Our Class Website:

Evaluation of a Resource Website for Yearbook Students

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Contents of Tonight’s Presentation

Introduction: The Situation and Problem

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Yearbooks: An American Tradition
Take a Poll
Do you still have your high school yearbook?
According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:
• According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:

• Journalistic
• According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:

• Journalistic

• follow journalistic standards for writing, design, photography, law and ethics
According to the Columbia Scholastic Press Association handbook of Yearbook Fundamentals, the best yearbooks are:

- Journalistic
- follow journalistic standards for writing, design, photography, law and ethics
- given time and dedication from staff
Journalistic skills need to be taught
Our yearbook staff met 4 hours a week

Editors met face to face with the staff to mentor new members

10 years ago:
My Yearbook Class Today

Meets only once in a 6 day cycle (3x a month)

Editors meet separately from staff

Editors attend inconsistently
Problem

Staff needed to learn skills outside of class time
Problem

Staff needed to learn skills outside of class time

Needed an avenue outside of class where editors and staff could collaborate
Potential Solution:
Course Website
Potential Solution: Course Website

online course materials and instruction
Potential Solution: Course Website

online course materials and instruction

interaction between the students and editors
Potential Solution:
Course Website

online course materials and instruction

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began using the site in August, 2012
Purpose of this ID Project:
to evaluate the effectiveness of this resource website
Who might benefit from this project
Who might benefit from this project

Instructors who have limited class time
Who might benefit from this project

Instructors who have limited class time who cannot scale back the workload
Who might benefit from this project

Instructors who have limited class time who cannot scale back the workload need to produce a product such as a publication or student performance.
Methods

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Introduction: The Situation and Problem
Methods:
Instructional and Design Strategies

The Design of the Website
Methods:

Instructional and Design Strategies

The Design of the Website identified 18 skills that students should have by the end of the course.
Methods: Instructional and Design Strategies

considered our production schedule and deadlines
Methods: Instructional and Design Strategies

built the scope and sequence of the class
From a literature search, identified characteristics of effective learning websites
Methods: Instructional and Design Strategies

Welcome to LJA Yearbook!

Mrs. Susan St John, Advisor
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Meeting Times: D Days, 7:45a.m. to 9:15a.m.
Place: The Ideas Lab

Yearbook is a yearlong, team project where you'll learn about book and page design, photography, feature story writing and media ethics. The yearbook features all of the students in the school, from pre-kindergarten to high school.

Yearbook is different from any other school activity is that it has real-world deadlines, and it carries a real-world financial risk. Deadlines are not negotiable: the printing plant and the demands of their schedule determine the deadlines.
Characteristics of Effective Learning Websites:

Unambiguous and Continuous View of Navigation

A content menu that allows a non-linear interaction appears on every page of the site.
Characteristics of Effective Learning Websites:
Format Indicates the Structure of the Course

Navigation mirrors the Scope and Sequence
Scope and Sequence Coordinates with our Production Schedule
Characteristics of Effective Learning Websites:

Direct Access

Content is only a click or two away
Headers, fonts, and graphics help viewers orient themselves in the website. Pages in each section have the same photographic header.
Characteristics of Effective Learning Websites:

Interactivity Promotes Learning

Website is a portal for students to interact with classmates, editors, and instructor outside of class.
Characteristics of Effective Learning Websites:

Maintain the Narrative Flow through the Site

Links that take the viewer outside of the website or placed together on a separate page.
Methods

Data Collection
Methods

Data Collection

Two Instruments:
Methods
Data Collection

Two Instruments:
Anonymous Survey
Methods

Data Collection

Two Instruments:

Anonymous Survey

Talk-Aloud Interviews
Methods

Data Collection: Survey

Survey Participants

Self-selected from yearbook class
Methods

Data Collection: Survey

Three Major Aspects of Survey:
Methods

Data Collection: Survey

Three Major Aspects of Survey:
usage of website
Methods

Data Collection: Survey

Three Major Aspects of Survey:

usage of website

attitude towards website
Methods

Data Collection: Survey

Three Major Aspects of Survey:

