

Group Project

Formative Evaluation Report: IDD&E New Student Orientation

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Introduction

The Instructional Design, Development, and Evaluation (IDD&E) New Student Orientation is a course designed for Syracuse University School of Education and IDD&E graduate and Ph.D. students. According to a professional interview with Expert-2, the New Student Orientation Course is designed to demonstrate the community aspect of the IDD&E field through social interaction that is being shown and a critical part of the New Student Orientation Course. The interactive social nature of the New Student Orientation Course, by design, is a goal of the New Student Orientation Course, but it is not the only goal. By design, the New Student Orientation Course assists graduate students in understanding how to utilize Blackboard, understand course structure, and recognize available resources that students can use to facilitate them to complete their respective degree programs.

The Formative Evaluation (FE) conducted and published in this report will provide a FE for the results shown for the New Student Orientation Course. The FE completed on the New Student Orientation Course explored the course goals, the delivery methods used to achieve the course goals, its effectiveness, and any redundancies in the course design.

Methodology

The methodology and process used in this FE are unique as they do not follow traditional FE processes or frameworks. Why? The answer for “why” is best accomplished when explaining what FE is. Gagne et al. (2005) best describe FE in their book “Principles of Instructional Design” as “Formative decisions are those in which the results of the evaluation provide guidance on how to improve instructional materials or the procedures by which they are designed and developed. Summative evaluation leads to decisions about the worth and value” (p. 38).

The FE conducted for the New Student Orientation Course and described by this report serves no greater purpose than to improve a course that, inherently, is valuable & worthwhile to

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new students. Typically, FE is a process that begins at the start of the Instructional Design (ID) process and continues thru implementation. Deliberately planning and executing FE early in the ID process produces effective designed instruction that achieves its instructional goals and/or learning outcomes.

Although FE is prescribed for use during the ID process, this report postulates that FE can improve designed instruction when applied to any portion of designed instruction, even designed instruction already implemented. Using FE later in the ID process requires creative and critical thinking and a continual reminder about the purpose of FE – Improving Designed Instruction?

The FE completed for the New Student Orientation Course was conducted after implementing the course and after completing two-class iterations. The FE described in this report was accomplished as part of a group project. It does not imply that a formative assessment was not conducted during the development of the designed instruction. However, achieving a FE of the New Student Orientation Course at this moment required creative and critical thinking with the goal to improve the designed instruction.

When started early in the ID process, the FE would generally include Expert Reviews and One-to-One Evaluations. One-to-One evaluations are most beneficial when presented to a potential user in the ID process. When completing a One-to-one evaluation, the user describes their thoughts about the instruction, delivery method, things they find beneficial, and those they find difficult (Reeves & Hedberg, 2003). After completing the One-to-One user evaluation, the instructional designer uses the knowledge gained from the assessment to improve the designed instruction. The New Student Orientation Course is already implemented, and its prescribed audience, particular: IDD&E Graduates and Ph. D. students. As such, this report's authors

determined the One-to-One evaluation as an effective tool, but survey analysis and a specifically created and administered survey are more effective in analyzing the course goals, desired outcomes, and outcomes to provide recommended changes to the designed instruction.

Overview of Instructional Materials

Instructional Objectives

In the book, “Preparing Instructional Objectives,” Mager (1997) highlighted a key point on the observations of instructional objectives – if it succeeds in changing students, in their desired directions, and not in their undesired directions, those measures of effectiveness were evidently successful. However, as Mager continued to discuss performance objectives and his three main components: Performance, Conditions, and Criterion, he paused with a critical statement on teaching, learning, and delivering instructional objectives.

Mager (1997) said, “Once you decide to teach someone something, several kinds of activity are required if your instruction is to be successful. For one thing, you must assure yourself that there is a need for the instruction, making certain that (1) your students don’t already know what you intend to teach and (2) instruction is the best means for bringing about the desired change. For another, you must clearly specify the outcomes or objectives you intend your instruction to accomplish” (p.11).

According to Syracuse University (2022) IDD&E Program “Writing Learning Objectives,” the key aspects of building learning objectives include describing the specific learning outcomes of an instructional session, describing the conditions under which the learning occurs, and the criteria of success. Additionally, “Measurable learning objectives are developed for each of the instructional goals. Objectives further define what the learner should learn as a result of participating in the instruction to meet the instructional goals” (Syracuse University (2022, p.6).

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Consider the contexts of Mager's methodology and Syracuse University's baseline for learning objectives and performance outcomes. The instructional objectives of the New Student Orientation Course are not apparent to students. Still, they are described by Expert-2, a content expert, as a course designed to (1) demonstrate the community/social aspect of the IDD&E field. Next, (2) the course provides new students with the requirements of their respective degree programs to graduate. And (3) to familiarize new students in their use of Blackboard and the layout of Blackboard, which is the primary delivery method for presented course material.

Audience

The primary audience for the New Student Orientation Course is Certificate of Advanced Studies (CAS), graduate, and Ph.D. students of the IDD&E program at Syracuse University. Newly admitted students of the IDD&E program complete studies in various settings: Part-time, online, in-person, and both synchronously and asynchronously. Admitted students accepted into the IDD&E program are received from many different countries and institutions around the globe. As such, newly admitted students have varying experience in completing education online, synchronously, or asynchronously, utilizing Learning Management System(s) (LMS) that include Blackboard or Canvas.

