



Creative Writing

Memoir - Blending the Lines Between What Happened and Imagination

Evaluation Planning

Evaluation Criteria	Explanation	Data Source
Effectiveness	<p>Is the learning worthwhile to the students?</p> <p>Are students likely to remain in the course for it's duration?</p>	<p>Student / Participant Sample Review</p> <p>Expert Review / Opinion</p> <p>Practice or Trial Delivery</p> <p>Participant Surveys</p>
Efficiency	Does the course meet the needs of students as far as appropriate outcomes (ie. credits) versus cost?	Parent / Student Review / Survey
Appeal	<p>Is the overall design appealing?</p> <p>Is the LMS and other materials easy to use and navigate?</p> <p>Does the interface and user environment get in the way of participation?</p>	<p>Student Review</p> <p>Expert Review</p> <p>Practice or Trial Delivery</p>

This course will be designed using, primarily, the effectiveness model for formative evaluation with a secondary approach being given to appeal. The purpose of the course is to increase student familiarity and skills with the material (e.g. self-reflection and process-reflection), therefore evaluation based upon how effective this is seems like the logical choice. While effectiveness is of primary concern, appeal has to be considered as well. If students are attracted to the course, they will not take it. If they cannot navigate with some degree of ease or if the UI and environment become an obstacle to participation, the student will disengage and possibly withdraw from the course. As such, appeal has to be evaluated as well.

The primary orientation for this course will be participant based. The goal is to improve skills with the students and much of that improvement will take place in the student's willingness to engage and accept the techniques in the course. As such, the evaluation has to be primarily concerned with the participant's needs and how they are being addressed and met.

Evaluation Criteria and Categories	Sample Questions	Methods and Tools
Effectiveness		
Goals	Are the goals realistic and obtainable?	Expert Reviewers (Content and Instructional Design) End User Surveys and Review / Reflection
Content	Is the content and resources appropriate and aligned to the goals?	Expert Reviewers (Content)
Technology	Does the LMS and other tools and technology provide hassle free functionality from the perspective of the students?	Expert Reviewers (Technology) End User Surveys / Reflection
Message Design	Do the learning materials and essay selections relate to a unified theme?	Expert Reviewers (Content and Instructional Design)
	Are there any contradictory or conflicting messages?	End User Surveys and Review / Reflection
Appeal		
Goals	Are the goals relevant to learners?	End User Surveys and Review / Reflection
Content	Is the content energizing and intriguing?	End User Surveys and Review / Reflection
	Is the content interesting?	
Technology	Does the software or technology encourage participation or drive interest or appeal?	End User Surveys and Review / Reflection
Message Design	Is the message exciting and stimulating?	End User Surveys and Review / Reflection

What is Being Evaluated	
Design Plans	Learning Goals
	Content and Resources
	Overall Message and Theme
Technology and Implementation	LMS
	Website(s)
	Software

Primary Stakeholders

- **The instructor** - *Fabio Cominotti* - The instructor is responsible for the interactions with the students. The instructor will communicate with students and respond to student work. They will also guide the students during the synchronous activities.
- **The designer** - *Fabio Cominotti* - He will be responsible for all course development, resource curation, and content development. He will also be responsible for both developing the evaluation plans and conducting the formative evaluation.

- **Prospective Students** - The students will be integral to the success of the course. Some will have input into the design of the course during the initial tryout and surveys during formative evaluation.

Secondary Stakeholders

- **The principal and virtual school administration** - The administration has a stake in the successful implementation. They are responsible for oversight and a top level view of the WBI.
- **Parents of prospective students** - The parents of the students have a stake in their children's learning. They will be responsible for motivating their children beyond the course and some aspects of the design during formative evaluation during the survey phase and initial tryout.

Evaluators

- **Designer / Instructor** - Fabio Cominotti - He will be responsible for course evaluation. He will conduct surveys, select tryout participants, correlate and analyze data, and provide evaluation reporting. He will be responsible for implementing changes to the content, design, and course during formative evaluation.
- **Expert Reviewer (Content)** - These will be professionals from other schools and of similar content areas. Basically they will be other high school teachers. These reviewers will be asked to review content and resources.
- **Expert Reviewer (Technology)** - These reviewers will be educators that have experience teaching online as well as the classroom. These reviewers will be asked to review delivery, WBI prototypes, the LMS, and other software and navigation as it pertains to delivering the content.
- **Expert Reviewer (Instructional Design)** - This will be a person with experience in instructional design to evaluate the overall quality of the design plan regardless of delivery method.
- **End User Reviewer** - These will be a sampling of students that review the course and content. They will complete surveys and asked to reflect upon the course as they participate in the initial tryout process.

When and How The Formative Evaluation Will Take Place

Formative evaluation is important and should take place during all phases of the design stage. The evaluation should be reviewed by each of expert reviewers prior to and end user / student involvement. Each of the experts should be chosen and invited based upon their experience and familiarity with the process and technology involved. Once an expert review takes place in each content, technology, and instructional design, changes should be made that improve the WBI. Once those changes are made, then a small initial end user review should be conducted with a small sampling of students invited to participated based upon previous courses that they have taken or upon recommendation by the various expert reviewers (primarily content reviewers). These students will look over the content, message, and technology involved and complete a survey to gauge overall suspected effectiveness. This survey should include questions designed to gauge effectiveness as well as some open ended reflective type questions.

Upon expert review and a preliminary end-user review, changes should be implemented based upon the data gathered. Once complete a small initial tryout should be conducted (no more than 7 students) to test the WBI fully. The tryout students should be different from the end-user review students and can be recruited from students seeking to participate as well as invitations based up on expert reviewer recommendations. At the end of the tryout period, student work from entry level (baseline) and after course completion should be analyzed as well as another survey / reflection from the tryout students. Expert reviews should be made again and changes should be made based upon those reviews and the date gathered during the tryout phase. At this point, the course should be ready for full implementation.

Decisions should be made as needed during the design process. As data from expert reviewers, end-user reviewers, and student tryout participants is gathered, it should be analyzed and organized by category. Each similar reflection or recommendation should be given weight and the recommendations that occur more often should be given extra consideration. Rubrics will be used on all major writing so a comparison can be made between baseline and “improvement” scores. Decisions can be made as needed in the area of content if these scores do not improve.

Summative Evaluation Plan

After the initial tryout, changes should be incorporated based upon data. The data will be end-user reflections and baseline / improvement score differences. All writing will be assessed based upon rubrics which can be converted to percentages for comparison between baseline and later scores. This data should be handed over to an expert reviewer in the content area for analysis. Recommendations for change from this reviewer should be considered. The entire formative evaluation process should, at this point, start over and continue until the tryout phase using data and reflections as well as surveys from end-users.

Initially, after each iteration of the course for the first 5 offerings, evaluation should be conducted based upon end-user surveys and reflections and put back through the formative evaluation process again (including content, technology, and instructional design expert review as well as end-user review). In this model, each iteration of the course could act as a tryout phase with each iteration, ideally, improving. After five offerings, the evaluation should take place no more than three years apart but no more frequent than every other iteration.