

Group Project – Developing an Online Instructional Unit

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Executive Summary

The methods which workshop presenters use to divulge information to their participants can significantly impact the success of a training session or workshop. Despite the use of various presentation applications presenters' style too, often results in participants losing interest as a result of boredom, rather than gaining valuable information. The participation in the three-hour modular online course via the Moodle Learning Management System (LMS) Environment, will give individuals the opportunity to gain the skills and knowledge needed to develop interactive and memorable presentations from the comfort of their own homes.

Introduction

As a part of their role and responsibility it is important that the assessment unit of the Ministry of Education conduct annual workshops for teachers of national examination classes. At these workshops teachers are presented with information geared towards learning examination administration and data entry skills for Mathematics and Language Arts School Based Assessments. Often however, these workshops prove unsuccessful as teachers return to their respective schools, overwhelmed, confused and frustrated by the quality and quantity of work required. Consequently, individualized repeat workshops are held over the phone to facilitate and expedite the process. This problem was shared with other Ministry Officials across the region and it was realized that it was not just a local problem.

As a result, the ministry of education has contacted the Stahlians Institute to help determine an explanation, and to provide a solution to this problem. They want to know why, after investing time, effort and money, teachers require such extensive assistance. After all, these workshops are conducted to alleviate the need for resource exhaustive individual training. Thus, based on data collected, the instructional designers at Stahlian Institute designed and developed a performance solution based on Malcolm Knowles' andragogy theory which also incorporated strategies based on Merrill's First Principles Of Instruction. This involved three online modules which will facilitate training without disruption of normal work schedules via the MoodleCloud Learning Management System.

The Needs Assessment

A needs assessment from a discrepancy perspective was applied to detect and measure differences and inconsistencies between actuals and optimal (Watkins, West Meiers & Visser, 2012) at each performance level; between how workshops are done and how they should be done. Thus, the Stahlians Institute observed districts five and six workshops and randomly administered short and simple questionnaires to both teachers and presenters to help reveal their perception of the presentation and their ability to apply what presented (See Appendix A for an excerpt of the instrument used). This helped identify the gap between current results and desired results, prioritizing them based on the consequences of ignoring those needs (Kaufman and Guerra-López, 2013 in Christensen, 2016). This was repeated in online setting to ensure that the regionally perceived problems were actual problems. This needs assessment helped retrieve information, which policy makers in the companies involved can use to recommend the strategic solutions to a problem or to recommend the introduction to new technologies (Rossett, 1995). This helped determine and rank factors that can be addressed to help ensure that presentations are more suitable for teachers so that they can implement the ideas in conducting their assessments.

Analysis of this instrument validated Goodman's (2006) research finding that the average grade which respondents assigned to professional presentations or visual presentations is a C-. Teachers indicated that generally, the presentations were too long, boring, with minimal use of audio or graphics. When slideshows were used, the slides were laden with text which was too small to read and so the presenters read the slides to them. This leads to disinterest in continuing with the competition.

Having observed presentations first-hand, the following were noted: a) lengthy presentations two to three hours long with a fifteen-minute break in between, b) the presenters

talked for extended periods, c) teachers stopped paying attention and began going to the bathroom by the first hour.

Optimals

Rossett (1995) identifies optimals as the ideal display of knowledge and performance. Therefore, below are the optimals for the presentation of information:

- Presentations should be impactful and provide clear information to its audience
- Presentations should be short and clear.
- Information presented should be simplified.
- Presentations should be interactive and fun.
- Presentations should spark enthusiasm.

Goodman (2006) revealed that based on her research, the interaction, enthusiasm, and clarity of the presentation were the top three.

Actuals

Through observations and results of the survey the following reflected what is happening.

- Presentations made minimal use of visuals.
- Presentations were lengthy and drawn out.
- Presenters more often ignored their audiences need for information, rather the presentations were mere formality
- A few presenters seemed unprepared and fiddled with equipment.
- A few presenters seemed intimidated and that did not wear off.
- Presenters mainly delivered with minimal interactivity, while using only formal language.
- Presenters feigned enthusiasm.
- The method of presentation used reduced the clarity of the information.

Feelings

Presenters' and teachers' feelings, as revealed in the survey, may have impacted on the quality of the presentations, and by extension, the teachers' implementation of assessments.

- Presenters indicated that they recognized that teachers were not participating, but 'stuck it out' or felt that teachers probably could be able to 'make sense of it' later.
- Presenters felt that teachers should have spoken up if they did not understand.
- Presenters felt that they had no time or expertise to prepare for presentations and that the ministry should allow preparation time so that they could seek assistance.
- Presenters know of paid courses they can take but feel that non-reimbursement is a deterring factor
- Presenters have busy lives which do not facilitate late night courses after work
- Teachers felt that presenters should have realized by now, after several years that there was a problem.
- Teachers felt that presenters should have by now, recognized that there is a problem, not in the information but in the energy depletive, boring presentations.
- Teachers felt that if the information had been given in small chunks over a period of time instead of compacted in one afternoon (1:00 p.m. to 2:30 p.m.) it would be better digested

Causes

Workshops fail for a variety of reasons but some key ideas which presented in the analysis

- There is failure to prepare and reverse presentation. (Goodman, 2006)
- There is lack of training in public presentation skills.
- There are no incentives for engaging in presentation skills training, other than being away from the actual workplace.

- The limited time to present led to a rush of presentation, which influenced simplicity and clarity

Solutions

To solve these problems, the following can be done;

- Prior to presentation, employees must be given time off to prepare and rehearse their presentations.
- Overall presentation time needs to be increased to allow individual presenters to engage the audience more.
- Presenters can participate in the free e-Learning course being presented by Stahlian Institute. Its whole purpose is to help the participants develop interactive, engaging, short and presentations for their next engagement.

Selected Audience

The Stahlions Institute therefore has designed an online 3-hour course using the Moodle Cloud Institute Learning Management System. Participating in this online programme will give the participants the opportunity to learn how to develop better presentations . The programme will be made available to individuals who work within assessment units in the Ministry of Education across 5 Caribbean islands.

Number of Participants: 15 comprising 3 individuals from each island.

Gender: 6 males - 9 females

Ages: generally 30s - late 50s

Entry requirements: Varying levels of technology expertise. They all have computers and smart phones. All have engaged in online communication and have the smartphones and accessible laptops needed. The younger ones have done online learning before while the older ones have not, but the ease and simplicity of using the Moodle system makes it ideal for novice e-learners. Additionally, having the mobile technology will make it easier to access the course from any WI-FI location get face-to-face assistance from peers if necessary.

Formats

Seeing that the final cohort of course participants are from different islands, the best format is online learning which would also be cost effective since it would eliminate travel and other related expenses. The online format, also allows the abovementioned learners, especially the novice ones, the privacy to engage in discovery and trial and error not only in using the Moodle but in working through the activities such as the individual practice of presentation skills. They will be able to learn in the comfort of their home, to develop and master the skills at their own pace and not have to pay for the course. The participants will also be required to use their smart devices to make online presentations at the end of their 3-hour session to highlight what they would have learned. Having engaged in these lessons they will then better be able to engage their future participants in well-paced, fun, interactive, and engaging sessions but will also have opened to the opportunity for further self-improvement via online learning.

Of course, for this first stage, the instruction is being pilot tested on three novice presenters from the Ministry of Health, who usually come to schools anyway especially when there is a health crisis. The results were used to fine-tune the course. During the three hours, the following schedule will be used:

First Hour	Second Hour	Third Hour
Module One Preparing a Successful Presentation	Module Two Creating Interactive Slides	Module Three Developing an Impactful Presentation

Table 1. - Planned Schedule for the Course

Task Analysis and Performance Objectives

Task Analysis

In any instructional design, the conduction of a task analysis is important. It breaks the tasks that are to be performed down into smaller, more manageable forms (Alberto and Troutman, 2003). The tasks that would be needed to complete the objectives for the training units were inventoried. Then, to effectively select from the inventoried task the ones to be analyzed for the task analysis, a task selection worksheet was completed. This worksheet can be seen in (Appendix B).

Upon completion and analysis of the task selection worksheet, it was noted that the tasks of embedding videos, adding transitions and organizing information on slides gained the highest or the priority ranking. Thus, these tasks were then selected in developing the procedural and the pre-requisite (hierarchical) analysis.

