

Cindy Spires
EDCI 572
Summer 2024
Professor Hruskocy

Implementation and Formative Evaluation Report Pilot test 6/9/24

Accompanying Pilot documents (see attachments):

- Cindy Spires_ENTRY SKILLS QUESTIONNAIRE - PILOT_QUESTIONS
- Cindy Spires_ENTRY SKILLS QUESTIONNAIRE - PILOT_RESPONSES
- Cindy Spires_Entry Skills Questionnaire_PILOT_RAW DATA
- Cindy Spires_EDCI 572_PILOT Learner attitude questionnaire_FINAL

For the Pilot Test, two learners from my target audience were chosen. Learner number one (L1) was introduced to the Class Blocking Methodology from me in an informal way approximately a year prior and falls into the category of new yoga teacher (under 3 years of experience) based on the Entry Skills analysis that was performed during the design of the module. Learner number two (L2) falls outside of the “new yoga teacher” category but not by much, with approximately 4 years of yoga teaching experience; L2 had never been exposed to the Class Blocking Methodology prior to the pilot test. The two learners were chosen for their abilities to objectively look at the material from their particular vantage points. Due to the pilot testers’ limited schedules, two hours were allotted for the review of the instructional materials, and therefore the instruction was truncated to accommodate review of the full PowerPoint and the handouts, and so that the most important feedback could be acquired.

A Google Form was used to “register” the Learners in the Pilot Test, and it served also as the Entry Skills Test for Learners. Filename: “Cindy Spires_ENTRY SKILLS QUESTIONNAIRE - PILOT_QUESTIONS.” Link: <https://forms.gle/P9ado7ufjS6jokmf9>.

At the start of the pilot test, I explained the reason for the pilot test and provided three handouts:

1. Pilot Learner Attitude Questionnaire
2. The single page handout, Cindy Spires_Class Blocking Methodology_WORKSHEET_Landscape_FINAL
3. The full packet of Handouts: Cindy Spires_Yoga Workshop_EDCI 572_Worksheets and Assessments_FINALtoSUBMIT
 - a. Please note the final version has been edited based on Pilot Tester feedback. See relevant notes below.

I reviewed the Pilot Learner Attitude Questionnaire with the learners by reading through each question aloud and letting them know that I wanted them to keep these questions in mind as we went through the materials. Additionally, I wrote a specific question for each of the learners due to their previous encounters with this methodology (or not). At the end of the review of the other materials, they were given time to complete the Pilot Learner Attitude Questionnaire, and that data is included at the end of this document in Appendix A.

The Pilot Test consisted of full review of each PowerPoint slide, full review of each activity’s job aid/worksheet, and a discussion of methodology behind the instructional choices. Learners were not asked to complete the actual activities and job aids—i.e. brainstorming, peer reviewing, designing class

blocks, etc. Though the learners were given copies of the assessments for each of the activities and objectives as part of the Job Aid and Assessment packet of handouts, I did not complete any assessments for them because we did not do any of the actual activities; we just discussed the activities and their purposes.

Below is a summary of feedback I received during the pilot test both verbally and from their Attitude Questionnaires; notes were taken to document revisions to be made when verbal feedback was given. All steps taken to improve the workshop module are noted within each question below, and Formative feedback provided by L1 & L2 created several quality improvements to the materials and instructional approach, and the function of the Pilot test as a formative evaluation opportunity was successful.

1. Feedback on timing of activities. In most cases, my estimation was appropriate. In one instance, my pilot testers recommended I add 5 more minutes to an activity, which I did.
2. On one brainstorming activity handout, both pilot testers indicated some redundancy was present when I asked for a final “inventory” of poses and concepts. I deleted this section and revised for flow because they were correct.
3. On the brainstorming handout, pilot tester L2 noted I used the word “poses” only when I should have written “poses and concepts,” and I changed this to reflect more accurately on this handout and in any other instance where the omission was present.
4. L1, who did the workshop with me a year ago, reminded me of another graphic I used at that time (a bell curve to show flow of a yoga class), and I added a new PowerPoint slide and confirmed with her that it was the design and concept she remembered.
5. L1 said she didn’t think I emphasized “scaffolding” enough for her personal understanding of how it was relevant to the workshop, so I have added reiterations of this concept in the PowerPoint.
6. L2 recommended I add “informed consent to touch” to my safety slide and discussion, and I did because it was relevant and appropriate to the topic.
7. L2 mentioned that she would want to see more examples of designing a class around a peak pose. She wrote, “Some more instructor provided examples would be good. Ex: a yin class, slow flow, vinyasa, or something with a more advanced pose & build up just to see how the block system can be modified (ex. The 4 blocks for yin).”

