



# Evaluation Plan

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## Table of Contents

<b>General Overview of Evaluation Criteria</b> .....	3
Criteria for formative and summative evaluation of online course component .....	3
<b>General Evaluation Orientation</b> .....	3
Which general evaluation model is most appropriate? .....	3
<b>Evaluation Matrix Formative Evaluation Questions</b> .....	4
<b>Effectiveness</b> .....	4
Goals.....	4
Contents .....	4
Technology .....	4
Message Design.....	4
<b>Efficiency</b> .....	4
Goals.....	4
Contents .....	4
Technology .....	5
Message Design.....	5
<b>Appeal</b> .....	5
Goals.....	5
Contents .....	5
Technology .....	5
Message Design.....	5
<b>The Stakeholders</b> .....	6
Primary Stakeholders:.....	6
Secondary Stakeholders: .....	6
<b>What is Being Evaluated?</b> .....	6
<b>Evaluators &amp; Reviewers</b> .....	6
<b>When and How Should Evaluation Take Place?</b> .....	7
<b>What Decisions Need to be made as Plan &amp; Design are Developed &amp; Revised?</b> .....	7
<b>Summative Evaluation</b> .....	8

## General Overview of Evaluation Criteria

Criteria for formative and summative evaluation of online course component

<b>Evaluation Criteria</b>	<b>Explanation</b>	<b>Data Sources</b>
<p><b>Effectiveness</b> Mastery of goals and successful blending of online and offline course environments.</p>	<p>Determine if students achieve course goals more effectively than without an online course component in terms of quantitatively higher scores and qualitatively higher interests in learning English.</p>	<ul style="list-style-type: none"> <li>■ Midterm &amp; Final Exam scores.</li> <li>■ Instructor opinion.</li> <li>■ Opinion of students who are retaking the course.</li> </ul>
<p><b>Efficiency</b> Delivered in a manner which allows students to easily maneuver through &amp; complete tasks in a timely manner without causing overload.</p>	<p>Determine if online course resources were efficiently used in terms of the investment of time of preparation and use on the part of both the instructor and students.</p>	<ul style="list-style-type: none"> <li>■ Instructor time creating, reviewing &amp; maintaining site and resources.</li> <li>■ Student time completing tasks</li> <li>■ Student time learning to navigate &amp; use resources (wiki, blog, livemocha, etc.)</li> </ul>
<p><b>Appeal</b> Engages students so as to encourage them to access and use resources frequently</p>	<p>Determine whether or not the design was interesting and the use of tools for learning activities such as Wikis, video chatting, blogging and social networking encouraged students to further engage the use of English in and beyond the classroom. How likely do students feel they will use resources such as <a href="http://www.livemocha.com">www.livemocha.com</a> to continue leaning once the course has ended?</p>	<ul style="list-style-type: none"> <li>■ Instructor Opinion</li> <li>■ Other instructor opinions</li> <li>■ Expert opinions</li> <li>■ Student opinions</li> </ul>

## General Evaluation Orientation

Which general evaluation model is most appropriate?

### Participant & Objectives

This course is a required Freshman English course that all students of the university must pass according to the university's general education standards. Moreover, students have specific English learning needs in order for them to become marketable upon entering the future job market. As such, the evaluation model of this course will focus on both the needs of the participants, namely the students as well as the objectives of the course, which are in line with the requirements of the General Education department.

## Evaluation Matrix Formative Evaluation Questions

Evaluation Criteria & Categories	Specific Questions	Methods & Tools
<b>Effectiveness</b>		
Goals	<ul style="list-style-type: none"> <li>→ Are the goals for the course in line with university &amp; TESOL standards?</li> <li>→ Are the goals &amp; objectives clear &amp; accurate?</li> <li>→ Are goals &amp; objectives achievable for students?</li> <li>→ Are goals &amp; objectives properly aligned with Gagne's taxonomy?</li> </ul>	<ul style="list-style-type: none"> <li>■ Midterm, quiz &amp; Final Exam scores.</li> <li>■ Baseline comparison-blended vs regular class</li> <li>■ End-user survey</li> </ul>
Contents	<ul style="list-style-type: none"> <li>→ Are the contents accurate?</li> <li>→ Are materials and activities aligned with course goals, objectives and standards?</li> <li>→ Do the activities promote learning?</li> <li>→ Are students transferring skills learned in the classroom and online between one another?</li> <li>→ Do students see the online contents as useful, helpful and meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>■ Other Instructor reviews</li> <li>■ End user reviews</li> <li>■ Quizzes</li> <li>■ Survey</li> <li>■ Observations</li> </ul>
Technology	<ul style="list-style-type: none"> <li>→ Are copyright and intellectual property <i>not</i> violated?</li> <li>→ Do students have appropriate technology and access to use online resources properly?</li> <li>→ Is the overall website/LMS appropriate for this course?</li> <li>→ Do website/LMS tools and functions work as they are intended to?</li> </ul>	<ul style="list-style-type: none"> <li>■ Expert review</li> <li>■ End user reviews</li> <li>■ Instructor (ID) review</li> <li>■ Survey</li> </ul>
Message Design	<ul style="list-style-type: none"> <li>→ Is the design as such that students are engaged by and attracted to the site?</li> <li>→ Do students enjoy being on and using the site without a sense of frustration or confusion?</li> <li>→ Are directions and demonstrations easy to follow and understand (is the English level appropriate)?</li> <li>→ Do text and graphics support each other without being distracting?</li> <li>→ Is there an overall sense of logic and flow to the site?</li> </ul>	<ul style="list-style-type: none"> <li>■ Expert review</li> <li>■ End user reviews</li> <li>■ Survey</li> <li>■ Observation</li> </ul>
<b>Efficiency</b>		
Goals	<ul style="list-style-type: none"> <li>→ Are the goals &amp; objectives stated in a way that is clear and easy to understand?</li> <li>→ Are students able to understand the goals and objectives?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ End user reviews</li> <li>■ Survey</li> </ul>
Contents	<ul style="list-style-type: none"> <li>→ Are the contents easy to access?</li> <li>→ Are the lessons appropriate in length, depth and breadth?</li> <li>→ Are contents such as class notes and homework assignments up-to-date and timely?</li> <li>→ Are contents and instructions uploaded and reviewed in a timely manner?</li> <li>→ Are the Q&amp;A board, email and other forms of inquiry responded to quickly?</li> <li>→ Do audio and video load/download quickly?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ Other instructor reviews</li> <li>■ End user reviews</li> <li>■ Survey</li> </ul>

