

Module 5.1 Implementation and Summative Evaluation Plan

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Table of Contents

Implementation Plan 3

- Implementation Personnel & Duties 3
- Implementation Budget and Time 4
- Initial Learner Contact..... 5
- Final Technical Requirement Preparations..... 7
- Tools for Communication and Distribution 7
- Strategies for Effective Facilitation 8
- Strategies for the Instructor and Mentor to Manage Day-to-Day Activities 8
- Strategies for Learner to Manage Day-to-Day Activities 9

Summative Evaluation Plan 10

Appendix A: Learner Survey 12

Implementation Plan

This WBLS is designed to be an asynchronous learning system with weekly modules, and instructor moderation. One of the primary goals of the instructor-moderator is to encourage the formation and enhance the social learning environment. Therefore, developing the social learning environment among learners and the instructor will be a key component of the implementation of the system.

While the WBLS is designed to be an online course, a face-to-face component will be included during the weekly faculty meeting. A short time (15 minutes) will be dedicated to discussion of the weekly module activities. Both the face-to-face and online components of the course will be included in the implementation plan.

- Implementation Personnel & Duties

| | Face-to-Face | Online |
|-------------------------|---|--|
| Instructor | Terri Golden | Terri Golden |
| Mentor | Terri Golden & Teresa Hallam | Teresa Hallam |
| Administrator | School principal | School principal |
| Technical Support Staff | School system administrator | School system administrator |
| Expectations | The instructor will moderate sessions at weekly faculty meetings. The administrator will direct the teachers to the site and give them printed instructions of the procedures to use the WBLS. Technical support will be provided by the school system administrator. | The instructor is expected to respond to learner emails in a timely manner, moderate the discussion board including offering prompts for different topics, and posting blog entries weekly. Additional assistance will be available by the school principal and system administrator when needed. If the learners have any questions, concerns, or problems, they may click on the email link for help. The Instructor and Mentor will monitor the Discussion Board and Blog daily to address any concerns. The Learners may also go to the Discussion Board or Blog links online for assistance. The instructor and/or mentor will be responsible for ensuring that all of the material is uploaded correctly and that the learners can access it. They will confirm that all of the links operate correctly. |

- Implementation Budget and Time

| | Face-to-Face | Online |
|------------------------------|--|---|
| Budget | The instructor and mentor are volunteers. No additional costs anticipated for Principal and school system administrator. | The instructor and mentor are volunteers. No additional costs are anticipated for Principal and school system administrator. |
| Technical Infrastructure | School has the necessary hardware and software as well as space for weekly meetings. Internet connection will be supplied. | Instructor and learners will use their own hardware, software, and Internet connections. |
| Materials Distribution | Handouts and suggested course materials will be distributed at the weekly meeting by the instructor and/or the administrator. | In the WBLS, course materials will be supplied online. |
| Implementation Personnel | The instructor and administrator are responsible for the implementation of the weekly face-to-face meetings. | The instructor, mentor, administrator, and the school system administrator, are responsible for the implementation of the WBLS including technical support of learners. |
| Implementation Time Schedule | <p>The WBLS will be introduced at the first faculty meeting of the new school year by the principal with the instructor. Printed handouts and a short presentation will be provided by the instructor at this meeting.</p> <p>Learners will meet for a short time during the weekly faculty meeting to discuss one module a week for five weeks.</p> | The WBLS will be opened for use by the learners the same week after the first faculty meeting to give learners an opportunity to familiarize themselves and start on the first module. Learners will complete the module by the day before the weekly faculty meeting. Learners will complete one module a week for five weeks. |

- Initial Learner Contact

| | Face-to-Face | Online |
|---|---|---|
| How will the WBLS be publicized? | A short description of the topic will be contained in the welcoming letter to teachers for the new school year sent by the principal. Additional printed hand-outs with the course link and information will be distributed at the first meeting. | Teachers will be reminded using emails that will contain the web links and description of the site. |
| When does the WBLS start and stop? | It starts at the first teacher meeting of the school year and ends four weeks later for a total of five weeks. | The WBLS will be opened after the first teacher meeting of the school year. Module 1 will be completed that week, and subsequent modules (2 through 5) will be completed weekly. The WBLS will remain open for the rest of the semester so learners can review the materials. Learners will be utilizing the WBLS individually to complete the learning tasks for each section. Each lesson on the WBLS has specific objectives that will help the students reach the overall goal of completing the final project. Students will be required to complete each lesson's tasks, which include: using Open Source Software tools to create and design content for Classroom Wikispaces; creating accounts in Wikispaces, Audacity, Google Docs and Blogger to communicate with parents and students on Internet Safety ; and participating in the discussion board, and creating accounts in Gmail for collaborating and communicating with colleagues. |
| How is initial contact made with learners? | The school principal distributes a welcome letter with information about the WBLS. Additional information is available at the first faculty meeting. | The instructor emails the teachers with a description and information about the WBLS. |
| How will learners know where to access the WBLS and what hardware and software is needed? | | The welcome letter and email sent to the learners will contain the link to the WBLS as well as the required hardware, software, and connection. |

