# Color Psychology: Emoting Through Creative Expression

Group 4

Asia Brown

Nicholas Dalton

Polleana Mary Muñoz

Melanie White

The University of Tampa

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Dr. Minkyoung Kim

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## Needs Analysis

### Introduction

 Royce Kimmons stated, “Colors elicit various emotional and physiological reactions… determined by various factors associated with the colors themselves.” *Color Psychology: Emoting Through Creative Expression* will explain the reasoning behind why specific colors — depending on their saturation, shade, and usage — evoke different responses and feelings. These responses can be influenced by culture, gender, and age. We aim to identify and apply fundamental color theories rooted in understanding different hues and saturations and recognize how color in art can impact emotions and moods.

 This course is geared toward middle school-aged students (grades 6-8) to further their understanding of how colors and emotions coincide in different mediums. It will be taught through the Canvas learning management system to encourage self-paced learning, connect lessons to the learner’s life, engage in interactive activities, and create a final project that reflects what was learned. This course also aims to deepen students' understanding of color psychology to make abstract concepts concrete and relatable.

###

### Problem Statement

 Middle school art teachers often struggle to teach complex color theory concepts in virtual settings because traditional, in-person interactions are challenging to replicate in virtual environments. Without hands-on activities, middle school students typically receive a limited introduction to color theory, focusing primarily on remedial concepts such as primary, secondary, and complementary colors. With an emphasis on basic color theory principles in the online curriculum, middle school students lack critical exposure to the relevant, complex color theory of color psychology. Without this foundational understanding, middle schoolers experience difficulty exploring color’s influence on behavior, communication, design, emotion, mood, and perception. As a result of this narrow approach to instruction, students are frequently rendered unable to use colors effectively and impactfully across physical and digital contexts.

 To enhance the art curriculum for middle schoolers, middle school art teachers want their students to have access to interactive multimedia resources illustrating the basic color theory design principles and the psychological effects of color in real-world contexts. Through revamping the curriculum, teachers want students to improve their communication skills, increase emotional awareness, enhance digital literacy, and cultivate creative confidence. Middle schoolers will improve their communication skills by using color choices to convey specific emotions, ideas, and moods in their art and visual presentations. Students will increase their emotional awareness once they learn how particular colors impact their moods and perceptions of themselves and others. Their digital literacy skills will be enhanced as students make color-related design decisions and develop unique multimedia content, presentations, and school projects. Students will cultivate their creative confidence as they ascertain control over their visual expressions while making intentional color choices in their work.

 By addressing the gap between the current and ideal states of the online color theory curriculum for middle schoolers, students will develop the foundational creative and critical thinking skills necessary to empower their intentional color choices for future projects. These skills will help students enhance their creative decision-making across digital and in-person platforms throughout their educational and professional pursuits.

### Instructional Goal

Upon completing this conceptual instruction, middle school students will apply color psychology principles to effectively convey emotions through a visual art project.

### Learner Analysis

The primary audience for the course *Color Psychology: Emoting Through Creative Expression* consists of middle school students in grades 6-8, generally aged 11-14. These learners likely have a basic understanding of primary, secondary, and complementary colors but limited knowledge of advanced color theory concepts such as hue, saturation, and how color impacts emotion. This age group often exhibits curiosity, creativity, and a strong desire to explore new perspectives, making them well-suited to engage with color psychology. As adolescents, they are at a developmental stage where abstract concepts are increasingly accessible to them, though they still benefit from tangible examples and relatable applications. The course builds on their foundational knowledge by introducing them to the psychological and emotional effects of color, helping them connect these concepts to their own lives and creative expressions.

 Delivered as a hybrid module, the course will begin with self-paced online activities hosted on Canvas, allowing students to explore color psychology through interactive elements like color-matching exercises, virtual simulations, and digital color wheels. These digital tools will help students experiment with and observe the effects of color choices on mood and emotion. The module culminates in an in-person discussion facilitated by the art teacher, where students can reflect on their learning, share insights, and discuss applications in real-life and art contexts. By the end of the module, students will learn to identify key color psychology concepts such as hue, saturation, and complementary colors, understand how these elements influence mood and emotion in art, and apply this knowledge in their personal projects. The hybrid approach supports diverse learning styles and provides an accessible, stimulating environment for students to deepen their understanding and personal connection to the subject.

