***PROJECT OVERVIEW***

**GENERAL OVERVIEW:** The purpose of this project is to support new MCC instructors in their capacity to comply with administrative and state mandates when onboarding new students to the pre-GED TLC program. This module will primarily apply to students onboarding at the Fremont campus. The TLC program is designed to provide students who wish to enroll in the adult education GED program with the necessary pre-requisite skills to succeed. The TLC program supports specific skills include the following activities: Goal Setting, Troubleshooting, Creating a Learning Strategy, and Digital Literacy. Additionally, paperwork that corresponds with these activities is required to comply with both state and institutional requirements. Failure to consistently comply with these mandates could result in a loss of program funding or costly auditing by the state.

Currently, there is no opportunity to encounter these procedures before the new instructors’ first day on the job. Although there is a job aid, it is highly detailed and challenging to locate. Another reason the current job aid is a challenge to use because new instructors are required to onboard new students while simultaneously supporting the current clientele in their GED studies. This situation means new instructors do not always have uninterrupted time to sort through the current job aid once they locate it. Yet, all paperwork associated with the required activities is mandated at either the state and college level. This makes high compliance an absolute necessity. This requirement of high compliance coupled with low confidence levels creates an atmosphere of uncertainty, which is not helpful for new students. Phone calls may be made to superiors during the instructional period to make certain compliance issues are being properly executed. This disrupts the workflow and detracts from time on task for both the instructor and new students. Additionally, the extra time sorting out new students decreases availability for existing students requiring assistance with their individualized learning plan.

The opportunity to experience the sequence of events in a way that visually simulates the classroom experience will instill confidence in the new instructor when onboarding new students.  The training module will follow a sequence that simulates the chronological order required during regular instructional hours. Additionally, an at-a-glance job aid will be placed in the Fremont GED classroom to support long-term memory of the procedures and confidence levels and the capacity to comply with state and college mandates consistently.

During the course of deigning this document, changes to the flow chart and the performance objectives in order to denote subordinate steps that will comprise a separate learning module. This learning module will take place prior to the administration of this module. Furthermore, amendments were made in order to ensure that the flow chart aligned with the stated performance objectives.

**GAP ANALYSIS:**

|  |  |  |
| --- | --- | --- |
| Desired Status - | Actual Status = | Need |
| New instructors will be able to on board new students in the TLC program involving all required paperwork with 100% accuracy and know the 5 steps that must be taken during the TLC program. | Opportunities to practice onboarding skills are not present and current job aids are difficult to locate and too detailed to navigate during class instruction. Instructional time is lost when referring to existing instructions and phone calls to seek clarification while on the job are required when on boarding TLC students the first few times. | A learning module and an at-a-glance job aid will give new instructors the opportunity to practice the TLC onboarding procedures prior to their first class. Additionally, a job aid will give them an at-a glance- reference to refer to during instruction. |

**Purdue University Michele C. Michaelis**

**EDCI: 572 Design Document Part 1, 2, & 3 11/15/2021**

***APPROACH TO GOAL CREATION & LEARNING ANALYSIS:***

The sequence of events has been pre-determined by the state and the collegiate institution (MCC). Thus, this approach reflects an administrative mandate. Documents were examined, and phone calls to governing authorities were made to verify the accuracy of this series of activities along with their corresponding mandated documents. Materials in this module will be organized to encounter material in the same chronological order that they will be required to administer in the performance context.

Given the ethical nature of complying with state and institution mandates, this goal represents an attitudinal skill analysis, as well as psychomotor (Dick W. et al. p. 59). The overarching goal is attitudinal. After this training, new instructors will choose to comply with state and institutional mandates when onboarding new students. However, Instructors must also know what those mandates are and what the proper sequence of activities are. The psychomotor component of this goal, while subordinate to the attitudinal purpose, is necessary because until new instructors are taught what the specific requirements are, they are unable to comply. Thus, an attitudinal value will be conveyed and embraced by providing instruction on the proper sequence of events and each recorded activity’s purpose.

***INSTRUCTIONAL GOAL***

*1 At the end of this training module, MCC GED Instructors will successfully 2comply with state and college level mandates to guide new TLC students through required onboarding paperwork and corresponding activities on the Fremont campus 3. during regular instructional hours, with the support of a student created job aid with 100% degree of accuracy 4.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *The learners: New MCC Pre-GED & GED Instructors at the Fremont Campus*
2. *What the learners will be able to do in the performance context: Comply with state and institution mandates during new student onboarding.*
3. *The performance context in which the skills will be applied: during regular instructional hours*
4. *The tools that will be available to the learners in the Performance context: Pre-exposure to learning module & accessible Job Aid*

***GOAL ANALYSIS DIAGRAM***

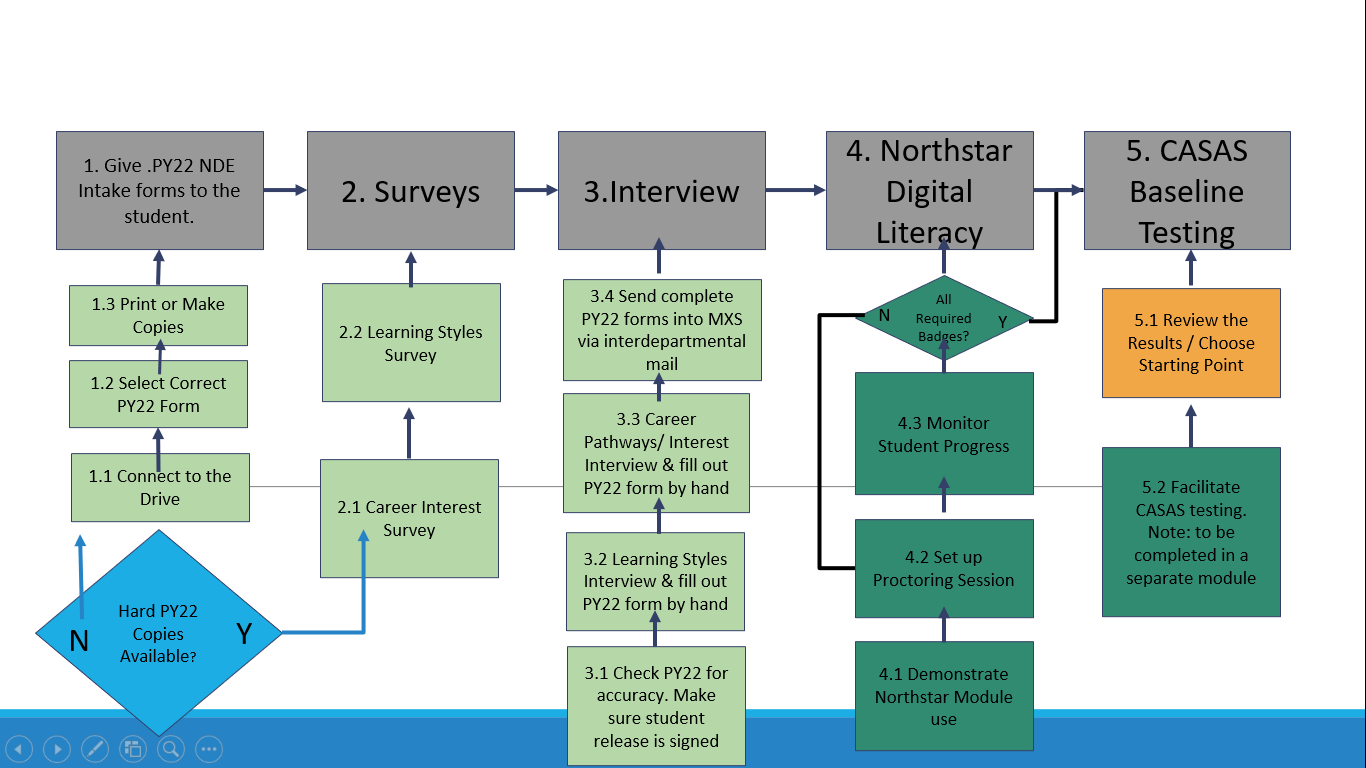
**PRE-REQUISITE ENTRY SKILLS:**

1. Basic Digital Literacy Skills

2. Knowledge of inter-departmental mail system

3. Knowledge of how to play a Kahoot Challenge.

4. How to follow highlighted text to a link, presented in a word document.



Please Note: Training for Northstar digital literacy and CASAS Baseline Testing will take place in detail through a separate module. However, there will be a general overview of both clusters in this module to maintain continuity of how the processes fits together. 5.3 is a step that will be returned to every time a student accumulated 40 hours of combined distance and in-person instruction.

