

Course Introduction

The following is a scripted instructional guide to train 6-12 teachers on how to create and utilize the online tool, Edpuzzle.com. The guide provides the trainer with screenshots for each step of the training that requires them to show participants how to complete the step of the module. Parts of this guide are bolded to signify what the trainer should say in the training. These verbal directions are either exactly worded or simply provide the trainer with a cue to speak and what to say. This is on purpose so that the trainer and participants can form an authentic relationship. Additionally, the trainer is the expert in the room and may see a need to provide more or less direction based on observations and participant progress throughout the training.

Course Description

This course is designed to assist teachers in creating an account for Edpuzzle.com. Once in the program, teachers will then be led through a module on creating a formative assessment video that embed multiple choice questions and open-ended questions directly onto the video. Finally, teachers learn how to insert this formative assessment video into their LMS.

Course Goal:

Participants will be able to create and embed into an LMS a 1 hour instructional video that incorporates at least 2 methods of formative assessment by using the online tool Edpuzzle in order to achieve desired results in instruction

Course Requirements

Trainer Preparation:

- ☐ Edpuzzle account (pro subscription)
- ☐ Pre-selected video to use for training
- ☐ Email participants prior to training requesting video selection (sample provided)
- ☐ Sign out Lecture Hall space for training session (1 hour)

Trainer Materials Needed:

- ☐ Laptop with internet access
- ☐ Projector
- ☐ Projector Screen
- ☐ Pointer (with laser)

Participant Preparation Needed:

- ☐ Select 2-3 (apprx. 5 min.) videos for instruction
- ☐ School district email credentials

Participant Materials Needed:

- ☐ Slide deck print out with notes section
- ☐ Instructional video link
- ☐ Computer w/ internet access

Acronym Table

LMS	Learning Management System
Slide deck	PowerPoint slides for presentation
Edpuzzle	Online formative assessment tool

Sample Email:

Hello,

You will be participating in a training session on how to enhance videos as formative assessment tools in the classroom. In order to be fully prepared for this training, you must select 2-3 videos that you already use or would like to use for this training. These videos should be part of your classroom lessons as a pre-, during, or post- instructional tool. The key to making the video effective is by keeping its length to no more than 5 minutes. Finally, the videos should be from Youtube. Once you have your video links, email them to yourself and CC lucas.torre@k12.dc.gov on or before the training date. If you have any further questions, please reach out to Lucas Torre, the trainer via email at lucas.torre@k12.dc.gov.

Essential Performance Objectives

The performance objectives listed are those that allow the trainer to see an overview of the total course. The skills not listed do not prevent the trainer from understanding the course sequencing and goals.

1.1 Create an EdPuzzle account by navigating to www.edpuzzle.com

- SWBAT given an email account provided by the school district (CN), create an edpuzzle teacher account (B) by correctly completing the “sign up” form (CR)

3.1 Select formative assessment video

- SWBAT given a bank of videos and a predetermined placement in the lesson of said instructional video (CN), select a video (B) that aligns to the content being taught in the classroom (CR)

4.1 On the top navigation panel, rename your video to a chosen title

- SWBAT given a previously selected video title (CN), determine the most relevant title for their formative assessment video that relates to the content and lesson (CR) by replacing the given title (B)

4.3 On the center top navigation panel, select “Quizzes”

- SWBAT Given several video editing options (CN), correctly select quizzes for their formative assessment video (B) in order to edit the video for them to create the formative assessment (CR)

4.5.a1 Creating an open-ended question

- SWBAT create at least one open-ended question (CR) for their formative assessment video by embedding it (B) into the most appropriate & relevant location on the video (CN)

4.5.b1 Create a multiple choice question

- SWBAT create at least one multiple choice question (CR) for their formative assessment video by embedding it (B) into the most appropriate location on the video (CN)

5.1 Save formative assessment video quiz

- SWBAT given a pre-determined due date for the assignment (CN), assign the start and due date for the assignment (B) by correctly changing the calendar feature(CR)

6.1 Deliver formative assessment videos to students

- SWBAT given a working LMS web link for their formative assessment video (CN), navigate to the correct screen in the program (B) in order to give participants access to the content (CR)

Course Organization

Lesson #1	Create Edpuzzle Account ❖ Participants will create account
Lesson #2 (Optional)	Create A Class ❖ Participants will create a class in Edpuzzle
Lesson #3	Select Formative Assessment Video ❖ Participants will search and select a video
Lesson #4	Choose Video Title ❖ Participants will rename the video
Lesson #5	Develop Quiz (formative assessment video) ❖ Participants will create multiple choice questions ❖ Participants will create open-ended questions ❖ Participants will save the quiz
Lesson #6	Deliver Formative Assessment Video through LMS ❖ Participants will embed the quiz into their LMS


