

Summative Evaluation Plan

Rapid Online Course Development

MIT 530

UNCW

Dr. Sue-Jen Chen

Erin Gunter

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Abstract

The Summative evaluation plan proposed in this report is designed for evaluating a self-instructional module, “Rapid Online Course Development – ROC’D.” This module is designed to teach UNCW faculty how to create an assessment, an assignment, and an electronic calendar within the new Blackboard Vista learning management system. UNCW is trying to prepare the faculty for the shift to online courses as an alternative to classroom teaching.

The evaluation will involve the analysis of the exit surveys for reactions to the module. Data from the pre- and post tests, and the assessment book questions and checklists will also be analyzed to determine the learning results. Each participant’s responses will be analyzed using descriptive statistics. Observations will be conducted to ensure learners’ successful transfer of knowledge and skills to the work environment. Lastly, results will be concluded to determine the impact the self-instructional module has on the UNCW organization as they are preparing for the future of online courses.

After collecting, analyzing, and interpreting the data a final report will be written detailing the findings. This report will be used to instruct the instructional designer on any modifications that need to be made. Also, a decision will be made about whether or not the self-instructional module will be used by the technology department at UNCW as a tutorial for online course development.

Context

Overview of the Instructional Package

This module is designed based on the theoretical assumptions of both Mayer's SOI model from Designing Instruction for Constructivist Learning in collaboration with Mayer's Cognitive Multimedia Learning Theory. Using this combination there is a plethora of tools, principles, and knowledge that is useful in order to design the instructional module properly. The model emphasizes the learner's ability to apply knowledge. Also Mayer's model is appropriate for this module because learners that will be using this module will have the proper prerequisites for problem-solving transfer. They all have appropriate cognitive processes, self-regulatory processes, and a positive attitude towards completing the procedures required to make assignments, assessments, and an electronic calendar using a LMS. In the end, the main intent of this module to take the learner through the SOI process using the following steps: selecting relevant information using both words and pictures that are clear and concise determine extraneous information that can be eliminated, organizing information by constructing both a pictorial and verbal mental model that match, and integrating the new incoming knowledge with previous knowledge.

The instruction for this learning module is broken down into three different Captivate videos. These videos as well as additional instructional materials are presented on a website for the user to easily access the information. The website has detailed instructions guiding the learning through the various steps of the instructional module. The purpose of this is to present the material in a way so that the learner can follow the instructions easily without be bombarded by information. Each Captivate video used in this module breaks down the main tasks into step-by-step procedures that will help the learner reach the main performance goal. The videos used in this module have built in tasks that require learner participation to complete the training module. Throughout the videos, learners are asked to complete simple tasks to demonstrate their understanding of the material. At the same time, the learner will have an assessment booklet that reviews the steps that they have completed within the module. This ensures that the learner has completed each step by filling out a checklist or answering assessment questions. The assessment book makes sure that they have learned the material that is being presented to them and requires the learner to check to whether or not they have missed a step. The sequence of module is designed to show the proper steps required to perform the task. Therefore, the module teaches the learner how to complete a procedure that has multiple steps. In the end, it is important that all steps are completed in order for the learner to be able to complete the task independently without the assistance of this learning module.

Learner Characteristics

Learner Analysis		
Information Categories	Data Sources	Learner Characteristics
Entry Behaviors	Interviews and Observations	<i>Performance Setting:</i> Learners have little to no experience with online course development. Learners have experience with time management skills. Learners have experience

		<p>with designing assignments, assessments, and calendars.</p> <p><i>Learning Setting:</i></p> <p>Learners have experience with computers.</p> <p>Learners have experience with classroom course development.</p>
Prior Knowledge of Topic Area	Interviews and Observations	<p>Learners have experience with designing assignments, assessments, and calendars.</p> <p>Learners have experience with time management skills.</p> <p>Learners have experience with classroom course development.</p>
Attitudes Toward Content	Interviews and Observations	<p>The learners are hesitant to switch to an online course design.</p> <p>The learners do not necessarily believe that an online learning environment is better than traditional face to face learning environment.</p> <p>Therefore they consider the change difficult.</p>
Attitudes Toward Potential Delivery System	Interviews and Observations	<p>Learners believe that online course environments will benefit their students and promote a constructivist style of learning.</p> <p>Learners understand the benefits of the visually appealing online learning environment.</p>
Motivation for Instruction (ARCS model)	Interviews and Observations	<p>Learners have a positive attitude about learning how to convert their traditional class material to an online learning environment. The material presented in this module is interactive and informative and it will help learners to deliver instruction to their students in a new way. Learning with interactive materials will ensure that the learner is <i>attentive</i>. The learners believe that the material is <i>relevant</i> to their future success as online instructors. Learners are <i>confident</i> that they can master the material and effectively incorporate it into their courses in the future.</p>
Education and Ability Levels	Interviews and Observations	<p><i>Educational Abilities:</i></p> <p>Learners are currently employed in the higher</p>

