Uber: A Beginner's Guide (Video Training)
Learning & Design Principles | Systems & Tools Used

I chose to create a short video training on the Uber app for people over the age of 55. My goal was to provide a pithy piece of introductory content that could be universally useful while maintaining specificity to the Uber process.

Learning & Design Principles

For this training I utilized three specific learning principles with the aim to increase the stickiness of the video and provide a genuinely great learning experience.
1. Advanced Organizer
2. Multimedia Principle
3. Layered Design

Advanced Organizer
Cognitive scientists have long agreed on the concept of increasing memory and retaining experiences when learners are given a framework to focus their attention. This video is built around three points, all of which are revisited multiple times (repetition is an additional principle used in this training). By clearly stating what will be covered in the video and revisiting those three points regularly, learners' cognitive load is kept at a minimum enabling them to focus on what matters most.

Multimedia Principle
Clark & Mayer (2003) have done extensive research on the impact of media methods in e-learning. They dubbed a specific finding *The Multimedia Principle* and described it this way:

Based on cognitive theory and research evidence, we recommend that e-learning courses include words and graphics rather than words alone. By words, we mean printed text (that is, words printed on the screen that people read) or spoken text (that is, words presented as speech that people listen to through earphones or speakers). By graphics we mean static illustrations such as drawings, charts, graphs, maps, or photos, and dynamic graphics such as animation or video . . . Pictures should not be an afterthought. Instead of selecting pictures after the words are written, instructional designers should consider how words and pictures work together to create meaning for the learner. (p. 70)

Enough said!

Layered Design
Gibbons' (2014) design theory includes 7 layers or elements. The *Control Layer* is concerned with how the learner might have opportunities to communicate with the instructor and how will he/she be able to control his/her own learning. This can be a frustrating element in scalable learning materials because of the sheer number of learners. However, by including two specific invitations at the end of the video (the *help* tab and the help.uber.com website) to additional resources to which the learner might take control of their learning, my hope is the learner will not be frustrated if they have additional questions.

Systems & Tools

For this training I used the following tools:
- H4N zoom and RODE NTG2 microphone
- Adobe Audition
- Adobe AfterEffects
- Adobe Illustrator
- Adobe MediaEncoder
- Google Documents
- Adobe Acrobat
- YouTube and YouTube Caption Tool

The system or process I used to design this training followed the backward design model of most active learning approaches. First I considered my audience, reviewed the goal and constraints, and established the medium and strategy I would use. Next I focused on objectives and evaluation questions which provided the framework I needed to create the content in written form. Finally I developed the training into video and evaluated the training in light of my initial objectives.

A Final Note
When writing the script I used specific lines and phrases from the current Help Section on the Uber app. Additionally, I did not personally create every vector graphic in the video but used free (and legally available) resources online to generate assets needed to build the training in a timely manner. I will gladly name the specific assets I built from scratch and those I merely adapted should that be something you would like to know. For now, I will spare you the details.

Clark, R. C., & Mayer, R. E. (2003). *e-Learning and the Science of Instruction*.
Gibbons, A. S. (2014). *An Architectural Approach to Instructional Design.*