

Molly Schultz

EDCI 572

Implementation & Formative Evaluation Report

I gave my pilot lesson to a group of three sewers. The participants in the pilot workshop were all k-12 teachers in their 60s, either presently or retired. All had advanced sewing skills on a standard sewing machine. The pilot module was live in one of the participants' homes. They were each very talented sewers, but none had experience with a serger. The set up was at a large dining room table with space for each sewer and machine. Each participant had adequate table space for tools and fabric as well as access to a power outlet and good lighting. As the instructor, I was positioned on one side of the table with a participant on each of the other sides. This enabled each of the participants to see me. The room was large enough for me to move freely around the table to observe each participant's work. Participants were also able to stand behind me and my machine to get a better view of the process when needed.

The evaluation was part of the Participant's Guide. It was a written evaluation given to each participant. Each participant was asked to complete it at the end of the workshop. I also gave my module to my sewing teacher to review for accuracy as a subject matter expert. She gave me written feedback on my Facilitator's Guide and Participant's Guide.

Below are the evaluation document and the responses of each individual as well as the feedback from my sewing teacher.

Evaluation

Are the instructions clear?

Do you feel that the workshop was well-paced?

Were you given sufficient time to complete each task before the workshop moved forward?

Were the assessment opportunities throughout the workshop placed at the appropriate times?

Do you feel confident you could thread your serger on your own with the skills you learned today?

Other areas of difficulty or success:

JP

Evaluation

Are the instructions clear?

Yes. This Handout is very helpful. The handout is more informative than the manual.

Do you feel that the workshop was well-paced?

Yes. The instructor took time to address needs of individual students.

Were you given sufficient time to complete each task before the workshop moved forward?

Yes

Were the assessment opportunities throughout the workshop placed at the appropriate times?

Yes

Do you feel confident you could thread your serger on your own with the skills you learned today?

Not really

Other areas of difficulty or success:

I better understand why it has so many threads.

Miana

Evaluation

Are the instructions clear?

Yes. I appreciated Molly giving a visual demo first and the guide is very helpful, especially with pieces of difficult threading areas.

I felt like the workshop was well paced, but I was at a slower pace, but I felt Molly adapted and was able to continue.

Were you given sufficient time to complete each task before the workshop moved forward?

Yes, I feel like I was able to finish each step and ask any questions of Molly.

Were the assessment opportunities throughout the workshop placed at the appropriate times?

I worked well with Molly's verbal check & assessment.

Do you feel confident you could thread your serger on your own with the skills you learned today?

Yes, I feel like with the tools Molly instructed with, it gave me the confidence to want to move forward.

Other areas of difficulty or success:

We discovered at the beginning that my serger was locked and that made for a tough start. The serger is now at the shop for repair.

Evaluation

Are the instructions clear?

Yes!

Do you feel that the workshop was well-paced?

Yes! Very! Perfectly paced!

Molly was extremely patient!

Were you given sufficient time to complete each task before the workshop moved forward?

Yes. Molly gave us individual attention as needed.

Were the assessment opportunities throughout the workshop placed at the appropriate times?

Yes.

Do you feel confident you could thread your serger on your own with the skills you learned today?

I think so!

Other areas of difficulty or success:

My machine has never had an instruction booklet, nor have any of us been able to find instructions online. Nonetheless, Molly guided me and through both of us using "in the moment" problem solving we figured it out!

Additional Notes

Molly was knowledgeable, competent and patient. She has a soothing tone of voice which is reassuring. I was honestly not excited about using this machine anymore. But now I feel empowered and prepared to use this machine that has never been used in the 20 years since its purchase.

Works Cited

- Dick, W., Carey, L., & Carey, J. (2015). *The systematic design of instruction* (8th ed.). Pearson.
- Janome. (2007). *Mylock2040: instruction book model 2040*. Tokyo, Japan: Author.
- Pocino Sew and Vac. (Sept. 18th, 2018). *Simple serging 101: threading fundamentals* [Video]. YouTube. [Simple Serging 101: Threading Fundamentals by Pocino Sew and Vac](#)

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3:28 PM

to me

Molly,

I'm so glad that you have chosen to teach about threading and using a serger. As you know I think they are pretty great and make sewing quicker, easier, and I think a lot more fun.

My first question is will all three of your students have the exact brand and model of serger as you have? If not this could make a difference in your instructions as many brands and models are slightly different even though the basic threading information is certainly similar but quite often may not be exactly the same?

