



COURSE OUTLINE: ELD102 - EVAL. LEARN & DEV.

Prepared: Sam Youseffard

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

Course Code: Title	ELD102: EVALUATION LEARNING AND DEVELOPMENT
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 learn how to effectively evaluate individuals in various settings. Learners will familiarize themselves with several evaluation methods to support constructive feedback, remediation, and improvement. Learners will explore learning strategies and solutions to assist individuals with professional development and create training and educational resources using educational technologies.
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 2 Apply learning theories to the development and design of courses utilizing educational technology, eLearning and instructional design.</p> <p>VLO 3 Evaluate and recommend learning strategies and solutions when developing and designing courses for a variety of learning and course management systems.</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 2 Apply learning theories to the development and design of courses utilizing educational technology, eLearning and instructional design.</p> <p>VLO 3 Evaluate and recommend learning strategies and solutions when developing and designing courses for a variety of learning and course management systems.</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</p>



communication.

- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- 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. Develop various assessment techniques and plans for evaluating individuals within the workplace and educational settings	1.1 Identify e-learning evaluation and assessment strategy for a hypothetical or real-world course and suggest potential improvements 1.2 Recognize implications of e-learning assessments on instructional design and pedagogy 1.3 Compare formative, summative, and diagnostic assessments and their uses in e-learning 1.4 Develop criteria for selecting appropriate eLearning and training assessments based on goals and needs 1.5 Design an e-learning assessment checklist with best practices for the evaluation 1.6 Design an assessment plan for an eLearning and training module using formative and summative methods
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Create assessments that align with measurable learning outcomes using different validation rubrics and learner feedback	2.1 Recognize Bloom's taxonomy to ensure appropriate cognitive levels are considered when designing eLearning-type assessments 2.2 Evaluate the alignment of assessments to learning goals and outcomes using a validation rubric 2.3 Revise assessments to improve alignment with learning



	<p>goals and outcomes based on rubric evaluations</p> <p>2.4 Evaluate the applicability of course management systems to select the most suitable ones for specific eLearning scenarios</p> <p>2.5 Develop a process guideline to enhance assessments through ongoing learner feedback</p> <p>2.6 Create a learning outcome design checklist to compose measurable learning goals and outcomes</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Develop eLearning materials using Universal Design principles, Canadian standards, and learner feedback	<p>3.1 Identify research-based criteria to evaluate the quality of eLearning resources</p> <p>3.2 Recognize expert reviews of materials using accessibility and User Experience (UX) standards</p> <p>3.3 Analyze learner feedback on resources through surveys and interviews</p> <p>3.4 Evaluate the quality and accessibility of eLearning resources using Universal Design principles, Canadian accessibility, copyright, and quality standards</p> <p>3.5 Develop data-driven recommendations to improve materials based on evaluation results</p> <p>3.6 Design a resource evaluation checklist to continuously enhance learning materials over time</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Create a learning analytics checklist to measure learning analytics and monitor learner's progression and engagement	<p>4.1 Recognize learning analytics data to identify patterns in learner and trainee behaviours and success</p> <p>4.2 Assess the validity and reliability of learning analytics measures being used</p> <p>4.3 Compare popular learning analytics tools to identify their practicality</p> <p>4.4 Interpret analytics reports to make recommendations regarding the effectiveness of eLearning and training programs</p> <p>4.5 Implement a pilot of a new analytics tool to evaluate its impact</p> <p>4.6 Develop a learning analytics checklist to monitor learner progress and engagement</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Create eLearning materials that adhere to adult learning theory and	5.1 Recognize customized eLearning experiences aligned to adult learner needs and motivations

	principles	<p>5.2 Recognize data to guide improvements in adult eLearning programs</p> <p>5.3 Assess programs for adult learners using interviews, focus groups, and observations</p> <p>5.4 Compare adult learning theories and models</p> <p>5.5 Evaluate implications of adult learning principles on eLearning design and assessment</p> <p>5.6 Design a professional development checklist on adult learning principles and their application</p>
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Develop eLearning evaluations and learner experiences using modern technologies	<p>6.1 Identify new technologies and methods to improve evaluation</p> <p>6.2 Discuss Artificial Intelligence assessment literacy skills to effectively incorporate them into the design of assessments</p> <p>6.3 Assess a new eLearning or Artificial Intelligence evaluation technology and its impact</p> <p>6.4 Evaluate features and effectiveness of eLearning technologies and tools to develop effective eLearning evaluations</p> <p>6.5 Develop solutions to address ethical issues in Artificial Intelligence enabled assessments</p> <p>6.6 Design an eLearning evaluation design plan for incorporating innovative technologies like Artificial Intelligence</p>
	Course Outcome 7	Learning Objectives for Course Outcome 7
	7. Develop equitable and culturally responsive eLearning assessments	<p>7.1 Identify frameworks, models, and research on equitable evaluation of eLearning training programs</p> <p>7.2 Recognize innovations in personalized and adaptive assessment and evaluation technologies</p> <p>7.3 Discuss recommendations to mitigate bias and promote fairness and inclusion within online learning</p> <p>7.4 Analyze eLearning evaluation to identify potential cultural biases</p> <p>7.5 Design rubrics and surveys to gather learner and trainee feedback on eLearning and training experiences</p> <p>7.6 Create a design plan for equitable evaluations aligned with Universal Design principles</p>

Evaluation Process and Grading System:

	Evaluation Type	Evaluation Weight
--	-----------------	-------------------



	1 Quiz (CLO 1)	2%
	Group Project-Based Learning: 5 @ 10% each (CLOs 1, 3, 6, 7)	50%
	Mini-Individual Project-Based: 4 @ 5% (CLOs 3, 5, 6, 7,	20%
	Online Discussions and Learning Activities (14 @ 2%) (CLOs 1-7)	28%

Date: August 23, 2023

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