

2012

# Design Document

**PROJECT 1**



## Creating Multimedia Interactive Posters with Glogster

### **IU 1: Learners, their environment and the Instructional Goal**

#### **Overview:**

As the Art teacher of Myra Green Middle School, my responsibility is to share creative ideas with the campus teachers to use in their bulletin boards and presentations. The problem is that many teachers assign posters and trifold for students' projects every six weeks and most of these students are considered low-income students. In order to create and decorate their posters they always stop by my classroom asking for poster supplies. Last year I incorporated one of the web 2.0 tools that facilitate creating online posters. I taught my art students on how to create and present with glogster. Glogster is a social network that allows users to create free interactive posters, or Glogs. A "Glog", short for "graphics blog", is an interactive multimedia image. It looks like a poster, but readers can interact with the content. With this tool teachers of Myra Green Middle School will be able to create and assign online digital interactive posters for their students' projects.

#### **Learning Environment:**

The training will take place at the school library which is equipped with 25 desktops, internet access and laser printer available. However, every teacher will be assigned to an individual laptop with broadband wireless internet access provided by the school. They will access the interactive poster online resource on [www.edu.glogster.com](http://www.edu.glogster.com). The instructional training will be conducted on the third school week after school during a mandatory faculty meeting. After this training, teachers should be able to incorporate this resource in their class instructions since all school classrooms are equipped with computers, internet access and digital projectors. Also, a written and video Glogster tutorial will be available in the school's website. A copy of this training will be accessible for future reference.

#### **The intended Audience:**

The target audience for this instructional training will be 38 Texas certified secondary teachers, 2 middle school librarians, and 3 middle school administrators; a total of 43 trainees. There are 6 Math teachers; 3 female and 3 males. There are 6 English Language Arts teachers; 4 females and 2 males. There are 3 Reading specialist teachers; 2 females and 1 male. There is 1 ESL teacher; a female. There are 6 Science teachers; 2 females and 4 males. There are 6 Social Studies teachers; 3 females and 3 males. Two teachers are assigned for every grade level; 2 for

6<sup>th</sup> grade, 2 for 7<sup>th</sup> grade and 2 for 8<sup>th</sup> grade. There are 10 Elective teachers; 4 females and 6 males. From all of Myra Green Middle School teachers four are Caucasian and 34 are Hispanics and their age ranges from 25 to 55. Both of the Librarians are Hispanic females. The Administrators are Hispanic females as well. Myra Green Middle School is an overwhelmingly Hispanic suburban school located in Raymondville, TX with 491 students. Many of these students are economically disadvantaged.

The teachers' classrooms are equipped with 3 desktops, 1 teacher laptop, and 25 class laptops with internet access (if requested), 1 a smart board, 1 digital projector and 1 document camera. All of these teachers are computer literate; they have the ability to operate a computer and to understand the language used in working with a specific program. Teachers must be able to use a computer, use the mouse and navigate the internet in order to take this training.



**Overarching Instructional Goal:**

Teachers of Myra Green Middle School will incorporate Glogster in their classroom assignments.

**Specific Goal:**

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

Upon completion of this training, teachers will be able to

- Open a class account on [edu.glogster.com](http://edu.glogster.com)
- Create an online multi-media poster
- Assign glogsters for students' projects
- Access their student's interactive posters to evaluate them
- Share students' glogsters on class wiki page

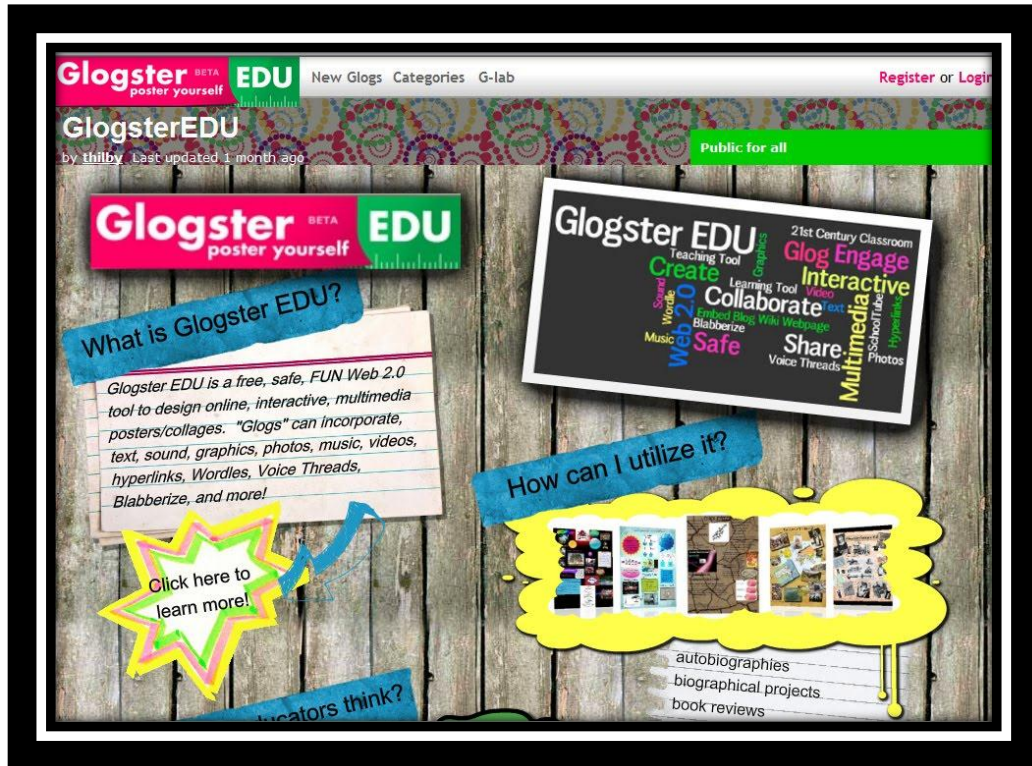
### **Explanation of Specific Goal to Selected Members of Target Audience:**

