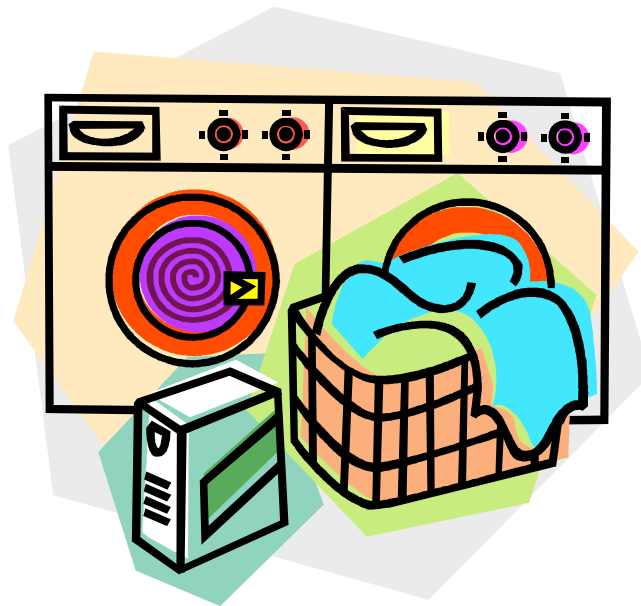


SoapySuds© presents:

LAUNDRY 101

Project Report



R521 Instructional Design and Development

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Formative Evaluation

Throughout the process of designing the instruction for *Laundry 101*, our team used different methods for gathering formative evaluation. As stated in Morrison, et al, "Formative evaluations are most valuable before instruction is fully developed, when it is inexpensive to make changes." (2004, p. 209) Evaluating the design at every step of the ADDIE model ensured an effective and efficient instructional delivery.

Content Accuracy

The accuracy of the content was evaluated during the task analysis phase. We consulted our subject matter experts (SMEs) through informal interviews before, during, and after the analysis. Upon completion of the analysis, the SMEs verified the accuracy of our content. The SMEs also suggested that the instruction should focus on easy-to-apply laundry concepts, which would mean less attention to some concepts like *how detergent works or how undiluted bleach can damage clothing*.

Instructional Quality

Our team evaluated the instructional quality after we had developed instructional materials. We chose a pilot program as a method of measuring the effectiveness of the content, the instructional materials (student and instructor), the assessment materials, and the presentation of instruction.

The instruction was presented by a college senior, who serves as a residence hall activity coordinator and has had first-hand experience with the dangers of doing laundry without proper instruction. Since the instruction would be ideally presented during orientation week, our group decided that instructing current high-school seniors would be closer to our target audience than current college freshmen. However, we did not overlook the college freshmen, and the pilot audience was split between 4 high-school seniors (three males, one female) and 2 college freshmen (one female, one male).

As expected, the pilot audience had varying levels of experience; the college freshmen were already moderately-versed in many of the concepts and procedures associated with laundry, while the high-school seniors all had little experience with the concepts associated with laundry. One of the high-school males professed a knowledge of laundry with the following list of procedures: 1) Put clothes in hamper. 2) Mom takes clothes hamper. 3) Clean clothes end up in a pile on my bed. Another high-school male admitted he knew laundry involved a washing machine, detergent, and "...something about not washing dark clothes with white clothes." Even the college freshmen admitted they would deliberately wait to do laundry until they went to their parents' home.

The instruction was presented in a college dormitory lounge, which was adjacent to laundry facilities. The instruction could not be presented completely within the laundry facilities because current students were already doing their laundry, and the washing machine noise could have been too distracting or bothersome.

At the end of the instruction, the students were asked to complete their course evaluation. The instructor completed her assessments throughout the instruction, and provided feedback for each activity and objective. The instructor was also informally interviewed after the instruction for additional comment, suggestions, and observations.

