

Using Adobe Buzzword as a Tool for Collaborative Student Learning



Final project for ISLT 9471:
Instructional Systems Design
Submitted to Dr. Gail Fitzgerald



May 10, 2012

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[EXECUTIVE SUMMARY]

Over and over research has shown that collaborative or cooperative learning used as a teaching strategy increases student retention, promotes student learning and critical thinking, and improves academic achievement. “Helping drive improved collaboration among students and between students and teachers is increased reliance on Software as a Service (SaaS), also known as “cloud” computing or hosted services” (Acrobat.com). Adobe Buzzword is an online word processor that allows multiple users to collaborate on text documents and review and comment on them online.

There are many advantages of using an online word processing service such as Adobe Buzzword in the classroom for group projects. Online availability is the biggest advantage. Students and teachers alike can access documents at any time and from anywhere there is Internet access. Documents can be shared and allow for different levels of access so that students can be co-authors, reviewers, or readers. Teachers can review documents written by teams of students or can share documents with their students. Adobe Buzzword also allows for easy control of various versions of the document and teachers can track changes made to the document by date and by user.

For our instructional design, a needs assessment was conducted wherein district teachers were surveyed about their interest in and use of collaborative student projects in general as well as their interest in and use of online collaborative tools. Results of the survey indicated a face-to-face workshop where participants would have computer access was the best approach to adequately provide training to district teachers.

As a result, a face-to-face instructional workshop was designed which focuses first on teaching secondary teachers in the district how to use Adobe Buzzword. After creating an Adobe account, participants will learn how to format and edit text, insert tables and images, and save and export documents. Participants will also learn the various collaborative options such as how to share documents with multiple users, assign specific roles to those users, work on a shared document simultaneously with others, make comments, and navigate the history options.

The second part of the training delves into the research behind collaborative learning. Participants will learn the value of collaborative projects and then strategies and ideas for incorporating collaborative student projects in the classroom.

[ROLES AND CONTRIBUTIONS]

Name	Role	Contributions
<i>Jeaniene Thompson</i>	Project Manager	Executive summary, project roles/contributions, learning objectives, task analysis
<i>Tami Chappel</i>	Assistant Project Manager	Broad goals and big ideas, learner analysis, contextual analysis, needs assessment, materials for training program
<i>Dana Gilbert</i>	Team Member	Needs assessment, types of learning experiences and/or instructions, materials for training program
<i>Jamie Becker</i>	Team Member	Evidence of acceptable results, learner analysis, contextual analysis (partnered with Tami)
<i>Annie Warmbrodt</i>	Team Member	Table of Contents with Appendices, types of learning experiences and/or instructions, implementation plan with schedule and logistics, materials for training program (partnered with Dana), formatting of materials, schedules, outlines, etc.

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[DESIRED RESULTS]

BROAD GOALS AND BIG IDEAS

For our learning system, we are planning a face-to-face instructional workshop on Adobe Buzzword for secondary teachers. Our main focus is to instruct teachers to use Buzzword as a tool for collaborative projects with student groups. Our assumption was that a school district would be hiring our instructional design team to develop this instruction that they would deliver to all their secondary teachers. During the workshop teachers will not only learn the basics of how to use Adobe Buzzword, they will also be introduced to strategies or ideas for using Adobe Buzzword with students in the classroom.

Goal 1 - Participants will use the basic word processing features of Adobe Buzzword.

Goal 2 - Participants will use the collaboration tools in Adobe Buzzword.

Goal 3 - Participants will gain a deeper understanding of collaborative learning and the value of collaborative projects for student learning.

Goal 4 - Participants will learn strategies to incorporate collaborative student projects into their instruction using Adobe Buzzword.

LEARNING OBJECTIVES

Goal 1 - Participants will use the basic word processing features of Adobe Buzzword.

Objective 1.1 - After a demonstration, participants will create an account and then will log in to Adobe Buzzword using that account as observed by presenters.

Objective 1.2 - After a demonstration, participants will use the text formatting and editing features of Adobe Buzzword to create and format a document that is shared with the presenters via Adobe Buzzword.

Objective 1.3 - After a demonstration, participants will use advanced formatting features (such as inserting tables and images) of Adobe Buzzword to enhance a document that is shared with the presenters via Adobe Buzzword.

Objective 1.4 - After a demonstration, participants will save and export their Adobe Buzzword document that will be emailed as a pdf to the presenters.

Goal 2 - Participants will use the collaboration tools in Adobe Buzzword.

Objective 2.1 - After a demonstration, participants will use the sharing feature of Adobe Buzzword as evidenced by sharing a file with the presenters and peers in the class.

Objective 2.2 - After a demonstration, participants will simultaneously edit an Adobe Buzzword document with another teacher as observed by presenters.

Objective 2.3 - After a demonstration, participants will add comments and respond to comments in an Adobe Buzzword document to communicate with shared group members as observed by presenters.

Objective 2.4 - After a demonstration, participants will use the History bar to compare differences between two versions of a document. and revert to an earlier version of the document as observed by presenters.

Goal 3 - Participants will gain a deeper understanding of collaborative learning and the value of collaborative projects for student learning.

Objective 3.1 - After a PowerPoint presentation, participants will list ways in which collaboration enhances student learning as measured on a post-inservice survey.

