Anti-Bully Awareness Website and Bully Prevention Course Final Proposal

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Anti-Bully Prevention Course

Problem Statement

Today, there is an alarming rate of bullying in schools, not just in the United States but across the globe. According to the Centers for Disease Control and Prevention (CDC), bullying is a form of violence for youth, and bullying is unwanted aggressive behavior by one youth towards another that is not related to or dating partners (David-Ferdon et al., 2018; Gourneau, 2012). There are various types of bullying, but in alignment, with the design of the anti-bully prevention course, we will address physical, verbal, relational/social, and damage to the victim's property ("Fast fact: Preventing bullying," 2022; Horton, 2021; Grell & Meyer, 2016). The problem is significant in the US, as one out of five high school students is bullied on school property. However, the reporting on bullying is highest in middle schools at 28%, followed by high schools at 16% ("Fast fact: Preventing bullying," 2022). In the combined and primary schools, 9% reported the bullying ("Fast fact: Preventing bullying," 2022). Mental and health well-being factors plaguing our youth regarding feeling scared, depressed, emotional distress, belittled, self-harm and a high rate of suicide (David-Ferdon et al., 2018; "Fast fact: Preventing bullying," 2022; Gourneau, 2012). Other elements affected by bullying are lower academic achievement, anxiety, sleep restlessness, and even dropping out of school (David-Ferdon et al., 2018; "Fast fact: Preventing bullying," 2022; Gourneau, 2012, Rigby, 2003). Many factors help reduce bullying, but the focus is on the parents. If parents learn to recognize signs of their child being bullied or the bully, they can provide intervention and support, reducing bullying in schools.

Solution Approach

The design team will implement an anti-bully awareness website and bully prevention course. Both website and course are crucial learning solution interventions to help reduce bullying

in schools and generate more self-awareness for parents' intervention and support. Bullying impacts everyone involved; the bullied, the bully and the bystanders who watch, if any ("Fast fact: Preventing bullying," 2022; Gourneau, 2012; Rigby, 2003). While an extensive awareness campaign targeting those affected by bullying in this process will ensure a holistic solution, as a pilot project, by focusing mainly on the parents. The bully prevention course aims to help parents learn essential techniques to support their children being bullied or identify their child as a bully. One surprising fact is that the bully can become a victim and simultaneously be a bully/victim ("Fast fact: Preventing bullying," 2022; Grell & Meyer, 2016; Rigby, 2003). The course can close other gaps as numerous unreported bullying at school and intervention for the bully. We expect the course will help parents who, with new knowledge, will help their children. In order to accomplish this solution goal, the design team will create a responsive theme website and use personalization learning to adapt to the learner's strengths and weaknesses.

Theoretical Framework

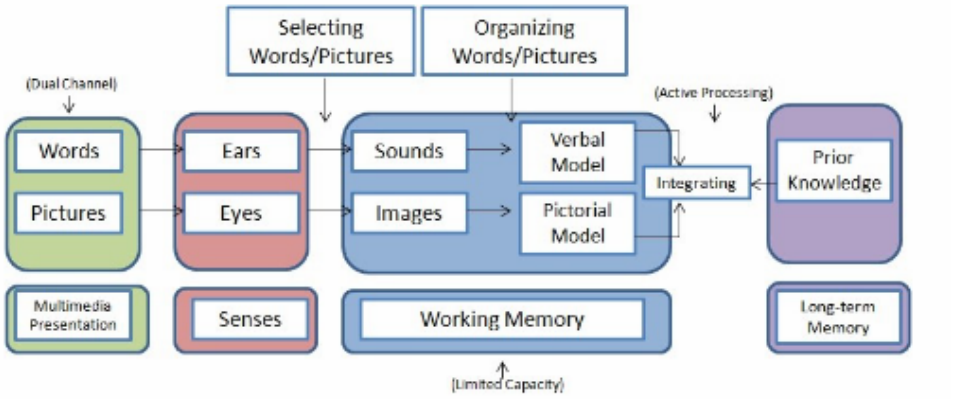
Reducing bullying in schools involves many socio-cognitive elements involving internal, external, bully/victim and parental factors. Bad behavior is never excusable, but internal and external factors could be the root cause due to numerous articles mentioning as well as the bully/victim element (David-Ferdon et al., 2018; Grell & Meyer, 2016; Gourneau, 2012; Malamut & Salmivalli, 2021; Rigby, 2003). It starts in early childhood as children learn and observe others' bad behavior, and the child feels powerless. *See Figure 1*. Aggressive behavior is a form of bullying, and the bully is solely responsible for their actions (David-Ferdon et al., 2018; Grell & Meyer, 2016; Gourneau, 2012; Malamut & Salmivalli, 2021; Rigby, 2003). According to the Rigby (2003) article, bullying behavior has been associated with social prejudice

