Be a Part of History: Web-based Volunteer Training Module for Judiciary History Center Docents

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Abstract: The King Kamehameha V Judiciary History Center (JHC) in Honolulu, Hawaii serves to educate the public about the judicial process and Hawaii’s legal history. In order to meet its objective, the JHC relies on the help of volunteer docents. Docents should be properly educated and trained in order to effectively perform their duties and carry out the JHC’s mission. The purpose of this project was to create and evaluate a web-based learning module to assist in the training of adult volunteers in a logical, interactive, and meaningful manner. The module was created using Wix, a cloud-based web development platform in addition to a combination of tools including: YouTube, JotForm, QuickTime, and Audacity. Design of the module was guided by concepts from the constructivist learning theory. This study involves a total of 16 participants ranging in age from 18 to over 60. Data collected via tests and surveys were analyzed and reported using descriptive statistics. Results indicated that all participants showed improvement in score between the pretest and posttest. Furthermore, all participants either agreed or strongly agreed that they would be willing to use a web-based module for learning again in the future.

Introduction

As the first point of contact for a museum, docents play an important role in the successful operation of an institution. In order for docents to meet their objectives, it is imperative that they be well trained. Depending on the specific duties of the docent, the amount of training involved may vary. While not all institutions have the time or means to implement comprehensive training programs, it is necessary to offer educational support for development of docents.

The Judiciary History Center (JHC hereafter) is an educational establishment located in historic Ali‘iōlani Hale (the Supreme Court Building) in Downtown Honolulu. Founded in 1990, the JHC is an administrative program of the Hawaii State Judiciary established through Act 211 by the Hawaii State. The JHC is responsible for promoting civics and law-related education and informing the public about Hawaii’s unique legal history from the period of pre-contact with the West to present. To achieve its mission, the JHC relies on the assistance of volunteer docents. It is important that volunteers are knowledgeable about the JHC content and trained on how to interact with visitors.
I have worked as an Education Assistant (EA) at the JHC for three years. One of my duties as an EA is to help train new volunteer docents. I provide a tour for the new volunteer docents to orient them with the facilities; however, beyond that point, the Program Director manages training and the individual volunteer is responsible for self-directed study. Once volunteers begin service, I am occasionally asked for assistance. The aid that I offer is generally related to the operation of the theater (where cultural and historical films are shown) or questions about the building or JHC content.

Each individual volunteer docent is responsible for reading through the training materials and familiarizing themselves with the content. Training materials are currently provided for volunteers in print with a variety of resources compiled in a folder related to our objectives. As a result of leaving the individual responsible for reviewing the folder’s contents, training is inconsistent and the knowledge gained by each volunteer varies. Additionally, dealing with printed materials can be cumbersome let alone environmentally unfriendly. The purpose of this instructional design project is to design and evaluate the effectiveness of a web-based docent training guide for adult volunteers at the JHC. The creation of an online learning module that is mandatory for all volunteers will ensure organization and consistency in content delivery, a higher level of accountability, a greater level of familiarity with pertinent information, and increased volunteer confidence.

**Literature Review**

Knowledge of museum content is a critical component of being an effective docent. While not all skills can be taught, it is important to foster qualities that can be improved with additional training and educating (Grenier 2009; Grenier 2011). Grenier (2009) noted that formal learning may lead to competent docents, and the inclusion of additional learning materials may encourage self-directed learning. It may be desirable to provide docents with as much information as possible, however, it is also important to be careful not to overload or overwhelm the learner (Wang & Chiu 2011).

At the JHC, one of our primary goals is to educate the public about the history of law in Hawai‘i. This includes the laws of Hawai‘i prior to the influence of Westerners. Malo (1952) offered a look into the life of Hawaiians prior to sustained contact with the West. He focused on details of the kapu system, which served as a system of laws for the Hawaiians after being introduced by the priest, Pa‘ao in the 14th century. After the death of King Kamehameha the Great in 1819, Queen Ka‘ahumanu, serving as kuhina nui, or co-ruler, announced the end of the kapu (Silverman 1987). The development of a Western-based hybridized system of law continued to evolve, leading to the first constitution of Hawai‘i in 1840.

The need for a new government building in the 1860’s led to the conception and construction of Ali‘iōlani Hale. Opening in 1874, Ali‘iōlani Hale served as the Capitol building for the Kingdom of Hawai‘i. The building housed the Legislative Hall, the Supreme Court and offices, the Land Office, the Ministers of the Interior and Finance, and many other offices (Kneubuhl 2000). Today, Ali‘iōlani Hale serves as the home of
the Judicial Branch where the Supreme Court still convenes in a courtroom on the second floor.

