

6/10/2016



## LINKAGES LEAD TO LEARNING: MATCHING COURSE EVALUATION METHODS TO COURSE OUTCOMES

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### AGENDA

- Welcome / Introductions / Overview (5)
- Workshop Outcomes
- Connections: Evaluations and Outcomes
- Evaluation Mapping
- Tips: Best Practices for Evaluating
- Name That Evaluation!
- Case Study: Evaluate the Evaluation
- Debrief / Close

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## WORKSHOP OUTCOMES

- Summarize the issues and challenges related to assessment and evaluation and the potential ways to improve their effectiveness and validity.
- Describe appropriate evaluations and assessments that align with course outcomes.
- Suggest refinements to evaluations and assessments based upon application of best practices.

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## WHY IS MEASURING LEARNING SO DIFFICULT?

- [Why is Measuring Learning so Difficult?](#)

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## HOW DO WE KNOW IF LEARNING IS HAPPENING?

Assessments & evaluations  
are the evidence that tell us

- If learning is happening
- To what degree

...using outcomes as the  
measure of success



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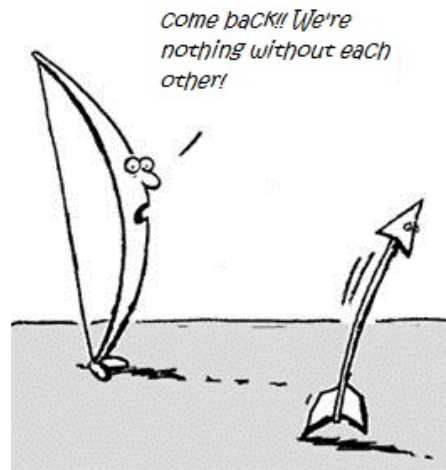
## TRUE OR FALSE?

- Evaluations are only as valid as the  
outcomes upon which they are based

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## MUTUALISM SYMBIOSIS BETWEEN OUTCOMES, AND EVALUATION & ASSESSMENT



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## WHAT'S AN OUTCOME?

A statement that subscribes to outcomes based design principles and expresses the essential, integrated, complex PERFORMANCE expected at the end of something

- Program
- Course
- Unit



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Group 1 / 2:

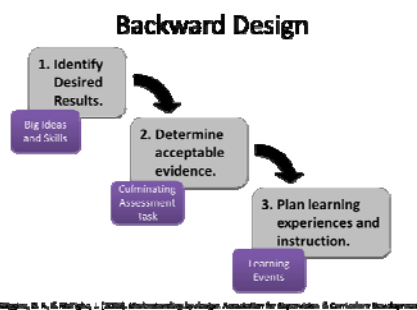
What are the characteristics of outcomes?

Group 3 / 4: What considerations / factors contribute to the development of outcomes at the program, course and unit level?



## CHARACTERISTICS OF OUTCOMES?

- Backward” conceptualization
- Student-centered / Student focussed
- Results oriented
- Demonstrable / measurable
- Outcomes drive development of programs, courses, lessons (units)



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WHAT CONSIDERATIONS DRIVE OUTCOMES DEVELOPMENT?

- What do you expect the students to be able to do at the end of the course?
- What do the students need to know, do, feel in order to do it well?
- What activities will facilitate learning towards achieving the course outcomes?
- How will the students 'prove' they've achieved the course expectations?
- How will I know to what degree students have achieved the course outcomes?

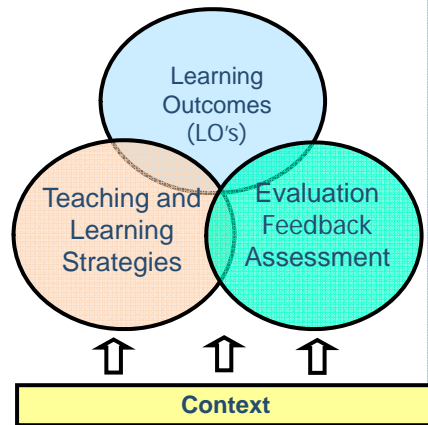


WHAT CONSIDERATIONS DRIVE OUTCOMES DEVELOPMENT?

Outcome type	Considerations
Program Outcomes (PLO / Vocational Learning outcomes (VLO))	<ul style="list-style-type: none"> <li>• Published MTCU Program standards (if exist) / Program descriptions</li> <li>• PAC, KPI, program reviews, labour market data, SMA of your college</li> <li>• MTCU / CVS directives</li> </ul>
Course Outcomes (CLO)	<ul style="list-style-type: none"> <li>• Fall from VLO / PLO, typically validated via mapping</li> <li>• Represent terminal, consolidated, and most complex 'big picture' course learning</li> </ul>
Unit Outcomes (if exist)	<ul style="list-style-type: none"> <li>• Fall from CLO</li> <li>• Represent terminal, consolidated learning at lesson end</li> <li>• "Chip away" at the course outcomes</li> </ul>
All	<ul style="list-style-type: none"> <li>• Integrated Learning Design</li> </ul>

## INTEGRATED LEARNING DESIGN

- Strong **alignment**: LO's, assessments/ evaluations, teaching strategies
- Context specific
- Course conceived and delivered as a **coherent** whole (& program if applicable)



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## FORMULA

If (B) aligns with (A) and (C) aligns with (B), then (C) will align with ?