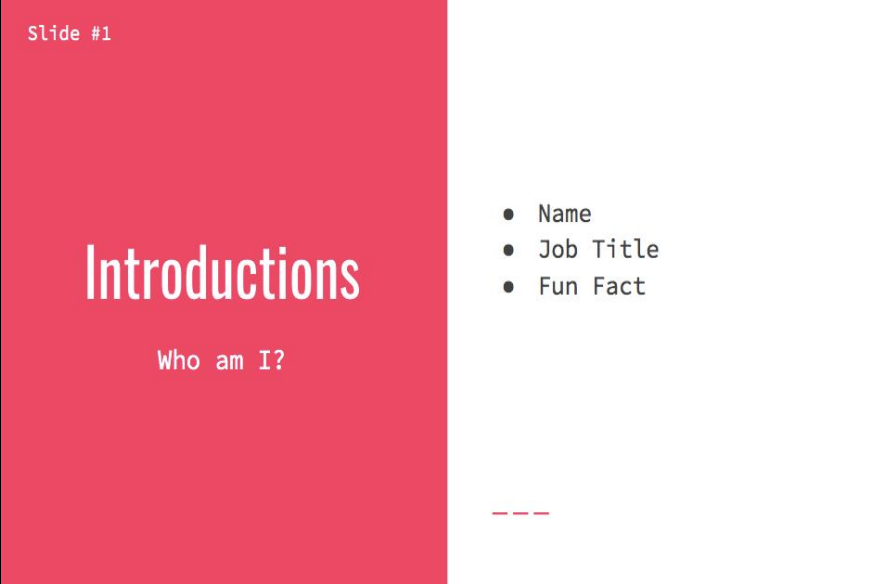
Course Agenda


Schedule Time	Lesson	Duration
3:30-3:33	Introductions	3 minutes
3:33-3:53	Lesson #1	20 minutes
XX - XX	Lesson #2 (optional)	5 minutes
3:53-4:00	Lesson #3	6 minutes
4:00-4:05	Lesson #4	5 minutes
4:05-4:25	Lesson #5	20 minutes
4:25-4:30	Lesson #6	5 minutes
4:30-4:35	Closing Remarks	5 minutes


LESSON #1.....

1.1 Create an EdPuzzle account by navigating to www.edpuzzle.com


- SWBAT given an email account provided by the school district (CN), create an edpuzzle teacher account (B) by correctly completing the “sign up” form (CR)

Pre-Instructional Activities	<p><i>Introductions (2-3 minutes)</i></p> <p>Slide #0-1</p>	<p>Trainer: First introduce the course title, how long the course will take. Then, Introduce yourself to the participants. Name, job title, and a fun fact about yourself</p> <div data-bbox="630 632 1528 1251"><p>Slide #0</p>A presentation slide with a red top half and a white bottom half. The word "Edpuzzle" is written in white on the red background. Below it, on the white background, is the text "Online Formative Assessment Tool".</div> <div data-bbox="630 1268 1528 1860"><p>Slide #1</p>A presentation slide with a red left half and a white right half. The word "Introductions" is written in white on the red background, with "Who am I?" below it. On the white background, there is a bulleted list: "Name", "Job Title", and "Fun Fact". At the bottom right, there are three red dashes "___".</div>
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	<p><i>Motivation (1 minute)</i></p>	<p><u>Trainer:</u> Do you know you email log in credentials? Please show me your answer by turning your thumb up or down. Up means yes and down means no.</p> <p><i>The trainer should expect to see all thumbs up. If not, an administrator in the room can work 1:1 with those individuals to troubleshoot</i></p> <p><u>Trainer:</u> “There! The hard part is over! First step of this training is complete!</p> <p><i>(jokingly to relax participants and build rapport)</i></p>
	<p><i>Relevance (30 sec.)</i></p> <p>Slide #2</p>	<p><u>Trainer:</u> We are going to use our district email so that we have access to all of the features of the program, Edpuzzle.</p> <div data-bbox="623 1018 1523 1556"> <p>Slide #2</p>  </div>
	<p><i>Confidence (30 sec.)</i></p>	<p><u>Trainer:</u> You all have filled out forms both paper and online to sign up for programs in the past. This is just like that.</p>

	<p><i>Review Objective (30 seconds)</i></p> <p>Slide #3</p>	<p>Trainer: Can someone please read the objective? The focus question is “What online tools enhance teaching and learning?”</p> <p>SWBAT given an email account provided by the school district (CN), create an edpuzzle teacher account (B) by correctly completing the “sign up” form (CR)</p>
	<p><i>Recall Prior Knowledge (Entry Skills) & Connect to Current Knowledge/Skills (1 minute)</i></p> <p>Slide #4</p>	<p>Trainer:Ask participants to share with an elbow partner: What online programs do you use personal or professional that require an email and completion of a sign-up form?</p> <p>Trainer: Ask 2-3 participants to share responses out to whole group</p> <div data-bbox="625 892 1536 1358" data-label="Complex-Block"> <p>Slide #4</p>  <p>What online programs do you use personal or professional that require an email and completion of a sign-up form?</p> </div> <p><i>The trainer should hear a wide variety of responses. They should follow up with that creating an account for this program is nothing different.</i></p>
<p>Content Presentation & Guidance</p>	<p><i>Examples/Characteristics & Non-Examples (errors) (30 seconds)</i></p> <p>Slide #5</p>	<p>Trainer: Is this the correct email credentials for the district?</p> <p>The trainer will display a fake email account and password. Participants should be able to distinguish the problems with the email account</p>


		<p>Trainer Note: Ther period is missing between the first and last name.</p> <div><div>Slide #5</div><div>lucastorre@k12.dc.gov</div></div>
Participation	<p><i>Practice</i> (2 minutes)</p> <p>Slide #6</p>	<p>The trainer will display on the large screen the process for the objective and walk through it once entirely. Then, the second time, the trainer will ask participants to stop them if they have a question on a particular step.</p> <div><div>Slide #6</div><div><u>Edpuzzle.com</u></div></div>
	<p><i>Feedback</i> (5 minutes)</p>	<p>The more advanced participants should be able to complete the objective the first time the trainer shows the group. While the less tech savvy participants will have the opportunity to ask for feedback the second time the trainer walks through the process. The trainer will ask the more advanced participants and the other administrators in the training to assist those who need it.</p>


Assessment	<i>Post-Assessment</i>	The assessment is whether or not the participants created an account and are successfully logged in.
Follow-Through	<i>Transfer occurred (3 minutes)</i> Slide #7	<p>Trainer will review each participant's screen to ensure that they are in the program.</p> 
	<i>Enrichment</i>	For more advanced participants, the trainer will provide time for them to create more formative assessment questions or they may peer-review each others to enhance questions/add additional ones

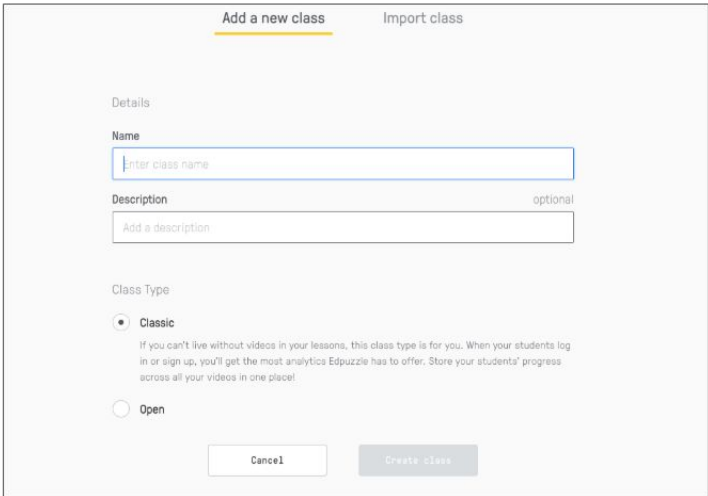
LESSON #2.....

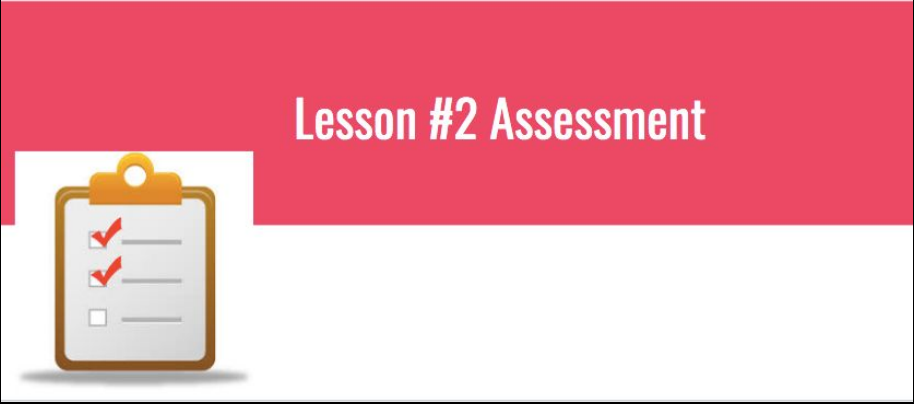
2.1 Create a Class (optional)

- SWBAT given an Edpuzzle account(CN), create a class section (B) by correctly selecting the appropriate parameters (CR)

Pre-Instructional Activities	<p><i>Motivation</i> (30 sec.)</p> <p>Slide #8</p>	<p><u>Trainer:</u> Do you want comparable data for each of your classes?</p> <p><i>The trainer should expect to see majority thumbs up.</i></p> <div> <p>Slide #8</p>  </div>
	<p><i>Relevance</i> (30 sec.)</p>	<p><u>Trainer:</u> We are going to create one class section today so that you know the process and then you can go back and create the other sections</p>
	<p><i>Confidence</i> (30 sec.)</p>	<p><u>Trainer:</u> You have created class sections in other online programs so this shouldn't be too difficult.</p>
	<p><i>Review Objective</i> (30 seconds)</p> <p>Slide #9</p>	<p><u>Trainer:</u> Can someone please read the objective? The focus question is "How do we group students?"</p> <p>SWBAT given an Edpuzzle account(CN), create a class section (B) by correctly selecting the appropriate parameters (CR)</p>

		<p>Slide #9</p> <h2>Lesson #2 Objective</h2> <p>---</p> <p>SWBAT given an Edpuzzle account(CN), create a class section (B) by correctly selecting the appropriate parameters (CR)</p>
	<p><i>Recall Prior Knowledge (Entry Skills) & Connect to Current Knowledge/Skills (1 minute)</i></p> <p>Slide #10</p>	<p>Trainer: Ask participants to share with an elbow partner: What online programs have you used before that required you to create a class with a join code?</p> <p>Trainer: Ask 2-3 participants to share responses out to whole group</p> <div data-bbox="630 850 1539 1346"> <p>Slide #10</p>  <p>What online programs have you used before that required you to create a class with a join code?</p> </div> <p><i>The trainer should hear a wide variety of responses. They should follow up with that creating a class for this program is nothing different.</i></p>
<p>Content Presentation & Guidance</p>	<p><i>Examples/Characteristics & Non-Examples (errors) (30 seconds)</i></p> <p>Slide #11</p>	<p>Trainer: Which of these options will allow you to have data on each of your students?</p> <p>Trainer: Ask 2-3 participants to share responses out to whole group</p>


		<div>Slide #11</div>  <p>The trainer will display on the screen the two options for class section “open” and “classic”</p> <p>Trainer Note: The “open” class description found on the screen tells the participants the answer. The “open” class option is NOT correct.</p>
Participation	Practice (1 minute)	The trainer will display on the large screen the process for the objective and walk through it once entirely. Then, the second time, the trainer will ask participants to stop them if they have a question on a particular step.
	Feedback (1 minute)	The more advanced participants should be able to complete the objective the first time the trainer shows the group. While the less tech savvy participants will have the opportunity to ask for feedback the second time the trainer walks through the process. The trainer will ask the more advanced participants and the other administrators in the training to assist those who need it.
Assessment	Post-Assessment	The assessment is whether or not the participants created an account and are successfully created a class section
Follow-Through	Transfer occurred (2 minutes) Slide #12	Trainer will review each participant’s screen to ensure that they are in the program.


