



edmodo

Capstone Project Part II Design Document

EDTC 6332.01
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<http://edmodo-training.weebly.com/>

Goal Analysis

Upon completion of Edmodo Training, five randomly selected teachers from Myra Green Middle School will successfully implement Edmodo in their classrooms. They will be able to create an Edmodo account, create class groups, post messages, upload assignments and create quizzes. The material will be learned in approximately 40 minutes through web-based curriculum instruction designed in a Weebly website.

Learner Analysis

Entry behaviors

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. This includes at least the basic abilities of:

- Use a computer
- Use the mouse and know their functionality
- Navigate the internet
- Download and upload files
- Open and saving documents
- Use searching engines successfully
- Search and play videos on YouTube

Prior knowledge of topic area

Edmodo is a social learning platform for teachers, students and parents. It is known as “the Facebook for schools” (Boyd, 2013). The majority of the teachers in Myra Green Middle School owns a Facebook account and knows the function of it. Edmodo is not Facebook, but it is very similar in regards to webpage template design and sharing information and documents through a social networking site.

Attitudes toward Content and Potential Delivery System

Teachers have expressed their enthusiasm in learning this Web 2.0 tool, especially because they are willing to incorporate innovative educational tools. They have heard about Edmodo before in other school conferences, but have not had the chance to explore it. Teachers have expressed optimism towards this educational tool for they know teenagers love to interact through social networking sites. Myra Green Middle School teachers have successfully completed in the past

other online instructional units. They are confident using web-based tutorials since they are designed to be self-paced instructions with a user-friendly environment.

Academic Motivation (ARCS)

Teachers are interested in learning this educational technology tool because they have read about nearby schools using this tool and have seen positive results as regards to student engagement, student participation, student collaboration, and student/parent communication. One of Myra Green Middle School goal is to improve student engagement in the class. They strongly believe this Web 2.0 tool will help close this gap.

Educational and Ability Levels

Teachers participating in this training have a minimal of a Bachelor's degree in education in their content area and hold a valid Texas teacher certificate. Some of these teachers hold a Master's degree.

General Learning Preferences

Half of teachers prefer face to face trainings because they can obtain immediate help and feedback from the instructor. They have taken online tutorials before and appreciate them only if they are self-paced trainings with a user friendly environment.

Attitudes toward the Training Organization

The majority of the teachers seem very positive towards the training organization. They are looking forward to completing this instructional unit and are planning to incorporate this technology tool in their classes. They have expressed they feel more comfortable when a colleague conducts trainings rather than out of campus coaches.

Group Characteristics

The target audience for this instructional training will be 35-40 Texas certified secondary teachers. All of these educators are currently teaching at Myra Green Middle School which is located in Raymondville, TX. The group consists of males and females ranging from the age of 25 to 55. The majority 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.

Learner Analysis Summary

Myra Green Middle School Teachers have attended online based trainings in the past. All teachers are Texas certified with a minimum of a Bachelor's degree. They have basic computer skills and are capable of learning to use computer programs. Most of the teachers are enthusiastic to gain the knowledge and skills needed to incorporate new innovative tools in the classroom anticipating student engagement.

Performance Context Analysis

Managerial Support

The campus and district administrators are very supportive of this training. They recognize teachers need to be capable in preparing students with 21st century skills. They agree Edmodo can make an impact in the classroom if the teachers do incorporate it. Campus administrators are thinking in making Edmodo Web 2.0 tool as a mandatory implementation for this upcoming school year. A scheduled Edmodo training has been set up for 2013-2014 Teacher In-service.

Physical Aspects of the Site

The Edmodo training will be delivered through web-based curriculum instruction designed in Weebly. This 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 fiber optic wireless internet access, provided by the school. This training will take place during Teacher In-service. After the initial face-to-face training, teachers will have access to the on-line tutorials which will be posted in the school's website for future orientation. They may access to it at any time and place as long as they have a computer with Internet connectivity.

Social Aspects of the Site

The teachers will complete training at the site location independently. This course is designed to be completed independently but participants will be encouraged to communicate amongst the each other in case they need help or guidance. There will be instructor and learner interaction to clarify any confusion that may arise during training.

Relevance of Skills to Workplace

Myra Green teachers are highly motivated to learn and implement Edmodo as a tool to enhance learning, participation and communication. Their goal is to improve student engagement inside and outside the classroom to keep them focused in their content area.

Summary

School administrators are very supportive with Edmodo training and understand the need in preparing teachers to use 21st century skills in order to enhance student engagement and learning. Teachers will have the opportunity to follow step-by-step online training along with their teacher colleagues. Interaction will be encouraged to guide and clarify any confusion during the training. Teachers feel highly motivated when they are given support and the tools necessary to learn new instruments to improve learning.

Learning Context Analysis

Compatibility of the Site with the Instructional Requirements

The site being used for the face-to-face training will take place at the school library which is equipped with 25 desktops, internet access. However, every participant will be using their teacher laptop with wireless fiber optic internet access. Library will provide headphones so teachers can watch the tutorial videos in the training. A wireless laser printer is also available in case the participants choose to print out the flow map feel more confident throughout the training.

