

Course Number: [REDACTED] – Strategic Assessment and Evaluation

Below are suggestions and requirements for instructing this course:

To prepare for teaching this course instructors should do the following:

The following list is provided to assist you in preparing for opening your course.

1. Order the course textbook and read prior to being the course.
Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs*. Berrett-Koehler Publishers, Inc.: San Francisco.
www.bkconnection.com
 2. Review the EDCI 577 Blackboard course for any concerns or questions. These can be forwarded to the instructional designer or lead instructor.
 3. Update the course syllabus with your information and upload to the Getting Started area of the course.
 4. Add your instructor information in the Meet Your Instructor section in the Getting Started area (remove example instructor information)
 5. Add your introduction in the Introduction Discussion forum
 6. Subscribe to the Questions and Water Cooler discussion forums
 7. Add your Initial discussion threads for Week 1 discussion 1 (3 Group questions) and discussion 2
 8. There are group activities for some of the discussions (Week 1, 6, & 7). Carefully read these week's discussions and set up the student groupings.
 - a. Assign students to groups where assigning occurs. Make sure that there is an equal distribution of students among the groupings based on their last names or modify as needed.
 - b. Carefully read the directions for the discussions with groupings to be certain the instructions are clear based on your course and the student numbers you have in your course.
 - c. For week 7, you can allow students to sign up for the key step they want to work on. But you will want to be sure that there is an equal distribution of students working on any given step
 9. Make your course is available to students usually by the Friday prior to the week courses start – Scroll down in the course menu on the left > select “properties”> select “customize”> select “yes” next to make course available
 10. Post your welcome announcement
-

General requirements for teaching this course:

1. Open your course the Friday before the official start date or a little earlier so students can explore the materials.
2. Send a welcome email to your students by Friday before the course to let them know the course is available.
3. The first week's discussions involve a group activity. It is best to let the students know about this in your welcome message so they can be prepared to make connections.
4. Subscribe to the "Ask the Instructor" forum so you can monitor students' questions/concerns about the course on an ongoing basis.
5. Respond to student emails within 24 hours.
6. Grade student work within 5 days of submission.
 - Discussions - usually 1-2 days of due date
 - Projects – usually 3-5 days of due date
7. Be present in Blackboard and active in the discussions.
8. Hold weekly office hours. (WebEx is the standard.)
9. Be positive! Share your passion for the course content.

Course Textbook

It is expected that instructors will read the course text book and will be able to discuss the textbook in their interactions with the students in the course.

Required Text:

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs*. Berrett-Koehler Publishers, Inc.: San Francisco.

Optional Text:

Shrock, S. A. & Coscarelli, W. C. (2007). *Criterion-referenced test development: Technical and legal guidelines for corporate training and certification*. (3rd.ed.). San Francisco, CA: John Wiley and Sons

- For the Kirkpatrick text, there are online chapters and chapters in the printed book. Both can be accessed in electronic format from the library's course page which is linked in each of the course week areas and the resource is noted on the syllabus
- There are chapters to read each week from the textbook.
- There are case studies to read during most of the later weeks in the course. These case studies are discussed in the discussion forums.
- The framework Kirkpatrick proposes will be the framework the students will use for all three of their projects.
- Students are informed of the readings in the syllabus, the weekly areas and in the discussion area

Major Assignments

Project 1 – Jet Blue – “After reading the case, write a 3-page single spaced summary of recommendations you would make to JetBlue airlines regarding evaluation of their leadership training program. Focused primarily on what you think you should evaluate, use a visual framework and provide a rationale for your recommendations.”

Project 2 – An Instructional Product Evaluation – “You will evaluate the quality of an instructional product (this could include an e-learning or EPSS program) using one of the tools reviewed in this course (or one that you are familiar with). You should evaluate at least two modules of your selected instructional product and write a 2-5 page single spaced report that provides an overview of the product that was evaluated, a rationale for the selection of the tool you used for the evaluation, and your judgment of the overall quality of the program based upon the modules you evaluated.”

Project 3 - The Evaluation Plan – “You will research and plan an evaluation study for an intervention that you are currently involved with or one in which you may be involved with in the future. Create an evaluation plan and construct related assessment tools as appropriate. Prepare a brief proposal describing your design. This includes a rationale for design decisions and recommendations for implementation.”

Course Discussions

The students will be responding to two discussion prompts every week, except week 5 and week 8. They receive points based on their depth of understanding of the material, how well they can express it, and their participation with other students in the discussions. Frequently, they will look at outside sources to gain new insights about a problem. The students are required to comment on each other's postings. The procedure emulates a classroom discussion. There is a discussion rubric in the Getting Started area of the course.

The discussions are used to assist students in understanding:

1. the purpose and value of program evaluation
2. each of the steps in the Kirkpatrick framework
3. interacting for challenging stakeholders and potential clients

It is expected that instructors will be interacting in the course discussions at least 4 days out of the 6 day discussion week. Instructors should be actively posting feedback to multiple students in each of the discussion forums each week.



| | |
|---|--|
| These are areas of the course students tend to struggle with and ways you can assist them. | <ol style="list-style-type: none">1. This course discussion program evaluation – which is different than learner assessment students tend to be most familiar with. It is important to reiterate this from the beginning of the course and help students see the purpose of value of this type of evaluation.2. Students who work as teachers in K-12 or some higher education students will have a harder time understanding the Kirkpatrick framework as it is based on a corporate model. Through the discussions and assignments, you should provide extra scaffolding to assist these learners in understanding how program evaluation can be applied to their roles. It is most important that you are active in the discussions to provide this type of scaffolding. |
| Course Announcements | <p><u>It is expected that instructors will be sending out 3-4 announcements a week.</u> These announcements should be used to guide the students on weekly activities, provide feedback or resources, and they can serve as opportunities for clarification and helpful reminders.</p> <ol style="list-style-type: none">1. Welcome announcement2. Weekly announcements –<ul style="list-style-type: none">o Start of the week – Overview of the weeko Mid-week – discussions, reminders, feedbacko End of week – overview of the week’s discussion results, reminders, etc.3. Announcements sharing great resources4. Survey reminder announcements |
| Typical Course Reminders Instructors should be sending | <ol style="list-style-type: none">1. Assignment due dates2. Discussion expectations3. Discussion due date and topic reminders4. Office hours5. Mid-term and end of course survey reminders |