Microsoft 365 Power Automate Training: Cloud Flow

Procedural Instruction | Giulia Fiorentini and Malik Parks | February 9, 2024

Analysis

Need & Context Analysis

To redistribute and better allocate school funds, the University of Tampa is transitioning to Microsoft

Suite Power Automate for its project management needs. Microsoft Suite is an unequivocal necessity

for the workplace but is often used only for its basic functions (e.g., Excel, Outlook, and Teams). Power Automate is a project management tool that creates workflows that automate actions across computer apps and services. The finance department estimated savings of up to $786,000.00 annually (Smartsheet business is priced at $25 a month per user. The estimate is based on 1,750 employees and 872 faculty members) if the University of Tampa utilized Microsoft Suite to its full potential. On that account, the University of Tampa will not renew its current contract with Smartsheet. As of September 01, 2024, all faculty or staff members in leadership, supervisory, or mentoring roles will be expected to handle their everyday tasks and responsibilities with the help of workflows created with Power Automate.

Power Automate allows users to create three types of workflows:

- Cloud flow
- Desktop flow
- Business Processes flow

In this training, the target audience will focus on creating a *Cloud flow*. The instructional designers (ID) consider the *cloud flow* procedure a future need that must be addressed promptly to be ready to use Power Automate skillfully by the end of the current contract with Smartsheet. Based on the instruction results and the feedback of the summative evaluation, the ID team will consider expanding the training to the Desktop and Business Process flow procedures if the target audience expresses a need for further instruction. This instruction addresses the knowledge and skill gaps of the University of Tampa's faculty and staff members in leadership, supervisory, or mentoring roles regarding the functionalities and use of Microsoft Power Automate.

The instruction, led by the Information Technology and Security Department (ITS), will be divided into two sessions:

1. Online asynchronous module - estimated duration: 30 minutes

2. Online synchronous module (meeting) - estimated duration: 35 minutes

Additionally, upon completing the (1) online module, all participants will receive a procedural handout to be used during the (2) online meeting and for future reference as needed.

The (1) online module will be an *Articulate Rise360* course to introduce the participants to the deadlines and changes in the project management system. The (2) online *Zoom* meeting will comprise two sections. The first section will be a guided discussion to conceptualize ideas for applicable Cloud Flows specific to each department or team's needs. The second section will be a practical step-by-step walkthrough explaining the procedure to create a Cloud flow.

The training is mandatory. It will be completed on the University of Tampa campus during working hours, at times agreed upon by each team or department by the established deadlines:

- June 30, 2024: (1) online module

- July 31, 2024: (2) online meeting

The instruction will be devised according to the content provided by Microsoft Suite Learning Hub and in consultation with the Information Technology and Security (ITS) department.

Considering purpose, audience, and environment, a few constraints will need to be addressed in the design of the procedural instruction.

- Resistance to change - the target audience might be reluctant to change project management tools and learn how to operate with a new system. Making the instruction mandatory will reduce resistance from the target audience.

- Lack of (intrinsic) motivation - The target audience might be uninterested in learning the task and understanding the benefits of using Cloud flows. Providing hands-on training will help the target audience appreciate the usefulness of the instruction.

○ Available time - The target audience must be able to execute the instructional goal satisfactorily by a strict deadline. Leaving a procedural handout will relieve the target audience of the pressure to memorize a complicated procedure in a limited timeframe.

Target Audience Analysis

The target audience would include University of Tampa faculty or staff members in leadership, supervisory, or mentoring roles. For the specific entry competencies, the only prerequisite for training is that the learner be college-educated and have a basic understanding of using Microsoft applications (Outlook, Word, and Excel). The audience should have at least one year of work experience. The general characteristics of our audience are anyone over the age of 18. However, most people utilizing this tutorial are above the age of 22 due to the college-educated prerequisite requirement. The gender of our target audience could be anyone of any gender.

Task Analysis

Task 1 - Create a Live Word and Excel Document:

1. Log into Microsoft Office
2. Click on the "App launcher."
3. Under "Apps", select "Word."
4. Under "Create new," click "Blank document."
5. In the upper right-hand corner, name the document "Test Document."

Task 2 - Create a Cloud Flow Email with Power Automate

1. Log into Microsoft Office.
2. Click on the "Launcher."
3. Click on "Power Automate."
4. Click on "Create."
5. Click on "Schedule Cloud flow."

6. Type "Test Document CAPTURE EXAMPLE".

7. Set the date and time for recurrence.

8. Click on Repeat every.

   a. Select the frequency for how often the Cloud flow should occur.

      i. Select month, week, day, hour, minute, second.

   b. Click on Day to set what day(s) of the week the cloud flow should occur.

      i. Select Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

9. Click on "Create."

10. Click on "+ New step."

11. Choose an operation.

   a. Type "file metadata."

   b. Click on Get file metadata.

12. Click on the folder symbol.

   a. Click on "Root."

      i. Click on "Test Document".Click on + New Step.

13. Choose an operation.

   a. Type v2.

   b. Click on Send an email (V2)

14. Select the "To" text box.

   a. Type who the email will be sent to.

15. Select the "Subject" box.

   a. Add a subject line.

16. Select the "Body" text box.

   a. Add a message to the body.

17. Click "Show advanced options."

    a.   Select the "Attachment Name - 1" text box.

        i.   Click on "Add dynamic content."

            1.   Click on "Name."

18. Select the "Attachment content" text box.

    a.   Click on "file content."

