Instructional Goal

Contractors will be able to upload project work (wireframes) and maintain HCD's point of sale wireframe website using text editing tools.

One-to-One Formative Evaluation

The one-to-one formative evaluations were given to 3 members of the HCD team, specifically one contractor and two employees. At the beginning of each session, I stated the purpose of the evaluation and explained why evaluating the instructor-led course with peers is essential to the instructional content and the overall objective, which is helping contractors upload project work to the intranet. Due to time constraints, one caveat had to be explained, which was all of the objectives would normally be presented on the Power Point presentation, but for this particular evaluation we would only be reviewing "Objective 1". Each evaluation took place in HCD's conference room with the participant sitting directly next to me as I explained my instruction. The sessions usually took place in the following format

1. Greeting and thanking the participant for taking time out of their day
2. Explaining my instructional design course at Mercer University and what the assignments have entailed thus far
3. My work-related topic
4. One-to-one evaluation
5. Thanked the participant again
6. Closing

Materials

The materials consisted of a

1. ***Print-out of the PPT deck*** with a description of how it would be used: The PPT deck would be presented on a projector with the instructor toggling back and forth from presenting the deck and showing the instruction live on the computer screen.

2. ***Instructional manual*** with a description of how it would be used: The instructional manual was created by a previous HCD member, and it would be given as an item for each learner to use during the seminar and to keep as a memory aid for future project uploading.

3. ***Instructional narrative*** with a description of how it would be used: The instructional narrative is a guided script the instructor should use when creating the seminar.

Results

During the evaluations, I took notes and recorded each session. The table below outlines the participants, the participant's rational, the participant's learning level, and constructive feedback given by each of the participants organized by the slide in the PPT deck.

NOTE: All participants were considered experts because HCD does not currently have anyone on our team considered "new"; however, this instructional guide is considered proactive and is being created for future hires.

One-to-One Evaluations: Feedback Summary

	Nadia (Employee)	Manisha (Contractor)	Oscar (Employee)
Participant Rational	Nadia was been with the company for a little less than a year and has recently experienced the learning process of saving wireframes and uploading project work to the intranet. She will be able recall her struggles or any memory aids that may have helped her because she has been the last person to learn the process first hand.	Manisha has been with the company for almost 2 years, and she is also a contractor. She uploads project work on a daily basis because her main project is OPUS. OPUS is the project that requires the most wireframes to be uploaded to the intranet.	Oscar has been with the company for 12 + years, but he has only been with HCD for about a year. Oscar is very familiar interactive media and works with intranets and HTML on a daily basis.
Learner level	Expert	Expert	Expert
Title Slide	"Maybe you should call this 'Creative Explorations' since that has been the new direction our team has been headed these days."	Head Nod	"Okay."
Slide 1 (Wouldn't it be nice if…)	No Comment	No Comment	Chuckle—"You have a typo on objective 2, it should be 'you' not 'your'."
Slide 2 (Today, we will be learning…)	No Comment	No Comment	No Comment

One-to-One Evaluations: Feedback Summary (con't)

	Nadia (Employee)	Manisha (Contractor)	Oscar (Employee)
Slide 3 (Today we will NOT be learning…)	Head Nod	Head Nod	Head Nod
Slide 4 (After today, you will be able to correctly…)	"Makes sense."	"The first bullet point is slightly confusing. Are you asking them to save the PDF, or are you asking them to print the Visio wireframes as an Adobe PDF? Maybe you change the wording a bit."	"Okay."
Slide 5 (Objective 1)	Head Nod	"I think you should add the words 'Visio' between the words 'our' and 'files'."	"Maybe you should explain what a release folder is."
Slide 6 (Objective 1)	"Maybe you should use a fake release date because of our proprietary information."	"You should add a new slide about the background of release numbers and kintana numbers."	"That's clear."
Slide 7 (Objective 1)	No Comment	No Comment	"Explain that 'Print' is actually 'saving'."
Slide 8 (Objective 1)	No Comment	No Comment	No Comment
Slide 9 (Objective 1)	No Comment	No Comment	No Comment

One-to-One Evaluations: Feedback Summary (con't)

	Nadia (Employee)	**Manisha (Contractor)**	**Oscar (Employee)**
Slide 10 (Objective 1)	No Comment	Head Nod	"I think you are missing two steps: 1. You need to say 'open the 2012 folder' and 2. You need to say 'open the kintana' folder. "You should say 'Click the new folder, *again.*'"
Slide 11 (Objective 1)	"I would add the naming convention again here as a reminder."	No Comment	"Add instruction to save the PDF in the kintana folder"
Slide 12 (Objective 1)	"When we are all practicing on the network, we can't all have the same scenario because it will mess people up. I would suggest creating a range of dates, kintanas, and release dates for people to practice."	No Comment	No Comment
Slide 13 -17 (Objective 2 - 5)	n/a	n/a	n/a
Slide 17 (Pop Quiz)	"I like that format"	No Comment	"Sounds good."

