

Module 4: Implementation and Evaluation Report

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Implementation and Evaluation Report

Implementation Overview

The implementation planning for the Strategies for the Online Instructor: Build a Learning Community Course with the University of Idaho Division of Distance Extended Education (DEE) was initiated on May 15th, 2017. DEE staff were notified of the proposed implementation date of June 9th, 2017. DEE Staff were responsible for procuring ten testers for the implementation phase who were online instructors or supporting staff at the University of Idaho. Confirming pilot participants was problematic due to vacations and summer break for the university. Initially only three testers were confirmed with three other testers being added during the start of the pilot period. The pilot group was comprised of online instructors and support staff which fit the target course demographics. The pilot group demographics are listed below:

Table 1 Pilot Group Demographics

Name	Gender	Age	Occupation	Education Level
Cari S.	Female	48	Instructional Designer	Master's Degree
Christine N.	Female	35	Support Staff	Master's Degree
Cassidy H.	Female	42	Assistance Professor	Master's Degree
Diane S.	Female	50	Professor	Doctorate
Ling Z.	Male	43	Professor	Doctorate
Paul L.	Male	38	Associate Professor	Master's Degree

A Welcome email was sent to all pilot program participants as notification of the opening of the course on June 9th, 2017. The email included instructions for course access, deadline for completion, evaluation/feedback process, and support information. Participants were given eight days for completion with feedback due on June 15th, 2017. Logins to the Course were monitored as well as progress reports to verify participation and anticipate possible problems. On day four

of the implementation, a reminder email was sent out to all pilot participants to ensure they had accessed the course without issue, as well as a reminder of the deadline for feedback and support information. Overall, the participants were proactive when asking questions and motivated to review the course in a timely manner.

Support via email and phone was provided during the pilot period to two participants who encountered difficulties logging into the course. One pilot participant was forced to withdraw due to a family emergency during the pilot period and did not submit feedback. Other technical issues included opening the Adobe Captivate Modules with Adobe Flash disabled in the internet browser. Although a browser test is provided in the orientation module of the course, the information should also be provided in the welcome email to avoid course access issues.

Analysis of Assessment and Evaluation Data

The Prior Knowledge Self-test was administered during the online course orientation. The results measured the learner's initial knowledge of online learning communities and concepts prior to beginning the course. In the areas of online instructor behavior and presence there was a marked lack of prior knowledge (Table 2). Learners were confident in the benefits of online learning communities but less so on how to establish instructor presence within the online environment (Table 2).

Table 2 Prior Knowledge Self-Test Results

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total	Weighted Average
Question #1	0.00%	20.00%	40.00%	20.00%	20.00%		
I can list three characteristics of a successful online learner and how best to support online learners.	0	1	2	1	1	5	3.4

