Conduct a one-on-one or small group formative evaluation of the lesson you designed in Unit 10 and write a report. The report should include

- Description of the subject(s) involved in the trial.
- Description of the method and session (steps of what you did).
- Results of the exercises and tests.
- Notes per event pertaining to the adequacy and value of each activity.
- Interpretation of results and recommendations for revising the lesson.

Criteria For Evaluation

Criteria	Points
Appropriate subject(s)	2
Description of the method is precise and clear and the method represents a viable formative evaluation process.	5
Description of what happened at each event.	3
Discussion and interpretation of results.	5
Appropriate set of revision based on the results.	5
Total:	20

Evaluation: Formative & Summative

Trial participants

The IST 195 Fall 2003 class was comprised of 26 students in the Information Management (IM) program of the School of Information Studies. 80% of the class were freshman, the other 20% were either transfer students or dual major or IM minor, upperclassmen. This is typically the first course taken for the IM major or minor. IST 195 is the Intro to Information Technologies. This lesson is a component of the course, regarding using spreadsheets in information management.

Method and Session

I am evaluating the one and only instance of my teaching this class. I have already made improvements to the structure of the lesson plan based on this experience. The class met M-W-F for 55-minute sessions. The spreadsheet lecture was on Monday and Wednesday with an in-class lab session on Friday. I explained basic Excel functions demonstrating for the class on Monday. Wednesday, I explained some advanced features and demonstrated for the class. On Friday, the class was expected to complete the lab in-class. All lecture notes and lab assignments are available on WebCT prior to the class session.

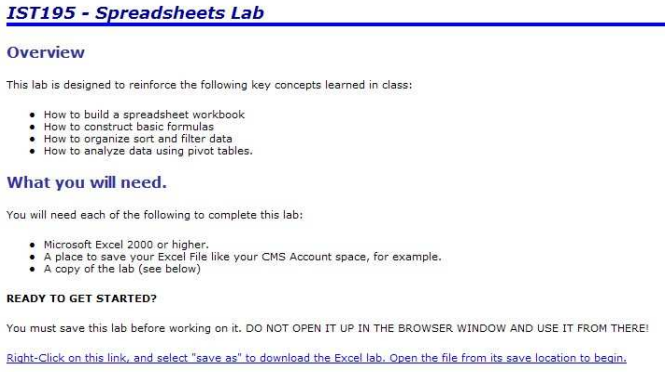
I am evaluating my perceptions of the results of this lesson's delivery and it's effectiveness. I will comment on what changes will be made and why.

Events	**Activities**
Class and explanation of purpose	Another instructor of the course shared the content for this course with me. I was only given a couple weeks' notice that I would be teaching the course, so I did not have ample time to revise much of the content I was given and I had to trust the experience of the other instructor.
Gaining attention and motivating	I minimally introduced the topic as it is spread out over 3 days. The students receive the syllabus with the schedule on the first day of class. Teaching how to use Excel is "crammed" into 3, 55-minute sessions.
Explaining the objectives	I started the first lecture of this topic with a PowerPoint presentation discussing the basic features of MS Excel.

The second lecture of this topic was also presented using

PowerPoint, regarding some of the advanced features of Excel.

The in-class lab was delivered online. I provided the students with a URL address outlining the objectives and a link to the sample data Excel file, which they needed to download and save to their own storage area.



IST195 - Spreadsheets Lab

Overview

This lab is designed to reinforce the following key concepts learned in class:

- How to build a spreadsheet workbook
- How to construct basic formulas
- How to organize sort and filter data
- How to analyze data using pivot tables.

What you will need.

You will need each of the following to complete this lab:

- Microsoft Excel 2000 or higher.
- A place to save your Excel File like your CMS Account space, for example.
- A copy of the lab (see below)

READY TO GET STARTED?

You must save this lab before working on it. DO NOT OPEN IT UP IN THE BROWSER WINDOW AND USE IT FROM THERE!

Right-Click on this link, and select "save as" to download the Excel lab. Open the file from its save location to begin.

Conducting the lesson

I conducted each of the class sessions as stated above. Students were also required to have read the textbook

	chapter on applications. The textbook goes into some detail of the different software used to organize and analyze information in the information management field. The reading assignment was to be completed prior to the first lecture in this topic area, as per the syllabus.
Assess the performance	Students were required to hand in the in-class lab assignment using an Excel spreadsheet to enter, organize, and analyze data. Students were required to finish the assignment either in class or on their own. It was due back to the instructor within 1 week's time. A successful student submitted a completed Excel workbook with a minimum of 3 properly named worksheets containing specified data tables, pivot tables, and charts. Any additional answers to the *Check Yourself!* questions were to be included on a Word document and submitted with the Excel file. These files were to be attached to an email sent to the instructor by the due date stated in the syllabus and on the assignment.
Enhance retention and transfer	Following this in-class assignment, students were later expected to complete an additional Excel assignment individually. This assignment was due 2 weeks following the due date of the in-class assignment. The additional

	assignment required them to create an Excel file with a limited sample data set on a different context. This assignment offered additional challenge to further assess performance and retention.
Results of exercise	In my opinion, this model of teaching software applications was not effective. I was frustrated as an instructor to teach a hands-on application without having the students on a computer using the application as I demonstrated. By Friday, it was as if the lectures on Monday and Wednesday did not occur. I had to still go step by step and re-explain the different features and functions. Unfortunately, a 55-minute class does not allow a total review of the first 2 lectures and still have time to complete the lab itself. Many students had trouble on the second assignment in completing the more advanced features because they did not get the information during the classes
Suggestions for improvement	1. The results of this experience have already caused me to adjust how this course would be taught in the Fall. I have restructured the objectives for my modules and geared an assessment tool specifically for each objective, then developing the

instructional materials around these items.

2. In the future, I will insist that the software application topics in IST 195, be taught entirely in a lab setting. I will restructure the lecture and labs in smaller chunks, i.e. teach about the basics, show the basics, have the students use the basics, etc.

3. I will also structure preparation activities to determine if students are doing the readings and actually preparing for the labs to optimize the limited time in the classroom. I will administer 5-10 question quizzes at the beginning of each lecture to test reading comprehension. Students will have to complete the first few steps of a lab on their own prior to the lab period.

4. I'd like to incorporate a skills assessment at the beginning, middle, and end of the course. This will be a self-assessment of what the student knows about the different applications at the different points of the course. In addition to the actual grades, it will be an indicator of student satisfaction and level of performance improvement. This

assessment could even be administered anonymously, if necessary, using the WebCT survey feature.