PowerPoint Staff Development Program

Summative Evaluation Plan

MIT 530

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Abstract

This summative evaluation plan was created to evaluate a self-instructional module developed for North Topsail Elementary School. Within this plan, the instructional package, learners, instructional objectives, formative evaluation process, and implementation site are described. This plan also identifies the summative evaluation objectives, evaluation process and methods, evaluation tools, and analysis methods.

The summative evaluation for this module is based on Kirkpatrick's Four Levels of Training evaluation model and will be implemented using various tools and techniques including surveys, observation, and pre/posttest data analysis. The purposes of the summative evaluation are to assess each of the four levels of the Kirkpatrick model. Reactions to material and environment, learner's performance, application of the material in the work environment, and the impact of the learning on the school will be evaluated throughout the summative evaluation process. The outcomes of the summative evaluation will be compiled into a report and reported to the school administration and the instructional designer for review.

I. Introduction
A. Context

Overview of Instructional Package

The instructional package being evaluated is a self-instructional module combining print based instruction along with guided and independent practice opportunities using a computer and the Microsoft PowerPoint software package designed for the faculty at North Topsail Elementary School. Students are asked to complete a pretest in order to assess their entry level knowledge and behaviors. This module provides a step-by-step process for identifying appropriate .wav sound files for instructional PowerPoint presentations and then inserting the file correctly into their presentations. The instruction is broken down into four smaller units of instruction with a review section at the end of each unit. The first three sections are required of all learners to complete. However, the fourth section is optional depending on whether the learner is completing the module in the school computer lab or at home. These review sections provide a checklist for learner self-assessment. Multiple strategies are incorporated such as boldface type, italics, captions, graphics including screenshots of PowerPoint screens, and color in order to aid learners in selecting relevant information, organizing the information, and integrating the knowledge (according to Mayer's Designing Instruction for Constructivist Learning Model). The learner is asked to complete certain subtasks within the instruction in order to prepare them for the final assessment. (Appendix A)

Learner Analysis

The group of target learners consists of elementary school teachers of varying experience levels both with teaching and technology. They have 0-34 years of teaching experience and range in technology experience from basic to advanced. However, they all have experience with Microsoft PowerPoint and the basic skills required to create a simple slide presentation that includes text and graphics from previous staff development and county technology certifications. The learners believe that the use of sound in their presentation could greatly enhance their students' interest and motivation during instruction and they, for the most part feel that the self-instructional format will allow them more autonomy in their learning. Some learners are nervous about the technology involved, but they are motivated by the possible benefits to their own classroom instruction. The target audience possesses at least a bachelor's degree in education or a related field and is of varying age and race. The learners also enjoy teaming to plan for integration of new ideas into their instruction. (Appendix B)

Instructional Objectives
The major goals of the instructional package are:

1. Learners will be able to identify a .wav file. (Concepts-Gagne, Comprehension-Bloom)
2. Learners will be able to determine appropriate use of a .wav sound file in slide presentations. (Problem Solving-Gagne, Analysis-Bloom)

3. Learners will demonstrate inserting a .wav file into a simple PowerPoint presentation. (Rule-Gagne, Application-Bloom)

A task analysis was developed using Inspiration software to break these goals into sub-goals. This analysis was then used to design criterion-referenced test items and instructional materials. (

Summary of Formative Evaluation Effort

The learning module was tested through one-to-one evaluation sessions with the instructional designer. During these sessions, the learners completed the module with the instructional designer present. As they worked through the module the instructional designer was able to assist the learner by answering questions in order to make clear any ambiguities in the directions or instruction as well as answer general questions about the module. In addition, the designer was able to observe the behaviors of the learner and question their metacognitive processes while completing the module. This evaluation allowed the designer to eliminate unnecessary information and clarify directions further. After revisions were made the module was then tested in a small group setting with the designer on site to observe. Small group members proceeded through the module without help from the designer. After completing the module the learners completed both a paper and performance post-test that assessed their acquisition of knowledge and skill related to the intended instructional goals. Learners also completed an exit survey that included questions about the ease of use and any changes that should be made to the module to increase usability and effectiveness (Appendix D). The results of the post-tests and the exit surveys were analyzed to ensure all appropriate revisions were made to package.

Description of Implementation Site

The instructional package will be implemented on the same computers the learners will use to develop their own presentation. The instruction can be completed either on their classroom computer or their home computer depending on which they use for developing instructional PowerPoint presentation. If they are using their classroom computers all software is loaded on the school server and all resources are available throughout the building on any networked computer. If they are completing the module on their home computer then they will be using the version of PowerPoint they have available. The learning environment is set up to be conducive to social aspects of learning. Learners are given lots of opportunities to share ideas and applications of learning after completing the module. Other members of the staff have knowledge of the skills being presented and will serve as facilitators when learners return to the classroom. (Appendix E)

B. Summative Evaluation Objectives

The summative evaluation for this project has four objectives based on Kirkpatrick's Four Level Summative Evaluation Model. They are:

1. Reaction: To gather data about the participants' feelings concerning the instruction and learning environment.
2. Performance: To assess whether or not participants can perform the task of selecting an appropriate .wav file and insert it correctly into a PowerPoint presentation.
3. Application: To determine if teachers use .wav sound files in their instructional PowerPoint presentations after completion of the module.
4. Impact: To determine if the addition of appropriate sound files in instructional PowerPoint presentations increases students' attention to material.

II. Process

A. Methodology

Description of Summative Evaluation Model

The model that will be used for this summative evaluation is Kirkpatrick's Four Level Evaluation Model. (Appendix F) Reactions to the instruction will be gathered through an analysis of an exit survey completed by the participant at the end of the instructional model. The survey asks for information regarding what they thought about the module and any changes they would make to the instruction. Performance evaluated through observation of the learner as they complete the module as well as the posttest results. Application will be evaluated through the posttest performance tasks in which the learner applies the skills and knowledge from the instruction to an authentic situation. Additionally, learners will be observed in their classroom post-instruction to evaluate their use of the skills in the classroom. The impact will be assessed through evaluations by administrators of how lessons are enhanced as well as student surveys that will ask questions regarding student interest in PowerPoint with and without sound.

Description of Implementation Plan for Instruction and Summative Evaluation

Instruction will be advertised via email and participants will sign up online through their school system's staff development website. After signing up they will receive course materials in their mailbox and have one week to complete the module. At the end of that time they should submit their completed materials to the school technology trainer for review.

This summative evaluation will be implemented through written and email communication using multiple instruments. Surveys, pre and posttest data, and observation will be used in the summative evaluation. Data will then be compiled and

analyzed and findings will be reported to the administration of the school and the county technology director.

B. Data Collection Plan

Description of Data Collection Methods and Instruments

Date will be collected during instruction from learners' self-assessment checklists that they complete at the end of each stage of the learning module. These give the designer an indication of the learner's success at each level of the module and help identify any subtasks that may have given the learner difficulty. The pretest and posttest will provide the designer with data about the entry level behaviors and the level of knowledge and skill acquisition after completing the module. The assessment will allow all learning outcomes identified in the task analysis to be assessed accurately and effectively. (Appendix G) A survey will be administered at the completion of the module that questions the learners' initial reactions to the training, training delivery methods, and any changes they would like to request for the program. In addition, student surveys designed using a Likert scale will be given to the students' of participants to evaluate how the use of .wav sound files in PowerPoint presentation affects student interest.

Types of Data to Be Collected

Both quantitative and qualitative data will be collected for this summative evaluation. The observations of participants and exit surveys will provide qualitative data concerning the effectiveness of the instruction both on knowledge and skill as well as an attitude level.   Quantitative data will be collected from pre and posttest results as well as through student surveys. These two types of data will provide information regarding all aspects of instruction including the learners' reactions, the performance changes, the application of the learning to the performance environment, and the impact the instruction has on the classroom and school as a whole.

Techniques to Ensure Validity and Reliability of the Instruments

To ensure validity of the instruments, they will be reviewed by an assessment specialist as well as the county technology director and the school's technology trainer to ensure that the items are measuring the correct competencies as stated in the objective. This will aid in establishing a high inter-rater reliability. Additionally, in order to establish a higher level of reliability among the instruments, learners from the formative evaluation process will participate in test-retest as well as use parallel forms of the tests to ensure that results remain stable and consistent among the evaluation subjects. Additionally, parallel forms of the test will be used in the final implementation to further reliability.

C. Data Analysis Plan

Description of Analysis Methods

The data will be analyzed using multiple techniques. Quantitative data will be compiled using the SPSS statistics analysis program. Multiple frequency distributions will be conducted to show results from the student surveys and the pre-test, post-test results. Additionally, qualitative data will be analyzed in narrative form and categorized by subject and relevance to stakeholders.

III. Conclusions

A. Description of How Findings will be Interpreted

Findings will be interpreted to be used for making any changes to the instructional module before it is implemented again. The elementary school that has chosen to use this project will be implementing it on a yearly basis for new or inexperienced staff members. The findings from this summative evaluation will allow the designers to add or remove any aspects of the module that are needed and design a more effective product based on the needs of the learners and the impact of the instruction on the school, specifically on classroom instruction.

B. Reporting Findings

Findings will be reported to the administration of the elementary school as well as the school technology trainer and the county technology director. The designer will also recommend any changes that he/she feels need to be made to the program based on the findings and how they are interpreted. The findings will be submitted in a summative evaluation report with both raw data and data analysis documentation attached.

Appendix A: Self Instructional Module
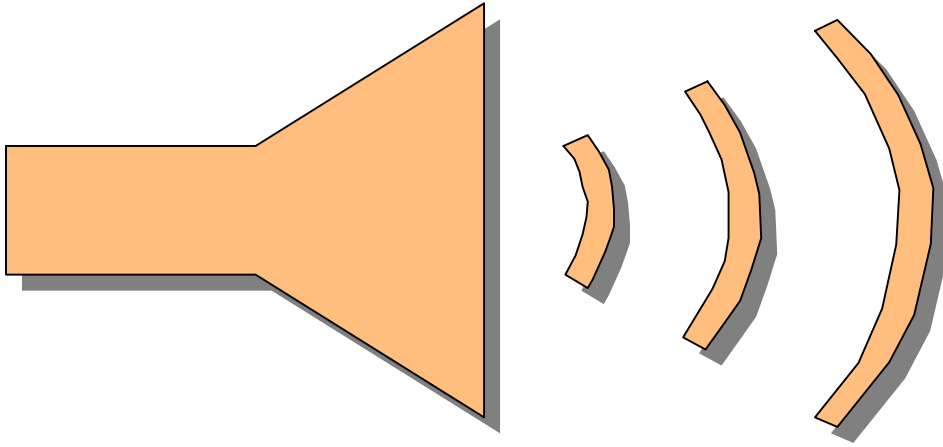
Inserting a .wav Sound File into a PowerPoint Presentation

Written by Amanda Hodges

Getting Started

🎧 Before beginning we need to see how much you already know.

🎧 Please complete the **Pretest** on pg 3 of the test packet and then check yourself with the answers on pg. 4.

🎧 Please stop and complete that now before going on to the next page.

Getting Started

After completing this module you will be able to:

🎧 Identify a .wav sound file.

🎧 Determine appropriate use of a .wav sound file in slide presentations.

🎧 Insert a .wav sound file into a simple PowerPoint presentation.

To complete this module you should have:

🎧 A PC with Windows XP and Microsoft PowerPoint

🎧 The disk provided to you by the instructor

Important Symbols in this presentation:

🎧 Pink Headings: These are main headings within the presentation.

🎧 Blue Headings: These are sub-headings that represent steps within the main headings.

🎧 Green Text: Text in this color represents important information and/or processes you should focus on within the presentation.

