



FORMATIVE EVALUATION AND REPORT

EDET 793-J60

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Purpose:

The purpose of this evaluation is to assess the effectiveness, efficiency, and overall design of the ASSURE model eLearning module. Our goal is to determine how well the module facilitates learning, its ability to engage participants, and how well it achieves its desired learning outcomes.

Objectives:

- The evaluation will determine the effectiveness of this module by evaluating it as an instructional design team, sending out a small group survey to 8-10 participants, and requesting feedback from an SME.
- The evaluation will determine the efficiency through the evaluation and feedback of our small group and SME. Additionally, as an instructional design team, we will compare the number of slides and content to the overall goals of the eLearning module.
- The evaluation will assess the level of appeal of the eLearning module by exploring the content and how well videos, imagery, and references are used to align with the content, as well as consistency throughout.

Methodology:

Overview

An evaluation of the eLearning module was conducted to teach instructional design graduate students about the ASSURE model. The formative evaluation of this eLearning product will include a review by subject matter experts (SMEs) and a small group trial, which features pre- and post-surveys. These surveys are designed to assess both the content and learners' perceptions of the value and effectiveness of the eLearning product. Data gathered from the surveys and SME review will be used to enhance the overall design of the product and improve its effectiveness.

SME Review

- We will have one expert to complete the SME review using an SME Notes questionnaire designed to gather input on the eLearning module's overall “organization and flow, accuracy, readability, representation of best practices, and overall effectiveness” (Morrison et al., 2013, p.323).
- The SME notes page consists of 7 open-ended questions designed to solicit feedback on the eLearning module.
 - The first two questions focus on the accuracy of the information given for the ASSURE, ADDIE, and MRK models.
 - Questions 3 and 4 focused on the consistency of the module as well as the alignment between the knowledge check questions and the content.
 - Questions 5 and 6 focused on the effectiveness of the examples offered to explain the use of the models and how to implement them in an instructional design.
 - The last question is a request for any additional thoughts or comments on the e-learning course.
- The SME's feedback will inform necessary improvements to the eLearning product.

Small Group Trial

- The small group trial will consist of 8-10 people who will complete a survey prior to seeing the eLearning unit and a second survey upon completion.
- The pre and post surveys will be sent to the participants via email along with a link to the module.
- The questions included in the surveys address Kirkpatrick's level 1 and level 2 training evaluation levels.
 - Kirkpatrick's Level 2 questions address what the students learned. Questions on the pre and post survey cover details of the ASSURE model and the differences from the ADDIE and MRK models.
 - There are four True/False questions, and four Multiple Choice questions designed to check the students' knowledge before and after the eLearning unit.

- The same “knowledge check” questions are included on both the pre and post survey, the post survey includes additional Level 1 questions.
- Kirkpatrick’s level 1 questions address participants' reactions to an eLearning module.
- Our level 1 questions are included in the last section of the post survey and are designed to gauge the reactions to the ASSURE eLearning module with questions regarding their experience with the training module - was it engaging, were they satisfied with the materials and information covered, and was the module relative to their job. (Peck, 2023).
- Four of the level 1 questions utilize a Likert scale and focus on the organization, ease of use, and relevance of the information in the eLearning unit.
- Question 4 in this section is a Yes/No question regarding the participant interaction provided throughout the module.

Once the SME Review and the small group assessment results are analyzed, changes will be made to the eLearning module as needed.

Results

The SME conducted a review of the module and answered seven questions to solicit feedback on the eLearning module. The summary of that feedback is provided below. The small group survey was administered through Google Forms. The pre-test survey included eight learning check questions from the module, along with the initial start time. The post-test survey consisted of the same learning check questions, an attitude survey, and the end time. The data was analyzed by calculating the average scores and median for both the pre-test and post-test. Additionally, a comparison of each learning check question between the pre-test and post-test is included to measure growth. The data and data charts for the pre-test and post-test surveys are provided below.

Effectiveness

● SME Feedback Summary

The results of each question on the SME Notes page were evaluated and compared to the eLearning module to understand the comments and suggestions offered. The

feedback was a combination of positive notes and areas in the eLearning module that would benefit from updates.