19. Select the "Importance" dropdown.

    a.   Adjust "Importance" to normal.

20. Click on "Save."

Learning Objectives

The learning objectives of this instructional design plan are based on Bloom et al.'s Taxonomy of cognitive processing levels (Huitt, 2011).

Following Bloom et al.'s Taxonomy of the Cognitive Domain, the learning objectives of this instruction are clustered under their corresponding learning outcome. They are laid out in hierarchical order from least to most complex.

           (least complex) 1.i Knowledge

                    1.ii Comprehension

                        2.i Application

                            2.ii Analysis

                                3.i Synthesis

                                    3.ii Evaluation *(most complex)*

Learning Outcome (a): Learners are able to describe the significance of using a project management system in the workplace.

(a) Learning Objectives:

1. a. Learner will be able to name the deadlines pertaining to the adoption of Power Automate (Bloom et al.'s Taxonomy - Knowledge)

2. a. Learner will be able to describe the benefits of using a project management system in the workplace (Bloom et al.'s Taxonomy - Comprehension)

Learning Outcome (b): Learners are able to develop ideas for automated Cloud Flows relevant to their line of work.

(b) Learning Objectives:

1. b. Learners will be able to define the difference between a manual email and an Automated cloud flow email. (Bloom et al.'s Taxonomy - Knowledge)

2. b. Learners will be able to explain the utility of setting up an automated Cloud flow email (Bloom et al.'s Taxonomy - Comprehension)

3. b. Learners will be able to demonstrate practical applications of Cloud Flow emails for their line of work (Bloom et al.'s Taxonomy - Application)

Learning Outcome (c): Create a live Word and Excel document.

(c) Learning Objectives:

1. c. Learners will be able to define the difference between a live document and an offline document (Bloom et al.'s Taxonomy - Knowledge)

2. c. Learners will be able to describe the features of the three sharing permission settings (viewing, commenting, editing) (Bloom et al.'s Taxonomy - Comprehension)

3. c. Learners will be able to select the appropriate sharing permission setting for their live document (Bloom et al.'s Taxonomy - Application)

Learning Outcome (d): Set up an automated Cloud Flow independently and send an automated Cloud flow email with Power Automate.

(d) Learning Objectives:

1. d. The learners will be able to list steps to create a cloud flow. (Bloom et al.'s Taxonomy - Knowledge)

2. d. The learners will be able to apply steps to create a cloud flow. (Bloom et al.'s Taxonomy - Application)

3. d. The learners will be able to create an automated Cloud flow email. (Bloom et al.'s Taxonomy - Synthesis)

4. d. The learners will be able to modify a Cloud flow. (Bloom et al.'s Taxonomy - Synthesis)

5. d. The learners will be able to judge the information on the Flow checker. (Bloom et al.'s Taxonomy - Evaluation)

6. d. The learners will be able to fix errors highlighted by the flow checker. (Bloom et al.'s Taxonomy - Evaluation)

Learning Outcomes

The learner will be able to:

a. Describe the significance of using a project management system in the workplace.

Assessment method: Pass a quiz regarding the benefits of project management systems and deadlines for system changes.

b. Develop ideas for an automated Cloud flow relevant to their line of work.

Assessment method: Actively participate in the brainstorming portion of the instructional module.

  c. Create a live Word and Excel document.

Assessment method: Save and share a live document successfully.

  d. Set up an automated Cloud Flow independently and send an automated Cloud flow

   email with Power Automate.

Assessment method: Receive the test email in the email inbox.

Instructional Design Plan

Theory Overview

This instructional design plan is based on Merrill's First Principles of Instruction (Merrill, 2002).

Merrill's First Principles
1. Solving a real-world problem
2. Activating existing knowledge
3. Demonstrating new knowledge to the learner
4. Applying new knowledge by the learner
5. Integrating new knowledge into the learner's world
(Merrill, 2002)

This instruction concerns a real-world problem: learners must transition to a new technology platform that promotes efficiency and saves money.

Learners have a basic understanding of using Outlook, Microsoft Word, and Excel, which supports the activation of prior knowledge.

Learners will observe a demonstration as they are taken through two segments of the learning module. The first segment consists of an asynchronous module, while the second is an online synchronous meeting.

Application occurs when learners create a Word or Excel document and create an automated Cloud flow email.

Integration emerges by implementing an automated Cloud flow email to share work-related documents at the designated times, thereby maximizing productivity in the workplace and saving the institution money.

Design Overview

The instruction is designed in two subsequent modules:

1. Online asynchronous module (estimated duration: 30 minutes)

2. Online synchronous meeting (estimated duration: 35 minutes)

In Module 1, participants will complete an online course created with *Articulate Rise360*. In this module, participants will learn about the deadlines to transition to the new project management system (Power Automate); the deadlines to complete the two instructional modules; the main benefits of using project management systems in the workplace; and the advantages of using Power Automate.

In Module 2, participants will join an online *Zoom* meeting with an ITS instructor. The participants will build on the knowledge acquired in the previous module to conceptualize practical ideas for Cloud Flow emails in their line of work. Afterward, the ITS instructor will conduct a tutorial walkthrough to guide participants toward creating their Cloud Flow emails.

Module 1 - Overview of Power Automate

Learning Outcome: (a) Learners are able to describe the significance of using a project management system in the workplace; (b) Learners are able to develop ideas for automated Cloud Flows relevant to their line of work.

Total duration estimate: 30 minutes

Instructional materials: Articulate Rise360 Course

Sequence	Description	Learning Objective (L/Obj)
Introduction *(2 min)* *Lesson 1*	Course overview, learning objectives list, and next instructional module preview.	*Pre-instruction activity* [Merrill - 1]
Important Deadlines *(3 min)* *Lesson 2*	List of deadlines for training completion and implementation of Power Automate	L/Obj 1.a [Merrill - 2, 3]
Changing Project Management System *(5 min)* *Lesson 3*	Explanation of the benefits of using a project management system and why the University of Tampa decided to utilize Power Automate as a project management system.	L/Obj 2.a [Merrill - 2, 3]
Manual email versus Automated Cloud Flow Email *(5 min)* *Lesson 4*	Presentation of the differences between sending an email manually and using an automated Cloud Flow email.	L/Obj 1.b [Merrill - 2, 3]
Usefulness of Automated Cloud Flow Emails *(5 min)* *Lesson 5*	Description of the advantages of using Cloud Flow emails.	L/Obj 2.b [Merrill - 3]
Practical Applications of Automated Cloud Flow Emails *(5 min)* *Lesson 6*	Illustration of examples of types of Cloud Flow emails that can be implemented in the workplace.	L/Obj 3.b [Merrill - 1, 4, 5]
Quiz *(5 min)*	Participants answer six multiple-choice questions to verify their understanding of the instruction.	L/Obj 1.a, 2.a, 1.b, 2.b, 3.b [Merrill - 1, 2, 3, 4, 5]

Module 2 - Cloud Flow Creation

Learning Outcomes: (b) Learners are able to develop ideas for automated Cloud Flows relevant to their line of work; (c) Learners are able to create live Word and Excel documents; (d) Set up an automated Cloud Flow on their own and send an automated email with Power Automate.

Total duration estimate: 35 minutes		
Instructional materials: Tutorial handout		
Sequence	**Description**	**Learning Objective**
Set Up (5 min)	The ITS instructor explains the setup of the second portion of the training. Participants are assigned to breakout rooms based on office/department origin.	*Pre-instruction activity* [Merril - 1]
Conceptualizing Cloud Flows (20 min)	Participants join breakout rooms to brainstorm ideas for automated Cloud Flows relevant to their line of work. ITS instructors roam among breakout rooms to answer questions and provide assistance during the brainstorming session.	L/Obj 5.b [Merrill - 4, 5]

Tutorial (10 min)	Learners return to the main room, and the ITS instructor provides step-by-step instructions for creating a live document and an automated Cloud flow email. Learners will be given a visual guide for this tutorial walkthrough and are expected to construct their automated Cloud flow email with this guide pulled up simultaneously.	*Pre-instruction activity*
Tutorial Step-by-Step		
Live Document versus Offline Document (00:01)	Explanation of the differences between a live and offline document.	L/Obj 1.c [Merrill - 2]
Importance of Sharing Permissions (00:02)	Distinction between the three sharing permissions (viewing, commenting, editing).	L/Obj 2.c [Merrill - 3, 5]
Choosing Sharing Permissions (00:03)	Application of the sharing permission settings.	L/Obj 3.c [Merrill - 4]
Knowledge Retention (00:04)	Recollection of the steps to create an automated Cloud flow email.	L/Obj 1.d [Merrill - 2]
Application of Steps (00:05)	Conceptualization of an automated Cloud flow email.	L/Obj 2.d [Merrill - 4]

Establishing Automated Cloud Flow Email. *(00:06)*	Creation of an automated Cloud flow email.	L/Obj 3.d [Merrill - 4]
Adapting to Change. *(00:07)*	Modification of an automated Cloud flow email.	L/Obj 4.d [Merrill - 4]
Flow CheckerAssessment. *(00:09)*	Judgment of Flow checker.	L/Obj 5.d [Merrill - 4, 5]
Performance Enhancement Opportunities. *(00:10)*	Recommendation for improved performance and sorting out errors.	L/Obj 6.d [Merrill - 5]

Evaluation Overview

Throughout the delivery of the instructional modules, participants will have several post-instructional activities to verify their understanding of Power Automate and Cloud Flow emails.

At the end of Module 1, the participants will be given a short quiz to check their recollections of essential deadlines and changes in the project management system. The quiz will consist of six multiple-choice questions. Participants must obtain an 80% or higher score to continue to Module 2.

In Module 2, participants will be assessed on their understanding of the instruction three times: twice during the module and once at the end of the module. During the brainstorming portion of Module 2, participants will be evaluated based on their active participation in the discussion. During the tutorial portion of module 2, the participant must successfully save and share their live document before creating a functional automated Cloud Flow email.

Lastly, the participants will have completed the instruction if they receive the test email in their inbox after setting up their automated Cloud Flow email.

Post Instructional Activities

| Evaluation	Assessment Method	Learning Outcome
Intermediate Assessment	Pass a quiz regarding the benefits of the project management systems and deadlines for system changes.	(a) Learners are able to describe the significance of using a project management system in the workplace.
Intermediate Assessment	Active participation in the brainstorming portion of the online meeting.	(b) Learners are able to develop ideas for automated cloud flow relevant to their line of work.
Intermediate Assessment	Save and share a live document successfully.	(c) Learners are able to create live Word and Excel documents.
Final Assessment	Receive the test email in the email inbox.	(d) Set up an automated Cloud Flow independently and send an automated email with Power Automate.

