

EIDT-6110-2,Advanced Instructional Design.2013 Spring Sem 01/07-04/28-PT4

Implementation and Evaluation Plan

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Implementation and Evaluation Report

Module Overview and Description:

In keeping up with the changes and updates in technology, Podcasts are easy, inexpensive ways to create a flexible, portable learning environment to reach learners' needs and keep them engaged. Podcasts can supplement written information, while enhancing the learning experience for visual and auditory learners. They can also be listened to more than once, offering the learner the opportunity to reinforce what they are learning.

The purpose of this, asynchronous online, training is to help organizers for non-profit agency's utilize podcast to create awareness for an issue, or event relevant to their organization. Podcast will give their organizations the greatest amount of exposure for minimum cost. Online instructional intervention is the best solution for teaching adult learners how to create a Podcast as it provides structure, step-by-step explanations of how to perform tasks, and it offers learners the ability to take the course at their convenience, and review the material as often as needed.

Upon completion of this course:

1. Learners will be able to independently record, edit, and publish a podcast using Audacity.
2. Given a .wav file, the learner will successfully convert it to a .mp3 format, and publish to iTunes.

Materials:

To successfully complete the training, each learner will need to be properly equipped with the required software, audio equipment, and instructional materials.

Software:

- Audacity: 1
- LAME: <http://lame.sourceforge.net/download.php>

Audio Equipment:

- Microphone with a stand or Portable MP3 voice recorder
- Computer with wireless internet connection
- Headphones

Instructional Material:

- 5 minute podcast script
- “How to produce a podcast with Audacity” printable workbook.

Demonstration:

Demo #1:

Learners will be shown a 2-3 minute video demonstration of how to:

- Confirm playback and recording settings.
- Create, save, and title a new project.
- Record audio in Audacity.

Demo #2:

Learners will be shown a 2-3 minute video demonstration of how to edit audio in audacity using the following features:

- Deleting, trimming, fading, noise reduction, amplify, playback

Demo #3:

Learners will be shown a 2-3 minute video demonstration of how to convert.wav audio files to an .mp3 format using LAME, and publish the final product to a website.

Student Participation:

Activities:

1. Learners will complete a simple pre-test to give the learner cues to key concepts associated with podcasts.
2. Learners will download the course workbook, and read an introduction to podcasting.
3. Learners will watch a 2-3 minute video demonstration on how to record and save a new project in Audacity.
4. Learners will refer to the illustrations and directives in their course workbook to practice recording and saving a 5 minute scripted podcast in Audacity.
5. Learners will watch a 2-3 minute video on editing audio within Audacity.
6. Learners will refer to the illustrations and directives in their course workbook to practice editing their recorded podcast in Audacity.
7. Learners will watch a 2-3 minute video demonstration of how to convert.wav audio files to an .mp3 format using LAME, and publish the final product to a website.
8. Learners will refer to the illustrations and directives in their course workbook to practice converting their podcast from a .wav file to an .mp3file.
9. Learners will upload their podcast to iTunes, and post a link to their podcast in their online classroom for review by their classmates and instructional facilitator.
10. Learners will complete an anonymous training evaluation survey through survey monkey.com.

Provide a brief overview of the instructional module and the need it addressed.

Description of Implementation

The training was implemented as an asynchronous, online training module, and was completed independently at a time and location identified by the learner.

1. Learners received classroom log in credentials via e-mail three days prior to instruction.
2. Learners were asked to log in and complete the pre instructional tasks.
 - Download the identified software (Audacity, LAME).
 - Complete pre-assessment survey at [surveymonkey.com](https://www.surveymonkey.com)
3. Over the next three days, a daily reminder e-mail was urging learners to confirm their access to the classroom, and complete the pre instructional tasks.
4. Once learners were able to access the training module, they had four days to view demonstrations and post a link to their completed podcast in the classroom discussion board for review.
5. Learners were then given two days to review their classmates completed work, and offer feedback.

Analysis of Evaluation Data

Before Instruction

Pre-assessment:

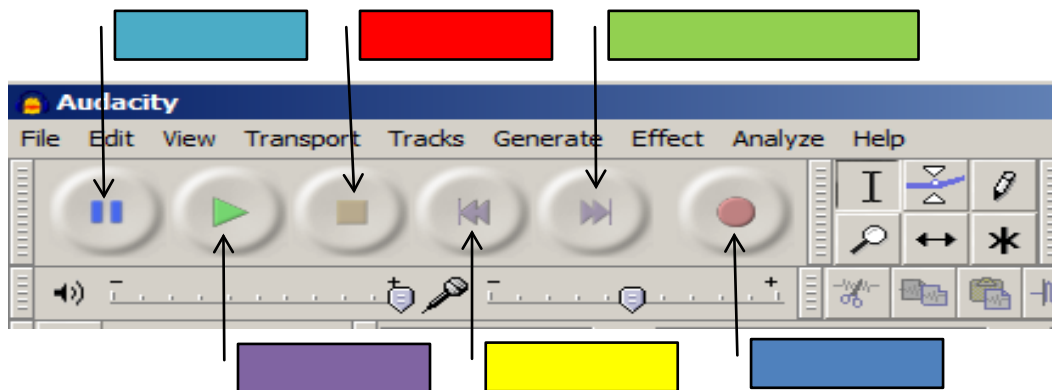
A six question survey was used to check learners' prior knowledge associated with creating a podcast. A link to the assessment was posted in the virtual classroom with directions for accessing it. The pre-assessment provided a baseline for comparing the learner's skill before and after the training, and assisted in determining the effectiveness of the project. The baseline

