IO2. Training Course

Evaluation and eLearning in Higher Education

Prepared by OBREAL

Project Information

Project Title	A practical toolkit for integrating elearning in Higher Education Curricula
Project acronym	OnlineHE
Project number	2020-1-RO01-KA226-HE-095434
Beneficiary organization (Project Coordinator)	RO01 Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale

1. Learning Outcomes Matrix

On successful completion of the Training Course, Higher Education staff, researchers, practitioners, adult educators, learning designers, and university support staff will be able to:

Learning Outcomes Axes	Knowledge	Skills	Attitudes
Axis 7: Evaluation and eLearning in Higher Education	K5.1. Define evaluation in the HE context	S5.1. Identify the aspects of HE evaluation that are most relevant to eLearning	A.5.1. Articulate how eLearning fits into the larger context of evaluation in HE
	K5.2. Identify the most common ways to evaluate eLearning in HE	S5.2. Select context-appropriate methods for evaluating eLearning	A.5.2. Share ideas about ways to evaluate eLearning
	K5.3. Explain the criteria used to select evaluation methods for eLearning.	S5.3. Create an evaluation plan for eLearning	A.5.3. Collaborate with colleagues to design an eLearning evaluation plan for HE

Content Training

Organisation/Partner: OBREAL/ UCC	
Thematic axes (1-7)	7: Evaluation and eLearning in Higher Education
Training time required	45 minutes
Contents	Topic 1: Evaluation in Higher Education Topic 2: Evaluating eLearning Topic 3: Designing an eLearning Evaluation Plan
Synopsis of the content	In this topic, we will explore evaluation in Higher Education as eLearning is often evaluated together with more traditional approaches to teaching and learning. As such, it is vital to understand the broader context for evaluation in Higher Education before deciding how to evaluate eLearning. Topics 2 and 3 will explore the specifics of evaluating eLearning in more depth, so this first topic will provide the broader context and foundation by examining current practices in evaluation in Higher Education.
Presentation teaching resources (pptx)	**ONLINEHE_IO2 _Axis 7_Presentation** [to be used during the training] **ONLINEHE_IO2_Axis 7_Content** [for the trainer to further understand the content of the presentation. This info is also on the notes of the PPT slides. The content is given for support to the trainer]. **ONLINEHE_IO2_Axis 7_Training material** [to be used during the training to make it more interactive]
Learning outcomes matrix	K7.1. Define evaluation in the HE context K7.2. Identify the most common ways to evaluate eLearning in HE K7.3. Explain the criteria used to select evaluation methods for eLearning. S7.1. Identify the aspects of HE evaluation that are most relevant to eLearning S7.2. Select context-appropriate methods for evaluating eLearning S7.3. Create an evaluation plan for eLearning A7.1. Articulate how eLearning fits into the larger context of evaluation in HE A7.2. Share ideas about ways to evaluate eLearning A7.3. Collaborate with colleagues to design an eLearning evaluation plan for HE
Proposed trainer	Dr. Sarah Thelen
Learning activities, material, and digital resources	**Topic 1: Evaluation in Higher Education** [about 15' for the whole topic] **1.1. Introduction to the training (2-3') – slides 1-4** The trainer introduces aim of the training session to the participants including the learning outcomes and the specific topics to be covered. **1.2. Topic 1: Evaluation in Higher Education (2-3') – slides 5-6** The trainer introduces topic 1 and asks the participants to visit the link to this virtual quiz in Mentimeter. S/he shows the first slide in Mentimeter and asks the participants to answer with the WORDS or PHRASES they

associate with "evaluation" in Higher Education?" "Why", "When" and "What evaluate"
The trainer shows the results after a couple of minutes, and they discuss the answers. The trainer can ask them to share their opinions and experiences. For instance, ask those who answered yes how they approach the design process and vice versa.

1.3 Why, When, and What to Evaluate? (5') – slides 7-9
The trainer will discuss core principles in evaluation in HE including: Why evaluate?, When to evaluate?, and What to evaluate. The trainer will encourage participants to contribute their own views and experiences by asking questions such as "what other reasons can you think of" and "have you done this in your own work? How did it go?"

1.3. What about eLearning? (5') – slide 10 - 11
The trainer will then discuss how eLearning fits into the larger context of evaluation in HE and will break participants into groups to discuss individual experiences of eLearning. Groups will post their responses to the Padlet.

