INSTRUCTIONAL TECHNOLOGY (IT) 3125: CONSUMER AND PROGRAM EVALUATION FOR PRACTITIONERS

WINTER TERM, 2014
3 Credit Hours
CLASS TIME: Thursdays, 1:00-3:45 p.m.

INSTRUCTOR: JAMES L. MOSELEY, Ed.D. LPC, CHES, CPT
ASSOCIATE PROFESSOR OF INSTRUCTIONAL TECHNOLOGY

DIVISION: Administrative and Organizational Studies

PROGRAM AREA: Instructional Technology

OFFICE ADDRESS: 395 College of Education, Wayne State University
T126-6 Macomb College

OFFICE HOURS: One hour after class or by appointment

OFFICE PHONE: (313) 577-7948 (Wayne State University)
_____________ Macomb College

HOME PHONE: (313) 885-3616 (leave message with phone number)

EMAIL: Moseley@wayne.edu

FAX: (313) 577-1693

PREREQUISITES: IT 2015 Required
IT 3115 Required
I. COURSE DESCRIPTION

Consumer oriented evaluation approaches; essentials of program evaluation in diverse fields; test design and instrument development; full scope evaluation with emphasis on formative evaluation.

Program evaluation is a systematic set of data collection and analysis activities undertaken to determine the value of a program to aid management, program planning, staff training, public accountability and promotion. Evaluation activities make reasonable judgments possible about the efforts, effectiveness, adequacy, efficiency and comparative value of program options.

B.R. Worthen and J.R. Sanders

II. COURSE OUTCOMES

At the completion of IT 3125 you will be able to:

1. Define evaluation
2. Explore key principles of evaluation
3. Compare and contrast various evaluation approaches
4. Develop a consumer evaluation report
5. Identify appropriate evaluation approaches for specific purposes
6. Design and conduct a formative evaluation
7. Identify evaluation stakeholders
8. Derive evaluation questions
9. Define performance indicators
10. Identify data sources
11. Select appropriate evaluation instruments
12. Design evaluation instruments
13. Discuss approaches for data analysis and visual presentation
14. Discuss strategies for presenting findings
15. Discuss strategies for implementing evaluation findings and recommendations
16. Generate appropriate test questions for specific activities

Before beginning any study, it is wise to define the questions to which answers are needed. Perhaps the best way to begin formulation of these questions is to review the theoretical perspectives and previous research in the area under consideration. Without questions to answer, the investigator will find it difficult to specify the study objectives that ordinarily provide a road map of the project to be undertaken.

R.J. McDermott and P.D. Sarvela

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III. COURSE RESOURCES

There is one (1) required text:


The following source is recommended:


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Preparation precedes production; it is often harder to plan well than to follow a good plan. Experienced evaluators know that the time put into planning an evaluation is well spent. Program evaluations begin in a variety of ways: Program personnel may initiate an evaluation, the central administration or a funding agency may require an evaluation, an internal evaluation team may suggest an evaluation of a program, or public dissatisfaction might prompt calls for evaluation. Regardless of who initiates an evaluation, evaluators need to become familiar with the nature of the program, the people served, and the goals and structure of the program, and, above all, learn why an evaluation is being considered. Evaluators seek to meet with program personnel, program sponsors, and groups that may question the need for an evaluation. Then, in consultation with these groups, evaluators must decide whether it is appropriate to evaluate the program. If these initial discussions reveal that an evaluation would be useful, consideration is given to the timing of an evaluation, the manner of conducting it, and its costs.

E.J. Posavac and R.G. Carey

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# IV. COURSE ASSIGNMENTS

Course assignments are explained in detail later in this course syllabus.

<table>
<thead>
<tr>
<th>Assignment 1:</th>
<th>Assignment 2:</th>
<th>Assignment 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Analysis 1</td>
<td>Reaction to article on data collection instruments, preferably one on how to</td>
<td>Consumer-Oriented Evaluation</td>
</tr>
<tr>
<td></td>
<td>design a data collection tool</td>
<td>Select an instructional program from business, education, government,</td>
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<tr>
<td>Due Date:</td>
<td></td>
<td>industry, health care, etc. and evaluate it with designated criteria and</td>
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<tr>
<td></td>
<td></td>
<td>standards.</td>
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<tr>
<td>Week 3</td>
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<td>Week 7</td>
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<thead>
<tr>
<th>Assignment 4:</th>
<th>Assignment 5:</th>
<th>Assignment 6:</th>
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</thead>
<tbody>
<tr>
<td>Formative Evaluation</td>
<td>Data Collection Instruments</td>
<td>Test Questions</td>
</tr>
<tr>
<td></td>
<td>As a group experiential activity, we will design a data collection questionnaire and participate in a focus group activity.</td>
<td>As a group experiential activity, we will write a few test questions and review them.</td>
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<tr>
<td>Due Date:</td>
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<td>Due Date:</td>
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<td></td>
<td></td>
<td>When discussed in class</td>
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<td></td>
<td></td>
<td>When discussed in class</td>
</tr>
</tbody>
</table>