🎧 When you have reached the end of each section you will see a stop sign like the one below. This tells you it is time to stop and complete that section's assessment.

🎧 When you see the green stoplight like the one below, go on to the next section.

Stop

Go

<u>Section 1</u>

🎧 In this section we will discuss:
- o Ways to enhance slide for higher student interest level.
- o Inappropriate vs. Appropriate sound file use.
- o Selecting an appropriate sound file for your presentation.

🎧 At the end of this section you will be able to:
- o Decide which slides in your presentation need enhancement.
- o Decide which sounds are appropriate for your presentation.
- o Choose an appropriate sound file to enhance your instructional material.

Enhancing Slides

- When creating a slide presentation the teacher wants to hold the students' interest for as much of the instruction as possible.

- *Some additions that are used in PowerPoint slides to increase interest and motivation include:*
    - Charts
    - Graphs
    - Movies
    - Clip Art
    - Pictures
    - Sound

- Slides that have *less interesting* or *less motivating* information included will *need to include some sort of interest* grabbing addition.

- These less interesting slides include bulleted lists, paragraphs of information, or title slides.

Classifying Appropriate vs. Inappropriate Sounds

☊ When choosing sounds to insert into your presentation, you must also take into consideration if they fit the material being discussed.

☊ *The learner should not be distracted by the sound*. Instead it should enhance the material.

☊ Some examples of *appropriate* use:
- o Using the sound of a revving engine in a presentation to enhance a list of car parts for an Automotive Class.
- o Use clip of a country's national anthem to introduce information about that country.
- o Use circus music on the introduction slide to a presentation about the history of the American Circus.

☊ Some examples of *inappropriate* use:
- o Use of cartoon sounds in presentation about plants.
- o Use of alarm clock sound in presentation on The Boxcar Children.
- o Use of animal sounds in presentation about Edgar Allen Poe's life.

Selecting an Appropriate Sound for Your Presentation

🎧 In order to select an appropriate sound for your presentation consider the following:
- What information are you covering?
- What stage of the presentation are you in?
  - Intro
  - Informational
  - Examples
  - Conclusion

🎧 Make sure:
- Your sound fits the information being taught.
- Your sound does not overwhelm the presentation.
- Your sound is content appropriate and not offensive to learners.

** At this point please stop and complete the Section 1 Assessment on pg. 5 of your test booklet. When you have finished please turn to pg. 6 to check you answers. After checking your answers please return to this booklet.**

Section 1 Assessment Feedback

🎧 If you answered all 3 questions correctly please continue on to Section 2.

🎧 If you answered any of the questions incorrectly, please go back and review Section 1 before moving on to Section 2.

GO ON!

<u>Section 2</u>

🎧 This section will outline the initial steps required to successfully insert a .wav sound file.

🎧 After completing this section you should be able to:
- o Locate and Open the Insert toolbar.
- o Locate and Open the Movies and Sounds toolbar.

**At this point please insert the disk you were given labeled module and open the PowerPoint presentation entitled "Module". This will provide you with the slide that will be presented in the next steps of the presentation. You may manipulate the slide as needed throughout the presentation.

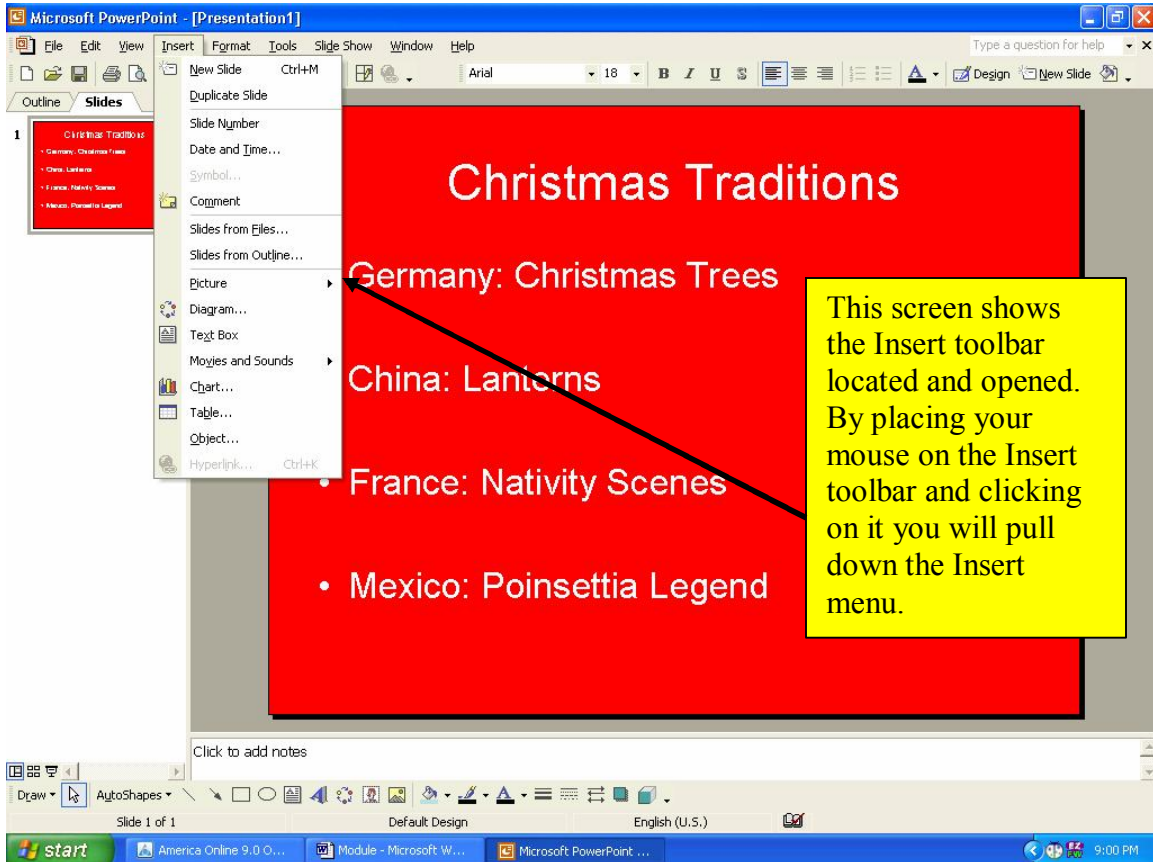# First Steps to Inserting a Sound File

The following image displays the main screen of PowerPoint with a slide that has already been created.**
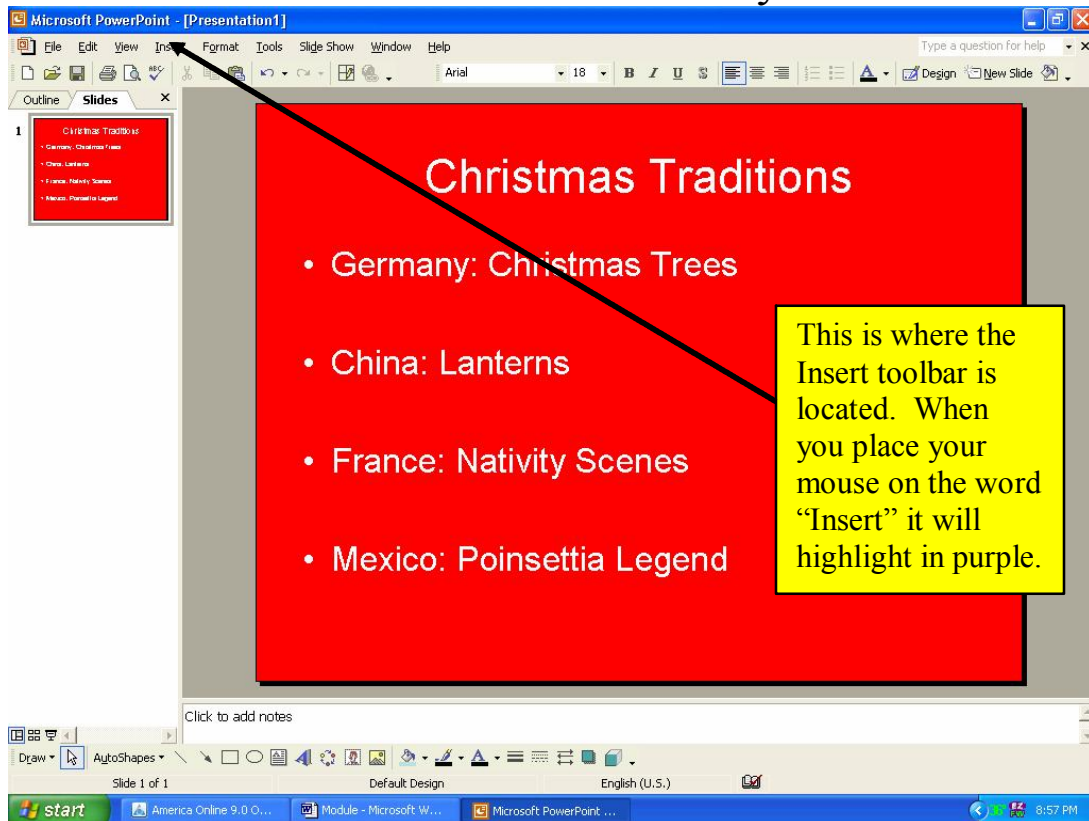
As you can see this screen displays both the slide and outline version of the presentation and includes the main, formatting, and editing toolbars.

🎧 The initial step in inserting a sound file is locating the Insert toolbar on the main screen of Microsoft PowerPoint.
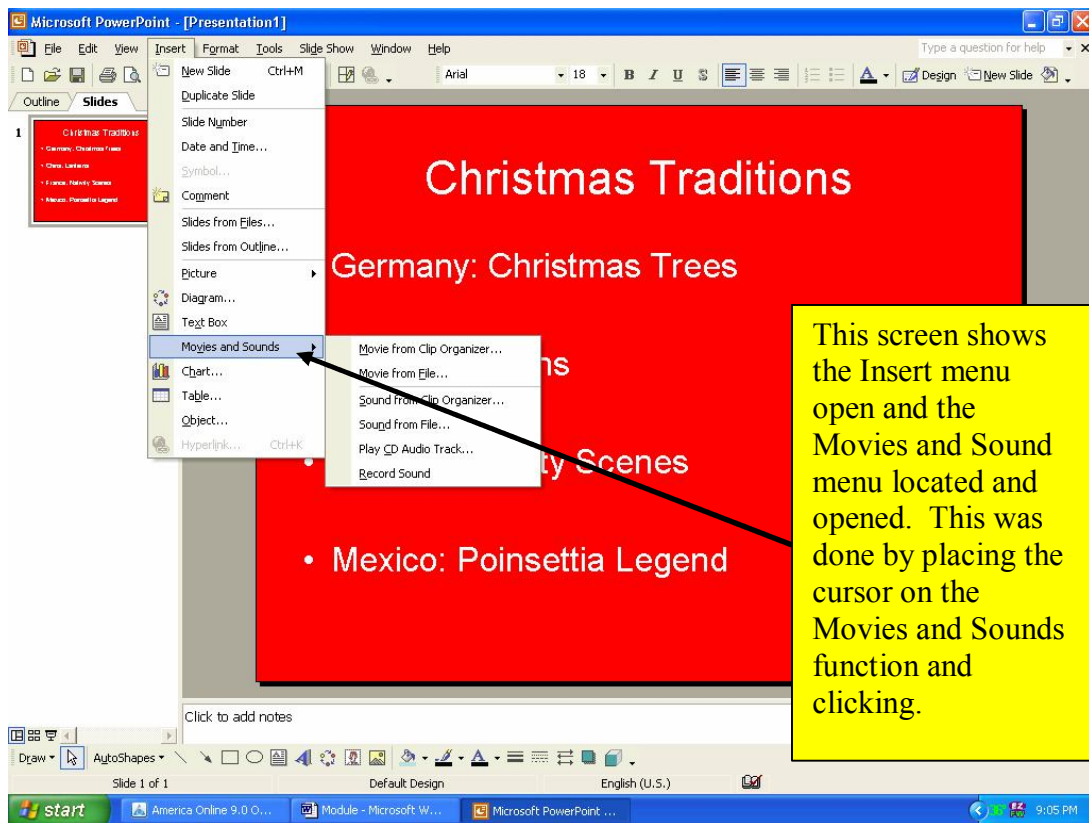
** The following slide shows the same screen of the PowerPoint slide with the Insert toolbar located and opened.**

Note that the cursor was placed on the menu title "Insert" and then clicked to open menu.

