

J.Clark Gardner

Create a Personal Weight Loss Plan

Project Overview

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TABLE OF CONTENTS

I.	Performance Objectives	page 3
II.	Content	page 4
III.	Formative Evaluation Report	page 4
IV.	Revision Plan	page 5
V.	Appendix A - Instructional Analysis	page 6

I. Performance objectives

Each performance objective applies to its corresponding box found in the Instructional Analysis (Appendix A).

STEP ONE

- 1.1) With no outside information, learners will define BMI and explain its importance to weight loss.
- 1.2) Given the BMI chart, learners will correctly compute their current BMI. An error of up to two points on the BMI scale is acceptable.

STEP TWO

- 2.1) Given the BMI chart, learners will correctly compute an appropriate target BMI. An error of up to two points on the BMI scale is acceptable.

STEP THREE

- 3.1) Given a list of methods to burn calories (cardio, exercise, diet pills, weight training), learners will distinguish the healthy methods from the unhealthy methods at 80% accuracy or above.
- 3.2 part 1) Without any outside resources, learners will list five sources of whole grains, five fruits, five vegetables, and five sources of healthy protein that they would be willing to eat.
- 3.2 part 2) Given a list of healthy and unhealthy calorie sources, learners will distinguish the healthy calorie sources from the unhealthy calorie choices at 80% accuracy or above.

STEP FOUR

- 4.1) With no outside information, learners will be able to list three resources that will help them calculate their RMR (resting metabolic rates).
 - 4.1.1) Without the aid of outside resources, learners will be able to define what RMR is.
- 4.2) Given their resting metabolic rates, learners will calculate how many net calories per day they will have to lose 2 pounds a week. An error of up to 100 calories is acceptable.
 - 4.2.1) Without any outside resources, learners will dictate how many calories are in a pound.

4.3) With no outside information, learners will be able to list three websites or smart phone applications that will allow them to track their calorie intake and outtake to achieve their desired daily calorie balance.

II. Content

1. PowerPoint Slides

Refer to the folder named “slides” to view the instructional Keynote slides.

2. Instructor’s Guide

Refer to the PDF named “263_jclark_instructor_guide” to view the guide.

3. Student’s Guide

Refer to the PDF named “263_jclark_student_guide” to view the guide.

4. Assessment

Refer to the PDF named “263_jclark_assessment” to view the assessment.

III. Formative Evaluation Report

1. Description of Evaluation Technique

I did two one-on-one formative evaluations, the first with instructional designer Dr. Joel Gardner of Franklyn University, and the other with subject matter expert Mike Holyoak. Gardner recently graduated from Utah State University with a PhD in Education and Learning Sciences and Holyoak is a copywriter for a global health and nutrition company.

I put together a questionnaire for Gardner’s evaluation that asked specific questions about the clarity of the message, the impact the message would have on the learner, and the feasibility of the instruction being performed successfully (in terms of the target audience, equipment, and time allotted). I took a more open approach for Holyoak’s evaluation, simply asking him to give a three paragraphs of feedback – one in regards to the clarity of the message, one regarding the impact the instruction may have on the learner, and one regarding the feasibility.

2. Summary of results obtained

Both evaluators were confident that the flow of information was intuitive and well organized. “Ample attention is given to restating concepts and inviting class involvement to ensure all are in understanding as the lesson progresses,” wrote Holyoak. “The use of mnemonic devices and memory aids seems well suited to introducing the target market to terms or ideas they may not already be familiar with.” Gardner stated similar

sentiments, stating that he “liked the flow chart of steps because it was really simple and clear.”

Both also felt that successful instruction was feasible. Gardner indicated that it was “very feasible” that instruction would be successful with the prescribed equipment. Holyoak wrote that “by utilizing examples as well as the learner’s own personal health information, the learner’s will have at their disposal all the tools and information they need to meet their stated goals.”

I changed a number of things based on the evaluation. Gardner suggested that I simplify the message a bit. He said that it seemed pretty complicated, especially the large number of performance objectives and their complicated wording. He said that it may not seem that way to the students as it is executed, but that instructors may be overwhelmed. I also extended the instruction time from 60 to 90 minutes. Gardner suggested this may help students internalize the concepts. I also included a few more examples to the instruction, which was another of Gardner’s suggestions.

3. Lessons Learned About Conducting Formative Evaluations

a. changes in how I would could formative evaluations in the future

I think I would be more prescriptive in my techniques. I would make a more detailed survey and ask more specific questions. I found the 1 to 5 Likert scale helpful, but definitely think that additional prose answers are necessary to see what the assessor is thinking.

b. challenges I identified conducting the formative evaluations.

I found it difficult to find the correct balance of detail and simplicity. There were a lot of things I wanted to know about the quality of my instruction, but I didn’t want to make it too overwhelming. I think I erred on the side of simplicity, and should have had a little more direction and detail.

IV. Revision Plan

1. Process Changes

I would consider enlisting feedback earlier in the design process. If I had talked to an SME earlier in the process, I would have been able to make the instruction simpler. I think it is too much information to process for a 60-minute class.

2. Content or Materials Changes

I may consider adding more references and scientific backing to my materials. While most of what I included is sound scientifically, I did not cite any sources to add to its credibility. There is a lot of conflicting information about health and weight loss, and it is hard to give weight to one’s words while discussing the subject. Again, this would make the instruction longer, but more effective and beneficial.

V. Appendix A: Instructional Analysis

