FLREA Project

By: Tina Swanton

**Introduction**

The Florida Law Related Education Association (FLREA) was established in 1984 with the support of The Florida Bar and The Florida Bar Foundation. For over thirty years FLREA has worked to foster civic competency in both children and adults throughout the state of Florida. According to Mrs. Crowe, the FLREA Program Director, “The mission of FLREA is to advance quality civic and law related education programs, policies, and practices; enhance public understanding of the rule of law and the American legal system; and improve the administration of justice” (personal communication, June 8, 2016). This non-partisan organization offers a variety of services such as curriculum and hands-on competitions for students.

One of the academic competitions FLREA sponsors each year is the Florida High School Mock Trial Competition. Students statewide participate in circuit court competitions and winners move on to the state competition. The goal of the deliverable (requested by the FLREA Program Director) is provide an interactive learning module that will reduce participants’ misunderstandings of the rules and procedures associated with the academic competition; the e-learning intervention will serve as a resource for participants.

The Dick, Carey, & Carey Systems-Oriented Model is used to provide a framework from which the instruction can be designed. The model will be used to gather, organize, and evaluate the design process and content based on findings from each step in the model. “Rather than piecemeal fixes or frustrated rationalizations, a more productive approach is view e-learning and indeed, all purposeful teaching and learning –as systematic processes in which every component is crucial to successful learning” (Dick, Carey, & Carey, 2015, p. 1).

**Needs Assessment**

The first phase in the Dick & Carey model is identifying the need and determining if it can in fact be resolved by creating and implementing an instructional intervention. A needs assessment or discrepancy analysis is used to determine if a gap exists between current performance and desired performance. If there is a need, further analyses will be conducted to provide specific solutions to solve the problem.

**Current Status**

Each year the program director of the Florida Law Related Education Association (FLREA) travels around the state of Florida conducting High School Mock Trial Competitions. The winning team from each judicial circuit is then invited to compete in the State Mock Trial Competition at the Orange County Courthouse in March.

Though all participants are directly emailed the competition rules FLREA receives a substantial amount of phone calls and emails regarding the rules and procedures of the competition. A misunderstanding of the competition rules leads to incidents at events that prohibit teams from being successful at the competition. Ultimately, the failure to read and adhere to the rules results in teams being eliminated due to rule violations.

**Desired Status**

Participants will receive the rules and have access to the webinar on the FLREA website. Ideally, the teacher coach will review the rules and share the webinar with the students. The webinar will serve as a support and an example of what is expected, as it will illustrate the appropriate guidelines/procedures. By viewing the webinar all participants will gain a deeper understanding of the processes and expectations of the competition, which in turn will reduce the number of emails and phones calls, as well, increase participants success by reducing the amount of teams being eliminated due to rule violations.

**Gap**

Without a clear understanding of the rules and procedures of the competition students cannot be successful in the competition; this also slows down the competition and causes last minute changes to be made. It is common that teams attempt to participate in the competition but are often eliminated as a result of material rules violations and/or an inability for the team to participate for failing to adhere to other established rules.

**Front-End Analysis**

Prior to designing an intervention for the identified problem, a front-end analysis is conducted to examine job performance and establish learning goals. The front-end analysis generally incorporates information gathered from a needs assessment and performance and job analyses (Dick, Carey, & Carey, 2015); results of the analyses provide a clear description and evidence of the problem, as well as, efficient solutions.