for many years. The late Bandura's socio-cognitive theory discusses how people influence others and others can influence them in their environment.

Our team intends to develop a bully prevention course as part of the anti-bully awareness website. The cognitive theory of multimedia learning is a highly relevant theoretical framework for the proposed solution. Essentially, multimedia learning means delivering the content using multiple mediums, such as photos and sounds; the learner receives the content through various modes, such as seeing and hearing simultaneously, for optimal learning (Mayer, 2001). Ideally, this theory promises that learners would retain more information (information acquisition) and be able to create more specific knowledge (knowledge construction). It is a method of incorporating instruction delivery with design principles. Two of the approaches to multimedia designs are technology-centered and learner-centered. Two primary technology uses are automation and augmentation, where automation is about replacing humans from specific tasks and augmentation is "enhancing human performance in various cognitively complex tasks" (Mayer, 2001, p. 11). The learner-centered approach in multimedia learning theory is a process of augmentation that starts with understanding how the human works and aims to help human cognition.

Figure 1

Mayer's Cognitive Theory of Multimedia Learning



According to Mayer (2001), the test results showed that multimedia effect on retention was positive, but for transfer, it was outstanding because students' understanding of the explanation improved. "Students perform better on the problem-solving transfer when they learn with words and pictures rather than when they learn with words alone" (p. 76). The Multimedia learner group "generated 89% more creative solutions in the transfer test".

"The cognitive theory of multimedia learning is based on the idea that learner understanding depends on being able to make connections between corresponding visual and verbal representations healed in working memory simultaneously" (Mayer, 2001, p.166). Multimedia learning theory helps both people with high and low prior knowledge. However, when instruction delivery design is poor, people with high prior knowledge can compensate, but people with low prior knowledge struggle "processing the basic material that they have no cognitive resources left for deeper processing" (Mayer, 2001, p.167).

"There is converging evidence that high-quality multimedia design is more important for the low rather than high experience learners" (Mayer, 2001, p.171); a related study conducted by Kalyuga, Chandler and Sweller (1998, 2000) show that "integrating words and pictures are most helpful for learners who lack much experience in the domain" but not to people with high

expertise in the domain. This will likely be appropriate for our target audience for this course. The cognitive theory of multimedia learning also outlines design principles to develop effective learning delivery using an electronic medium and contributes heavily during the design process.

Organizational Perspective

The organizational structure, workflow, and resource plan to support the new product or system will be minimal. The bully prevention course will be hosted on a secured cloud-based learning management platform as part of the anti-bully awareness website. The organization may decide later to integrate when they acquire its learning management system (LMS) platform. The active user Groups will be open to parents, caregivers or legal guardians of children utilizing an English language format for the Bully prevention course. The Anti-Bully awareness website is open to the public to learn how to report bullying and identify bullying behaviors in children to intervene so they can get help.