Procedural Analysis

The conduction of the procedural analysis allowed for the identification of the steps that are required for the completion of the tasks selected from the task inventory worksheet. The tasks

chosen will be broken up into subtasks such as actions, sequenced behaviours and performances (Gagne & Medsker, 1996). The tasks that were selected as being critical based on the scores they received are embedding videos, adding transitions, and organizing information on slides. Below is the procedural analysis for the tasks selected.

Task: Inserting Graphics (images/pictures)

Level I

1. To insert graphics

Level II

1. Inserting graphics

- 1.1 Select insert on menu bar

- 1.2 Select area images will come from

- 1.3 Insert image

- 1.3.1 Right click on inserted image

- 1.3.2 Select format in picture tools

- 1.3.3 Adjust colour, artistic effect of picture and background to fit presentation needs

- 1.3.4 Select picture desired picture style

- 1.3.5 Adjust size of picture to suit slides

Task: Inserting /Embedding Videos

Level I

1. Uploading videos from PC

2. Uploading videos from the internet

Level II

1. Uploading videos from PC

1.1 Select insert on menu bar

1.2 Select video under media

1.3 Select video on my pc

1.4 Search for desired video

1.5 Insert video

1.6 Edit video playback option

1.6.1 Adjust fade in and out timer

1.6.2 Select desired start options

1.6.3 Adjust playing volume

1.6.4 Preview video

1.7 Format Video

1.7.1 Select video style

1.7.2 Select video effects, border and shape

1.7.3 Adjust video size

1.7.4 Preview video

2. Uploading video from internet

2.1 Search for video on YouTube.com

2.1.1 Insert URL link

2.1.2 Select video

2.1.3 Insert Video

2.1.4 Edit video playback options

2.1.5 Edit video formatting options

2.1.6 Preview Video

2.2 Search for Video on Facebook

2.2.1 Log into Facebook account

2.2.2 Search for video

2.2.3 Select video

2.2.4 Insert video

2.2.5 Edit video playback options

2.2.6 Edit video formatting options

2.2.7 Preview video

2.3 Search for video in One drive

2.3.1 Select video

2.3.2 Insert video

2.3.3 Edit video playback options

2.3.4 Edit video formatting options

2.3.5 Preview video

Task: Organizing information on slides

Level I

1. Layout of information
2. Use of media
3. Use of graphics

Level II

1. Layout of information

1.1 Selecting appropriate font size

1.1.1 Font size for slide headings minimum of 32pt.

1.1.2 Font size for slide information minimum of 24pt.

1.2 Use contrasting colours to emphasize text but keep them simple

1.3 Learner interface must be well laid out

1.3.1 No more than six words per line

1.3.2 Only six lines on a slide to keep slide from being over crowded

2. Use of media

2.1 Incorporate media that is a reflection of the information

2.2 Use minimal sound effects, too many can become a distraction

3. Use of Graphics

3.1 Use simple backgrounds to avoid distracting audience from information

3.2 Use pictures for instructional reasons, pictures that relates to the topic

3.3 Use simple graphs with contrasting colours for titles and legends

Prerequisites (Hierarchical) Analysis

The prerequisites skills are the skills that would be required to perform tasks selected. Hornsby (2010) noted, that the hierarchy of tasks outlines all the skills that must be learned and mastered, before being able to achieve the understanding needed to complete the more complex skills. Prommann and Zhang (2015) highlighted that the hierarchical or prerequisite analysis showcases the prerequisite knowledge or skills broken down into various subtasks and presented in a graphical format. Below is the prerequisite analysis for the organizing information on slides, one of the tasks which was selected when the task analysis worksheet was completed.

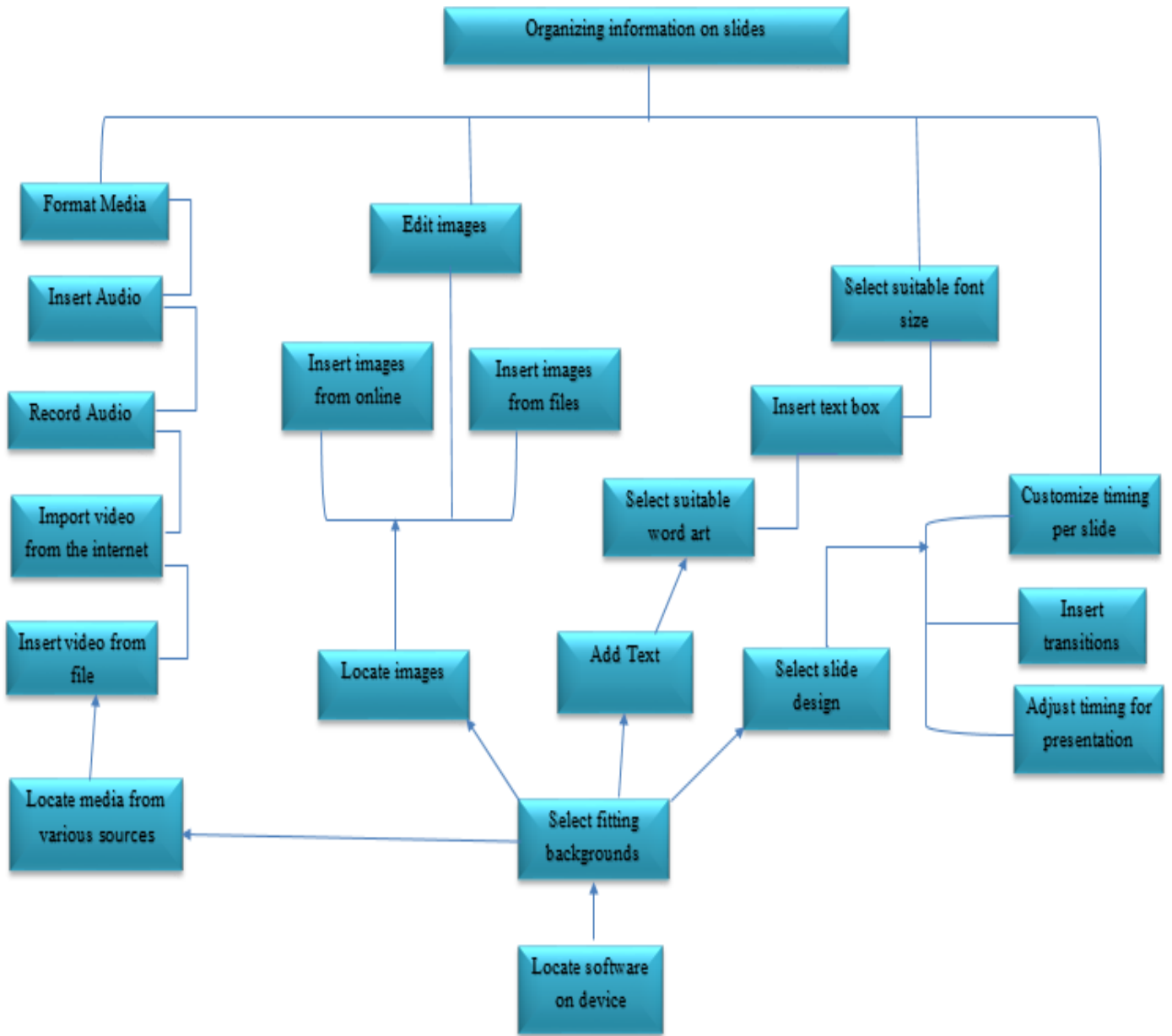


Fig 1. Prerequisite Analysis for Organizing Information on Slides

Performance and Learning Objectives

When planning the short-term unit to help individuals develop the skills needed to effectively design presentations using Microsoft power point in an online environment. It is important to ensure that the presentations are well laid out and can keep the interest of individuals from beginning to end. To ensure that this occurs performance and learning objectives were clearly defined.

Below is the outline of the performance or terminal objectives as well as the learning or enabling objectives that will be used to guide the three-hour short term unit, which is broken down into three modules.

Terminal Objectives

At the end of the three-hour training session, participants will be able to demonstrate the ability to develop effective presentations using Microsoft PowerPoint.

Enabling Objectives

At the end of module one, participants will be able to:

1. State at least five basic steps that are essential to follow when creating slide presentations using Microsoft PowerPoint.
2. Create a simple outline for a presentation when given a topic to develop a presentation

At the end of module two, participants will be able to:

1. Demonstrate the skill of using Smart Art to create graphic illustrations suitable for presentation requirements.
2. Perform the task of adding and embedding appropriate 20-second videos to presentations that relate to the topic being presented.

3. Perform the task of inserting and modifying non-distracting fitting music or sound to presentations.

At the end of module three participants will be able to:

1. Using the principles learned for developing effective presentations, to successfully create a PowerPoint presentation within 45 minutes when given a presentation topic.

