

NEEDS ASSESSMENT: FORMATIVE EVALUATION PLAN

Preparing a Syllabus (Course Outline)

Name: ERIKA LISI

Graduate student at Concordia University

Date: April 15, 2019

Subject: Plan for Conducting Formative Evaluation

Purpose of the Plan:

The purpose of a formative evaluation plan is to assess and view whether objectives are achieved. The effectiveness of the program while it is still in its development stages is important to evaluate for the purpose of measuring performance and learning outcomes.

Organization of the Plan:

This evaluation plan examines the self-study online training program and addresses the information relevant to the learning activities and material presented in the online session. The plan will describe and outline a technical review, editorial review and pilot and usability test for learners. Including information on the accuracy of material and the clarity of learning activities, the plan highlights the intended learners, format and communication medium, and module structure.

Technical Review:

A technical review involves subject matter experts (SME’s) to verify the accuracy of material and ensures learners are viewing content without errors. Typically, a learner (participant) and SME are analyzing material.

Technical Review Report

Technical review for: Preparing a Syllabus (Course Outline)

Course developer: Erika Lisi

Participants: Jane Doe

Draft sent: April 13, 2019

Review meeting: N/A

Overview

The technical review report includes commentary and input for a self-study session course relaying information on how to create a course syllabus in a higher education environment. The technical review identifies any errors and flaws in the material being relayed through an online lecture-based method.

This report first lists input from one reviewer of the course content and then states what type of technical review was chosen to analyze any conflicts. The table below indicates the participants and the procedure put in place to evaluate the first draft of the course. The report also considers visual components of the online program and evaluates if they are relevant and compliment the tutorial.

Technical Review Participant: Jane Doe*	Anticipated expertise of participant: Program Assistant
Samples of Correspondence (Material for review)	Cover letter (e-mail) Reminder letter (e-mail) Thank you note (e-mail)
Method of delivery	E-mail
Review process	Reading review
Reminder notes to be sent	April 15, 2019
Return date of review drafts	April 16, 2019
Technical review meeting	N/A
Technical review meeting participants	N/A

**Names have been changed*

Input on overall course

Jane Doe: I particularly liked how the course was structured and the interactive components where learners are encouraged to post and share thoughts and ideas regarding sections of a course outline. Script is straightforward and direct and visuals are engaging. They add flare to the program and are appealing.

Everything was displayed accordingly however, I believe content could have possibly been expanded on more. Nonetheless, the workbook acts as a useful guide and covers everything outside of the session to consult. The website is also a very nice touch.

Technical Review Documents

Cover letter

I am writing to express my involvement in a year-long orientation program for LaFortune University and conducting a technical review for a self-study course titled “Preparing a Syllabus (Course Outline)”.

You are selected to be one of the participants in a technical review for the online course based on your expertise in higher education institutions and the academic sector. A technical review outlines any discrepancies in course content as well as distinguishing between additional reviewers. I have attached a draft of the course for technical review as your input would be valuable through e-mail on April 14, 2019.

Please comment and advise regarding the draft to identify any inaccuracies or misleading content to make flow and information clearer based on your area of expertise. Feel free to point out areas of weakness affecting the technical content. Please refrain from comments regarding typographical errors or blueprint design as these components are usually addressed later in the process.

Please return your response and input to me by April 16, 2019. Thank you for your time and participation in this valued part of the course development.

Reminder

You are a participant in a technical review for a self-study course titled “Preparing a Syllabus (Course Outline)”. I have forwarded a draft of the course on April 14, 2019 and would require your expertise by April 16, 2019.

Please comment and advise regarding the draft to identify any inaccuracies or misleading content based on your area of expertise. Feel free to point out areas of weakness affecting the

technical content.

Thank you for time and participation in this valued part of the course development.

Thank you note for participants

I have received your input for a self-study course titled “Preparing a Syllabus (Course Outline)”. Thank you for participating!

I will review your comments and the remarks. I will be sure to evaluate the input of additional reviewers with additional drafts to be sent for any solutions regarding conflicts to resolve those remarks.

Editorial Review:

The editorial review report focuses on the clarity and flow of material taking into account consistency and conciseness. An editorial review consists of a development review which occurs simultaneously with a technical review. During this phase, a copy edit involves an editor being the first individual to read through the course after the last draft. Content is addressed in analyzing certain elements and assessing whether the course developer has provided learners with sufficient detail. Moreover, terminology, formatting and structure of information is assessed.