To develop a module to deliver instruction, a constructivist approach was selected. The constructivist learning theory focuses on accessibility to users of varying levels of ability (Gilakjani, Leong, & Ismail, 2013; Keengwe, Ochvari, & Agamba, 2014). Additionally, research by Gilakjani et al. (2013) has shown that interaction with learning materials, as opposed to unidirectional lecture, can provide deeper learning.

Building on the philosophy of constructivism, research on Instructional Design (ID) further drove the development of the module. Instructional design can be a time-consuming process often compounded by the need to implement in a timely manner. In a study involving 11 instructional designers, Roytek (2010) was able to extract 47 efficiency methodologies as well as 14 competencies to aid in the efficient development of instruction.

Older participants who may not be proficient with the use of a computer were taken into account when designing the module. Research by Williams van Rooij (2012) identified a number of themes to aid in the development of age-inclusive training. Effective methods include the use of multimedia, self-paced learning, and encouraging environments (as opposed to systems that penalize).

Additional research on e-learning systems supports the design of easy to use interfaces (Lau, 2014; Lin, 2011). Lau (2014) contended that a simple or familiar interface will minimize extraneous load on participants while a study by Lin (2011) found that a simple user interface (UI) may increase positive attitudes and perceived usefulness, possibly leading to enhanced satisfaction, engagement, learning, and retention.

**Project Design**

After informally establishing the need for a standardized training system based on interaction with and observation of current volunteers, it appeared that a computer-based learning module would be the ideal solution. Based on research and information gathered in the literature review, the criteria for the learning module included: 1) ease of use; 2) accessibility to users of all levels; 3) interactivity; 4) the use of multimedia; and 5) the ability to self-pace. Taking these factors into account, a website was selected as the ideal format to deliver instruction. A web-based learning module would allow participants with a computer and Internet connection to access the module anywhere and at anytime.

Wix was selected as the platform for the development of the learning module. Other applications considered were Weebly and Google Sites. All three of these options are available for free (with the option to upgrade for a fee), however, Wix allowed for the most customization. With Wix, users are able to design, develop, and publish for free. Upgrading the account for a minimal cost allows users to select their own domain name and remove advertisements in addition to a few other perks. The free option affords more than enough customizability to develop a full-featured website.
The website was designed to be simple with easy to follow directions as shown in Figure 1. To improve visual aesthetics and to retain attention, photographs of the building and the History Center were included. The bottom of the page contains a button allowing users to advance to the next page. Subsequent pages contain buttons that enable users to advance to the next or return to the previous page. A menu bar at the top allows participants to navigate to almost any page of their choosing. Having the ability to decide when to advance or return at any time affords participants the opportunity to pace themselves.

![Figure 1. User interface was designed in a simple way to increase accessibility.](image)

In order to ensure accessibility by all participants, language used to present content was written at a level appropriate for the intended audience. The amount of information included was also limited to pertinent facts to make it easily digestible and prevent information overload (see Figure 2).
Due to size and space constraints, smaller text was used. For participants that may have been unable to see or read the text, particularly older users, audio narration was provided in sections of the module with large bodies of text (Figure 3). In addition to users that may be visually impaired, this feature also benefits auditory learners. Wix has built-in audio players that can easily be inserted anywhere in a webpage using files that are uploaded to the website. Audio was recorded using QuickTime Player and converted to MP3 format using Audacity so that it could be uploaded. The use of audio narration was optional and could be started or paused by pressing the brown button with the triangle located to the left of the applicable text.

To enhance the interactivity of the module, “Pop Quizzes” (Figure 4) were added to select pages of the module. These were created using JotForm, a freemium (free with paid upgrades) online form builder. Responses to these embedded quizzes were not
recorded. The pop quizzes provided immediate feedback to users with the opportunity to retry the question if not answered correctly on the first try. JotForm was chosen to create the quizzes because Google Forms could not provide immediate feedback without the submission and collection of data.

![Pop Quiz!](image)

*Figure 4.* Pop quizzes made using JotForm added to the interactivity of the module.

Google Forms (Figure 5) was used to create a separate pre survey, post survey, pretest, and posttest. The data from each of the forms were automatically stored in separate Google Spreadsheets. A Google Spreadsheet add-on called Flubaroo was also utilized for automatic grading. The use of Flubaroo would allow users to check their pre and posttest scores upon completion of the learning module.

