# Instructional Unit 5

**The Formative Evaluation**

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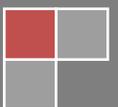
**IU 5:  The Formative Evaluation**

**Specific Goal:**

Myra Green Middle School teachers will be able to teach their students how to use Glogster to create rich media digital posters.

**Overview:**

After creating the rough draft materials, a formative evaluation was conducted in order to make any possible changes to complete an effective Glogster training.  The decision was based upon the data gathered from the formative evaluation.  Three steps were applied to evaluate this training. First, a Subject Matter Expert (SME) revised the draft materials and provided feedback to make the first modifications to the training. Then, one to one evaluation was taken place with a member of the intended audience, a teacher who completed the training.  Observations were done to review the teacher's performance with the training; after this, modifications were made. Finally, the revised training was handed to three members of the intended audience, in which they completed the training independently.  The three of them completed the small group evaluation, and their participation helped in making the final changes to complete an effective training.  The observations and reflections of the formative evaluation from these three stages are indicated below.

## Subject Matter Expert Review

1. **Introduction.**  The Subject Matter Expert who reviewed this training is a teacher from Progreso ISD who is currently pursuing her Masters in Educational Technology.  She is highly skilled in creating Glogs and has used and assigned Glogster for class projects. She is very familiar with this tool and understands the steps of creating a Glogster by using all of the interactive tools.  The Glogster training guide was shared with her via email.  She reviewed it independently.  Her responses and suggestions to the training were emailed back to me.

2. **Subject Matter Expert Review Summary.**  The following shows the SME's comments and my response for each of the major steps in the training.

| Steps | SME's Comments | My Response |
|---|---|---|
| **Step 1**<br>Log in to Glogster | I realized that your avatar comment: *"Throughout the training feel free to reference to the Diagram, which is a flow map guide of the steps."*<br><br>But I was not able to find the Diagram in the training guide, make sure you include the diagram. The rest of the step is very easy to follow, the screenshots help a lot. | The link to the Flow Map was not provided because I was planning to create a Draft of materials on Weebly, web-based training. I will post it to the training guide. |
| **Step 2**<br>Create a Glogster | This step is short and you have explained with enough details, learner should be able to complete it without problems. | Great! I'll leave it the way it is. |
| **Step 3**<br>Design your Glogster | Maybe a good idea to include also the steps to add graphics, text or images, just to make it clear to the learner.<br>Also, it may be good to scramble the answers in the quiz so that the answers are not in order. | I will consider adding the steps to add graphics, text and images. I didn't do that in the draft because I thought it was too repetitive. The steps are the same, but the only thing that changes is the object.<br>I will change the order of the answers for the quiz.<br>In fact I'm planning to use a web 2.0 tool to quiz during the training. |
| **Step 4**<br>Add a Video | I think that this step is very well explained, it helps a lot that you included the screenshots of the steps. | Great, hopefully teachers will be able to understand the steps. |
| **Step 5**<br>Add a Link | I suggest you reword the following direction: *"Click on any GRAPHIC placed in Click on any GRAPHIC placed in your Glogster and click EDIT"* It is confusing…<br>The rest of the step is great | Yes, it is true, I didn't notice that before but I will reword it. |
| **Step 6**<br>Save and Publish your Glogster | Very good instructions, I have nothing to add. | Thank You! I won't make modifications to that step. |

| Step 7 Share your Glogster | How are you going to check if they emailed their final Glogster to someone else? | Very good, I didn't think about that before.  I will be adding my school email so they can email it to me for evaluation.  I will be also e-mail their evaluation feedback back along with a certificate of completion. |
| --- | --- | --- |

3. **Synopsis.** Overall, the SME liked the training; she believes the training will be effective because of the provided illustrations and well explained steps.  She was pleased with the screen shots and suggested more of them with every single step.  However there are some minor grammar errors, which will be revised immediately. She made a good point; she suggests teachers should email link of the final Glogster for evaluation.

**Immediate Revisions:**

- Add the link of the flow map (Step 1)
- Make corrections to grammar errors (Step 5)

**Long-term Revisions and Considerations:**

- Consider adding more screen shots to follow steps in applying graphics, text and images (Step 3)
- Make this training web-based on Weebly to have the steps more structured.
- Add screen videos of the steps
- record the avatar's introduction to the training

## One to One Evaluation

1. **Introduction.**  The one to one evaluation was conducted with a Reading Specialist, who is also an English teacher at Myra Green Middle School.  The Glogster training was available to her after making modifications and corrections listed above. The training was given in PDF file along with printouts of the needed handouts and materials.  This evaluation was completed at the teacher's house, where we established a conversation to gather as much information from her performance to revise the training.