Objective 3.2 - After a PowerPoint presentation, participants will identify strategies for planning and facilitating collaborative activities as measured on a post-inservice survey.

Objective 3.3 - After a PowerPoint presentation, participants will identify strategies for designing effective groups to maximize student engagement as measured on a post-inservice survey.

Objective 3.4 - After a PowerPoint presentation, participants will identify tools to effectively assess and evaluate collaborative activities as measured on a post-inservice survey.

Goal 4 - Participants will learn strategies to incorporate collaborative student projects into their instruction using Adobe Buzzword.

Objective 4.1 - After a PowerPoint presentation, participants will be able to identify strategies for using Adobe Buzzword to facilitate student writing and to

encourage multiple revisions and peer editing as measured on a post-inservice survey.

Objective 4.2 - After a PowerPoint presentation, participants will be able to identify strategies to promote group collaboration and creativity using Adobe Buzzword as measured on a post-inservice survey.

NEEDS ASSESSMENT

A needs assessment is an important part of the planning process and is often used for improvement. It is a systematic process for determining and addressing the needs between something current and something new. It is described as a tool for identifying the problem and then selecting an appropriate intervention (Kaufman & English, 1979; Kaufman, Rojas, & Mayer, 1993).

Phase One: Planning

Target Audience

The targeted audience of this training are secondary educators who may conduct class in several formats (face to face, online, etc.). Of the many technological tools that allow for teachers to share and collaborate their ideas, the school district that has hired our instructional design team decided to provide training for new and experienced users of Adobe Buzzword.

Strategy

The overall goal of this program is to increase the knowledge and teach learners how to use Adobe Buzzword in a cooperative student environment. There are six categories of needs that are used for planning and conducting a needs assessment (Burton & Merrill, 1991). Of the six, our program focuses on the following categories: *Comparative Needs, Felt Needs, Expressed Needs, Anticipated or Future Needs, and Critical Incident Needs.*

Analysis

Qualitative data collection techniques were used as the primary research methods. Two forms of data collection tools were formed to assess our target audience. A survey was created to allow for qualitative subjective perception and to provide insights into their experiences with Adobe Buzzword. Following the survey, participants will be invited to engage in an informal interview session to further discuss their views and experiences with Adobe Buzzword.

Participant

The target audiences are secondary teachers who have used Adobe Buzzword or other

forms of online collaboration tools. The data collected from the targeted audience will assist in determining if additional information and training is needed.

Phase Two: Collecting Data

Sample Size

In accordance to collecting qualitative data, consideration of the amount of surveys to be distributed and interviews to be conducted will apply. Informal interviews and surveys will be dispersed amongst teachers in three content areas.

Scheduling

The targeted audience will be given an online survey that will be conducted through Zoomerang (Appendix A). Participants will be sent an e-mail introducing the survey and entailing its purpose and the time frame for completing. Informal interviews will be scheduled through an e-mail and will be conducted either face to face, by phone, or via Skype.

Phase Three: Data Analysis

Once data is collected and analyzed, it will clearly establish the prioritization of what teachers need and look for in the collaboration tool Adobe Buzzword. Survey and interview questions will consist of multiple choice and open-ended questions. The online survey, that was created on Zoomerang, will provide percentages for each multiple choice question provided in the survey. Answers to the informal interview questions will be read and examined carefully, keeping in mind possible new themes and ideas that will contribute to the exploration of Adobe Buzzword.

Phase Four: Final Report

Surveys and interview questions were created for both new and experienced users. This will help in assessing the need, exposure, and desired outcome for the training of Adobe Buzzword.

Below is the table that was created to outline informational elements to work on the needs assessment section.

Informational Elements	What Do You Need To Know?	Why Do You Need To Know It?	Information Sources	Types of Procedures (Instruments)
Optimals				
1.	What is Adobe Buzzword?	It is needed to see if participants fully understand what the tool is, its benefits, and purposes	Acrobat.com Manual Experienced Users	Informal Interview and Survey for New and Experienced Adobe Buzzword Users
2.	What technical skills do participants need in order to use Adobe Buzzword?	This is needed to determine if additional training is needed	Acrobat.com Manual Experienced Users	Informal Interview and Survey for Experienced Adobe Buzzword Users
3.	What other skills do teachers need to have in order to use Adobe Buzzword?	This will determine if additional training or information is needed	Experienced Users	Informal Interview and Survey for Experienced Adobe Buzzword Users
4.	What are the advantages and disadvantages of using Adobe Buzzword?	This will determine what skills to focus on in the training	Teachers, Experienced Users	Informal Interview and Survey for Experienced Adobe Buzzword Users
5.	How can Adobe Buzzword be used in different learning environments?	This will assist in determining topics needed for training	Teachers	Informal Interview and Survey for New and Experienced Adobe Buzzword Users
Actuals				

1.	Is Adobe Buzzword an effective collaborative tool to use?	This is needed to determine if it has been proven to be an efficient collaborative tool	Experienced Users	Survey and Interview Experienced Users of Adobe Buzzword
2.	How are experienced users using Adobe Buzzword?	This information is needed to provide examples of what can be accomplished through Adobe Buzzword	Experienced Users	Interview of Experienced Adobe Buzzword Users
3.	How many of the teachers in the district currently use online collaborative tools?	This will help develop a baseline of knowledge the target audience possesses on the subject	Teachers	Informal Interview and Survey for New and Experienced Adobe Buzzword Users
Determining Causes				
1.	What are some ways participants collaborate when working in a group?	This will provide a past reference of what participants understand about effective collaboration.	Teachers	Survey Given to All Participants
2.	What online collaborative tools are being used by the participants?	This will help with comparing and contrasting the advantages and disadvantages with Adobe Buzzword to other collaborative tools	Teachers	Survey Given to Both New and Experienced Adobe Buzzword Users

