ETEC 661 Final Project

Getting Started with Google Surveys:

An asynchronous lesson

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Getting Started with Google Surveys

Topic

Information gathering is a constant necessity for both learners and instructors. Whether an instructor wants to conduct a temperature check to assess how a class is progressing or students are doing research for a project, all users can benefit from a free, easy-to-use instrument that provides real-time results in useful views. There are many online tools available; each has its pros and cons. This short lesson shows how easy it is to use Google's survey tool to create a survey, quiz, poll, or almost any query.

Audience and Technology Analysis

In this project, the goal was to provide an interactive lesson for members of this ETEC 661 class. According to the USDLA Instructional Media Guide, "the most important single factor in media selection is the instructional objective, with the end result of improving human performance" ((Holden & Westfall, p.36). In this case, the instructional objective is to teach learners how to create a survey using a Google form.

Given the information provided in this presentation, students in the OTEC 661 class will be able to
- identify pros and cons for using the Google survey tool
- create a survey using the Google survey tool
- distribute the survey to users, and
- view the results of the survey in spreadsheet and graphic formats.

With this learning objective in mind, the decision to use synchronous or asynchronous instruction needs to consider the following:

The USDLA Guide states that synchronous instruction would

- provide a dialectic learning environment with a high level of interactivity
- encourage spontaneity of responses
- allow for optimal pacing for best learning retention
- allow for immediate reinforcement of ideas, and

- control length of instruction when completion time is a constraint.

However, synchronous instruction is constrained by time, the one element that would have been the most difficult to coordinate for this audience, since learners are on different schedules and there is no established synchronous meeting time such as a weekly Elluminate session at which lessons could be delivered.

Therefore, it made more sense to select an asynchronous setting. The USDLA Guide points out that asynchronous learning incorporates the following pertinent features applicable to this audience:

- provides for more opportunity for reflective thought,
- not constrained by time or place, and
- provides for flexibility in delivery of content.

The guide goes on to suggest that to "ensure that the most appropriate distributed instructional media are selected based on specific learning objectives" would involve "combining the Distance Learning Instructional Media Selection Matrix with the Table of Instructional Media Delivery Options for Distance Learning and the instructional strategies listed" (Holden & Westfall, p.29) therein.

So, based on the learning objective, the following **instructional strategies** from Table 3, Instructional Strategies for Distance Learning, are an appropriate fit for this lesson:

- narration/description (lecture) to explain the concepts;
- demonstration to show the procedural processes involved in creating the survey; and
- (drill) and practice; to provide learners a chance to practice creating surveys.

Based on Table 2 Instructional Media Delivery Options for Distance Learning, the best fit of technology delivery for this content would be asynchronous Web-Based Instruction (WBI) which would allow asynchronous, self-paced instruction delivered over the Internet. Additionally, learners in the 661 class all have Internet connectivity and a high degree of computer literacy, and Google provides the applications services for free.

Another technology delivery that can be combined with the WBI is recorded video. A narrated PowerPoint recorded as a Jing would create a blended approach that allows for viewing on-demand. A Jing further allows the learner to review any part of the presentation at a self-directed pace.

Finally, synchronous WBI is offered to supplement the lesson options. If students wish to

meet synchronously to discuss the lesson, Skype, Google chat, and even Elluminate could be used for real-time discussion if needed.

With that in mind, a blended learning approach using asynchronous WBI to deliver narration/description, demonstration, and practice was chosen for this lesson. Interactivity is provided through the participation and sharing of Google surveys, email, Skype, or other individually arranged synchronous or asynchronous tools as needed.

A final note on selection of technologies is that for this topic high symmetry and interaction are not needed to since the primary focus of the lesson involves lower cognitive levels, delivered to a relatively sophisticated learner group with internet access and advanced computers.

Lesson Outline

The lesson is organized along Gagne's nine steps of instruction.

A.   Gain attention - Questions to draw attention to topic

B.   Inform learners of objectives - Learning objective stated in "ABCD" format

C.   Stimulate recall of prior learning - Questions to foster recollection of prior situations

D.   Present the content - When and why to use Google survey, how to create the survey

E.   Provide learning guidance - 10 Steps to create a survey using the Google tool

F.   Elicit performance (practice) - Learner creates own survey

G.   Provide feedback - learner sends survey to instructor and

H.   Assess performance - learner receives feedback on submitted survey
at http://spreadsheets.google.com/viewform?formkey=dFEyUWVZVjkzRURBenJYQTdyM1px
VGc6MA

I.   Enhance retention and transfer to the job - Jing can be reviewed, portable files provided for reference (pdf with 10 steps, enhanced podcast of presentation)

Delivery links to lesson

The lesson is housed on a Google site at http://sites.google.com/site/661final/home.

From the site, the link to the content on Jing is http://www.screencast.com/t/MTE3YWY0Zjgt. The link to the lesson survey is at http://spreadsheets.google.com/viewform?hl=en&formkey=dFEyUWVZVjkzRURBenJYQTdyM1pxVGc6MA.

In addition, there are two other files that can be downloaded from the site. One is a pdf file that just has the 10 steps for creating a survey, created from the original PowerPoint file. The other is an enhanced podcast (m4a file) with the presentation that can be played on iTunes.

Summary of Assessments

The formative assessment was supposed to be based on the learner submission of a survey created with the Google survey tool. However, to date none of my learners has submitted a survey for me to assess. On the other hand, all four of the respondents stated that they were able to create a survey and embed it in a website and see their results as a result of the lesson.

I did receive four feedback surveys. I actually got five responses because one person submitted twice, which speaks to the security problem with Google's tool as you cannot control this function if you send to a large group. This points out a weakness of the lesson that addressed the objective that learners would be able to identify pros and cons of using the tool. The lesson did not make the point clear, since three of the four marked that it was appropriate to use a Google survey to gather data for a doctoral thesis. Three respondents are in the 661 class and the other is an OTEC student. All have read enough research in their studies to understand the rigor of collecting data. I provided feedback to them on this point by email.

The respondents also had an opportunity to provide feedback through open-ended questions. Suggestions for improving the lessons were to provide more explicit directions for the stage where students had to create their own surveys, and to speak more slowly on the Jing. Both of these situations had remedies; the Jing can be reviewed independently, and the pdf file with the ten steps was supposed to be used for this stage. Again, those two points were not made clear to the learners, and should be when I revise the lesson to use with my students. Another suggestion was to show an example of the appearance of the emailed survey. Again, that could be remedied by pointing out that the survey they received represents what their users will see. A pdf file of the survey was attached to the lesson. However, this did not show the actual form; only part of the template appeared.

In response to what they found useful, respondents pointed to the screenshots, the take-

away files (pdf and podcast), and the step-by-step directions in the Jing that provided both visual and audio directions.

       I considered using the COE portal survey tool and decided that since this was about the Google tool, I should use it to do the assessment. Although I have used Google surveys before, I did not know some of the responses would appear as they did. For example, questions with a checkbox lists all the responses checked, which makes it hard to follow in the spreadsheet form, though not in the summary form.

       In terms of interactivity, communication was through email and Skype with three of the respondents, and the Gmail chat tool with the fourth respondent.

References

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Appendix

I. The lesson files are at http://sites.google.com/site/661final/home.

II. The content presentation on Jing is at http://www.screencast.com/t/MTE3YWY0Zjgt.

III. The lesson survey is at

http://spreadsheets.google.com/viewform?hl=en&formkey=dFEyUWVZVjkzRURBenJYQTdyM1pxVGc6MA

IV. All other files can be accessed from the Google site in Appendix I.