EIDT-6910-1 Course Project

Implementation and Evaluation Report

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Implementation Overview

The training program was implemented with six trainees. The training room had a seating capacity of 120 students and was fitted with 60 laptops. This provided each of the trainees the opportunity to use ten laptops to practice their skills during the training program. The room was well lit, air-conditioned, and fitted with overhead projection, LCD screens, and microphones and speakers. The room used was an actual examination room, providing the trainees with the real working environment and equipment that they would be likely to encounter on successful completion of training.

The training began with an introduction by the instructor who used a PowerPoint presentation to inform the trainees about the agenda, goals and objectives of the program. This was to be followed by a pretest, when it was discovered that one of the trainees could not login to course sites as she had forgotten her password. She made an attempt to recover her password using her registered email address, but was unable to login to her email as she had forgotten her email password too. She was not used to remembering her email password as it was saved in her web browser on her home computer. The situation was resolved by asking her to sign up for a new email address which was then used to enroll her into course sites. This resulted in a loss of 15 minutes on the clock with other trainees waiting on her login.

One of the tasks the trainees had to perform was to download a demo exam in the examination software (SofTest), using the provided training video in the Coursesites Learning Management System (LMS) as a guide. The participants appeared to struggle as they switched between the video demonstration and the actual task, both of which were made available on the

same computer. While they were able to complete the task in time, the discomfort of the trainees was evident.

During the program, role-play in small groups was used as a methods of instruction, where the trainees had to observe the instructor demonstrating the performance of the task with volunteers from among the trainees. The trainees appeared to enjoy this part of the training the most and used their checklists to stay on-task

The program concluded with a posttest and a learner satisfaction survey, which the learners completed without incident.

Analysis of Assessment and Evaluation Data:

The learners were recruited from the local population of Antigua and Barbuda for whom English is their first language. All the trainees for this program were female.

The details of the six trainees can have been summarized in the table below:

Table 1

Age and Educational Qualifications of Trainees

Trainee	Age	Generation	Qualification
Trainee 1	36	Millennial	Secondary school
Trainee 2	53	Baby Boomer	Secondary School
Trainee 3	37	Generation X	College
Trainee 4	21	Millennial	College
Trainee 5	18	Millennial	Secondary School
Trainee 6	34	Millennial	College

The trainees had to take a pretest before commencement and a posttest at the end of the training program. Both pretest and posttest assessments were identical and consisted of 14 questions.

The performance on the pretest and posttest has been summarized in the table below:

Table 2

Pretest and Posttest Results of Trainees

Trainee	Pretest Score (14 points)	Posttest Score (14 points)	Gain
Trainee 1	9	11	2
Trainee 2	11.5	8.5	-3
Trainee 3	13	13	0
Trainee 4	11	11	0
Trainee 5	13	13	0
Trainee 6	9	11	2

According to Morrison, Ross, Kalman and Kemp (2013), having a pretest followed by a posttest helps determine the degree to which the learners improved in critical competencies. Out of the six trainees, trainees 1 and 6 showed improvement, trainees 3, 4, and 5 showed no improvement, whereas trainee 2 had a decrease in the score. A drop in scores of a learner is usually indicative of poor effort at posttest, in the absence of some other explanation such as cognitive injury, fatigue or testing circumstances ("How can I compare pretest to posttest scores in a small sample," n.d.). These results must be interpreted with caution owing to the small sample size of six trainees. If the phenomenon to be measured is quite variable and a relatively high degree of confidence is needed in the estimate, larger sample sizes will be required (Fitzpatrick, Sanders, and Worthen, 2010, p. 407).