The specific goal of the proposed instructional unit was presented to two teachers, who are members of the intended target audience. They reacted very enthusiastic and excited about learning something new and think this will motivate students to participate in class. They had some concerns and raised questions such as:

1. How do we create a class account? How many students can we have per account? Class accounts are free and teachers get access to up to 50 students (but they can use the same account for each class period).
2. How do we get access to a step by step tutorial? There are several video and written tutorials online that I will provide after the training.
3. How long will this training take? The training will take approximately 30-40 minutes to complete.
4. Will the students have access to online sources to create the interactive online poster, such as YouTube? Yes, I already talked to the school administrators and district technicians, who said they will be giving access to students for educational purposes only.

### **Summary:**

This instructional unit is being designed for Myra Green Middle School teachers to provide students with an innovative way in creating posters for project assignments. For my experience, I incorporated glogster last year for my students' project assignments and it was a great success. Students enthusiastically collaborated by participating in teams and created excellent posters in which they presented later in class. Creating multimedia online posters will benefit the students who are considered low-income and can't afford to buy poster supplies for school projects. It will also benefit the teacher by evaluating project assignments online and posting them in their wiki class space.



## Resources

Glogster. (n.d.). In *Wikipedia*. Retrieved June 16, 2012, from

<http://en.wikipedia.org/wiki/Glogster>

computer literate. (n.d.) *The American Heritage® Dictionary of the English Language, Fourth*

*Edition*. (2003). Retrieved June 16 2012 from

<http://www.thefreedictionary.com/computer+literate>

Glogster EDU Logo courtesy of wikipedia.org

Glogster Poster Image courtesy of wsfc.k12.nc.us

## IU 2: The Task Analysis and Instructional Objectives

### Introduction:

In this Instructional Unit-2, I'm analyzing my task to ensure I eliminate the performance gaps and achieve organizational performance goals ("42 design square," 2010). By creating a task analysis and instructional objectives, I will be able to train teachers on creating multimedia interactive posters with the web 2.0 tool; Glogster. According to Daccord (2012), Glogster's flexibility with multimedia helps foster student creativity and skills, and provides a platform for building collaborative and visually powerful presentations.

In my instructional unit 2 there is the statement of the specific goal, a first level analysis, the domain of learning goal and an in-depth analysis which includes a flowchart that outlines the basic process for creating a Glogster.

### Specific Goal:

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

### First-Level Task Analysis:

- Before this training is presented, teachers will be advised via email to open an account and register as a teacher on [edu.glogster.com](http://edu.glogster.com) to create a class account.

The following steps outline the basic process for creating a Glogster

- Step 1: Log in to Glogster website
- Step 2: Create a Glogster
- Step 3: Design the interactive poster
- Step 4: Add a video to the poster
- Step 5: Add a link to the poster to direct to another website
- Step 6: Save and publish finished Glogster
- Step 7: Share Glogster by obtaining the link



### In-Depth Task Analysis:

On the last page of this document a flowchart shows the main tasks and subordinate skills needed to create a Glogster.

### **Domain of Learning Goal:**

In this instructional unit, the learner will use two types of intellectual skills described in the intellectual domain by Gagnes; concrete concepts and applying rules (Dick, Carey, & Carey, 2004). The learner will need to acquire concrete concepts and follow the procedures to create a Glogster (such as adding a background wall, typing text, adding graphics, retrieving a video to post, creating links, etc.). The learner will be applying rules to make decisions (such as deciding what relevant video and webpage to present in their Glogster). Also, if certain glitches are met when following procedures, the learner has to review the steps before proceeding to the next one. The learners will be assessed by evaluating the performance of the steps taken to create an online multimedia poster.