2. **One-to-one Evaluation Summary.** The Reading Specialist took the Glogster training independently which was completed in about 50 minutes. The table below contains her observations and my response to each of the steps of the training.

| Steps | Observations | My Response |
|---|---|---|
| **Step 1**<br>Log in to Glogster | Liked the avatar and thinks it was very practical. However, suggestions were made about adding a link to a short video that explains about Glogster or adding a sample of a finished digital poster to have a better idea of Glogster.<br><br>Suggested revising the Anticipation guide provided, to make the teachers feel more confident about this training.<br>For example, instead of having the column for YES and NO; you should have it for YES and NOT YET. And add another column for after the training. Something like this:<br><br>BEFORE    ------------    AFTER<br>Yes\|not yet\|Statement\|yes\|no | I will be adding a short video so teachers understand more about Glogster and the impact is making in education around the world.<br><br>I will definitely revise the Anticipation Guide by adding more columns with yes/not yet and before and after. Just the way she suggested. I'm really glad she paid attention to the Anticipation Guide format. It doesn't remind the learners they will acquire all of the steps. It also has to remind them they have to go over the anticipation guide again once they are done with the training. Good thing I can still make revisions. |
| **Step 2**<br>Create a Glogster | Was pleased with the explanation of the steps in starting a Glogster. The screenshots are very helpful. | No Changes |
| **Step 3**<br>Design your Glogster | Would like to know more about each of the tools provided in the magnet tool.<br>Suggested providing a rough explanation of each of the tools to have better understanding of their purposes. | Will be adding a screen shot illustration of the actual tool magnet and pointers (arrows) to explain each of these tools. |
| **Step 4**<br>Add a Video | Liked the fact there was a YouTube link on the training guide, to access the page faster and with no difficulties. | No Changes |

| Step 5<br>Add a Link | Again was pleased with screenshots and step procedures. | No Changes |
|---|---|---|
| Step 6<br>Save and Publish your Glogster | Was pleased with steps and screen shots with pointers.<br>Liked the motivating avatar by saying "Yay! You are almost there!" Good reminder of getting closer to the goal. | No Changes |
| Step 7<br>Share your Glogster | Suggested providing the link of the final actual Glogster created for this training.<br> It will help the teachers in understanding the expectations. | Will be adding the link to this actual Glogster created specifically for the training guide. I agree it will help the learner see and understand the expectations of a finished Glogster. In fact I will be adding more examples of Glogsters done by students and other teachers. |

3. **Synopsis.** Overall, the Reading Specialist liked the training especially because it provides screen shots, links to the websites, links to the needed materials and the avatar. However, she strongly believes I should create a web based training guide before I continue with the following evaluation to have a better sense of organization. She also suggested giving a certificate of completion at the end of the training.

**Immediate Revisions:**

- Add a short video to introduce Glogster (Step 1)
- Revise the Anticipation Guide with a more motivating format (Step 1)
- Add a screen shot of the "magnet tools" by describing its purposes (Step 3)
- Add the link to the actual Glogster used in this training so learners can understand expectations (Step 7)
- Create the Glogster training guide via web based. Design it with Weebly, a web 2.0 tool to create free websites. (all steps)
- Provide a link on the last step to a certificate of completion to be printed out. (Step 7)

**Long-term Revisions and Considerations:**

- Add a link to the school email website so teachers can log in to their email and share their Glogster. (Step 7)
- Provide more examples of finished Glogsters so learners can get Ideas in creating theirs. (Step 1)

- Provide extra tutorials (website links or videos) at the end of this training in case they need extra help after the training. (Step 7)

## Small Group Evaluation

1. **Introduction.** The small group evaluation was conducted with 3 teachers from the intended audience. We planned to meet at the school library, but then we realized the school was closed due to summer vacations. We gathered at my house and each one of them brought their own personal laptop and a notebook for their own personal notes. A day before the training, they received an email with instructions on how to register to Glogster by obtaining a class account. The Glogster training was available web based, created with Weebly, after making changes suggested in the list above. All files of the handouts and materials were printed out ahead of time to be used during the training. These handouts and materials are the Anticipation Guide, the Flow Map, the Post Test Checklist, and the Questionnaire. They emailed me the link of their finished Glogster done during the training for evaluation. This training was done independently, since each one of them had access to a computer and internet. They read and followed instructions in the training guide.

2. **Small Group Evaluation Summary.** The entire training, including the evaluation and questionnaire, was completed in 45 minutes. The table below contains my observations done and my response to each of the steps during the training.