3.	Why are some teachers not using any kind of online collaborative tool?	This will help determine if there is a need for this kind of tool for this target audience.	Teachers	Informal Interview and Survey for New and Experienced Adobe Buzzword Users
Feelings				
1.	What are the participant's feelings of using online collaborative tools?	This will help presenters prepare for concerns of online collaboration tools	Teachers	Survey and Interview of Teachers
2.	What are experienced user's feelings about using Adobe Buzzword?	This will help presenters prepare for negative positions of Adobe Buzzword	Experienced Users	Survey of Experienced Users of Adobe Buzzword
Possible Solutions				
1.	What is the most effective delivery method to train new users of Adobe Buzzword	This will guide presenters with how the training will be delivered	Adobe Buzzword Specialist	Survey and Interview New and Experienced Users of Adobe Buzzword

Needs Assessment Instruments and Evaluation Material can be found in Appendix A

TASK ANALYSIS

A task analysis was performed to determine needed user prerequisites and step by step procedures for using Adobe Buzzword both as a word processing tool and as a collaborative working environment.

Procedural Analysis

A procedural analysis was used to identify main Adobe Buzzword concepts and the specific steps to perform the concepts. Concepts were based on Goal 1 (using basic word processing features of Adobe Buzzword) and Goal 2 (using Adobe Buzzword's collaboration

tools) and their subsequent learning objectives. See Appendix A for a complete procedural analysis.

Prerequisite Analysis: For optimum success during the training, we have determined that the necessary entering capabilities for each participant includes knowledge of their content-specific concepts as well as basic technology capabilities and access. These include:

- Basic web browsing and navigation skills
- Basic word processing skills and terminology (such as use of Microsoft Word)
- Ability to type and use keyboard functions
- Access to computers with Internet access
- Working knowledge of traditional collaborative learning strategies

[EVIDENCE OF ACCEPTABLE RESULTS]

FORMATIVE EVALUATION

The formative evaluation will take place during the development of the demonstrations and PowerPoint presentation. This is meant to educate teachers on how to use Adobe Buzzword in their classroom as both a word processing document and a collaborative learning tool. The following questions are to be answered during the formative evaluation stage.

Key Questions:

1. Does the demonstration include the basic functions for Adobe Buzzword?
2. Will teachers be able to follow along with the demonstrations that are presented?
3. Is the content of the demonstrations appropriate for the intended audience?
4. Is the PowerPoint presentation informative in its information and easy to understand?
5. Does the PowerPoint identify skills that teachers are expected to learn?
6. Is the content of the PowerPoint appropriate for the intended audience?
7. Do teachers feel that the demonstration and PowerPoint presentations will be beneficial to their classroom needs?

Approaches to gain information:

1. Survey/Questionnaire of Experienced Adobe Buzzword users

To gain a full understanding of what teachers needs are, a survey/questionnaire will be given to a set number of teachers who are experienced in using Adobe Buzzword for collaboration and word processing (approximately three to five). This survey/questionnaire will survey what teachers new to Adobe Buzzword would likely get out of the demonstration and presentation, as well as what the experienced teachers feel will be most beneficial to teachers unfamiliar with Adobe Buzzword that we may not have included.

2. Interview with experienced instructional designers

An interview will be conducted with at least two experienced instructional designers. These designers will be given the materials prior to the interview to review. The interview itself will focus on the presentation of the information in the demonstration and PowerPoint presentation. This will allow us to have someone not connected to the project look for problems that may occur.

SUMMATIVE EVALUATION

The summative evaluation will be completed to determine the effectiveness of the demonstrations and PowerPoint presentation. Through the assessments, we will be able to review how teachers are actually using Adobe Buzzword in their classroom, discover what worked in the presentation and demonstration and what did not, and change as necessary before teaching to another group.

Key Questions:

1. What are the teachers' reactions to the demonstration and presentation?
2. Do teachers feel that this information will be beneficial in their classroom?
3. Were there parts of the demonstration or PowerPoint presentation that need revision or clarification?
4. Are the teachers actually able to use Adobe Buzzword for word processing and collaboration?
5. Do the teachers demonstrate an understanding of collaborative learning?

Approaches to gain information:

1. Survey

A survey will be sent to teachers approximately four weeks after the demonstration/PowerPoint presentation. This survey will ask a variety of questions assessing the information provided, how Adobe Buzzword is being used in the respondents' classroom, the way the material was presented, how participants are meeting the objectives that were set, and what improvements could be made to the demonstration and PowerPoint presentation.

2. Focus Group

A focus group of teachers that were present at the demonstration and PowerPoint presentation will be conducted in order to gather information about the use of Adobe Buzzword. They will be different than those who were given the survey. The focus group will discuss how they have used Adobe Buzzword for collaboration and word processing.

Prerequisite Analysis

The teachers should be able to use a computer with some degree of fluency. For example, they should be familiar with locating a variety of applications, searching and utilizing various web sites, and basic word processing knowledge.