🎧 After opening the Insert toolbar, the next step will be locating the Movies and Sounds function within the Insert toolbar.

As you will see in the diagram below the Insert toolbar has been opened and the Movies and Sound Function has been located and opened by clicking the mouse.

This screen shows the Insert menu open and the Movies and Sound menu located and opened. This was done by placing the cursor on the Movies and Sounds function and clicking.

Before moving on to the next section of this module, please stop and complete the assessment for Section 2 located on pg. 7 of the test booklet. After completing the assessment please check your answers on pg. 8. If you answer them correctly please go on to Section 3. If you miss any of the questions please review Section 2 again before moving on.
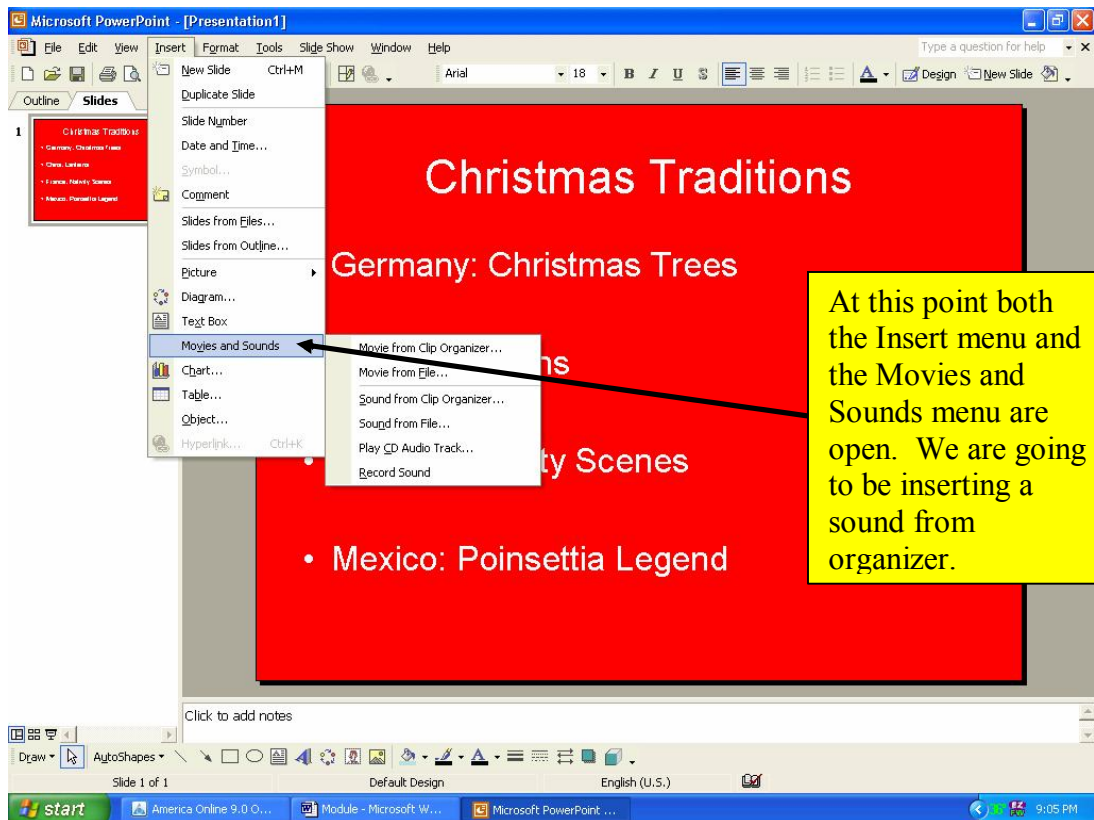

GO ON!

Section 3

🎧 In this section you will learn how to use the Movies and Sounds toolbar in order to insert a .wav sound file from the Clip Organizer (Gallery).

🎧 At the end of this section you will be able to insert a .wav sound file from the Clip Organizer.

At this point your screen should look like this:

🎧 Once the Insert toolbar and the Movies and Sound function is open you will need to locate the Sound from Organizer function. Please see the diagram below.
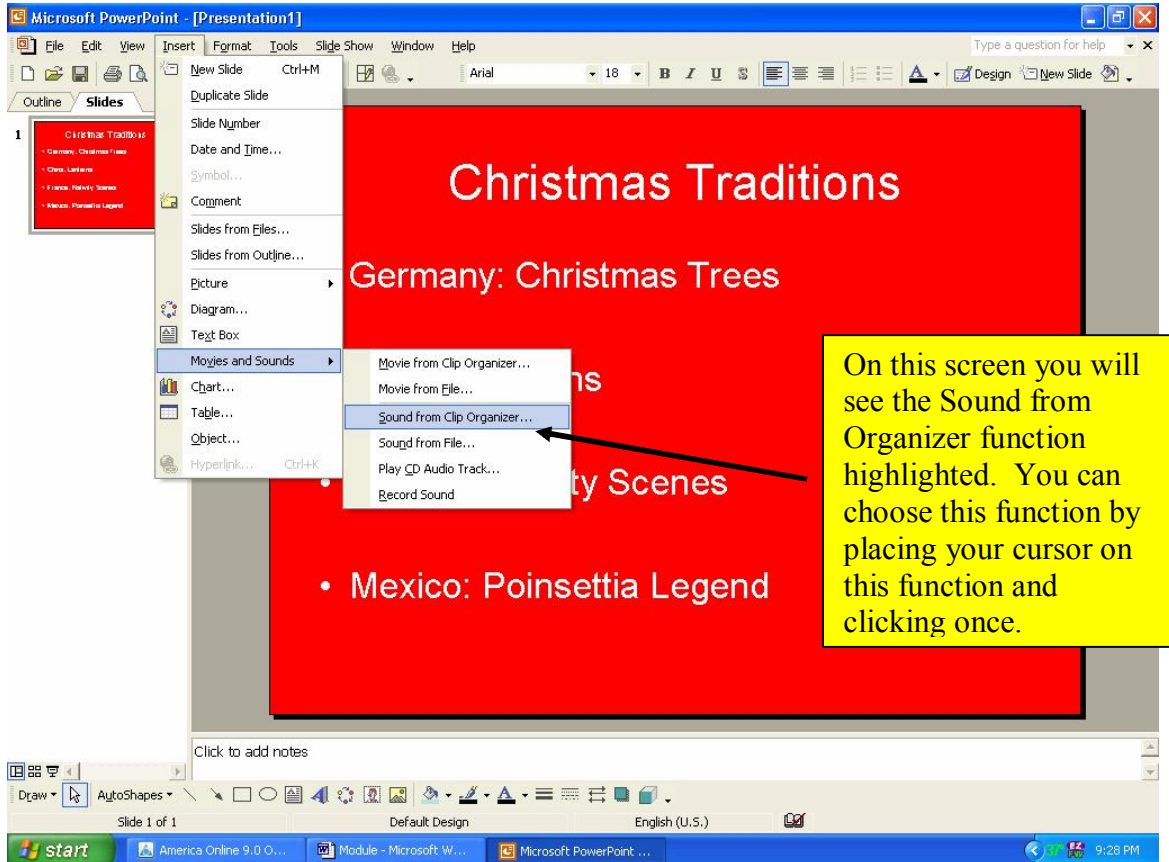

🎧 To open the clip organizer click on Sound from Organizer. This should open the clip organizer in a window on the right side of the screen.
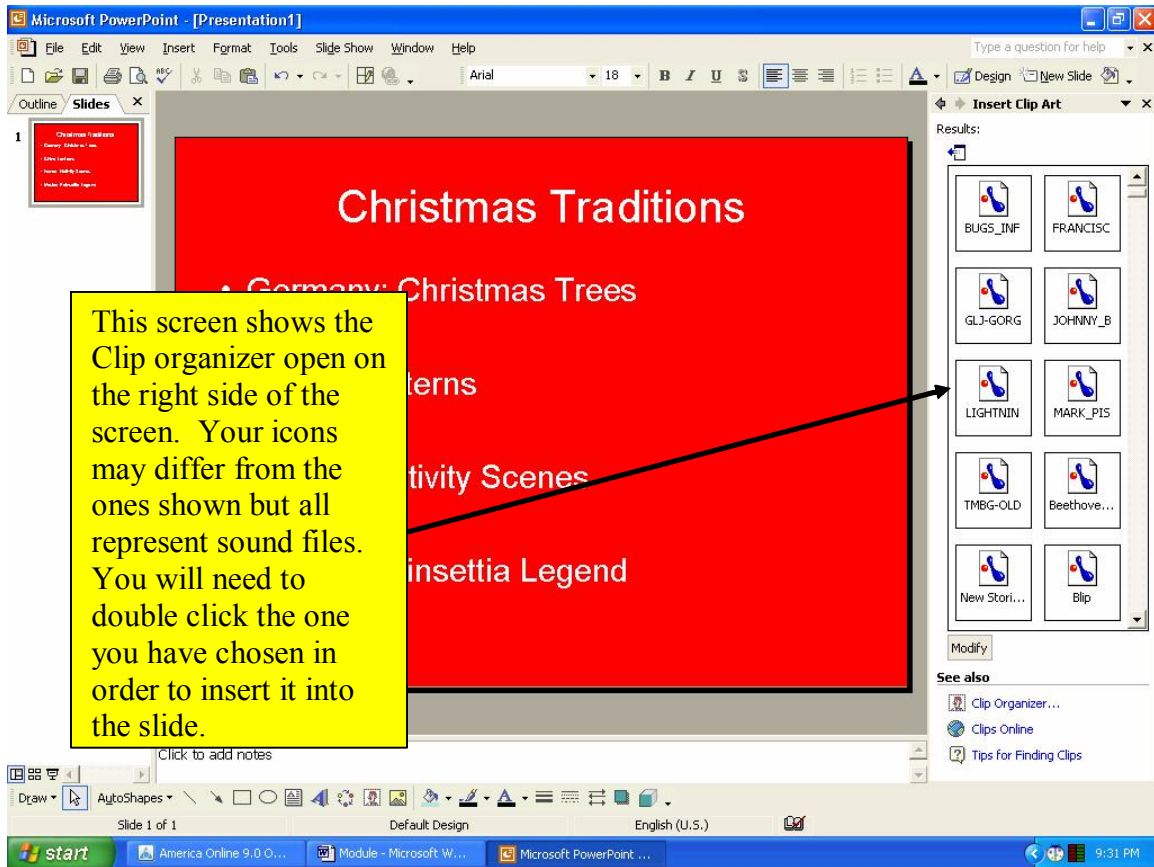
 The clip organizer located on the right side of the screen
displays icons representing sound files.
 Each square represents a different sound that can be inserted.
 To insert a sound double click on the icon.

Final Steps

🎧 The final step in inserting a .wav sound file is to choose whether the sound will play automatically in the slide show or when clicked.

