

Formative Evaluation Report

Results of One on One Evaluation

Before we began the one on one evaluation, we completed the design and development of appropriate instructional materials. These instructional materials consisted of a 43-slide power point presentation on a CD-ROM and a four-page assessment booklet. Also included was a blank CD-ROM for the learners to use when they did the final assessment at the end of the instructional module. Learners worked through the slides of the instructional module and used the assessment booklet at different intervals when instructed to do so in the module. The instruction is divided into four sections and after each section is complete, the learner is instructed to complete the assessment on the content for that section. Each section builds on one another, so each must be completed sequentially before moving on to the next.

Once the materials were completed, our next task was to choose three learners to test the module in a one on one setting. We choose three learners who had working knowledge about computers and software, but wanted to learn more about burning a CD properly. Learner A is an English faculty member who has been using computers for a couple of years and has a good working knowledge of the various Microsoft Office programs. She has just stopped using floppy disks as a means of computer file storage and wants to learn more about how to properly burn CD-ROMs. Learner B is an older Science faculty member who has recently starting using computers on a more regular basis. Two years ago she slowly learned how to use PowerPoint and has started incorporating this tool into her classroom lectures, something she thought she would never be able to do. She is very eager to learn and is willing to take time out of her busy schedule to learn how to burn a CD. Learner C is a History faculty member who is very computer savvy and always wants to learn something new. He has never bothered using the CD burning software the school has provided him or using CD-ROMs for backup storage, but recently his computer crashed and he lost a lot of his files. He now realizes that backing up his files is something that he needs to start doing. He wants to learn more about what he can burn onto a CD so that if something happens to his computer in the future, he will be prepared. All three had varying levels of ability and/or confidence with the topic being presented and were able to answer the pretest questions without any difficulty.

After the three learners had been selected to participate, we met with each of them at a specific time so we could explain the module to them and have them complete it. All three learners worked on the module in their office on campus. Each of the learners was given the CD containing the PowerPoint presentation module and the assessment booklet, as well as a blank CD-ROM for the final assessment. They were given a verbal explanation as to the purpose and structure of the module and then asked if they had any questions. Learners A and C felt confident and had no questions while Learner B felt like she was going to have trouble navigating the module, but once she got started she relaxed and gained confidence in her abilities.

During the module we listened to the learners, took notes and answered any questions they had. All three of the learners had no trouble navigating through the module since they all had used PowerPoint before. Learners A and C had no problems completing the module or doing the final assessment on their own. They found the module easy to understand and follow and concluded that burning a CD was easier than they thought it would be. Learner B worked at a slower pace than the other two learners but did a fairly good job answering the questions and understanding the materials. She had a hard time finding the Roxio program because the icon was not on her desktop, and when she went to the Start menu she kept clicking on the wrong program. When she finally got into the Roxio program, the only things she had trouble with were finding her source files in the top menu and changing the name on her CD. Once she reread the questions she understood the task better. Learner B also had to look back at the module a few times when completing the final assessment.

At the end of the module, all three learner's CDs worked properly and were happy that they did not have to provide their own blank CD to complete the final module. The only complaint about the module was the background of the presentation. We first had decided to use a lighter background that had a computer theme, but the learners said that in some places it was hard to read the text. In the final module we changed the background to a more appropriate yet still creative background. Learner B also said it was confusing to keep switching back and forth from the computer screen to the paper packet containing the assessment questions, but all in all we had done a good job coming up with the instructional materials **(Please see Objective Analysis Table for One on One Evaluation on page i. in Appendix 3.)**

At the end of the module each of the learners answered the exit survey questions at the back of the assessment booklet. The results were as follows:

- 1) What did you like about this learning module?
 - a. How we got to go back and burn the CD on our own at the end and it was easier than I thought to complete
 - b. Learning something new that I could possibly use in the future and go back to if I have any questions.
 - c. Being able to learn something that I could use to back up my important files.
- 2) What were some things you did not like about this learning module?
 - a. Nothing, if I could do it, anybody can!
 - b. Having to go back and forth got confusing and I got confused trying to find my source files on my computer.
 - c. Nothing.
- 3) Would you recommend any changes?
 - a. Not a thing!
 - b. Change the background on the slides; the text was hard to read in some places.