Revisions

The comments received were mostly positive. Any head nods or 'no comment' type of feedback usually came with a smile and statement saying 'this is all correct'. Once I reminded the participants that it is okay to give me constructive feedback, they opened up a tad and really started looking for good feedback to provide. All the feedback that is outlined in red, in the chart above, is the feedback that I made into my revisions for the PPT deck. Overall, I think the topic and the media selection were well received because I got requests to finish the instruction so that new hires can use the documentation in the future.

Small Group Formative Evaluation

After the revisions were made from the one-to-one evaluations, the small group formative evaluation was administered to 3 individuals of HCD. Two employees and one contractor volunteered to take time out their day to help with the evaluations. Again, each participant is considered an expert because HCD currently does not have any new hires, and current employees and contractors have already learned the uploading process.

Materials

The purpose of the small group evaluations was to simulate how the instruction would be taught during a live 'Creative Explorations' seminar. The instruction was taught in the HCD conference room at the Midtown office. Each participant brought their laptops, and then I presented the PPT deck on the projector. Each participant was given the hard copy of the PPT deck and the instructional manual that was already created by a previous HCD member.

Procedure

As the instructor, I used my narrative script as a guide to lead me through the instruction. I informed the participants that this seminar should be treated like a "dry run", similar to what we do for usability tests. A dry run means I would like for them to give feedback, good or constructive, on the fly. I walked through each step of the PPT deck, and once we got to instruction, I toggled back and forth on my screen from showing the PPT deck and then a live scenario from my computer. I made sure all questions were answered during the presentation, and then I presented them with their tasks. Once their tasks were completed, I preformed the pop-quiz, and then ended the session with the attitudinal survey.

Results

The tables below outline the responses each participant had during the presentation (qualitative feedback), the item-by-objective analysis (quantitative feedback), and the attitudinal survey results (quantitative feedback).

NOTE: Where ever you see the words "Positive Reponses" it meant there was no confusion about the content and the participants agreed with the presentation.

Small Group Evaluations: Feedback Summary

	Stephanie (Employee)	Holly (Contractor)	Sue (Employee)
Participant Rational	Stephanie has been with the company for over 5 years and has been posting project work to the intranet for both kiosk projects and OPUS projects. She should be able to pick out any flaws in the instruction and help with any hints or tips that should be added the instruction.	Holly has been a contractor for almost two years with AT&T, and she is also a full time teacher at the Savannah Center of Art and Design (SCAD)—Atlanta Campus. She is has very good input on HTML, graphic design, and instructional design. Since she is teacher, she can provide feedback about how to motivate learners.	Sue just started with AT&T in December and has just recently learned the process of uploading project work. She will be able to provide any struggles she remembers having and ways she overcame her struggles.
Learner Level	Expert	Expert	Expert
Title Slide – Slide 7	Positive Responses	Positive Responses	Positive Responses
Slides 8 -13	"On slide 12, you need to add a step here. You need to add a step about labeling the folder with the kintana number." "Speaking of kintana numbers, are we assuming that new hires are going to know what a kintana is?"	"You should add a status bar on the stop of each instruction. It really helps the learner to understand how many more steps they have until they are done."	Agreed with Holly and Stephanie.