Existing Content

Power Automate offers a guided tour of the different features offered by Power Automate. The Power Automate website also uses Artificial Intelligence (AI) to allow users to search for precisely what they are trying to do. These features can be helpful, but they need to provide a step-by-step breakdown of how to send an automated Cloud flow email with an attached report (in the form of a document).
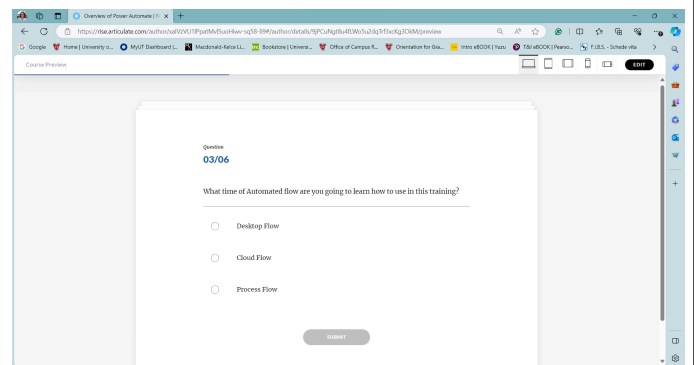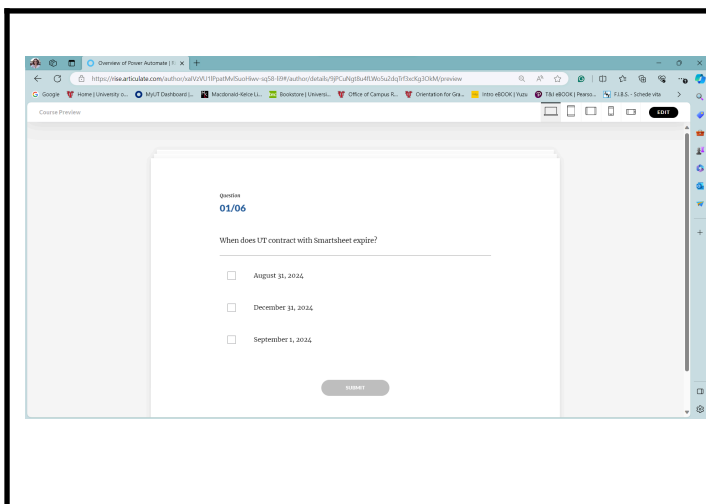
Rapid Prototype

Included below are mockups demonstrating the training module's overall look, feel, and approach.

Mockup/Blueprint Module 1
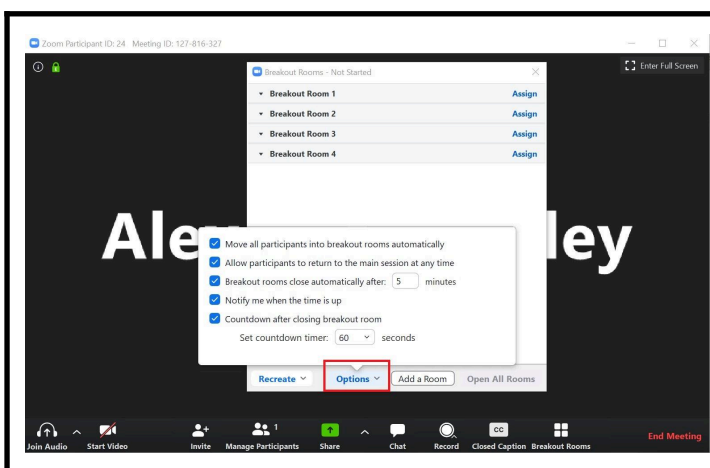
Overview of Power Automate - Course Introduction
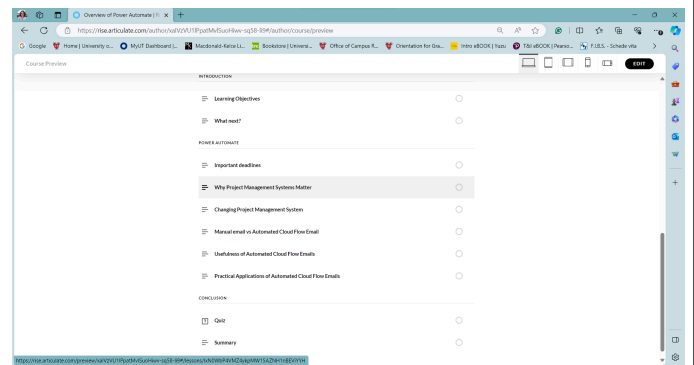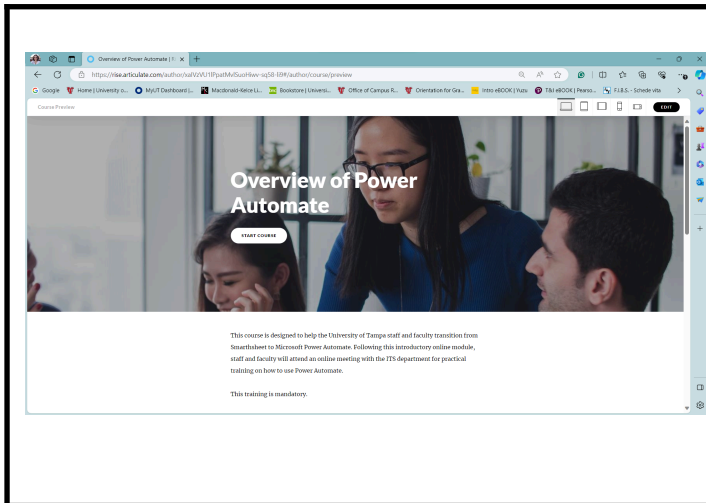
Overview of Power Automate - Quiz