Assessment

Developing Strategies for Student Assessment

Assessment represents the foundation for any instructional implementation. Essentially, it is through pre, during and post assessment data that instructions are developed. It was a needs assessment which led to the design of this unit. It is an assessment from the pilot test which will guide its improvement for final implementation. As Morrison (2012) highlights, “Given the importance of knowledge in the learning process, assessing it becomes a critical part of instructional evaluations.” In other words, it would be pointless providing instruction without data from assessment.

With the problem presented in this case, there is a need to highlight skills. A simple question and answer, or any other written assessment, would be able to gauge the theoretical understanding of the examinee. Did the examinee grasp the concepts? The written exams may show that yes, the examinee understands the concepts. However, this would not really assess the most important aspect – participants’ ability to performance an engaging and interactive presentation. Therefore the use of practical assessment will form part of the assessment process. This is where the skills learned will be showcased by the participants.

Written Assessment – Online Quiz

The first stage of assessment may be in the form of an online quiz. This written test will assess the participants' knowledge of the basic concepts for developing presentations. The most common form of written test is the multiple-choice format (Morrison, 2012). This is ideal because there is a need for something quick and efficient to start off a three-stage assessment.

Instructions: Circle three letter of the correct answer.

1. What is the minimum font size for a slide heading?
 1. 14pt.
 2. 24pt
 3. 28pt
 4. 32pt

2. Which one is NOT a sign of a good presentation?
 - a. Original images
 - b. limited text animation
 - c. Too much text
 - d. 1 or 2 font(s)

3. The presenter acts as the _____ of the information.
 - a. Deliverer
 - b. Medium
 - c. Supporter
 - d. Advocate

4. What is the rule for spacing information on slide?
 - a. Rule of 10 -no more than 10 words per line and no more than 10 lines per slide
 - b. Rule of 16 - no more than 16 words per line and no more than 16 lines per slide
 - c. Rule of 6 - no more than 6 words per line and no more than 6 lines per slide
 - d. Rule of 20 - no more than 20 words per line and no more than 20 lines per slide

5. To impress and engage your audience, you must use:
 - a. Jargon
 - b. Complex sentences
 - c. simple, active form of statements
 - d. Short, passive sentences

Other than multiple choice questions, participants can be asked scenario questions to test their understanding of information.

Scenario question 1.

You were asked to create a PowerPoint presentation slide to develop information around the using of SBA's in the primary science examination. How would you design your slides (in Microsoft PowerPoint) to meet the needs of your audience so that you are able to gain and keep their attention throughout your presentation?

Oral/Skills-based or Scenario-Based Assessment

Using the presentation file that was created in the previous step, participants will record themselves and using VoiceThread or YouTube.com, upload the link to the final presentation. The video will be uploaded for sharing in the Moodle platform.

The participants will be marked according to their anticipated ability to rouse the audience and to deliver the information in a clear manner. A checklist or rubric will be used to assess the presentation.

Practical Assessment

The performance or terminal objective will be assessed through practical means, in which the participant will create a presentation using Microsoft PowerPoint. The participant will be given the opportunity to display the knowledge and skills learned from participating in the modules. Such skills will include the use of fewer but meaningful text, non-copyrighted or original photos or illustrations, and videos or effects that are appropriate for the topics being presented. Participants will record their individual presentation and either upload it through Voice Thread or upload it to Youtube.com and submit the link in Moodle Cloud.

A rubric such as the following will be used to grade this presentation.

Rubrics for the Presentation Design

Marks allotted	Use of Images and Time	Use of Font and Effectiveness of Slides
5 points	The slide presentation is thoughtfully and creatively designed. It makes use of vivid, original images, with each slide running for no more than 25 seconds.	The fonts are either completely original or carefully handpicked. The presentation encourages talking points, even before the speaker begins.
4 points	The slide presentation is carefully designed. It makes use of minimal text and original images for each slide. It then adheres to Microsoft PowerPoint requirements. Each slide captures the interest of the audience, lasting more or less at 20 seconds each.	The fonts and themes have been selected well. The presentation provides the audience with food for thought.
3 points	The slide presentation is well-designed. Some slides may have more text than others, and some slides may have more than one	Fonts may be typical, such as Times New Roman and Arial. The presentation is clear, but is aided with text.

	images on the side. At least the theme is well-selected.	
2 points	The slide presentation is crammed with information, thus going against what PowerPoint presentations are all about and there is very little effort exerted on the background design.	Font use is disorganized and inconsistent. The presentation is understood even without the speaker as text has already filled each slide.
1 point	The slide presentation makes use of a template. It may use more than two types of fonts and may use too much text animation. The slides are crammed with information.	Font use is inconsistent, making use of more than three different types. The supposedly visual presentation has become a reading exercise.
0	There is no effort with design. Text may have been copied and pasted, and images may present copyright problems.	There is no regard for font use rules. The presentation is poorly prepared and text has been copy pasted.

Rubric for Presentation

Marks Allotted	Delivery of Content	Overall Posture and Approach to Presentation
5 points	<p>The presenter is able to engage the audience with a seamless, well-designed presentation (with audio/video/graphics) that highlights the main points for easy understanding.</p> <p>Voice is audible and speech is well articulated, and is able to work well with Voice thread.</p>	<p>Posture and demeanor exude confidence and enthusiasm, as is evident through Voice thread video. Presenter seems relaxed and in control of the situation. He/she speaks to the audience not at the audience.</p>
4 points	<p>The presenter is able to retain the attention of the audience with an easy to understand and cleanly designed presentation (with some audio/video/graphics) that focuses on the main points</p>	<p>Posture and demeanor shows confidence, as is evident through Voice thread video. Presenter is able to seamless go through his/her presentation. He/she speaks clearly to engage an audience and not merely to record a video for himself/herself.</p>

Marks Allotted	Delivery of Content	Overall Posture and Approach to Presentation
3 points	The presenter is able to catch the attention of the audience with an organized and easy to understand presentation that makes use of minimal text, which may have been used to signal key words or key points.	Presenter knows his/her way around Voice thread. Most of his words are clear and audible. He/she is mostly enthusiastic, with little tendency to drop into a monotone.
2 points	The presenter is able to catch the attention of some of the audience due to its organized but high-level or text-busy presentation.	Presenter is mostly confident with his/her use of Voice thread. However, some words may have been inaudible. He/she speaks as if he/she is lecturing in a traditional classroom despite the use of technology.
1 point	The presenter is barely able to catch the attention of the audience due to the typically, text-based presentation.	The presenter is enthusiastic but nervous, OR calm but speaks in a monotone. His voice can sometimes be barely inaudible. He/she is not interested in

Marks Allotted	Delivery of Content	Overall Posture and Approach to Presentation
		engaging the audience. He/she is speaking at his audience.
0	The presenter is forgettable and boring, and would have the effect of a droning background buzz. It is tempting to turn off the video prematurely.	The presenter speaks in a muffled way and may need close captioning to deliver his message clearly.

Learner and Contextual Analysis

Learner Analysis

From the needs assessment that was conducted, the primary audience that will be engaging in the three hour training session will be individuals from different ministries of Educations throughout the Caribbean region.

Below is an outline of the learner characteristics for the workshop.

General Learner Characteristics

General age range: 30-50 years

Breakdown

30-35 3 Individuals

31-40 5 Individuals

41-45 4 Individuals

42-50 3 Individuals

Gender:

Male 6 or 40% of the participants

Female 9 or 60% of the participants

Work Experience:

Individuals have been working within the Ministry of Educations in different Islands in various capacities within the Assessment Department or Unit.

Entry Characteristics:

No specific entry characteristics are required. However many of the participants have used the Microsoft PowerPoint tool before to make presentations to teachers on varying topics.

Contextual Analysis

In order to ensure that the training sessions are planned effectively, a contextual analysis was undertaken. This was done to facilitate the gathering of pertinent information that would be required to ensure that lessons are well formulated and that instructional materials are effectively developed to meet the learning needs of the participants as well as to ensure that the objectives of the sessions are met. The contextual analysis worksheet that was completed can be found in Appendix C. This worksheet highlighted the impediments as well as the benefits of various

areas in the training development stage. It is important that these be identified early, to ensure that they are addressed thereby allowing for the smooth running of the sessions.