The SME found the information presented for the ASSURE, ADDIE, and MRK models accurate and informative. The instructional designers did a good job showing real-world applications for the given models, emphasizing the ASSURE model. A negative regarding the content focused on the repetitive nature of the knowledge check questions; our SME felt that this could be improved by changing how some questions are asked. Another negative that stood out in the comments was the lack of examples and consistent scenarios that would have made the information easier to understand and more engaging.

Most of the issues noted were with the layout, lack of consistency with the colors and fonts, and issues with the images' clarity. Font choices and capitalization varied throughout the module and tended to distract from the information. Bullet usage was inconsistent, and some areas would have benefited from bullet usage to break up the information. The SME found some of the color choices jarring and a hindrance to readability and visual appeal. The quality of the images and their placement on the pages were also a point of concern. Many images were of poor resolution, poorly cropped, and contained too much information. The placement of the images and text on some pages was out of proportion.

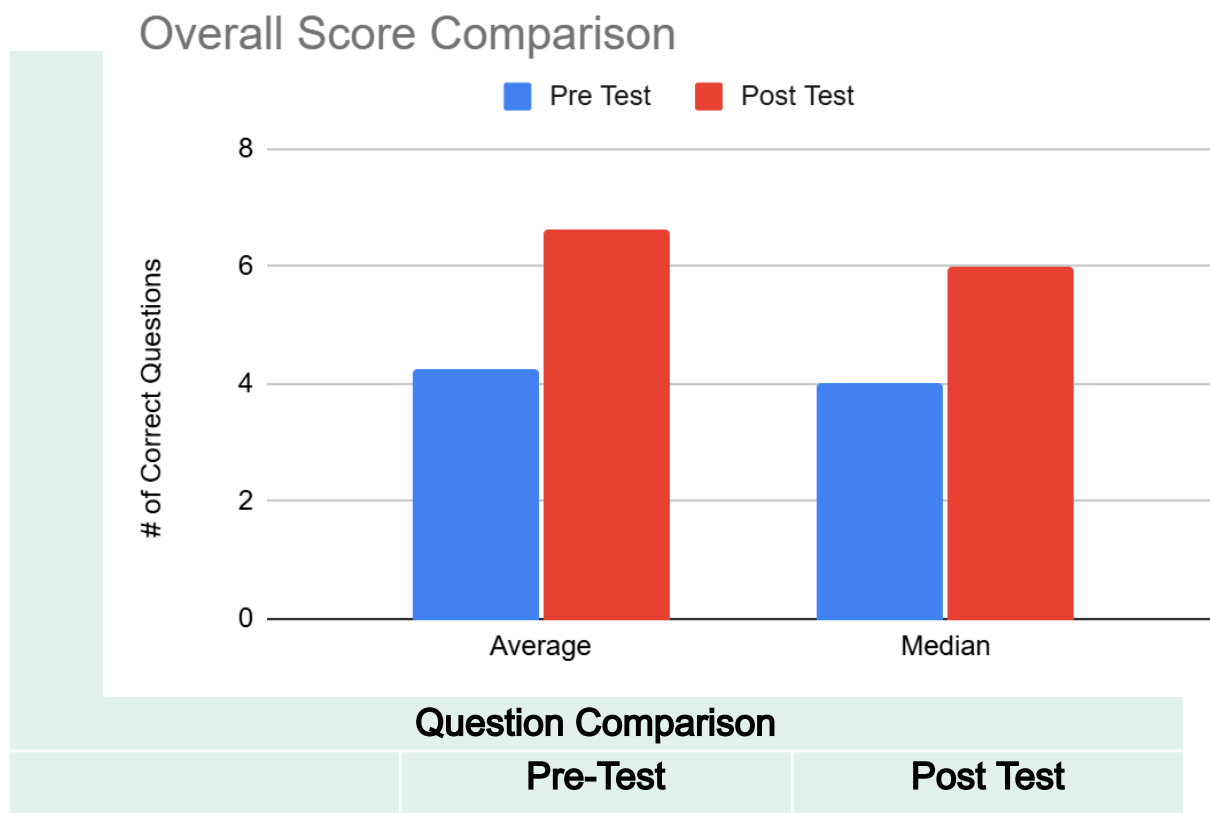
Overall, the concepts presented in the eLearning module were accurate and informative. Updates to the consistency of the font choices, colors, and images would enhance the visual appeal and overall presentation of the information. Adding more consistent examples or scenarios would also enhance the usefulness of the product and make it more engaging.

