

## SUMMATIVE EVALUATION

DARA K. CEPEDA-EDTC 6323

DECEMBER 2, 2012

### I. Purpose of the Evaluation Session

The purpose of the summative evaluation session was conducted to assess the effectiveness of Glogster instructional training. It also evaluates the usefulness quality of this tutorial in training Myra Green Middle School teachers on how to create and incorporate Glogsters in their classroom assignments. "Summative evaluations are conducted to make decisions about whether to maintain or adopt instruction". (Dick, Carey, Carey & et al, 2009)

This evaluated web-based instructional training, is located at <http://glogstertraining.weebly.com/>

### II. Evaluation Session User Profiles

Five teachers from Myra Green Middle School completed the evaluation session activities. These participants are Texas Certified teachers in different content areas. These teachers are:

- Two 6<sup>th</sup> and 7<sup>th</sup> grade ELAR (English Language Arts and Reading) teachers
- One 6<sup>th</sup> grade Math teacher
- One elective teacher (he teaches 8<sup>th</sup> grade Spanish) and
- One 6<sup>th</sup>- 8<sup>th</sup> Special-Ed teacher

Each of these evaluators was able to complete this summative evaluation session because they were prepared with the required entry skills for this training. For instance; they all have basic computer skills, they were able to manipulate the mouse functions and navigate the internet. They opened a Glogster account by following e-mail instructions before the actual evaluation session. Their teaching content area and grade levels differ in order to best adopt any necessary changes in the instruction. All participants are Hispanic teachers; 3 females and 2 males whose age range from 28 to 37.

- **Participant 1:** Elda Flores-ELAR 6<sup>th</sup> grade Teacher
- **Participant 2:** Ana Villegas-ELAR 7<sup>th</sup> grade Teacher
- **Participant 3:** Jaime Gonzales-Math 6<sup>th</sup> grade Teacher
- **Participant 4:** Alvaro Perales: Spanish 8<sup>th</sup> grade Teacher
- **Participant 5:** Vanessa Leyva: Special-Ed 6<sup>th</sup> -8<sup>th</sup> grade Teacher

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### III. Evaluation Session Location

Each participant was able to complete the instructional online training independently through a computer with internet access. They completed this training either at school grounds or at home.

### IV. Evaluation Methods

To assess the effectiveness of the instruction, the participants answered quizzes and questionnaires created with Google Forms and Polldaddy. The data was collected and analyzed to evaluate the results of the instructional unit. This helped decide whether to maintain instruction or make necessary revisions.

### V. Evaluation Results

- A. Below are the quizzes scores reported that were obtained from the instructional unit evaluation forms.

A detailed report is listed in [Appendix A](#).

Objectives	Success Rate	Number of Participants	Designer's Observation
<b>Objective 1:</b> Log in to Glogster website	75%	5	The correct answer for this question was "All of the Above" Some of the participants told me later that they did not finish reading the answer choices before selecting the right answer.
<b>Objective 2:</b> Create a Glogster	94%	5	Participants learned what button to click in order to create a Glogster
<b>Objective 3:</b> Design the interactive poster	80%	5	Most of them understood the step I designing the poster, but some of them

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			contacted me asking how they could add pictures because the training didn't explain that specific step
<b>Objective 4:</b> Add a video to the poster	90%	5	They understood this step and were able to add a video from YouTube
<b>Objective 5:</b> Add a link to the poster to direct to another website	43%	5	Participants informed me this question was confusing for they have to pick the "wrong" step in order to get the right answer. See <a href="#">Appendix A</a> for detailed report.
<b>Objective 6:</b> Save and publish finished Glogster	60%	5	Participants notified me that all the answer choices in this question are correct. I need to edit the answer choices.
<b>Objective 7:</b> Share Glogster by obtaining the link	100%	5	All participants were able to share their Glogster's link

**B.** Below are the results for the Glogster Training Questionnaire. This questionnaire was filled out after the instructional unit.

