Adopting ADDIE and SAMR Models for Developing Hybrid Onboarding Experiences for Library Student Employees

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Abstract

The article aims to introduce the process of designing a hybrid onboarding experience for student employees who are working at university library. Because of the dissatisfaction of the previous onboarding experience, there was a need to develop an effective training program for student workers to better serve library patrons. Guided by the ADDIE model, the design process included analysis, design, development, implementation, and evaluation (Morrison et al., 2010). Previous research findings showed the benefits of relying on mobile devices to promote “personalized, situated, and connected” learning experiences (Romrell et al., 2014, p. 2). The SAMR model, including “substitution, augmentation, modification, and redefinition,” was used to guide the development of mobile training to supplement the limitations of the self-paced training experience (Romrell et al., 2014, p. 79). After working with subject matter experts (supervisors), the onboarding experience was designed to include both online and face-to-face sessions. The online training modules were built on the Top Hat, and Twitter was used to further enhance student workers’ online training experiences.

Introduction

On-campus employment is usually viewed as an opportunity for many students to gain work experiences and skills before entering the labor market. Multiple types of on-campus jobs were able to provide students with opportunities to gain both hard and soft skills, such as culinary services, dormitories, libraries, and administrative offices. Amongst these employment opportunities, university library is often regarded as one of the popular spots which many students are interested in working at. For instance, there are 30-40 students working at the target library each year. Because of a high turnover rate among these student employees, the supervisors need to provide training to newcomers at the beginning of every semester. The training process can be extremely overwhelming when there are only two to three supervisors; and sometimes, they have other commitments to work on.

Because of the lack of staffing, the previous training was mainly delivered through a spreadsheet checklist and some face-to-face instruction. For instance, student workers were required to do a self-paced training during their shift and ask for face-to-face guidance if need. In the spreadsheet checklist, the training content was divided into seven weeks, and students need to go through each page and click the links to complete tasks (see Figure 1). According to the survey results, a majority of student workers expressed their dissatisfaction or negative attitudes with regard to their onboarding experiences (Ren, 2019). However, in terms of the important role that student workers play in providing services to library patrons, the need to develop an effective training program was urgent.
Onboarding Experience

Onboarding, or initial training, is served as a way for newly hired employees to be familiar with organization and prepared to successfully handle tasks in the work environment (Graybill et al., 2013; Keisling & Laning, 2016; Lisbon & Welsh, 2017). An effective onboarding experience could not only equip employees with needed skills but also increase their engagement and positivity in their future work. In the library context, student employees are viewed as valuable assets to achieve the library mission (Evanson, 2015). Therefore, onboarding training plays a crucial role in not only equipping them with needed knowledge and skills to better serve patrons but also increasing their positive attitudes while working at the university library.

Onboarding Experience Design

The ADDIE model was widely applied to develop courses and training programs in various contexts. In order to design an effective onboarding program for student workers, the design process was based on the ADDIE model, including analysis, design, development, implementation, and evaluation.

Analysis

To start the design of the model, analysis focused on contextual analysis and learner analysis (Morrison et al., 2010). Contextual analysis was used to analyze available resources in the work environment, such as existing training materials, facilities, and work procedures. Learner analysis was used to understand the characteristics of learners, such as who are the learners, their knowledge and skills, and their learning preference. In terms of the contextual analysis, the designer conducted a document analysis to better understand the weaknesses of the old training materials and interviewed supervisors to identify available resources in the library and work procedures that student workers need to perform. In terms of the learner analysis, the designer sent a survey to student workers to understand their backgrounds, knowledge and skills, and learning preference.

As a result, 24 of student workers completed the survey, and the response rate was 80%. The survey responses indicated that all of student workers were undergraduates, and more than...
90% of them did not have any library working experience before the training. In terms of their learning preference, 16% of students reported that they had positive learning experiences while using social media. A majority of students mentioned that Twitter was their favorite social media, and about 70% of the students reported that they checked their social media more than once per day.

The existing training materials are mainly stored on a spreadsheet checklist, and the training content were divided into seven weekly modules. The document analysis indicated the weakness of the training materials, including lack of training objectives, learning flexibility, and interactivity and engagement. Moreover, the interviews with supervisors were used to better understand the training process and work procedures. Supervisors further pointed out the problems with old training program, including inconsistency and communication issues.

**Design and Development**

Based on the findings from the contextual and learner analyses, the designer worked with supervisors to design and develop an engaging onboarding experience for student workers. The purpose of training is to provide needed information for the target learners to be proficient in performing specific tasks (Morrison et al., 2010). Thus, task analysis was used to determine what knowledge need to be included, including topics, procedures, and potential critical incidents. After working with supervisors, the newly designed onboarding program included six weekly modules, and topics covered library policies, library services, facilities, library website, and customer service.

Training objectives were used to design the training modules and evaluate trainees’ learning outcomes (Morrison et al., 2010). They were developed based on three categories, including cognitive, psychomotor, and affective domains. For example, an example of cognitive objective was: to name right library services to solve patrons’ problems. An example of psychomotor objective was: to perform right steps to check out/in items. An example of affective objective could be: to develop a friendly relationship with library patrons.

Because of different work shifts and class schedules that student workers had, the training was designed to deliver in a hybrid manner, including self-paced online training and face-to-face instruction components. The self-paced online training was built on the Top Hat, an active learning platform (see Figure 2). The online component included: Introduction and Overview, Consumer Service, Library Service 1, Library Service 2, Library Website 1, Library Website 2, and Summary and Evaluation.

The face-to-face component was mainly used to teach about step-by-step tasks and conduct role-playing simulation exercises. One of the supervisors would provide the training, and the topics included: Library Tour, Customer Service, Reference Interview, Technical Issues, and Checking In/Out Items.

In order to overcome the limitations of self-paced training, the SAMR model, including substitution, augmentation, modification, and redefinition, was used to develop the mobile learning component for student workers. According to the findings of the learner analysis, student workers were familiar with using social media to communicate and interact with others. A social media, Twitter, was used as a supplemental platform to increase student workers’ engagement, interaction, and connection (see Figure 3). Meanwhile, social media could be used as an alternative platform to maintain communications between supervisors and student workers.
Implementation

To ensure the success of the implementation of the training program, the CLER model, including configuration, linkages, environment, and resources, was used (Morrison et al., 2010). First, configuration and linkages were used to identify the relationships among entities to ensure effective communication. For example, supervisors would be responsible for explaining the onboarding program to student employees and monitoring their progress to ensure the completion of the program. Environment and resources were used to analyze needed resources to support the onboarding training, such as staffing, facilities, and multimedia training materials. For example, the supervisors could send an email to student workers to invite them to complete the online training and provide a guideline or instruction on how to start the self-paced training.

Evaluation

Based on the predefined training objectives, the evaluation methods were used to analyze student workers’ learning outcomes, work performance, and the effectiveness of the training program. At the end of the training, summative evaluation was used to assess the efficiency of the training program. Scenario-based questions and problem-solving questions were used to
evaluate objectives in the cognitive domain, such as to name library services. Observations with rubrics were used to evaluate objectives in the psychomotor domain, such as to perform reference interviews. Observations and surveys were used to evaluate objectives in the affective domain, such as attitudes while taking the training or interacting with library patrons.

References