### Context Analysis

The course, *Color Psychology: Emoting Through Creative Expression*, will be administered through a hybrid approach that combines an online learning module hosted by the Canvas learning management system with reinforcement through face-to-face instruction led by a middle school art teacher. Additionally, the course will be designed to remain effective for in-person delivery and contribute to efficient use of time and resources, eliminating the need to constantly modify the lesson format.

The instructor must be an expert in color theory and psychology, with expertise and, preferably, proficiency in using Canvas and other educational technology to deliver instruction. With rapid technological advancement, teachers must adapt to a constantly changing academic environment. The level of instruction in terms of language, vocabulary, lesson depth, and complexity must be adequate for the middle-school age group within the context of the United States K-12 curriculum. The course can be adapted by school districts that have or will have the chance to offer hybrid instruction.

The learners must have prior experience with Canvas and be able to navigate the learning management system, access different tools and sections, and make submissions. To participate online, they must have reliable internet connectivity and a digital device (tablet, laptop, or PC). The materials and instruments required for the final project will be determined by the media technique they wish to utilize.

This course will be offered annually as part of a middle school summer educational series of lessons on art elements and theories. During in-person sessions, the instructor will require a computer device and a monitor or screen to project for better student visibility. The course will be structured towards independent learning with minimal collaboration.

### Constraints

 The online course is approximately 90 minutes long and will be divided into multiple lessons to maintain learner engagement. Learners may experience constraints with technological and internet access, which can be mitigated by requesting support from the learning institution or the local school district. Although online learning allows more students to participate in a single class, the in-person portion of the course limits the number of participants per session to 10 to 15 individuals to better manage feedback delivery. Learning institutions must have access to the Canvas learning management system to successfully administer this course. Although the course is accessible to learners who live a long distance away from the school, they must have access to transportation to attend in-person sessions. Financial help must be provided to enable learners to produce a final project if it requires them to acquire certain art supplies, although this should be considered within the school's budget.

### Task/Topic Analysis

1. Color Psychology
	1. Color Wheel
		1. Primary Colors
		2. Secondary Colors
		3. Tertiary Colors
	2. Color Theory
		1. Properties
			1. Hue
			2. Saturation
			3. Shade
		2. Emotions Represented by Colors
			1. Culture
			2. Gender
			3. Age
			4. Context/Mood

To keep students engaged, the Canvas module includes interactive quizzes, color-matching exercises, and simulations that encourage the exploration and application of color psychology. Activities such as examining artwork to observe how specific color choices contribute to emotional tone will help students make connections between color use and mood. The module incorporates an intuitive digital color wheel and virtual canvas, with guidance to ensure accessibility even for those new to digital art tools. Structured in short, focused segments to suit middle school attention spans, this module provides a structured, accessible, and engaging introduction to color psychology. It empowers students to use color creatively and interpret its impact on mood and emotion in art.

## Instructional Design Document

### Instructional Theory and Model

The instructional design for *Color Psychology: Emoting Through Creative Expression* is based on Reigeluth and Darwazeh’s (1982) Elaboration Theory to ensure learners successfully achieve the instructional objectives. This instructional theory was selected because it prescribes a general-to-detailed sequence intended to build stable cognitive structures and provide meaningful context for instructional content (Reigeluth & Darwazeh, 1982). Through this process, learners are initially presented with a general overview of a broad concept and progressively offered narrower, more detailed ideas that elaborate upon the baseline concept. New content is presented strategically and layered based on each idea’s complexity, making the information more accessible to absorb and understand.

This instructional strategy will significantly benefit the target audience, middle school students ages 11-14. While many middle schoolers have been exposed to baseline color theory principles, incorporating the psychological components of color theory will require the general-to-detailed sequencing of content delivery attributed to Elaboration Theory. As middle schoolers reinforce their knowledge of baseline color theory principles at the beginning of the course, the presentation of progressively more complex color psychology concepts will become increasingly relevant and more digestible. This gradual, elaborative approach will help improve knowledge retention and enable students to apply what they have learned by the end of the course.

### Instructional Objectives

By the end of this module, students will be able to:

* Identify key color theory concepts, including hue, saturation, color schemes, and color harmonies.
* Recognize how color choices affect the mood and emotion of a piece of art, using insight to interpret and analyze art more effectively.
* Create an art piece that uses color to express emotions in their chosen medium or art style.