- **Pre-Test and Post-Test Data**

Below is the OVERALL comparison between the number of correct answers between pre and posttests.

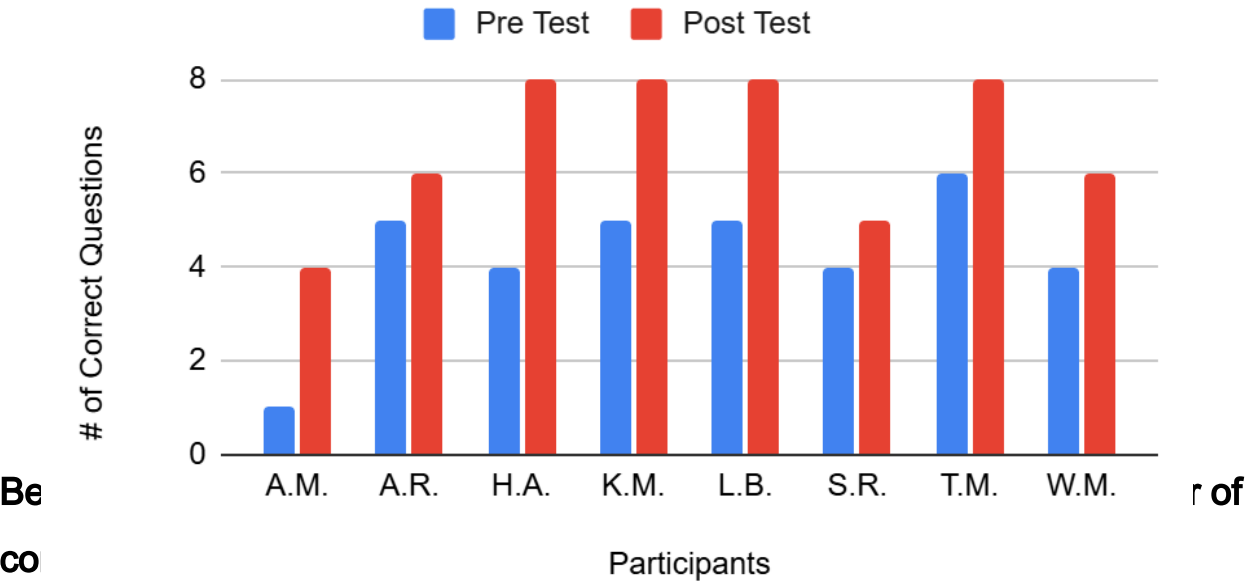
Overall Comparison		
	Pre-Test	Post Test
Average	4.25	6.63
Median	4	6
Range	1-6	4-8

Below is the INDIVIDUAL comparison between the number of correct answers between pre and posttests.

