My Big Campus-Video Production
Evaluation Plan

Evaluation conducted by
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Executive Summary

Janiece Cox (Rolla Public Schools) teaches Video Production to 8th graders using both face-to-face in class teaching and My Big Campus (MBC), a site that is a cross between an online learning platform and a form of social media. Lightspeed Systems developed MBC as a way to partner with schools "to make learning safe, mobile and collaborative" (Company Overview, 2013). Teachers can connect with students, create media-rich online lessons, and assign work, tests, and quizzes. Rolla Public Schools introduced MBC to the school district three years ago and has encouraged their teachers to integrate MBC into their classrooms and curriculum. Our client wanted us to evaluate her current MBC site in three main areas: student use, instructional design, and the content within the site.

Based on the areas to be studied and the resulting questions, the team created three instruments to evaluate the class MBC site in its formative evaluation phase. These were student questionnaires and two types of expert reviews, covering both content/instructional design on the site and implementation of the site.

After conducting our formative evaluations and analyzing the results, the team made the following recommendations. Students need to have an in-class orientation to the MBC site. Video tutorials and/or detailed instructions and examples need to be provided on-site about student-based MBC usage. A link should be provided for students to post technical and content-based questions. Class time should be allotted for students to access the MBC site to accommodate those students without computer access at home. Finally, Rolla Public schools should be consulted about the possibility of increasing the district's bandwidth to improve uploading speeds.

<u>Table of Contents</u>

Client Assumptions

Our client teaches Video Production to 8th grade students at Rolla Junior High in Rolla, Missouri. She teaches five semester-long, basic, video production classes per day. These classes are forty-seven minutes each. Her classes have approximately 22 students per class. Most of the students entering her classes have some basic video experience and a few possess higher video editing skills. Her goal is to raise their video making abilities beyond point and shoot, to learn to appreciate the finer points of video editing, and for them to be motivated to improve their skills. She has created a class site on My Big Campus (MBC) and wants to use the site as a resource for her students to view outside of class so that more hands-on time and one-to-one teaching time can be added during class.

Introduction

The Video Production class website for 8th graders at Rolla Junior High in Rolla, Missouri is hosted by MBC; a collaborative learning system where teachers can manage files, assignments, and collaboration. This video production website was created by Janiece Cox, video production teacher, as a way for students to access and understand the requirements of the class from any computer with internet access.

The client requested that MBC and the Video Production Website be evaluated in three main areas: student use, instructional design, and the content within the site. Cindy Rubbelke, Madeline Thompson, and Janiece Cox, members of a Spring 2013 Formative and Summative Evaluation Course from the University of Missouri, composed this plan.

Background

While Learning Management Systems and Content Management Systems are often used for collegiate distance learning programs, some systems are also popular for supplementing onsite,

face to face courses. This form of blended learning has recently moved into the primary and secondary education settings.

One of the platforms developed specifically for K-12 is MBC. MBC serves as an "educational hub between a student and the web" (My Big Campus Overview, 2013). According to their website, it is "part social network, part learning management system, and part content management system" (My Big Campus Overview, 2013). The premise behind MBC is that students need to be taught about collaboration, how to be respectable digital citizens, and how to prepare for college, the workplace and their own future.

MBC has a Facebook-like interface making it recognizable and easy to navigate by teachers, parents and students. Teachers are able to create media rich online lessons, assign school work, tests and quizzes. There is a resource library with pre-embedded educational videos, wikis, documents and websites. Teachers are able to add content to the library in the form of lesson plans and their original media creations. One of the unique features is that YouTube videos can be added, but without the additional links, images, and ads. Students can share resources and connect with peers via the MBC platform. Another feature of MBC is that it is monitored and filtered making it a safe and fun environment.

The Rolla Public School District has been phasing in MBC for the last several years and teachers have been slowly incorporating it into their classrooms in various ways. While some teachers have completely adopted MBC into their classrooms, others are using MBC in a blended format. The school district is encouraging all teachers to use MBC in some format. Our group has agreed to evaluate the Video Production Course taught by our client Janiece Cox. Ms. Cox is currently using MBC primarily as a support strategy but would like to expand its use to provide more interactive learning, allowing more one-on-one time in the classroom.

