Assessment and Evaluation in Learning Contexts
TADL6205

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.

Texts:
No textbook is required. Learning materials are available on OWL.

Evaluation:
This is a graded course. Your grade will be determined by the following:

Item	Description	Date Due
Assignment: Developing an evaluation plan **Value 50%**	Develop an evaluation plan for a training event This assignment has several elements: a) Each student prepares their draft evaluation plan b) Students share their draft plan with their assigned partner c) Students review one another's draft plans and prepare to offer feedback d) Students then revise their draft evaluation plans e) Students submit their finalized evaluation plans for marking by the	• Draft completed by and shared with assigned partner • In assigned partners, each member will review one another's proposed assessment plan. Peer feedback is due. • Students review

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Item	Description	Date Due
	instructor – Final plans are posted to the Assignments section of OWL	evaluation plans
Quiz #1 **Value 15%**	2 Quizzes with multiple formats (t/f, m/c)	Quiz #1 will be during week
Quiz #2 **Value 15%**		Quiz #2 will be during week
Assignment: Participation in Online Discussions and LIVE ZOOM sessions **Value 20%**	Active, thoughtful and respectful participation in response to assigned online discussion questions and active engagement during LIVE ZOOM sessions. As a reminder, you will be required to attend at least **3 of the 6** scheduled LIVE ZOOM sessions.	Post your own answers to each discussion question and reply to at least one classmates comments

Quizzes 1 and 2
(Each worth 15% of your final mark)
These quizzes will each consist of 15 questions which will be worth 1 mark each. The format will be mixed: multiple choice and true/false. The quizzes will open at the beginning of each week and close on the final day of class.

Assignment 1: Developing an Evaluation Plan
(50% of course mark)

You have been assigned to develop a lesson accompanied with an evaluation tool and rubric for an audience of your choosing.

Elements
Audience-Who is the audience that you will be delivering the lesson to and will evaluating?
Lesson-What is the lesson and in what format will it be delivered? Will it be a two-day workshop in person or will it be a six-week course online?
Learning Outcomes- What are the learning outcomes associated with the lesson and how did you approach creating these learning outcomes? How will the assessment methods you have chosen evaluate if these learning outcomes have been achieved?
Evaluation-Why is the evaluation important? What should be evaluated? Have you considered about validity and reliability? How much time and resources do you have? What methods will you use and why did you choose that (some examples are portfolio, tests, journals, presentations, case studies, self-evaluation, peer evaluation. If applicable, include a rubric or sample evaluation questions).
Peer Assessment- Providing clear, concise and timely feedback to your assigned peer in relation to their assignment.

For part of this assignment, students will work in teams of two or three people to provide peer review and support. Teams will be assigned during Week 1.

Students are asked to complete their draft evaluation plans and share them with their assigned partner.This will allow your partner to review the draft plan and be prepared to provide feedback and support through peer review. You will provide feedback to your classmate on their assignment and will have an opportunity to review your draft plan with your team member. You are welcome to make revisions to your evaluation plan in light of the feedback you receive in this review process.

Students then submit their finalized evaluation plans for marking by the instructor. Finalized plans should

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be posted to the **Assignments** section of OWL.

Assignment 2: Participation in Online Discussions
(20% of course mark)* I will provide a participation grade at the midway point of the class for everyone so that you know where you stand in the course.

Discussion questions are posted weekly (unless otherwise noted) in the discussion forum. Please respond to each question and reply to at least 2 postings by classmates by the end of each week. For each question:
- Provide your own answer. Please begin a new thread when posting your answer to each question.
- Respond to the answers of at least one of your colleagues; continue the thread they started.

Learners are expected to engage in active, thoughtful and respectful participation in online discussions. Participants' contributions should exhibit they have read, critically reflected upon and engaged the course materials, whether they agree or disagree with the ideas. Often ideas that challenge our experiences, assumptions or perspectives are the most interesting and spark the most dialogue.

Learners should respectfully contribute to and further the course discussions, offering new ideas and sparking conversation among classmates and the instructor. Participants' contributions should go well beyond simple phrases such as 'I agree,' or 'Me too,' etc. Rather, students are expected to participate in a manner that reflects their wisdom, experience, critical thinking skills, and analysis of course materials and discussion threads. Postings should exhibit a high use of critical thinking skills, such as:
- Stating conclusions, implications or insights beyond opinions
- Referring to other sources, including the author(s), and provide thoughtful analysis and exploration of the author's ideas
- Citing examples from experience and drawing inferences from your experiences
- Responding to the ideas of colleagues using a reasoned approach – move beyond mere 'yes' or 'no' statements to inquire, clarify, constructively critique their own ideas and/or those of others.

