



Learning Modules for Museum Training Department

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Context

For my Learning Engagement Project, I worked with the Training Department of a local non-profit museum on building and designing learning modules for employees. The Training Department have spent the second half of 2025 working digitizing many of their in person meetings onto an LMS System. In support of this initiative, I focused my efforts primarily on a Tram Safety Module that will be utilized by all staff within the Visitor Services and Security Department. My secondary task was to create a proposal for a specific training for Visitor Services Associate new hires introducing them to a work area called “Bottom of Hill” or, commonly, “BOH.”

Information on the Tram

The non-profit museum built this tram shortly after opening in 1999 in order to transport a large demand of people who were parking roughly $\frac{3}{4}$ of a mile or 1.2 kilometers downhill from the museum. “The tram” is technically 2 trams that move opposite of each other, meaning one goes up the hill while the other comes back down. Currently, it is capable of taking up to 1200 people every hour. The tram can fit up to 90 people but with its current age if too many people weigh it down it could cause a Tram Failure (turns off and shuts down). Because of this, the tram is an essential part of guest experience and the overall function of the museum. It is also quite beloved by visitors and locals and can be a point of excitement or tension depending how it’s running on any given day.

Note on Posterity: There are elements of this training module that will change quite soon, the current tram will be replaced in 2027 with a newer tram. Based on concept art (which I can’t share here) it seems that some of the evacuation functions will not align with what is currently on the training.

Information on “BOH”

Bottom of Hill, or “BOH,” refers to a specific area of the museum’s campus. The museum, office buildings, library, auditorium, and most other places staff and visitors would prefer to preoccupy their time, is referred to as the top of hill. The bottom of the hill houses the main parking lot where the majority of guests and staff park before heading up, there is also the T1 Tram platform where there is a parking office, security check and line to get on the tram. This area is significant to the Visitor Services Team because it is where guests start their experience at the museum. (*slight interlude: Architect Richard Meier imbued in the museum the idea of “discovery” meaning that there is minimal signage and is generally confusing to move through.*) There are many types of people that come to the museum such as museum visitors, business guests, or school groups on field trips. Most guests are unfamiliar with the area and need guidance in order to “get up” to the museum. So it is the duty of the Visitor Service team to help guide the masses through BOH and up to the museum or back to their car.

Design Tools: *What is Talent LMS?*

For my learning engagement, I’m working on a Tram Safety Module that is hosted on TalentLMS. This learning management system is a bare-bones program, but its functions are appropriate for the projects the training department is working on. The department is running on a cheaper version, but if the LMS initiative is successful they will invest more and branch out to more gamified training.

Learners

The learners for my learning engagement project are employees of the Visitor Services and Security Department of a local non-profit museum. The majority of these learners would be Security Officers, followed by Visitor Services Associates. This department and its employees are part of the museum's operations and many of the employees are in front-facing positions. The Visitor Service and Security Department is the largest department at the museum and is incredibly diverse. Of the several hundreds of employees there is great diversity in regards to age, ethnicity, race, gender, and educational background. All of these factors I try to account for when designing my modules.

Below are two empathy maps. The first encapsulates the learner for the Tram Safety Module. This learner is inspired by the broad range of people within the Visitor Services and Security Department. The Second learner is inspired by a smaller group within that department, specifically Visitor Service Associates.

Empathy Maps

Tram Safety Learners

What do they do?

Learner has clocked in for work and will mostly be standing all day. If not, they are running around doing tasks around the museum. They are typically looking for an opportunity to socialize to make the time move faster.

What do they see?

They see an opportunity to refresh their learning on the tram safety protocols and see an opportunity to sit in an air conditioned room. In their immediate environment, they see an area that they have to control to some capacity to ensure safety.

What do they say?

Probably talk about the training with incredible excitement. Or they will talk about how the training allows them time away from their duties. I imagine that they will say that the training is easy.

What do they Think and Feel?

Pains

There are feelings of frustration due to changing duties and responsibilities. Anxieties of changing hours with looming capital projects.

