

EVALUATION REPORT

Raney Horsemanship Online Horse Training Program

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EXECUTIVE SUMMARY

This evaluation report presents the findings of a formative evaluation of Raney Horsemanship's eLearning program. The purpose of the formative evaluation is to measure the effectiveness of the instruction itself (the content) as well as the way the instruction is delivered (the eLearning module).

There are two components to the evaluation, a connoisseur evaluation and a small field test. The connoisseur evaluation is comprised of a written evaluation completed by Tom Raney, Raney Horsemanship's head trainer. In this evaluation, Tom completed the eLearning module in its entirety and produced a written report (located in Appendix A) outlining aspects of the training that he thought were effective as well as suggestions for improvement.

The second component of the formative evaluation is a small five- person field test. In the field test, five individuals, four women and one man (representative of Raney Horsemanship's typical clientele) were asked to complete the eLearning module and provide their feedback. These individuals were given a pretest and a posttest (located in Appendix A), via a Google form, that consisted of questions specific to the content of the eLearning module as well as questions about user-experience, and overall design. The pretest and posttest were a combination of Likert scale questions, multiple-choice and free response.

Overall, the results of the evaluation were positive. Both Tom Raney and the field-test participants found the training to be relevant, engaging and well designed. The results of the content specific questions on the pretest and posttest also showed statistically significant learning gain amongst all field test participants. Suggestions for improvement were made by both Tom Raney and three of the field test participants in the areas of assessment questions (adding a few more) and video content (specifically the Objective 1 video being too fast to follow at one point). Over the next two weeks, the eLearning module will be modified to accommodate these suggestions before it is taken to market.

Figure 1. Increase in Participant Learning Gain

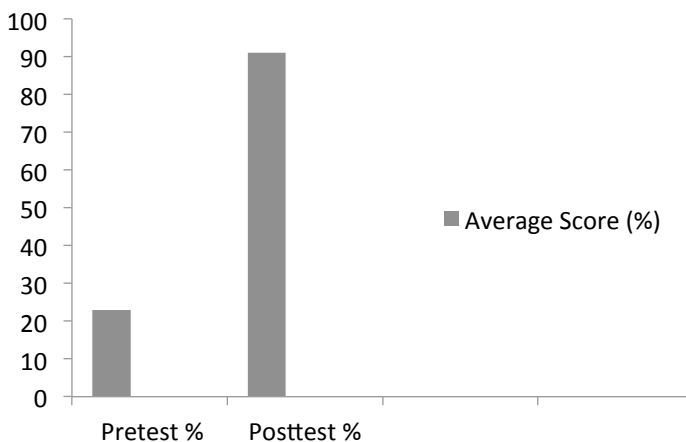
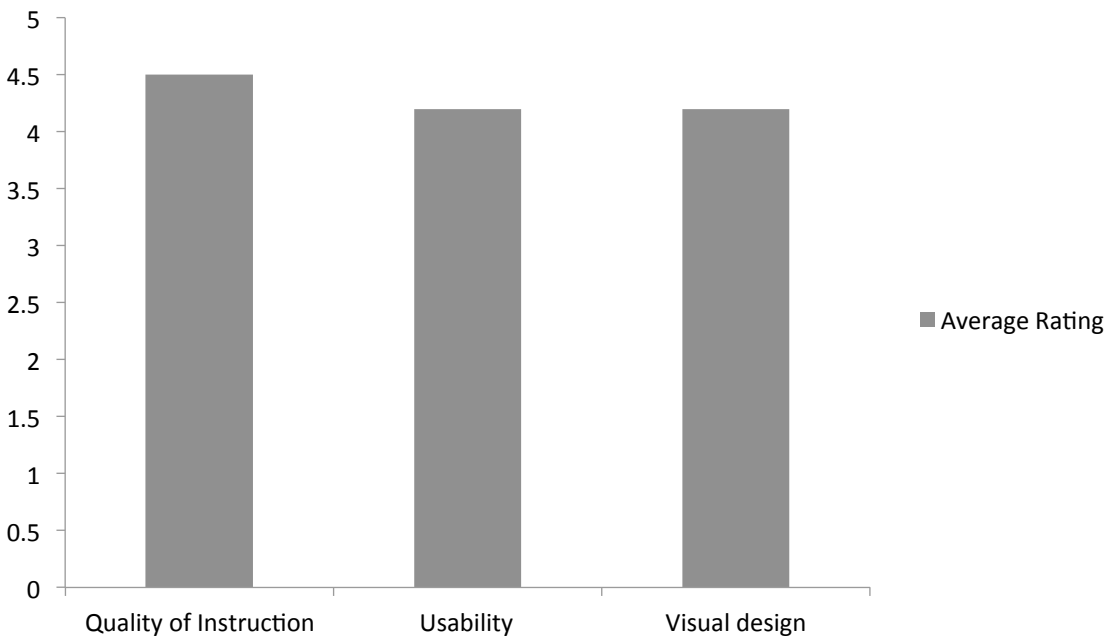


