

SF Publishing and Media

Nutrition Education Program: Planning Document

**Analyzing Needs**

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Title of Project: Know More, Gain Less (Nutrition Education)

Intended Target Audience

This program is geared towards men and women working at least 40 hours a week in a fast-paced corporate media environment. Individuals within our target audience are parents ages 25-45 with at least two children. However, these parents rarely have time to care for themselves, but want to do something to improve their health.

Learning Outcomes

Upon completion of the training, learners will recognize the importance of a healthy diet and be able to improve their eating habits by

a) having an understanding of how the human body works anatomically regarding digestion and how food affects it (good and bad)

b) understanding how to create a personalized nutritional plan that will benefit their needs and improve their health

Learning Objectives

1. Learners will engage in written work and activities focusing on the topic of the human body’s anatomical structure regarding digestion. The content will be well-defined on the subject, and this portion of the learning experience will need 3 hours a day for five (non-consecutive) days. The learning environment will be a cafeteria-style with interaction at each table between the learners. The instructor will also engage with the students and present interactive content. After each learning session, students will take brief quizzes to assess how well they are understanding the information.
2. Learners will participate in hands-on activities that help them understand their personal needs and how to develop a plan to match them. The content is ill-defined and will take the remaining 2 hours of the class for five days. A majority of the learning will be accompanied by electronic devices that are equipped with the “know More, Gain Less” health app where they track their nutritional habits. There will be group discussions and a survey at the end of the course for the instructor to monitor the learner’s progress.

Project Overview

The average American diet exceeds the recommended intake levels of fats and added sugars, refined grains, sodium, and saturated fat (President’s Council on Sports, Fitness, and Nutrition, 2017). This poor nutrition can lead to obesity, heart disease, high blood pressure, high cholesterol, and depression (Wartella, Lichtenstein, and Boon, 2010). The goal for this course will be to educate learners on how the human body works and how to create a plan that will benefit their dietary needs.

This program will utilize Gagné’s Nine Events of Instruction. The instructor led training will help the students remain **receptive** and have an **expectancy** of what the learning objectives are. Through quizzes, they will be required to **recall** concepts that they learned previously. The videos and activities will help the student **perceive** the concepts and guide the learner (**semantic encoding**). They will be required to **respond** to the lessons through participation which the instructor will then offer feedback and **reinforce** the concepts. Finally, their performance will be **assessed** and the instructor will make a final effort to enhance their **knowledge retention and transfer** (Ullah, Rehman, & Bibi, 2015).

Through engaging activities, quizzes, Q&A, discussions, and helpful media assets, the learners will obtain the necessary knowledge to understand their bodies, what affects them, and how they can help improve their health. At the end of this course, participants should not only be wiser when it comes to nutritional decisions but they should also have the confidence to take care of themselves through a healthy lifestyle. This results in their improved ability to help those around them.

**Data Planning**

Before we can develop a proper course, a Needs Analysis of the target audience must be conducted. A needs analysis is an assessment that identifies problems that the audience is facing and what gaps need to be filled (Rothwell, Benscoter, King, M., 2015; King, S., 2015). This will ensure that we are developing content that is relevant and valuable to our audience.

The Needs Analysis will feature **qualitative** and **quantitative** methods of research. Qualitative research focuses on identifying the learners’ reasonings, motivation, and opinions while quantitative translates words into numbers (Bernard, 2013).

Both research methods will be conducted online through the free survey program Google Forms. The qualitative research for this project will be open-ended questions that require the participant to answer personally and fully. The quantitative methods will be simple questions that require a 1-5 scale rating like a Likert scale which has been developed to help study attitudes and performance (McLeod, 2008). This form will be sent out to all potential participants to determine their needs and wants regarding this project.

[*Google Forms: Nutrition Education Survey [LINK]*](https://forms.gle/SLRgKRd58R5sWwJu6)

**Content Outline and SME Checklist**

The Subject Matter Expert (SME) will write the script, the media asset copy, and the exercises that will be used throughout this course. I as the instructional designer will offer feedback and guidance throughout, making it a co-effort. All will adhere to the following outline.