A detailed report is listed in [Appendix B](#)

<b>Objectives</b>	<b>Success Rate</b>	<b>No. of Participants</b>
Can visit Glogster by typing website address independently	99%	5
Knows Glogster Definition	100%	5
Can select a Video Media player	100%	5
Understands the pictures and images function	100%	5
Understands different ways of sharing digital poster with others	100%	5

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Understands the students' needs in using a digital poster	100%	5
Feels confident and capable in creating a Glogster on their own	98%	5
Feels confident in teaching and assigning Glogsters to students as projects	100%	5
Is planning to use Glogster more than once this school year	100%	5

C. After participants created their Glogster with the help of the instructional unit, they answered a Post Test Rubric to evaluate the tools applied to their Glogster.

- 5 out of 5 participants were able to add all the media/tools to their Glogster
- 2 out of 5 participants had some difficulties when adding a video and a picture.

For a detailed report of the Post Test Rubric see listed [Appendix C](#)

D. Participants were able to answer an Anticipation Guide; before and after the training for self-evaluation. After they finished the Glogster Training, 100% of the participants were able to achieve the instructional objectives.

A detailed report is listed on [Appendix D](#)

Objective	Success Rate	No. of Participants
I have basic computer skills. I can use a computer. *	100%	5
I'm able to manipulate the mouse functions such as copy and paste. *	100%	5
I own a class account with Glogster. I know my username and password to login to Glogster. * edu.glogster.com	100%	5
I understand when they say Glogster or Glog might be referring to the website where you can create digital posters or to a multimedia digital poster itself	100%	5
I understand I can access Glogster from anywhere; all I need is a computer and internet access	100%	5
I know how to add graphics, pictures, and text to the digital poster in Glogster.	100%	5
I know how add a YouTube video to the digital poster in Glogster.	100%	5

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I know how to link a website of interest to my Glogster.	100%	5
I know how to save and publish my digital poster in Glogster.	100%	5
I know how to share my digital posters with other people.	100%	5

### General Comments:

- “I felt confident while making my Glogster by following the step by step tutorial”- Mrs. Flores
- “I liked the Avatar because it kept me focused on the assignment”-Mr. Perales
- “I felt confused when trying to upload pictures; I think you need to add a more detailed example or explanation of that particular step. For example; I didn’t know you had to have the image saved in your computer in order to upload it to the Glogster.”-Ms. Villegas
- “The training guide video at the front page did help me in understanding on how to get familiar with the Glogster online training”- Mr. Gonzales
- “I did feel lost after submitting the Questionnaire and the Post Test, there was no button to return to my previous page” - Ms. Leyva
- “I really liked the videos on the FrontPage”- Mrs. Flores
- “I liked the different Glogster samples shown in the tutorial. The Help page will be of great use if we get to forget the steps on creating a Glogster” – Ms. Villegas
- “Some quiz questions were confusing, to be honest I was guessing the answer on some of them” – Mr. Perales

### **VI. Reaction to Evaluation Results**

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 more than one time. All of these different perspectives helped me to develop the instructional material and recognized the areas that needed improvement.

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The questionnaires and learner's evaluations made me realize of mistakes that could affect the entire instructional unit. Having teachers with different teaching content areas and grade levels helped me as a designer to understand their different point of view. Even though all of the participants are computer literate, some needed more visual aids or better interpretations of the steps.

The following descriptions and reactions have been adopted from Mayer's Principles for the design of Multimedia Learning ("DesignerElearning," 2005).

### **Principles for managing essential processing**

- **Segmenting principle: People learn better when a multimedia lesson is presented in learner-paced segments rather than as a continuous unit.**
  - "I felt confident while making my Glogster by following the step by step tutorial"- Mrs. Flores
  - The instructional unit was designed with multimedia tools such as embed videos, animated avatar, and links to other websites, embed Glogsters, embed questionnaires, interactive self-evaluations and step by step screen shots. Each section is divided by steps, every step is provided in separated web pages so it can be learner-paced segments. They can always go back and forth to any desired page, illustration or steps.
  