- A=Program outcomes
- B=Course Outcomes
- C=Assessments and evaluations

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#### FORMULA

If Course Outcomes (B) align with Program Outcomes (A) and Evaluations and assessments (C) align with course outcomes (B), then it follows that Evaluations and assessments (C) will align with Program Outcomes (A)

- A=Program outcomes
- B=Course Outcomes
- C=Assessments and evaluations

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#### EVALUATION MAPPING TOOL

- [Sample – Course evaluations mapped to course outcomes](#)

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### TIPS FOR BEST PRACTICE EVALUATION DESIGN

- Aligned with CLO (which are aligned with PLO/ VLO)
- Teach what's evaluated - Evaluate at the level taught
- Authentic, Reliable, evidence based
- Maps to multiple course outcomes
- Variety of assignments across the course
- Criteria for success communicated to students (rubrics, evaluation maps, discussions)
- Consistent and fair: Faculty agreement re: standards, criteria, etc.
- Revised based upon feedback / data
- Provide work samples (expert and novice)



### DESCRIBE AN ASSIGNMENT MATCHED TO THE OUTCOME!

- Refer to your worksheet
- Choose one to work on in your group



## DESCRIBE AN ASSIGNMENT MATCHED TO THE OUTCOME!

- Describe a typical evaluation and the associated criterion to use for assessment.
- Critically analyze the feasibility of small business opportunities including market evaluation, competitor assessment, and financial viability.
- Explain the principles and processes associated with the design and operation of motive power technology systems and their related component parts.
- Explain the criteria that informs diagnosis and next steps for a patient admitted to the hospital emergency room.
- Write business documents for various audiences, purposes, and situations using appropriate tone, style, and format.
- Outline the history and theories of art and design with a focus on design methodologies, techniques and its associated terminology.



## GROUP WORK EXERCISE

- Work in teams at one of the stations
- Answer the questions on the case
- Make suggestions for refinement based upon learning

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## CASE DEBRIEF

- Findings?
- Faculty comments

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## FACULTY REFLECTIONS ON THE EVALUATION

- The majority of students taking this course do major in Criminal Justice; placement into college level English is required but there is no math or computer proficiency/literacy requirement. I have learned from previous years that before I give this as an assignment I must dedicate a portion of the course to calculation, definition, meaning and use of rate; I also spend some time on Microsoft Excel. Usually if a non-Criminal Justice student takes this course the student is in the Liberal Arts program and tends to do better in the course than Criminal Justice students. All students might find it challenging interpreting the crime rate and what the rate means for the field of criminal justice.
- I have used this assignment twice, and each time I made a few minor changes to it to adjust students' understanding of the assignment and to better prepare students to successfully complete what is required of them. I had to break down the assignment and first teach them skills that are required to complete the assignment such as calculating rate and Microsoft excel.
- This is a group project and most groups usually produce the results I expected; however each semester there has been at least one group that did not complete the calculations correctly and did not understand what a rate is in terms of this assignment. I have noticed that the math skills for most students taking Introduction to Criminal Justice are very low; however, they have shown critical thinking when discussing and exploring causes of criminal behavior and levels of criminal activity in regard to sociological factors

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## YOUR EVALUTION

- Based upon the learning today, describe one change that you will make to an evaluation
- Share with a colleague

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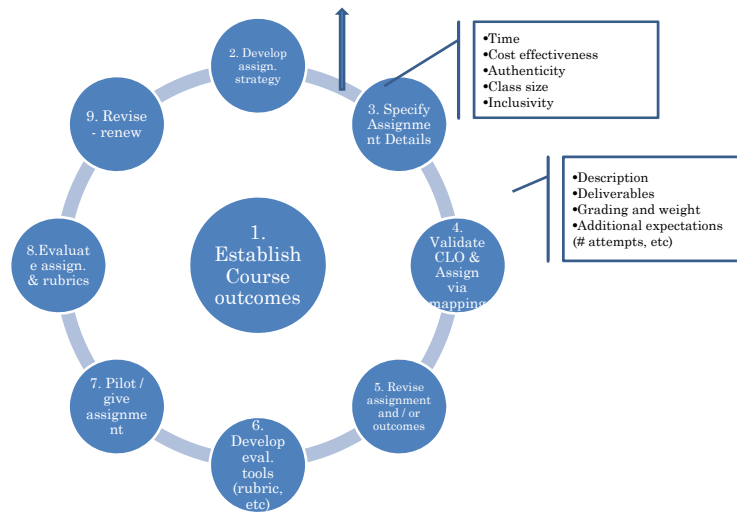
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## RESOURCES