![Google Forms](image)

*Figure 5.* Google Forms were used to create surveys and tests.

QuickTime and YouTube were used to create videos (Figure 6) that were embedded in the module. Training for some tasks such as operation of the touch screen panel in the JHC theater and tutorials for completion of the module were more easily accomplished with the use of multimedia. Video screen casts or images and narration were created first
with QuickTime then uploaded to YouTube. Using applications within Wix, YouTube videos were easily embedded and customized to fit within the pages of the module.

*Figure 6. Tutorial video created with YouTube and QuickTime.*

The module was divided into four different sections: Introduction/Greeting Visitors, History of the Building, the Theater, and the Monarchy Gallery. Each section detailed important information about a specific part of the JHC or special instructions for the operation of equipment. The instructional module was designed so that it could be completed in approximately one hour.

Following consultation with a subject matter expert, revisions were made to portions of the learning module. Text and corresponding audio were updated to reflect corrections. Additionally, aesthetic changes were made to maintain uniformity and to improve usability.

Survey data were analyzed using descriptive statistics and organized into common themes and constructs when possible. Means of individual responses and grand means for four constructs: ease of use, attention/engagement, quality of information, and satisfaction of experience, were calculated and compared. Comments collected from open-ended responses were analyzed for common themes. Pre and posttest scores were compared based on grade percentage.

**Methods**

A total of 16 adults, 9 females and 7 males, participated in this study (Table 1). All participants were above the age of 18 with the largest group, nine (56%) being over the age of 60. Participants included both volunteers and potential volunteers. In this study, volunteers were defined as participants that currently volunteer at the JHC or have volunteered in the past, while potential volunteers were defined as participants that have never volunteered at the JHC, but match the demographics of current or past volunteers.
Educational levels varied with all participants having completed at least some college education. Participants that possess a Master’s degree made up the largest group at six (38%).

Table 1.

*Participant Age and Education Level*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>36-60</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>60+</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some College</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Some Graduate Work</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Other: Juris Doctor</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

Potential participants were contacted in person, by phone, or by email. Most participants were met in person either at the JHC or at an agreed upon location to complete the module using my computer. Other volunteers used their own computers at home to complete the module. A total of 17 individuals were approached to participate; 16 of the 17 finished the entire module. The one individual that chose not to participate did not complete any portion of the module (at least to my knowledge as no incomplete data was collected).

Prior to beginning the module, participants were required to agree to the terms of a consent form (Appendix A). The consent form contained information about activities, length of the module, benefits, risks, confidentiality and privacy, and how to contact me. A link was also provided to allow participants to print a copy of the consent form for their own records. Participants were informed that continuing on to the next section implied that they agreed to the terms of the consent form.

Links to the survey and test forms were included in the module. By clicking the link, participants would be taken to the external form. After submitting a form, a link to the next form or back to the learning module was included. Data from submitted forms were automatically uploaded into individual Google Spreadsheets. The pre survey (Appendix B) consisted of 15 multiple choice and scaled demographic and attitudinal questions. The
post survey (Appendix C) consisted of a total of 20 multiple choice and scaled attitudinal questions and statements as well as three open-ended responses.

The pre and posttest (Appendix D) were identical, including all of the questions and choices in the same order. The pretest was administered after completion of the pre survey and prior to beginning the learning module; the posttest was administered after completion of the module and before the post survey. A total of 20 responses were required. Response types included identification, complete the statement, and fill in the blank. Both multiple choice and checkboxes were used as methods of response.

Responses were required for every question and statement in all four surveys and tests. Participants were asked to contact me either by phone or email if they could not or did not want to respond to any part of a survey or test. Contact information was located at the top of each form. Failure to complete survey or test in its entirety prevented the participant from submitting the form.

All forms required the use of a self-created username that would be entered at the beginning of each form. Participants were asked to create a username by combining their favorite color and food. For example, if the users’ favorite color is blue and their favorite food is spaghetti, their username would be: blue spaghetti. The inclusion of a username would allow the comparison of data from surveys and tests while maintaining the anonymity of participants.

Pretest and posttest scores (Appendices E and F) were compared to measure the efficacy of the module.

