

eLearning Project Final Report
Administering the NWEA Assessment

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EDCI 569 - Section 04

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Link to Digital Prototype

Link

<https://mix.office.com/watch/2fagpvzlgm4v>

Technology Platform

Office Mix was utilized to create the eLearning module *Administering the NWEA Assessment*. Office Mix is a free Microsoft PowerPoint add-in that allows you to create and share (even from existing presentations) *interactive online presentations*. It includes screen casting, slide recording (with or without presenter video on slide), audio narration, slide recording with digital ink, assessment questions, polls, embedded dynamic webpages, and interactive applications. Office Mix presentations are hosted on mix.office.com, where the owner can see viewer analytics.

Access

The owner of an Office Mix has the ability to determine permission and sharing levels. The levels are as follows:

- *Private – Only you can view the Mix*
- *Organization - Only your organization can view the Mix*
- *Limited – Anyone with a link must sign-in to view*
- *Unlisted – Anyone with a link can view*
- *Public – Everyone can search for and view your mix and it may appear in the gallery*

Administering the NWEA eLearning module is unlisted; however, anyone with the link can view it. To access the module (Mix), simply follow the Mix's link on a Mac or PC and the interactive module will begin playing.

Final Report

Please provide a brief overview of the process you followed and explain key decisions you made, or changes you made along the way.

The overall process of creating an eLearning module began by first deciding on an audience. The audience was decided to be the staff at Tecumseh Junior High School. After the audience was defined, possible module content was determined. The administrators at Tecumseh were consulted as to module content, and a final topic was chosen based on felt need. At the same time, potential module platforms were discussed. It was determined that the school would not pay for additional software or applications (or even trials), so there were very few platforms that could be utilized. Since the module would need to track individual learners, mix.office.com was chosen for the cost (*free*) and built-in connection to Office 365.

Once the content and platform were chosen, the storyboard process began. A trial Mix was created to verify the capabilities of the program during the storyboarding process. It was found that the Office Mix add-in did not inherently have the capability to create drag-and-drop or click-through interactive tools. At this point, an Office Mix subject matter expert (SME) was contacted, and he offered some hints and tricks to utilize inherent PowerPoint features for creating Mix interactivity. Due to some of the interactivity 'work-a-rounds' needed, the storyboard had to be revamped to include more slides with specific actions and transitions added.

List three things that were the most successful for you during this project. How did these successes help you and impact your project?

- Skyping with a Mix SME

The most important tip that could be given to someone venturing in to eLearning module creation would be to find a SME that can help explain aspects of the platform being used. It was not until the Office Mix SME offered tips and tricks to create module interactivity that the Office Mix platform seemed capable of handling an eLearning module.

- The process of storyboarding

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While storyboarding may seem overwhelming and overly time consuming, it is a vital aspect of the module creation process. The module was created directly from the storyboard, with a few changes at the time of module creation.

- Tecumseh staff feedback

Staff who would utilize the eLearning module were vital to the feedback process. Once the module was created, three Tecumseh staff members utilized a formal evaluation tool to offer feedback to the module. Utilizing learners that are part of the intended audience allowed for feedback that was accurate and on-point.

List three things that were the most challenging for you during your project. Why were these things so challenging for you and how did you overcome them?

- Time management

Time management was the most challenging aspect of this project. It was difficult to balance a regular 40-hour work week, weekly course reading and discussion posts, and project creation (from beginning to end). Determining priority was an issue. While the Gantt chart was not perfect, it did visually show important checkpoints and projected due dates throughout the creation process.

- Lack of access to certain parts of the NWEA Assessment site

It was not until the screencasts were being created that it was found out that the access to specific parts of the NWEA map site (the site the module is based on) were not available. Apparently, unless the testing window is open, assessment proctors cannot enter the proctoring portion of the site. The screen casting portions of the module could not be completed. While trouble-shooting this issue, old screen cast videos were found. To overcome this obstacle, screencasts were created of the old videos and new audio was added to match the module's needs. While the videos are not completely in focus, the final product ended up better than expected.

- Limitations to the Office Mix add-in

The original assessment ideas included utilizing drag-and-drop capabilities. It was quickly found out that Office Mix did not support drag-and-drop assessments. Fortunately, an Office Mix SME was contacted, and he suggested multiple ideas to incorporate interactivity. Even though the module did not include drag-and-drop assessments, the final product did include multiple interactive assessments.

Which course activities/resources in combination with your learning process help you to reach your project goals?