Engaging during our ZOOM sessions:

Learners are expected to engage in active, thoughtful and respectful participation in our ZOOM sessions. Participants' contributions should exhibit they have read, critically reflected upon and engaged the course materials, whether they agree or disagree with the ideas. Often ideas that challenge our experiences, assumptions or perspectives are the most interesting and spark the most dialogue.

Learners should respectfully contribute to and further the course discussions, offering new ideas and sparking conversation among classmates and the instructor. Participants' contributions should go well beyond simple phrases such as 'I agree,' or 'Me too,' etc. Rather, students are expected to participate in a manner that reflects their wisdom, experience, critical thinking skills, and analysis of course materials and discussion threads.

Notes on assignments (papers and reports):
- 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.

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Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Marking Rubric for Written Assignments:

The following guide will be used in assessing written assignments.

Criteria	Description
Completeness	Participant has included and responded to all requirements outlined in the assignment.
Use of resources	Participant uses course readings or other academically acceptable sources to examine assigned topics. Academically acceptable sources do not include wikis or blogs.
Provides citations and reference list (bibliography)	As appropriate, participant cites sources and provides a reference list (bibliography). NOTE: Failure to cite sources is plagiarism and is a major academic offence. Please see the University's note on plagiarism below.
Readability, conciseness, and flow-of-thought	Participant's choice of language, grammar, and syntax makes the paper easy to read. This includes word choice, sentence structure, spelling, grammar, use of paragraphs, headings/sub-headings, and punctuation. The submission reads easily, and has a consistent flow of thought.
Creativity and engagement	Participant's ideas are creative and innovative, offer new insights and likely to be engaging to an adult learner. The ideas are consistent with best practices of adult education.
Makes the topic personal	Participant connects the course topic and readings with personal experience as a learner or educator, and describes application of topics to familiar, personal context.
Develops a coherent thesis	As appropriate, the participant's submission includes a thesis statement, and supports their thesis with accurate information (including reflective application and experience). The submission moves from the main idea to sub-points in a well-organized fashion to reach a defined conclusion.

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

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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).

Policy on Late Assignments:

Late Assignments will be accepted with a deduction of 2% per day, including weekends, up to a maximum of 5 days after which assignments will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance.

What's the best way to communicate with the instructor?

You are also welcome to send me a message through the messaging system on OWL or during our LIVE ZOOM sessions. I will ensure I respond to you within 24 hours.

When will I receive my grades?

Final grades will be available 2 weeks after the last scheduled day of the course. A grade report can be printed from myWCS.

Western Digital Badge
If you have met the course requirements for this Western approved micro-credential, you will receive an email from MyCreds to claim your digital badge. Badges are embedded with data that verifies your skills and achievements. Share them with your employer, on LinkedIn and other social media sites.

How do I hand in assignments?

All assignments will be submitted electronically through OWL. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. It is the student's responsibility to ensure all assignments forwarded to the instructor arrive before the due date. If you experience difficulty in submitting assignments through OWL, you are responsible for contacting Western Continuing Studies or Western Information Technology Services (ITS) for support. You may also contact the instructor to discuss an extension if appropriate.

Course Schedule:

Weekly Title	Topics	Activities
Purpose of Evaluation	**Your thoughts on evaluation and the defined purposes of evaluation.**	• Attend ZOOM session • Post in Discussion Forum
Planning for Evaluation	**How do you approach planning for evaluation?**	• Attend ZOOM session Post in Discussion Forum

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Choosing Evaluation Strategies	What strategies are there for evaluation?	• Attend ZOOM session • Post in Discussion Forum • QUIZ #1 will be open all week for you to complete
Evaluating	Evaluating Performance and Knowledge	• Attend ZOOM session • Post in Discussion Forum • Prepare to share your draft of assignment #1 with your peer group for next week
Weekly Title	**Topics**	**Activities**
Evaluating	Evaluating Skills	• Attend ZOOM session Post in Discussion Forum • Share your draft for assignment #1 with your partner AND review the draft that your partner has shared with you
Self-Evaluation	What are the benefits of self-evaluation?	• Attend ZOOM session • Post in Discussion Forum • Final version of *Assignment #Quiz #2 will be open for you to complete*

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