

ADDIE Model for WWE Platform Training Program

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Chapter 1 Front-End Analysis

Problem Statement

As a developer and executive of World Wide Education platform. I am facing many issues to launch online learning system and establish an effective online learning environment in the developing country – China. The biggest challenge is how to transfer the traditional teachers to online teaching platform. In China, most after-school tutoring and educational company are designed with the basis of traditional class format. The most famous teachers are all come from the traditional school. The paper and pencil, chalk and blackboard are the most common tools for teaching and learning. As the technology growing rapidly and the world communicating closely, online teaching and blend instruction method become familiar for Chinese students and parents. However, the trend of using online tools just start up in China, and most teachers did not receive any training of online teaching. They are lack of the knowledge of how to use tools for online teaching, and are lack of the knowledge of how to communicate with students via online learning platform. Hence, to archive the goal of teacher transfer successfully, we need to conduct a training of online teaching method via our platform. Our platform is very similar with Blackboard online learning platform. Hence, the functions of teaching are all need to learn.

Goal Statement

The main goal of this training program is to provide teachers with a basic knowledge and understanding of the WWE platform course creating process and skills. By the end of the

course, teachers will be able to identify what online learning is, how to use an online learning platform for teaching and how to engage students in online learning.

In order to achieve the goal, this training program will be launched in a blended/hybrid-learning environment so that the teachers can get the direct feelings and thoughts of online learning, and blended format is easier for them to get used to the change of learning format. And during this training program, learners will be required to use basic functions of online learning platform (WWE platform) to take training courses, read extra supplemental readings to expand knowledge, and then use their own teaching material to generate their own online course and complete the final report of the training program.

Table 1 (below) *illustrates the subordinate skills required for each of the above tasks.*

Tasks	Subordinate skills
Familiar with WWE platform (class)	Create account on WWE platform Visit and navigate the platform Watch the video of platform introduction
Take the training course on WWE platform (online)	Log onto WWE platform Open content and navigate through each page of the lessons and learning module to review material Use the platform to finish the self-paced and self-guided tutorial sessions 1. Get started 2. Design the course page 3. Build course menu 4. Add course content 5. Grade center and communication tools 6. Final steps Complete the assignments and extra readings
Reflection and discussion (class)	Share the thoughts of training course and online learning environment Discuss the issues and solve the problems

Transfer own course (online)	Create own course site and learning module on the platform
Presentation and discussion (class)	Present own course site and learning module Discuss the issues Peer review
Finalize own course site and learning module (online)	Modify the course site and learning module based on peer review and solve the problems Submit the final version of the course site on platform
Complete final report	Submit extended final report for the training program reflection

Analysis of learners and contexts

After communicate with the teachers who from K-12 schools, I learned that the learners of this training program acquired some knowledge of web 2.0 and online learning. They know how to use computer and how to navigate internet and they use internet in their daily life. This prior knowledge made the training easier and shorter by skipping the basic technology training. The learners' age range from 23-35. And they are teaching K-12 students in private school. Their teaching experiences are more than 5 years, so that the instructional knowledge is also not a big issue for them. The learners are eager to change their teaching method and willing to gain the new ability of online teaching to adapt to the new education revolution in China. Since they did not receive any formal online training and online course. This program will be conducted via blended format with 20 learners each term (The term number depends on the needs of platform course and student number). The classroom will be provided by our company with projector and Lenovo computers. For online course, the teachers are all have computers or laptops at their home, and be able to connect the internet. The whole training is based on the website which developed by our company. The synchronous classes need java updated

and the software associated with the platform which is also developed by our company. During the program, the learners will get support both in classroom and online help. In the classroom, the instructor will provide discussion phase for learners to solve their problems. For online part, learners can get help from platform help center and instructor/classmates via communication tools. After they finish the training program, our company will send offer to them to get online teaching occupation for their future career consideration.

Summary

Online teaching training is critical for nowadays teachers to transform their teaching method with new technology. There are many benefits for them to change. Since online learning is very successful in America and the platform is learned from very matured platform design. Learners will get an accurate improvement for their professional performance.

