National University
School of Education
Department of Educational Technology

Course Outline

EDT693 Instructional Evaluation and Assessment

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Mission of the School of Education
The School of Education prepares educators as lifelong learners, reflective practitioners, and ethical
professionals. Our mission is accomplished in a learning community through professional preparation
programs, partnerships with schools, and educational research.

Conceptual Framework
The values and beliefs of the National University School of Education are captured in the following
summary of our conceptual framework. The conceptual framework aligns with course and program
learning outcomes. You are developing the qualities described as you completed the assignments and
master the learning outcomes.

Course Title:
EDT 693 Instructional Evaluation and Development

Required Text
For the correct edition of the textbook assigned to a specific class section, go to:
http://www.nutextdirect.com

Course Prerequisites: All required program classes with the exception of the EDT 695 Capstone.
Students will need familiarity with and access to an image manipulation program, headset with
microphone appropriate for podcasting, digital audio editor, non-linear video editing software, and web
cam.

Course Description
EDT 693 provides an exploration and application of theories and strategies for evaluating the
effectiveness of instructional programs. Applies usability framework, evaluation instruments,
approaches to student outcomes and assessment, and continuous quality improvement strategies as
they apply to the design and improvement of instructional systems. Development of capstone
prospectus (proposal).

Course Learning Outcomes (CLOs)
The central requirement for this course is development and implementation of an evaluation plan for an
instructional design project. After the completion of this course, participants will be able to:

1. Develop a prospectus (proposal) for an online instructional or training project.
2. Design an evaluation plan for an instructional product.
3. Describe the difference between formative and summative evaluation.
4. Develop instruments for usability testing.
5. Develop instruments for learning evaluation.
6. Plan and execute an evaluation report.

COURSE EXPECTATIONS

Students are expected to complete all assigned readings before participating in Discussion Boards.

1. Students are expected to actively participate in all threaded discussions within the designated week.
2. All course work must be word-processed and double-spaced and labeled with proper headings (Last Name and Assignment Name.doc, .rtf or .txt).
3. Students are expected to turn in quality work which, in addition to meeting content requirements, is grammatically correct and free of spelling errors.
4. Students are expected to turn in all work on the date it is due. Late work will be accepted only in the case of emergency and **only** if an agreement has been previously reached with the instructor. All late work will be penalized with a **10%** mark down for each day the work is late.
5. Students are expected to familiarize themselves with the National University policies on plagiarism, academic dishonesty, as well as other penalties outlined in the General Catalogue.
6. Grading is in accordance with University policies, which are outlined under "Grading Systems" in the catalogue.

For guidance with APA format, a tutorial is available at https://youtu.be/9pbUoNa5tyY
If you have difficulty clicking on the link, copy and paste the web address into your browser.

Detailed Course Assignments and Method of Assessment/Evaluation:

GRADES	Percentage	Point Range
A	96-100	4.0
A-	90-95	3.7
B+	87-89	3.3
B	84-86	3.0

B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

Course Grading Definition and Definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the "Our Programs" tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

Course Calendar: Learning Outcomes, Readings, Topics, Lectures, Discussions

	Learning Outcomes	Readings	Topics	Lectures	Discussion or Discussion Board
Unit 1	**Develop a prospectus (proposal) for an online instructional or training project.**	Krug, Chapters 1-8. For reference: Piskurich, pp. 186-197 and Chapter 7	A prospectus: the first step in producing a thesis or a research. Project topic selection and approach	Guidelines for the Prospectus (Proposal)	Project proposals via synchronous and asynchronous discussions

	Learning Outcomes	Readings	Topics	Lectures	Discussion or Discussion Board
			Approval to proceed with the actual project construction A storyboard Instructional evaluation Usability documents Final written and online project.		
Unit 2	Design an evaluation plan for an instructional product. Describe the difference between formative and summative evaluation.	*Digital Storytelling in the Classroom:*	Development and use of podcasting Proper use of headset mics Characteristics of digital audio Chroma Key compositing	**Visual Storyboarding Web Seminar**	Review and critique storyboard drafts using rubric

	Learning Outcomes	Readings	Topics	Lectures	Discussion or Discussion Board
Unit 3	Develop instruments for usability testing.	*none*	Usability Tools Instructional Evaluation Plan Storyboards.	**What Does Usability Mean: Looking Beyond "Ease of Use"**	Synchronous Discussion Topic Storyboard and Instructional Evaluation .
Unit 4	Develop instruments for learning evaluation. Plan and execute an evaluation report.	*Web-based resource information*	Evaluation Plan Heuristics Project Initiation	Usability and Heuristics	Reflect on your progress as a multimedia creator and initiation of the online capstone course

