

Introduction to the color wheel and color harmony

**Formative Evaluation Results**

IDT525

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## **Introduction**

The course covers a basic introduction to the color wheel and color harmonies and has been developed as an enrichment activity for working adults between the ages of 20 and 60 with some level of post general.

## **Goal of the instructional materials**

At the end of the instructional system, the learner will be able to demonstrate basic knowledge of the structure of the color wheel as well as the first four principles of color harmony.

- Learners will be able to demonstrate the concept of Primary Colors
- Learners will be able to demonstrate the concept Secondary Colors
- Learners will be able to demonstrate the concept Tertiary Colors
- Learners will be able to demonstrate the principle of Monochromatic Color Harmonies
- Learners will be able to demonstrate the principle of Complementary Color Harmonies
- Learners will be able to demonstrate the principle of Split- Complementary Color Harmonies
- Learners will be able to demonstrate the principle of Analogous Color Harmonies

## **Goal and objectives of the formative evaluation**

After completing the formative evaluation, the Instructional Design will have detailed feedback and needed revisions in the following areas:

- Designer will understand areas of improvement in Content
- Designer will understand areas of improvement in Clarity
- Designer will understand areas of improvement in Environment
- Designer will understand areas of improvement in Style
- Designer will understand areas of improvement in Interest
- Designer will understand areas of improvement in Technical Aspects
- Designer will understand any general revisions or areas of improvement
- Designer will understand any specific revisions or areas of improvement

## **Methods**

A Survey Monkey was chosen as the format for the formative evaluation. The reviews would be able to fill out the survey at their own leisure and the data would be collected immediately. Some reviewers had difficulty using the Survey Monkey method, so a Microsoft Word version of the survey was sent to all reviews in case anyone else was having difficulty. Survey Monkey would not be recommended for future evaluations.

### **Procedure**

#### **Expert review protocol**

List of expert reviewers

**Marni Dunning - Information Technology Services - Instructional Designer, MSU,M**

Contacted Mrs., Dunning via e-mail, asking if she would be will to partake in the review of my project. Mrs.. Dunning accepted at which point an e-mail with the project specifics, Power Point of the project and hyper link to the Survey Monkey Questionnaire was provided. Later a follow up e-mail was sent to check on the review status and to send the questionnaire in a word doc format because some of the learners where having difficulties with the Survey Monkey Questionnaire.

#### **Learners review protocol**

Six learners where selected as the reviewers for the instruction. All learners are college graduates between the ages of 25-55 who have full time jobs, which is the target demographic for this instruction. All of the learners have varied backgrounds, none of which has an emphasis in Art. All learners are technologically competent.

The learners where contacted via e-mail, text message or phone call and asked if they would partake in

the review of this project. Once accepted, an e-mail with the project specifics, Power Point of the project and hyper link to the Survey Monkey Questionnaire was provided. Some reviewers had difficulties with the Survey Monkey Questionnaire, so a follow up e-mail with the Questionnaire in an word doc format was provided.

### **Instrument**

A Survey Monkey Questionnaire was created for the expert and learner reviews of this instruction. The Survey Monkey Questionnaire contained a rated scale one to five as well as twelve questions. The Expert questionnaire covered the following topics, Content, Clarity, Environment, Style, Interest, Technical aspects, Revisions – General, Revisions – Specific. The learner questionnaire covered the following topics, Clarity, Completeness, Difficulty, Usability and General questions. Learners had difficulties using the Survey Monkey Questionnaire so a Word format version of the questionnaire was provided.

## **Results**

### **Expert review results and summery**

Marni Dunning Review “I thought the information was very concise and clear. Great information in an easy format. Thanks for sharing with me and let me know if you have any questions.” Mrs.. Dunning noted that a little color, images and interactivity would improve the instruction by help keeping the learners attention.

### **Learner review results and summery**

For the most part the learners have little difficulties with the instruction. There where three major issues that arose. Tertiary answer was incorrect, the “Next Section” button in the Quiz sections where confusing; learners thought the “Real World Examples” section should be located before the final.

List of learner revisions

## **Recommended revisions**

### **Recommended revisions**

Expert revisions

- The navigation buttons are not on every slide.
- The correct answer to the Tertiary color is not linked to the correct answer. You may want to look at that one.
- Add more color or images for stimulation.