### Instructional Strategy

 The *Color Psychology: Emoting Through Creative Expression* course is a hybrid learning module developed to deepen middle school students’ understanding of how colors influence emotions, moods, and perceptions. Delivered through Canvas, the course combines self-paced digital activities with in-person sessions to build foundational color theory and psychology knowledge. Students progress from basic color principles to applying color psychology in a creative final project, connecting abstract concepts to their experiences and enhancing creative and emotional literacy.

 The course design follows a structured, linear progression based on Elaboration Theory, guiding learners through increasingly complex concepts to build understanding incrementally (Leslie,n.d). The course is organized into three sections: *Introduction to Color Theory, Exploring Color Psychology, and Application through Art.* This sequential structure allows each section to build upon the previous one, reinforcing learning as students advance through each phase. Below is a visual blueprint illustrating the flow and relationship between each section, aligned with Elaboration Theory’s principle of building complexity over time:



Figure 1. Visual representation of the Elaboration Theory, showing the progression from basic to complex concepts in the course design (Leslie, n.d).

Each course element serves a distinct instructional function and purpose. The interactive digital color wheel provides hands-on exploration, allowing students to manipulate color properties such as hue and saturation and immediately see the effects of their decisions. Quizzes and reflective prompts act as comprehension checkpoints, enabling students to self-assess their understanding and connect color concepts to emotions. Engaging activities, including color-matching games and a Kahoot quiz, reinforce students’ grasp of color-emotion associations in a fun and competitive format. Interactive flashcards and short videos introduce and review key concepts, making them accessible and engaging. The final art project combines learning with personal experience, allowing students to create a piece with intentional emotional impact. The course design blueprint is organized to be visually intuitive and engaging, supporting navigation and maximizing the learning experience.

### Course Format or Structure

**Course Title:** Color Psychology: Emoting Through Creative Expression
**Course Overview:** This course will focus on color theory and dive deeper into color psychology, ultimately allowing learners to apply what they have learned regarding the relationship between color and emotions. The course will begin with online, asynchronous learning modules and culminate with an in-person lesson, making it a hybrid form of instruction. As elaborated in previous sections of this design document, the tasks progress from simple to complex, each component contributing to the learner’s success in creating the final project, which is the ultimate outcome of the course. At the end of the course, the learners will have complete autonomy regarding the design and creativity of their artwork.
**Target Audience:** Middle School Students, Grades 6 - 8, Aged 11 - 14. Learners are assumed to have prior knowledge of color theory and be able to conceptualize an art piece independently. They are expected to work asynchronously and are subjected to deadlines for accomplishing each task.