- **Pre-training principle: People learn better from a multimedia lesson when they know the names and characteristics of the main concepts.**
  - "The training guide video at the front page did help me in understanding on how to get familiar with the Glogster online training"- Mr. Gonzales
  - "I really liked the videos on the FrontPage"- Mrs. Flores
  - The FrontPage was designed to introduce the web 2.0 tool; Glogster and explain the objectives. All of these were done through videos and a talking avatar. For example; the avatar defined Glogster and introduced the objectives to the learner. A video was created to show a tour through the Glogster Training instructional unit so learners could feel confident and could get familiar with it.
  
- **Modality principle: People learn better from animation and narration than from animation and on-screen text.**

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- “I liked the Avatar because it kept me focused on the assignment”-Mr. Perales
- The instructional unit avatar was recorded with my voice narrating definitions, goals and expectations.

### **Principles for reducing extraneous processing**

- **Coherence principle:** People learn better when extraneous words, pictures, and sounds are excluded rather than included.
  - Step by step Screen shots were created. Pages were designed simple without distracting pictures, music or unnecessary clipart animation
- **Redundancy principle:** People learn better from animation and narration than from animation, narration, and on on-screen text.
  - The animation added to the instructional unit was only to get the attention whenever the learner needed to take a self-evaluation quiz.
- **Signaling principle:** People learn better when the words include cues about the organization of the presentation.
  - All steps in the instructional unit are divided into different pages. Every page is labeled with buttons names to easily navigate from one step to the next one.
- **Spatial contiguity principle:** People learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
  - All screenshots are in the same step pages, learners don't have to be directed to another website. The only links that are provided are the ones required to proceed to the following steps or to other website needed to complete steps.
- **Temporal contiguity principle:** People learn better when corresponding words and pictures are presented simultaneously rather than successively.
  - All illustrations/images and corresponding words are presented altogether to keep the learner focused on the main objective.

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### **Principles based on social cues**

- **Personalization principle: People learn better when the words are in conversational style rather than formal style.**
  - The instructional unit avatar, Monique, explains steps in a conversational style by asking questions, praising and motivating learner to finish the training.
  
- **Voice principle: People learn better when words are spoken in a standard-accented human voice than in a machine voice or foreign-accented human voice.**
  - In this instructional unit I avoided completely using a machine voice; instead I recorded narration with my voice.
  
- **Image principle: People do not necessarily learn better from a multimedia lesson when the speaker's image is added to the screen.**
  - I was tempted in adding my image to the screen but after I read the image principle, I decided not to do it. In the instructional unit the learner only hears my voice; can't see my image at all. This could be very distracting to the learner that they will lose focus to the training.

### **VII. Action Response and Revisions**

- "I felt confused when trying to upload pictures; I think you need to add a more detailed example or explanation of that particular step. For example; I didn't know you had to have the image saved in your computer in order to upload it to the Glogster."-Ms. Villegas  

I reviewed this step and understood the. I agree with this comment and I'm glad Ms. Villegas explained this confusion. After this finding, I have created and added a short video explaining how to add images to the Glogster.
  
- "I did feel lost after submitting the Questionnaire and the Post Test, there was no button to return to my previous page" - Ms. Leyva  

I checked the Questionnaire and Evaluation forms and I can see that after submitting these forms, the page looks empty so learners don't know what to do

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next after that. I added 2 buttons in each form; one at the top of the page and the other one at the end of the page. The button says “Return to PREVIOUS page”. Now I have to ask the participant to answer this Questionnaire one more time to see if this button will help with this manner.

- “Some quiz questions were confusing, to be honest I was guessing the answer on some of them” – Mr. Perales

I reviewed the questions and answer choices. To be honest, I’m surprised I didn’t catch these confusing questions and answer choices. I will revise them immediately before I use this training at the school district.