Table 1

*Front-End Analysis*

|  |  |
| --- | --- |
| **Performance Analysis Question** | **Performance Analysis Answer** |
| 1. What is the problem that was originally voiced? | 1. Participants of the High School Mock Trial Competition often misunderstand the competition rules and procedures. |
| 2. Is the voiced problem related to a core organizational outcome? | 2. Yes. It is the goal of FLREA to ensure teams understand the competition rules and procedures |
| 3. Are there established operational goals for this outcome? | 3. Yes. All teams are provided a text copy of competition guidelines and expected to adhere to them. |
| 4. Is the operational goal being met? | 4. No. As evidenced by an influx of phone calls, emails, and team disqualifications the goal is not being met. |
| 5. Is there an operational need? | 5. Yes. The need is to alleviate misunderstanding of rules and increase program participation and team success. |
| 6. Have job performance standards been set for achieving the operational goal? | 6. Yes. FLREA provides participants with a copy of competition rules and the expectation is that teams will read and follow the rules. |
| 7. Are job performance standards being met? | 7. No. Many teams are eliminated for adhering to the rules. |
| 8. Is there a job performance need? | 8. Yes. FLREA needs to provide additional support to streamline the competition process to increase team participation and team success. |
| 9. Are there external factors outside the control of local management that are contributing to operational and job performance needs? | 9. Yes. Teams are not meeting the criteria due to lack of support in understanding information about the competition rules and procedures. |
| 10. Are there internal factors within the control of local management that are contributing to operational and job performance needs? | 10. Teams are only provided with a text copy of competition rules and need additional support. |
| 11. Are there solutions for the performance need? | 11. Yes. Providing participants with additional support to increase participation and team success. |

Table 1 is adapted from the Robinson and Robinson model as illustrated by Dick, Carey, and Carey’s discussion of the needs assessment (2005, p. 21).

**Clarifying the Instructional Goal**

The instructional goal is for participants of the FLREA High School Mock Trial Competition to be able to demonstrate an understanding of state and circuit rules including team composition, trial procedures, and judging. The relationship between the instructional goal and the needs assessment is that participants do not demonstrate a clear understanding of the competition rules and procedures which causes challenges to participant success during the competition since teams are often eliminated due to rule violations. Instruction appears to me the most effective way to achieve the organizational goals. Creating a webinar to provide additional support to teams and clarify the competition rules and expectations. The learners involved are high school mock trial competition teams and teacher coaches. The skills obtained by the learners will be used in the circuit and state mock trial competitions. FLREA provides teams with a competition rulebook and previously used mock trial cases. The webinar will serve as an additional resource to support learners’ performance in the actual context of the competition.

**Criteria for Establishing Instructional Goals**

The instructional goal is fully supported by FLREA’s executive director and program director. There are resources available to develop the intervention and achieve the instructional goal. Competition rules already exist and will serve as the framework for the instruction. Additionally, the program director has volunteered to work with the ID to provide information and required resources. The platform used to create the intervention will be Articulate Storyline 2 and the instruction will be accessible to learners as all schools provide Internet connection and computers needed to view the information. The content is stable and specific as the rules and procedures of the competition have been established and do not change. Learners are available to participate in the implementation of the instruction and will be given ample time to view the webinar prior to the competition.

**Goal Analysis/Domain of Learning**

**The objective of the goal analysis is to clearly establish what the learners will be able to do as a result of the intervention. The classification of the learning domain is required to determine the steps and skills needed to achieve the instructional goal.**

**Instructional Goal**

FLREA High School Mock Trial Competition teams will be able to demonstrate an understanding of state and circuit rules including team composition, trial procedures, and judging criteria.

**Goal Domain**

The instructional goal of understanding and applying competition rules and guidelines to solve a problem is classified as an intellectual skill. According the Dick, Carey and Carey (2015), “The learner must be able to solve a problem or perform an activity with previously encountered information or examples” (p. 43). The application of competition rules is needed by learners to successfully participate in solving a well-defined problem, the mock case. The webinar serves as a support that provides learners with concepts and examples to further their intellectual understanding and application of knowledge.

**Rationale**

The goal is classified as intellectual because it requires the learners to utilize cognitive skills such as: application of rules and problem solving. Learners will understand what the rules of the competition are and apply them during the competition. The learners will “apply a number of concepts and rules to solve a well-defined problem” (Dick, Carey, and Carey, 2015, p. 44). **Instructional Analysis**

The instructional analysis is used to identify the major steps in the learning process and the basic skills required to accomplish the goal.

