

## **Product Report III**

### **Results of One-on-One Evaluation**

Prior to conducting the one-on-one evaluations, I designed and prepared a 75-slide self-instructional module in Macromedia Captivate. The instructional module is designed to be placed on the IBM Intranet and taken on an as-needed basis by the IBM Executive Briefing Center MarketBound administrators. There are 25 briefing centers currently using the MarketBound database system, and therefore there are 25 MarketBound administrators at any given time. The instructional module is written as if it is the first of several modules helping new administrators navigate the MarketBound system. The module is divided into three separate sections with an assessment at the end of each section. Additionally, there is a pretest at the beginning of the module and a posttest at the end. All assessment items must be completed before the learners can move on to the next task.

Once the development of the materials had been completed, I selected three learners to evaluate the instruction in a one-on-one setting. This presented a challenge for me since all of the learners are scattered throughout the world, and none are local to this area. So, I arranged times to be on the telephone with my learners as they completed the instruction, and I was able to make do as best I could.

I chose the three learners based on their different skill levels and experience with the MarketBound system.

- Student A is a new MarketBound administrator with a brand new IBM Executive Briefing Center which has recently been established in Montpellier, France. She possesses relatively no experience working with MarketBound, and since the briefing center she is associated with is brand new as well, few colleagues on her team are familiar with the tricks of the system. Student A was very excited to be one of the first to try the module and learn some tips and tricks to make her job easier.
- Student B is a MarketBound administrator with the IBM Executive Briefing Center in Toronto, Canada. She has been a part of the briefing center community for less than a year, so while she has nearly nine months of experience with the MarketBound system, she still does not feel 100% comfortable navigating it, nor has she figured out the way to cut corners on time spent on tasks within the system.
- Student C is the MarketBound administrator from Palisades, New York. He has been with the Palisades EBC for several years, and he has

been using MarketBound during the entirety of his briefing center career. While Student C has plenty of experience with the MarketBound system, he still is not familiar with many new enhancements which have been made to the functionality of the database over the past 12 months. He is excited at the prospect of learning some new tricks to help speed up his work tasks.

After the students had been approached by me and had agreed to participate, I set up times with each one to meet over the telephone. I emailed the instructional module to each one and remained on the telephone for the duration of their completing the module. Before the students began the instructional module, I was sure to explain to them what to expect while taking the module, including the structure, layout and sequence. I asked each student to please be vocal while completing the instruction and to ask any question or provide any comments while completing it. When asked if they had any questions before beginning, none were asked.

Each of the one-on-one students began the module with an exclamation of how “cool” it looked. They each said that the instructions were clear, and they all were comfortable with the objectives and the list of prerequisite skills. Student A, whose native language is French, had to rewind a couple of times throughout the module to ensure she understood, but other than that she very impressively had very little trouble. Student A took the longest amount of time to complete the module, while Students B and C were able to finish it very quickly. I surmise that this was due to language as well as experience. Throughout the different students completing the module, I listened carefully to any questions and comments that they had, and I took copious notes. **(See Appendix 3 – Table 1 – Objective Analysis Table for One-on-One Evaluation)**

At the completion of each module, I surveyed the student in order to gauge their reactions to the instruction. Below are the one-on-one results:

1. Did the instructional activities hold your interest and attention?
  - A. Yes
  - B. The demo-type instruction kept it interesting
  - C. Yes
2. Did you find the skills learned to be relevant for helping you be more effective in your job?
  - A. Yes
  - B. Yes
  - C. Yes
3. Are you confident that you can effectively use these skills in your job?
  - A. Yes
  - B. Absolutely, especially the shortcut
  - C. Yes
4. Were the instructional materials presented clearly?

- A. Yes
  - B. Yes
  - C. Yes
5. Would you recommend any specific changes in the instruction?
- A. Maybe slow it down a little bit
  - B. Not that I can think of
  - C. Are there going to be any more classes that are less elementary?

Each of the one-on-one students commented on how beneficial they felt the shortcut will be in their daily activities since the processing time for the backgrounders in MarketBound can be very slow. Since the MarketBound system has experienced many enhancements within the past 12 months which have not been communicated to the field, they were unaware that the shortcut option existed. I believe a larger target audience will be thrilled to learn the shortcut tip.

Due to Student A's comment on the last exit survey question, I went back and slowed down many of the audio slides in order to hopefully aide our English as a second language participants.

### **Results of Small Group Evaluation**

As with the one-on-one evaluations, my small group evaluations had to take place over the telephone. I completely understand that conducting the evaluations in any manner other than in person was not ideal; however, none of the subjects were local, so over the phone was the best solution.