Results

To establish comfort levels with technology, users were first asked about the types of devices they own. Participants could select: desktop computer, laptop computer, tablet, smartphone, or N/A from a list of checkboxes. Selecting at least one option was required. Of the 16 participants, 15 (94%) owned at least one of the listed devices. Two or more devices were owned by 13 participants (81%). As shown in Figure 8 below, most participants, 12 (75%), own a laptop computer. The least common device was the desktop with only 6 participants (37.5%). All participants owned at least one of the listed devices.
Participants were asked how they would rate their comfort level with the previously listed devices (Figure 9). For this item, laptops and desktops were combined into a single category, “computers.” Responses were based on a 5-point Likert scale with the lowest value being “Very Uncomfortable” (1) and the highest being “Very Comfortable” (5). All devices received a mean of less than 4. Computers received the highest score at 3.88, with 6 out of 16 participants (37.5%) responding with “Very Comfortable” (5). The lowest scoring devices were tablets with a mean of 2.94. None of the participants in this study considered themselves “Very Comfortable” with tablets even though seven respondents own at least one tablet.

One of the goals of this project was to create a learning module that would be accessible to users of all abilities. Due to a large number of volunteers being above 60 years old, many of whom do not use technology on a regular basis and some who do not even own a computer, it was important to be mindful of the abilities of these users when designing the module. By maintaining a simple design, ease of use for even the most technologically challenged population was ensured. Prior to administering the module, it was important to establish a baseline for attitudes regarding online learning, so the
following question was posed: “How do you feel about using the Internet for learning?” Participants were given five scaled choices ranging from “Very Uncomfortable” (1) to “Very Comfortable” (5). As seen in Figure 10, there was a wide range of responses with the largest number of responses (six) being “Comfortable” (4). Nine of the participants gauged their feeling toward using the Internet for learning as either “Very comfortable” or “Comfortable,” while seven participants felt “Neutral,” “Uncomfortable,” or “Very Uncomfortable” by this prospect.

![Figure 10](image)

*Figure 10. Pre survey question gauging attitudes regarding using the Internet for learning.*

To determine whether attitudes toward learning using the Internet had changed, participants filled out a post survey upon completion of the module. Specifically speaking, one of the questions aimed to gauge attitudes after their experience using the Internet for learning. As shown in Figure 11, all participants either “Agree” or “Strongly agree” that they would use a web-based learning module again in the future.

![Figure 11](image)

*Figure 11. Post survey statement gauging users’ satisfaction with the experience of using a web-based learning module.*
A number of factors can be attributed to the participants’ satisfaction with the experience of using the learning module. For this study, a total of four constructs were gauged: Ease of use, Attention/Engagement, Quality of information, and Satisfaction of experience (Figure 12). The grand means of each construct exceeded 4 on a 5-point Likert scale (1=Strongly disagree, 5=Strongly agree) indicating a positive user experience. The highest result was Ease of use with a grand mean of 4.6, while the lowest result was Attention/Engagement with 4.19.

![Attitudinal Constructs](image)

*Figure 12. Grand means for the four constructs of the attitudinal survey.*

The four constructs are further examined in Table 2. Each of the constructs consisted of three to five elements. The “Strongly disagree” option was not included in this table as it was not selected by any of the participants. Dissection of the constructs reveals an explanation for the low grand mean for Attention/Engagement. Participants gauged the section length and video length comparatively lower than other qualities with scores of 4.19 and 4.06, respectively. The comparatively high response for Ease of use can be attributed to 15 participants selecting “Agree” and “Strongly Agree” for a mean of 4.69 in response to the statement “Quizzes were easy to fill out.”
Table 2.

*Attitudinal Survey Results and Grand Mean (GM) Scores*

<table>
<thead>
<tr>
<th>Item: 5 point Likert Scale</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ease of Use:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GM=4.60</td>
</tr>
<tr>
<td>The learning module was easy to use</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>4.56</td>
</tr>
<tr>
<td>Directions were easy to follow</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>4.56</td>
</tr>
<tr>
<td>Quizzes were easy to fill out</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>4.69</td>
</tr>
<tr>
<td><strong>Attention/Engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GM=4.19</td>
</tr>
<tr>
<td>The length of each section was manageable (not too long or too short)</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4.19</td>
</tr>
<tr>
<td>The use of technology made learning more interesting</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>6</td>
<td>4.31</td>
</tr>
<tr>
<td>The length of the videos was manageable (not too long or too short)</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>4.06</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GM=4.34</td>
</tr>
<tr>
<td>The information in the module is useful to me as a volunteer</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td>I feel more confident sharing my knowledge as a volunteer</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The use of videos was helpful for learning</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>4.31</td>
</tr>
<tr>
<td>This module has prepared me to be a better greeter</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>4.31</td>
</tr>
<tr>
<td>The information in the module will help the Judiciary History Center meet its goal of educating the public</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>9</td>
<td>4.56</td>
</tr>
<tr>
<td><strong>Satisfaction of Experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GM=4.35</td>
</tr>
<tr>
<td>I would consider using this module even if I wasn't a volunteer (i.e. I would use this module for my own learning)</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>4.13</td>
</tr>
<tr>
<td>I would recommend this module to other volunteers/potential volunteers</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>4.44</td>
</tr>
<tr>
<td>I would consider using a web-based module for learning again in the future</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>4.5</td>
</tr>
</tbody>
</table>