Design Approach

The design approach for the anti-bully website and bully prevention course includes the learning design thinking process and ADDIE model. The design team will utilize the learning design thinking process to frame the problem, understand the product's needs and goals, other competitive products, personal bias and assumptions, evaluation, and legal and ethical considerations. We will use the Universal Design Learning framework to generate engagement, present content differently, and strategies for action and expression for the user experience (UX). The brainstorming sessions utilized a mind map to ideate relational concepts. *See Appendix A.*

Evaluation of the Solution

The anti-bully prevention e-Learning course will utilize the questionnaire survey about bullying for parents as a pre-and post-test design. The Kirkpatrick Evaluating Training Program has Fours Levels for its training evaluation process. Over sixty years, various corporations and

organizations have utilized the Kirkpatrick Four Levels model to evaluate training programs. Kirkpatrick's four-level theoretical model consists of reaction, learning, behavior, and results. Dr. Don Kirkpatrick developed the model as a basis for his doctoral dissertation in 1959 (Kirkpatrick & Kirkpatrick, 2006; Paull et al., 2016).

The model comprises these four levels so managers or instructional designers can implement elements of effectiveness for their training programs or instructional design initiatives (Kirkpatrick & Kirkpatrick, 2006).

- The first level is learner focus and obtaining feedback on the course (Kirkpatrick & Kirkpatrick, 2006).
- The second level focus on the learner's acquisition of knowledge and skills(Kirkpatrick & Kirkpatrick, 2006).
- The third level is about the learner taking what they have been taught and applying it to their current tasks or work efforts (Kirkpatrick & Kirkpatrick, 2006).
- The fourth level is about achieving the learning outcomes or objectives. It measures the results and compares them to the learning objectives and the organization's support that allowed it to happen (Kirkpatrick & Kirkpatrick, 2006).

The evaluation phase consists of a formative and summative evaluation. The formative evaluation can occur in every phase of the ADDIE process, reflecting discoveries in every phase. The summative evaluations are more of a test if the learner acquires the knowledge and provides feedback on the overall learning experience. It is more focused on an outcome, whereas formative assessment is focused on the learner's development at a particular time.

Development Approach

We will not develop an anti-bully awareness website or bully prevention course during this Project. The development work effort is descoped from the implementation requirements.

Implementation Plan

The implementation plan will consist of a communication and change management plan, a resource plan, a timeline, a training plan, technical support, hyper-care, and a transition-to-support plan. Kotter's 8-Step process will be used in implementing communications and change management for the anti-bully awareness website or bully prevention course (Kotter, 1996). Kotter's model includes creating a sense of urgency, building a coalition, forming a strategic vision and initiatives, enlisting a volunteer army, enabling action by removing barriers, generating short-term wins, sustaining acceleration, and instituting change (Kotter, 1996).

Communications and Change Management Plan

The target audience, stakeholders, parents, caregivers or legal guardians, customer support and technical teams will receive the communications, the medium type, and the message's purpose. The communication is to attract parents or caregivers of children to the anti-bully awareness website and the bully prevention course. The stakeholders will meet to review the implementation plan and incorporate all parties involved, whether internal resources or external third-party vendors. The design team will execute the pilot run's communication and change management plan. *See Table 1.*

Table 1

Communications and Change Management Plan

Activity	Audience	Purpose	Description

Flyers, brochures, postcards, and digital ads (Print and digital promotional materials)	Anti-Bully Awareness website and Bully Prevention Course stakeholders, potential learners and technical team	Create a sense of urgency; Create awareness	Eye-catching flyers, brochures, postcards, and digital ads provide a brief introduction to the course and encourage the audience to seek more information
Introductory Presentation (Presentation with talking points)	Anti-Bully Awareness website and Bully Prevention Course stakeholders, potential learners and technical team	Create awareness of the need and desire to adopt the course; Generate buy-in and support for the course; Build knowledge; Build a coalition	This presentation facilitates an introduction to the Bully prevention course by the Design Team
Social Graphics/Media posts	Anti-Bully Awareness website and Bully Prevention Course potential learners	Create awareness; Build the desire to participate	Social media posts for use by Anti-Bully Prevention Course to attract attention to the course and build interest.
Hyper-care (Stabilization Period - 30 Days)	Anti-Bully Awareness website and Bully Prevention Course	Improve the ability for learners to meet objectives successfully; Remove barriers, institute change	The Design Team will provide hyper-care support during this period, where unknown issues will be identified and remediated. The product becomes stabilized with minimal or no issues
Training Webinar	Anti-Bully Prevention Course user/customer support	Help acquire knowledge and skills to support the new course	Training Webinar reinforces the skills and knowledge to support the Bully Prevention course