		<div>Slide #12</div> <div>The slide features a red horizontal band across the middle. On the left, there is a white square containing a clipboard icon with a yellow clip at the top. The clipboard has a list with three items: the first two are marked with red checkmarks, and the third is an unchecked box. To the right of the red band, the text "Lesson #2 Assessment" is written in white.</div>
	<i>Enrichment</i>	For more advanced participants, the trainer will provide time for them to create the rest of their class sections

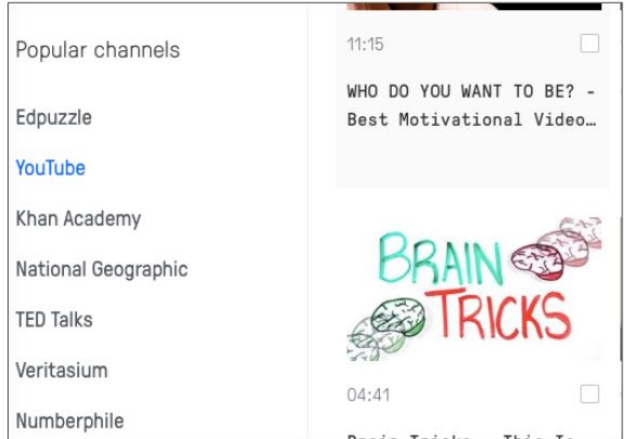
LESSON #3.....


3.1 Select formative assessment video

SWBAT given a bank of videos and a predetermined placement in the lesson of said instructional video (CN), select a video (B) that aligns to the content being taught in the classroom (CR)

Pre-Instructional Activities	<p><i>Motivation</i> (30 sec.)</p> <p>Slide #13</p>	<p><u>Trainer:</u> How many of you wish every student had the opportunity to answer every question you ask?</p> <p><i>The trainer should expect to see majority thumbs up.</i></p> <div> <p>Slide #13</p>  </div>
	<p><i>Relevance</i> (30 sec.)</p>	<p><u>Trainer:</u> Education is all about data-driven instruction so we want to provide you with the tools you need to acquire that data</p>
	<p><i>Confidence</i> (30 sec.)</p>	<p><u>Trainer:</u> You have used videos and Q & A in your classroom before so this is simply enhancing what you are already doing.</p>
	<p><i>Review Objective</i> (30 sec.)</p> <p>Slide #14</p>	<p><u>Trainer:</u> Can someone please read the objective? The focus question is “How can we use videos as a teaching tool?”</p> <p>SWBAT given a bank of videos and a predetermined placement in the lesson of said instructional video (CN), select a video (B) that aligns to the content being taught in the classroom (CR)</p>

		<p>Slide #14</p> <h3>Lesson #3 Objective</h3> <p>---</p> <p>SWBAT given a bank of videos and a predetermined placement in the lesson of said instructional video (CN), select a video (B) that aligns to the content being taught in the classroom (CR)</p>
	<p><i>Recall Prior Knowledge (Entry Skills) & Connect to Current Knowledge/Skills (1-2 minutes)</i></p> <p>Slide #15</p>	<p>Trainer: Ask participants to locate their pre-selected video links that they emailed to themselves and CC'd the trainer on.</p> <p><i>The trainer should give participants 1-2 minutes to find the file. If they can't find it, the trainer should locate the email and forward it to the participant</i></p> <div data-bbox="630 968 1539 1430"> <p>Slide #15</p>  <ol style="list-style-type: none"> 1. Locate your video links (the email) 2. Determine which video you will use for this training 3. Copy and paste the link into the Youtube Search bar on Edpuzzle </div>
<p>Content Presentation & Guidance</p>	<p><i>Examples/Characteristics & Non-Examples (errors) (1 minute)</i></p> <p>Slide #16</p>	<p>Trainer: Which of these databases is Youtube?</p> <p><i>The trainer is ensuring that the participants are going to the correct database</i></p> <p>Trainer: After I copy and paste my link into the Youtube Search bar, I should see the video</p>


		<p>Slide #16</p>  <p>The trainer will use one of the participant links sent via email by copying and pasting into the Edpuzzle Youtube search bar. If the link is correct, the video will be displayed on the screen</p>
Participation	<i>Practice (2 minutes)</i>	The trainer will display on the large screen the process for the objective and walk through it once entirely. Then, the second time, the trainer will ask participants to stop them if they have a question on a particular step.
	<i>Feedback (1 minute)</i>	The more advanced participants should be able to complete the objective the first time the trainer shows the group. While the less tech savvy participants will have the opportunity to ask for feedback the second time the trainer walks through the process. The trainer will ask the more advanced participants and the other administrators in the training to assist those who need it.
Assessment	<i>Post-Assessment</i>	The assessment is whether or not the participants have a video displayed on their screen through the Edpuzzle program
Follow-Through	<i>Transfer occurred (2 minutes)</i> Slide #17	Trainer will review each participant's screen to ensure that they have a video displayed on their screen in Edpuzzle.