Editorial Review Report

Editorial review for: Preparing a Syllabus (Course Outline)

Course developer/Instructional Designer: Erika Lisi

Participants: Jane Doe

Draft sent: April 13, 2019

Review meeting: N/A

COPY EDIT:

Technical Review Participant: To be determined	Anticipated expertise of participant: Terminology, formatting and structure (layout)
Material for review	Draft & instructions Review criteria Editorial review report
Samples of Correspondence	Cover letter (E-mail) Reminder letter (e-mail) E-mail attachment

Review process	Reading review
Delivery date for drafts	To be determined
Required date for return of drafts	To be determined
Anticipated format for compiling review data, reporting and responding/REVIEW PROCESS	See below for drafts
Technical review meeting	To be determined
Technical review meeting participants	To be determined

Cover Letter – Advance notice of reviews

I am writing to express my involvement in a year-long orientation program for LaFortune University and conducting a production/editorial review for a self-study course titled “Preparing a Syllabus (Course Outline)”.

You are selected to be one of the production/editorial reviewers for the online course based on your expertise. A production/editorial review identifies and corrects errors in terminology, formatting and structure and highlights any discrepancies between the initial course version and the final draft.

I will be forwarding a draft of the course for review as your input would be valuable. I will be sending the copy edit on April 14, 2019.

Please comment and advise regarding the draft to identify any inaccuracies or errors in spelling, grammar or style. I have attached a style guide to facilitate the editing process.

Please return your response and input to me by April 16, 2019. Thank you for time and participation in this valued part of the course development.

Style Sheets

Style guide for “Preparing a Syllabus (Course Outline)”

Overview:

This style guide is to be used for “Preparing a Syllabus (Course Outline)”. Consult this style guide during the process of drafting content for the self-study course and while conducting a production/editorial review.

Style Guidelines:

<p>TYPOGRAPHY (Fonts/Text style)</p> <p>This course uses black text with Calibri and Calibri (Light) font style. All body text is written with 12, 13, 14 pt. font size. Text is bolded to emphasize certain points throughout the session as it appears on screen.</p>	<p>Colors</p> <p>This course uses an appropriate display of color in the visuals to attract learners. White backgrounds also appear on screen for contrast.</p>	<p>Transitions</p> <p>The course uses transitions to indicate when it is time to move to the next slide. This helps the learner view the connection between the concepts presented.</p>
<p>Accessibility</p> <p>This course uses external links and a website to highlight content and learning activities related to the topic.</p>	<p>Navigation</p> <p>This course uses navigation between slides to point to where learners need to consult.</p>	<p>Script</p> <p>This course uses a formal tone in the present tense and narrates information in a concise manner.</p>
<p>Diagrams</p> <p>This course uses diagrams to signify what is conveyed and to communicate material.</p>	<p>Lists</p> <p>This course uses lists as a representation of identifying material in a sequenced order.</p>	<p>Supplementary Material</p> <p>This course uses a workbook that acts as a manual/guideline for learners to view. Survey generators and collaboration forums are also included.</p>

Reminder

You are a participant in the production/editorial review for a self-study course titled “Preparing a Syllabus (Course Outline)”. I have forwarded a draft of the course on April 14, 2019 and kindly request your input by April 16, 2019.

Please comment and advise regarding the draft to identify any inaccuracies or errors in spelling, grammar or style. Please consult the attached style guide provided to facilitate the editing process.

Thank you for your time and participation in this valued part of the course development.

Announcement of review meeting

You are a participant in the production/editorial review for a self-study course titled “Preparing a Syllabus (Course Outline)”. A production/editorial review identifies and corrects errors in terminology, formatting and structure and highlights any discrepancies between the initial course version and the final draft.

Production/editorial reviews may result in discrepancies and/or conflicts between reviewers. A review meeting is meant to gather the course developer and experts to address such matters.

A review meeting will take place on April 16, 2019. In the event reviewers do not provide any conflicts or corrections, the meeting will be cancelled and you will be advised.

Thank you note for participants

I have received your remarks for a self-study course titled “Preparing a Syllabus (Course Outline)”. Thank you for participating!

The remarks will be under review and should there be any discrepancies and/or conflicts between reviewers in the production/editorial review process, matters will be addressed during the supposed scheduled review meeting.

A report will be provided that indicates remarks of reviewers. Thank you for your time and participation in this valued part of the course development.

Draft of the report

Overview:

This report provides the results of a production/editorial review for a course titled “Preparing a Syllabus (Course Outline)”. A production/editorial review identifies and corrects errors in terminology, formatting and structure and highlights any discrepancies between the initial course version and the final draft.

This report will include general remarks of reviewers on the entire course with resolutions of conflicts through the review meeting taking place. To assess accuracy of the final draft and the remarks, the report will list the resolutions determined by the course developer/instructional designer.

The report will also include remarks about visual elements in the self-study course that received remarks and lists any remarks addressing any resolutions of conflicts through the review meeting taking place. Below the remarks, the report lists the resolution determined by the course developer/instructional designer that was under review.