Trainer's Guide (Document)	Anti-Bully Prevention Course Technical Team	Build desire to participate, Build a coalition, Support learners' ability to implement the skills; Reinforcement	The guide provides facilitators with options to expand upon the online course. The guides include talking points to encourage course use, discussion questions to build on learning activities, and support resources for addressing concerns that may arise from these discussions.
Pre- Post-Surveys (Online Survey)	Learners and Facilitators	Remove barriers, Sustain acceleration, Reinforcement	A study distributed by the Design Team captures feedback from the audience to support continuous improvement of the course.
Status Updates (Emailed report)	Anti-Bully awareness website with Bully Prevention Course stakeholders	Sustains acceleration, Institute change; Celebrate wins	Weekly reports provide the stakeholders with a summary of course usage, learning analytics, and user metrics from analytics.

Resource Planning

Roles and Responsibilities

The design team resources are needed during actual implementation and the ongoing operations for the new system to recover the benefit described by the proposed Project.

Table 2

The Design Team

Design Team	Role/Representation	Contact
Paula L. Smith	Principal Learning Consultant	972.469.3608
Rubaiyat Iqbal	Principal Learning Consultant	267.366.3381

Resources and Timeline

The project resources, tasks and deliverables, work effort duration and start and finish dates were completed during our first planning session. See below.

Table 3

Resources and timeline activities

Deliverables/Tasks	Resources	Duration (days)	Start Date	Finish Date
Planning Session	Paula, Rubaiyat	1	9/13/2022	9/13/2022
Identify Solution	Paula, Rubaiyat	1	9/13/2022	9/13/2022
Analysis – Brainstorming/ Mind Map	Paula, Rubaiyat	3	9/13/2022	9/15/2022
Draft Proposal Due	Paula, Rubaiyat	12	9/13/2022	9/25/2022
Implementation and Sustainability Plan	Paula, Rubaiyat	21	9/25/2022	10/16/2022
Training Implementation Plan	Paula, Rubaiyat	21	9/25/2022	10/16/2022
Hyper-care (Stabilization Plan)	Paula, Rubaiyat	21	9/25/2022	10/16/2022
Transition to Support Plan	Paula, Rubaiyat	21	9/25/2022	10/16/2022
Final Proposal Due	Paula, Rubaiyat	21	9/25/2022	10/16/2022
Statement of Work Agreement developed	Paula, Rubaiyat	5	10/17/2022	10/21/2022
Instructional Course Storyboard	Paula, Rubaiyat	10	10/17/2022	10/24/2022
Design - Instructional Design Document **(Draft)**	Paula, Rubaiyat	20	10/16/2022	11/05/2022
Design – Wireframe and team feedback	Paula, Rubaiyat	5	10/24/2022	10/29/2022
Design – Mid-fidelity Prototype	Paula, Rubaiyat	10	10/29/2022	11/08/2022
Focus Group's review Prototypes for Usability Testing	Paula, Rubaiyat	5	11/09/2022	11/25/2022
Stakeholders Feedback Report	Paula, Rubaiyat	5	11/09/2022	11/15/2022