Status of Instructional Materials

ID foundations follow a continuous and evolving cycle to develop, evaluate, and improve designed instruction. One of the standard methods instructional designers use to build, evaluate, and improve designed instruction is a process known as the ADDIE process: Analyze, Design, Develop, Implement, & Evaluate. The ADDIE process is a continuous process that assists instructional designers in evaluating and designing instruction to ensure its instructional goals and objectives are met. Formative and summative evaluation is an integral part of the "evaluate"

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stage of ADDIE, where formative and summative evaluation is conducted to determine the designed instruction's effectiveness and how it meets its instructional goals and objectives. Currently, the New Student Orientation Course is in the evaluation stage of the ADDIE process.

The New Student Orientation Course concluded its second iteration in August of 2021. The COVID-19 pandemic caused disruptions and, like most institutions, required Syracuse University's IDD&E program to adjust their New Student Orientation. Typically completed synchronously, a "hyflex" model includes a blended approach of in-person, synchronously, and asynchronously, depending on current COVID-19 restrictions and individual mandates/requirements. Because of the continuous and evolving COVID-19 environment, the New Student Orientation Course is under constant revision that includes the addition of techniques, practices, and procedures otherwise restricted or not available previously. As such, the New Student Orientation Course requires continuous formative, and summative evaluation and subsequent adjustments and revisions of the course's designed instruction as the dynamic nature of the COVID-19 environment continues to evolve.

Media Format

The media format of the designed instruction for the New Student Orientation Course is a "hyflex" approach. Hyflex, as described by Expert-2, includes a blended environment where students attend/complete the designed instruction in a single delivery method, or a combination of several delivery methods as determined by COVID-19 restrictions/protocols and the learner's availability of their chosen method of delivery. The delivery methods included in the designed instruction for the New Student Orientation Course include asynchronous using Blackboard, using both synchronous and asynchronous methods, such as Blackboard, Zoom, and in-person sessions at Syracuse University.

Formative Evaluation Framework

Conceptual Framework

This report and subsequent evaluation conclude a recently completed formative assessment of the New Student Orientation Course. Several activities were conducted to ensure accuracy and validity of the FE process: Expert review(s) and Surveys & Survey Analysis. The framework of this FE deviates from the typical FE framework. A standard FE includes expert reviews and one-to-one user evaluations, and the evaluation is conducted at the beginning of the ID process. In his book, "Planning and Conducting Formative Evaluations," Tessmer (1993) begins his description of the one-to-one FE, stating, "One-to-ones are conducted as early as possible in the instructional development process, often with rough versions of the instruction" (p.70). The FE was completed after the New Student Orientation Course completed two iterations/sessions as part of this report. Therefore, the authors of this report determined that one-to-one user evaluations would not serve best to provide the requisite data needed for this report's authors to provide proper recommendations using ID models/theory. To tie this point, consider a vital point from Tessmer's book "Planning and Conducting Formative Evaluations."

Tessmer (1993) explains, "Since one-to-one evaluations use only a few subjects, they do not furnish information from a large number or variety of learners. Small-Group and field test evaluations may use more (and varied) subjects, and this generates more learner comments and performance data. Small group and field test evaluations can indicate patterns of instructional weaknesses where a number of learners had problems" (p.72).

Therefore, after careful planning and analysis, this report's authors chose a customized FE process. This customized evaluation provides the most accurate information, analysis, and recommendations for the New Student Orientation Course. The course is a unique design for all

education and instruction to continue in a dynamic and constantly changing COVID environment, successfully adapting based on student needs and academic necessity.

The Expert Review

The expert review includes two expert interviews: ID Expert & Content Expert. Expert interviews are a critical part of the FE process as they assist in validating both content and revision recommendations. The FE of the New Student Orientation Course included two separate expert interviews where Expert-1 was interviewed and used to examine the ID portion of the New Student Orientation Course, and Expert-2 was used as a content expert. The expert interviews involved a series of questions asked to the experts and served as the expert review as the basis of this evaluation. The figures below support the questions asked during each interview:

Expert -1: Interview

Figure-1

Primary Questions – Online Delivery

1. What are some positive and negative aspects of this first New Student Orientation?
2. With the New Student Orientation being the first-time execution, how was the feedback received in the student engagement session compared to the online-only session?
3. With the New Student Orientation being available both synchronous and asynchronous, where do you feel there is an overlap in training during the 3hr engagement session during the Zoom session classroom session?
4. What is your initial reaction when entering the new student orientation course? Are the expectations clear about the purpose and how to proceed?
5. What areas of the course do you feel are strong and/or considered strengths/weaknesses?

Figure-2

Primary Questions – Blackboard

1. What aspects of Blackboard do you find easy to use? Is it difficult to use?
2. How would you describe your comfort level in using the Blackboard Interface?
3. Before using the Blackboard Interface, what experience did you have using computers?
4. What suggestions do you have for improving the Blackboard Interface for the New Student Orientation Course?
5. Is there anything else you would like to tell me about the Blackboard Interface specifically referencing the New Student Orientation Course?

Expert-2: Interview

Figure-3

Primary Questions – Course Objectives

1. What is the intent of the New Student Orientation Course? What are the goals of the course?
2. Are the course goals of the New Student Orientation Course clear and apparent to users?
3. Are there any course goals that need omitted or included?

Figure-4

Primary Questions – Course Learning Outcomes

1. If you had no constraints or restrictions, how would you structure the New Student Orientation Course? What would it look like?
2. What does “hyflex” mean? Is it a commonly known term in Academia? Is it an IDD&E term of reference?
3. How effective and relevant is the social interaction aspect of the New Student Orientation Course?