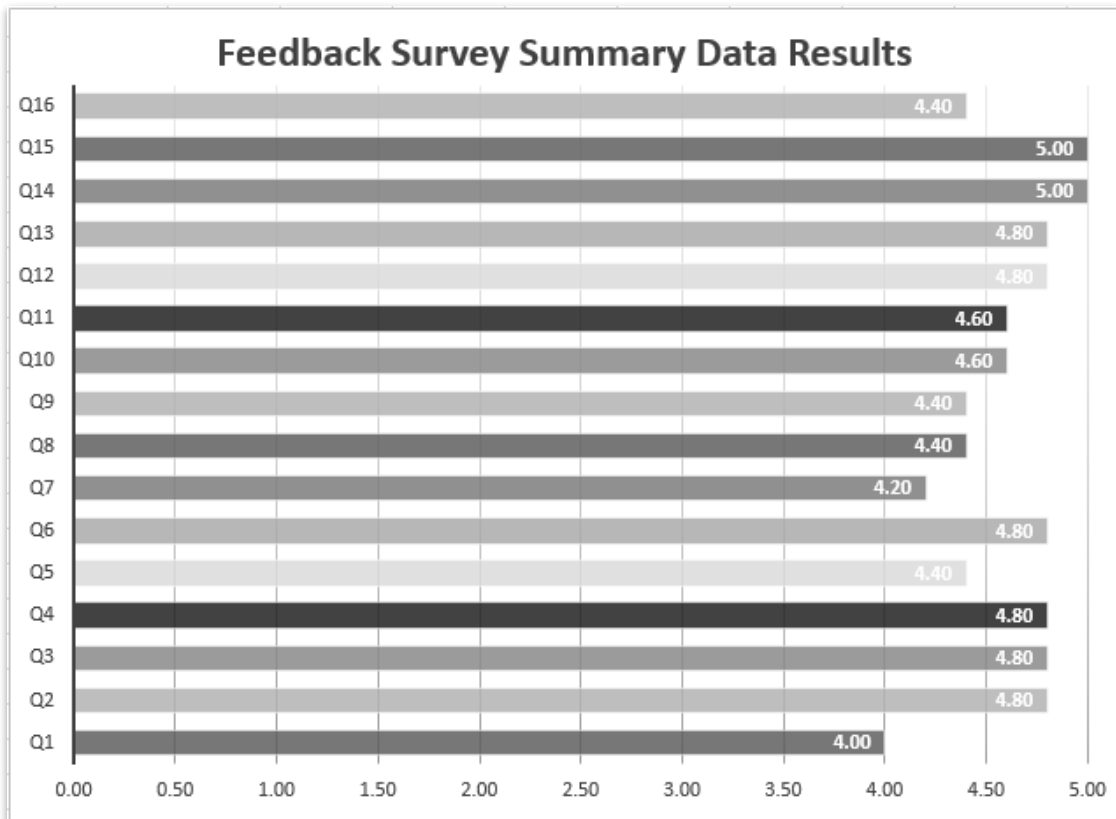
Question #2	0.00%	0.00%	40.00%	40.00%	20.00%		
As an online instructor, I understand the need to share my humor and personality with online learners.	1	2	2	0	0	5	2.2
Question #3	20.00%	0.00%	20.00%	40.00%	20.00%		
I understand how to establish my instructor presence in an online course.	2	1	2	0	0	5	2.0
Question #4	0.00%	0.00%	40.00%	60.00%	0.00%		
I understand how to create social presence in my online course.	0	0	2	3	0	5	3.6
Question #5	0.00%	20.00%	20.00%	60.00%	0.00%		
I understand how to create structure within my online course to support my learners.	0	1	1	3	0	5	3.4
Question #6	0.00%	0.00%	20.00%	60.00%	20.00%		
I understand and can describe the benefits of creating an online learning community.	0	0	1	3	1	5	4.0
Question #7	0.00%	20.00%	20.00%	60.00%	0.00%		
I can describe strategies that I can use as an instructor to nurture an online learning community in my courses.	0	1	1	3	0	5	3.4

The Course Feedback Survey was created specifically to inform the pilot implementation and to generate specific comments that will be used to improve the overall effectiveness of the course. Pilot participants were required to answer seventeen Likert questions rating the

functionality and content of the course, and given the option to add comments if desired. The numeric score of all questions ranged from 4.0 -5.0, with 5.0 being the maximum score.

Course Feedback Survey Questions

- Q1: The amount of material is appropriate for the time (1-2 hours).
- Q2: The learning objectives are clearly defined.
- Q3: Navigation is clear to the learner.
- Q4: Directions are clear and complete.
- Q5: The overview is adequate for the course.
- Q6: Course sequence is logical.
- Q7: Benefits of the content are explained in enough detail.
- Q8: The content is relevant to the learner's needs.
- Q9: Transitions are comfortable.
- Q10: Media is appropriate and effective.
- Q11: Information presented is useful and current.
- Q12: Video content is appropriate and adds to the learning experience.
- Q13: Fonts size and colors are easily readable.
- Q14: Text is gender neutral and tone is appropriate
- Q15: Style and colors are consistent throughout the course.
- Q16: I would recommend this course to a colleague.
- Q17: How can we improve this course? (Comment format only)



Pilot participants were encouraged to be honest in their feedback with the goal of course improvement. Overall, the course was well received and appeared to meet most of the presentation and content expectations of the pilot participants. The lowest score pertained to content value. Learners indicated that they would like more real-world examples presented along with the course content and theory. Below are the actionable comments provided by pilot participants on the Course Feedback Survey.