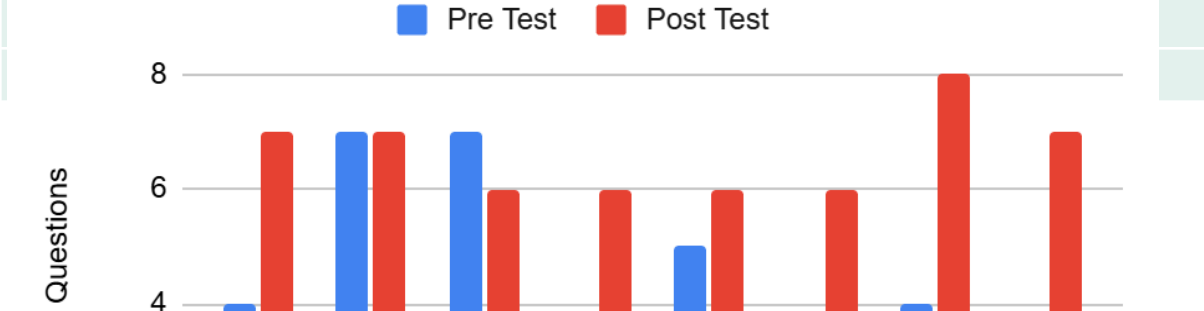


Q1	4	7
Q2	7	7
Q3	7	6
Q4	3	6
Q5	5	6
Q6	3	6
Q7	4	8
Q8	1	7

Individual Comparison



Question Comparison

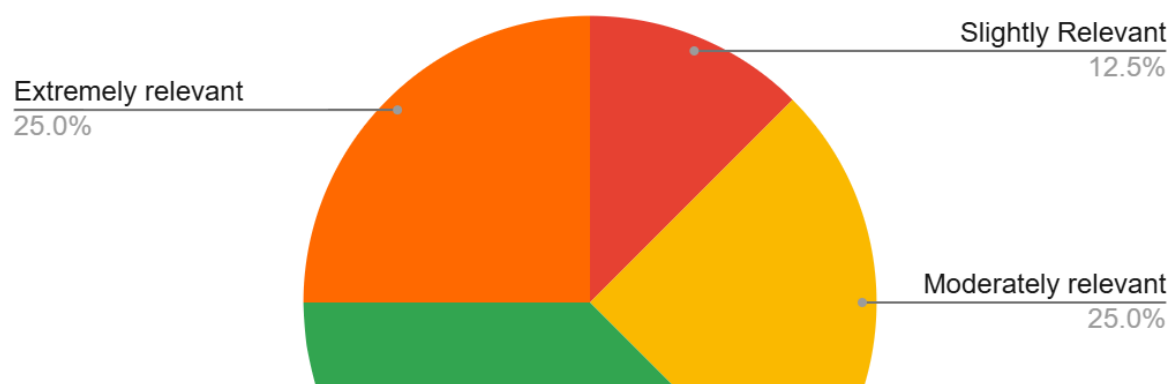


A.R.	5	6
H.A.	4	8
K.M.	5	8
L.B.	5	8
S.R.	4	5
T.M.	6	8
W.M.	4	6

- **Attitude Survey**

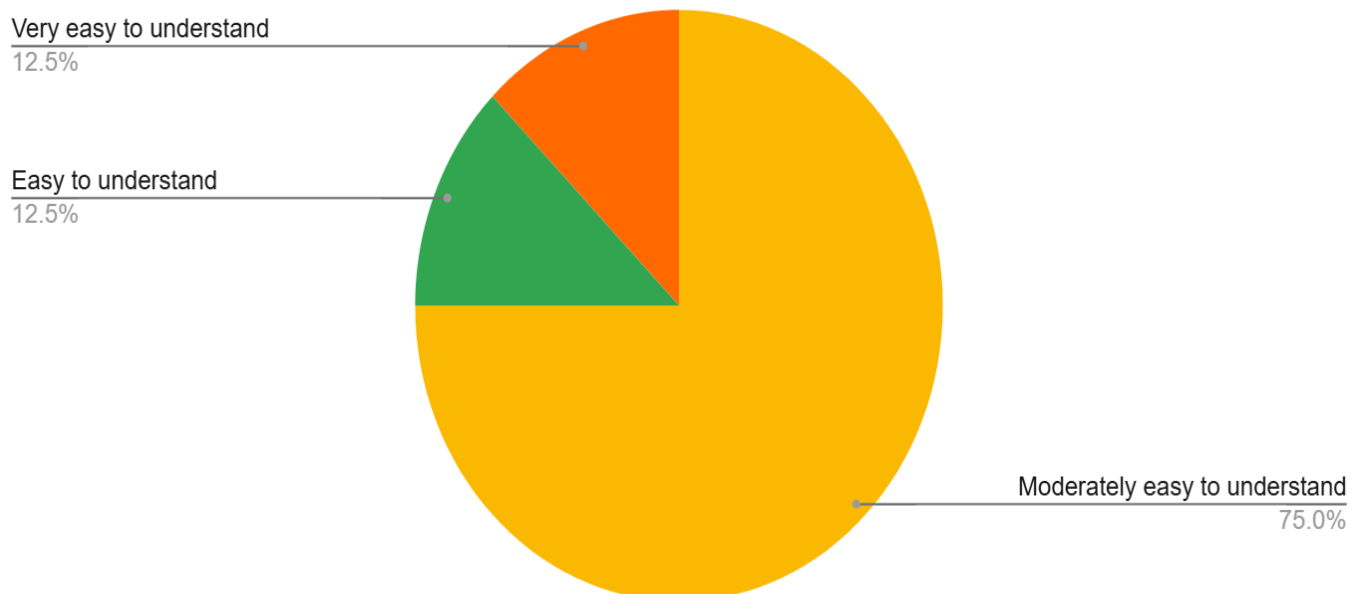
1) How relevant was the content of the ASSURE module to your current work or future professional goals?