Deliverables/Tasks	Resources	Duration (days)	Start Date	Finish Date
(Collaborative effort with Stakeholders and Design Team)				
Evaluation Plan Due	Paula, Rubaiyat	14	10/30/2022	11/13/2022
Product/Prototype Due	Paula, Rubaiyat	35	10/16/2022	11/20/2022
Focus Group's review Prototypes for Usability Testing	Paula, Rubaiyat	5	01/16/2023	01/20/2023
Instructional Design Document **(Final)**	Paula, Rubaiyat	5	01/16/2023	01/20/2023
Client sign-off on Instructional Design Document and Prototype **(Final)**	Paula, Rubaiyat	1	01/23/2023	01/23/2023
Final Anti-Bully awareness website and Bully Prevention Course	Paula, Rubaiyat	60	01/24/2023	03/27/2023
Quality Assurance Testing	Paula, Rubaiyat	10	03/27/2023	04/07/2023
User Acceptance Testing	Paula, Rubaiyat	5	04/10/2023	04/14/2023
Go/No Go Decision	Paula, Rubaiyat	2	04/17/2023	04/18/2023
Training	Paula, Rubaiyat	6	04/18/2023	04/24/2023
Go Live	Paula, Rubaiyat	1	04/24/2023	04/24/2023
Hyper-care (Stabilization Period & Warranty)	Paula, Rubaiyat	30	04/25/2023	06/05/2023

Follow-Up

The Anti-Bully website and Bully prevention course stakeholders will follow up with the organizational change to determine the success of the change, address any problems, concerns or issues arising from the change, and ensure the organization has not reverted to its former state.

Policy Management

The Anti-Bully awareness website and Bully prevention course will adhere to existing policies and procedures involving General Data Protection Regulation (GDPR), 508 Accessibility Compliance, Creative Commons, and Copyright and Trademark laws.

User / Customer Support Readiness Plan

Training

The audience that will receive training is the stakeholders, technical and user/customer support teams. A webinar delivers the training. A tentative schedule will indicate the course offering, time frames, and who from the stakeholders, technical and user/customer support teams will attend each course offering.

Table 4

Training implementation plan

Training Tasks	Start Date	Finish Date
Training – Introduction and Schedule	04/17/2023	04/17/2023
Training Webinar – On-Demand	04/18/2023	04/24/2023
Training – Follow-up on attendees' completion of the Webinar (Post Evaluation)	04/28/2023	04/28/2023

Quality Assurance (QA) Testing

Quality assurance testing will take place before the go-live launch. The design team will ensure the QA team has a Test Strategy Plan. The following smoke testing will ensure that students or learners can assess the course via the URL and enroll in the course. After that, continuous QA functional and system testing will be executed.

It includes the following:

- Ensure learners can complete the learner's profile in the course

- Ensure learners can complete the learner's pre-assessment
- Ensure pictures and images have alternative text
- Ensure closed captioning and transcripts are available for video content
- Ensure navigational buttons working
- Ensure course tests on different devices

Table 5

Test Scenarios/Cases

Test Case #	Test Scenario/Case	Requirement #	System /Functional /Non-Functional
TC-01	Verify learner can enroll in the course	Linked to Req# in the ID document	Functional
TC-02	Verify launch URL link is activated and launches the course	Linked to Req# in the ID document	Functional
TC-03	Verify learner can complete the learner's_profile	Linked to Req# in the ID document	Functional
TC-04	Verify learner can complete pre-assessment	Linked to Req# in the ID document	Functional
TC-05	Verify learner answers incorrectly on pre-assessment and branches to the adaptive lesson	Linked to Req# in the ID document	System
TC-06	Verify learner answers correctly pre-assessment and branches to the adaptive lesson	Linked to Req# in the ID document	System
TC-07	Verify that navigational buttons go to the correct next or previous screen	Linked to Req# in the ID document	Functional
TC-08	Validate that the audio is working on each screen.	Linked to Req# in the ID document	System
TC-09	Validate that closed captioning is accessible on video content	Linked to Req# in the ID document	System
TC-10	Validate transcripts are accessible with video content	Linked to Req# in the ID document	System