🎧 After clicking on your sound the program will use a pop-up window to ask you how you want the sound to play.
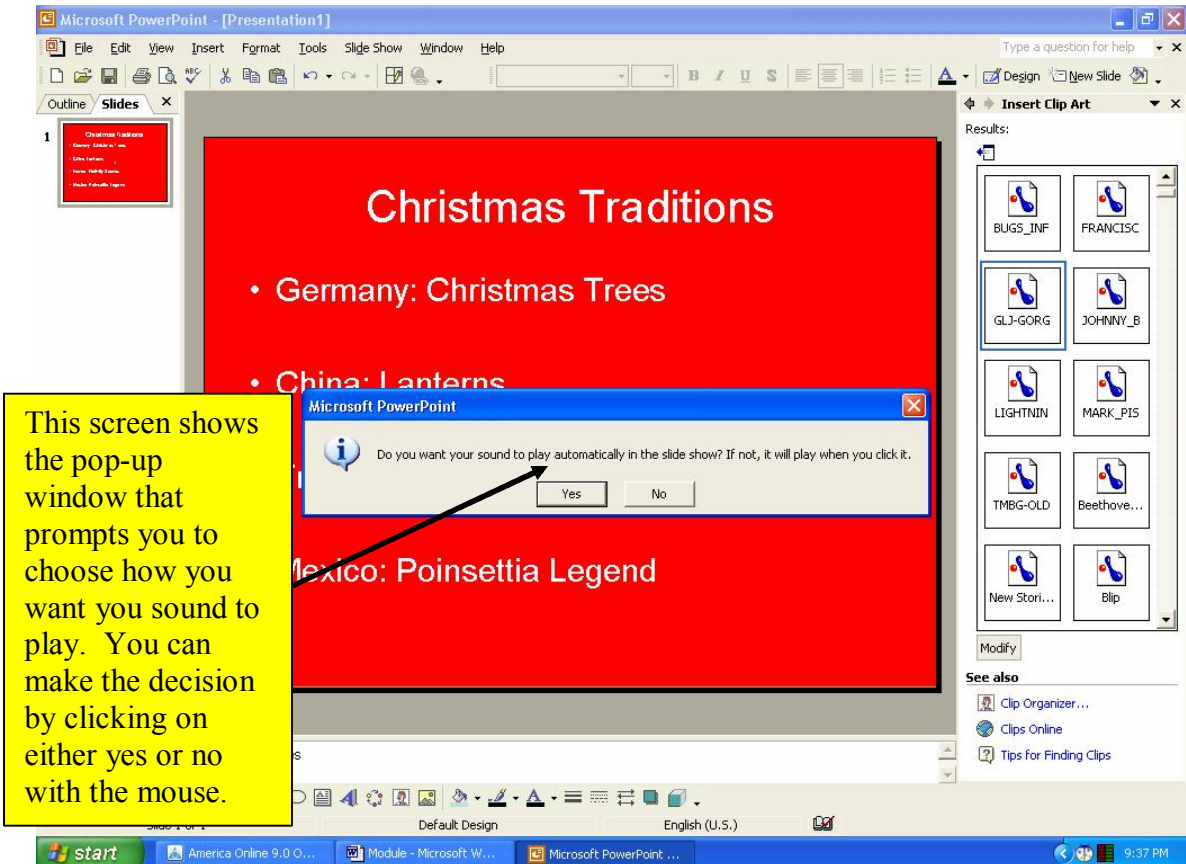
This screen shows the pop-up window which allows you to choose how the sound will play in your presentation.

🎧 By clicking yes your sound will play when this slide appears in your slide presentation.

🎧 By clicking on no you sound will play only when you click on the sound icon within the slide.

Before moving on to the next section of this module, please stop and complete the assessment for Section 3 located on pg. 9 of the test booklet. After completing the assessment please check your answers on pg. 10. If you answer them correctly good for you! If you miss any of the questions please review Section 3 again before moving on.

If you are completing this module on a computer networked at school you may move on to the final assessment located on pg. 11 and 12 of you test booklet. If you are working on a computer at another site you may move on to Section 4.
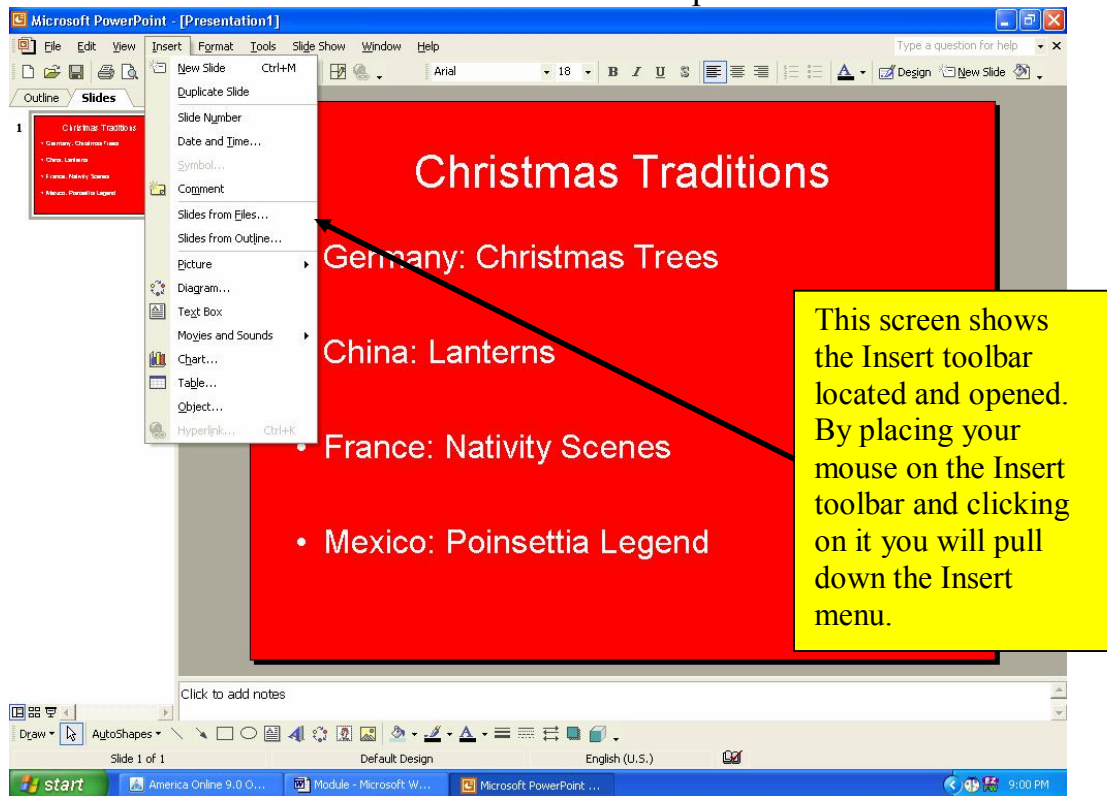

GO ON!

Section 4

(Complete only if working outside of school)

🎧   In this section you will learn how to insert a sound from the hard drive of your computer.

🎧   You will also learn how to identify a .wav file using the file suffix.

In order to begin Section 4 we will review some of the steps from Sections 2 and 3.
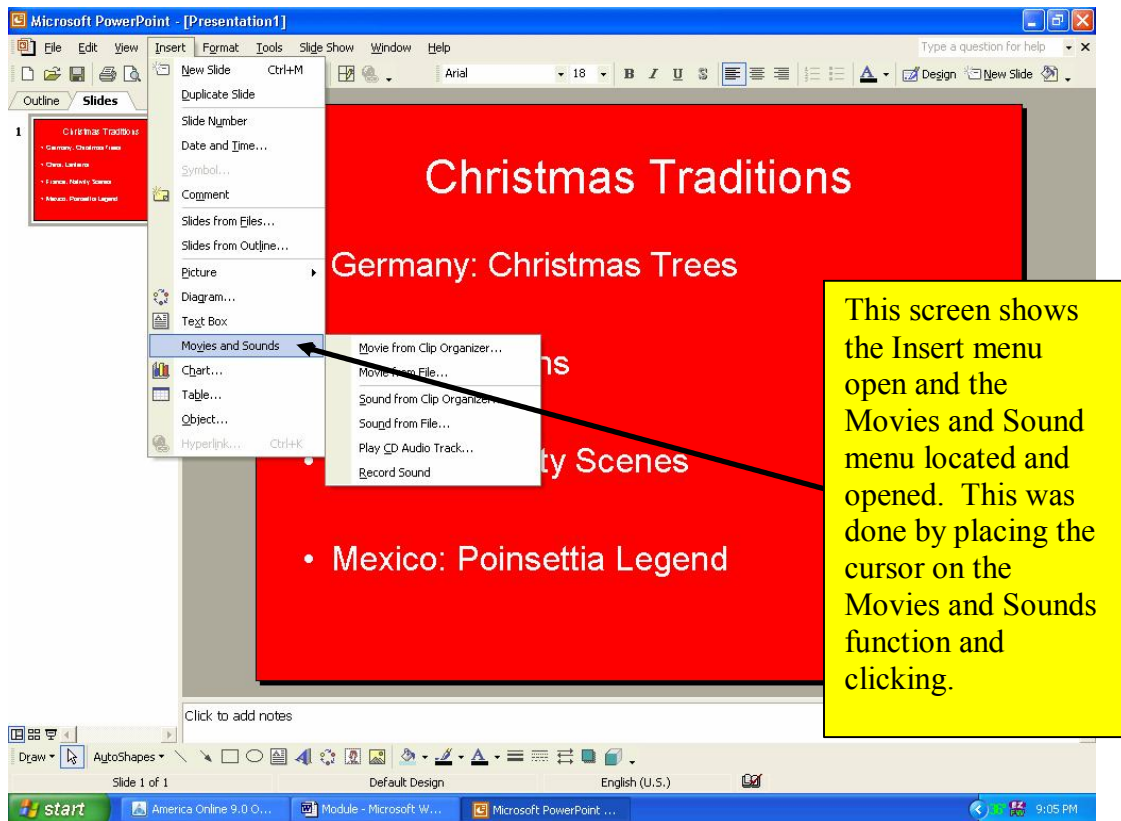
The following slide shows the same screen of the PowerPoint slide with the Insert toolbar located and opened.

Note that the cursor was placed on the menu title "Insert" and then clicked to open menu.

🎧 After opening the Insert toolbar, the next step will be locating the Movies and Sounds function within the Insert toolbar.

As you will see in the diagram below the Insert toolbar has been opened and the Movies and Sound Function has been located and opened by clicking the mouse.

This screen shows the Insert menu open and the Movies and Sound menu located and opened. This was done by placing the cursor on the Movies and Sounds function and clicking.

At this point the process changes slightly. Instead of choosing to insert a sound from the Clip Organizer you will be choosing to insert a Sound from File.

