

# **Report III**

## **Section I**

### ***Results of One on One Evaluation (Appendix C)***

In the beginning of designing our module, we decided that we would like to use an Adobe Captivate video to guide our learners through the process of creating assignments on a Learning Management System such as Blackboard. Once our learner and context analysis was complete, we began to design performance objectives and assessments accordingly. Three Captivate videos were created which consisted of various screen shots that guided our learners through the necessary steps of creating assignments and assessments on an LMS using a pre-existing assignment list. The learner was then able to be guided through how to create an electronic calendar where students could manage their time effectively during a course the learners may develop at a future time.

Again, there were three separate videos in the module, the first one of which was designed to guide the learner through creating an assignment on an LMS. Secondly the learner viewed a video which guided them through creating assessments on a LMS, and thirdly the learner viewed a video guiding them through creating an electronic calendar using an LMS. The videos were designed to be viewed separately while the learner used an assessment booklet that they answered specific questions out of while they viewed the video. While the learners went through each of the videos, they were asked to click on the appropriate buttons within the slides in order to move onto the next slide. The buttons they were asked to click on were invisible so that they were required to locate the appropriate buttons themselves before they were allowed to move onto the next screen. There were three individuals that were chosen to view the videos and answer the assessment questions from the booklet per video section. For the purposes of privacy we will call the learners A, B & C. Learner A was more of a novice using technology and has been a higher education faculty member for only a few years and was interested in learning more about how to create assignments and assessments as well as creating an electronic calendar her students could use for her course. She expressed even though she was fairly new with technology and teaching in a higher education environment, she was eager to learn more and was eager to use more technology in her courses. Learner B was a more experienced higher education professional and had used a LMS before, but was more interested in how to create a more effective electronic calendar. He stated that creating an effective electronic calendar could sometimes prove challenging. Lastly, learner C was the most experienced and had taught online courses before and was gracious enough to view our videos in hopes of giving us feedback from a higher academic standpoint.

Once these individuals were chosen, we met with them separately to explain the module and the task at hand. They were all given a CD-ROM and assessment booklet and then asked to view the videos on the CD-Rom and fill out the assessment booklet while going through the videos. They

were also instructed that they would be required to click on appropriate buttons within the slides in order to move onto the next slide so they would know they were performing the correct task. They were all asked afterwards if they had any questions and then they began to view the videos. Learner A was a little uncomfortable, but began to settle in and work well with the videos. Learner B was confident and felt fine with the module as well as Learner C. Each learner was observed while watching the videos and seemed comfortable with filling out the assessment booklets although at times Learner A looked a little frustrated in the beginning trying to keep up with the pace of the videos. The most notable problem was the length and complexity of the videos and the learners watching the videos while filling out the assessment booklet. They were allowed to pause the videos while viewing them if there was a problem and begin the playback. This was one of the most notable positive aspects of having the module on an Adobe Captivate video because the learners could pause, take notes and even rewind if there was a confusing portion which they had difficulty following. Learner A was noted to use this option more frequently as her experience level was less than the other two.

At the end of the module the learners were able to understand how to create an assignment and assessment as well as upload these items to an electronic calendar on a LMS and felt fairly confident they would be able to do so given a list of assignments. Each learner was then asked to complete an exit survey at the end of the assessment booklet which was as follows:

**Exit Survey:**

1. What is the one thing you liked most about these learning modules?
  - a. Learning how to create assignments and upload them to an electronic calendar.
  - b. Having a video with audio was very helpful.
  - c. Clicking on the appropriate tabs in order to move on to the next slide; this gave me a sense of accomplishment since I was following along correctly.
2. What are some of the more difficult or confusing parts of the learning modules?
  - a. Sometimes it was difficult to figure out where I was supposed to click to move on.
  - b. Trying to understand where to go next with the slides
  - c. Answering the assessment questions in the booklet while trying to watch the video; I had to pause several times, it seemed to move a little too quickly at some places.
3. What are some things you would change about these learning modules?
  - a. I would have only needed to learn how to upload an assignment, then I could have figured out the rest; the video seemed to be repetitive at times.

b. It seemed at times confusing to follow where to click to move on; the voice recordings could have been more in sync with the slides.

c. Maybe just one of these videos would have been enough to watch; it seemed rather lengthy.

4. Were the screen shots clear and easy to follow?

a. For the most part

b. Yes

c. Yes, I figured it out rather quickly

5. Were the voice narrations easily heard and easy to follow?

a. Mostly, at times confusing

b. Yes, sometimes pace too quick to follow

c. Yes

6. Do you have any other comments or suggestions?

a. Good job overall, this looks like a complicated project

b. I think it was pretty good

c. Maybe could have had a smoother pace; three videos were a lot to watch

### **Captivate Module Changes**

- The pace was too fast, so we slowed down how fast the slides were being presented.
- Buttons were added to assess learner's knowledge.
- We added a short explanation of the instructional goals that each video would be addressing at the beginning of the videos.
- We broke the instructional module into three separate videos to chunk relevant information together.