### **Summary of Peer Review:**

My task analysis was reviewed for clarity by Ezri, an elementary teacher who is very familiar with Glogster. Ezri really liked the flow chart; he said it was done in an orderly fashion, very clear and precise. He liked the steps and directions about reviewing steps in case there were any complications. He said any person who is reading the flow chart should be able to follow it with no problem. He only suggested adding one more arrow to follow the entry skills to the first step.

### **Summary**

In my instructional unit 2, I worked on a task analysis and instructional objectives. I created a first level analysis. My instructional goal was categorized in one of the four learning domains. I created an in-depth analysis along with a flowchart to outline the main steps for creating a Glogster. In the next instructional unit, 3, I will be creating the performance objectives and the assessment for the learners.

### **Resources:**

Daccord, T. (2012). *Online posters*. Chestnut Hill, MA: ETT: Teaching History with

Techonology. Retrieved from <http://thwt.org/index.php/presentations-multimedia/posters>

Dick, W., Carey, L., & Carey, J. O. (2004). *The systematic design of instruction* (6th ed.). New

York: Longman.

42 design square. (2010). Retrieved from <http://www.42designsquare.com/instructional-design/task-analysis-consulting/>

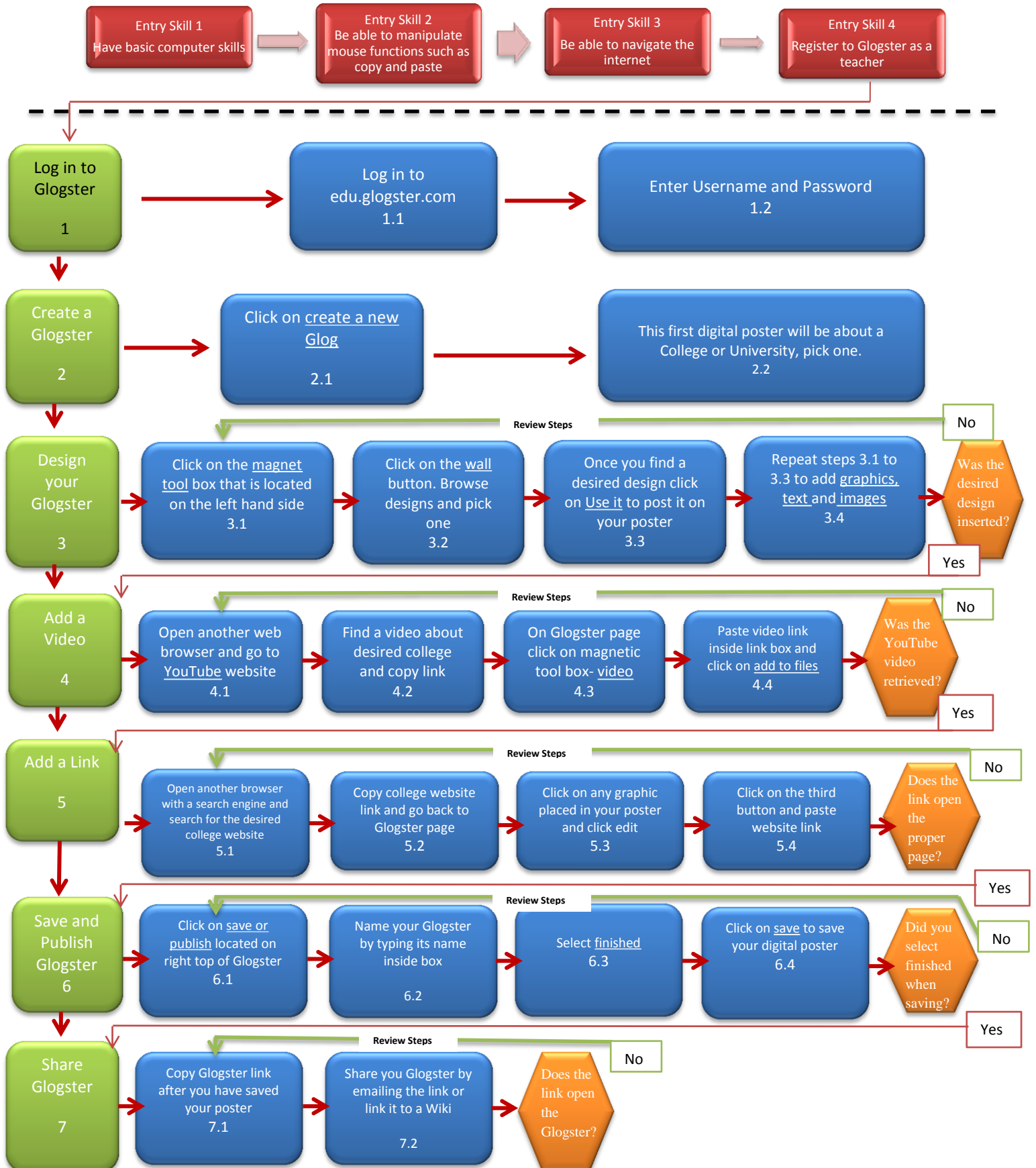
Images courtesy of DOI: edu.glogster.com