**VIII. Appendices** Please add appendices that include the detailed data and analysis comments for each objective.

**Appendix A- [Detailed Quizzes report](#)**

**Appendix B- [Glogster Training Questionnaire](#)**

Glogster Training Questionnaire											
File Edit View Insert Format Data Tools Form (5) Help All changes saved in Drive											
fx Yes, digital is the best way to go											
	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	Please write down Glogster website address?	In your own words explain what a Glogster is	When it comes to media tools in the poster, are you limited in adding only YouTube videos to a Glogster?	Why do you think is important to add links, graphics, texts, and pictures to a Glogster?	Once you finish and publish your Glogster, how can you share it with other people to view it?	How do you think your students will enjoy creating Glogsters?	Do you feel capable of creating more Glogsters on your own?	What website can you visit to review this tutorial guide?	How do you feel about teaching your students to use this tool in creating multimedia posters?	Are you planning to assign at least 1-3 class projects by using Glogsters instead of poster boards?
2	11/15/2012	<a href="http://glogstertraining.we">glogstertraining.we</a>	Opportunity for interactive learning fro all students.	NO	Add variety to classroom presentations to make it more interesting and detailed	email links, facebook, personal contact	They will be excited.	Yes	<a href="http://glogstertraining.we">glogstertraining.we</a>	Excited and anxious to create another one- a personal one.	Yes, cooperative learning- teamwork.
3	11/19/2012	<a href="http://edu.glogster.com">edu.glogster.com</a>	interactive digital website	no	To make it better and prettier, and also describe the person's qualities	emailing and linking it	they will enjoy interacting/digital to be more creative and express themselves	yes, in time	<a href="http://glogstertraining.we">glogstertraining.we</a>	good, with more practice	yes, in time
4	11/19/2012	<a href="http://www.edu.glogster.com">www.edu.glogster.com</a>	A glogster is a multi-media digital poster	no	It makes the poster fun!!	e-mail it	They will love it because it gives them the opportunity to add video, music, pictures, links everything they like about technology.	Yes :) will use it right away	<a href="http://glogstertraining.we">glogstertraining.we</a>	good	yes
5	11/20/2012	<a href="http://edu.glogster.com">edu.glogster.com</a>	A poster that you can create virtually	No, you can upload a video from your computer too	It makes the poster fun!!	you can share it by emailing the link or posting it on social media networks.	They will love it because it gives them the opportunity to add video, music, pictures, links everything they like about technology.	Yes :) will use it right away	<a href="http://glogstertraining.we">glogstertraining.we</a>	I am eager to start using it!!	Yes definitely !
6	11/21/2012	<a href="http://edu.glogster.com">edu.glogster.com</a>	a collage, poster site for students to create and express themselves.	No, you can add from different video website players	for creativity and to illustrate the project	copy link and email it	they will love it- It's fun!	Almost there :)	<a href="http://glogstertraining.we">glogstertraining.we</a>	I feel somehow capable of teaching my students on how to create a glogster	Yes, digital is the best way to go

\*Screenshots taken from forms <https://docs.google.com/spreadsheet>



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**Appendix D - [Anticipation Guide](#)**

	A	B	C	D	E	F	G	H	I	J	K
1	Timestamp	I have basic computer skills. I can use a computer.*	I'm able to manipulate the mouse functions such as copy and paste.*	I own a class account with Glogster. I know my username and password to login to Glogster.* edu.glogster.com	I understand when they say Glogster or Glog might be referring to the website where you can create digital posters or to a multimedia digital poster itself	I understand I can access Glogster from anywhere; all I need is a computer and internet access	I know how to add graphics, pictures, and text to the digital poster in Glogster.	I know how add a YouTube video to the digital poster in Glogster.	I know how to link a website of interest to my Glogster.	I know how to save and publish my digital poster in Glogster.	I know how to share my digital posters with other people.
2	11/15/2012	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
3	11/19/2012	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
4	11/19/2012	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
5	11/20/2012	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
6	11/21/2012	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

\*Screenshots taken from forms <https://docs.google.com/spreadsheet>

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