CU6

ID Evaluation

Quest

HOW TO USE THIS FLIPBOOK?

This document is interactive. Throughout the document, you will find links to additional information.

- Button that takes you to the beginning of the document.

- Clicking on this icon will open a pop-up with additional information.

- Whenever you see text like this, it means that it has an external link associated to it.

- Whenever you see text like this, it means that it has further information.

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Learning Outcomes:

- Define and apply quality criteria for all the ID stages;
- Prepare evaluation tools that assess the quality of the learner experience;
- Review the evaluation outcomes to improve and modify the ID processes;
- Understand the method by which instructional designers can improve material to be most effective.

Evaluation Process

In this section you will:

- Learn about the types of evaluation processes;
- Understand the stages in which evaluation can take place.

Instructional Design Evaluation

There are three types of Instructional design Evaluation: Formative, Summative and Confirmative.

1 Formative Evaluation

Formative evaluation is conducted **during the design** process to provide feedback that informs the design process. This is an iterative process that requires the involvement of instructional designers, subject matter experts, learners, and instructors.

Results from each phase of evaluation are fed back to the instructional designers to be used in the process of improving design.

External validation can be viewed as a type of formative evaluation.

2 Summative Evaluation

Summative evaluation is conducted **at the end of the design process** to determine if the instruction product achieves the intended outcomes.

The purpose of a summative evaluation is to evaluate instruction and/or instructional materials after they have been finalized.

External evaluators for decision makers often conduct or participate in summative evaluation.

3 Confirmative Evaluation

Confirmative evaluation is conducted **over time** to determine the lasting effects of the instruction.

Confirmative evaluation goes beyond the scope of formative and summative evaluation and looks at whether the **long-term effect** of instruction is what the instructional designer is hoping to achieve.

Confirmative evaluation should be conducted on a regular basis.


Quality
Assurance

In this section you will:

- Learn about the benefits of quality assurance;
- Understand how to implement QA into every stage of the instructional design process.

Quality Assurance

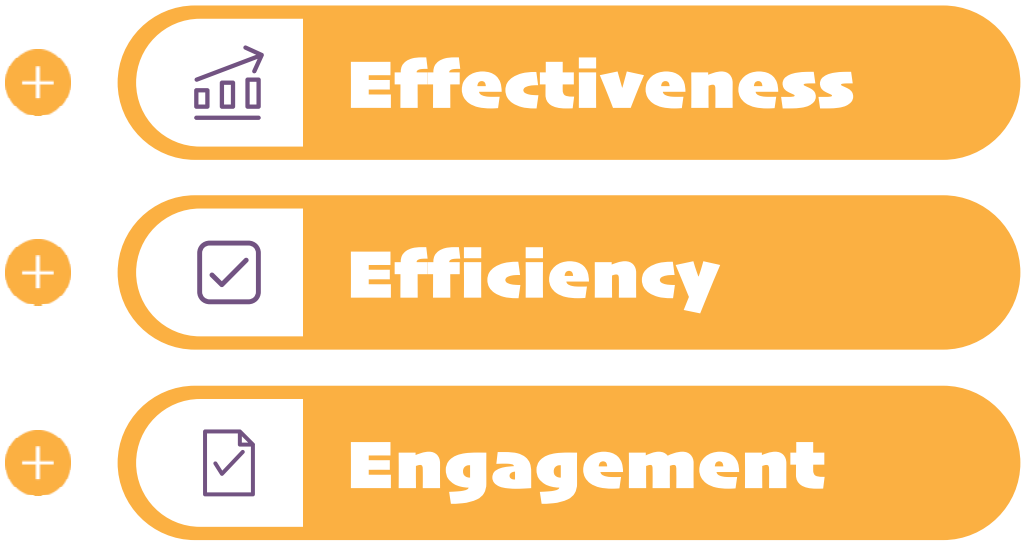
One of the core elements of evaluation is quality assurance. Instructional designers may focus on quality in terms of creating a positive student and faculty experience with a course program that is aligned with the purpose, includes well-designed sequences, and is validated through evaluation.

Quality online course design is critical to online learning because it sets a solid foundation for learning that the instruction can build upon throughout the life of course.

Any QA system should include pedagogies that implement active learning whose efficacy is assessed by learning outcomes. Assuring quality across your course is best done by implementing quality assurance standards to be met from the beginning of the instructional design process.