**Instructional Goal**

FLREA High School Mock Trial Competition teams will be able to demonstrate an understanding of state and circuit rules including team composition, trial procedures, and judging criteria.

**Major Steps**

**Step one.** Learners will log onto [www.flrea.org](http://www.flrea.org), hover over programs, and scroll down to select the High School Mock Trial webpage.

**Step two.** After reading the information on the High School Mock Trial webpage, learners will click on the link to view the webinar and complete the embedded interactive assessments.

**Step three.** Upon the successful completion of the High School Mock Trial webinar, learners will print the certificate of completion.

**Entry Level Skills**

* Ability to read and write
* Ability to comprehend information
* Knowledge of resources available for mock trial

**Subordinate Skills**

Skills required for the learners to accomplish the major steps are:

* Basic computer skills
* General understanding of the purpose of the competition
* Application of information presented

**Learner Analysis**

The purpose of a learner analysis is to gather information about leaners that represent the targeted population. This information provides knowledge of learner(s) and characteristics such as: skills, attitudes, motivation, learning preference and ability.

Table 2

*Learner Analysis*

|  |  |  |
| --- | --- | --- |
| **Information Categories Data Sources Learner Characteristics** | | |
| 1. Entry behaviors  2. Prior knowledge of topic area  3. Attitudes toward the content  4. Attitudes toward potential delivery system  5. Motivation for instruction  6. Education and ability levels  7. General learning preferences  8. Attitudes towards training organization  9. General group characteristics | Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Interviews:  FLREA Program Director | Learners posses the ability to read and write, comprehend information, and are cognizant of resources available for the competition.  Learners have some background knowledge of the mock trial competition. This information is usually gained from a school-based class or club.  Learners are excited about the content and teacher coaches have expressed a need for additional information in order for their team to achieve success.  Learners are excited about the delivery system because it will be easily accessible and able to be viewed as frequently as needed.  Learners are motivated for instruction because the knowledge gained from the webinar will provide clarification on the rules, procedures and expectations of the competition, which will assist in successful participation of the program.  Learners are high school students and teacher coaches. High school students must possess grade 9-12 reading, writing, and speaking skills. Teacher coaches must posses at least a Bachelor’s degree as required by the state of Florida; individual schools may establish additional requirements for teacher coaches.  Teacher coaches prefer an online learning resource that they can share with students when needed. Students also prefer the online learning resource because they receive much of their information about the competition from their teacher coach face-to-face and this resource will available for reference when needed.  Teacher coaches are satisfied with FLREA and the programs they offer. They have however, requested additional resources. The students are also happy with the organization as FLREA provides opportunities for students to practice their knowledge and compete.  The learners are teacher coaches and grade 9-12 high school students from the state of Florida. They are all interested in the law-related program competition.  a. Heterogeneity  Learners possess diverse background knowledge and years of experience. Not all learners require the same level of assistance in preparing for the mock trial.  b. Size  Each year the group consists a varied number of school participants from all around the state. There are typically participants from the sixty-seven counties in Florida.  c. Overall impression  Learners express an interest in pursuing a career in law. They are motivated to practice their skills and apply their knowledge. They want to succeed in the local mock trial competition and aspire to participate in the state-level competition. They are excited about learning about new strategies to achieve their goals. |

Table 2 is adapted from Dick, Carey, and Carey’s Table 5.1 Example for Analyzing learner Characteristics (2015, p. 105).

**Contextual Analysis**

The purpose of this phase of the design process is to evaluate the setting of the training facility and its organizational performance setting. Aside from a mandatory one-time face-to-face orientation, all other training and resources are provided in an online learning environment. Much of the contextual analysis will vary from site to site.