Technology	<ul style="list-style-type: none"> <li>→Is uploading and downloading quick and easy to do?</li> <li>→Does the site load quickly and properly across various browsers?</li> <li>→Are plug-ins and other utilities standard and widely available?</li> <li>→ Are tutorials and directions for used technology easy to understand and accessible?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ Expert Review</li> <li>■ End user reviews</li> <li>■ Survey</li> </ul>
Message Design	<ul style="list-style-type: none"> <li>→Is the overall logic of design intuitive?</li> <li>→Do graphics and text support quick understanding and navigation?</li> <li>→Are text and graphics clear and of the appropriate size for easy usage?</li> <li>→</li> <li>→Is there an overall sense of logic and flow to the site?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ Other instructor reviews</li> <li>■ End user reviews</li> <li>■ Survey</li> <li>■ Expert Review</li> </ul>
<b>Appeal</b>		
Goals	<ul style="list-style-type: none"> <li>→Are the goals relevant to the learners?</li> <li>→Are objectives seen as useful steps towards the goal?</li> <li>→Are learner interests accounted for in goals?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ End user reviews</li> <li>■ Survey</li> <li>■ Observations</li> </ul>
Contents	<ul style="list-style-type: none"> <li>→ Are there spelling or grammar errors?</li> <li>→Are materials and activities engaging, fun, and enjoyable?</li> <li>→Do projects and activities allow learners to bring in their own interests and knowledge?</li> <li>→Are lessons seen as valuable to improving student learning and lives?</li> <li>→Do the materials and activities allow for diverse and interesting communication and collaboration?</li> <li>→ Are learner preferences taken into account?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ Other instructor reviews</li> <li>■ End user reviews</li> <li>■ Survey</li> </ul>
Technology	<ul style="list-style-type: none"> <li>→Is the technology interesting and allow for creativity?</li> <li>→Does the technology function seamlessly and as expected?</li> <li>→If technologies are new or innovative, are they easy to use and/or supported with directions and demonstrations?</li> <li>→Is the technology used purposeful and not gimmicky?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ End user reviews</li> <li>■ Survey</li> <li>■ Expert review</li> </ul>
Message Design	<ul style="list-style-type: none"> <li>→Are videos, audio and text both educational and entertaining?</li> <li>→Are colors that are used pleasing and considerate of the user?</li> <li>→Can text be resized?</li> <li>→Does the site draw the user in and have a friendly appeal?</li> <li>→Is there an overall sense of logic and flow to the site?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor (ID) review</li> <li>■ Other instructor reviews</li> <li>■ End user reviews</li> <li>■ Survey</li> </ul>

## The Stakeholders

Primary Stakeholders:

*Course Instructor & Designer:* Anthony Saba is solely responsible for the course design, development, implementation and evaluation.

*Students:* Students not only within the course, but also throughout the university are all stakeholders in the course and will be impacted by the amount to which the course is adopted by other teachers and the university as a whole.

*Hongik University:* The University as a whole is a major stakeholder in this project. This class is the first of several hundred English courses to be blended. The results of this course will affect how and to what degree other classes in the future will be blended or put online.

Secondary Stakeholders:

*Other Instructors:* All other instructors at Hongik University have the potential to be impacted by the results of this course.

*Businesses:* Students will eventually work in industry and government and the degree to which they learn English, use technology and collaborate will greatly affect their competitiveness.

