

Project Report III

Results of One on One Evaluation

Before beginning the one on one evaluations I completed the design and development of the appropriate instructional materials. These instructional materials consist of a twenty- seven page instructional print booklet and a fifteen page test booklet. Also included in the module's materials is a disk for each learner that contains the slide used throughout the instruction, a slide for the Section 3 Assessment, and a slide to be used the final assessment. Students work through the instructional booklet and use the disk and test booklet at different intervals when instructed to do so by the directions in the instructional booklet. The instruction is divided into four sections with section four being optional due to the computer resources available to the learners. Section Four provides an alternative method for completing the task and is not necessary to successful completion of the module. After each section of the module, learners are directed to complete an assessment of the content from that section. Each section must be completed and assessed before students move on to the proceeding sections.

Once the materials had been developed, my next step was to choose three learners to evaluate the module in a one on one setting. I chose the three learners based on their ability to use and manipulate computers and software, specifically PowerPoint and on their observed use of PowerPoint presentations in their classroom. Student A is a Title 1 Reading Specialist who has used PowerPoint presentations in workshops given to teachers as well as with students in her reading classes. She has moderate ability computer abilities and understands the basics of PowerPoint easily. Student B is a Kindergarten teacher who does not implement PowerPoint in her classroom at all. She does not feel it is appropriate for use in a classroom but is interested in the program more for use in workshops. She understands the very basic concepts involved in using the software but often has difficulty remembering the steps to follow in more of the detailed tasks. Student C is a first grade teacher who uses PowerPoint presentations on an almost daily basis with both her class and in presentations to co-workers. She has knowledge of many aspects of PowerPoint including inserting Clip Art and manipulating colors as well as adding charts and graphs. She is very interested in understanding how to find sound files in the organizer that she can use to further enhance her presentations. All three had varying levels of ability and/or confidence with the topic being presented. In addition, all three learners were able for the most part to answer all pre-test questions. Student A and B had trouble with question 2 which addressed how to know a sound file has been inserted already (sound icon). However, when they read the answer key they immediately remembered what the symbol looked like and understood the answer to the question.

After the students had been selected to participate, I set up individual times to meet with each of them and complete the module. At our appointment time Student A worked on a laptop computer while Student B and Student C worked on a computer in their school's computer lab. The purpose of providing Student A a different situation was to evaluate Section 4 since it cannot be completed in the school setting. All students were given a copy of the instructional booklet as well as the assessment or test booklet. In addition, they all received a disk with the Section 3 Assessment and Final Assessment presentations saved to the disk. They were given a verbal explanation as to the purpose and structure of the module and then asked if they had any questions. Student B was concerned she

would not understand any technical language and I assured her that she was welcome to stop and ask questions at any time during the module. Student A and C had no questions.

All of the students began with very little problem understanding the directions. Student A felt that the wording in Question 1 of the pretest was slightly confusing and both Student A and B found Question 2 more difficult. Student A mentioned that the orange text used in the instructional booklet was somewhat difficult to read and may need to be a darker color. Student B commented when she began Section 2 that it would be helpful to have access to the same slide featured in the print booklet on the screen of the computer. She felt this would provide her with the chance to participate actively in the activities being discussed. Student A mentioned that Question 2 in the Section 3 assessment needed to have more specific directions for the task being completed and possibly a checklist to use as a guide. Other comments made by the learners included some typos they found within the module and assessment booklets and some wording concerns that made the information a little confusing. Finally, Student A commented that she felt a little confused moving back and forth between the two booklets but understood the need to separate them so that learners would feel more compelled to actually complete the instruction before trying to take the tests. Students B and C both liked the two separate booklets because they felt it provided a way for them to go back and review the instruction while looking at their answers to the questions. Throughout the module I took notes, listened to feedback, and answered any questions. **(See Objective Analysis Table for One on One Evaluation on pg. 1 of Appendix 3.)**

At the end of the module the students completed the exit survey verbally.

The results were as follows:

1. What did you like about this learning module?

A. learning to use sound and it was easy to complete

B. able to complete module with less help than expected even without much experience; also the instruction was very clear

C. enjoyed learning something new in a quick and easy format

2. What were some things you did not like about the module?

A. having to go back and forth in test booklet and instructional booklet

B. not being able to navigate a slide during instruction

C. Nothing

3. Would you recommend any specific changes?

A. fix typos, change orange text to another color

- B. more instructions on opening files saved on disk
 - C. fix typos
4. Were the module directions and information clear enough?
- A. yes
 - B. yes
 - C. yes
5. Did you feel pressured for time in completing the module?
- A. no
 - B. yes at first but not once I began
 - C. not at all
6. Any other comments?
- A. no
 - B. no
 - C. I liked participating.