Topic 2: Evaluating eLearning – slide 12 [about 15' for the whole topic]

2.1 Topic Introduction (1-2') – slide 12
The trainer will introduce the topic, giving the students a quick overview of the four evaluation strategies to be discussed in the topic.

2.2. Presentation of the evaluation strategies (8')- slides 13-16
The trainer presents, explains, and discusses the four evaluation strategies, prompting participant discussion at the end of each by asking questions such as "What other ways might you use this approach?" or "Have you done anything similar at your institution?" or "What problems do you anticipate in this method?"

2.3 Analytics poll (2-3') – slide 17
The trainer asks the participants to go to the next slide in the Mentimeter poll and answer the question: "Have you used analytics (from a VLE or elsewhere) to evaluate eLearning?" The trainer will then ask anyone who answered "yes" to describe their experiences and offer any warning or advice they might have

2.4 Warning about Analytics (2') – slide 18
The trainer then offers some general advice and warnings about using analytics to evaluate eLearning.

Topic 3: Designing an eLearning Evaluation Plan – slide 19 [about 15' for the whole topic]

3.1. Introducing the factors (2') – slide 20
The trainer will introduce the factors in any eLearning evaluation plan and explain how they fit into the two main categories: **why/what** to evaluate and **practical constraints** on evaluation (**how**)

	3.2 Group work: Ranking Exercise (5') – slide 21 The trainer divides the participants into groups to discuss the eLearning evaluation factors listed in the poll. The groups (or individuals) then rank the factors. The group comes back together to discuss the ranking and the trainer rearranges the slides to reflect the ranking. (**NOTE**: if the trainer does not feel comfortable with this approach, s/he can move the ranking slide to the end and discuss the slides in whatever order s/he prefers) **3.2. Presentation of eLearning evaluation factors (7') – 22-27** The trainer introduces the different factors in the order of the ranking in the previous activity. After each factor, the trainer will check if participants have questions or anything to add from their own experience.
	Conclusion (2-3') – slide 28 The trainer finishes the session with a short summary of the main topics discussed and leaves space for any clarifications the participants may need.
Web Link and Apps	Mentimeter presentation Padlet (links to be made by trainer before the session)
References/ online sources	Tham, Chee Meng, Jon M. Werner, "Designing and Evaluating E-Learning in Higher Education: A Review and Recommendations," *Journal of Leadership and Organizational Studies*, 2005, Vol 11:2, 15-25. Wingate, Lori and Daniela Schroeter. "Evaluation Questions Checklist for Program Evaluation," University of Western Michigan. Savoie-Roskos, Mateja R., Stacy Bevan, Rebecca Charlton, and Marlene Israelsen Graf. "Approaches to Evaluating Blended Courses." *Journal on Empowering Teaching Excellence*, Volume 2:1, Spring 2018, 3-11. Lee, Laura, John O'Halloran, Elizabeth Noonan, Michael Byrne, and Sandra Irwin, "Connecting, Listening, and Enhancing: Placing Student Perceptions of their Educational Experience at the Heart of Decision Making at UCC: Review of Student Surveys at UCC," June 2017. Quality Matters Higher Education Rubric (PDF) SUNY Online Course Quality Review Rubric (SUNY = State University of New York) University of Ottawa Blended Learning Course Quality Rubric (PDF)

Scenario

Organisation/Partner: OBREAL / UCC	
Good practice supports	a) 1.2. Methodology of designing and delivering online learning experiences b) Best Practices: - Category 2: Digital & Online tools/software - Category 3: Open Educational Resources [OERs]
Scientific field	The scenario will be open to academics/instructors from various fields.
The Audience Profile	The audience includes academics, researchers, instructors that have teaching duties in a Higher Education institution/college.
Learning Needs - Cognitive objectives	The participants will learn how to design an appropriate and effective eLearning evaluation plan.
Synopsis of the content	The scenario is focus on the practical application of the knowledge acquired during the theoretical session. The participants will have to design their own eLearning evaluation plan appropriate to their choice of personas provided. The scenario is based on a holistic engagement with: - key components of evaluation in Higher Education - matching ways of evaluating with goals and focus of the evaluation and intended use of the results - sharing of knowledge and provision of feedback. The participants will not be trained on analysis of responses or feedback but rather on selecting methods appropriate for the priorities and goals of the persona they select. They will have to present both the final evaluation plan as well as outlining the different factors influencing their decisions and answer questions posed by the rest of the group.
Teaching material (the required material and infrastructure)	PC/Laptop, Internet Connection, notebooks, and pens The participants will have to select the evaluation methods to be included in their eLearning evaluation plan. Examples of some approaches are included in the supporting materirals, but participants are not required to use them. ONLINEHE_IO2_Axis5_ScenarioGuidelines ONLINEHE_IO2_Axis5_ScenarioWorksheet ONLINEHE_IO2_Axis5_SampleStudentSurvey ONLINEHE_IO2_ Axis5_SUNYrubric
Learning outcomes matrix	K7.1. Define evaluation in the HE context K7.2. Identify the most common ways to evaluate eLearning in HE K7.3. Explain the criteria used to select evaluation methods for eLearning. S7.1. Identify the aspects of HE evaluation that are most relevant to eLearning S7.2. Select context-appropriate methods for evaluating eLearning