| Assignment 7:                        |                                                                               |                                                                               |
|--------------------------------------|                                                                               |                                                                               |
| Reflection Paper                     | Reflect upon the experiences you have gained, the knowledge you have learned, and your personal growth and development as a novice program evaluator. |                                                                               |
| Due Date:                           |                                                                               | Due Date:                                                                    |
|                                     |                                                                               | Week 15                                                                      |
V. CLASS ACTIVITIES

Class activities will include:

1. Lecture and discussion to present specific information relative to course topics.
2. Individual and small group work on assignments.
3. Individual and small group presentations by students with feedback from students and professor.
4. Experiential team development activities.

Active Participation:
You will be evaluated by the quality of your responses, not the quantity. Your responses must reflect your integration and synthesis of text readings, journal articles, guest speakers, lectures, and so forth. Ask yourself these questions:

1. Have I moved the discussion forward and contributed to the learning of the group?
2. Have I supported participation of all members of the group?
3. Have I reflected upon the ideas generated in each class session?

What do you learn from an evaluation?

In any given formative evaluation, you can find out how to make your instruction more:

- Effective
- Efficient
- Interesting/motivating
- Usable
- Acceptable

Obviously, one of the overall goals is effectiveness: will the learners learn what we want them to learn? Another goal is efficiency: will they learn in a time or cost-effective manner? Interest and motivation can determine the level of sustained attention: will they want to learn and attend to the learning? Usability is a practical consideration of whether the users can easily use the product in the learning environment. A fifth, and often ignored goal is acceptability: will the learners or instructors use it the way it was intended or will they use it at all? Each of these goals can be subdivided into a number of specific questions and criteria, especially the complex goal of learning effectiveness.

All of the aforementioned goals are aimed at improving the quality of the instruction. The primary goal of most formative evaluations is to improve instructional quality, but there can be additional reasons for conducting a formative evaluation. One reason is political: by involving instructors,
administrators or learners in the evaluation process they obtain ownership in the product, and with their ownership comes a greater chance for their acceptance and the use of the final product. As designers, we are also change agents, people responsible for ensuring that the instructional innovation we design will be correctly implemented. Formative evaluation can serve this end as well as the end of instructional improvement.

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VI. CLASS TIME

Class will begin and end on time. You are expected to be present and remain for the entire period the class is in session.

1:00 p.m. - 2:20 p.m.  Formal presentation and discussion of course topics

2:20 p.m. – 2:30 p.m.  Comfort break

2:30 p.m. – 3:45 p.m.  Experiential activities on program evaluation

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Any number of reasons propel a decision to evaluate a program. The decision to evaluate will change based on the level at which the resulting decisions (to fund, to keep or end the program, to select a different program) are to be made. Sponsors, or the people who furnish the resources to conduct the program, have a need for information from the evaluation, such as whether to continue providing the resources to program A, shift them to program B, or expand the program to new clients. Program staff, which includes the program director, other administrators, and the professional who actually deliver the product, have information needs that probably focus on more immediate aspects of program operations. Community members, including the direct clients of the product, need to know, for example, what impact that program might have on their lives and their community.

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John Boulmetis and Phyllis Dutwin
VII. CLASS POLICIES AND PROCEDURES

1. All policies stated in the Wayne State University Undergraduate Bulletin, 2011-2013 will be followed. You are particularly advised to familiarize yourself with the General Information discussions, pp. 5-65. Areas of particular interest to you are these:
   - Academic Programs and Degrees
   - Financial Aid
   - Academic Regulations
   - Registration and Student Records
   - Student Academic Success Services
   - Office of International Programs
   - Campus Life

2. If a class is missed because of illness or employment demands, please contact the instructor at (313) 577-7948 in advance, if possible. Effective with the first class session, students who miss more than 2 class sessions should not expect to earn a grade of “A”. Attendance is recorded.

