

## Formative Evaluation Plan Components

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### Purpose

This formative evaluation provided feedback on the “Agile Instructional Design” module. Specifically, the feedback addressed the effectiveness of the instruction. The effectiveness was evaluated based on how well the course was able to achieve its objectives in educating Instructional Design students. Additionally, the feedback addressed whether the information required to complete the module was appropriate.

To determine the effectiveness **two to three** instructional designers took the module and provided feedback. The instructional design team used the feedback to modify the course. The process took 3 days and feedback was compiled at the end of that timeframe..

### Audience

The instructional designer was the initial recipient of this information. Once the design had been modified to account for the feedback it was delivered to a professor for possible use in future classes.

### Issues

The reviewers addressed the following questions to provide feedback on module effectiveness:

- Was the module’s material an appropriate difficulty level?
- Were there any errors in the module’s content?
- Were there any mechanical issues
- Were the objectives sufficiently addressed by the course material?
- Was the length of the module appropriate for the material to be learned?
- Was the module’s visual design sufficient to keep your interest?
- Was there any information that you feel should have been included?
- Were the practice questions appropriate for the material?

### Resources

All testers needed access to the following material resources:

- A computer with internet access.

Additionally, there are personnel requirements:

- Three instructional designers for testing

In the table below see the different training passes and the specific evaluation instruments required for each phase.

## Evaluation Schedule

Evaluation Method	Revision Phase	Purpose	Testers	Resources
Instructional Designer Trial	Prototype	Try-out impressions	2-3 people	<ul style="list-style-type: none"> <li>• Observation Notes Form</li> <li>• Interview Protocol</li> <li>• Attitude Survey</li> </ul>
Field Trial	Revised Instructional Unit	Assess actual product	1-2 people	<ul style="list-style-type: none"> <li>• Attitude Survey</li> <li>• Learner Performance</li> </ul>

## Evidence

The success of the evaluation depended on how diligent the evaluators were with their responses. For the data to be valid each participant had to take the process seriously and provide detailed feedback. To insure the feedback was complete each participant was carefully vetted.

Each evaluation instrument was tailored to provide pieces of a whole.

- Observation Notes
  - Provided an opportunity for reviewers to include observations not directly covered by the questions listed in the issues section.
  - Typically, this would be a place for the instructional designer to include notes collected while observing course participants. In this environment that was not possible so the less ideal solution was to have the participants “observe” themselves.
- Interview Protocol
  - Provided answers to more general questions not directly related to the objectives.
- Attitude Survey
  - Provided attitudinal feedback on participants’ reactions to the specific parts of the course.

## Data-Gathering

The data was gathered through a short process.

1. Three instructional designers took the module and provided feedback. They filled out three forms, Observation Notes Form, Interview Protocol, and Attitude Survey. The instructional designer used the feedback to perform the second revision on the module.
2. The final version of the module was placed online for wide release.

## Analysis

This was a truncated process necessitated by the available stakeholders in the module. There only one revision and one analysis stage after the prototype was completed. In a real world setting there would need to be more testing and revisions before a product would be released.

Each tool was analyzed individually and as a whole in its stage of the review process. Specifically, as most questions were multiple choice, they were analyzed to find patterns in frequency distribution. This allowed the designer to see where the concerns were located. For the open ended questions the designer used qualitative analyses to determine if there were patterns in the data. Simple, concrete errors were addressed without analysis. An example of simple error was a typo or a button did not work.

## Reporting

There were several interested parties in the results. The primary recipient was the instructional designer.

Distribution took place on the instructional designer's portfolio page.

## Appendix

### SME Notes Form

#### Subject Matter Experts (SME) Notes Form

Thank you for taking time to go through this module and provide your feedback. The module is focused on Agile Instructional Design. It is designed to be a 40 minute self-paced module. Your feedback is appreciated.

#### Directions:

The module is provided using Adobe Captivate. Consequently, personal notes will have to be recorded in a separate program or file. We ask that you send all extra notations in the additional notes section at the end of this form.

#### General Questions

1. Were there any errors in the module's content?
2. Were there any mechanical issues?
3. Was the length of the module appropriate for the material to be learned?
4. Was the module's visual design sufficient to keep your interest?
5. Was there any information that you feel should have been included?
6. Were the practice questions appropriate for the material?

#### Objective Questions

**Objective 1.1:** Given a blank diagram, the learner will be able to assemble the MRK model.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 2.1:** Given a blank diagram, the learner will be able to assemble the ADDIE model.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 3.1:** Given a statement, the learner will be able to recognize a false statement concerning Agile Development's history.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 4.1:** Given a list of options, the learner will be able to define Agile ID

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 4.2:** Given a statement, the learner will be able to recognize a false statement about Agile ID.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 4.3:** Given a list of options the learner will be able to identify the steps used in Agile ID

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 4.4:** Given a list of options, the learner will be able to relevant stakeholders in Agile ID.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 4.5:** Given a statement, the learner will be able to recognize a false statement about Agile ID pros and cons.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 4.6:** Given a statement, the learner will be able to recognize a false statement about Agile ID blockers.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 5.1:** Given a statement, the learner will be able to recognize a false statement concerning ID model similarities.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 5.2:** Given a statement, the learner will be able to recognize a false statement concerning ID model differences.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

**Objective 6.1:** Given a scenario, the learner will be able to identify the most appropriate ID model to use.

Please rate the effectiveness of the module in addressing Objective 1.1 from 1-5 with 1 being not all and 5 being fully effective. Highlight the answer with Bold.

\_\_\_\_\_

Please list all content that would have helped fully address the objective.

Please list any extraneous or confusing content.

Please include all additional thoughts and comments below:

## Observation Notes Form

(Self-Review of interest level, attentiveness, focus, and learning)

Date: \_\_\_\_\_

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Module Section	Observations

## Interview Protocol

We appreciate your participation in this evaluation process. Now that you have completed the instructional module we have some additional questions to help us improve the module. Please record your thoughts using the following form.

1. Please describe your initial impression of the module?
2. Were you able to fully understand the navigation instructions? If not, how would you improve them?
3. Were there any sections that you wish had more information?
4. Was there any information that you found superfluous or confusing?
5. Were you confused or lost at any point in the module? If so, where and how did you resolve your confusion?
6. Were there any sections that you would remove?
7. Do you feel like the unit prepared you for the posttest?
8. Please state your overall opinion on the unit both pros and cons.

## Attitude Survey

Please select the answer that is most appropriate for your attitude about the module.  
1 is strongly disagree and 5 is strongly agree.

Statement	1	2	3	4	5
This module was easy to navigate.					
I learned something new.					
This module helped me refresh existing knowledge.					
This module is ready for other students to take.					
The amount of time required to complete the module was reasonable.					
40 minutes was sufficient to finish the module.					
The practice items were helpful in learning and retaining the material.					
This module will help me be a better instructional designer.					