*Day 1*

1. Introduction
   1. Welcome to this course
   2. Why this course will benefit you
2. OBJECTIVE 1: Review of the Food Basics
   1. Five Food Groups
      1. [Introduction video [LINK]](https://youtu.be/wRcRwHGsGls)
   2. *Activity*
      1. Worksheet: Learners will separate the foods to match their food group
   3. *Assessment:*
      1. [10 Question Quiz [LINK]](https://forms.gle/CNG7fpwVH2r5iVDY9)
3. OBJECTIVE 1: Anatomical Functions
   1. How does food affect the body
   2. The affects of different foods
   3. *Activity*
      1. Learners will have a table discussion of topics A and B
4. OBJECTIVE 2: Body Types
   1. Ectomorph
   2. Endomorph
   3. Mesomorph
   4. *Activity*
      1. Worksheet: Learners will complete a self-assessment to determine their body type
5. OBJECTIVE 1 & 2: Conclusion
   1. Verbal review
   2. Q&A Session
   3. 20 Question quiz

*Day 2*

1. Review of day 1
   1. Verbal review
   2. Brief Q&A
2. OBJECTIVE 1: Food Nutritional Values
   1. Proteins
   2. Carbs
   3. Fats
   4. Sugars
   5. *Activity*
      1. Worksheet: Learners will be presented with a list that they have to decide which food type it is
      2. Hands-on: Learners at their tables will be presented with different food boxes with nutritional facts. They will need to determine the nutritional value of the product by reading the box
3. OBJECTIVE 2: Diet Plans for each Body Types
   1. Ectomorph
   2. Endomorph
   3. Mesomorph
   4. *Activity*
      1. Worksheet: Learners will make a brief list of the foods they can and cannot have determined by their body type
      2. Group Discussion: Learners of the same body type will meet in a section of the room to discuss their findings and share feedback
4. OBJECTIVE 1 & 2: Conclusion
   1. Verbal review
   2. Q&A Session
   3. 20 Question quiz

*Day 3*

1. Review of day 2
   1. Verbal review
   2. Brief Q&A
2. OBJECTIVE 1: Diet Myths
   1. Foods to avoid
   2. Best times of day to eat
   3. Hydration and other drinks
   4. *Activity*
      1. Hands-on: The instructor will mix up index cards each written with either a myth or a fact and place them on the table. The group will work together to match up the myths with the appropriate fact.
3. OBJECTIVE 2: Exercises
   1. Stretches
   2. Easy Exercises
   3. Staying active in the workplace
   4. *Activity*
      1. Worksheet: Learners will document exercises that they vow to try at home
      2. Hands-on: Learners stand in their seats and practice the stretching exercises along with the instructor
4. OBJECTIVE 1 & 2: Conclusion
   1. Verbal review
   2. Q&A Session
   3. 20 Question quiz

*Day 4*

1. Review of day 3
   1. Verbal review
   2. Brief Q&A
2. OBJECTIVE 1: Health at Home
   1. Tips for preparing meals
   2. How to make healthy choices in the workplace
   3. How to make healthy choices at home
   4. *Activity*
      1. Worksheet: The learners will write down five ways that they’ve learned to start being healthy at home
3. OBJECTIVE 2: Putting the Plan Together
   1. Introduction to the “Know More, Gain Less” health app
   2. Creating an account
   3. Developing a diet plan
   4. *Activity*
      1. Hands-on: Learners will follow the prompts of the instructor to input the information they have been documenting throughout the course into the diet app and to refine their plan together
      2. Group discussion: Once the diet plan is completed, tables will briefly share what their plans entail and then offer each other feedback for improvement
4. OBJECTIVE 1 & 2: Conclusion
   1. Verbal review
   2. Q&A Session
   3. 20 Question quiz

*Day 5*

1. Review of days 1-4
   1. Verbal review
   2. Brief Q&A
2. OBJECTIVE 1 & 2: Final Exam
   1. Written: Students will take a written exam of fifty questions that covers the concepts discussed throughout the course. If the learner passes with a 70% or higher (35/50) they have successfully completed the training course.