*.*

***REFLECTION 1***

**1.So far, what has gone well?** One thing that has gone well is the connection with my peers. I have been able to touch base with them and talk about some of the finer points of this assignment. I think the conversation has helped to clarify our expectations and created reliable and quality feedback.

**2. So far, what has been a challenge?** One challenge has been my schedule. In order to stay on top of things with my work/ life schedule, it helps to get things done a little early. However, not everyone has this sort of schedule or inclination. When we work in teams, I sometimes have to wait quite a while and sometimes until the last minute to get the peer reviews I need to move forward with a project.  This can make meeting deadlines and managing my daily commitments a challenge. This is not to say that my classmates are late. They do get things turned in on the deadline. I do think this sort of dynamic can show up in the professional world. I recently was in an interview, and they spoke about the difficulties with meeting deadlines when other departments were late with their deliverables.  I suppose my greatest fear is that I will not have time to fully reflect on my feedback because there was no time to make changes based on peer feedback due to it coming in at the last minute.

**3. Describe what you learned from the peer feedback process?** It is always helpful to know how others see my presentation. When a person is teaching, learners come in with very different ways of seeing things. It helps to get a second eye on my work before rolling it out to the learners. I also find that other people pick up different expectations, and talking to them about the assignment helps refine the vision of the end product. It helps bring the information into a better focus.

**4. Which suggestions were you able to implement?** Some changes that I made involved changing the direction of the arrows on the subordinate skills. Initially, I had the arrows moving from the primary skills to the subordinate skills. Reversing the arrows made a lot of sense once I thought about it. I also changed my degree of accuracy to 95%rather than 100%. It was pointed out to me that a 100% degree of accuracy is rarely attainable. I wanted to keep the accuracy rate high because failing to get all the required paperwork in and complete the activities could cause a loss of program funding or a state audit.

**5. Which suggestions did you decide not to address?** One tip I did not handle involved confusion over who the learner is. It was suggested that my series focuses too much on what the instructor will do. However, in this case, my defined group of learners is new instructors. That makes the new instructors the target learners for this course, not the TLC Pre-GED students they will be serving.

**6. Why did you make that choice?** I made this choice because, in this situation, keeping the module learner-centric means keeping the tasks of the new instructor front and center. If I were to skip the level of new instructors as learners and go straight to what the TLC Pre-GED learners would do, there would be some essential paperwork that would never get filed. This paperwork is mandated by the state and cannot be skipped. Also, the attitudinal goal is to value the procedures that the institution and the state require. The TLC Pre-GED student does not need to understand this goal. However, the new instructor does. That is why I chose the new instructor as my learning group and left the model as is.

***LEARNER ANALYSIS***

Learners that will utilize this module (new MCC instructors at the Fremont location) enter the program at various points during the year. This intermittent hiring pattern means cohorts of new instructors are small and irregular. A module that can be self-navigated is particularly valuable as in-person training can be costly concerning time. The opportunity to practice these procedures will most likely be well received and instill confidence and efficiency on their first day on the job.

Public Job Advertisements indicate that all new instructors have at least a bachelor’s degree and conversations during meetings indicate that they are well equipped for self-study situations. They tend to be enthusiastic about learning what they need to know to assist their future students. Most new instructors tend to be white, middle-class teachers with previous teaching experience and an interest in reaching diverse populations.

This job’s part-time nature attracts employees with certain life conditions that make such an arrangement attractive. Current teachers need extra income to make ends meet, retired teachers looking to supplement retirement income, parents with previous teaching experience taking care of children full-time, and former teachers in career transition. New Instructors can gain insurance through other organizations or resources, or they do not have insurance at all. It seems that there is a common belief that education promotes equality and can better the lives of those from diverse backgrounds. There is also a sense of wanting to support those that “fell through the cracks” of the educational system the first time through. The MCC program is funded by the state of Nebraska and allows students the opportunity to study and obtain their GED for free. In general, there is a sense of being a part of a larger mission among both new and veteran instructors.

Most are digitally literate and can navigate email and zoom upon entry. Other entry skills include basic teaching proficiency, mastery of high school level math, &/or high school level English. The ability to handle administrative tasks, such as attendance and confidential record keeping, are also skills that are already mastered before their initial hire date. However, the systems that are institutionally designated for these administrative tasks are relatively unique. New instructors may require explicit training to access and utilize these systems.

Current onboarding methods allow for a cursory introduction to the required procedures. However, opportunities to practice these procedures before facilitating their first class are wanting. New instructors may complete the introduction process but are not given time to process and practice the steps they will need to be proficient with on day one of class. A desire for greater immersion into the required procedures and practices exists among some instructors.

Information about the learners (i.e., new instructors) comes from the following: first-hand experience, interviews with other instructors, conversations with other instructors during weekly meetings, and institution documents such as job advertisements & job description documents.

|  |  |  |
| --- | --- | --- |
| **Information Categories** | **Data Sources** | **Learner Characteristics** |
| **Entry Skills** | **Observation/ Reflection:**  **Job Recruitment Ads:**  **Job Description:** | Because I was a new instructor, I have first-hand experience of what the current situation is observations and reflections on my experience will be applied to this analysis. Ability to teach up to 12th grade level English and/ or Math. Ability to work on temporary assignments that may change on a semester basis. |
| **Prior Knowledge of Topic Area** | **Observation/ Reflection:**  **Conversation with Instructors & Managers:** | Instructors should feel comfortable with high school level English, &/or math, opportunities to brush up on topics are provided with materials. |
| **Attitudes Toward Content** | **Observation:**  **Interviews with other instructors:** | Most instructors are enthusiastic about helping others obtain a GED. As a rule, new instructors come in with a preference for teaching either English or Math |
| **Attitudes Toward Delivery System** | **Observation:**  **Conversations at Weekly Meetings:** | The current delivery system is “AztecPlus” and as a whole attitude toward the system are positive. Veteran teachers report that it is a vast improvement from previous systems. However, there are a few bugs and a few units that have poorly constructed questions. Those issues have been reported to the platform owners. |
| **Motivation for Instruction** | **Observation:**  **Interview:** | New instructors seem to want to help someone else succeed; they believe education is a viable path to equality, and look forward to learning how to participate in the procedures to promote this value. |
| **Education and Ability Levels** | **Job description:** | Minimum education level is a bachelor’s degree, preferably with experience teaching. Ability to teach high school Math &/or English. |
| **General Learning Preferences** | **Observation:**  **Interview/Discussion:** | Most new instructors have a history of success with academic related skill-sets, and are independent learners. They are resourceful and able to supplement required materials with their own ideas and materials. Learning from books, on-line tutorials, and in-person instruction are all effective instruction strategies. |
| **Attitudes Toward Training Organization** | **Observation:**  **Interview/Discussion:** | New instructors are enthusiastic about working with the community college to help others obtain a GED. Increased support to help them prepare for this would be welcomed. |
| **General Group Characteristics** | **Observation:** | As a whole, instructors are enthusiastic, educated with a bachelor’s degree. Most are middle-class & white with an interest in reaching diverse populations. They are experienced educators, and resourceful and able to supplement the curriculum with their own materials and ideas in order to tailor the lessons to meet their students’ needs. |

***(Learner Analysis Continued)***

***LEARNING CONTEXT ANALYSIS***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

The learning context will be in the space that I currently work. Thus, I have direct knowledge of the space along with its advantages and limitations. Although there are 10 locations in all, the TLC program is only administered by instructors at the Fremont location. This location provides ample access to instructor computers, numerous student computers, internet access, and the ability to display the instructor’s screen. There is also a large whiteboard with dry- erase markers. The space resembles a cross between a traditional classroom and a computer lab. Although this space is highly conducive to facilitating approximately 24 students at a time, it is limited in the ability to provide 1-1 TLC counseling, while simultaneously facilitating other students’ individualized study plan. The TLC instructor must leave the room in order to council privately, or council with others present. It is possible to allow the TLC student to fill out some of the PY22 forms independently and silently in order to keep the necessary elements confidential, and then interview the student to fill out the less sensitive portions of the form. Training modules, designed to train new instructors can be administered in the actual room, or rooms that are nearly identical to the room that the TLC program will actually be facilitated in. Additionally, on-line modules can be designed to simulate the rooms and the conditions visually.

|  |  |  |
| --- | --- | --- |
| **Information Categories** | **Sources of Information** | **Learning Site Characteristics** |
| **Number or natures of the site/ sites** | **Interview:**  **Company Website:** | Metropolitan community college includes 10 separate campus locations, distributed around the Omaha, NE greater metro area and surrounding communities. Accessible by 4 counties, most locations include rooms that cross function as computer labs and a traditional classroom setting. 2 of the 10 locations are dedicated technology centers, with access to more advanced technologies such as 3-D printers and robotics. |
| **Site compatibility with instructional needs** | **Observation:** | Ample space and materials for conducting classroom instruction and individualized on-line learning programs are at most locations. |
| **Site compatibility with learner needs** | **Observation:** | Most of the TLC module will take place at the Fremont site.  The space is conducive to group instruction but private spaces for interviews are lacking. |
| **Feasibility for simulating the work place** | **Observation:** | Training can easily be administered in the actual, or similarly arranged rooms that the work will be completed in. |

***PERFORMANCE CONTEXT ANALYSIS***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Managerial support is as high as it can be given that they are off location, and frequently busy teaching classes at the same time that the TLC program would be administered. When assistance is needed, managers do return phone calls and attempt to provide assistance while simultaneously teaching classes themselves. This attests to the willingness to be supportive, but also the limits in their capacity to provide the support they wish to give.

Social support during the instructional hours (6 PM – 9 PM) is scarce. The front office is closed and so administration support is unavailable, except for just prior to class starting. There is a security guard located on the first floor, that often receives attendance documentation in their absence. 1 computer lab instructor is available to support students who wish to practice outside class hours, mostly students that are not enrolled in the evening class. However, the computer lab instructor is available for support in a limited capacity. Additionally, a building manager is present, but is not readily accessible or in a predictable location. Evening classes usually consist of 2-3 students and 1 instructor. There is a 10–15-minute break at the mid-point of the class. Some socialization between students and instructor can take place during this time. However, some students choose to keep working through this period and others leave the building to smoke or get food at the gas station across the street. There is a student commons area, equipped with chairs and tables near the instruction room, which is located on the second floor. The relevance of the skills to the performance context is high as they directly simulate the procedures that will be required on the job.

|  |  |  |
| --- | --- | --- |
| **Information Categories** | **Data Sources** | **Performance Site Characteristics** |
| **Manager/Supervisor Support** | **Observation:**  **Interview/Discussion:** | Managerial support is unintentionally hampered because they are not on site. Although they are accessible by phone, they are sometimes teaching classes themselves. This limits the capacity of leadership to provide direct support during instructional hours. |
| **Physical Aspects of the Site** | **Observation:**  **Interview** | The Fremont location houses a room on the second floor in which the facilitation of GED courses and the initiating TLC program is administered. The room includes an instructor’s desk, computer, and a projector. At the front of the room there is also a large whiteboard and dry erase markers. Approximately 25 student computers are set up on tables, so that students are facing the front of the room |
| **Social Aspects of the Site** | **Observation:**  **Interview** | The site has low capacity for social interaction in the evening. The main office closes at 6 PM and classes start at 6 PM. In order to conduct office business, the instructor must arrive prior to 6 PM. 1 security guard is on duty and 1 computer lab instructor is on duty. Both instructors are on located on the first floor. A student common is located near the room, although it is not used. The classroom is usually occupied by 2 – 3 students and 1 instructor at a time. |
| **Relevance of Skills to the Workplace** | **Observation:**  **Interview** | The relevance of skills to the work place is high. The skills will be conducted sequentially during TLC onboarding in a manner that mirrors the training. |