[LEARNING EXPERIENCES AND/OR INSTRUCTION]

LEARNER ANALYSIS AND CONTEXTUAL ANALYSIS

Orienting Context	Data Collection for Information
Learner Factors <i>background, need, characteristics, attitudes, culture, skills, spoken language, reading skills</i>	

<ul style="list-style-type: none"> • Age • Educational Background • General Computer Knowledge • Experience with Adobe Buzzword • Experience with other collaborating programs/web sites 	Electronic survey questionnaire of a random sampling of secondary educators in the school district
Immediate Environmental Factors <i>access</i>	
<ul style="list-style-type: none"> • Necessary equipment to access Adobe Buzzword (both at school and at home) • Internet access (both at school and at home) 	Face-to-face interview with district technology director
Organizational Factors <i>resources, commitment, budget, time</i>	
<ul style="list-style-type: none"> • Release time provided by school district to attend training • Release time provided by school district to practice using the technology and to plan classroom instruction 	Electronic survey questionnaire of a random sampling of secondary educators in the school district
Instructional Context	
Learner Factors <i>comfort with instruction, adequate skills, match to characteristics, change in needs, need for childcare</i>	
<ul style="list-style-type: none"> • Comfort/experience with participating in group collaboration • Comfort/experience with leading students in group collaboration 	Electronic survey questionnaire of a random sampling of secondary educators in the school district
Immediate Environmental Factors <i>access, schedule, childcare availability</i>	
<ul style="list-style-type: none"> • Location of training • Schedule availability of training facility • Time of day/day of week that is available for largest number of learners 	<p>Face-to-face interview with district technology director</p> <p>Electronic survey questionnaire of a random sampling of secondary educators in the school district</p>

Organizational Factors <i>delivery and staffing resources, technical supports</i>	
<ul style="list-style-type: none"> • Availability of computers for practice • Availability of projector for Power Point and demonstration of Adobe Buzzword • Number of instructors needed • Staff members to collect and analyze data • Staff members to provide administrative support (emails, enrollments, mailers, phone calls, etc) 	Face-to-face interview with district technology director
Transfer Context	
Learner Factors <i>ongoing needs, commitment, capabilities, emerging needs, troubleshooting, awareness of other resources</i>	
<ul style="list-style-type: none"> • Access to support for learners once they start implementing in classrooms • Predicted amount of use in classrooms 	Electronic survey questionnaire of a random sampling of secondary educators in the school district
Immediate Environmental Factors <i>opportunities, support</i>	
<ul style="list-style-type: none"> • Plan for continued updates of technology availability for secondary teachers • Plan for continued resources for students (computers for classrooms or technology labs) 	Face-to-face interview with district technology director
Organizational Factors <i>ongoing supports, available resources, ongoing maintenance</i>	
<ul style="list-style-type: none"> • Administrative support in the form of ongoing training, collaboration among teachers, or time for planning lessons using Adobe Buzzword • Technology staff familiarity with Adobe Buzzword to the point of providing troubleshooting support or ongoing training 	Face-to-face interview with district technology director

TYPES OF LEARNING EXPERIENCES AND/OR INSTRUCTION

This training course employs several different instructional techniques with the aim of designing learning that maximizes learning to achieve the stated objectives. Based on those learning objectives, this section outlines the targeted type of learning, the instructional strategy, and rationale.

Learners are tasked with accomplishing four main objectives:

Goal 1 - Participants will use the basic word processing features of Adobe Buzzword.

Goal 2 - Participants will use the collaboration tools in Adobe Buzzword.

Goal 3 - Participants will gain a deeper understanding of collaborative learning and the value of collaborative projects for student learning.

Goal 4 - Participants will learn strategies to incorporate collaborative student projects into their instruction using Adobe Buzzword.

	Behavioral Objectives	Type of Learning	Instructional Strategy	Rationale
1	After a demonstration, participants will create an account and then will log in to Adobe Buzzword using that account as observed by presenters.	Procedure	Demonstration Practice	Participants will learn how to use a document sharing program.
2	After a demonstration, participants will use the text formatting and editing features of Adobe Buzzword to create and format a document that is shared with the presenters via Adobe Buzzword.	Procedure Concept	Demonstration Practice	Participants will adapt their word processing skills into a new software program that allows them to share documents with others.

3	After a demonstration, participants will use advanced formatting features (such as inserting tables and images) of Adobe Buzzword to enhance a document that is shared with the presenters via Adobe Buzzword.	Principles Rules	Demonstration Practice	Participants will learn new skills that will be beneficial when sharing documents with presenters.
4	After a demonstration, participants will save and export their Adobe Buzzword document that will be emailed as a pdf to the presenters.	Principle Rules	Demonstration Practice	Participants will gain versatile skills that will allow them to share documents in familiar file formats.
5	After a demonstration, participants will use the sharing feature of Adobe Buzzword as evidenced by sharing a file with the presenters and peers in the class.	Principles Rules	Demonstration Practice	Participants will exhibit their newly developed skills by demonstrating them for the presenters.
6	After a demonstration, participants will simultaneously edit an Adobe Buzzword document with another teacher as observed by presenters.	Concept	Demonstration Practice	Participants will experience the versatility of the software program by using one of its unique functions-simultaneous editing of a shared document.
7	After a demonstration, participants will add comments and respond to comments in an Adobe Buzzword document to communicate with shared group members as observed by presenters.	Concept Principle	Demonstration Practice	Learners will exhibit how to perform a common word-processing task in a new software program.