Overall, the students believed the instruction was informative and entertaining. The activities and instruction even attracted the interest of other nearby college students who were doing their laundry! All students felt there was a lot of hands-on demonstrations and activities, and they enjoyed the games and giveaways. All of the students (even the passer-bys!) felt they learned something valuable about the different steps in the laundry process.

Visual Quality

Although the evaluation materials did not specifically ask for an evaluation of the materials, the instructional designer asked everyone at the end of the instruction for their opinions. Most of the students believed the materials should have been “jazzed up” but that the current material design did not prevent them from learning or taking notes. They all believed the materials provided valuable information and poignant illustrations, especially for the garment care symbols. The instructor believed her materials were lengthy, but added that length made sure the instruction was thorough.

The two college freshmen commented that more visual examples of stains and stain removal should be included in the demonstrations. Since they had a little more experience in doing their own laundry, they had come across some stains that would not come out completely after washing.

Usability

The course evaluations indicated that the overall instruction was useful. Most of the high-school students indicated that they would be likely to use the flowchart included in the student materials at least the first time they did their own laundry. The college freshmen also indicated that they would likely refer to the workbook for topics like preparation and loading the washing machine.

The instructor also praised the flow of the instructor materials, especially the indicators for soliciting feedback or interaction during the instruction.

Appropriateness of Objectives

The appropriateness of the objectives was mostly evaluated by the instructor, but the students provided a small amount of feedback, too. The instructor used the lesson assessments found in the instructor materials, and found that most of the objectives and activities were completed. The two enabling objectives that the students showed the most common difficulty with were 1) preparing the clothes for washing (p. 17-18), and 2) removing clothes from the washing machine using an anti-stretching method (p. 38). The instructor commented that the reason for this might be a lack of instruction or demonstration about what the possible results could be for not paying attention to those

steps. Otherwise, all students were able to accomplish the objectives. The instructor added that all of the objectives were appropriate for both the learners and the content. The students indicated in their evaluations that they feel they will be able to implement laundry steps when they do their own laundry. They also felt positive about the instructor's communication of the learning objectives.

Evaluation Findings

Residence hall activity coordinator, Jennifer Lange, taught our pilot SoapySuds® Presents: *Laundry 101* course to a group of six students. The students were either college freshmen or high-school seniors, and the majority were males. While the students were participating in activities, the instructor evaluated the students' application of learning material and provided appropriate feedback. The students were also able to evaluate and assist their peers' performance in each activity. At the end of instruction, the students and instructor completed a course evaluation, which was included with the instructor and student materials.

Observations

Instructor Feedback

Overall, the instructor was pleased with how thorough the materials were, and that the assessment forms provided enough flexibility to grade individuals or the whole group. She also appreciated the space for immediate comments for each activity. She also indicated that this is a fairly simple procedure for the target audience, so overall effectiveness should always be near perfection.

Our instructor suggested a few changes to the Instructor guide. These include:

- Include more demonstration for the effects of not properly preparing clothes for washing (p. 17-18) or removing clothes from the washing machine using an anti-stretching method (p. 38).
- Provide more examples and detail of alternate drying methods. Since winter is sweater weather and will be a long time after the instruction, providing emphasis on these methods will allow the students to absorb it to use months later.
- Provide alternate icebreakers just in case the students have already played one (or both) during orientation week.

The following is a table of the instructor's observational assessments of the instructional application. The numbers indicate a number of students. The comment and feedback spaces have been deleted if no comments were made.