- c. The background on the slides needs to be another color or pattern or something, parts of it were distracting from the text.
- 4) Were the module information and directions clear enough?
 - a. Yes, very clear
 - b. Yes
 - c. Yes
- 5) Did you feel pressured for time in completing the module?
 - a. Not at all!
 - b. At first I was nervous because I'm not very good with computers, but I'm glad that I could take my time completing the module.
 - c. Nope
- 6) Do you have any other comments?
 - a. No, thanks for asking me to participate!
 - b. No
 - c. No

PowerPoint Module Changes

- The background was changed to be less distracting and the text was made easier to read.
- Because of Learner B, the Source files slide wording was changed to make it less confusing for people who are not computer savvy.

Results of Small Group Evaluation

The small group evaluation took place in one of the computer labs on campus on a day that there were not a lot of students on campus. Learners for this small group evaluation volunteered to complete the module because they wanted to learn more about burning a CD-ROM. Ten learners participated and were allowed to come in at a convenient time in the morning. Because they could come in and out of the lab on their own time, the module took half of the day to complete, and no one took more than an hour to complete the module.

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 module presentation CD 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. All learners were excited about finally learning how to burn a CD and learning to use Roxio since it comes standard on their office computers.

The small group included seven learners with high technical and computer skills, while the other three had various degrees of computer skills, ranging from “just enough” in their own words to moderate. All ten learners were familiar with PowerPoint and the relevant hardware and software needed to complete the module. The seven with higher computer competencies were more skillful in PowerPoint than the other three.

All learners understood the concepts of the module and that they could not interact with the instructors or other learners participating in the module. The learners had no problems taking the pretest or maneuvering through sections one and two. Most of the learners had no problem with section three either, however, a few got confused with certain parts of section three, mainly dealing with finding their source files in Roxio and labeling their CD.

When the learners completed their module they then went back and completed the concepts of the module on their own, burning some of their files onto the blank CD provided to them. When each was finished, they were instructed to open their CD to make sure it worked properly. After doing so, they were instructed to take the exit survey at the end of the assessment packet and return it to the instructors.

After we reviewed the pretest and the rest of the assessments, we were surprised at the overall results. Most of the learners had mastered the concepts presented to them and had not missed any of the questions on the assessments. There were only two learners who missed one or more questions but had done well on all the others. Learner three missed the question dealing with finding source files to burn and also missed the question about labeling her CD. Learner seven also missed the question about finding their source files. Despite these two learners missing questions, everyone was successful in completing the final assessment of the terminal objective.

We believe that the learners missed the questions pertaining to locating source files because they did not pay attention to the module at that particular time. They were confused because they didn't remember where they had saved the files that they wanted to burn on the CD and therefore had to take a while searching the computer for them. The learner who missed the question on labeling the CD admitted that it was a careless error on their part. They had remembered going over it in the module but when it came time to burn the CD herself, she forgot to do it. We 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 if we elaborated on that question and if learners slowed down and paid more attention to where their files were, maybe in the future it will not be missed as often and learners will be able to do even better **(Please see Objective Analysis Table for Small Group Evaluation and Graph of How Many Students Mastered Objectives on page ii. in Appendix 3).**

The data collected from the exit surveys is very positive overall **(Please see Exit survey data on page iii. in Appendix 3).** Learners enjoyed learning how to burn a CD properly.

They could either use this skill for backing up files for future use on a CD or burning CDs of pictures or music files for themselves or others to enjoy. We believe that overall the module went very well, but it might have worked even better if the learners were able to discuss the module after they were finished, therefore addressing any hidden concerns immediately. We also think that for future use, we should create two different modules, one for more advanced computer users and one for those who are less computer savvy. That might alleviate any frustrations a learner might have.