

LINC 91C: EVALUATING INSTRUCTIONAL PROGRAMS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Basic skills using standard computer systems and internet-based technologies.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Understand the processes in evaluation of an instructional technology program
- Create evaluation methods and strategies to assess learner outcomes
- Write a program evaluation plan

Description

This advanced course in evaluating instructional technology programs continues the coursework of LINC 91A and LINC 91B and further develops the skills and knowledge students need to measure and evaluate the effectiveness of educational curriculum or training programs. Using analysis skills, students examine the entire process from program design to implementation. Students interested in the study of instructional design and technology will determine and report on the effectiveness of an instructional program or curriculum for either online or classroom delivery in terms of instructor preparation, planning, delivery medium, and effective use of technology. Skill development includes effective use of technology tools for writing, conducting, analyzing, and reporting an instructional program evaluation plan. This course is part of the Instructional Design and Technology program sequence.

Course Objectives

The student will be able to:

- Describe the processes of evaluation for an instructional curriculum or program
- Utilize evaluation instruments in evaluation of an instructional technology program
- Determine the effectiveness of a program in terms of content, instructor, technology
- Use evaluation method to determine program's success over time
- Write a program evaluation plan
- Conduct the program evaluation plan of an instructional technology program

Course Content

- Processes in evaluation of an instructional program
 - Kirkpatrick's Four Levels of program evaluation
- Utilize evaluation instruments for instructional programs
 - Focus groups
 - Surveys
 - Pre- and post-tests
 - Observations and interviews
- Determine the program or curriculum effectiveness
 - Content
 - Learning objectives and outcomes
 - Instructor effectiveness
 - End of course surveys
 - Observations
 - Supervisor reports
 - Use of technology
 - Effectiveness and efficiency
 - Technical considerations
 - Cost considerations
- Use evaluation method to determine program's success over time
 - Surveys
 - Focus group questions
 - Interview questions
 - Supervisor reports
- Program evaluation plan
 - Tailor plan to classroom or training environment
 - Consider instructional problem
 - Align with instructional sequence
 - Create evaluation instruments
 - Design evaluation data analysis routines
- Conduct the program evaluation plan of an instructional technology program
 - Implement in real world context
 - Assess learner outcomes
 - Assess program effectiveness
 - Write evaluation report

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with computers running Windows and/or Macintosh operating system and internet connectivity.
- When taught via Foothill Global Access students must have current email accounts and/or ongoing access to computers with email software, and web browsing capability.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

- Designing and developing an instructional plan and data collection instrument
- Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
- Making constructive contributions to class discussions and peer review feedback

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Writing notes, listening, and participating in lecture presentation
Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
Presenting and communicating their ideas in discussion and/or participating in peer reviews

Representative Text(s) and Other Materials

Mertens, Donna, and Amy Wilson. Program Evaluation Theory and Practice, 2nd ed.. 2018.

Privitera, Gregory J.. Research Methods for Education. 2018.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and webpage presentations. Writing assignments are completed online.

Discipline(s)

Instructional Design/Technology