

## **Evaluation summary and results**

I evaluated Kirkpatrick's levels one and two as well as a formative and summative assessment of my module. I asked Passport to Employment staff and participants to evaluate my pilot module and made revisions based on the feedback.

### **Kirkpatrick Level 1**

Evaluate the Reaction -What were the student's thoughts and feelings about the module? (Kirkpatrick & Kirkpatrick, 2016)

#### **Participant**

Did you like the module?

Was the instruction interesting?

\*All my respondents answered yes to these questions.

### **Kirkpatrick Level 2**

Evaluate the Knowledge and Skill - Did the student increase knowledge/learn? (Kirkpatrick & Kirkpatrick, 2016)

#### **Participant**

Can you use this information in your job search?

Did you understand what you were supposed to learn?

All my respondents answered yes to these questions.

#### **Staff**

Do the lessons learned transfer to the job search?

\*All of my respondents answered yes to this question.

### **Formative**

"Formative evaluation is the collection of data and information during the development of instruction that can be used to improve the effectiveness of the instruction" (Carey et al., 2016, p.283). Formative evaluation happens during materials development and can be used to make improvements. My evaluation covers the four stages of formative evaluation, planning, implementation, completion, and reporting (Carey et al., 2016).

#### **Participant**

Are the instructions clear?

Did the sequence of the module make sense?

Were the lessons appropriately chunked into smaller digestible pieces?

\*One respondent thought the chunks were too small, other than that all responses were positive.

### **Staff**

Were sufficient practice exercises included?

Were the practice exercises relevant?

Is the information accurate?

Does it flow?

Were the materials directly related to the objectives?

\*All my respondents answered yes to these questions.

### **Summative**

“Summative evaluation is the process of collecting data and information to make decisions about whether the instruction actually works as intended in the performance context. Further, it is used to determine whether progress is being made in ameliorating the performance problems that prompted the instructional design and development effort. The main purpose in summative evaluation is to determine whether given instruction meets expectations” (Carey, et al., 2016 p. 343). Summative evaluation gathers data to determine if the materials meet the client's expectations.

### **Staff**

Does the module meet the needs of Passport to Employment?

Does the module create active learning?

Does module give opportunity for application of what is learned?

Does the module integrate learners' previous knowledge into the new skills?

Does the module engage the learner?

Did the knowledge checks really measure the knowledge of the objectives?

All of my respondents answered yes to these questions.

In my summative evaluation, I wanted to determine if the learning theory I used was effective in teaching the module. Based on the responses, I determined that it was effective and apparent in the module. The respondents indicated that they recognized all four elements of Merrill's Principles of Instruction: Demonstrate, Activate, Apply, Integrate, and Engage (Burton, 2022; Pappas, 2021).

### **Other Evaluation Feedback:**

- Add basic networking skills to entry skills.
- When to use numbers and when to use bullets in lists.

- Issues with the audio – too fast or background noises, or restarts.
- Final tips- all numbers #1
- Who are the people the quotes are from and why should we listen to them?

One of the staff members asked about the sources of the quotes. Why were the people I was quoting credible? I thought this was a valid question, so I did some more research and included the quoted people's titles. There was some feedback in the audio that I could not correct. One of the audio segments was louder than another. I was told there were some issues when people tried the module on their phones or iPad. Almost everyone struggled with the first quiz, originally a short answer question. A few people suggested I make it multiple-choice, which I did. For some reason, on one of the slides, the numbered list just showed up as 1, 1, 1... so I changed it to a bulleted list.

#### References:

Carey, L., Carey, J., & Dick, W. (2015). *The systematic design of instruction* (8th ed.). Pearson

Burton, C. (2022, January 7). *What are Merrill's first principles of instruction? (and why you need it)*. Thinkific. Retrieved October 5, 2022, from <https://www.thinkific.com/blog/merrills-first-principles-of-instruction/>

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's Four Levels of Training Evaluation*. Association For Talent Development.

Pappas, C. (2021, May 12). *Merrill's principles of instruction: The definitive guide*. eLearning Industry. Retrieved October 5, 2022, from <https://elearningindustry.com/merrills-principles-instruction-definitive-guide>

## Passport to Employment Staff Evaluation

To access the module: [www.mollyschultz.com](http://www.mollyschultz.com); Go to “eLearning”; Click on “Learn More”; Go to the first link: “eLearning module” and click on “[Informational Meetings](#)”.

How long did it take you to complete the module?

The module was:

- A. Too long
- B. Too short
- C. Just right

Is the information accurate?

Does it flow?

Were the materials directly related to the objectives?

- Students will identify target companies and people to meet for informational meetings.
- Students will be able to facilitate an effective informational meeting.

Were sufficient practice exercises included?

Were the practice exercises relevant?

Did the knowledge checks really measure the knowledge of the objectives?

Does the module meet the needs of Passport to Employment?

Do the lessons learned transfer to the job search?

Does the module demonstrate what the learner needs to learn?

Does the module create active learning?

Does module give opportunity for application of what is learned?

Does the module integrate learners' previous knowledge into the new skills?

Does the module engage the learner?

Any typos or grammatical errors? Any technical difficulties (buttons not working, etc.)?

Any additional notes, recommendations, or feedback.

Please, fill this out honestly and as completely as you are able. Return to [mollyjbschultz@gmail.com](mailto:mollyjbschultz@gmail.com); or take a photo of the completed evaluation and text 765-748-9879.

## Passport to Employment Participant Evaluation

To access the module: [www.mollyschultz.com](http://www.mollyschultz.com); Go to “eLearning”; Click on “Learn More”; Go to the first link: “eLearning module” and click on “[Informational Meetings](#)”.

Did you like the module?

Are the instructions clear?

Do you feel that the workshop was well-paced?

Did the sequence of the module make sense?

Were the lessons appropriately chunked into smaller digestible pieces?

How long did it take you to complete the module?

The module was:

- A. Too long
- B. Too short
- C. Just right

Were the knowledge check activities throughout the module placed at the appropriate times?

Did you feel confident answering the questions on the quizzes?

Were the practice exercises relevant?

Other areas of difficulty or success:

Did you have the necessary entry skills?

Can you use this information in your job search?

Was the instruction interesting?

Did you understand what you were supposed to learn?

Any typos or grammatical errors? Any technical difficulties (buttons not working, etc.)?

Any additional notes, recommendations, or feedback.

Please, fill this out honestly and as completely as you are able. Return to [mollyjbschultz@gmail.com](mailto:mollyjbschultz@gmail.com); or take a photo of the completed evaluation and text 765-748-9879.