**Duration:** 90 MInutes Online and 60-120 Minutes In-Person

**Format:** Hybrid

| ***Introduction to Color Theory*** |
| --- |
| **Learning Objective:** | **Identify key color theory concepts, including hue, saturation, complementary colors, and color harmonies.** |
| **Lesson 1** | Remembering the Color Wheel |
| Focus/Goal | Learners will participate in an engaging game/activity to recall previous knowledge.  |
| Activity | Through the Canvas course, learners will access a PADLET that contains a color wheel template. They will be instructed to complete the color wheel with labels showing where to add the primary, secondary, and tertiary colors. They will decide where to place each hue as long as it falls into the appropriate group.After completing the task, they will see an example of the color wheel to which they can compare their work, validate which sections were correct, and recognize incorrect ones. |
| Tools/Materials | Mobile Devices, PADLET |
| Assessment | Formative AssessmentThe activity itself starts with a pre-assessment that tests learners’ ability to retain what is assumed to be known information. |
| **Lesson 2** | Color Theory Key Concepts and Definitions  |
| Focus/Goal | Learners will identify terms, concepts, and definitions related to color theory. |
| Activity | Students will participate in a color-matching game to help them distinguish between hue and saturation and identify color harmonies or schemes.They will be asked to record their scores and submit them as evidence of their engagement in the activity.Learners will go through a module that provides definitions of numerous terms linked to color theory, which include:* Hue
* Saturation
* Shade
* Tint
* Color Schemes
	+ Complementary
	+ Analogous
	+ Triadic
	+ Tetradic
 |
| Tools/Materials | Mobile Devices, [Color Matching Game](https://color.method.ac/), Kahoot! |
| Assessment | Kahoot! GameStudents will play a Kahoot! game to assess their knowledge and recall of the terms they have studied. |
| ***Exploring Color Psychology*** |
| **Learning Objective:** | Recognize how color choices affect the mood and emotion of a piece of art, using insight to interpret and analyze art more effectively. |
| **Lesson 3** | Introduction to Colors and Emotions |
| Focus/Goal | Learners will examine how color theory can convey emotions in artworks. |
| Activity | Students will study two works of art: one using tints and shades and the other following a specific color scheme.Through the Canvas discussion page, learners will analyze the use of tints and shades in Pablo Picasso's 1903 painting, 'The Tragedy'. In the same discussion, they will try to communicate the feeling they get from the artwork.In another discussion page, learners will examine Vincent Van Gogh’s 'Sunflowers', an 1888 painting, and identify the possible color scheme used in the piece. Similarly, they will try to communicate the feeling they get from the artwork. |
| Tools/Materials | External Video, Mobile Devices, Sample Images of Identified Artworks |
| Assessment | The activity will examine their participation and ability to recognize the use of color in an artwork. |
| **Lesson 4** | Colors and Emotions - An In-Depth Discussion |
| Focus/Goal | Learners will deepen their understanding of how color psychology works. |
| Activity | Learners will watch a video that explains the emotions that can be derived from specific colors, how hue and saturation can be manipulated, and more.They will use interactive flash cards to read through more examples of color and its meanings to gain a more in-depth understanding of the concept. |
| Tools/Materials | External Video, Virtual Flashcards |
| ***Application through Art*** |
| **Learning Objective:** | Create an art piece that uses color to express emotions in their chosen medium or art style. |
| **Lesson 5** | Color Theory and Psychology in Action |
| Focus/Goal | Learners will apply what they have learned about color theory and color psychology from the previous lessons to create a piece of art that conveys an emotion of their choice. |
| Activity | Learners will select a material, media technique of preference, and the emotion they want to highlight in their work.After this step, for differentiation, they will then decide to do one of the following:* Use a neutral template which mood can easily be manipulated by using a specific color scheme or set of colors
* Design a character that represents a particular emotion with colors that align with that emotion.

Learners will accomplish this task within a given period and then show their work in class. |
| Tools/Materials | Art materials of their choice, art template |
| Assessment | Their final work will also be assessed through a rubric that measures how effectively they applied the concepts learned, how they used the principles of design, how creative they are, and how proficient they are in using the tool and technique of their choice. |
| **Lesson 6** | Color Theory and Psychology in Action (Discussion) |
| Focus/Goal | Learners will participate in a discussion where they will examine their work and the work of others. |
| Activity | To provide an avenue for feedback, learners will participate in an in-class discussion where they will present the work of art that they have created.They will have an opportunity to explain their creative process. Additionally, they will be asked questions that will prompt them to analyze the work of their peers and provide feedback. The instructor will also provide feedback on each student’s work, describing what works and what can be improved. |
| Tools/Materials | Final Project |
| Assessment | The in-class presentation will allow for immediate feedback from peers and instructors through an open Q&A discussion after each presentation. |

### Assessment Strategy

 The assessment strategy employed in this module will be a formative assessment. Learners will start by explaining what they know about color theory and how it relates to emotions. This will help the instructor(s) navigate the lesson and will let them know their learners' level of understanding of the subject.

 Feedback is critical during this lesson, so several interactive activities will be conducted throughout the module to assess the learners’ comprehension of the subject. Some of the activities include a pre-assessment, a game of Kahoot, flashcards, and a recognition exercise.

 At the end of this module, learners will be instructed to create a piece of artwork and a presentation based on what they have taken away from the lessons. During this time, instructors will provide feedback to the learners in accordance with the rubric. The goal is for learners to understand color psychology and how they can use their art projects to express their emotions creatively.

## Instructional Materials

The *Color Psychology: Emoting Through Creative Expression* hybrid course is implemented via Canvas. Middle school instructors and students can access the instructional materials via their institution’s Canvas learning management system. The online component of the hybrid course can be accessed at this link: [Color Psychology: Emoting Through Creative Expression](https://canvas.instructure.com/enroll/8G9KPN).