All of the students felt they had successfully learned how to use sound in their presentations. Through the examples Student B saw how PowerPoint could be used effectively in Kindergarten. Due to the student comments the following changes were made:

Instruction Booklet

1. Orange Text was changed to Dark Green to make reading text easier.
2. Typos corrected
3. Students were given presentation to use during module as a way to practice skills being taught in print materials

Assessment Booklet

1. Wording was changed to lessen confusion on certain questions
2. More details were provided for Section 3, Question 2 and a checklist was provided

Results of Small Group Evaluation

The small group evaluation took place in the school's computer lab. One learner completed the module on a laptop in the computer lab so that Section 4 could be completed for evaluation purposes. Other learners were unable to complete Section 4 because the network at school does not allow sound files to be stored on the hard drive of school computers. Students for the small group evaluation volunteered for participation. There were ten learners that participated and all students were allowed to come in at a convenient time throughout the day to participate. Because students were coming in and out of the lab at their convenience the small group evaluation took the entire day to complete, but individual learners averaged thirty minutes to complete module and assessments.

Each learner was given a brief explanation of the purpose and organization of the module when they arrived at the site. They were then given both the instructional booklet and the assessment booklet. Learners were instructed to follow all information in the order it was presented and complete assessments when instructed to do so. Everyone was motivated to participate in this learning module and all learners were excited about being able to apply this skill in their classroom.

The small group includes five learners with strong technological abilities and relatively high familiarity with PowerPoint. Two learners have moderate computer and PowerPoint skills, and the final three learners describe themselves as having less exposure to computers and/or PowerPoint than their colleagues. However, all learners had used PowerPoint on a basic level and understood how to use all necessary hardware and software.

All students understood the concept of the module and understood they could not interact with the instructor or other students. Everyone was able to move through the first three sections of the module without questions or problems. However, when students reached Section 4 most learners were confused for a few moments and went back to read the directions again concerning skipping Section 4. One learner moved on to Section 4 without reading directions but realized their mistake when they were unable to complete the activities. All learners completed the module without intervention from the instructor.

When students completed their modules they were instructed to save all changes they had made to the disk provided and turn in their assessment booklet and disk, with their name on it, to the instructor. At that time they were given an exit survey to complete and return to instructor.

After reviewing the pretest I found that Students 3, 4, 5, 6, 8, 9, 10 were able to answer all the entry behavior questions with no problem. Student 1 did not answer the first question at all. Student 2 did not get any of the pretest questions correct but reviewed the questions and understood the answers to the extent that she needed to in order to complete the module. Student 7 missed question 2. Overall, the pre-test shows that understanding which slides have a sound file already inserted may be something to include in the module instead of as an entry behavior.

Students' answers to the assessment questions were for the most part correct. Everyone was successful on the final assessment of the terminal objective. The questions that were missed within the Sections 1-4 were missed were due for the most part to misunderstanding the questions directions or not fully reading the questions. Some students seem to have just continued checking on the checklist format questions without stopping to read each checklist item. This seems to be the reason that objective 2.6 was missed so often. Learners checked off the assessment item for this objective even when they were not applying this assessment to their slides. I believe that if those learners that made careless mistakes had taken more time they would have answered the questions correctly. They

did not have problems with the content and applying the learning to the terminal assessment therefore they must have understood the information being presented and just misunderstood the questions. Overall, I think that with some adjustments made to the questions and the format of the assessment all learners would be able to more effectively answer questions correctly. **(See Objective Analysis Table for Small Group Evaluation on pg. 2 of Appendix 3 and Graph of How Many Students Mastered Objectives on pg. 3 of Appendix 3)**

After reviewing the assessment items, I feel that learners need more explicit directions in the assessment booklet. There should be easier or clearer directions and also use of colored text to draw attention to different sections of assessment and specific directions that learners struggled with. These changes would cut down on the amount of careless mistakes or misunderstandings.

The data collected from the exit surveys is very positive overall. **(See Exit Survey Data on pg. 4 and 5 of Appendix 3)** Learners for the most part enjoyed using this learning module and were able to learn skills that they will be able to apply in their classroom. I feel that the module would have run smoother if the learners had been able to discuss questions or concerns immediately throughout completion of module. In addition, based on assessment answers as well as comments made on exit survey I think that in the future given more time and resources I would develop two separate modules addressing learners with less computer skills and those with more skills separately. This would alleviate learners at the extremes feeling either frustrated or bored.

Planning and Implementation Time Log

**See Appendix 3 pgs. 6-7