Table 3

*Performance Analysis*

|  |  |  |
| --- | --- | --- |
| **Information Categories Data Sources Performance Site**  **Characteristics** | | |
| 1. Managerial/ supervisory support  2. Physical aspects of site  3.Social aspects of site  4. Relevance of skills to workplace | Interviews:  FLREA Program Director  Interviews:  FLREA Program Director  Observations:  FLREA Program Director  Interviews:  FLREA Program Director  Observations:  FLREA Program Director  Interviews:  FLREA Program Director  Observations:  FLREA Program Director | The FLREA Program Director relies on the teacher coaches to adequately prepare their team for the competition. The FLREA Program Director will provide additional support on the day of the competition.  Facilities:  There are numerous locations across the state of Florida. All sites vary in physical characteristics. Depending on the district, the competition typically takes place in real courtrooms or on a school campus.  Resources:  It is the responsibility of individual teams to bring the relevant case related materials to the competition.  Equipment:  Plaintiff/Prosecution and Defense team tables, Judge and jury boxes, seating for spectators, technology if needed based on court case.  Timing:  The completion time varies depending on the number of teams participating. On average, each round takes two hours.  Supervision:  The teacher coach is responsible for supervising their team.  Interaction:  The learners will work in teams that consist of attorneys and witnesses. Teams will compete against each other in front of a judge, jury, and spectators.  Others using skills effectively:  In some cases individuals within the group may have experience implementing the skills outlined in the webinar. In other cases, the team members will be the first employ the skills.  Meet identified needs:  The instruction will meet the needs of participating teams in preparing them to adhere to the rules, procedures, and guideline for the county and state mock trial competition. |

Table 3 is adapted from Dick, Carey, and Carey’s Table 5.2 Example for Analyzing Performance Context (2015, p. 106).

Table 4

*Learning Context*

|  |  |  |
| --- | --- | --- |
| **Information Categories** | **Data Sources** | **Learning Site Characteristics** |
| 1. Number/nature of sites  2. Site compatibility with instructional needs  3. Site compatibility with learner needs  4. Feasibility for simulating workplace | Interviews:  FLREA Program Director  Observations:  FLREA Program Director  Interviews:  FLREA Program Director  Observations:  FLREA Program Director  Interviews:  FLREA Program Director  Observations:  FLREA Program Director  Interviews:  FLREA Program Director  Observations:  FLREA Program Director | Number:  The number of participating teams in each district across the state varies from year to year.  Facilities:  The learning site is usually a classroom or mock courtroom located on campus.  Equipment:  Internet connection, a computer, and printer are needed.  Resources:  All case related materials are emailed to the teacher coach. Additional resources are located on the FLREA website.  Constraints:  The constraints will vary based on the resources available at the individual site.  Instructional Strategies:  A majority of the instruction is face-to-face with the assistance of the teacher coach and team members.  Delivery approach:  The teacher coach has the opportunity to determine how to best use the webinar and prepare their team for the competition.  Time:  Because the webinar is asynchronous the learning time will vary. Learners have the flexibility to utilize the resource anywhere they have an Internet connection and access to a computer.  Personnel:  The teacher coach is the primary supervisor and instructor. The FLREA Program Director will provide additional assistance upon request.  Location:  The learning location is on campus at participating schools or anywhere they have access to a computer and the Internet.  Conveniences:  The campus is familiar to students and within driving distance to their home. The site can also be anywhere the learner feels comfortable preparing for the competition since learners can view the resource individually, in small groups or whole class.  Space:  The learning space will vary but will be adequate for the learning experience.  Equipment:  It is expected that the school and/or teacher coach will provide the necessary equipment.  Supervisory characteristics: This will vary from location to location, as the teacher coach is responsible for supervising and preparing their team for the competition.  Physical characteristics:  This too will vary based on the resources available at individual sites.  Social characteristics:  The teacher coach determines the social characteristics of the learning site. It is recommended that the team consisting of six to eight members work together to prepare for the competition. |

Table 4 is adapted from Dick, Carey, and Carey’s Table 5.3 Example for Analyzing Learning Context (2015, p. 106).