	S7.3. Create an evaluation plan for eLearning
	A7.1. Articulate how eLearning fits into the larger context of evaluation in HE
	A7.2. Share ideas about ways to evaluate eLearning
	A7.3. Collaborate with colleagues to design an eLearning evaluation plan for HE
Proposed trainer	Dr Sarah Thelen
Description of learning activities - The approach and the structure of the scenarios	In this practical part of the training, the participants are asked to engage with the following scenario.

Description of learning activities - The approach and the structure of the scenarios (continued)

1. Presentation of context and instructions. (max 5')

First, the trainer gives the **following context:**

"You have been asked to draw up a plan for evaluating eLearning at either the institutional or module level. There is already a centrally-administered end-of-module survey in place, so you may opt to add eLearning questions directly to the survey and/or may add other evaluation methods such as rubrics, analytics, etc. You must give a 5-minute presentation explaining the key aspects of your plan its rationale to senior administration."

Students must design their plans from one of the following perspectives:

1. You are a module coordinator who is new to eLearning. You're a very experienced teacher, but don't have a lot of confidence with technology. This will be your first time in an eLearning environment. Both your colleagues and your Head of Department support this new eLearning module.
2. You are a module coordinator with significant eLearning experience. You teach statistical analysis and are very comfortable with technology. Your colleagues and your Head of Department do not oppose your work in eLearning.
3. You are a Head of Department teaching both individual eLearning modules and full eLearning programmes. You want to evaluate the Department's use of eLearning and to try and ensure a consistent standard. You have limited access to some central support (both budget and IT expertise).
4. You work in the office of the Vice President for Learning and Teaching. You are very experienced with survey-type student evaluations, but do not have much experience with eLearning, but have colleagues with significant technical skills who can be assigned to the project if needed.

Sub-task 1: Identify the priorities for the selected persona by answering the following questions:
- Who is the main audience? (e.g. University administration, academic units, individual teachers, or students)?

	- What aspects of eLearning will be evaluated? (e.g. tools, module structure, teaching methods, etc.) - When will the evaluation(s) take place? (e.g. summative or formative evaluations) - Who will administer the evaluation(s) and analyse results? (this can include multiple people, units depending on the evaluation methods chosen) **Sub-task 2**: Outline your recommended eLearning evaluation plan. Prepare either a presentation or briefing note explaining your plan. The participants work in groups. The trainer can divide them based on their field of expertise (if applicable). To help the participants, the following documents can be shared: ONLINEHE_IO2_Axis7_ScenarioWorksheet ONLINEHE_IO2_ Axis7_SampleStudentSurvey ONLINEHE_IO2_ Axis7_SUNYrubric **2. Group work (25')** The participants work in groups for about 25'. They trainer visits the groups and assists as necessary. **3. Presentation of results and feedback (15')** The groups present their results and the trainer with the rest of the participants provide constructive feedback. The trainer finishes the session by congratulating and thanking the participants, leaving space for answering questions, if any.
Web Link and Apps	n/a Participants' choice.
Assessment	Participants will be assessed based on: **The quality of the plan:** Is it clearly outlined? Is it achievable? Is it appropriate for the goals selected by the team? Is it properly resourced re: staff time, expertise, and/or tools? **The presentation of the plan:** Did the audience (yourself and the other groups) understand the goals of the plan? Did the rationale make sense? Does it seem like the best way to evaluate the eLearning? **Ability to answer questions about the plan:** Did the team respond thoughtfully to criticisms? Did they have answers for any questions asked?the quality of the content (description of the design process for example, they have defined all elements such as the objective, etc., description of the activity, justification of tech tools

	After the presentations of the results, the trainer provides feedback, based on the above criteria. All the participants are encouraged to provide each other with feedback (comments/suggestions).