3. Absences must be made up. You will **contract** with the professor for appropriate make up work.

4. Occasionally, handouts will be distributed. If you are absent, ask a fellow student to collect the handouts for you.

5. All written work must demonstrate appropriate communication skills (e.g., spelling, punctuation, grammar). Refer to the guidance sheet entitled “Assessing Your Writing for Grammatical Correctness” in this syllabus.

6. All written work must meet scholarly standards as stated in the APA Publication Manual, 6th edition. (This reference will help you in ALL your IT courses leading to the BA or BS degree).

7. Taping devices are not permitted in class unless there is a documented disability.

8. Instructional Technology students are expected to represent their own work honestly and acknowledge the work of others according to accepted academic conventions. Violations of academic integrity include cheating and the use of unauthorized material on examinations, fabrication of information and sources, improper assistance, and plagiarism. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.
9. Research shows that cooperative learning works. Students are expected to be prepared for class by reading the assigned topics and by intelligently discussing them.

10. Student Disability Services
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 DavidAdamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is (313) 577-1851 or (313) 577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

11. Withdrawal Policy:
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

12. Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

13. Wayne State University Writing Center.
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the
audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

14. Grades will be determined by the work available to the instructor at the time of the final examination.

Some people have a vision of evaluation and evaluators as engaging in a sterile process, a process led by people in white lab coats whose sole intention is to collect information that is going to get other people in trouble. If evaluation is performed properly, this vision could not be further from the truth. Granted, monitoring usually has at its core the collection of data on program functions that need to be reported to funding sources. Data collection for funding sources is aimed at helping them make decisions related to the overall impact of programs they fund and the continuing distribution of resources to those programs. Often, these monitoring data needs are viewed by program staff as not very useful to them, and probably quite intrusive. However, data collected as part of a monitoring function can be very useful in an evaluation. Both formative and summative evaluation processes should be designed to fulfill the information needs of the program staff. Ideally, the resulting data will assist program staff in improving program activities and policies.

John Boulmetis and Phyllis Dutwin

VIII. EVALUATION

Evaluation of student achievement is an indispensable element in the learning process. It is the mechanism by which the students are informed of how well they are achieving the goals the teacher has set for the class and by which each student develops a framework for judging his or her progress toward personal goals. Without some form of appraisal that directs and confirms the students’ efforts, learning becomes inefficient: the students lose the guides that enable them to control their direction and rate of learning. (Based on S.C. Ericksen and B.Z. Bluestone’s “Grading and Evaluation” Memo to the Faculty from the Center for Research on Learning and Teaching. The University of Michigan. No. 46. October, 1971).
Evaluation can take many forms: Conferences between teacher and student, conversations with other students, comments on papers, exams, grades, etc. Whatever the extent to which these various forms are used (or not used); evaluation in the academic environment is finally expressed in the form of a grade.

The grade you earn in IT 3125 will be based on the following:

- **Successful completion of Assignments 1-4*:**
  - Assignment 1: Journal Reaction (10 points)
  - Assignment 2: Journal Reaction (10 points)
  - Assignment 3: Consumer-Oriented Evaluation (20 points)
  - Assignment 4: Formative Evaluation (25 points)
  - Assignment 5: Data Collection Instruments (5 points)
  - Assignment 6: Designing Test Questions (5 points)
  - Assignment 7: Reflection Paper (10 points)

- **Participation in class discussions and experiential activities (15 points)**

* It is expected that the student will become versatile with the readings that are required and recommended. Students will show evidence of their familiarity with the readings in the completion of the course assignments.

**UNIVERSITY GRADING SYSTEM**

Final grades are available on the campus Pipeline web service (http://pipeline.wayne.edu). Grades are not mailed to students. Final grades are recorded under the following system.

