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IU4

Introduction

This instructional unit addresses the need for teachers having adequate resources to assess students after learning a new topic or skills. The instructional unit introduces Google Form Quizzes to teachers(learners). The unit guides teachers through a step by step process in creating a Google Form Quiz and creating a link to share in order to deliver it to students. IU1 through IU3 were used to identify the learning goal, target audience, performance objectives, and develop lesson presentation materials. IU4 provides an evaluation of the entire instructional unit and feedback on possible improvements to be made before presenting final training to the intended audience. Three formative evaluation strategies were used including Subject Matter Expert(SME), One-to-One evaluation, and a Small Group evaluation. Subject Matter Expert involved meeting, reviewing the instructional unit entirely, and receiving feedback from an educator with experience in the use of Google Forms as a quiz. One-to-One evaluation and Small Group evaluations included meetings with prospective learners that completed the lesson, while the instructor observed their progress and received feedback.

Goal Statement

Using Google Forms, the learner will create a quiz without assistance.

I. Subject Matter Expert Review

Introduction

Subject Matter Expert is a colleague on campus. SME currently teaches 4th grade math and science with over 20 years of teaching experience. In the last 10 years she has used Google Forms frequently and has 3 years of prior experience using Google Forms as a quiz. Subject Matter Expert met with the instructor on campus in her classroom over the weekend. The evaluation of the instructional unit took about 45 minutes. This included going over the instructional materials, instructional unit, and discussing where improvements could be made. Evaluation took place in a quiet room at SME's desk as instructional materials were presented and reviewed. As we went through the instructional materials and unit, SME provided feedback as notes were recorded.

Subject Matter Expert Review Summary

The table below lists major steps in the instructional unit, Subject Matter Experts comments on the instructional unit, and my response to suggestions regarding the instructional unit.

Steps	SME's Comments	My Response
Step 1: Gain Attention	Short, quick, easy and gets you information on your learners basic knowledge. You have a good attention getter.	Will keep the Gain Attention activity the same.
Step 2: Objective	Goes step by step on what they will be doing.	Will keep the objective slide the same, as it is clear and understanding what learners will be accomplishing.
Step 3: Login to Google Forms	Instructions are clear on this slide.	Will keep this slide the same since instructions are clear.
Step 5: Creating a blank Google Form	Instructions on this slide are good.	Will keep this slide the same since instructions are clear.
Step 6: Title Form	I like your example piece on the slide. It helps them to see how this changes into the next step.	Will keep this slide the same, since examples provide a clear visual of what step entails.
Step 7:Change to Graded Quiz	Might be difficult to follow. Maybe you should add some arrows or steps on slide.	Added orange text boxes labeling the steps so that learners could follow along easier.
Step 8: Input Questions and Answers	My eye is drawn to everything on the screen. I can't figure out the order. Maybe add steps on this slide too.	Added orange text boxes labeling the steps so that learners could follow along easier.
Step 9: Designate points for each question	This slide is easy to understand.	Will keep this slide the same, since instructions and steps are

		understandable.
Step 10: Create a Link to Deliver Quiz	This one is easier, because your steps clearly go down in order.	Will keep this slide the same, since order of steps are easy to determine.
Step 11: Guided Practice during lesson(Assessment)	If just showing it, they won't remember. With your guided lesson, they have done that second piece and will remember what they did.	Will continue with the guided lesson, so that learners will retain steps in creating a Google Form as a quiz.

Synopsis

The Subject Matter Expert was very informative and willing to share ideas during her review of the instructional unit. SME believes instructional unit can be accomplished in thirty minutes and the overall goal is feasible. SME felt the validity of the instructional unit was important in regards to the amount of online learning we are doing at this time. She stated Google Forms is user friendly and can be used in multiple LMS platforms. She stated even if we switched our learning platform, we would still have Google Forms as a valid way to assess students' knowledge. She felt the target audience was appropriate for the instructional unit and added that it could even be adjusted to allow students to learn how to create quizzes for classmates to complete. Revisions focused on making steps clearer on presentation materials.

Short Term Revisions: Make instructions clearer on procedure of steps

Long Term Revisions: Input steps on slides to make information more clear to the learner.