data will include the kind of information that would be appropriate for measuring changes in accordance with the objectives of the program. The following questions would be included:

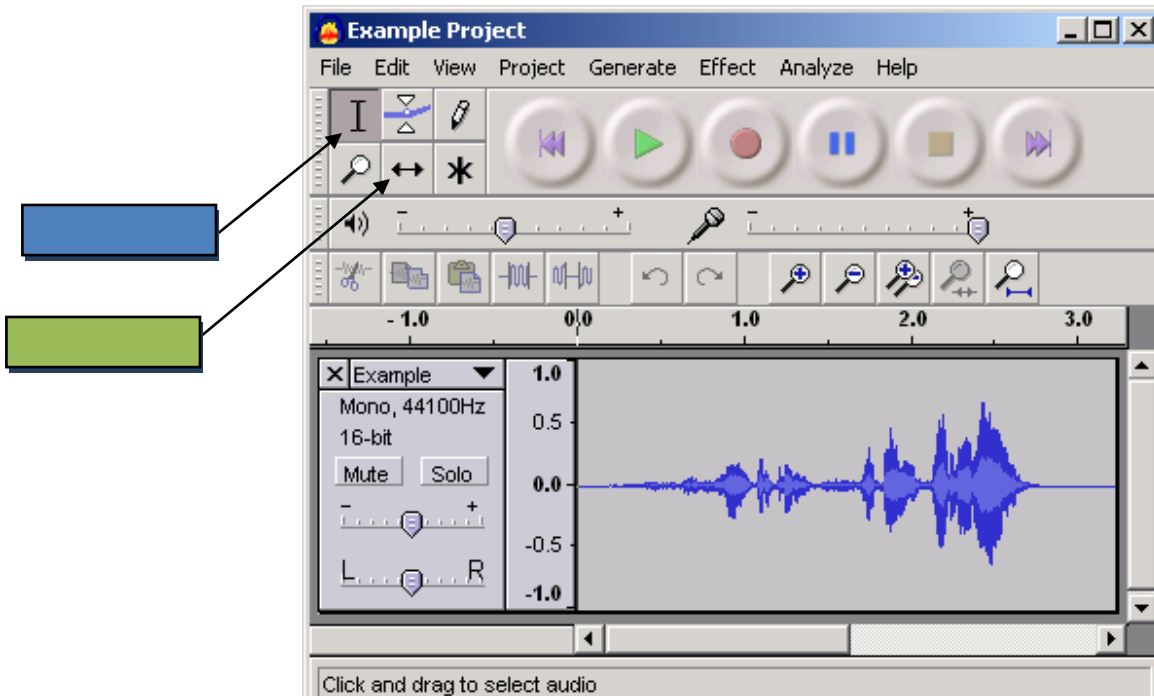
- (1) What are the benefits of podcasting?
 - a) Reach a new audience
 - b) It enables you to position yourself as an authority
 - c) Increases advertising potential
 - d) All of the above

- (2) What materials are required to create a podcast?
 - a) State of the art recording studio
 - b) Home computer and microphone
 - c) Laptop with internet access and cell phone
 - d) B and/or C

(3) What do the following audio recording icons mean?



(4) What editing functions do the following audio icons represent?



(5) You have to pay to have your podcast hosted on the internet?

- a) True
- b) False

Pre-assessment Results:

The pre-assessment revealed all participants had a basic understanding of the benefits of podcasting, and basic audio recording functions within Audacity. However, the greatest areas of opportunity were identifying materials needed to produce a podcast, and becoming familiar with basic audio editing features in Audacity.

During Instruction:

The end of each unit included an assessment requiring the learners practice the skills the acquired. Tasks will include, recording the audio file (create .wav file), and encode .wav to .mp3 format, as well as uploading the mp3 file of the podcast to a hosting website. The end of unit review will measure the effectiveness of the lesson. For example, unit one's instructional goal

includes the task to “Gain familiarity with Audacity basic functions”; the end of unit formative assessment will include an interactive activity with a picture of the editing toolbar for Audacity learners' will identify key elements and match descriptions of the functions to each key element. The expectation is that 80% of learners will complete the assessment with minimal errors.