In order to begin inserting a sound from file please
highlight and click "Sound from File".
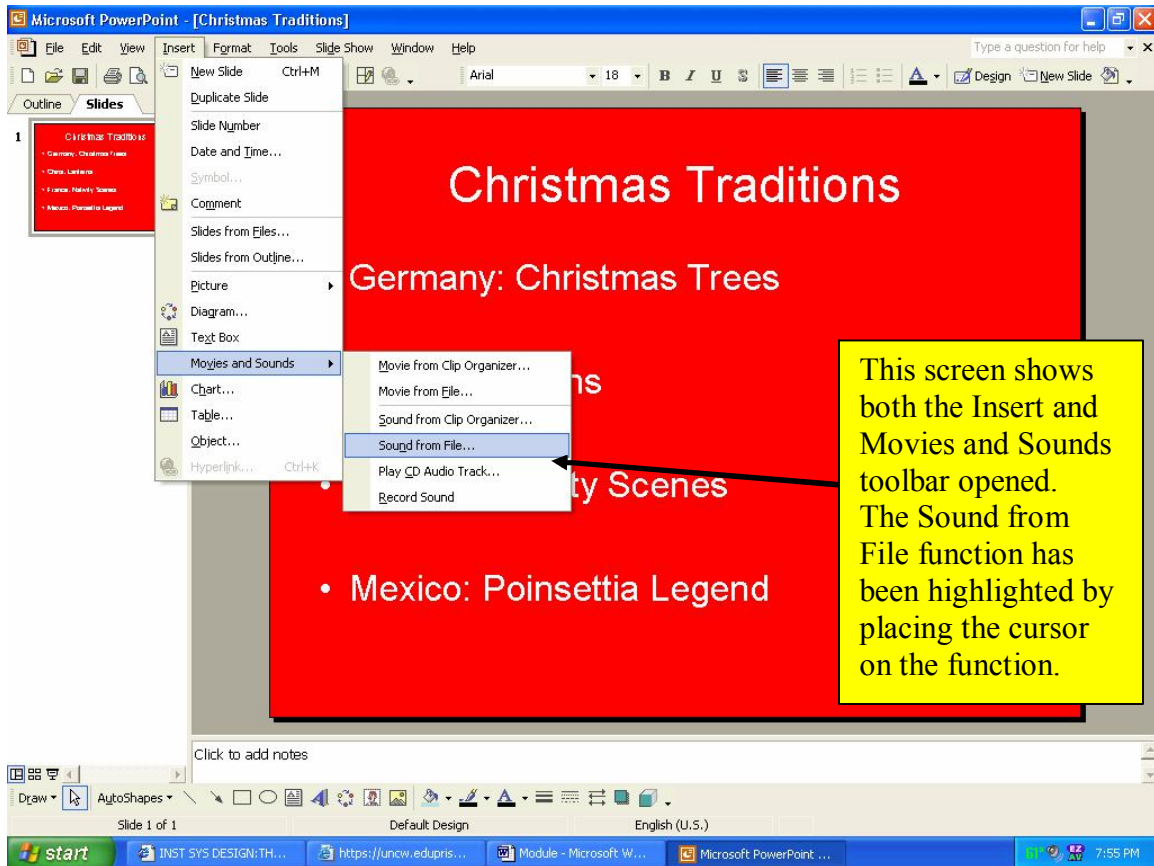
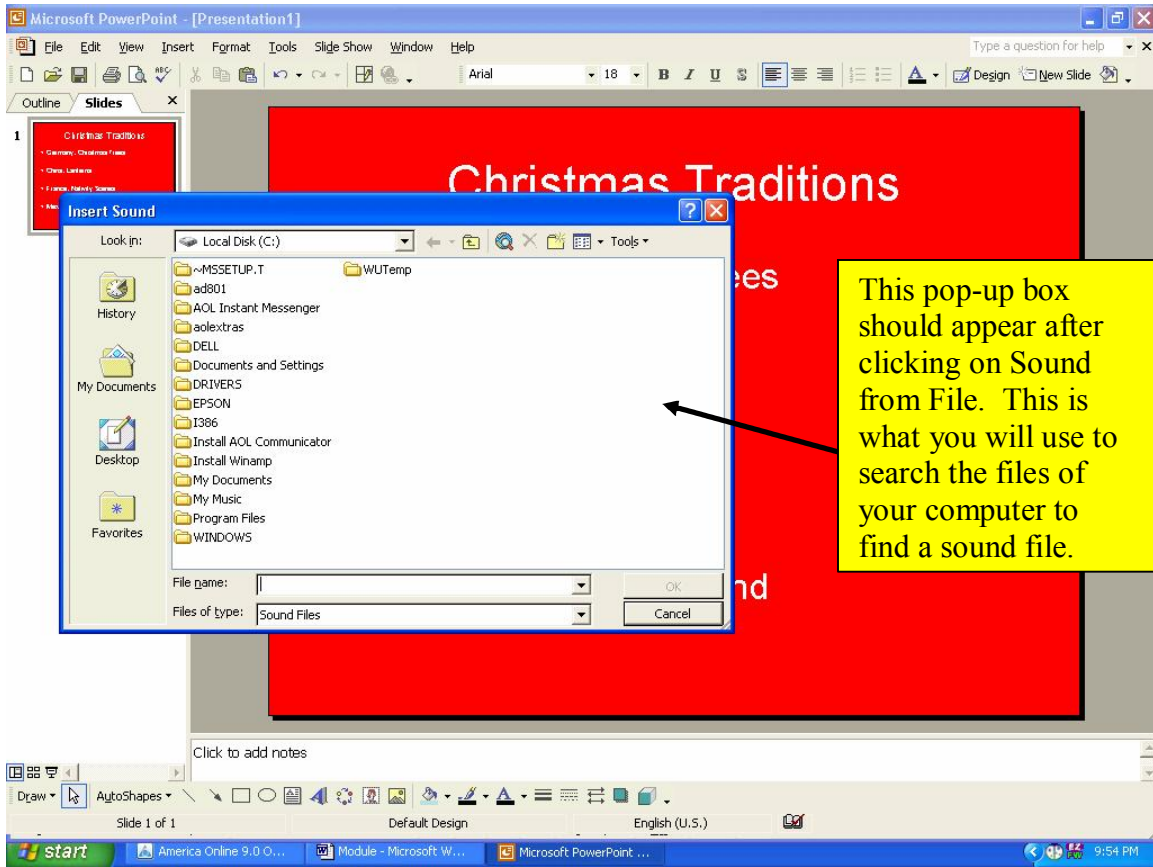This screen shows the Insert menu open with the Movies and Sounds
function opened as well. The Sound from File function has been
highlighted.

Once you have located the "Sound from File" function, you will need to click on the highlighted area to open the hard drive search tool.
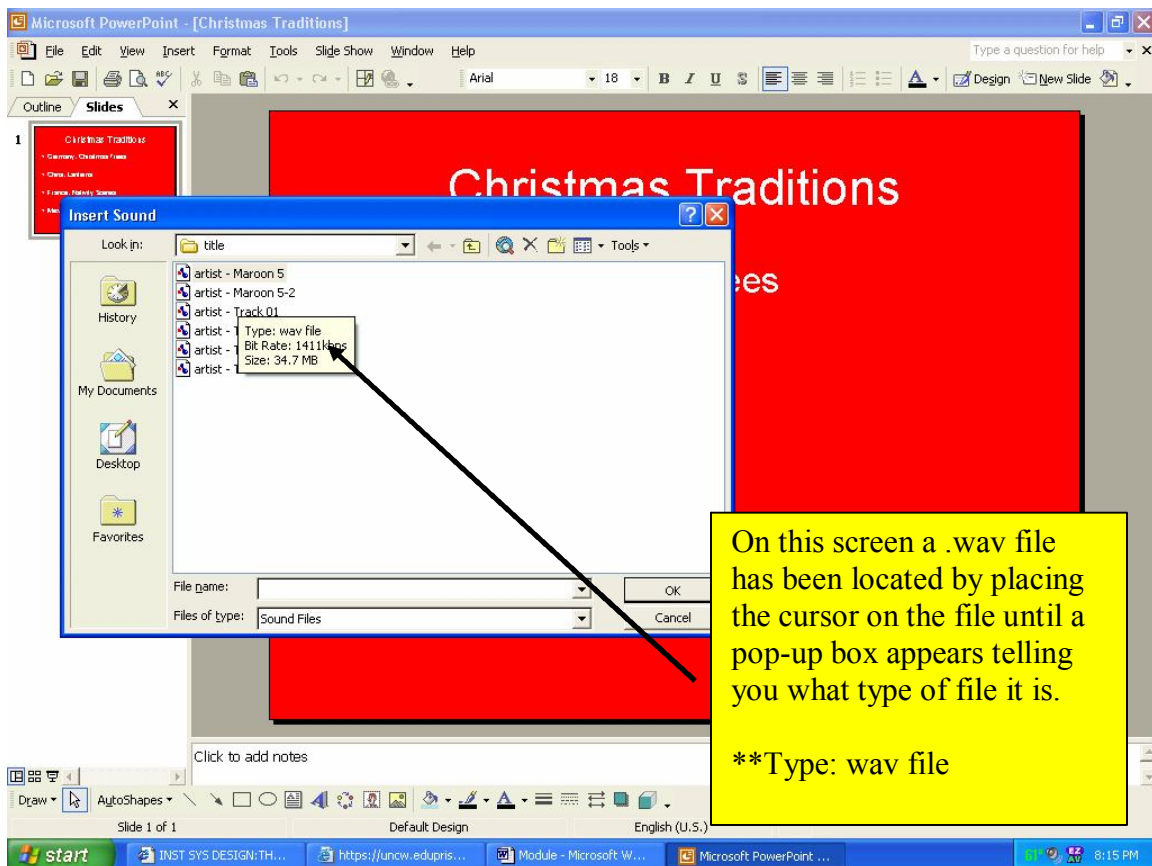

This menu will allow you to search the different files saved on your computer to locate a sound file that can be used in your presentation.

In order to find a sound file you may have to look in different areas of the hard drive space such as:

- o My Documents
- o My Music
- o Documents and Settings
- o Desktop
- o Any music software programs on your computer

File Names

- 🎧 Every file saved on a computer has a file name. In order to identify which program this file has come from the computer attaches a filename suffix to the original name.
- 🎧 The file suffix always comes at the end of the original filename.
  - o Example: You have created a newsletter to send home to parents in Microsoft Word. When you save this as "newsletter" the computer automatically saves it as "newsletter.doc"
- 🎧 The sound files we will be working with are saved as wav files. To identify these files you should look for files with the suffix ".wav".
- 🎧 All .wav files are sound files and are compatible with PowerPoint.

On this screen a .wav file has been located by placing the cursor on the file until a pop-up box appears telling you what type of file it is.

**Type: wav file

🎧 Once you have located a sound file that fits your material you should double click on the chosen file in order to insert it into your presentation.
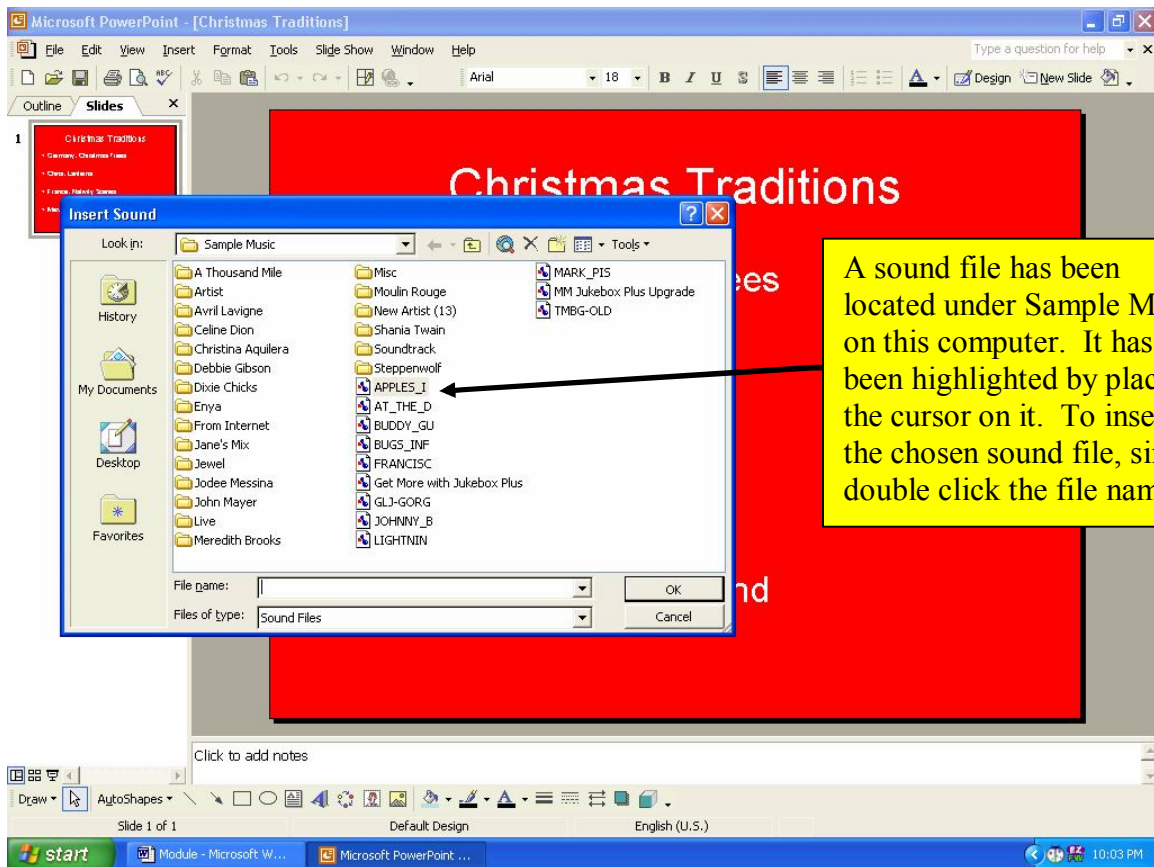
The above diagram shows the main screen of PowerPoint with the hard drive search tool open. A sound file is selected within the file search tool.