Test Case #	Test Scenario/Case	Requirement #	System /Functional /Non-Functional
TC-11	Validate that learning activities are working according to instructions	Linked to Req# in the ID document	Functional
TC-12	Verify learner answers incorrectly on each module formative assessment; it gives incorrect feedback.	Linked to Req# in the ID document	Functional
TC-13	Verify learner answers correctly on each formative assessment that continues to the next module.	Linked to Req# in the ID document	Functional
TC-14	Verify that video content is correct for lesson and quality.	Linked to Req# in the ID document	Functional
TC-15	Validate that each module has learning objectives	Linked to Req# in the ID document	Non-Functional
TC-16	Validate that each module has content, learning activity, and formative assessment	Linked to Req# in the ID document	Non-Functional
TC-17	Validate that the learning data analytics is enabled. Generate a report for a test user.	Linked to Req# in the ID document	System
TC-18	Verify learner answers incorrectly on Summative assessment and branches back to the adaptive lesson	Linked to Req# in the ID document	System
TC-19	Verify learner answers correctly on Summative assessment and branches forward to the adaptive lesson.	Linked to Req# in the ID document	System

Data Migration and Conversion

There is no conversion or data migration for the Anti-Bully awareness website and Bully prevention course. The new development will initially do a pilot before a global market release. Data will be collected at login, the learner's profile and throughout the Bully prevention course for learning data analytics.

Installation Plan

No hardware, software, equipment, environmental, supply, or other application systems are required to install the new system. We will utilize a third-party cloud-based hosting website with MySQL database as a learning management system. The cloud-based platform is a service by Data Hosting Service Provider.

Go/No Go Decision

The Go/No Go Decision will be made based on the Launch Readiness Assessments (Appendix B).

Hyper-care (Stabilization/Warranty) Period

The stabilization period is a scheduled 30-day period in which design team resources will be dedicated to monitoring, identifying, troubleshooting, and responding to known issues. Product stabilization will be managed by the design team resources, who will own the product/system after the transition to production support but will rely on the following contacts to assist. *See Table 6.*

Transition to Production Support

The transition to production support is to transfer knowledge to support teams so they may address issues and support the stabilization of the website or newly developed system. The transition to support must be efficient and seamless for the users.

Table 6

Transition to Production Support Schedule

Activity	Key Deliverable	Role/Representation	Date
Review Implementation Readiness Assessment	Implementation Readiness Assessment (Appendix B)	The design team and stakeholders	06/06/2023
Review Business Continuity Planning	Implementation Plan	The design team and stakeholders	06/06/2023

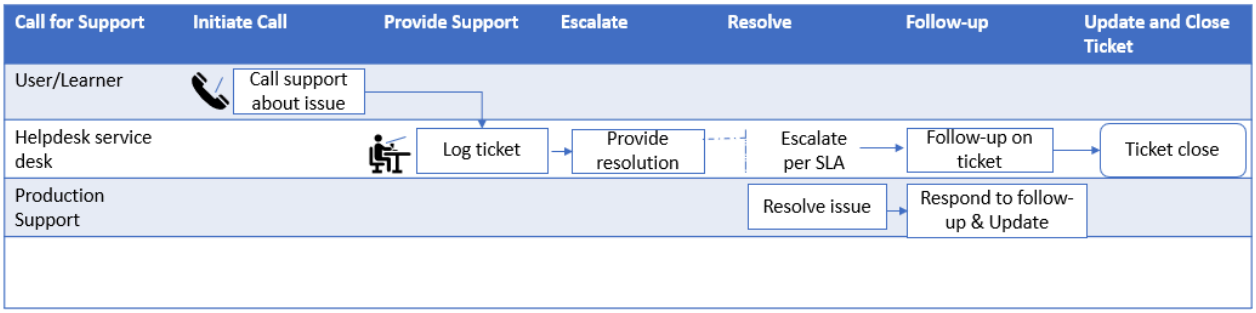
Review and transition Technical Support	Instructional Design Document and Implementation Plan	The design team and support team	06/06/2023
Review Testing Transition	Test Strategy & Plan and Test Scripts	The design team and support team	06/06/2023
Review of Training Plan	User guides, training webinar and reference to generating learning analytics	The design team and support team	06/06/2023
Review Document Archiving	Project SharePoint website or Microsoft Teams	The design team and support team	06/06/2023

After the product stabilization period, the design team will formally acknowledge the acceptance of the application, and the system will transition to the production support model. The design team and technical support will agree on modifications, changes, enhancements, or fixes falls to the technical support team. *See Table 7*.