Table 1

Lesson 1

SKILLS	YES	NO	GUIDELINES
The Participant...	Look for...		
1. Separated dry clean from machine wash garments	6		<ul style="list-style-type: none"> • Labels that have wording or symbol 1 should be in a dry cleaning pile. • All other garments should be in machine washing pile.
2. Sorted the machine wash clothes by color, fabric type, and amount/type of soil	6		<ul style="list-style-type: none"> • Color separation should be based on white, colorfast colored, or dark. • Fabric type separation should be based on whether the garments are normal, permanent press, or delicate. • Amount/type of soil separation should be based on whether the clothes are soiled in the following: lightly soiled (normal everyday usage), medium soiled (dirt spots), heavily soiled (grease or oil spots; dirt that is 'ground into' the fabric's fibers).
3. Prepared clothes for washing	3	3	<ul style="list-style-type: none"> • Make sure that zippers are zipped and buttons are buttoned. • Belts, ornaments, pens, etc. should be removed from external portions of clothing. • Pockets should be cleared.
Comments and feedback	<p>Most students said they check their pockets before placing clothes in hamper. Some couldn't understand why zipping zippers or button buttons was necessary.</p>		
4. Sorted garments by size of load.	5	1	<ul style="list-style-type: none"> • Each load should be < 4 lbs. • Students should load washing machines in increments.
Comments and feedback:	<p>The two college students indicated that they were used to saving a little money by loading the washer a with a little more than they should.</p>		

Table 2

Lesson 2




SKILLS	YES	NO	GUIDELINES
The Participant...	Look for...		
1. Separated non-bleachable from bleachable clothing	6		<ul style="list-style-type: none"> • Garment labels have symbols or wording indicating whether or not bleach can be used: •  ok to use bleach •  ok to use NON-CHLORINE bleach •  NOT ok to use any type bleach • garments not to be used with bleach are dark in color or that have printing.
Comments and feedback:	The two college students knew they weren't going to use bleach. Persuaded them to participate because they might need to know one day, or so they can help their friends.		
2. Selected correct products in right amounts for their partner's clothing	6		<ul style="list-style-type: none"> • Use usage and measurement guidelines from the usage direction labels on the following products: SoapySuds© Powder Detergent, SoapySuds© Liquid Detergent, SoapySuds© Delicare™, SoapySuds© Stay 'N Out™ Pre-Treater, SoapySuds© Softee™ Liquid Fabric Softener, SoapySuds© Softee™ Dryer Sheets.
Comments and feedback:	Students reacted well to this activity. They enjoyed the “power” of selecting products for someone else.		
3. Loaded washing machines	6		<ul style="list-style-type: none"> • If machine has automatic dispensers, use bleach, color enhancement, softener, etc. according to machine instructions. • If no automatic dispenser prepare additive product(s) to be added at proper cycle time.
Comments and feedback:	No one opted to use bleach, but I pointed out the automatic dispensers anyway. Only one student used the automatic fabric softener dispenser.		
4. Chose appropriate wash cycle	6		<ul style="list-style-type: none"> • Temperature based on color (cold – dark fabrics, warm – colorfast, hot –white) • Cycle based on load type (regular cycle – default, permanent press – artificial, delicate – knits, lingerie) • Wash speed for regular vs. delicate fabrics
Comments and feedback:	All students understood the importance of choosing the correct wash cycle for their clothing.		

Table 3

Lesson 3


SKILLS	YES	NO	GUIDELINES
The Participant...		Look for...	
1. Removed clothes from washing machine using anti-stretching technique	5	1	<ul style="list-style-type: none"> • Clothes should be eased, not jerked or pulled, away from washing machine drum • Clothing should be gently unwrapped from agitator • Clothing should be wadded before being removed from machine
Comments and feedback:		Students admitted it was hard to fight the instinct to just pull the clothes out of the washing machine.	
2. Separated clothes that can be used in automatic dryer from those that can not	6		<ul style="list-style-type: none"> • Look at garment care labels. Do NOT machine dry if these symbols  are present
3. Cleaned the lint trap	6		<ul style="list-style-type: none"> • Lint trap is free of debris
Comments and feedback:		Some students found it interesting that lint buildup can cause fires.	
4. Selected appropriate dryer setting	6		<ul style="list-style-type: none"> • Regular is best for cotton fabrics • Permanent Press has a “cool down” period to minimize wrinkles in permanent press fabrics • Delicate has a slower tumble at a lower temperature
Comments and feedback:		Some students chose “Permanent press” even though they didn’t need it; they liked the idea of minimizing wrinkles.	

