

Formative Evaluation Report

ITLS 6350

Instructor: Yanghee Kim

Chaeli Bell, Ashlena Johnson, Tami Ewell

Individual Tasks:

| Name | Task(s) | Time |
|-----------------|--|---------|
| Chaeli Bell | Creation of FE Document Description of Learners Pre-Instructional Survey Procedures Formatting | 5 hours |
| Ashlena Johnson | Learner 1 Development of FE Report Project Revisions | 2 hours |
| Tami Ewell | Google forms for pre/post surveys Learner 2 and 3 | 2 hours |

1. Project Revisions Since the Design Report:

After the Design Report, we changed our hyperdoc lesson a bit. We changed the format of our steps so that it was more readable to the learners. We split our reflection into three separate reflections in order to identify what each individual on our team learned throughout the process. We changed our feedback from a checklist to a list of positive reinforcements, as well as reminders of certain steps. This helped improve our one-on-one trial sessions as we gave specific feedback to our learners. We also made a few grammatical changes.

2. Description of Learners

We selected 3 educators to complete a trial session using the hyperdoc instruction. All 3 educators were highly interested in learning a new way to incorporate technology into their classrooms. Learner 1 is a high school computer technology teacher. Learner 2 is a 7th grade Math teacher. Learner 3 is a middle school Spanish teacher.

Learner Characteristics

Prior knowledge and attitude toward content levels:

Learners will have a basic understanding of Google Docs. They will be able to create and name their Google Doc without instruction, but require instruction to format their document. The learners are excited about using technology to engage their students in everyday instruction.

Education Level:

The learners have all completed a 4-year college degree and a master's degree. The learners have also completed a teaching certification.

Ability Level:

The learners will all have basic skills for using word processing systems.

Motivation Level:

The learners are motivated to learn how to create a hyperdoc because their students are living in the digital age. Teachers are able to engage students more thoroughly through the use of technology in their instruction. The learners want to learn a new way to engage their students.

General Learner Characteristics:

Learners will typically be K-12 teachers, but learners from other professions who create instruction may be interested in this course. All learners are excited to learn how to create a hyperdoc.

Learner Descriptions

| | Learner 1 | Learner 2 | Learner 3 |
|------------------------|---|---|---|
| Prior knowledge | Prior knowledge in using word processing systems. Teaches high school students through the use of Microsoft Office programs. Knows how to create and format a Google Doc. However, she does not use Google Docs often in her instruction. | Learner 2 had a little prior knowledge of Google Docs and had a stronger knowledge of Word processing systems. However, she does not use Google Docs very often with her math students, though she uses them with other teachers in her department. | Learner 3 was familiar with Google Docs and word processing. He is a veteran teacher who is trying to implement Google Classroom in his Spanish class so he has some knowledge of Google Classroom apps and features. |
| Education | -Bachelors in Math Education -Masters in Instructional Technology | Master's degree in education | Master's degree in Education |
| Ability | Has the ability to create and format a Google Doc. | Has the ability to create a Google Doc but wasn't sure how to title it | Has the ability to create a Google Doc and understands basic features of sharing and copying and pasting. |
| Motivation | Somewhat motivated | Somewhat motivated | Highly motivated |
| Profession | High school computer applications teacher | Middle School Math teacher | Middle School Spanish Teacher |

Response to Pre-Instructional Survey

| Question | Learner 1 | Learner 2 | Learner 3 |
|---|---|--|--|
| On a scale of 1-5, how familiar are you with Google Docs? | 3 | 2 | 4 |
| On a scale of 1-5, how familiar are you with Microsoft Word? | 5 | 4 | 4 |
| True or False- I can create a Google Doc without assistance. | True | True | True |
| True or False- I can name a Google Doc without assistance | True | False | True |
| True or False- I have previously used a hyperdoc in a learning situation. | True | False | False |
| If you have created a hyperdoc before, please rate your comfort level with creating a hyperdoc. | 3 | | |
| Please select the reasons you are interested in learning how to create a hyperdoc. | She did the lesson as a favor, but was interested in discovering what a hyperdoc entails. | Interested in learning a bit more about Google Docs and really wanted to help her friend with the project. | Interested in using it in his classroom. |

