

SUMMATIVE EVALUATION REPORT

Embedding a Google Slides Presentation on a Web Page

A web-based multimedia/hypermedia learning object

Designed and developed by
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Purpose of the Evaluation Session

The purpose of this evaluation is to review the effectiveness of the reusable learning object created for Our Lady of the Assumption volunteer teachers. The learning object was designed to train volunteers on how to publish a Google Slides presentation and embed it onto a class web page.

Evaluation Session User Profiles

Seven people evaluated the reusable learning object.

UTRGV Graduate Students

Three participants were UTRGV graduate students, two women and one man, enrolled in the educational technology program. As graduate students in an online program, they have basic computer literacy skills, can navigate websites, and likely have some knowledge of presentation software like Microsoft PowerPoint or Google Slides. They also each have earned a bachelor's degree.

Parish Volunteer Teachers

Three other participants, all women, are current parish volunteer teachers. Their ages range from mid-20s to mid-50s. They have been teaching students online, so they are computer literate and can navigate websites. While their classes did not necessarily utilize Google Slides, they have familiarity with presentation software like Microsoft PowerPoint and Google Slides. They each live in Harlingen, Texas, and their formal educational backgrounds vary.

Digital Content Producer

The last evaluator is a 50-year-old man, who has an associate's degree but never used Google Slides before. He is a digital content producer and is familiar with web content management systems.

Evaluation Session Location

Each of the participants accessed the learning object online at rgveducation.com. The link was emailed to the parish volunteer teachers who participated. The link was also posted on a shared spreadsheet for volunteer reviewers, which is where the UTRGV graduate students signed up to review the learning object. The evaluators visited the site with the learning object at a date and time of their own choosing and using whatever equipment was available to them.

Evaluation Methods

Three assessments were built into the learning object:

- two two-question quizzes
- a simulation of publishing a Google Slides presentation and embedding it onto a class web page

The learning object required participants to complete the quizzes in order to continue with the lesson. Completion of the simulation was confirmed by having learner's re-enter their name at the end of the process.

An optional feedback form was posted on the website with the learning object to collect any other feedback participants were willing to share.

Evaluation Results

Five of the seven evaluators completed the simulation. Of those five, only one answered all quiz questions correctly. Refer to Appendix A for a breakdown of the number of correct and incorrect answers given.

Another evaluator did answer all the quiz questions correctly; however, she was unable to complete the simulation. She reported trouble selecting the hotspots, which is needed for the simulation to proceed. (She did not respond to a question about what type of technology or web browser she was using.)

Reaction to Evaluation Results

The three learning objectives established for the reusable learning object are listed below.

- Given a Google Slides presentation, the learner will identify how to copy the published presentation's embed code by scoring 100% on a two-question multiple choice quiz.
- Given log-in information for the parish website, the learner will identify where to paste a Google Slides presentation embed code to update a lesson, by scoring 100% on a two-question multiple choice quiz.
- Given a link to an unpublished class web page and Google Slides presentation, the learner will be able to publish changes to the web page, by completing all the items on a

checklist. (Note: To make the learning object available for public view, the checklist was changed to a simulation.)

The last learning objective is a culmination of the training. It would be easy to say that because the majority of evaluators completed the simulation, the reusable learning object was effective.

However, the inability to reach the first two learning objectives contradict that. On two occasions, learners watched a minute of video and had to answer two relatively basic questions about the process.

Only two of the seven evaluators accomplished the goal of scoring 100%. One of those was a current parish volunteer teacher, which seemed encouraging, as she is a target learner. However, another volunteer teacher missed three out of the four questions.

The one question all evaluators answered correctly was using Control + C to copy text. It is a common keyboard shortcut, which you would not have to watch the learning object to know.

There were comments in the optional feedback form, stating nothing was confusing. But the quiz scores show otherwise, especially when the same question is missed by multiple people.

As for the simulation, there isn't an option to set a time limit. If inclined, learners can push random sections of the video for hours to finally get to the end of the simulation. Or, they could go back and review, because the lesson wasn't clear on the first viewing. In the optional feedback form, one evaluator wrote, "(The lesson was) not confusing but it took me 3 tries the first time before I memorized the steps to answer the question." See Appendix B for more feedback.