- usage of website
- attitude towards website
- evaluation of site
Methods

Data Collection: Talk-Aloud Interviews
Methods

Data Collection: Talk-Aloud Interviews

one-on-one interviews with three students
Methods

Data Collection: Talk-Aloud Interviews

one-on-one interviews with three students

10 short scenarios that asked students to complete a task
Introduction: The Situation and Problem

Methods

Results

Discussion of Implications

Conclusion
Results: Survey

Majority of Respondents:

Visited the site 1-2 times a cycle
Results: Survey

Usage of Website
Results: Survey

Usage of Website

read assignments
Results: Survey

Usage of Website

read assignments

review presentations
Results: Survey

Usage of Website
read assignments
review class presentations
link to student blogs
Results: Survey

Usage of Website

read assignments

review class presentations

link to other student blogs

link to other yearbook sites
Results: Survey

The Majority Agreed:

The website helped them be productive members of the yearbook staff
Results: Survey

A Slim Majority Agreed:

The website helped collaboration between the staff and editors
In general, students responded positively to the use of the website.
Results:
Survey

Common Responses

“Easy to navigate”
“Clear”
“Very organized”
“Easily accessible”
Results:

Survey

Majority still felt that more class time was needed, and suggested that we meet twice a cycle instead of just once.
Results: Talk-aloud Interviews
Results: Talk-aloud Interviews

All completed nearly all of the scenarios with little hesitation.
Results: Talk-aloud Interviews

All completed nearly all of the scenarios with little hesitation.

However, each respondent had one scenario that puzzled her.
Introduction: The Situation and Problem

Methods

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Implications:
Data Supports Previous Research
Implications: Data Supports Previous Research

availability of materials online promoted student satisfaction
Implications: Data Supports Previous Research

layout helped students visualize the structure of the course
Discussion: Collaboration

Respondents were less emphatic about whether the site helped collaboration.
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Voluntary Editors used the website inconsistently, or not at all.
Discussion: Collaboration

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Voluntary Editors used the website inconsistently, or not at all.

A learning tool still needs active, human engagement to be effective.
Discussion: Student Perceptions

Pervasive perception that there was not enough class time to complete assignments
Discussion: Student Perceptions

Pervasive perception that there was not enough class time to complete assignments

Why wouldn’t they complete assignments independently?
Perhaps....Student Expections are created in part by the course schedule
Perhaps....Student Expecations are created in part by the course schedule.

Work outside of class
Perhaps... Student Expectations are created in part by the course schedule.

Work outside of class should be proportional.
Perhaps....Student Expections are created in part by the course schedule.

Work outside of class should be proportional to “seat” time in class.
Discussion: Talk-aloud Interviews

The Perplexing Talk-Aloud Scenarios
Discussion: Talk-aloud Interviews

One student couldn’t find a slideshow on the welcome page, but found it after a few tries.
The other two students puzzled over a scenario that asked them to find a particular handout. They were unsure of what they were looking for.
## Layout Checklist

**MYP 5: Yearbook Design**

Page Numbers __________________________ Spread Headline __________________________

Name of Designer: __________________________

Name of Reviewer: __________________________

### Headlines
- [ ] Dropped in
- [ ] Every word is spelled out (no abbreviations) and spelled correctly.
- [ ] Use Font style Jade, Calm, **Maximo** or Litho Antique

### Photos
- [ ] All photo boxes filled in with **candids** or group shots (club or team pages)—Minimum of 3 photos on spread
- [ ] All in focus
- [ ] All correctly exposed
- [ ] Well-composed according to the elements we discussed
- [ ] All faces are properly tagged (using database)
- [ ] The subjects (students’) faces are visible and recognizable

### Captions
- [ ] Every photo has a caption (all students identified by first and last name), which is a requirement.
Discussion: Talk-aloud Interviews

Is the problem with the website, or with the wording of the question? Or, is it an instructional issue?
Introduction: The Situation and Problem

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Conclusions
Conclusions

Class website seems to have a positive effect in the affective realm.
Conclusions

When a website is designed using characteristics of effective websites, students perceive the class materials to be organized, accessible, and clear.
Conclusions

Online resources do not entirely compensate for limited face-to-face time.
Other factors, such as course schedule, student perceptions of workload, impinge on student productivity and attitude.
Conclusions

Do students learn more in a class that has a class website?

What can be done to extend learning and productivity outside of class?
Thanks for watching!

Questions or Feedback?