Table 7

Technical Support Model

Technical Support Model



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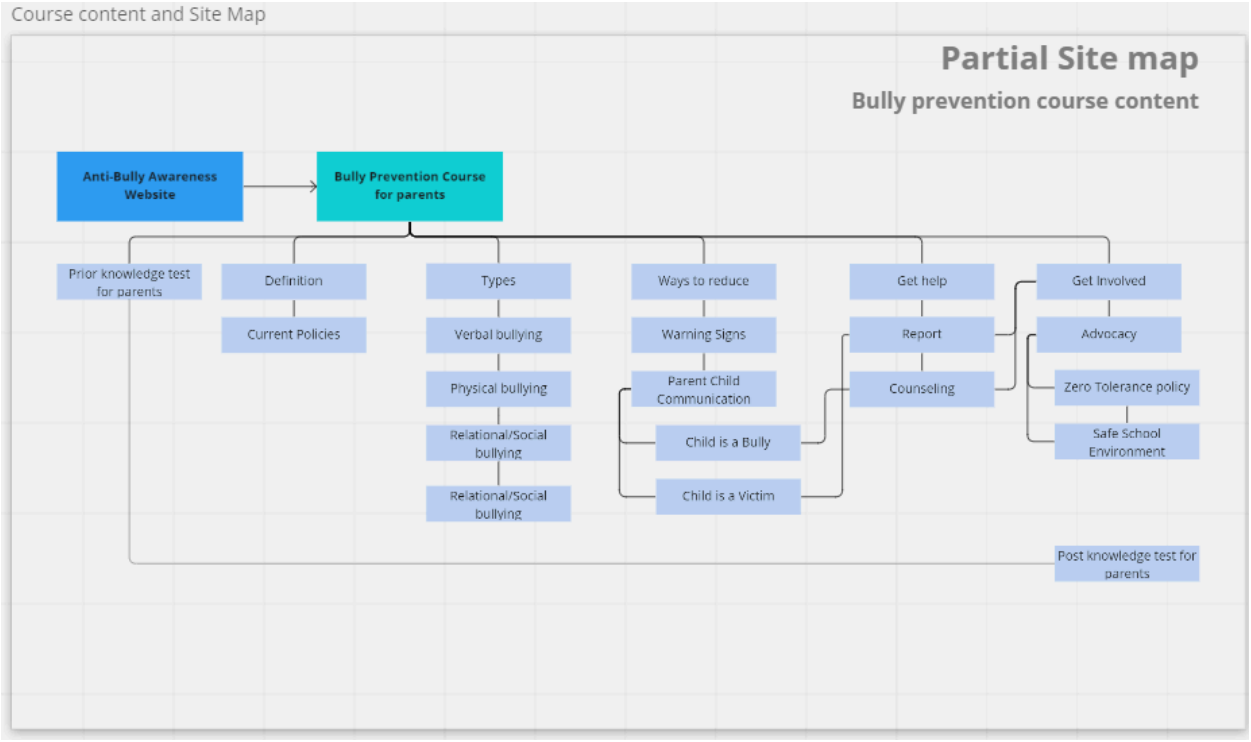
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Appendix A

Mind Map Brainstorm

Figure 2

Course content and partial site map



Appendix B

Implementation Readiness Assessment

30 Days Before the Product Launch

The summary of the Project is ready to launch today.

Score (1 to 5, with five being completely ready) ___

Commentary notes:

The most significant obstacles or roadblocks to launch.

Obstacle to Launch	Reason / Background	Impact / Risk	Mitigation

List any candidate features not included with the initial launch. Describe the impact analysis if it was descoped.

Feature at Risk	Why, how challenging is it to supply	Impact of launching without
		High, Medium or Low