At this point the process becomes very similar to inserting a sound from the organizer.

Final Step

🎧 The final step in inserting a .wav sound file is to choose whether the sound will play automatically in the slide show or when clicked.

🎧 After clicking on your sound the program will use a pop-up window to ask you how you want the sound to play.
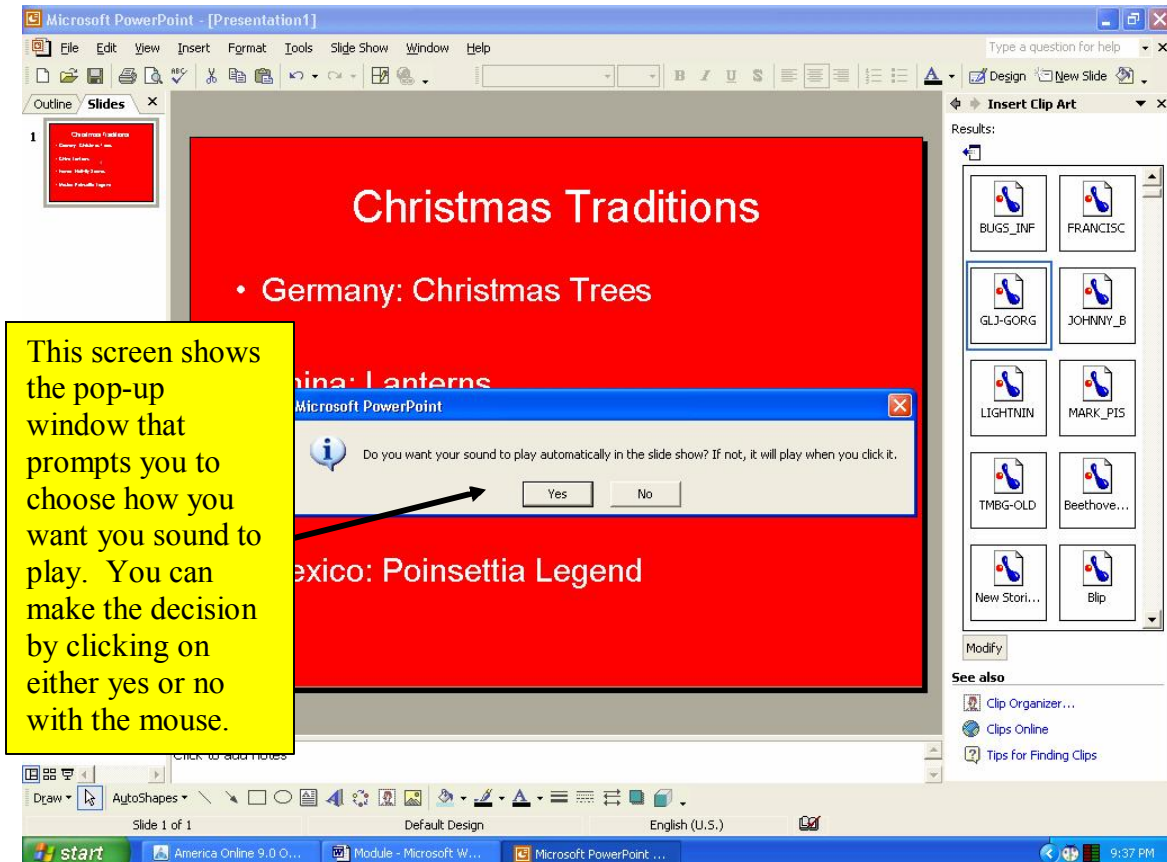
This screen shows the pop-up window which allows you to choose how the sound will play in your presentation.

🎧 By clicking yes your sound will play when this slide appears in your slide presentation.

🎧 By clicking on no you sound will play only when you click on the sound icon within the slide.

** At this point you should stop and complete the assessment for Section 4 on pg. 11-12 of the test booklet. Check your answers on pg. 13 of the test booklet. If you answer them all correctly, great job!! If you did not, please go back and review Section 4 again.**

Once you have completed Section 4 and the Section 4 assessment, please turn to pg. 14 of your test booklet to complete the final assessment.

Thanks for completing this module and good luck on your final assessment!

Appendix B: Learner Analysis

Information Categories	Data Sources	Learner Characteristics
Entry Behaviors	Interviews and Observations	Learners have experience with Microsoft PowerPoint and the basic skills required to create a simple slide presentation that includes text and graphics.
Prior Knowledge of Topic Area	Interviews and Observations	Learners have created PowerPoint presentations for classroom use. Learners can insert clip art files from Microsoft Clip Organizer but have not yet learned to use sound files.
Attitudes Towards Content	Interviews and Observations	Learners believe that use of sound files could greatly improve student interest and motivation as well as enhance instructional material.
Attitudes Toward Potential Delivery System	Interviews	Most learners are enthusiastic about using the computer for instruction because they will be able to complete the module in their own time and at their own pace. Some learners are concerned that they will struggle in using the technology but still feel motivated to try and learn using the self-instructional format.
Motivation for Instruction	Interviews	Learners see the applications of the material for classroom use. Learners want to be able to implement this skill as soon as possible to improve their classroom presentations. Learners will be attentive to module and satisfied with its use in their

		own fields.
Education and Ability Level	Interviews and Personnel Records	All learners are educators with at least a bachelor's degree in elementary education. They have all completed the computer competencies for their school system.
General Learning Preferences	Interviews and Observations	Learners enjoy being able to learn in a familiar environment however they are all willing and eager to try new methods of instruction both for themselves and their students. All learners enjoy having autonomy in their learning.
General Group Characteristics	Interviews and Observations	Learners are of varying age and race. They are at all different levels of teaching experience. Some learners have attained Masters and/or Doctoral degrees in education related fields. There are at present 15 people signed up for the workshop.
Attitudes Toward Training Organization	Interviews	Learners are positive about their organization and the group of people they work with in the school. They enjoy using teams to try new ideas and plan to work with their team to implement these ideas into grade level presentations.

Appendix C: Task Analysis

Sound File Assessment Booklet

Table of Contents

Pretest

1) What are some types of enhancement that a teacher can use in creating PowerPoint slides that may raise student interest and motivation level? (Please list)

_____

_____

2) How can you tell if a slide has a sound file already inserted or not?

_____

_____

_____

3) Identify which of the following are instructional materials by marking the instructional materials with a checkmark.

    1. PowerPoint presentation about plants drawn from information in the first grade curriculum _____

    2. PowerPoint presentation about your vacation being given to you friend and family at a reunion _____

    3. Presentation to fifth grader about themes that are in the novel they are currently reading in class _____

    4. Presentation for graduation ceremony showing pictures of year in review _____

Pretest Answer Key

1) Any of the following answers are correct:
   a. Sound
   b. Charts
   c. Clip Art
   d. Pictures
   e. Movies
   f. Graphs

2) A sound file has already been inserted if you see the sound file icon located somewhere on the slide. It looks similar to a speaker or megaphone.

3) Examples 1 and 3 are examples of instructional material

** Now that you have checked your answers please return to page 2 in your main booklet.

Section 1 Assessment

1) After looking at the two slides above please choose which one most needs sound enhancement and state why you think that slide needs enhancement.

_____

_____

2) In a slide presentation for elementary school students on Christmas traditions, which of the following sounds would be appropriate for use? (Mark those that are appropriate with an "A" and those that are inappropriate with a "I".)

   1. beeps___

   2. moo____

   3. jingle bells___

   4. alarm clock___

   5. seasonal music____

   6. barking___

   7. yelling___

   8. "Ho,Ho,Ho"____

3) In a presentation to elementary school students about Farm Animals, please select an appropriate sound to use for a slide about cows. (Circle the correcct answer.)

   a) camera click

   b) beeping

   c) moo

   d) bells

Section 1 Answer Key

1) The list of farm animals most needs some sort of enhancement because of its simple content. Students are much less likely to show interest in such a simple format without some interest grabbing element. The other slide uses a graph to enhance interest and motivation.

   ** Anything close to this response counts as correct.**

2) Examples 3, 5, and 8 are appropriate choices for the given presentation. The other choices should be marked as inappropriate.

3) The correct answer is C.

