

Assignment 5: Formative Evaluation Plan

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Formative Evaluation Plan

Background

A print-based instructional lesson was developed as a self-paced lesson for faculty and staff seeking to learn how to create a professional portfolio. The lesson describes the procedures necessary for an adult learner to create a PDF portfolio. This print-based lesson should take no more than 30 minutes to follow and complete. Learners will be provided with sample content to create PDF portfolio. After successfully completing the lesson, learners should have developed a customized and organized PDF portfolio comprised of a multiple files assembled into an integrated PDF unit.

Purpose

The purpose of this assignment is to create a formative evaluation plan for the print-based instructional lesson on creating a PDF portfolio. This evaluation will focus on the one-to-one evaluation phase, and will include evaluations from a design expert, a subject matter expert, and three learners.

Method

Design. As stated above, the formative evaluation plan for the print-based instructional lesson will focus on the one-to-one evaluation phase. The subject matter expert and design expert will be contacted via email to partake in the evaluation process. Both experts will be e-mailed the instructional material and questions (Appendix E & F) A face-to-face meeting will be schedule with both experts to record their interview responses. The feedback provided by the experts will be typed onto a word document to be used as a reference in order to make any necessary changes to the instructional materials prior to the learners using the print-based instructional lesson. Three adult learners with different levels of software knowledge will be identified and contacted to

complete the instructional lesson in a designated computer lab during a scheduled time. Each learner will complete the self-paced lesson while instructional designer observes and records their performance (Appendix G). After each learner completes the print-based instructional lesson, they will fill out a lesson evaluation form (Appendix H) to provide feedback about their experience in creating a PDF portfolio.

Expert Review

Subjects. There will be a design expert and a subject matter expert utilized in the formative evaluation process. The subject matter expert will be an instructional designer that has been in the training and development field for over 7 years, the subject matter expert has training, instructional design experience, and is proficient in using a various softwares including the Adobe Acrobat 9 Pro software to create PDF portfolios for numerous purposes. The design expert is also an instructional designer with over 15 years' experience in training and design. The design expert is also familiar with a assortment of software including the Adobe Acrobat 9 Pro and is experienced in the instructional design process.

Instruments. Both experts will e-mailed a copy of the draft instructional materials along with the formative evaluation procedure outlined in the protocol (Appendix A) .Several open ended questions will be asked in a face-to-face interview to both expert reviewers (Appendix E & F). These questions will provide valuable feedback on overall quality and effectiveness of the instructional lesson.

Procedure. Prior to beginning the formative evaluation process, both experts where contacted by phone and asked to participate in reviewing the instructional materials for the PDF portfolio lesson. Then an e-mail will be sent to each expert with the instructional materials and the formative evaluation procedure outlined (Appendix A). Each expert will have one week to

review the lesson and then will have a face-to-face interview where they will provide feedback on the instructional materials. Each expert will be asked a set of questions (Appendix E & F), and each interview will be recorded in a Word document. Feedback provided by both experts will be used to make any necessary changes the instructional materials prior to the learner interacting with them.

First learner review

Subjects. The first learner is a novice user that has basic computer and software knowledge. This learner has used Microsoft Office and Outlook, but has never created anything using an intermediate or advanced software and has never used the Adobe Acrobat 9 software. In relation to the target audience, this learner would be considered a novice, who has little to no experience using new technologies. This learner will represent the below average user with the least amount of experience and comfort with technology compared to the target.

Instruments. A face-to-face interview will be conducted with the novice learner to acquire feedback on the instructional materials. While interacting with the activity, the observer will assess the learner's performance using the learner observation checklist (Appendix G). Upon completion of the assessment activity, the learner will be given the lesson evaluation form (Appendix H). The form will provide feedback on the learner's experience with the print-based instructional lesson and will demonstrate a reflection of the instructional materials impact on the learner. The assessment, evaluation and feedback will be used to measure the instructional materials' effectiveness.

Procedure. The learner will come to a computer lab at a scheduled time to complete the self-instructional lesson. The instructional designer will then state a disclosure about the formative evaluation procedure included in the learner review protocol (Appendix D). The learner will

complete the self-instructional lesson, including the final assessment activity, and the instructional designer will use the learner observation checklist (Appendix G) to assess the learner's performance. Upon completion of the final assessment activity, the learner will be asked to complete the lesson evaluation form (Appendix H).

Second learner review

Subjects. The second learner is an average experience with computers and softwares. This learner has heard of Adobe Acrobat 9, but has never created a PDF portfolio. In relation to the target audience, this learner would be an intermediate user, who has some experience using some softwares, but does use any advanced softwares. This learner represents those within the target audience that are comfortable with a computer and have some experience in using technologies and a few softwares.

Instruments. A face-to-face interview will be conducted with the intermediate learner to acquire feedback on the instructional materials. While interacting with the activity, the observer will assess the learner's performance using the learner observation checklist (Appendix G). Upon completion of the assessment activity, the learner will be given the lesson evaluation form (Appendix H). The form will provide feedback on the learner's experience with the print-based instructional lesson and will demonstrate a reflection of the instructional materials impact on the learner. The assessment, evaluation and feedback will be used to measure the instructional materials' effectiveness.