Chapter 2 Design Phase

Training Description

This is a professional training for K-12 teachers. Teachers will be trained to develop a course with WWE online platform. Since the teachers are age from 25-35 with much internet experiences, so the training is only contain to online platform training. These teachers are eager to change their teaching method and willing to gain the new ability of online teaching to adapt to the new education revolution in China. In this training, teachers will understand the effective online teaching environment and apply the skills of online teaching to develop their own courses, which they have taught in the traditional classrooms.

Training Objectives

In general, the main objectives of the training are to train teachers to identify what is online teaching, how to use online learning platform for teaching, and how to engage students in online learning environment. By the end of the course, learners will be able to

1. Identify the online teaching and effective teaching principles with WWE platform.
2. Define the WWE online platform functions for online teaching
3. Use WWE online platform functions
4. Illustrate the teaching process with WWE online platform
5. Design online course module to establish effective learning environment on WWE platform
6. Create course on WWE online platform
7. Present online courses and review peer's works

Outline of Sessions and Lessons

Session 1. Theoretical Training (face-to-face, week 1- week 2)

By the end of this session, the learners will be able to

- Identify the online teaching and effective teaching principles with WWE platform.
- Illustrate the teaching process with WWE online platform

Lesson 1. Introduction of online teaching and the training

Lesson 2. Familiar with WWE platform

Session 2. Practical Training (online, week 3 – week 7)

By the end of this session, the learners will be able to

- Define the WWE online platform functions for online teaching
- Use WWE online platform functions
- Design online course module to establish effective learning environment on WWE platform
- Create course on WWE online platform

Lesson 1. Draft online course plan

Lesson 2. Designing a course site

Lesson 3. Build course menu

Lesson 4. Adding course content

Lesson 5. The grade center

Session 3. Feedback and Evaluation Training (Hybrid, week 8- week10)

By the end of this session, the learners will be able to

- Present their works

- Review and evaluate peers' works

Lesson 1. Reflection and discussion about issues and thoughts (face-to-face)

Lesson 2. Presentation (face-to-face)

Lesson 3. Wrap up: Finalize course site and final report (online)

Instructional Analysis

Session	Objectives	Lesson
Theoretical Training (<u>face-to-face, week 1- week 2)</u>)	By the end of the unit, the learners will be able to 1. Identify the online teaching and effective teaching principles with WWE platform. 2. Illustrate the teaching process with WWE online platform	1. Introduction of online teaching and the training 2. Familiar with WWE platform
Practical Training (<u>online, week 3 – week 7)</u>)	By the end of the unit, the learners will be able to 1. Define the WWE online platform functions for online teaching 2. Use WWE online platform functions	1. Draft online course plan 2. Designing a course site 3. Build course menu 4. Adding course content 5. The grade center

	3. Design online course module to establish effective learning environment on WWE platform 4. Create course on WWE online platform	
Feedback and Evaluation Training <u>(Hybrid, week 8- week10)</u>	1. Present their works 2. Review and evaluate peers' works	1. Reflection and discussion about issues and thoughts (face-to-face) 2. Presentation (face-to-face) 3. Wrap up: Finalize course site and final report (online)

Instructional Strategy

This course is being delivered hybrid (face-to-face and on-line). The delivery of the unit is based on Gagne's Nine Events of Instruction.

1. Gain attention. Show a video of real example of online teaching process and interviews of students and teachers who have taken online course to learners to gain the attention.

2. Inform learners of objectives. In the introduction lesson, instructor will lead learners to read the syllabus with list of objectives. In this way, learners will understand clearly about the training objectives.
3. Stimulate recall of prior learning. The course site teaching contents will be created by the prior knowledge of their own teaching field. Learners will use their own teaching materials to adjust to online course site with effective teaching principles.
4. Present the content. In every practical lesson, learners will present their course site to the class, and present their course site with effective online teaching principles. So that learners can learn from each other, and gain the new knowledge from others' comments and instructor's suggestions.
5. Provide learner guidance. Instructor will give learners a clear and high-quality guidance right after each lesson's short presentation to help them update and improve their course site.
6. Elicit learning/practice. Practice to create course site individually, and present in every lessons, and provide comments of others' course site. Write updating statement every week and course reflection by the end of the training. In this way, learners can grasp the skills of the course creating for online teaching.
7. Provide feedback. Instructor will give explanatory feedback updating statement, and presentation each week, and course reflection by the end of the training to ensure learners have a deep understand of online teaching strategy.
8. Assess learning. Rubric for course site creation and updating statement with effective teaching principles.