8	After a demonstration, participants will use the History bar to compare differences between two versions of a document. and revert to an earlier version of the document as observed by presenters.	Principles Rules	Demonstration Practice	Learners will develop skills to restore a document to a previous version, thus saving time and effort.
9	After a PowerPoint presentation, participants will list ways in which collaboration enhances student learning as measured on a post-inservice survey.	Concept	Demonstration Practice	Participants will exhibit their knowledge by explaining its usefulness in relation to a learning style.
10	After a PowerPoint presentation, participants will identify strategies for planning and facilitating collaborative activities as measured on a post-inservice survey.	Principle	Demonstration Practice	Participant will design an instructional strategy for a stated learning style.
11	After a PowerPoint presentation, participants will identify strategies for designing effective groups to maximize student engagement as measured on a post in-service survey.	Concept Principle	Demonstration Practice	Participant will display skills developed during training by designing strategies for collaborative and active learning.
12	After a PowerPoint presentation, participants will identify tools to effectively assess and evaluate collaborative activities as measured on a post in-service survey.	Concept Principle	Demonstration Practice	Participants will apply the skills they have learned to develop tools for collaborative activities.

13	After a PowerPoint presentation, participants will be able to identify strategies for using Adobe Buzzword to facilitate student writing and to encourage multiple revisions and peer editing as measured on a post-inservice survey.	Concept Principle	Demonstration Practice	Participants will display skills by indicating software specific strategies that encourage not only writing, but also revisions including peer-editing.
14	After a PowerPoint presentation, participants will be able to identify strategies to promote group collaboration and creativity using Adobe Buzzword as measured on a post-inservice survey.	Concept Principle	Demonstration Practice	Participants will display their skills by suggesting strategies that not only promote collaboration but also foster creativity within the software program.

TRAINING PROGRAM MATERIALS

The substance of the workshop material contains items that will allow for teachers to understand Adobe Buzzword. These materials will provide the necessary support to teachers once the training has ended and they are on their own. The workshop material will consist of several PowerPoint presentations that will provide teachers with “how-to” instruction of Adobe Buzzword. The PowerPoint presentations will include the following: the basics of how to use Adobe Buzzword, strategies and ideas to promote group collaboration, and creativity using Adobe Buzzword.

IMPLEMENTATION PLAN

Schedule

The schedule for implementing the Using Adobe Buzzword as a Tool for Collaborative Student Learning program is as follows:

June 2012

June 1: Begin formative evaluation by interviewing subject matter experts, instructional designers, about the training materials for the workshop presentations.

June 1-10: Conduct pre-training interviews to assess the needs of the target audience. Compare the needs to the learning objectives of the training program.

July 2012

July 5-7: Workshop presentations about Adobe Buzzword functions

July 5: Hand-outs (in the form of a workshop manual) will be given to participants with step-by-step directions on how to complete specific tasks in Adobe Buzzword. The handout manual will complement the information presented during the workshop presentations.

July 6: Summative evaluation conducted with information gathered from the participants via feedback cards and skill tests administered during the workshop presentations.

August 2012

August 1-10: Post In-Service survey administered to workshop participants via e-mail.

August 11-20: Summative evaluation conducted with information gathered from the Post In-Service survey.

August 15: Focus group pertaining to the effectiveness of the Adobe Buzzword training will be comprised of select participants, teachers, from the workshops.

September 2012

September 1-15: Instructional revisions to workshop presentations, if necessary.

Facilities, Equipment, Materials, and Supports

The workshop presentations will be presented in a conference setting at a local hotel. Requirements for effective training include a meeting room large enough for one hundred participants. Participants must have computers (PC or Mac operating system) with internet access to participate in the training workshops. Participants must also create an Adobe account if they do not already have an account.

The workshop materials will be distributed on the first day of the workshop training. Materials will include several PowerPoint presentations which address specific skill sets for Adobe

Buzzword, and a workshop manual with additional handouts for skills in Adobe Buzzword.

Logistics

1. Workshop Design and Development:
Jeaniene Thompson: Learning objectives for workshops
Dana Gilbert and Annie Warmbrodt: materials for training program including PowerPoint presentations and manual with handouts.
2. Formative and Summative Evaluation:
Tami Chappel and Dana Gilbert: Collaborate in implementing the formative and summative evaluations including data collection tools.
3. Training will be delivered via workshop. Advertisements will be sent to schools and will offer continuing education credits to educators. We will include a customizable e-mail that schools can send to employees that includes the dates of training, the continuing education credits that will be accepted, and any financial assistance that will be offered through the institution.
4. Jeaniene Thompson and Tami Chappel will deliver the Adobe Buzzword training through sequential workshops over a three day (consecutive) period.
5. Jeaniene, Tami, Dana, Jamie, and Annie will co-grade the surveys and skill tests from the training program.
6. All evaluation team members will be equally responsible for supporting the participants pre-training, mid-training, and post-training.

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[Appendices]

Appendix A. Needs Assessment Instruments and Evaluation Materials

Survey for Experienced Adobe Buzzword Users

URL: <http://www.zoomerang.com/Survey/WEB22FNM2BB3HD>

Thank you for taking the time to complete this survey. The survey will contain questions about your experiences with Adobe Buzzword. Please answer questions to the best of your ability.