Procedures:

Materials for One-to-One Trials:

The materials used for the one-to-one trials consisted of computers with internet access. The learners accessed the instructional materials through a Google Docs link sent to their email. Feedback was given orally by the designer as the instruction was taking place. A separate document containing feedback was also made available to the learners through a link sent via email. A pre-instructional survey and a post-instructional survey were provided prior to instruction and concluding the instruction.

Instructions:

Three educators were invited to participate in the one-to-one trials. Each learner was told that the instruction would take roughly 30 minutes to one hour. Prior to the instruction, each learner was sent links to access the instructional activities, feedback, and the pre and post instructional surveys. Learners were instructed to open the instructional Google Doc and follow the instructions. They were also prompted to ask clarifying questions throughout the trial.

Pre-instructional Materials

The learners were instructed to read each set of instructions and comment on the clarity of each step. Each learner completed the pre-instructional survey prior to starting the lesson.

Instructional Presentation

Learners identified unclear steps or directions orally as the designer took notes. The learners were also instructed to complete a survey at the conclusion of the lesson where they commented on clarity and the impact of the lesson.

Assessments

The pre-instructional survey served as the pre-test. Learners were asked questions concerning their ability level in using word processing systems and Google Docs. They were also asked about their motivational levels prior to completing the instruction.

The learners were instructed to create a hyperdoc using their own materials for their posttest. They were provided with a checklist of items that needed to be included in their final hyperdoc. As the learners completed their final hyperdoc, they were asked to comment on the clarity of the checklist. They were also encouraged to look back at the instructional materials if they forgot how to complete a step. The designer took notes of the learners' comments and any areas where they struggled.

Following the one-to-one trial lessons, learners were asked to complete a post-instructional survey. The post-instructional survey was similar to the pre-instructional survey. It asked learners to rate their motivational levels following the instruction. The survey also asked the learners to note any errors in the instruction, whether the instructions and the checklists were clear, what other resources would have been helpful in completing the lesson, and whether or not they had any additional comments.

After each one-on-one session, the comments that the learners made were reviewed and evaluated. Revisions were made to the instruction to eliminate typos, mistakes, and to improve clarity.

Debriefing:

In order to conclude each one-on-one session a posttest was given and debriefing questions were asked. Students created a hyperdoc following a series of checklists. We recorded the discussion with each learner as we asked the debriefing questions. The learners' comments were reviewed in order to effectively evaluate the instruction.

Each learner noted that the instruction was very well put together. The motivation levels of each learner to complete the materials also increased as the instruction was completed. Learner 1 recommended a few additions to make the instruction clearer. Since learner 1 teaches through the use of technology daily, it was no surprise that she had recommendations of how to make the instruction more effective.

4. Evaluation Procedures:

| | Learner 1 | Learner 2 | Learner 3 |
|---|--|----------------------------------|---|
| <i>Instruction prior to completing the hyperdoc lesson</i> | No prior instruction was given. | Basic information on Google Docs | Instruction on how to access the Hyperdoc for the lesson |
| <i>Amount of time needed to complete instruction</i> | 40 minutes | 15 minutes | 60 minutes (but struggle was with his content idea and not with the hyperdoc creation). |
| <i>Additional comments/explanations given to the learner during the instructional period</i> | No additional comments were given during the instructional period. | | |
| Debriefing questions and answers | | | |
| <i>What was your level of motivation to learn how to create a hyperdoc at the beginning of the session?</i> | 2 | 2 | 5 |
| <i>What was your level of motivation to learn how to create a hyperdoc at the end of the session?</i> | 3 | 4 | 5 |
| <i>Were the checklists detailed enough for you to successfully create your hyperdoc?</i> | yes | yes | yes |