I created a storyboard in for a previous LDT class, but unfortunately did not like the process of how I created the storyboard. For this project I utilized the three step process: 1. Create a module outline, 2. Create a rough storyboard, and 3. Beatify the storyboard. It all clicked when I saw this process. Previously, I made the HUGH mistake of trying to create perfect frames to the storyboard from beginning to end, on the first try. While the process of moving from outline to storyboard was still incredibly challenging, using the 3-step process allowed for a more relaxing experience.

In addition, one of my goals was to learn how to utilize a new tool or product feature. While I had used the PowerPoint add-in Office Mix for basic screen casting and slide recording I had not used it to create a learning module with assessment built in. I have a connection to a Microsoft professional learning network colleague, David, who was on the cutting edge of the Office Mix add-in tool. David, who had utilized Adobe Captivate in his career set out to see how MIX stacked up. His insight and knowledge regarding the interaction between standard PowerPoint features and MIX features was amazing.

What role did your peers and their feedback play in your learning and development process?

Since the project was completed individually, it was often difficult to gather feedback. Having a per group to reach out to is vital. Many of the discussion posts helped shape the direction of the project. However, it was disappointing that the full formal evaluation was not completed by course-mate. This lead to a lack of feedback before creating the final module. On the other hand, it was great to have feedback from members of the intended audience. The feedback was helpful to reinforce the positive aspects and further refine the negative aspects.

What lessons have you learned that will be most beneficial in your career?

I have learned the important of project management skills, specifically in the area of timing and communication. I need to become more versed and proficient at using project management tools. Such as Gnatt charts. Currently, being a one-man team, project management is my preferred style of working. This will not always be the case. It is important to take a broader view of Instructional Design and recognize that many times an ID'er is required to work in a group. I need to continue honing those skills. I see these skills continuing to become more present in an online scenario, in which group meetings and collaboration occur virtually.

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I have learned that superb time management is a must. Id'ers *must* plan ahead. This applies to all aspects of eLearning module creation. Without a detailed plan, the project will begin to fall behind schedule or potential fall apart completely.

How do you intend to continue to develop your knowledge and skills using the lessons learned and resources in this course?

I will be utilizing the knowledge and skills learned from this eLearning project in the near future. For my current role, Digital Instructional Coach, I am creating a set of technology professional development eLearning modules. The modules will be used in conjunction with free online Microsoft Educator Community (MEC) eLearning modules. Both the modules I create, and the MEC modules, will be part of a professional development competition beginning August 2017. Through the creation of these modules, I will continue refining my storyboarding, time management, and communication skills.

Formal Evaluation

Summary

Three Tecumseh staff members utilized a formal evaluation tool to offer feedback for the module *Administering the NWEA Assessment*. Utilizing learners that are part of the intended audience allowed for feedback that was accurate and on-point. The scores and comments were as expected. Most scores were very positive. There was some neutrality in regards to audio, visual, and animation/interactivity. This was due to a lack of knowledge about the project assignment. Not all parts of the evaluation rubric were required in for the module.

There were two points of interest that needed to be addressed. First, the evaluators noted that there was no pre-assessment. In this scenario, the administration plans to require *all* staff members to complete the module. They are not concerned about the learner's starting point; therefore, no pre-assessment is included. Secondly, there was an error in one of the assessment questions (at time point 10:42). The PowerPoint slide has been fixed and the file on mix.office.com has been updated. The link should open the corrected module.

Overall Module Expectations, Content, and Structure

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
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Elearning module expectations are clear					XXX	
Module objectives are stated					XXX	
Module is consistent with the stated objectives					XXX	
Content is arranged in a clear and logical way					XXX	
Selected platform/software application is intuitive for learners					XXX	
Module layout is easy to use				X	XX	
Content is free of grammatical errors				XX	X	
Overall flow of the content is uninterrupted				X	XX	
All module links to external websites and/or supplemental materials work					XXX	
Content is appropriate for the eLearning format					XXX	
Scaffolding is built into the module					XXX	
Overall, the module is engaging				X	XX	
Module is conducive for transfer of learning					XXX	

Comments:

- Very clear, helpful module. It's relatively quick and teachers can get the info they need quickly. The self assessment checkpoints after each section is helpful, too. It helped teachers with all learning styles--audio, kinesthetic and visual. The visuals were awesome--very simple but to the point. Not too much or clutter. There was one grammatical error at the time marker 10.42. The "fill in this portion of the box with your question" was not removed.
- I thought the module was done in a very clear and concise way. The objectives were stated at the beginning. As we worked our way through the module in an organized fashion the eLearning leader went back and revisited each completed objective. For each step there were clear visuals to guide the way through the instructions. These included screen shots of the actual program, arrows, and boxes that highlighted key information being discussed. Overall, I felt that the module was well organized and discussed key components of the NWEA program and its overall benefit to the modern classroom.