Figure 2. Participant Rating of Quality of Instruction, Usability, Visual Design



INTRODUCTION

The purpose of this evaluation report is to display and discuss the findings of a two part formative evaluation of Raney Horsemanship’s pilot eLearning program. Raney Horsemanship is a successful local horse training service that specializes in colt starting, remediating unwanted “problem behaviors” in horses and teaching specific “hard-to-train” skills, such as liberty training maneuvers. Raney Horsemanship uses a kind and consistent approach to horse training that applies a unique “No Noise -- No Nonsense” method, which builds mutual trust, confidence and respect between horse and rider. The online training program will help Raney Horsemanship retain waitlisted clientele, increase engagement and attendance for local monthly clinics, and allow out-of-state clients access to Raney Horsemanship’s unique training methods. Raney Horsemanship’s current and future clientele is the target audience for this online training program.

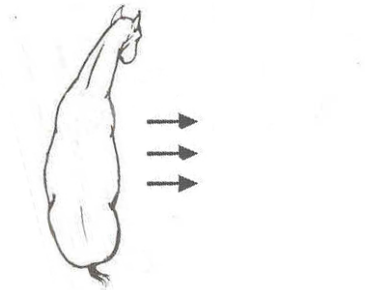
The purpose of the evaluation is to test and improve Raney Horsemanship’s eLearning program in the areas of content, instruction, design and usability before it is taken to market.

PROGRAM DESCRIPTION

The objective of the eLearning program is to pilot Raney Horsemanship’s online training program. The eLearning module was built in Articulate Storyline, and embedded in a website so Tom Raney and the field test participants could access it easily.

This “pilot” eLearning program focuses on teaching one specific skill or “training theme.” In practice, it is intended to teach people how to train their horses how to perform a specific maneuver. Once completed, evaluated, modified and finalized, the program will serve as a template for additional training themes.

The pilot module teaches the skill of training a horse to “side-pass” towards the rider and stand quietly for the purpose of being mounted safely from a mounting block or fence. A “side-pass” is when the horse moves laterally with the forehand and hip on the same plane.



The eLearning module addresses one terminal goal: “From at least a four-foot lateral distance, the horse will side-pass towards the rider and stand quietly given visual cues only,” and three learning objectives: 1) “Given a visual cue only, the horse will move their hip towards the handler in a 180-degree rotation, as determined by rubric-based instructor feedback;” 2) “Given a visual cue only, the horse will move their hip towards the handler in a 90-degree rotation while the handler is positioned above the horse (on a fence or mounting block), as determined by rubric-based instructor feedback;” 3) “Given a visual cue only, the horse will move their hip and forehand toward the handler while remaining parallel to the handler for a minimum of 3 lateral steps, as determined by rubric-based instructor feedback.”

The eLearning module has a home screen that addresses the terminal goal (with a video that demonstrates the behavior being trained) and has a menu to guide learners through each of the learning objectives. Each learning objective has its own screen (or scene) in the eLearning module, with several components displayed in a spherical navigation menu.