In order to measure the effectiveness of the module, a pretest was administered prior to the module to establish a baseline. Those results were then compared to a posttest that was administered after completion of the learning module. The same 20 questions were used in both tests. Results are shown in Figure 13 below.
All participants showed improvement between completion of the pretest and the posttest. Participant number 7, with an increase from 50% to 65%, made the smallest gain, while the greatest gain was from 45% to 85% made by participant number 11. Participant number 5 also had the lowest pretest score with 5 out of 20 (25%) and participant number 4 had the lowest posttest score with 13 out of 20 (65%). Four participants were able to complete the posttest with a perfect score.

**Discussion and Conclusion**

Based on overall positive feedback from participants, a web-based learning module is a potentially viable method of training volunteers at the JHC. Initial feedback (via pre survey) informed that approximately half of the participants were less than “Comfortable” using the Internet for learning. This may be an indication that some of the participants had a negative experience with Internet training in the past. Of the 16 participants, 12 had used the Internet for training in the past, and of the 12, 10 had spent more than one hour training. It is therefore a positive indication that all participants either agreed or strongly agreed with the statement in the post survey that they would use a web-based learning module again in the future.

User feedback also pinpointed some of the weaker aspects of the learning module. Some participants took issue with the Google Forms portion of the module. This is cause for concern because the pre survey, pretest, posttest, and post survey were all created using Google Forms. A suggestion from one of the participants was to make buttons after submitting the forms to continue on to the next section. The design of Google Forms only allowed me to include a link to the next section. Ideally, participants would automatically be taken to the next section after clicking the submit button, unfortunately, this was not an available option. Another participant mentioned that it was troublesome to have to click outside of the selections before scrolling down, lest they unintentionally change their selected answers. Unfortunately, some of the requests could not be
addressed due to the limited options of Google Forms and the inability to modify some of the features. In the future, perhaps a different form generating software may be used such as JotForm, which is also free and offers many of the same features as Google Forms.

Another issue related to the forms was the use of Flubaroo, a Google add-on that automatically calculates grades for Google Forms-designed tests. When initially implemented, it appeared to be a useful tool that would allow participants to see the correct answers and their score immediately after submitting. Unfortunately, Flubaroo did not work automatically as it was meant to. Each time a new submission was received, it needed to be manually activated. Again, a tool other than Google Forms/Google Spreadsheets may work better for the purpose of immediate feedback.

One content related concern based on the results of the tests was a question that was answered incorrectly by 43.8% of the participants on the posttest. On the pretest, only 12.5% of the participants answered it correctly. After examining the learning module, one possibility is that it may have been confusing that one of the films contains Japanese titles. In the video tutorial, the six films were introduced. The film with subtitles was shown on its own separate page, perhaps leading participants to count seven films.

Comments collected from the users were also helpful in offering suggestions for improvements to the module. Some participants mentioned that portions of the module were lengthy, such as the videos, some of which were included to address the needs of novice computer users. Options to skip such videos or sections will be needed for the more advanced users.

Several users also expressed interest in having more information. While the module includes a sufficient amount of information to fulfill a volunteer docent’s duties, there are details that may be of interest to some. The inclusion of additional, optional pages and links to supplemental information will satisfy inquiring users as well as challenge users that find the content in the module insufficient.

Future updates to the module will also include more content from the Judiciary History Center. For instance, information about the Restored 1913 courtroom that was once used for actual trial court cases will be added along with facts about the Martial Law Gallery. While there are issues that need to be addressed, the existing module will serve as a good foundation to build upon.