The second tool used for this evaluation was one-to-one user reviews using an online survey. The surveyed populations were students/users who participated and attended the most recent new student orientation last fall. The studied population was U.S. Army Sergeants Major Academy Fellows, which all reside in El Paso, Texas, and from where they participated and completed the fall orientation. Below, in figure-5, the questions are presented from the user survey that was administered to the Fellows included:

Figure-5

1. Blackboard is open, flexible, and centered on adult learners to achieve their online higher education goals. How much experience do you have using Blackboard?
2. Based on your past learning experiences, did you have any issues using Blackboard regarding the course content, design, or preparation for the orientation session conducted virtually?
3. Where/are the course goals and expectations required of the learner apparent and understood (synchronously and asynchronously)?
4. Did the New Student Orientation Course enhance your knowledge and use of Blackboard?
5. Did the New Student Orientation Course introduce and enhance your knowledge of the available online resources present to students completing their IDD&E degree?
6. Did the structure, layout, and your use of Blackboard when completing the asynchronous portion of the New Student Orientation Course assist you in completing the required courses included in the IDD&E degree program?
7. Did you have any issues when logging into the Google Suite (G-Suit) available to all Syracuse students?
8. Did the New Student Orientation Course enhance your knowledge and use of G-Suite and those valuable tools it provides to assist you during your degree program?
9. Did you experience any difficulties when accessing “Zoom” for attendance during the synchronous portion of the New Student Orientation Course?
10. When attending the synchronous portion of the course, did it seem redundant when compared to the asynchronous portion of the course?

The final tool used in this FE was a survey analysis. To begin the survey analysis process, our team reviewed survey data compiled by Syracuse University and presented it to our team for this evaluation of the New Student Orientation Course. The survey data provided from Syracuse University was then compared to the survey data gained from the one-to-one user surveys to determine usability while also serving to validate the recommendations provided through this evaluation (Reeves & Hedberg, 2003).

Description of Expert(s)

Expert-1 is a Ph. D., Professor with over 15+ years of experience as an ID and theory expert, learning theories, and educational psychology expert. They have published several research journals in Education Technology Research, Higher Education, and Social Psychology of Education. *Expert-2* is a Ph. D., Professor with over 35+ years of experience as an ID professional and educator. Much of their associated work has involved over three decades in the ID field, multimedia-based training, and human performance technology systems. Lastly, this expert has over 40+ published papers, 40+ research reports, and numerous collaborates with colleagues worldwide involving books, manuals, and article contributions.

Formative Evaluation Goals

The primary goal of this FE is to complete the evaluation portion of the ADDIE process while accomplishing a critical activity that should be included in all designed instruction—Formative and Summative Evaluation. Other goals of this FE are to determine the effectiveness of the designed instruction when comparing the learning outcome(s) to the deliverable outcomes. In doing so, this evaluation highlights efficiencies and effectiveness of the designed instruction while also determining redundancies and activities that are not required, not aligned, or improperly aligned to learning outcomes of the course.

Methodology and Tools

The methodology and tools used to complete this FE began with an evaluation matrix that outlined the evaluation questions required to complete the assessment and the collection needed to answer them effectively. The data collection methods used to answer the evaluation questions required for this FE included: Expert Interviews, Observations, Surveys & Survey Analysis.

Appendix-A (Evaluation Matrix) provides an overview of the framework used in the collection.

After completing an expert interview with experts 1 and 2, the information gained from the interviews was consolidated and compared to the questions listed on the evaluation matrix. Next, the evaluation matrix was re-evaluated to determine questions that remained unanswered and other topics, which may have been exposed during the expert interviews, that required further analysis and subsequently added to the evaluation matrix. Concurrently, the surveys were completed while conducting the expert interviews, and their results were compiled. The surveys were then compared to the survey results provided by Syracuse University. After aggregating both surveys and their data, the information provided was further analyzed for the validity of the content supplied and compared to the questions included in the evaluation matrix.

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The final step of the FE process used in this report was analyzing to comparing the provided data to “The Dick and Carey Model of Instructional Design,” found in Gagne et al. (2001) book titled “Principles of Instructional Design.” After comparing the aggregated data gained from the FE to The Dick and Carey Model of Instructional Design, an analysis was completed to provide the recommendation to the designed instruction listed in this report.

Data Summary

Survey Summary: New Student Orientation Evaluation Data

According to Syracuse University (2022), the 2021 IDD&E New Student Orientation Evaluation, the end of course survey is “Designed to elicit feedback on the value of the IDD&E New Student Orientation and provided resources and experiences... feedback will be valuable in enhancing future orientations and provided additional information to our new students” (par.1). Evaluations provided valuable tools to enable teachers with ongoing feedback to improve student learning methods. Mager (1997) once said, “Practice will only improve a skill, and experience can improve one’s competence – but only if there is feedback regarding the quality of the performance” (p.156, par.1). During this formative assessment, we will review the highlight key aspects of end-of-course feedback that provided measures of performance, conditions, and criterion essential to this project. However, due to the nature and pure size of the evaluative feedback, below are key points crucial to this assessment.