Course Calendar: Activities, Assignments, Assessments, Resources, Standards

	Activities	Assignment	How Assessed	Related Resources	Standards Addressed NCATE ISTE-NETS
Unit 1	Personal Introductions Lecture Reading	Prospectus for the Capstone Project	Prospectus essay rubric; Text MC exam	Text, synchronous and asynchronous discussions and presentations	*NCATE* **Standard 1:** *Candidate Knowledge, Skills, and*

	Activities	Assignment	How Assessed	Related Resources	Standards Addressed NCATE ISTE-NETS
	Discussion Board Live Chat Assignment				*Professional Dispositions* **Standard 2:** *Assessment System and Unit Evaluation* ***ISTE NETS*** **Standard 1**: *Facilitate and Inspire Student Learning and Creativity* **Standard 2:** *Design and Develop Digital Age Learning Experiences and Assessments* **Standard 3:** *Model Digital Age Work and Learning* **Standard 5:** *Engage in Professional Growth*

	Activities	Assignment	How Assessed	Related Resources	Standards Addressed NCATE ISTE-NETS
Unit 2	Examine standards for digital audio on the web Practice headset microphone positioning Identify key features of a storyboard used for creating a multimedia object Use a digital audio editor to remove background noise and normalize signal to -0.3 db.	Differentiate types of needs assessment Record first 30 seconds of voiceover narration for final project Create a storyboard for final multimedia project Threaded discussion	Storyboard map and MC exam.	Lecture material with hyperlinks and embeds relating to chroma key compositing, the use of Mac vs. PC audio editors, the proliferation and importance of podcasts as asynchronous teaching tools.	Standard 1 Facilitate and Inspire Student Learning and Creativity Standard 2 Design and Develop Digital Learning Experiences and Assessments Standard 5 Engage in Professional Growth

	Activities	Assignment	How Assessed	Related Resources	Standards Addressed NCATE ISTE-NETS
Unit 3	Identify Instructional Evaluation techniques and approaches and discuss how they will be used in support of your capstone project.	Create an Instructional Evaluation Plan to support your proposed project.	Instructional Evaluation Plan Template rubric.	Lecture material with hyperlinks and embeds related to Instructional Evaluation. Instructional Plan Template.	Standard 1 Facilitate and Inspire Student Learning and Creativity Standard 2 Design and Develop Digital Age Learning Experiences and Assessments Standard 3 Model Digital Age Work and Learning Standard 4 Promote and Model Digital Citizenship and Responsibility Standard 5 Professional Growth

	Activities	Assignment	How Assessed	Related Resources	Standards Addressed NCATE ISTE-NETS
Unit 4	Define usability testing; identify process and design stage; describe evaluation instruments Reflect on final project and changes in perception of the role of digital media for learning	Develop a Usability Plan and begin developing Capstone Project Online Course	Rubric based assessment for Usability Plan	Usability Plan Template and Moodle Online Course Shell	Standard 1 Facilitate and Inspire Student Learning and Creativity Standard 2 Design and Develop Digital Age Learning Experiences and Assessments Standard 3 Model Digital Age Work and Learning

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism:

Candidates are expected to:

- Demonstrate the dispositions expected of teacher candidates
- Demonstrate professionalism by being prompt to class and in turning in assignments
- Turn off all pagers and cell phones upon entering the classroom,
- Be honest in all coursework.
- Bring the following skills and attitudes to the class discussions:
  - Willingness to accept the challenge of reading text and research materials concerning teaching and learning;
  - Willingness to discuss, read and write independently and in small and large groups;
  - Willingness to listen with an open mind to the ideas and informed opinions of others;
  - Willingness to express ideas in clear, concise English.

Attendance (onsite class):

It is expected that candidates will:

- Attend every class session and be on time.
- Notify the professor prior to the start of class if a class will be missed.   If the professor does not receive notification of an absence, no credit will be given for the work done for that class session or for an assignment that is due
- Acknowledge that an absence is assessed each time a Candidate is not in attendance during a regularly scheduled class period, whether or not it is an excused absence.
- Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade (General Catalog, 2010, p. 42).

Attendance: (online courses)

It is expected that candidates will:

- Login to the class at least twice a week.
- Notify the professor immediately if technology problems prevent your attendance to the class.
- Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work (see p. 3 of this document, ***Please review the Course Calendar***).

Written Assignment Expectations: All assignments are to be:

1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.