Mockup/Blueprint Module 2

Conceptualizing Cloud Flows - Breakout Rooms

Tutorial Walkthrough - Creating a Live Document

Creating a Live Document

6 Steps   View most recent version on Tango.us

Created by	Creation Date	Last Updated
Malik Parks	February 7, 2024	February 7, 2024

Tango

6 Steps

STEP 1

Click on App launcher

STEP 2

Click on OneDrive

STEP 3

Click on My files

STEP 5

Click on Excel workbook to create an Excel document

STEP 6

Click on Word document to create a Word document

Tutorial Walkthrough - Power Automate Tutorial

PowerAutomate Tutorial

40 Steps   View on Tango

STEP 3

Click on Power Automate
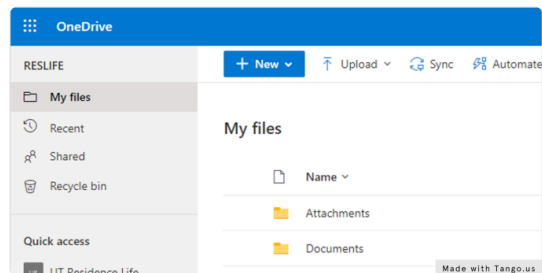
STEP 5

Click on Create
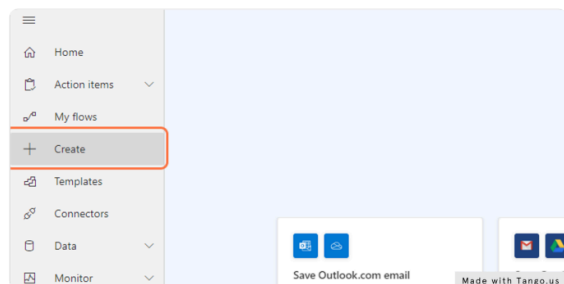
STEP 6

Click on Scheduled cloud flow
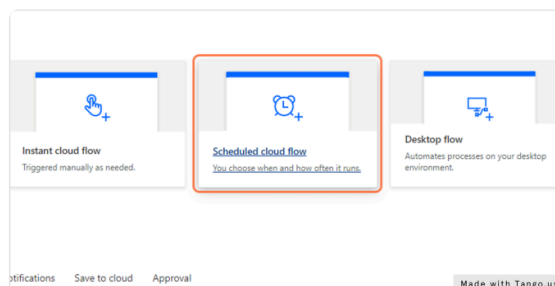
STEP 12

Click on + New step
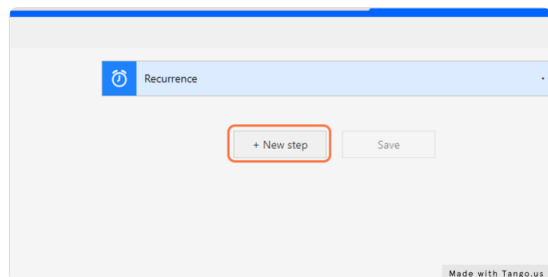
STEP 32

Add a subject line.
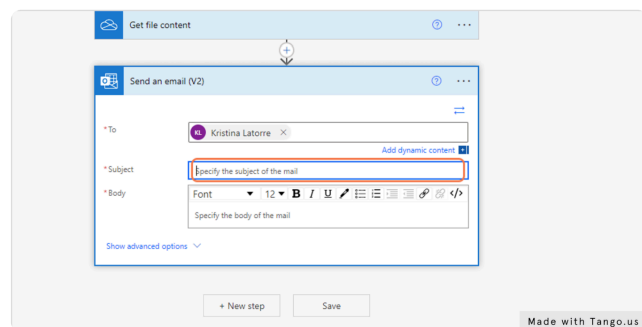
STEP 33

Add message to the body.
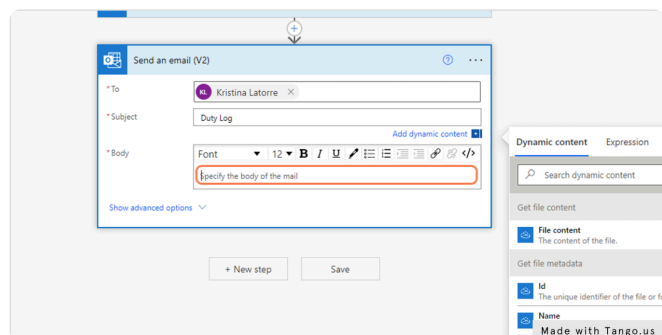
STEP 40

Click on Save

Instructional Design Document
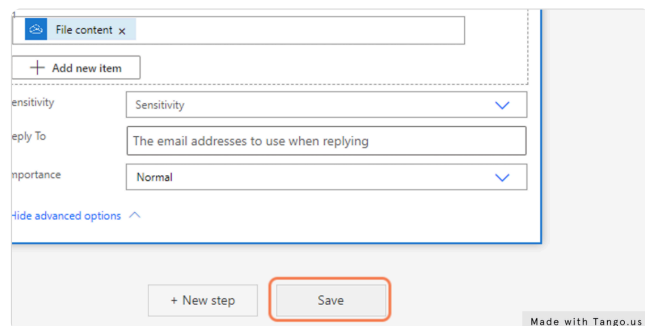
Instructional Materials

Module 1 - Overview of Power Automate

Pre-instruction Survey: Initial assessment - Survey

Articulate Rise360 Course: Overview of Power Automate - Rise360

Module 2 Sign Up Sheet - Online meeting - Sign Up Sheet

Email to the target audience:

From: ITS Department
Subject: NEW TRAINING: Microsoft 365 Power Automate Training: Cloud Flow

Dear [FIRST_NAME] [LAST_NAME],

You have been assigned a mandatory training.