Each learning objective scene includes a “Finished Skill” button that triggers a video overlay (pop-up screen that shows a video demonstrating the finished behavior); a “Why is it important?” button that triggers a text overlay (that explains why the behavior is important); a “How is it trained?” button that triggers a text overlay (explaining how the skill is trained step-by-step) and an instructional video; and a “Check your understanding” button that triggers a quiz overlay (that gives immediate feedback to learners on 1 or 2 scenario based questions).

Figure 3. Learning Objective Scenes

LEARNING OBJECTIVE SCENES		
Button Title	Trigger	Screen Content
Finished Skill	Video overlay	Video demonstrating the finished behavior
Why is it important?	Text overlay	Text that explains why the behavior is important
How do we do it?	Text & video overlay	Text step-by-step instructions for training the behavior
Check your understanding	Quiz overlay	1 or 2 scenario based objective questions with immediate feedback

The eLearning module is currently embedded in a website, so Raney Horsemanship's Tom Raney and field test participants could access it for evaluation purposes. Eventually, this website will have a feature that allows clients to login and upload videos of themselves practicing the skills they have learned so Raney Horsemanship can provide specific feedback. This functionality was not tested during the formative evaluation because it was not built-out yet.

EVALUATION DESIGN AND METHODS

There are two components to this formative evaluation. The first component is a connoisseur evaluation completed by Tom Raney. The second component is a five-person field test comprised of individuals representative of Raney Horsemanship's typical clientele.

CONNOISSEUR EVALUATION

For the connoisseur evaluation, Tom Raney, lead trainer for Raney Horsemanship, completed the eLearning module and provided specific feedback in the form of a two page written report (located in Appendix A). He evaluated the content of the eLearning module, how the content was delivered (the design of the instruction), the functionality of user interface and the overall visual design. Results of the connoisseur evaluation can be found in the Findings section of this report.

FIELD TEST

The field test component of the formative evaluation utilized a five-subject single group pretest/posttest design. Participants were selected by Tom Raney from a list of his wait-listed clientele. There were five participants, four females and one male. Participants self reported age and ethnicity and the resulting demographics were as follows: 60% of participants reported

an age range 36-60 and 40% of participants reported an age range 19-35; 60% of participants reported they were Caucasian and 40% of participants reported they were Caucasian/Hispanic. Participants also self reported years of horse experience resulting in the following range: 20% reported 5-10 years of horse experience, and 80% reported more than 10 years of horse experience.

On November 8, 2018, participants were emailed a link to a pretest in the form of a Google form (located in Appendix A). The purpose of the pretest was to determine a baseline knowledge level pertaining to the learning objectives and Raney Horsemanship's training methods (No Noise – No Nonsense). After they confirmed via email that they had completed the pretest, participants were emailed a link to the eLearning module, as well as a posttest in the form of a Google form (located in Appendix A). Instructions were given to first complete the eLearning module and then complete the posttest. Participants were given a deadline of November 12, 2018.

Pretest

The pretest was comprised of a combination of Likert-type and multiple-choice questions (see Figure 4) to establish participant's baseline knowledge. Likert-type questions were scored on a 1 (Strongly Disagree) to 5 (strongly Agree) scale, and multiple-choice questions were given a value of 0 points for an incorrect response and 5 points for a correct response.

Figure 4. Pretest Questions

PRETEST	
Question	Type
I can train a horse to pick me up at the mounting block (side-pass toward me).	Likert
I can identify at least 3 prerequisite skills my horse needs before I train them to pick me up at the mounting block (side-pass toward me).	Likert
I am familiar with the "No Noise - No Nonsense" horse training approach.	Likert
The purpose of "noise" is to:	Multiple-choice
The purpose of removing "noise" is to:	Multiple-choice
You should create "noise" within _____ seconds for your horse to make a connection and understand they have exhibited the	Multiple-choice

correct behavior	
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Posttest

The posttest was comprised of a combination of Likert-type and multiple-choice questions (see Figure 5) to establish participant's learning gain with regard to instructional content (as compared to baseline knowledge) as well as participant's overall attitude toward the instruction; specifically, participant's opinion of the instructional content and the presentation of the instruction (ease-of-use and length of the eLearning module and the overall visual design). Likert-type questions were scored on a 1 (Strongly Disagree) to 5 (Strongly Agree) scale, and multiple-choice questions were given a value of 0 points for an incorrect response and 5 points for a correct response.