Adaptability of Site to Simulate Workplace

The goal of this instructional unit is to guide teachers in getting started with Edmodo to encourage student engagement, collaboration, participation, and communication. Most of instructional tools used in this training are the same ones required to use with Edmodo; in and outside the workplace. The initial face-to-face training will be at the library which is equipped with wireless fiber optic internet and computers; the teacher has those tools available at their classroom or anywhere in the campus. They all have a laptop available for their instruction use; they can carry this laptop everywhere the campus and access to Edmodo.

Adaptability for Delivery Approaches

This training unit was designed to be taken at any time and any place as long there is a computer or a mobile device with internet access. If for any reason a participant doesn't feel comfortable at the initial face-to-face training, he/she can access to it later or at any time to complete training. Also this training and deliverables will be available through the school's website in case they need to review it again.

Learning-Site Constraints Affecting Design and Delivery

The only constraint that may affect the training at the learning-site would be if there is an unexpected network outage or light outage. However, that would only affect the scheduled initial face-to-face training, but it won't affect the design or the delivery of it. This training's design and delivery is through Internet. This instructional unit can be taken any day, anytime, anywhere, since it was designed to be a self-paced training.

Learner Context Analysis Summary

The site in which the initial face-to-face training will be taking place, provides the teachers with all necessary tools and instruments to complete the training successfully. Even if there are some unexpected issues presented during the day of the face-to-face training, participants can always access this same training at any time, any day, anywhere; as long as they have a computer with internet access.

Subordinate Skills Analysis

Lesson Goal

Upon completion of Edmodo Training, five randomly selected teachers from Myra Green Middle School will successfully implement Edmodo in their classrooms.

Task Analysis

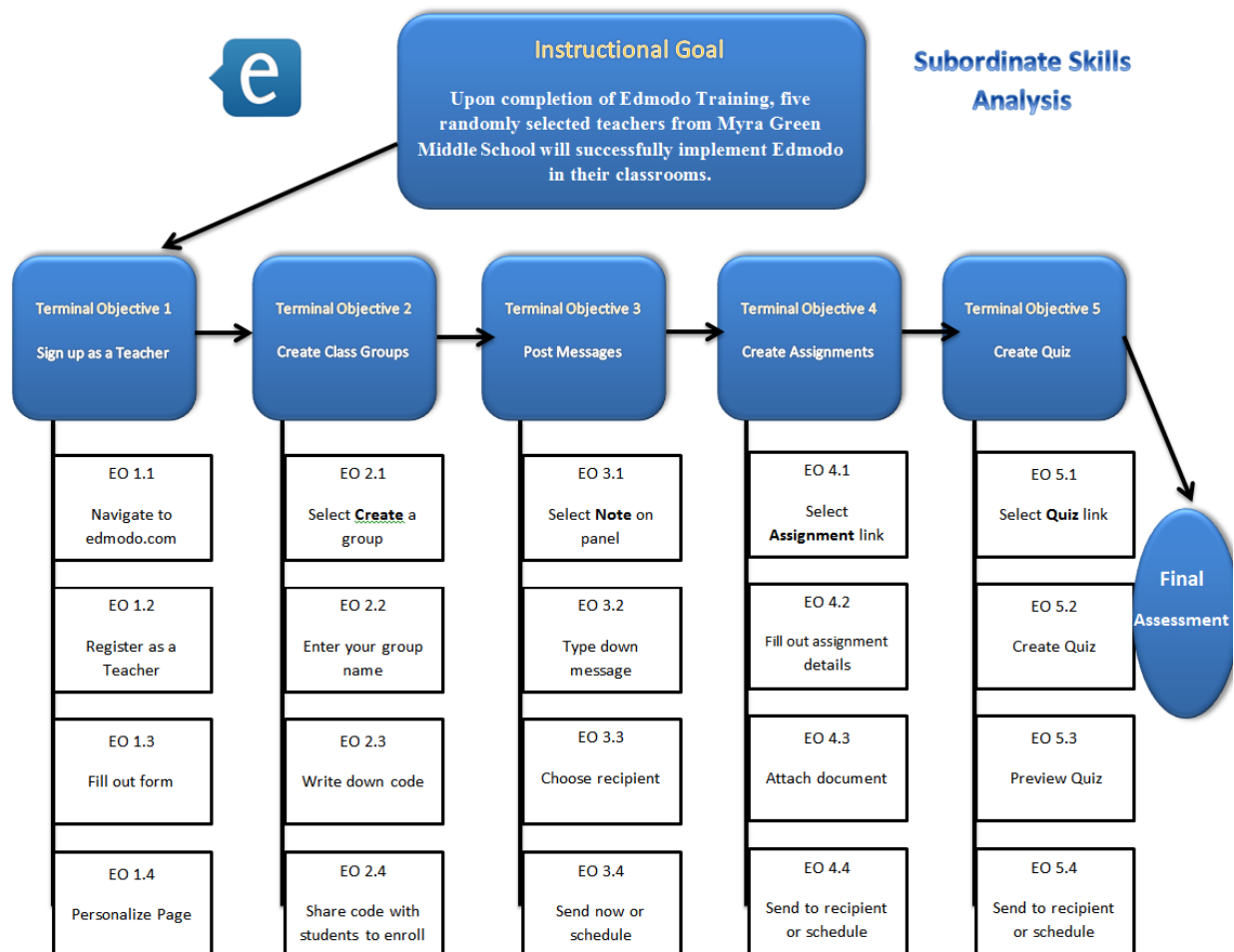
The training consists of five lessons. The following are the components of each lesson:

- Visuals: Step by step screenshots
- Multimedia Presentation: A short video will demonstrate each step in the lesson and give a visual representation of the project
- Assignment: A short assignment will measure the completion of a task
- Quiz: questions will allow reflection of the completed task

Prerequisite Activities:

- Basic computer skills
- Navigate Internet
- Own an email account

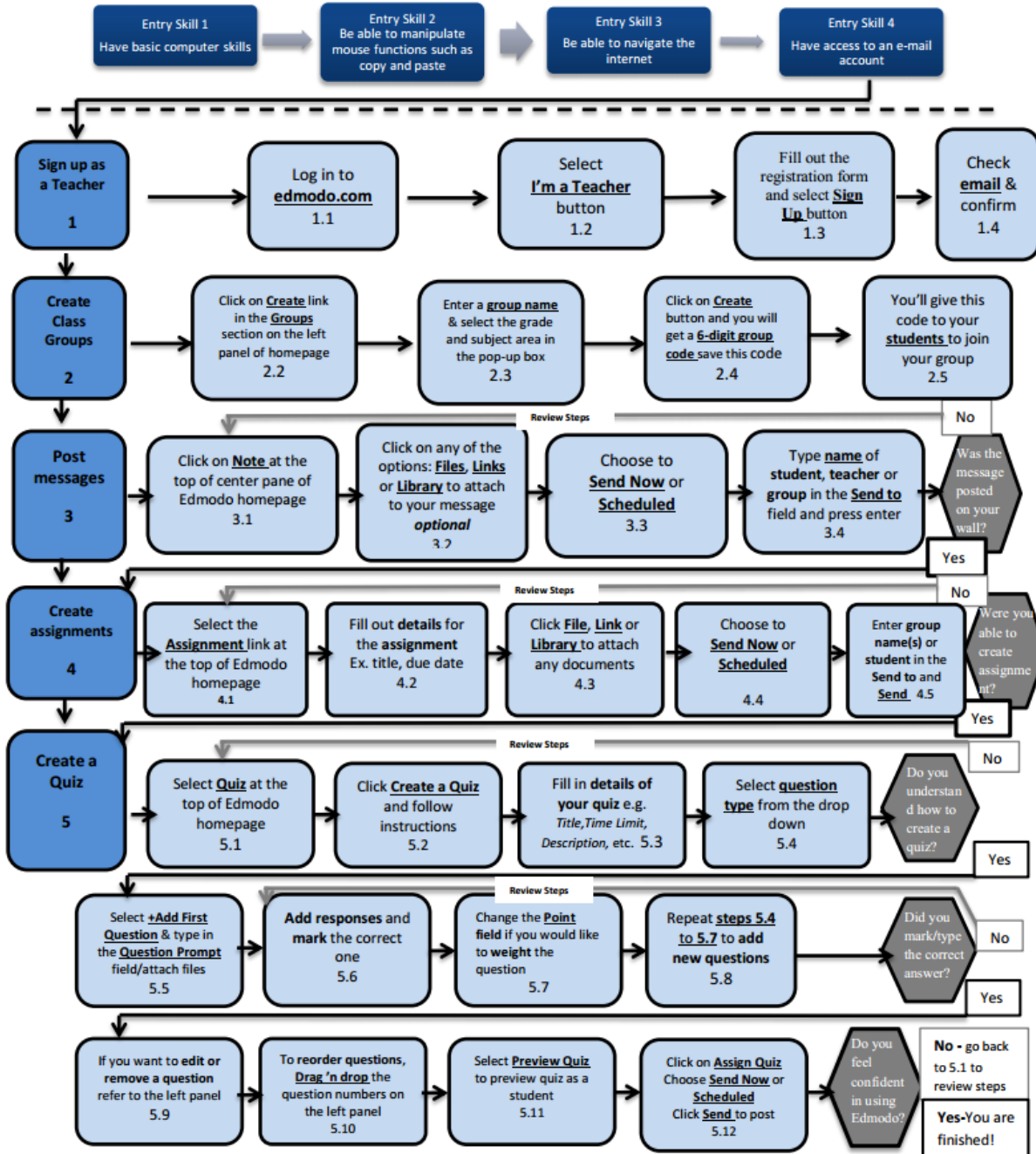
[Subordinate Skills Analysis-PDF](#)
[Diagram/Flowchart-PDF](#)



Edmodo Diagram

The following is a flow map with the steps to complete the Edmodo training.