		<div>Slide #17</div> <div>The slide features a red horizontal band across the middle. On the left, there is a white square containing a clipboard icon with a yellow clip at the top. The clipboard has a list with three items: the first two are marked with red checkmarks, and the third is marked with an empty white box. To the right of the red band, the text "Lesson #3 Assessment" is written in white.</div>
	<i>Enrichment</i>	For more advanced participants, the trainer will allow them to add the additional video links to their Edpuzzle account


LESSON #4.....

4.1 On the top navigation panel, rename your video to a chosen title

- SWBAT given a previously selected video title (CN), determine the most relevant title for their formative assessment video that relates to the content and lesson (CR) by replacing the given title (B)

Pre-Instructional Activities	<p><i>Motivation</i> (30 sec.)</p> <p>Slide #18</p>	<p><u>Trainer:</u> How many of you wish every student had the opportunity to answer every question you ask?</p> <p><i>The trainer should expect to see majority thumbs up.</i></p> <div> <p>Slide #18</p>  </div>
	<p><i>Relevance</i> (30 sec.)</p>	<p><u>Trainer:</u> You want students to know the topic of the video before they watch it to build context</p>
	<p><i>Confidence</i> (30 sec.)</p>	<p><u>Trainer:</u> Since you know the content of the video, you can easily think of a title.</p>
	<p><i>Review Objective</i> (30 sec.)</p> <p>Slide #19</p>	<p><u>Trainer:</u> Can someone please read the objective? The focus question is “What purpose do titles serve?”</p> <p>SWBAT given a previously selected video title (CN), determine the most relevant title for their formative assessment video that relates to the content and lesson (CR) by replacing the given title (B)</p>

		<p>Slide #18</p> <h3>Lesson #4 Objective</h3> <p>---</p> <p>SWBAT given a previously selected video title (CN), determine the most relevant title for their formative assessment video that relates to the content and lesson (CR) by replacing the given title (B)</p>
	<p><i>Recall Prior Knowledge (Entry Skills) & Connect to Current Knowledge/Skills (1 minute)</i></p> <p>Slide #20</p>	<p>Trainer: Ask participants to consider the topic of the video and connections the video has to the lesson they intend on using the video with</p> <p><i>The trainer should give participants 1 minute to consider a video title</i></p> <div data-bbox="630 877 1539 1360"> <p>Slide #20</p>  <ol style="list-style-type: none"> 1. Consider the topic of the video 2. Determine the connection the video has to the lesson 3. Create a title </div>
<p>Content Presentation & Guidance</p>	<p><i>Examples/Characteristics & Non-Examples (errors) (1 minute)</i></p>	<p>Trainer: The following video is about “X”, I will name the video “Y”</p> <p><i>The trainer will have a video already pre-selected. The trainer should select the white square below the video. Then, select “edit”. Finally, rename it.</i></p>

Participation	<i>Practice (2 minute)</i>	The trainer will display on the large screen the process for the objective and walk through it once entirely. Then, the second time, the trainer will ask participants to stop them if they have a question on a particular step.
	<i>Feedback (1 minute)</i>	The more advanced participants should be able to complete the objective the first time the trainer shows the group. While the less tech savvy participants will have the opportunity to ask for feedback the second time the trainer walks through the process. The trainer will ask the more advanced participants and the other administrators in the training to assist those who need it.
Assessment	<i>Post-Assessment</i>	The assessment is whether or not the participants have successfully renamed the video with an appropriate title
Follow-Through	<i>Transfer occurred (2 minutes)</i> Slide #21	<p>Trainer will review each participant's screen to ensure that they have a video title that is not the generic one pre-assigned to the video</p> <div> <div>Slide #21</div>  </div>
	<i>Enrichment</i>	For more advanced participants, the trainer will allow them to rename the other videos they have identified

LESSON #5.....

4.3 On the center top navigation panel, select “Quizzes”

- SWBAT Given several video editing options (CN), correctly select quizzes for their formative assessment video (B) in order to edit the video for them to create the formative assessment (CR)

4.5.a1 Creating an open-ended question


- SWBAT create at least one open-ended question (CR) for their formative assessment video by embedding it (B) into the most appropriate & relevant location on the video (CN)

4.5.b1 Create a multiple choice question


- SWBAT create at least one multiple choice question (CR) for their formative assessment video by embedding it (B) into the most appropriate location on the video (CN)

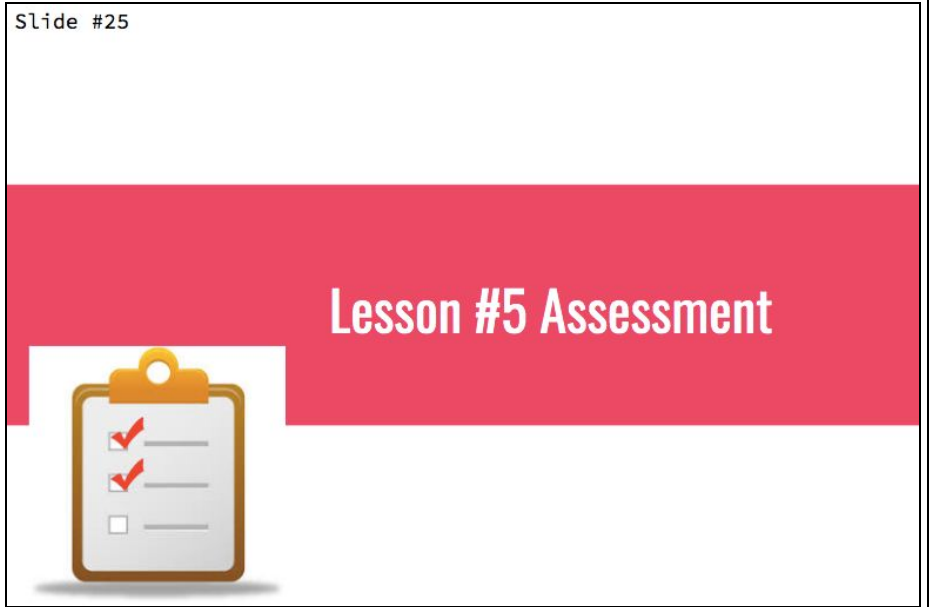
5.1 Save formative assessment video quiz

