

# Design Document for EDUC 767/Air Regi P.O.S. Training

By Danielle Le Sage

<b>Purpose of the Course</b>	To teach new shop staff how to use the Air Regi (Airレジ) P.O.S. system application for iPad and iPhone.
<b>Audience Description</b>	This course is intended for new shop staff in our store and temporary staff working in our sales booth at events. They usually have some prior experience in retail. We hire people from many different nationalities and backgrounds, not just Japanese, to help us at the shop. Most staff can either speak and/or read Japanese to some degree. This will also be useful for those looking to review and refresh their knowledge of certain processes on the application.
<b>Major Course Objectives (Terminal)</b>	<ul style="list-style-type: none"><li>-Learners will execute a sales transaction accurately.</li><li>-Learners will apply knowledge of store policy and the P.O.S. system to complete a return.</li></ul>
<b>Course Enabling Objectives</b>	<ul style="list-style-type: none"><li>-Learners will be able to identify important buttons and menus, their locations and functions relevant to the job.</li><li>-Learners will be able to identify what the artist and product codes are, where they are located, and how to enter prices into the system via the specialized categories.</li><li>-Learners will be able to correct entry errors and type in accurate prices.</li><li>-Learners will be able to perform transactions involving cash, credit card, and cashless payment (AirPay and PayPay).</li><li>-Learners will be able to make a return according to the method of payment used.</li></ul>
<b>RLO Enabling Objective</b>	<ul style="list-style-type: none"><li>-Learners will be able to perform transactions involving cash, credit card, and cashless payment (AirPay and PayPay).</li></ul>
<b>Learning Assessment for Course</b>	Final assessment will be learners applying knowledge of the P.O.S. system and successfully completing the different required transactions without error, in person. This will show they are ready to start working.

<b>Learning Assessment for RLO</b>	<p>-Formative assessment will be the sequencing activity of the various modes of payment to check for knowledge.</p> <p>-Summative assessment for this RLO segment will be a simulation of checking out the customer. Checking for knowledge and procedures.</p>
<b>Instructional Delivery method for Course (overall)</b>	Individual CBT combined with on-the-job training for guidance and practice.
<b>Instructional Strategy for RLO</b>	Tutorial of the transaction procedures, sequence of how to make the transactions, and eventually scenario of practicing with a pretend customer checking out.
<b>Media</b>	<ul style="list-style-type: none"> <li>- Text and audio narrative of text.</li> <li>- Photographs of price tag/label, example of items, credit card machine, and iPad and iPhone registers</li> <li>- Screenshots of app in use</li> <li>- Hyperlinks to resources and references</li> </ul>
<b>508 Accommodations</b>	<p>Included in this RLO:</p> <ul style="list-style-type: none"> <li>-Text will have an audio narrative as well.</li> <li>- Images are static</li> <li>-User controls pace of learning and what they need to learn from the choice menu.</li> <li>- Appropriate text color, size, and font with consideration of contrast will be used.</li> <li>- Appropriate colors for screens will be used.</li> <li>-Easy to navigate buttons and visual literacy taken in to account to guide learning.</li> <li>-Written in easy to understand language, translation when needed.</li> </ul>

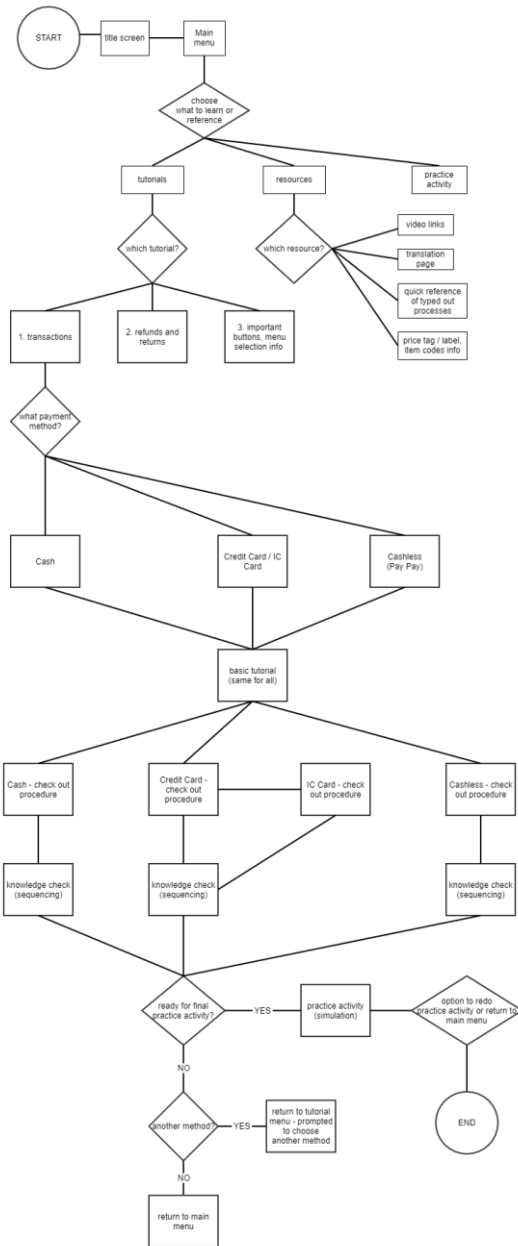
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<b>Course Structure Description</b>	Four lessons total for the entire course. <ol style="list-style-type: none"><li>1. Identify important buttons and menus (including translations), their locations and functions relevant to the job.</li><li>2. Information about product/ artist item codes: location, special categories, data entry, and prices.</li><li>3. Performing transactions with various modes of payment.</li><li>4. Making returns.</li></ol>
<b>Seat Time of Course</b>	Anywhere from 10 - 30 minutes (depends on the need of the learner and if they want more time or just reviewing the basics).
<b>Seat Time of RLO</b>	5 -10 minutes. It is self-paced so they can take what they need or go through it thoroughly.