### ***Results of Small Group Evaluation (Appendix D)***

The small group evaluation was completed in the computer lab using a group of 5 graduate level students that were asked to volunteer to help with our project. They agreed to give us their time and we began by explaining our module and the project we had to complete. The students were given a CD-ROM and an assessment booklet and asked to view the videos with headphones on as to minimize distractions between them. The learners all understood the requirements asked of

them and they all indicated they had a good working knowledge of using computers and what a LMS was and were then given a pretest before viewing the videos. The group was also told they could pause the videos if necessary and rewind if they needed more clarification or more time to answer the assessment questions. The group was told to begin when they were ready and they all pretty much began right away after several viewed through the assessment booklet again in order to feel more comfortable. While the group viewed the videos several were seen pausing either because they felt the video was going too quickly or to answer questions in the assessment booklet. For the most part, there were no notable problems for any of them and the majority of the group finished around the same time. Once the group finished, they were given a post-test and asked to complete before they left.

Once the assessment booklets were reviewed and the pretest and post-test questions were reviewed, we sat down to analyze the data and see how the participants did and how well they learned the module. We were pleased to see that most of the participants did fairly well on the assessment questions and post-test questions. The most obvious problem was that many of the students had not even used a LMS before so were a little confused about the layout of the system all-together.

### **Exit Survey:**

1. What is the one thing you liked most about these learning modules?
  - a. I thought it was a really neat program; loved seeing how assignments are added to a system like this.
  - b. Learning a new system
  - c. Seeing what online teachers have to do to create coursework.
  - d. Working with a new program I haven't before.
  - e. It was all new to me; I enjoyed working with these videos.
2. What are some of the more difficult or confusing parts of the learning modules?
  - a. I hadn't seen this before, so it was a little confusing at first following along.
  - b. Trying to keep up with the pace of the videos
  - c. Where to click to move onto the next screen
  - d. Figuring out the layout of the program
  - e. Answering the questions while watching the videos

3. What are some things you would change about these learning modules?
  - a. Not sure, haven't really seen this before; maybe slow it down some.
  - b. It was a little long to watch three videos, but I enjoyed it
  - c. Smoother pace
  - d. I didn't like trying to answer the questions as I went along.
  - e. Some of the audio seemed to be a little off
4. Were the screen shots clear and easy to follow?
  - a. Mostly, sometimes confusing
  - b. Yes
  - c. Not always
  - d. Yes
  - e. Most of the time
5. Were the voice narrations easily heard and easy to follow?
  - a. Mostly
  - b. Yes
  - c. Yes
  - d. Yes
  - e. For the most part
6. Do you have any other comments or suggestions?
  - a. Maybe shorten it some; it just seemed a little long.
  - b. I enjoyed the modules, but I would have like to have done only one of the three.
  - c. I would have synchronized the audio and video better.
  - d. Sometimes the videos seemed to move a little too quickly.
  - e. It was a little long, but very interesting.

## **Section II**

## *Planning Log*

# Planning Log

Activity	Description	Time Spent
Brainstorming	Brainstorming ideas for project, Assessed needs for higher education Teachers to help their students manage Time effectively	2 hours
Needs Assessment	Determined needs were creating an effective Electronic calendar to help students Manage time	2 hours
Conducted Learner		
Analysis	Observations; interviews with higher Education teachers Learner Analysis	1 hour 1 hour 2 hours
Task Analysis	Development of Objectives Initial Task Analysis Task Analysis Trial 1 <sup>st</sup> Revision of T. A. 2 <sup>nd</sup> Revision of T. A. 3 <sup>rd</sup> Revision of T. A. 4 <sup>th</sup> Revision of T. A. 5 <sup>th</sup> Revision of T. A.	2 hours 2 hours 1 hours 2 hours 2 hours 2 hours 2 hours 2 hours
Performance and Learning		
Analysis	Research Reporting of Learning and Performance	4 hours