Oriented Context

Morrison, Ross, Kemp & Kalman (2010) outlined that the oriented context allowed for an in depth analysis on the learner. The analysis done using the context analysis sheet highlighted areas such as the learner background, goals, culture other areas that would either benefit or hold back the development and execution of an effective training session.

Instructional Context

The instructional context provides an in-depth focus on the environmental factors that will affect the overall training session. Areas such as equipment, length of training sessions and instructional formats will be analyzed. Additionally, the perception of the participants regarding the importance and value of the training session will also be analyzed, since the perception of the participants can affect the manner in which they participate and respond to the training modules.

Transfer Context

This section of the analysis highlighted the opportunities to transfer knowledge and skills learned. The areas that would allow for the transference of information we highlighted, which includes, continuous encouragement, areas for incorporation into work environment. The areas that were highlighted as impediments would then be corrected so that the overall goal and objectives of the training session can be achieved.

Instructional Strategies and Lessons

Designing a programme to suit the needs of the learners involves understanding the learner's needs, the context for learning and process of learning. As a result, choosing the appropriate strategies play a significant role. According to Morrison et. al (2010), a well-designed instructional strategy prompts or motivates the learner to actively make these connections between what he or she already knows and the new information. As a result, each lesson within the three modules is based on the framework strategies outlined in Merrill's First Principles of Instruction, namely, engaging the learners in real world problems, activating their prior experiences, demonstrating new knowledge to the learner, applying and integrating principles of instruction.

Rationale

The purpose of the integration of the First Principles is to ensure that learners are exposed to an enriching learning experience, where the learning process is enhanced, essentially facilitating the occurrence of meaningful learning. Additionally, the nature of the programme's content and objectives require the learners to observe desired and undesired performances in order to establish meaning. Furthermore, Albert Bandura (cited in Olson & Hergenhahn, 2008) argues that only what is observed can be learned. With this in mind, Stahlian Institute decided to use Bandura's Theory of Observational Learning, as one of the tools in the implementation of the online lesson. Bandura's theory describes a model as anything which conveys information, for example, an educational YouTube video. Therefore, in showing the participants a YouTube videos demonstrating proper presentation skills, will enable them to develop a better understanding of creating an impactful presentation. This will then be imitated by them, in order

for them to reproduce an interactive presentation to engage their peers. Watching and listening to a video also enables the learners to gain a deeper understanding of the importance of an engaging presentation.

Additionally, in examining the target audience which are all adults with varying experiences, it was important to choose strategies specific for their needs. As a result, Malcolm Knowles' theory of adult learning, andragogy, was applied in seeking suitable learning strategies (see Appendix E) for the target group. The premise of this theory, according to Mailick and Stumpf, (1998) is that adult learners possess a wealth of experiences, are self-motivated, are driven to solve problems and are self-directed.

Learning Management System – MoodleCloud

As a result of the self-directed nature of the adult learners, in choosing an online environment which would both cater to the needs of the adult learners and also a user friendly environment to provide support, the decision was made to use the MoodleCloud learning management system. Additionally, learners are allowed to plan and structure the completion of each lesson based on their own experiences in three modules containing three to five lessons (see Appendix D).

Advance Organizers

Advance organizers which include the anticipation guide (see Appendix H) and the causal diagram (see Appendix F) will be used in the form of videos, cartoon illustration and examples of real world scenarios to further deepen the learner's understanding while catering to the various learning styles which exists. Particularly, the anticipation guide will be used in the

introduction to help participants articulate their perceptions of optimal practices, and to give them an idea of what to expect. This will be used at the end of training for self-evaluation and reflection. The casual diagram will be used for motivational purposes at the beginning of the course - course introduction. Participants will use this graphic to examine the impact of their full participation and performance in the course as it influences the accomplishment of the ministry's goals, and societal education, then they will be better motivated to take the course seriously.

Analogies

Additionally, analogies (see Appendix G) of an example of a presentation. In understanding the analogy, learners will be given questions to reflect and respond based on their observation of the video. The reality is, that for teachers, attending a great workshop is like going on a shopping spree. Both are rare occasions but when we go on a shopping spree, we find everything in the stores is well laid out to entice the eager buyer and after the shopping is all done we are depleted but excited to return home with our shopping bags to try on all the new stuff we bought and decide on what to wear when. Similarly, at good workshops presenters lay out the concepts in simple yet engaging and convincing ways so that each participant returns to the workplace eager to use all the strategies learnt.

Review of the Process

Data and Feedback from Using Materials with Pilot

In order to collection information from the 3 pilot users on their experiences with the training course questionnaires and an interview schedule was use. The questionnaires were

emailed to the participants, who then filled them out and sent them back to the training team via email. A simple interview process was also conducted as a method of triangulation of the results. This triangulation was done to ensure that the information collected was reliable and creditable (Morrison, Ross, Kemp, & Kalman, 2004). A sample of the questionnaire and the interview schedule can be seen in (Appendix I and Appendix J).

The individuals that were selected as the pilot users were teachers who are accustomed to make PowerPoint presentation but complained that their students would say the presentations are boring and not very interesting. Therefore it was felt that by using these individuals to pilot the programme it would provide a true reflection of what can be expected when the actual participants would enter the learning space. From engaging in the forum the pilot users outlined that the page was relatively easy to navigate and the follow of activities from one module to the next made progression through the course content easy.

Having the opportunity to learn at their own pace through the engagement in online activities, as well as making use of videos allowed for review of information multiple times and making of personal notes. The use of the advance organizer was a hit with the participants as it allowed them to track their own learning process from beginning to end. Another area that the participants like was the immediate feedback on the quiz, the opportunity for multiple chances to gain full marks but ensuring that the question format is shuffled every time. They noted that this allowed for the concretization of material.

When they were asked about the areas that could have been improved the pilot group felt that more opportunities for practice should have been provided. For example they noted that after viewing each video an assignment should have been given for them to practice what they watched instead of at the end of the unit. They noted that if this done it would allow them to

have more opportunities to master the skills being taught. From the interview process the pilot group outlined some challenges that they faced, this included the area that required them to use voice thread. Two of the pilot group noted that they have never used voice thread before so they had to do some research to find out how to use the programme. They therefore felt that some type of training session should have been included to teach the use of this software.

From the information gathered from the pilot group it was realized that further work can be done on some areas of the training programme. Firstly the more areas for practical assignments are needed which would provide more areas for authentic assessment making the information more meaningful to the participants (Reigeluth and Carr-Chellman, 2009). Another area that can be added is more handouts that can be downloaded with steps to follow to carry out different skills while using the PowerPoint. Finally although the use of voice thread is a good way to assess, a simple introductory video or outline should be given on the use of the programme since some participants would not be familiar with the application.

Design Process

Team Stahlians began the design process of the Final Group Project with some apprehensions as to what exactly must be done. However, the team has had some individual project experience, albeit at a beginner level, but it would still fall under experience as a whole. The team tried its best to make informed designs and decisions at every step of the way. The strategies that helped make this happen are the following: team collaboration, second-guessing oneself and seeking help, research and project comparisons. The previous forums, which dissected all the skills that would be needed for the projects certainly helped in casting the spotlight on every little aspect needed for the final design. Moreover, different people approach

instructional design in different ways (Morrison, Ross, Kemp, & Kalman, 2004). Therefore, it was good to work in a group setting: not just for the division of labour but also for the sharing of ideas.

If the team were to revise this project, the members would still use Google Docs to edit documents. Google Docs allowed the members to revise in real time and each member can work according to his/her free time. However, a timetable wherein each member is required to add information and proofread would create a better sense of urgency that would not leave out important details near the submission deadline. WhatsApp would still be used for communication in real time in order to provide updates or to help out another member. Skype had been used for meetings, in which discussion was facilitated orally instead of the usual text format and voice files via WhatsApp.

Some design issues stemmed from not being able to find the same free time. Some members had to make decisions without the go signal of the rest in order to facilitate fast work. That was also the biggest trade off that caused some concern. Were the decisions made by one or two members good enough to represent the whole group? However, deciding on what should be submitted line by line or section by section could be detrimental to the efficiency and speed of finishing the project. Given more development time, each member would be able to support the others in their respective sections. The LMS would also be more developed in terms of the number of lessons and the number of students who would be part of the pilot of the lessons.

Individual Reflections

Astley Fletcher

The semester started with me having very bright prospects. After reading the course outline I realized that the course EDID6505 Systems Approach to Designing Instructional Materials would be another valuable tool as I sought to hone my skills as an education professional. When I was placed in the group Stahlians, I realized I was amongst not only friends, but dedicated, hardworking professionals; Stephanie Lionel and Tina Brown from one previous group and Danielle Sheppard from another. I mention this in my reflection because without these persons and my new friends Jabel Bercasio, Rema Dijohn-Deoraj, it would be pointless writing now.