Before developing any content, the SME will need to conduct a data analysis of the needs assessment (Google Forms Survey). They will need to first develop a **cause-and-effect diagram** which identifies many causes for a problem and organizes it into useful categories. An example in the case of this training program would be that our target audience has poor health because they do not have the time. The cause is poor time management and too busy of a schedule. This cause-and-effect diagram will be used mainly for the qualitative data collected via survey. For the quantitative data, a **pareto diagram** will need to be developed. Based off of the answers in the survey, the SME will organize the data into the pareto diagram to easily visualize the popular answer for each question. This makes it easier for the SME to understand where the knowledge gap is with the target audience so they can produce more relevant content.

Once the data has been analyzed, the SME will be able to write the content copy. They will have the following checklist to stay on track as they develop content:

1. Familiarize with Target Audience
   1. Review “Nutrition Education Surveys” that were sent out to targeted demographic
   2. Develop a cause-and-effect diagram
   3. Target Audience
2. Familiarize with Project
   1. Objective 1- having an understanding of how the human body works anatomically and how food affects it (good and bad)
   2. Objective 2 - understanding how to create a personalized nutritional plan that will benefit their needs and improve their health
3. Write content to fill knowledge gaps
   1. Food Basics
   2. Anatomical Functions
   3. Body Types
   4. Food Nutritional Values
   5. Diet Plans for Different Body Types
   6. Diet Myths
   7. Exercises
   8. Health at Home
   9. Putting the Plan Together
4. Schedule sessions with instructional designer
   1. Group Discussions
   2. Revisions

**Instructional Systems Design Approach**

This training program will utilize the ADDIE Instructional Design approach. First, the needs of the target audience will be **analyzed**. What nutritional information are they lacking? What new knowledge do they need to obtain in order to improve? The next step will be to **design** and **develop** the content. Once the analyzing is complete, it will be time to organize the content, write out the lesson plans, and design/develop the media assets and teacher course. After the program has been developed, it is time to **implement** through beta testing before being available to the public. With the results of the test, we will **evaluate** the data collected and make improvements if necessary (Labin, 2012).

**Primary Theoretical Framework**

The Primary Theoretical Framework for this training program will be based off of Malcom Knowle’s Andragogy theory. Andragogy theory is geared towards adult learning and emphasizes the fact that adults are highly motivated when they favor the subject that is presented (Muneja, 2015).

The concepts include working in sub-teams. This is where the instructor gives groups of learners an assignment to be completed and discussed together which helps them learn by practicing and makes the environment more comfortable for nervous learners as the Andragogy theory states (Knowles, 1980) Another Andragogy concept that will be utilized is properly organizing the content so that the learning goals are clarified and the proper tools are given for them to do so. This helps the learners understand exactly what they are going to expect and they know they have the tools to achieve the goals (Knowles, 1980).

The target audience will include busy working adults who want to start taking care of their health. According to InstructionalDesign.org, adults will learn if they deem it valuable and will learn successfully through experience and problem-solving (n.d.). *Know More, Gain Less* education program is designed to satisfy those learning needs. With its hands-on activities and valuable insight, adult learners will walk away with a greater understanding of the topics and ultimately have motivation to start making better choices.

Designing and Developing

Learning Objective 1: After this course, learners should have an understanding of how the human body reacts to certain nutritional intake.

*Content*   
Learners will engage in activities created for this learning objective such as group discussions, online videos that help explain the topics, and hands-on-activities that focus on the topics such as anatomical functions, food nutritional values, food groups, and unhealthy foods. All will be facilitated and led by an instructor that will follow along with an outline and script created specifically for the “Know More, Gain Less: Nutrition Education” course.

*Content-Type*

The content will be well-defined in relation to the topics of how the body scientifically and anatomically responds to ingesting different foods. For example: Professionals advise to eat foods that help the liver because it is essential for the maintenance of blood sugar (Soskin, Essex, Herrick, & Mann, 1938).