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

The following steps outline the basic process for creating a Glogster



## IU 3: Performance, Objectives and Assessments

### Overview:

Myra Green Middle School teachers will be able to teach their students how to use Glogster to create rich media digital posters. In this instructional unit 3, I have listed the major steps with performance objectives in which 6<sup>th</sup> to 8<sup>th</sup> grade teachers will have to follow in order to complete the training. There are seven performance objectives along with its assessments. Variations of assessments are included in this instructional unit to evaluate the learner's ability to carry out the task in order to accomplish the objective. These assessments layouts are multiple choice questions, numbering items in order questions, and true or false questions. There is a posttest rubric that will be used at the end of this instructional unit to evaluate the final product (a finished Glogster) and check if the learner has achieved the instructional goal.

### Goal Statement:

Using Glogster (CN), Myra Green Middle School teachers will be able to teach their students how to create rich media digital posters (B) that incorporate at least five of the eight available media tools.

## Project IU3 - Performance Objectives and Assessments

*CN = Condition B = Behavior CR = Criteria*

Instructional Goal	Instructional Goal with Performance Context	Assessment
<p><b>Goal:</b> Myra Green Middle School teachers will be able to teach their students how to use Glogster to create rich media digital posters.</p>	<p>Using Glogster (CN), Myra Green Middle School teachers will be able to teach their students how to create rich media digital posters (B) that incorporate at least five of the eight available media tools.</p>	<p>The assessment will be a final product of an interactive multimedia poster created with Glogster.</p> <p>A posttest rubric bellow will be used to assess the mastery of the instructional goal.</p>

Steps in Instructional Goal	Performance Objectives	Assessment
<p><b>I. The classroom teacher will log in to Glogster website.</b></p>	<p>After opening Glogster homepage website (CN), the classroom teachers will log in to their accounts by entering their nicknames and passwords (B) without assistance and with no errors (CR).</p>	<p>After you have opened Glogster login page, what do you need to do in order to log in?</p> <ul style="list-style-type: none"> <li>A. Type in nickname in the respective box</li> <li>B. Type in the password in the respective box</li> <li>C. Click on “Log In”</li> <li>D. A and B are correct</li> <li>E. Only C is correct</li> <li>F. <b><u>A, B and C are correct</u></b></li> </ul>
<p><b>II. The classroom teacher will create a Glogster</b></p>	<p>After signing in and being on the dashboard page (CN), the classroom teachers will create a new Glogster (B) without assistance (CR).</p>	<p><b>True</b> or False. After you log in you need to click on “Create New Glog” in order to start creating a new Glogster.</p>
<p><b>III. The classroom teacher will design the interactive poster</b></p>	<p>Using the Glogster magnet tool box (CN), the classroom teachers will design the digital poster (B), without errors (CR).</p>	<p>What are the steps in order to add graphics? Please label answers in order starting with 1 to 4.</p> <p>___ a) On the magnet tool click on “graphics”</p> <p>___ b) select desired graphic by clicking on it</p> <p>___ c) Click on “use it!” box</p> <p>___ d) Close magnet tool box and position graphic to design poster</p> <p><b>Answers:</b></p>

		<p>a)1, b) 2, c)3, d)4</p>
<p><b>IV. The classroom teacher will add a video to the poster</b></p>	<p>Using the Glogster’s multimedia tools (CN), the classroom teachers will insert a video (B), without errors (CR).</p>	<p>Where do you click on the magnet tool in order to insert a YouTube video?</p> <ul style="list-style-type: none"> <li>a) Click on “Video”, then on “Upload” button</li> <li>b) <b><u>Click on “Video”, then on “Link” button</u></b></li> <li>c) Click on “Video”, then on “Grab” button</li> </ul> <p><b>True</b> or False. You must have the YouTube video link already copied in order to paste it in the “Link” box.</p>
<p><b>V. The classroom teacher will add a link to the poster to direct to another website</b></p>	<p>Using the Glogster’s multimedia tools (CN), the classroom teachers will insert a link to direct to another website (B), without errors (CR).</p>	<p>All of these are steps in inserting a link to another website on the interactive poster, <i>except</i>?</p> <ul style="list-style-type: none"> <li>a) Place your mouse on any graphic or text already displayed on the poster and click “Edit”</li> <li>b) Click on the button that has a chain graphic and says “Add link”</li> <li>c) Right click mouse and paste link inside “link” box</li> <li>d) Type “Add link” inside box</li> </ul>