The skills learned from the systems approach will help me in the immediate future as I seek to approach lesson planning in a more structured way. Conducting a needs assessment before tackling a perceived problem is probably the obvious first step that any systems designer would take, however the approach in the course was very enlightening. The breakdown of the task analysis into prerequisite, and procedural functions highlighted the systematic approach required in developing a viable solution to problems being tackled.

My participation in the Learning exchange was somewhat stymied by the fact my group members appeared to have a good understanding of new concepts long before I did, and so correcting or countering was not appropriate. As I commented to one group member, I was afraid of speaking from the “wealth of my inexperience”.

While this is definitely my last course for now, I plan to execute the individual project that was done at my school. I believe that subject integration is necessary, and with the guidance of Dr. Leroy Hill, I believe I have developed a workshop tool that will help to guide members of

my department towards better lesson planning and delivery. The group project will another valuable asset. Once more I am indebted to the Stahlians for their hard work, and to Dr. Hill for his patient guidance.

Danielle Sheppard

Participating in the development of this instructional design unit gave me great insight into what would be required when asked to develop instructional units. As a group we were able to work around the challenges that occurred as we engaged in the designing and development stages. As we moved through the process of developing the instructional unit we almost lost a Stahlian due to illness, but we stayed strong and united as we pressed forward, continuing to work together and encouraging each other. The use of various communication mediums allowed us to keep in constant contact with each other as we worked through the outline given for the project. Also the use of Google document allow us to add to the document simultaneously and track the process that was been made with ease. At one point there was a bit of confusion with what is required but through discussion we were able to work through the problems and in the end produce an instructional unit that covers different instructional design strategies that can be used to teach individuals the skills needed to develop effective presentations.

If I was to do anything differently I would have dedicated more time to assist in adding more information to the Moodle course page for the piloting of the programme. Maybe this would have given the participants a better experience in engaging in more practical exercises. There is nothing else I would have changed since we were able to work harmoniously to research and add content to the overall document.

Working as a team in my book was very rewarding as it allowed me to develop a greater understanding for the areas of the project that I still had some misconceptions about. The ideas and views shared by the team after they conducted their personal research provided added information that I could have used and incorporated in the areas that I was responsible for. Many times I have been skeptical about group work due to bad experiences, but I can honestly say that we worked together, communicated on a regular basis which allowed us to overcome differences in opinions we may have had. Sometimes I felt that my phone would crash because of the amount of messages that would come through. But regular communication made the team draw closer and work even harder to produce a well-rounded document.

Jabel Erica O. Bercasio

Working with members who live in different islands can be tough. It is a good thing that Team Stahlian members are willing to work as hard as they are able to. Sections have been distributed and comments are generously provided by co-members. The whole point is to keep on improving work. So, each member may have been tasked with specific sections, but everyone proofreads. This acceptance of tasks and sharing of responsibilities certainly worked for the group. Each member has a peak time, though. Not everyone can discuss as freely and actively at any given time.

If we were to work together on the mini project again, I would still lobby for the use of WhatsApp and Google Docs. These applications made life a little easier. Everyone can chime in when they are at their best. Some members, however, were able to conduct meetings via Skype while they also work via Google Docs. I have been having problems with my Skype, but I tried to keep up via WhatsApp and Google Docs.

Working as an individual has been a lot easier for me in terms of time management. I know my timetable. Therefore, I know when to do a section or when to lay low. Of course, I sometimes have to second guess myself when I am working on my own. My confidence can sometimes be at a low when I am trying to figure out if I am right or not. With group work, the opposite is true. There is always someone telling me if I did right or wrong, if there is a need to revise or not. However, time has been an issue. I work better during the afternoons. As a primary school teacher and mother to a second grader, I try to avoid late nights. I have to keep my physical energy going. I am at my peak in the afternoons, but the others may still be at work. It is a good thing that there are some applications that allow us to work together, albeit asynchronously at times.

Stephanie J. Lionel

I am familiar with creating lesson plans for children but for the first time, in both cases I had to fulfil the role of an instructional designer and not design a lesson but a training module which would effectively and efficiently enhance performance (Morrison, Ross, Kemp & Kalman, 2010, p.3) in the workplace. Both projects made use of instructional media and technology. Both required interactivity but the former was face-to-face while the latter, online.

Essential to the Systems Approach to Instructional Design is the view of the end performance or the ultimate goal of the instruction and the solution to a performance problem. This is one of the things I think worked, both when working individually and when working as a member of the Stahlians group. Having done the needs assessment, and identified peoples' articulations of wants and needs, I was able to vividly conceptualize learner's performances during and after the instruction and this helped channel the instructional strategies and the

assessments selected. This meant that we were constantly cross checking the needs assessment phases with the other analyses particularly the contextual analysis to ensure responsiveness of our design and a wholesome solution to the issue.

A second behaviour which worked and is worth repeating, was the use of collaboration even in the Voice Thread. As an individual, the collaboration in terms of constructive criticism assisted immensely in not only helping me diagnose other's needs, but it also helped me to better understand the process which we were engaged in further research had to be done to verify other people's inputs before critiquing hence improving my own research and attainment of the concepts.

As a group, it was essential not only to collaborate in the brain storming phase but throughout the process. This especially helped ensure that although each person mostly worked on individual parts the collaboration and critiquing of the worked produced help each person be able to enhance the instruction my making modifications to other people's parts. This collaboration ensured that I understood that Systems Design is not individual but a team effort. I was clearly able to identify the characteristics of the learning management systems manager, the graphics specialist, the team lead, the subject matter experts and even the instructional designer. What could have improved was the turnaround time for feedback. However, even I at times was guilty of it. More timely feedback helps ensure more timely improvements.

A third characteristic of the process which I found helpful in not only expedite the process as this was a major undertaking but it also helped us ensure that each person was able to do what he or she was most competent in producing though we were not experts. That way we learnt further strategies and life tips from each other which went beyond the activity itself. However, working as a group has its disadvantages particularly with differing personalities.

People who start off and do work in increments might not be compatible with those who like to process and do all one time. The difference in island culture can create communication problems even with social media. Even though we worked individually and got feedback, this was not the same as the group setting. Next time, there needs to be a familiarization with the team members before work automatically begins. That way people can state what their timetable is like, what their working time preferences are.

The use of the Voice Thread helped us experience first-hand how we would sell our ideas to a client for whom we were designing instruction. We were able to use the feedback for improvements. However, it put further strain on group members at crunch time. Had this been mentioned earlier, the division of labour would be reconsidered.

Despite it all, although I was rather confused in the initial stages, I am now better able to follow the process of the systems approach to designing instruction with an ultimate goal in mind; a goal for the learners to achieve, a goal which channels and focusses the instructional strategies and assessments.

Tina Brown

As a teacher, I can relate to the issues highlighted in this project. We are often invited to these workshops which are designed to improve our skill as teachers and also to improve accountability in the education system. However, like the case presented, attending workshops are often more of a frustrating task and at times a waste of time, not because of the content but the delivery aspect failed to communicate the information. In working on this project, I am reminded of an area that was explored at the beginning of the course which speaks to the role of an instructional designer. As a result, my main misconception was regarding the level of

involvement of an instructional designer in the process of developing materials. As a teacher, we develop lesson plans, unit plans, action plans and assessment plans which guide our role as teacher. Despite being a member of a team, the level of involvement and requirement needed to ensure an effective solution required additional skills such as that of a researcher in order to truly develop an appreciation of the situation before developing a solution.

As a team we bonded under the Stahlians banner which named after research Skip Stahl which stressed the need for accessible education. As a result, the use of Moodle Cloud presented an opportunity to explore the accessibility of an online environment which catered to adult learners of varying location and learning styles. As a result, in considering an instructional strategy we considered the learners and even ourselves as learners engaged in an online programme. As a result, we considered the use of Merrill's First Principle as the structure for the sequence in which the lessons will be conducted. The consideration for the fact that adult learners are equipped with past experiences was the main driving force for in cooperating the use of First Principles. The decision to use Moodle Cloud, provided a supportive environment based on its layout and even colour scheme. Additionally, the interactive layout in cooperation with images and videos allowed the pilot user to become engaged in the material. However, one particular issue highlighted was the time limit for developing this project, as a result I believe that having additional participants in the pilot would have provided a more diverse response in ensuring better authenticity of the programme.