Gains

They want to have an uninteresting day at work. They want to have their desired schedules and dream that the generous benefits at this non-profit will be worth the frustrations of the job. Some learners might want to network and find their way into the corporate aspects of the job.

What do they Hear?

Hearing that they have to do another training. They hear about the reservation count and the amount of visitors coming to the museum that day. They are hearing about different changes coming to the museum and different capital projects that will be started in the next couple of months.

What do they need to do?

Learner has to complete all essential work. Coverage is important for this job and if they can't perform their duties in any given moment they must have another individual cover. Time away from their post is top of mind. Decisions they have to make: How to get people up to the museum or down, safely. How to deal with anyone trapped? They will know they are successful when people are moving systematically between the museum and the bottom of the hill and the Tram is safely empty or operating.

Who are we empathizing with?

Learner is most likely working a job where they have to be outside and standing all day. They have to have a good understanding of the different working parts of the museum and its operations. The learner is highly communicative with their team and is prepared to adapt to a changing work environment.

"BOH" Learners

What do they do?

Learners have spent their day either sitting in meetings and in-person training or they have been out getting tours of the campus. Their day typically has had a lot of variety and a lot of information for them to learn.

What do they see?

They see some new environments and layouts that they have to become familiar with. They see many offices and new faces that they will be working with. They will be working with different training softwares and presentations to learn about the duties of the job. During in-person training they have seen a lot of white plain walls, very Severance-esque.

What do they say?

I can imagine them saying that they are happy to work on it. Which I think might not be a reflection of their emotions. I think that they will say that this training is a lot.

What do they Think and Feel?

Pains

Wondering how they will adjust to job needs. Frustrations with learning about some of the issues at this non-profit, like mandatory overtime. They might be worried about some of the more intensive duties.

Gains

Learners want to learn how to do a good job. Typically they want to use this job as a stepping stone or place holder for another job. Usually, looking to move into museum work or work in the film and entertainment industry.

What do they Hear?

Hearing from a lot of new people. Hearing a lot of terminology that they have not heard before. They are probably hearing a lot of introductions to new people. Hearing about the job, the good and some of the bad, from their new coworkers.

What do they need to do?

Learner is new to the museum and is concerned with understanding the scope of the job. They have to make decisions about what information will be retained and what is important to learn before officially starting the job. They will know they are successful when they feel that they can confidently enter a post and execute the duties appropriately.

Who are we empathizing with?

Learner has more of a guest service facing role and has comparatively less information about operations than other museum operations staff. Generally, employees are of low morale due to taking the brunt of consequences to changes. Is very wary of new changes being implemented.

Questions and Solutions

What problem is this learning engagement solving?

Before the Learning Management System initiative, all employees within the Visitor Services and Security Department had to receive training in-person. This is typically a tricky endeavor considering the following points.

- High number of employees in the department (Roughly 600 employees).
- Many different schedules. This includes different work weeks, start and end times, and different hours/overtime hours to calculate.
- For Security Officers and VSA's, which are the majority of the staff employed in this department, they need coverage at their posts.
- Make-up training for employees out sick or on vacation.
- Large Campus and only familiarity with specific areas.
- Need standardized training for new hires.

Because of these different issues, using a LMS would be an appropriate solution. The learning modules would address these problems:

- Allow flexibility for training times.
 - Meaning completion is not dependent on both trainees and trainers being available.
- Having a digital trail and assurance of who's completed the course.
- Just need a computer and log in to complete.
 - Because there are two different museums where employees could be working, they can finish it from anywhere.
- Flexible to the amount of employees completing the training at one time.
 - Depending on the demand of the day, they can adjust how many employees are taking the training at one time.

Regarding the Tram training, one possible solution one could come up with is shrinking the number of people to train in order to avoid a majority of these issues. But this solution wouldn't be ideal because of high turnover rates, high absenteeism, and changes to people's posts. The department needs to prioritize flexibility and adaptability. And because the Tram training deals with emergency and evacuation protocols, it would be important for all staff to know how to keep themselves and others safe in those situations.