Table 4

Lesson 4

SKILLS	YES	NO	GUIDELINES
The Participant...		Look for...	
1. Removed clothes from dryer, drying rack, or clothesline	6		<ul style="list-style-type: none"> • Verification that drying implement is cleared.
2. Folded or hung clothes	6		<ul style="list-style-type: none"> • Clothes folded seam to seam OR by 1/3's • Permanent press fabrics hung on hangers
Comments and feedback:		A couple of the students worked in department stores, so they volunteered showing some of their folding methods.	
3. Acknowledges clothing should be stored in proper space	6		<ul style="list-style-type: none"> • Verification that the learner knows this

Participant Feedback

Overall, the participants believed the instruction to be valuable, interesting, and relevant. Many also enjoyed the interactive presentation method. The students who already had experience doing their own laundry commented that they learned more about sorting laundry and loading the washing machine.

Some of the students wondered about how laundry care products actually work, i.e. how detergent removes stains, how bleach can ruin fabrics, why detergent works better than regular soap. However, they also acknowledged that the course content was probably not designed to be that specific.

The following charts and graphs represent some of the feedback we received from participants. The table that follows summarizes overall feedback along with comments from participants.

Figure 1 represents participants' response to the question: *What percentage of this course's content was new to you?*

Figure 1. Overall Workshop Experience

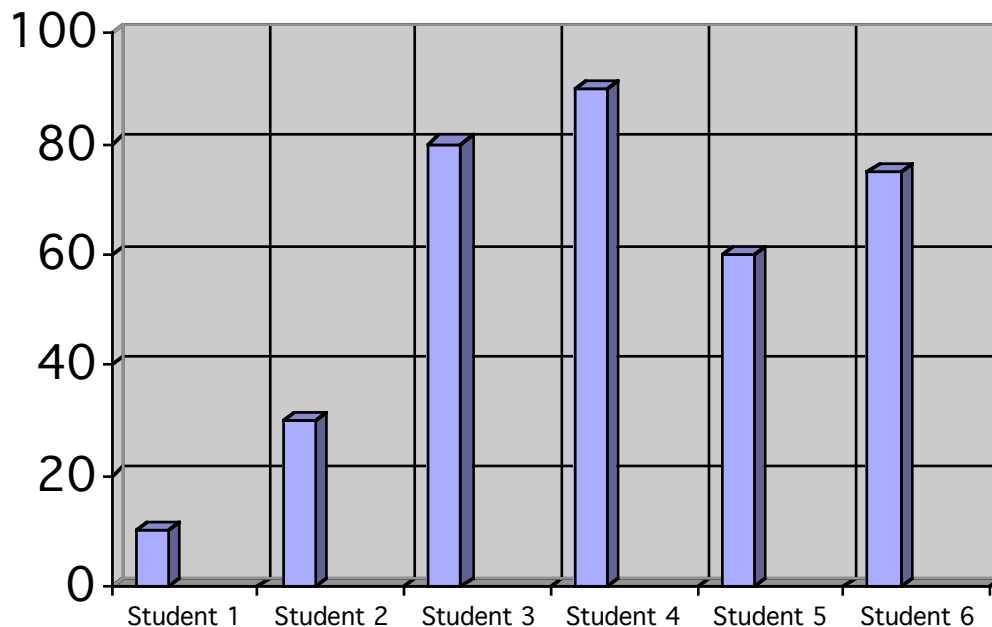


Figure 2 represents participants' response to the question: *What percentage of this course's content do you feel you will retain?*