Finally, despite the obvious distance, time differences and a member of the team falling ill, the collaboration gained experiences that will assist us as we continue to develop as instructional designers. Additionally, working in a group with members who I have worked with in one capacity or another made it somewhat easier to get things done. We understood our

strengths and weakness and are experienced in working around the distance and time barriers. Despite that fact, it took the efforts of all to complete the assignment in the time frame given. By working in a group I was also able to understand the dynamics of creating an instructional. In addition to that this project reiterate the power of technology in bridging the gaps. Through Whatsapp, Skype, Google Doc and emails we were able to contribute, review and edit our draft without any major concerns.

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Appendices

**Appendix A
Presentation Rating Form**

Please rate today’s presentation as objectively as possible.

Rating Scale:				
1 = Poor	2 = Fair	3 = Average	4 = Good	5 =Excellent

Planning and Preparation

- Objectives clearly evident 1 2 3 4 5
- Evidence of careful preparation 1 2 3 4 5

Comment: _____

Presentation Skills

- Eye contact 1 2 3 4 5
- (Spoke without directly reading notes)
- Projected a sense of confidence and credibility. 1 2 3 4 5
- Used appropriate volume 1 2 3 4 5
- Maintained stance facing audience... .. 1 2 3 4 5
- Used appropriate movements... .. 1 2 3 4 5
- Engaged the participants 1 2 3 4 5
- Was simple... ..1 2 3 4 5
- Was clear 1 2 3 4 5
- Was well-paced 1 2 3 4 5

Comment: -----

Media and Materials

Appropriate choice of media formats... .. 1 2 3 4 5

Legible to audience 1 2 3 4 5

Audible to entire audience 1 2 3 4 5

Attractive, creative materials... .. 1 2 3 4 5

Fluency in use of AV materials and equipment. 1 2 3 4 5

Time limits maintained... .. 1 2 3 4 5

Comment: -----

Most impressive features:

Possible improvements:

Appendix B
Task Selection Inventory

Criteria for Task Selection	Criticality	Universality	Frequency	Standardizati	Difficulty	Total	Notes	Priority
Worksheet	40 pts	10 pts	10 pts	on 10 pts	30 pts	100 pts		
TASKS	#1	#2	#3	#4	#5	#6	#7	#8
Inserting/Embedding Videos	40	10	8	9	30	97		1
Adding transitions	30	10	7	7	15	69		5
Inserting pictures	40	10	10	8	25	93		1
Adding sounds	30	10	8	6	20	74		4
Selecting backgrounds	40	10	10	5	10	75		2
Organizing information on slides	40	10	10	8	25	93		1

Below is the rating scale to identify the low to critical areas for task analysis:

Priority range key:

- A. 0 to 40 (low)
- B. 41 to 60 (moderate)
- C. 61 to 80 (high)
- D. 81 and above (critical)

Appendix C Contextual Analysis Worksheet

Directions: Identify relevant factors in categories (only where and when appropriate) and indicate the effect they will have by highlighting appropriate number in red. Below outlines the meaning of each positive and negative number.

-2	Greatly impedes	-1	Slightly impedes
+1	Slightly facilitates	+2	Greatly facilitates

Orienting Context

Learner Factors

- Some participants are eager to learn new presentation skills to improve on what they already know
-2 -1 +1 +2
- The participants are aware of that there are varying techniques that can be used to improve presentations
-2 -1 +1 +2
- Participants all have to engage in presentations to educators
-2 -1 +1 +2
- All participants have heard about PowerPoint
-2 -1 +1 +2
- Participants are mature workers ranging in age between 30-50+ years
-2 -1 +1 +2
- Participants see the workshop as a way to improve presentation skills
-2 -1 +1 +2

- Some participants feel they are too old to learn new technological techniques to improve presentations -2 -1 +1 +2
- Participants know that gaining new skills will mean developing better presentations -2 -1 +1 +2
- A few participants feel that those being presented to, should take more responsibility for their understanding of content -2 -1 +1 +2

Immediate Environment Factors

- Co-Workers do not usually work together to prepare presentations -2 -1 +1 +2

Organizational Factors

- Participants generally want to deliver good presentations that would be remembered -2 -1 +1 +2
- Participants have been given no incentive for taking the course -2 -1 +1 +2

Instructional Context

Learner Factors

- Participants will engage in practical skills allowing them in practice the skills being taught -2 -1 +1 +2
- Participants are enthused about the training session -2 -1 +1 +2
- Most participants are motivated to take the course -2 -1 +1 +2

- Some participants believe that what will be taught they already know -2 -1 +1 +2

Immediate Environment Factors

- Participants can work from anywhere that they deem comfortable to them since training session will be in an online environment -2 -1 +1 +2
- Participants can work from any smart device once it is connected to the internet and has on the needed software -2 -1 +1 +2

Organizational Factors

- Sessions will be short (3 hours) and can be done at the leisure of the participant -2 -1 +1 +2
- Allows for independent learning -2 -1 +1 +2
- Can go over information numerous times to allow for concretization of information -2 -1 +1 +2
- Participants will be given completion certificates for completing the training sessions -2 -1 +1 +2
- Some participants may not have access to stable internet connect so offices have given consent for participants to engage in activities while at work -2 -1 +1 +2

Transfer Context

Learner Factors

- Some participants see how the training sessions will assist them when planning presentations -2 -1 +1 +2
- Lack of resources such as computer and needed software can hamper full participation in training session -2 -1 +1 +2
- Participants can become frustrated with changes they have to make in methods they are accustomed to using and revert to what they are accustomed to -2 -1 +1 +2
- Participants will demonstrate the skills learned in preparing attention catching and informative presentations -2 -1 +1 +2

Immediate Environment Factors

- Skills and knowledge gained will be used continuously when preparing presentations using PowerPoint. -2 -1 +1 +2
- Participants will be encouraged to use the skill learned to make their presentations and that of other more interesting, captivating and informative -2 -1 +1 +2

Organizational Factors

- Participants will be the go to individuals within the ministry to oversee development of presentations

-2 -1 +1 +2

Appendix D Programme Outline

Programme Objective: At the end of this programme, students will be able to;

Modules	Lessons	Duration
Module 1 – Preparing a Successful Presentation	Lesson 1: Introduction - Gathering and Refining Information	1 hour
	Lesson 2: Review Basic Steps for Creating Slides	
	Lesson 3: Creating Outline for Presentation in Microsoft PowerPoint 2010	
Module 2 – Creating an Interactive Presentation Using Multimedia	Lesson 1: Creating Graphic Illustrations using SmartArt	1hour
	Lesson 2: Creating organizational charts with SmartArt	
	Lesson 3: Telling a story with Images	
	Lesson 4: Making presentations interactive with videos	
	Lesson 5: Captivating Your Audience with Appropriate Animations	
Module 3 – Delivering an Impactful Presentation	Lesson 1: Putting it Altogether	1hour
	Lesson 2: Preparing to Present	
	Lesson 3: Guidelines for Presenting	