Remarks on overall course

OVERALL REMARKS

RESOLUTION

REVISIONS

Remarks specific to visuals

VISUAL REMARKS

RESOLUTION

REVISIONS

Pilot Test:

The purpose of conducting a pilot test is so that the potential intended learners (participants) view how a typical learner might respond to the course. This type of testing is referred to as a trial run of the self-study course and verifies functioning and usability to check if the online training program is ready for implementation.

ASYNCHRONOUS LEARNING:

Pilot testing is essential for this type of course, medium and format. A self-study format allows for lecture-based instruction and a step-by-step tutorial. Additionally, allowing the intended learners to access the training session at their own leisure in taking the initiative in improving their skills.

Pilot Test Report

Editorial review for: Preparing a Syllabus (Course Outline)

Course developer/Instructional Designer: Erika Lisi

Participants: Jane Doe & John Smith

Course draft: April 13, 2019

Test date: April 15, 2019

**Names have been changed*

Schedule

Testing of the application follows the **second draft** of the self-study course.

Test type	Review Date(s)	Review Location(s)
Preliminary with second draft	April 16, 2019	LaFortune University and/or users' home
Official with working browser	To be determined	To be determined

Participants

Test type	Review Date(s)	Anticipated expertise of participant:
Preliminary with second draft	Jane Doe & John Smith	Adult learners
Official with working browser	To be determined	To be determined

Procedure

Preliminary with **second draft** of the self-study course:

Advanced preparations (recruiting)	3-5 adult test learners
Setup requirements for pilot test	<p>Observation pilot test</p> <ul style="list-style-type: none"> ○ Ensure access to electronic device ○ Ensure access to internet connection and web browser ○ Ensure access to computer software to view multimedia content (i.e. Flash play plug-in) ○ Headphones/earbuds ○ Set aside time to observe (approx. 45 mins)
Pilot test process	<ul style="list-style-type: none"> ○ Develop questions to follow up on ○ Identify data collection methods ○ Record what user is doing ○ Record what is displayed on the screen ○ Devote a half-day for observation ○ Inform learners that a test of the course is occurring and that reporting any issues is vital ○ Course developer/instructional designer records start time

	<ul style="list-style-type: none"> ○ Course developer/instructional designer records volume and audibility of narrator and audio script ○ Course developer/instructional designer records quiz choice answers ○ Course developer/instructional designer records survey responses ○ Course developer/instructional designer records end time
Manner of capturing feedback	<ul style="list-style-type: none"> ○ Validate level 1 & 2 evaluation ○ Conduct follow-up evaluation
Manner of recording feedback	Note-taking on electronic device > Microsoft Office software – Microsoft Word
Anticipated format for compiling pilot data, reporting and responding	See below for drafts
Follow up activities for usability	<ul style="list-style-type: none"> ○ Conduct additional pilot test with other participants

Official with working browser:

Advanced preparations	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Test type</th> <th style="text-align: center;">Action</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">System test</td> <td style="text-align: center;">Browser functionality (i.e. latest version)</td> </tr> <tr> <td style="text-align: center;">Function test</td> <td style="text-align: center;">Redirect to links and supplementary material</td> </tr> <tr> <td style="text-align: center;">Function test</td> <td style="text-align: center;">Recording of audio script (i.e. transitions, audibility)</td> </tr> </tbody> </table>	Test type	Action	System test	Browser functionality (i.e. latest version)	Function test	Redirect to links and supplementary material	Function test	Recording of audio script (i.e. transitions, audibility)
Test type	Action								
System test	Browser functionality (i.e. latest version)								
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Function test	Recording of audio script (i.e. transitions, audibility)								
Setup requirements for pilot test	<p>Observation pilot test: (3-5 usability testers)</p> <ul style="list-style-type: none"> ○ Ensure a computer lab is reserved at LaFortune University for scheduled date ○ Ensure learners can access any electronic device without being present at the university ○ Ensure testers are notified of date ○ Ensure internet connection is available on all computers ○ Ensure access to different web browsers on all computers ➤ Flash player plug-in to view media 								

	<ul style="list-style-type: none"> ○ Ensure participants have log-in information to access Moodle portal
Pilot test process	<ul style="list-style-type: none"> ○ Participants are to log in to the Moodle portal ○ Locate the self-study session relating to the year-long orientation program ○ Click to allow or run any flash player (pop-up)
Manner of capturing feedback	Observation and debriefing of learners
Manner of recording feedback	Note taking on electronic device > Microsoft Office software – Microsoft Word
Anticipated format for compiling pilot data, reporting and responding	See below for drafts
Follow up activities for usability	<ul style="list-style-type: none"> ○ Conduct additional pilot test with other participants

Overview

This report provides the results of a usability/pilot test for a course titled “Preparing a Syllabus (Course Outline)”. The pilot discovers and determines whether the self-study course which uses storyboards and a narrator are functional, accessible and comprehensible. Learners (participants) are to navigate through the self-study session easily, interpret content and complete learning activities conducive to learning ideally without support. The online tutorial allows for one to pause the video to record notes while enabling learners to replay and repeat the video to consult at any time.