Created by Dara K. Cepeda



Performance Objectives

Conditions - Behavior - Criteria

| Instructional Goal Terminal Objective 1 | Instructional Goal with Performance Objectives | Assessment Items |
|--|--|--|
| After signing up with Edmodo, classroom teachers will obtain an teacher account | After navigating to edmodo.com, Myra Green Middle School teachers will successfully fill out the registration form to obtain a teacher account | <p>1. What is the website address to access Edmodo homepage?</p> <p>a) www.edmodo.com b) www.edmodo.com c) www.edmodo.com</p> |
| Steps in Instructional Goal Enabling Objectives | Performance Objectives | |
| 1.1 After opening a browser, teachers will navigate to edmodo.com | 1.1 Classroom teachers will navigate to Edmodo homepage with 100% accuracy | 2. True/False. Teachers have to select “ I am a Teacher ” button to access the registration form. |
| 1.2 Once in Edmodo homepage, classroom teachers will select I am a teacher to start registration | 1.2 Once in Edmodo homepage, classroom teachers will access the teacher registration form without any assistance | <p>3. Which of the statements below is correct?</p> <p>a) In order to sign up with a Teacher Account, registrant only needs to provide a title, a name and a school name</p> <p>b) In order to sign up for a Teacher Account, registrant must provide an email address along with their title, their complete name and school name.</p> |
| 1.3 Teachers will access the registration form and successfully fill it out with their information | 1.3 Teachers will enter their title, name, email address, password and school name in the registration form without any assistance and with no errors | |
| 1.4 Once completed registration form, teachers will personalize their profile page | 1.4 Upon registration, classroom teachers will personalize their page by uploading a profile photo, choose a URL, and select teacher communities without any errors | 4. True/False. Teachers will be provided with a Teacher Profile Page |
| Instructional Goal Terminal Objective 2 | Instructional Goal with Performance Objectives | Assessment Items |
| Given access to Edmodo, classroom teachers will create | After signing up to Edmodo, teachers will create groups by entering group name, grade and subject area with | 1. What is the first step in order to create class groups? |

| | | |
|---|--|---|
| class groups | 100% accuracy | a) select create button located on the left panel b) select the Plus icon located next to Groups panel |
| Steps in Instructional Goal Enabling Objectives | Performance Objectives | |
| 2.1 Using the Edmodo panel, teachers will select the right button to create a group | 2.1 Once in Edmodo Homepage, classroom teachers will select the Plus icon and select Create without any assistance | 2. Which of the statements below is correct? |
| 2.2 Using the group window, teachers will enter their group information | 2.2 Following the process, classroom teachers will successfully enter their group name, grade level and subject area without any errors | a) In order to create a class group, teacher has to enter their group name, grade level and subject area. b) In order to create a class group, teacher has to enter a nick name and enroll students by adding their names and information. |
| 2.3 Given a group code, classroom teachers write it down to keep it safe | 2.3 Once teachers enroll a class group, a 6-digit number code will be given, they will keep it safe by copying it without any errors | 3. True/False. Teachers are responsible in sharing the given 6-digit code with students within 14 days in order enroll in that specific class. |
| 2.4 Upon obtaining a group code, teachers will share it with students | 2.4 Using the group page, teachers will be guided to share group code by sharing it with students without any assistance | |
| Instructional Goal Terminal Objective 3 | Instructional Goal with Performance Objectives | Assessment Items |
| Using the Edmodo Homepage panel, teachers will post messages | Once groups have been created, teachers will post messages to communicate with students with 100% accuracy | 1. Where is the Edmodo communication stream panel located at? |
| Steps in Instructional Goal Enabling Objectives | Performance Objectives | a) at the left hand side of the Edmodo Homepage b) at the center top panel of the Edmodo Homepage c) next to Communities panel |
| 3.1 After accessing to the Post Bubble, classroom teachers will select the correct tab to type a message | 3.1 Teachers will click on " Note " at the top of the center panel of the Edmodo Homepage to successfully type messages | 2 True/False. Teachers cannot share pictures along with their messages. |
| 3.2 Using the Post Bubble, classroom teachers will type in a message | 3.2 Once teachers click on text box, they will type in a note without any assistance | 3. Yes/No. Can teachers send a communication note to parents through Edmodo? |
| 3.3 | 3.3 | |