9. Enhance retention and transfer. Instructor will comment on each course site with clear rubric.

Criteria of Evaluating

Formative Assessment

Formative evaluation will be provided by the following methods

1. Course site creation and updating. These will serve as regular monitor of trainer that if the learners understand the creation process and have the skills to develop course site by themselves.
2. Comments of peers' course site. These will serve to provide a feedback to instructor that if the learners understand the effective teaching principles and course site development skills.
3. Updating statements. Learners will update statement of their change of course site and which principle they have adopted during the creation in the blog online once a week. These statements allow instructor to see if the learners understand the effective teaching principles and apply them into their own course site.

Summative Assessment

1. Course reflection. In the end of the course, learners will submit their final report of the course reflection in the blog area as the last update in the blog. This will assist the instructor in assessing both the learning outcomes and the level of student satisfaction with the course. The comments will also be helpful in deciding on amendments to the next iteration of the course.

2. Training evaluation survey form (anonymity). Will measure trainer satisfaction, confidence, and provide direct feedback to adjust future trainings for this program, as well as modifications to make to initial trainings for future participants.

Chapter 3 Development Phase

Introduction

The development phase provides insights into the curriculum by planning a single lesson from the various units. The selected lesson is one of the core lessons of the training program that represents the overall content that may be resident in all other core lessons. This lesson contains learning objectives, the instructional strategy, and further consideration of how the instruction will be delivered as well as the materials for each section of the lesson. The lesson will last for about 30 - 45 minutes.

Sample lesson from design phase

Session 2 Practical Training

Lesson 2 Designing a course site

Learning objectives

By the end of the lesson, the learner will be able to

- Demonstrate the ability of changing the color of the Course Menu
- Understand the choices you have for organizing content in WVE platform course site
- Explain the benefits of mapping out your course site prior to building
- Apply best practices for Course Design

Instructional strategy

Gain attention

Since this course will be conducted within the WWE platform, and this lesson is about course site design. Hence, the training platform will present a new colored and attractive background window so that learners will see the new platform layout and design which different from they used last week. The change may gain learners attention and attract them to learn how to do these changes.

Inform learners of objectives

After a short introduction of the lesson, learners will see the objectives list and instructor will illustrate every objective to learners.

Stimulate recall of prior learning

Design a course site is much similar with design a blog or a website. Since these learners have experiences of design online private page, this can stimulate their prior knowledge. Moreover, they have created the lesson plan last week, so they know how to map their own lesson plan.

Delivery system (Presentation of information)

This lesson will be conducted via WWE online learning platform. The lesson content will be delivered by synchronous class format. Hence, the instructor will use the Power point to lead the learners to design their own course site step by step. After the lesson, the

course document including the content, help instruction, and course recording will appear in the course archive.

Practice/Activities

During the lesson hours, the learners will

- Present their updated lesson plan created by last week.
- Participant the class discussion and learn objectives.
- Follow the design steps and apply the functions and changes with own course site.
- Make oral reflection about the design process.

After the lesson hours, the learners will

- Read the extra readings
- Save and submit the changes of own course site.
- Submit the update statement in the blog area to demonstrate the changes and effective teaching principles adopted during the change.
- Participant in Blog to review and comment classmates' design.
- Participant in Discussion board for any lesson concern to help improve the lesson.
- Prepare for next week's presentation.

Feedback

The instructor will provide the feedback to submitted update statement for each learner, and comment his or her design. Instructor also provides the respond of class discussion and questions, post from Discussion Board and email from learners.

Assessment

Formative Assessment:

- Asking learners to submit the update statement. In the statement, it should include the changes of their course site, and what theoretical principles they have adopted during the course site establish.
- Rubric for course site design. The rubric may based on the chart as below.