Figure 5. Posttest Questions

POSTTEST	
Question	Type
I can train a horse to pick me up at the mounting block (side-pass toward me).	Likert
I can identify at least 3 prerequisite skills my horse needs before I train them to pick me up at the mounting block (side-pass toward me).	Likert
I am familiar with the "No Noise - No Nonsense" horse training approach.	Likert
The purpose of "noise" is to:	Multiple-choice
The purpose of removing "noise" is to:	Multiple-choice
You should create "noise" within _____ seconds for your horse to make a connection and understand they have exhibited the correct behavior	Multiple-choice
The length of the training was appropriate.	Likert
The material presented was interesting.	Likert
I know more about the topic now that I did before taking the training.	Likert

The videos were an effective way to teach the concepts.	Likert
The eLearning module was easy to navigate.	Likert
The eLearning module was visually appealing.	Likert
I am comfortable applying the concepts I learned in the eLearning module to training my own horse.	Likert
The eLearning module adequately prepared me to train my horse to pick me up at the mounting block.	Likert
I would take more eLearning modules from this company.	Likert
How can we improve the eLearning program?	Free response

FINDINGS

Overall, the results of the evaluation were positive. Participants found the training to be relevant, engaging and well executed, as did the connoisseur evaluator, Tom Raney. In addition, the results of the content specific questions on the pretest and posttest showed statistically significant learning gain amongst all field test participants. Suggestions for improvement were made in the areas of assessment questions (adding a few more) and video content (specifically the Objective 1 video being too fast to follow at one point).

CONNOISSEUR EVALUATION

Tom Raney's narrative report (located in Appendix A) indicates that overall, he found the training to be relevant, effective and well designed. He felt that it accurately explained his training method, and that the assessment questions were well aligned with the instruction. He also liked how the videos demonstrated the finished skill, as well as how to train each skill, and how easy the training was to navigate.

His suggestions for improvement were to add a slow motion section to the Objective 1 video (in order to better demonstrate the instruction) as well as to add more assessment questions with video examples.

FIELD TEST

Pretest

The results of the pretest can be seen in Figure 6. Overall scores were low with averages ranging from 1-2 on a scale of 5 in both comfort level with training the skill and familiarity with the “No Noise – No Nonsense” training approach.

Figure 6. Pretest Results

PRETEST			
Question	Average	Median	Scale
1. I can train a horse to pick me up at the mounting block (side-pass toward me).	1	1	1=Strongly Disagree- 5=Strongly Agree
2. I can identify at least 3 prerequisite skills my horse needs before I train them to pick me up at the mounting block (side-pass toward me).	1	1	1=Strongly Disagree- 5=Strongly Agree
3. I am familiar with the "No Noise - No Nonsense" horse training approach.	1.2	1	1=Strongly Disagree- 5=Strongly Agree
4. The purpose of "noise" is to:	2	0	Multiple-choice Correct answer=5 Incorrect answer = 0
5. The purpose of removing "noise" is to:	1	0	Multiple-choice Correct answer=5 Incorrect answer = 0
6. You should create "noise" within _____ seconds for your horse to make a connection and understand they have exhibited the correct behavior	1	0	Multiple-choice Correct answer=5 Incorrect answer = 0

Posttest

The results of the pretest can be seen in Figure 7. Overall scores showed statistically significant improvement from the pretest with averages in the mid 4's on a scale of 5 in both comfort level

with training the skills that align with terminal goal (finished skill), familiarity with the “No Noise – No Nonsense” training approach and participant attitude toward the training content, design and usability. In direct comparison to the pretest, average scores increased from a pretest average of 24% on questions 1-6 to a posttest average of 91% on questions 1-6, yielding a 67% increase in participant’s average score, and an average median score increase from .5 to 4.5.