Response Options	# of Responses
Not at all relevant	0
Slightly relevant	1
Moderately relevant	2
Very relevant	3
Extremely relevant	2



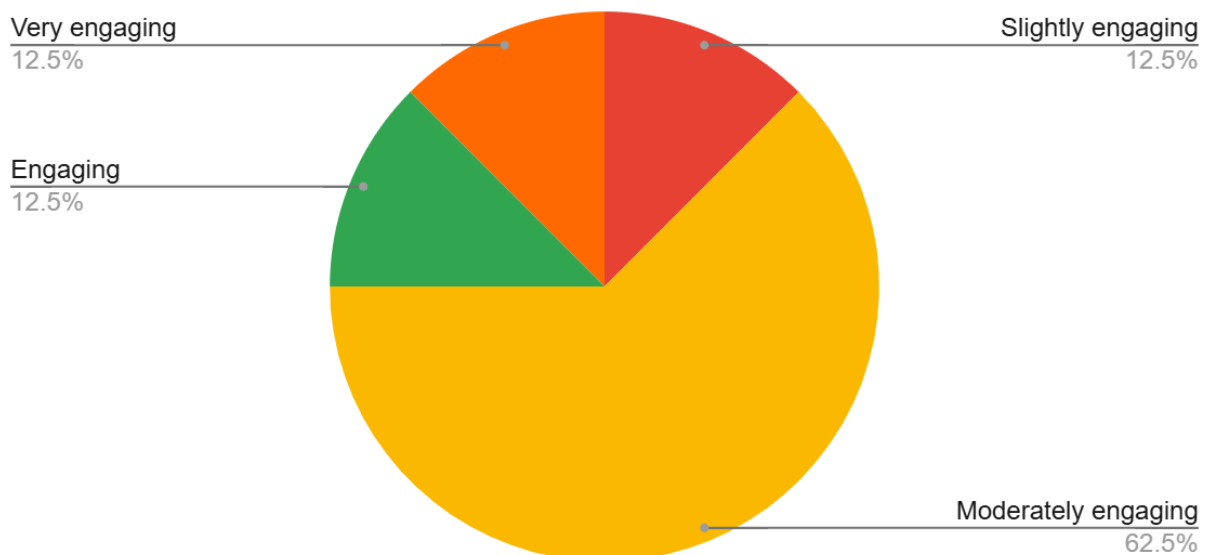
2) How clear and easy to understand was the information presented in the module?

Response Options	# of Responses
Very difficult to understand	0
Difficult to understand	0
Moderately easy to understand	6
Easy to understand	1
Very easy to understand	1