In conclusion, by providing a structured, comprehensive training module, volunteer docents will be better prepared to assist visitors proficiently and confidently. This training system will help foster the development of volunteers who are knowledgeable about History Center content and docent duties, thus making the volunteer docents more confident and willing to greet, guide, and assist visitors. Not only will this lead to a better experience for our visitors, but feelings of satisfaction and pride for the volunteers as well.
References


Appendix A
Consent Form

University of Hawai‘i

Consent to Participate in Research Project:
Be a Part of History: A Web-based Training Module for Judiciary History Center Volunteers

My name is David Cypriano. I am a Graduate Student at the University of Hawai‘i at Manoa (UHM), in the Learning Design and Technology Program. I am conducting research as part of a requirement for the completion of my degree. The purpose of this instructional design project is to assess the effectiveness of an online learning module for training adult volunteers at the Judiciary History Center. I am asking you to participate in this project because you are either currently a volunteer or are considering volunteering at the King Kamehameha V Judiciary History Center.

What activities will you do in the study and how long will the activities last? If you agree to participate, you will be asked to complete an online learning module. The module should take approximately 60 minutes to complete. I will collect data from pre and post surveys as well as pre, embedded, and posttests. I will evaluate the information from the collected data in order to improve the instructional module.

If you participate, you will be one of a total of approximately fifteen volunteers and/or potential volunteers who will complete the module. One example of the type of question I will ask is, “How do you feel about using the Internet for learning?” If you would like to see a copy of all of the questions that I will ask you, please let me know now.

Benefits and Risks: You may benefit by participating in my research project by learning more about the Ali`iolani Hale and the history of law in Hawai‘i. The results of this project might help me and other researchers learn more about the effectiveness of using a web-based learning module to train volunteers. I believe there is little or no risk to you in participating in this project. There is a possibility you may become uncomfortable or stressed by answering survey/test questions or merely by working on the online module. If that happens, you may skip the question, take a break or stop working on the module. You may also withdraw from the project altogether.

Confidentiality and Privacy: I will keep all data from the surveys and tests in a safe place. Only I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawaii Human Studies Program has the right to review research records for this study.

When I report the aggregated results of my research project in my typed papers and presentations, I will not use any personal identifiers linking you to your responses. If you would like a copy of my final report, please contact me at the number listed near the end of this consent form.
Voluntary Participation: Participation in this research project is voluntary. You are free to choose to participate or not to participate in this project. At any point during this project, you can withdraw your permission without any loss of benefits.

Questions: If you have any questions about this project, please contact me by phone at 808-987-2235 or via e-mail (dcyprian@hawaii.edu).

If you have any questions about your rights in this project, you can contact the University of Hawaii, Human Studies Program, by phone at (808) 956-5007 or by e-mail at uhirb@hawaii.edu.

To Access the Survey: The module, survey and instructions for completing them are found at http://dcyprian7.wix.com/volunteermodule. Submittal of the survey will be considered as your consent to participate in this study. The direct link to the survey is http://dcyprian7.wix.com/volunteermodule#!/consent-form/c1mhw.

Please print a copy of this page for your reference.

You may start the module by clicking “Begin”.
Appendix B
Pre survey

Pre Survey
This survey contains questions that will provide me with background information for all participants. All submissions are anonymous.

* Required

Required answers
This form is designed such that all questions require an answer. If you encounter a question you are unsure of or do not want to answer, please contact me immediately by phone at (808) 987-2235 or email at dcypran@hawaii.edu

Scrolling
Please be aware that arrow keys may be used to modify your answers. If you are using the arrow keys on the keyboard to scroll, it is recommended that you click on the white area of the form after making a selection or use a mouse or touch pad to scroll instead.

Username
Please create a username for yourself by combining your favorite color and favorite food. For example, my favorite color is red and my favorite food is spaghetti, so my username would be: redspaghetti.

Please remember your user name as you will also need to enter it for the pretest, posttest, and post survey. By using this fake name, I will not be able to identify you, however, it will allow me to compare the results of your pre survey, pretest, post survey, and posttest.

1. Please enter your username *


2. 1. Which device(s) do you own? *
   Check all that apply
   Check all that apply.
   - Desktop computer
   - Laptop computer
   - Tablet
   - Smartphone
   - None of the Above

3. 2. How would you rate your ability to use a computer? *
   Mark only one oval per row.

<table>
<thead>
<tr>
<th>(1) I don't know anything about computers</th>
<th>(2) I know very little about computers</th>
<th>(3) I have some knowledge about computers</th>
<th>(4) I know a lot about computers</th>
<th>(5) I am a computer expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate your ability to use a computer?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. 3. How often do you use a computer? *
   Mark only one oval.
   - Never
   - A few times a year
   - Monthly (1-4 times a month)
   - Weekly (2-4 times a week)
   - Daily

5. 4. How much time do you spend on the internet per week? *
   Mark only one oval.
   - I do not use the internet
   - Less than one hour
   - 1-5 hours
   - 6-10 hours
   - 11+ hours
6. 5. How comfortable are you with: *
   Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>(1) Very Uncomfortable/Do not use</th>
<th>(2) Uncomfortable</th>
<th>(3) Neutral</th>
<th>(4) Comfortable</th>
<th>(5) Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Computers (includes desktops and laptops)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>B. Tablets</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>C. Smartphones</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

7. 6. How do you feel about using the internet for learning? *
   Mark only one oval per row.