‘A’ – Excellent: 4.00 grade points per credit
‘A-minus’ – Excellent: 3.67 grade points per credit
‘ANC’ – Excellent: no credit
‘B-plus’ – Good: 3.33 grade points per credit
‘B’ – Good: 3.00 grade points per credit
‘B-minus’ – Good: 2.67 grade points per credit
‘BNC’ – Good: no credit
‘C-plus’ – Fair: 2.33 grade points per credit
‘C’ – Fair: 2.00 grade points per credit
‘C-minus’ – Fair: 1.67 grade points per credit
‘CNC’ – Fair: no credit
‘D-plus’ – Poor: 1.33 grade points per credit
‘D’ – Poor: 1.00 grade points per credit
‘D-minus’ – Poor: 0.67 grade points per credit
‘F’ – Failure: -.00 grade points per credit
‘P’ – Passed
‘PNC’ – Pass: no credit
‘N’ – Not Passed
‘NNC’ – Not Passed: no credit
‘S’ – Satisfactory
‘SNC’ – Satisfactory: no credit
‘U’ – Unsatisfactory
‘UNC’ – Unsatisfactory: no credit
‘M’ – Marginal Pass


‘NR’ – No grade reported by the instructor.

‘P’ or ‘N’ – Passed or Not Passed (undergraduate students only). These grades do not affect grade point averages, but undergraduate courses completed with grade of ‘P’ may count toward a degree.

‘S’, ‘M’, or ‘U’ – Satisfactory, Marginal, or Unsatisfactory performance in non-degree courses and in certain designated courses such as field work, practicums and internships. These grades do not affect grade point averages.

Evaluation Purpose

Before you start to plan, and certainly before you collect data, you must determine why you are faced with conducting an evaluation. Is this your initiative, or were you directed to evaluate? What is the motivation for the study? What are you looking to accomplish and contribute as a result of this evaluation? Here are some general reasons for conducting an evaluation:

- Evaluation to see if a solution to a problem is working – if the means used deliver valued ends
- Evaluation to discover the cause of a problem
- Evaluation to provide feedback as part of a continual monitoring and revision process
- Evaluation to provide feedback for future finding of initiatives
- Evaluation to confirm compliance with a mandate
- Evaluation to satisfy the requirements of law
- Evaluation to sort out a mess
- Evaluation to determine if value was added to all stakeholders
  - Ingrid Guerra-López

Believe in yourself and the magic will happen.

- James L. Moseley
# TENTATIVE COURSE SCHEDULE

This is a tentative schedule for the semester. Please check this course syllabus weekly and pay close attention to the changes to this schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-9-14</td>
<td>Introduction to the course and to class members.</td>
<td>Course syllabus</td>
</tr>
<tr>
<td>2</td>
<td>1-16-14</td>
<td>Define evaluation Guiding questions</td>
<td>Text, Chapter 1</td>
</tr>
<tr>
<td>3*</td>
<td>1-23-14</td>
<td>Introduction to Consumer-Oriented Evaluation</td>
<td>Text, Chapter 5 Journal Article 1</td>
</tr>
<tr>
<td>4</td>
<td>1-30-14</td>
<td></td>
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<tr>
<td>5*</td>
<td>2-6-14</td>
<td>Introduction to Formative Evaluation</td>
<td>Text, Chapter 1 Consumer-Oriented Evaluation due</td>
</tr>
<tr>
<td>6</td>
<td>2-13-14</td>
<td>Alternative views of evaluation Role of culture and context in evaluation practice</td>
<td>Text, Chapters 4, 6, 9</td>
</tr>
<tr>
<td>7*</td>
<td>2-20-14</td>
<td>Clarifying the evaluation request; Setting boundaries</td>
<td>Text, Chapters 11, 12 Journal Article 2 due</td>
</tr>
<tr>
<td>8</td>
<td>2-27-14</td>
<td>Identifying and selecting evaluation questions; Developing the evaluation plan</td>
<td>Text, Chapters 13, 14</td>
</tr>
<tr>
<td>9*</td>
<td>3-6-14</td>
<td>Qualitative instruments, Quantitative instruments</td>
<td>Text, Chapter 16 Formative Evaluation due</td>
</tr>
<tr>
<td>10</td>
<td>3-13-14</td>
<td>Spring Break – No Class</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3-20-14</td>
<td>Test question design; Class experiential activities</td>
<td>Text, Chapter 17</td>
</tr>
<tr>
<td>12</td>
<td>3-27-14</td>
<td>Design, sampling and cost choices; Class experiential activities</td>
<td>Text, Chapter 15</td>
</tr>
<tr>
<td>13</td>
<td>4-3-14</td>
<td>Reporting evaluation results</td>
<td>Text, Chapter 17</td>
</tr>
<tr>
<td>14</td>
<td>4-10-14</td>
<td>Effective written and oral evaluation reports; How evaluation information is used</td>
<td>Text, Chapter 17</td>
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<tr>
<td>15</td>
<td>4-17-14</td>
<td>Future evaluation</td>
<td>Text, Chapter 18</td>
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<tr>
<td>16*</td>
<td>4-24-14</td>
<td>Reflection paper; Course Evaluation and Review</td>
<td>Reflection Paper Due</td>
</tr>
</tbody>
</table>

