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Linear Equations Course
Instructional Evaluation Plan
EDT 693
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Instructional Evaluation Plan

I. Introduction

Instructional evaluation is the systematic determination of merit, worth, and significance of a learning or training process by using criteria against a set of standards (Clark, 2005). The evaluation phase is ongoing throughout the process. The primary purpose is to ensure that the stated goals of the learning process will actually meet a required need. It is important to evaluate the course early to ensure the effectiveness and usability of the course.

The product title is Linear Equations. The target learner is the eighth or ninth grader who needs additional instruction to master the concept of linear equations.

II. Instructional Goal

Upon completion of the course the participant will be able to:

- Solve linear equations.
- Solve linear inequalities.
- Graph solutions to linear inequalities.
- Determine the slope and y-intercept of linear functions from tables, graphs and equations.
- Use the slope-intercept form to graph linear equations.
- Solve problems using linear equations.

III. Evaluators of instructional material

Evaluators will be from different specialties to gain information of different viewpoints.

- – Math Teacher/ technology assistant – Quitman County Middle School
- – Math Teacher – Clay County Middle School
- – School Principal – Quitman County Middle School
- – Technology coordinator – Quitman County Middle School

IV. The Evaluations (1 – 3 paragraphs)

- In 1975, Donald Kirkpatrick presented a four level model for summative evaluation. This model is to measure how effectively the program meets the stated goals (Kruse, 2005). Level 1 is the student's reaction after completing the program. It addresses relevance of the objectives, the ability of the course to maintain interest, the amount and appropriateness of interactive exercises, and ease of navigation. Level 2 of Kirkpatrick's model measures the learning results.
- The Linear Equations training will be evaluated in two ways. One way will be using a survey that gauges the participant's overall feeling about the course (See Appendix One). The second will be used to determine the effectiveness of the

- course and its relevance to the objectives. The participants will be given a pretest and a post test to measure learning from the course.
- Evaluation of the course during design is ongoing from the beginning. A SME helps decide what topics should be included in the course. Once the course is completed, the evaluators will be testing and making recommendations for improvements to the course. Evaluators will complete a questionnaire after completing the instructional content.

V. Study Limitations / Constraints

- **Technological** - Participants will need access to a computer with internet access. There are no other technological concerns at this time.
- **Human** – This is a very important part of the ISD process. Participants must be dedicated to participating in the course. They must persevere and be prepared for each lesson. Not only are the participants important but the SME and other evaluators have limited time and their time must be respected.
- **Financial** – There is no budget for this project so the participants will be donating their time without expectation of compensation.
- **Time** – The limitations of time are on the creation of the course. Since the evaluators are not teaching at the time, these issues may be not be a problem.

References

- Clark, D. R. (1995). Instructional system development: Evaluation phase. In *Performance, learning, leadership, & knowledge* (chap. 6). Retrieved June 16, 2009, from <http://www.nwlink.com/~donclark/hrd/sat6.html>
- Kruse, K. (2005). Evaluating e-learning: introduction to the kirkpatrick mode. Retrieved on June 15, 2009 from http://www.e-learningguru.com/articles/art2_8.htm
- Piskurich, George (2006). *Rapid Instructional Design*. San Francisco: Pfeiffer.

Appendix One

Linear Equations: Reactionary Survey
Circle the answer that best represents your opinion.

1. Overall quality of the course.

Poor Fair Good Excellent

2. Course Content

Poor Fair Good Excellent

3. Course Objectives

Poor Fair Good Excellent

4. Course Navigation

Poor Fair Good Excellent

5. Course design

Poor Fair Good Excellent

6. Assignment appropriateness

Poor Fair Good Excellent

7. Tutorial effectiveness

Poor Fair Good Excellent

8. Media quality.

Poor Fair Good Excellent

9. Time commitment

Poor Fair Good Excellent

10. Course met your needs

Poor Fair Good Excellent

Appendix Two

Linear Equations: Pretest/Post Test

Show your work to the following questions.

1. Solve: $2x - 5 = 32$

2. Solve: $-4x + 11 \geq 42$

3. Determine the slope of a line that passes through $(-3, 7)$, $(5, -8)$.

4. Graph the solution on a number line. $-5x \leq 45$.

5. Identify the slope and y-intercept: $3x + 2y = -8$

6. Determine the slope, y-intercept, and the equations of the linear relationship.

x	y
1	7
2	10
3	13
4	16
5	19

7. Jane charges \$50 for a house call plus \$5 per hour for painting a room. If she was paid \$85 for a job, how many hours did she work?

Appendix Three

Evaluator's Questionnaire

Thank you for your time and assistance. You will be submitting information about the usability and design of the course. Please use the scale below to evaluate the following.

1	No problems denoted. Fixing is not necessary.
2	Minor usability problems; fixing is low priority.
3	Major usability problem; fixing is high priority.
4	Usability problem; imperative to fix before this product is released.

1. Tutorials: Lesson 1 _____ Lesson 5 _____
Lesson 2 _____ Lesson 6 _____
Lesson 3 _____ Lesson 7 _____
Lesson 4 _____ Lesson 8 _____

2. Assignments: Lesson 1 _____ Lesson 5 _____
Lesson 2 _____ Lesson 6 _____
Lesson 3 _____ Lesson 7 _____
Lesson 4 _____ Lesson 8 _____

3. Quizzes: Lesson 1 _____ Lesson 5 _____
Lesson 2 _____ Lesson 6 _____
Lesson 3 _____ Lesson 7 _____
Lesson 4 _____ Lesson 8 _____

4. Instructional Goals and Objectives:
Lesson 1 _____ Lesson 5 _____
Lesson 2 _____ Lesson 6 _____
Lesson 3 _____ Lesson 7 _____
Lesson 4 _____ Lesson 8 _____

5. Other Problems or Comments: