



COURSE OUTLINE: ELD100 - ASSESSING PERFORMANCE

Prepared: Jennifer Mosley

Approved: Karen Hudson, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ELD100: ASSESSING PERFORMANCE
Program Number: Name	1228: E-LEARNING TRAIN DEV 1229: E-LEARNING DES & DEV
Department:	GENERAL ARTS & SCIENCE
Academic Year:	2023-2024
Course Description:	In this course, learners will explore the various ways to assess learners` performance needs and goals in different educational and training environments. Learners will evaluate integrated learning methods and evaluations to ensure that learners` performance needs are accurately determined and assessed. Additionally, learners will discover how to conduct a performance needs analysis to determine areas of strength and improvement, as well as establish short and long-term goals to support progress, growth, and development.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	ELD205
Vocational Learning Outcomes (VLO's) addressed in this course:	<p>1228 - E-LEARNING TRAIN DEV</p> <p>VLO 4 Assess integrated learning methods, evaluations, and assessments for a variety of learning and development environments.</p> <p>1229 - E-LEARNING DES & DEV</p> <p>VLO 4 Assess integrated learning methods, evaluations, and assessments for a variety of learning and development environments.</p>
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p>



- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Other Course Evaluation & Assessment Requirements:

Learners within this Post-Graduate program must maintain a cumulative program average of 63% or higher to be eligible for co-op or field placement.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Describe how eLearning design and development can support employee and training development within the workplace	1.1 Identify the different factors that influence learning and development within the workplace and how eLearning can address these factors 1.2 Recognize the different components that make up an effective training and eLearning design and process 1.3 Discuss the key roles of learning and development professionals within the workplace 1.4 Identify how learning and development, training, informal learning and eLearning can contribute to the overall success of a business. 1.5 Recognize how the principles of instructional system design are used within the training design process and how this contributes to effective eLearning design and development
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Apply the appropriate tools and techniques to conduct a needs assessment for training and learning needs and gaps	2.1 Identify the different data collection tools and techniques that are used in needs assessment 2.2 Recognize the purpose, advantages and disadvantages of data collection for a needs assessment 2.3 Recognize how focus groups, interviews, surveys, and questionnaires can support the data collection process for a needs assessment 2.4 Use a SWOT analysis to determine the strengths, weaknesses, opportunities and threats of a case study as it relates to learning and training within an organization
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Conduct the initial phases	3.1 Define a needs assessment as it relates to learning and



	<p>of a needs assessment to better explore the learning and training needs of an organization and improve performance</p>	<p>development, and training within an organization</p> <p>3.2 Differentiate between the three different analysis types: organizational, person, and task, to better understand the needs of an organization</p> <p>3.3 Discuss the reasons why conducting a needs assessment is important before designing a learning, training, and development solution</p> <p>3.4 Identify the different stakeholders that should participate in a needs assessment to ensure the right training and learning solution is determined</p> <p>3.5 Recognize the different needs assessment techniques and models for determining the right training and learning solution</p> <p>3.6 Use a needs assessment technique to begin the process of conducting a needs assessment for a case study</p> <p>3.7 Examine the different questions that could be included within a survey or interview for the purpose of conducting a needs assessment</p> <p>3.8 Design a survey or interview questions to be used for conducting a needs assessment</p>
	<p>Course Outcome 4</p> <p>4. Conduct an analysis as part of a needs assessment strategy for an organization</p>	<p>Learning Objectives for Course Outcome 4</p> <p>4.1 Describe the three different elements needed for a needs assessment: organizational analysis, person analysis and task analysis</p> <p>4.2 Discuss appropriate questions that can be asked in an organizational analysis</p> <p>4.3 Determine what is needed to conduct a person, gap analysis and task analysis</p> <p>4.4 Analyze the different steps needed to conduct a task analysis</p> <p>4.5 Determine the steps needed to conduct a task analysis for a case study</p> <p>4.6 Create a task analysis as part of a needs assessment strategy for a case study</p>
	<p>Course Outcome 5</p> <p>5. Develop a report outlining the post-assessment phase and training and learning recommendations for an organization</p>	<p>Learning Objectives for Course Outcome 5</p> <p>5.1 Identify the three phases of a needs assessment: preassessment, assessment, and postassessment to determine the training and learning needs of an organization</p> <p>5.2 Identify the different elements that take place during the pre-assessment, assessment, and postassessment phases</p>

	<p>5.3 Use assessment strategies to gather relevant information to support decision making regarding training and learning solutions</p> <p>5.4 Analyze the data collected from the assessment phase to develop a summarized report outlining recommendations</p> <p>5.5 Select recommendations that will be appropriate to include in a report that will assist an organization with its learning and training needs.</p> <p>5.6 Create a summarized report of recommendations to address the training and learning needs and gaps within an organization</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Analyze the different learning theories, learning processes, and learning cycles to better understand how effective eLearning training solutions should be designed and developed	<p>6.1 Define learning, transfer of knowledge, generalization, and maintenance as it relates to assessing performance needs</p> <p>6.2 Identify the different conditions that must be present for learning to occur and for trainees to use what they have learned within their workplace environment</p> <p>6.3 Distinguish between the different types of learning outcomes, such as intellectual skills, motor skills, attitudes, and cognitive strategies</p> <p>6.4 Differentiate between the different learning theories and how they impact the trainee's learning processes</p> <p>6.5 Identify the learning process and learning cycle and the implications this may have on transferring knowledge, learning, and training outside of the instructional environment</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Application Learning Exercise: SWOT Analysis (CLO 2)	10%
Create a Task Analysis (CLO 4)	15%
Design a Survey (CLO 3)	10%
Online Learning Discussions: 13 @ 2% (CLOs 1-6)	26%
Quizzes: 1(CLO 1)8%, 2 (CLO 2)2%, 3 (CLO 3)2%, 4 (CLO 5)2%, 5(CLO6)10%	24%
Recommendations Report (CLO 5)	15%

Date: August 23, 2023

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.