Table 3 Course Feedback Survey Comments	
Question	Learner Comments
Q3. Is the navigation clear to the learner?	-I think Captivate content was still a little confusing to navigate, and would be more value-add if it included some quizzes.
Q7. Are the benefits of the content explained in enough detail?	-I think the course need more real-life examples and examples with more details.
Q11. Is the information presented useful and current?	-The information is useful and current, but in some way theoretical. I would like to have more practical information and specific examples. Also, I would reduce the amount of text and increase the number of videos and recordings.
Q12. Does the video content appropriate and adds to the learning experience?	-I would add more videos, maybe some interviews with student describing what they like about online learning and what are the specific characteristic of online classes they like the most; or teachers giving specific examples about how they have engaged students' participation in their courses.
Q13. Are the font size and colors easily readable?	-There is a good amount of text and if you don't want to read it all, it would be helpful to mark the take-home point to skim/scan the text.
Q17. How can we improve this course?	-Might want to have a way for the learner to gauge their progress towards completion of the course. -Assessment could be beefed up a little. -The link really takes time to load. It would be better if the content can be shown faster.

Proposed Revisions

“Two basic types of revisions you should consider with your materials are changes made to the content or substance of the materials to make them more accurate or more effective as a learning tool and changes related to the procedures employed in using your

materials.” (Dick, Carey & Carey, 2009) The pilot implementation for this course informs several changes to the course curriculum as defined in the table below.

Course Section	Proposed Revision	Justification	Outcome
LMS interface	Add achievements to indicate progress for each activity	Support learners who complete the course in multiple sessions (<i>Course Feedback Survey, Q16</i>)	Allows the learner more flexibility to take the course at their own pace. (Mayer, 2005)
Start Here	Add an instructor welcome video	Supplements the instructor welcome email and sets the tone for the course. (<i>Pilot Implementation</i>)	Create a more positive learner experience using the training module. (Boettcher & Conrad, 2010)
Module 1	Add mini-assessment traditional vs. online environment characteristics	Improve learner engagement (<i>Course Feedback Survey, Q3 and Q16</i>)	Increase learner interaction with course materials (Simonson, Smaldino & Zvacek, 2015)
	Add video of learner interviews about how they view online learning	Add real-world context. (<i>Course Feedback Survey, Q11 & Q12</i>)	Assist the learner is constructing meaningful context beyond learning. (Conrad & Donaldson, 2011)
Module 2	Add mini-assessment	Improve learner engagement (<i>Course Feedback Survey, Q3 and Q16</i>)	Increase learner interaction with course materials (Simonson, Smaldino & Zvacek, 2015)
	Add video of learner discussion of what makes a great online instructor	Add real-world context. (<i>Course Feedback Survey, Q11 & Q12</i>)	Assist the learner is constructing meaningful context beyond learning. (Conrad & Donaldson, 2011)
Module 3	Add mini-assessment	Improve learner engagement (<i>Course Feedback Survey, Q3 and Q16</i>)	Increase learner interaction with course materials (Simonson, Smaldino & Zvacek, 2015)
			Assist the learner is constructing meaningful

	Add real-world examples of online learning communities	Practical application of concepts. (<i>Course Feedback Survey, Q11</i>)	context beyond learning. (Conrad & Donaldson, 2011)
Module 4	Add mini-assessment	Improve learner engagement (<i>Course Feedback Survey, Q3 and Q16</i>)	Increase learner interaction with course materials (Simonson, Smaldino & Zvacek, 2015)
	Add real-world examples of ways to create social presence	Practical application of concepts. (<i>Course Feedback Survey, Q11</i>)	Assist the learner in constructing meaningful context beyond learning. (Conrad & Donaldson, 2011)
Course Wrap-Up	Clarify the reflection activity	Not all learners completed all evaluations due to possible confusion (<i>Pilot Implementation</i>)	Encourage the learner to share situations of personal value to form connections. (Conrad & Donaldson, 2011)
Technical Items	Compress video and optimize all images	eLearning content slow to open. (<i>Course Feedback Survey, Q16</i>)	Reduce the load time for the eLearning Content (Shamsy, 2014)
Implementation Plan	Add browser check information to welcome video and email	Browser issues for users. (<i>Pilot Implementation</i>)	Anticipate technical issues that detract from the course. (Boettcher & Conrad, 2010)