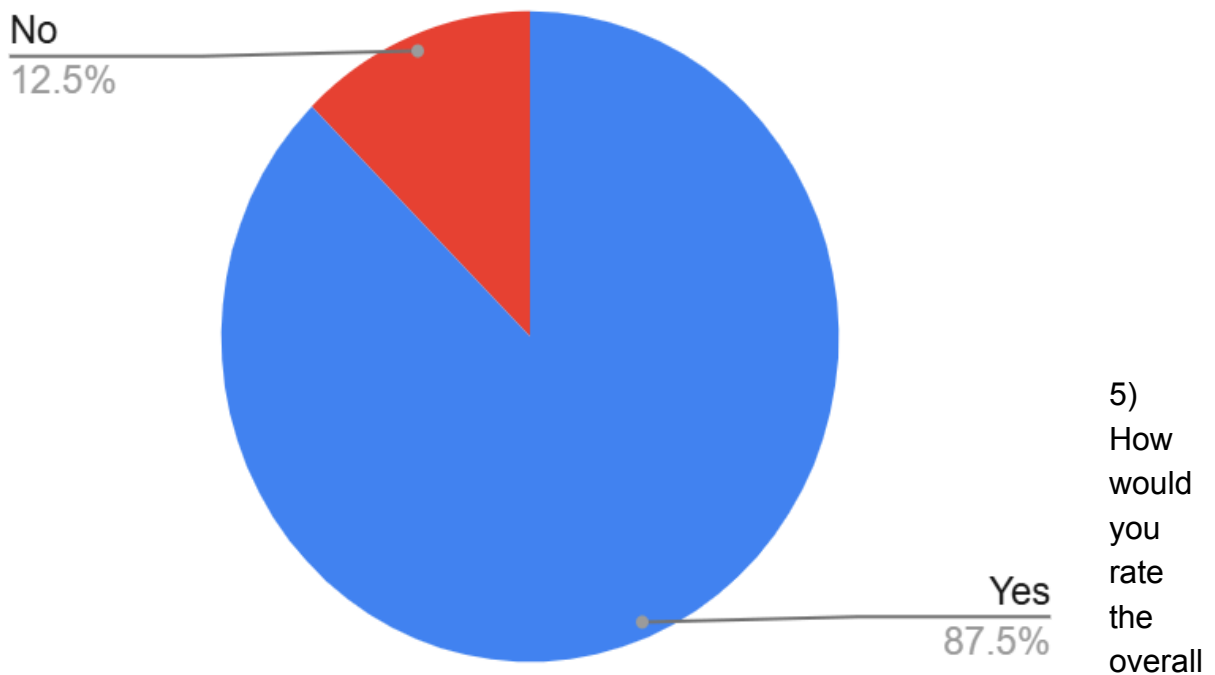
3) How engaging and interesting did you find the module's delivery methods (e.g., presentations, activities, discussions)?

Response Options	# of Responses
Not at all engaging	0
Slightly engaging	1
Moderately engaging	5
Engaging	1
Very engaging	1



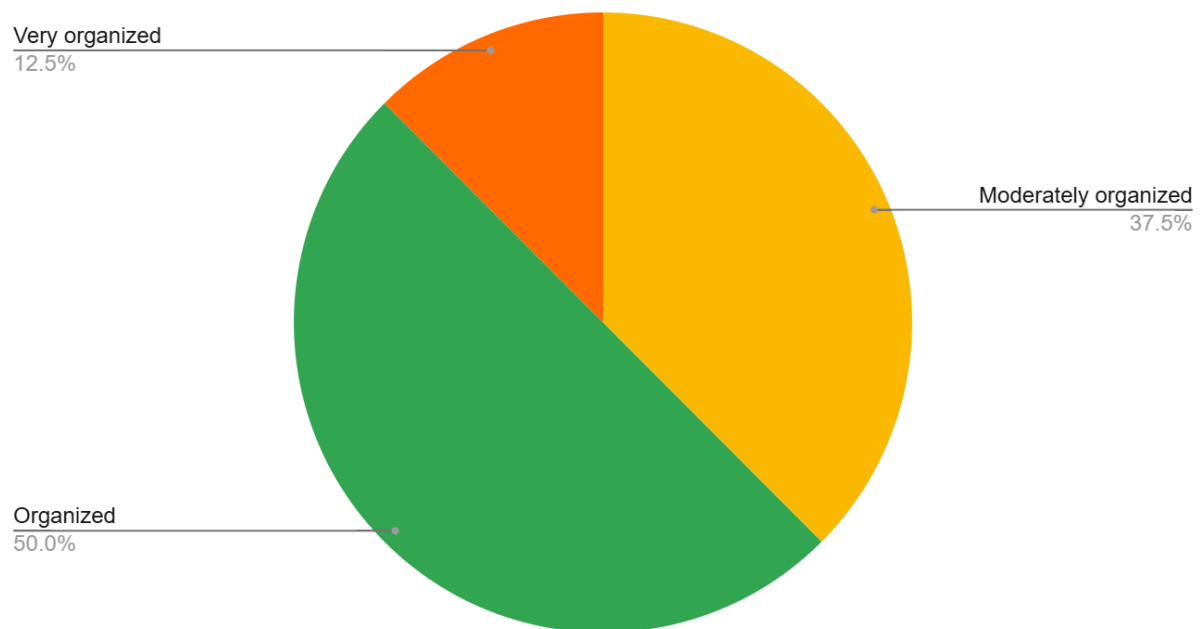
4) Did the module provide sufficient opportunities for interaction and participation?