***PERFORMANCE OBJECTIVES***

|  |  |
| --- | --- |
| **Steps** | **Matching Performance Objective** |
| **GOAL: Onboard**  **new students**  **independently** | **Terminal Objective: Individually, in a traditional classroom setting with instructor and student computers with internet access, & given a new TLC Pre-GED student at the Fremont campus, state and institution mandated onboarding procedures will be administered sequentially. Each step in the procedure will be performed in sequence, wholly and accurately recorded, and sent to MXS to be officially filed with the institution with 100% accuracy.** |
| **1. Identify and provide mandated documentation of TLC Pre-GED students through Administering PY22 Intake Forms.** | 1. individually, in a traditional classroom setting with instructor and student computers with internet access, & using the current PY22 State forms, explain TLC procedures so that Pre-GED students fill out the mandated forms. Evaluate the forms to see that all sections are filled out and then complete the processes by turning file the forms to be turned into MXS through interdepartmental mail. |
| **1.1Connect to the drive** | * 1. Individually, in a traditional classroom, with instructor and student computers with internet access,   Connect to the MCC drive through the new instructors MYWAY account with 100% accuracy |
| **1.2 Subordinate Skill: Select the correct PY22 forms by checking the year.** | * 1. Individually, in a traditional classroom with instructor & student computers with internet access, select the correct PY22 forms from the MCC electronic folders in the MCC drive by checking                     the listed year at the top of the form with 100% accuracy. |
| **1.3 Subordinate Skill: Print blank hard copies of mandated PY22 forms** | 1.3 Once the correct form is located, successfully prepare hard copies                   of the correct PY22 forms by printing blank hard copies with 100% accuracy. |
| **2.Administer and record results of** **institutionally mandated surveys.** | 2. Individually, in a traditional classroom setting with instructor and student computers with internet access, & and given appropriate internet links and forms, apply the second requirement that TLC Pre-GED students take the learning styles and career interests surveys. Make sure both surveys are complete with 100% accuracy. (locating and printing Survey Results forms is the same processes in PY22) |
| **2.1 Subordinate Skill: Career Interest Survey** | 2.1Individually, in a classroom setting with instructor & student computers with internet access,                     locate the career interest survey on: **mynextmove.org/explore/ip** for English or [www.mynextmove.org](http://www.mynextmove.org) for Spanish.    then model how to interact with the site to produce insight on the students’ career Interests, leading to the student being able  to Independently navigate the site and take the survey until 100% complete. |
| **2.2 Subordinate Skill: Learning styles survey** | 2.2 Individually, in a traditional classroom setting with instructor and student computers with internet access,  locate the career interest survey on [www.thoughtco.com/learning-style-quiz-4076781](http://www.thoughtco.com/learning-style-quiz-4076781). Then model how to interact with the  site to produce insight on the students’ career interests, leading to the student being able to independently navigate the site  and take the survey until 100% complete. |
| **3.Administer Mandated Interview** | 3. Individually, in a traditional classroom setting with student & instructor computers with internet access, & given the completed surveys, interview TLC Pre-GED students to take the learning styles and career interests and summarize the results by filling out previously printed PY22 forms in writing. Then complete the processes by making sure all sections are filled out by hand and by turning file the forms into MXS through interdepartmental mail, 2ith 100% completion rate. |
| **3.1 Subordinate Skill:**  **Interdepartmental**  **Mail Procedures** | 3.1 To be completed in a previous module, Individually, at the Fremont location with PY22 copies that are filled out by hand),  send the hand filled out PY22 forms to the MXS location through the interdepartmental mail system with 100% accuracy. |
| **3.2 Subordinate Skill:**  **Interview about career**  **survey** | 3.2 In the context of a 1-1 conversation with instructor and student, analyze the results of the career survey and record then on  the PY22 hard copies by hand with 100% accuracy. |
| **3.3 Subordinate Skill:**  **Interview about**  **learning survey** | 3.3 In the context of a 1-1 conversation with instructor and student, analyze the results of the learning survey and record then on  the PY22 hard copies by hand with 100% accuracy. |
| **4. Administer Digital Literacy Instructions** ( Northstar) | 4. Individually, in a traditional classroom setting with instructor and student computers with internet access, model how to use Northstar digital learning sessions, then monitor independently navigated assessments and badge acquisition online. When the student earns the first badge, this step will be considered successful. Please note, this step may be repeated until the student earns all designated badges. Re-modeling may be necessary. |
| **4.1 Subordinate Skill:**  **North-Star Digital Lit.**  **training and proctor**  **certification**  **4.2 a-b Subordiante Skill:**  **Demonstrate North-**  **Star module use.** | 4.1 To be completed in a previous module: In an online platform: In a traditional classroom setting with instructor and student  computers, with internet access, monitor student progress in person & on-line to ensure students complete modules  independently.  4.2a In an online platform, Northstar Digital Literacy, demonstrate how to request proctoring session on a student computer  and then accept the request on an instructor computer to initial a proctored session.  b. In the context of a traditional classroom with instructor and student computers, demonstrate how to use the Northstar  Digital Literacy learning modules to facilitate independent use by TLC students. |
| **5. Administer Baseline testing** | 5.Individually, in a traditional classroom setting with instructor and student computers with internet access, & Given internet access and the completion of steps 1-4, set up a link for the student to sign up for a CASAS baseline test on [**https://outlook.office365.com/owa/calendar/CASASPlacementandProgressTests@mccnetmccneb.onmicrosoft.com/bookings/**](https://outlook.office365.com/owa/calendar/CASASPlacementandProgressTests@mccnetmccneb.onmicrosoft.com/bookings/)   After the test is taken, discuss the scores as a baseline and set goals, resulting in a complete interview form). |
| **5.1a-b Subordinate Skill: Set students up for the first CASAS test** | 5.1 a. To be completed in a previous module: In an online platform called e-tests, demonstrate how to enter codes to access  proctored testing which will result in student access & take the CASA test.  5.1 b. To be completed in a separate module: In a traditional classroom setting, review the CASA results and choose a starting  place that aligns with the TLC students’ current skill level using the MCC basic guide. |

***ASSESSMENT PLAN***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Entry Skills:** Northstar proctoring certificate, knowledge of interdepartmental mail system, ability to access to hard copies of required PY22 NDE Forms, and ability to assist students with CASAS testing through e-test online. All of these entry skills will be taught in a previous module.

**Testing Purpose:** The purpose of this module is to ensure that instructors know the proper sequence of procedures that must be administered during the facilitation of the TLC program. However, it is also to instill confidence in the new instructor’s ability to carry out the predetermined sequence of events designated for TLC new student onboarding. As such, all testing will include opportunities for the new instructor to rate their confidence levels.

**Pre-Test:** Students will be asked to participate in a scheduled Kahoot game to test their knowledge of procedures and to create a baseline knowledge level. Students who pass the pretest at levels that meet the end goal can skip the module and use the test scores on the pre-test.

**Quick Checks:** Each section of the module shall represent a mains step and its corresponding subordinate skills. After each section, the opportunity to re-practice the portion of the test that corresponds to each section will be offered in an additive fashion. That is to say, after the series of events that comprise the first step is completed, the section of the pretest that corresponds with step one will be re-administered. After the series of events that corresponds with section two is presented, the section of the pretest that corresponds with the first and second seconds will be re-administered. After the third section is presented, the first, second, and third portion of the pretest will be administered. And so on and so forth. This pattern will continue until the conclusion of the last step, at which time a full-length practice quiz will be administered. At this point, a survey of confidence levels will be re-measured on a scale of 1-5. Again, 1 shall represent the lowest level of confidence and 5 shall represent the highest levels of confidence. Furthermore, multiple choice or true/false questions will re-visit topics from the pre and post test after corresponding information has been presented for progressive practice. Other drag and drop activities will simulate the documentation activities that will be required on the job. Multiple choice and True/False mini-quizzes will also provide ample opportunity for practice, feedback and review cycles. The module does not have the technology to collect information on formative assessment opportunities. These will be largely formative practice opportunities and learner monitored. However, the course ends in an opportunity to provide feedback and any formative practice opportunity that is confusing or unhelpful can be communicated in this space.

Additionally, after my learners piloted the program I asked them the question, “What would you need, now that you have completed the module, to feel comfortable on the job?” Two pilot testers indicated they would want the opportunity to go through the module and the post-test once more. Another tester said a check list would provide the necessary support to fill in a perceived gap. To this end, a job aid was created that students can fill in as they engage in the module. This will then be checked by the facilitator as a final step before leaving the class. This could be by on-line submission or in person if the training takes place in a hybrid situation. This will serve as a means of monitoring the accuracy and progress during formative experiences.

**Post Test:** The post test will be the same as the pre-test. This will be administered through a Kahoot session and will be the same as the pre-test. I have an account that will record answers and gather analytics about each participants answers and mastery level. Students will log into the test the second time and place the number two after their name so that pre-and post-test scores can be differentiated.

Kahoot reports will detail pre test and post test scores, provide statistics on which questions were, on average, answered correctly or incorrectly, and provide the opportunity to create an alternative test based on questions that were challenging for learners. Previously, I mentioned that learners will fill out a job aid during the module and that facilitators will check it at the conclusion of the training. In this way, this activity is both a check on the formative practice opportunities and a summative evaluation. It is formative in that it takes place during the module’s formative tests and practice opportunities. However, it is summative in that it will be checked for accuracy and be used as an official job aid. This practical and useful final “project” will serve to help learners bridge the gap between training and on the job performance.

***REFLECTION 2***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

DD2 involved the collection and analysis of a lot of data. It seemed to be more heavily involved than DD1. However, I felt a little more confident about how to organize information and where to look for examples of quality work. Once I realized that Wednesday’s post was a part of DD2, I felt quite grateful. The objectives analysis was quite involved and the opportunity to make adjustments after feedback turned out to be necessary. In fact, while revising my work with the objectives, and responding to feedback on my flowchart, I realized that they were not quite aligned. This caused me to spend a considerable amount of time re-working both the flow-chart and the performance objectives. The time spend was well worth the while, and I believe comparing the two resulted in a stronger plan of action.

In order to make sure that the assessment tools were strongly aligned with the flow chart and the performance objectives, I decided to use the flow chart as an assessment tool. I realized I could use the flow chart as both a way to summarize the flow or sequential events and to assess the learners’ ability to place the order of events in the correct place in a blank flowchart. However, the flow chart will be modified to a simplified version, illustrated through a drag and drop activity. This format will be used as a series of additive drag and drop practice opportunities to be administered throughout the module. This will ensure that at each step, the learner has a change to practice the steps most recently presented, while incorporating the new information with material presented earlier in the module. There will also be an outline on a printed sheet of paper that learners will fill in as they complete the practice opportunities. Filling in the sheet will provide evidence of formative practice. Additionally, checking the answers with the facilitator, and changing incorrect answers to correct answers will be the summative project, and a way to create a job aid that can be used on the job.