The results of the learner satisfaction survey that was conducted at the end of the program are depicted in the graph below:
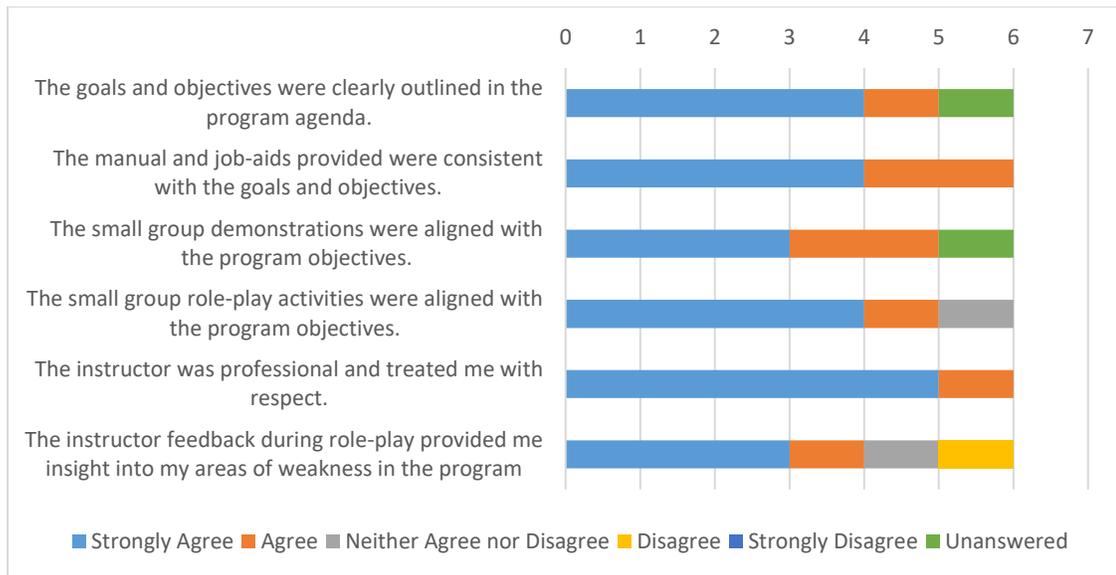

Figure 1. Learner Satisfaction Survey. This figure depicts the results of a six question end-of-program survey.

Views in such surveys involve respondents commenting on the quality of the program, and their individual reactions to the utility of various components of the program (Fitzpatrick et al., 2010). The survey had six Likert-scale questions and two open-ended questions. Out of the six learners, one of them left two of the Likert-scale questions unanswered. The two open ended questions on the survey we not answered to the desired level of detail. The response to the questions was largely in positive territory, with most respondents scoring either strongly agree or agree on the areas for which feedback was elicited. In electronic surveys, interested or motivated respondents may respond more extensively to open-ended items (Fitzgerald et al., 2010).

Proposed revisions:

All trainees will be instructed to write down their Coursesites password on a piece of paper to carry with them to the training. This will help avoid the loss of time in attempting a password recovery of a forgotten password.

During the program, the trainees had to watch an instructional video and perform the task of downloading an exam. As both the laptop was being used for both playing the video as well as downloading the exam, the learners had to continuously switch between pausing/playing the video and performing the task of exam downloading. This means that the learner has to watch the video, hold the steps in memory, pause the video, switch to the software, recall and perfrom the steps. This extrinsic cognitive load will be reduced by providing a second laptop that will be used for watching the video. This will allow the learner to follow along with the demonstration.

During the role-play, the learners themselves played various roles, the sick students, the belligerent student, the role of a proctor, etc. This involved instructing the learners on the roles; this resulted in loss of time and variation in the performance between individuals. The role of the student will henceforth be played by a member of staff who will deliver a consistent performance of the student role, making the role-play a close simulation of student-proctor encounters.

All items on the learner satisfaction survey will be made compulsory. This will prevent any items being left unanswered. The survey will be complemented with individual interviews. Using two methods to measure the same constructs will increase the validity of the evaluation (Fitzgerald et al., 2010). Include a survey of the instructor to learn about how they delivered the

program, any adaptations or changes they made and the rationale for those changes, their

perceptions of the participants and their needs, participants' reactions and behaviors during the

program, changes they observe in participants, and their recommendations for change (Fitzgerald

et al., 2010, p. 427).

References

Fitzpatrick, J., Sanders, J., & Worthen, B. (2010). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Boston, MA: Pearson.

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