* Denotes when assignments are due
JOURNAL REACTION ASSIGNMENTS

Purpose: The primary purpose of the Journal Reaction Assignments is to familiarize you with teamwork and team development as reflected in scholarly journals and professional magazines. A secondary purpose is to expand your knowledge and skill base about teamwork beyond the course text and class activities.

Section IV of this syllabus lists the topics that are the focus for each of the two Journal Reaction assignments. The Tentative Schedule of Classes indicates when assignments are due.

Format for Journal Reactions 1 and 2:
1. Secure your professor’s approval of the journal article you selected.

2. Identify each article with its complete biographical citation. Use the Publication Manual of the American Psychological Association, 6th ed. to guide you.

3. Focus on each of these areas:
   - Purpose of the journal article
   - Brief summary of article (no more than 6 sentences)
   - Integration of ideas in the article with ideas in the text, in class discussions, in experiential activities
   - Lessons learned from the article
   - Relation of ideas to the world of work
   - Submit journal article with written reaction
   - 3-5 pages double-spaced and one-sided with name on last page of text
   - Number the pages; staple the document; no binders, plastic folders, or title pages.

4. Suggested Journals:

American Journal of Evaluation
Evaluation Practice
Evaluation Review
And others
# RUBRIC FOR JOURNAL ANALYSIS 1 and 2

Name: ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
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<tbody>
<tr>
<td>1. Have you stated the purpose of the journal article?</td>
<td>1.00</td>
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<tr>
<td>2. Have you summarized the article in no more than 6 sentences?</td>
<td>1.00</td>
<td></td>
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<tr>
<td>3. Have you integrated ideas in the article with ideas in the text, in class discussions, in experiential activities?</td>
<td>2.00</td>
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<tr>
<td>4. Have you indicated lessons learned from the article?</td>
<td>1.00</td>
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<tr>
<td>5. Have you been able to relate ideas in the article to the world of work?</td>
<td>2.00</td>
<td></td>
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<tr>
<td>6. Have you submitted the journal article with your analysis?</td>
<td>1.00</td>
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<tr>
<td>7. Have you discussed the article intelligently?</td>
<td>1.00</td>
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<tr>
<td>8. Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>1.00</td>
<td></td>
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<tr>
<td><strong>Total:</strong></td>
<td>10.00</td>
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</tbody>
</table>

General Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
CONSUMER-ORIENTED EVALUATION ASSIGNMENT

The following items should be considered when conducting your Consumer-Oriented evaluation. Some of the products may not contain all of these elements; others may include them but not identify them by name. Whatever the case, you need to include comment on all of the criteria which apply to your product. If there are unique aspects to your product which are not covered by the criteria provided, include discussion on those aspects as well.

Evaluation Items:
1. Title, author, publisher, date of publication
2. Purpose
3. Target population/Audience
4. Product goals/objectives and instructional objectives/product description
5. Prerequisite skills, Front end analysis
6. Content/Instructional strategies/Materials
7. Instructional design
8. Implementation
9. Evaluation strategies/Methods
10. Physical appeal/Cost: Value

Specific Requirements:
1. Evaluation of a commercially produced educational/training product. The product must have a minimum of two components: print and non-print.
2. You must include an abstract. Keep in mind that your reader may not have time to read an entire report, so you must synthesize your judgment and present it in 150 words or less.
3. The length of the product evaluation, not including the abstract and reference page, is to be between 4 and 6 pages, double spaced The paper should be written in narrative form, although you may include tables, charts, or a summary of findings as part of your paper.
4. Check this website for useful consumer-oriented evaluation checklists:
   www.wmich.edu/evaletr/checklists

Popular examples of consumer-oriented evaluations that the reader will know include Consumer Reports and the U.S. News and World Report ratings of colleges and universities, but examples exist around the world. Which? is a magazine and web site in the United Kingdom that serves a mission similar to that of the Consumers’ Union, the sponsor of Consumer Reports and its web site, in the United States. Both organizations act as consumer advocated and test products to provide information to consumers on the effectiveness of various products.