Purposes

The overall purpose for this evaluation is to provide Ms. Cox with comprehensive information on how MBC can support and enhance her Video Production Course classroom content. After completion of the evaluation, the information will be used by Ms. Cox to decide if the program is acceptable as is or whether or not modifications are necessary. During the formative phase of the evaluation, data was collected in order to improve the course content and focused on student use, instructional design, and course content.

Aspects that were examined during the formative stages of the evaluation included:

- Student accessibility

- Instructional Design

- Content Validity

Audiences/Stakeholders

The primary stakeholders for this evaluation were Janiece Cox and the professionals using MBC at Rolla Junior High School. They are the clients who requested this evaluation from Cindy Rubbelke, Madeline Thompson, and Janiece Cox, members of a Spring 2013 Formative and Summative Evaluation Course from the University of Missouri.

Additional stakeholders included:

- Rolla School District Administration;

- University of Missouri students and faculty;

- Lightspeed Systems (creators of MBC);

- The wider teacher education community.

Decisions

As all evaluation results are known, decisions on how to proceed will be made by our client. The following decisions were anticipated to be influenced by the evaluation.

- Improvements of content on MBC
- Improvements in functionality of MBC program

Questions

1. Are students properly signed up for MBC?

2. Have students received instruction on its use?

3. How and when are students using MBC?

4. What components do students interact with when they access the MBC site?

5. What problems are students experiencing when using MBC?

6. Is the MBC site for this course easy to navigate?

7. Are the links included in this MBC site working properly?

8. Are the materials included in this MBC site coordinated with class objectives?

Methods

Several methods were utilized to collect the needed information about the MBC-Video Production Website. Each method correlated directly with one or more of the questions identified in the Questions section of the evaluation plan. Please see the Evaluation Matrix included in this section.

Questionnaires:

For the formative phase, all students were asked to complete an online questionnaire on the MBC class website. The questions focused on how and when the students use the MBC class site. Aggregate results of the questionnaires provided information for formative evaluation and will serve as a basis for developing a summative one-on-one interview format and focus groups.

Expert Review:

Experts were utilized for both implementation review and for content/instructional design review during the formative evaluation phase. For both of these reviews the experts responded to items on a list. Responses were recorded using a Likert scale. Both forms allowed for additional comments provided by the reviewers. This feedback informed the client as to whether or not the course has relevant instructional content and meets technical specifications.

Data Collection Methods

Evaluation Questions	Expert Review	Student Questionnaires
1. Are students properly signed up for MBC?		X
2. Have students received instruction on its use?	X	X
3. How and when are students using MBC?		X
4. What components do students interact with when they access the MBC site?		X
5. What problems are students experiencing when using MBC?	X	X
6. Is the MBC site for this course easy to navigate?		X
7. Are the links included in this MBC site working properly?	X	
8. Are the materials included in this MBC site coordinated with class objectives?	X	

Sample

MBC has the potential to be used as an additional source of instruction and resources for our client, thereby freeing up class time for more hands-on learning so an in-depth evaluation was appropriate. For the formative evaluation, the participants consisted of teachers that teach similar

projects and media-based classes, as well as our client's students. The teachers, our client's colleagues, included both computer instructors and IT professionals that are MBC experts. In total this group approximates 33 people, consisting of four instructors and 29 students.

While our sample size should have been fairly large (client's total number of students = 110) in fact a total of only 29 students participated in the questionnaire (see limitations). We hope to gain relevant data and feedback with, in terms of both time and money, minimal expenditure.

<u>**Data Collection and Instrumentation**</u>

1. Student Questionnaire

The client's students completed a formative questionnaire focusing mainly on their experience using MBC. There were two parts to the questionnaire. In part one, items were constructed so as to allow students to choose absolute answers with the exception of one question that asked them to give statements about problems. In part two, items were constructed so as to give information about their use of MBC using a Likert scale.

2. Implementation Expert Review

The implementation review was conducted with three experienced MBC users: two instructors and one IT person. Participants in this review responded to a checklist of items related to the interface, design, and technical aspects of MBC. These items provided an opportunity for the participants to assess the interface the students will interact with, including links and other embedded media.