		<p>education field.</p> <p>Learners have successfully taught at the higher education level.</p> <p><i>Ability Levels:</i></p> <p>Learners have a varying degree of ability with computer skills.</p> <p>Learners have a varying degree of ability with constructivist course development.</p> <p>Learners have a varying degree of ability with generating strategies for time management for their students.</p>
General Learning Preferences	Interviews and Observations	<p>Learners are experienced with a variety of learning formats.</p> <p>Learners are used to being in control of the learning environment and their students.</p>
<p>General Group Characteristics</p> <p>Heterogeneity: Race, Gender, Culture</p> <p>Age</p> <p>Language</p> <p>Special Needs</p> <p>Overall Impressions</p>	Interviews and Observations	<p><i>Heterogeneity:</i></p> <p>Learners come from various backgrounds. There is a mixture of different cultures, genders, and races.</p> <p><i>Age:</i></p> <p>Learners are all higher education professors. Learners' age ranges between 24 - 65 years old.</p> <p><i>Language:</i></p> <p>Learners are all fluent in the English language.</p> <p><i>Special Needs:</i></p> <p>Learners do not have any special needs.</p> <p><i>Overall Impressions:</i></p> <p>Instruction will need to be easy to use, efficient, and effective.</p>
Attitudes Toward Training Organization	Interviews	<p>Learners have positive feelings about the organization developing the materials and about using the computers for developing online courses.</p> <p>They believe this training will help them be more successful in online course development.</p>

		Learners believe this training will help them generate strategies that help their students manage their time, participation, and assignments.
Context Analysis		
Information Categories	Data Sources	Learner Characteristics
Managerial/Supervisory Support	Interviews	Supervision of the learner is minimal. Learners will receive materials, resources, and technical support.
Physical Aspects of Site	Observation	<p><i>Facilities:</i></p> <p>Learners will use their personal computers or a computer at the higher education site to access the training material.</p> <p><i>Resources:</i></p> <p>Online tutorial video and printed material.</p> <p><i>Equipment:</i></p> <p>These computers need to have download capabilities, Internet, access to the university server if accessing from a remote location and Adobe flash must be downloaded on the computers. The learners need a learning management system account on their computer.</p> <p><i>Timing:</i></p> <p>45 min. with materials and software.</p>
Social Aspects of Site	Observation	<p><i>Supervision:</i></p> <p>As needed only for technical support.</p> <p><i>Interaction:</i></p> <p>Learners with materials and computer.</p> <p><i>Others effectively use Skills:</i></p> <p>The learners must possess minimal technological skills to complete module.</p>

Relevance of Skills	Interviews and Observations	Meet the identified goal.
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Instructional Objectives

Our main goal for our self-instructing module is:

Learners will generate strategies for students to utilize within an online course that will help students manage time (IS-PS)

The following are the sub-goals for our module:

Learners will create an assignment using a LMS (R)

Learners will create an assessment using a LMS (R)

Learners will create an electronic calendar using a LMS (R)

Task Analysis

The Task Analysis that was diagrammed using Inspiration software or refer to [Appendix A](#). In the task analysis, each objective is listed and labeled by the type of learning outcome.

Summary of Formative Evaluation Procedures

Results of One on One Evaluation

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

could 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. Refer to [Appendix E](#).

Captivate Module Changes due to One on One Formative Evaluation

- 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

Then a small group evaluation was completed, after the module had been revised, 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. Refer to [Appendix G](#).

Exit Surveys

At the end of the One on One evaluation and the small group evaluation, exit surveys were used to inquire about the module. The exit survey was completed by every participant. The questions and answers given to the exit survey can be found in [Appendix F](#) and [Appendix H](#).

Implementation Site Description

This instructional package is designed to be used by faculty members at UNCW that are currently developing online courses. The module is accessible from a website, which allows the user to access and complete the self-instructional module without supervision. Also, the faculty can access the website at work or on their home computer. The learner will need access to the Internet, a computer, a printer, and a pen or pencil to complete the module. By printing out the assessment book the learner can perform the tasks and make notes in the assessment book to determine that they are on the right track. For the professors at UNCW, more and more classes are beginning to be offered fully online. This self-instructional module is preparing the faculty members for the time when they need to take their classroom lessons and adapt them for a virtual classroom via Blackboard Vista. UNCW's desire to offer more online courses therefore, presents a need for faculty members to learn how to use Blackboard Vista effectively and easily. Blackboard Vista courses offer a wide variety of tools for the new e-learning environment. By implementing a self-instructional module that takes faculty through some of the essential steps in developing an online course, faculty is ahead of the learning curve.

Summative Evaluation Objectives

For this instructional module, the four summative evaluation objectives are based on Kirkpatrick's Four-Level Summative Model.

- ❖ Level One – Reaction. Learners are asked to evaluate the instructional module after they have completed the entire module. Learners will respond to the same exit survey that was used during the formative evaluation. This determines the learners' attitudes, feelings and reactions about the instructional module.
- ❖ Level Two – Learning. Learners will be tested to determine whether the module did in fact teach the learner the knowledge and skills it was trying to teach. The learners will show whether or not they have achieved the objectives and goals stated in the module. To determine achievement a pre-test and post-test is used to make sure assessment items and tasks are in fact aligned with the performance objectives.
- ❖ Level Three – Transfer. Determine whether or not the learner can transfer the skills and knowledge from the self-instructional module to their own online Blackboard Vista courses. Determine how effectively the learners are completing the skills and using their new knowledge to design and develop online courses. Observe the behavior through observations and use the post-test checklist to determine whether or not the learner has successfully transferred the information into their environment.
- ❖ Level Four – Results. Used to determine how the instructional module has impacted the organization. Seeing as how UNCW wants to have more online courses available to their students, this level of evaluation is necessary. Determine if the self-instructional module has in fact made an impact on the number of times faculty call the technology help desk to help them develop an online course.

Methodology

Kirkpatrick's Four-Level Summative Model Approach

Using Kirkpatrick's Four-Level Summative Model, a summative evaluation plan can easily be designed. Reactions to the self-instructional module will be gathered by exit surveys. These surveys provide the learner a chance to reflect on the knowledge and skills that they

acquired from completing the module. The questions used in the exit survey are open-ended. This type of question offers the learners a chance to give valuable and detailed answers. The exit surveys also provide feedback concerning the learners' attitudes about the module. The exit surveys are exactly the same as the exit surveys used during the formative evaluation process. The exit survey questions can be found in [Appendix I](#).