Training: **Microsoft 365 Power Automate Training: Cloud Flow**

Deadline to complete:
Module 1 [online course] - 06/30/2024
Module 2 [online meeting] - 07/31/2024

Please follow the steps below to ensure a successful training:

1) Submit the initial assessment survey: Initial assessment - Survey
2) Complete Module 1: Overview of Power Automate - Rise360
3) Register to attend Module 2: Online meeting - Sign Up Sheet
4) Complete Module 2: *You will receive a Zoom link upon registration and completion of Module 1.*
5) Submit the evaluation survey: *You will receive a survey link upon completion of Module 2.*

Sincerely,

ITS Team

Module 2 - Cloud Flow Creation

PDF Guide - Automated Cloud Flow Email.pdf

Post-instruction Survey - Feedback - Survey

Module 2 Sign Up Sheet - Online meeting - Sign Up Sheet

Email to the target audience:

From: ITS Department
Subject: *CONTINUE* TRAINING: Microsoft 365 Power Automate Training: Cloud Flow
Attachment: Automated Cloud Flow Email.pdf
Dear [FIRST_NAME] [LAST_NAME],

Thank you for completing Module 1 of the **Microsoft 365 Power Automate Training: Cloud Flow** training.

It is time to register and participate in Module 2 of the training.

Deadline to complete:

- Module 2 [online meeting] - 07/31/2024

Please follow the steps below to ensure a successful training:

1) Register to attend Module 2: Online meeting - Sign Up Sheet
2) Complete Module 2: *You will receive a Zoom link upon registration.*
3) Submit the evaluation survey: *You will receive a survey link upon completion of Module 2.*

Attached is a copy of the **PDF guide** you will need during Module 2.

Sincerely,

ITS Team

Email to ITS instructors (Instructor Guide):

From: ID Team
Subject: INSTRUCTOR GUIDE: Microsoft 365 Power Automate Training: Cloud Flow
Attachment: Automated Cloud Flow Email.pdf

Dear [FIRST_NAME] [LAST_NAME],

The **Microsoft 365 Power Automate Training: Cloud Flow** training is divided in two modules:
- Module 1 [online course] - to be completed by 06/30/2024
- Module 2 [online meeting] - to be completed by 07/31/2024

Your participation is required for Module 2:
- online meeting scheduled between 07/01/2024 and 07/31/2024

Here you can find the live Sign-Up sheet detailing dates and times of the sessions: <u>Online meeting - Sign Up Sheet</u>

You will lead the meeting and assist the participants as follows:

Set Up (*5 min*): Explain the setup of the second portion of the training. Assign participants to breakout rooms based on office/department origin.

Conceptualizing Cloud Flows (*20 min*): Participants join breakout rooms to brainstorm ideas for automated Cloud Flows relevant to their line of work. You will roam between breakout rooms to answer questions and provide assistance during the brainstorming session.

Tutorial (*10 min*): Participants return to the main room. You will provide step-by-step instructions for creating a live document and an automated Cloud flow email.

** Participants will receive a **PDF guide** for the tutorial (<u>find a copy attached</u>). They are expected to construct their automated Cloud flow email with the guide displayed during the meeting. **

Do not hesitate to reach out should you have any questions.

Sincerely,

ID Team

Survey email to the target audience:

From: ITS Department
Subject: TRAINING <u>COMPLETED</u>: Microsoft 365 Power Automate Training: Cloud Flow

Dear [FIRST_NAME] [LAST_NAME],

Thank you for completing Module 2 of the **Microsoft 365 Power Automate Training: Cloud Flow** training.

Please take a moment to submit your evaluation survey to provide feedback on the instruction.

Feedback - Survey

Here is an additional resource to assist you with Power Automate in the future: <u>Learning Hub (microsoft.com)</u>

Sincerely,

ITS Team

Formative Evaluation

Before implementing the instruction at full scale, we selected a small group to test our instructional material in complete autonomy. The results of this preliminary test, allowed us to highlight gaps and limitations in our instruction, as well as its strengths.

Usability Testing

The trial group included 8 individuals. The participants were asked to complete Module 1 and follow the Module 2 to PDF Guide to set up their automated Cloud Flow. Upon completion of both modules, they were asked to respond to a feedback survey ([Feedback - Survey](#)). It must be noted that due to resource and time constraints, we could not test the Module 2 brainstorming session. Nonetheless, we were able to collect useful information about its potential.

The survey comprised 15 questions, below is a selection:

- (Likert) **Do you agree or disagree with the following statements? (Module 1/Module 2)**
  - The training was useful
  - The delivery of the training was efficient
  - The training module was easily accessible
  - The training module functioned properly

- (text entry) **Do you have any specific feedback on how to improve Module 1/Module 2?**
  - Long answer

- (rating) **How do you rate the overall quality of the training?**
  - ☆☆☆☆☆

- (Likert) **Do you agree or disagree with the following statements regarding the course content?**
  - I appreciate the benefits of using Power Automate
  - I am likely to implement automated Cloud Flow emails in my daily tasks
  - [...]
  - I am able to develop further ideas for Cliud Flws

- ○ (multiple choice) **How long did it take you to complete the entire training from start to finish?**
    - ■ 10-20 minutes
    - ■ 20-30 minutes
    - ■ 30-40 minutes
    - ■ 40-50 minutes
    - ■ 50-60 minutes

Test results:

Overall, the instructional material was well received by the trial group. **Module 1** satisfaction registered at **4.3** on a rating from 1 (worst score) to 5 (best score). **Module 2** registered a satisfaction level of **3.8**. In line with the above results, the instruction received a **quality score of 4.1 overall**. Particularly meaningful for our evaluation is the following data:

- ○ **75%** of participants found the training useful and well organized.

