

Case Study 24

Terry Kirkland

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The formative evaluation session took place in Len's classroom, February 23-25. I hadn't realized it before, but he was a master teacher. He came alive in a roomful of kids. Perhaps many of these kids were considered "remedial" and "at-risk" by some, but they clearly loved being in this class.

No doubt about it, the workshop hummed under Len's capable delivery. The students responded well and clearly benefited from the concepts presented in just the ways we had planned. It couldn't have gone better. I wished Suzanne had been there. She'd sent me a note saying she had to beg off to take care of some other things that had come up unexpectedly. Since Dwight and Jane were not free during second period, I had to carry out the evaluation by myself. The results were so good, however, that with just a few minor changes in presentation order and the reformatting of two overheads, we had it!

"Are You Ready?" A Workplace Readiness Workshop -Formative Evaluation Results

Dates: February 23-25, **Time:** 2nd Period **Facilitator:** Len Gold

The purpose of the formative evaluation was to provide an assessment of the effectiveness of workshop activities in producing gains in student learning outcomes. The pilot workshop was presented over a three-day period, 50 minutes per day.

Goal: Students will be able to describe and demonstrate interpersonal communications skills suitable for the workplace.

Learning outcomes:

Students will be able to:

- Describe the principles of teamwork
- Work as a team to solve a problem
- State steps the team used to solve the problem
- State different roles people assumed within the group
- Recognize personal contributions to group process

Students will be able to:

- Determine a process that can be used to resolve conflicts with others
- List steps in conflict resolution
- Practice listening and speaking skills used in conflict resolution
- Practice mediating a conflict

Workshop Activities:

Part 1 Problem-Solving Activities and Teamwork Evaluation

The 28 students in Len's Gold's class were divided into five groups of 5 and 6 students each. All teams satisfactorily resolved the problem-solving tasks, which included completing 3 stations: Crossing the Alligator River, Knots, Survival in the Desert

Part 2 Conflict Resolution

All students participated in role-playing activities both as mediator and as disputants. Seventy-eight percent of the students could list all the steps in conflict resolution process.

Part 3 Guest Speaker

This section of the workshop was not presented during the pilot due to time limitations. These students will attend the formal workshop in March and will hear this presentation at that time.

Part 4 Overall Workshop Assessment

Results from Student Evaluation Form:

A Likert scale was used with ratings from 1 (Strongly Disagree) to 4 (Strongly Agree). The average rating for each question is given below: n= 28

Overall I thought the workshop provided useful information that will help me in my future work.	3.55	
The activities held my interest.		3.63
The workshop was well organized.	3.76	
I think that this workshop will be helpful to other students.	3.76	

Summary of Responses to Open-Ended Questions:

(Note: Student responses are reproduced in their own language and spelling.)

1. Please comment on the different sections of the Workshop. Which part of the Workshop did you like the best and why?

A majority of students (73.2%) selected the Group problem-solving activities as the one they liked best. Almost all students said that they enjoyed these activities.

Comments:

- "Way cool"
- "Let's do this all of the time"
- "This is goofy, but ok"
- "I wish all of my classes could be like yours, Mr. Gold"
- "Dum"

The Conflict Resolution portion of the workshop was seen as valuable by a majority (83%) of the students, with 5.6 % listing it as the most important.

Comments:

- "I need to mediate with Calvin and Veronica so they will leave me alone"
- "Its ok. Maybe we can help stops the fights"
- "Dummer"
- "We need to know how to get along better"

2. Do you have suggestions for improving the workshop?

Comments were largely positive, suggesting that most students felt that the workshop was all right the way it was.

Comments:

- "Good work, Gold. No changes."
- "Let's have the workshop during my business accounting class"
- "Have food"

Recommendations

1. Redo the overheads giving the expert's solution to the Survival in the Desert. Use larger type. Use fewer lines per page.
2. Change the order of the activities in the problem-solving section. Put the Survival in the Desert activity between the Alligator River and Knots (the two out-of-seat activities).

I was really beginning to get excited about this. In spite of all my initial doubts, perhaps my first school-based instructional design was going to work! I even looked forward to our workshop presentation next week.