2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

Grading Rubrics

Week 1 Prospectus (200 Points)

Assignment Criteria	*Expert Level of Performance*	*Practitioner Level of Performance*	*Apprentice Level of Performance*	*Novice Level of Performance*	Grade Points Possible: 200
Introduction	Provides overview of project, including **type** of course, **topics** to be covered, **background information** about the context of the course. Gives reader a clear, concise, and compelling understanding of report to follow. Excep-tional scholarly tone and perspective.	Overview contains details of proposed project and begins to explain the vision of the proposal. Average scholarly tone and perspective (some references and synthesis of body of knowledge).	Contains some detail and narrative. Needs to incorporate more vision and scholarly aspects.	Provides brief information about course type, some topic detail and minimal background information. Serious lack of vision and scholarly aspects.	Grade Points Earned:
Grade Point Level: *Range:*	*Expert* *40 – 31*	*Practitioner* *30 – 21*	*Apprentice* *20 – 11*	*Novice* *10 – 0*	*Max Points :40*
Educational Requirement	Instructional need is stated in terms of a **performance gap**. Includes applicable state standards,	Performance gap stated but not well-supported. Qualifications are identified, but not developed.	Performance gap not clearly stated. Related standards or qualifications not completely identified.	Instructional need and related standards, degrees or job related training	

	degree qualifications, job-related training, etc.			needs are missing.	
Grade Point Level: *Range:*	*Expert* *40 – 31*	*Practitioner* *30 – 21*	*Apprentice* *20 – 11*	*Novice* *10 – 0*	*Max Points :40*
Preliminary Extant Data Analysis	Similar products identified and listed. Excellent justification for developing a new instructional product on this topic. Provides convincing research on alternative solutions and a scholarly perspective on the unique benefits of the researcher's (your) proposed solutions. Includes a bulleted list comparing existing product features with your course's features. Clearly written clarification of differences	Similar products identified and listed. Adequate justification for developing a new instructional product on this topic. Research offers average support for benefits of the researcher's proposed solution. A number of differences between existing and proposed products not clearly expressed.	Similar products identified and listed. Justification for new instructional product not adequately supported by research findings. Comparison of existing and proposed products does not support creation of new product.	Similar products not listed. Justification does not support continued development of the new product. Supporting research missing. No comparison of existing product features compared to proposed product features. Proposed instructional product not unique.	

	between products included.

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| **Grade Point Level:**

Range: | *Expert*

40 – 31 | *Practitioner*

30 – 21 | *Apprentice*

20 – 11 | *Novice*

10 – 0 | *Max Points :40* |
| **Goal** | Clear list and descriptive narrative of objectives for the proposed project and courseware solution. Objectives firmly rest on research and theoretical base. | Clear list and descriptive narrative of objectives for the proposed project and courseware solution.

Research and theoretical support for objectives is weak. | Course objectives are ill-defined and lack a descriptive narrative.

Objectives not supported by reported research or theory. | Course objectives are missing.

Research base is missing. | |
| **Grade Point Level:**

Range: | *Expert*

20 – 16 | *Practitioner*

15 – 11 | *Apprentice*

10 – 6 | *Novice*

5 – 0 | *Max Points :20* |
| **Audience** | Clear scholarly rationale for audience identification demonstrated.

Relevant characteristics of target audience briefly described. | Scholarly rationale not always clearly presented.

Characteristics of audience described in general terms and lack clear definition. | Explanation of scholarly rationale shows lack of understanding of its relationship to project design.

Description of audience overly general and brief. | Scholarly rationale for audience identification not provided.

Characteristics of audience not defined. | |
| | *Expert* | *Practitioner* | *Apprentice* | *Novice* | |

Grade Point Level: Range:	20 – 16	15 – 11	10 – 6	5 – 0	Max Points :20
Schedule	Schedule of milestones are complete, detailed and based on accurate expectations and deliverable dates.	Schedule contains some major milestones for project completion. Some specific deliverables are presented.	Some milestones presented and an attempt at the reasonable planning deliverables is made.	Schedule of milestones is incomplete and missing critical data.	
Grade Point Level: *Range:*	*Expert* 20 – 16	*Practitioner* 15 – 11	*Apprentice* 10 – 6	*Novice* 5 – 0	*Max Points :20*
Research, theoretical base, APA format, and overall graduate-level scholarship	5 or more scholarly articles properly used in narrative and correctly cited in APA format. Source material accurately, synthesized and paraphrased. Few to no quotations. All citations and formatting are highly consistent with APA. Proper scholarly perspective, tense, and professional quality maintained.	4 or more scholarly articles properly used in narrative and correctly cited in APA format. Source material mostly synthesized. Most citations and formatting are implemented. Perspective, tense, and quality are mostly in place.	3 or more scholarly articles properly used in narrative and cited. and Source material incorporated; however, not fully synthesized. APA formatting incorrect. Author relies more on experience than research. Professional writing present, but lacks scholarly components (perspective, tense, and peer reviewed articles).	2 or fewer scholarly articles included. Lacks scholarly or professional writing styles. Lacks proper perspective, quality, or tense. References are few and misused OR act as bibliography or not referenced.	