- ○ **75%** of participants found Module 1 to be efficient in its delivery, while **62.5%** thought the same of Module 2. The gap is explained by **25%** of participants who did not find the PDF Guide easy to follow.

- ○ Visual aids were the most appreciated with **77.5%** of participants finding them clear and helpful.

- ○ **62%** of participants were able to complete the instruction in 20-40 minutes. This data is in line with the estimations of the _Instructional Design Plan_. However, it must be noted that only **50%** of participants felt that the training was completed in a timely manner.

Considerations on Module 2 Brainstorming Session

Due to resource and time constraints, we could not test the Module 2 brainstorming session. Nonetheless, the data collected in the feedback survey highlighted its potential, and therefore its usefulness to the instructional design.

The brainstorming session in Module 2 is meant to incentivize participants to come up with relevant ideas for the use of automated Cloud Flows in their everyday tasks. Because we could accommodate a brainstorming trial session, it does not surprise us that only **50%** of participants feel likely to implement automated Cloud Flows in their daily tasks. Most participants were able to successfully create a Cloud Flow but they had no practice in conceptualizing practical applications relevant to their line of work. The potential and usefulness of the Module 2 brainstorming session become apparent when we look at responses to the questions:

- (Likert) **I am interested in further training(s) about automation services offered by Power Automate.**

- (Likert) **If given the opportunity, I would have benefitted from the brainstorming session prior to setting up the Cloud flow.**

In both instances, **75%** of participants **AGREE** with the statements above. This data tells us that although participants do not feel ready to implement automated Cloud Flows in their everyday tasks they are interested in better understanding how to use this tool. We believe that **50%** is a good baseline to build upon in the implementation phase, where participants will have the chance to actively participate in the conceptualization of their own automated Cloud Flows with the help of their colleges and and guidance of the ITS department.

Usability Adjustments

Considering all feedback, with particular emphasis on the open-ended questions:

- **Do you have any specific feedback on how to improve Module 1/Module 2?**

- **How could the training be improved?**

We revised the training modules as follows:

Feedback	Revision
	Module 1

Information is repetitive	Where possible, redundancies were reduced and/or the format changed.
Interactive content on the *Changing Project Management System* lesson is hard to navigate	Reproportioned image and "+" markers, and changed colors of markers to make them more visible. Added further instructions on how to navigate the activity.
Question 1 and question 6 were unexpected	Repositioned quiz questions to appear after each corresponding lesson to clarify the importance of the information.
It is difficult to spot which activity/content needs interaction before moving on to the following lesson	Added further instructions on how to navigate each activity.
Interactive content on the *Manual email vs Automated Cloud Flow* Email lesson is not engaging	Improved interactive scenario to better involve participants.
Module 2	
The PDF Guide does not match the user interface	Added a step on the PDF guide instructing participants to turn off the *"New Designer"* interface on the Power Automate homepage. A corresponding screenshot of the action supports the new step.
Offering a different format for different learning styles	Developed video walkthrough to complement the PDF guide.
The training is too long	Removed the steps on how to create a live document from the PDF Guide.
Some steps in the PDF Guide are difficult to follow	Clarifications added to confusing steps: - Step 17: document name and Cloud Flow name must be the same - Step 31: substitute words *Show Picker* with *Folder Icon* - Step 35, 36: select OneDrive option - Step 36: might need to scroll down to find the needed action

Summative Evaluation

The goal of this training was for the target audience, the University of Tampa staff, and faculty, to familiarize themselves with the Microsoft Power Automate platform and to develop the basic skills necessary to create automated Cloud Flows.

Pre-instruction Evaluation

Before initiating the training, we asked the participants to respond to a brief initial assessment survey (Initial assessment - Survey) to investigate the baseline familiarity of our target audience with Microsoft 365 and its functionalities.

The survey comprised two questions:

- (multiple choice) **How proficient are you with Microsoft 365 Apps?**
    - Average (Word, Excel, Outlook, Teams, OneDrive)
    - Advanced (Average + Planner, Forms, SharePoint)
    - Expert (Advanced + Loop, Power Apps, Power Automate, Power Pages)

- (select all that apply) **Which Microsoft 365 Apps do you use on a regular basis?**
    - List of a selection of common and uncommon Microsoft 365 Apps
    - "Other" option with text entry to account for other Apps not mentioned in the list