Overall, the response to the Strategies for the Online Instructor: Build a Learning Community Course has been positive. With some minor enhancements such as mini assessments, and real-world examples, the content will be more effective. Significant benefits to the learning environment and learning outcomes can be achieved by implementing the proposed changes to the course prior to final implementation. The changes can be implemented in within a two-week work period which will allow the creation of videos that utilize online learner and instructor interviews and optimization of current images and videos.

References

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Grading Rubrics

<p>Implementation and Evaluation Report</p> <p>(AECT 1.1.4)</p> <p>(AECT 4.3-4.4)</p>	<p>Evidence shows that:</p> <p>Plan does not include all required components.</p>	<p>Needs Improvement:</p> <p>Contains some elements of "Unacceptable" and some, but not all elements of "Acceptable"</p>	<p>Evidence shows that:</p> <p>Report describes implementation in detail, including both implementation high points and challenges.</p> <p>Report describes assessment and evaluation data, conclusions, implications, and proposed revisions, including at least one visual representation of data</p>	<p>Emerging Mastery:</p> <p>Contains some elements of an "Acceptable" and some, but not all of the elements of "Target"</p>	<p>Evidence shows that:</p> <p>Report describes implementation in detail, including both implementation high points and challenges.</p> <p>Report describes assessment and evaluation data, conclusions, implications, and proposed revisions, including more than one visual representation of data.</p> <p>Report is supported by Learning Resources and additional research.</p>
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<p>Written Expression and Formatting</p> <p>The extent to which scholarly, critical, analytical writing is presented using Standard Edited English (i.e. correct grammar, mechanics).</p> <p>When referencing web-based sources, an active hyperlink to the original source must be included.</p> <p>Stated fair-use, copyright, licensing, and/or creative commons guidelines should be followed for all web-based resources.</p> <p>*APA formatting guidelines need only be followed if applicable to assignment.</p>	<p>Evidence shows that:</p> <p>Major points do not reflect appropriate elements of communication.</p> <p>No effort to express ideas clearly and concisely.</p> <p>Work is not written in Standard Edited English. Contains many grammatical or mechanical errors</p> <p>Web-based sources are not credited.</p> <p>Fair-use, copyright, licensing, and/or creative commons guidelines are not followed.</p> <p>* The quality of writing and/or APA formatting is not acceptable for graduate level work.</p>	<p>Needs Improvement:</p> <p>Contains some elements of "Unacceptable" and some, but not all elements of "Acceptable"</p>	<p>Evidence shows that:</p> <p>Ideas are clearly and concisely expressed.</p> <p>Elements of effective communication such as an introduction and conclusion are included.</p> <p>Work is written in Standard Edited English with few, if any, grammatical or mechanical errors.</p> <p>Few, if any, errors in crediting web-based sources.</p> <p>Few, if any, errors following fair-use, copyright, licensing, and/or creative commons guidelines.</p> <p>*Work is well organized with correct APA formatting throughout.</p>	<p>Emerging Mastery:</p> <p>Contains some elements of an "Acceptable" and some, but not all of the elements of "Target"</p>	<p>Evidence shows that:</p> <p>Work is unified around a central purpose with well-developed ideas, logically organized in paragraph structure with clear transitions.</p> <p>Effective sentence variety; clear, concise, and powerful expression are evident.</p> <p>Work is written in Standard Edited English. No prominent errors interfere with reading.</p> <p>All web-based sources are credited through embedded links.</p> <p>Fair-use, copyright, licensing, and/or creative commons guidelines are followed.</p> <p>*Represents scholarly writing in a correct APA format.</p>
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