| | | | |
|---|---|-----------|--|
| <p><i>Were any of the steps particularly unclear? If yes, which steps?</i></p> | <p>As I was completing my final hyperdoc I found an easier way to insert a table. Your instructions have you go to the insert tab. There is a table tab that is much more straightforward when working with table. Step 5 was also a little confusing. The written instructions (checklist) didn't match the picture. I think the picture was using a short cut and the checklist gave instructions using the insert tab.</p> | <p>NA</p> | <p>No</p> |
| <p><i>What other resources could have improved your learning experience?</i></p> | <p>It would have been nice to have an example copy of the All about Dogs hyperdoc to check as I was creating the document. It would have helped me to know exactly where to put all the information.</p> | <p>NA</p> | <p>None, it was very clear and well done</p> |
| <p><i>Did you notice any typos in the instruction?</i></p> | <p>No</p> | <p>No</p> | <p>No</p> |
| <p><i>Please state any other feedback or comments you have on the instructional material.</i></p> | <p>NA</p> | <p>NA</p> | <p>This was great. I will really try to use this in my teaching!</p> |

5. Evaluation Results:

| Posttest Checklist Results | | | |
|---|---|---|---|
| Objective | Learner 1 | Learner 2 | Learner 3 |
| | Checklist Results | Checklist Results | Checklist Results |
| 1- Type and format title 1.1- Type title 1.2- Select title 1.3- Select desired font 1.4- Select desired font size 1.5- Center title 1.6- Unselect title and press enter key | <input checked="" type="checkbox"/> The document has a title. <input checked="" type="checkbox"/> The title has been changed to desired font. <input checked="" type="checkbox"/> The title has been changed to desired font size. <input checked="" type="checkbox"/> The title is centered. | <input checked="" type="checkbox"/> The document has a title. <input checked="" type="checkbox"/> The title has been changed to desired font. <input checked="" type="checkbox"/> The title has been changed to desired font size. <input checked="" type="checkbox"/> The title is centered. | <input checked="" type="checkbox"/> The document has a title. <input checked="" type="checkbox"/> The title has been changed to desired font. <input checked="" type="checkbox"/> The title has been changed to desired font size. <input checked="" type="checkbox"/> The title is centered. |
| 2- Type and format task directions 2.1- Type task directions 2.2- Select task directions 2.3- Select desired font 2.4- Select desired font size 2.5- Center task directions 2.6- Unselect task directions and push enter | <input checked="" type="checkbox"/> The task directions are typed with no grammatical errors. <input checked="" type="checkbox"/> The task directions are the desired font. <input checked="" type="checkbox"/> The task directions are the desired font size. <input checked="" type="checkbox"/> The task directions are centered. | <input checked="" type="checkbox"/> The task directions are typed with no grammatical errors. <input checked="" type="checkbox"/> The task directions are the desired font. <input checked="" type="checkbox"/> The task directions are the desired font size. <input checked="" type="checkbox"/> The task directions are centered. | <input checked="" type="checkbox"/> The task directions are typed with no grammatical errors. <input checked="" type="checkbox"/> The task directions are the desired font. <input checked="" type="checkbox"/> The task directions are the desired font size. <input checked="" type="checkbox"/> The task directions are centered. |