Procedure. The learner will come to a computer lab at a scheduled time to complete the self-instructional lesson. The instructional designer will then state a disclosure about the formative evaluation procedure included in the learner review protocol (Appendix D). The learner will complete the self-instructional lesson, including the final assessment activity, and the

instructional designer will use the learner observation checklist (Appendix G) to assess the learner's performance. Upon completion of the final assessment activity, the learner will be asked to complete the lesson evaluation form (Appendix H).

Third learner review

Subjects. The third learner uses the computer daily and is very familiar with a variety of softwares. This learner has used the Adobe Acrobat 9 software and has seen PDF portfolios created with the software, but the learner has never created a PDF portfolio with the software. In relation to the target audience, this learner would be considered an proficient user, with several years of experience using intermediate to advanced softwares and who frequently uses and learns new technologies.

Instruments. A face-to-face interview will be conducted with the advanced learner to acquire feedback on the instructional materials. While interacting with the activity, the observer will assess the learner's performance using the learner observation checklist (Appendix G). Upon completion of the assessment activity, the learner will be given the lesson evaluation form (Appendix H). The form will provide feedback on the learner's experience with the print-based instructional lesson and will demonstrate a reflection of the instructional materials impact on the learner. The assessment, evaluation and feedback will be used to measure the instructional materials' effectiveness.

Procedure. The learner will come to a computer lab at a scheduled time to complete the self-instructional lesson. The instructional designer will then state a disclosure about the formative evaluation procedure included in the learner review protocol (Appendix D). The learner will complete the self-instructional lesson, including the final assessment activity, and the instructional designer will use the learner observation checklist (Appendix G) to assess the

learner's performance. Upon completion of the final assessment activity, the learner will be asked to complete the lesson evaluation form (Appendix H).

Appendix A: Overall Plan

Appendix B: Design Expert Formative Evaluation Protocol

Appendix C: Subject Matter Expert Formative Evaluation Protocol

Appendix D: Learner Formative Evaluation Protocol

Appendix E: Design Expert Interview Questions

Appendix F: Subject Matter Expert Interview Questions

Appendix G: Learner Observation Checklist

Appendix H: Lesson Evaluation Form

Appendix I: Learner Survey

APPENDIX A: OVERALL PLAN

Phase	Evaluator	Date	Target	Instruments
Expert Reviews	Design expert	April 6, 2012	Goal & Objectives Assessment Instructional Strategy	Design Expert Interview Questions
	Subject matter expert	April 9, 2012	Goal & Objectives Assessment	Subject Matter Expert Interview Questions
One-to-One Evaluations	Novice Learner	April 11, 2012	Lesson Content Assessment	Learner Observation Checklist Lesson Evaluation Form
	Intermediate Learner	April 13, 2012	Lesson Content Assessment	Learner Observation Checklist Lesson Evaluation Form
	Expert Learner	April 16, 2012	Lesson Content Assessment	Learner Observation Checklist Lesson Evaluation Form

Appendix B: Design Expert Formative Evaluation Protocol

The design expert will read the script below via e-mail and will receive the instructional materials to be reviewed attached in the e-mail.

“Hello (name of design expert). Thank you for participating in the formative evaluation of this self-instructional lesson on how to create a PDF portfolio. The goal of this lesson is for an adult learner to create a PDF portfolio. Please review this instructional material prior to our meeting. The purpose of our meeting will be to provide me with feedback on your experience and the design of the lesson and the instructional materials, the meeting will be conducted in an interview format.”

The interview question responses will be recorded by the instructional designer. To conclude the interview, the instructional designer will say the following:

“(Name of design expert), thank you again for your participation in this formative evaluation process. Your feedback is valuable information that will help improve this lesson and the instructional materials. If you have any additional feedback, please feel free to email me at: sg204@nova.edu.”

Appendix C: Subject Matter Expert Formative Evaluation Protocol

The design expert will read the script below via e-mail and will receive the instructional materials to be reviewed attached in the e-mail.

“Hello (name of subject matter expert). Thank you for participating in the formative evaluation of this self-instructional lesson on how to create a PDF portfolio. The goal of this lesson is for an adult learner to create a PDF portfolio. Please review this instructional material prior to our meeting. The purpose of our meeting will be to provide me with feedback on your experience and the design of the lesson and the instructional materials, the meeting will be conducted in an interview format.”

The interview question responses will be recorded by the instructional designer. To conclude the interview, the instructional designer will say the following:

“(Name of subject matter expert), thank you again for your participation in this formative evaluation process. Your feedback is valuable information that will help improve this lesson and the instructional materials. If you have any additional feedback, please feel free to email me at: sg204@nova.edu.”