*Environment*

The environment for this objective will be a cafeteria-style environment. Learners will sit at tables with other participants. At their tables they will have pens, papers, and name tags. On the walls will be four (4) infographics: anatomical functions, an overview of food nutritional values, food groups, and unhealthy foods.

*Interaction levels*

Learner-to-content: Participants will be following along through note-taking and topic driven worksheets. Each worksheet packet will have a set of twenty questions that goes along with the subject being discussed. The participant will fill in the blanks as the class is going on and is encouraged to take notes as well.

Learner-to-learner: Participants will engage with their peers at table through topical discussion and group hands-on activities. The discussions will be prompted by the instructor and the given worksheets. They will last for 4-minutes each and then a summary will be presented to the class by a whichever participant is willing to do so from each table. The hands-on activities will include working in groups to find recipes that suit a particular dietary need as prompted by the instructor, creating a diet plan for a fictional individual as prompted by the instructor, and to identify the possible dietary needs of the other participants at the table.

Learner-to-instructor: Question and answer sessions will be held at the end of each training session (once per day before dismissal) so the learner may have satisfied any curiosities they may have at the end of each session. However, students are welcome to ask questions throughout.

*Measurement and Accuracy*

Learning and understanding will be measured through four (4) quizzes at the end of each topical section (listed in *Content*) and a final exam at the end of the course (one per day). The quizzes at the end of each section are only to test their knowledge, not to prevent them from moving forward if they fail. Rather, it opens a doorway for them to ask more questions to get a better understanding. As for the final exam, those who pass with a 75% (15 / 20) or higher will show that they have grasped the concepts for the course. Since this course is voluntary, if they fail there is no penalty. However, those who “failed” will be followed-up with by the instructor to see if they need any assistance in further understanding the concepts before the learner goes back to their unhealthy lifestyle.

*Time (How much time will the learner need?)*

Over the course of five (non-consecutive) days, the learner will need at least three hours of the five-hour course for these topics. 2 hours for topical learning, one hour for discussion, feedback, and review.

**“The Food Groups” Introduction – Video (Asset for Learning Objective 1)**

1. The video will be narrated with graphics on the screen to aid learning. Humans process information through two channels: audio and visual. According to Paivio (1986), this is known as dual coding where the human brain has two cognitive subsystems one that deals with nonverbal objects and the other with language. It is better to split information between these two channels instead of overloading one. This will be done by having an audio format alongside a visual aid: a visual instructional video with narration. This implements the modality effect which is when multiple sources of information—audio and video—refer to one another (Liu, Lin, Gao, & Paas, 2019). This supports the cognitivism branch of learning science.

Another aspect of cognitivism that will be implemented is a few of Gagné’s Nine Events of Instruction. The instructional video will gain the learner’s attention, inform them of the objectives, stimulate recall of prior learning, and present the content (Ullah, Rehman, & Bibi, 2015).

1. The video will focus on explaining the five basic food groups: vegetables, grains, fruit, protein, and dairy (Chang, 2017). It will open up with a brief overview of why knowing the food groups is important to a healthy life style. After showing a diagram of the five, the narration and visuals will go over each of the food groups. They will be described and quantities for how much should be consumed will be explained.
2. I will be using a lavalier connected to Adobe Audition to record the video’s narration and use the animation studio called Animaker to overlay the graphics and text.