- SWBAT given a pre-determined due date for the assignment (CN), assign the start and due date for the assignment (B) by correctly changing the calendar feature(CR)

Pre-Instructional Activities	<i>Motivation (30 sec.)</i> Slide #22	<p><u>Trainer:</u> How many of you have created a multiple choice or open-ended quiz before?</p> <p><i>The trainer should expect to see majority thumbs up.</i></p> <div><p>Slide #22</p></div>
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	<p><i>Relevance</i> (30 sec.)</p>	<p><u>Trainer:</u> As educators, one of our jobs is to assess students' understanding of content and skill.</p>
	<p><i>Confidence</i> (30 sec.)</p>	<p><u>Trainer:</u> You have used videos and Q & A in your classroom before so this is simply enhancing what you are already doing.</p>
	<p><i>Review Objective</i> (1 minute)</p> <p>Slide #23</p>	<p><u>Trainer:</u> Can someone please read the objective? The focus question is “Why is it important to assess students?” <i>The trainer should note that the first and last objectives are easy tasks and do not require much time, 2 seconds at the most.</i></p> <p>4.3 On the center top navigation panel, select “Quizzes”</p> <ul style="list-style-type: none"> SWBAT Given several video editing options (CN), correctly select quizzes for their formative assessment video (B) in order to edit the video for them to create the formative assessment (CR) <p>4.5.a1 Creating an open-ended question</p> <ul style="list-style-type: none"> SWBAT create at least one open-ended question (CR) for their formative assessment video by embedding it (B) into the most appropriate & relevant location on the video (CN) <p>4.5.b1 Create a multiple choice question</p> <ul style="list-style-type: none"> SWBAT create at least one multiple choice question (CR) for their formative assessment video by embedding it (B) into the most appropriate location on the video (CN) <p>5.1 Save formative assessment video quiz</p> <ul style="list-style-type: none"> SWBAT given a pre-determined due date for the assignment (CN), assign the start and due date for the assignment (B) by correctly changing the calendar feature(CR)


		<p>Slide #23</p> <h3>Lesson #5 Objective</h3> <p>---</p> <p>SWBAT create at least one open-ended question (CR) for their formative assessment video by embedding it (B) into the most appropriate & relevant location on the video (CN)</p> <p>SWBAT create at least one multiple choice question (CR) for their formative assessment video by embedding it (B) into the most appropriate location on the video (CN)</p>
	<p><i>Recall Prior Knowledge (Entry Skills) & Connect to Current Knowledge/Skills (1 minute)</i></p>	<p>Trainer:Ask participants to recall questions they have asked students when using the video. These will come in handy when developing the quiz on Edpuzzle</p> <p><i>The trainer should give participants 1 minute to recall questions</i></p>
<p>Content Presentation & Guidance</p>	<p><i>Examples/Characteristics & Non-Examples (errors) (30 sec.)</i></p>	<p>Trainer: The trainer will ask participants is selecting “voice over” is the correct feature.</p> <p><i>The trainer should expect to hear participants say no.</i></p> <div data-bbox="630 1278 1539 1753"> <p>Slide #24</p>  <ol style="list-style-type: none"> 1. Select “Quizzes” 2. Click “Play” for your video 3. Select the “Green Question mark” to add a question </div>


Participation	<i>Practice (15 minutes)</i>	<p>The trainer will display on the large screen the process for the objective and walk through it once entirely. Then, the second time, the trainer will ask participants to stop them if they have a question on a particular step.</p> <p><i>The participants should create at least (2) of each question type</i></p>
	<i>Feedback (1 minute)</i>	<p>The more advanced participants should be able to complete the objective the first time the trainer shows the group. While the less tech savvy participants will have the opportunity to ask for feedback the second time the trainer walks through the process. The trainer will ask the more advanced participants and the other administrators in the training to assist those who need it.</p>
Assessment	<i>Post-Assessment</i>	<p>The assessment is whether or not the participants have created (2) multiple choice and (2) open-ended questions and saved the formative assessment video</p>
Follow-Through	<i>Transfer occurred (2 minutes)</i> Slide #25	<p>Trainer will review each participant's screen to ensure that they have have at least 2 of each question type.</p> <div data-bbox="625 942 1552 1545"> <p>Slide #25</p>  </div>
	<i>Enrichment</i>	<p>For more advanced participants, the trainer will allow them to add additional questions to the video or add questions to other videos</p>

LESSON #6.....