Each student was asked 24 survey questions. Questions 1-21 were general in nature, such as yes/no/agree/disagree or program-specific questions and did not provide strong relevance to this assessment and were not highlighted below. Questions 22-25 provided the most relevant student feedback during the survey results and are highlighted below; however, *Appendix-B (2021 IDD&E New Student Orientation Evaluation Data)* provides the complete evaluation

data. The critical areas discovered in our findings told us about the following in the figures below:

Figure-6

Discovery #1– Question 22. *If I was planning the New Student Orientation for next year, I would remove these two items or activities from the agenda...*

- **Student Response-1:** I don't know if there is anything in particular that I would remove from orientation, but by viewing all the content before attending live orientation, I feel like I got told the same content two different ways. **Student Response-2:** I would revise the general questions for teams 1-4 to more of questions related to specific degree i.e. CAS and MS groups since most of us will not be taking the same classes. Sticking to CAS separate from MS and Doctor. **Student Response-3:** Remove the Zoom option because it makes more difficult for people to hear and understand each other. Have less video introductions because it can be overwhelming?

➤ **Question 22, 8 Total Student Responses.** Overall, five students honed into Expert-1 key talking points and feedback. First in defining the purpose and shaping the objectives of the orientation in both pre-work, content, and purpose for the zoom session. Second point is about respecting people's time and providing immediate answers to students' questions or need to be answered. The goal should be to deliver information and second, the procedures needed to complete their program studies. Three students had positive annotations with program interactions.

Figure-7

Discovery #2– Question 23. *If I was planning the New Student Orientation for next year, I would add these two items or activities from the agenda?*

- **Student Response-1:** I would add a more in-depth approach to the blackboard since this is the platform the online students will be working on more. A breakout room strictly for the blackboard portion. **Student Response-2:** I would suggest mailing hard copies and emailing digital copies of the Student Handbook prior to the orientation. It seems to be very helpful and was stressed by both the facilitators and current students. Add hard copies as part of the welcome kit and stick to the ADDIE model and bases of MS, CAS, and Ph.D. programs. **Student Response-3:** A how-to to link assignments / due dates to outlook. Also, taking four classes at one time seems daunting. Perhaps recommendations of what to expect and how to prepare prior to the semester/program start.

➤ **Question 22, 8 Total Student Responses.** Overall, four had highlighted Expert-1 and 2 points on Blackboard design and course objectives. Additionally, a key statement with Expert-1 shows that navigation is essential to success for content and can be difficult to find if it is not organized to find the content for ease-of-use for the end-user. Lastly, Expert-2 points to setting the stage for proper interactions with the right student engagement areas; this leads to transition to learning, learning about each other. Four students had either positive annotations or program suggestions.

Figure-8

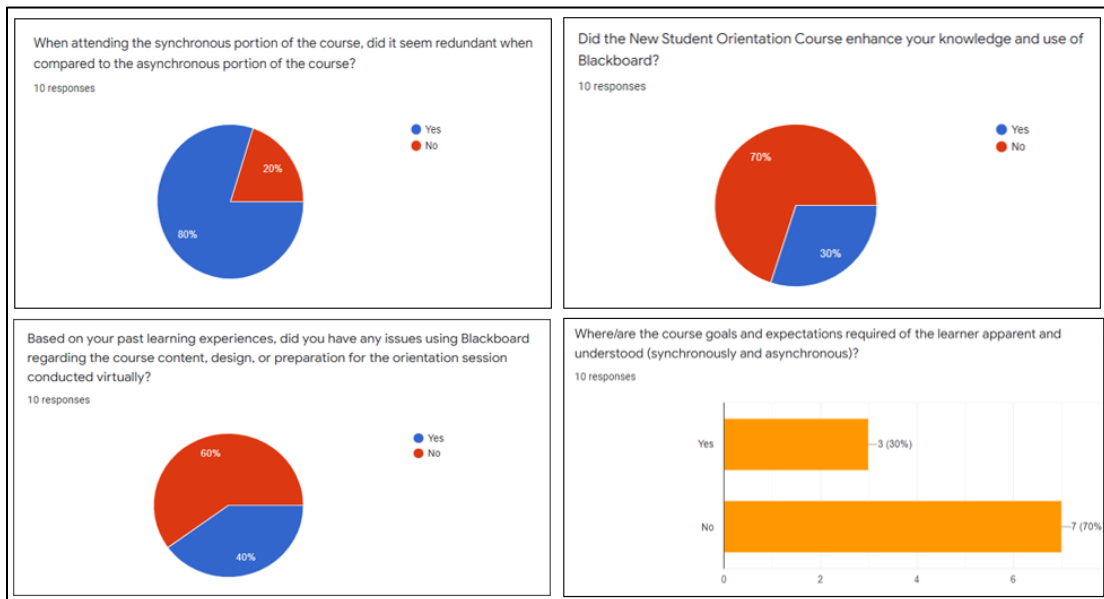
Discovery #3– Question 24. *Please add any additional comments or suggestions you would like to share, if any.*

- **Student Response-1:** This is my first time participating in an orientation course. From my undergraduate to my Masters, Syracuse university makes online students feel like they are part of the student population by doing this. Keep up the great work. **Student Response-2:** The orientation materials are informative and important. For being an information-based graduate orientation, it achieved what it wanted to, but I might inject more fun into orientation in general: **Student Response-3:** I think the breakout groups for students to get to know each other was productive to initiate the contacts we students will have to make in order to have partners in the course.

➤ **Question 24, 5 Total Student Responses.** Overall, three students responded favorably with added comments that supported both Expert-1 and 2 in the fact that 1) social interaction is necessary for success in Blackboard, 2) interactions translate to students' physical success, and 3) clarity and guidance from staff and supportive facility is necessary to information developed. Two students had positive annotations with some program suggestions.