| | Face-to-Face | Online |
|--|--|--|
| How will learners understand their responsibilities? | The principal and instructor will explain the learner responsibilities and it will be contained in a handout given to the learners at the first meeting. | A reminder will be emailed to the teachers by the instructor |
| What prerequisite skills are needed to complete the modules? | | Prerequisite skills include knowledge of word processor, sending and receiving email, and sufficient computer skills to use computer commands (i.e., save, edit, delete, print). |
| Who do learners contact for technical and administrative help? | | Links for help and support is on the web site and will be in a handout. If the learners have any questions, concerns, or problems, they may click on the "Email Me" link. The Learners may also go to the Discussion Board or Blog links online for assistance. The Discussion Board and Blog will be monitored daily to address any concerns. |
| How will learners obtain any support materials? | | All support materials are contained on the web site for each module. |

- Final Technical Requirement Preparations

| | Face-to-Face | Online |
|--|---|--|
| How does the instructor access it? | Formal instruction is not part of the face-to-face meetings | The link to the site is available to the instructor since she is the creator of the site. |
| What software or plug-ins is required to use the WBLs? | Learners are asked to bring laptops to first meeting, if they are available, to check for and install required software & plug-ins. | Software required includes Acrobat Reader, Flash, Audacity, Google Mail, Google Docs, Internet Explorer, Firefox, or Chrome |
| How does the instructor send and share documents or feedback on assignments? | | Email, discussion postings, blog postings, PDF files on web pages |
| How will the instructor or learners access online skills training? | | Links for online instruction/learner training is contained on the module web page. Support, FAQ, and resources links are listed on each page of the site. Email addresses for instructors are available on the web site. |
| How will support materials be distributed? | Support materials such as the tutorials will be distributed in the weekly meetings | Helpful links and other resources links are available on the web site. Email, discussion, and blog all offer additional ways of distributing support materials. |
| How will instructor or learners report technical problems? | | Technical problems are reported to the instructor, administrator, or system administrator. |

- Tools for Communication and Distribution

| | Face-to-Face | Online |
|---|---|--|
| How will learners, instructor, and mentor contact each other? | Since the meeting time is limited, learners will be encouraged to email questions, issues, and other potential discussion topics to the instructor and mentor before the weekly meeting so they can be included in the planned agenda for the meeting | There are three communications channels to encourage interaction and enhance the social learning environment: email, discussion, and blog. |
| How are course expectations shared? | The goals and objectives for the course will be contained the initial handouts for the class. | Class requirements, goals, and objectives are contained on the course web pages. |

| | | |
|---|--|--|
| How do learners and instructor share files? | | Learners and instructor will share files using email attachments, and as well as learning how to share Google Documents. |
|---|--|--|

- Strategies for Effective Facilitation

| | Face-to-Face | Online |
|---|---|---|
| Keep synchronous discussions on track, relevant, and meaningful. | Since the meeting time is limited, learners will be encouraged to email questions, issues, and other potential discussion topics to the instructor and mentor before the weekly meeting so they can be included in the planned agenda for the meeting. Questions, issues, and other items that are not included in the meeting because of time constraints can be forwarded to the instructor and discussed online. | Synchronous discussions are not available in the WBL. |
| Keep asynchronous discussions on track, relevant, and meaningful. | | Provide guidance, prompts, and questions when discussion topics begin. Establish tone of conversation and netiquette rules for discussions. Pose questions and prompts to guide discussion. |

- Strategies for the Instructor and Mentor to Manage Day-to-Day Activities

| | Face-to-Face | Online |
|---|--|--|
| Establish deadlines for completing modules | Course deadlines distributed in handouts at meeting | Course calendar emailed to learners |
| Communicate additions, changes or updates to the WBL including technical problems | Procedures for communication listed in course handouts in first meeting. | FAQ and Help page includes links and procedures for communication of technical issues and other updates. |
| Track learner participation and progress | Track attendance at meetings. | Keep track of learner participation in discussions, emails, and other procedures using spreadsheet. |