An effective reusable learning object shouldn't have a "third time's the charm" approach. The results weren't devastating, but they were sobering.

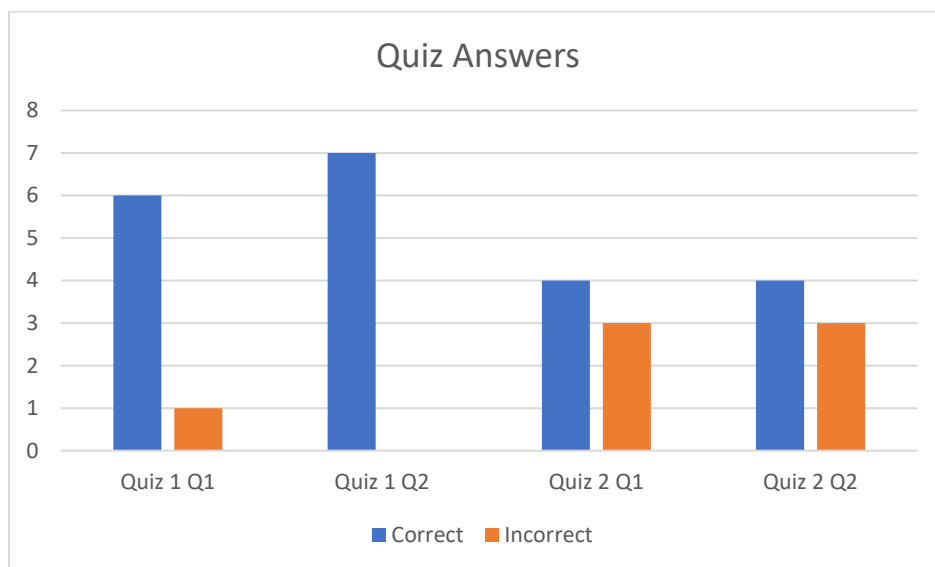
There were two other comments in the optional feedback form that were somewhat expected. One person mentioned the introduction was quick. Another mentioned confusion on the purpose of the final "Test Your Knowledge" at the end of the simulation. Learners are asked to enter their name as confirmation they made it to the end of the simulation. But the text only asks them to enter their name without explaining why. A quiz banner shown is titled "Test Your Knowledge." Camtasia does not allow me to change the title of that individual quiz banner. I was unsure if the text would be too distracting, and for one evaluator, it was.

Action Response and Revisions

I am prepared to break the learning object into two if necessary; however, I would first like an opportunity to see if changes could preserve the original goal of teaching three learning objectives. These are the changes I propose:

- In a slower version of the introduction, include graphics clarifying the two parts of the lesson: publishing a Google Slides presentation and embedding it.
- Before the screencasts walking through the steps, show a list of the steps that will be presented.
- Before the quiz, show the list of steps again with the option for learners to click on an item to review.
- Vocalize and include a graphic stating the log-in information is not the learner's parish email account. (There is already a black full-screen graphic stating where the log-in information is sent, but according to quiz results, learners still think the log-in is the email address itself.)
- Place a simulation of the first part before the first quiz, instead of waiting to include it at the end. This will reduce the distance between learners getting the information and applying it.
- Clarify why learners are entering their name at the end of the simulation to avoid confusion.
- Require users to complete the lesson on a desktop or laptop, due to issues with Camtasia hotspot capability on mobile devices.

Appendix A: Quiz Answer Comparison



Appendix B: Feedback

| Comments Provided in Optional Feedback Form | |
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| Not confusing but it took me 3 tries the first time before I memorized the steps to answer the question. | I love all the interactivity within the video, and I'm especially impressed with the hotspot interactions! Nice work! |
| The only thing I wasn't quite sure what to do with was the final "Test Your Knowledge" statement at the end of the last video. | I think adding a repeat before the test would be helpful for people that are a bit distracted and don't get it the first time. |
| I think this video is great! | I really love the overall format of both the website and the interactive lesson! I'd love to learn what you used to create the interactive hotspots. Those are super engaging, and I could really see that being useful for all kinds of things. |