II. One-to-One Evaluation

Introduction

The One-To-One evaluation was conducted after school in instructors classroom. Learner entered classroom and sat down at a table closest to the board and presentation. Instructor introduced the lesson and gave a quick overview of what evaluation was for. Introduce the learner and the setting and conditions under which the one-to-one evaluation was conducted. Learner is a teacher with the campus and has 7 years teaching experience. Learner has only completed Google Form Quizzes or surveys, but has never created a Google Form Quiz. This was learner's first experience with creating a Google Form Quiz.

One-to-one Evaluation Summary

The table below shows the times of instruction and observations made by the instructor on learner's progress. This evaluation took place after school. The evaluation began at 4:25 pm and ended at 4:45pm. While learning was taking place, the instructor recorded observations and established a dialogue with the learner.

Steps	My Observations	My Response
Step 1: Gain Attention **4:25p-4:27p**	Asked where to go. Not all laptops have a QR code scanner, will need QR code scanner or a way to let them know to complete form while getting seated	Add a note for learners to scan code after being seated to complete pre-survey before starting training
Step 2: Objective **4:27p-4:28p**	Read students aloud to learner, seemed to understand what training target was	No change needed
Step 3: Login to Google Forms **4:28p-4:29p**	Logged in quickly and found Google Forms	No change needed
Step 5: Creating a blank Google Form **4:29p-4:30p**	Created a blank form quickly	No change needed
Step 6: Title Form **4:30p-4:32p**	Understood the directions to create a title and short description	No change needed
Step 7:Change to Graded Quiz **4:32p-4:33p**	The Instructor needs to be specific on where the learner needs to look to change to quiz location. Learner struggled for a moment to locate next step	When instructing a lesson, be specific on locations on screen for learners to locate the next step when changing from a regular Google Form to a quiz.
Step 8: Input Questions and Answers **4:33p-4:36p**	Learner noticed and stated that the next question opened up and was the same as the first question.	Instructor needs to note that next question will start the same as 1st question entered, so if entering a different type be sure to

		change question type
Step 9: Designate points for each question 4:36p-4:39p	Learner moved through quickly and effortlessly	No change needed
Step 10: Create a Link to Deliver Quiz 4:39-4:41p	Learner moved through quickly and effortlessly	No change needed
Step 11: Guided Practice during lesson(Assessment) 4:41p-4:45p	Overall, learner seemed to understand the steps quickly and accomplished each task with ease	No change needed

Synopsis
Learner stated she had only participated in taking quizzes or surveys in Google Forms, but had never created one to use. Learner stated the lesson was quick, easy, and to the point. She commented that she could use this with her own students and have them create quizzes for each other. Changes needed include the instructor being specific on where the learner can locate certain items during the lesson and prior instructions on needing a qr code scanner to complete the pre-assessment.

Short Term Revisions: Answered specific location on next button when changing to quiz.
Long Term Revisions: Include in instructor directives to be specific when giving steps on location of buttons.

III. Small Group Evaluation

Introduction

Small Group Evaluation took place in a classroom and three teachers (learners) attended. This evaluation was completed by teachers with 15 years or more of education experience and no prior experience in using Google Forms. The group consisted of a 3rd grade teacher, 4th grade teacher, and a Gifted and Talented teacher. They had prior experience in answering questions in Google Forms.

Small Group Evaluation Summary

This evaluation took place after school and the lesson began at 4:15pm. The lesson took approximately 25 minutes and feedback was provided at the end of the lesson. Below is a chart representing steps and observations during evaluation.

Steps	**My Observations**	**My Response**
Step 1: Gain Attention 4:15pm-4:17pm	Learners scanned QR code and completed pre-assessment with ease. A learner suggested in feedback to give immediate feedback on pre-test.	No changes needed
Step 2: Objective 4:17pm-4:18pm	Learners listened attentively while objectives were being stated	No changes needed
Step 3: Login to Google Forms 4:18pm-4:19pm	Learners logged into Google Forms with ease	No changes needed
Step 5: Creating a blank Google Form 4:19pm-4:20pm	Learners created a blank Google Form with ease	No changes needed
Step 6: Title Form 4:20pm-4:21pm	Learners struggled with entering title form do to clicking on wrong location	Include in instructors deliverable to be specific and have learners click in the title box to enter text
Step 7:Change to Graded Quiz 4:21pm-4:25pm	Learners accomplished changing to graded quiz with ease	No changes needed
Step 8: Input Questions and Answers 4:25pm-4:30pm	Learners could not get another question added do to clicking in wrong location	Include in instructors deliverable to be specific and have learners click on the add option button to add another question
Step 9: Designate points for each question 4:30pm-4:35pm	Learners moved through section with ease	No changes needed
Step 10: Create a Link to Deliver Quiz 4:35pm-4:37pm	Learners created link with ease	No changes needed

