

**Learning Environment Evaluation:
Corporate, Private Enterprise Setting**

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Don't Touch, Inc. (DTI) is a global company specializing in solid waste management. After successfully launching a line of touchless trash cans into the consumer market, they are looking to expand into the healthcare and education markets. Consumers have a heightened awareness of germs spreading from touching surfaces. DTI's Marketing team believes they can capitalize on this with the right messaging and a properly-trained sales force.

This expansion means DTI must hire and train a new sales force. This training will launch in North America but will roll out globally over 24 months. DTI does not have a learning management system (LMS); as a result, training is disjointed and left to regional offices to design and implement. With a global training program roll-out to ensure a consistent customer experience, DTI is looking for an LMS that will allow delivery of training in multiple languages, with learning accessibility tools, multimedia, analytics, discussion boards, and access via various devices.

Efficient and effective training programs are vital to increasing skills, helping employees acquire new knowledge, and increasing motivation and job satisfaction (Sabharwal, 2018). LMS adoption consists of many elements, including cost-effectiveness, functionality, customizability, and maintainability (Sabharwal, 2018); we developed the following rubric based on our combined experience in the corporate world and inspired by Bates' (2014) SECTIONS model.

Functionality Rubric and LMS Assessment
See Appendix for DTI's evaluation (mockup)

| Criteria | | Weak (1) | Sufficient (2) | Excellent (3) |
|-------------------------------------|--|---|---|---|
| Learners | Access | Can be accessed in some countries applicable to the company; content cannot be downloaded | Can be accessed in some countries applicable to the company; content can be downloaded for offline-viewing | Can be accessed is in all countries applicable to the company; content can be downloaded for offline-viewing |
| Ease of Use | Interface design/ layout | Design and layout are not appealing; no customization options; not responsive | Design and layout are appealing; minimal options for customization; responsive | Design and layout are appealing and easily customizable; responsive |
| | Content creation/ organization/ management | Content is not arranged intuitively | Content is arranged intuitively | Content is arranged intuitively: can be accessed in multiple ways |
| | Reliability | LMS is <2 years old; few reviews; >2 service interruptions in past year | LMS is somewhat established (2+ years); reviews are generally positive; <2 service interruptions in past year | LMS is established (5+ years); reviews are positive; no service interruptions in past year |
| Cost and Time | Production, time, and licensing | Costs expected to exceed the equivalent of fully-offline training | Costs expected to similar to the equivalent of fully-offline training two years post-implementation | Costs expected to be less than the equivalent of fully-offline training two years post-implementation |
| Teaching and Media Selection | Course Development/ Content Authoring | Content can be uploaded in few multimedia formats; course creation is not user-friendly | Content is easily uploaded in some multimedia formats; course creation is user-friendly | Content is easily uploaded in many multimedia formats; course creation is user-friendly; some off-the-shelf content available |
| | Course Delivery | Limited options | Some options | Ability to deliver training, courses, webinars and certifications |

| Criteria | | Weak (1) | Sufficient (2) | Excellent (3) |
|------------------------------|--|---|---|--|
| | Assessment | Text-based, summative assessments | Text-based summative and formative assessments | Gamified, interactive, multimedia formative and summative assessments |
| | E-Learning Compliance | Not SCORM-compliant | Is only SCORM-compliant | SCORM, AICC, xAPI, and cmi5 |
| | Customization | Lacks customization; one-size-fits-all approach | Limited customization | Provides options for customization |
| Interaction | With materials | Lacks support to interactive courses | Limited course interactions | Easy to access, navigate and interact with course content |
| | Learning analytics | Accessible by learners only; limited metrics | Accessible by managers and learners; contain all required metrics; limited customization of reports | Accessible by managers and learners; contain all required metrics; customized reports and personalized dashboards |
| | Social learning | Does not support social learning | Limited social learning features | Supports coaching, peer-to-peer mentoring, group discussions |
| Organizational Issues | Internal: Resource allocation required | Relatively high commitment: e.g., set up all technical aspects and create change management plans | Relatively moderate commitment needed: e.g., set up company-specific technical aspects and create change management plans | Relatively low commitment: e.g., set up company-specific technical aspects and adopt change management plans created by LMS provider |
| | External: Technical support | Via email only; response within two business days | Via email and online form; response within one business day | Via email, online form, and online chat; response within one business hour; self-serve articles are available |
| Integration | Existing technology Integration | No integration | Some or minor integration | Deep integration, including SSO, recommendations based |