Small Group Evaluations: Feedback Summary (con't)

	Stephanie (Employee)	Holly (Contractor)	Sue (Employee)
Slide 14	"I would also make sure that people come to the seminar have all the requirements needed, such as: a computer with Adobe software."	"Make sure the steps that were missing in the instruction are also added to the practice portion. They need to label the kintana folder, and then once they print the PDF they need to save the wireframe that is in Visio."	"Once we are done with our 'practice' you should check everyone's folders to make sure we did it correctly."
Slide 15 -18	"Are you going to finish this out and really teach it to us?"	Agreed with Stephanie and Sue.	"You should totally finish this and keep it on our SharePoint. You can even record audio within PowerPoint so that you wouldn't have to keep giving this presentation."
Slide 19 (Pop Quiz)	Positive Comments (really liked the candy)	Positive Comments (really liked the candy)	Positive Comments (really liked the candy)

Item-by-Objective Analysis Table				9
	Recall of Prior Knowledge Questions	**Objective 1** (Learner's Attention and Participation)	**Objective 1** (Practice Task Success)	**Pop Quiz Questions**
Participant 1	X	X	X	X
Participant 2	X	X	X	X
Participant 3	X	X	X	X
% of Mastering Objectives	**100%**	**100%**	**100%**	**100%**

Attitudinal Survey Average Results

Scale:

1= Strongly Disagree   2= Disagree   3= Agree   4= Strongly Agree

1. The instruction given was able to hold my attention throughout session.	**4**
2. The instruction given was taught within an adequate amount of time.	**4**
3. The instruction taught was too long.	**1**
4. The method and materials used to teach the instruction would gain users' attention.	**3.3**
5. The practice task given matched the instruction that was taught.	**4**
6. The cartoons or illustrations were not distracting.	**4**

7. Name two things about this session that you liked/enjoyed.

- Instructors personality/ presentation skills
- Useful and informative content
- Flow of the instruction – detailed explanation to showing examples
- Slides were clear—not too much information
- Format of the guide was clean, clear, and easy to follow
- The time was not too long or too short

8. Name two things about this session that you would change for the better?
- N/A
- Show an icon process indicator
- Ask the students if they have any questions
- More Rolos (candy)/ rewards
- Have an opening ice breaker

9. Did the pop quiz adequately measure the instruction that was presented?
    - Yes
    - Yes
    - Yes

10. Would you prefer a different instructional medium? If yes, why?
    - No
    - No, could have this available online as well.
    - No

Plan for Revising Instructional Materials

Instruction Revision Analysis Form			
Instructional Strategy Component Motivation	**Problem**	**Proposed Change in Instruction**	**Evidence and Source**
Introductory Material	Went straight into the presentation and caused the learners to pay attention right away.	Have an opening ice breaker and make sure everyone's attention is on the presentation and ready to learn.	Attitudinal Survey
Recall of Prior Knowledge Questions	Learners were hesitant to answer at first.	Let the learners know I will be asking questions throughout the seminar and there *might* be rewards for the right answer.	Observations Feed back from learners
Information Presentation	Two steps were missing from the instruction. Participants were curious to how long each objective or instruction would be. Participants wanted to know if I was going to check their work during the practice sessions.	Edit the presentation to fill the void of the missing steps. Add a progress indicator to the PPT slide to allow the user to know where they are in the process. Go around the table and check on the learner's progress. If they have completed the task successfully, then let them know.	Feedback from participants and Attitudinal Survey Feedback from participants Feedback from participants
Learner Participation	Learner participation was high—No Problem	I will make sure to ask random questions throughout the presentation to make sure people are listening and reward them candy if they answer correctly.	Observations

Pop Quiz	Learners had a hard time understanding the pop-quiz questions.	The pop quiz questions need to be edited to be clear and to the point. Add more motivation such as making the questions into a game, to engage learners in posttest	Observations and Attitudinal Survey
Attitude questionnaire	No Problem	n/a	n/a

Revisions

The small group evaluation brought back great results. Experiencing a dry run of your presentation can show you steps that you might not have thought about. My main revisions are going to be
- Add any missing steps, such as naming and opening folders
- Add a progress indicator to allow the user to know how many steps are for each objective
- Finish out all the objectives in the PPT deck and post it to HCD's SharePoint upon everyone's request
- Add an opening ice breaker
- Make sure to check learner's progress throughout the seminar

I also had some corporate restraints that have made it difficult, including
- Office move—there are not any color printers, projectors, phones in most conference rooms
- Appropriate programs—some employees do not have the Adobe Creative Suite on their computers which prohibits them from creating Adobe PDF's

Due to these corporate restraints, I have decided if I finish my presentation, I will not present anything until everyone has comfortably settled down in the Midtown office and everything is back to BAU.

Appendix

Revised Instructional Materials

[Astorino_Assignment 4_Instructional Narrative.docx](#)

[Astorino_Assignment 4_ISD Presentation.ppt](#)

[Astorino_Assignment 4_Atitudinal Questionnaire.docx](#)