## RLO Outline

1. **Absorb** - Step by step tutorial of making the transactions. Most of the modes of transactions are very similar so it will not take much time. \*Also optional video tutorials provided by the Air Regi website in the form of links. (all videos are 30 - 45 seconds)
  - a. Log on to shop iPad register. Choose Airレジ App.
  - b. Home display - to check out someone push the 会計 button.
  - c. Find individual items that the customer is buying in the correct category (if you don't know choose the red 小物 button and choose RE and type in the price.)
  - d. Type the price in the price input area and then push (enter) 確定.
  - e. Done? Push 支払いへ進む (proceed to payment)
  - f. Choose mode of payment:
    1. 現金 / Cash
    2. クレジットカード / Credit card (air pay)
      - a. To have account signature, push enter after scanning the card. Then check signature.
    3. 交通系電子マネー / Suica - IC Card (air pay)
      - a. Pay Pay
      - b. Customer brings up app.
      - c. Scan and then type on price and double check for accuracy. Show customer on calculator.
      - d. The customer pushes enter on their phone app to complete transaction.
  - j. Stamp the point card if available. Give 1 stamp for each ¥1000.
2. **Do** - Sequence. Learners have to put process in correct order.
3. **Connect** - Simulation where they have to complete a transaction with a pretend customer partially on their own. Get feedback about timeliness and accuracy.

# RLO Flowchart



<b>Screens/Pages in RLO</b>	RLO – 31 screens (does not include layers)
	Full course project – about 40 total
<b>Knowledge Checks or Other Assessments or Practices for RLO</b>	<p>___Dichotomous (T/F, Y/N, etc.)</p> <p>__1__ Multiple Choice (1 activity but 3 parts with feedback)</p> <p>___Multiple Select</p> <p>__3__ Drag and Drop</p> <p>___Custom – describe; if appropriate, supply flowchart in an Appendix and reference it here.</p> <p>___Other – describe</p>
<b>Rollovers/click events</b>	<p>__12__ Rollovers (hover over images for more information or tap in case of tablet use)</p> <p>___3__ Click Events (helpful hints)</p>
<b>RLO Navigation</b>	<ul style="list-style-type: none"> <li>- Buttons that indicate progression (Back, Next, Return to Menu)</li> <li>- Menu screen buttons for choices of tutorials and resources / reference page.</li> <li>- Hyperlinks for video links from app website</li> <li>- Buttons for sequencing activity, try again option, and choices for scenario</li> </ul>
<b>Screen Layouts for RLO</b>	See appendix 1* (not on this document)
<b>Development Tools for RLO</b>	PowerPoint, Storyline, paint 3D, Microsoft Word,
<b>Ownership</b>	Danielle (myself) will develop the initial course and maintain it, with assistance from the store owner, Kenny. This course is being developed for Reverie Emporium / 船長のお店, a curiosity/antiques/shisha shop.

<b>Development Time of RLO</b>	2 weeks
<b>Support requirements for RLO and course</b>	The ID (myself) and the store owner will act as both the SME and translators and proofreaders. The ID will also be the designer and developer: designing templates, creating audio narration, arranging graphics, possibly creating graphics.
<b>Project Sign-off [optional]</b>	Please sign below indicating agreement with the proposed course plan and approving start-up of the storyboard and development phases.
	<hr/> Instructional Designer <span style="float: right;">Date</span>
	<hr/> Project Manager/Sponsor <span style="float: right;">Date</span>