Appendix D: Learner Formative Evaluation Protocol

On the day of the interview, the instructional designer will use the following script to describe the evaluation process in the computer lab:

“(Name of learner), thank you for participating in the formative evaluation of this self-instructional lesson. You will be completing this lesson using only the printed instructions, the materials provided and the computer in front of you. I will be observing you performing each task and assessing your ability to complete each task with a checklist.”

At the conclusion of the activity, the instructional designer will provide the learner with the lesson evaluation form and state:

“(Name of learner), thank you for participating in the formative evaluation of the self-instructional lesson on creating a PDF portfolio. Your feedback and experience is appreciated, and it will be used to improve the instructional materials for this lesson. Please complete this lesson evaluation form.”

Appendix E: Design Expert Interview Questions

1. Are the objectives in the instructional materials appropriate for the target audience? If not, how should they be adjusted?
2. Does the instructional material identify the correct skills necessary to complete this lesson? If not, what skills could be added or should be removed?
3. Are the steps in the instructional materials arranged in a logical sequence? If not, how should they be arranged?
4. Is the instructional material appropriate for the target audience? If not, were the materials too easy or too difficult?
5. Are the images present in the instructional materials precise and adequate for learners to complete the lesson? If not, what images should be included or removed to enhance lesson?
6. Is the learner observation form appropriate for assessing the learner's performance of the lesson? If not, what type of assessment would you recommend to better assess the learning outcome?
7. What other comments, inquiries, or suggestions do you have in regards to the design or experience with the instructional materials?

Appendix F: Subject Matter Expert Interview Questions

1. Are the objectives in the instructional materials appropriate for the target audience? If not, how should they be adjusted?
2. Does the instructional material identify the correct skills necessary to complete this lesson? If not, what skills could be added or should be removed?
3. Are the steps in the instructional materials arranged in a logical sequence? If not, how should they be arranged?
4. Is the instructional material appropriate for the target audience? If not, were the materials too easy or too difficult?
5. Is the vocabulary used in the instructional materials easy to understand and follow? If not, what terms or wording should be modified?
6. Are the images present in the instructional materials precise and adequate for learners to complete the lesson? If not, what images should be included or removed to enhance lesson?
7. Is the learner observation form appropriate for assessing the learner's performance of the lesson? If not, what type of assessment would you recommend to better assess the learning outcome?
8. What other comments, inquiries, or suggestions do you have in regards to the design or experience with the instructional materials?

Appendix G: Learner Observation Checklist

Adobe Acrobat 9 PDF Portfolio Observer Checklist

This assessment will gauge a learner’s performance and is a checklist to be used by an observer. The observer will watch a learner as they follow the stepwise procedures necessary to assemble a PDF Portfolio utilizing the Adobe Acrobat 9 Pro software without any assistance from beginning to end. By checking the box in front of the statement, the observer acknowledges the step described was completed successfully without any assistance.

Learner:	
Observer:	
Date:	
Entry Skills	
<input type="checkbox"/>	Learner has logged in to computer, within 60 seconds
<input type="checkbox"/>	Learner located Adobe Acrobat 9 Pro program, within 30 seconds
Open Adobe Acrobat 9 Pro	
<input type="checkbox"/>	Learner has clicked on Adobe Acrobat 9 Pro icon to open program, within 30 seconds
Assemble a PDF Portfolio	
<input type="checkbox"/>	Learner has navigated to the sample files provided, within 90 seconds
<input type="checkbox"/>	Learner has navigated to sample files, within 90 seconds
<input type="checkbox"/>	Learner has added sample files to the PDF Portfolio, within 90 seconds
Customize properties	
<input type="checkbox"/>	Learner has selected a layout, within 90 seconds
<input type="checkbox"/>	Learner has added sample text to welcome page, within 90 seconds
<input type="checkbox"/>	Learner has selected a color scheme, within 90 seconds
<input type="checkbox"/>	Learner has selected columns with file details to display, within 90 seconds
Publish the PDF Portfolio	
<input type="checkbox"/>	Learner saves the document, within 30 seconds

After successfully completing the above assessment, the learner should have a PDF portfolio that contains multiple files assembled into an integrated PDF unit.

Appendix H: Lesson Evaluation Form

Directions: Please read each statement below and select the rating that best describes your experience with the instructional materials used for lesson. Please provide comments and suggestion of your experience with the lesson at the bottom.

	Disagree	Neither Agree nor Disagree	Agree
1. The instructional materials met the criteria of the learning objectives for this lesson.			
2. The written directions were clear and easy to understand.			
3. The images included in the instructional material were helpful in completing the lesson.			
4. The steps provided in the instructional material were presented in a logical order.			
5. The layout of the instructional materials was appealing to look at.			
6. The instruction provided was adequate to create a PDF portfolio.			
7. The instructional materials (the text/images) motivated me to complete the lesson.			
8. The lesson can be completed in thirty minutes or less.			
9. I feel confident that I could complete this lesson again using the instructional materials provided.			
10. I will use the instructional material provided to create another PDF portfolio.			

Comments regarding the instructional materials:
