

Portioning Project Overview Transcript

Hello, my name is Alex Criswell and this is a presentation for EDCI 56600, educational applications of hypermedia for Dr. Anastasia M. Trekles at Purdue University Calumet.

This presentation will be a brief introduction to the project that I created which is an instructional website on how to properly portion an Olive garden salad. This training website will be a learning environment for all Darden employees in reference to the company standards relating to salad portioning. This website contains step-by-step modules of the entire portioning process, as well as an activity, instructional video, and a quiz. The need for this website was determined after an audit of a second-quarter month at an Olive garden restaurant in the Chicagoland region revealed that 50 cases of salad were wasted.

The company would like to reduce the amount of salad and food portioning waste, as the need for portioning is a vital aspect within the hospitality industry. Since food cost is controllable expense, portioning is a critical factor in controlling food cost. The purpose of this website is to make trainees and existing employees aware of the current portioning standards for Olive garden salads. The target audience consists of primary and secondary users of this training.

Primary users include newly-hired entry level employees who will provide salad to guests for consumption. This primarily includes, but is not limited to: 1) servers, 2) hosts, 3) bartenders, 4) bussers, 5) certified trainers, and 6) managerial staff. Secondary users of this training are existing employees who desire to update their technique or skill in reference to salad portioning. The Primary use of the website will for it to be used by managers or certified trainers while facilitating training classes to the newly-hired trainees. The secondary use of this site will be for existing employees who wish to brush up on their skills.

An electronic survey was distributed to certain participants and a need was expressed for an online learning environment. The survey was designed to determine the lacking knowledge of the learners. In addition, it was designed to be used as a "pre-test" to determine the learner's knowledge and skill level. The pre-assessment yielded that general knowledge of the portioning standards was sufficient, but still lacking in the actual procedure method and knowledge of the standards. With the shortage of product determined, salad portioning is crucial to daily operations at the restaurants and training will be needed to instruct the employees on proper portioning standards. Since the survey results yielded all objectives are lacking the proper knowledge, all objectives will be covered with an emphasis with the procedural method.

The website will be designed in a user-friendly manner with text, graphics, media, and a few flash elements. The structure of the website will be based on each objective with a designated page pertaining to each objective.

The structure of the website is as follows:

- Index-Entry page
- Home-Welcome page
- Introduction
- A page pertaining to each step.
- Step one-Sanitize the work surface

- Step two-Gather equipment
- Step three-Retrieve ingredients
- Step four-Wash hands and put on food handling gloves
- Step five-Balance (or tare) the digital scale
- Step six-Portion the salad (according to the guest group size)
- Activity-Interactive activity
- Video-Instructional Video
- Quiz-Evaluation

This training has one main objective, which is Olive Garden employee's will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in simulated lab setting, as well as being observed during two actual guest experiences.

In order to meet that objective, the following goals will need to be met:

- Follow proper sanitation techniques prior to applying personal protective equipment (hand washing and surface sanitizing).
- Identify and collect all required equipment for salad portioning.
- List and retrieve all necessary food ingredients for an Olive Garden salad.
- Apply and remove personal protective equipment for the task at hand.
- Show proper method on how to operate and balance a digital scale.
- Demonstrate proper portioning technique according to the guest group size.

In just a moment, we will be taken to my project website. This page includes my website address for future reference. You are welcome to pause this video if you would like to take note of this address.

Currently we are my IDT index page, which only contains my 566 link. However, this may change throughout my degree progression and may change as I take more classes. Today we will be viewing my EDCI 566 project.

After clicking on the 566 link, you'll be taken to the 566 index page; which has a link to the live instructional site or project information, which contains the description, evaluation methods, analyses, and accessibility and usability tests. I wanted to keep my project information and live site separate since my live site is considered an instructional website and I did not want to distract my learners with project information within the learning environment.

Before entering the website, you'll be prompted with a disclaimer stating that this website is for educational purposes only and is not meant to dictate Darden materials. As a Darden employee, I am required to place this disclosure on all my projects to show that it is not true Darden training materials so employees will not get my projects confused with the actual company standards.