6.1 Deliver formative assessment videos to students

- SWBAT given a working LMS web link for their formative assessment video (CN), navigate to the correct screen in the program (B) in order to give participants access to the content (CR)

Pre-Instructional Activities	<p><i>Motivation</i> (30 sec.)</p> <p>Slide #26</p>	<p><u>Trainer:</u> We are almost complete with the training. The difficult part is over.</p> <div> <p>Slide #26</p>  </div>
	<p><i>Relevance</i> (30 sec.)</p>	<p><u>Trainer:</u> The district requires us to use Canvas as our LMS so placing our formative assessment videos in that program fulfills that requirement.</p>
	<p><i>Confidence</i> (30 sec.)</p>	<p><u>Trainer:</u> We have been through several extensive trainings on Canvas (our LMS) so this part of the training is nothing new.</p>
	<p><i>Review Objective</i> (30 seconds)</p> <p>Slide #27</p>	<p><u>Trainer:</u> Can someone please read the objective? The focus question is "How can students access this content?"</p>

		<p>Slide #27</p> <h2>Lesson #6 Objective</h2> <p>---</p> <p>SWBAT given a working LMS web link for their formative assessment video (CN), navigate to the correct screen in the program (B) in order to give participants access to the content (CR)</p>
	<p><i>Recall Prior Knowledge (Entry Skills) & Connect to Current Knowledge/Skills (30 seconds)</i></p>	<p>Trainer: We have all copied and pasted hyperlinks before so this is nothing new. We just need to get to the correct screen.</p>
<p>Content Presentation & Guidance</p>	<p><i>Examples/Characteristics & Non-Examples (errors) (30 sec.)</i></p>	<p>Trainer: The trainer will ask participants “based on the directions on the screen, should you select “save” or “finish”?”</p> <p><i>The trainer should expect to hear participants say finish.</i></p> <div data-bbox="630 1205 1539 1709"> <p>Slide #28</p> <div data-bbox="750 1369 938 1537">  </div> <ol style="list-style-type: none"> 1. Select “Finish” 2. Select “Public Links” 3. Select “Copy Link” under “Embedded Code” 4. Paste code into LMS </div>

Participation	<i>Practice (3 minutes)</i>	The trainer will display on the large screen the process for the objective and walk through it once entirely. Then, the second time, the trainer will ask participants to stop them if they have a question on a particular step.
	<i>Feedback (1 minute)</i>	The more advanced participants should be able to complete the objective the first time the trainer shows the group. While the less tech savvy participants will have the opportunity to ask for feedback the second time the trainer walks through the process. The trainer will ask the more advanced participants and the other administrators in the training to assist those who need it.
Assessment	<i>Post-Assessment</i>	The assessment is whether or not the participants have successfully embedded the video link into their LMS teacher page and can access it.
Follow-Through	<i>Transfer occurred (2 minutes)</i> Slide #25	<p>Trainer will review each participant's screen to ensure that they have the formative assessment video displayed on their teacher page via the LMS.</p> <p><i>The trainer should ask participants to attempt to play the video to ensure that the link is working.</i></p> <div data-bbox="623 1155 1547 1757" data-label="Image"> </div>
	<i>Enrichment</i>	For more advanced participants, the trainer will allow them to add additional questions to the video or add questions to other videos

	<i>Closing Remarks</i>	<u>Trainer:</u> You have successfully completed this training. Please note that the screen recording of the process you just walked through will be sent via email for you to review and/or use to develop more formative assessment videos using Edpuzzle. Thank you and please reach out to me via email if you have any questions.
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Assessment Instruments & Procedures

Assessor Instructions: This performance checklist is not intended to assess the student as much as it is to provide feedback on what aspects of the product needs improvement. The feedback column should be utilized so that the student has specific actionable feedback to apply to their product. It is important to note that the feedback for the “Met Standard” is to provide positive feedback, as well as, areas that the student did or could go beyond exceeding the standard.

Student Instructions: Utilize the following criteria column and the descriptors for “Met Standard” for success as you develop your formative assessment video. After you complete this training session, your instructor will provide you feedback on how to improve your video and/or areas that you met/exceeded the standard. In addition, the instructor may include feedback on criteria that will push you to go beyond the standard expectation.

Performance Checklist

Criteria	Met Standard	Exceptional ✓	Above Average ✓	Approaching ✓	Developing ✓	Does Not Meet Standard	Feedback <i>Evidence of meeting/exceeding standard/ Areas that need work</i>
Create Edpuzzle account (1.1)	Edpuzzle account is present					Edpuzzle account not present	
Select Formative Assessment Video (3.1)	Video is appropriately aligned to content of lesson and placement of video is appropriate					Video is not aligned to content for lesson and/or placement of video in lesson is not appropriate	
Video Title (4.1)	Relevant title provided					Video title not relevant to content	
Utilizes Quiz Features (4.3)	"quiz" feature on program utilized to develop questions					Utilized feature on the program that does not produce desired results	
Open - Ended Questions (4.5.a1)	At least two open-ended questions were present					Less than two open-ended questions are present	
Multiple - Choice Questions (4.5.b1)	At least two Multiple Choice questions were present					Less than two Multiple Choice questions were present	
Save formative assessment video (5.1)	Video is saved and correct start and due date assigned					Video is not saved and/or incorrect start and due date is assigned	
Embed to LMS (6.1)	Formative assessment video is accessible through LMS					Formative assessment video is not accessible through LMS	

Formative Evaluation

The formative evaluation process used was Expert Review & one-on-one

I. Participants

- A. Participant A (Expert Review) is a colleague who uses the program Edpuzzle. He teaches a different subject, but has been trained to use the program.
 - 1. Is the target audience
 - 2. 7 years teaching experience
 - 3. Advanced technology integration in classroom instruction
 - 4. ELL instructor
- B. Participant B (one-on-one) is a colleague who teaches the same subject matter as the trainer.
 - 1. Is the target audience
 - 2. 2 years teaching experience
 - 3. Rarely uses technology integration in classroom instruction and somewhat hesitant to begin
 - 4. ELL & Mainstream instructor
- C. Participant C (one-on-one) is a colleague who works with Special Education students
 - 1. Is the target audience
 - 2. 20+ years teaching experience
 - 3. Rarely uses technology integration in classroom instruction, but willing to learn
 - 4. Inclusion teacher (works with teacher on record within the classroom)