Appendix E
Instructional Strategies Table

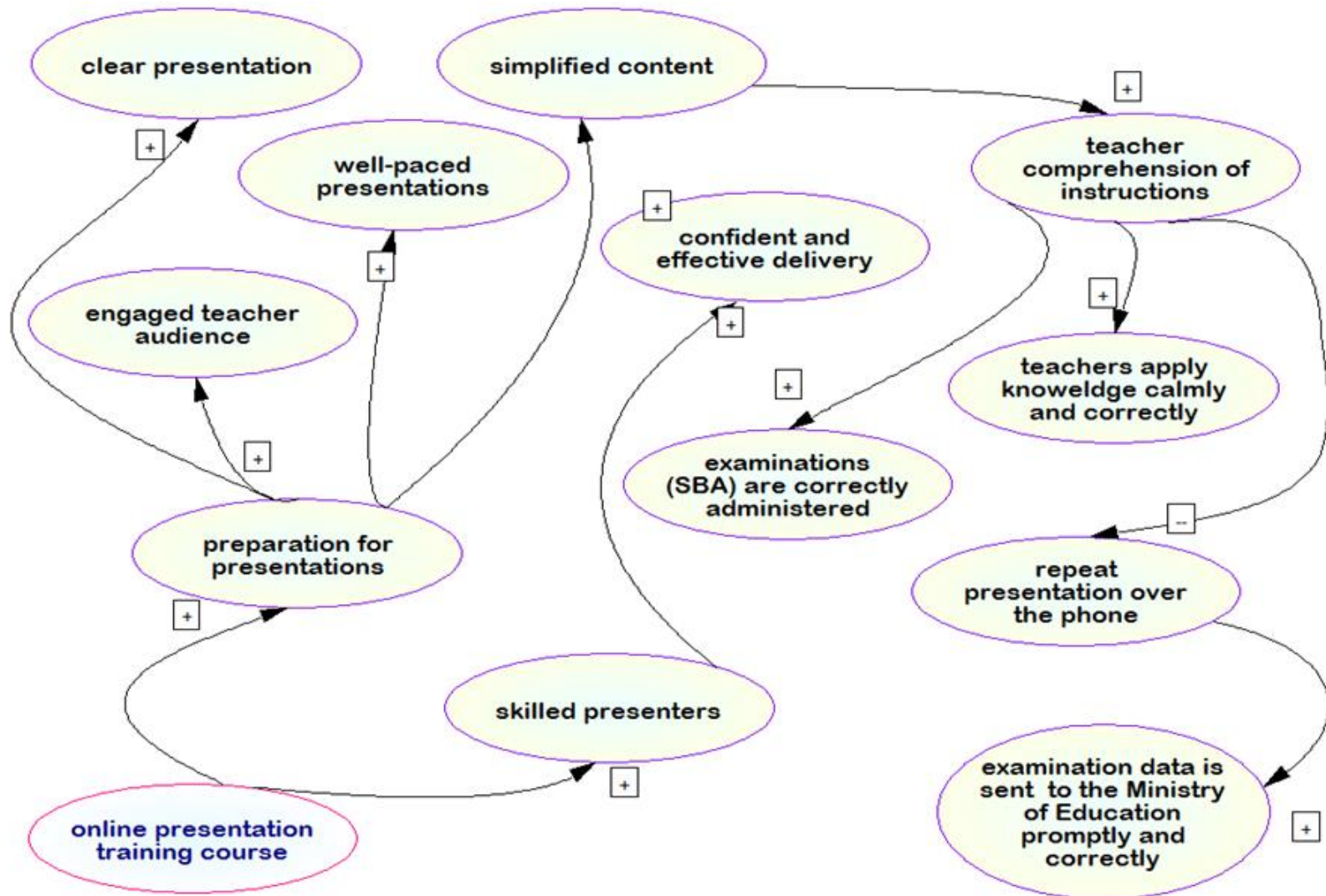
Strategy	Location in Lesson	Citation in Readings	Rationale for Use
1. Reflection	Beginning and end of course	Reigeluth & Carr-Chellman (2009), p.38	Create an opportunity for the learner to connect with their metacognition in order to develop an understanding of the content presented and to set the tone for the lesson.
2. First Principles of Instruction	Each lesson	Reigeluth & Carr-Chellman (2009), p. 44, 47, 50, 53	To ensure learners are exposed to a systematic learning experience, whereby they activate prior knowledge and build on it.
3. Discussions	Module forums	Moore (2011), p. 321	Through discussions, learners are able to extract knowledge from others while sharing their own experiences.
4. Interactive learning	Throughout the lessons	Sims (n.d.) The Interactive Conundrum 1: Interactive Constructs and Learning Theory, p. 4	As a result of the self-directed nature of the Moodle Cloud it is important that interactivity is used to maximize learners' involvement in the learning process.
5. Scenario-based learning	Throughout the modules	McLaren (2008). s, p. 50	Scenario-based learning helps learners to contextualize the learning content. In the case of the module, the use of this strategy is meant to encourage learners to transfer newly-acquired knowledge back to their real-world environments.
6. Technology-based learning	Throughout the modules	Koller, Harvey,& Magnotta, (n.d.). s, p. 6	In addition to aiding the fulfilment of the assignment requirements, TBL offered a platform that was excellent for presenting self-paced material that was suited for learners' needs. It is also accessible, thus,

Strategy	Location in Lesson	Citation in Readings	Rationale for Use
			large numbers of users can be accommodated in the LMS simultaneously.
7. Problem-based learning	Assessment	Reigeluth & Carr-Chellman (2009), p.36	Enables students to think critically and develop higher order thinking skills, as they are required to find a solution to a problem-based on their experience and knowledge acquired.
8. Authentic assessment	Assessment (multiple choice etc.)	Holt, Segrave & Cybulski (2012), p. 7	Used in the module's assessment component to assess learners' body of knowledge, and the skills that they have acquired. The authenticity of the assessment was revealed in the "real-life" nature of the items and the expectation that learners will apply them to their real situations.
9. Modelling and Imitation	Module 3 and Reflection	Olson & Hergenbahn (2008), p.328-329	Learners benefit from observing a demonstration/video of a particular task. Watching the task being executed enables the learner to better understand what is expected.
10. Hands-on learning	Throughout the modules	Reigeluth & Carr-Chellman (2009), p.36	Learners learn by doing, as it enables them to concretize key concepts and through application they are therefore more likely to master skills.
11. Authentic tasks/Authentic learning environment	Overall programme (forum discussion)	Reigeluth & Carr-Chellman (2009), p.36	Creating a real world (authentic) environment and tasks for students facilitates a more meaningful learning experience for them, as they are able to directly link what they are learning in a course, to their

Strategy	Location in Lesson	Citation in Readings	Rationale for Use
			lives/world
12. Self-assessment	Rubric	McMillan & Hearn (n.d.), p. 45	Learners are given a clear understanding of the learning goals and criteria, and are given multiple opportunities to monitor and evaluate their own learning through the use of rubrics.
13. Direct instruction	Modules 1 and 2	Reigeluth & Carr-Chellman (2009), p.36	Carefully planned instruction ensures learners have an effective learning experience. Learners are provided with step by step instructions on what they need to do for each lesson, including an overview of the course and objectives for each lesson. Additionally each lesson is dissected to ensure that learners can fully concentrate and digest each lesson.
14. Advance organizer-Narrative	Beginning of Module 1- Cartoon illustrating a boring presentation and Anticipation Guide	Jonassen (1985), p. 253-267	Pre-instructional strategy in the form of a story enables students to acquire a basic understanding of the topics, prior lesson commencement
15. Learner centred instruction	Entire Programme	Reigeluth & Carr-Chellman (2009), p.36	The course was developed primarily based on the need to develop presentation skills based on the learners' backgrounds, needs and capabilities, ensures that the right learning strategies and instructional materials are used to create the best possible learning environment for them
16. Feedback	After formative	Reigeluth & Carr-	After completing assessments,

Strategy	Location in Lesson	Citation in Readings	Rationale for Use
	and summative assessments	Chellman (2009), p.37	the learners benefit from receiving information instantaneously about their answers. This allows them to know how they are progressing and is also a form of extrinsic motivations
17. Peer Review	Module 3 – Final Presentation	Wilson (2012)	Peer review provides support for the learner and also allows them to assess their own piece objectively.