Response Options	# of Responses
Yes	7
No	1



organization and structure of the module?

Response Options	# of Responses
Very disorganized	0
Disorganized	0
Moderately organized	3
Organized	4
Very organized	1

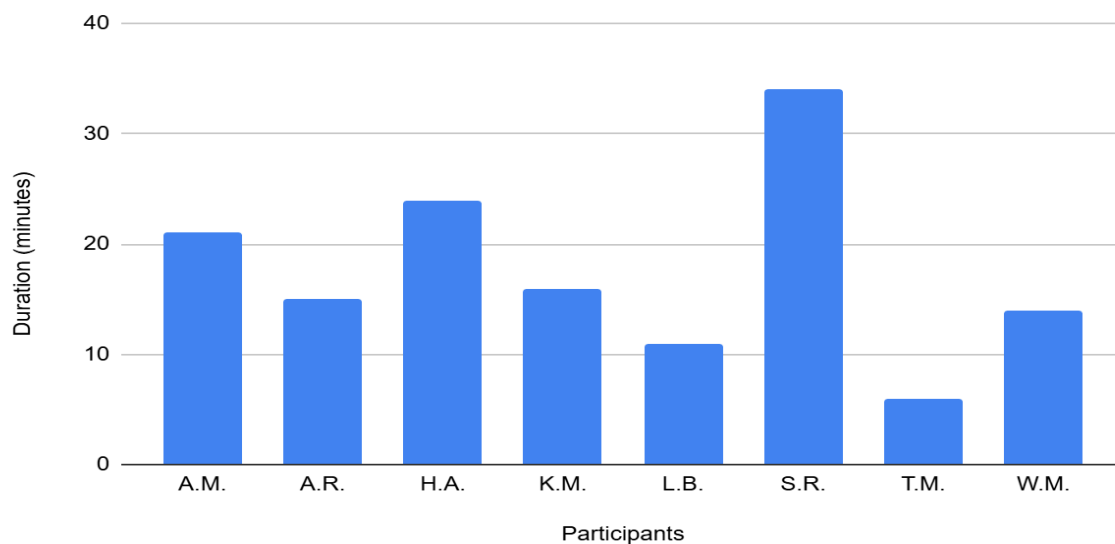


- **Efficiency**

Completion Time			
	Start Time	End Time	Duration (minutes)
A.M.	8:00 PM	8:21 PM	21

A.R.	2:44 AM	2:59 AM	15
H.A.	5:03 PM	5:27 PM	24
K.M.	5:40 PM	5:56 PM	16
L.B.	9:10 PM	9:21 PM	11
S.R.	1:12 PM	1:46 PM	34
T.M.	7:55 PM	8:01 PM	6
W.M.	8:08 PM	8:22 PM	14
		Average Completion Time	17.625

Completion Time



Conclusions and Recommendations

The current eLearning content has several areas that could benefit from improvement to enhance its overall quality and learning experience.

One significant issue lies in the layout and formatting. There is an inconsistent use of bullet points and capitalization throughout the materials, which can distract learners. Additionally, the text alignment, font size, and paragraph spacing are not uniform,

leading to confusion. The goals section also needs clarification, as it can be somewhat confusing for users.