| | | |
|--|--|--|
| After typing in a message, classroom teachers will choose a recipient to send note | After completing typing a message, teachers will enter the name of a student, teacher, or Group into the “ Send to ” field without any errors | 4. How can teachers schedule notes/messages to be posted for a later time? |
| 3.4 Once recipient has been selected, teachers will send note immediately or schedule for later | 3.4 After selecting recipient, teachers will successfully click on “ Send ” button for immediate posting or on the schedule icon to deliver note later | a) they can click on the schedule icon and setup time and date b) they can’t schedule notes or messages because these are meant to be send immediately |
| Instructional Goal Terminal Objective 4 | Instructional Goal with Performance Objectives | Assessment Items |
| Using the Edmodo Post Bubble panel, teachers will create assignments | After accessing to the Edmodo Homepage panel, classroom teachers will create assignments by adding information and attaching documents without any assistance | 1. Where do teachers have to click in order to create assignments? a) in the “ Note ” tab located at the top of the Post Bubble b) in the “ Assignment ” tab located at the top of the Post Bubble |
| Steps in Instructional Goal Enabling Objectives | Performance Objectives | |
| 4.1 Once in Edmodo Homepage, classroom teachers will identify the Assignment tool | 4.1 Once the Post Bubble panel has been located, teachers will click on the “ Assignment ” tab to create assignments with no errors | 2. Yes/No. Is it necessary for teachers to enter assignment description and due dates? |
| 4.2 Using Edmodo assignment tools, Teachers fill in assignment details | 4.2 After the Assignment tab has been selected, classroom teachers will enter title, description, and due date in the description box without any assistance | 3. What item do teachers have to click if they need to upload a Word document assignment from their computer? |
| 4.3 Using the Post Bubble, classroom teachers will attach items to the assignment | 4.3 Once assignment has been described, teachers will click “File”, “Link” or “Library” to successfully attach items to supplement assignment | a) click “File” b) click “Link” c) click “Library” |
| 4.4 Using the Bubble Post, teachers will select a recipient and to give assignment | 4.4 After assignment has been set, classroom teachers will select a recipient name and click on “ Send ” or “ Schedule Icon ” without any errors and without any assistance | 4. Yes/No. Can teachers upload an assignment and schedule it to be post it for a later date? |

| Instructional Goal Terminal Objective 5 | Instructional Goal with Performance Objectives | Assessment Items |
|---|--|--|
| Using the Edmodo online quiz creator tool, classroom teachers will create a quiz | Once the Post Bubble panel has been located, teachers will click on the “Quiz” tab to create Quiz without any errors | 1. True/False. Teachers are able to create, assign and grade quizzes in Edmodo. |
| Steps in Instructional Goal Enabling Objectives | Performance Objectives | 2. True/False. Teachers are limited to create 5 questions per quiz. |
| 5.1 Once in Edmodo Homepage, classroom teachers will identify the Quiz tool | 5.1 Once the Post Bubble panel has been located, teachers will click on the “Quiz” tab to create assignments with no errors | 3. Yes/No. Can teachers “preview” quizzes if they need to be revised, before posting it to the class? |
| 5.2 Using Edmodo online quiz creator tool, teachers will create questions | 5.2 Teachers will type in questions, select question type, type in answers choices to create a quiz without any assistance | 4. Yes/No. Can teachers choose a specific student from a class group to send the quiz? |
| 5.3 Using the Edmodo Preview tool, classroom teachers will revise quiz | 5.3 After creating a quiz, teachers will successfully revise it by previewing it before posting it to the Communication Stream | |
| 5.4 Using the Bubble Post, teachers will select a recipient and to assign quiz | 5.4 After quiz has been created, classroom teachers will select a recipient name and click on “Send” or “Schedule Icon” without any errors and without any assistance | |

Assessment Instruments

Quiz will be created online with SurveyMonkey, which is a Web 2.0 tool. It will also be embedded to the online training. This will provide with immediate grade feedback, after taking the quiz.

Lesson 4: - 4 questions that may include multiple-choice and true or false are used to assess each lesson. Each question is worth 25 points, accumulating 100 points. Learner must score a 70% or higher to pass. This quiz may be taken more than one once.

1. What is the website address to access Edmodo homepage?

- a) www.edmodo.com
- b) www.emodo.com
- c) www.edmodo.com

2. True/False. Teachers have to select “**I am a Teacher**” button to access the registration form.

3. Which of the statements below is correct?

- a) In order to sign up with a Teacher Account, registrant only needs to provide a title, a name and a school name
- b) In order to sign up for a Teacher Account, registrant must provide an email address along with their title, their complete name and school name.

4. True/False. Teachers will be provided with a Teacher Profile Page

Quiz will be created online with SurveyMonkey, which is a Web 2.0 tool. It will also be embedded to the online training. This will provide with immediate grade feedback, after taking the quiz.

Lesson 2: - 4 questions that may include multiple-choice and true or false are used to assess each lesson. Each question is worth 25 points, accumulating 100 points. Learner must score a 70% or higher to pass. This quiz may be taken more than one time.

1. What is the first step to in order to create class groups?

- a) select **create** button located on the left panel
- b) select the **Plus** icon located next to **Groups** panel

2. Which of the statements below is correct?

- a) In order to create a class group, teacher has to enter their group name, grade level and subject area.
- b) In order to create a class group, teacher has to enter a nick name and enroll students by adding their names and information.

3. True/False. Teachers are responsible in sharing the given 6-digit code with students within 14 days in order enroll in that specific class.

