

Needs Analysis Report

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All Identified Needs and Need Types

1. *Student drivers need to know how to change a tire.—Training need*
2. *ACME Driving School requires new and more effective training software that is web-based.—Resource need*
3. *ACME Driving School requires a second driving simulator suite.—Resource need*

Training Needs Only

1. *Student drivers need to know how to change a tire.—Training need*

Needs with Instructional Goals

1. Goal: Given the proper equipment, the student will be capable of replacing a flat tire on a car with a spare tire during an emergency situation.
 - α . Task: Students will identify tire changing terms and equipment.
 - β . Task: Students will properly chock a car.
 - χ . Task: Students will employ a scissor jack.
 - δ . Task: Students will remove a flat tire.
 - ε . Task: Students will install a spare tire.
 - ϕ . Task: Students will secure a new tire using the STAR method.
 - γ . Task: Students will perform post-tire changing procedures.

Where People Work and Why or describe Why people must use the proposed skills:

It is important for the student drivers to learn these tasks as it provides a driver with a level of self-sufficiency in the event that they are unable to contact roadside assistance. The ability to change a spare tire by oneself can mean the difference before continuing on one's trip or remaining stranded on the side of the road waiting for help.

Where People will learn to meet the Goals Above

The learning environment is a lab containing 24 computers with fairly modern performance specifications. The lab has a high speed T1 internet connection.

Problems with Existing Training

A training regimen already exists, which uses the computer lab described previously for text-based instruction that mimics traditional textbooks with page turning and other features. The lab is also used for viewing videos related to the instruction. Learner feedback suggests that the text-based instruction is unrealistic to them, with the page-turning features coming off to them as annoying and old-fashioned. This suggests that learners are distracted by the page turning mechanism, increasing unnecessary cognitive load.

Learners are also presented with training videos, but feedback clearly shows dissatisfaction: they consider them boring. This suggests that the learners are not actively engaged by the training videos and therefore are not learning effectively.

Suggestions for Improvement of Training

In the feedback provided, learners have indicated their desire for web-based instruction, as well as resentment of the fact that they are not given opportunities to drive until late in the semester. However, it is noted that the present training is self-paced, which is a good feature to have.

Therefore, my suggestion would be to develop training with greater interactivity and active engagement with the learner. The new training system would be self-paced as before. However, rather than software that emulates a textbook, more effective learning software will be developed by providing well-timed narration, words, and presentation of graphics. This can be done through the web-based requirement, but the websites can be hosted locally on the computers depending on how the instruction is developed.

We can more actively engage with the learner by presenting small segments of information related to the topic, then testing their knowledge with one or two questions per section. Providing learners with a simulation in which the learners identify the correct steps and procedures for changing a tire would allow learners an opportunity to practice what they have learned and help transfer the knowledge to long-term memory.

Problems Listed by Management or Instructors

Instructors have reported that the students are anxious to actually get out and drive, as the training curriculum does not allow them to begin driving until halfway through the semester.

Job and Curriculum Attitude

What do they like most about their coursework or job?

The students appear to like physically driving the most out of their classes.

What do they like least about their coursework or job?

The students appear to resent the training videos the most.

Source?

This information comes from a report prepared by management.

Training Preferences of the Target Audience

These are estimations of the training preferences of the target audience based on learner feedback:

Instructor-lead Classroom	50	%
CBT/WBT	95	%
Group Study	00	%
Simulations	100	%

General Plan for Development

The new program will allow for self-paced study. Topic information will be presented to the learner in small sections, divided by one or two questions per section to ensure active engagement. Feedback will be given to the learner depending on whether or not they chose the correct answer, and will allow them to pick the right answer before continuing.

By the end of the training, learners will be required to demonstrate what they have learned with an assessment that includes low-level simulation and multiple choice questions.
