

Needs Assessment Data and Finding (Summative Survey)

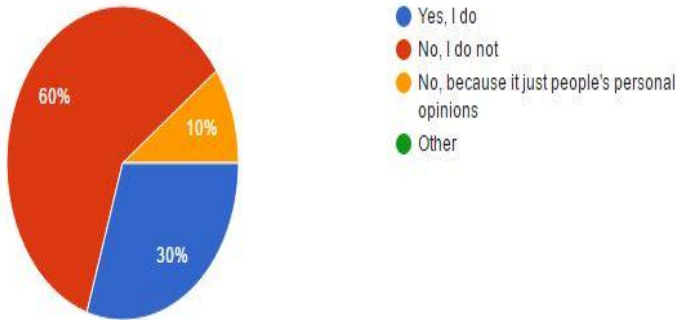
All survey results can be found at by click [here](#)

At the onset of this project, the instructivist theory was integrated into the training design for this course. After analyzing the survey results, it was evident that in addition to the instructivist theory, merging constructivist, and connectivist theories into this training would also help learners to view blogging as a new form of communication. These other theories were not considered in the initial design because there was an assumption made that the popularity of blogging meant that every potential student already participated in and saw the value of the activity to some degree. Prior to the addition of constructivist and connectivist theories, the class format would have consisted of the instructor giving direct instruction, which the learners would follow so as to learn how to create their own blogs. However, adding the constructivist approach would help the learners to learn how to use and apply an unfamiliar form of technology. Even though some of these users have expressed that they are not interested in blogging, they will still benefit from learning to blog because they will have this information to use as a networking piece when speaking to friends or colleagues, or for professional gain. This aspect accounts for the need to utilize the connectivist learning theory

Current Blog Use: According to the survey results, eighty percent (80%) of the learners “have never heard” of WordPress, whereas ten percent (10%) “have heard” of WordPress and use it on a regular basis, and the remaining ten percent (10%) “have heard” of WordPress but do not use it. Even though a part of the learners’ course entails learning how to use a blog via WordPress, when the learners were asked their personal opinions about the importance of understanding how to use a blog, sixty percent (60%) of the learners felt that “ it was not important to learn how to use a blog” for unspecified reasons, ten percent (10%) expressed that it was not important because they believe blogs are simply personal opinions, and thirty percent (30%) stated that they did believe that it is important to learn and understand how to blog. However, when asked to provide a topic that they would be interested in blogging about, all but one learner was able to do so. This result seems to demonstrate that in spite of previous answers stating that blogging is not an important subject to learn, there might be some interest in using blogs.

In your opinion, you do think it is important to understand how to blog?

(10 responses)

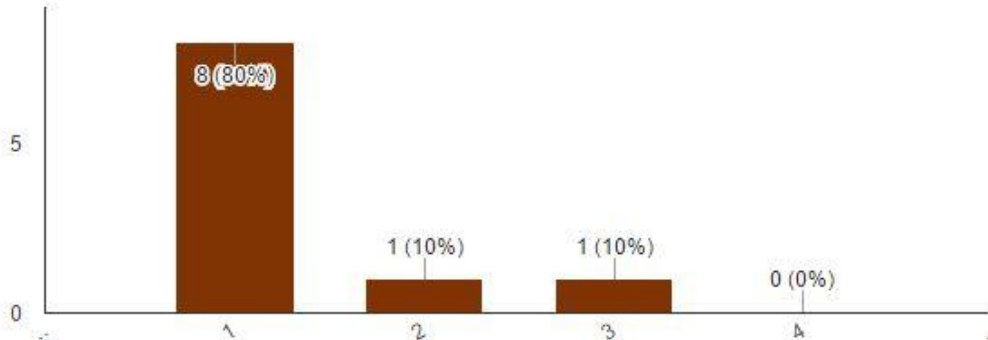


Experience with blogging:

In order to create blog posts using WordPress, learners will have to create an account, come up with a topic and be able to insert a photo that reflects their topic. Learners were asked to rate how comfortable they were with using blogs. On a scale of 1-4, 1 being "not comfortable I do not blog", and 4 being "expert I blog on a daily basis". Only one (1) of the learners profess to being an "expert" blogger or blogging on a daily basis. Meanwhile, eight (8) of the learners were not comfortable or they do not blog, leaving one (1) learner who entertained the idea of blogging a few times a year, but did not blog on a regular basis.