		<p>e) Click “Apply”</p> <p><b>Answer: D</b></p>
<p><b>VI. The classroom teacher will save and publish finished Glogster</b></p>	<p>After creating a Glogster (CN), the classroom teachers will save and publish the multimedia poster (B), with no errors and without assistance (CR).</p>	<p>Number steps to save and publish a Glogster in order starting from 1 to 4.</p> <p>___ Click on “Save or Publish”</p> <p>___ Select “Finished”</p> <p>___ Type in name of Glog in the respective box</p> <p>___ Click on “Save”</p> <p><b>Answer: 1, 3, 2, 4</b></p>
<p><b>VII. The classroom teacher will share Glogster by obtaining the link</b></p>	<p>After this instructional unit (CN), the classroom teachers will share the multimedia poster (B) with no errors and without assistance.</p>	<p><b>True</b> or False. After saving and publishing your Glogster, a notice box will pop up saying “Your Glog has been published. What is next?” You can find the link to your Glogster in the same box and copy it to share it with others.</p>

### Post Test Rubric:

The following rubric will be utilized to score the finished product; the interactive poster created with Glogster.

Overall Task	Skill Performed	Points Possible	Actual Score
1. Log in to Glogster website	Created a teacher account before this instructional unit and was able to log in by using a nickname and a password on edu.glogster.com login page.	10	
2. Design Poster	Interactive poster displays creativeness with designs such as graphics, texts or images.	10	
3. Add a video	A YouTube video was inserted on the interactive poster and it plays properly.	20	
4. Insert a link to another website	A link to a desired website was inserted on a graphic or text and works properly.	15	
5. Save and Publish Glogster	Glogster has a title and it was selected as finished. It has been saved and published.	15	
6. Share Glogster with others	Link was obtained and copied by right clicking mouse to paste it and share it.	30	
<b>TOTAL</b>		<b>100</b>	

### Summary:

In this Instructional Unit 3, I have developed performance objectives and assessments to determine if my instructional goal has been achieved by the learners. After this instructional

training, the learners (classroom teachers) should be able to log in to Glogster website, create a Glogster by designing with text and graphics, adding a video, adding a link to a different website, saving the interactive poster, and sharing it with others. All the performance objectives are listed along with its assessments to evaluate the mastery of the task. A posttest rubric is included to assess the final product, a finished Glogster, as part of the instructional goal assessment. In the next instructional unit, IU-4, I will be developing an instructional strategy for getting intended audience to master performance objectives I have created. I will also select a media that is appropriate to implement the strategies and activities mentioned in my instructional units.

## IU 4: The Instructional Strategy

### 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:

This instructional unit was created in order to train Myra Green Middle school teachers in creating multimedia digital posters with Glogster to incorporate them in their classroom assignments. The training that is being developed will serve as a resource to communicate and identify steps in creating rich media posters with Glogster. This section of the instructional unit consists of the following sections:

- An explanation of the instructional strategies selected.
- A description of the media selection and delivery mode.
- First draft of the instructional materials.

### Instructional Strategies:

Below is a description of the overall instructional strategies used in this Instructional Unit 4.

#### Pre-instructional activities

A brief narrated video clip using blabberize will be used to introduce the unit to the classroom teachers. Blabberize is a tool to create a talking avatar. The avatar will be a professional female teacher whose name is “Monique”. She is the Glogster training guide who will introduce the learners the purpose and instructional goal of the training. The learner will get engaged in this unit by listening to the avatar and will understand the importance of completing this training. Appendix I, which is located at the end of this unit, holds Monique’s script.

Myra Green Middle School teachers will complete an anticipation guide. An anticipation guide is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic ("Reading rockets," 2012). It consists of 10 short questions which the campus classroom teachers will answer with a check mark if agreed with the statement. The first three questions apply to entry level skills, which are pre-perquisites to take this training. This anticipation guide will be referenced also as a check list to make sure they learn the objectives. It will be checked at the beginning of the training and at the end of the instructional unit to notice growth as a result of the instructional unit. The anticipation guide can be found in Appendix II



### **Content Presentation**

All auxiliary materials for this unit, including the training guide found in [Appendix III](#), will be delivered electronically to campus administrators and teachers. The training guide will be created on Weebly which will be linked to the campus' intranet website. Weebly is an online, free, widget-based Web site creator ("Weebly," 2012). The training guide will link all supplemental media such as talking avatar, anticipation guide, screencast, and diagram. All of these will also be provided in PDF format file to give access electronically and print it if necessary at any time. Screenshots will be provided on the training guide to demonstrate step by step procedures.