**Performance Objectives**

The performance objectives are statements that describe what the learners will be able to do, when given a condition and a qualitative expectation. A performance objective consists of three essential parts the condition, the behavior, and the criteria. Dick, Carey, and Carey (2015) assert, “the objectives are used to communicate to both the instructor and the learners what may be learned from the materials” (p. 120).

**Performance Objective 1**

After watching the FLREA High School Mock Trial Competition webinar learners will demonstrate knowledge of team competition guidelines with 100% accuracy.

**Performance Objective 2**

Using the information given in the FLREA High School Mock Trial Competition webinar and the given scenarios learners will identify the correct trial procedure with 100% accuracy.

**Performance Objective 3**

Given judging guidelines, the learners will demonstrate knowledge of judging criteria, score sheets, and seeding system with 100% accuracy.

**Assessment Instruments**

Assessment instruments are the tools developed to measure the learner’s level of mastery of the performance objectives. In this case there are three performance objectives and an assessment instrument for each one is identified within this section.

Table 5

*Parallel Test Items for Intellectual Skills Performance Objectives for the Instructional Goal.*

**Performance Objectives Parallel Test Items**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. After watching the FLREA High School Mock Trial Competition webinar learners will demonstrate knowledge of team competition guidelines with 100% accuracy.  2. Using the information given in the FLREA High School Mock Trial Competition webinar and the given scenarios learners will identify the correct trial procedure with 100% accuracy. | After viewing the team composition section of the FLREA High School Mock Trial Competition webinar identify each of the following as either True or False.   |  | | --- | | \_\_\_\_\_\_ Up to two teams can represent your school. | | \_\_\_\_\_\_ Each team shall consist of six to eight members including alternates. | | \_\_\_\_\_\_ Teams should only prepare for one side of the case (Plaintiff/Prosecution or Defense/Defendant). | | \_\_\_\_\_\_ Teacher coach, team members, and Attorney coach (if applicable) must attend a mandatory general orientation. | | \_\_\_\_\_\_ Students may switch roles for different rounds (i.e. a student may be an attorney for the defense and witness for the Prosecution during separate rounds. |   After viewing the trial procedure section of the FLREA High School Mock Trial Competition webinar choose the correct response to each scenario. |
|  | |  | | --- | | At the beginning of the trial the judge asks if there are any preliminary motions. My team would like to enter a new piece of evidence. What do we do?   * Nothing, preliminary matters are not allowed. * Ask the judge for approval to approach the bench to submit the exhibit into evidence. * Consult with the team coach before answering the judge. | | Sean is a witness on my team. On cross-examination opposing council asks him several questions that call for extrapolated information. What should he do?   * Respond in a way that is consistent with the witness’ statement. * Answer in a way that best supports his team’s side of the case. * Refuse to answer the question. | | The attorney responsibilities for each team must be divided. The team has decided that Ani is the best at delivering the opening statement and conducting the direct examination of witness #3. If Ani is assigned the aforementioned duties which of the following could correctly fulfill her team responsibilities.   * Conduct the closing argument * Make objections to cross-examinations of witnesses #1 and #2. * Make objections on the cross-examination of witness #3. | | Fred is conducting a direct examination on witness #1. He had to enter an exhibit into evidence and opposing council has objected to three of the questions he asked the witness. What does he need to know about how will these events effect the time he has to examine the witness?   * The time stops while evidence is being submitted. * The time stops when objections are being argued. * The time stops when the judge determines it is appropriate. | |
| 3. Given judging guidelines, the learners will demonstrate knowledge of judging criteria, score sheets, and the seeding system with 100% accuracy. | After viewing the evaluation section of the FLREA High School Mock Trial Competition webinar choose the correct response to each question.  If a team believes there was a material rule violation by the opposing team they should tell the judge immediately. True or False.  Scoring judges rate the performance using a scale of 1-10. True or False.  Power matching is used to match teams each round. True or False |

