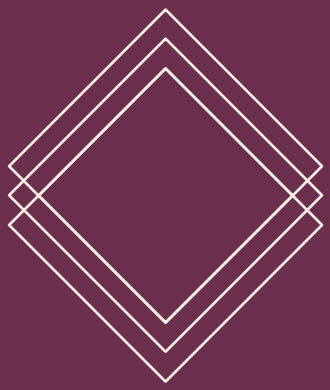

FLEX BRIDGE

INSTRUCTIONAL DESIGN CONSULTANCY

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Implementation

Step-by-Step Process

1. Complete pre-assessment survey: https://forms.gle/M948LcBJyyerR8Qf8
2. Sign in to a Google email account (GMAIL)
3. Go to https://www.peardeck.com/ and sign up for an account using your GMAIL. Do this by clicking on Teacher Log In and following the on-screen prompts.
4. Open the following Google Slide https://bit.ly/3rpHvG0
5. Make a copy of the presentation by clicking “File – Make a Copy – Entire Presentation”
    a. The copy will be saved to http://drive.google.com and can also be accessed by visiting http://slides.google.com
    b. If you prefer to save the file in a different location, click on the My Drive button and select your new location.
6. Install Pear Deck Add-on for Google Slides
    a. In the Menu Bar, Click on “Add-ons”
    b. Click on “Get add-ons”
    c. Search for “Pear Deck for Google Slides”
    d. Open the add-on by clicking on it
    e. Click on the blue Install button
    f. Click continue
    g. Sign in with your Google account
    h. Allow permissions
    i. Verify the add-on was installed by clicking on the Add-ons tab in the menu bar

Implementation

7. Open the Pear Deck Add-on
    a. Click on Add-ons
    b. Move your mouse down to the Pear Deck Add-on

        **Click on "Open Pear Deck Add-on" *If there is an error indicating that drive.google refused a connection, sign out from all Google accounts and sign back in with the account linked to Pear Deck*

8. Click on the green button on the top of the Pear Deck add on that says "Start Lesson"
9. Select "Student Paced Activity"
10. Copy the link and send it to your participants
11. Click "Go to Teacher Dashboard" to view real time submissions, leave feedback, and see the class roster.

Implementation

Unit Overview

During this instructional module, teachers will learn how to use Pear Deck to increase student engagement in a virtual classroom. The first portion of the module will guide learners through the basic functionality of Pear Deck. As learners become familiar with the platform, they will have the opportunity to convert one of their own Google Slide presentations into an interactive Pear Deck. We will provide step-by-step instruction in a user-paced guide, enabling participants to pause and resume the module as necessary.

Pre-Workshop Planning

TRI-County Educational Partners has contracted Flex Bridge Instructional Design Consultancy to design a short instructional module aimed to instruct teachers on how to use online tools to create engaging learning activities for students. This comes as a response to the schools' emergency need to engage students during the COVID-19 Pandemic. The online tools to be explored in this module will be the Pear Deck extension. The instructional course will be delivered online through a self-paced mode. Students will work in a large group through Asynchronous learning; therefore, learning may occur at their convenience. The course will last for at least thirty (30) minutes, depending on the learner's pace. However, the system will only be accessible for four weeks after the initial launch and should be completed during that period. Learners should provide their own computer or tablet to access the course; TRI-County Educational Partners may also opt to provide computer access as necessary. All learning materials will be made available online, supplementary documents such as handouts will be made available for download or online viewing. All learning materials will be made available online. In preparation for the course, learners are required to create a Google email account (Gmail) and a Google Slides presentation containing at least five (5) slides on their topic of choice. Learners may also opt to familiarize themselves with Pear Deck before beginning the course.

The course will consist of some audio components, and as such, learners are advised to have a headphone or speaker available based on their preference.

Implementation

Instructional Environment, Equipment, and Materials

Considerations for the Delivery Environment

The course will be implemented via a self-paced e-learning module, offering an interactive and engaging training program in the form of interactive questions, videos, simulations, quizzes, and other content. Training is only accessible using a computer or tablet with internet access. Suppose participants do not have a personal computer. In that case, they may go to a local library, a friend's house, or a community center where access to a computer with internet access is available. Flex Bridge Instructional Designers suggests that learners complete the unit of instruction in a quiet, comfortable, and distraction-free environment. The facilitators cannot be held accountable for technical issues such as network failure, power-outages, computer malfunction, or other unforeseen disasters that prevent the learner from completing the virtual training module.