Category	Baseline	Effective	Exemplary
Learner Support & Resources	A. Course contains limited information for online learner support and links to platform resources.	A. Course contains adequate information for online learner support and links to platform resources.	A. Course contains extensive information about being an online learner and links to platform resources.
	B. Course provides limited course-specific resources, limited contact information for instructor, department, and/or program.	B. Course provides adequate course-specific resources, some contact information for instructor, department, and program.	B. Course provides a variety of course-specific resources, contact information for instructor, department, and program.
	C. Course offers limited resources supporting course content and different learning abilities.	C. Course offers access to adequate resources supporting course content and different learning abilities.	C. Course offers access to a wide range of resources supporting course content and different learning abilities.
Online Organization & Design	A. Much of the course is under construction, with some key components identified such as the syllabus.	A. Course is organized and navigable. Students can understand the key components and structure of the course.	A. Course is well organized and easy to navigate. Students can clearly understand all components and structure of the course.
	B. Course syllabus is unclear about what is expected of students.	B. Course syllabus identifies and delineates the role the online environment will play in the course.	B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
	C. Aesthetic design does not present and communicate course information clearly.	C. Aesthetic design presents and communicates course information clearly.	C. Aesthetic design presents and communicates course information clearly throughout the course.
	D. Web pages are inconsistent both visually and functionally.	D. Most web pages are visually and functionally consistent.	D. All web pages are visually and functionally consistent throughout the course.

	E. Accessibility issues are not addressed. (Including: sight, mobility, hearing, cognition, and technical.)	E. Accessibility issues are briefly addressed. (Including: sight, mobility, hearing, cognition, and technical.)	E. Accessibility issues are addressed throughout the course. (Including: sight, mobility, hearing, cognition, and technical.)
Instructional Design & Delivery	A. Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.	A. Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content.	A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.
	B. Course goals are not clearly defined and do not align to learning objectives.	B. Course goals are adequately defined but may not align to learning objectives.	B. Course goals are clearly defined and aligned to learning objectives.
	C. Learning objectives are vague or incomplete and learning activities are absent or unclear.	C. Learning objectives are identified and learning activities are implied.	C. Learning objectives are identified and learning activities are clearly integrated.
	D. Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	D. Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.
	E. Course provides limited activities to help students develop critical thinking and/ or problem-solving skills.	E. Course provides adequate activities to help students develop critical thinking and/or problem-solving skills.	E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.

Material and Resource

Reading materials:

- Ausburn, L. J. (2004). Course design elements most valued by adult learners in blended online education environments: An American perspective. *Educational Media International*, 41(4), 327-337.

- Dougiamas, M., & Taylor, P. (2003). Moodle: Using learning communities to create an open source course management system. In *World conference on educational multimedia, hypermedia and telecommunications* (Vol. 2003, No. 1, pp. 171-178).
- Koehler, M. J., Mishra, P., Hershey, K., & Peruski, L. (2004). With a little help from your students: A new model for faculty development and online course design. *Journal of Technology and Teacher Education*, 12(1), 25-55.

Resources:

- WWE platform tutorial guide
- WWE platform support center
- WWE customer service

Chapter 4 Implementation

Introduction and Process

The implementation phase of ADDIE model is about prepare the instructional materials to engage the students to achieve the desired goal, which planned in the previous phases in the whole training program. During the implementation phase, the content is delivered to the learners. Specifically, the learning environment must be prepared, the content must be uploaded, and the learners must successfully comprehend the material. This training program will be host in summer vacation. The learners will utilize their vacation for training. The length of the training will take 10 weeks. Since this is a hybrid training program.

Prepare teaching environment

For the face-to-face training part, I will prepare the small but high interactive classroom. The interactive white board and projector. The learners will bring their own device to the class. For the online session, I will prepare and upload the training materials and course modules into the WWE online learning platform. Every online session will contains the training documents, collaboration session, Q&A, discussion board, blog and contact tools. The instructor will host the collaboration session every week of the online session and face-to-face class. The synchronous class will run about 2 hours. The instructor has the responsibility to reply the email and question on discussion board or other format from any learners within 48 hours to make sure the course goes smoothly. The instructor also has the responsibility to monitor the work progress of every learner and give the appropriate feedback after every assignment. And the instructor has the ability and

responsibility to engage the learners to establish an effective learning environment. The manager of the training program should monitor the course delivery process and outcome. The technicians of the WWE platform have the responsibility to provide the help and support for both faculty and learner.