Learning Goals

To develop this plan, I led with a backward design model. I considered what were the end goals of the training and where it would fit. This was inspired by Grant Wiggin's *Understanding by Design*. For this project, I focused on two types of learning goals: Learning goals for the training modules and goals for the learners. I also centered these goals around Essential Questions that shape these learning goals.

Essential Questions

Tram:

- What are common safety measures to abide by when the tram is running normally?
- What scenarios would cause a tram shut down?
- What are the steps to shutting down a tram, evacuating a tram, and continuing the transport of guests and staff?

“BOH”:

- What are the learning gaps that need to be addressed in the in-person and on-the-job training for Visitor Service Associates?
- What are the different areas within the ride envelope and, regarding guest experience, what happens there?
- How does everyone's roles connect and impact the guest experience?

Goals for Training Module:

Tram:

- New training with more flexibility. Will not be as dependent on scheduling.
- Standardized information for Tram and ensure that everyone receives the same and accurate information.
- Ensure that all employees receive tram safety training.

“BOH”:

- Bottom of Hill Training Modules will serve as an introduction to and supplement the in-person/on-the-job training.
- By the end of the training, new hires will have a familiarity with the concepts, verbiage, posts, and roles of Bottom of Hill.
- Training should provide a general overview of that specific working area and shouldn't include TOH materials. Nor should it focus on memorization.

Goals for Learners

Tram:

You will be able to:

- Understand How the Tram Operates
- Identify Causes of Tram Failure

Know your Role in order to:

- Initiate an Emergency Tram Shutdown
- Safely Evacuate the Tram

“BOH”:

You will be able to:

- Understand Working Envelope
- Identify different visitor experiences and how they will be navigating the park.

Know your Role in order to:

- Effectively communicate with coworkers
- Assist and guide visitors through entry and exiting.

Design For Tram Safety Module

In my design for the Tram Safety Module, learners will be completing four sections all focused on Tram Safety and Emergency Protocol. I aimed for this training to take roughly 30 minutes to an hour to complete. At the beginning of the Tram Safety Module, learners will encounter an “Tram Safety Intro” page. This is designed to introduce the module and learning goals to the learner. Below shows the objectives, as well as, a couple of instructions for completion.



Welcome to the **Getty Tram Safety Course** – your essential guide to understanding how the tram operates, responding to emergencies, and ensuring the safety of both staff and visitors. This training will provide you with the practical knowledge and step-by-step instructions necessary to maintain a safe and efficient tram environment.

Course Objectives

By the end of this course, you will be able to:

- Understand How the Tram Operates
- Identify Causes of Tram Failure
- Initiate an Emergency Tram Shutdown
- Safely Evacuate the Tram

Note: Completion of this course is required for all team members involved with tram operations or emergency response.

How to Use This Course

1. Go in Order

Modules are designed to be completed in sequence. Start with Section I and move forward.

2. Watch, Read, Interact

Each module includes videos, slides, or downloadable handouts. Interactive quizzes will help reinforce what you've learned.

3. Assess Your Knowledge

At the end of the modules you'll take a short quiz. You must pass with at least 80% to move on.

Navigation Tips

- Scroll down to the bottom of each page to proceed.

Let's begin your training and ensure a safe experience for everyone on the Getty Tram!

CONTINUE



After that intro section, learners will move onto the first module on tram safety. I left many of the text unchanged from its original sources, training slide decks and handouts, because much of that verbiage has been okayed by the museum's legal team. My intention is to represent the information as is but make the process more dynamic. In the pictures below, I added images of different sections throughout the module. As mentioned before, for each section, I tried to be as intentional as possible with how the learner will interact with the information. The next several images depict this strategy.

Tram Basics

Please review the Tram Basics below before proceeding. Click each "+" to learn more.



CONTINUE

Personal Electronic Device (PED) Policy

Employees who do not comply with PED Policy while posted at the Tram are subject to being written up, suspended, or terminated.

Personal Electronic Device (PED) Policy



This policy eliminates distractions from PEDs while on duty in or near Tram Stations.

