

Differentiated Instruction

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The Express Pay training is a two-hour training which is required to be attended by customer facing employees, management, and support staff. This course is a process course where the learners are learning the new payment tool, Express Pay, which will replace the outdated and limited functioning Quick Pay tool. The new tool is designed to provide a faster and seamless experience for AT&T's customers because they will be able to pay for multiple services with any department, thus avoiding a transfer. Express Pay also offers options for payment reversal that will allow representatives to resolve immediately a customers' overpayment without needing to dispatch a request to a specialized team (AT&T, 2012).

The course will be facilitated for a very diverse group of learners. Learners will have varying job descriptions and need different levels of understanding of the tools' purpose and how to use it. They will range in age from 18 to 70+, with education from high school diploma or equivalent to doctorate degree, and have a variety of needs that could require ADA accommodations. Though all participants are a part of AT&T's corporate culture they will also bring with them a diverse personal cultural background and a wealth of related experiences to the classroom.

Trainers are provided with a PowerPoint presentation for the Express Pay course facilitation. The PowerPoint is used as a guide ensuring all key points are covered and enough detail is included to make the information understandable. During the course learners are guided through many of the steps in a training environment that mimics the live environment. However, not all functions of Express Pay can be completed in the training environment, thus requiring a dependency on the PowerPoint to provide visual examples of what the learners would see in the live environment. At the conclusion of the training learners are evaluated using a 10 question

multiple choice assessment. Scores are not reviewed for any performance measure other than to highlight concepts not clearly understood or covered during the facilitation allowing for clarification before the session ends (AT&T, 2012).

The base content of the Express Pay training is processed base and is essential for all learners to effectively support their customer and therefore would not need modification. Modification can occur at the beginning of the Express Pay training where the importance of a better functioning tool is revealed to the learners through lecture and PowerPoint presentation. The learners receiving this training have been using the existing Quick Pay tool and have numerous experiences about the deficiencies of the Quick Pay tool. Keeping this in mind a good way to start the course would be to open the class with a group discussion about the Quick Pay tool. Learners could share their experiences including, its deficiencies upon which the facilitator could lead the discussion to a point where the learners could share the functionality of the ideal payment tool. Conducting this discussion would increase the learners engagement in the process learning of the Express Pay tool. The learning would be more memorable for the learners because it would relate to experiences they have already had and would allow them to relate it to a better job experience by providing the customer with a better experience (Ginsberg & Wlodkowski, 2009).

At the conclusion of the training learners review the objectives of the course and ask any remaining questions about the new Express Pay tool. A way to modify this would be to conclude with another group discussion in which the facilitator uses questioning to lead the learners through the benefits of the new Express Pay tool. Points to include would be how it will benefit their ability to complete their assigned job duties and the impact it will have on their customers. A group discussion of this nature will allow the learners to adopt the new Express Pay tool as an

asset and motivate them to adopt it quickly before the removal of the existing Quick Pay tool (Ginsberg & Wlodkowski, 2009).

In the practice portion of the Express Pay training learners currently follow along with the facilitator's oral instructions on where to click in the training environment and what information to enter into the appropriate fields. A more effective method would be to allow the learners to work in small groups of two or three as they follow along with the facilitator. This would allow them to experience the process and discover information together. By allowing the learners to work in small groups they, could locate cohesively the information the facilitator is describing rather than waiting on the facilitator to walk around the room showing the few individuals having difficulty following along where they need to put their cursor. Having fewer interruptions would help keep all learners focused on the learning and prevent them from becoming disengaged while they wait (Ginsberg & Wlodkowski, 2009).

Another way to approach the facilitation of the Express Pay training during the practice portion is to allow the learners to discover what the tool can do. Using an experiential model similar to Kolb's model would allow the learners to form a more concrete understanding of the tool because they will have found it on their own as opposed to being told where to put the cursor (Ginsberg & Wlodkowski, 2009). The facilitator could help the learners access the training environment and provide them with the online job aid. Using these two resources the learners could explore the new tool at their own pace and formulate their own understanding and conclusions on how to use the tool. After allowing for self-discovery the facilitator could lead a group discussion that would incorporate what was learned, the benefits of the new tool and how to use it in their jobs.