4. Yes/No. Can you have two class groups with the same name?

Quiz will be created online with SurveyMonkey, which is a Web 2.0 tool. It will also be embedded to the online training. This will provide with immediate grade feedback, after taking the quiz.

Lesson 3: - 4 questions that may include multiple-choice and true or false are used to assess each lesson. Each question is worth 25 points, accumulating 100 points. Learner must score a 70% or higher to pass. This quiz may be taken more than one time.

1. Where is the Edmodo communication stream panel located at?

- a) at the left hand side of the Edmodo Homepage
- b) at the center top panel of the Edmodo Homepage
- c) next to Communities panel

2 True/False. Teachers cannot share pictures along with their messages.

3. Yes/No. Can teachers send a communication note to parents through Edmodo?

4. How can teachers schedule notes/messages to be posted for a later time?

a) they can click on the schedule icon and setup time and date

b) they can't schedule notes or messages because these are meant to be send immediately

Quiz will be created online with SurveyMonkey, which is a Web 2.0 tool. It will also be embedded to the online training. This will provide with immediate grade feedback, after taking the quiz.

Lesson 4- 4 questions that may include multiple-choice and true or false are used to assess each lesson. Each question is worth 25 points, accumulating 100 points. Learner must score a 70% or higher to pass. This quiz may be taken more than one time.

1. Where do teachers have to click in order to create assignments?

a) in the “**Note**” tab located at the top of the Post Bubble

b) in the “**Assignment**” tab located at the top of the Post Bubble

2. Yes/No. Is it necessary for teachers to enter assignment description and due dates?

3. What item do teachers have to click if they need to upload a Word document assignment from their computer?

a) click “File”

b) click “Link”

c) click “Library”

4. Yes/No. Can teachers upload an assignment and schedule it to be post it for a later date?

- There will be a *Post check list-Rubric* for learners to evaluate their assignment
- A *Questionnaire* will be required to be filled out before leaving the training site in order to continue making any necessary changes to meet the instructional goals and objectives

These two assessments will be available in the [Instructional Solution](#) (final product)

Instructional Strategies

Pre-Instructional Activity

Motivate:

The instruction will begin with a focus question to grab the learner's attention. Question will be as follows: "How many of you know if your students have a Facebook account? Do you hear them talk about it? Do you think they like it? Why? Do you know that there is an educational tool that is very often compared to Facebook? And in fact they call it the "Facebook for schools"... After grabbing their attention I will explain in short about Edmodo being a social network between teachers, students and parents. Shortly after I will project an exciting 2-minute video titled "[What? Why? & How Edmodo?](#)"

A tour of the training will be given by instructor, by using the computer and projector, so teachers get familiar and feel comfortable with training. Teachers will feel motivated after they get familiar with the instructional material.

Learning Objective:

Upon completion of Edmodo Training, five randomly selected teachers from Myra Green Middle School will demonstrate the ability to use Edmodo in doing the following; create an Edmodo account, create class groups, post messages, upload assignments and create quizzes.

Prior Knowledge:

Teachers have not used Edmodo before, but most of them are very familiar with social networking sites such as Facebook and understand their functions. The classroom teachers have been trained before with independent web-based instruction with a face to face setting. This training will be instructed by following the same lesson outline.

Group and Media:

Edmodo web-based training will be delivered in a face to face setting at Myra Green Middle School library; which is equipped with all the required media. The target audience for this instructional training will be 35-40 Texas certified secondary teachers. All of these educators are

currently teaching at Myra Green Middle School which is located in Raymondville, TX. The group consists of males and females ranging from the age of 25 to 55.

| Information Presentation Delivery: Face to face training with web based instructional unit | | Learner Participation | |
|--|--|--|---|
| Objective | Media/Activity | Assignment | Evaluation |
| <p>1 After signing up with Edmodo, classroom teachers will obtain an teacher account</p> <p>Approx. TIME: 10 minutes: 5 minutes learning -5 minutes practicing</p> | <p>laptop, internet, headphones, Training Diagram-flow map -Projector with Speakers (for presentation)</p> | <p>Teachers will follow the guided instruction given in the online tutorial. They will read and see illustrated screenshots followed by a Video to sign up for a Teacher’s Edmodo account.</p> | <p>The learner will demonstrate an understanding of this material by scoring a minimum of 70% on a multiple choice and True/False quiz.</p> |
| <p>2. Given access to Edmodo, classroom teachers will create class groups</p> <p>Approx. TIME: 10 minutes</p> | <p>laptop, internet, headphones, Training Diagram-flow map -Projector with Speakers (for presentation)</p> | <p>Teachers will follow the guided instruction given in the online tutorial. They will read and see illustrated screenshots followed by a Video to create class groups.</p> | <p>The learner will demonstrate an understanding of this material by scoring a minimum of 70% on a multiple choice and True/False quiz.</p> |
| <p>3. Using the Edmodo Homepage panel, teachers will post messages</p> <p>Approx. TIME: 5 minutes total</p> | <p>laptop, internet, headphones, Training Diagram-flow map -Projector with Speakers (for presentation)</p> | <p>Teachers will follow the guided instruction given in the online tutorial. They will read and see illustrated screenshots followed by a Video to post messages</p> | <p>The learner will demonstrate an understanding of this material by scoring a minimum of 70% on a multiple choice and True/False quiz.</p> |