After Instruction

Part 1

Learners will submit a project by posting the link to their podcast to the course website. The project will require learners to demonstrate proficiency with basic recording and editing functions of Audacity, ability to encode an audio file to mp3 format using LAME, and ability to post a podcast the iTunes website. Project submission was reviewed by the course facilitator and classmates within 2 business days. Feedback was provided to the learner within 6 business days via email.

Part 2

Learners complete a posttest to demonstrate mastery of the learning objectives. Students were expected to pass with 90% accuracy.

(6) What are the benefits of podcasting?

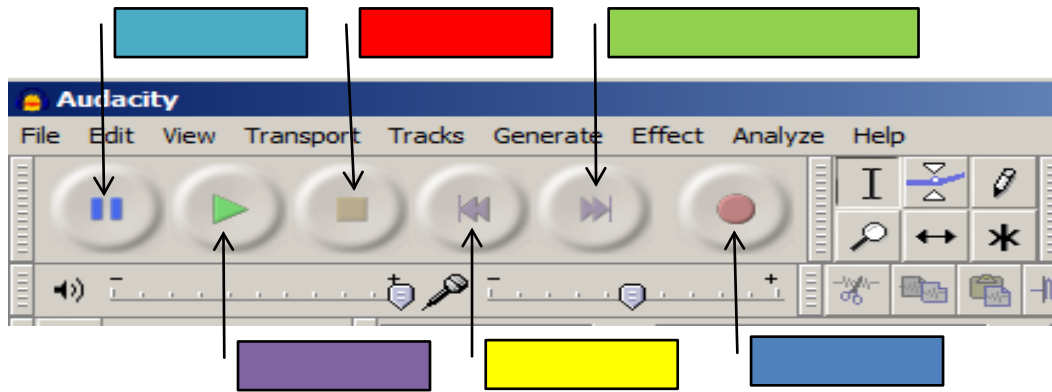
- e) Reach a new audience
- f) It enables you to position yourself as an authority
- g) Increases advertising potential
- h) All of the above

(7) What materials are required to create a podcast?

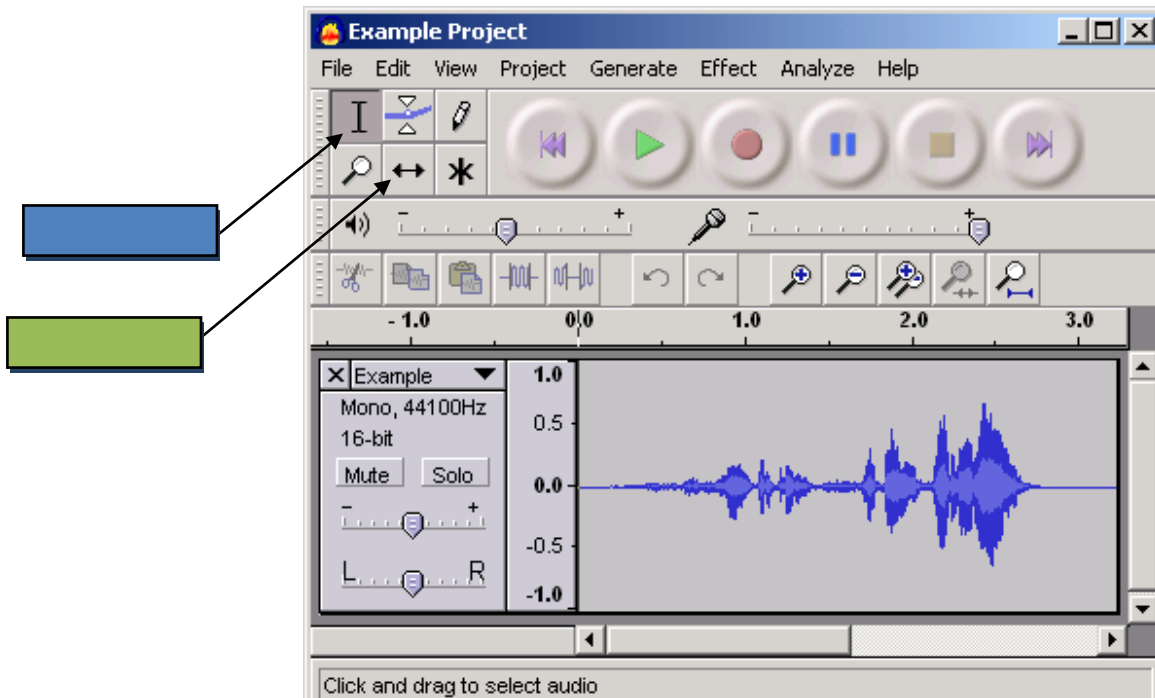
- e) State of the art recording studio
- f) Home computer and microphone

- g) Laptop with internet access and cell phone
- h) B and/or C

(8) What do the following audio recording icons mean?