Figure 2. Learning Experiences Accomplished

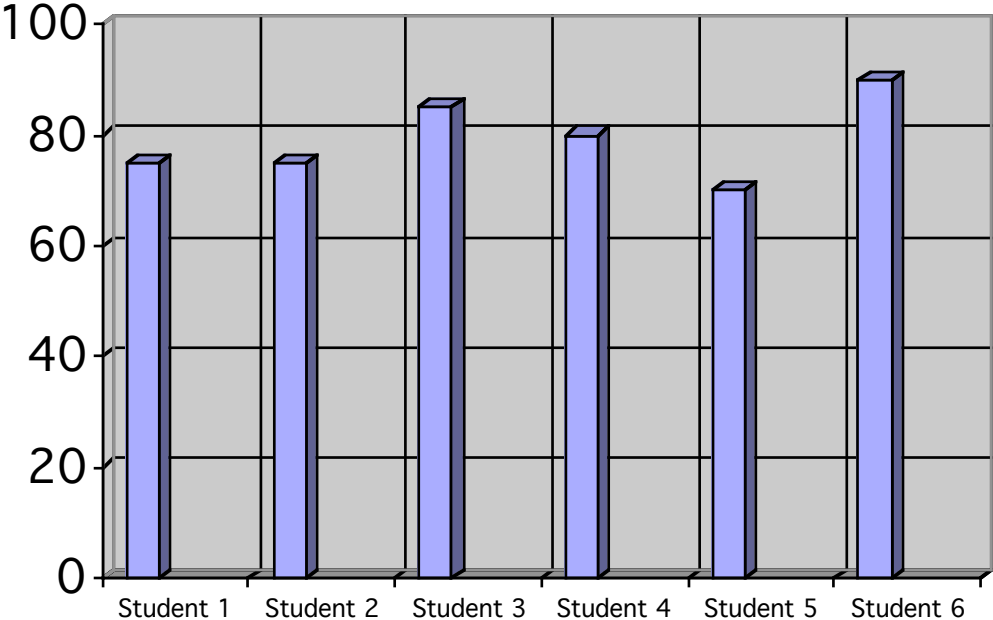


Figure 3 represents participant's response to the question:
What percentage of this course's content will you use when you do your own laundry?