<table>
<thead>
<tr>
<th>How do you feel about using the internet for learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Very Uncomfortable</td>
</tr>
<tr>
<td>[ ]</td>
</tr>
</tbody>
</table>

8. 7. Have you used a computer and/or the internet for training before? *
   Mark only one oval.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

9. 8. How much time did you spend training (via computer and/or internet)? *
   Mark only one oval.

<table>
<thead>
<tr>
<th>Not applicable</th>
<th>Less than one hour</th>
<th>1 - 5 Hours</th>
<th>6 - 10 Hours</th>
<th>11+ Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

10. 9. How long have you been volunteering at the Judiciary History Center? *
    Please list approximate number of days, months or years. Potential volunteers may enter zero.
11. How many hours per week do you volunteer at the Judiciary History Center? *
   Approximately how many hours per week. Potential volunteers may enter zero.

12. How many hours did you spend training to be a volunteer at the Judiciary History Center? *
   Potential volunteers and non-discounted volunteers may select "Not applicable"
   Mark only one oval.
   - Not applicable
   - Less than one hour
   - 1 - 3 hours
   - 4 - 5 hours
   - 6+ hours

13. How were you trained at the Judiciary History Center? *
   Potential volunteers and non-discounted volunteers may select "Not applicable"
   Check all that apply.
   - Not applicable
   - Personally trained by Judiciary History Center employee
   - Shadowing
   - Training folder/packet
   - Books
   - Other: ________________________________

14. Highest completed level of education? *
   Mark only one oval.
   - Some High School
   - High School/GED
   - Some College
   - Associate’s Degree
   - Bachelor’s Degree
   - Some Graduate School work
   - Master’s Degree
   - Doctorate
   - Other: ________________________________
15. **14. Gender** * 
Mark only one oval.

- Male
- Female
- I would prefer not to answer

16. **15. Age** * 
Mark only one oval.

- 18 - 25
- 26 - 35
- 36 - 60
- 60+
Appendix C
Post survey

Post Survey
The following survey contains questions regarding your experience with this web-based module. Again, your responses are anonymous.

* Required

Required Answers
This form is designed such that all questions require an answer. If you encounter a question you are unsure of or do not want to answer, please contact me immediately by phone at (808) 987-2235 or email at dcypran@hawaii.edu

Scrolling
Please be aware that arrow keys may be used to modify your answers. If you are using the arrow keys on the keyboard to scroll, it is recommended that you click on the white area of the form after making a selection or use a mouse or touch pad to scroll instead.

1. Please enter your username *
   Hint: It was the name you created by combining your favorite color and favorite food

2. 1. Ease of Use *
   Please rate your experience by selecting one of the buttons for each statement
   Mark only one oval per row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The learning module was easy to use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Directions were easy to follow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Quizzes were easy to fill out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Satisfaction of Experience** *

Please rate your experience by selecting one of the buttons for each statement. *Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I would consider using this module even if I wasn't a volunteer (i.e., I would use this module for my own learning)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. I would recommend this module to other volunteers/potential volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. I would consider using a web-based module for learning again in the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **5. Please evaluate the following sections based on usefulness.** *

Check all that apply. *Mark only one oval per row.*

<table>
<thead>
<tr>
<th>Section</th>
<th>Not useful</th>
<th>Only a little useful</th>
<th>Somewhat useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Video Tutorials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Introduction (about greeting guests and the recommended route)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The Building (about Aliiolani Hale)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Theater (about the films and operating the control panel)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Monarchy Gallery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **6. Was there anything included in the module that you found unnecessary?** *

What would you remove from this module?

```plaintext

```

```plaintext

```
6. 7. Was there anything missing from the module? *
   What else would you have included in this module?

.........................................................................................................................
.........................................................................................................................
.........................................................................................................................
.........................................................................................................................
.........................................................................................................................
.........................................................................................................................

5. 8. How else could I improve this module? *

.........................................................................................................................
.........................................................................................................................
.........................................................................................................................
.........................................................................................................................
.........................................................................................................................
.........................................................................................................................