The 3 E's of Quality Assurance

The 3 Es of Quality Assurance can be found below. These are three different sets of criteria that you can use to test your instructional design content.



Efectiveness

Effective means that the objectives and desired outcomes have been met.

Effectiveness can be accounted for throughout the design process by pilot testing (which will be discussed later) and continuous assessment.

Efficiency

Efficiency is measured in terms of designs being created with time, budget and other constraints.

Efficiency can be accounted for throughout the process by continuously testing throughout the design and development stages by timing learners participation.

Engagement

Engagement refers to the engagement of learners to the instructional material.

This can be tested throughout the design process by ensuring in each step that there are opportunities for learner contribution, active learning, and learner involvement.

Key Performance Indicators

In this section you will:

- Learn about the importance of key performance indicators while designing;
- Learn how to test key performance indicators.

Key Performance Indicators

Key Performance Indicators (KPIs) are quantifiable measures that are used to evaluate the success of a particular activity or organization. Instructional designers should have a solid understanding of key performance indicators to demonstrate the value of the materials that they have developed.

KPIs are a great way for designers to track progress and reach objectives using concrete numbers. KPIs should be aligned directly with the learning outcomes and must be figures that can be measured or counted objectively.

Some examples of key performance indicators:

- Number of students **using** the materials;
- **Retention** rates of students using the materials;
- Number of students **completing** the course;
- **Improvement** in quiz scores.

KPIs must be **quantifiable** and must directly **measure** performance. These goals must link to **the overall goal** of the activity or organisation. That is why the KPIs chosen by instructional designers must be sure to measure the performance of the materials designed, not the process of designing them.

By clicking on the buttons, we will learn the process used by many training development teams to identify and measure the KPIs for training developed.

Identify KPIs

Each task that you carry out throughout the instructional design process should align with a measurable KPI. These KPIs should be identified during the analysis phase.

Identify and Mitigate Variables

Clearly demonstrating the value of the material alone can be difficult if you do not identify the external factors that can influence KPIs and affect the outcome of your material.

Measure KPIs Before Training

Once you have decided upon the metrics you want to track, you'll need to measure them before they are implemented to compare with the measurements taken afterwards.

Measure KPIs After Training

After the material has been implemented, get another measure of the numbers to see how they stack up against the pre-training measures.

Evaluation Tools

In this section you will:

- Learn about the different types of evaluation tools available;
- Discover the variety of evaluation tools you can use.

Evaluation Tools

There are two main types of tools that instructional designers can use to evaluate: quantitative tools, or qualitative tools.

Quantitative tools are tools that measure the quantity of something, and usually use numeric data such as numbers attended, minutes taken to complete a task, etc. KPIs are a form of quantitative tools.

Qualitative tools are tools that measure the quality of something, and usually use non-numeric data such as understanding of the course material, engagement with course, etc. External validation is a form of qualitative tool.

There are a variety of different evaluation tools that you can implement into your evaluation process which allow you to adequately track the success of your materials. Using a mixture will allow you to track both statistical results as well as results relating to engagement and quality.

Types of Evaluation Tools


External
Validation
Stage

In this section you will:

- Learn about external validation;
- Understand the different types of external validation analysis.

External validation

External validation is an important tool when assessing the instructional design process. This stage involves getting the opinion of an instructional designer external to the project in order to test the materials you have designed.

External review assists with **identifying and removing the most obvious errors** and to obtain feedback on the effectiveness of the instruction. This gathering of external evidence helps obtain test validity.

Types of External Validation

The external validation stage can include a variety of different types of analysis such as:

- **Compatibility** analysis;
- **User** analysis;
- **Design** analysis;
- **Feasibility** analysis;
- **Content** analysis.

This phase is conducted with the instructional designer, the subject matter experts, and an external instructional designer.

The external reviews validate the material through rigorous testing which aims to test the effectiveness, efficiency and the engagement of the material.


Pilot
Testing

In this section you will:

- Learn about importance when pilot testing materials.

Pilot Testing

Pilot evaluation, or pilot testing, can help in the early **identification of flaws** which impede collection and analysis of objective, meaningful data while saving time, effort and money. Piloting your educational material is a great way to get fresh eyes on the material before it goes live to the wider group of learners.