|  |  |  |  |
| --- | --- | --- | --- |
| 5 Food Groups with Know More, Gain Less [VIDEO STORYBOARD] | | | |
| AUDIO | ON SCREEN TEXT | ON SCREEN GRAPHICS | REVIEWER COMMENTS |
| When we were children, we learned about nutrition in school. | 5 Food Groups with Know more, Gain less | Student sitting at desk |  |
| We were taught the basics, but how much do we actually remember? |  | Thought bubble with “?” |  |
| Probably not a lot. So, let’s refresh. | Let’s refresh |  |  |
| In the USA, we have five basic food groups: | 5 Food Groups |  |  |
| Fruits, Vegetables, Proteins, Grains, and Dairy |  | Icons: Fruits, Vegetables, Meat, Bread, Milk |  |
| Each one has a recommended serving for a healthy lifestyle.  In one day, you should generally eat the following: |  | Pie chart of previously mentioned foods |  |
| 2 cups of fruit | 2 Cups | Fruit |  |
| 2 ½ cups of vegetables | 2 ½ Cups | Vegetables |  |
| 5 ½ ounces of proteins | 5 ½ Ounces | Meat |  |
| 6 ounces of grains | 6 ounces | grains |  |
| And 3 cups of dairy | 3 cups | milk |  |
| Now you’re probably wondering where your sugars are in that list! |  | Cupcakes and candy |  |
| Truth is, they don’t count. Sugars, sodium, and fat intake should be limited to maintain balance. |  | “X” |  |
| Understanding the food grounds is the easiest way to start up a healthy lifestyle. |  | Person eating and chart |  |
|  |  |  |  |
|  |  |  |  |

The learners are older and have forgotten the basic nutritional facts. In 60 seconds, this video should refresh the students and start them off on their new nutritional journey. It gives them a basis for understanding the needs of the body and how foods will affect them anatomically. This video also coincides with the Andragogy Theory. It starts off with the learners faintly remembering their past experiences with learning about nutrition, thus bringing up memories that can help motivate them to re-learn the material and remember it better the second time (Sharifi, Soleimani, & Jafarigohar, 2017).

[*5 Food Groups – Video [LINK]*](https://youtu.be/wRcRwHGsGls)

Learning Objective 2: After this course, learners should know what their body type is and know how to create a personalized nutritional plan that will benefit their needs and improve their health.

*Content (Describe the instructional topic and activities the learners will be involved in)*  
Learners will participate in lessons and activities (outlined below in interaction levels) that help them further understand their bodily needs and how to develop a personalized nutrition plan that includes diet and exercise. Topics will include understanding the 3 body types of ectomorph, endomorph, and mesomorph and how they each have an atomically different physique causing them to react differently to health needs (Ali, & Rawash, 2017); the best diet plans for each body type, the easiest and most effective daily exercises, developing a strategy, and how to stick to their initial plan. All will be facilitated and led by an instructor that will follow along with an outline and script created specifically for the “Know More, Gain Less: Nutrition Education” course.

*Content-Type (How is your content well or ill-defined and why?)*

The content for these topics will be ill-defined because each individual is different. For example: Compared to younger individuals, older adults face more challenges with health outside of physical condition such as social, environmental factors, and habits (Drewnoski & Evans, 2001).

*Environment (How would you describe the learning environment)*

Electronic devices such as computers, cell phones, and tablets will be needed to use the official “Know More, Gain Less” nutrition tracking application that has been specifically created for this training program.

*Interaction levels (What are your three levels of interaction)*

Learner-to-content: Participants will utilize the “Know More, Gain Less” specialized health app on their electronic devices to keep track of their personalized dietary needs.

Learner-to-learner: Leaners will have group discussions after the instructor finishes going over each topic of that session. For ten (10) minutes, they will talk with their peers about their progress and ask/offer tips and advice.

Learner-to-instructor: A month after the training program ends, the learner will be encouraged to fill out a [brief short-answer survey [link]](https://forms.gle/xxM5KWsyQSfNEgYF8) sent electronically through email by the instructor to inform him/her about their progress as a result of the course. (Emails and information had been collected when the learners signed up for the course.) The instructor will then offer support or feedback if needed. This is entirely optional but will be recommended by the instructor on the final day of the course.

*Measurement and Accuracy (How will you measure learning?)*

Learning will be measured by how the learner has progressed with their health as a result of this class a month after the training ends. The learner will be the one to decide if they have improved or not based upon the given criteria. The criteria for measuring the success includes weight loss, increase in energy, having home-cooked meals five (5) times a week, sticking to their personalized diet plan, at least 5 days of exercise, and how they are feeling over all. This can be evaluated by reviewing their “Know More, Gain Less” nutritional app data and having them fill out a survey that goes over the previous criteria based on a 1-10 scale.