| Criteria | | Weak (1) | Sufficient (2) | Excellent (3) |
|-----------------------------|---|--------------------------------|--|--|
| | | | | on Customer Relationship Management data, calendar syncing, virtual session setup |
| | Compatibility | Designed for desktop only | Responsive design; works well with most desktop and mobile browsers | Responsive design; app available |
| Security and Privacy | Security features, e.g., authentication, back-up, encryption (Pappas, 2019) | None or minimal | Some | Multiple |
| | Cloud-based service privacy policy | All user data stored centrally | Some user data stored centrally, and some on local servers in compliance with local laws and regulations | User data stored on local servers only in compliance with local laws and regulations |

LMS Recommendation and Rationale

After aligning on the requirements and functionality, the team at DTI shortlisted three LMSs – Docebo, SAP Litmos, and WorkRamp – for further analysis and stakeholder feedback. WorkRamp was the one that was best tailored to the company's needs.

Learners

DTI's global rollout requires an LMS that is supported globally. WorkRamp is supported in all AMER, APAC, and EMEA countries. While offering fewer language options than Docebo and SAP Litmos, WorkRamp provides advanced translation features in all languages applicable to the future DTI workforce. Course materials can be downloaded for offline viewing, which supports access in areas with limited connectivity and learning on the go.

Ease of Use

DTI wants a simple design and layout to deploy content to cross-functional teams. DTI necessitates efficient course organization and management accessible via multiple devices and allows learners to follow their personalized learning paths. DTI also requires offline backup to support 24/7 customer service.

WorkRamp can be set up to support “differences in prior knowledge, language skills, and preferred study styles” through “[t]he intelligent use of media and technology” (Bates, 2014). It offers off-the-shelf training content that can be quickly deployed and customized based on learner needs. These templates and pre-set content structure will save time building training material from scratch, easing content creation, organization, and management. WorkRamp also offers simple interactive navigation, is responsive, and supports customized learning paths. In addition, WorkRamp provides 24/7 customer support, and through integrations with Zendesk

and iorad, customer service representatives have access to in-context information for real-time support, reducing response time and improving customer communication.

Cost and Time

DTI has not utilized an LMS system in the past. Based on industry trends, DTI estimates they spent around \$1433.00/employee on training in 2021 (Sedgmann, 2022). They estimate an LMS implementation would increase some costs in the short term, such as setup, content creation, and change management, but would be significantly offset after two years through costs saved in administration, coordination, travel, and more.

DTI wants full transparency with costs. WorkRamp's pricing structure of \$300-\$420 per employee per year is all-inclusive (Gonzalez, 2022), which includes all features, integrations, and support (Gonzalez, 2022). The conversion to WorkRamp would reduce annual training costs, and improve consistency, efficiency, and revenue.

Teaching and Media Selection

DTI recognizes the importance of providing course content in multiple ways (Bates, 2014), making it accessible to the broader sales force and respectful of learner preferences. To facilitate on-the-job training and allow for skills and knowledge to be applied immediately, learners should be able to access content through assignments and searches. Learners must also have the opportunity to demonstrate understanding and proficiency in different ways and receive timely feedback (ISTE, 2017), including allowing sales representatives to upload videos of sales pitches, comment on real-world scenarios, and complete formative and summative assessments that validate their learning.

WorkRamp supports the uploading of various file formats and contains options for training in numerous ways, including documentation, live online sessions, online tutorials, and

webinars (eLearning Industry, n.d.). Learning paths are customizable, and categories can be assigned to content for easy access. WorkRamp also allows designers to "build interactive, media-rich learning experience with drag-and-drop content objects and unique assessment tools" (WorkRamp, n.d.), including the integration of Zoom recording for users to record sales pitches.

Interaction

DTI wants searchable content and a guided progression through materials to allow employees to locate modules. DTI also wants to provide managers access to their employees' progress. Employees would be encouraged to review their progress reports to assess their development. Social learning features would also support learning globally to help sales representatives learn "cooperative[ly]" in an "on/off-screen classroom site" (Burnett, 2016, p. 571; Dumont et al., 2010, p. 10).

WorkRamp enables search; however, further investigation is needed to assess the capability of the search and filter functions. WorkRamp allows managers access to reports on their employees' progress (WorkRamp manager dashboard training, n.d.), which provides clarity to "the role of the [manager] in the implementation of the technology" and supports change management (Osterweil et al., 2015, p. 10). Employees also have access to a dashboard of their training progress. As for social learning, WorkRamp enables learners and the facilitator to communicate with each other via announcements, emails, and chat functions (Keenan, 2022).