Obtaining interviews from colleagues was a bit of a challenge. However, I was able to talk to 2 colleagues that I work with after our classes conclude. I also had a wealth of information that emerged during weekly meetings with the staff at large and my own first-hand experience to draw upon. I wonder what putting this together might have been like without the advantage of my personal experience. I imagine getting quality interviews when the learning designer does not have firsthand experience is extremely important. Putting this plan together has made me feel as if I could benefit from specialized training in interviewing and eliciting relevant information. Other sources, such as job advertisements and websites were much easier to locate and analyze.

***Design Evaluation Chart: Introduction & PY22 Series***

|  |  |  |
| --- | --- | --- |
| **Goal/Step/. Subordinate Skill** | **Performance Objective** | **Parallel Test items** |
| **Overview of Module Goals, Post and Pre-test.** | After watching the introduction on the TLC module, students will know that there are 5 steps to learn and will be able to play a drag and game to practice the names and order of events to establish a baseline score. | *The introduction, and overview of what the student will learn will begin and conclude with a challenge game on Kahoot. Participants will practice knowledge through a variety of formative activities, drag and drop, multiple choice, and true or false. The pre-test and the Post test will be the same test. However, the order of questions may be different.* |
| **1.Provide mandated documentation of TLC Pre-GED**  **clients by Administering PY22 Intake Forms.** | 1. individually, in a traditional classroom setting with instructor and student computers with internet access, & using the current PY22 State forms, explain TLC procedures so that Pre-GED students fill out the mandated forms. Evaluate the forms to see that all sections are filled out and then complete the processes by turning file the forms to be turned into MXS through interdepartmental mail. | *After completing the module, students will demonstrate an understanding of this sequence through both formative practice opportunities within the module and also as a final assessment in the post-test (via Kahoot).* |
| **1.1Connect to the drive** | 1.1 Individually, in a traditional classroom, with instructor and student computers with internet access, connect to the MCC drive through the new instructors MYWAY account with 100% accuracy. | *Students will practice this skill through an interactive activity built into the PY22 section of the module. This activity will be additive in nature and will involve dragging “cards” into the correct sequence.* |
| **1.2 Subordinate Skill: Select the correct PY22 forms**  **by checking the year.** | 1.2 Individually, in a traditional classroom with instructor & student computers with internet access, select the correct PY22 forms from the MCC electronic folders in the MCC drive by checking the listed year at the top of the form with 100% accuracy. | *Students will practice this skill through an interactive activity built into the PY22 section of the module. This activity will be additive, will involve dragging “cards” into the correct sequence. and include previous steps.* |
| **1.3 Subordinate Skill: Print blank hard copies of mandated**  **PY22 forms** | 1.3 Once the correct form is located, successfully prepare hard copies of the correct PY22 forms by printing blank hard copies with 100% accuracy. | *Students will practice this skill through an interactive activity built into the PY22 section of the module. This activity will be additive or accumulative, and will involve dragging “cards” into the correct sequence. and review the previous steps.*  *Students will also complete a self-evaluation activity in terms of confidence levels. Each cluster will also include true/false* |

***Design Evaluation Chart: Two Surveys***

|  |  |  |
| --- | --- | --- |
| **Goal/Step/. Subordinate Skill** | **Performance Objective** | **Parallel Test items** |
| **2. Administer and record results of institutionally mandated surveys.** | 2. Individually, in a traditional classroom setting with instructor and student computers with internet access, & and given appropriate internet links and printed survey forms, apply the second requirement that TLC Pre-GED students take the learning styles and career interests surveys. Make sure both surveys are complete with 100% accuracy. | *Students will type in the name of this step into the learning platform.* |
| **2.1 Subordinate Skill: Career Interest Survey** | 2.1 Individually, in a classroom setting with instructor & student computers with internet access, locate the career interest survey on: **mynextmove.org/explore/ip** for English or [www.mynextmove.org](http://www.mynextmove.org) for Spanish. Then model how to interact with the site to produce insight on the students’ career Interests, leading to the student being able  to Independently navigate the site and take the survey until 100% complete. | *Students will watch a video to learn how this objective should be completed. Then they will respond to questions through a drag and drop activity to simulate recording results.* |
| **2.2 Subordinate Skill: Learning styles survey** | 2.2 Individually, in a traditional classroom setting with instructor and student computers with internet access, locate the career interest survey on [www.thoughtco.com/learning-style-quiz-4076781](http://www.thoughtco.com/learning-style-quiz-4076781). Then model how to interact with the site to produce insight on the students’ career interests, leading to the student being able to independently navigate the site  and take the survey until 100% complete. | *Students will watch a video to learn how this is completed and then complete a drag and drop activity to simulate recording results. Students will also complete a self-evaluation activity in terms of confidence levels, and an opportunity to review previous slides if needed.* |

**Note: Accessing the drive to print hard copies of forms is the same procedure as illustrated with the PY22 form. This skill will be considered a prerequisite for this section of the module. However, there will be a brief review as it applies**

***Design Evaluation Chart: The Interview***

|  |  |  |
| --- | --- | --- |
| **Goal/Step/. Subordinate Skill** | **Performance Objective** | **Parallel Test items** |
| **3. Check Previous Paperwork and Administer Mandated Interview** | 3. Individually, in a traditional classroom setting with student & instructor computers with internet access, & given the completed surveys, interview TLC Pre-GED students to take the learning styles and career interests and summarize the results by filling out previously printed PY22 forms in writing. Then complete the processes by making sure all sections are filled out by hand and by turning file the forms into MXS through interdepartmental mail, 2ith 100% completion rate. | *Students will watch a video and examine sample paperwork to determine if it is complete and ready to submit. They will indicate their answer through true/false formative quizzes and sequencing the order of actives in a drag and drop activity.* |
| **3.1 Subordinate Skill: Interdepartmental Mail Procedures** | 3.1 To be completed in a previous module, Individually, at the Fremont location with PY22 copies that are filled out by hand), send the hand filled out PY22 forms to the MXS location through the interdepartmental mail system with 100% accuracy. | *This skill is a pre-requisite for this module. It will be reviewed in the sequence of this cluster, but it will not be assessed or practiced.* |
| **3.2 Subordinate Skill: Interview student about the career survey** | 3.2 In the context of a 1-1 conversation with instructor and student, analyze the results of the career survey and record then on  the PY22 hard copies by hand with 100% accuracy. | *Students will watch a video and complete a drag and drop activity and a multiple-choice activity.* |
| **3.3 Subordinate Skill: Interview about learning survey** | 3.3 In the context of a 1-1 conversation with instructor and student, analyze the results of the learning survey and record then on the PY22 hard copies by hand with 100% accuracy. | *Students will watch a video and complete a multiple-choice activity. Students will also complete a self-evaluation activity in terms of confidence levels.* |