When you click the enter button at the disclaimer page you'll be taken to the training homepage; which provides an introduction to the training environment in reference to navigation, training order completion as well as technical requirements for the training.

The theme of this website primarily has green brown and yellow colors. These colors were chosen since they are primarily used in Olive garden training materials. Navigation of the site is fairly easy as there are menu buttons on the left side of each page or navigation buttons at the bottom pertaining to the

sequential order of the next step. The buttons at the bottom were created to assist the employee in following the proper order of training rather than skipping around in the navigation. If the user wishes to use the menu buttons on the left, it will take them to the appropriate link that they click on.

Each of the menu buttons are rollover images to provide more interactivity and aesthetic appearance. Technical requirements are similar to the DISH requirements, so employees should have no issue accessing this instructional site. Requirements for this training includes a computer with high-speed Internet access; Java version 6 or above; Adobe flash player; Adobe PDF reader; and a compatible browser such as: Mozilla Firefox, Google Chrome, Safari, or Internet Explorer. While the printer is listed as a required item, it is not necessary as employees can print out the results at the restaurant.

They can print the results at home. Underneath the left menu navigation, is an announcements or help panel. Depending on the page you are at the time it includes special information to training completion or technical assistance. The introduction page includes a brief introduction of the training modules for properly portioning an Olive garden salad. In addition; an activity, video, and quiz is also part of this training process. The introduction page also covers the purpose of the training, portioning standards, the instructional goal, and objectives.

This presentation will briefly cover the steps of the portioning process, which on each of the steps pages there are required materials, equipment or tools, or ingredients that are listed followed by information about each of the required items. In addition, procedures may also be included depending on the item listed. For instance, step one is sanitizing the work surface. As you can note, the required materials are listed near the top of the page.

Each of the materials has its own button, which will provide information for each item when you click on it. This interactive element is used with Java. Each element includes an image, title, and description. Directions or procedures are provided below the required items for the employee to follow in order to complete the step accurately. As noted a moment ago, each of the required items popped up with the use of Java. While this is great for an aesthetic appearance, it is not great for an individual who has a visual impairment. Individuals with visual impairments often use screen readers or other assistive software in order to read websites and other documents. In order to make my website accessible for all users, I provided material lists in text format.

Items in a text format will serve with a versatile purpose for individuals who are unable to view the interactive elements; whether it is because of a disability, a technical difficulty, or a learner who prefers the items in a text format versus an image. As noted a moment ago, the left menu bar has a section for technical assistance or special announcements. In this instance, it provides technical assistance for Java as well as the Adobe PDF reader. Other pages may also include the flash element, and assistance will be provided in this box for flash elements as well.

Taking a look at step two which is gathering equipment; it has a similar structure to step one as well as all the other pages. JavaScript buttons are included for the required equipment, and a portioning equipment map is included below which is a flash element. Alternate links below each the flash elements, which also includes the video and the quiz; are available for individuals who would like to see the element in a larger format as These flash elements are scaled down in order to fit on the webpage. For individuals with disabilities, technical difficulties, or text preference; the equipment list is also available in text format, which will be available for all the steps on all the pages pertaining to the action.

Step three, which is gathering ingredients; is very similar to step two; with JavaScript buttons for required ingredients, an ingredient location map, and an ingredient list in text format. Each of the text format items are in PDF format for easy viewing and accessibility. All the PDFs will have a main title, as well as subtitles and descriptions of each of the required items or procedures. Step four, which is about glove use; is slightly different from step two and step three. The only difference is that it does not have required materials, since gloves are listed as required material in the previous steps.

This page provides information about gloves, tips for handwashing, as well as the procedures for applying and removing gloves. The procedures are demonstrated in a similar fashion with Java pop-up buttons like the required ingredients. Text materials are available for applying and removing gloves in separate documents. Step five, which demonstrates how to balance a digital scale; a similar to step four, except that it gives a quick synopsis of what the digital scale does. Procedures are again given in Java pop-up format as well as text format.