Learner revisions

- Tertiary answer is incorrect
- Put navigation on slide 2
- Heading on Analogous colors incorrect
- Next hyper link is confusing.
- Remove full stops in headers
- Some bullet points end with punctuation and some do not-
- Some headers end with punctuation and some do not-
- All definitions should use the same format- examples from the power point:
- Some instances of Primary, Secondary, and Tertiary colors are capitalized, and some instances are not. In my opinion, they should all be capitalized and the definitions should follow the same layout as the slides in the prerequisite knowledge sections. (Slides 5-7) Also applies to Monochromatic, Complementary, etc (slides 32-41) etc-
- Would it make sense to define hues, tints, and shades in the Prerequisite Knowledge? Those words are found throughout the lesson and the “student” may benefit from this knowledge as well...
- On pages that have hyperlinks to move to next page, some of the instructions say “choose or click next to continue” and some do not- see any one the quiz page comments above. (slide 33)

- In all quiz sections the “all caps” text should either all be bold or not bold for consistency.
- Would it make sense to have the real world examples before the final quiz? I actually missed the last slides until I switched the view back to the “normal” view-
- I checked all of the answers and the hyperlinks, and they are all correct and work- except for the few definitions that I commented on in the slides
- As for the survey the first couple of color wheel questions are a little confusing- I am not sure if you can check my answers, but I think that I may have gotten the first few wrong just because I wasn't certain which part of the color wheel corresponded with the answers. The second grouping of color wheels with the segments pointing out the colors was much more descriptive and made more sense with the answer options.
- Learner questioned if real world examples should come before final exam.
- some spelling and punctuation issues.

### **Revisions implemented**

- Background colors were added. Each section has it's own background color for a change of scenery.
- Slide transitions were added. They are all the same to keep the learner from being too distracted.
- Tertiary answer was corrected.
- Navigation buttons were added to all slides
- Headers were made consistent
- Bullets were made consistent
- Definitions were made consistent
- “ALL CAPS” were made bold
- The “Real World” Examples section was noted on Final Exam slide.
- Spelling and punctuation was corrected.

### **Recommended revisions that were not implemented**

- Only one learner had an issue with the Final Exam. A change was not justified.
- The definitions of hues, tints and shades were not included. They are of less importance to the instruction. It is assumed that the learners will be able to understand the concepts of the course without these definitions.
- The Next Buttons were left, they jump to the next section of the course and are needed when the “Advance on mouse click” is disabled.
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## **Appendices**

### **Letter to expert**

Thank you for taking the time to review my project.

This course has been developed to instruct learners of the basic principles and concepts of the color wheel and color harmony. This course consists of a power point presentation with a quiz after each section as well as a final exam presented in Survey Monkey.

Please review the course and final exam. Once you have reviewed these items, please fill out the questionnaire as completely as possible on following topics, Content, Clarity, Navigation, Style, Interest, Technical, Revisions

<http://www.surveymonkey.com/s/2TVDBDD>

Please respond as soon as possible. The course should take no longer than 15 minutes to complete.

## **Instruments for expert review**

Survey Monkey Questionnaire - <http://www.surveymonkey.com/s/2TVDBDD>

Microsoft Word Questionnaire

Name

Date

Please answer questions as completely as possible

### **Content**

Was the content complete?

Was the content organized?

### **Clarity**

Were the directions easy to understand?

Were the sections delivered in an intuitive way?

### **Environment**

Was the program easy to navigate?

What would improve on the navigation?

### **Style**

Does the look of the course reflect the concepts illustrated in the lesson?

Does the look of the course interfere with the ideas and concepts presented in the lesson?

### **Interest**

Does the course capture and keep your interest throughout the lesson?

Technical aspects

Where there any technical issues that you discovered while taking this course?

### **Revisions – General**

Is there anything you would change, modify or add to the course?

### **Revisions – Specific**

Are there any specific things that should be changed?

Did you find any typos or errors in the course? Please Specify

What were course's greatest strengths?

What were course's greatest weaknesses?

## **Raw data from expert review**

E-mail from Marni Dunning

Hello Lee!

Sorry it took me so long, but I completed the ppt and exam.

Two things that I noticed:

1. The navigation buttons are not on every slide.
2. The correct answer to the Tertiary color is not linked to the correct answer. You may want to look at that one.

I thought the information was very concise and clear. Great information in an easy format. Thanks for sharing with me and let me know if you have any questions.

Marni Dunning

## Answers from Word Document Questionnaire

Name Marni Dunning

Date 3/08/10

Please answer questions as completely as possible

### **Content**

#### **Was the content complete?**

Yes – just one answer to the Tertiary quiz I the ppt was not linked correctly.

#### **Was the content organized?**

Yes

### **Clarity**

#### **Were the directions easy to understand?**

Yes

#### **Were the sections delivered in an intuitive way?**

Yes

### **Environment**

#### **Was the program easy to navigate?**

Yes and no. There was not navigation buttons on each page.

#### **What would improve on the navigation?**

Add buttons to each page for consistency

### **Style**

#### **Does the look of the course reflect the concepts illustrated in the lesson?**

No – color would be a good option

#### **Does the look of the course interfere with the ideas and concepts presented in the lesson?**

No since white is technically a color, but it would be good to see color on slides that you are talking about color

### **Interest**

#### **Does the course capture and keep your interest throughout the lesson?**

It is sort – so yes. The information is static and rather simple looking so it is not stimulating

### **Technical aspects**

#### **Where there any technical issues that you discovered while taking this course?**

None

### **Revisions – General**

#### **Is there anything you would change, modify or add to the course?**

More images, less text. More interaction

### **Revisions – Specific**

#### **Are there any specific things that should be changed?**

The answer to Tertiary – it is not correct

#### **Did you find any typos or errors in the course? Please Specify**

See above. Plus your question on Technical Aspects should be “Were there...” not “Where there...”