Multiple choice assessment questions do not always demonstrate a mastery of the material. They can be misleading if the person has test anxiety or is proficient at temporarily memorizing information for the purpose of the assessment (Ginsberg & Wlodkowski, 2009). One alternative to this assessment in the Express Pay training would be to have learners demonstrate their skills to the class on the demonstration computer. As one person demonstrates a skill it allows for his or her peers to review as well. There is also the added benefit of peers being able to assist if the demonstrating learner forgets a step. A second way to assess for understanding of the material would be for the facilitator to ensure that all key points are discussed in a group discussion at the end of the session. Either method prevents test anxiety from becoming a debilitating factor while encouraging group collaboration.

In the delivery method of Express Pay training there is a mixture of visual, auditory, and hands on practice available for all learning types. However, it is still a very structured delivery process that does not allow for differing level needs of the various instructional methods. Using a computer-based course that incorporates audio that can be listened to through headphones as well as closed captioning in conjunction with video demonstration would allow each learner to work through the material at his or her own pace. Each learner could review any topic at will without feeling he or she is delaying the class (Ginsberg & Wlodkowski, 2009).

Another modification for different learning styles would be to provide the learners with printed material. Currently they are provided with a projected PowerPoint presentation, the training environment, and an online job aid. Having the job aid printed would allow learners to transition from the job aid to the training environment without the distraction of changing screens. It also provides the learner the option of taking notes on the job aid to help solidify concepts (Ginsberg & Wlodkowski, 2009).

The Express Pay training has been an effective course in the company. However, it is always important to monitor the learners to determine if modifications can or need to be made to improve the learning experience. When training multiple sessions it may become necessary to modify the training from one session to the next. It is important for the facilitator to anticipate and be prepared for the variety of training needs that he or she will face in the classroom.

| Lesson | Time | Instructional Activities | Performance Objectives |
|--|------|---|---|
| Introduction | 5 | <ul style="list-style-type: none"> Course Introduction Welcome/Important Message Objectives | Explain how ExpressPay will be used and what it replaces |
| Access & Logon/off ExpressPay | 20 | <ul style="list-style-type: none"> Introduction to Online Job Aid Review online Job Aid and My CSP resources How to access ExpressPay How to logon to ExpressPay ExpressPay menu | Access and Logon/off ExpressPay |
| Process single and multiple account payments | 30 | <ul style="list-style-type: none"> Use Job Aid to review steps to process single and multiple account payments Review Payment Convenience Fee Use ExpressPay Training Database to practice processing single and multiple payments | Process single and multiple account payments in ExpressPay using Credit Card, Pinless Debit Card, or Checking/Savings Account information |
| Void a Payment | 15 | <ul style="list-style-type: none"> Void a payment | Explain the process to Void (reverse) a payment in ExpressPay |
| Payment Profiles | 15 | <ul style="list-style-type: none"> Review how to save payment information Practice saving payment profiles Review reasons for failed payments Practice setting up AutoPay | Process payments using profiles and AutoPay |
| Payment Search | 15 | <ul style="list-style-type: none"> Review steps to search for payments in ExpressPay View Event History details Troubleshoot ExpressPay View Downtime information | <p>Search for payments in ExpressPay</p> <p>Utilize the View Event History feature to review transaction details</p> |
| Summary | 20 | <ul style="list-style-type: none"> Review objectives Assessment Survey | |

(AT&T, 2012).

References

AT&T. (2012). Express pay outline [Multimedia]. Retrieved from AT&T, Express Pay for Customer Care website.

Ginsberg, M. B., & Wlodkowski, R. J. (2009). *Diversity and motivation culturally responsive teaching in college* (2nd ed.). San Francisco, CA: Jossey-Bass.