The outcome of the initial assessment survey confirmed the results of the *Needs* and *Target Audience Analysis* that found users to possess basic knowledge of Microsoft 365 Apps, mostly limited to the Microsoft Office package (Word, Excel, Outlook, etc.). As shown in *Figure 1*, **90%** of participants self-identify as average users of the Microsoft 365 Apps. No participant expressed proficiency in the Power Automate App.
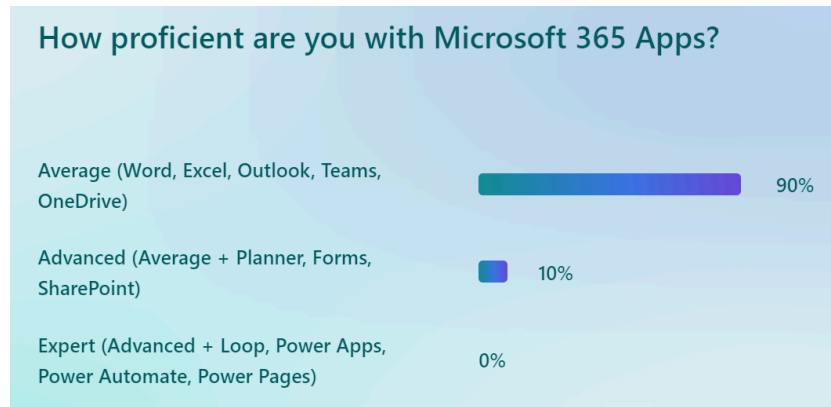
Figure 1

The pre-instruction evaluation highlights the need for the instruction and provides a solid base for comparison in the post-instruction evaluation.

Post-instruction Evaluation

Upon completion of Module 2, participants were asked to respond to a feedback survey (Feedback - Survey). The survey was designed to investigate the usability and effectiveness of the instruction. In particular, 3 questions, were devised to analyze the effectiveness of the instruction as it relates to the 3 learning outcomes of the instruction:

- ○ Learning Outcome (a): Learners are able to describe the significance of using a project management system in the workplace.
    - ■ Question 1 (Likert statement): **I appreciate the benefits of using Power Automate.**
      75% of participants **AGREE** with the statement above (*Figure 2*).
- ○ Learning Outcome (b): Learners are able to develop ideas for automated cloud flow relevant to their line of work.
    - ■ Question 2 (Likert statement): **I am able to develop further ideas for Cloud Flows.**
      75% of participants **AGREE** with the statement above (*Figure 2*).
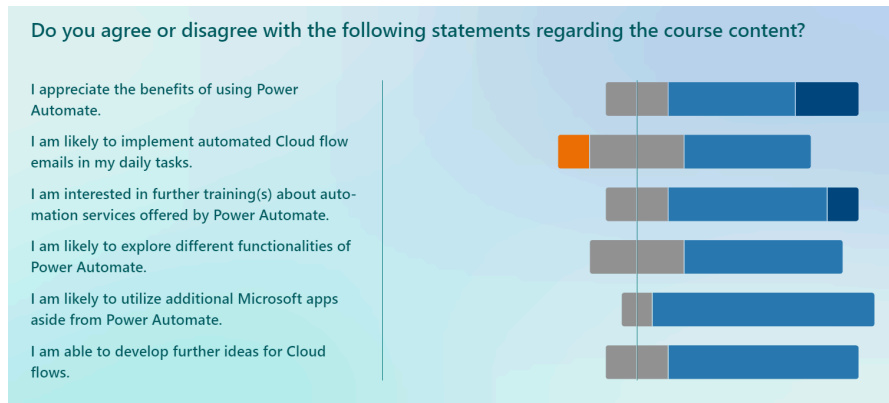
Figure 2

○ Learning Outcome (c): Set up an automated Cloud Flow independently and send an automated email with Power Automate.

■ Question 3 (multiple choice): **After setting up the Cloud Flow, did you receive the test email in your email inbox?**

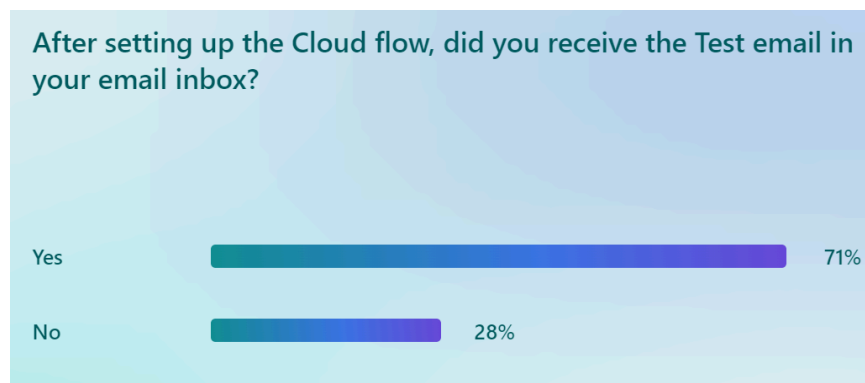**71%** of participants **RECEIVED** the test email in their inbox (*Figure 3*).

Figure 3

We can conclude that, in accordance with the results displayed above, the training was successful in effectively instructing participants with respect to the learning outcomes.

Areas of Responsibility by Team Member

Team Member	Areas of Responsibility

Giulia Fiorentini	- General document authorship - Need analysis - Context analysis - Learning objectives - Mapping activities to ID theories - Module 1; Module 2 - Instructional prototype - Module 1; Module 2 - Instructional material - Module 1 - Formative and summative evaluation data collection - Formative and summative evaluation report - Document layout design
Malik Parks	- General document authorship - Audience analysis - Task analysis - Learning objectives - Mapping activities to ID theories - Module 2 - Instructional prototype - Module 2 - Instructional material - Module 1; Module 2 - Formative and summative evaluation data collection - Formative evaluation usability adjustments - Implementation presentation and additional materials - Subject Matter Expert - Compiling final document, formatting, grammar, etc.

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