

Evaluation and Revision Report

A Self-Paced Digital Literacy Training Module for Adult Community Members

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I. Evaluation and Revision Report

Overview

The practicum project is a self-paced, interactive Web-based digital literacy training solution for adult community members who may have access to technology but still need assistance completing common digital tasks independently. The training addresses three practical areas: Email Skills, File & Folder Management, and Online Meetings. Each module contains five lessons. Lesson 1 introduces the skill and includes a video demonstration with learner interaction or reflection. Lessons 2, 3, and 4 provide simulation-type interactive activities that allow learners to practice realistic tasks in a safe environment. Lesson 5 is a Practice & Skills Check that brings the module skills together. The instructional approach emphasizes simple navigation, hands-on practice, immediate feedback, retry, and confidence building. Two formative evaluation strategies were used to obtain constructive feedback before finalizing the instructional solution. The first was a Subject Matter Expert (SME) review completed by two reviewers: a retired teacher and a current healthcare instructor. The second was a one-to-one evaluation completed by one adult community member while I observed the learner using the training at a community center. Separate online feedback forms were used so that the SME review could focus on content and design quality while the one-to-one evaluation could focus on the actual learner experience.

Formative Evaluation Strategy #1: Subject Matter Expert (SME) Review

Introduction

The first formative evaluation strategy was a Subject Matter Expert review. Two SMEs participated: one retired teacher with experience in instruction and one current healthcare instructor. Both reviewers examined the Digital Literacy Training platform online. They reviewed the three modules, the lesson

sequence, demonstrations, interactive practice, and skills-check activities. After reviewing the platform, each SME responded through an online feedback form. The questions focused on clarity, effectiveness, sustainability, content flow, and audience appropriateness. The purpose was to determine whether the training was understandable, practical, logically organized, and appropriate for adult community learners. Because the review was conducted asynchronously online, the reviewers were able to examine the platform at their own pace before submitting their responses.

Summary of Findings

The SME responses were positive overall. The reviewers indicated satisfaction with the clarity, practical focus, organization, and appropriateness of the training. The main recommendation was to strengthen written support for the video demonstrations by providing a video script or equivalent text in Lesson 1 of each module.

Section	SME Comments/Recommendations	My Response
Modules 1-3: Lesson 1	The overall content was clear, useful, and appropriate for adult learners. Strengthen the video demonstrations by adding written video-script support so learners can review the information in another format.	I added/strengthened written video scripts in Lesson 1 of all the three modules below the video's sections. This supports learners who prefer reading, need to review the demonstration, or may have difficulty using audio.
Overall course design	The practical, learner-centered structure and content flow were viewed positively. The activities	I retained the simple navigation, demonstration-practice-feedback sequence, and realistic

	were relevant to the intended audience.	simulations because the feedback supported the effectiveness and audience appropriateness of the design.
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Synopsis

The SME review confirmed that the overall instructional direction was appropriate and that the three modules were clear, practical, and suitable for the intended adult audience. The immediate revision was to add or strengthen written video-script support in Lesson 1 across Email Skills, File & Folder Management, and Online Meetings. This revision improves access to the demonstration content and gives learners another way to review the steps. A long-term consideration is to continue updating examples, scripts, and simulated activities as common digital tools change. I also plan to continue using expert review when major content changes are made so that clarity, relevance, and sustainability remain strong.

Formative Evaluation Strategy #2: One-to-One Evaluation

Introduction

The second formative evaluation strategy was a one-to-one evaluation with one adult community member representing the target audience. The learner completed approximately 40 minutes of online training at a community center while I observed the learner's progress. I allowed the learner to move through the training and interact with the activities while I watched for navigation problems, confusing directions, difficulty with the simulations, and signs of increasing or decreasing confidence. After the tryout, the learner completed a feedback form addressing navigation/usability, level of difficulty, confidence, and suggestions for improvement. The purpose was to see how an actual learner experienced the instructional solution rather than relying only on expert judgment.

Summary of Findings

The one-to-one feedback was positive. The learner was able to navigate the training, understood the practical activities, and responded positively to the simulation-based approach. The learner also suggested that some adults would benefit from a final hands-on opportunity with direct support after completing the self-paced modules.