1. It appears to me that in both your facilitators and participants guides, you have missed telling them to make sure the extended thread guide is all the way up (to create the right amount of tension) and that the threads have to be laid in the groove from back to front for all 4 threads before they go through the needle bar from top to bottom as you describe in 1.1 and 1.2. etc.
2. The second thing that I think should be clarified is when you are telling them what to do with the thread 'tail' after you thread each looper and needle. Rather than saying push it back and to the right I would say to push it back under the hump on the back right side of the presser foot and then pull it under the presser foot and to the left. Then you have several 'asks' in your facilitators guide so you might want to add another ask after you get all 4 threaded and under the foot and to the left as to why this is important. The answer would be because the stitch is formed over the stitch finger and needs to slide off the end of the stitch finger under the hump on the back right of the foot onto the fabric. If any of the threads get on top of the foot rather than under they can't form a stitch and if they are to the right instead of the left side of the serger, they might get tangled down around the loopers and cause a looper to be bent.
3. The other thing I see that might be helpful (I don't know how knowledgeable your students are) would be to add on the preworkshop checklist page in the participants guide where you are identifying the differential feed and length dials and the upper and lower knives to add Identify the upper looper and Identify the lower looper so they are clear which is which when you are telling them to thread each looper in your workshop.

You demonstrating and showing them step by step should be very helpful to make it easier for them to understand the written directions you give them as several people are visual and verbal learners rather than 'written' learners.

Good luck with your workshop and class. The information is certainly looking good.

Louise



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Written synthesis of what was learned

The formative evaluation data shows that the workshop was effective. Jo, the one participant who said she was not comfortable threading a serger, on her own, was more of an observer than a participant as she does not routinely have access to a serger. If she had participated in threading the serger she would have been more confident threading it independently. My sewing teacher had some suggestions for information that she thought I might have left out. I did not add that information into the module, and it was still effective. It was information periphery to threading the serger. My sewing teacher did suggest adding some questions about additional parts of the machine, which I did on my checklist.

Before future workshops, I would spend some time learning about other brands of serger machines and adapt my step-by-step flow chart to fit more broadly to several types of sergers. The learners found the step-by-step flow chart to be very helpful. I would update the flow chart based on what I learned about other brands of machines so that it can be more useful to all participants. The learners said that my pacing was good. I slowed down and waited for everyone to catch up. I think this was helpful in the moment however, it did cause the module to run over the intended amount of time. For future workshops, I would add in more time for attention to each individual student. I spent a lot more time looking at each student's work and making individual corrections than I initially anticipated. I think this module can be kept to 60 minutes with one student, but with more than one student, it runs over an hour due to the individual attention needed.

One change I would make for future modules is how I clustered the demonstration versus instruction. The way that I structured it initially is to demonstrate one skill then have the learners practice the one skill. This made for a lot of sitting, then standing, then sitting for the participants. I would demonstrate a few skills then have them practice a few skills. In practicality, that is more how the flow of the workshop went. I showed how to thread several steps; then the learners had time to practice those steps at their own pace. Demonstrating a few steps prior to the students trying them also allowed the participants to see how each step related to the one prior.

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IDer Reflection

I enjoyed making the Participant's and Facilitator's Guides. They were successful in both visual design and utility. The steps and order of the presentation came very naturally, both in planning and execution. I struggled with creating the performance objectives and test items initially. The process of threading the machine and making the pillowcase seemed so clear that breaking it down into specifics became quite a challenge. Once I broke it down, I found that creating learning objectives made evaluating the workshop's effectiveness much more straightforward. Prioritizing what was a main goal for the workshop and what was not seemed difficult because so much of the information appeared necessary. I also found it challenging to decide how much information was too much to teach in the module. I had not spent much time thinking about entry skills tests and requirements before this project. Verifying that the students had entry skills made it easier to narrow the instructional focus and know the students would keep up and be ready to learn. Additionally, I learned how to filter constructive feedback and choose what will improve my work and what feedback is not a good fit for my project.

I could have improvised teaching this module the day I taught the workshop. Being forced to break it down, analyze, and plan every piece required me to learn more about the topic and created a better final product. If I had not gone through the entire instructional design process, I would not have incorporated job aides and a facilitator guide. These made for a complete final product, not just a lesson. This project is the first time that I have formally gone through a process to plan training. I realized through the process that I had already been utilizing the major elements of the instructional design process to create training in several previous situations as needed in the workplace. I was utilizing them out of necessity, not out of intentional planning. This project has been a great lesson in intentionality. I may not always create as many charts as I did this time. However, I plan to use the elements of learner analysis, learning analysis, and performance context analysis in the future. I now have a solid foundation to start from when creating learning and instruction. I know what questions need to be asked and answered to have an effective final product.