While the majority of the course content will be delivered online, the course will conclude with an in-person session facilitated by an instructor. To ensure the instructor can guide students to meet the course’s learning objectives and instructional goal, the instructor will follow a pre-designed Instructor’s Guide linked here: [Instructor's Guide - Color Psychology: Emoting Through Creative Expression](https://docs.google.com/document/d/19Ogh-Lud5EaBUafuusxVAQbuN1B7Yo9-yxPCiQolHMo/edit?usp=sharing).

##

## Implementation Report

### Instructional Delivery

What is the primary instructional delivery method? Select all that apply.

* Online Learning
* Classroom
* Webinar
* Manual
* Blended (Classroom & Online)

### Communication Plan

The School Board of Hillsborough County, Florida, has decided to develop supplemental educational programs for elementary, middle, and high school students to engage them during the Summer months. The Hillsborough County School Board will offer *Color Psychology: Emoting Through Creative Expression* to middle school students, the learners, as a hybrid course during their summer educational series on art elements and theories. The first rendition of the summer educational series on art elements and theories will occur during the summer of 2025.

To procure instructors, the Hillsborough County School Board will hire Hillsborough County teachers with expertise in color psychology and experience delivering instruction in the Canvas learning management system. To advertise the opportunity to be an instructor for the course, the Hillsborough County School Board will communicate with art teachers through district-wide newsletters, official communication channels like emails and Canvas messenger, and regular meetings with teacher representatives. As an incentive to serve as an instructor, teachers will be paid $25 an hour for their involvement in managing the online and in-person components of the course. All hired instructors will be provided instructor access to the *Color Psychology: Emoting Through Creative Expression* course and Instructor’s Guide to ensure they can adopt and implement the instructional materials at their institution during the annual summer educational series on art elements and theories.

To promote the *Color Psychology: Emoting Through Creative Expression* course to target learners, the Hillsborough County School Board will work with all Hillsborough County middle schools to advertise their summer educational series on art elements and theories. Advertisements highlighting the course’s benefits will be shared as announcements on the school Canvas pages, school website news, and parent-teacher newsletter descriptions. To maintain engagement between the Hillsborough County School Board, instructors, students, and parents, regular updates on enrollment deadlines, program adjustments, and program enhancements will be shared via Canvas messages, emails, and parent-teacher newsletters.

After completing the first rendition of their summer educational series on art elements and theories, the Hillsborough County School Board will be responsible for updating the course content for future summer educational opportunities. While the course was designed to remain effective for hybrid delivery and contribute to the efficient use of time and resources, the lesson format may need to be modified annually based on Canvas software updates and student feedback.

### Delivery Date

 The Hillsborough County School Board will deliver the *Color Psychology: Emoting Through Creative Expression* course during the first rendition of its summer educational series on art elements and theories, scheduled from 08/04/2025 to 08/08/2025. The Hillsborough County School Board plans to post the summer 2025 instructor positions on 01/06/2025 and hire all instructors by 02/07/2025. Upon hiring instructors, the Hillsborough County School Board will start advertising its summer educational series on art elements and theories to students and parents on 02/10/2025.

 To ensure the course can be delivered smoothly across the county, the Hillsborough County School Board must hire enough instructors to facilitate the hybrid course at each participating middle school. Student enrollment must also meet the intended goal of 10-15 students per participating middle school. Without sufficient enrollment, the Hillsborough County School Board may struggle to justify the budget for future renditions of the summer educational series on art elements and theories. Lastly, the Hillsborough County School Board will need to ensure that all enrolled students have access to art supplies, technology, and transportation to participate in the course's online and in-person sessions. If any student struggles to access art supplies, technology, or transportation, the Hillsborough County School Board must devise a plan to work with hired instructors to share their middle school’s available resources to accommodate student needs.