Learning is best determined by a pre-test and a post-test that challenges the learner to determine whether or not they have acquired the skills and knowledge presented in the self-instructional module. In the pre-test they are asked simple questions that should be a prerequisite to using the self-instructional module. The post-test actually requires the learner to perform task that are aligned with the performance objectives within the instructional content of the module. For this module is it more important that the learners can demonstrate their ability to successfully design and develop parts of an online course after utilizing the self-instructional module.

Transfer is evaluated to make sure that the self-instructional module provides information in a way that it is easy for the learner to replicate the knowledge and skills in their own environment. A list of faculty members that are using the self-instructional module will be obtained from the Watson School of Education. With the help of the technology division (ITSD) at UNCW, the blackboard courses developed by the individuals on the list will be examined to determine if the learners can in fact create an assessment, assignment, and electronic calendar within the Blackboard Vista learning management system. By gaining access to the learners' Blackboard Vista courses, informal observations can be made.

Results of the instruction determine the degree to which the instructional module has impacted the organization. Seeing as how UNCW wants to have more online courses available to their students, this level of evaluation is necessary. Determine if the self-instructional module has in fact made an impact on the number of times faculty call the technology help desk to help them develop an online course. This part of the summative evaluation plan may be limited due to time, but it is still important in determining the results of the self-instructional in terms of impact on the organization.

Implementation Plan Description

In order to teach and assess the terminal objective for this module, the module is broken down into three instructional videos that are available on an UNCW website. This separate videos chunk the relevant information together so that the learner can perform the tasks. While utilizing the instructional videos, the learner will use the assessment book to stop and determine whether not they have learned the material that has been presented in the videos. The assessment book serves as a guide throughout the instructional module and tests the learner's knowledge and skills as they progress through the module. At the beginning of the assessment book, the learner is required to take a pre-test on the material that will be presented in the module. This helps to determine the level of skills and knowledge the learner has prior to starting the instructional module. After the module is complete the learner will be asked to complete an exit survey via the website. The exit survey will gauge the reactions of the learners. Then the learners will complete a post-test that evaluates whether or not the learner can perform the tasks independently. A checklist will be provided to guide the learner through the step-by-step procedures of performing the task for themselves. This final post-assessment ties all three of the instructional videos together. The post-test is conducted in a setting where the learner will be observed to determine the rate of successful transfer. To determine the results on the organization, ITSD will help to look at the blackboard courses developed by the learners. ITSD will begin by examining the

learners' online courses to see if they have successfully designed and developed an assignment, an assessment, and an electronic calendar. ITSD can also determine how many times that learner required additional help outside the instructional module during the development of their online course.

Data Collection Plan

The task analysis ([Appendix A](#)) provides the objectives and main goals of the self-instructional module. The Performance Objectives/Assessment Plan ([Appendix B](#)) provides the goals/task analysis, types of learning outcomes, types of assessment, the performance objectives, and the assessment tasks/items. The types of assessment explain how the terminal objective will be assessed based on the strategies listed in the assessment tasks/items column. The learner will complete assessment items within the self-instructional module video as well as in the assessment book ([Appendix C](#)) that accompanies the self-instructional module. A pre-test will determine the prerequisite skills of the learners; and the post-test will help to determine the amount of skills and knowledge acquired and then transferred to a separate environment by the learner ([Appendix D](#)). Each of the assessment instruments used for data collection are high in validity due to their alignment to the performance objectives that are being measured. Each objective has also gone through a round of validity with Subject Matter Experts. So, the data collection process will happen at every level of Kirkpatrick's model. Reactions will be collected through exit surveys. Learning data will be collected through demonstrating the tasks in the assessment book. Also, learning data will be collected from the pre-tests and post-tests that are a part of the self-instructional module. Transfer data will be collected through observations in the workplace. Results will be collected based on the percentage of learners that have completed the self-instructional module and then implemented the strategies offered in the module in their online courses.

Data Analysis Plan

Reaction data from the exit surveys will be measured based on the type of responses elicited by the open-ended questions. The qualitative data will then be quantified by coding each response. The responses can then be categorized by similar responses. Assessment task data will be calculated by analyzing the number of missed assessment tasks. This data will be analyzed using descriptive statistics using SPSS. The data will also be used to find the mean and standard deviation for each assessment item. Pre-test data will be analyzed and compared to the learning objective to determine whether or not the learners actually know the prerequisite skills and knowledge needed to complete the module. The post-test will be scored based on whether or not the assessment item is completed successfully on the first try. The mean and standard deviation will be determined as well as other descriptive statistics that measure each learning outcome and whether each learner demonstrated the correct task. Using the data that is collected, the instructional module will be analyzed to determine if it is in fact transferring skills and knowledge learned from the module.

Conclusions

After collecting the data, analyzing it using descriptive statistics in SPSS, and interpreting the findings; the revisions to the self-instructional module can be made. These revisions will help make the self-instructional module flawless and easier to implement throughout the UNCW network. This self-instructional module is only one part of a multi-modular package that others

helping to put together. For this summative evaluation plan, the focus is on the self-instructional module that informs the learner on how to create an assignment, an assessment, and an electronic calendar using Blackboard Vista. Currently, the self-instructional module is uploaded to a student website for faculty to view. After collecting and analyzing the data, the Dean and ITSD will be notified. Also, the instructional designer will be notified to make the changes. The Dean and ITSD can then determine if they want to use the module for the entire UNCW campus.