1. How often do you engage in group projects?
Daily
Weekly
Monthly
Rarely
2. Are you familiar with Google Docs?
Yes No
3. How often so you use an online collaborative tool to complete group projects?
Often
Seldom
Rarely
Never
4. What are some advantages of using an online collaborative tool?
5. What are some disadvantages of using an online collaborative tool?
6. Give an example of how you used Adobe Buzzword.
7. What technological skills are needed to work Adobe Buzzword?
8. How do you feel about using an online tool to enhance collaboration?
9. Do you feel Adobe Buzzword is an effective tool to use for student collaboration? Explain.
10. What would be an effective way to train new users on Adobe Buzzword?

Survey for New Adobe Buzzword Users

URL: <http://www.zoomerang.com/Survey/WEB22FH7KGZ6CJ>

Thank you for taking the time to complete this survey. The survey will contain questions about the online collaborative tool, Adobe Buzzword. Please answer questions to the best of your ability.

1. Have you ever used an online collaborative tool?

Yes

No

2. How often do you engage in group projects?

Daily

Weekly

Monthly

Rarely

3. Are you familiar with Google Docs?

Yes

No

4. How often do you use an online collaborative tool to complete group projects?

Often

Seldom

Rarely

Never

5. How do you feel about using an online technology tool to enhance collaboration?

6. What would be an effective way to train new users on Adobe Buzzword?

Procedural Analysis

Goal 1 - Participants will be able to use the basic word processing features of Adobe Buzzword.

1. ***Create an Adobe Acrobat account and log in.***
 - A. From a web browser, navigate to www.acrobat.com.
 - B. In the upper right hand corner, click "Create free account".
 - C. Enter a valid e-mail address and additional requested information (create password, name, birthday, country)
 - D. Click Create Account button
 - E. Read the terms of use, click the box that indicates you have read them, then click Accept.
 - F. A notice will pop-up that indicates you must check your e-mail to activate your account before using Acrobat.
 - G. Go to your e-mail account and follow steps to activate. Once you click on the link provided in the e-mail, you will be directed to the Web Conferencing tab in Acrobat.
 - H. To the left of the Web Conferencing tab is a Files tab. Click the Files tab. This area is called the File Organizer.
 - I. This is where all work created in Adobe Acrobat will be organized.

2. ***Create a Buzzword document and use text formatting and editing features to create and format a document.***
 - A. While in the File Organizer, click the +New button at the left of the top tool bar.
 - B. Choose Buzzword Document from the pull-down menu. You will now be in a new document.
 - C. Name your document by clicking the word "untitled" next to the Acrobat.com in the upper left of your document. Add the title you wish to name your document, then press enter or click back into the document. If you do not specify a name for your document, it will automatically be named the first few words you type within the document.

- D. To control text formatting, click on the big T icon to the left of the toolbar. With the T icon selected, you can then format the following features either before typing or by selecting text after typing and then selecting the specific features you want by clicking the corresponding icons:
 - a. Font type, size
 - b. Font styles (bold, italics, underling, strike-through)
 - c. Color (font and background)
 - d. Alignment (left, center, right, justified)
 - e. Line spacing (single, 1.5, double)
 - f. Spacing above/below paragraph
 - g. Increase/decrease indent

3. ***Use advanced formatting features.***

- A. To insert an image, click on the "insert image" icon on the toolbar.
 - a. Click on the Insert Image icon to open the Insert Image dialog box.
 - b. Choose where you want to insert image from (options are My Computer, Flickr, Google, or The Web).
 - c. If you choose to insert image from My Computer, click the Browse Files icon and navigate to the location where the file is located on your computer, then click Open.
 - d. If you choose to insert image from Flickr or Google, a search bar will appear. Type in the type of image you are looking for and click the Search bar. Suggested images will appear. Click on the image you want, then click OK.
 - e. If you choose to insert image from The Web, enter a specific URL address, then click OK.
 - f. The graphic will be uploaded at the insertion point. You can then drag the image anywhere in the document.
 - g. Pull on the corner handles to resize the image.
 - h. Once the image has been inserted, use the placement icons that appear on the Image toolbar to modify options such as centering, text wrapping and text offset.

- B. To insert a table, click on the "Insert Table" icon on the toolbar.
 - a. Click on the Insert Table icon. A 2 x 2 table is automatically inserted at the insertion point.
 - b. Hover your mouse of the top edge of the table.
 - c. Click the shaded area above the table to select a column. A menu button (down-facing arrow) appears in the shaded area that opens a context menu that gives you options to cut, copy, paste, delete or insert columns.
 - d. Also in the shaded area are Inserter Buttons (plus sign) on either side of the columns or rows. Click this to add a column or row in that position.
 - e. Resize rows or columns by clicking and dragging on the row/column line separator and dragging.
 - f. Resize the table by dragging the right-hand border.

