

Assessment Onboarding Storyboard

Merrill's Principles of Instruction

Module 1: Formatting & Uploading Assessment Questions

Principle	Written/Images	Video/Audio
1. Problem-Centered	The whole module, formatting and uploading assessment questions, is centered in an authentic context, since these tasks are near identical to their real workflows. The written guides walk learners through exact work tasks and locations, and the assessment questions are identical in formatting if not content to real assessment questions.	The whole module, formatting and uploading assessment questions, is centered in an authentic context, since these tasks are near identical to their real workflows. The video guides show how to navigate the real online environments they will be working in.
2. Activation	Experienced learners will be gently teased that the instructors know they've been bugged to do this before. There will be a written recap on why it's important to keep formatting consistent from a student perspective, and a brief downloadable overview with screenshots of what the different parts of an assessment question are.	N/A
3. Demonstration	Using an embedded Articulate Rise module with multiple pages of screenshots and markers of a real-life assessment question, I will walk through the specific formatting guidelines for each section of an assessment question and why we use them.	The locating topics, subtopics, etc. page will include a screenshared video of how to locate topics, subtopics, etc. in Smartsheet.

	<p>The Storyline module group will receive its own page (header + stimulus, answer choices + explanation). Adequate written explanations within the markers and alternative text will be utilized for learners with visual impairments.</p> <p>The next page will include a downloadable written guide of how to locate topics, subtopics, etc. in Smartsheet. The page after introducing differences between Quick Check and regular assessment questions will include a brief description that this section requires less work for Quick Check questions, with a sample screenshot comparison.</p>	
4. Application	<p>The practice page will include the downloadable question template, sample properly formatted question, and an optional assignment to fix a badly formatted question. There will be an “easy mode” and a “hard mode.” The “easy” mode question includes all necessary information in the header. The “hard mode” question requires that the learner find this information based on a given question ID.</p>	N/A
5. Integration	<p>Instructions on the previous page will tell the learners to turn in the assignment into the content depot, where a sample test question section will be created. A downloadable written guide will explain how to</p>	<p>A screenshared video will explain how to access the content depot.</p> <p>This process is a near-identical replication of their real-life workflow, showing them exactly</p>

	<p>access the content depot. I will include a statement about how they'll receive personalized feedback every time they turn it in within 5 business days.</p> <p>This process is a near-identical replication of their real-life workflow, showing them exactly how they will integrate this content into their jobs.</p>	<p>how they will integrate this content into their jobs.</p>
--	--	--

Module 2: Using Smartsheet to Access and Filter Past and Present Questions

Principle	Written/Images	Video/Audio
1. Problem-Centered	The whole module is centered in an authentic context. The written guides on how to navigate different areas of Smartsheet directly represent their real workflows.	The whole module is centered in an authentic context. The screenshared videos on how to navigate different areas of Smartsheet directly represent their real workflows.
2. Activation	There will be another inside joke for experienced faculty that Smartsheet must be their favorite program (a lot of them struggle with it). Next, there will be a brief recap of the previous section of formatting and uploading questions, highlighting how this is further down in the assessment timeline, since faculty can either find their present questions <i>or</i> past questions that have already been tested. I will explain that not only will they locate the <i>real</i> Past and Present Smartsheet pages, but I will show them the filtering process for how to locate the	N/A

	question they turned in (and if they didn't turn it in, what they might have turned in).	
3. Demonstration	<p>A short interactive Storyline module with markers and screenshots will clarify the most important points in the Smartsheet dashboard, especially the quick links and filtering system.</p> <p>In the next page, there will be downloadable written guidelines for accessing both the past test questions (in the Archive section) and present test questions (in Dynamic Views). I will write that sometimes, when the faculty need to locate questions, they may have the QIDs (question identification numbers) and sometimes they may not but know some other key words. As an example, I will both filter with the QID of the test question they may have turned in and then filter without the QID.</p>	<p>In the next page, there will be a screenshared video for accessing both the past test questions (in the Archive section) and present test questions (in Dynamic Views). In another video, I will say that sometimes, when the faculty need to locate questions, they may have the QIDs (question identification numbers) and sometimes they may not but know some other key words. As an example, I will both filter with the QID of the test question they may have turned in and then filter without the QID.</p>
4. Application	<p>The final assessment will include two sample assessment questions built into artificial but authentic copies of the real Smartsheet pages they will be using. Through the filtering system, the faculty will locate one past test questions within the Archive section, one with a QID, and one present test question within the Dynamic Views section, without the QID. There will be a place in each question row where they can</p>	Q/A

Commented [MNI]: Not sure how this would work if hypothetically multiple faculty (lol) turned in a sample question with the same QID. There could be a dropdown list of them in a sample Smartsheet?

	write their names or initials to mark their completion.	
5. Integration	The completion of the final assessment, representing finding the past and present test sections as well as filtering with a QID and without a QID, is highly relevant to their workflow.	N/A

Module 3: Analyzing Student Data in Smartsheet

Principle	Written/Images	Video/Audio
1. Problem-Centered	The whole module is centered in an authentic context. The written guides on how to analyze student data in Smartsheet directly represent their real workflows.	The whole module is centered in an authentic context. The screenshared videos on how to analyze student data in Smartsheet directly represent their real workflows.
2. Activation	A brief summary will be written on the previous two questions, how the learner formatted and uploaded a sample test question, and filtered to find two more test questions within the past and present test sections. Now, I will write that we're even further down the timeline, and we're assuming that students were tested on the two questions that they located in the previous section. They will now analyze the student performance data.	N/A
3. Demonstration	As an example, I will show another sample student data page, this one with the same QID that they may have turned in during Module 1. I will include	As at this point I'm reducing the scaffolding of the course, I won't include a video walking through the page, especially since it involves less navigation

	<p>a short Storyline module with screenshots and markers that identify the different components of the page.</p> <p>As at this point I'm reducing the scaffolding of the course, I won't include downloadable written guidelines, especially since it involves less navigation (they will remain on the same page the whole time).</p> <p>I will, however, include a downloadable job aid about what values and percentages they should watch out for as red flags.</p>	<p>(they will remain on the same page the whole time).</p>
<p>4. Application</p>	<p>The assessment will be to use the student data of the two previous test questions they found in Module 2 and complete an LMS quiz analyzing the data. Both the QIDs or other relevant information will be included if they've closed those windows and want to test themselves by finding the questions again, but if they'd prefer to only focus on the data, links to the particular sample data pages will also be offered. The feedback to the LMS quiz will be immediate.</p>	<p>N/A</p>
<p>5. Integration</p>	<p>Although this process in itself (analyzing student data) is highly integrated into their regular workflow, I will push learners one step further by including a long-answer section where they can suggest their recommendations based on</p>	<p>N/A</p>

	their analysis—if they might give a review session about the question content, scrap the question, or leave it alone.	
--	---	--