Prepare learners

First of all, the learner audience for this training is class size is less than 20. And the schedule is ten weeks. Online training is once a week and collaborate room time is 6:30 - 8:30 pm, which after the regular working time. The training announcement and prerequisites for the training will be sent before one week of the training starts. Two days prior to class participates will be send email reminder. Upon completion of the course the learners will be able to achieve the learning objectives that mentioned in the design phase. Each learner will be responsible to report his or her project (creating course via WWE platform) progress updating statement. And complete the evaluation for the instructor after the training.

Chapter 5 Evaluation Phase

I Formative Evaluation

Introduction

Formative Evaluations are often ungraded and informal. Their aim is to provide both the learners and instructor with a gauge of where their level of understanding is at the current moment, and enable the instructor to adjust accordingly to meet the emerging needs of the class. For this training, the formative evaluation strategies including one on one, small group, and first of all we will conduct a self-review.

Selected Session

To be better control and implement the training program, this formative evaluation will focus on session 2 – practical training, since this session is the core content of the whole training program.

Objectives of Formative Evaluation

1. Assess the effectiveness of the training
2. Determine the efficiency of the training
3. Evaluate whether the training is motivating or not
4. Determine usability of instructional materials
5. Assess acceptability of instructional materials

Self-review Evaluation

Before to conduct the interview and survey evaluation, the team members will launch the self-review evaluation. This evaluation phase including the instructional materials and basic support of the training. This evaluation aims to examine whether the design and proposed delivery of the course content effectively supports those goals. The questions of self-review are listed as below. We will check the general operation questions within the training team and executive team in the company. We will check the instructional material questions with experts and consultants.

For general operation aspects,

1. What qualifications we need for teachers want to use our platform? Teaching experience, how many years they have been teaching.
2. Where do we hold the face-to-face tutorial class? Leasing classroom/In our company
3. What is the tutorial class duration and time? (As most teachers may not have enough time to complete our tutoring.) 2 hours class every week. Classes during weekends and nights.
4. How to identify teachers' basic technical knowledge? Should we divide teachers in different level and offering different tutorial class?
5. Easier access to our platform, in other words easy to open account? Y/N
6. Do we charge for tutorial? Y/N If yes how much we charge?
7. Who will be tutorial teachers? Our employee?
8. How many subjects we are going to offering? Under each subject how many teachers we want.

9. How to evaluate users understanding? Give an exam? Who will be grading their performance?

For instructional materials,

1. Are the objectives clearly stated?
2. Are the objectives appropriate for the desired learning outcome, as stated in the program goal?
3. Is the instructional strategy effective - Does it help the learner meet the lesson objectives?
4. Are the materials appropriate for the desired learning outcome? (Is there too much content? Too little? Just right?)
5. Is the content accurate and current?
6. Is the mural appropriate for gaining attention?
7. Does the mural need more detailed explanatory notes?
8. Are more graphics needed?
9. Are the introductory lecture notes adequate?
10. Is the tone right?
11. Are the activities appropriate?
12. Is the technology appropriate for delivery of this program by distance learning?

13. Is the course management system easy to navigate?

14. Does the lesson design allow for satisfactory interaction with

- the material?
- the instructor?
- other learners?

15. Suggestions for improvement?

One-on-one Evaluation

We will develop one-on-one evaluation after a pilot training period. We will select 3 learners to participate the one-on-one evaluation phase. From this result, we will get a detailed information and improvement decision from the single learners. Since this is one-on-one evaluation, so the question format is like an interview. The Likert-scale questions and background questions to help the learners explain the needs and provide feedback of the training program. The questions are listed as below.

Background questions:

1. How long have you been teaching?
2. Why would you interest in doing online tutorial?
3. It that easy for you to access the course in your place? Y/N

Training content-related questions:

Please grade your responses to the following questions using the Likert scale from 1-5.