Step six, which is portioning the salad; includes the procedures for portioning as well as a salad portioning chart. The procedures are given in Java pop-up format and the chart is in JPEG or photo format. The chart depicts the required ingredients for salad according to the guest group size. The chart and procedures are provided in text format in separate documents. Once you view step six you will move on to the activity, which can be done by clicking on the button at the bottom the page as you have been throughout this training. For this project one interactive element was only required. Java could have been counted as an interactive element, however I wanted to enforce maximum retention of learning; so I also decided to include a couple flash elements.

One of these elements was an activity, which requires the learner to identify all the steps in the portioning process. In this activity, the steps and actions are intermixed with each other; and will require the participants to put them in order. In order to put the steps and action in order, the participant will need to drag each of the notecards to the appropriate box. For instance, step one will be placed in the first box under the step column. The action of step one, which is sanitizing the work surface; will be placed in the first box of the action column.

The participant will continue with the drag-and-drop activity until complete. Incorrect answers, such as the action for step two; will be moved back to its original place if the user does not place the correct step or action in its appropriate box. As throughout this training, text format substitutes have been available for individuals with disabilities or technical difficulties. While interactive, flash is not accessible for user with a disability or screen reader; so text substitute must be provided. In this text substitute, rather than dragging and dropping; the participant will need to write, type, or verbalize the correct step or action in order to complete the activity.

After the activity, a short instructional video is available for the participant to watch. It gives a quick synopsis of the portioning process. Even though a text video transcript is provided, the video does include closed captions for an individual who has an auditory disability. An individual with the visual disability can choose to either listen to the video to my narration, or use the text alternative with their screen reader. After viewing the video, the trainee will need to take a quiz in order to complete the training.

This quiz, which was created in Adobe captivate; has 18 questions. Question types vary from multiple choice, true or false, and fill in the blanks. A trainee must receive a score of 100% in order to pass the

quiz; however, they may take the quiz as many times as they like to achieve that score. If an individual is not able to take or view the quiz due to disability or technical difficulty, they are able to access the quiz in a text format below. To complete the quiz, the participant will need to write, type, or verbalize the correct answer to the questions provided in order to complete the quiz.

Once an individual completes the quiz and obtains 100% score; they will be required to take a screenshot of the quiz, print it, and turn it into their manager. Instructions are provided at the bottom of this page to demonstrate to users how to take a screenshot. If the user is unable to take a screenshot or print the results; they may retake the quiz at the restaurant and print it there. After the user prints their results; they have successfully completed this training, and may review any of the modules at any time to refresh their knowledge on salad portioning.

Reflections of this project.

Some challenges included my initial the decoding method of HTML code and Cascading Style Sheets, or CSS. Though I caught on quickly, it was still difficult to master the code in such a short period of time. Flash also proved to be slightly challenging for the activity, as I initially had trouble with setting all my symbols and objects on the stage prior to production. Some things that interested me were Accessibility, Media production, and creating a quiz in Adobe captivate. Web accessibility seemed to grab particular interest in me as I was never aware of the standards set for how websites should be effectively designed to meet the needs of all users. Prior to my current website that is in production, I had very little knowledge of accessibility and found that my initial prototype of my website was not accessible.

After many changes, I created an accessible website which is viewable today. Although my instructional video was actually created in a different class, media production has tweaked an interest in me; as I can see that media can be used to assist in promoting a project or idea, such as my website; and I plan to use it for other projects in the future. My last interest was creating my assessment, or quiz. The program I used was Adobe captivate, and I found that has many features available for interactivity, as well as learner assessment. Some items that I would like to work on after this project include flash; captivate; external style sheets and templates; and advanced HTML, JavaScript, and mobile access abilities. My goal of this presentation was to meet the needs of the Darden learners. Please direct all questions or comments to the contact information listed on the IDT index page with the webmaster information.

In addition, you are invited to complete an evaluation regarding this presentation and the link is available on the 566 index page underneath the project information section.

Please click on "Smile Sheet" to begin.

Thank you very much for joining me.