***Design Evaluation Chart: North-Star Digital Literacy***

|  |  |  |
| --- | --- | --- |
| **Goal/Step/. Subordinate Skill** | **Performance Objective** | **Parallel Test items** |
| **4. Administer Digital Literacy Instructions** | 4. Individually, in a traditional classroom setting with instructor and student computers with internet access, model how to use Northstar digital learning sessions, then monitor independently navigated assessments and badge acquisition online. When the student earns the first badge, this step will be considered successful. Please note, this step may be repeated until the student earns all designated badges. Re-modeling may be necessary. | *Students will watch a video and complete true/false question based on the presented content. This will not be a heavily assessed cluster because the main context is to be presented in a separate module. This is intended to be an overview so that students see how this cluster fits into the larger perspective.* |
| **4.1 Subordinate Skill: Northstar Digital Lit. training and proctor certification (general overview due to the main content being part of another module)** | 4.1 To be completed in a previous module: In an online platform: In a traditional classroom setting with instructor and student  computers, with internet access, monitor student progress in person & on-line to ensure students complete modules independently. | *Students will watch a video and complete a True/false activity. This will not be a heavily assessed cluster because the main context is to be presented in a separate module. This is intended to be an overview so that students see how this cluster fits into the larger perspective.* |
| **4.2 a-b Subordinate Skill: Demonstrate how to request proctoring (general overview only due to the main content being part of another module)** | 4.2a In an online platform, Northstar Digital Literacy, demonstrate how to request proctoring session on a student computer and then accept the request on an instructor computer to initial a proctored session.  4.2b In the context of a traditional classroom with instructor and student computers, demonstrate how to use the Northstar Digital Literacy learning modules to facilitate independent use by TLC students. | *Students will watch a video and complete a true/false activity. Students will also complete a self-evaluation activity in terms of confidence levels. This will not be a heavily assessed cluster because the main context is to be presented in a separate module. This is intended to be an overview so that students see how this cluster fits into the larger perspective.* |

***Design Evaluation Chart: CASAS Testing***

|  |  |  |
| --- | --- | --- |
| **Goal/Step/. Subordinate Skill** | **Performance Objective** | **Parallel Test items** |
| **5. Administer Baseline testing** | 5.Individually, in a traditional classroom setting with instructor and student computers with internet access, &  Given internet access and the completion of steps 1-4, set up a link for the student to sign up for a CASAS baseline test on [**https://outlook.office365.com/owa/calendar/CASASPlacementandProgressTests@mccnetmccneb.onmicrosoft.com/bookings/**](https://outlook.office365.com/owa/calendar/CASASPlacementandProgressTests@mccnetmccneb.onmicrosoft.com/bookings/)   After the test is taken, discuss the scores as a baseline and set goals, resulting in a complete interview form). | ***Students will watch a video and complete a drag and drop activity.*** |
| **5.1a-b Subordinate Skill: Set students up for the first CASAS test** | 5.1 a. To be completed in a previous module: In an online platform called e-tests, demonstrate how to enter codes to access  proctored testing which will result in student access & take the CASA test.  5.1 b. To be completed in a separate module: In a traditional classroom setting, review the CASA results and choose a starting  place that aligns with the TLC students’ current skill level using the MCC basic guide. | ***Students will watch a video and complete a drag and drop activity. Students will also complete a self-evaluation activity in terms of confidence levels.*** |