(9) What editing functions do the following audio icons represent?



(10) You have to pay to have your podcast hosted on the internet?

- c) True
- d) False

Part 3

A survey link will be emailed to all learners after the completion of the course. This online survey will measure the effectiveness of the course, learner's reactions to the course's relevance to their needs, as well as the learners improved ability to create podcasts since completing the course. Results of the survey provided data required to evaluate if: the course materials need to be revised, if technology updates are required, etc. Feedback from the surveys will be utilized by the course facilitator, designer, and other stakeholders to revise the course content, instructional strategies, and other elements as deemed appropriate. The questions in this final survey were answered using an indicated scale of:

- (1) Strongly Agree, (2) Agree, (3) Neutral, Disagree, (4) Strongly Disagree, as well as several open-ended questions.

The following are questions to be included:

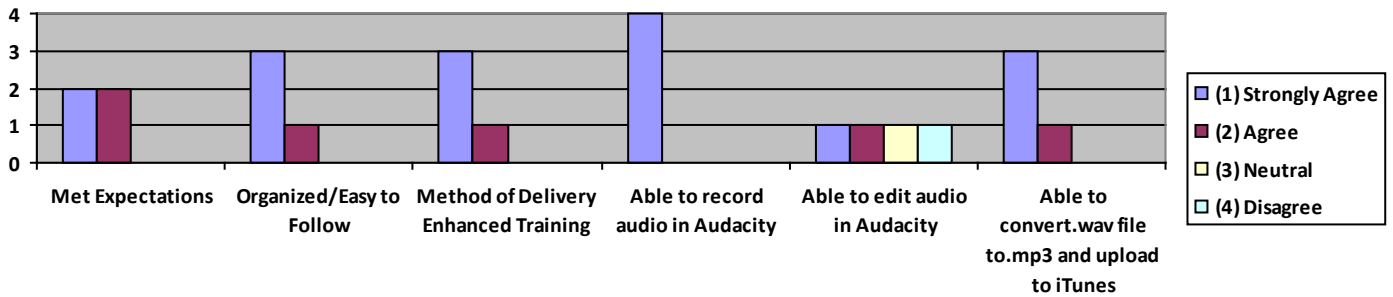
1. The training met my expectations.
2. The content was organized and easy to follow.
3. The method of delivery enhanced training.
4. As a direct result of the training, I was able to successfully record audio in Audacity
5. The training prepared me to utilize the basic functions within audacity to edit prerecorded audio.
6. The training prepared me to convert .wav audio to .mp3 in LAME and successfully upload it to iTunes.

Open ended responses:

1. How will you apply what you learned from this training?
2. What aspects of the training could be improved?

3. Reflecting on the content of this training, what content would you have liked to have added to the training?

Survey Results:



Learners were able to successfully download the necessary software (Audacity, and LAME), and print off training materials with no problem. Learners were also able to record, and publish their completed podcast to an identified hosting site. They felt the chosen materials and technologies were easy to navigate and greatly enhanced learning. In the end, each participant felt that this training provided them with a solid foundation on podcasting, and can foresee using what they learned to enhance their organizations reach and impact. The survey results also revealed learners could benefit from additional instruction on editing audio with Audacity.

What was challenging or needed improvement?

Learners felt it would have been more beneficial to allow them to create their own 2- 5 minute podcast script. They felt this would have allowed them to leave the training with something they could immediately use and would have motivated them to really take time and care to edit the podcast to their full potential. One learner also expressed difficulty with some of the technology as there were no instructions for Mac users, and she needed to go through a few extra steps to

access the technology. Learners also felt that they could have benefited from a peer review system. They expressed a desire to have others see their hard work and also expressed a desire to learn from how their peers edited the same script. Please review proposed revisions audio file for additional information

Part 4



A second survey link will be emailed to all learners 3 months after the completion of the course. This survey will assess long term transfer of knowledge, skills, and implementation as it relates to branding through podcasting. Results of the survey will provide data required to evaluate if: the course materials need to be revised, if technology updates are required, etc. Feedback from the surveys will be utilized by the course facilitator, designer, and other stakeholders to revise the course content, and instructional strategies.

1. How have you used the content of this training to improve messaging for your agency?
2. How have you found the selected software and technologies explored in training compare to industry standards?
3. Reflecting on the content of this training, what content would you have liked to have added or removed from the training?

Proposed Revisions and Key Points: Embedded Audio File

Revisions:

- Include instructions for Mac users
- Give participants the option to create their own podcast script prior to instruction.
- Provide an opportunity for peer review and feedback.
- Provide access to enhanced learning by including (optional) resources for learning to edit audio with Audacity.

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