Assessment

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	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Pre-assessment is available to measure prior knowledge		X	X	X		
Post-assessment/assessment throughout the training is available to evaluate change in knowledge				X	XX	
The assessment is easy to navigate				XX	X	
Assessment is appropriate for the audience				X	XX	
Assessment is appropriate for the module content				X	XX	
Assessment is aligned with module objectives					XXX	
Assessment feedback is provided					XXX	
The feedback is timely					XXX	
The feedback encourages learning				X	XX	

Comments:

- I did not notice a pre-assessment but it can be assumed that the audience can click on the specific section they need. The module is very clearly laid out so that it is possible for teachers to view the whole module as needed or only sections they need. I did not notice any glitches with the assessments. The assessments were to the point and covered each part of the main objectives for each part. They also reviewed visually the steps to remember.
- The assessments were clear, concise and well organized.
- I don't recall seeing a pre-assessment.

Time, Pace, and Navigation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The amount of time it took to complete the module is adequate for the topic				X	XX	
The pace of the module is adequate			X		XX	
Navigation is intuitive				X	XX	
Navigation is easily accessible					XXX	

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Navigation is logical					XXX	
All the parts of the module are easily accessible					XXX	

Comments:

- The module overall was at a good length and the pacing through each step was perfect. It gave just enough information to be educated on the topic but not too much to lose focus.
- The module covered the main parts for each section and showed examples while visually highlighting the parts necessary.
- I am a quick learner so I thought the pace was a little slow, but for other types of learners, it could be the perfect pace.

Multimedia and Interactivity

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
If narration is used, it adds value to the module					XXX	
If narration is used, it is of good quality				X	XX	
If other audio is used, it adds value to the module			X		X	X
If other audio is used, it is of good quality			X		XX	
If audio is used, it is optional and activated by the user			X		XX	
If video is used, it adds value to the module					XXX	
If video is used, it is of good quality					XXX	
If video is used, it is optional and activated by the user			X		XX	
If animation is used, it adds value to the module					XXX	
If animation is used, it is of good quality					XXX	
If animation is used, it is optional and activated by the user			X		XX	
If interactive activities are used, they add value to the module					XXX	
If interactive activities are used, they are of good quality				X	XX	

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Non-textual content is available at regular and frequent intervals to maintain interest/engagement			X		XX	
Technical support is adequate to the needs of the module					XXX	

Comments:

- To my understanding there was no other audio during the module other than narration. I enjoyed the clear voice, screen shots of the program, and the arrows/boxes that highlighted key components of the program.
- The audio, video and animation were all very professional and aided in the understanding and comprehensibility of each component.

Visual Design

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The overall module is visually appealing				X	XX	
The layout of each slide/page is conducive to learning				X	XX	
The headers are legible and standing out					XXX	
The body text is legible				X	XX	
Visuals are appropriate for the text				X	XX	
Visuals support learners' understanding					XXX	
The color scheme used is appropriate					XXX	
The color scheme is NOT distracting					XXX	
If corporate branding is present, it is NOT distracting					XXX	

Comments:

- Clear and authentic to what I would see when using the program.
- It was simple, clear and easy to see the main points. There was no clutter. The visual was pertinent to each component.

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Accessibility Design

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
General Layout and Navigation						
Module does NOT rely on a single sense or ability					XXX	
Navigation is accessible					XXX	
Navigation is consistent					XXX	
Navigation does NOT rely on color					XXX	
Online help or instructions are available			X		XX	
Module map is available			X		XX	
Scrolling is minimized					XXX	
Font size is relation				X	XX	
Page print is possible					XX	X
Video/Audio and Interactivities						
Closed-captioning for video/audio is available		X	X			X
Interactive elements are accessible				X	XX	
"Text only" pages for slides that cannot be accessed by screen-readers			X	X		X
Graphics						
Alternative text for content-related images is available			XX			X
Colors are appropriate					XXX	
Contrast is appropriate					XXX	
Flickering or strobing images are NOT included					XXX	
Text is NOT displayed as an image					XXX	
Assessment						
Accommodations for times responses are available			XX		X	

Comments:

- For the ones that I selected neutral I did not see where these were throughout the module. It was easy to navigate.