Step 11: Guided Practice during lesson(Assessment, including post survey) 4:37pm-4:40pm	Learners completed almost the entire lesson with and post survey(feedback)	Overall, some changes needed for the instructor deliverables

Synopsis

Learners were beginners in using Google Forms as a quiz and moved through the lesson with ease. Overall, they seemed excited about the new knowledge they were leaving with and eager to use Google Forms quizzes with their students. Learners completed a Google Form survey at the end of the lesson to provide feedback on any possible changes to the lesson. Changes made during SME evaluation and One-to-One evaluation allowed final evaluation to be completed with ease. Observations showed minimal changes were needed to the lesson following the small group evaluation, which included instructors being specific on where locations of words or text are to be clicked or entered.

Short Term Revisions: Instructed learners specifically on where to click to input text

Long Term Revisions: Include in instructors deliverables to be specific when instructing learners on where to select and add options or text

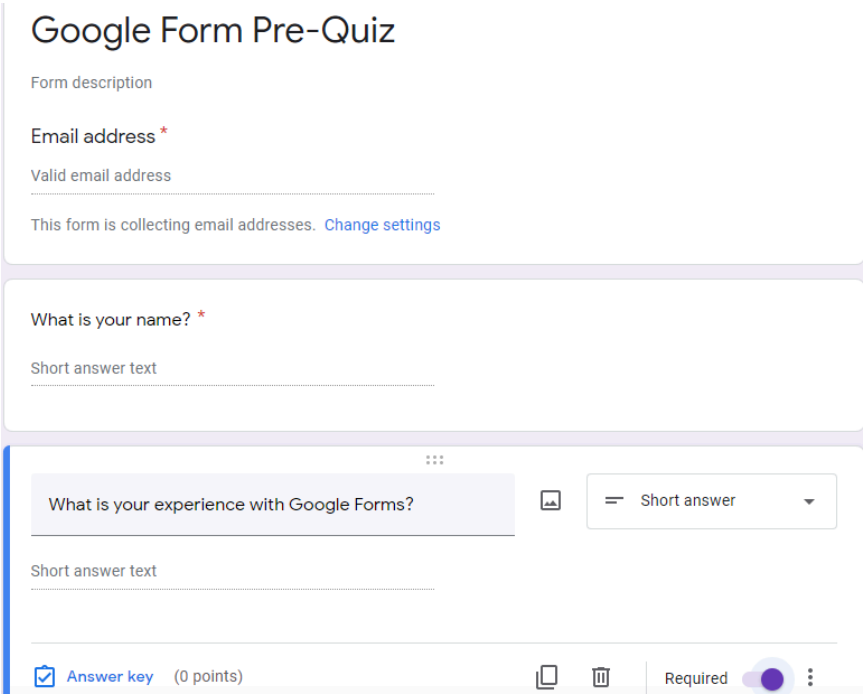
Summary

Instructional Unit 4 included evaluations from a Subject Matter Expert, One-to-One evaluation from a learner, and a Small Group Evaluation. Feedback was informative and allowed the designer to make changes in order to improve the instructional unit. Overall, most changes were made during the SME evaluation. These changes included being more specific on slides and showing steps in order for learners to follow the flow of the lesson. During One-to-One Evaluation and Small Group Evaluation changes included noting in deliverables the specific steps that the instructor should state or say during lesson. Revisions were made to Lesson Materials and instructional presenter notes.

Revised Lesson Materials

Overview: This instructional unit is for small group presentations with an instructor presenting lesson materials. Learners proceed through the lesson as the instructor guides them in the steps to create a Google Form Quiz.

