

Western Continuing Studies

Assessment and Evaluation in Learning Contexts

TADL 6205

Course Outline

Description:

In learning, 'beginning with the end in mind' means incorporating learning evaluation and classroom assessment into the design. This course will examine the purpose, tools and process of evaluation and assessment. The hybrid nature of the course will allow each learner to pursue a particular area of interest, whether it is the design of an assessment or evaluation instrument, making their evaluation more authentic, or designing a course or program evaluation.

Course Goals:

Together, we will create a collaborative and respectful learning environment where participants can share their wisdom, work together, learn from one another and value the diverse perspectives, opinions and ideas of colleagues. Specifically, I hope this course will help to:

- Deepen your appreciation for the role of evaluation in learning and training
- Support your understanding of the different types of evaluations and evaluation tools
- Expand your toolbox as an effective evaluator
- Strengthen your practical skills for effective evaluation.

Course Objectives: At the completion of this course, the student will be able to:

- Describe the purposes of evaluation in a learning context
- Describe personal beliefs and assumptions about evaluation
- Select an evaluation process, criteria and tools appropriate to the context
- Critique or design a learning or program evaluation plan or assessment tool using appropriate theory and principles.

Attendance Requirements:

Students are required to attend 100% of in-class time in order to receive a completion in this course. In addition, students must complete all online components of this course. A grade report can be printed from myWCS.

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Evaluation:

Item	Description	Date Due	Value
Assignment 1: Participation in online discussions	Active, thoughtful and respectful participation in response to assigned online discussion questions	Post your own answers to each discussion question by April 14 th at 11:55pm. Post your responses to three of your classmates' answers by April 21 st at 11:55pm.	20%
Assignment 2: Developing an evaluation plan	Choose to develop an evaluation plan for either: a) A training event (i.e., course or workshop) OR b) A training program (i.e., multi-course program)	Post on OWL (in the Forums section). Review the postings of two other students (these will be assigned) for discussion at class. You will have an opportunity to review your assignment with two of your peers. You are welcome to make revisions to your evaluation plan. Post your finalized Assignment 2 (evaluation plan) to the Assignments section.	50%
Assignment 3: Evaluation Case Study	Respond to the case study questions provided. Case Study Notes = 15% Case Study Discussion = 15%	Post on OWL (Assignments section).	30%

Notes on assignments (papers and reports - as provided by Western Continuing Studies):

- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style for citations.

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on “Scholastic Offences” in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University’s code of conduct.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Session 1:

- Welcome, Introductions and Course Overview
- Preliminary discussion on evaluation
 - What is evaluation? Why evaluate?
 - Evaluating training events and training programs
- Types of evaluation
- Bias, neutrality and influences on evaluations
- Evaluation planning, including planning for evaluation events (i.e., course, workshop) and program evaluations (i.e., multi-course program)
 - Four levels of evaluation in learning

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- Elements to consider: data required, sources, methodologies, timing, KPIs
- Evaluation matrix
- Assignment review and Day 1 wrap up

Session 2:

- Check-in
- Peer Evaluation Pods
 - Learners are expected to have read the Assignment 2 submissions of two other (assigned students). During this time, learners will gather in evaluation pods to review each other's assignments and provide feedback. Learners will then have an opportunity to revise their Assignment 2 drafts before submitting online to OWL
 - *** It is recommended you bring a laptop/tablet to class if you want to make your revisions 'live' to your assignment and post your finalized assignment to OWL.
 - Finalized Assignment 2 submissions are due on OWL (Assignments section).
- Case Study Discussion
 - Learners are expected to have completed their case study notes before coming to class, and to bring a copy of their notes to aid in their case study discussion.
 - Learners will form small discussion group to discuss the case study. Learners will provide a peer evaluation of your group members' participation; participation will also be evaluated by the instructor.
 - You are welcome to take notes during the case study discussion and to revise your notes before final submission. Case study notes must be submitted to OWL (in the Assignments section).
- Developing evaluation tools
 - Types of tools
 - Selection criteria (including benefits and challenges) and design/development
 - Practice!
- Wrap-up and check out