| | | | |
|---|--|---|---|
| <p>4. Using the Edmodo Post Bubble panel, teachers will create assignments</p> <p>Approx. TIME: 10 minutes: 5 minutes learning -5 minutes practicing</p> | <p>laptop, internet, headphones, Training Diagram-flow map -Projector with Speakers (for presentation)</p> | <p>Teachers will follow the guided instruction given in the online tutorial. They will read and see illustrated screenshots followed by a Video to create assignments</p> | <p>The learner will demonstrate an understanding of this material by scoring a minimum of 70% on a multiple choice and True/False quiz.</p> |
| <p>5. Using the Edmodo online quiz creator tool, classroom teachers will create a quiz</p> <p>12 minutes: 5 minutes learning -7 minutes practicing</p> | <p>laptop, internet, headphones, Training Diagram-flow map -Projector with Speakers (for presentation)</p> | <p>Teachers will follow the guided instruction given in the online tutorial. They will read and see illustrated screenshots followed by a Video to create a 2 question Quiz</p> | <p>The learner will demonstrate an understanding of this material by scoring a minimum of 70% on a multiple choice and True/False quiz.</p> |
| <p>AFTER INSTRUCTION ACTIVITY</p> <ul style="list-style-type: none"> Once classroom teachers complete the training, they will connect with each other through Edmodo (including me) to encourage collaboration among campus teachers. | | | |
| <p>Training EVALUATION</p> <ul style="list-style-type: none"> Create a checklist that must be initialed by trainer after each step being completed. Allow time for Questions and Answers accordingly Observe task being completed Ask for volunteers to demonstrate or explain the completed task to check understanding Informal Observation Take notes Ask participants to answer questionnaire | | | |

Information Presentation:

The information presentation can be found in the following link:

<http://cepedadeportfolio.pbworks.com/w/page/67733461/Part%20II%20Design%20Document>



Instructional Solution

The Following is the link to the Instructional Solution:

<http://edmodo-training.weebly.com/>

Learning Domain:

This training involves problem-solving tasks and is therefore classified as Intellectual Skills. The learner in this course is required to do some unique activities and classify information according to rules, applying concepts or solving problems.

Testing

Practice Test: Quizzes after each lesson will be taken to reinforce the concept learned.

Follow-Through Activities

The Instructor will monitor all assignments emailed to check for understanding and completion. All checklists and emails will be accessible as well through the training.

Formative Evaluation

After creating a rough draft of the Edmodo training, a formative evaluation was conducted in order to improve the instructional unit. 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. After making suggested changes to the instructional unit, another evaluation was taken place with a member of the intended audience. A teacher from Myra Green Middle School completed the training. Instructional feedback was obtained from this evaluation and immediate changes were made. Finally, the revised training was available for a scheduled small group evaluation. Five teachers completed the training in a face to face environment. After receiving feedback and collecting data from observation made, complications were presented. These complications changed my plans and timelines. The observations and reflections of the formative evaluation from these three stages are indicated below.

Subject Matter Expert Review (SME)

After creating a work breakdown structure (WBS) of the instructional unit, the SME studied it to make his observations and provide me with feedback. I created a very detailed WBS of the instructional unit which helped me to visualize all the steps, check the instructional material, and catch the gaps missing in the plan. I created this by hand so it was possible to make immediate changes by erasing, and adding new information. I scanned my WBS and emailed to Mr. Perales, a middle school History teacher who has successfully integrated Edmodo in his class since two years ago. After reviewing the WBS, we had a conversation over the phone about the gaps and missing material. The following are observations made by Mr. Perales

- First of all to concentrate only on the most important tools used in Edmodo. It will be impossible to cover all the Edmodo tools in a 50 minute time period. Initially I had seven steps to cover
- Add an introduction to the training; the audience needs to understand the reason, objectives and goals of the training.
- Make sure teachers are advised to own and have access to an email account before taking the training.
- Once teachers have created Edmodo account, ask them to connect with you through Edmodo to provide guidance on any given day, or to collaborate with this tool.

Immediately I took note on the feedback provided and edited my WBS to carry on a plan with better fundamentals. After this review, he asked to show him the final product to continue giving me feedback. He expressed enthusiasm and was happy I considered Edmodo; since his knows this Web 2.0 tool has been of great help to communicate with his students. He said students love this tool, especially because it looks like a very popular networking social site; Facebook.

One to One Evaluation

The one to one evaluation was conducted with an English teacher from San Juan, TX. After building a basic website for the Edmodo training in Weebly, I emailed the link to Mrs. Salinas. The training was still incomplete; since it still needed the quizzes and rubrics, but she was aware of that and decided she was going to concentrate on the design functionality. At this point I had finished the introduction and steps 1-3. This evaluation was completed at the teacher's house, and emailed me back with her observations.