Organizational Issues

As DTI is growing rapidly, resourcing is limited as roles continuously expand. DTI is committed to ensuring sufficient resources for a successful implementation, but would ideally be

looking for an LMS vendor that supports setup, change management, and troubleshooting to minimize “the need to reorgani[z]e and restructure ... support services” internally (Bates, 2014).

WorkRamp’s support team can be contacted via email, online form, and online chat (WorkRamp Help Center, n.d.), with 24/7 support (“Docebo vs SAP Litmos vs WorkRamp”, n.d.). Further investigation is needed to confirm how DTI would be supported on setup and change management.

Integration

DTI uses Salesforce as their CRM, Salesforce Knowledge as their knowledge base, Google Workspace for collaboration, and Zoom for video communication. DTI employees primarily use laptops, and some on-site support employees use mobile devices.

WorkRamp’s integration with Salesforce allows just-in-time training to be embedded “in the flow of work” for employees (Integrate with WorkRamp, n.d.; WorkRamp Training, 2019; Bersin, 2018). Its integration with Google Calendar allows the scheduling of sessions to be synced with employees’ calendars (Integrate with WorkRamp, n.d.), and its integration with Zoom simplifies session setup and ensures a consistent video communication experience between work and training (Integrate with WorkRamp, n.d.). WorkRamp is “compatible with all makes of devices [employees] might use” (Bates, 2014). All of these could help increase adoption of an LMS at DTI, which is important because digitally-supported learning environments are new to DTI.

Security and Privacy

Strong security features are important to DTI, since their employees need to be trained on proprietary information. Clearly-defined privacy policies are also crucial to DTI since they are

a global company with employees around the world, to ensure their platforms are “compliant with” local “laws and regulations” (Bates, 2014).

WorkRamp has a strong focus on data encryption and user privacy globally (Secure LMS, n.d.; Cloud Services Agreement, 2021, WorkRamp and GDPR, n.d.). Further investigation is needed to confirm whether these meet DTI’s requirements in keeping its trade secrets and “[employee] information ... private and secure” (Bates, 2014).

Sustainability of Implementation

The Research and Development team (R&D) will continue to work with the Learning and Development (L&D) team to support training of upcoming product launches and technological advancements, design training modules, facilitate discussions with stakeholders and learners, and analyze statistics collected from sales representatives training in WorkRamp (ISTE, 2017). Through the WorkRamp management report, employee engagement, progress, and assessments will be monitored quarterly, and training and assessment activities changes will be made based on statistical analysis. Post-training surveys will also be conducted to gain insight into what activities are useful and how training can be improved. DTI will also assess if further revisions to internal processes are required, and a continual ROI analysis will be conducted to maximize the value of the LMS implementation.

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Appendix: DTI's Evaluation (Mockup)

| Criteria | | Evaluation | | |
|-------------------------------------|---|-------------------------------|------------|----------|
| | | Docebo | SAP Litmos | WorkRamp |
| Learners | Access | 3 | 3 | 2 |
| Ease of use | Interface design and layout | 2 | 2 | 3 |
| | Content creation, organization and management | 2 | 2 | 3 |
| | Reliability | 3 | 2 | 2 |
| Cost/time | Production, time, and licensing | 2 | 3 | 3 |
| Teaching and media selection | Course Development and Content Authoring | 2 | 3 | 3 |
| | Course Delivery | 3 | 2 | 3 |
| | Assessment | 3 | 3 | 3 |
| | E-Learning Compliance | 3 | 3 | 3 |
| | Customization | 2 | 2 | 3 |
| Interaction | With materials | 3 | 3 | 3 |
| | Learning analytics | 2 | 2 | 2 |
| | Social learning | 2 | 2 | 3 |
| Organizational issues | Internal: Allocation of resources required | N/A (See previous section) | | |
| | External: Technical support | 3 | 3 | 3 |
| Integration | Integration with existing technology | 3 | 3 | 3 |
| | Compatibility | 3 | 3 | 3 |
| Security and privacy | Security features, e.g., authentication, back-up, encryption (Pappas, 2019) | 3 | 2 | 2 |
| | Privacy policy of the cloud-based service | 2 | 2 | 2 |
| Total | | 46 | 45 | 49 |