Grade Point Level: Range:	Expert 20 – 16	Practitioner 15 – 11	Apprentice 10 – 6	Novice 5 – 0	Max Points :20
Total Grade Points Earned:					
NOTES and Comments:					

Week 2 Storyboard Map

Wgt	Excellent 96-100 pts	Satisfactory 89-95 pts	Marginal 0-88pts
40%	Presentation well organized. Excellently designed project flow (38 -40 pts)	Presentation appropriately organized with good diagram and project flow (34-37 pts)	Presentation missing some design features with diagram that needs improvement in flow efficiency (0-33 pts)
30%	Very thoughtful and highly effective introduction, multimedia, and applications, (29-30 pts)	Thoughtful and effective introduction, multimedia, and applications, (27-28 pts)	Poor introduction, multimedia, and applications, (0-26 pts)
15%	Excellently designed and produced simulations (15 pts)	Well-designed and produced simulations (14 pts)	Poorly designed and produced simulations (0-13 pts)
15%	Superior evaluation and assessment instruments (15 pts)	Good evaluation and assessment instruments (14 pts)	Poor evaluation and assessment instruments (0-13 pts)

Week 3 Instructional Evaluation Assignment

Evaluation Criteria	Optimum Achievement	Points Achieved	Areas of Improvement Comments
Instructional Evaluation Plan	**Definition of instructional evaluation** **Rationale for testing (1-3 sentences: importance of instructional evaluation)** **Project Title** **Target Learner**	**30 pts.**	
Instructional Goal (*Comes from the Prospectus*)	**Leaner goals are succinctly outlined.**	**30 pts.**	
Evaluators of Instructional Material	**Name & Title of your Subject Matter Experts (1-2 for the IE and the UE)** **Credentials (brief, 1-sentence is fine)** **Other pertinent background information (SMEs, novice**	**30 pts.**	

	learners, trainees, etc.)		
Evaluations (1 – 3 paragraphs)	Each item clearly identified: What instructional evaluations will you conduct? (Kirkpatrick Levels 1 – 2) When in the ISD process are you evaluating the training, and whose feedback are you getting? (e.g., SME in design stage; test subjects after development, trainees during implementation) What evaluation instruments will you use? Refer to them here and include as separate Appendices. At a minimum, create or adapt three forms used by your test subjects/users: Pre-test	120 pts.	

	Post-test Reaction instrument (*see Piskurich for example*s)		
Study Limitations / Constraints (1 – 3 paragraphs. Each bullet point must be sufficiently described)	**Each has been addressed:** **Technological** **Human** **Financial** **Time**	**30 pts.**	
Evaluation for the Scholarship of the Paper	**The document is a minimum of a 3-5-page narrative.** **Includes 3-5 references that evidence a connection to an instructional evaluation plan.** **Appendices**	**60 pts.**	
Total Points 250			

Week 4 Usability Plan Rubric

Usability Evaluation Plan Rubric 250 Points Possible Name:						
Grade Point Level:	Expert	Practitioner	Apprentice	Novice	*Total*	Comments
Total Possible	**240-250 (A)**	**225-239 (A-)**	**215-224 (B+)**	**210- 214 (B)**		
Introduction and Definition	**48-50**	**44-47**	43-45	41-42		
Introduction and Definition fully and comprehensively covers the importance of usability to include a thorough evaluation procedure.	**Comprehensive coverage of the importance of usability, including a thorough evaluation procedure.**	**Provides a detailed overview of the importance of usability, including an appropriate evaluation procedure.**	**Provides some rationale of the importance of usability, including an adequate evaluation procedure.**	Limited explanation of the importance of usability to include a brief evaluation procedure.		
Usability Tests **Type of usability testing explicitly defined, process and design stage identified, instruments described and included in the Appendix.** **At minimum, two forms have been created or adapted.**	**48-50**	**44-47**	**43-45**	**41-42**		

	50-48 (A)	44-47 (A-)	43-45 (B+)	41-42 (B)		
Study Limitations/Constraints **All limitations and constraints of the alpha test are thoroughly described:** **Technological** **Human** **Financial** **Time**	50-48 (A)	44-47 (A-)	43-45 (B+)	41-42 (B)		
Usability Test Session Script **Scripts are clearly identified as Exploratory OR Assessment**	96-100	90-95	87-89	84-86		
Total Points Earned						