In response to this feedback, I added a new slide (#18) where I give perspective on the poses necessary to build up to a very challenging peak pose: duck. I turned this into an activity instead of writing out another example block or class for them because this is a workshop and not a lecture, so while I took the pilot tester’s feedback into consideration and made a change, I did not make the exact change she requested. The change I did make, however, falls in line with my overall pedagogical approach in the workshop which is to get learners to actively engage and therefore in a frame of mind to retain and transfer knowledge.

8. L1 felt the Entry Skills Questionnaire had too many questions. Because the form serves a double role of “registering” learners in the workshop as well as includes both Entry Skills and Pre-Test-style assessment questions that are needed for the Instructor to prepare for attendees, I am not prepared to

revise these questions at this time, but the feedback is duly noted. I did confirm verbally with both learners that the Entry Skills Questionnaire did not take longer than the 10 minutes I indicated in the instructions that it would take, so I am satisfied that time to complete it has been minimized while also serving a dual function as a registration tool and an assessment tool.

9. L2 felt there needed to be more visuals for the PowerPoint, and I have added substantial visual examples to the final presentation as a result.

10. L1 felt the “Angry Yoga” video needed more discussion to tie it back to the lesson, and notes to that effect have been revised in the PowerPoint to create more of a discussion. Part of why this may have been the feedback was because of the overall truncated quality to our pilot and not fully performing all activities within the workshop.

Appendix A

Copies of Pilot Learners’ Attitude Questionnaires—Raw Data

Pilot Test Learner Attitude Questionnaire, pg. 1

Cindy Spires, Instructional Designer

Pilot Test Learner's Name: Sydney (L1)

Using the Class Blocking Methodology to Design a Safe & Logical Yoga Class from Scratch
Learner Attitude Questionnaire: Assessment of Instruction for Pilot Test

To be administered to the pilot test group 6/9/24

Thank you for being a part of the pilot test for this learning module—a workshop for new yoga teachers to learn my Class Blocking Methodology to design safer, more logical yoga classes that are centered around a class focus or goal.

Please read through the Attitude Questionnaire questions below before the pilot test begins. This is so that you will be able to keep these questions in mind as we go through the material and so that your feedback will produce constructive recommendations for revision.

The goal of this Attitude Questionnaire is to improve this learning module in terms of **presentation quality**, **materials used**, **instructor efficacy**, and **learning outcomes accomplished**. In no way is this assessment an effort to evaluate your abilities as a yoga teacher or learner.

Because a packet of handouts has been given to you along with this Pilot Test, please take notes and make suggestions on them if you have feedback. All of these documents will be retained so that I can use them to make relevant changes; I am happy to provide you copies of them at an appropriate time when I am done.

This pilot test of the Class Blocking Methodology will be truncated in terms of time allotted to reviewing materials and pacing; in its actual delivery, this workshop would take 3-4 hours to deliver. Please keep that in mind during the pilot test.

Thank you for your time and honest feedback.

Y / N unsure	Question:	Comments:
yes	1. Were adequate context, overview, entry skills review, and background provided to explain the purpose and goal of the workshop?	
yes	2. Was the Entry Skills Questionnaire that was used to register you for the workshop adequate to cover the concepts this workshop was meant to review?	
yes	3. Were the brainstorming activities appropriate for the workshop's overall goal?	
yes	4. Were the peer review activities appropriate for the workshop's overall goal?	
yes	5. Were the brainstorming worksheets appropriate for their designated brainstorming activities?	
yes	6. Were the peer review worksheets appropriate for their designated peer review activities?	
yes	7. Was the instruction on class blocking methodology clear?	
yes	8. Was the instructor-provided example activity a good use of time?	

yes	9. Was the activity designing one block from your chosen class goal a good use of time?	I think this part is very valuable in applying the method discussed
yes	10. Were the 6-block handouts and worksheets appropriate for their designated class blocking methodology activities?	
yes	11. Did the post-it note "T-chart" activity identifying personal positive and negative yoga experiences add conceptual value the workshop?	Great discussion starter
unsure	12. Did the viewing of the "Angry Yoga" YouTube video add conceptual value to the workshop?	This might need more explaining/ tie it back to the lesson
yes	13. Did the instructor cover yoga class safety adequately in relation to its function within the Class Blocking Methodology?	Very important - love it!
yes	14. Was the PowerPoint presentation effective in delivering guidance and pacing for the workshop?	
	15. Is there anything else you would like to add in terms of constructive feedback that will help in the improvement of any element of this workshop?	Not sure the scaffolding metaphor resonates.