The training guide will consist of independent reading and application questions with feedback. The classroom teachers will be able to self-assess their comprehension of the steps being followed. As they complete the training, the learner will refer to a printed copy of the Task Analysis Diagram, to see the steps to be followed in the unit.

The Task Analysis Diagram can be found in [Appendix IV](#)

Each individual teacher will create a multimedia poster on Glogster (about a college or university) within a 30 minute time frame after completing the training guide. They will share the link of their poster for assessment. After completing this training, they will apply the skills learned in this unit to teach their students on how to create rich media digital posters. This training will be completed independently.

### **Learner Participation**

After answering the anticipation guide embedded in the training guided, the classroom teachers will participate on a hands-on process throughout the training. They will be listening to the talking avatar, follow the steps and answer questions to assess themselves. As they participate, they will reference to the anticipation guide to use it as a check list in achieving the goals. They will observe the screenshots to understand steps. They will see screen video capture clips to imitate steps. The training guide will have application questions with answers about the steps so the learner can have feedback and feel more confident in learning the skills. After the training guide is completed, they will create an interactive digital poster on Glogster website to apply the skills learned during this training.

### **Assessment**

The following are the pre-requisites needed in order to start this training:

- ✓ Have basic computer skills

- ✓ Be able to manipulate the mouse functions
- ✓ Be able to navigate the internet
- ✓ Register to Glogster as a teacher

These entry-level skills will be assessed in the Pre-instructional stage of this instructional unit by completing the anticipation guide. If the classroom teachers confirm they don't relate to these entry-level skills, they must stop with this training and make sure they fulfill the pre-requisites on their own time before continuing with the training. Once they have achieved the entry-level skills, they can access the training material which will be available as a web-based tutorial along with all the auxiliary materials.

Throughout the web-based training guide, the learner will have opportunities for self-assessment by answering questions throughout the material to test the content read in that section. These are multiple choice, numbering items in order and true and false questions. These questions will also provide feedback with the correct answer.

The final assignment of this unit is to create independently a digital poster in Glogster to apply the skills learned throughout the training. The learner may check their understanding with provided Task Analysis Diagram. The Task Analysis Diagram will ensure all steps are being followed and understood. After completion of the digital poster, the learner will share their digital poster by emailing link to the campus administrators. They will refer back to the anticipation guide and complete it to measure growth. The learner will be evaluated with the Post Test Checklist to ensure all objectives have been covered in their finished digital poster. Post Test Checklist can be found in [Appendix V](#).

Before getting their certification of completion of this training, the classroom teachers will answer a 10 question Post Test Questionnaire. This survey is to confirm the effectiveness of this training and to check the learners' enthusiasm and mastery towards the new attained skills.

### **Follow through Activities**

#### **Media and Delivery Mode**

The training material will be available as a web-based tutorial, which will be accessible through the campus' intranet. This training must be completed independently. The following supplementary media have been chosen to better achieve the goal.

- 1. Talking Avatar:** This audio media tool will be the guide throughout the training. It will introduce the training and the importance of completing it. It will catch the learner's attention by explaining the steps in creating a Glogster. Every script will be written down next to the avatar with callouts in case the learner decides to read instead.

2. **Screencast Screenr:** In order to provide visual aids and demonstrate the exact steps in creating a poster in Glogster, screenshots and/or screen video captures will be provided. The screencast will be done with the web 2.0 tool Screenr. These screenshots and screen video captures will be embedded to the web-based training.
3. **Web based Intranet training guide:** By providing the training guide in a web based tutorial, will allow the learner to complete or review the training as many times as needed. All they would need is a computer and internet access; they will be able to explore this training at any time or any place.
4. **Task Analysis Diagram:** The learner will have a hard copy of a diagram which shows detailed steps and instructions in creating a digital poster in Glogster. This will be of assistance to more confident guided in following the training. In case they fall to follow a step during the training, this diagram will guide them so they don't feel lost. This will also help in the future as a memory aid.

### **First Draft of Instructional Materials**

The first draft of the Instructional Guide was developed in Microsoft Word and converted to a PDF file. The guide is accessible in [Appendix III](#).

### **Summary**

According to Daccord (2012), Glogster's flexibility with multimedia helps foster student creativity and skills, and provides a platform for building collaborative and visually powerful presentations.