Appendix B - Performance Objectives/Assessment Plan

Goals/Task Analysis	Types of Learning Outcomes	Types of Assessment	Performance Objectives	Assessment task/item
<p>Terminal goal: Learners will generate strategies for students to utilize within an online course that will help students manage time</p>	<p>Intellectual Skills – Problem Solving</p>	<p>Demonstration Observation Checklist</p>	<p>Terminal Objective: Given an LMS account and the task of generating time management strategies the learner will generate an assignment, assessment, and electronic calendar in order to help students manage time by creating strategies in their LMS account.</p>	<p>Use your Blackboard vista account to log on to your course shell. Use the materials that you have developed for an assignment, assessment, and calendar to develop an assignment page, an assessment and an electronic calendar for at least one lesson. Once finished use the attached checklist to assess your work.</p>
<p>1.0 Create an assignment using a LMS</p>	<p>Rule</p>	<p>Demonstration Observation Checklist</p>	<p>Given a set of assignments and a LMS account, the learner will demonstrate creating an assignment using the LMS by creating at least one assignment using the assignment tool in</p>	<p>Use your Blackboard vista account to log on to your course shell. Use the materials that you have developed for an assignment to create an assignment for at least one lesson on the assignment page in the LMS</p>

			the LMS.	course shell. Once finished use the attached checklist to assess your work.
1.1 Demonstrate how to access the assignment page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will demonstrate how to access the assignment page by completing the steps to access the assignment page in the LMS.	Use your Blackboard vista account to log on to your course shell and follow the proper steps to access the assignment page in the LMS shell. Once finished use the attached checklist to assess your work.
1.1.1 Identify assignment tab in a LMS	Concept	Demonstration Observation Checklist	Given a list of tabs on a LMS, the learner will identify the assignment tab by clicking on the correct tab on the navigation bar in the LMS.	The following is a list of tabs that you would see in blackboard vista course site. Find the assignment tab by placing a checkmark close to the tab.
1.2 Demonstrate how to create an assignment.	Rule	Demonstration Observation Checklist	Given LMS course shell, the learner will demonstrate creating an assignment by entering at least one assignment using the assignment tool	Within the instructional module assignment video, click on the create assignment link to demonstrate how to create an assignment using the LMS.

			in the LMS.	
1.2.1 Classify a good assignment	Concept	Demonstration Observation Checklist	Given a LMS course shell, the learner will classify a good assignment by classifying components of a good assignment for at least one assignment using the assignment tool in the LMS.	The following is a list of assignment components. Classify the components according to whether or not they are good components for an online assignment.
1.3 Demonstrate entering an assignment to assignment page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS account, the learner will demonstrate entering an assignment to the assignment page by posting at least one assignment on the assignment page using the assignment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, enter at least two assignments into the assignment page in the LMS shell. Once finished use the attached checklist to assess your work.
1.3.1 Identify title	Concept	Demonstration Observation Checklist	Given a LMS a course shell, the learner will identify a title by typing a title for at least one assignment using the	Using a screen shot of a Blackboard course shell, circle the title box and write the following title "Module One" for the assignment.

			assignment tool in the LMS.	
1.3.2 Identify description	Concept	Demonstration Observation Checklist	Given a LMS a course shell, the learner will identify a description by typing a description for at least one assignment using the assignment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the description box and write the following description “Reading and Summary Assignment” for the assessment.
1.3.3 Identify timeline	Concept	Demonstration Observation Checklist	Given a LMS a course shell, the learner will identify a timeline by typing a timeline for at least one assignment using the assignment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the due date box and the due date time box and write the following due date and due date time in the appropriate boxes, “12/10/2008” and “12:00pm” for the assignment.
1.4 Demonstrate how to save an assignment on assignment page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will demonstrate saving an assignment on assignment page by saving at least one assignment using the	Within the instructional module assignment video, click on the save button at the bottom of the page to demonstrate how to save an assignment using the LMS.

			assignment tool in the LMS.	
2.0 Create an assessment using a LMS	Rule	Demonstration Observation Checklist	Given a set of assessment items and a LMS account, the learner will demonstrate creating an assessment by creating a four-item assessment using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, to create a four-item assessment for at least one lesson on the assessment page in the LMS course shell. Once finished use the attached checklist to assess your work.
2.1 Demonstrate how to access the assessment page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will demonstrate how to access the assessment page by completing the steps to access the assessment page in the LMS.	Use your Blackboard vista account to log on to your course shell and follow the proper steps to access the assessment page in the LMS shell. Once finished use the attached checklist to assess your work.
2.1.1 Identify assessment tab in a LMS	Concept	Demonstration Observation Checklist	Given a list of tabs on a LMS, the learner will identify the assessment tab by clicking on the correct tab	The following is a list of tabs that you would see in blackboard vista course site. Find the assessment tab by placing a checkmark

			on the navigation bar in the LMS.	close to the tab.
2.2 Demonstrate how to create an assessment	Rule	Demonstration Observation Checklist	Given LMS course shell, the learner will demonstrate creating an assessment by entering a four-item assessment using the assessment tool in the LMS.	Within the instructional module assignment video, click on the create assessment link to demonstrate how to create an assessment using the LMS.
2.2.1 Identify title	Concept	Demonstration Observation Checklist	Given a LMS a course shell, the learner will identify a title by typing a title for at least one four-item assessment using the assessment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the title box and write the following title "Module 4" for the assessment.
2.2.2 Identify description	Concept	Demonstration Observation Checklist	Given a LMS a course shell, the learner will identify a description by typing a description for at least one four-item assessment using the assessment tool	Using a screen shot of a Blackboard course shell, circle the description box and write the following description "A four-item assessment" for the assessment.