A **pilot group** is a group of individuals who test material before it is released to the general target audience. It is important that the pilot group has similar demographics to the intended target audience to ensure that the material is as effective as possible.

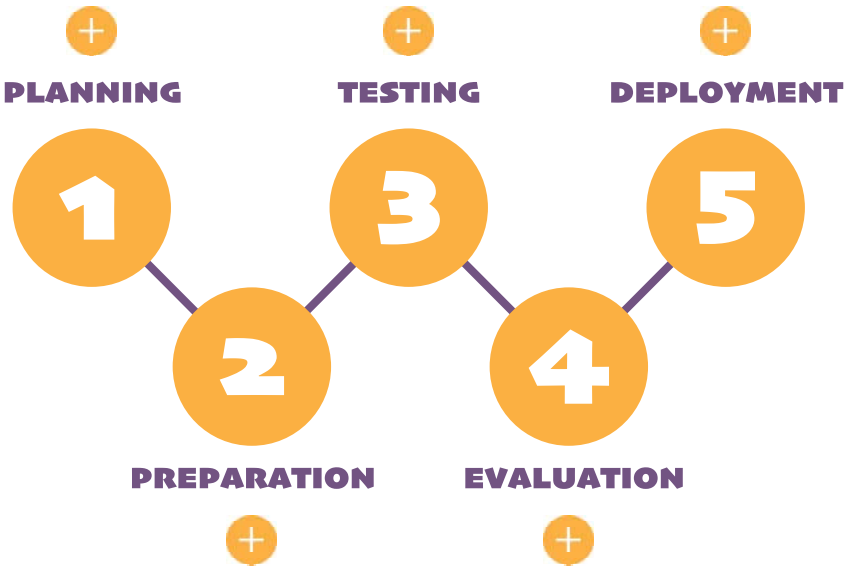
Benefits of pilot testing:

- Identifies what went **right**;
- Identifies what went **wrong**.

Why is Pilot Testing Important?

Pilot testing is important as it helps to test the material or project before it is released to the entire target audience. It allows instructional designers to gain insight into any potential issues that need to be corrected before implementation, as well as the effectiveness of the material. Pilot testing ideally should occur during the content development process and may go through several rounds before the material is fully ready to be deployed.

A pilot test follows five steps:



1. Planning

The initial step involves planning for the test processes to be followed. All the testing activities are to be set out in this plan and will be derived from this plan only.

2. Preparation

Once the plan has been finalised, preparation takes place by selecting of the group performing the tests, the data to be collected, as well as creation of the testing environment.

3. Testing

After the preparation is complete, testing can begin. This testing is completed by a selected group of end-users who test the materials like the target audience would.

4. Evaluation

Once testing is completed, the end-users then evaluate the materials. They create a report and send any issues to the designers who fix any issues to prepare the materials for deployment.

5. Deployment

The final step involves deploying the completed materials to the target audiences once all the issues have been resolved.

Project Results

In this section you will:

- Learn about the different outcomes of the evaluation process.

Project Results

1 Repeated Evaluation

Once you have concluded the evaluation process, you can use the results to make continuous improvements to the material. Repeating evaluation processes throughout the implementation of the material ensures the effectiveness and efficiency while retaining learner engagement.

2 Evaluation Plan

The results of your concluded evaluation process are presented as an **evaluation plan** containing an overview of the general and specific objectives of the material, as well as collected data for the instruction characterization, and a list of the evaluation instruments used.

3 Overall Results

Once the evaluation stage is completed and the materials have been implemented to the complete target audience it is possible to establish an overview of the results of the material, as well as potential new opportunities to further the success of the material as it is used more and more. This allows for continued evaluation and keep return on investment rates high.

conclusion

Conclusion

ID evaluation is one of the most important parts of the instructional design process as it is what informs change and ensures that the material is efficient, effective, and engaging. Setting quality assurance standards to be kept, KPIs to be achieved, as well as evaluation processes to be performed throughout the design process are vital to keeping material effective.

Important Takeaways:

- Pilot testing is a great way to test material before it is implemented across your course;
- KPIs must be measurable and set before the design process begins to ensure that there are achievable outcomes.

There are a variety of different evaluation methods that can be used by instructional designers to test materials produced.

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