L2

Cindy Spires, Instructional Designer

Pilot Test Learner's Name:

Chelsea Hensbergen

Using the Class Blocking Methodology to Design a Safe & Logical Yoga Class from Scratch
Learner Attitude Questionnaire: Assessment of Instruction for Pilot Test

To be administered to the pilot test group 6/9/24

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Please read through the Attitude Questionnaire questions below before the pilot test begins. This is so that you will be able to keep these questions in mind as we go through the material and so that your feedback will produce constructive recommendations for revision.

The goal of this Attitude Questionnaire is to improve this learning module in terms of **presentation quality, materials used, instructor efficacy, and learning outcomes accomplished**. In no way is this assessment an effort to evaluate your abilities as a yoga teacher or learner.

Because a packet of handouts has been given to you along with this Pilot Test, please take notes and make suggestions on them if you have feedback. All of these documents will be retained so that I can use them to make relevant changes; I am happy to provide you copies of them at an appropriate time when I am done.

This pilot test of the Class Blocking Methodology will be truncated in terms of time allotted to reviewing materials and pacing; in its actual delivery, this workshop would take 3-4 hours to deliver. Please keep that in mind during the pilot test.

Thank you for your time and honest feedback.

Question for Sydney: Having been through this workshop in an earlier iteration in a less formal way, please evaluate whether this version of the training on Class Blocking Methodology is an effective, and improved-upon, delivery of the concepts and purpose behind the method based on your experience learning it previously. Please add any additional feedback you would like.

This is very professional & structured. I think if timed & spaced appropriately it would be the perfect amount of information - the brief crash course version may be overwhelming. Incredibly valuable information offered & presented nicely. Love the brainstorm / review / discuss process - this will benefit all learning styles. Awesome job!!

Question for Chelsea: Having never reviewed the Class Blocking Methodology before this workshop, please evaluate whether information learned in this module is easily understood and replicable in an ongoing manner based on your experience as a yoga teacher and yoga class designer. Please add any additional feedback you would like.

Y / N unsure	Question:	Comments:
y	1. Were adequate context, overview, entry skills review, and background provided to explain the purpose and goal of the workshop?	
y	2. Was the Entry Skills Questionnaire that was used to register you for the workshop adequate to cover the concepts this workshop was meant to review?	it did a good job of allowing Cindy to customize the class/ focus on concepts most relevant to the group or modify material
y	3. Were the brainstorming activities appropriate for the workshop's overall goal?	some were redundant/ extra writing for participant as discussed to also
y	4. Were the peer review activities appropriate for the workshop's overall goal?	
y	5. Were the brainstorming worksheets appropriate for their designated brainstorming activities?	
y	6. Were the peer review worksheets appropriate for their designated peer review activities?	
y	7. Was the instruction on class blocking methodology clear?	
y	8. Was the instructor-provided example activity a good use of time?	it helped to solidify concepts + turn ideas into something concrete and tangible

y	9. Was the activity designing one block from your chosen class goal a good use of time?	
y	10. Were the 6-block handouts and worksheets appropriate for their designated class blocking methodology activities?	
y	11. Did the post-it note "T-chart" activity identifying personal positive and negative yoga experiences add conceptual value the workshop?	it broadens perspective to see what is commonly an issue that you wouldn't have known otherwise + keep in mind for future classes
y	12. Did the viewing of the "Angry Yoga" YouTube video add conceptual value to the workshop?	funny + relevant
y	13. Did the instructor cover yoga class safety adequately in relation to its function within the Class Blocking Methodology?	
y	14. Was the PowerPoint presentation effective in delivering guidance and pacing for the workshop?	could use more visual examples but explained well
y	15. Is there anything else you would like to add in terms of constructive feedback that will help in the improvement of any element of this workshop?	some more instructor provided examples would be good ex.

a yin class, slow flow,
vinyasa or something with a more
advanced pose + build up just
to see how the block system can
be modified (ex: 4 blocks yin)

Question for Sydney: Having been through this workshop in an earlier iteration in a less formal way, please evaluate whether this version of the training on Class Blocking Methodology is an effective, and improved-upon, delivery of the concepts and purpose behind the method based on your experience learning it previously. Please add any additional feedback you would like.

Question for Chelsea: Having never reviewed the Class Blocking Methodology before this workshop, please evaluate whether information learned in this module is easily understood and replicable in an ongoing manner based on your experience as a yoga teacher and yoga class designer. Please add any additional feedback you would like.

yes- it also gave me a more fluid approach
to designing classes vs the rigid system
I learned from. More creative, more
anatomically-based and more thoughtful approach.