			in the LMS.	
2.2.3 Identify timeline	Concept	Demonstration Observation Checklist	Given a LMS a course shell, the learner will identify a timeline by typing a timeline for at least one four-item assessment using the assessment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the due date box and the due date time box and write the following due date and due date time in the appropriate boxes, “12/10/2008” and “5:00pm” for the assessment. Then circle the cutoff date box and cutoff date time box and write the following cutoff date and cutoff date time in the appropriate boxes, “12/12/2008” and “5:00pm” for the assessment.
2.3 Demonstrate entering an assessment to assessment page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS account, the learner will demonstrate entering an assessment to assessment page by posting a four-item assessment on the assessment page using the assessment tool on the assessment page	Within the instructional module assignment video, click on the save and add questions link to demonstrate how to enter an assessment using the LMS assessment tool.

			in the LMS.	
2.3.1 Create a four-item assessment	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will create a four-item assessment by creating one open-ended quiz item, one multiple choice quiz item, one matching quiz item, and one true/false quiz item using the assessment tool in the LMS.	Within the instructional module assignment video, click on the create question link to demonstrate how to create a four-item assessment using the LMS assessment tool.
2.3.1.1 Demonstrate creating matching item using quiz tool in LMS	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will create a matching quiz item by creating one matching quiz item using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a matching assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.3.1.2 Demonstrate creating multiple choice item using	Rule	Demonstration Observation	Given a LMS course shell, the learner will create a multiple	Use your Blackboard vista account to log on to your course shell.

quiz tool in LMS		Checklist	choice quiz item by creating one multiple choice quiz item using the assessment tool in the LMS.	Using the materials that you have developed for an assessment, create a multiple choice assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.3.1.3 Demonstrate creating open-ended item using quiz tool in LMS	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will create an open-ended quiz item by creating one open-ended quiz item using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create an open-ended assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.3.1.4 Demonstrate creating true/false item using quiz tool in LMS	Rule	Demonstration Observation Checklist	Given a LMS course shell, the learner will create a true/false quiz item by creating one true/false quiz item using the assessment	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a true/false

			tool in the LMS.	assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.4 Demonstrate how to save an assessment in assessment page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS account, the learner will demonstrate saving assessment in the assessment page by saving a four-item assessment on the assessment page using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, save an assessment in the assessment page using the assessment tool in the LMS shell. Once finished use the attached checklist to assess your work.
3.0 Create an electronic calendar using a LMS	Rule	Demonstration Observation Checklist	Given an assignment, a four-item assessment, and a LMS account; the learner will create an electronic calendar by creating at least one assessment event and at least one assignment event using the	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, an assessment, and a calendar to develop an electronic calendar for at least one lesson using the electronic calendar tool in the LMS

			electronic calendar tool in the LMS.	shell. Once finished use the attached checklist to assess your work.
3.1 Demonstrate how to access the electronic calendar page in a LMS	Rule	Demonstration Observation Checklist	Given a LMS account and access to the electronic calendar, the learner will demonstrate how to access the electronic calendar page by completing the steps to access the electronic calendar page in the LMS.	Using your Blackboard vista account to log on to your course shell and follow the proper steps to access the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.
3.1.1 Identify calendar tab in a LMS	Concept	Demonstration Observation Checklist	Given a list of tabs on a LMS, the learner will identify the calendar tab by clicking on the correct tab on the navigation bar in the LMS.	The following is a list of tabs that you would see in blackboard vista course site. Find the calendar tab by placing a checkmark close to the tab.
3.2 Demonstrate how to schedule an event on the electronic calendar	Rule	Demonstration Observation Checklist	Given an assignment list, a four-item assessment, and a LMS account, the learner will demonstrate scheduling an event on the	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, an assessment, and a

			electronic calendar by adding a calendar entry for at least one assignment and one four-item assessment using the electronic calendar tool in the LMS.	calendar; schedule a calendar event for one assignment and one four-item assessment for at least one lesson on the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.
3.2.1 Demonstrate how to schedule an assignment in the electronic calendar	Rule	Demonstration Observation Checklist	Given a LMS account and an assignment list, the learner will demonstrate scheduling an assignment on the electronic calendar by scheduling an assignment event using the electronic calendar tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, schedule an assignment event using the electronic calendar tool on the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.
3.2.1.1 Demonstrate entering the assignment event to the electronic calendar	Rule	Demonstration Observation Checklist	Given a LMS account and access to the electronic calendar the learner will demonstrate entering assignment to	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, entering the assignment

			the electronic calendar by entering assignment information using the electronic calendar tool in the LMS.	information in the LMS electronic calendar page using the electronic calendar tool. Once finished use the attached checklist to assess your work.
3.2.1.1.1 Identify title of event	Concept	Demonstration Observation Checklist	Given a LMS course shell and an assignment list, the learner will identify a title in the electronic calendar for the assignment that they are scheduling by typing the title of the assignment event using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the title box and write the following title in the title box "Module 3 Team Activity" for the assignment entry on the electronic calendar.
3.2.1.2 Demonstrate how to schedule the assignment due date	Rule	Demonstration Observation Checklist	Given a LMS account and an assignment list, the learner will demonstrate scheduling assignment due date on the electronic calendar by entering an assignment due	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, enter an assignment due date event using the electronic calendar tool in the LMS

			date using the electronic calendar tool in the LMS.	shell. Once finished use the attached checklist to assess your work.
3.2.1.2.1 Identify start date for the calendar entry	Concept	Demonstration Observation Checklist	Given a LMS course shell and an assignment list, the learner will identify the appropriate start date in the electronic calendar by typing the start date and time for the assignment that they are scheduling using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/4/2008”and “12:00 PM” for the assignment.
3.2.1.2.2 Identify end date for the calendar entry	Concept	Demonstration Observation Checklist	Given a LMS course shell and an assignment list, the learner will identify the appropriate end date in the electronic calendar by typing the end date and time for the assignment that they are scheduling using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/10/2008”and “11:59 PM” for the assignment.