Equipment and Materials

Learners are required to use a computer with reliable internet access. The use of headphones improves the audio quality; however, it is not required. Learners should test their computers before the scheduled unit to ensure the laptop is functional, connected to the internet, and access the module. Facilitators should ensure all participants receive the email with the link for the training unit and the technical requirements and start guides. All materials will be provided within the training module, and any print materials will be printed and mailed to each participant. They include but are not limited to videos, games, manuals and guides, hands-on simulation.

Handouts and Media Support

All course handouts will be provided via email and within the course. All print materials will be mailed to participants. Online resources, including technical support contact information, will be available on the training module website.

Implementation

Instructional Delivery and Sequencing

Flex Bridge Instructional Design Consultancy will create a virtual learning environment through asynchronous facilitation. Learners will engage in digital e-Learning that will encourage learner interaction and engagement. Through group facilitation and peer discussions, learners will gain knowledge to utilize interactive tools during ERT. Learners will demonstrate knowledge proficiency through an original practical training module. Learners will complete the three focal instructional objectives:

- Establish an understanding Pear Deck
- Create interactive content and successfully export/share the final interactive project.
- Incorporate project into a real-world simulation

Implementation

Sequence of Activities

Activities	Learners Will	Facilitator Will
Establish Goals	• Follow instructions provided in an email to access module from an email link • Listen / watch presentation for an introduction to Pear Deck.	Circulate email containing course invitation, and course details, including requirements and start date two weeks prior to the course launch. Circulate follow up email containing course link on day one of course launches.
Establish an understanding of Pear Deck	• Watch multimedia presentations about the tools. • Watch video simulation showing procedures to add Pear Deck extension to Google Slides • Convert Google Slides into interactive Pear Deck presentation.	Give feedback and respond to questions submitted by participants
Create an interactive activity using Pear Deck.	• Share the interactive Pear Deck activity they created.	Give feedback on presentation

Implementation

Assessment of Learning

Prior to the Instructional Module

Before facilitating the instructional module, facilitators will complete the following checklist items.

- Facilitators will create a dialogue with participants with an introductory e-mail with any skillsets, resources, and prework needed by the learners before starting the training.
- An initial e-mail will create and drive hype through gamification incentives for the best interactive engagement practical project.

During the Instructional Module

- The instructor will view the learner's Pear Deck by reopening a Session in the Projector of Dashboard View from the Sessions menu.
- The learner will complete a short (non-graded) survey at the end of the course on ways they can use Pear Deck to make lessons interactive and engaging for students.

After the Instructional Module

The facilitator will complete the following checklist after participants complete the instructional module.

- Allow learners to complete a survey evaluating the self-paced e-Learning content
- Analyze the data from Pear Deck to determine if the ERT digital tool was effective in learner knowledge acquisition
- Identify weak elements in the instruction and revise content based on participant feedback and overall competency level.

Implementation

Assessment of Learning

A series of assessment strategies will be utilized to assess the learners' performance to evaluate whether or not the course's goals or objectives were achieved. Assessment will occur in three forms: pre - Assessment to be done before learning, Formative Assessment (during learning), and Summative Assessment (after learning).

Pre-Assessment Strategy

- The learners will complete a survey prior to starting the module. The survey will help the facilitator understand the learner's current level of understanding of Pear Deck.
- There will be general questions about the content that will alert the learner about what they should know at the end of the instructional course.
- Learners will also be able to view the prerequisite skills needed for the successful completion of the course including:
    - Having a Google Account
    - Signing up for Pear Deck as a "Teacher"

Formative Assessment Strategy

The learner will respond to questions about the functionalities of Pear Deck through a variety of interactive questions.

Implementation

Summative Assessment Strategy

- The learner will use a Google email address to create a Pear Deck account.
- The instructor will view the learner's Pear Deck by reopening a Session in the Projector of Dashboard View from the Sessions menu.
- The learner will complete a short (non-graded) survey at the end of the course: https://forms.gle/2arsK7xMgmvSQhZG9

Evaluation

Following the module, participants will complete a survey/course evaluation form to identify areas of strength and improvement areas, as well as determine learner's reaction to the presented instructional content. Kirkpatrick's Level of Evaluation will be referenced in each of the steps in the evaluation process (Simonson, M., 2007).