This instructional unit was created in order to train Myra Green Middle school teachers in creating multimedia digital posters with Glogster to incorporate them in their classroom assignments. The instructional strategy demonstrates a variety of activities and an overall strategy to effectively achieve the instructional goal. In this instructional unit, training has being developed to serve as a resource to communicate and identify steps in creating rich media posters with Glogster. Instructional Unit 4 consists of an explanation of the instructional strategies selected, a description of the media selection and delivery mode and a first draft of the instructional materials and assessments.

A professional talking avatar named "Monique" will get the learners' attention by introducing and guiding them through the learning process in a web-based training guide. The learner will read steps through the training guide and see examples with screenshots or screen capture videos. They will assess their understanding and skills by answering applied questions with feedbacks. They will apply the skills acquired in 30 minutes by creating a rich media digital poster in

Glogster. They will be evaluated with a Post Test Checklist to assess the achievement of the goal.

## References

Daccord, T. (2012). *Online posters*. Chestnut Hill, MA: ETT: Teaching History with

Techonology. Retrieved from <http://thwt.org/index.php/presentations-multimedia/posters>

*Reading rockets*. (2012). Retrieved from [http://www.readingrockets.org/strategies/anticipation\\_guide/](http://www.readingrockets.org/strategies/anticipation_guide/)

*Weebly*. (2012, May 20). Retrieved from <http://en.wikipedia.org/wiki/Weebly>

## Appendix Contents

Appendix I - Script for Introduction

Appendix II - Anticipation Guide

Appendix III - Instructional Materials (Rough Draft)

Appendix IV - Task Analysis Diagram

Appendix V - Post Test Checklist

Appendix VI - Post Test Questionnaire

**Appendix I-** Script for introduction



Are you tired of assigning your students poster projects that after so much effort in gathering all the supplies and in creating them, they end up crumbled up in the trashcan after class? Have you asked yourself, how can I motivate my students in creating innovative poster projects that instead of throwing them away they'll end up talking about them and share them with the whole wide world?

Hi my name is Monique and I will show you how to create vibrant multimedia digital posters in a click of a mouse, well something like that! You can create awesome multimedia virtual posters with the use of Glogster. All you need is a computer, access to the website, have basic computer skills, your Glogster account and finish this training guide. It'll take you only 30 minutes to go through this training and you will be able to create a digital poster on your own.

Again, I'm Monique your Glogster guide! Follow my directions and you will be able to create fantastic digital posters. If you have any problems I will be here to assist you!

**Appendix II-** Anticipation Guide

Please read each statement and place a check mark you agree with *before* the training and *after* the training. \*Notice questions number 1, 2, and 3 are considered pre-requisites before beginning this training.

Before	After	Statement
		1. I have basic computer skills. I can use a computer. *
		2. I'm able to manipulate the mouse functions such as copy and paste. *
		3. I own a class account and know or have my username and password to login to Glogster. * <a href="http://www.edu.glogster.com">www.edu.glogster.com</a>
		4. I understand when they say Glogster might be referring to the website where you can create digital posters or to a multimedia digital poster itself.
		5. I understand I can access Glogster from anywhere; all I need is a computer and internet access.
		6. I know how to add graphics, pictures, and text to the digital poster in Glogster.
		7. I know how add a YouTube video to the digital poster in Glogster.
		8. I know how to link a website of interest to my Glogster.
		9. I know how to save and publish my digital poster in Glogster.
		10. I know how to share my digital posters with other people.

**Appendix III** - Instructional Materials (Rough Draft)

Click [HERE](#) to see the Instructional Material (Rough Draft)