Jody L. Fitzpatrick, James R. Sanders, and Blaine B. Worthen

________________________________________________________________________________________
RUBRIC FOR CONSUMER-ORIENTED EVALUATION

Name: __________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title, author, publisher, date of publication indicated</td>
<td>0.5</td>
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</tr>
<tr>
<td>2. Purpose of product noted</td>
<td>1.00</td>
<td></td>
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<tr>
<td>3. Target population/audience noted</td>
<td>1.00</td>
<td></td>
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<tr>
<td>4. Product goals or objectives addressed</td>
<td>1.00</td>
<td></td>
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<tr>
<td>5. Instructional objectives noted</td>
<td>1.00</td>
<td></td>
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<tr>
<td>6. Product description</td>
<td>1.00</td>
<td></td>
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<tr>
<td>7. Prerequisite skills noted</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>8. Evidence of front end analysis</td>
<td>0.5</td>
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<tr>
<td>9. Discussion of content (current, accurate, free from bias, etc.)</td>
<td>1.00</td>
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<tr>
<td>10. Instructional strategies</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>11. Instructional design</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>12. Implementation measures</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>13. Evaluation methodology</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>14. Product’s physical appeal</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>15. Product’s cost</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>16. Succinct abstract</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>17. Statements supported by specific evidence</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>18. Standards are noted and supported</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>19. Did you include an abstract?</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>20. Have you rechecked your assignment for spelling, grammar, sentence</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>structure, and adherence to effective writing techniques?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINTS 20.00

General Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
FORMATIVE EVALUATION REPORT OUTLINE

The following categories of information should be included in your formative evaluation report. They do not represent any particular sequence; you may treat them in any sequence you wish.

1. Name of Evaluator

2. Title of Product Evaluated

3. Description of Program Evaluated (components of the program should be described – text, slides, videotape, etc.)

4. Designer

5. Instruments Used in the Evaluation (samples provided in the Appendix)

6. Descriptive Log of activities

7. Subjects employed (designer, subject matter experts, target learners, interested others)

8. Procedures/Strategies Used in the Evaluation

9. Evaluator Reaction Comment on the Formative Evaluation Project (What did you learn about Formative Evaluation as a result of this project?)

====================================================================================================

When is formative evaluation most necessary?
Any type or level of instruction may benefit from a formative evaluation, but there are circumstances where a more thorough formative evaluation effort is particularly warranted:

- When the designer is relatively new to the practice of instructional design
- When the content is new to the designer or team
- When the technology is new to the design team
- When the learner population is new to the design team
- When unfamiliar or experimental instructional strategies are part of the instruction
- When accurate task performance from the instruction is critically important
- When materials will be disseminated in large quantity
- When the changes for revisions or newer versions of the instruction after its release are slim

Martin Tessmer

====================================================================================================
RUBRIC FOR THE FORMATIVE EVALUATION REPORT

Name: ________________________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the program you evaluated adequately described?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>2. Did you indicate all the subjects you employed in the formative process?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>3. Did you include a descriptive log of formative activities?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>4. Were the instruments you developed included in the appendix?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>5. Were the procedures you followed to conduct your formative explicitly (and clearly) articulated?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>6. Were the strategies you followed to conduct your formative explicitly (and clearly) articulated?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>7. If data were provided, were they analyzed?</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>8. Were the results (or recommendations) of the formative clearly articulated?</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>9. Did you include a reaction comment on the formative evaluation process?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>10. After reading your formative report, does the professor get a sense that you understand formative evaluation?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>20. Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>25.00</td>
<td></td>
</tr>
</tbody>
</table>

General Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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18
EXPERIENTIAL EXERCISES

There will be many opportunities for participation in this course. Take advantage of them to add to your tool chest of skills and competencies. Points for experiential activities are based on these items:

- Class participation in all activities (15 points)
- Designing data collection tools (5 points)
- Designing test questions (5 points)

RUBRIC FOR EXPERIENTIAL EXERCISES

Name: ________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you participated in class discussions?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>2. Have you moved the discussion forward and contributed to the learning of the group?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>3. Have you supported participation of all members of the group?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>4. Have you participated in and designed data collection tools?</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>5. Have you participated in and designed test questions?</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>6. Have you reflected upon the ideas generated in each class session?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>7. Have you been able to integrate the information presented with the course text, class discussions, and journal readings?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>25.00</td>
<td></td>
</tr>
</tbody>
</table>

General Comments:

________________________________________________________________________

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________________________________________________________________________
REFLECTION PAPER

Your final assignment or deliverable is a Reflection Paper wherein you look back at what your experiences have been during this course. Specifically, highlight some of your key learning areas, the skills you have gained through reading, writing, and listening, and speculate on areas for future growth as a team member. If you were responsible for facilitating IT 3115, which areas would you re-focus, adapt, modify, or eliminate. State your rationale for either recommending or not recommending this course to another student. Justify your responses with concrete examples.

