Evaluating the Curriculum
Curriculum Implementation

OTED 785/885

Evaluation

• The process or group of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something in the curriculum.
  – Concerned with “relative values” and “statements of worth”.
  – Determining whether the expected or the planned has occurred or is occurring in relation to the intended.
  – Did the curriculum or training program, as designed, developed, and implemented produce the desired results.

Comprehensive Evaluation of a Curriculum

• The curriculum or curriculum document.
• How might it be judged?
• Ritz Model = Document validation
Validity & Curriculum Evaluation

• Do the assessment instruments do what they are supposed to do!

How best to evaluate curriculum

• Data based judgements
• Student achievement
• Expert analysis (survey/checklist)
• What is the theoretical rationale for the curriculum?
• Is the curriculum a coherent whole?
• How were the curriculum purposes (goals) devised?
• Is the content consistent with the purpose (aim)?
• Observe it in action (student performance)?

Product Evaluation

• Student evaluation.
  – How might it be done?
• What provides the bulk of the data on which product evaluations are usually made?
Student Evaluation

- Objective Based (goals and objectives)
- Domains of Learning
  - Cognitive - knowledge assessment
  - Psychomotor - skill assessments
  - Attitudes - values
- Multiple Activities and Assessments

The Five Value Questions

- Intrinsic Value -- The goodness and appropriateness of the curriculum.
  - Does the curriculum incorporate the best thinking to date on what is known of the content and the presentation of the content?
- Instrumental Value -- What use is the curriculum, and who is the intended audience?
  - Does the curriculum address the goals and objectives?
- Comparative Value -- Is the new program better than the one it replaced?
- Idealization Value -- How can the curriculum be improved for optimal benefit?
- Decision Value -- Should the new program be retained, modified, or discarded?
Scientific vs. Humanistic Evaluation

Scientific Evaluation --
• More focused on quantifiable data gathering
• Uses tests results of experimental subjects
• Analyzes data statistically

Humanistic Evaluation --
• More focused on qualifiable data gathering
• Relies on impressions of what is observed
• Engages in actual incidents that are observed
• Today, most evaluators use both types of evaluation.
What can be said about intelligence tests?

- Extensive caution and prudence needs to be exercised in drawing inferences from these measuring tests?

Standards in Testing

- Absolute maximum standard
- Absolute minimum standard
- Relative standard
- Multi-standard

Formative and Summative Evaluation

- Formative -- (part)
  - Collecting data on activities undertaken to improve an existing program during the development and early pilot testing of a course or program.
- Summative -- (whole)
  - Collecting data on an existing program after it has been developed and implemented.
  - Focuses on the effectiveness of the course or program.
  - Terminal judgement.
**Phases of Evaluation**

- Focusing on the curricular phenomena to be evaluated (what).
- Collecting the information.
- Organizing the information.
- Analyzing the information.
- Reporting the information.
- Recycling the information (continual update).

**Alternative Evaluation**

- Portfolio - Compilation of learner's work over time.

**Norm-References vs Competency-Based Evaluation**

- Norm-Referenced
  - Comparing student's performance against others in a group.
- Competency-Based
  - What a student can or cannot do as measured against a set standard.
Evaluation vs Grading

• The evaluation of student learning is far more complex an enterprise to be reduced to a single grade on a single test.
• More grades (or observations) = better evaluation.

Goals and Roles of Evaluation

• Goals - What it is supposed to do, i.e.,
  – determine the progress of learners achieving the aims, goals, and objectives of the curriculum.
• Roles - What it is used to do,
  – select folks for the honor role, clubs, punishment, promotion, rewards, etc.

Does training add value to corporate strategy?

• Some does not because:
  – Programs are not linked specifically to strategies, challenges, or problems in the organization.
  – Programs designed to create awareness and understanding, but not competence.
  – Do not solve the problem.
Evaluation of Corporate Training

- Programs focus on individuals rather than operating units.
- Participants attend programs for reasons other than personnel or organizational needs.
- Programs fail to help participants confront reality.