***Instructional Strategy Alignment***

|  |  |
| --- | --- |
| **Learning Component** | **Instructional Strategy Plan** |
| **Title of Instructional Cluster: PY22 Hard Copies** | **List of Objectives included in the cluster:**   |  | | --- | | 1. individually, in a traditional classroom setting with instructor and student computers with internet access, & using the current PY22 State forms, explain TLC procedures so that Pre-GED students fill out the mandated forms. Evaluate the forms to see that all sections are filled out and then complete the processes by turning file the forms to be turned into MXS through interdepartmental mail. | | * 1. Individually, in a traditional classroom, with instructor and student computers with internet access,   Connect to the MCC drive through the new instructors MYWAY account with 100% accuracy | | * 1. Individually, in a traditional classroom with instructor & student computers with internet access, select the correct PY22 forms from the MCC electronic folders in the MCC drive by checking                     the listed year at the top of the form with 100% accuracy. | | 1.3 Once the correct form is located, successfully prepare hard copies                   of the correct PY22 forms by printing blank hard copies with 100% accuracy. |   **Content Presentation:**  Content: Students will access the content asynchronously through a learning module created with storyline. The content will be presented, and the procedures demonstrated through a video. Students will practice the order of the procedures through a drag and drop activity after each additional step, and conclude with a summative drag and drop activity and a self-evaluation activity. Overall groupings will be represented with an analogous map and the drag and drop activities will represent the detailed step within each overall grouping.  Examples:  This is the map that the drag and drop activities will be based on.  This is an example of what the drag and drop activity for this section might look like.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Modules are being prepared mainly on a combination of Power-point, Story line from Articulate 360 and “Animaker”.  **Student Participation:**  Practice Items and Participation: During the module, formative assessments will take place involving opportunities to complete a “drag and drop”  activity, Type in correct answers, and fill out a self-evaluation/ confidence level assessment.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Each learner will be logged into an electronic device with wi-fi and will complete the module on-line. This could take place in a training  room or at the new hire home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title of Instructional Cluster: Two Surveys** | **List Objectives included in the cluster:**   |  | | --- | | 2. Individually, in a traditional classroom setting with instructor and student computers with internet access, & and given appropriate internet links and forms, apply the second requirement that TLC Pre-GED students take the learning styles and career interests surveys. Make sure both surveys are complete with 100% accuracy. (locating and printing Survey Results forms is the same processes in PY22) | | 2.1Individually, in a classroom setting with instructor & student computers with internet access,                     locate the career interest survey on: **mynextmove.org/explore/ip** for English or [www.mynextmove.org](http://www.mynextmove.org) for Spanish.    then model how to interact with the site to produce insight on the students’ career Interests, leading to the student being able  to Independently navigate the site and take the survey until 100% complete. | | 2.2 Individually, in a traditional classroom setting with instructor and student computers with internet access,  locate the career interest survey on [www.thoughtco.com/learning-style-quiz-4076781](http://www.thoughtco.com/learning-style-quiz-4076781). Then model how to interact with the  site to produce insight on the students’ career interests, leading to the student being able to independently navigate the site  and take the survey until 100% complete. |   **Content Presentation:**  Content: Students will access the content asynchronously through a learning module created with storyline. The content will be presented, and the procedures demonstrated through a video. Students will practice the order of the procedures through a drag and drop activity after each additional step, and conclude with a summative drag and drop activity and a self-evaluation activity. Overall groupings will be represented with an analogous map and the drag and drop activities will represent the detailed step within each overall grouping.  Examples:  (Drag and Drop Activity to be created. It will be created in a similar fashion as displayed above)  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Modules are being prepared mainly on a combination of Power-point, Story line from Articulate 360 and “Animaker”.  **Student Participation:**  Practice Items and Participation: During the module, formative assessments will take place involving opportunities to complete a “drag and drop”  activity, Type in correct answers, and fill out a self-evaluation/ confidence level assessment.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Each learner will be logged into an electronic device with wi-fi and will complete the module on-line. This could take place in a training  room or at the new hire home. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Title of Instructional Cluster: The Interview** | **List Objectives included in the cluster:**   |  | | --- | | 3. Individually, in a traditional classroom setting with student & instructor computers with internet access, & given the completed surveys, interview TLC Pre-GED students to take the learning styles and career interests and summarize the results by filling out previously printed PY22 forms in writing. Then complete the processes by making sure all sections are filled out by hand and by turning file the forms into MXS through interdepartmental mail, 2ith 100% completion rate. | | 3.1 To be completed in a previous module, Individually, at the Fremont location with PY22 copies that are filled out by hand),  send the hand filled out PY22 forms to the MXS location through the interdepartmental mail system with 100% accuracy. | | 3.2 In the context of a 1-1 conversation with instructor and student, analyze the results of the career survey and record then on  the PY22 hard copies by hand with 100% accuracy. | | 3.3 In the context of a 1-1 conversation with instructor and student, analyze the results of the learning survey and record then on  the PY22 hard copies by hand with 100% accuracy. |   **Content Presentation:**  Content: Students will access the content asynchronously through a learning module created with storyline. The content will be presented, and the  procedures demonstrated through a video. Students will practice the order of the procedures through a drag and drop activity after each  additional step, and conclude with a summative drag and drop activity and a self-evaluation activity. Overall groupings will be represented  with an analogous map and the drag and drop activities will represent the detailed step within each overall grouping.  Examples:  This is the map that the drag and drop activities will be based on as described above.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Modules are being prepared mainly on a combination of Power-point, Story line from Articulate 360 and “Animaker”.  **Student Participation:**  Practice Items and Participation: During the module, formative assessments will take place involving opportunities to complete a “drag and drop”  activity, Type in correct answers, and fill out a self-evaluation/ confidence level assessment.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Each learner will be logged into an electronic device with wi-fi and will complete the module on-line. This could take place in a training  room or at the new hire home. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Instructional Cluster: Northstar** | **List Objectives included in the cluster:**   |  | | --- | | 4. Individually, in a traditional classroom setting with instructor and student computers with internet access, model how to use Northstar digital learning sessions, then monitor independently navigated assessments and badge acquisition online. When the student earns the first badge, this step will be considered successful. Please note, this step may be repeated until the student earns all designated badges. Re-modeling may be necessary. | | 4.1 To be completed in a previous module: In an online platform: In a traditional classroom setting with instructor and student  computers, with internet access, monitor student progress in person & on-line to ensure students complete modules  independently.  4.2a In an online platform, Northstar Digital Literacy, demonstrate how to request proctoring session on a student computer  and then accept the request on an instructor computer to initial a proctored session.  b. In the context of a traditional classroom with instructor and student computers, demonstrate how to use the Northstar  Digital Literacy learning modules to facilitate independent use by TLC students. |   **Content Presentation:**  Content: Students will access the content asynchronously through a learning module created with storyline. The content will be presented, and the  procedures demonstrated through a video. Students will practice the order of the procedures through a drag and drop activity after each  additional step, and conclude with a summative drag and drop activity and a self-evaluation activity. Overall groupings will be represented  with an analogous map and the drag and drop activities will represent the detailed step within each overall grouping.  Examples:  This is the map that the drag and drop activities will be based on as described above.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Modules are being prepared mainly on a combination of Power-point, Story line from Articulate 360 and “Animaker”.    **Student Participation:**  Practice Items and Participation: During the module, formative assessments will take place involving opportunities to complete a “drag and drop”  activity, Type in correct answers, and fill out a self-evaluation/ confidence level assessment.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Each learner will be logged into an electronic device with wi-fi and will complete the module on-line. This could take place in a training  room or at the new hire home. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Instructional Cluster: CASAS Baseline Testing** | **List Objectives included in the cluster:**   |  | | --- | | 5.Individually, in a traditional classroom setting with instructor and student computers with internet access, & Given internet access and the completion of steps 1-4, set up a link for the student to sign up for a CASAS baseline test on [**https://outlook.office365.com/owa/calendar/CASASPlacementandProgressTests@mccnetmccneb.onmicrosoft.com/bookings/**](https://outlook.office365.com/owa/calendar/CASASPlacementandProgressTests@mccnetmccneb.onmicrosoft.com/bookings/)   After the test is taken, discuss the scores as a baseline and set goals, resulting in a complete interview form). | | 5.1 a. To be completed in a previous module: In an online platform called e-tests, demonstrate how to enter codes to access  proctored testing which will result in student access & take the CASA test.  5.1 b. To be completed in a separate module: In a traditional classroom setting, review the CASA results and choose a starting  place that aligns with the TLC students’ current skill level using the MCC basic guide. |   **Content Presentation:**  Content: Students will access the content asynchronously through a learning module created with storyline. The content will be presented, and the  procedures demonstrated through a video. Students will practice the order of the procedures through a drag and drop activity after each  additional step, and conclude with a summative drag and drop activity and a self-evaluation activity. Overall groupings will be represented  with an analogous map and the drag and drop activities will represent the detailed step within each overall grouping.  This is the map that the drag and drop activities will be based on as described above.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus, groups will usually consist of 1.  Media Usage: Modules are being prepared mainly on a combination of Power-point, Story line from Articulate 360 and “Animaker”.  **Student Participation:** During the module, formative assessments will take place involving opportunities to complete a “drag and drop”  activity, Type in correct answers, and fill out a self-evaluation/ confidence level assessment.  Student Grouping: New hires are brought on board intermittently and they do not necessarily train together. Thus,  groups will usually consist of 1.  **Media Usage**: Each learner will be logged into an electronic device with wi-fi and will complete the module on-line. This could take place in a training  room or at the new hire home |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Instructional Cluster: Pre-test and Summative Evaluation** | **Objectives in the cluster:**   |  |  | | --- | --- | | **GOAL: Onboard**  **new students**  **independently** | **Terminal Objective:** Individually, in a traditional classroom setting with instructor and student computers with internet access, & given a new TLC Pre-GED student at the Fremont campus, state and institution mandated onboarding procedures will be administered sequentially. Each step in the procedure will be performed in sequence, wholly and accurately recorded, and sent to MXS to be officially filed with the institution with 100% accuracy. |   **Content Presentation:**  Content: The content will be presented in question format and students will need to rely on their experience with the learning module to answer the  questions.  Examples: 1. “Which step is missing from the sequence?”  2. “In this scenario, what should the instructor do next?”    Student Grouping: Students may play alone with a single proctor or along with other new hires. Furthermore, this summative test could be used as a  refresher activity for current instructors, and it could be administered simultaneously along with new hires.  Media Usage**:** Kahoot will be the format that this summative quiz will take place in. This is a game that participants can play to evaluate them  knowledge. Participants do not need to win in order to pass. Final results are automatically calculated for each player. Participants need a  100% on questions related to cluster 1-3, and an 80% on the remaining clusters. Player who wins a round of the game without meeting  the percentage standards stated will not ear a passing score. Participants are allowed to revisit the learning module as many times as they  need to and reschedule a test as many times as needed.  **Student Participation:**  Practice Items and Participation: Kahoot questions are placed in a gamified context. This game will be used as a pretest, and a summative evaluation.  Student Grouping: Students will play the Kahoot evaluation game, representing themselves, in groups of 1.  Media Usage: Students will need an electronic device, zoom or be present in the training room with audiovisual display capabilities, and a smart phone  iPad that will allow them to submit Kahoot answers. This activity will be used to gather both pre-test data and post-test data |

Please Note: With the exception to the Kahoot component of this module, the structure, student groupings, and media are all the same. The learning module repeats the structure and activities so that learners can focus on the content. I do not want my learners having to learn how to re-navigate every page and every section. Thus, each section is set up exactly the same, but simply adds one additional step in the procedure. Once they go through this information and have had a chance to master procedures through a series of drag and drop activities, they will have the opportunity to apply this information in a different, gamified context at the very end.

|  |
| --- |
| **SPECIAL NOTES ABOUT CLUSTER 4 and 5 AS COMPNANTS OF OVERLAPPING SISTER MODULES**  The above outline details 5 clusters. Although this module will provide an overview of clusters 4 and 5, it will not go into great detail because these clusters are to be presented in another module. However, they are summarized in this module because I wanted to maintain a certain continuity in the flow of activities and procedures that constitute the TLC program. Therefore, the clusters will be presented and related topics within the clusters will be briefly explored but it will not constitute full training as outlined in the flow chart and details above. Those details will be fleshed out in a companion module instead. However, here is an overview of the companion module will relate to the summary in this module:    The original flowchart was not revised on page 3 because the companion module will follow the original flow chart. Thus, to keep the two modules aligned the original flowchart was left intact. However, the specific details that will be touched upon in this module can be better examined within the 4th and 5th clusters. The simplified flowchart only represents the 4th and 5th clusters applicable to this module, not the combined experience of both modules. Both modules will provide comprehensive training for onboarding students through the TLC program. Thus, they are considered to be companion modules and some overlap between the two will occur. |

***Implementation Plan***

The learner for this module will be a college educated, preferably with teaching experience of some kind. However, the learner will not necessarily have taught GED level courses or English as a second language.