### Training Curriculum and Schedule

*Color Psychology: Emoting Through Creative Expression* is a hybrid course through Canvas. Participating middle school students will work through the online course content at their own pace at a convenient time for them. After completing the online lessons, they will meet in person with their instructor and peers. The online component of the training is expected to take approximately 90 minutes, while the in-person lesson is scheduled to take 60-120 minutes. To visualize a tentative timeline for engagement with the curriculum, see the table below:

| Title | Audience | Trainer(s) | Time |
| --- | --- | --- | --- |
| Lesson 1. Remembering the Color Wheel | Middle School Students | Asynchronous | 20 Minutes |
| Lesson 2. Color Theory Key Concepts and Definitions | Middle School Students | Asynchronous | 20 Minutes |
| Lesson 3. Introduction to Colors and Emotions | Middle School Students | Asynchronous | 30 Minutes |
| Lesson 4. Colors and Emotions - An In-Depth Discussion | Middle School Students | Asynchronous | 20 Minutes |
| Lesson 5. Color Theory and Psychology in Action | Middle School Students | Asynchronous | Flexible Time: Students must complete and submit the Lesson 5 assignment before the synchronous Lesson 6 discussion. |
| Lesson 6. Color Theory and Psychology in Action (Discussion) | Middle School Students | Synchronous - Instructor Led by Hillsborough County Teacher | 60-120 Minutes |

Table 1. Training curriculum and schedule.

### Training Logistics

Trainer: The Hillsborough County School Board must provide the instructor with access to the instructor guide, instructor login credentials to the Canvas page, class roster, and a computer or tablet to engage in online and in-person lessons. To prepare for engagement with the learners, the instructor must review all instructional materials, practice using the Canvas interface, test all interactive activities within the online Canvas course, and invite all students on the class roster to participate in the Canvas course.

Learner: The course instructor must provide learners with an invitation and login credentials to participate in the Canvas course. The instructor must share their contact information with students in case students need assistance accessing online materials, transportation, or art supplies. To participate in the course, all learners will need access to a computer or tablet with internet access, Canvas login credentials, transportation to the school for the in-person session, and art supplies. Learners needing help accessing required materials or transportation must communicate with their instructor to inquire about school-supplied resources that can be used to accommodate learner needs.

Space: To engage in the online components of the course, the instructor and learners will need access to a computer or tablet and a reliable internet source. There are no limitations regarding the specific space in which instructors and learners must work through the course's online components. To complete the in-person component of the course, the Hillsborough County School Board and instructor must coordinate with school administrators to reserve and prepare a classroom or art studio with sufficient seating for 10-15 learners, a computer or tablet that can be used for in-class activities, and a projector or screen for displaying digital artwork and resources. The instructor will need to arrange the classroom or art studio in a manner that promotes learner collaboration during the final in-person discussion. The instructor must also confer with the school’s ITS department if they experience technical difficulties while preparing or delivering instruction.

## Evaluation Report

### Measuring Success

Color Psychology: Emoting Through Creative Expression is a hybrid course that engages middle school students in color theory and psychology while empowering them to create emotion-driven artwork. Delivered through a hybrid learning model, the course begins with asynchronous, self-paced online modules hosted on Canvas. Students can explore color psychology through interactive elements like color-matching exercises, virtual simulations, and digital color wheels. These tools enable students to experiment with and observe how color choices influence mood and emotion, building foundational knowledge in an engaging format.

The course culminates in an in-person discussion session facilitated by the art instructor. This session provides a platform for reflective discussions, collaborative analysis, and the presentation of students' creative processes. The outcome is an individually crafted art piece that applies the principles of color psychology to convey a chosen emotion.

Success in the course will be measured through a combination of formative and summative assessments. During the asynchronous phase, online activities, including PADLET submissions, Kahoot! quizzes, and Canvas discussion boards will track student engagement and comprehension. The final project will be assessed using a rubric that evaluates each student’s ability to integrate course concepts, express creativity, demonstrate technical proficiency, and articulate their artistic intentions during in-person feedback sessions.

### Effectiveness and Efficiency

Learner feedback will be collected using a Qualtrics survey to assess the course's effectiveness and efficiency. The survey will measure how well the course covered the learning objectives and gather feedback from the learners. Below are the questions that will be used to test the course's effectiveness.

