases learner engagement and information retention. At under two thousand dollars, compared to other course authoring applications, Articulate Storyline 2 has technical help, offers training, is low cost, easy to use, Windows based and has tools such as animations, avatars and dynamic actions that would make the learning interactive and engaging for experiential learning.

A heuristics evaluation of Schoology (Appendix 4), shows Schoology is a better choice for learning management for this instructional design environment than some other alternatives. Schoology is low cost, has well thought out tools, the system is user-friendly, and user control is functional. These tools and technology provide an innovative and creative contribution to improving design by providing technology that supports interactive multimedia design needed for adult learning, and an easy to use learning management system for delivering and assessing the learning content.

### **Implementation Plan**

The strategy to incorporate new tools and technology into the development of new training for Cincinnati Children's Hospital Medical Center employees consists of implementing two new technologies for creating, managing and delivering the training. New global cultural awareness training will be designed and delivered to employees in the form of an interactive multimedia e-module that includes experiential learning. This e-module will be offered along with the usual annual employee training and will be accessed through a link to a learning management system. In order to develop and manage this new training, two technologies are needed. One is a new course authoring technology, and the other is a new learning management system.

#### **Course Authoring**

The choice of new technology to design and create the employee training e-module is Articulate Storyline 2. This technology offers features that are usable for both the designer in creating the content, and for the learners use. Experiential information within an e-learning module that relates to the learning topic increases learner engagement and information retention. Legault (2016) supports this assertion in his section on relevance by advising, "Adult learners need to see

the direct link of how the learning relates back to their real-life problems and tasks... Focus your e-learning on tasks and use real-life scenarios to provide context for the content.” Storyline 2 is easy to use and offers the ability to create interactive content for experiential learning with interactive quizzes and activities that are relevant for adult learners. Articulate Storyline 2 is low cost, easy to use, Windows based and has tools such as animations, avatars and dynamic actions that make the learning interactive and engaging for experiential learning. Storyline 2 contributes to innovative design by providing technology that supports experiential learning that adult learners at the medical center need to provide context for their duties in interacting with a culturally diverse group of patients.

### **Learning Management**

Online employee training at Cincinnati Children’s Hospital is delivered to over fifteen thousand employees who all have access to a windows based computer. These employees possess varying levels of computer proficiency, so the learning management system used to deliver e-module training needs to be easy to use and to require minimal employee training. According to Techopedia.com (2016, para. 3), “There are many different specific skills involved in computer literacy. Higher level skills like coding, HTML Web development and network administration are not usually referred to as computer literacy. Some basic maintenance of a computer, or use of products like the Microsoft Office suite, may fall into this category of knowledge.” With this definition in mind, Concordia University described a basic level of computer skills in MS Word as: “...sufficient to perform daily word processing tasks, such as, producing routine letters, memorandums, and informal reports. A person with this level of skills is able to use basic formatting, editing, printing functions, and understands the document page setup.” (p. 3).

Using this information as a guide, the learning management system used to deliver this training should offer usability for those with a basic level of computer proficiency. The learning management system that satisfies these needs in managing and delivering the employee training is Schoology. At around \$2500 plus a small per student fee, this technology is low cost, user-friendly, has tools that are familiar to the user, and instructions for use that are visible and easily retrievable. The dialog within Schoology is minimal and icons are available instead of text for objects, actions, and options. This technology contributes to innovative design by supporting an easy to use learning management system for delivering and assessing the learning content.

### **Training for New Technology**

The instructional design team will need a short training on the use of both Storyline 2 and Schoology, and the current learning management administrators will need to train on the use of Schoology. Since both applications are user friendly and intuitive to use, this training will be minimal. Articulate offers virtual training for Storyline 2 delivered live online, and Lynda.com offers online training for Schoology that can be conducted through either an individual, or a web meeting training session.

### **E-module Implementation**

The project plan will frame and define the milestones of the project. After training is completed, designers will be ready to use Storyline 2 to begin to create e learning for the cultural awareness-training project. When the e-module completion milestone is completed, the testing milestone will begin. At this point, the learning module will be managed and delivered for testing with the Schoology application.

All future e-training modules will be created with Storyline 2. The current learning management administrators and any new hires will manage all future training on Schoology. When training is due for employees, they will all receive an emailed link to the Schoology application where they will create a password for their own user account to access future e learning and training modules. The new e-module for cultural awareness training will be offered to all employees as soon as it is ready to launch. Going forward, all new training that can be delivered through an e-module will be delivered through Schoology.