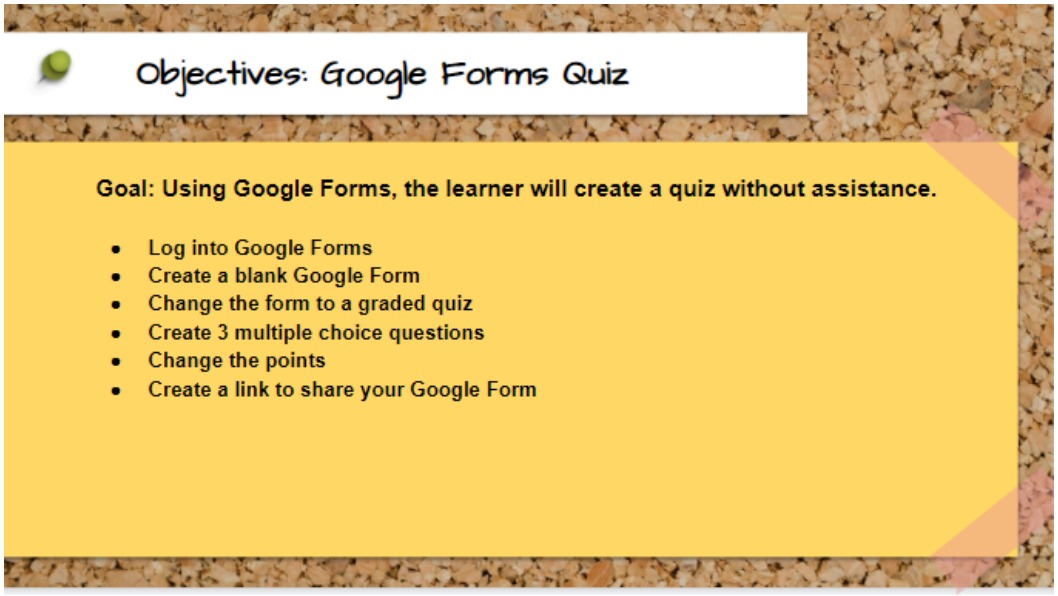
Gain Attention: Pre-Assessment Quiz- QR Code on screen as learners enter room. Learners will scan code, find a seat, and complete pre-quiz.



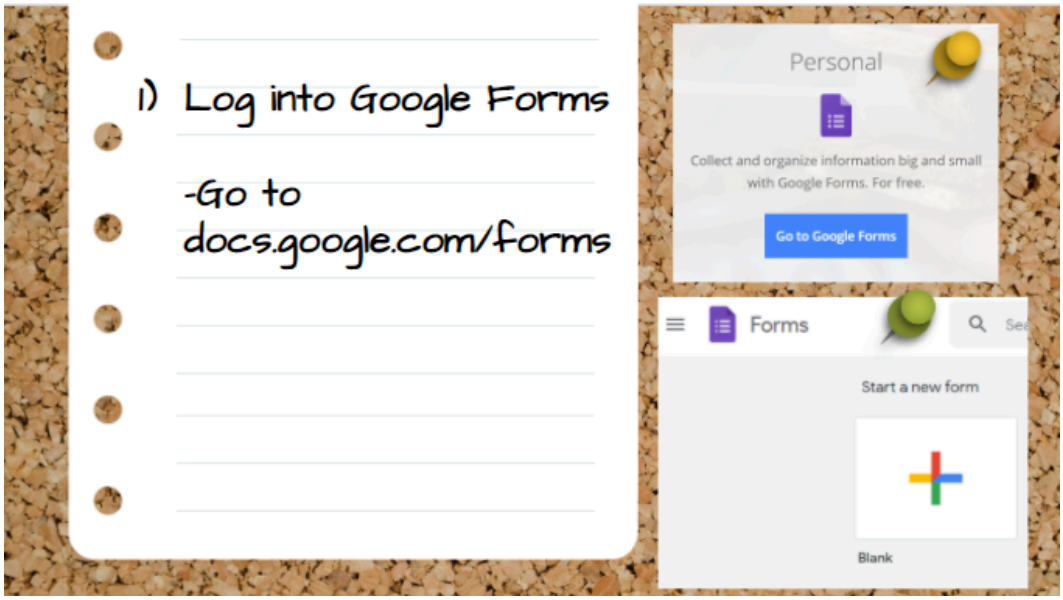
Opening Comments from Teacher to Students:
Today you will create a quiz using Google Forms. Google Forms is an easy way to assess students' knowledge on instructed content. Please scan the QR code using either your laptop or cell phone to complete a short pre-assessment survey.