Start >

CONTINUE

Emergency Stop Buttons Locations

Please refer to the map below on where to locate Emergency Stop Buttons on site.



4 Blue Light Stations

Click on each tab below to view the different locations:



CONTINUE

Cause of Tram Failure

Click the Next arrow on each image in the image gallery to explore the causes of Tram Failures.

Causes of Tram Failure

There are two types of failures that can cause the tram to shut down:

- **Non-critical:** Where the tram returns to its nearest station.
- **Critical:** Where the system immediately shuts down and the tram stops moving.



Causes of a Non-Critical Shutdown

Wind speed over 25 mph, and under 50mph

Seismic activity under a 3.0 magnitude

Causes of a Critical Shutdown

- Wind speed over 50mph
- Seismic activity over 3.0 magnitude
- A person or object falls into the guideway and disrupts the photo electric beams
- A door to a tram car is open
- The cable that pulls the tram de-ropes
- Power outage
- A fire alarm at the station
- Emergency Stop button is pushed

Guidance for Design Choices

Primarily, Wiggins' "Understanding by Design" inspired much of what I have done for this project. As stated before, the main concern I had in creating this module was that it would be boring and repetitive. In *Understanding by Design*, he discusses different approaches to disseminating and receiving information. By changing the activities for each section and presenting the information in different ways, the learner has to focus on that information more deeply. This is backed up in Sinha's, Khresat, et. al article, "Learner-Interface Interaction for Technology-Enhanced Active Learning." This

article discusses modules being useful in creating different neural pathways for learners and it being effective by having variety that is not available in a physical learning environment.



Moving onto the next section, I have two videos that learners will watch. The first is a video on the evacuation practices of the Tram. The Second is a video on the Tram Shutdown process. My intention in creating and including the first video was to present important information on the evacuation protocol to the learner. This protocol typically requires involvement from about 5 different parties with different roles. Understanding the process of an evacuation is important, so a video presents all of the information but releases the learner from the expectation that they have to memorize everything. In regards to the second video, "Tram Net." It follows the safety procedures of a Tram Shutdown and presents its information in a humorous way taking inspiration from 1950's drama *Dragnet*. This training video is fairly notorious and most employees enjoyed watching it in their original training. Using humor is an effective tactic in order to get learners to understand the concepts. The hope is that learners will have to decode the humor in the Training video and that activates the learning.

Show what you know

For the fourth section I added a Test Your Knowledge section. For this section, I confronted the question, “What do I think is important for learners to keep on top of mind after the training?” From there I picked important questions that I thought were pertinent to the safety of staff and visitors. After completing and passing the quiz, learners will finally complete the program. I didn’t want to make this part too difficult. I’m dealing with a very diverse workforce and this training needs to be doable. I based my questions on what information is important for employees to know and remember. In addition to this, I’ve added some of these questions throughout the training so that it reinforces the information that is important to keep top of mind. I took this idea on memorization from Sandra’s McGuires *Teach Students How to Learn*. I’m trying to keep memorization to a minimum and where it’s necessary, I’m trying to build that information around context and ideas of a “why.”

Test your knowledge

Take a quick quiz to see how much you've learnt.

When Initiating a Tram Shutdown what steps should you take?

- Open Access Panel
- Push Red Emergency Stop (E-Stop) Button
- Call Control with Phone in Access Panel

Submit

What indicates the difference between a critical and a non-critical failure?

- Whether the tram is occupied
- Whether the tram stays where it is or comes back to platform
- Whether the museum is closed or open at time of incident

Submit

What are the two causes of a non-critical shutdown?

- Windspeed over 25mph and under 50 mph
- Windspeed over 50 mph
- Door to a tram car is open
- A fire alarm at the station
- Seismic activity over 3.0 magnitude

Submit

What can you find at a Blue Light Station

- Emergency Stop Button
- Phone (Direct Line to Control)
- Intercom system for crowd control
- Keys to Emergency Stations

Submit

Where should strollers and people with mobility aids enter the Tram?