- She really liked the Weebly as a site builder; she said it makes it look professional
- Suggested to remove unnecessary clipart and images; she said it was too crowded, that too many images could distract the learner and lose concentration on the topic.
- She was glad to read the introduction with the goals and objectives of the lesson; but she recommended embedding a short entertaining video as a grabber attention.
- Even though the steps links are located at the top of all the pages; she advised me to add more buttons at the bottom of the training, because pages were too long to scroll all the way up in order to continue to the next step.
- Add at least a short video at the end of the page incase teachers still don't understand the instructions given with the screenshots.

After carefully reading Mrs. Salinas suggestions, I accessed the training online and observed her feedback. I agreed on the excessive clip arts and pictures. I guess I got excited with clip arts and started uploading them to the training. I erased several and only left the ones that are used as indicators for information or questions. I started searching for a good short YouTube video so I could embed it to the training, and found more than one, but of course only kept one. I also created links at the bottom of every page to make sure learner is comfortable in navigating the online training. To be honest I didn't like the idea of recording tutorial videos for every step since I was using screenshots for that same purpose. Later I was thinking that providing videos could be convenient to many teachers who decide to watch videos instead of reading. I started recording videos immediately after these observations.

Small Group Evaluation

The last evaluation was scheduled for the online training in a face to face environment. This evaluation was taken place at my house with five female teachers from the intended audience. A day before evaluation, they received an email with the Entry Skills: have basic computer skills, be able to manipulate mouse functions such as copy and paste, be able to navigate the internet and own an email account.

All five teachers are computer literate so the Entry Skills were no problem. None of these teachers have used Edmodo; some of them have heard of it but never tried it before. Every teacher brought their own laptop, earphones, and notebooks to take personal notes. We put together two big tables and set up the living room for a learning oriented setting. I have fiber optic wireless Internet, so speed was excellent. I have a personal projector which I used to project the YouTube video as an attention grabber. Edmodo was introduced in the video and right after the video; I explained in brief, the training objectives and gave a tour of the training. After these I asked if they needed any clarifications but they all were already with their earphones following the online training. I started making my observations by walking around and taking notes.

- All five teacher were engaged in the online training
- They answered anticipation guide fast with no questions or problems
- I had provided a hard copy of the flow chart, but none of them were using it
- The training took 55 minutes long
- Training went very smooth, although sometimes they were chatting about nonrelated topics that I had to re-direct them. That situation makes me think I will have that problem on the in-service day at the library. All the teachers from Myra Green have really good relationships and are often joking and playing around. I will need to think on how to address a situation like this so they can all successfully complete the training on time.
- They finished training and were very excited to receive a Certificate of Completion.
- After training, they shared their views on this new learned tool. They expressed they are anxious to implement it this coming year, since they know students will love it. They liked the idea of communicating with parents as well.
- Three of the teachers downloaded the Edmodo app to their smartphone to get more familiar with it.
- I'm glad these teachers made it to the evaluation so they can be of help at the actual training, since they now have prior knowledge of it.

Results, Reaction and Action

After the SME evaluation and the one-to-one evaluation helped to see gaps that I couldn't identify before. I made immediate changes after I their constructive feedback, which it helped to improve the instructional unit. After completely finishing the Edmodo online training, I conducted the small group evaluation, which was a success. Overall, the online training went smooth with the instructional guidance.

However, there are some complications presented after successfully finishing the group evaluation. Edmodo website decided to change their look! This change was on July 15, 2013. They changed their look and some features. When I found out about this change I felt frustrated and a bit disappointed because I had just finished my last evaluation. I didn't know what to do with the online training, since it was done with screenshots and videos from the "Old" Edmodo. I know I could just leave the online training without any changes to be submitted as the Capstone Project. However, I know this online training will be utilized in an actual teacher in-service in August 19-23, 2013. If I leave everything the way it is, it would cause confusion with the learners and definitely would not accomplish my instructional goals and objectives.

I decided to re-take screenshots and re-record videos with the new Edmodo template. I know that as Instructional Designers we have to be ready for any unplanned changes and have always a plan B available. I'm working hard every day in finishing the last steps of the actual training. It'll be finished before the deadline.

In conclusion, the three conducted evaluations were clarity, impact and feasibility. The evaluations helped me to improve the online training. The results motivated me to create good learning material.

Summative Evaluation

This evaluation will be done after the actual training with the targeted audience. All participants are required to answer a Questionnaire which is embedded at the last page. This Questionnaire was created with Google Forms which will help me see immediate feedback of the training and instructional effectiveness. I will continue making changes to this training in order to improve it and reach the instructional goals and objectives.

Sources

E. B. Boyd (2012) Edmodo, a “facebook for school,” chalks up API to become classroom platform. Retrieved from: <http://www.fastcompany.com/1822900/edmodo-facebook-schools-chalks-api-become-classroom-platform>