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Artifact Title	"Survey Evaluation"
Program Outcome #	1. Apply evidence-based learning and assessment by demonstrating mastery of content and specialized field-based knowledge while developing, promoting, and employing appropriate methods through the analysis of research for instructional design and technology applications.
Required Key Assessment	DL5703 (Instructional Design Fundamentals - Module 5)
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Evaluations are vital for teachers and learners as well as designers. There are numerous methods of gathering data through assessments and data. The data collected reflects not only what was learned, but also how it was taught and learned. Assessments and evaluations are necessary to help design and implement courses integrating all the different components such as learning theory, instructional design model, goals and objectives, content, evaluations, as well as design. Don Clark (1995) references Rossett and Sheldon (2001) to explain that evaluation is a necessary process of examining a program or process to see what is working well, what is not working well, as well as the reasons for the successes and failures. Evaluations, whether formative or summative, are used to provide data and evidence for instructional designers about the design of their course and whether the course design matches the intended outcomes. In another study, Clark (2015) also discusses two methods of iteration which are essential to quality design. One of the methods is called design iteration and is "performed to test a learning method, function, feature, etc. of the learning platform to a small set of learners to see if it [is] valid." This allows the designer to interpret effectiveness. The second method is the release iteration method and it is where the design is released to the client to see that the model satisfies two requirements: 1) that it gets the learning platform out as fast as possible and 2) that it allows for a large scale testing of the platform before it is polished. Iteration is a vital component of the design process where assessments and evaluations help collect the necessary evidence to guide the design process.

Reflections on Instructional Design

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Abstract

This paper offers a final reflection on instructional design as it applies to the theoretical

application created in course titled *Instructional Design Fundamentals* of the American College

of Education. The reflection is based on an instructional model called *Character Education*

Module that was designed using Robert Gagne's Nine Events of Instruction as its instructional

design model. This reflection will also address the dispositions of the American College of

Education in equity, scholarship, diversity and unity, lifelong learning, excellence, and ethics.

Reflections on Instructional Design

Recent studies have reported on the importance of character education in addition to learning content. Researchers like Angela Duckworth and Paul Tough have written on the importance of teaching learners about character traits within education. Seeing the correlation between character and success, I wanted to implement a supplemental module within my English 10 course for my learners who live in a small, rural town with a population of 3,561. These learners exhibit below average academic performance, but this is due to a lack of character rather than a lack of ability. While this unique group of learners demonstrate one of the highest test scores as a class, they also hold the highest place for the number of disciplinary issues. Having worked with this age group and course for the past four years, there is a noticeable cycle of students lacking the character traits of grit, curiosity, self-control, social intelligence, zest, optimism and gratitude. These traits are essential for the success of these students not just in high school, but in life as well.

Gagne's Nine Events of Instruction

The Character Education Module was created using Robert Gagne's instructional design model called *Gagne's Nine Events of Instruction*. Gagne's Nine Events of Instruction resonated with me because it provides a behaviorist framework while also drawing from the cognitive approach. This seemed to work well with character education as character is about behavior, yet

when we talk about education we are talking more specifically from the cognitive perspective.

As I studied various instructional models to base the Character Education Module on, I kept

thinking about how I needed to use an approach that aligned to cognitive behavioral therapy.

Cognitive behavioral therapy is used by psychologists to counsel people become aware of their

thoughts or actions, so that they can view situations more clearly and respond in a more effective

way. The framework provided by Gagne's Nine Events naturally aligned with the cognitive

behavioral approach of the Character Education Module.

The Character Education Module

The Character Education Module is a great module for instructors. Instructors can easily

adopt and adapt this to fit any age as well as any content area. One a scale of 1 to 10, with 10

being the highest, I would rate the Character Education Module somewhere between an 8 and a

9. Learners need and rely on consistency. The consistency offered in the Character Education

Module is in the framework of Gagne's Nine Events. Using that same system throughout the

entire module helps learners know what is coming. The framework allows the learners to assess

prior knowledge, add new knowledge, accommodate their knowledge, and to practice applying

their knowledge. This provides learners the ability to focus on learning the material, rather than

focus and learn on a new method for every trait. Another affordance of the Character Education

Module is the flexibility it provides. Any instructor can take the storyboard and tweak it to fit the

needs of their unique students. The articles can be calibrated to fit the reading level of any group

of students. There are numerous videos that can be substituted or supplemented. In theory, the

videos should be changed to fit the times and needs of the learners. Another affordance of the

Character Education Module is that it allows learners to learn in various modes. They learn

through lecture, discussion, reading, media, writing, and collaborating with members of their

community. They also learn as a community, as a smaller group, as partners, and as individuals.