Section	One-to-one /Observations	My Response
Module1-3, Skill check section	The learner suggested in addition to online training modules, adding a hands-on community training opportunity in live zoom or in person, for learners who benefit from direct in-person support.	I added this as a revision and implement a plan. At the end of the modules, learners will be encouraged to join a Zoom summary/review session and to put a note to encouraging to practice with family member or future an in-person hands-on community session will be considered discussing with the communities.
Confidence	The learner's response was positive and indicated increased confidence after practicing the digital tasks.	I kept the step-by-step sequence, immediate feedback, and Practice & Skills Check because these elements support confidence building.

Synopsis

The one-to-one evaluation showed that the learner could use the platform successfully and that the realistic simulations, simple navigation, and step-by-step organization supported a positive learning

experience. No major usability problem required redesign of the platform. The immediate revision was to strengthen the end-of-module support by adding a Zoom summary option and recommendations for additional practice with family members or at community centers. The longer-term revision is to provide a hands-on community training session in which learners can practice email, file management, and online-meeting skills with direct assistance. This blended follow-up will be especially useful for adults who need more support before they feel fully independent.

Proposed Changes

Based on the findings from both formative evaluations, I identified immediate and long-term changes to strengthen the instructional solution. The immediate revision was to add or strengthen written video scripts for the demonstration videos in Lesson 1 of all three modules. This provides an additional way for learners to follow and review the demonstrations. I also expanded the support provided after the Practice & Skills Check by recommending practice with family members or at community centers and adding a Zoom meeting to review /summarize the lessons.

As a longer-term improvement, I plan to conduct hands-on community training sessions in which learners can practice email, file and folder management, and online-meeting skills with direct assistance. I will also continue reviewing and updating the demonstrations, scripts, and simulations as commonly used digital tools change. These proposed changes preserve the successful self-paced and interactive structure identified by the evaluators while providing additional support for learners who need more guidance.

Summary

This practicum project gave me the opportunity to move from identifying a real community learning need to designing, developing, evaluating, and revising a complete interactive instructional solution. One of the most important lessons I learned is that a technically working course is not automatically an effective course. The instructional solution becomes stronger when the designer observes how people

actually use it and listens to both expert and learner feedback. The SME review helped me look at the course from the perspective of clarity, effectiveness, sustainability, content flow, and audience appropriateness. The one-to-one evaluation helped me see the course from the learner's perspective, especially navigation, difficulty, confidence, and the need for additional human support.

I also learned that self-paced instruction and direct support do not have to compete with each other. The Web-based modules give learners flexibility and opportunities to practice and retry, while a Zoom summary, family/community practice, or future hands-on community session can provide additional support when needed. This project is closely connected to my future career goal of becoming an instructional designer and instructor. It strengthened my ability to design learner-centered instruction, create interactive Web-based learning, conduct formative evaluation, interpret feedback, and make evidence-based revisions. I expect to use the same design-evaluate-revise process in future educational technology projects and in community and professional training environments.

II. Revised Instructional Solution

After the formative evaluation, I revised the interactive Web-based instructional solution based on the feedback received. The most immediate change was the addition/strengthening of written video scripts for Lesson 1 in all three modules. This revision gives learners a text-based way to follow or review the video demonstrations. I also revised the final support plan to include a Zoom summary session and recommendations that learners practice the skills with family members or at community centers. In future implementation, I will add a hands-on community training session when possible so learners who need direct assistance can practice the same skills in person.

The revised solution continues to use the five-lesson structure in each module: Lesson 1 for introduction and demonstration, Lessons 2-4 for realistic interactive simulations, and Lesson 5 for Practice & Skills Check. These revisions preserve the strengths identified by the evaluators while adding support in the areas they recommended.

Revised training modules: <https://dlt.hahuskill.com/modules.html>

Email Skills example: <https://dlt.hahuskill.com/learn.html?module=email>

Declaration of AI Use in the Writing Process

This project was developed with support from ChatGPT. ChatGPT was used to assist with organizing and refining written content, improving grammar, punctuation, sentence structure, and flow, and helping translate the project requirements and formative-evaluation findings into a clear report structure. The instructional topic, platform design, evaluation procedures, evaluator and learner feedback, interpretation of the findings, revisions made to the training, and final review of the project are the author's responsibility.