**Instructional Strategy**

Instructional strategies are utilized as a logical plan of action for guiding learners through intellectual processing in order to foster learning and meet the learning objectives. The instructional strategy phase is designed to identify the techniques to be used throughout the instructional process. The techniques selected align to the mental processing necessary for the learning to be effective in obtaining mastery of the objectives. The instructional strategies include explicit instruction via Articulate Storyline 2; the e-learning platform used for the webinar supports independent learning and will incorporate information about the established rules and procedures associated with the mock trial competition. Using an online learning platform will provide learners the opportunity to, “become actively engaged in seeking knowledge and information rather than being passive recipients as in the traditional teacher-centric learning mode” (Neo & Kian, 2003, p. 14); this will help to deepen learners’ understanding of the information.

**Instructional Goal**

FLREA High School Mock Trial Competition teams will be able to demonstrate an understanding of state and circuit rules including team composition, trial procedures, and judging criteria.

Table 6

*Pre-instructional Learning Components*

|  |  |
| --- | --- |
| Pre-instructional Activities |  |
| Motivation | Learners will be greeted with a welcome screen and a collage of pictures of students who have competed in the FLREA High School Mock Trial Competition. The narration will encourage learners to complete the webinar to gain a better understanding of the competition rules and procedures. |
| Objectives | Learning objectives will appear on the next slide of the webinar and will be accompanied by an audio read-aloud of the objectives.     1. After watching the FLREA High School Mock Trial   Competition webinar you will demonstrate knowledge of team competition guidelines with 100% accuracy.   1. Using the information given in the FLREA High   School Mock Trial Competition webinar and the given scenarios you will identify the correct trial procedure with 100% accuracy.   1. Given judging guidelines, you will demonstrate knowledge of judging criteria, score sheets, and seeding system with 100% accuracy. |
| Entry Skills | Learners posses entry-level skills which include: an ability to read and write, comprehend information, and are cognizant of resources available for the competition. Therefore, there is no need to review or discuss entry-level skills. |

Table 7

*Content and Student Participation Components for Objectives*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Performance  Objectives | Content Presentation | | | Student Participation | | |
| Objective | **Content** | **Examples and Non-examples** | **Student Grouping and**  **Media Selection** | **Practice** | **Feedback** | **Student Grouping and**  **Media Selection** |
| 1. After watching the FLREA High School Mock Trial Competition webinar you will demonstrate knowledge of team competition guidelines with 100% accuracy. | Learners will view module 1 of the FLREA High School Mock Trial Competition webinar. The team competition guidelines will be explained to the learners. | Learners will be given explicit rules that outline the team composition guidelines.  Learners will be given examples of team composition that do not align with FLREA’s established rules. | Learners will work independently to view and complete the Articulate Storyline 2 module using a computer with Internet connection. | Learners will be given true/false statements and asked to determine if the statement is reflective of the FLREA team composition rules. | Upon submitting their answer learners will be given feedback. If the learner answered correctly they will see that they answered correctly. If the learner chooses incorrectly they will see an explanation why the answer is incorrect. | Learners are working independently to view and complete the Articulate Storyline 2 module using a computer with Internet connection. |
| 2. Using the information given in the FLREA High School Mock Trial Competition webinar and the given scenarios you will identify the correct trial procedure with 100% accuracy. | Learners will view module 2 of the FLREA High School Mock Trial Competition webinar. The trial procedure guidelines will be explained to the learners. | Learners will be provided with examples of appropriate adherence to trial procedures such as team roles/participation, communication, attire, and conduct.  Learners will view examples of mistakes that are commonly made with regard to trial procedures. | Learners will work independently to view and complete the Articulate Storyline 2 module using a computer with Internet connection. | Learners will complete parallel test item two. Given scenarios that represent common misunderstandings about trial procedures for the competition learners will identify the correct way to address the situation. | Upon submitting their answer learners will be given feedback. If the learner answered correctly they will see that they answered correctly. If the learner chooses incorrectly they will be given an explanation why the answer is incorrect and asked to try again. | Learners are working independently to view and complete the Articulate Storyline 2 module using a computer with Internet connection. |
| 3. Given judging guidelines, you will demonstrate knowledge of judging criteria, score sheets, and seeding system with 100% accuracy. | Learners will view module 3 of the FLREA High School Mock Trial Competition webinar. The trial judging criteria, score sheets, and seeding systemguidelines will be explained to the learners. | Learners will view content that reveals how each round is scored, the role of the judge and jury, and how match-ups are determined. | Learners will work independently to view and complete the Articulate Storyline 2 module using a computer with Internet connection. | Learners will practice their knowledge by completing a brief multiple-choice assessment. | Upon submitting their answer learners will be given feedback. If the learner answered correctly they will see that they answered correctly. If the learner chooses incorrectly they will be given an explanation why the answer is incorrect and asked to try again. | Learners are working independently to view and complete the Articulate Storyline 2 module using a computer with Internet connection. |