Gagne's Nine Events is fluid and works well with Doug Fisher and Nancy Frey's Gradual

Release of Responsibility Instructional Framework, which is at the core of instruction at this

learning institution. And the final reason for rating the Character Education Module with high

marks, is the ease of its resources. Instructors and learners with access to technology can use this

module, just as those who have little to no access. Articles can be printed or shared electronically

and videos can played by the teacher. This entire module can even be organized on a class

website.

    While the module boasts numerous affordances, there are some constraints to which I

would like to address and revise. Character education is something to play with and something to

end in a celebration. I would revise the final project to reflect activities that will boost creativity

and heighten ownership by the learners. Students could make their own videos about the

character traits in groups or create a video narrative about what they learned through the

Character Education Module. Creativity, engagement, empowerment, and ownership are

essential for making character education stick to these learners and I would go back and revise

the final project to have something more to show for and to have something bigger to celebrate at

the end of the module.

Survey Evaluation

The duties of an instructional design do not end with the design. Instructional design is

not a step-by-step, linear process. It is a continuous, iterative process where "…designers have to

weight the advantages and disadvantages of alternative solutions, taking into account different

kinds of conflicting and changing constraints. To make sure that they eventually choose the most

optimal one, they have to keep on collecting information, reconsidering continuously whether

their own deacons are still justified in the light of the latest insights" (Verstegen, Barnard and

Pilot, 2006, p. 481-482).

To test out the Character Education Module, a survey was created using Survey Monkey

(https://www.surveymonkey.com/r/WPB6H3X). The purpose of the survey is to collect feedback

for the module and the response collected will be used to revise the module as that is the purpose

behind such an evaluation. The survey asks participants to provide feedback on not only what the

purpose, objective and research foundation of the course is, but it is also looking for participants

to be able to answer what the purpose, objective and research foundation actual is in order to see

if the actual practice matches the intentions sought when designing the course. In seeking high

quality feedback from participants, the Storyboard and Blueprint of the course was also

referenced (https://drive.google.com/file/d/0B_1fQ_bv3TdBay1YQlNHNTlRaDg/view?

usp=sharing). This was provided to assess whether the course provides instructors facilitating the

course with some flexibility in presenting materials for their specific intended audience.

In fact, the course design must be evaluated and this evaluation and assessment must be an

iterative process in order to ensure the quality of the course. And finally, the evaluation explains

that the course was intended for an 18-week semester and asks participants to weigh in on the

appropriateness of the timeframe.

The Dispositions of the American College of Education

The American College of Education (ACE) holds the following six dispositions:

equity, scholarship, diversity and unity, lifelong learning, excellence, and ethics. This theoretical

application enabled me to demonstrate these dispositions, as it helped me think about all of these

dispositions while creating the Character Education Module. The Character Education Module

offers *equity* as it is a module suitable for all learners. It is flexible enough to be adjusted to

whatever is at the capacity of the learner. *Scholarship* is embedded into the Character Education

Module as it ensures that all stakeholders of the classroom community have the knowledge and

skills to contribute to the classroom and school community. Learners are expected to participate

in class discussions where rubrics and checklists are created. Each learner has an equal voice and

membership in the classroom community and are valued as such. The Character Education

Module invites prior knowledge and celebrate the *diversity* of the members of the community,

while *uniting* the members into one community under one understanding of the expectations of

character and behavior. The members understand one another better when they share their

thoughts and understanding of traits, and they unite together through their deepened

understanding of not only each other, but in their understanding of the expectation of their

behaviors as well. The Character Education Module invites learners to reflect on practices

initially and reflect on what was learned throughout the course of the module. This reflection

leads learners to know and understand that character education is a *lifelong learning* process. The

Character Education Module also prides itself on *excellence,* as it offers clear learning and

performance goals. The standards and expectations for learners is of high-quality and requires

evidence-based strategies for achievement. The lectures, activities, and the readings require

higher order thinking and processing. Learners engage in a complex, global society and

understand that character is essential. The Character Education Module also stands behind the

final disposition of *ethics*. Character education is all about the nature of ethics. It teachers

learners to act with integrity and to bring these principles of character traits to all other facets of

their lives. These six dispositions are great pillars for the Character Education Module and I am

excited to continue working with this module and implementing it to my students next semester.

References

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