Section 2 Test

1) In diagram 2.1 and highlight or circle the Insert toolbar.
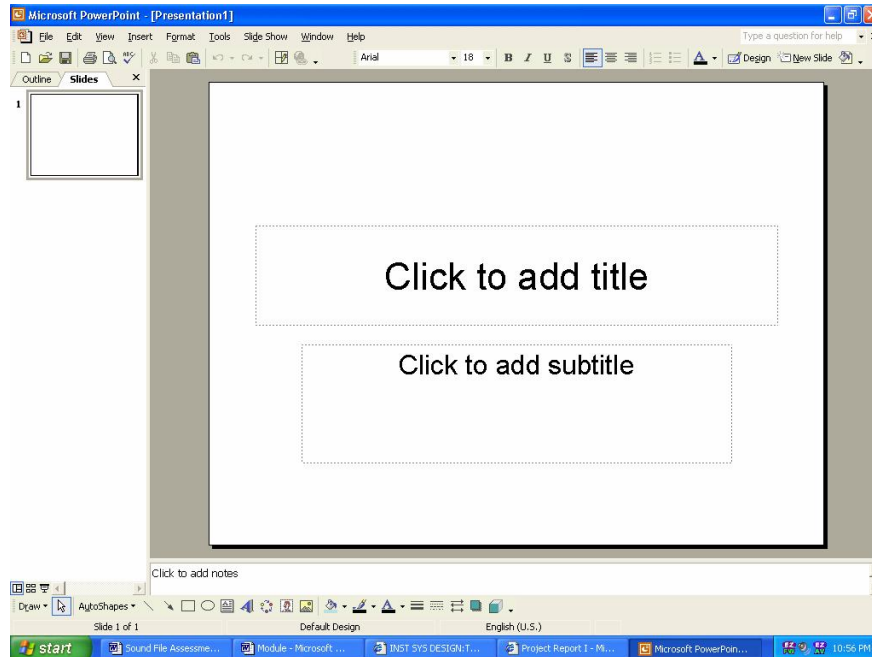
3) In diagram 2.2 and highlight the Movies and Sounds function.
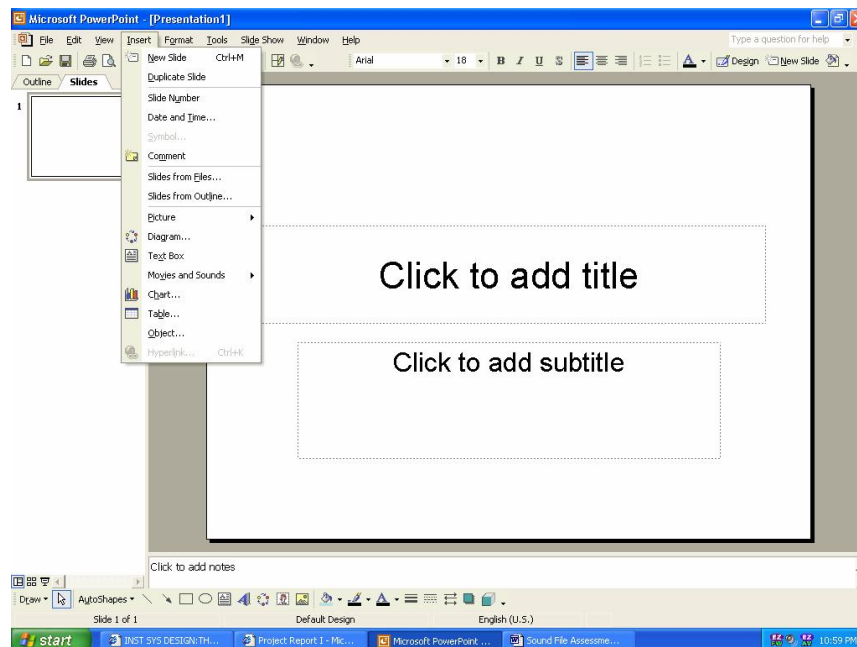
Section 2 Answer Key
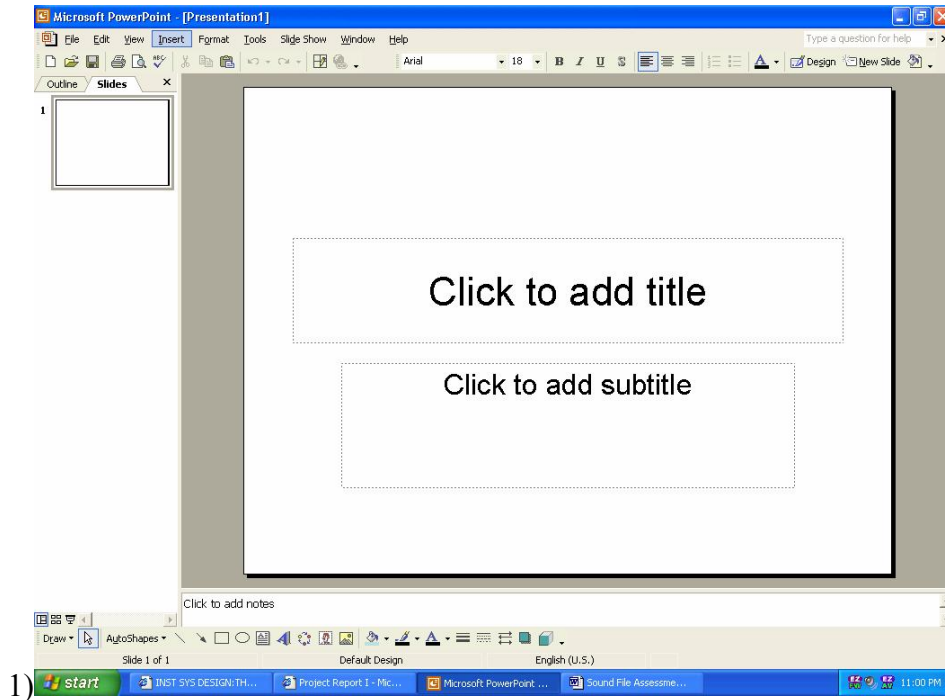
1)

Please note that the Insert function has been highlighted above. Check to see that you chose the same function.

2)
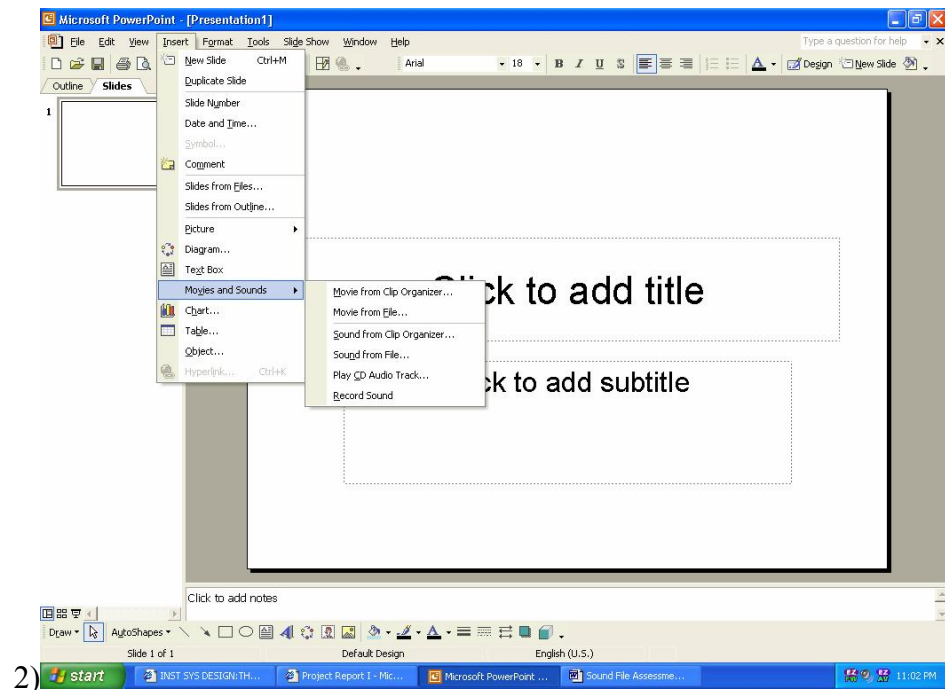
Please note that the Insert function has been highlighted above. Check to see that you chose the same function.

When you have finished checking your answer please return to pg. 12 in your main booklet.

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Section 3 Test
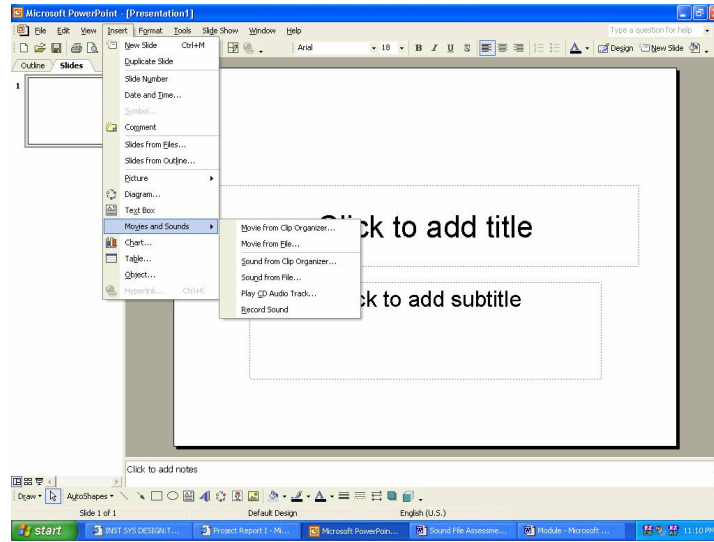
1) In the above diagram highlight the Sound from Organizer (Gallery) function.

2) After choosing a clip did you click on the sound you chose?

_____ yes   _____ no

3) Do you see the sound file icon in your slide?

_____ yes _____ no

4) If you have successfully clicked on the chosen sound you have chosen to play it automatically or when clicked. If you chose to play it automatically go to 4a. If you chose to play when clicked answer question 4b.

4a. Did you click on yes when asked if sound should play automatically?

_____ yes   ____no

Is you sound playing automatically when you play your slide show?

___yes   ___no

4b. Did you click on no when asked if sound should play automatically?

_____ yes ____no

Does sound play only when clicked in slide show?   ____yes ____no

Section 3 Answer Key
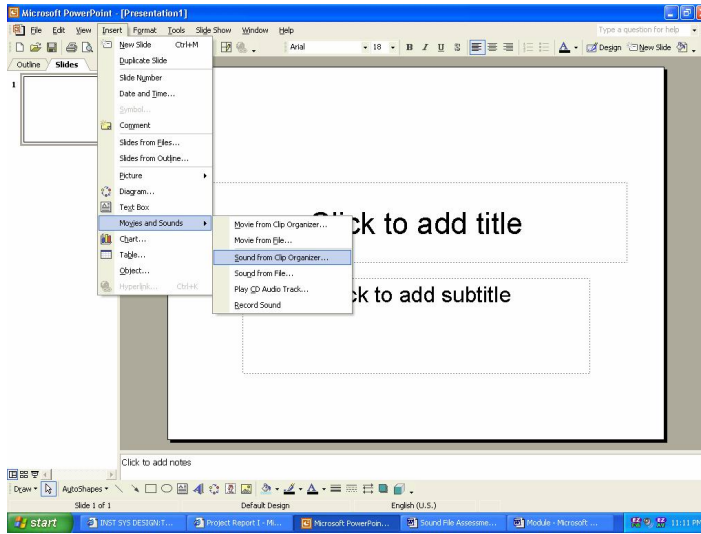
1)

2) yes

3) yes

4a) If choosing to insert automatically yes and yes.

4b) If choosing to play when clicked yes and yes

** When you have completed this assessment please return to page 17 in your main booklet.**

Section 4 Test

1) Have you opened the Insert toolbar and the movies and sounds function?

   ____yes   ____no

2) If yes, did you click on the sound from file function?

   _____ yes   _____no

3) Where do you look for a filename suffix?

   _____

   _____

4) What is the filename suffix we are looking for? _____

5) Which of the following is a .wav sound file?

   a. elem.doc

   b. DRA.xls

   c. chime.wav

   d. farm.ppt

6) How do you find a .wav file stored on the hard drive? (Briefly explain)

   _____

   _____

   _____

7) Did you double click on the desired file?

   _____ yes   ____ no

8) Is your sound inserted into the slide?

   _____ yes ____no

9) If you have successfully double clicked on the chosen sound you will then chose to play it automatically or when clicked. If you chose to play it automatically go to 9a. If you chose to play when clicked answer question 9b.

9a. Did you click on yes when asked if sound should play automatically?

_____ yes _____no

 Is you sound playing automatically when you play your slide show?

____yes ___no

9b. Did you click on no when asked if sound should play automatically?

_____ yes ____no

Does sound play only when clicked in slide show?

____yes ____no

Section 4 Answer Key

1) yes
2) yes
3) The filename suffix should come at the end of the file name. For example, the in the filename farm.doc the filename suffix is .doc
4) We are looking for files with the file suffix .wav
5) c. chime.wav is the correct file
6) In order to find a file stored on the hard drive you must choose to insert sound from file and then search the computer's files for any .wav files. You may look in various spots including any music software programs you have on your computer.
   a. Any answers similar to the one above are acceptable.
7) yes
8) yes

9a) If you chose to play your sound automatically, yes and yes

9b) If you chose to play your sound when clicked, yes and yes

Final Assessment

1) At this point you should have completed the learning module and other assessment sections. Your task at this time is to open the PowerPoint entitled "Module" on the disk you were given. Then you should insert an appropriate sound file into Slide 1 of this presentation. (You may use the checklist below as a guide or as a self-check after completing task.) Once you have inserted the slide please choose to play it either automatically or when clicked. Finally, you will save the changes you made to this presentation to the disk under Module. Before turning in your disk to the instructor make sure you clearly print your name on the disk.