<p>3.2.1.2.3 Identify course with public access entry type</p>	<p>Concept</p>	<p>Demonstration Observation Checklist</p>	<p>Given a LMS course shell, the learner will identify the public access setting in the electronic calendar for the assignment that they are scheduling by selecting the course public access setting using the electronic calendar tool in the LMS.</p>	<p>Using a screenshot of a Blackboard course shell, identify the course with public access entry type by circling the course and public entry types.</p>
<p>3.2.1.3 Demonstrate how to link calendar event to the assignment page</p>	<p>Rule</p>	<p>Demonstration Observation Checklist</p>	<p>Given LMS account and access to the electronic calendar the learner will demonstrate hyperlinking a calendar event to the assignment page by creating a hyperlink between the assignment event and the appropriate assignment on the assignment page using the electronic calendar tool in</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, create a hyperlink between the electronic calendar event and the appropriate assignment on the assignment page in the LMS shell using the electronic calendar tool. Once finished use the attached checklist to assess your work.</p>

			the LMS.	
3.2.1.4 Demonstrate how to save the calendar event	Rule	Demonstration Observation Checklist	Given a LMS account and access to the electronic calendar the learner will demonstrate saving the calendar event	Within the instructional module calendar video, click on the save button at the bottom of the page to demonstrate how to save an assignment entry to the electronic calendar.
3.2.2 Demonstrate how to schedule an assessment in the electronic calendar	Rule	Demonstration Observation Checklist	Given a LMS account and a four-item, the learner will demonstrate scheduling an assessment on the electronic calendar by scheduling an assessment event using the electronic calendar tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, schedule an assessment event using the electronic calendar tool on the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.
3.2.2.1 Demonstrate entering the assessment event to the electronic calendar	Rule	Demonstration Observation Checklist	Given a LMS account and access to the electronic calendar the learner will demonstrate entering a four-item assessment	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, entering the assessment

			to the electronic calendar by entering assessment information using the electronic calendar tool in the LMS.	information in the LMS electronic calendar page using the electronic calendar tool. Once finished use the attached checklist to assess your work.
3.2.2.1.1 Identify title of event	Concept	Demonstration Observation Checklist	Given a LMS course shell and a four-item assessment, the learner will identify a title in the electronic calendar for the assessment that they are scheduling by typing the title of the assessment event using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the title box and write the following title in the title box "Module 3 Quiz" for the assessment entry on the electronic calendar.
3.2.2.2 Demonstrate how to schedule the assessment due date	Rule	Demonstration Observation Checklist	Given a LMS account and a four-item assessment, the learner will demonstrate scheduling assessment due date on the electronic calendar by entering an	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, enter an assessment due date event using the electronic calendar tool in the LMS

			assessment due date using the electronic calendar tool in the LMS.	shell. Once finished use the attached checklist to assess your work.
3.2.2.2.1 Identify start date for the calendar entry	Concept	Demonstration Observation Checklist	Given a LMS course shell and a four-item assessment, the learner will identify the appropriate start date in the electronic calendar by typing the start date and time for the assessment that they are scheduling using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, "12/4/2008" and "12:00 PM" for the assessment.
3.2.2.2.2 Identify end date for the calendar entry	Concept	Demonstration Observation Checklist	Given a LMS course shell and a four-item assessment, the learner will identify the appropriate end date in the electronic calendar by typing the end date and time for the assessment that they are scheduling using the electronic	Using a screen shot of a Blackboard course shell, circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, "12/10/2008" and "11:59 PM" for the assessment.

			calendar tool in the LMS.	
3.2.2.2.3 Identify course with public access entry type	Concept	Demonstration Observation Checklist	Given a LMS course shell, the learner will identify the public access setting in the electronic calendar for the assignment that they are scheduling by selecting the course public access setting using the electronic calendar tool in the LMS.	Using a screenshot of a Blackboard course shell, identify the course with public access entry type by circling the course and public entry types.
3.2.2.3 Demonstrate how to link calendar event to the assessment	Rule	Demonstration Observation Checklist	Given LMS account and access to the electronic calendar the learner will demonstrate hyperlinking a calendar event to the assessment page by creating a hyperlink between the assessment event and the appropriate assessment on the assessment page using the	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a hyperlink between the electronic calendar event and the appropriate assessment on the assessment page in the LMS shell using the electronic calendar tool. Once finished use the attached checklist to

			electronic calendar tool in the LMS.	assess your work.
3.2.2.4 Demonstrate how to save the calendar event	Rule	Demonstration Observation Checklist	Given a LMS account and access to the electronic calendar the learner will demonstrate saving the calendar event	Within the instructional module calendar video, click on the save button at the bottom of the page to demonstrate how to save an assessment entry to the electronic calendar.

Appendix C - Assessment Plan Checklists and Questions

Assessment Checklists and Questions that Accompany the Creating an Assignment Video

1.1 Demonstrate how to access the assignment page

- Log on the Blackboard Account
- Access the Course
- Make sure you are in the build tab
- Locate the course tools navigation bar
- Click on the Assignment link

1.1.1 Find the assignment tab by placing a checkmark close to the tab.



1.2 Click on the create assignment link within the instructional video.

1.2.1 Classify the following components into whether or not they are good components for an online assignment.

Timeline

Description

Multiple Ways to complete the assignment

Title

Unlimited submissions

1.3 Demonstrate entering an assignment to access the assignment page

___ Identify a title in the title box

___ Identify a description in the description box

___ Identify a timeline for the assignment using the date and time boxes

1.3.1 Identify title – Circle the title box in the following screen shot and write the title “Module One” in the title box.

