

Part 6. Formative Evaluation Plan

6a. Expert Review

As far as the subject matter expert is concerned, I originally had planned on asking Robert Selzler to act as my subject matter expert. He is a graduate of the University of Idaho and certified to teach secondary English in the state of Idaho. Unfortunately, Robert is a very busy man as am I and I could not complete my entire project within a reasonable time frame for him to fully evaluate my materials. He has been assisting me throughout the semester but not in any formal capacity. For a final expert review, I have asked my former stepfather, Jay Skeen to review my materials. Mr. Skeen worked as an English teacher at Salmon High School and then Salmon Alternative School for nearly thirty years before retiring in 2009. I will be submitting material to him after Thanksgiving break and would expect a quick turnaround of evaluation.

The questions that I will ask him will include:

Is the estimated time frame of the instruction accurate? Do the instructional activities seem to lead to the objectives? Is the overall focus of the instructional activities geared towards creating a consciousness in the learners that citation is important and a knowledge of when it is necessary instead of on memorizing complex style rules that do not need to be memorized? Can the learning tasks, events, and activities reasonably be expected to teach the students the proper skills to achieve the objectives? Would students be able to transfer their skills from one style to another (i.e. APA to MLA)?

6b. One-to-One Evaluation

For the one-to-one evaluation phase, I would select a few students that I trusted to give an honest effort. I would attempt to select the students on the basis of a wide variety of skill levels to ensure an accurate evaluation. I would deliver the rough draft of the materials to the students via a face-to-face meeting or online via a webpage or possible a LMS. It depends on the final form of the project. I am leaning toward an online delivery since my needs assessment survey was delivered via an online form. I would ask that the students go through the material and take notes and describe what they think they are supposed to do during each phase of the instruction. I would ask that they give me their notes as well as a brief written summary. I would also ask them to answer the following specific questions:

Are the directions and instructions for each section clear? Are there any areas that need clarification? Are there any unclear sentences or phrases? Are there any typographical errors? If you were given this instruction, would you understand the directions?

6c. Small Group Evaluation

For the small group evaluation phase, I would make some revisions for clarity, spelling, and grammar. I would revise based upon the data from the one-to-one evaluation. I would select a small group of students to go through the instruction and actually complete a draft of the materials. I would look at what skills they have coming in and what skills they have going out. I would also check to see if the instruction produced the desired outcomes in the selected learners. This is also where I would monitor motivation and attitudes displayed by the students to make sure that my motivational tactics were appropriate. I would be asking specific questions that would include:

Do the majority of my learners have the skills needed to start the instruction? Was the instruction successful? What revision could I make so that the instruction would be more effective?

6d. Field Trial

For a field trial of my instructional materials, I would deliver the materials to students in a real classroom or online environment. My goal here is really to have instruction that is suitable for online as well as a teacher facilitated course. The material would be near its final form and revised from both the one-to-one and small group evaluations. I would be asking very specific questions at this phase. The questions would not be so much aimed at the instruction and goals, but at other things. This is a test run so validity of the instruction is important and if issues arise, they would be revised and corrected. However the questions that I would ask at this phase would be more like:

Is the time frame appropriate? Is the facilitation as expected? Are there any unforeseen issues that arise during the course of delivery and assessment? Do the majority of the students meet the objectives and if they did not, what were the possible reasons and what can I do to revise the instruction so that the students can meet the objectives?

Part 7. Formative Evaluation Report

7a. Evaluation Survey or Rubric

I hosted an online survey via Google Forms to gather information from my subject matter expert for formative evaluation of my project. The shortened URL was <http://bit.ly/v6HibL>. The long URL was <https://docs.google.com/a/u.boisestate.edu/spreadsheet/viewform?formkey=dFdnYjBZRFVZYS1vbFJGbF9ITWUtTlE6MQ#gid=0>. The questionnaire was presented to my SME as follows:

Subject Matter Review Questionnaire - Citing Sources using APA Style

Thank you very much for reviewing my instructional design project materials. Please answer the questions below to provide formal feedback and review.

*** Required**

Name *

Qualification *

Why did I ask you to review my material?