One-on-One User Evaluations

The 2021 New Student Orientation Course provided great feedback on a variety of levels on how the course facilitated instruction, preparation, and development for new IDD&E students. *Appendix-C (Orientation User Survey)* provides a follow-on assessment of the achieved goals, objectives, inputs, and outcomes related to student perspectives on the course. The targeted audience pooled the Syracuse University, Sergeants Major Academy, Cohort 7, IDD&E Class of 2022. The survey pooled 15 personnel using an online survey, with ten responses received. The demographics of the study include mixed gender, mixed marital status, mixed-race and ethnicity, ages 35-50, military background (employed), and various educational backgrounds (Bachelor's/Master's degree level). Below are a few key highlights:



Expert Interviews

The questions asked during these expert interviews are provided to assist in validating both content and revision recommendations. Provided below are supportive figures during each interview and serve as a key basis of this evaluation.

Expert-1.

Figure-9

Primary Questions - Online Delivery

- 1. What are some positive and negative aspects of this first New Student Orientation?** Many of the pages involve student interaction and not much about content and direction. I'm not sure if the social interactive student videos are necessary; however, the professor and office coordinator videos are good inputs and bring added content.
- 2. With the New Student Orientation being the first-time execution, how was the feedback received in the student engagement session compared to the online-only session?** Content on the page is confusing; it is unsure why the pre-work is necessary compared to online only vs. the zoom session participants; redundancy is overwhelming in terms of the content.
- 3. With the New Student Orientation being available both synchronous and asynchronous, where do you feel there is an overlap in training during the 3hr engagement session during the Zoom session classroom session?** Clarity is undefined in the course objectives on the pre-work online. Students seem to have to watch many videos in the Zoom classroom engagement portion; if students are engaging in the classroom; if it is necessary to have individual videos posted or mandatory to watch per the pre-work guide.
- 4. What is your initial reaction when entering the new student orientation course? Are the expectations clear about the purpose and how to proceed?** The expectations are not clear and could not be found. After about 15mins, we discussed email chains from the IDD&E secretary related to the content, purpose, and delivery method.
- 5. What areas of the course do you feel are strong and/or considered strengths/weaknesses?** The purpose of the orientation needs separation. This is for both synchronous and asynchronous, so why is there no separation in both pre-work, content, and purpose for the zoom session. It's about respecting people's time and providing immediate answers to students' questions or need to be answered. If the purpose is to provide multiple fidelity in learning content, then the direction should be defined and explained upfront. They must clarify the goals of the student orientation. I would suggest that the orientation goal be first to deliver information and second, the procedures needed to complete their program studies. I would minimize the social activities more; for example, is it necessary for online students and online students to spend XXX time interacting face-to-face via zoom.

Figure-9

Primary Questions - Blackboard

- 1. What aspects of Blackboard do you find easy to use? Is it difficult to use?** Navigation to find content on the page can be difficult as it is not organized to find the content for ease-of-use for the end-user.
- 2. How would you describe your comfort level in using the Blackboard Interface?** Very good.
- 3. Before using the Blackboard Interface, what experience did you have using computers?** Great experience using Blackboard.
- 4. What suggestions do you have for improving the Blackboard Interface for the New Student Orientation Course?** This course should mirror the Syracuse Course content page of delivery. The current layout is not defined and should reflect the same direction as all the other courses follow. If the course uses outside links or sources, such as GoogleDocs, minimal CLICKING should support student needs. We should try to use university-sponsored programs or links to execute any pre-course work.
- 5. Is there anything else you would like to tell me about the Blackboard Interface specifically referencing the New Student Orientation Course?** The course goals need to be clarified upfront, as it is not defined on the page. The course interface should have a "Welcome Page" to orient the students to the guidance on how to proceed. Clarity is key to enabling both synchronous and asynchronous environments; the online course development should be a shaping function for the zoom session, and it should support it.

Figure-10

Evaluation Assessment – Online & Blackboard

- 1. What knowledge was learned by the participants?** Expert-1 highlighted that it is important to clarify goals and objectives necessary for students in any learning content. It provides a measure of effect and supports the conditions of the learning content; it's about great use of people's time, answering their questions, and giving purpose and fidelity to the course.
- 2. What skills were developed by the learners?** During the Blackboard walkthrough and pre-work overview, the content seemed overwhelming for a new learner perspective about to do a 3-hr zoom session. However, the amount of IDD&E information developed and available to "What's an IDD&E Professional" was clearly present. Additionally, the professor and coordinator videos provide added knowledge to support needed skills for new students at the school.
- 3. What were the instructor/learner interactions with the multimedia interface?** There was a lot of confusion on how to find content on Blackboard. The site had a lot of information all over, or it was not easily found; some information pertinent to the set objectives was never found.
- 4. Where do you see an overlap between synchronous and asynchronous instruction?** Clarity is undefined in the course objectives on the pre-work online. Students seem to have to watch many videos in the Zoom classroom engagement portion; if students are engaging in the classroom; if it is necessary to have individual videos posted or mandatory to watch per the pre-work guide. Additionally, content is not defined between the synchronous and asynchronous interaction. So, the layout should consider defined for students with set paths to follow – such as "START HERE, ONLINE STUDENT HERE, ZOOM SESSION HERE."
- 5. Is Social interaction effective and relevant?** The interaction is effective; however, it seems to have too much time to measure success. The course design vs. output of the course content vs. end-user needs validity to achieve desired performance and success criterion.
- 6. Are course materials easily located and identified?** No, the course does not show Goals, Objectives, and the Pre-work sheet to support the zoom session was not accessible. Additionally, as it states on the page, the end-of-course critic was not accessible.