Any of my classmates would fit the profile of such a learner. To this end, I have already procured a promise from one of my classmates to pilot my module, and I have agreed to pilot hers in return. I have another outstanding request for a similar arrangement for a second classmate. This is the most promising pool of testers for implementation. Additionally, I reached out to my sister, who is a school psychologist, and asked if she would have time to participate in the pilot of my module.

Other possibilities for testers include colleagues at work, and the head of the TLC department. However, I am concerned that my colleagues and bosses will not have time to commit to testing an hour-long module. It was a challenge to get time to interview them when it was required and I was only able to garner 15 minutes or so at a time. One final possibility might involve piloting the program on a new hire in my organization, MCC. We are hiring new instructors again so there is a possibility that this could happen. However, hiring timelines are not always fast and so I can not count on this taking place in time for the deadline required by this class.

***Implementation Plan Developments***

This module was reviewed and/or piloted by 7 people. The demographics for the testers were as follows:

|  |  |
| --- | --- |
| **TESTER:** | **Tester Characteristics:** |
| **1.** | Purdue Learning and Design student currently working as an instructional designer. |
| **2.** | Purdue Learning and Design student currently working as an educator. |
| **3.** | Educational Psychologist with extensive testing and testing design experience. Fits the profile of potential target audience. |
| **4.** | Project manger with extensive experience organizing materials and communicating with audiences in the corporate setting. |
| **5.** | Local business owner representing the perspective of a business leadership. |
| **6.** | Senior Aged homemaker with expertise in gerontology. Represented population that may need support with technology and tested degree of user friendliness. |
| **7.** | Senior college student majoring in English and Digital Humanities with experience editing for a published author. Represented future target audience and provided editing expertise. |

***Evaluation Plan***

The focus of this section is to provide a brief overview of how you intend to collect formative evaluation data following the pilot test. This section should include a brief statement that addresses: A Description of Process / Instrument Selection (online survey, interview, focus group, etc.) Sample questions that will be included NOTE: The instrument does NOT have to be completed for DD3. The completed formative evaluation instrument (and collected data) will be submitted with the final project.

I intend to collect information for this module by looking at participant scores throughout the module and by having them fill out a survey with the following questions:

**SURVEY QUESTIONS:**

**Space for elaboration on each True/False question will be provided.**

1. The assessments were aligned with the training activities. (T/F)
2. There were opportunities for practice with feedback throughout the module. (T/F)
3. Directions were clear and I was able to confidently follow them. (T/F)
4. The module was fully functional. (T/F)
5. I had access to all of the resources needed to participate in the module. (T/F)
6. This module was interactive. (T/F)
7. The format in this module was consistent. (I knew what to look for and where to look for it while navigating the course, because of this consistency) (T/F)
8. The module was engaging. (T/F)
9. Now that you have finished the module, is there anything you would need to make the transition from where you are now to feeling confident about how to onboard a new student?
10. Is there anything else you would like to suggest to improve this module?

Other data that will be collected will be reflected by observing that a job aid has been filled out with 100% accuracy. Kahoot statistics will be used to compare pre-test with post-test scores, to determine which questions were repeatedly answered correctly or incorrectly, and to create an additional assessment of just challenging questions id needed. The questions that are categorized as difficult questions will also be evaluated for content alignment and available practice opportunities within the module. Opportunities to strengthen the related instructional sections for revision will be based om this data.

***Reflection 3***

**So far on this project, what has gone well?**

Although learning two new software/ online programs for this project was a bit daunting, I feel like I am learning a lot and that I am growing in my technological capabilities. I would say that the processes of stretching and growing has definitely begun and I am glad for that.

**So far on this project, what has been a challenge?**

I noticed that this project involves a lot of working, and re-working ideas about how to complete this project. When I started this project, I did not have the free trial version of Articulate 360 downloaded. And so, my vision for the module was based primarily on my experience with PowerPoint. When I decided that downloading the free trial for this project would be a good idea, I had to adapt my original vision to fit the new platform, and learn the platform at the same time. I also started using a new tool for video making called animaker. In order to create the content to insert into my module, I had to master this tool as well. The learning curve and having to adapt my original vision to match the capabilities of the platforms took a lot of experimentation and revision work.

**Describe what you learned from the peer feedback process?**

Getting peer feedback, with respect to this project, seems to be taking on a conversation, problem solving tone, especially in my assigned small group. I noticed that I am more likely to go to my peers, not just on the discussion platform, but in a personal email, and ask them for their take on things. I believe this is a positive development. The conversational nature of these interactions seems to be increasingly natural when compared to the start of this class. It can be very helpful to glean the insight of my peers because they come from so many different backgrounds and different things catch their attention.

When I am designing a module, or participating in deign work, my audience will also be attuned to different components and elements of my design. Testing these designs out with my peers can help me develop a cleaner design and better direct my learners’ attention where I want it to be.

**Which suggestions were you able to implement?**

Initially, I used shadows for the characters in my scenarios or scenes. Part of the reason I chose this is because I was working with PowerPoint and had limited options for selecting characters in different poses. Using shadows gave me more poses that could plausible be the same character. I also thought that using shadows could be effective because then anyone, from any ethnic background might be able to see themselves in the image. The shadow gave me some flexibility by calling upon the powers of my learners’ imagination. It was suggested that clear features might help draw the learner in. After I incorporated animaker and articulate 360 into the project, I had more options and decided to take the suggestion. I also added information about when and how data will be collected regarding students’ answers in the pre-test and post-test. As I received feedback from people that piloted the program, I started getting highly applicable feedback. Mistakes or points of confusion were unearthed. For example, the lead time on a few of my videos was too long and so they got skipped. People thought they were just still photos. I trimmed the video a bit so that the automatic start was more apparent. Also, I had neglected to include the correct answers in my feedback. I added the correct answers in the response box so that if students entered the incorrect answer, they could get specific feedback immediately.

**Which suggestions did you decide not to address?**

Perhaps the one suggestion I received that I did not consider using was to take out the intermittent practice opportunities throughout the module. This person used their work experience as an ID professional at work to say that testing should only occur at the end. However, in 20 years of educational experience, I have never witnessed this idea being effective. For people to put information into their long-term memory, they need lots of practice in different contexts, with multiple opportunities to receive feedback and make adjustments.

**Why did you make that choice?**

I chose to keep the “cards” virtual because the hiring practices at MCC are intermittent and in person training is not cost or time-effective. In order to implement a program, a training module will most likely need to be self-paced and available on demand. An on-line module seems to be the best format for these conditions. I also chose to rely on my expertise and knowledge in learning and teaching and keep the multiple opportunities for practice, adding on small chunks of information in an additive fashion. Although I value what those in the corporate ID world bring to the table, I sometimes find that the opportunity to teach the same lesson multiple times, and to noticed what people remember after a long break vs what they don’t makes it harder to see the difference between long term memory vs short term memory. As a music teacher, I have 20 years of experience behind me and I have had ample opportunity to notice what my students remember (or don’t) after a summer break. And I have had opportunity to analyze why certain strategies stick and others don’t. I noticed that those without K-12 teaching experience are very skeptical of the applicability of this experience. Yet, the further I get into my studies, the more convinced I am that there is value that I bring to the table as well.

***REFERENCES***

Articulate Global, (2021) <https://articulate.com/360> accessed 11/26/2021

Animaker, (2021) <https://app.animaker.com/pricing> accessed 11/26/2021

Dick, W., Carey, L., & Carey, J. O. (2014). The Systematic Design of Instruction (8th Edition). Pearson

Education (US). <https://bookshelf.vitalsource.com/books/9780133599473>

White, Felicity (2021). TLC Procedures. Metropolitan Community College Adult Education Department.

Metropolitan Community College, (2021) Metropolitan Community college website.

<https://www.mccneb.edu/About-MCC-Nebraska/About-MCC/Locations-Hours>

accessed 11/6/2021.