These results indicate that the participants have obtained the knowledge required to meet the learning objectives of the eLearning program (although hands-on application with actual horses was not tested).

Figure 7. Posttest Results

POSTEST			
Question	Average	Median	Scale
1. I can train a horse to pick me up at the mounting block (side-pass toward me).	4.8	4	1=Strongly Disagree- 5=Strongly Agree
2. I can identify at least 3 prerequisite skills my horse needs before I train them to pick me up at the mounting block (side-pass toward me).	4.8	5	1=Strongly Disagree- 5=Strongly Agree
3. I am familiar with the "No Noise - No Nonsense" horse training approach.	4.6	5	1=Strongly Disagree- 5=Strongly Agree
4. The purpose of "noise" is to:	4	4	Multiple-choice Correct answer=5 Incorrect answer = 0
5. The purpose of removing "noise" is to:	5	5	Multiple-choice Correct answer=5 Incorrect answer = 0
6. You should create "noise" within _____ seconds for your horse to make a connection and understand they have exhibited the correct behavior	4	4	Multiple-choice Correct answer=5 Incorrect answer = 0

7. The length of the training was appropriate.	4.8	5	1=Strongly Disagree- 5=Strongly Agree
8. The material presented was interesting.	4.2	4	1=Strongly Disagree- 5=Strongly Agree
9. I know more about the topic now that I did before taking the training.	4.4	5	1=Strongly Disagree- 5=Strongly Agree
10. The videos were an effective way to teach the concepts.	4.4	5	1=Strongly Disagree- 5=Strongly Agree
11. The eLearning module was easy to navigate.	4.8	5	1=Strongly Disagree- 5=Strongly Agree
12. The eLearning module was visually appealing.	4.8	5	1=Strongly Disagree- 5=Strongly Agree
13. I am comfortable applying the concepts I learned in the eLearning module to training my own horse.	4.6	5	1=Strongly Disagree- 5=Strongly Agree
14. The eLearning module adequately prepared me to train my horse to pick me up at the mounting block.	4.6	5	1=Strongly Disagree- 5=Strongly Agree
15. I would take more eLearning modules from this company.	4.2	4	1=Strongly Disagree- 5=Strongly Agree

16. How can we improve the eLearning program?	—	—	Free response
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Specific Feedback

The last question of the posttest gave participants the opportunity to share their feedback in narrative form. Areas for improvement that were mentioned by more than one participant are as follows: two participants mentioned specific suggestions for improvement in the area of adding more quiz questions for each learning objective; three participants noted that the video for Objective 1 would benefit from being slowed down so the screen-tips do not appear so rapidly. One participant also mentioned the potential benefit of assessment questions that target the overall training method (“No Noise - No Nonsense”).

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, it appears that the Raney Horsemanship eLearning pilot program is provides effective, engaging and well-designed instruction. Field test participants showed statistically significant gains in both learning and comfort level/attitude toward the subject matter when pretest and posttest scores are compared. In addition, the connoisseur evaluation yielded similarly positive results, with the overall content, design and interactivity of the eLearning module receiving high praise from Tom Raney.

AREAS FOR IMPROVEMENT

Two areas for improvement were mentioned by both field test participants and Tom Raney. These two areas are the Objective 1 video and the suggestion for more assessment items. It was pointed out by three field test participants and Tom Raney that the Objective 1 video moved so quickly it was hard to follow the instruction. Tom Raney suggested adding a slow motion segment to better illustrate the concept and deliver the instruction. Two field test participants also mentioned that more assessment questions could be beneficial, specifically questions that target the “No Noise – No Nonsense” training method. This suggestion was also made by Tom Raney.

Based on the prevalence of these suggestions in both field test participants and the connoisseur, it is recommended that a slow motion segment be added to the Objective 1 video, and that one additional assessment question be added per learning objective that targets the “No Noise – No Nonsense” training method (as it pertains to the learning objective where it is housed). With Raney Horsemanship’s approval, these modifications will be made over the next two weeks before the final eLearning module is delivered.