3. Content/Instructional Design Expert Review

The content/instructional design expert review was conducted with a colleague of our client's, also a teacher of a media-rich, projects-based classroom. She responded to items on a list, related to the content and instructional design of the MBC/Video Production platform. It was

constructed so as to allow her to either agree or disagree with a statement by responding on a Likert scale.

Data Analysis

The expert review portion of the evaluation was completed by a small number of individuals; therefore statistical analysis does not apply. For the Implementation review, responses were grouped by frequency and categorized as "Evident" or "Not Evident." If the reviewer responded with a 3 or 4 on the Likert scale it was categorized at Evident. If they responded with a 1 or 2 it was categorized as Not Evident. Comments were also reviewed for frequency. The content review was completed by only one expert. It was reviewed for responses to the 5 point Likert scale.

Limitations

There were a few restraints to this evaluation:

- We had no way of controlling the participant's willingness to complete a survey, to be forthcoming in a focus group, or their misinterpreting a question.

- We were dependent upon the technology resources being provided, such as internet connectivity at the time of testing.

We tried to anticipate and avoid as many limitations as possible, but some aspects remained out of our control. Far fewer students participated in the survey than anticipated and the fact of its being administered on the MBC site may be another indicator of student willingness to use MBC. Our client was informed when these roadblocks occurred and solicited recommendations for solutions to these issues.

Results

1. Are students properly signed up for MBC?

The class roster was compared to the MBC membership list and all students were signed up properly.

2. Have students received instructions on its use?

A course orientation program was evident for use by the students. One expert commented that not all students have been properly trained, however. A student stated that he thought the website was "a bit complicated"; showing lack of training.

3. How and when are students using MBC?

Half of the students don't access MBC from home even though 80% of students have a computer at home. The majority of work on MBC is completed at school.

4. What components do students interact with when they access the MBC site?

Out of the 7 topics given, the top 3 that were accessed using MBC were Resources, Announcements, and Discussion Boards.

5. What problems are students experiencing when using MBC?

Some students may not have the appropriate hardware or software at home to access the site. Internet speeds may also be insufficient at home and students commented about the long amount of time it took to upload and submit a video at school. There are no instructions available to the students on how to access technical information or post technical questions within the course, making the process trial and error-like. One student suggested more examples to clarify the appearance of different Pages.

6. Is the MBC site for this course easy to navigate?

Based on the number of participants, 73% were able to navigate the course with little to no help from others; making the course appropriate for students to navigate.

7. Are the links included in this MBC site working properly?

All of the content materials for the course were found to be accessible and all links working properly.

8. Are the materials included in this MBC site coordinated with class objectives?

Content review indicated that objectives were clearly defined and that the interactions in MBC were appropriate for the course objectives. Review also indicated that the content is based on sound learning theory. In regards to pace and difficulty, the course was considered appropriate.

Recommendations

Based on the findings of this evaluation the following recommendations are made:

- Provide an in-class course orientation program for the MVC video production site. A better understanding of the site would encourage more students to use it at home.

- Post video tutorials or step-by-step instructions within the course on how to post assignments, upload videos, ask questions (technical and content-based) and any other technical information that may be helpful in navigating the site.

- Post examples and non-examples of "Pages" for students to better understand what outcome is required.

- Include a link for students to post technical and content-based questions.

- Allow additional class time for students who do not have adequate computer or internet access at home.

- Discuss with higher authorities the possibility of increasing the school's bandwidth to improve uploading speeds.

References

Lightspeed Systems Overview. (2013). Retrieved April 26, 2013 from
    http://www.lightspeedsystems.com/company/.

My Big Campus Overview. (2013). Retrieved March 22, 2013 from
    http://www.lightspeedsystems.com/products/my-big-campus/.

Appendix One

Video Production Survey

*These questions are about your experience and confidence level using **My Big***

***Campus**. I will use the information to improve how I teach Video Production. Thank you*

for taking the time to help me improve the course.

Directions:

Part 1: Please circle the most correct answer.

1. Are you currently signed up for **My Big Campus**?

> 1. Yes
>
> 2. No

2. Do you have access to a computer at home?

> 1. Yes
>
> 2. No

If you answered **no**, **skip question 3** and go on to question 4.

3**.** How often do you access **My Big Campus** at home?