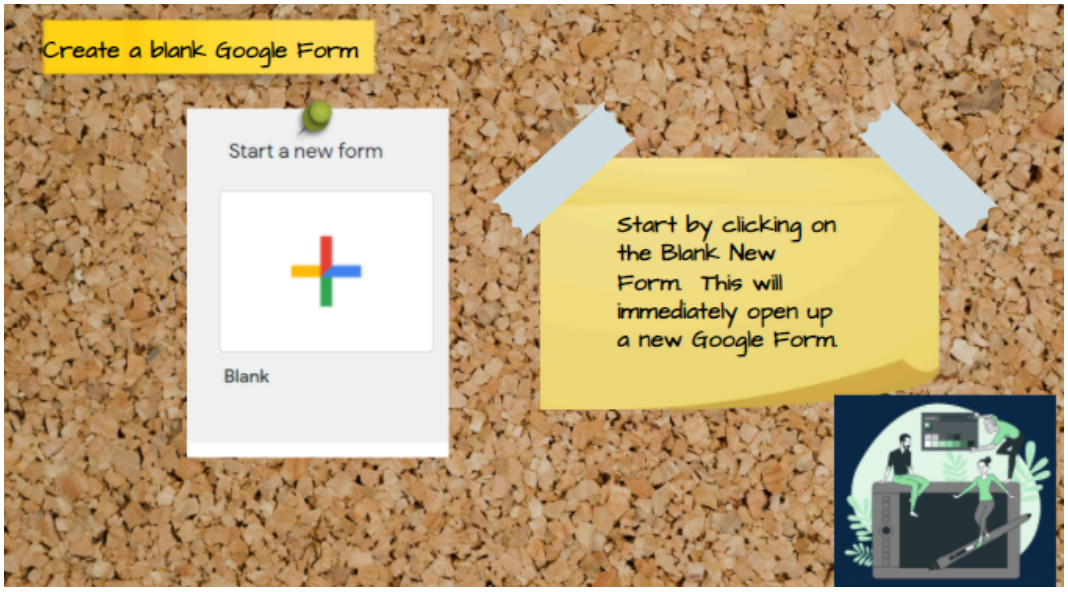
Slide 1:Displayed as learners enter with QR code for pre-quiz on slide, they will click on a link and complete the quiz.



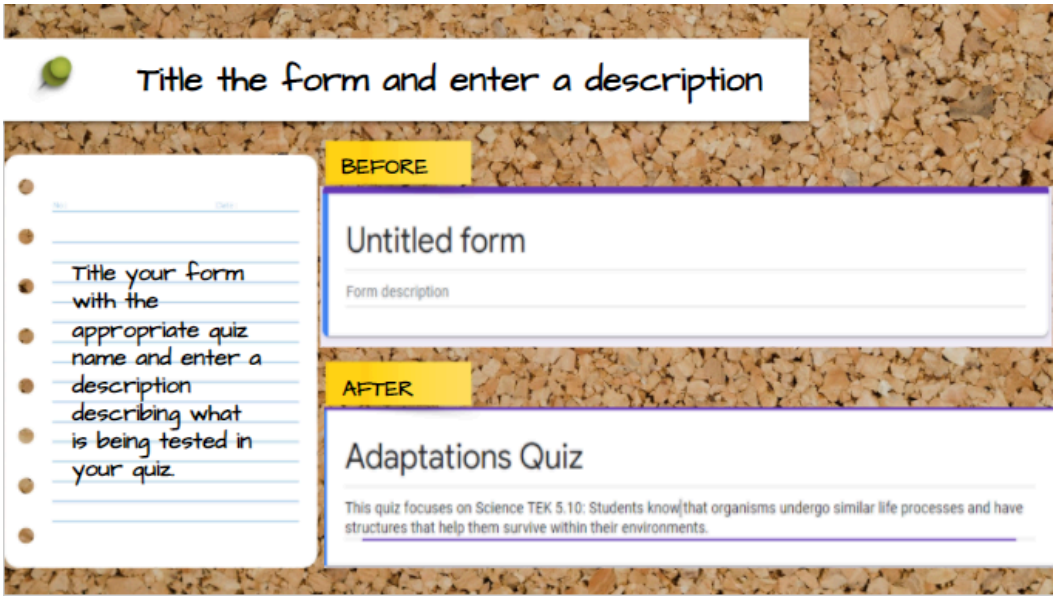
Slide 2:Today we are going to use Google Forms to create a quiz. The objectives for creating a Google Form Quiz are (1) Log into Google Forms, (2) Create a blank Google Form, (3) Change the form to a graded quiz, (4) Create 3 multiple choice questions, (4) Change the points, (5) Create a link to share your Google Form. We will be breaking these up into smaller detailed steps as we guide you through the creation of your quiz. You will leave here with a usable quiz for your classroom.