Please check off each step as you complete that task

_____ Locate and open insert menu

_____ Locate and open Movies and Sounds menu

_____ Locate and open either Sound from Organizer or Sound from File

 If using Sound from Organizer:

 _____ Locate appropriate clip in the Organizer

 _____ Double click appropriate clip

 _____ Choose whether to play sound automatically or when clicked

 If using Sound from File:

 _____ Locate appropriate clip in files on computer

 _____ Double click appropriate clip

 _____ Choose whether to play sound automatically or when clicked

Once sound file has been inserted Save changes to your slide and then return disk to instructor.

Thank you for completing this learning module and good luck using sound files in your presentation!

Appendix E: Context Analysis

Information Categories	Data Sources	Learner Characteristics
Managerial/Supervisory Support	Interviews and Observation	Students are open to complete module in any area of the site (either computer lab or classroom) therefore supervision will be limited to those in computer lab. Students will receive all necessary materials and resources through instruction and are able to communicate with facilitator through email if needed.
Physical Aspects of Site	Observation	Learners will be working on the same computers they would use to develop their own presentation. All software is loaded on the school server and all resources are available throughout the building on any networked computer.
Social Aspects of Site	Observation	The learning environment is set up to be conducive to social aspects of learning. Learners are given lots of opportunities to share ideas and applications of learning. Other members of the staff have knowledge of the skills being presented and will serve as facilitators when learners return to the classroom.
Relevance of Skills	Observation and Interviews	Learners will be able to easily apply the skills learned to their everyday activities because the software necessary is available to them throughout the school. They will also be likely to implement the learned skills in their everyday classroom situations.

Appendix F: Kirkpatrick's Four Level Model
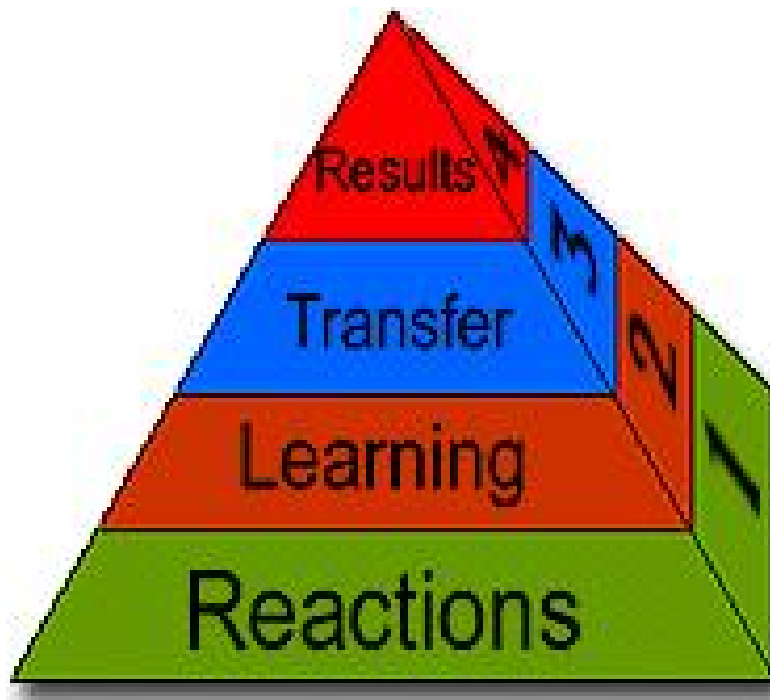
Appendix G: Assessment Plan and Assessment Percentages

Objectives	Type Of Learning Outcome	Type of Assessment	Assessment Item
TO: Given a slide containing instructional material in Microsoft PowerPoint, learner will demonstrate appropriate use of a sound file to enhance interest in the presentation by choosing a sound file that fits the instructional material they are presenting and inserting it into the slide presentation. (PS)	Problem Solving	Formal Problem-Based Performance Task	1) At this point you should have completed the learning module and other assessment sections. Your task at this time is to open the PowerPoint entitled "Module" on the disk you were given. Then you should insert an appropriate sound file into Slide 1 of this presentation. (You may use the checklist below as a guide or as a self-check after completing task.) Once you have inserted the slide please choose to play it either automatically or when clicked. Finally, you will save the changes you made to this presentation to the disk under Module. Before turning in your disk to the instructor make sure you clearly print your name on the disk.
1: Given instructional material to be presented, learner will demonstrate selecting appropriate sounds to use in presentation by choosing the correct sound from a list of multiple sound files within the clip organizer and/or the hard drive files.(Rule)	Rule	Formal Multiple Choice	Assume that you are preparing a power point presentation for your elementary students about Farm...... Which of the following sounds would you use for a slide on cows? a) camera click b) beeping c) moo d) bells

1.1: Given instructional material and group of sound files, learner will classify sounds that are appropriate for use with information being presented by labeling them as either appropriate or inappropriate. (DC)	Defined Concept	Formal Labeling	Imagine that you are creating a slide presentation for your class on Christmas traditions.... which of the following sounds would you think were appropriate for your presentation? (Mark those that are appropriate with an "A" and those that are inappropriate with an "U". 1) beeps____ 2) moo____ 3) jingle bells____ 4) alarm clock___ 5) seasonal music____ 6) barking____ 7) yelling___ 8) "Ho,Ho,Ho"____
1.2: Given instructional material in slide presentation format, learner will identify slides that need sound file enhancement to increase motivation and interest. (DC)	Defined concept	Formal Selection Items	1) Looking at the two slides presented choose which one needs some sort of sound enhancement.
2: Given slide in Microsoft PowerPoint, student will demonstrate inserting a .wav sound file into slide by opening the Insert, Movies and Sounds, and Sound From Organizer or Sound From File function. (Rule)	Rule	Formal and Informal Self-Assess Checklists and Performance Task	Use the sound file saved on your disk as Section 3 Assessment to insert any sound file you choose. Do you have a sound file inserted that plays at the point you chose? ____yes _____no
2.1: Given a slide on the main screen of Microsoft PowerPoint, student will demonstrate locating the "Insert" toolbar by highlighting it. (Rule)	Rule	Formal Selection Item	In your workbook's test section please find diagram 2.1 and highlight the Insert toolbar.

2.2: Given that the "Insert" menu in Microsoft PowerPoint is open, learner will demonstrate locating "Movies and Sounds" menu within the toolbar by highlighting it. (Rule)	Rule	Formal Selection Item	In your workbook's test section please find diagram 2.2 and highlight the Movies and Sounds function.
2.3: Given that "Movies and Sounds" toolbar is open, learner will locate and open "Sound from Organizer (Gallery)" function by highlighting and clicking on Sound from Organizer. (Rule)	Rule	Formal Selection Item	In your workbook's test section please find diagram 2.3 and highlight the Sound from Organizer (Gallery) function.
2.3 Given that student has decided to insert sound file from clip organizer (gallery), student will execute clicking on chosen sound stored in the organizer (gallery) files by clicking on the name of the file or the icon. (MS)	Motor Skill	Informal Self-Assess Checklist	Did you click on the clip you chose? _____yes _____no Do you now see the sound file icon in your slide? _____yes _____no
2.4: Given that learner has chosen to play the sound automatically in the slide show, learner will execute clicking on "yes". (MS)	Motor Skill	Informal Self-Assess Checklist	Did you click on yes? _____yes _____no Is your sound playing automatically in the slide show? _____yes _____no
2.4: Given that learner has chosen not to play sound automatically in slide show, learner will execute clicking on "no". (MS)	Motor Skill	Informal Self-Assess Checklist	Did you click on no? _____yes _____no Is your sound playing only when clicked in the slide show? _____yes _____no
2.3: Given that learner has chosen to insert sound from file, learner will execute clicking on "sound from	Motor Skill	Self-Assess Checklist	Did you click on the sound from file function? _____yes _____no

file". (MS)			
2.4: Given that learner is inserting sound from file, learner will demonstrate finding a .wav sound file stored on the hard drive by searching the files on computer. (Rule)	Rule	Formal Short Answer	How do you find a sound file stored on the hard drive? (Please describe)
2.4.1: Given that learner has opened file menu for computer disk space, learner will identify a .wav sound file within the files located on the hard drive by locating its filename suffix (.wav). (DC)	Defined Concept	Formal Multiple Choice	Which of the following is a .wav sound file? a) elem.doc b) DRA.xls c) chime.wav d) farm.ppt
2.4.1.1: Given that learner has opened file menu for computer, learner will discriminate .wav sound files from other files using the file suffix .wav. (DIS)	Discrimination	Formal Short Answer and List	1) Where do we look for the file suffix? (Please answer in a complete sentence.) 2) What is the file suffix for the sound file we are working with? (List)
2.5: Given that learner has chosen to insert sound from file and located a sound file within the hard drive, learner will execute double clicking on desired file in order to insert the sound. (MS)	Motor Skill	Informal Self-Assessment Checklists	Did you click on the desired file? _____yes _____no Is your sound inserted into the slide? _____yes _____no
2.6: Given that learner has chosen to play the sound automatically in the slide show, learner will execute clicking on "yes". (MS)	Motor Skill	Informal Self-Assessment Checklist	Did you click on yes? _____yes _____no Is your sound playing automatically in the slide show? _____yes _____no
2.6: Given that learner has chosen not to play sound automatically in slide show, learner will execute clicking on "no". (MS)	Motor Skill	Informal Self-Assessment Checklist	Did you click on no? _____yes _____no Is your sound playing only when clicked in the slide

			show? _____yes _____no
EB 1: Given different types of informational materials and presentation formats, learner will discriminate instructionally relevant materials from other materials. (DIS)	Discrimination	Formal Selection Item	Identify which of the following are instructional materials by marking them with a checkmark. 1) PowerPoint presentation about plants___ 2) PowerPoint presentation about your vacation____ 3) Presentation about current book being studied in class____ 4) Presentation for graduation ceremony showing pictures of year in review___
EB 2: Given materials to be used for instruction, learner will explain elements that make instructional materials more interesting. (VI)	Verbal Information	Formal List	What are the types of enhancement that instructor can use in formulating the PowerPoint presentation? (List types)
EB 3: Given slide presentation, learner will discriminate between a slide with a sound file and a slide without a sound file. (DIS)	Discrimination	Formal Short Answer	How do you determine if a slide has a sound file already inserted or not? (Please answer in a complete sentence.)

Domain Obj. #	Verbal Info	Intellectual Skills				Cognitive Strategy	Motor Skill	Attitude	Total
		Discrimination	Concepts	Rules	Problem solving				
TO					1				1
1				1					1
1.1			1						1
1.2			1						1
1.1.1		1							1
1.1.2	1								1
2				2					2
2.1				1					1
2.2				1					1
2.3							5		5
2.4				1			4		5
2.4.1			1						1
2.4.1.1		2							2
2.5							2		2
2.6							4		4
EB 1		1							1
EB 2	1								1
EB 3		1							1
% of the test	6.25%	15.625%	9.375%	18.75%	3.125%	0%	46.875%	0%	32 (100%)

Appendix H: Exit Surveys

<u>Exit Survey</u>

1. What did you like about this learning module?

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

3. Would you recommend any specific changes?

4. Were the module directions and information clear enough?

5. Did you feel pressured for time in completing the module?

6. Any other comments?