- Strategies for Learner to Manage Day-to-Day Activities

| | Face-to-Face | Online |
|---------------------------------|---------------------------------------|---|
| Identify module activities | Review upcoming module activities. | Early in the week, read emails and discussions about upcoming activities. Review the module tutorials early in the week to avoid last minute problems. |
| Participate in class activities | Prepare questions for weekly meetings | Schedule time for participating in discussion. Ask questions of instructor and/or mentor as needed |
| Complete class assignments | | Create a class calendar. Keep in touch with classmates and teachers to share ideas and strategies for completing assignments |

Summative Evaluation Plan

General Evaluation Information:

The purpose of the Summative Evaluation Plan is to determine (1) the value of the WBL in regards to the goals, content, instructors and learners, and context, (2) if it provides a value added, and (3) if it should be continued as it is currently designed and implemented, or if it needs to be modified.

The instructional goal at the end of the web based instruction is to have the learners use specific computer applications to collaborate with parents and other teachers in a school wide effort to integrate technology in the classrooms. Learners will be able to use computer technology knowledge and skills to create a classroom wiki to communicate with parents and students on classroom activities.

Participants of the summative evaluation include teachers, who are the most likely to use the system to learn the desired skills, as well as administrators who have identified the need to integrate computer technology in the classroom to enhance student learning, and improve student recruitment and retention.

The purpose of this summative evaluation plan is to evaluate the following:

- Have the instructional goals and objectives been met?
- Are the stakeholders including administrators, teachers, students and parents satisfied with the outcomes of the WBLS?
- Was the WBLS cost effective?
- Were improved time efficiencies gained?

The materials to be evaluated include:

- Content and instructions for all of the web pages contained in the WBLS.
- PDF instructions within each module
- Discussions and blog entries for each module
- Final projects for each module

Details for the Main Steps of the Summative Evaluation

- The stakeholders for this evaluation are school administrators, teachers, parents, and students.
- What is being evaluated?
 - Effectiveness of the project in meeting the course objectives
 - If the learners believe if the WBLS was worth the time?
 - Was the WBLS an efficient method for meeting the desired goals?
 - Does the system appeal to learners so they will participate in future WBLS of designers?
- What are the evaluation methods and tools?
 - Survey of learners
 - Self-reports of learners of the length of time for participation in a session or activity.
 - Assess performance activities
- How are data collected and analyzed?
 - Surveys will be collected and analyzed using Survey Monkey (see Appendix A for survey)
 - Self-reports will be collected and analyzed using Excel spreadsheets
 - Performance activities will be analyzed using the final project outcomes for each module.

- How are the data analyzed and reported?
 - Data will be analyzed for perceived effectiveness, efficiency, and appeal of the WBLS.
 - After the data is analyzed, the results will be written into a report and sent to the school administrators, teachers, and designers of the course.

After the data is collected and analyzed, a report will be prepared and shared with the stakeholders of the WBLS to assess whether the system is meeting the stated goals and objectives, and to decide if further actions are needed to improve the system.

Appendix A: Learner Survey

Web-Based Learning System (WBL) Evaluation

Communication and Collaboration Instruction for the Classroom Course

After finishing the course, please complete this evaluation of the Web-Based Learning System (WBL).

1. Did you find the website easy to use?

Yes

No

- If not, please explain:

2. Did you meet the learning goals of the Web-Based Learning System?

Yes

No

- If not, please explain:

3. Did you find the website helpful?

Yes

No

- If not, please explain:

4. Did you experience any problems navigating the website?

Yes

No

- If not, please explain:

5. Did the audio, images, videos, and "Additional Resources Links" enhance the instruction?
- Yes
 - No
 - If not, please explain:
6. Was the instruction informative?
- Yes
 - No
 - If not, please explain:
7. Did you master the objectives of the course?
- Yes
 - No
 - If not, please explain where you had difficulties:
8. On the list below, check the modules you completed:
- Module 1 – Wikispaces
 - Module 2 – Audacity
 - Module 3 – Videos - Internet Safety
 - Module 4 – Google Apps
9. How will you use the information you have learned?
10. What recommendations do you have for future improvements of this Web-Based Learning System?