Formative Evaluation

Colleague Evaluation #1:
Prior to offering my CBL design course, I will review the planed course with colleagues in my facility. Both the Director of Education and the Manager of Curriculum and Development have already indicated they would like to attend this course review. I hope to gather their feedback on their point of view as course developers but also as students. Although the Director of Education has not yet seen my final product, she has followed my progress on this course design closely, so I don't anticipate having to make major course development changes. I'm looking forward to getting final input and to hearing comments and suggestions. Their feedback will be extremely valuable, most specifically on issues of the course structure.

The review will be an informal discussion and will include the following questions:

1. Do you think the course addresses the objectives?
    - Yes
    - No, explain why
2. Is the format easy to follow?
    - Yes
    - No, explain why
3. Are the learning activities appropriate and engaging?
    - Yes
    - No, explain why
4. Are the videos appropriate and engaging?
    - Yes
    - No, explain why
5. Are there any grammatical errors or other errors?
    - Yes, state where
    - No
6. Is the course length appropriate?
    - Yes
    - No, explain why
7. Would you add other support materials or course materials?
    - Yes, state your recommendations
    - No
8. Do you think the course will help the educators create more effective CBLs?
    - Yes
    - No, explain why and add recommendations
9. Feel free to add any other feedback

<u>Learner Evaluation #2</u>:

In the class, prior to distributing the short paper survey, the facilitator will explain that after each module, he/she will be asking for audience feedback that will help improve the design of the program.

The evaluation survey will be distributed after each session (i.e. before each break.) This scheduling will give the facilitator time to review the feedback prior to the next session. The survey has a total of 5 questions. Because it is sometimes difficult for participants to formulate comments and/or suggestions to open questions, the formative evaluation has 4 close-ended questions. The open-ended questions are added to gather greater details on how the course needs to be improved. Multiple choices questions are included since participants have little time to complete the evaluation. In addition, the predefined questions assure an easier and quicker way for the facilitator to analyze the feedback and implement corrective actions in the session that is about to begin.

It was evaluated that 5 minutes will be sufficient to complete the survey. However, if participants need more time, the facilitator can allow 3 more minutes. Based on the number of maximum course attendees (up to 20), the facilitator do not anticipate that students will need more than 8 minutes to complete a 5-question survey. When starting the next module, the facilitator will address briefly any misconceptions, misunderstandings or confusions that the evaluation revealed. At the end of the course, the facilitator will compile the results for each session and give the summary of each to the course developer. If they both see consistent challenging topic(s), they will address the issue(s).

The set of questions chosen will guide facilitator on:

- **the relevancy of the course material**
  The facilitator should discover with this set of questions if the content satisfies the learning goals. The feedback received should help the facilitator determine if the material that is covered in each session is valuable to the participants.
- **the goal reached**
  If the facilitator receives negative answers, the explanation given by participants should guide the course development team to adjust the course to meet the participants' expectations.
- **the learning activities**
  Other learning activities can be created for better engagement if the responses are negative. In addition, the educators themselves may have great ideas on how to improve the exercises.
- **the learning perception**
  This is a clear question on whether or not the participant feels that he/she has fully comprehended the subject matter being presented in the module. If the response(s) is negative, the course development team will need to review the course material and determine how subject matter and presentation methods can better match the course objectives. Additional information may be needed to clarify concepts that are being presented.

FORMATIVE EVALUATION FOR HOW TO BUILD AN EFFECTIVE CBL COURSE - *Session 1*

Please answer the following questions to help us enhance this session and provide a greater learning experience to participants.

1. The information in this session is relevant to my work as an educator.
- Agree
- Neither Agree/Disagree
- Disagree

Please explain: _____

_____

2. The objective for this session was clearly defined and reach through instruction and practice.
- Agree
- Neither Agree/Disagree
- Disagree

Please explain: _____

_____

3. The learning activities were engaging.
- Agree
- Neither Agree/Disagree
- Disagree

Please explain: _____

_____

3. At the completion of this module, I, the learner, fully comprehend the topic presented
- Agree
- Neither Agree/Disagree
- Disagree

Please explain: _____

_____

4. Do you have any additional suggestions/comments you would like to add ?
_____

_____

_____

Summative Evaluation

The summative evaluation helps determine if the course is succeeding in its objective to meet the demands identified in the needs analysis, and if the learning objectives have been met. At the end of the course, participants will be asked to complete a paper survey. This final step will mark the conclusion of the course. In my facility, participants are familiar with this final step. The facilitator will reserve 10 minutes prior to the end of the course and distribute the evaluation and explain that this important final step to the course help striving for excellence. Details on how to complete the survey will be presented on the evaluation page. Quantitative and qualitative data will be collected to evaluate the course. The quantitative data will measure whether learning happened, and the qualitative data will provide personal impressions and highly individual feedback. Participants will share their feelings, opinions and attitudes about the course.

The facilitator will pull all the evaluations received and analyze the information. The first step will be to summarize the data and calculate for each closed-ended questions, the weighted average (based on the Likert scale used). The data produced will give him/her a clear view of positive or negative feedback. The open-ended answers will be gathered by themes for each question. A short report will be produced and shared with the course development team and the director of Education. Based on the feedback, the team will meet to handle any issues. Some of the items might be easier to address than others. For example, the learning environment or ease of registration might require a simpler solution than the content organization.

The set of survey questions will guide the review on the following parameters :
- **The objectives**
  This question gathers feedback on the learning goals. If there is predominant and consistent negative feedback, the course development team will have to review the whole training process.
- **The content organization and time management**
  The feedback received for these questions will determine if sections of the course material should be presented in greater or lesser details.
- **The teaching environment and the registration process.**
  While feedback on both these subjective assessments will have little influence on class content or presentation, it will provide a crucial sense as to whether the course itself has been welcoming and whether the logistics of enrolling are efficient and smooth.
- **The effectiveness of the facilitator**
  Responses gathered in this question might indicate a need to provide the facilitator with additional guidance and coaching on matters such as course delivery.
- **The course material**
  This question is all-important to the course development team. If the responses are negatives, the course will need to be reviewed and learning activities and supporting materials might need to be added/removed/modified.

- **Course recommendation**
  Participants will report as to whether they have had a positive learning experience that they would wish to share with other prospective students.
- **Course improvements**
  These questions are geared so as to include the learners into the on-going process of making the course the best that it can be.
- **Additional comments**
  Open-ended questions have been included so that participants do not feel limited by the previous questions and that all unanticipated points of feedback are incorporated in the class assessment.

Corporate University - Huntsville Hospital

Course: *How to build an effective Computer-based Learning module*

Objectives: Upon completion of this course, the participant will be able to:
- Identify who is an adult learner
- Describe teaching methods that support adult learning
- Explain what a computer based learning CBL is
- Develop a course for online learning

_____

Within the last 10 minutes of the class, complete the evaluation form to help us enhance this course:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. The objectives were met					
2. The content was well organized					
3. Time was used well					
4. The environment was conducive to learning					
5. The course registration was easy					
6. The facilitator was effective					
7. The course material held my interest					
8. I would recommend this training program to my peers					

9. What I liked/disliked about the training was... (please explain)

_____

_____

_____

10. Do you have any suggestions to improve this training?:

_____

_____

Additional Comments:

_____

_____

_____

- - Thank you for your feedback! - -