*Time (How much time will the learner need?)*

Learning one of the following topics of understanding the 3 body types of ectomorph, endomorph, and mesomorph and how they each have an atomically different physique causing them to react differently to health needs (Ali, & Rawash, 2017); the best diet plans for each body type; the easiest and most effective daily exercises; developing a strategy; and how to stick to their initial plan per class will take the remainder of each class after the first objective has been covered (2 hours). However, carrying out the plan at home will take at least three – five hours a day outside of class (depending on the individual and what their needs are).

**“Know More, Gain Less” Mobile App (Asset for Learning Objective 2)**

1. The “Know More, Gain Less” mobile app supports the class objective of creating a personalized nutritional plan. This app will be tailored to each individual. First, the user must make an account and input their information: name, age, sex, body type, weight, and nutritional goals. Then, they will be able to manually keep track of their calorie intake, exercise, sleep, mood, and weight goal. The app will then calculate how well they are eating, exercising, and sleeping as well as show their goal progress. If the user chooses to, they will also have the ability to send their data to their instructor during their class period.

This assignment and media asset support constructivism because the learner will be constructing new information based from their past experiences and prior knowledge along with the course content thus stimulating a personal perspective of understanding (Bull, 2013).

1. Given the app, the learner should be able to monitor and track their dietary habits which will aid the learner through their nutritional journey. However, they must be encouraged to develop the discipline to routinely enter their information. This means after each meal, whenever they exercise, how long they’ve slept, and how they are feeling that day. With that information, the app can properly track their lifestyle and will guide them as they strive to be healthier.

The app will be available for all Apple and Android smart phones and tablets. It will be developed by a professional web-developer. Users will be able to download the app from their phone’s app store and be able to access it on their phones at all times. The only time it will use cellular data is if they choose to submit their information to their class instructor.

**Assessment:**

**Food Groups Video**

[*5 Food Groups – Quiz [LINK]*](https://forms.gle/EPKzxtCBTP6bSCVJA)

*Multiple choice test:* After viewing the 60-second video about the 5 Food Groups, students will be required to take a 10 question assessment. Out of Kirkpatrick’s four possible purposes, the purpose chosen for this assessment is to gauge participant learning (Rothwell; Benscoter; Marsha, King, M; and King, S, 2015). It will be entirely multiple choice and all the answers have been spoken in the video. They are sequenced in order of appearance in the video. It will be done through Google forms so learners can receive immediate feedback. However, the answers will be discussed by the instructor after everyone has completed it. After this assessment, learners should be able to recall the 5 basic food groups which is necessary to develop a healthy life style.

**Evaluation**

**Stakeholders**

The stakeholders of the “Know More, Gain Less” nutritional education program are mainly the managers of the learners and the learners themselves. The managers of the learners are interested because when an employee has a healthy diet and exercise their feeling of stress will reduce and their performance will improve (Calogiuri, Evensen, Weydahl, et al., 2016). The learners are interested in the results of the evaluation because they want to know if the program actually works and it will help them improve their own lives.

**Sources for Data Collection**

After a group of unbiased volunteers take the nutrition education program, a **formative evaluation** will be conducted. Qualitative and quantitative data will be collected through observation and a final survey. The observation will be done by one individual per table posing as an attendee, unknown to the volunteer learners which is called unobtrusive observation (Rothwell; Benscoter; Marsha, King, M; and King, S, 2015). The observers will be able to watch the learners to see if their appearance, emotions, and mood has improved as a result of starting a healthier lifestyle. The observers will have a checklist for their table that marks improved mood, weight loss, healthy skin, reduced fatigue, and improved energy. This collection method will result in quantitative data. The second method is through a final survey that is sent out to all the volunteer participants asking them particular questions about the program. This will include qualitative and quantitative questions for evaluation.