- 2-4 pages double-spaced and one-sided with name on last page of text
- Number the pages; staple the document; no binders, plastic folders, or title pages

RUBRIC FOR REFLECTION PAPER

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you indicated some of your key learning areas?</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>2. Have you indicated some of the skills you have gained through the reading, writing, and listening?</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>3. Have you reflected upon areas for future growth as a program evaluator?</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>4. Have you indicated areas you would re-focus, adapt, modify, or eliminate if you were facilitating the course?</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>5. Would you recommend or not recommend the course</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>6. Have you justified your responses in #5 with concrete examples?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>7. Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>2.00</td>
<td></td>
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<tr>
<td>Total:</td>
<td>10.00</td>
<td></td>
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</tbody>
</table>

General Comments:
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20
SELECTIVE REFERENCES

There are a multitude of books written about consumer-oriented and program evaluations. In addition to your text, try these few as a starter.


**ASSESSING YOUR WRITING FOR GRAMMATICAL CORRECTNESS**

Directions: Select an example of your writing. Compare it to the rules stated below. You should be able to answer every question by checking ( ) yes. If you must check no, then review your writing for grammatical correctness. If you do not understand the question, then read the section in the classic by Strunk and White (1979) or a similar work to understand it.

<table>
<thead>
<tr>
<th>Have you…</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Formed the possessive singular of nouns by adding ‘s?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Used a comma, in a series of three or more terms, after each term except the last?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Enclosed parenthetical expressions between commas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Placed a comma before a conjunction introducing an independent clause?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Taken care not to join independent clauses by a comma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Avoided breaking sentences in two?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Used colons appropriately to introduce:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. A list of particulars?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. An appositive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. An amplification?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. An illustrative quotation?</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Used a dash to set off an abrupt break and to announce a long appositive or summary?</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Used the number of the subject to determine the number of the verb?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Used the proper case of each pronoun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Made sure that each participial phrase at the beginning of a sentence refers to the grammatical subject?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Chosen a suitable design for your composition and held to it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Made the paragraph the clear unit of composition?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Used the active, rather than passive, voice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Made an effort to state ideas positively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Used definite, specific, and concrete language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Omitted needless words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Avoided instances in which there are successions of loose sentences without clear logical connections between them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Expressed coordinate ideas in similar form?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Kept related words together?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Used a consistent tense?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plagiarism: What it is and How to Recognize and Avoid It

Produced by Writing Tutorial Service. Indiana University, Bloomington IN

What is Plagiarism and Why is it Important?

In college courses we are continually engaged with other people’s ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them in our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and works without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

- To avoid plagiarism, you must give credit where you use:
- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- Quotations of another person’s actually spoken or written words;
- Paraphrase of another person’s spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct

How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of the late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With Industry came urbanization, the growth of large cities (like Fall River, Massachusetts, where the Borden’s lived), which became the center of production as well as of commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden’s lived, which turned into centers of commerce and trade as well as production.
What makes this passage plagiarism?

The proceeding passage is considered plagiarism for two reasons:
1. The writer has only changed around a few words and phrases, or changes the order of the original sentences.
2. The writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example: “steam-driven companies” in sentence two misses the original’s emphasis on factories).

Here’s an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S. they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original
- Uses her own words
- Lets her reader know the source of her information

Here’s an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farms hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of the urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Record the information in the original passage accurately.
- Gives credit for the ideas in this passage.
- Indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.
Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully, cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”) Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by lots of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave coalition’s new book, Family Issues and Congress, President Bush’s relationship with Congress has hindered family leave legislation (6).

The Idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation: consequently, you need to cite your source.

Quotation: using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young (1+).

Paraphrase: Using someone’s ideas, but putting them in your own words. This is probably the skill you will use when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.