Areas of Concern and Review

Below are the areas that I would like your opinion on. I have concerns about the instructional project in these areas.

Is the estimated time frame of the instruction accurate? *

Do the instructional activities seem to lead to the objectives? *

Is the overall focus of the instructional activities geared towards creating a consciousness in the learners that citation is important and a knowledge of when it is necessary instead of on memorizing complex style rules that do not need to be memorized? *

Can the learning tasks, events, and activities reasonably be expected to teach the students the proper skills to achieve the objectives? *

Would students be able to transfer their skills from one style to another (i.e. APA to MLA)? *

Please rate the overall effectiveness of the instructional project. *

This is your opinion. How well do you think students will learn from this project?

1 2 3 4 5

Not at
all

Very
Effectively

Please provide any other comments that you feel would help improve the content of this instructional project.

7b. Report the results of the expert review.

Generally speaking the SME showed some concern over accomplishing the objectives in the time allotted. He stated that the given time should be adequate as long as virtually no time was wasted. He expressed some concern as to student's general tendencies to "goof" and be disruptive. He felt that the objectives could be accomplished but was also concerned about some of the slower learners. He suggested to differentiate for those learners. He also showed some concern about student's abilities to transfer these skills of recognizing when to cite to other styles than APA. He suggested having a few more activities toward the end that demonstrated how to switch styles and to point out the similarities in information needed to compose a citation.

The actual responses of my SME are recorded below.

Subject Matter Review Questionnaire - Citing Sources using APA Style

Thank you very much for reviewing my instructional design project materials. Please answer the questions below to provide formal feedback and review.

*** Required**

Name *

Jay Skeen

Qualification *

Why did I ask you to review my material?

I taught high school English to all different grades for 29 years in Salmon Idaho.

Areas of Concern and Review

Below are the areas that I would like your opinion on. I have concerns about the instructional project in these areas.

Is the estimated time frame of the instruction accurate? *

Yes. The timing might be kind of tight, but it should be able to completed within the estimated time frame. There is little room for disruption or non-ontask behavior. Good classroom management is required for this to be successful in the time frame planned for.

Do the instructional activities seem to lead to the objectives? *

Yes. By the end of the instruction, most students will be able to look up information and cite their bibliographical sources as well as in-text sources. Slower students might struggle with the pace though. Make use of differentiated instruction.

Is the overall focus of the instructional activities geared towards creating a consciousness in the learners that citation is important and a knowledge of when it is necessary instead of on memorizing complex style rules that do not need to be memorized? *

Yes. By the end of the instruction, most students will be able to look up information and cite their bibliographical sources as well as in-text sources. Slower students might struggle with the pace though. Make use of differentiated instruction.

Can the learning tasks, events, and activities reasonably be expected to teach the students the proper skills to achieve the objectives? *

Yes. I'm concerned about the time frame though. Students can be disruptive and uncooperative. You don't leave a lot of room for down time and the normal and expected "goofing" that students will do.

Would students be able to transfer their skills from one style to another (i.e. APA to MLA)? *

They should. You might have to include some transfer activities in which you model the process for them as to how to lookup and format information in MLA or Chicago as opposed to APA. You could also use these activities to point out the similar types of information that each style calls for and possibly develop a "master" list of info to gather regardless of style.

Please rate the overall effectiveness of the instructional project. *

This is your opinion. How well do you think students will learn from this project?

	1	2	3	4	5
Not at all				x	Very Effectively

Please provide any other comments that you feel would help improve the content of this instructional project.

Citation is a hard subject to teach. Many students lose interest in it early on. You need to have activities that not only teach but keep them interested. You have some good ideas here but once you lose a student's interest then it is very difficult to get it back.

7c. Comments on Change

Generally speaking, I shared some similar concerns with my SME. I was concerned about students being able to apply the new skills to other styles. I, in future revisions, will add activities to the end to guide students through the process of using different styles. I was not overly concerned with the time frame, but since he brought his concerns to my attention, it might be wise for me to extend the time frame of this to take into account the “goofing” and disruptions of students. It might also be ideal to convert this to an online module. Student goofing would be lessened in the online environments.