**Evaluation Model**

This program will be evaluated utilizing the ROI of Learning by John Phillips. The first level of **reaction/satisfaction** is evaluated through the survey at the end of the program. **Learning** is measured through the final knowledge assessment before the learners complete the course. **Implementation** and **impact** is evaluated through the unobtrusive observers are able to see the fruits of the program’s labor in the performance of the volunteers throughout the course. Finally, **ROI** will be evaluated through the “Payoff Time” formula: *Program Costs/Program Benefits x Time.* (Andreatta, 2016).

**Presentation**

Once the data has been collected and evaluated, I as the instructional designer will develop a recorded presentation that showcases the successes and benefits of the program to the stakeholders and why it is of interest to them.

**Survey Questions**

The following survey questions are effective in conducting a **summative evaluation** for this program because they are categorized as descriptive and casual – two of the three questions that drive research and evaluation (Shavelson, 2018). The questions are considered descriptive because they want to determine what is happening to the learner as a result of the program. Finally, they are casual because they will help determine whether or not the results are as planned – or systematic (Shavelson, 2018).

*Closed-ended Questions*

1. This program improved my understanding of my personal dietary needs.
2. This program motivated me to exercise more frequently.
3. This program motivated me to cook more homemade meals.
4. My mood has improved as a result of this program.
5. My performance at work as improved.

*Open-ended Questions*

1. What were three things you remember the most about this program?
2. What were three weaknesses of this program?
3. What would you describe as one thing that we could do to improve your experience as a learner taking this program?
4. How would you describe this program to a stranger who is looking to improve their health?

**Implementation**

**Interventions**

Before creation, a **SME** will need to be hired to write the content alongside me as the instructional designer. A **web/mobile developer** will also need to be on board to design the digital assets and marketing materials for the course. Being that the course is an instructor led training (ILT) aided by digital assets (videos, online quizzes, and a mobile app), an individual will needed to be hired to lead the program. The **instructor** ideally should also be an SME that is already well trained in nutritional health to better aid the learners in the program. This individual does not have to be the same SME to develop the content but can be if they possess the necessary qualities. Once the program is ready for its first trial run, **volunteers** will need to be recruited to test the program and offer their feedback at the end. Simultaneously, four individuals who will act as unobtrusive **observers** will need to be selected to conduct the formative evaluation of the learners. Finally, a **sales representative** will be needed to promote, market, and ultimately sell the program to corporations.

**Adoption and Buy-In**

This will first be marketed to corporations that notice their employees’ performance is lacking and want to offer something to help. The sales’ representatives will pitch the program to potential corporations. If a deal is made, a time will be set up for the program to occur and the instructor will be notified of the dates immediately. To attract people within the corporation to attend, emails, invites, and “Know More, Gain Less” specific promotional materials will be sent out by the directors of the business encouraging their employees to attend. The program is paid for entirely by the business and will be done during the work day. This is the first enticement for individuals to attend. The second is the promise within the “Know More, Gain Less” promotional materials that the participants *will* learn something of value and their health will improve as a result of the course and proper effort.

**Plans for Monitoring**

Since this is an instructor led training, there will be a hired instructor who also is a SME leading the program. They will teach from a written curriculum and use the digital assets to aid learning. Since the instructor is also a SME, any questions regarding the training that arise will be able to be handled confidently by the instructor. If there is an issue with the digital assets during the course, the instructor will have a booklet filled with ways around the issues. As the instructional designer, I will not be present for each course implementation. However, I will be present for the initial test run to make sure things are going smoothly, ask questions, and make notes if things need to be revised.

**Neuroscience of Learning**

An important factor to this nutritional educational program is how the participants learn in groups with kinesthetic activities. They are not sitting alone listening to an instructor. They are sitting in a cafeteria style environments with peers who all desire to achieve the same goal. The learners are listening, relaying, and putting their new knowledge into practice. Since humans are social creatures, group learning is one way to maximize the transfer of knowledge, to improve retention, and to create an impactful experience (Andreatta, 2014). Together the learners will empower each other to do their best, stick to their nutrition plans, and ultimately live healthier lives.

References

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