| | | | |
|---|--|--|--|
| 3- Insert table | <input checked="" type="checkbox"/> There is a table inserted onto the Google Doc the appropriate number of columns and rows. | <input checked="" type="checkbox"/> There is a table inserted onto the Google Doc the appropriate number of columns and rows. | <input checked="" type="checkbox"/> There is a table inserted onto the Google Doc the appropriate number of columns and rows. |
| 3.1- Select Table-Insert Table 3.2- Drag mouse to select desired table size | | | |
| 4- Format table | <input checked="" type="checkbox"/> The columns are the desired width. <input checked="" type="checkbox"/> The rows are the desired heights. <input checked="" type="checkbox"/> There are 3 rows. <input checked="" type="checkbox"/> There are 3 columns. <input checked="" type="checkbox"/> A text font size and font type have been selected. | <input checked="" type="checkbox"/> The columns are the desired width. <input checked="" type="checkbox"/> The rows are the desired heights. <input checked="" type="checkbox"/> There are 3 rows. <input checked="" type="checkbox"/> There are 3 columns. <input checked="" type="checkbox"/> A text font size and font type have been selected. | <input checked="" type="checkbox"/> The columns are the desired width. <input checked="" type="checkbox"/> The rows are the desired heights. <input checked="" type="checkbox"/> There are 3 rows. <input checked="" type="checkbox"/> There are 3 columns. <input checked="" type="checkbox"/> A text font size and font type have been selected. |
| 4.1-Change columns to desired widths 4.2- Change rows to desired heights 4.3- Press tab key to add rows 4.4- Select Table to add columns 4.5- Edit text font and size | | | |
| 5- Insert hyperlinks | <input checked="" type="checkbox"/> Website links have been inserted. <input checked="" type="checkbox"/> When link is clicked on the viewer is taken to the correct website. <input checked="" type="checkbox"/> Add 2 working hyperlinks. | <input checked="" type="checkbox"/> Website links have been inserted. <input checked="" type="checkbox"/> When link is clicked on the viewer is taken to the correct website. <input checked="" type="checkbox"/> Add 2 working hyperlinks. | <input checked="" type="checkbox"/> Website links have been inserted. <input checked="" type="checkbox"/> When link is clicked on the viewer is taken to the correct website. <input checked="" type="checkbox"/> Add 2 working hyperlinks. |
| 5.1- Copy website link 5.2- Select insert link (Ctrl+K) 5.3- Paste link in link box 5.4- Type desired text for link in text box 5.5- Push apply 5.6- Repeat steps for additional links | | | |

| | | | |
|--|---|---|---|
| 6- Insert picture | <input checked="" type="checkbox"/> An image is inserted that relates to the hyperdoc content. <input checked="" type="checkbox"/> The image is the appropriate size for the hyperdoc. | <input checked="" type="checkbox"/> An image is inserted that relates to the hyperdoc content. <input checked="" type="checkbox"/> The image is the appropriate size for the hyperdoc. | <input checked="" type="checkbox"/> An image is inserted that relates to the hyperdoc content. <input checked="" type="checkbox"/> The image is the appropriate size for the hyperdoc. |
| 6.1- Click on desired location for picture 6.2- Select Insert-Image 6.3.1- Upload picture 6.3.2- Search for picture 6.4.1- Choose image to upload and open 6.4.2- Select picture 6.5- Drag corners of picture to resize | | | |

| Objective Analysis | | | | | | | |
|---------------------------|----------|----------|----------|----------|----------|----------|--------------------------|
| Objective | 1 | 2 | 3 | 4 | 5 | 6 | Objectives Passed |
| Learner 1 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Learner 2 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Learner 3 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Total Correct | 3 | 3 | 3 | 3 | 3 | 3 | |

1= correct answer.

Incorrect answers are left blank.

To pass an objective, all items in the objective must be correct.

6. Discussion of Results:

Each of the trial learners experienced little to no problems during the instruction and posttest. The 3 trial learners noted that the directions were very clear. They also appreciated the checklists, as they guided the learner through each objective. Each learner achieved the intended objectives with confidence and ease. The learners also noted that the material was aesthetically pleasing and easy to follow as they completed the lesson.

Overall, the instruction was very clear to our learners. All of the trial learners were educators, who are familiar with educational jargon. The instruction might not be as clear to a learner who is less familiar with educational jargon.