Create Assignment

*Title:

Description:

Item Visibility: Show Item

Hide Item

(This item cannot be made visible until it is assigned to an individual or group of Students)

Instructions:

1.3.2 Identify description – Circle the description box in the following screen shot and write the description “Reading and Summary Assignment” in the description box.

Create Assignment

*Title:

Description:

Item Visibility: Show Item
 Hide Item

(This item cannot be made visible until it is assigned to an individual or group of Students)

Instructions:

- 1.3.3 Identify timeline – Circle the due date box and due date time box in the following screen shot and write the following due date and due date time “12/10/2008” and “12:00 PM” in the appropriate boxes.

Dates

* Due Date (Submissions are accepted after this date but are marked 'late')





Create a corresponding event in the Calendar tool

* Cutoff Date (Submissions are not accepted after this date and are marked 'missed')





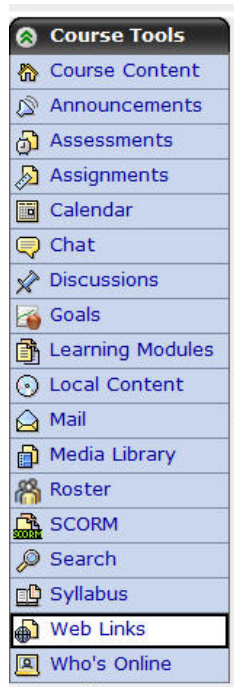
- 1.4 Click on the save button at the bottom of the page within the instructional video.

Assessment Checklists and Questions that Accompany the Creating an Assessment Video

2.1 Demonstrate how to access the assessment page

- Log on the Blackboard Account
- Access the Course
- Make sure you are in the build tab
- Locate the course tools navigation bar
- Click on the Assessment link

2.1.1 Find the assessment tab by placing a checkmark close to the tab.



2.2 Click on the create assessment link within the instructional video.

2.2.1 Identify title – Circle the title box in the following screen shot and write the title “Module 4” in the title box.

Create Assessment

*Title:

Description:

Item Visibility: Show Item
 Hide Item
(This item cannot be made visible until at least one question is added)

Grade Book column name

The Grade Book column name appears in Grade Book as a column header for this assessment.

Type

- Quiz
Quizzes are online assessments for which grades are assigned.

2.2.2 Identify description – Circle the description box in the following screen shot and write the description “A four-item assessment.” in the description box.

Create Assessment

*Title:

Description:

Item Visibility: Show Item
 Hide Item
(This item cannot be made visible until at least one question is added)

Grade Book column name

The Grade Book column name appears in Grade Book as a column header for this assessment.


Type


- Quiz
Quizzes are online assessments for which grades are assigned.

- 2.2.3 Identify timeline – Circle the due date box and due date time box in the following screen shot and write the following due date and due date time “12/10/2008” and “5:00 PM” in the appropriate boxes.

Dates


* Due Date (Submissions are accepted after this date but are marked 'late')






Create a corresponding event in the Calendar tool

* Cutoff Date (Submissions are not accepted after this date and are marked 'missed')





Circle the cutoff date box and cutoff date time box in the following screen shot and write the following cutoff date and cutoff date time “12/12/2008” and “5:00 PM” in the appropriate boxes.

- 2.3 Click on the save and add questions button at the bottom of the page within the instructional video.

- 2.3.1 Click on the create question button within the instructional video.

- 2.3.1.1 Demonstrate creating a matching item using the quiz tool

- ___ Click on the matching link in the drop down menu
- ___ Fill in the title
- ___ Fill in the matching statements
- ___ Fill in the matching answers
- ___ Save the matching item

- 2.3.1.2 Demonstrate creating a multiple choice item using the quiz tool

- ___ Click on the multiple choice link in the drop down menu
- ___ Fill in the title
- ___ Fill in the multiple choice question
- ___ Fill in the multiple choice answers
- ___ Select the correct multiple choice answer
- ___ Save the multiple choice item

2.3.1.3 Demonstrate creating an open-ended item using the quiz tool

- Click on the short answer link in the drop down menu
- Fill in the title
- Fill in the open-ended question
- Fill in the open-ended answer
- Save the open-ended item

2.3.1.4 Demonstrate creating a true/false item using the quiz tool

- Click on the true/false link in the drop down menu
- Fill in the title
- Fill in the true/false statement
- Fill in the whether the statement is true or false
- Save the true/false item

2.4 Demonstrate how to save an assessment in the assessment page

- Finish creating all the questions
- Save all the questions
- Select show assessment in assessment page

Assessment Checklists and Questions that Accompany the Creating an Electronic Calendar

3.1 Demonstrate how to access the electronic calendar page

- ___ Log on the Blackboard Account
- ___ Access the Course
- ___ Make sure you are in the build tab
- ___ Locate the course tools navigation bar
- ___ Click on the Calendar link

3.1.1 Find the calendar tab by placing a checkmark close to the tab.



3.2 Click on the add entry link within the instructional video.

Assessment Checklists and Questions that Accompany the Creating an Assignment Entry in the Electronic Calendar

3.2.1.1 Click on the add entry button within the instructional video.

3.2.1.1.1 Identify title – Circle the title box in the following screen shot and write the title “Module 3 Team Activity” in the title box.