1= (Most Negative) Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= (Most Positive) Strongly Agree

Questions	Level	Comments
Do you have a better understanding on what is online teaching?		
Did the course give you ideas about what is WWE platform?		
Did our trainer help with your problems?		
Did our class meet your expectations?		
Was all our equipment working properly?		
Would you recommend our platform to others?		
Was the content being organized and easy to follow?		
Dose the pace of the tutorial is easy to follow?		
Dose the feedback of the instructor is help to you?		
Dose the material is clear and accessible?		
Is the instructional strategy effective for you?		

Small Group Evaluation

Having completed self-evaluation and one-to-one evaluation, I would wish to proceed to small group evaluation to identify major problems before finalizing the development of the program. This should be launched by the end of the first patch of the training program. And we will conduct the survey via Survey Monkey to help us gather the information and analyse the data via SPSS. It will hopefully identify any remaining issues that the one-to-one evaluation did not surface. The small group trial will be used to further refine the training.

Grading the following questions 1= Most negative and 5= Most positive

1. The objectives of the training were clearly defined.
2. The topics covered were relevant to the objectives.
3. The training experience will be helpful to future using our platform.
4. The time of the training was sufficient.
5. The tutorial room and facilities were adequate and comfortable.
6. Overall, how would you rate our tutorial course?

Open answer questions

1. What did you like most about the tutorial course?
2. What would you recommend changing about the tutorial course?
3. After completed this course, are you able to using our platform and teaching online?
4. What additional helping would you like us to offer?
5. Please share other comments or feedback.

Data Analysis

The data results will be numerically tallied and analyzed using SPSS statistical software according to the specified evaluation criteria. Measures of central tendency and graphical data will be used to examine the overall effectiveness of training. These statistics will help me in continuing to revise and refine the training program for future teachers. In doing this, I will take into account the credibility and representativeness of the learners. This data will be presented in a formal report and provided to the appropriate stakeholders. A sample outline for the report is presented next. The final report should use the structure in this outline.

Sample Report Outline

- I. Summary
 - a. Description of Learners
 - b. Description of Module 1 Training
 - c. Evaluation Objectives and Criteria
- II. Methodology
 - a. Participants
 - b. Instruments
- III. Results
 - a. Data Analysis
 - b. Findings
- IV. Recommendations

Conclusion

This formative evaluation contains how the general evaluation process during the program and offers a clear guideline for the further evaluation. Some questions and survey are designed for the whole program to ensure the target learners and help data analysis results clearer and easy for analyzing.

II Summative Evaluation

Summative evaluation is the final phase in the ADDIE model for instructional design. And is pivotal in collecting the data necessary to verify the global effectiveness of the training with the target learners. The results of the summative evaluation will help me

understand if this goal has been met. This summative evaluation will cover all three key areas, i.e., effectiveness, efficiency and benefits. And we will launch some surveys and questionnaires after self-review. And we will use the findings to talk to some learners about the training contents.

Instructional Effectiveness

From the FEA analysis, we know that the real problem is teachers lacking of the skills and knowledge of WWE platform. Hence the training program need to achieve the goal to make sure the teachers will master the skills of how to create the online course in the WWE platform and have the knowledge about how to create an effective learning environment for the students who enrolled in their course in the WWE online learning platform. During the training process, every learner (i.e. teacher) to create their own course site with the tutorial step by step. And update their course site design statement weekly. Besides, in order to make sure the training program have reached all the goals in the design phase, we will conduct a post-training survey. This survey results will be one of the standards to exam training outcome and the guideline for future modification of the training program.

Post-training survey

Instruction: Please rate your level of agreement with the following questions on a scale from 1 to 5, where 1= strongly disagree; 2= disagree; 3 = neutral; 4 = agree; 6= strongly agree.	
Questions	Rating
1. After the training, you can state what is effective online learning and how to create an effective online learning environment.	