	Context	2 hours
Performance Objectives	Creation of P. O.	3 hours
	1 <sup>st</sup> Revision of P. O.	2 hours
	2 <sup>nd</sup> Revision of P.O.	2 hours
	3 <sup>rd</sup> Revision of P.O.	2 hours
	4 <sup>th</sup> Revision of P.O.	2 hours
	5 <sup>th</sup> Revision of P.O.	2 hours
Assessments	Creation of Assessment Items	2 hours
	Revision of Assessments Items	2 hours
Module Creation	Creation of Adobe Captivate Videos	4 hours
Evaluation Tools	Creation of Evaluation Tools	4 hours
One-on One Trial	Trial of final Product	2 hours
	Evaluation of trial	2 hours
Revision of Module	Editing of Adobe Captivate Videos	4 hours
Small Group Trial of Module Trial of Final Product		2 hours
	Evaluation of Trial	3 hours
	<b>Total Time in Hours:</b>	<b>67</b>

## One-on-One Evaluation Objective Analysis Table

The table below shows the objectives for this instructional module. The learner either completed the objectives assessment tasks correctly or incorrectly. The (c) represents a correct answer. The (i) represents an incorrect answer. Mastery of the objectives is defined as correctly answering and completing the assessment tasks presented to the learner throughout the module.

Objective #	1	1.1	1.1.1	1.2	1.2.1	1.3	1.3.1	1.3.2	1.3.3	1.4	# of obj. mastered	% mastered						
Learner A	c	c	c	c	c	c	c	c	c	c	10 / 10	100						
Learner B	c	c	c	i	c	c	c	c	c	c	9 / 10	90						
Learner C	c	c	c	c	c	c	c	c	c	c	10 / 10	100						
Total for Group	3	3	3	3	3	3	3	3	3	3								
%	100	100	100	100	100	100	100	100	100	100								

  

Objective #	2	2.1	2.1.1	2.2	2.2.1	2.2.2	2.2.3	2.3	2.3.1	2.3.1.1	2.3.1.2	2.3.1.3	2.3.1.4	2.4	# of obj. mastered	% mastered			
Learner A	c	c	c	c	c	c	c	c	c	c	c	c	c	c	14 / 14	100			
Learner B	c	c	c	c	c	c	c	i	c	c	c	c	c	c	13 / 14	93			
Learner C	c	c	c	i	c	c	c	c	c	c	c	c	c	c	13 / 14	93			
Total for Group	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
%	100	100	100	100	100	100	100	100	100	100	100	100	100	100					

  

Objective #	3	3.1	3.1.1	3.2	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5	3.2.6	3.2.7	3.2.8	3.2.9	3.2.10	3.2.11	3.2.12	3.2.13	3.2.14	3.2.15	3.2.16	3.2.17	3.2.18	3.2.19	3.2.20	3.2.21	3.2.22	3.2.23	3.2.24	3.2.25	3.2.26	3.2.27	3.2.28	3.2.29	3.2.30	# of obj. mastered	% mastered						
Learner A	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	30 / 30	100				
Learner B	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	29 / 30	97			
Learner C	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	30 / 30	100			
Total for Group	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
%	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

## Small Group Evaluation Objective Analysis Table

The table below shows the objectives for this instructional module. The learner either completed the objectives assessment tasks correctly or incorrectly. The (c) represents a correct answer. The (i) represents an incorrect answer. Mastery of the objectives is defined as correctly answering and completing the assessment tasks presented to the learner throughout the module.

Objective #	1	1.1	1.1.1	1.2	1.2.1	1.3	1.3.1	1.3.2	1.3.3	1.4	# of obj. mastered	% mastered						
Learner A	c	c	c	c	c	c	c	c	c	c	10 / 10	100						
Learner B	c	c	c	i	c	c	c	c	c	c	9 / 10	90						
Learner C	c	c	c	c	c	c	c	c	c	c	10 / 10	100						
Learner D	c	c	c	c	c	c	c	c	c	c	10 / 10	100						
Learner E	c	c	c	c	c	c	c	c	c	c	10 / 10	100						
Total for Group	5	5	5	5	5	5	5	5	5	5								
%	100	100	100	100	100	100	100	100	100	100								

  

Objective #	2	2.1	2.1.1	2.2	2.2.1	2.2.2	2.2.3	2.3	2.3.1	2.3.1.1	2.3.1.2	2.3.1.3	2.3.1.4	2.4	# of obj. mastered	% mastered			
Learner A	c	c	c	c	c	c	c	i	i	c	c	c	c	c	12 / 14	86			
Learner B	i	c	c	c	c	c	c	c	c	c	c	c	c	c	13 / 14	93			
Learner C	c	c	c	c	c	c	c	c	c	c	c	c	c	c	14 / 14	100			
Learner D	c	c	c	c	c	c	c	c	c	c	c	c	c	c	14 / 14	100			
Learner E	c	c	c	c	c	c	c	c	c	c	c	c	c	c	14 / 14	100			
Total for Group	5	5	5	5	5	5	5	5	5	5	5	5	5	5					
%	100	100	100	100	100	100	100	100	100	100	100	100	100	100					