Data Summary: Expert-1. The expert highlights the relevance and benefit of the New Student Orientation Course while offering suggestions about the course delivery, goals, and expectations. Expert-1 understood the benefit of the course having a synchronous and asynchronous portion. Expert-1's review of the study highlighted several points about content delivery, clear and defined students' expectations about the course, and a suggestion about the distinction between the synchronous/asynchronous portion of the course and the goals and student requirements for each portion.

Further, concerning Blackboard, which serves as the delivery method for the asynchronous portion of the course, Expert-1 suggested referencing the course layout in Blackboard and the content included in the design. Expert-1 indicated that the New Student Orientation Course layout mirror the format and structure of other courses students would use

while completing their degree program. Expert-1 suggested creating a welcome page on Blackboard to orient the students to the structure layout and use and provide resources, links, and other tools that students can refer to during their degree program.

Expert-2

Figure-11

Primary Questions – Instructional Goals

1. **What is the intent of the New Student Orientation Course? What are the goals of the course?** The intent of the New Student Orientation Course is to demonstrate to new students the community aspect of the IDD&E community. Before COVID, New Student Orientation was conducted in-person. Syracuse would fly to Fort Bliss to meet with the Fellows and the on-campus students would attend New Student Orientation in-person at Syracuse University. The goals, though not expressly stated, are to introduce new students to the IDD&E program, important resources, and the expectations required for successful completion. Secondly, the course is designed for the purpose of allowing new students to socially interact with the faculty, staff, and their new peers at Syracuse University.
2. **Are the course goals of the New Student Orientation Course clear and apparent to users?** The course goals are not expressed on Blackboard or during orientation. The question becomes how to narrow down the course goals to focus on those that are most important. For example, online students are aware of and understand the resources available, on-line, for them to use.
3. **If you had no constraints or restrictions, how would you structure the New Student Orientation Course? What would it look like?** I would take a little different of an approach to focus on “what we need to know right now.” I would continue to emphasize and demonstrate through social interaction, the community aspect and sense of the belonging that IDD&E professional’s exhibit; something new students are or will become a part of. The new student orientation should remain an enduring course.
4. **What does “hyflex” mean? Is it a commonly known term used in Academia? Is it an IDD&E term of reference?** The term “hyflex” was not a commonly known term until COVID restrictions were introduced across the country and around the world. The term was created during the COVID-19 pandemic to describe the various synchronous learning environments used. Hyflex is very flexible and includes being engaged with a live (synchronous) learning event while in the classroom with the instructor or synchronously, from a distance – both distance and local students learn together, at the same time with the addition of video conferencing of distance students with live presentation/ activities with local students – generally students were able to choose the way they wanted to participate and the instructor managed the process with live and tech-based students. At the beginning of the COVID-19 pandemic, health care mandates and restrictions changed constantly and required flexibility amongst everyone.
5. **How effective and relevant is the social interaction aspect of the New Student Orientation Course?** Social interaction is an integral part of IDD&E. We hope that during the orientation new students begin to get to know their peers, other new students and current students as well as the faculty and staff. We consider ourselves as a family of IDD&E / SOE/ SU and model communications and interactions with each other in the discussions, presentation, and Q/&A of the orientation. We also review how to interact in the university learning management system (Blackboard) which is a big part of all of our courses, campus-based classroom and online. A critical aspect of our social interactions is getting campus-based students and fully online students to also interact with each other. It is our current students who developed the orientation and run a large portion of it... In reference to New Student Orientation and the orientation course, my question includes “how do we improve or enhance our social interaction?”
6. **Are there any course goals that need omitted or included?** When completing the Evaluation step of the ADDIE Process, I would look at the learning outcome versus the deliverable outcome and understand how we may better achieve our intended goals in the most efficient ways... the orientation is an introduction, we assume that this introduction will help students be better prepared for courses where there will be much more interaction with faculty, peers, and staff... inside and outside of IDD&E.

Data Summary: Expert-2. The expert provided insight into the goals and desired outcomes of the New Student Orientation Course. Expert-2 highlighted the significance of the course in having a “social” aspect/portion (synchronous) and how the success of an IDD&E professional is incumbent on social interaction and an IDD&E professionals’ ability to interact socially. Further, Expert-2 highlighted the goal and design of the New Student Orientation are such that students familiarize themselves with the use of Blackboard and other resources available to assist students in completing the requirements of their degree program.

Recommended Revisions

The consensus amongst the participants of both surveys conducted and used for this FE determines the New Student Orientation Course as engaging, insightful, and beneficial. All surveyed participants found various levels of the relevance of the New Student Orientation Course to enhance their knowledge about the tools and resources available to them during the completion of their designated degree program. However, this FE examines the New Student Orientation Course goals, learning objectives, and desired outcomes to provide recommended revisions to enhance the designed instruction.

The ADDIE process is a continuous cycle. Using the ADDIE and continuing the New Student Orientation Course process, this report's authors determined the "evaluation" phase as the current and applicable phase to continue ADDIE. In doing so, the recommended revisions provided in this report are provided from this report's authors conducting, aggregating, and analyzing two separate surveys, the results of two expert interviews, and from the guiding principle of ID. As such, the recommended revisions provided in the report are provided using two separate and distinct categories: Designed Instruction & Blackboard.

Designed Instruction

The designed instruction category serves to provide recommended revisions pertinent to the guiding principles of ID.

Opinion #1: Include Goals, Learning Objectives, & Desired Outcomes in the Instruction. Recommendation: The goals, learning objectives, and/or desired outcomes for the New Student Orientation Course are inherently understood by most academia, especially those at the Graduate/Ph.D. level. Though commonly understood and/or implied goals, learning, objectives, and desired outcomes guide the ADDIE process and help when conducting a formative and summative evaluation. Additionally, plans assist learners in understanding the purpose of the designed instruction and the knowledge, skills, or behaviors achieved when completing the designed instruction.