2. After the training, you can use and know the functions of WWE online platform	
3. After the training, you know how to create course site with WWE platform	
4. After the training, you can teach your course via WWE platform	
5. After the training, you know how to design your course site on WWE platform	
6. After the training, you feel confident that you can teach on WWE as good as you were teaching in the classroom.	
7. You think the training and the skills will benefit you with your future career development.	

Instructional Efficiency

To evaluate the efficiency of the WWE online training program for the teachers, we also will conduct a survey after the training about the satisfaction with respect to time commitments resultant from training implementation.

Shareholder Efficiency Satisfaction Survey

Instructions: Please rate your level of satisfaction with the following aspects of the training from 1 to 5, where 1= strongly disagree; 2= disagree; 3 = neutral; 4 = agree; 6= strongly agree.	
1. The time invested in learning the basic background knowledge.	
2. Time required to practice every week.	
3. Time spent writing statement and updating.	
4. Time spent corresponding with technical help.	
5. Time spent for extra course working.	

Benefits of Instruction

The benefits of the WWE online training should be identified by reviewing how much information the training contributes to teachers' knowledge and career development. The skills training provide a wider teaching tools and method that need to be effectively monitored during the whole process. The update statement, blog posts, discussion board

contents which will offer many useful knowledge should be reviewed frequently to make sure the delivery results. In the end, the survey data and formative evaluation process should be conducted efficient and accuracy that the results will provide future training modification suggestions.

Report Outline

The final summative evaluation report will be written by the project manager (being informed by all key participants; the instructional designer, the facilitators and the data from the surveys). The report will be presented in the following format;

- Executive Summary
- Purposes of Evaluation, Effectiveness, Efficiency and Benefits
- Methodology, Participants and Instruments
- Results, Analysis and Findings
- Conclusions, Limitations and Recommendations

Summary

The training was designed to enhance the teachers' skills to create course for WWE platform, which can expand their career area and develop their teaching technology leverage. Since the high demand of technology in education, China is conducting education revolution. The online teaching is a critical skill for teachers. The high speed development of technology and lacking specific skill training leave a gap in the proficiency which required specific training for teachers. To meet this need, a WWE training platform was created, focusing on improving teachers' online teaching skills and knowledge to transfer their own course to a new format in WWE platform to establish an effective online learning environment. The training program is ADDIE approach, the training program, which contains theoretical session, practical session and feedback session will launch for 10 weeks in the summer vacation that will give teachers more available and flexible time for training. This course is hybrid method that can be a good transitional training method for teachers to adjust online learning environment. The teacher who is willing to change their teaching method and adapt to new demand of education revolution are encouraged to participant into this training program. They can have a new way to develop their teaching career experiences. Formative evaluation will be conducted to assess the effectiveness of the training, with real-time adjustments made to allow for flexibility in the training schedules. With all of the considerations being made, it is anticipated that the training will result in new skills for online teaching, and this new capacity will be clearly seen in terms of the summative evaluation tactics of post training survey, and shareholder efficiency satisfaction survey. Form here, a clear report of the summative data will be presented to a team of administrators of WWE platform.

Presentation of these data will clearly show the effectiveness and efficiency of this training. The project management chart will be showed as below.

Project Management Chart

Phase	Task Leader	May. 13-20	May. 21-27	May. 28-Jun.3	Jun. 3-10	Jun. 11-18	Jun. 18-Aug. 20
Front-end Analysis	V.L						
Problem Statement	V.L						
Goal Statement	V.L						
Instructional Analysis	V.L						
Learners and Contexts Analysis	V.L						
Draft Project Management Chart	V.L						
Design	V.L						
Outline of Units and Lessons	V.L						
Learning Objectives for Lessons	V.L						
Instructional Strategy	V.L						
Criteria for Assessment	V.L						
Methodology of Instruction	V.L						
Project Management Chart count	V.L						
Development	V.L						
Instruction Methodology count	V.L						
Prototype lesson Developed	V.L						
Project Management Chart count	V.L						
Formative Evaluation	V.L						
Formative Evaluation Plan	V.L						
Self-review of draft lesson	V.L						
Implementation	V.L						
Formative Evaluation	V.L						
Summative Evaluation	V.L						

V.L. = Viola Liu (Jingwei Liu)