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- The module was not dependent on any particular browser. All parts were functioning but not dependent on each other to be comprehensible. Very well designed and comprehensible.
- I am unsure on how to answer a couple of these questions which is for the answers of “neutral”. I do not recall seeing a closed caption option, though there were many words throughout the module to explain what was going on.

Self-Evaluation using Merrill’s 5 Star Instructional Design Rating

Stage	Criteria	Explanation
Rating for Problem Stage: 4.5		
Is the courseware presented in the context of real world problems?	Does the courseware show Learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?	Yes. The target audience, teachers, will be instructed to administer NWEA assessments. This is problematic since many of them do not know how to do so. The model targets these learners.
	Are students engaged at the problem or task level not just the operation or action levels?	Yes. NWEA assessment windows are set by the district administrator. Since open windows only occur during short durations throughout the school year the module needs to accommodate the learner who is unable to engage with the NWEA website. However, the interactive selection assessments allow the learner to engage at the action level.
	Does the courseware involve a progression of problems rather than a single problem?	Yes. The module begins with an introduction to the NWEA portal and progresses to assignment and completion of an assessment.
Rating for Activation Stage: 3.5		
Does the courseware attempt to activate relevant prior knowledge or experience?	Do the courseware direct Learners to recall, relate, describe, or apply knowledge from relevant, past experience that can be used as a foundation for new knowledge?	Yes, to some extent. The assumption is that the module will be assigned to learners who have no prior experience using the NWEA Map portal to assign and proctor NWEA assessments. Therefore, the only piece of recall knowledge utilized is the learner recalling their school username and password.
	Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?	Yes. Each part of the <i>linear</i> module builds upon the knowledge gained in the previous section.

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	If Learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill?	No. This module is designed for a learner with no prior experience. A learner with prior experience may access the module, but they will not be required to complete the module.
Rating for Demonstration Stage: 4		
Are the demonstrations (examples) consistent with the content being taught?	Are the demonstrations (examples) consistent with the content being taught? • Examples and non-examples for concepts? • Demonstrations for procedures? • Visualizations for processes? • Modeling for behavior?	Yes, through audio and video screen casts, and images with visual prompts.
	Are at least some of the following Learner guidance techniques employed? • Learners are directed to relevant information? • Multiple representations are used for the demonstrations? • Multiple demonstrations are explicitly compared?	Yes. Learners are guided to relevant information through audio, screencast video, and images with visual prompts.
	Is media relevant to the content and used to enhance learning?	Yes. The media is consistent with actual administration of the NWEA Map portal. The learner is viewing images and screen casts of the actual NWEA Map portal.
Rating for Application Stage: 3.5		
Are the application (practice) and the posttest consistent with the stated or implied objectives?	Are the application (practice) and the posttest consistent with the stated or implied objectives? • Information-about practice requires Learners to recall or recognize information. • Parts-of practice requires the Learners to locate, name, and/or describe each part. • Kinds-of practice requires Learners to identify new examples of each kind. • How-to practice requires Learners to do the procedure. • What-happens practice requires Learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence.	Yes. Through application and assessment, learners: • Recall or recognize information • Locate parts of the portal • Complete a procedure
	Does the courseware require Learners to use new knowledge	Yes. Learners receive corrective feedback through hints/feedback in the multiple

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	or skill to solve a varied sequence of problems and do Learners receive corrective feedback on their performance?	choice assessments and the inability to move forward without correct select in the interactive selection assessments.
	In most application or practice activities, are Learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?	To some extent. There are contextual hints given for the multiple choice assessments.
Rating for Integration Stage: 1.5		
Does the courseware provide techniques that encourage Learners to integrate (transfer) the new knowledge or skill into their everyday life?	Does the courseware provide an opportunity for Learners to publicly demonstrate their new knowledge or skill?	Not technically. However, the learner's assessment scores will be seen by the school leadership.
	Does the courseware provide an opportunity for Learners to reflect-on, discuss, and defend their new knowledge or skill?	No. The skills learned in the module are rudimentary in nature and unique to the NWEA assessment.
	Does the courseware provide an opportunity for Learners to create, invent, or explore new and personal ways to use their new knowledge or skill?	No. The skills learned in the module are unique to the NWEA association and do not mirror any other software.