Opinion #2: Add “Available Resources” Instruction. Recommendation: A vast majority of the surveyed participants expressed little to some knowledge about the resources provided and available to aid and assist them in completing their program of study. For example, surveyed students were asked about Google Suite (G-Suite) and the knowledge gained about its access and use from the New Student Orientation Course. The authors of this report have limited ability for the goal, learning outcome, or desired results the New Student Orientation Course aims to achieve. Learners gain this knowledge from the New Student Orientation Course but assume a desired higher expertise than indicated through the surveys administered.

Opinion #3: Edit the end-of-course survey administered. Recommendation: The questions asked during the end-of-course survey administered after the New Student Orientation Course should consider for edit or adjustment. The recommended editing for the end-of-course

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survey includes tailoring the questions asked for questions that best align to the expected goals, learning outcomes, behaviors of the New Student Orientation Course.

Blackboard

Blackboard is the method of delivery for the designed instruction. It provides recommendations that help enhance the delivery method of the designed instruction for the New Student Orientation Course.

Opinion #1: Edit the Presentation Structure and Layout. **Recommendation:** The advice received from Expert-1 included a recommendation about the structure and layout of the New Student Orientation Course using Blackboard. Expert-1 suggests the structure and format used to present the designed instruction mirrors the structure and layout of designed instruction given in Blackboard in other courses included in the IDD&E program.

Opinion #2: Edit content and design to ease usability. **Recommendation:** The Expert-1 interview, and survey results indicated the user feeling “overwhelmed with a large amount of information included and available through Blackboard: Information overload. While editing the structure and layout of Blackboard, it is recommended to consider the applicability/relevance of the information provided as part of the designed instruction. Any material deemed excess or redundant to achieve the instructional goals of designed education should then be further evaluated to determine removing it from Blackboard or moving it to a collection students can explore at their leisure and interest.

Opinion #3: Add a Content Library or Reference Center to Blackboard.

Recommendation: The New Student Orientation Course is a valuable course and tool for students during orientation. Still, it can also serve as a reference tool for students to refer to when completing their program(s) of study. In his book “Describing Instructional Systems,”

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Romiszowski (1981) described the process of media selection and decisions (level 1) and prescribed a “Schema for initial media selection decisions” (p.345). Additionally, Romiszowski’s schema outlined “Reference centres, libraries, media as index of content,” connecting a practical tool for “Flexible Presentation” for instruction (p. 345). A conclusion and recommendation derived from this FE highlight the added benefit of adding a reference center to the structure and layout on Blackboard for the New Student Orientation Course. Examples of items that should be considered for addition to a newly created reference center include Student Handbook, policies, tutorials, models, concept maps, and/or “how-to” references.

Self-Evaluation

As a team, this project was a challenge. Gagne et al. (2005) helped our understanding in that the design of the FE is to set a path to formulate decisions, evaluate guidance on how to improve instructional materials, gain an understanding of procedures by which they are designed and developed, while summative evaluations lead to decisions about worth and value. These concepts shape the path surrounding FE success and its tools. Such as one-on-one user evaluations and expert interviews, which help select and understand the targets, develop criteria, elicit evidence, interpret the evidence, and adapt the responses to need.

Nevertheless, this FE project had two significant factors that influenced our decisions and, at times, brought the project's framework to new levels of design, which essentially led to new measures of success. Yet, the new measures established stronger criteria and an overall better strategy. This was more suitable to the IDD&E New Student Orientation Data's design compared to the group pooled survey data versus the one-on-one user evaluations.

The design of this context created an overwhelming sense of pride in the team to seek both evaluative feedback and seek out the quality of success for future students at Syracuse

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University. Doing so created the two main points for our self-evaluation: Students seeking answers; and treading lightly. Below are some key inputs from the challenges and successes throughout the project that yielded the final result based on the two main topics:

First, we are students who partook in the course and want nothing but future success for the students, professors, the IDD&E Department, and the University.

- During the initial phases, we determined the one-on-one user eval would not meet the FE's needs and the project's final output. This was based on the inputs of the data of the New Student Orientation as it was a pooled online survey, which required an equally developed pooled survey to gain new evaluative feedback for success.
- Understanding ADDIE and the concept of IDD&E when doing FE was essential in this project. We spent a lot of time stuck on one way, reading up on Tessmer and Gagne, when a simple email and discussion with our Processor explaining our reasoning for shifting the FE path from one-on-on eval to pooled survey opened a way to success.

Second, we felt we had to tread lightly as not to “step on anyone's toes” as this program was developed by students of the program and taught by IDD&E Professors.

- The new Student Orientation posed a unique environment to evaluate as a student. Students developed it, IDD&E Professors taught it, University Admin received the survey feedback, but no closure results to complete the loop. This created an interesting “tiptoe effect” when asking who was in control of specific areas, as it was hard to define.
- The experts were amazing at teaching and guiding the team during this evaluation process. Without their guidance on usage of words and terminology when evaluating the concept of “Words matter,” this reminded us of two areas: the Stakeholders are Key; ADDIE is Still a Process, Even During FE.

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Appendix A
Evaluation Matrix

Evaluation Matrix												
Evaluation Questions	Data Collection Methods											
	Anecdotal Records	Expert Review	Implementation Logs	Designer Interviews	Instructor Interviews	Observations	On-Line Data	Portfolios	Tests	Learner Interviews	Learner Logs	Learner Questionnaires
a. What knowledge was learned by the participants?		X			X		X					X
b. What skills were developed by the learners?		X			X		X					X
c. What attitudes were formed by the learners?							X					X
d. What were learner reactions to the multimedia interface?		X			X		X					X
e. What were the instructor interactions to the multimedia interface?		X			X							
f. Are the instructional goals clear and apparent?												
g. Where do you see an overlap between synchronous and asynchronous instruction?		X										X
h. Is the Social Interaction effective and relevant?		X					X					X
i. Are course materials easily located and identified?		X					X					

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Appendix-B (continued)

2021 IDD&E New Student Orientation Evaluation Data

Question ID	Question	Response	Question ID	Question	Response
Question ID 1	How do you feel about the program you currently attend or are attending?	Agree	Question ID 1	How do you feel about the program you currently attend or are attending?	Agree
Question ID 2	Have you taken any IDD&E courses yet?	No	Question ID 2	Have you taken any IDD&E courses yet?	No
Question ID 3	How did you attend the IDD&E New Student Orientation?	Synchronously (LIVE) through video conferencing	Question ID 3	How did you attend the IDD&E New Student Orientation?	Synchronously (LIVE) through video conferencing
Question ID 4	How do you feel about the orientation activities you were required to attend?	Strongly Agree	Question ID 4	How do you feel about the orientation activities you were required to attend?	Agree
Question ID 5	Overview of IDD&E programs and their requirements	Agree	Question ID 5	Overview of IDD&E programs and their requirements	Strongly Agree
Question ID 6	Virtual tour of the IDD&E Student Handbook	Agree	Question ID 6	Virtual tour of the IDD&E Student Handbook	Agree
Question ID 7	Tour of IDD&E Blackboard Course format	Strongly Agree	Question ID 7	Tour of IDD&E Blackboard Course format	Agree
Question ID 8	Overview of social media networking events and opportunities	Agree	Question ID 8	Overview of social media networking events and opportunities	Agree
Question ID 9	Virtual tour of IDD&E spaces and resources	Agree	Question ID 9	Virtual tour of IDD&E spaces and resources	Agree
Question ID 10	Virtual tour of campus spaces (e.g., classrooms, library)	Agree	Question ID 10	Virtual tour of campus spaces (e.g., classrooms, library)	Agree
Question ID 11	Overview of key services/resources (e.g., tech support, career)	Agree	Question ID 11	Overview of key services/resources (e.g., tech support, career)	Agree
Question ID 12	Meeting with academic advisors to discuss your program	Agree	Question ID 12	Meeting with academic advisors to discuss your program	Agree
Question ID 13	Completing the Program of Study Plan form	Strongly Agree	Question ID 13	Completing the Program of Study Plan form	Agree
Question ID 14	Summarizing activities	Strongly Agree	Question ID 14	Summarizing activities	Strongly Agree
Question ID 15	Was it easy to manage and use the resources on the new system?	Agree	Question ID 15	Was it easy to manage and use the resources on the new system?	Agree
Question ID 16	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 16	Was the information presented in a way that was helpful to you?	Agree
Question ID 17	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 17	Was the information presented in a way that was helpful to you?	Agree
Question ID 18	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 18	Was the information presented in a way that was helpful to you?	Agree
Question ID 19	Was the information presented in a way that was helpful to you?	Agree	Question ID 19	Was the information presented in a way that was helpful to you?	Agree
Question ID 20	Was the information presented in a way that was helpful to you?	Agree	Question ID 20	Was the information presented in a way that was helpful to you?	Agree
Question ID 21	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 21	Was the information presented in a way that was helpful to you?	Agree
Question ID 22	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 22	Was the information presented in a way that was helpful to you?	Agree
Question ID 23	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 23	Was the information presented in a way that was helpful to you?	Agree
Question ID 24	Was the information presented in a way that was helpful to you?	Strongly Agree	Question ID 24	Was the information presented in a way that was helpful to you?	Agree

REPORT: IDD&E NEW STUDENT ORIENTATION

Appendix-B (continued)

2021 IDD&E New Student Orientation Evaluation Data

Question ID	Question	Response	Question ID	Question	Response
Question ID 1	How did you attend the IDD&E New Student Orientation?	Synchronously (LIVE) through video conferencing	Question ID 1	How did you attend the IDD&E New Student Orientation?	Synchronously (LIVE) through video conferencing
Question ID 2	Have you taken any IDD&E courses yet?	Yes	Question ID 2	Have you taken any IDD&E courses yet?	No
Question ID 3	How did you attend the IDD&E New Student Orientation?	Synchronously (LIVE) through video conferencing	Question ID 3	How did you attend the IDD&E New Student Orientation?	Synchronously (LIVE) through video conferencing
Question ID 4	Overview of IDD&E programs and their requirements	Strongly Agree	Question ID 4	Overview of IDD&E programs and their requirements	Agree
Question ID 5	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 5	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 6	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 6	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 7	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 7	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 8	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 8	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 9	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 9	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 10	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 10	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 11	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 11	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 12	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 12	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 13	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 13	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 14	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 14	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 15	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 15	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 16	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 16	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 17	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 17	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 18	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 18	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 19	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 19	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 20	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 20	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 21	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 21	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 22	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 22	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 23	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 23	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree
Question ID 24	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree	Question ID 24	Virtual tour of campus spaces (e.g., classrooms, library) in	Strongly Agree

Appendix C Orientation User Survey