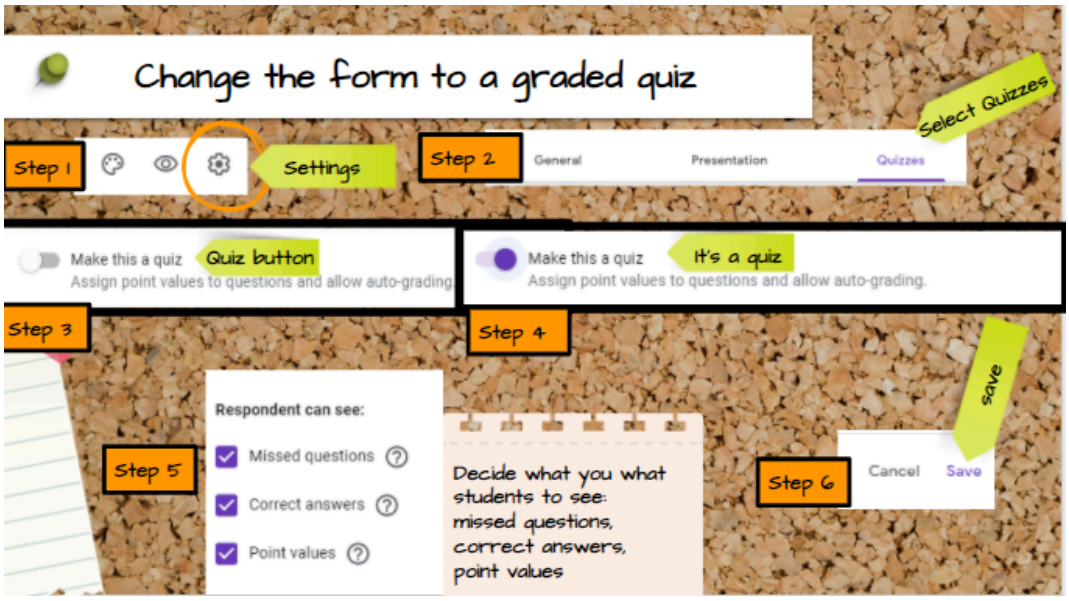
Slide 3: The first step in creating your Google Form Quiz is to begin by going to Google Forms. You can type in docsgoogle.com/forms or you can simply search Google Forms. Please complete this now.



Slide 4: Next we will click on create a blank Google Form to open up a new Google Form.