APPENDIX A

1. Connoisseur Evaluation conducted by Tom Raney on November 10, 2018

“The eLearning module, “Teaching Your Horse to Pick You Up at the Mounting Block” is a well thought out and designed course that will appeal to all kinds of equestrians and people interested in horse-learning behavior.

The intro clearly defines how to navigate through the course and quickly moves into explaining the philosophy behind the content, which is the foundation for this method of teaching horse behaviors. I am extremely pleased this was included in full as it gives meaning to the approach and sets the whole process up for success.

I really like how the perquisites are spelled out and that video examples are given of each. Without prerequisites in place, not only are the objectives set up to fail, but it puts both the safety of the handler and the horse more at risk. It would be nice to have more eLearning modules teaching the perquisites and other basic maneuvers/behaviors in detail, but briefly showing them and stating their importance the way that was done suffices for the scope of this module.

This module does an excellent job of explaining the objectives and the “why” and “how” behind every aspect. Excellent! Clear examples are provided with video, including what is expected in the end and how to get there. I like how video was captured to show both the end goal and the teaching process. The horse’s learning process can happen so quickly that slow motion might be beneficial (in addition to real-time) in order to highlight certain details. The added option of a text version is a nice touch as a person could print it out and have it with them as they are working with their horse.

I like how interactive this module is with everything from the intuitive layout and flow of the course to the questions at the end of each section highlighting the importance of fundamental concepts. It is engaging and extremely relevant at every step.

In terms of making changes or improving on this course, at no point did I think there was unnecessary content, however, there are things I would consider adding. Although the questions/quizzes touched on some problems that might be encountered with the horse and handler when teaching these skills, it would be nice to eventually expand it to include more problems with video examples of how to overcome them. It is impossible to include every potential problem that would be encountered, but since the approach was so well explained already, that methodology could be demonstrated in solving common problems and be applied to all problems.

Overall, I could not be more pleased with this eLearning module and am excited at the potential of implementing it and exploring the possibility of creating more like it.”

2. Field Test Evaluation Pretest

Raney Horsemanship Pretest

*** Required**

I can train a horse to pick me up at the mounting block (side-pass toward me). *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I can identify at least 3 prerequisite skills my horse needs before I train them to pick me up at the mounting block (side-pass toward me). *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I am familiar with the "No Noise - No Nonsense" horse training approach. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The purpose of "noise" is to: *

☐ Encourage the horse to search for the correct behavior

☐ Scare the horse

☐ Reward the horse

The purpose of removing "noise" is to: *

☐ Encourage the horse to search for the correct behavior

☐ Reward the horse for exhibiting the desired behavior

☐ Praise the horse

You should create "noise" within _____ seconds for your horse to make a connection and understand they have exhibited the correct behavior *

☐ 20

☐ 3

☐ 1

SUBMIT

3. Field Test Evaluation Posttest

Raney Horsemanship Posttest

* Required

I can train a horse to pick me up at the mounting block. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I can identify at least 3 prerequisite skills my horse needs before I train them to pick me up at the mounting block. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I am familiar with the "No Noise - No Nonsense" horse training approach. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The purpose of "noise" is to: *

☐ Encourage the horse to search for the correct behavior

☐ Scare the horse

☐ Reward the horse

The purpose of removing "noise" is to: *

☐ Encourage the horse to search for the correct behavior

☐ Reward the horse for exhibiting the desired behavior

☐ Praise the horse

You should create "noise" within _____ seconds for your horse to make a connection and understand they have exhibited the correct behavior *

☐ 20

☐ 3

☐ 1

The length of the training was appropriate. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The material presented was interesting. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I know more about the topic now that I did before taking the training. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The videos were an effective way to teach the concepts. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The eLearning module was easy to navigate. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The eLearning module was visually appealing. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I am comfortable applying the concepts I learned in the eLearning module to training my own horse. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The eLearning module adequately prepared me to train my horse to pick me up at the mounting block. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I would take more eLearning modules from this company. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

How can we improve the eLearning program?

Your answer _____

SUBMIT

Never submit passwords through Google Forms.