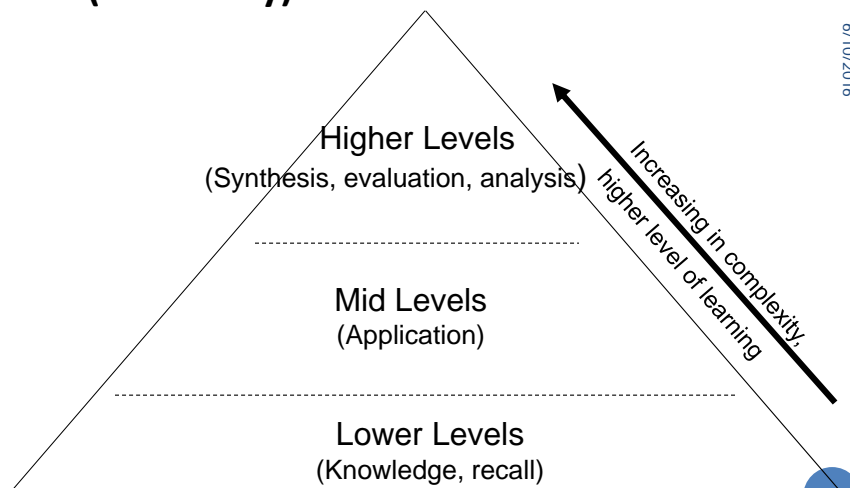
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## HOW TO CREATE ASSIGNMENTS



## Outcomes and Levels of Learning (Taxonomy)



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## REFERENCES AND OTHER RESOURCES

Fenwick, T., and Parsons, J. (2009). The art of evaluation: A resource for educators and trainers. Toronto: Thompson Educational Publishing  
Suskie, L. (2006). Assessing student learning. San Francisco: Josie-Bass.

9 Principles...for assessing student learning:

<http://ultibase.rmit.edu.au/Articles/june97/ameri1.htm>

Instructor Beliefs Self-Assessment:

<http://www.jodypaul.com/LCT/LCT.PBSAinterp.html>

University of Idaho Evaluation: <http://www.uidaho.edu/eo/dist4.html>

Evaluation – overview and types:

<http://www.flinders.edu.au/teach/evaluate/home.htm>

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## THE 4 COMPONENTS THAT MAKE UP AN OUTCOME STATEMENT

- The “stem”: Upon successful completion of this (program, course, unit) the student, the student will be able to...
- The required performance describing what the student has to do in the real world
- The context or reason that specifies the situation and how complex the learning is; and often...
- The criterion or standard for acceptable performance – linked to assessment

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## CONNECTIONS: IT'S A PIECE OF CAKE

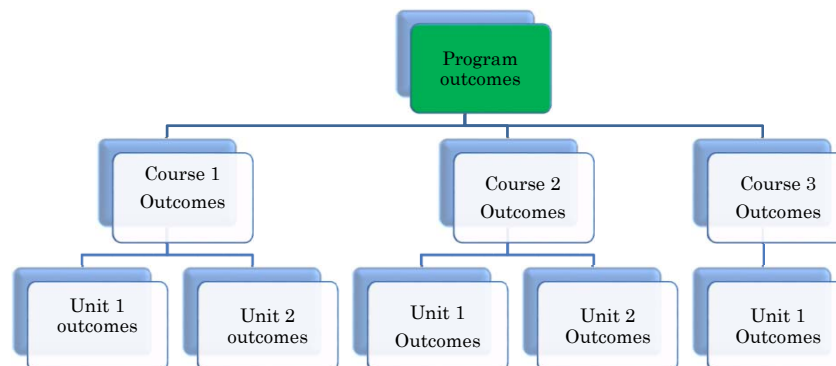
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[Integrated Design: Making connections between outcomes, evaluation and instructional strategies:](#)



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## START WITH PROGRAM OUTCOMES – THE DRIVER FOR DEVELOPMENT



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## SELECTING VERBS THAT WORK

When the performance is to	And the learning expectation is	You could assess using
Define, repeat, describe, identify, recognize, recite	<ul style="list-style-type: none"> <li>• Foundational, noncomplex, one dimensional that tends to focus on basic facts and details, introductory concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer / fill in blanks</li> <li>• Drill</li> <li>• MCQ (recall based)</li> <li>• Mix / match</li> </ul>
Interpret, apply, use, practice, create, diagram, experiment, build,	<ul style="list-style-type: none"> <li>• Integrated learning with connections beginning to be made;</li> <li>• Demonstrations and articulation of connections and relationships;</li> <li>• Describe cause-and-effect relationships; blend two or more discrete skills into a fluid, efficient movement</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• field /clinical work</li> <li>• simulation / games</li> <li>• skills performance</li> <li>• case study</li> </ul>
Distinguish, compare, relate, propose, recommend, select, assess, judge	<ul style="list-style-type: none"> <li>• Learning used in new ways</li> <li>• Answers “So, what does this mean? How does this shape my view of the world?”</li> </ul>	<ul style="list-style-type: none"> <li>• Group projects</li> <li>• CR journals</li> <li>• Case study</li> <li>• Field work integrated with theory</li> </ul>