#### **What were course’s greatest strengths?**

Great information on colors! I did not know all that!

### **What were course's greatest weaknesses?**

I would not call them weaknesses – just room for improvement. Images, colors and more interaction.

### **Letter to learner**

Thank you for taking the time to review my project.

This course has been developed to instruct learners of the basic principles and concepts of the color wheel and color harmony. This course consists of a power point presentation with a quiz after each section as well as a final exam presented in Survey Monkey.

Please review the course and final exam. Once you have reviewed these items, please fill out the questionnaire as completely as possible on following topics, Content, Clarity, Navigation, Style, Interest, Technical, Revisions

<http://www.surveymonkey.com/s/2X2YYW2> Body body

### **Instruments for learner review**

Name:

Date:

Please answer questions as completely as possible

#### **Clarity**

Was the course presented in a clear and easy to understand way?

Were the directions easy to follow?

Did the examples clearly illustrate the concept?

#### **Completeness**

Was the lesson complete? Was there anything missing?

#### **Difficulty**

Was the reading level too difficult or too easy?

Did you understand the objectives of the course?

Where there any sections that were too difficult or too easy?

#### **Usability**

How was the quality of the course? How was the quality of the graphics, images, ect?

Were there any typos or grammar issues that you encountered? (Please specify)

#### **General**

What did you like or dislike about the course?

What would you change, modify or add to the course?

Would you use the course if you had a choice?

## **Raw data from learner review**

### **Survey Monkey Results**

#### **Was the course presented in a clear and easy to understand way?**

- 1 Yes --- good visual support of narrative
- 2 Yes, I understood all of the presentations quickly.

#### **Were the directions easy to follow?**

- 1 Yes -- good use of navigational tools in lower right hand corner each slide
- 2 Directions were clear and simple to follow.

#### **Did the examples clearly illustrate the concept?**

- 1 Excellent -- First time I had this material
- 2 yes, good pictures for each example

#### **Was the lesson complete? Was there anything missing?**

- 1 Yes. Excellent primary knowledge content. Examples of how they were be applied may have help me remember the more complete concepts but not the function of this lesson.
- 2 Not that I know of.

#### **Was the reading level too difficult or too easy?**

- 1 Perfect.
- 2 It might have been a bit simplistic, but I don't know what your audience was.

#### **Did you understand the objectives of the course?**

- 1 Yes -- they were well stated and I knew what I was going to be learning.
- 2 To teach about the color wheel

#### **Where there any sections that were too difficult or too easy?**

- 1 No
- 2 Not difficult. Might be too simple depending on intended audience...?

#### **How was the quality of the course? How was the quality of the graphics, images, ect?**

- 1 Excellent. I was able to open it and navigate it on my home computer. No technology hiccups.
- 2 I liked the setup of the slides and found them easy to follow

#### **Were there any typos or grammar issues that you encountered? (Please specify)**

- 1 Not that I remember
- 2 In the final, all of the questions seemed to be numbered as 1.

#### **What did you like or dislike about the course?**

- 1 It was easy to understand. I like the formative feedback quiz functions as I was taking the course to prepare for the final exam. Good teaching strategy.
- 2 The slides moved forward when not using the navigation keys. Might be powerpoint...

#### **What would you change, modify or add to the course?**

- 1 Maybe an example of each concept in real life.. Use of color with clothing or rooms. Just would have connected the concepts to how they are used. But then the course would be more advanced and take longer.
- 2 Add the ability to go back when in the quizzes. Pressing the back key told me I was incorrect. The answer to the quiz questions also went beyond the rightmost side of my screen. Is there a minimum resolution we should be on?

## **Would you use the course if you had a choice?**

- 1 Yes --- I would like the template to restructure to my own area of teaching interests.
- 2 I would use this course.

## **Learner response e-mail.**

\* Some bullet points end with punctuation and some do not-

\* Some headers end with punctuation and some do not-

\* All definitions should use the same format- examples from the power point:

a. Color : a visual attribute of things that results from the light they emit or transmit or reflect; “a white color is made up of many different wavelengths of light”.

b. The Primary Colors are Red, Yellow and Blue. Primary colors are sets of colors that can be combined to make a useful range of colors and whose hues that cannot be produced by mixing other hues

c. Color harmony is described as “Any one of a number of color relationships based on groupings within the color wheel”

d. Colors that are next to each other on the color wheel and are closely related. Examples of Analogous colors would be: blue, blue-green, green - or- blue, blue-green, green, yellow-green, yellow.

\* Some instances of Primary, Secondary, and Tertiary colors are capitalized, and some instances are not. In my opinion, they should all be capitalized and the definitions should follow the same layout as the slides in the prerequisite knowledge sections. (slides 5-7) Also applies to Monochromatic, Complementary, etc (slides 32-41) etc-

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