II. Provided Materials

- A. Course Introduction/Description
- B. Goal Statement
- C. Instructional Analysis
- D. Performance Objectives
- E. Instruction/Slide Deck
- F. Performance Checklist

III. Questions

- A. Course Introduction/Description
 - 1. Is it clearly stated?
 - a) Include description of Edpuzzle
 - b) Include acronym table
 - c) Include hyperlinks to websites
- B. Goal Statement
 - 1. Is the statement clear?
 - a) Define LMS
 - b) Revise statement
 - 2. Summarize the expected outcome in your own words
 - 3. Grammar mistakes?
- C. Instructional Analysis
 - 1. Are the skills logically placed in the report?
 - a) Yes

2. Are all skills necessary?
 - a) Yes
3. Are there any gaps from one skill to the next?
 - a) No
4. Will the goal/objective be met if participants follow the steps listed in the report?
 - a) Yes
5. Grammar mistakes?
 - a) Revised several mistakes

D. Performance Objectives

1. Are the performance objectives clearly written?
 - a) Yes
2. Are the performance objectives correctly labeled/broken down?
 - a) Yes
3. Grammar mistakes?
 - a) Revised several mistakes

E. Instruction/Slide Deck

1. Are the instructional strategies present in the slide deck?
 - a) Yes
2. Can you identify any gaps in the instructional design?
 - a) Include the pre-req (state explicit) to come with a video. Also even consider them bringing a few videos for those who may get to them (advanced)
3. Should any instructional strategy be changed?
 - a) Motivation (performance Objective #1) add "in the middle" thumbs
4. Grammar mistakes?
 - a) Revised several mistakes

F. Performance Checklist

1. Does the checklist align with the intended outcome?
 - a) The setup of the checklist is confusing to read. Move the criteria so that it becomes clearer.
2. Does the checklist provide participants with enough information to be successful?
 - a) Yes
3. Does it offer ways for the trainer to provide targeted, actionable steps for improvement?
 - a) Yes
4. Grammar mistakes?
 - a) No

Revision Plan

IV. Revisions

- A. Performance Checklist criteria orientation
- B. Add acronym table
- C. Create a “focus question” for each lesson
- D. Revise goal statement

V. Revision Impact

- A. Revising the performance checklist orientation will allow the participants to clearly distinguish the course expectations from “met” to “not met”, as well as, all the levels for each criteria. As my reviewers were reviewing this checklist, they were somewhat confused about how to use the checklist because of the formatting. This can affect how students interpret feedback so I must reformat the checklist.
- B. Adding an acronym table is essential to this report. As an instructional designer, we can become ignorant to the fact that most people do not know certain acronyms. In the education field, there are many acronyms so providing a description chart is necessary for clarity.
- C. Creating a focus question for each lesson will help participants be set up for success. The focus question will assist with the “relevance” and “motivation” aspects of the instructional materials as well. These questions will enhance the instruction by setting a purpose/goal for each lesson.
- D. I will revise the goal statement so that it is clearer. This revision will make it so that my instruction and goals are clearly aligned.

VI. Anticipated Feedback?

- A. I had anticipated revisions on the performance checklist. I wanted to use a rubric that is not the typical one most use when assessing. My idea was that providing 1 criteria of success and the levels above it (exceptional success) allows the participant to see how they can go beyond the instruction. The key to the performance checklist is the trainer feedback. This is where specific, actionable and personalized steps are provided to students.

VII. Lessons Learned about formative evaluation

- A. Enhancements & Clarity
 - 1. The major lesson learned about conducting formative evaluations is that lessons can always be improved/enhanced. I specifically selected evaluators for the one-on-one who were not as tech savvy so that I could be certain that my design wouldn't be overwhelming for them. They each said how straight-forward and detailed my plans were and that they feel like it would be very easy for them to follow along with the lesson. The feedback they offered was not about “what my instruction was missing”, but about “how can it be enhanced & made clearer”. The suggestions they offered is invaluable to my design and eventual implementation of the course.

B. My areas of improvement

1. After the expert reviewer and the one-on-one evaluators conducted the evaluation and all had pointed at the same elements of my design that needed to be clarified, I saw my weakness as a designer. This self-reflection allowed me to see where my strengths and weaknesses are and how I need to develop certain skills more.

C. Changes to how I would conduct evaluations in the future

1. I identified questions to ask the evaluators which are in this report, but in the future I would give them these questions in advance.
2. I would ask the evaluators a reflection question at the end of the evaluation that asks them to synthesize in a formal written response their analysis.

D. Challenges identified in conducting formative evaluations

1. Scheduling time with participants can be a challenge. People have busy lives and asking them to take time out of their day to assist me was somewhat difficult.
2. This was my first time conducting a formative evaluation so I wasn't quite sure how long it would take the evaluators to complete the evaluation. This meant that I had to guesstimate a time of about 1 hour so that I could get all the necessary feedback.
3. I wasn't sure how much "front-loading" of information I should provide. Do I give them a brief overview of the assignment and then direct them to the goal statement or do I simply let the material speak for themselves?

Student Materials Attached. They should take notes on each slide in order to remember instructor tips.