Learner 3 was very excited about learning a new method to use with his students. He is going to use the hyperdoc in his class. Learners 1, 2, and 3 achieved the intended objective of creating a hyperdoc to use in their classrooms that related to their content area.

Learner 1 gave suggestions on how to make the instruction clearer. She was able to complete the lesson accurately with the given instructions, but felt like a few additions might make learning clearer.

Learner 3 was very positive. Learners 1 and 2 were confident with the product they had made, but didn't seem as eager to implement it in their classrooms. Learner 3 struggled with finding links and content that he really liked which caused a little frustration. All three learners can see using their knowledge of creating hyperdocs in their future instructional practices.

7. Plans for Revision:

Overall, the learners performed very well on the instructional material. All the learners mentioned that the checklists were very clear and helpful in completing all aspects of the directions.

One inconsistency with our one-on-one was the time it took for each learner to complete the lesson. The main reason for this inconsistency was the learners coming into the lesson prepared with their own material to create their final document. We will revise our pre-instructional survey as well as, our initial instructions in order to make it clear that learners should begin the course prepared with a topic and at least 2 web links.

One of our trial learners mentioned that an example hyperdoc would have been nice to reference as she completed her instructional materials. We will add an example hyperdoc for the learners to reference as they complete their practice hyperdoc. We will close editing on the example hyperdoc so that the learners can reference it, but cannot edit it or copy information from the document.

The last revision we plan to make is on objective 3. Objective 3 instructs the learners to insert a table. One of the trial learners noted that there is an easier and more direct route to inserting a table than the directions provided in the instruction. After looking over the different ways to insert a table, we decided that there is an easier route and we will update our directions to follow that route.

8. Reflections:

Chaeli:

Before the one-on-one session, we edited our instructional materials to make them more clear and easy to follow. Since this instruction is intended to be given in an online forum, it was important that the directions were very clear.

Each of our trial learners had many similar opinions regarding hyperdocs. Their ability to use Google Docs prior to the trial session varied. These varied abilities affected the time it took for them to complete the instructional materials. All of our trial learners were able to complete the instruction accurately, and they left with a document they can use in their classrooms.

It was very encouraging to receive positive feedback because we put a lot of time into creating the instructional materials. Even though our feedback was generally positive, there was still room to improve. I almost think it would have been easier to make plans for revision if we had gotten some negative feedback.

Ashlena:

This part of the project was what we teachers do every day. I'm not used to evaluating every detail of a lesson, but I feel like, in some ways, I create mental evaluation reports in my head after teaching lessons in my classroom.

Taking apart each objective and analyzing how our trial learners performed was a little tedious, but very helpful in evaluating our instruction. After working on this project for so long, it was really great to receive positive feedback from all our trial learners. The positive feedback made all that hard work in planning this instruction worth the time and energy.

Tami:

A teacher's level of motivation towards Google Docs, in general, really played a role in his/her motivation to truly implement Hyperdocs and not to just do a favor by completing the hyperdoc lesson for our trial. The learner's motivation was often tied to time. Teachers are often pressed for time, due to grading, lesson planning, data analysis, and other teaching committees and responsibilities. So, they are less likely to do a self-directed and optional professional development option if it takes a lot of time. Learner 2 and 3 were expecting the lesson to take longer, even though they were informed it would take 30 minutes. Learner 3 took less than 30 minutes to complete the hyperdoc lesson because she was quite familiar with Google Docs and so she was

able to quickly understand the instructions. She also had a good idea of a topic she wanted to use the Google Doc for. It would be interesting to compare a current teacher with a student in a teacher education program to see if the time to complete the project is consistent or if current teachers are able to go faster because they better understand lesson design and instruction. It may also be interesting to see if current teachers are able to come up with ideas more quickly because they have current lessons they are working on.

I was quite pleased with how simple our instructions were received and followed. It was encouraging to get feedback that it was easy to follow and yet also allowed room for individuality and creativity for the teachers.