On a level from 1-4 what is your comfort level with blogging? (2=Minimal-blog every few months, 3=Intermediate-I blog every few weeks)

(10 responses)



The results regarding whether the learners used blogging in their professional lives were similar to the above results regarding personal blogging. When asked, "do you use blogging in your professional life," ninety percent (90%) of the learners said, "no" and ten percent (10%) responded with "other". Learners were also assessed on their ability to insert an image into their blog posts. Sixty percent (60%) "weren't sure if they would know how to insert an image", thirty

percent (30%) did not know how to insert an image, and ten percent (10%) of the learners knew how to insert an image into their post.

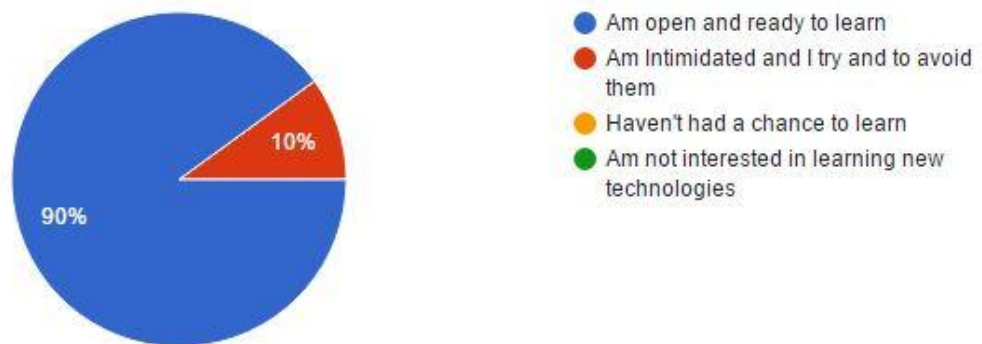
Part of 2c. Analysis of learners

The learners have not expressed their reasons for taking the computer course at Ellen Community College. From the survey responses, I have gathered that this course is part of a program that the learners have to complete in order to fulfill a professional or personal obligation.

Prior to this course, eighty percent (80%) of the learners were not familiar with WordPress, nor was blogging a part of their everyday lives. When asked about learning new technologies, ninety percent (90%) of learners are “open and ready to learn” whereas, ten percent (10%) are “intimidated and try to avoid using them”.

When faced with learning how to use new technologies(social media, blogging, education) I...

(10 responses)

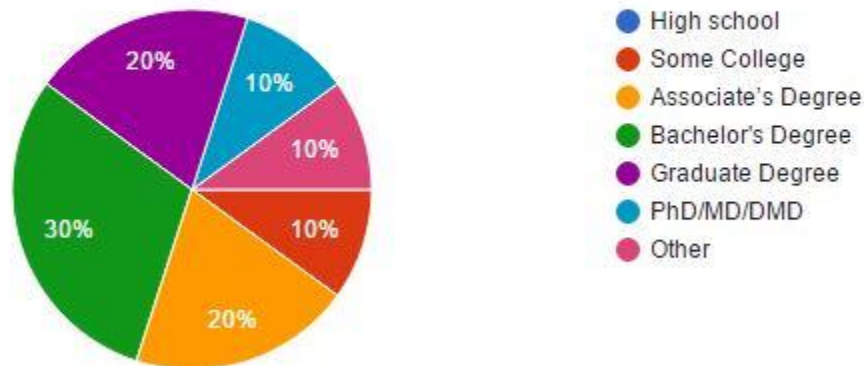


Sixty percent (60%) of the learners have been in their current careers for 16-20 years. They represent a wide range of careers in areas such as medicine, accounting, and client services. One thing that these learners all have in common is that their careers require them to use some form of technology. When asked about their comfort level with using computers in their personal and professional lives, the results were as follows:

On a scale of 1-4, (1 being not comfortable, 4 being very comfortable) ninety percent (90%) of the learners report being “very comfortable”, and one percent (1%) report being “comfortable”. As shown in the survey, none of the learners use blogs in their professional lives, but when it comes to learning new technologies, all but one (1) of the learners are open and ready to learn.

These learners who reside in Stamford, CT have attempted or completed some form of higher education. Their educational backgrounds range from the completion of high school to the completion of Phd/PharmD degrees.