Add Entry

*Title:

Description:

Use HTML

3.2.1.2 Schedule an assignment due date on the electronic calendar.

- ___ Identify the start date
- ___ Identify the end date
- ___ Identify course with public access entry type

3.2.1.2.1 Identify Start Date for assignment calendar entry - Circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/4/2008”and “12:00 PM” for the assignment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.1.2.2 Identify End Date for assignment calendar entry - Circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/10/2008”and “11:59 PM” for the assignment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.1.2.3 Identify course with public access entry type - Circling the course and public entry types.

Entry Type

Personal (Only you can see this entry.)

Course (Allows you to link to content in this course.)

Access: Public (All course members can see this entry.)

Private (Only you can see this entry.)

3.2.1.3 Demonstrate creating a hyperlink between the calendar entry and the assignment in the assignment page.

___ Click on More Options

___ Click on the Add Content Link

___ Select Assignments

___ Select the Assignment “Module 3 Team Activity”

___ Click Add Selected

3.2.1.4 Click on the save button within the instructional video.

**Assessment Checklists and Questions that Accompany the
Creating an Assessment Entry in the Electronic Calendar**

3.2.2.1 Click on the add entry button within the instructional video.

3.2.2.1.1 Identify title – Circle the title box in the following screen shot and write the title “Module 3 Quiz” in the title box.

Add Entry

*Title:

Description:

Use HTML

3.2.2.2 Schedule an assignment due date on the electronic calendar.

- ___ Identify the start date
- ___ Identify the end date
- ___ Identify course with public access entry type

3.2.2.2.1 Identify Start Date for assessment calendar entry - Circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/3/2008” and “8:00 PM” for the assessment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.2.2.2 Identify End Date for assessment calendar entry - Circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/4/2008” and “8:00 PM” for the assessment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.2.2.3 Identify course with public access entry type - Circling the course and public entry types.

Entry Type

- Personal (Only you can see this entry.)
 - Course (Allows you to link to content in this course.)
- Access:
- Public (All course members can see this entry.)
 - Private (Only you can see this entry.)

3.2.2.3 Demonstrate creating a hyperlink between the calendar entry and the assignment in the assignment page.

- ___ Click on More Options
- ___ Click on the Add Content Link
- ___ Select Assessments
- ___ Select the Assessment “Module 3 Quiz”
- ___ Click Add Selected

3.2.2.4 Click on the save button within the instructional video.

Appendix D - Pre-test and Post-Test

Pre-Test (Assessment tools for Entry Behaviors):

1. Do you know how to login to a Blackboard LMS account?

____ Y or ____ N

2. What are the qualities of a good assignment?

A.

B.

C.

D.

3. What are the qualities of a good assessment?

4. What is an open-ended item?

5. What is a multiple choice item?

6. What is a matching item?

7. What is a true/false item?

Post-Test (Assessment of the Terminal Objective)

At this point you should have completed the instructional module and all the assessments for each of the videos. Your task at this time is to create an assignment, and assessment, and an electronic calendar using your Blackboard Vista LMS account using only the following checklist as a guide.

Create an assignment using a LMS with information from a pre-existing assignment that you have developed.

- Demonstrate how to access the assignment page in a LMS
 - Identify the Assignment tab in a LMS
- Demonstrate how to create an assignment
 - Classify a good assignment
- Demonstrate entering an assignment to the assignment page in a LMS
 - Identify the title
 - Identify the description
 - Identify a timeline
- Demonstrate how to save an assignment to assignment page in a LMS

Create an assessment using a LMS with information from a pre-existing assessment.

- Demonstrate how to access the assessment page in a LMS
 - Identify the assessment tab in a LMS
- Demonstrate how to create an assessment
 - Identify a title for the assessment
 - Identify a description for the assessment
 - Identify a timeline for the assessment
- Demonstrate entering an assessment to the assessment page in a LMS
 - Create a four-item assessment
 - Demonstrate creating a matching item using the quiz tool
 - Demonstrate creating a multiple choice item using the quiz tool
 - Demonstrate creating an open-ended item using the quiz tool
 - Demonstrate creating a true/false item using the quiz tool
- Demonstrate how to save an assessment to the assessment page in a LMS

Create an electronic calendar using a LMS.

- Demonstrate how to access the electronic calendar page in a LMS
 - Identify the calendar tab in a LMS

- ___ Demonstrate how to schedule an event on the electronic calendar
 - ___ Demonstrate how to schedule an assignment in the electronic calendar
 - ___ Demonstrate entering the assignment event to the electronic calendar
 - ___ Identify a title for the event
 - ___ Demonstrate how to schedule the assignment due date
 - ___ Identify start date for the calendar entry
 - ___ Identify end date for the calendar entry
 - ___ Identify course with public access entry type
 - ___ Demonstrate how to link a calendar event to the assignment
 - ___ Demonstrate how to save the calendar event
 - ___ Demonstrate how to schedule an assessment in the electronic calendar
 - ___ Demonstrate entering the assessment event to the electronic calendar
 - ___ Identify a title for the event
 - ___ Demonstrate how to schedule the assessment due date
 - ___ Identify start date for the calendar entry
 - ___ Identify end date for the calendar entry
 - ___ Identify course with public access entry type
 - ___ Demonstrate how to link a calendar event to the assessment
 - ___ Demonstrate how to save the calendar event

Appendix F - One on One Formative Evaluation Exit Survey

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 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

Appendix H - Small Group Formative Evaluation Exit Survey

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.

Appendix I - Exit Survey for Summative Evaluation:

1. What is the one thing you liked most about these learning modules?
2. What are some of the more difficult or confusing parts of the learning modules?
3. What are some things you would change about these learning modules?
4. Were the screen shots clear and easy to follow?
5. Were the voice narrations easily heard and easy to follow?
6. Do you have any other comments or suggestions?