Appendix F
Causal Diagram

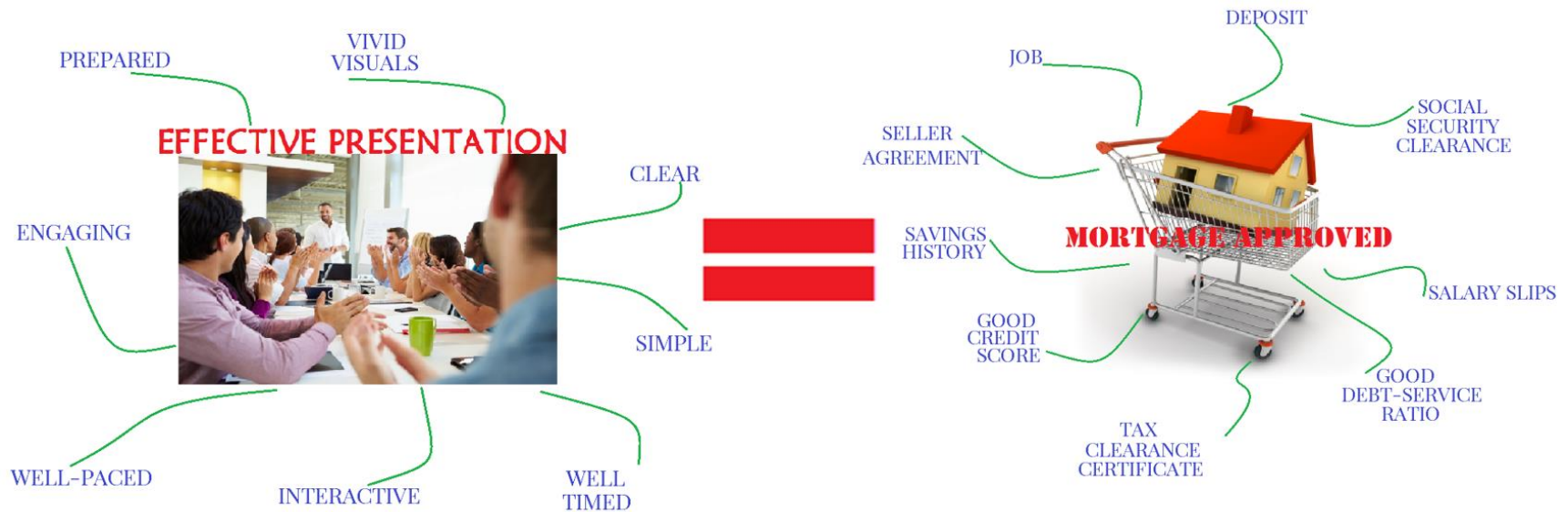


Appendix G Analogies

- 1. Good workshop = shopping spree



2. Good presentation is like a mortgage application



Mortgage applicants must ensure that all requirements are met, in order for them to be approved for such. Of course, this is a long and often tedious process but in the end, the applicant feels gratified and satisfied with a positive response. Likewise, presenters of workshops must go through the preparation process and ensure that all requirements are met to effect a great presentation. They will be satisfied and gratified when teachers are participative and eager to apply and implement what is learnt.

Appendix H

Advance Organizer - Anticipation Guide

Directions:

Place an “X” in Parts A or B that indicates where you stand in regard to each statement.

Upload and share your views in the first discussion. At the end of the course we will revisit this as you complete parts C or D.

At first I Strongly Disagreed	At first I Strongly Agreed	Statement	Now I Strongly Disagree	Now I Strongly Agree
		1. Good workshops are engaging.		
		2. A visual presentation is essential to a good workshop.		
		3. Workshops can have multiple presentations.		
		4. Workshops presentations must be short.		
		5. We cannot make data presentation fun for teachers.		
		6. Presenters have all the knowledge in a workshop.		
		7. Participants must not ask questions in a workshop.		
		8. Workshops are not meant to be fun.		
		9. Workshop is supposed to be a lecture.		
		10. A PowerPoint Presentation with presentation notes is ideal.		

Appendix I Pilot Review Questionnaire

This brief questionnaire is geared towards analyzing the usability of the programme's learning environment and also the content offered. The outcome of this evaluation will assist us to make further improvements to the layout and content of this programme. Information provided in this evaluation will remain anonymous. Thank you in advance for your participation.

Learning Management System Usability

Kindle complete by indicating your response for each section in the appropriate box.

1. Was the course homepage easy to navigate?

Yes No

2. Did you have any technical issues in accessing the activities or videos?

Yes No

3. Was the layout of course page

Yes No

4. Navigation labels are clear & concise

Yes No

Programme Content

Kindly respond by indicating the appropriate response.

	Agree	Somewhat	Disagree
Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Programme content is clear and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clear relationship between the course topics and the lesson contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. External lesson links were valid and active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Content layout is visually appealing and supports the learner's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Experience

Kindly respond using short answers.

9. What did you like best about the programme (including the learning environment)?

10. Which area(s) would you recommend for improvement?

Appendix J
Interview Schedule

Question 1 What skills were you expecting to gain in this programme?
Interviewee's Response
Question 2 Was the programme content and learner environment prove effective in developing this skill?
Interviewee's Response
Question 3 How will you apply the skills learnt in the programme?
Interviewee's Response
Question 4 What were some of challenges faced in participating in this programme (learning environment or content)
Interviewee's Response

Appendix K Sample Moodle Pages

The screenshot shows a Moodle course page. The top navigation bar includes a hamburger menu, the site name 'My new Moodle site', the language 'ENGLISH (EN)', and a user profile for 'Pilot User 1'. The left sidebar contains a course menu for 'DPS101' with items: Participants, Badges, Competencies, Grades, Introduction, Module 1: Preparing a Successful Presentation, Module 2: Creating Interactive Slides, and Module 3: Developing an Impactful Presentation. The main content area features the course title 'Developing Presentation Skills Using Microsoft PowerPoint' and a breadcrumb trail 'Dashboard / My courses / DPS101'. Below the title is a section titled 'Introduction' with a 'Your progress' indicator. An illustration of a meeting is shown below the text.

The screenshot shows a Moodle course page with a list of activities and progress for three modules. The top navigation bar is identical to the previous screenshot. The left sidebar shows the course menu with 'Introduction' selected. The main content area displays a list of activities: 'Announcements', 'Meet your Peers and Training Team', 'Ice Breaker', 'End of Training Assessment', and 'Advance Organizer - Tracking what you are Learning'. Below this is a section titled 'Module 1: Preparing a Successful Presentation' with progress information: 'URL: 1 File: 1 Quiz: 1 Progress: 3 / 3'. The next section is 'Module 2: Creating Interactive Slides' with progress: 'URLs: 7 Forum: 1 Assignment: 1 Progress: 9 / 9'. The final section is 'Module 3: Developing an Impactful Presentation' with progress: 'Page: 1 Forums: 2'.

My new Moodle site ENGLISH (EN) Pilot User 1

DPS101

- Participants
- Badges
- Competencies
- Grades
- Introduction
- Module 1: Preparing a Successful Presentation**
- Module 2: Creating Interactive Slides
- Module 3: Developing an Impactful Presentation

Module 1: Preparing a Successful Presentation

Module 2: Creating Interactive Slides ▶

Your progress ⓘ

- Giving Great Presentations

Preparing effective presentations allows for better retention of information. Therefore it is important to create presentations that would be interesting and memorable. The video presentation is a simple introduction to what is important when creating presentations.
- Effective PowerPoint Presentations

The short handout will provide important information that should be used when creating presentations.
- Checking what you learned

Learning the basis principles for developing effective presentations is essential. The questions below all aim to test what you have learned in this session.

Jump to... Module 2: Creating Interactive Slides ▶

My new Moodle site ENGLISH (EN) Pilot User 1

DPS101

- Participants
- Badges
- Competencies
- Grades
- Introduction
- Module 1: Preparing a Successful Presentation
- Module 2: Creating Interactive Slides**
- Module 3: Developing an Impactful Presentation

◀ Module 1: Preparing a Successful Presentation

Module 2: Creating Interactive Slides

Module 3: Developing an Impactful Presentation ▶

Your progress ⓘ

- How to Make an Interactive PowerPoint Presentation
- Interactive Slides
- Learning how to use smart art

Using smart art in PowerPoint will allow you to create and insert graphic illustrations which can add more meaning and interest to your presentation.
- Inserting Videos

Videos can be used to add another element to your presentation. This video will provide simple steps that can be taken to add videos to your presentation without having to leave PowerPoint.
- Learning how to embed videos from youtube

Many times you want to embed a video from YouTube directly into your presentation but you cannot find a menu to embed. What should I do? The video will give you a step by step guide that can be used to embed a video directly from YouTube.
- A New Presentation Style

My new Moodle site ENGLISH (EN) Pilot User 1

DPS101

Participants

Badges

Competencies

Grades

- Introduction
- Module 1: Preparing a Successful Presentation
- Module 2: Creating Interactive Slides
- Module 3: Developing an Impactful Presentation**

Dashboard

Waiting for stahlans-institute.moodlecloud.com...

Module 2: Creating Interactive Slides

Module 3: Developing an Impactful Presentation

Your progress 

 Outline



 PowerPoints with Impact

 Effective workshop Presentation

My new Moodle site ENGLISH (EN) Pilot User 1

DPS101

Participants


Badges


Competencies

Grades

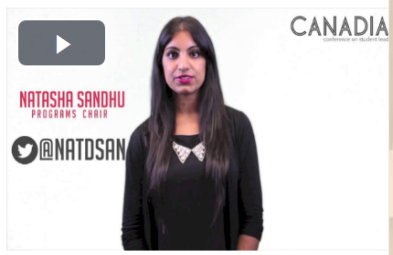
- Introduction
- Module 1: Preparing a Successful Presentation
- Module 2: Creating Interactive Slides
- Module 3: Developing an Impactful Presentation**

Dashboard

 PowerPoints with Impact

 Effective workshop Presentation

View the video here.



What lesson do you learn that you can implement in your presentation?

Module 2: Creating Interactive Slides

Jump to...