This new process of creating and delivering training is expected to make learning more relevant, and the delivery of the learning more efficient and effective. The chosen technologies will meet the medical center's organizational goal. *About Cincinnati Children's* mission (2016), states "...the care we provide will achieve the best: Patient and family experience." This goal will be accomplished by fulfilling the needs of the employee learners for relevant and effective training on global cultural awareness.

### **Executive Summary**

This proposal addresses the adoption of two new technologies that are central to the design and delivery of the new employee training on cultural awareness and sensitivity.

All employees of the medical center need to be culturally sensitive to the needs of patients and families being treated at the medical center, so the purpose of the instructional intervention will be to educate and train employees about the various cultural and religious traditions of patients and families who have been treated at the medical center.

The scope of work for the Cultural Sensitivity Training Project includes planning, design, implementation, and training for a new cultural sensitivity e-module training, and for the new technologies needed for the creation, management and delivery.

Based on feedback from the needs assessments, and information from the HR department about employee computer proficiency, the medical center's own staff of instructional designers will design and create this course. The staff learning management system administrators will manage the employee training e-module through a web-based learning management system.

Each milestone of this project will require the approval of the design team and stakeholders before moving on to the next one. The milestones and deliverables will be specified in a separate project plan document.

Since this training would be delivered to around fifteen thousand employees, an effective technological solution would be more practical than in-classroom training. This training would be most effectively delivered through a self-paced e-module delivered through an emailed link to the new learning management system.

Experiential learning embedded in e-learning module increases learner engagement and information retention. Therefore, the new global cultural awareness training will be designed and delivered to employees in the form of an interactive multimedia e-module that includes experiential learning. Learner interactivity through multimedia instruction with video embedded in the e-learning module will effectively deliver learning about multicultural customs. This interactivity will provide the experiential learning needed for learners to effectively apply and retain the new information. After the initial implementation, the new e-module will be offered along with the usual annual employee training which will be accessed through a link to the new learning management system.

My recommendations of applications to be used in the creation and deliver of the new e-learning training module are Articulate Storyline 2 and Schoology. At less than \$1400.00, Articulate Storyline 2 is relatively low cost, is easy to use, has technical help, and the ability to create interactive content for experiential learning with interactive quizzes and activities relevant for adult learners.

The learning management system that requires minimal employee training in managing and delivering the employee training is Schoology. At \$2500.00, plus a small per student fee, this technology is low cost and user-friendly. This technology contributes to innovative design by supporting an easy to use learning management system for delivering and assessing the learning content.

The instructional design team will need a brief training on using both Storyline 2 and Schoology, and the current learning management administrators will also need a short training on the use of Schoology. The project plan will frame and define the milestones of the project. After training on Storyline 2 is completed, designers will be ready to use this technology to create learning for the cultural awareness training project. After the e-module milestone is completed, the testing milestone will begin. At this point, the learning module will be managed and delivered for the test phase within the Schoology application.

The new e-module for cultural awareness training will be offered to all employees as soon as it is ready to launch. Going forward, all new training that can be delivered through an e-module will be created with Storyline 2 and delivered through Schoology. The current learning management administrators and any new hires will manage all future training modules with the Schoology learning management system.

According to internationalrelationsedu.org (2016), “Boeing, the world’s largest aerospace company...is just one example of a multinational company focusing on cross-cultural training. For example, Boeing uses both internal and external trainers and a mixture of approaches and tools—from online modules to one-on-one training to group seminars—to help its staff achieve a higher level of cultural awareness.”

If the learning need for employees to become more culturally aware is not addressed effectively, the medical center’s most basic mission will be compromised. *About Cincinnati Children's mission* (2016), states “...the care we provide will achieve the best: Patient and family experience.”

This exciting and innovative new process of creating and delivering interactive employee training is expected to make learning more relevant, and the delivery of the learning more efficient and effective. Most importantly, the danger of compromising Cincinnati Children’s Hospital Medical Center’s most basic mission goal will be averted by fulfilling the needs of the employee learners for effective training on global cultural awareness.