Figure 3. Lessons Were Meaningful and Applicable

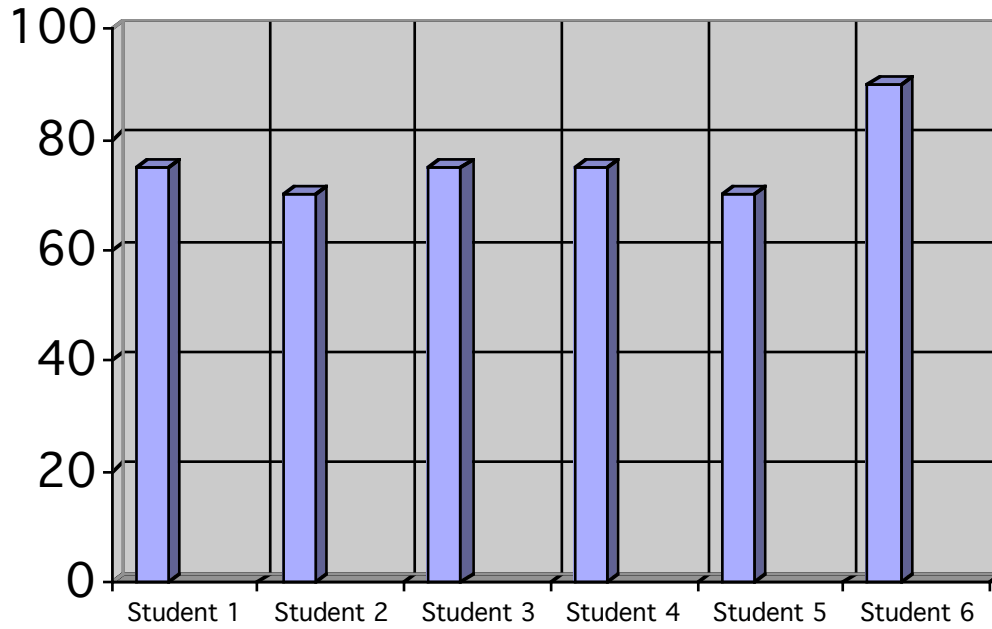


Table 5. Participant Course Evaluation

Please take a few minutes to complete this form and offer your feedback. Read each item carefully and select the rating that most reflects your opinion.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall Course Content	1	2	3	4	5
Laundry101 was a course that had information that I needed.				5	1
I feel as though I will be able to implement laundry steps when I do my own laundry.				3	3
The course content used relevant, real-world examples and scenarios.				6	
The course content was not well organized or sequenced.	2	3	1		
There was too much information to be presented in the time given.		1	5		
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Instructor Staff	1	2	3	4	5
The instructor(s) adequately communicated the learning objectives.				4	2
The instructor(s) displayed professional behavior, attitude, and appearance.				6	
The instructor(s) did not ask questions or elicit feedback from the class.	4	2			
The instructor(s) seemed knowledgeable about the topics presented.			1	4	1
I would feel comfortable following up with the instructor(s) in the future.			2	4	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning Environment	1	2	3	4	5
The classroom/washroom was free from distractions and interruptions.		1	4	1	
The classroom/washroom temperature, lighting, etc was/were distracting and not conducive to learning.		4	2		
The arrangement/configuration of the classroom(s) promoted participation.			1	4	1

Topics that were most useful/valuable to the participants:

- Loading the machine
- Different laundry care products and their best uses
- Sorting, especially sorting different types/amount of stains
- Difference between different wash cycles

How participants will use the course content:

- Will be more careful loading machine, so clothes don't wrap around agitator
- Will be vigilant in pre-treating stains
- Will be sure to check care labels
- Will fold clothing to avoid wrinkles

Some suggested changes from participants include:

- Some of the questions could be explained a little better
- More demonstration about air-drying methods
- Maybe less words in the workbook; more room for taking notes
- Workbook was a little “blah”; needs more color or pictures

Designer Feedback

Our designer did not directly participate in the instruction, but was near enough for observation. The designer decided to let the instructor carry out the instruction like any other activity she would orchestrate. Afterward, the designer informally interviewed the instructor and students for true participant feedback. Overall, our designer believed the instruction was effective, valuable and entertaining. Since the instructor was so skilled in interacting with college freshmen, she was able to make the group feel right at home.

The only suggestion our designer could offer to this instructor would be showcasing the SoapySuds© products more often, or displaying them in a way so more people could see them. The instructor lined up the products on a table, and although all six participants could see them well, a similar display might not be as effective with twenty or more participants. Another way of demonstrating the effectiveness of the SoapySuds© product line would be pre-treating and washing a wide variety of stains. This would also give a more thorough demonstration of the types and treatments of stains.

The instructor might need to take a little more time to stress the topics so the students can have time to take notes. The pace was quick enough to be lively and interactive, but the interaction provided less time to take notes in the workbooks.

Revisions to Instruction

Student Workbook

- Streamline the workbook using quick bullets to allow students to interact more and still take notes of what's personally meaningful.
- Make the student workbook as interesting to read and follow along as the instructor guide; more color and pictures.

Instructor Guide

- Reword some of the questions so they are easier to understand
- Provide alternate icebreaker activities.
- Provide another final student assessment to assess student performance without instructor assistance (if time or facilities permit).
- Provide visual examples that differentiate different soiling/stain examples on clothing.

Assessments

- Provide one more final assessment for the instructor to assess student performance without instructor assistance (if time or facilities permit).
- Include a question about the likelihood of learners purchasing or using SoapySuds© products in the future.
- Add to the evaluation rating tool (level 1 form) questions about the helpfulness, usability, and quality of the materials like the student workbook, the wall chart, the icons of garment labels, and the wallet-sized tool.