4. **Save and export an Adobe Buzzword document.**

- A. To save your document, click on the Save button, (also called the "Synchronater") located in the bottom right of the screen.
 - a. Your document will "autosave" periodically but you may want to also manually save changes as you work.
 - b. If there are changes that have not been saved, there will be a red mark on the Save button. Click on the button and the document will be saved.
 - c. If the document has not been named, a pop up box will appear giving you the option to give your document a different name.
 - d. Type in the document name, then click OK.
- B. To export your document for use in a different format or medium, click the "Document" icon on the right side of the toolbar.
 - a. Select the file type option. Adobe PDF is the default, but you can also export as Word, rich text format, HTML, plain text, open document format and ePub.
 - b. If you want to include document comments, keep the Export Comments box checked. Otherwise, uncheck the box.
 - c. Click OK to export. Buzzword will then begin converting the document to the requested format.
 - d. You will then be prompted to save the document. Navigate to the location you want to save the document, then click Save.

Goal 2 - Participants will be able to use the collaboration tools in Adobe Buzzword.

1. ***Share an Adobe Buzzword document with others.***

- A. Click on the Share File button in the lower left corner of the screen.
- B. Click on "Share it with individuals" to open the share dialog box,
- C. Key in the e-mail addresses of those individuals with whom you are sharing the document.
- D. For each invitee, you may assign one of three roles: co-author (full writing privileges), reviewer (can only add comments to the document), or reader (can only read the document).
- E. You may choose to send an invitation to the invitees. Include a subject line and an e-mail message that will be sent to the e-mail addresses letting others know you are sharing the document with them.
- F. You may choose not to send an invitation email by unchecking the "send an invitation e-mail". The document will automatically show up in the invitees File Organizer but no e-mail message will be sent.
- G. Then click "Share".

2. ***Simultaneously work in an Adobe Buzzword document with shared users.***

- A. At the bottom of the screen, view the panel that shows everyone who is collaborating on the selected document. For each user, it also specifies:
 - a. what role each person has.
 - b. who is currently reviewing/editing the document.
 - c. if/when others have viewed/edited the document.
 - d. An icon next to each user indicates their current status.
 - I. A green or red box indicates that a person has the document open or is editing it.
 - II. The word "editing" in red indicates the person who has control over editing at that moment.
 - III. A solid white outline indicates that the person has read the current document.
 - IV. A dotted white outline indicates that the person has read an older version.
 - V. An envelope indicates that an invitation has been sent but that your new collaborator has not yet accepted the invitation.
 - VI. A white slash (/) indicates that your collaborator has not yet opened the document.
- B. Two or more users can collaborate in real time by sharing control of the document.

- C. When one person edits the document, that person has control and others cannot edit at the same time. To release control, click the Save button. Others may now edit the document.
- D. Document control is also released after an auto-save.

3. ***Collaborate in real time with co-authors using the comments feature.***

- A. To add a comment:
 - a. Click on the Comment icon on the toolbar.
 - b. Click on the Add Comment icon. A comment bar will appear to the right of the document near to where the insertion point is located.
 - c. Key in your comments. The bar indicates the author, date and time of the comment.
 - d. Comments are defaulted to appear. To hide comments, click the Show Comments icon on the toolbar.
 - e. Insert an image or table into the comment box using the same methods outlined in sections 1.3.A and 1.3.B at the insertion point while in the comment box.
- B. To delete the comment, click on the trash can icon located at the bottom right of the comment bar.

4. ***Use the History bar to review previous versions or revert to a previous version of the document.***

- A. Click on the History icon in the lower right of the screen (icon looks like a clock).
 - a. Choose a mode for viewing changes.
 - I. Interactive markers mode shows only added content with markers inserted in the text that show deletions when the mouse hovers over them.
 - II. Redlines mode shows both the added content and deleted content.
 - b. Select a black circle in the top right (the leftmost circle represents the most recent version) and a red circle in the bottom row. The comparison document shows the additions and deletions between the two selected versions.
 - c. Click the Jump to Next Change icon to move from one difference to the next.
 - d. To revert to a previous document version, select the circle in the top row and click Revert to Shown Version and click OK.

Formative Evaluation Instruments

Survey of Experienced Adobe Buzzword Teachers

Please review the demonstration and PowerPoint material that we have provided. Then, based on the material and your experience with Adobe Buzzword, answer the following questions. Thank you for your assistance.

Use the following scale to answer the following questions:

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

1. _____ The demonstration is appropriate for the intended audience.
2. _____ The PowerPoint presentation is appropriate for the intended audience.
3. _____ The language in the demonstration and PowerPoint presentation is clear and understandable for a novice user.
4. _____ The PowerPoint identifies appropriate skills that novice users should learn.
5. _____ The demonstration demonstrates the appropriate skills to be beneficial in implementing collaborative projects in novice teachers' classrooms.
6. Will novice users be able to use the basic word processing functions of Adobe Buzzword based on the information given? Why or why not?
7. Will novice users be able to use the collaborative functions of Adobe Buzzword based on the information given? Why or why not?
8. Will novice users be able to implement collaboration using Adobe Buzzword in the classrooms based on the information given? Why or why not?
9. Is the demonstration confusing or unclear in any way? What changes should occur to make the demonstration more clear?
10. Is the PowerPoint presentation confusing or unclear in any way? What changes should occur to make the PowerPoint presentation more clear?

Interview Questions

Thank you for your willingness to review our demonstration and PowerPoint presentation of Adobe Buzzword. Our intention is to demonstrate a new way of collaborating with others. We would appreciate both positive and negative feedback, so that we can provide the best product to the teachers. Again, thank you very much.

Is the content clear enough that there would be little misunderstanding to what is being taught?