The knowledge check questions tend to repeat, suggesting a need for more variety to maintain engagement. In terms of visual appeal, the content suffers from jarring and inconsistent color choices that detract from a cohesive aesthetic.

The quality of images used in the materials is another area needing attention; issues such as cropping, alignment, and resolution are evident and could benefit from improvement.

When it comes to engagement and examples, there is a noticeable lack of consistent scenarios or case studies to illustrate important concepts effectively. Additionally, opportunities for interaction and participation are limited, which could enhance the learning experience.

Areas for Improvement

- **Layout and Formatting:**
 - Inconsistent use of bullet points and capitalization.
 - Inconsistent text alignment, font size, and paragraph spacing.
 - Confusing goals section.
 - Repetitive knowledge check questions.
- **Visual Appeal:**
 - Jarring and inconsistent color choices.
 - Poor image quality, cropping, alignment, and resolution.
- **Engagement and Examples:**
 - Lack of consistent scenarios or case studies.
 - Limited interaction and participation opportunities.

Specific Recommendations

- **Layout and Formatting:**
 - Standardize bullet point usage and capitalization.
 - Ensure consistent text formatting.
 - Clarify the goals section.

- Diversify knowledge check questions.
- **Visual Appeal:**
 - Develop a consistent color palette.
 - Use high-quality images with proper cropping and alignment.
 - Consider image enlargement features.
- **Engagement and Examples:**
 - Incorporate consistent scenarios or case studies.
 - Provide concrete examples and real-world applications.
 - Increase opportunities for interaction and participation.

Additional Recommendations

- **Storytelling:** Use a consistent scenario or case study throughout the modules.
- **Theming:** Implement consistent theming and color palettes for titles and sections.
- **Text Formatting:** Utilize centered paragraph styling and align images properly.
- **Assessment Introduction:** Reword the first question in the assessment to be more engaging.
- **Accessibility:** Ensure the eLearning content adheres to accessibility standards.
- **Interactivity:** Explore interactive elements, like simulations or branching scenarios.
- **Feedback Mechanisms:** Integrate opportunities for learner feedback.
- **Mobile Optimization:** Ensure the eLearning content is optimized for mobile devices.

By addressing these areas for improvement, the eLearning content can be transformed into a more engaging, visually appealing, and effective learning experience for all participants.

Executive Summary

This report presents a compelling summary of the formative evaluation conducted on an eLearning module based on the ASSURE instructional design model. By employing a robust mixed-methods approach, we combined insights from a Subject Matter Expert (SME) review with findings from a small group trial, which included pre- and post-test surveys. The SME review critically assessed content accuracy, module organization, and the effectiveness of examples, while the small group trial measured knowledge gains and gathered valuable participant feedback on engagement, clarity, and relevance.

The SME review confirmed that the module's content is both accurate and informative, effectively integrating real-world applications that resonate with learners. However, the SME identified key areas for enhancement, such as inconsistencies in formatting, color selection, and image quality. The small group trial yielded impressive results, revealing a significant knowledge increase, with average scores soaring from 4.25 to 6.63 out of 8 on knowledge check questions after engaging with the module. Participant feedback underscored the module's relevance and moderate clarity, highlighting its engaging nature.

Despite these encouraging outcomes, the evaluation illuminated vital areas that warrant attention. It is imperative to resolve formatting inconsistencies—such as bullet usage and capitalization—to bolster clarity and visual appeal. Additionally, the SME's observations regarding repetitive knowledge check questions underscore the need for more varied and consistent examples or scenarios to elevate engagement and comprehension.

In summary, this evaluation offers powerful insights for refining the eLearning module. We strongly recommend standardizing formatting, establishing a cohesive color palette, incorporating higher-quality images, and introducing more interactive elements and captivating examples. Addressing these areas will not only enhance the module's effectiveness but also significantly improve its overall appeal and learning experience for users.

References:

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing effective instruction* (7th ed.). Hoboken, NJ: Wiley.

Peck, D. (2023, May 5). *The Kirkpatrick Model of Training Evaluation (with Examples)*,
Devlin Peck <https://www.devlinpeck.com/content/kirkpatrick-model-evaluation>