> 1. 5-7 nights a week
>
> 2. 2-4 nights a week
>
> 3. About once a week
>
> 4. I don't access it at home

4. In how many classes do you use **My Big Campus** as part of your classwork?

        1.   1-2

        2.   3-4

        3.   5-7

5. When you use **My Big Campus** in your classes, what parts of it do you access?

(Circle all that apply).

        1. Announcements

        2. Discussion Board

        3. Pages

        4. Resources

        5. Calendar

        6. Schoolwork

        7. Other _____

6. What problems, if any, have you experienced while using **My Big Campus**?

_____

_____

_____

_____

_____

_____

_____

Part 2: *The following questions are about specific tasks that you perform on a regular basis while using* **My Big Campus. Circle one response to each task, describing how you rate yourself doing that task***.*

7. Uploading files to **My Big Campus**

        0 = Never heard of this task.

        1 = Read about it or heard of it, but never seen it or performed it myself.

        2 = Seen someone else perform this task.

        3 = Helped someone else perform this task.

        4 = Performed myself with a lot of help from others.

        5 = Performed with a little help from others.

        6 = Performed it accurately without any help from others.

8. Finding your schoolwork and grades on **My Big Campus**

        0 = Never heard of this task.

        1 = Read about it or heard of it, but never seen it or performed it myself.

        2 = Seen someone else perform this task.

        3 = Helped someone else perform this task.

        4 = Performed myself with a lot of help from others.

        5 = Performed with a little help from others.

        6 = Performed it accurately without any help from others.

9. Posting to the Discussion Board on **My Big Campus**

        0 = Never heard of this task.

        1 = Read about it or heard of it, but never seen it or performed it

          myself.

        2 = Seen someone else perform this task.

        3 = Helped someone else perform this task.

        4 = Performed myself with a lot of help from others.

        5 = Performed with a little help from others.

        6 = Performed it accurately without any help from others.

10. Receiving calendar alerts about assignments on **My Big Campus**

        0 = Never heard of this task.

        1 = Read about it or heard of it, but never seen it or performed it

          myself.

        2 = Seen someone else perform this task.

        3 = Helped someone else perform this task.

        4 = Performed myself with a lot of help from others.

        5 = Performed with a little help from others.

        6 = Performed it accurately without any help from others.

YOU ARE FINISHED. THANK YOU FOR YOUR TIME.

Appendix Two

MY Big Campus/Video Production Expert Content Review

Please circle your rating and write comments on each aspect of the My Big Campus/Video Production class pages.

1 represents the lowest and most negative impression on the scale, 3 represents an adequate impression, and 5 represents the highest and most positive impression. Choose N/A if the item is not appropriate or not applicable to this package. Use additional sheets to write comments, if needed.

NA=Not applicable 1=Strongly disagree 2=Disagree 3=Neither agree/nor disagree 4=Agree 5=Strongly agree

CONTENT/INSTRUCTIONAL DESIGN REVIEW

1. MBC/Video Production provides learners with a clear knowledge of the program objectives.

<div align="center">N/A 1 2 3 4 5</div>

2. The instructional interactions in MBC/Video Production are appropriate for the objectives.

<div align="center">N/A 1 2 3 4 5</div>

3. The instructional design of MBC/Video Production is based on sound learning theory and principles.

<div align="center">N/A 1 2 3 4 5</div>

4. The pace of MBC/Video Production is appropriate.

<div align="center">N/A 1 2 3 4 5</div>

5. The difficulty level of MBC/Video Production is appropriate.

<div align="center">N/A 1 2 3 4 5</div>

Comments:

Appendix Three

My Big Campus/Video Production Website

Implementation Expert Review

For each statement below, place an X in the box that most represents the statement. Add any additional comments as necessary.

	Not Evident (1)	(2)	(3)	Fully Evident (4)	Comments
1. Technical requirements for acceptable access are clearly stated.					
2. A course orientation program or service exists for students.					
3. Students can access all content links necessary for the course.					
4. The online platform used for course delivery has the necessary system capacity to support the learning activities of the course.					
5. The online platform provides appropriate tools for communication and collaboration.					
6. The course contains instructions on how to access technical information or post technical questions within the online course.					
7. Students have access to appropriate hardware and software on a regular and convenient basis.					
8. Connection speeds are sufficient for communication and accessing all course materials.					