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[Running-Schoology/430076-](https://www.lynda.com/Higher-Education-tutorials/Up-Running-Schoology/430076-2.html?utm_source=google&utm_medium=cpc&utm_campaign=11-US-Search-Edu-Schoology&cid=11-us:en:ps:lp:prosc:s1792:7843:all:google:xct-)

[2.html?utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=11-US-Search-Edu-](https://www.lynda.com/Higher-Education-tutorials/Up-Running-Schoology/430076-2.html?utm_source=google&utm_medium=cpc&utm_campaign=11-US-Search-Edu-Schoology&cid=11-us:en:ps:lp:prosc:s1792:7843:all:google:xct-)

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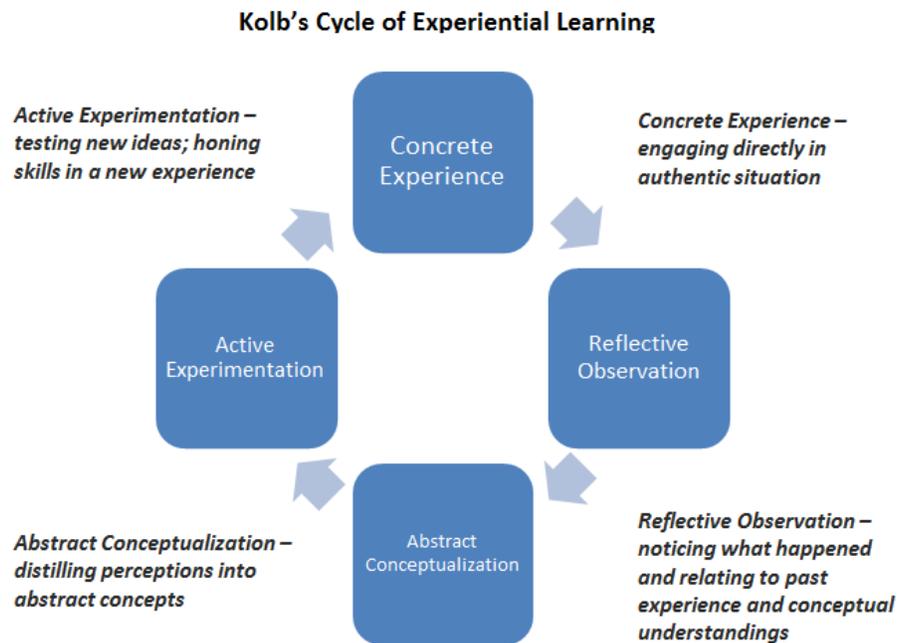
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## Appendix A

### Kolb's Cycle of Experiential Learning

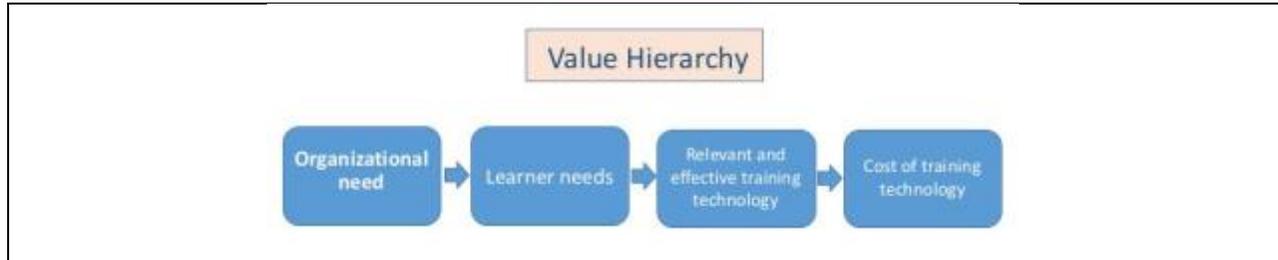


“This process (*Experiential Learning Defined*, 2015), includes the integration of:

- knowledge—the concepts, facts, and information acquired through formal learning and past experience;
- activity—the application of knowledge to a “real world” setting; and
- reflection—the analysis and synthesis of knowledge and activity to create new knowledge.”

## Appendix B

### Cincinnati Children's Hospital Medical Center Value Hierarchy



The value hierarchy above shows that the decision-making in this project is driven by the organizational need for more culturally aware employees. The needs of the employee learners drive the technology needs. The chosen technology will meet the organizational goal by fulfilling the needs of the learners. The organizational need to save money on technology competes with the learner's needs for relevant and effective training. If the technology does not deliver relevant, effective training, then the training is a waste of resources, therefore, the technology that delivers the most relevant and effective training has priority over financial constraints.