## What is Being Evaluated?

Materials to be evaluated	
<b>Design Plans</b>	<ul style="list-style-type: none"> <li>■ Objectives</li> <li>■ Assessment items</li> <li>■ Clustering objectives</li> <li>■ Instructional strategies</li> <li>■ Motivational strategies</li> </ul>
<b>Prototype &amp; Website</b>	<ul style="list-style-type: none"> <li>■ Storyboards</li> <li>■ Interface</li> <li>■ Navigation features</li> <li>■ WBI prototypes</li> </ul>

## Evaluators & Reviewers

*Designer/Instructor/Evaluator:* Anthony Saba has 11 years of experience teaching ESL in Korea and as such is qualified in evaluating the correctness, effectiveness and appeal of the goals and content. He also has some formal experience in Instructional Design, as he has taken a graduate level course in it.

*Instructor/Evaluators:* The chair of the department, Dr. Hansung Park, as well as coordinators Heidi and Alyssa will partake in evaluations of the course.

*Expert Reviewer(Subject Matter):* Several other instructors at the university will assist in evaluating the course including, but not limited to, Marilyn Cawley, Alan McArthur and Brandon Butler who are all experts in TESOL and either have or are working towards Graduate degrees in linguistics as well as more than 10 years of ESL teaching. They will assist in evaluating the appropriateness and correctness of materials, goals and objectives.

*Expert Reviewer (technical support):* The Hongik University technology center will assist in reviewing technical aspects of the WBI prototype and website as needed. There are several tech

support personnel who could/would assist.

*End-User Reviewers:*

## When and How Should Evaluation Take Place?

*Element Tryouts (partial-prototypes):* Individual elements which will be used in the course will be tested throughout one semester prior to the first small-group tryouts within other classroom based courses. Student feedback as to the effectiveness and interest of such prototypes will be evaluated immediately after their usage as well as at the end of the semester.

*Small-Group Tryout:* One of two classes will be an experimental group while another is a control group in the Spring of 2010. Students in the blended (experimental) course will be ongoing participants in the development of the course. The control group will review the blended course at the end of the semester and give their opinions as to whether or not it would be appealing. Students in the blended course will also provide much of the data for evaluation through surveys, interviews, and official course evaluations throughout and at the end of the semester. Quiz, midterm and final exam, as well as final grades will provide comparative quantitative data. Surveys and interviews on attitude, motivation and learning will provide qualitative data.

*Field Test:* This will occur in the Fall of 2010 and will be based on the revisions and changes made during the small-group tryout. Courses will include Anthony Saba's two Freshman English courses as well as other teachers who express interest in participating.

## What Decisions Need to be made as Plan & Design are Developed & Revised?

During the element tryout, data will be gathered by the instructor through student surveys, interviews and general feedback. Decisions about whether or not to include specific content, tasks and activities in the prototype and how to best do so will be determined by this initial trial.

During the small group tryout, comparative data will be used to garner affective feedback such as motivation, attitude, interest and effectiveness of the blended course versus the non-blended course. Both quantitative and qualitative data based on expert, student, and instructor evaluations will be examined by Anthony Saba. Subsequently, any major changes that are needed will be made prior to the field test.

During the field test, student, instructor and expert feedback will be gathered and analyzed. Major course comparisons between blended and non-blended courses will be done to see if there are any major qualitative as well as quantitative differences. This data will also be used to determine to what extent blended courses will be adopted by the university.

## Summative Evaluation

<b>Evaluation Criteria</b>	<b>Main Questions</b>	<b>Data Sources</b>
Effectiveness	<ul style="list-style-type: none"> <li>→Did the blended course meet all main objectives?</li> <li>→Is there any significant difference between blended course and non-blended course effectiveness?</li> <li>→Do students feel that online activities and materials supported and improved achievement of course goals and objectives?</li> <li>→Do instructors feel the blended course is more effective?</li> </ul>	<ul style="list-style-type: none"> <li>■ Instructor survey and interviews.</li> <li>■ Grade comparisons between blended and non-blended courses.</li> <li>■ Teacher opinion surveys and interviews</li> <li>■ Student opinion surveys and interviews.</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>→How much technical support was needed for both teachers and students?</li> <li>→Was support timely and effective?</li> <li>→Did the blended course lead to more work for teachers? Was that work worth it?</li> <li>→Are students able to easily understand teacher/web instructions and perform necessary tasks?</li> </ul>	<ul style="list-style-type: none"> <li>■ Statistics on teacher calls for assistance from tech. support center.</li> <li>■ Teacher opinion surveys and interviews</li> <li>■ Student opinion surveys and interviews.</li> </ul>
Appeal	<ul style="list-style-type: none"> <li>→Do blended classes have a higher enrollment rate?</li> <li>→Are drop-out and attendance rates significantly different from non-blended classes?</li> <li>→Are more teachers requesting to teach the course?</li> </ul>	<ul style="list-style-type: none"> <li>■ Attendance &amp; enrollment statistics from administration.</li> <li>■ Teacher class request forms from assistants</li> <li>■ Teacher and student interviews and surveys.</li> <li>■</li> </ul>