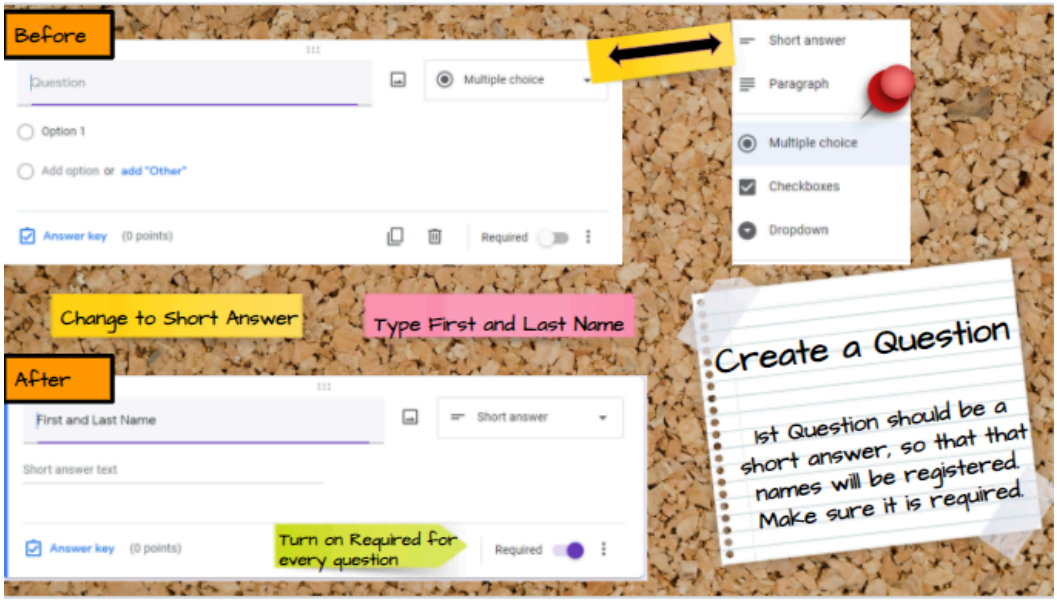


Slide 5: Once your blank form is open you will see a title and description box. Paying attention to the examples on the screen, title your form and enter a short description of the concept in your quiz. To enter the text for the title click on Untitled form and to enter the description click on Form description.

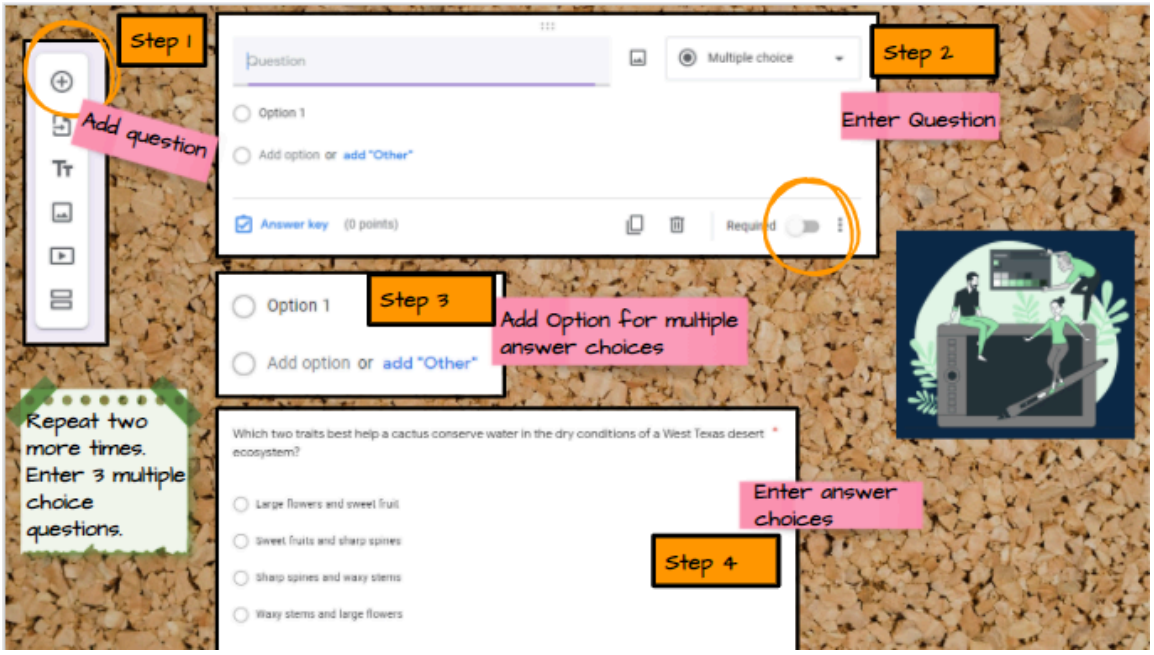


Slide 6:Now we will change our form to a graded quiz. In the top right hand of your screen, you will see three symbols. Click on the one that looks like a nut. It will open a pop-up window. When the pop-up window opens select Quizzes, then underneath quizzes it will give you the option to make the form a quiz. The word quizzes is on the far right side. Make sure it turns purple to represent it has been set as a quiz. Further below on the pop-up page is a section titled Respondent can see. Decide what you

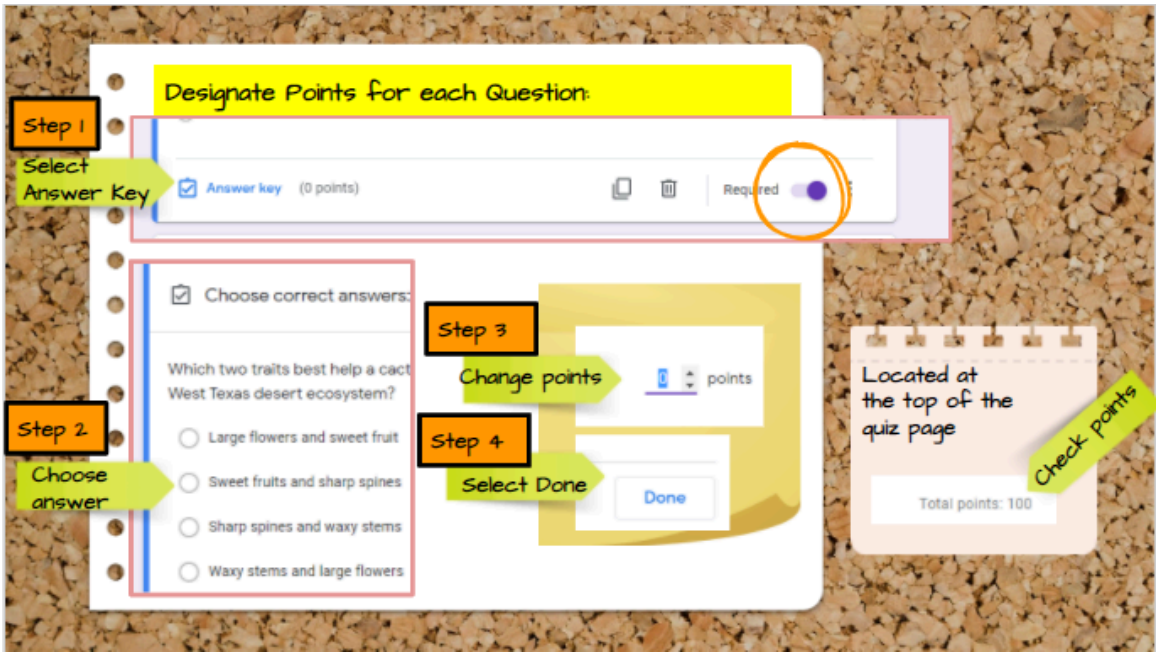
want your student to be able to view: missed questions, correct answers, and the point values of questions. Make your selections and select the save button. The pop-up window will close automatically.



Slide 7:You are now ready to create your first question. The first question in your Google Form Quiz will be for students to input their name. Select the Multiple choice box and change it to Short answer. Then in the question box type in First and Last Name and choose this question to be required. Forms will automatically save the question.



Slide 8:We will now create 3 multiple choice questions. Start by selecting the Add question button on the right hand side of your page. It looks like a plus sign inside a circle. You can do this three times to ensure you have three more questions to create or you can do it each time you create a new question. Once you have added your question, type in the question. Now add your answer choices by selecting the add option button as many times as you need to based on the amount of answer choices you will have. If you will have two answer choices, then add two. If you will have four answer choices, then add four. Type in your answers for each choice. Make sure to change the question to required. Repeat this step for all three multiple choice questions.



Slide 9:Once you have entered your questions, you are ready to designate points for each question. For this training, we will not designate points for the name question. On the three multiple choice questions, make two of the questions worth 33 points and one 34 points. This is so your total point score adds to zero. To designate points on each question, select the answer key button and it will open up a pop-up window. Now choose your correct answer and change your points to the correct amount. Once you have selected the correct answer and designated points, select the done button. Do this same procedure for the other two multiple choice questions. At the top of your Google Form Quiz is a Total points score. Be sure to check this total and verify it has a total points of 100.



Slide 10:You will now create a link to deliver your quiz on your preferred learning platform. For this training, you will send the link via email to the trainer. To create a link, click on the purple Send button located in the top right hand side of your screen. A pop-up window will appear, choose the symbol that looks like a chain link. This will change the pop-up window screen to display a url. You will then check the box that says Shorten url. Once your url is shortened, select the copy button. You are now ready to paste the link in an email or learning platform. For completion of this training, please email your link to mhollars@c-isd.com . The information is displayed on the screen.



Slide 11:Congratulations on completing the training for Google Forms Quizzes. You now have a completed Google Form Quiz for your classroom. In two weeks, please send a created Google Form Quiz to your trainer to ensure application in the classroom. You will be emailed a copy of this powerpoint for your reference.



Slide 12 Closure Slide: Thank you for attending. If you have any questions, please email me at the email address on the slide. Also, please be sure to check your email for additional upcoming trainings. Have a wonderful afternoon.