For an asynchronous course, it is important to observe learners using the course. While learners will not be able to see you, a course developer/instructional designer will monitor and record what is transpiring during the observation. Note that a consent or release form must be released beforehand to inform of the process and to recruit intended learners of the observation taking place.

The report will include general remarks of the observers during the preliminary pilot test for the entire self-study course. The report will also include remarks about visual elements in the self-study course that received remarks and lists any remarks addressing any resolutions of

conflicts. Should the course developer/instructional designer choose to omit a remark, the report will indicate this.

Remarks are rated in accordance with the following 3 categories and individual priority:

- A: Showstopper (complete before proceeding and continuing)
- B: Must fix (complete before publishing/final release)
- C: Nice to do (complete or change as time permits)

Remarks on overall course

To begin, participants commented on the audio script of the course and its delivery. The dialogue is said to engage the learner and describes in enough detail what is transpiring throughout each slide and the whole self-study session.

When considering functionality, the course appears in a structured manner and learning activities in the forms of online forums and questionnaires allow for a user to pause from a continuous lecture to share and collaborate with other participants. Positive remarks included enjoying the breakdown of the course and pertinent information relevant to the program objective. It appears the self-study course is useful for a new lecturer and the use of visual aids and a crafted website help users understand and intrigue them to further progress with the session. Examples are also justified in conjunction with the ideas and concepts relayed and encouraging users to critically think is beneficial.

In regards to improvement, one user indicated that the links included in the storyboard were too large in size and did not lead to the webpage that displayed the content. The course developer/instructional designer decided to remove the link and place a hyperlink which made it clearer and organized. These links include surveys, forums and a website and did not take too long to complete although it was noted that taking the quizzes may slightly result in exceeding the 30-minute duration of the course as predicted. In regards to the results, the two users did not achieve all the correct responses thus proving that the self-study course is created to enhance understanding of creating a course syllabus.

In addition to the hyperlinks provided for a questionnaire (level 2 evaluation) and a survey (level 1 evaluation), the workbook included in the self-study session is complimentary to the session and provides short how-to's and descriptions for new lecturers. Remarks noted the example layout of crafting a course syllabus can be followed and mimicked.

Remarks specific to visuals

Visuals in the storyboard garnered positive remarks from participants (users). Commenting on the visual appeal of diagrams and image art was what was relayed and how they are completely

relevant to the objectives. It was said they did not overbear the learner and focused on relating to what was being narrated. The visuals also represented where learners are to consult and dialogue signifies what is meant to do next.

One participant commented on the link (level 2 evaluation) in the self-study session. Requesting an answer key was asked and the course developer/instructional ensured to place those answers in the storyboard at the very end. With this, comments about the quizzes being concise and well worded was also stated.

Both participants did not realize there was a workbook created to consult as a supplementary aid since it was not indicated with any graphic. The course developer/instructional designer inserted a shape and text to present the learner with.

Invitation to participate in pilot test

I am conducting a pilot test for a course titled “Preparing a Syllabus (Course Outline)” which discovers and determines if a self-study course is functional, accessible and comprehensible. Learners (participants) are to navigate through the self-study session easily, interpret content and complete learning activities conducive to learning ideally without support.

The purpose of this test is to assess whether the self-study session is up to par before the implementing it. In no way does the test evaluate individual learner skillsets or capabilities, but observes if it operates accordingly.

I would like to cordially invite you in taking and participating in this usability/pilot test. If you agree to participate, I will provide you with the information you need to take the course. The usability test will take place on April 15, 2019.

During the pilot test, you will take the course as a regular learner and an observer will watch you and record notes. During this process, you will be prompted to engage in learning activities that enable one to collaborate and be interactive. At the end of the usability test, the observer may debrief you by asking for remarks about how comprehensible and functional the course was for you.

Please let me know whether you can participate in this usability/pilot test by April 16, 2019. Thank you for your time and consideration in this valued part of the course development.

Thank you note for participants (learners)

Thank you for participating in the usability/pilot test for a self-study course titled “Preparing a Syllabus (Course Outline)”!

It was a pleasure to observe how you responded to content presented along with the ability to follow instructions and demonstrate individual skills and knowledge. Any recorded notes and impressions will be analyzed to adjust any inconsistencies in the delivery of instruction.

Once again, thank you for your time and participation in this valued part of the course development.