Focus of Training Evaluation

- Program Evaluation
  - How efficient and effective is the training or education program?
- Individual competence
  - How well did the participant learn?
- Program Value
  - Does the training provide a good return on cost or investment?

Training Evaluation

- Training evaluation takes place during and after course implementation. It is based on data that may come from:
  - Internal Review
  - Trainees' Observations
  - Instructor Observations
  - Trainees' Course Performance
  - Training Completers' On-The-Job Performance
  - Improvement to the course may be made after analysis of the data gathered.
Calculating Costs of Training

• Steps to Calculating Costs -- To determine the costs of a training project, a trainer needs to calculate:
  – All development and personnel costs
  – All materials costs
  – All delivery (implementation) costs

Benefits of Training

• To determine the worth of the course management should know the benefits realized from implementing the course. Possible benefits you might consider are:
  – Time saved doing the job
  – Materials not wasted
  – Equipment better maintained -- increased life
  – Personnel Turnover reduced
  – Safety record improved
  – Intangible Benefits -- happy workforce

Goal of Evaluation

• Document validation
  – Does the curriculum document focus on the interrelationship of the Aims, Goals and Objectives?

• Implementation validation
  – Did the course operate with no problems?

• Follow-up validation
  – Was the problem solved?
Your Task in OTED 785 and 885

- Describe how you will evaluate your curriculum in these areas:
  - Document validation
  - Implementation validation
  - Follow-up validation
- Examples are located on this web site:
  - www.lions.odu.edu/~dnethert/Courses/oted785/eval_examples.doc

Face Validity

- What's it mean?
  - Face validity pertains to whether the curriculum package "looks valid" to the examinees who take it, the administrative personnel who decide on its use, and other technically untrained observers.
Face Validity

- So, start with the cover. Put an attractive cover on the package.
  - Picture(s) or illustration(s)
  - Layout
  - Font (size and style)
  - Color (use complementary colors)
  - Title, Author’s name(s), date, organization

Covers

- Inside
  - Inside Title
  - Table of Contents
  - Page Numbers
  - Font size and style consistent
  - Consistency in style and fonts (size and style)
Guidelines

• 1 or 1 ½ line space
• Use standard fonts – Please, no fancy fonts.
• Font point size 10 point minimum and 12 point maximum.
• Major headings may be up to two point sizes larger than the text.
• Italics or boldface print (in the same point size as the text) may be used for headings, subheadings and for emphasis.
• I prefer left justification. . . . Easier to read.
• The required left-hand margin is 1 ½ “; the other three margins are 1”. All typing must be within the 9” x 6” area defined by the margins, except for the page number.
• Papers must be vertical, but tables may be horizontal – facing out.

Before Submitting

• Check consistency of Activities, Objectives, Goals, Aims
• Read it out loud for grammar, spelling and “sound like I want”
• Check the assignment and be sure you have everything

Binding

• 2 copies bound and turned in
  – One to be graded and returned.
  – One to put in OTS files
Binding

• Do not use those plastic, “see through,” “fall-apart” Slide-Grip Report Covers

• No 3-ring binders!
  – Not 1/2 inch
  – Not one inch
  – Not 2 inches
  – Not 6 inches

• Print cover on card stock paper and bind in one of these two ways:
  – Velobind system
  – CombBind™, ZipBind™, WireBind™ and ProClick® binding
OTED 785 Video Stream Students

• Mail your copy to me at:
  Dave Netherton
  OTS Dept, Ed 228
  ODU
  Norfolk, VA 23529

• Or like Teletechnet students, send your copies through the Teletechnet system.

OTED 885 Projects

• Email them to me!
  • Do not send hard copies!
  • No binding required!

Assignment

• Add your Evaluation to your Curriculum Project.

• Read Text, Chapter 10

• Curricula Due July 23
  – (Both OTED 785 and 885)