|  |  |
| --- | --- |
| Follow-Through Activities |  |
| Memory Aid  Transfer | Learners will be able to view the webinar via the FLREA website as often as needed; they may also access and download related resources such as: ethics code, team roster form, team dispute form, complaint form, and all ballots. Learners are able to review a printable version of the rules document which is located on the FLREA website.  Learners will demonstrate their knowledge by participating in the FLREA High School Mock Trial competition without any violations of team composition and trial procedures, as well as, demonstrate a clear understanding of judging criteria, and matching procedures. |
| Student Groupings and Media Selection | Learners work independently while viewing and completing the webinar using a computer with Internet connection. Learners will work collaboratively in teams of 6-8 to demonstrate knowledge during the competition. |

Table 8

*Follow-Through Activities*

**Instructional Materials**

The learning will take place online and therefore the instructor must implement instructional materials that can essentially stand alone yet support the learning process. “E-learning has been able to emerge as a credible alternative to conventional education due to its inherent benefits that work wonders when put to work” (Yusuf, 2013, p. 77). The instructional materials support the instructional strategies and mastery of the learning objectives. In order to determine the most appropriate instructional materials resources such as the learner analysis, context analysis, and instructional strategies documents to “help ensure congruence between the instruction created and the objective” (Dick, Carey, & Carey, 2015, p. 276). During this phase of the design process a rough draft of all materials and resources in the instructional process are generated and reviewed.

Table 9

*Instructional Materials and Equipment*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance**  **Objective** | **Content Presentation** | **Instructional Materials and Equipment** | **Student Participation** | **Instructional Materials and Equipment** |
| 1. After watching the FLREA High School Mock Trial Competition webinar learners will demonstrate knowledge of team competition guidelines with 100% accuracy. | Module one of the webinar consists of information about the appropriate team composition. This information will be direct instruction using information from the FLREA rulebook. The platform used is Articulate Storyline 2. | FLREA rulebook, Articulate Storyline 2, computer, Internet | Learners view and listen to information about team composition provided in module one. Learners navigate through the module and ultimately complete an assessment that tests their level of understanding. The assessment will provide feedback to the learners regarding why each response is correct or incorrect. | Computer and Internet connection |
| 2. Using the information given in the FLREA High School Mock Trial Competition webinar and the given scenarios learners will identify the correct trial procedure with 100% accuracy. | Module two of the webinar consists of information about the appropriate trial procedures. This information will be provided as direct instruction using information from the FLREA rulebook. The platform used is Articulate Storyline 2. | FLREA rulebook, Articulate Storyline 2, computer, Internet | Learners view and listen to information about trial procedure and team presentation rules provided in module two. Learners navigate through the module and ultimately complete an assessment that tests their level of understanding. The assessment will provide feedback to the learners regarding why each response is correct or incorrect. | Computer and Internet connection |
| 3. Given judging guidelines, learners will demonstrate knowledge of judging criteria, score sheets, and seeding system with 100% accuracy. | Module three of the webinar consists of information about the judging criteria, score sheets, and seeding system. This information will be given via direct instruction using information from the FLREA rulebook. The platform used is Articulate Storyline 2. | FLREA rulebook, Articulate Storyline 2, computer, Internet | Learners engage with information about judging criteria, score sheets, and seeding system provided in module three. Learners navigate through the module and complete an assessment that tests their level of understanding. The assessment will provide feedback to the learners regarding why each response is correct or incorrect. | Computer and Internet connection |