- Rome
- Athens

Submit

Design For BOH Proposal

The second part of my project is a proposal for a possible BOH training for Visitor Services Associate new hires. The training department noticed that this area is the most difficult to train. There are many factors to this. The duties in BOH can be dependent on the day of the week, the time of day, and flow of traffic. The training they want to build on this LMS system would be supplementary to the in-person and on-the-job training that typically take place during the 3-week training. They want to build a module that introduces the area, some of the duties, and the intended flow of traffic with guests. In designing this proposal, I focused on the concept of transfer and assessments from Grant Wiggins. In talking with some recent new hires, I assessed what were some of the deficits when new hires started their jobs and where they felt the least confident. From there I built out the backward design. Regarding transfer, I considered what new hirers were retaining from training and how this training could help fill in those gaps. This proposal is not as in-depth as the Tram Safety Training but supposed to be a starting off point for the Training Department as they build out their modules.

For this proposal, I have split the Training into 3 Sections: “Know your Area and Your Job,” “Know the Visitor Experience”, and “Know Your Team.” I wanted to address several major concerns I have with the area. Those being, the general confusion of the area for new hires and guests, communication between coworkers, which includes security staff, and trying to encapsulate the scope of job duties in the area.

Section 1: Know Your Area and Your Job

Goals: Understand different types of visitors passing through. Have a deep understanding of their journey through BOH.

1. Labelled map of 4 areas:
 - Tram Pit/Platform, T1 Security Area, P1/Bus Parking, Pay Stations and Parking office.
 - Video segment for each area (currently being filmed).
 - Video should include full shots of the working area, overview of guests movement through those areas, Moving from one area to the next.
2. Goals of each area (i.e.. *Tram Platform is where pre-boarded guests enter the tram and guests on tram exit.*)
 - Explanation of each area. (*Matching activity at the end*)
3. Short section of each area including common terminology, flow of guests from one area to the next.
 - "BOH" & "TOH"
 - NEP/Oak Parking/TOH Parking
 - SAM/EDWARD/IDA Units (*Pairs Activity*)
 - Red/Green Placard
 - Shuttle Turn arounds
 - Student vs. Public Restrooms

This first section looks at the general area of the working envelope. My intention is that new hirers have a general overview of the different areas before seeing it in person. I highly recommend videos to

be included in this area. For both section 1 and section 2, I want new hires to see the interconnectedness of this area. There are many moving parts and employees have to work with their team to make it run smoothly. Looking at the ideas of liminality and mimicry, I wanted to break away from just protocol and give new hires familiarity with how the area functions (*typically poorly and by design*) (Jan H. F. Meyer and Ray Land).

Section 2: Know the Visitor Experience

Goals: Understand different types of visitors passing through. Have a deep understanding of their journey through BOH.

1. Understand the 3 types of Visitors.
 - Private Individuals, School Group, Commercial Groups.
 - Who are part of these groups and what privileges are specific to each?
2. How do I get to the Museum?
 - Video for each group that shows the experience of one person on their way up to the museum.
 - *Suggested Requirements: One video should include a suitcase, payment at the Parking Office, navigating T1 level, labelled interactions at each "checkpoints"*
3. *May not Include:* What you are not responsible for?
 - Using personal devices to assist guests
 - DO NOT give advice when guests break their rear window.
 - DO NOT handle personal items.

For section 2, I wanted to focus on understanding the Visitor Experience. There are many moving parts to the operations especially, when dealing with large groups of people coming in at once. I want the new hires to think empathetically about the guest experience and use that to best guide and assist. Again for both of these sections, I wanted to shift from memorization to understanding the "why?" and new hires have more opportunity to assess their own knowledge when they have a introduction to new materials. (*Teach Students How to Learn*, Sandra McGuire)

Section 3: Know Your Team

Goals: Understand communication channels. Know common calls to look out for and know who to call in specific cases.