### Color Psychology: Emoting Through Creative Expression Evaluation Survey

****

1. On a scale of 1 to 5, with 5 meaning "definitely yes," please rate the following statements.

|   | 1  | 2  | 3  | 4  | 5  |
| --- | --- | --- | --- | --- | --- |
| I am able to identify all of the colors in the color wheel in lesson 1.  | o  | o  | o  | o  | o  |
| I know the difference between hue, saturation, shade, and tint.  | o  | o  | o  | o  | o  |
| I can identify the 7 types of color schemes.  | o  | o  | o  | o  | o  |
| I understand how different colors can affect my mood.  | o  | o  | o  | o  | o  |

2) Do you feel that you understand the color wheel and how color theory relates to your emotions after completing the course?

o Definitely not

o Probably not

o Might or might not

o Probably yes

o Definitely yes

3) Did you think you had enough time to finish the course?

o Definitely not

o Probably not

o Might or might not

o Probably yes

o Definitely yes

4) How much more time do you think you would need if it were given to you?

o No more time

o 15 mins.

o 30 mins.

o 45 mins.

o 60 mins.

o More than 60 mins.

5) Did you think the templates, videos, and other resources were enough to help you complete the course in time?

o Definitely not

o Probably not

o Might or might not

o Probably yes

o Definitely yes

6) If not, what changes would you recommend we make?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation**

After the course’s completion, art instructors facilitating the lessons will participate in a focus group discussion. This session will involve instructors with expertise in art education and instructional design, particularly those with experience in instructing middle school learners in art. The focus group will explore instructors’ observations of student engagement and comprehension throughout the course, providing insights into how learners interacted with the material and demonstrated understanding. Additionally, it will gather feedback on the alignment of activities with learning objectives and challenges faced during implementation. Instructors will also provide suggestions for improvement and recommendations for scaling or adapting the course to meet diverse learner needs.

## Collaboration & Professionalism

Asia Brown, Nicholas Dalton, Polleana Mary Muñoz, and Melanie White collaborated to conduct the needs analysis, design the instruction, develop the instructional material, and devise the evaluation and implementation plans. As the group pondered over a topic for this conceptual design, all group members honed their focus on the concept of color theory. Melanie wanted to explore the connection between color theory and human emotional responses, which led to the creation of the *Color Psychology: Emoting* *Through Creative Expression* course.

As former educators, Polleana and Melanie bring strong expertise in lesson planning and basic color theory. While Asia and Nicholas lack teaching experience, they frequently apply color theory principles in their roles at the University of Tampa for presentations and publications. With their combined expertise and shared enthusiasm for broadening their Instructional Design & Technology portfolios, the team decided that the *Color Psychology: Emoting Through Creative Expression* course would be most beneficial for middle school students. At this stage of child development, students are ready to engage in abstract concepts through critical thinking and hands-on application. To ensure the needs of middle school learners were addressed, the team agreed on a hybrid course format in which they start their learning online and subsequently engage in more profound, synchronous discussions in the classroom. All decisions related to the learner analysis were collaboratively established in in-person meetings and group message discussions.

The instructional design team initiated the design process by establishing the instructional goal for the hybrid course, which will guide middle school students to apply their understanding of color psychology principles to effectively convey emotions through a visual art project. Once the team established this goal, they used a group messaging platform to discuss instructional theories that could cater to the needs of the target learners. Ultimately, the team decided to use Reigeluth and Darwazeh’s Elaboration Theory to prescribe a general-to-detailed sequence of content delivery, as this theory provides a logical order of strategies to facilitate effective learning. Upon selecting the instructional theory, the instructional objectives and assessment strategies were devised to ensure learners receive vital content through engaging activities. Professional collaboration was actualized upon consensus on the instructional goal, theory, objectives, and assessment strategies.

During the development phase, the group divided the development of instructional materials into four components requiring equal time and effort. Each member creatively produced their designated materials and enhanced the group’s final product by sharing feedback on their peers' output. The group believed this plan facilitated the iterative product design and development processes. After discussing each group member’s strengths, Polleana led the development of Lesson 1, Asia pioneered the development of Lesson 2, Melanie spearheaded the development of Lessons 3 and 4, and Nick focused his efforts on developing Lessons 5 and 6. Upon creating the instructional materials, all group members reviewed the entirety of the instructional content, provided feedback to one another, and fine-tuned the instructional materials.

After finalizing the instructional materials, the group worked collaboratively on the implementation and evaluation reports. Nick took the lead in drafting the implementation report, while Melanie was the primary writer for the evaluation report. All group members shared feedback to enhance the initial drafts of both reports. Upon concluding the writing process, each group member felt confident that their contributions and perspectives were well-represented in the final product.

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