## Appendix C

### Articulate Storyline 2 Heuristic

#### Articulate Storyline 2:

A course authoring tool used to create interactive media-rich learning content

Usability Guidelines	Description/Comments
Use of standard graphic user interface (GUI) controls	Graphic user interface (GUI) controls such as button and command links, scroll bars, radio buttons, check boxes, and drop-down menus are standard.
Consistent screen elements	Page/screen elements are consistent within the application.
Written for on-screen viewing	Writing for online viewing has a natural language with succinct sentences.
Minimalist design	The visual design of the application has consistent page elements without too much text or graphic elements.
User control options	The application provides clearly marked exits, undo, and shortcut keys.
Recovering from error	Help is available to help users recognize, troubleshoot, and recover from an error.
Other Comments/Observations	
Storyline 2 also offers templates.	

## Appendix D

### Schoology Learning Management System Heuristics Evaluation

#### 1. Visibility of System Status

- *Always keep users informed about what is going on:* The Schoology Status monitor is available to check the system status.
- *Provide appropriate feedback within reasonable time:* Has this capability within communication options.

#### Evaluation:

Schoology has well thought out tools for System Administrators to uses in communication system status information.

#### 2. Match Between System and the Real World

- *Speak the users' language, with words, phrases, and concepts familiar to the user, rather than system-oriented terms:* Fulfills all of these criteria.
- *Follow real-world conventions, making information appear in a natural and logical order:* Information appears in a natural and logical order.

#### Evaluation:

The system language and tone is user-friendly with words, phrases, and concepts that are familiar to the user rather than technical. The information is arranged in a natural and logical order and makes sense.

#### 3. User Control and Freedom

- *Users often choose system functions by mistake:* N/A
- *Provide a clearly marked "out" to leave an unwanted state without having to go through an extended dialog:* Cancel and Edit buttons are available.
- *Support undo and redo:* Supports undo and redo within the browser.

#### Evaluation:

Since Cancel and Edit buttons are available and this application supports undo and redo within the browser, the user control is quite functional.

#### 4. Consistency and Standards

- *Users should not have to wonder whether different words, situations, or actions mean the same thing:* The use of words, situations, or actions is consistent.
- *Follow platform conventions:* The platform conventions are consistent throughout.

#### Evaluation

- The use of words, situations, or actions and platform conventions are consistent

throughout, avoiding confusion by the user.

#### 5. Error Prevention

- *Even better than good error messages is a careful design that prevents a problem from occurring in the first place:* The design of this application is well planned and runs smoothly avoiding error messages.

#### Evaluation

This application seems to have been well thought out because everything works smoothly and efficiently, avoiding error messages.

#### 6. Recognition Rather Than Recall

- *Make objects, actions, and options visible:* Objects, actions, and options are visible through icons.
- *User should not have to remember information from one part of the dialog to another:* This interface provides icons with minimal text in case the user needs guidance.
- *Instructions for use of the system should be visible or easily retrievable whenever appropriate:* Instructions are visible and easily retrievable.

#### Evaluation

Objects, actions, and options are visible through the use of icons and minimal text captions and links. This system provides icons with minimal text in case the user needs guidance. Instructions for are visible and easily retrievable. It seems familiar and similar to other systems.

#### 7. Flexibility and Efficiency of Use

- *Accelerators (unseen by the novice user) may often speed up the interaction for the expert user so that the system can cater to both inexperienced and experienced users:* Templates are available for use through a simple click.
- *Allow users to tailor frequent actions:* No tools ae available for frequent actions.

#### Evaluation

Templates are available through a simple click. Although no tools are available, users are somewhat able to tailor frequent actions through the use of categories and organization of material.

#### 8. Aesthetic and Minimalist Design

- *Dialogs should not contain information that is irrelevant or rarely needed:* Dialog is minimal.
- *Every extra unit of information in a dialog competes with the relevant units of information and diminishes their relative visibility:* Information is balanced.

#### Evaluation

Dialog is minimal and all information is balanced. The Aesthetic is minimal design.

#### 9. Helping Users Recognize, Diagnose, and Recover from Errors

- *Use plain language (no codes):* Uses plain language.
- *Precisely indicate the problem:* Help center information is comprehensive.
- *Constructively suggest a solution:* Personal assistance can be obtained through help center email.

#### Evaluation

- The help center uses plain language and information is comprehensive. If questions can't be answered through the information and blogs, personal assistance can be obtained through the help center email.

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#### 10. Help and Documentation

- *Even though it is better if the system can be used without documentation, it may be necessary to provide help and documentation:* Help and documentation is easy to access.
- *Help information should be easy to search and focused on the user's task. It should list concrete steps to be carried out and should not be too large:* Help information is easy to search and focused on the user's task.

#### Evaluation

- Help and documentation is easy to access. The Help information is easy to search and applicable to the user's task and lists steps. It is extensive, includes additional information in blogs.