1

Establish an understanding of Pear Deck

Knowledge checks will be presented during the course's interactive Pear Deck. The knowledge checks will be presented using one of the featured add-ons, as it aligns with the guided facilitation.

Knowledge Checks:

- Multiple choice, short response, and Likert Scale questions will be embedded throughout the module. The responses will not be graded, but all data collected will be complied.
- Requires learner participation for completion

(KLE): Level 2

- Ongoing formative assessments (embedded in the module) will help participants advance in skill. They will have the opportunity to see and use Pear Deck from a student's perspective.
- Pretest results will provide an initial measure of the learners' attitudes indicated by the course's feedback and expectations. These will be measured against post-tests done upon completion of the course. This comparison will evaluate learners' confidence levels prior to and upon completion of the course in relation to the course objectives.

2

Create interactive content and successfully export the project

Self-guided instructional e-Learning ensures the learner achieves knowledge competencies. This summative assessment requires learners to utilize Pear Deck to boost learner engagement during ERT, create, design, develop, and present digitally for remote teaching

Measurement for learning completion is the participant's ability to create or adapt their own Google Slide Presentation with added interactive Pear Deck questions.

(KLE): Level 3

- Learners will take what they learned in the module and create or adapt their own Google Slide Presentation

Evaluation

3

Incorporate project into a real-world simulation

Participants will deliver their Pear Deck to a group of students and provide direct feedback to their students in real-time.

(KLE): Level 3

- Learners will be able to take what they've learned from the training module and apply it to their own content in order to increase student engagement in their own classes.

(KLE): Level 4

- Teachers will be able to measure their level of success by analyzing student data through the Teacher Dashboard on Pear Deck. They will respond to students, providing real-time feedback.

(KLE): Level 5 (Projected)

- Learners will be encouraged to practice use of the tools through continued or regular use throughout the Emergency Remote Teaching period.
- With the continued use of Pear Deck and increased student engagement, teachers will be able to provide immediate feedback to students.
- When students begin to become comfortable with Pear Deck, it is projected that this module will create a return on investment for the schools that implement this training module.

4

Complete post-assessment survey

Participants will complete the module by submitting their post-assessment survey and course evaluation:
https://forms.gle/EEkqaLcjQzWgEMhk9

(KLE): Level 1

- Course reflection questions assess learner's overall reaction to the course

(KLE): Level 2

- Post-assessment survey helps learners identify areas in which they've grown in knowledge and skill

Summary of Modifications:

Slight modifications were made to simplify the original evaluation plan. A refined post-assessment was developed in order to track participant learning and document any lingering questions. A course reflect was added to the end of the post-assessment and provide the participant the opportunity to leave feedback on the module.

The original plan included a webinar which can be replaced with a follow-up email in participants have any lingering questions or concerns.

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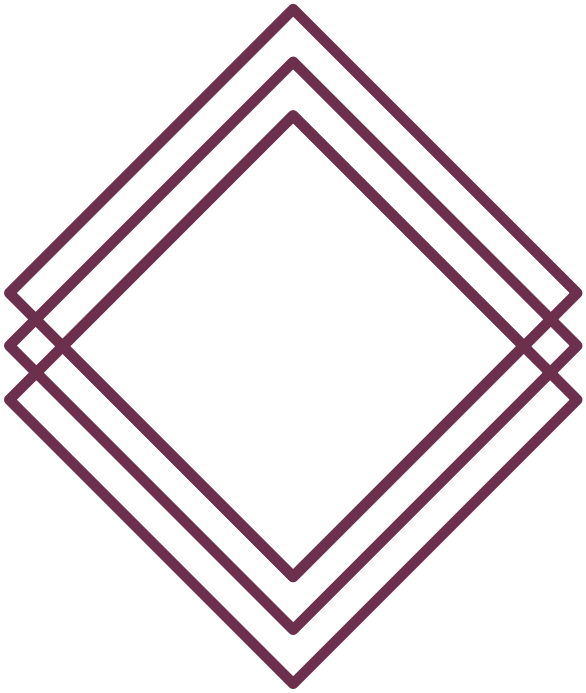

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