Will teachers be able to follow along with the demonstrations or is the material not presented well (forgotten steps, assuming prior knowledge, etc)?

Is the PowerPoint appropriate, or is it too technical for the average person?

Does the PowerPoint identify relevant skills to using Adobe Buzzword as a collaborative tool?

Are there major changes that need to be made to the demonstration and/or presentation?

Summative Evaluation Instruments

Survey

Use the following scale to answer the following questions:

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

_____ I feel that the demonstration/presentation of Adobe Buzzword was beneficial to my teaching.

_____ I am comfortable implementing Adobe Buzzword with my students.

_____ I felt that the demonstration was easy to follow.

_____ I felt that the PowerPoint was easy to understand.

_____ I understand how to share a document in Adobe Buzzword.

_____ I feel that there was enough time allotted for me to practice with Adobe Buzzword.

_____ I feel that there was enough time allotted for me to plan how to use Adobe Buzzword in my classroom.

_____ I feel that there is enough support for me if I have questions about Adobe Buzzword or how to implement it in my classroom.

_____ I would go to a demonstration/presentation like this again.

What are ways you have used to facilitate collaborative learning in your classroom? How has that been beneficial to student learning?

How have you evaluated student engagement in collaborative learning?

What strategies can use to continue to use to promote group collaboration and creativity?

How has Adobe Buzzword been used to facilitate student writing and peer editing? How do you assess this?

Are there any parts of the demonstration and/or presentation that you feel should be changed?

Focus Group Questions

Have you used Adobe Buzzword since the demonstration/presentation?

How have you used it in your classroom?

Have you used Adobe Buzzword for collaborative projects with your students or just as a word processor?

Have you found it beneficial to your students? Why or why not?

If you have not used Adobe Buzzword since the demonstration/presentation, why not?

What parts of the demonstration/presentation were beneficial to you?

What parts of the demonstration/presentation do you feel need improvement?

What information do you feel was missing from the demonstration or presentation?

Contextual Analysis
Face-to-Face Interview with technology director

1. What computer hardware do teachers have access to at your schools?
2. What (if any) computer hardware is provided for teachers to utilize outside of school?
3. What kind of internet access is available at your schools?
4. Where will the training take place?
5. What are the available dates & times for the training?
6. What computer hardware is available at the training site?
7. Is there a projector available at the training site?
8. How many participants would the district like to attend at a time?
9. How many instructors are needed per training session?
10. Who will be responsible for collecting and analyzing data related to the training?
11. Who will be responsible for administrative tasks associated with the training such as registration and any other contact with participants?
12. What is the district's plan for continued updates of computer hardware available to secondary teachers?
13. What is the district's plan for continued updates of computer hardware available to students?

Contextual Analysis

Electronic Survey Questionnaire of a Random Sampling of Secondary Educators in the School District

<http://www.surveymonkey.com/s/FYKQW7H>

1. What is your educational background?

- A. Bachelors Degree
- B. Masters Degree
- C. Educational Specialist Degree
- D. Doctorate

2. What is your age?

- A. 21-25
- B. 26-30
- C. 31-35
- D. 36-40
- E. 41-45
- F. 46-50
- G. 51-55
- H. 56-60
- I. 60-65
- J. 65+

3. What is your level of general computer knowledge?
 - A. Novice user - can use basic word processing and basic e-mail functions
 - B. Average user - general knowledge of how to use a number of basic programs, e-mail, and web surfing
 - C. Experienced user - Above-average knowledge of basic computer programs, can troubleshoot and fix basic problems
 - D. Expert user - Above-average to expert knowledge of a number of computer programs, can troubleshoot and fix a variety of problems that may arise

4. How experienced are you with Adobe Buzzword?
 - A. I've never heard of Adobe Buzzword.
 - B. I've heard of Adobe Buzzword but have never used it.
 - C. I've used Adobe Buzzword once or twice for collaboration.
 - D. I use Adobe Buzzword regularly for collaboration.

5. How experienced are you with collaboration programs/web sites?
 - A. I have no experience with collaboration programs/web sites.
 - B. I have used collaboration programs/web sites a couple of times (1-3).
 - C. I have used collaboration programs/web sites several times.
 - D. I use collaboration programs/web sites frequently.

6. How much release time is provided by the school district to....

	0-1 hour	1-2 hours	2-3 hours	3-4 hours	4+ hours
attend training?					
practice using newly learned technologies?					
planning time for classroom instruction of newly learned technologies?					

7. What is your comfort level...

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable
participating in group collaboration?				
leading students in group collaboration?				
supporting students in using Adobe Buzzword?				
locating support for yourself to use Adobe Buzzword?				

8. How much do you think you will use Adobe Buzzword in your classroom?
- A. I will likely not use Adobe Buzzword in my classroom
 - B. I may use Adobe Buzzword in my classroom for one or two assignments
 - C. I will likely use Adobe Buzzword in my classroom for all collaboration assignments
 - D. Other (please specify)

9. What time of the day/week would you be available? (Mark all that apply)

	8-10am	10-12pm	12-2pm	2-4pm	4-6pm	6-8pm
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Other (please specify)

Appendix B. Materials, Schedules, Outlines, etc.

Materials

Please open the PowerPoint presentation (How to Use Adobe Buzzword) sent with this document to view a component of our instructional materials.