What is the highest level of education that you've completed? (10



For thirty percent (30%) of the learners, this course may be used to fulfill a college requirement or as an elective toward the completion of a bachelor's degree. This course, which will be taught in a classroom using an overhead projector, will benefit most of the students because eighty percent (80%) of the students report being visual learners. Learning how to blog via WordPress is a process that is best learned through watching and mimicking the instructor.

In the survey, learners were asked about their preferences as far as learning and processing new materials. The learners were given five choices.

1. Reading directions or watching videos
2. Having someone show me in person
3. Investigate or try on my own
4. Attending a lecture
5. Other

These responses represented the learners' preferences for how they obtain new information in addition to describing the three different types of learning theories. The first option reflects the idea of *Connectivism*, which describes when the learner realizes there are different ways to obtain information by "networking" one's resources and retrieving them when needed. Options two and four are based on the idea of *Instructivism*, where learners prefer to take directions from an instructor. Option three represents *Constructivism*, where learners journey and seek knowledge on their own. Learners were only able to select one of the options. The learners who selected "other" did not expound on their reasoning for selecting it or what preferences they had as far as learning and therefore there are no measurements or theories that may apply.

Part 2d. Analysis of the Learning Context

Learners enrolled in this course will be learning the content in a classroom at Ellen Community College. The classroom is a computer class where the instructor's computer is integrated into an overhead projector. The classroom is equipped with high-speed wireless access points and the wall projector is large and situated within the classroom so as to allow all students the ability to see and follow along during instruction. Even though the classroom is equipped with computers, the learners are encouraged to bring their own personal computers or mobile devices to class. This is because some of the assignments will be completed outside of the classroom and learners need to be comfortable using their devices to access their blogs.

Based on the results on the survey and general conversation with some of the learners, I am optimistic that this will be a successful class. Even though most of the learners have never blogged or used WordPress, the majority of the class is open and ready to learn new technologies.

This will be a two hour training, which will take place in the evenings during the week. Learners will enroll in the course online or at the school's registrar's office. The instructor of the training is currently transitioning into instructional design and is obtaining her degree in educational technology with certificates in integrating technology in the classroom.

In order to mentally prepare for their first blog entry, prior to the training the learners were asked via the survey to choose a blog topic. The learners will be asked to expound on this topic throughout the course.

Part 2e. Analysis of the Performance Context.

The performance context will slightly differ from the learning context for learners because blogging will occur independently of the classroom. This means that while students will share a similar learning context, their performance context will vary due to the nature of blogging. Even though most of the learners have expressed that they are not interested in blogging, they will be able to take what they have learned and apply it outside of the classroom and use it in their personal and professional lives. While analyzing the survey responses, I concluded that most of these learners view blogging solely as a means of expressing personal thoughts and opinions. Therefore they are not yet able to recognize the professional benefits of incorporating blogging into their lives.

Transferring Skills and Bloom's Taxonomy: The learners will take the skills they have learned regarding blog post usage and creation and transfer that knowledge to their colleagues, friends and family members. In transferring this information, learners will engage individuals in their

personal lives to a higher order of thinking, which aligns with [Bloom's Taxonomy of thinking skills](#). For example, some of the learners are in the medical field and would be in a position to link two very different skill-sets together: medicine and blogging. For example they could create blogs for their family members and close friends as a place to summarize and share information about different health issues that may have affected their family members. These individuals can use the information on the blog to “remember” or “understand” some of the families’ health issues. Learners will remember how to access WordPress and create blog posts. In addition, the individuals will be at the “Apply” and “Analyze” levels, which will lead them into the “Evaluate” and “Create” levels.

Learners Creating Blog Posts: After the training, learners will have an in-depth knowledge of blogs and gain an appreciation for using blogs in their professional lives. I stated earlier that the “performance and learning contexts” would differ for each student. That is because the skills that the learners are acquiring in this course could be used both in and out of the classroom. For example, if a learner has returned to school as a way of transitioning into a new career, he or she could use blog posts as a portfolio to demonstrate his or her skills to potential employers. While this person may not have all of the hands-on skills, the employer can conclude that the “employee” has the knowledge and understanding of how to apply those skills to the “current position”.

Part 2f. Analysis of the Content (Flow Diagram)-

Click [HERE](#) for a zoomable image