**Formative Evaluation**

The purpose of the formative evaluation is to gauge the effectiveness of instruction and instructional materials prior to distribution. This is a critical phase in the design process that permits the designer to make adjustments and correct any errors or possible malfunctions. The deliverable is vetted by a subject matter expert, and reviewed using one-to-one evaluation, small-group evaluation, and a field test. The evaluations are impacted by the availability of the participants due to summer vacation. Therefore, no students were able to participate in the formative evaluation experienced teachers with knowledge of students’ abilities and teachers new to the program provide their feedback.

**Subject Matter Expert Evaluation**

All instructional materials were submitted to the Erin Crowe the Program Director of FLREA for review. Ms. Crowe reviewed all of the documents used in the training to ensure that the materials are appropriate and aligned to the organization’s expectations and desired outcomes. She analyzed and provided feedback regarding the accuracy of the content, the objectives, and the assessments. The information gained was used to make the necessary revisions to the deliverable.

**One-to-One Evaluation**

Two high school teacher coaches were asked to examine the content of the webinar to ensure that the instruction was clear and appropriate; one coach works at a public schools and the other at a private school. Both coaches determined that the assessments and instructional materials match students’ entry-level skills and interest. Furthermore, they stated that the webinar provides a positive learner experience and supports the achievement of the objectives.

**Small-Group Evaluation**

Due to the summer vacation the small group evaluation will take place the third week of August when thehigh school teacher coaches are available. Several coaches will be provided with all instructional materials and asked to rank the effectiveness and relevance of the content and substance of the training documents. The small group will be emailed a link to a Quia survey. The survey will allow the small group to independently provide feedback. On a scale of one to five, one being not relevant or effective and five being extremely relevant or effective, the group members will rate the objectives, instructional materials, and expected outcomes.

**Field Test**

After analyzing the results from the small group evaluation a field test will be conducted. A sample of teacher coaches both new and experienced will be asked to evaluate the online course materials. They will be asked to determine if the content aligns with the learners’ entry-level skills and if the time limits are appropriate. This information will be used to make adjustments as needed prior to moving onto the Summative Evaluation phase.

**Summative Evaluation**

A summative evaluation assesses the effectiveness of the instruction and materials after the instruction to determine if the objectives were met, as evidenced by performance, and if the strategies or materials need to be revised before future use of the webinar.

**Expert Judgment Evaluation**

The FLREA Program Director will serve as the expert judge since she is the contact/support person for the teacher coaches. Additionally, she conducts the High School Mock Trial Competition in each judicial circuit across the state of Florida. She will analyze the materials, conduct analyses, and complete comprehensive evaluation rating form to identify if the deliverable meets the needs of the organization and the participants.

**Field Trial**

Teacher coaches and their students will participate in a field trial to discern whether the instruction promotes transfer of knowledge and eliminates errors that result in teams being eliminated from the competition. The proficiency and impact of the instruction on the teacher coaches and their students will be measured by completing a reflective survey and based on observations made by the FLREA Program Director. The reflective survey will measure the participants’ feedback using the Kirkpatrick’s four levels of evaluation.

**Concluding Statement**

A report will be generated to determine if the implementation of the FLREA High School Mock Trial Competition Webinar was proven to be effective. If the webinar has merit and works it will then be hosted on the FLREA website and utilized as a resource for teams to learn more about the competition. If the webinar is not found to have a positive impact, additional revisions and/or a new approach will be considered.

**References**

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