10. 9. What letter grade would you give the web-based "Volunteer Training module"? *
    A = Excellent, F = Fail
    Mark only one oval.
    [ ] A
    [ ] B
    [ ] C
    [ ] D
    [ ] F

Powered by
Google Forms
Volunteer Module Pretest/Posttest

The result of this posttest will be compared to the pretest. DO NOT WORRY ABOUT THE SCORE, simply select the answer(s) you believe to be correct to the best of your knowledge.

* Required

Required answers

This form is designed such that all questions require an answer. If you encounter a question you are unsure of or do not want to answer, please contact me immediately by phone at (808) 987-2235 or email at dcypran@hawaii.edu

Scrolling

Please be aware that arrow keys may be used to modify your answers. If you are using the arrow keys on the keyboard to scroll, it is recommended that you click on the white area of the form after making a selection or use a mouse or touch pad to scroll instead.

1. Please enter your username *
   Hint: It was the name you created by combining your favorite color and favorite food

2. 1. When guests arrive, greeters should: *
    Mark only one oval.
    A. Wait for guests to approach
    B. Take a break
    C. Approach guests
    D. Point towards the theater

3. 2. Judiciary History Center brochures are available in: *
    Mark only one oval.
    A. English
    B. Japanese
    C. Chinese
    D. Korean
    E. All of the above
4. 3. Visitors should start self-guided tours of the gallery from:
   * Mark only one oval.
   - A. The theater
   - B. The Monarchy Gallery
   - C. The 1913 Courtroom
   - D. The Martial Law Gallery

5. The year of COMPLETION of the construction of Ali`iolani Hale was:
   * Mark only one oval.
   - A. 1778
   - B. 1852
   - C. 1872
   - D. 1874

6. 5. Ali`iolani Hale was named after:
   * Mark only one oval.
   - A. King Kamehameha IV
   - B. King Kamehameha V
   - C. King William Lunalilo
   - D. King David Kahanamoku

7. 6. When Ali`iolani Hale first opened, it served as:
   * Mark only one oval.
   - A. the house of the queen
   - B. Oahu's first courthouse
   - C. a meeting hall
   - D. the Capitol building of the Kingdom of Hawai`i

8. 7. "Ka no`i elima", the words below the clock on the exterior of the building, is translated:
   * Mark only one oval.
   - A. the fifth king
   - B. the best king
   - C. I am number five
   - D. the last king
5. The theater has a total of _____ films. 
Mark only one oval.

A. 4
B. 5
C. 6
D. 7

10. The film about martial law is called: *
Mark only one oval.

A. Pearl Harbor
B. When Fear Reigned
C. Law of the Land
D. Kanawai

11. The film that addresses water use rights and looks at the court case, Peck v. Bailey, is: *
Mark only one oval.

A. Kanawai
B. When Fear Reigned
C. Law of the Land
D. Animals and the Courts

**Touchscreen knob**
12. **The knob on the touch screen panel controls**
   See image above.
   Mark only one oval.
   
   - [ ] A. the lights
   - [ ] B. picture brightness
   - [ ] C. the disco ball
   - [ ] D. the volume

13. **The two types of kapu are:**
   Please select two.
   Check all that apply.
   
   - [ ] A. Kapu akua
   - [ ] B. Kapu noho
   - [ ] C. Kapu ali'i
   - [ ] D. 'Ai kapu

14. **Select the following that could be designated pu‘uhonua.**
   Check all that apply.
   
   - [ ] A. Animals
   - [ ] B. Fruits/Vegetables
   - [ ] C. Places
   - [ ] D. People
15. The "favorite" wife of Kamehameha I was: *
Mark only one oval.
   A. Keopuolani
   B. Kalaniopu'u
   C. Ka'iulani
   D. Peleulii

16. The first Constitution of Hawai'i was created in: *
Mark only one oval.
   A. 1819
   B. 1840
   C. 1852
   D. 1959

17. The first western-trained lawyer in Hawai'i was: *
Mark only one oval.
   A. William Richards
   B. George Keikiwelana
   C. John Ricord
   D. William Little Lee

18. Hawaii's first courthouse was located where ______ is today: *
Mark only one oval.
   A. Aloha Tower Marketplace
   B. Ward Warehouse
   C. Ala Moana shopping Center
   D. Kahala mall

19. Artifacts in our Monarchy Gallery from the first Courthouse in Hawai'i include *
Mark only one oval.
   A. a juror's chair
   B. coral blocks used in the construction of the building
   C. a clock
   D. All of the above