1. Review Call Signs
2. Review of IDA/EDWARD/SAM call signs and what each one are responsible for.
3. Common Radio Communications

****The goal of this activity is to show the seamlessness and purpose of quick and accurate communication between team members.****

1. School Groups:
 - *Process Slides: i.e. I11a calls to Edwards/BOH Units/Logistics about an arrival, calls again to I15, I14 Calls to Logistics and Edwards.*
2. Tram Platform/Shuttle Turn-Arounds:
3. Parking Office to I11a/12a and Sam Units

For the third section, I want new hires to learn about the communication and team work that ensures the BOH area operates smoothly. I want new hires to understand how they fit in the larger machine of the operation. I also found it important to test them on radio call signs. While there is a separate radio training, Visitor Service Associates use the Radio the most down at BOH. This is the only place I would recommend a formal assessment. Most other aspects of this training will be retrained and assessed in the in-person/on-the-job training.

Annotated Bibliography

Ertmer, P. A. (2017). Behaviorism, Cognitivism, Constructivism. Foundations of Learning and Instructional Design Technology; Pressbooks.

<https://pressbooks.pub/lidtfoundations/chapter/behaviorism-cognitivism-constructivism/>

This article looks at different types of learning design theories. For this project, I mostly considered constructivism. I wanted to consider the experiences and reflections of other coworkers to inform my design. And in turn, I wanted them to understand what they know and apply it to the information they are being presented on these modules.

McGuire, S. Y., & Angelo, T. (2023). Teach Students How to Learn.

<https://doi.org/10.4324/9781003447313>

McGuire's book looks at metacognition and understanding one's own learning. This was particularly helpful to thinking about the BOH proposal. That was the training that had the most gaps in it and using an LMS system could fix some of those problems. I liked talking with others about what shortcomings they thought there were and what improvements could be made.

Meyer, J. H. F., & Land, R. (2005). Threshold Concepts and Troublesome Knowledge (2): Epistemological Considerations and a Conceptual Framework for Teaching and Learning. *Higher Education*, 49(3), 373–388. <http://www.jstor.org/stable/25068074>

Meyer's discussion on threshold concepts focuses on what area of concepts keep students from learning. It also talks about liminality and creating a pedagogical environment where students are able to take in information and understand concepts at will. Regarding my project, this article made me think about what was keeping new hires from learning. I like to believe my training will help new hires move past those thresholds when participating in in-person or on-the-job training.

Rose, D., Harbour, W., Johnston, C., Daley, S., & Abarbanell, L. (2006). Universal Design for Learning in Postsecondary Education: Reflections on Principles and their Application. *Journal of Postsecondary Education and Disability*, 19(2). <https://files.eric.ed.gov/fulltext/EJ844630.pdf>

This article on Universal Design looks at building learning programs for all learners. Like Wiggins, it talks about the intentionality of designing but focuses on engaging a variety of learners. For my project, I'm dealing with a very diverse group of learners. Of the staff there is a great variety in ethnicity, English language proficiency, age, and educational history. I want this training to be effective for every staff member that uses it. I thought about making the activities interactive but also wanted to avoid it being too complex or difficult. This article helped me try to balance that line while designing the module.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

This book was incredibly helpful to my project. Wiggins focuses on Backward Design and understanding the learning experiences. His article speaks to the intentionality of design and building learning programs. It helped me think about the end goal of the training and where I thought the training could be improved.

Zhou, W., & Lee, J. C. (2025). Teaching and learning with instructional humor: a review of five-decades research and further direction. *Frontiers in psychology*, 16, 1445362.

<https://doi.org/10.3389/fpsyg.2025.1445362>

In Weichen Zhou and Jun Choi Lee's article, they discuss the Instructional Humor Processing Theory. This theory posits that using humor helps people learn because it adds an additional dimension of decoding. The learner has to decode the layers of humor in order to understand the concept and, also, it is more engaging. I used this in both my proposal for videos and the Tram Net video used in the Tram Safety Module.

Other Noted Citations

Sinha, Neelu; Khreisat, Laila; and Sharma, Kiron (2009) "Learner-Interface Interaction for Technology-Enhanced Active Learning," *Innovate: Journal of Online Education*: Vol. 5 : Iss. 3 , Article 3. Available at: <https://nsuworks.nova.edu/innovate/vol5/iss3/3>

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