I had five students from IBM Software Executive Briefing Center in Austin participate as one group, and five students from the IBM Software Executive Briefing Center in Research Triangle Park (RTP) participate as another group. The two groups met at different times from each other, and each group was comprised of colleagues who use the MarketBound system in one way or another, but not necessarily for the task which is taught in the instructional module.

The students from each briefing center met as a group in a briefing room in their respective center, with me dialed in on the rooms' conference feature. With the Austin group, I was able to watch them via their closed-circuit monitoring camera. I was not able to watch the RTP group.

With both groups, I began the session with a briefing explanation of the module and that the students were to complete the instruction without interaction with me or each other. Prior to the session, all of the students were asked to bring headphones with them due to the audio associated with the module. Everyone

complied with that request, so headphones were used in each room so as not to bother each other with the audio.

I was surprised to see that some of the students missed certain questions in the module and that some were not able to perform the terminal objective assessment correctly. **(See Appendix 3 – Table 2 – Objective Analysis Table for Small Group Evaluation)** I suspect there may have been some glitches experienced in the software perhaps. At any rate, the assessment results were good overall, as were the exit survey results. I was not surprised to see that one of the students did not see relevance to the material when compared to his job role. **(See Appendix 3 – Table 3 – Results of Small Group Exit Survey)**

### **Activities and Experiences Log**

#### *Needs Assessment – 3 hours*

For my needs assessment, I met with the creators of the MarketBound system over the phone and through several back-and-forth emails to find out what data they had already gathered. I did not personally survey the MarketBound administrators, but rather, I relied on information that had already been put together by my client. The data came from problem reports, questions posed to the creators by the admins, and observations by the admins' managers. If I had it to do over again, I would lobby harder for personally surveying the administrators directly. I think that not only would it be beneficial for the instruction, but it also would have been a valuable learning experience for me.

#### *Learner Analysis / Context Analysis – 2 hours*

I enjoyed the learner and context analyses because I did personally interview the administrators for these. Additionally, I interviewed some of the admins' managers, and I relied on past observations from when I have visited some of the other IBM Executive Briefing Centers.

#### *Task Analysis – 6 hours*

Call me masochistic, but I actually enjoyed the task analysis. It took me quite awhile to refine it and to really understand it, but I actually liked charting the different steps. This step in the ID process is what really started giving me a vision for what I wanted to do, so with this step I began to feel more comfortable since I could start to foresee a product.

#### *Performance Objectives – 7 hours*

The performance objectives quite possible could be my least favorite part of this cumulative exercise. I found the process very frustrating, and the ID process became very daunting to me during the performance objectives task. During the performance objectives portion is when I came to the realization that I had too many terminal objectives and that my module was going to be too lengthy for the purposes of this assignment. So, it was during the performance objectives that I

made the decision to omit two of my terminal objectives and to stick with only one of them.

#### *Instructional Module – 16 hours*

I thoroughly enjoyed developing my instructional module. I attended Dr. Murdoch's lesson on the Captivate software, which I decided to use for my module. It was fun learning as I went during development, and I found it to be mostly simple to use. Of course, I am not a master at Captivate, so there are a couple of glitches in my module that I could not figure out how to fix. Also, I found the choices for the test items to be rather limited. I made do as best I could, and I think my finished product turned out rather well for not having used the software before.

#### *One-on-One Evaluation – 3 hours*

The one-on-one evaluation was neat because I finally got to put the module in front of people besides just me. It was frustrating not being able to be face to face with any of the learners, but again, I had to make do. I very much enjoyed the positive reactions, although my subjects were tight-lipped with their comments and feedback.

#### *Small Group Evaluation – 2 hours*

Like with the one-on-one evaluation, it was frustrating to me not being able to be face to face with the learners. I actually had to divide my small group evaluation into two conference calls, and it was difficult to get 5 people on each side to have workable schedules. We finally did it, however, and again, it was satisfying to have my work put in front of other people and to get positive feedback.

All in all, I found the Instructional Design process to be a good experience. Besides the personal challenges I faced this semester (husband deployed to Iraq, father getting sick, and dear friend passing away unexpectedly on Friday, December 9), this semester would have been a big enough challenge on its own. I am relieved to see it come to a close, but only after learning many things of great value and setting a steady foundation for the rest of my time in the MIT program. It feels like a great accomplishment to see this semester successfully come to a close, and I am already looking forward to a fresh start and more successes in the spring.