***Appendix IV*** - Task Analysis Diagram

Click [HERE](#) to see the Task Analysis Diagram

***Appendix V*** - Post Test Checklist

Click [HERE](#) to see the Post Test Checklist

***Appendix VI*** - Post Test Questionnaire

Click [HERE](#) to see the Post Test Questionnaire

## 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
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<p><b>Step 1</b> Log in to Glogster</p>	<p>I realized that your avatar comment: <i>“Throughout the training feel free to reference to the Diagram, which is a flow map guide of the steps.”</i></p> <p>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.</p>	<p>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.</p>
<p><b>Step 2</b> Create a Glogster</p>	<p>This step is short and you have explained with enough details, learner should be able to complete it without problems.</p>	<p>Great! I’ll leave it the way it is.</p>
<p><b>Step 3</b> Design your Glogster</p>	<p>Maybe a good idea to include also the steps to add graphics, text or images, just to make it clear to the learner.</p> <p>Also, it may be good to scramble the answers in the quiz so that the answers are not in order.</p>	<p>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.</p> <p>I will change the order of the answers for the quiz.</p> <p>In fact I’m planning to use a web 2.0 tool to quiz during the training.</p>
<p><b>Step 4</b> Add a Video</p>	<p>I think that this step is very well explained, it helps a lot that you included the screenshots of the steps.</p>	<p>Great, hopefully teachers will be able to understand the steps.</p>
<p><b>Step 5</b> Add a Link</p>	<p>I suggest you reword the following direction: <i>“Click on any GRAPHIC placed in Click on any GRAPHIC placed in your Glogster and click EDIT”</i> It is confusing...      The rest of the step is great</p>	<p>Yes, it is true, I didn’t notice that before but I will reword it.</p>
<p><b>Step 6</b> Save and Publish your Glogster</p>	<p>Very good instructions, I have nothing to add.</p>	<p>Thank You! I won’t make modifications to that step.</p>
<p><b>Step 7</b> Share your Glogster</p>	<p>How are you going to check if they emailed their final Glogster to someone else?</p>	<p>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</p>

		also e-mail their evaluation feedback back along with a certificate of completion.
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- 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															
<p><b>Step 1</b> Log in to Glogster</p>	<p>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.</p> <p>Suggested revising the Anticipation guide provided, to make the teachers feel more confident about this training.          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:</p> <table border="1" data-bbox="586 915 980 1117"> <thead> <tr> <th colspan="2">BEFORE</th> <th>-----</th> <th colspan="2">AFTER</th> </tr> <tr> <th>Yes</th> <th>not yet</th> <th>Statement</th> <th>yes</th> <th>no</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	BEFORE		-----	AFTER		Yes	not yet	Statement	yes	no						<p>I will be adding a short video so teachers understand more about Glogster and the impact is making in education around the world.</p> <p>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.</p>
BEFORE		-----	AFTER														
Yes	not yet	Statement	yes	no													
<p><b>Step 2</b> Create a Glogster</p>	<p>Was pleased with the explanation of the steps in starting a Glogster. The screenshots are very helpful.</p>	<p>No Changes</p>															
<p><b>Step 3</b> Design your Glogster</p>	<p>Would like to know more about each of the tools provided in the magnet tool.          Suggested providing a rough explanation of each of the tools to have better understanding of their purposes.</p>	<p>Will be adding a screen shot illustration of the actual tool magnet and pointers (arrows) to explain each of these tools.</p>															
<p><b>Step 4</b> Add a Video</p>	<p>Liked the fact there was a YouTube link on the training guide, to access the page faster and with no difficulties.</p>	<p>No Changes</p>															
<p><b>Step 5</b> Add a Link</p>	<p>Again was pleased with screenshots and step procedures.</p>	<p>No Changes</p>															

<b>Step 6</b> Save and Publish your Glogster	Was pleased with steps and screen shots with pointers. Liked the motivating avatar by saying “Yay! You are almost there!” Good reminder of getting closer to the goal.	No Changes
<b>Step 7</b> Share your Glogster	Suggested providing the link of the final actual Glogster created for this training. 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
<p><b>Pre-Instructional activities</b>            Start HERE</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>They answered the Anticipation Guide fast and with no problems</p>	<p>No Changes</p> <p>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.</p> <p>I need to suggest using earphones while taking the training. This suggestion should also be emailed to the learners before the actual training.</p> <p>No Changes</p>

	or questions.	
<b>Step 1</b> Log in to Glogster	<p>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.</p> <p>The other teachers were familiar with the Flow Map so found it right away.</p> <p>Later I observed none of them were using the Flow Map, only the web-based training.</p>	<p>I have to revise the Flow Map to add the title as it refers it on the training guide "Flow Map".</p> <p>It is fine, the Flow Map is provided for learners who need a printed guide.</p>
<b>Step 2</b> Create a Glogster	<p>The three of them followed directions with no questions. They were working quietly.</p>	No Changes
<b>Step 3</b> Design your Glogster	<p>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.</p>	<p>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.</p>
<b>Step 4</b> Add a Video	<p>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.</p>	<p>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.</p> <p>No Changes</p>
<b>Step 5</b> Add a Link	<p>They understood this step with no confusion.</p>	No Changes

<p><b>Step 6</b>          Save and Publish your Glogster</p>	<p>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.</p>	<p>I need to check on the Glogster website, maybe their rules changed on saving finished and unfinished Glogster.</p>
<p><b>Step 7</b>          Share your Glogster</p>	<p>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.</p>	<p>I forgot to add my school email address, so they could email me their finished Glogster for evaluation. I will fix that right away.</p>
<p><b>Assessments</b></p>	<p>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.</p> <p>They got very excited after I printed out a small Certificate of Completion with their names.</p>	<p>No Changes</p> <p>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.</p>

- 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 Lesson Materials



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