| Steps | My Observations | My Response |
|---|---|---|
| **Pre-Instructional activities** Start HERE | After providing the website link to open up the Glogster training, the learners knew right away where to start because the guide has the "Start Here" button. | No Changes |
| | They started watching the video provided to understand more about Glogster, but then they started talking among themselves about another topic. I had to redirect them to concentrate on the training. | I will have to email the link of the video along with the instructions of registering with Glogster. That way they will have more time for the training. |
| | They started listening to the avatar and they understood the directions. Only one of them had audio difficulties and wanted to borrow earphones, but she decided to skip that part. | I need to suggest using earphones while taking the training. This suggestion should also be emailed to the learners before the actual training. |

| | They answered the Anticipation Guide fast and with no problems or questions. | No Changes |
|---|---|---|
| **Step 1**<br>Log in to Glogster | One of the learners was confused when the guide suggested using the Flow Map. She started looking through all the handouts and couldn't find the Flow Map. I realized the Flow Map didn't have a title; it only had my instructional goal of the training.<br>The other teachers were familiar with the Flow Map so found it right away.<br>Later I observed none of them were using the Flow Map, only the web-based training. | I have to revise the Flow Map to add the title as it refers it on the training guide "Flow Map".<br><br><br><br>It is fine, the Flow Map is provided for learners who need a printed guide. |
| **Step 2**<br>Create a Glogster | The three of them followed directions with no questions. They were working quietly. | No Changes |
| **Step 3**<br>Design your Glogster | Everything looked in place. Two of them were answering the questions to check their understanding about the steps. Only one of the learners wasn't answering the questions, until she noticed there were questions to be answered. She went back to all the steps and answered all of them. | She wasn't answering questions because she didn't realize there were assessment questions. I will be adding indicators or animations so won't miss the questions. |
| **Step 4**<br>Add a Video | The three of the learners continued following instructions. On this step one of them wasn't sure if she could click where it said "Click HERE to access the YouTube website"; because she was afraid she might lose the Glogster training web page. So she asked the other teachers about it and then clicked on it. | I designed the training with links to other webpages (Glogster, YouTube, and Google) for faster access. All of these pages will open in a new window so they can continue working on the training without losing the web page.<br>No Changes |

| **Step 5**<br>Add a Link | They understood this step with no confusion. | No Changes |
|---|---|---|
| **Step 6**<br>Save and Publish your Glogster | They were able to save and publish their Glogster but for some reason edu.glogster.com did not show the option about clicking "finished" it would only showed "unfinished" for Glogster before saving it. | I need to check on the Glogster website, maybe their rules changed on saving finished and unfinished Glogster. |
| **Step 7**<br>Share your Glogster | After getting the link to their finished Glogster, they accessed the school email. Once they logged in they got confused because they didn't know who to send it to. | I forgot to add my school email address, so they could email me their finished Glogster for evaluation. I will fix that right away. |
| **Assessments** | This is where they answered the Post Test Checklist. They also went back to the Anticipation Guide and answered the "After" section. They were able to respond the Questionnaire in short answers.<br><br>They got very excited after I printed out a small Certificate of Completion with their names. | No Changes<br><br><br><br><br><br><br>I was able to print the Certificate of Completion with the provided link on the webpage right away. However, in the future I will only email this certificate after receiving the link of the finished Glogster to ensure they go through the training. |

4. **Synopsis.** The reaction of the small group evaluation was affirmative and very productive. The learners were very enthusiastic creating their own digital poster on Glogster. After the training, I asked some questions about the training guide to make more revisions. They said they liked it and enjoyed learning something new. While we were having the conversation, one of them was independently creating a personal Glogster. They answered the Questionnaire in which they said they will incorporate Glogster in their classroom projects. One of the learners suggested printing the whole training step by step (not the Flow Map) because she thinks they'll be some veteran teachers who are afraid of using everything web-based. I will take that in consideration. Even though the small group evaluation took more than 30 minutes, I was glad the training went smooth.

**Immediate Revisions:**

- When emailing the instructions on how to register with Glogster; I need to include instructions to watch a short video to get familiar with Glogster and use earphones while taking the training (Pre-instructional Activity)
- Make sure titles from the materials/files match with the link buttons so learners don't get confused (Step 1)
- Add indicators or animated clipart where the assessment questions are located, so the learner won't miss them. (All Steps)
- Will check on edu.glogster.com about saving "finished" and "unfinished" Glogsters. (Step 6)
- Provide my school email address so teachers can email me the link to their finished Glogster for evaluation and in return they will receive their Certificate of Completion. (Step 7)

**Long-term Revisions and Considerations:**

- Print out all Glogster training steps to have tutorial guides in a hard copy format (All steps)
- Add more Glogster samples and classroom ideas for after the training.
- Add links and tutorial videos in case learner needs more assistance.
- Add a reference page to the web-based training.

## *Conclusion*

As the instructional designer, the formative evaluation (IU-5) was an essential phase which helped me create and polish a well-organized and efficient instructional training.  It's very interesting to see how many times designers have to make revisions and modifications in order to have an effective instructional training.  It requires be revising and revising until the instructional goal has being reached.  This instructional training was evaluated and revised three times; first by a Subject Matter Expert (SME), then by observing and conversing with a learner from the intended audience, and at last from observing a small group performance.  All of these different perspectives helped me to develop the instructional material and recognized the areas that needed improvement. Days after the group evaluation, I was asked by the school district central office to implement this instructional unit during the upcoming Raymondville ISD In-service.  I still have quite a few long term revisions to be resolved before carrying out this instructional unit in late August.

- Click HERE to access the Revised Draft Materials