



**I. COURSE DESCRIPTION:**

This course is designed to introduce the student to the principles of measurement and evaluation in the learning environment. Students will experience a broad range of measurement and evaluation strategies and techniques and have the opportunity to develop a beginning competency in the subject. Students will assess various methodologies with a view to determining the appropriateness of particular methods and strategies to the learning environment. The learner will be afforded the opportunity to practice a number of measurement and evaluation strategies.

**II. RATIONALE:**

In order to have a working knowledge of the relationship between learning outcomes, measuring and evaluating achievement of the learning, it is essential that the student be afforded the opportunity to study and practice the requisite techniques. This course will provide the venue through which this may be realized.

**III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of the course the student will demonstrate the ability to:

**A. Describe the concept of measurement and evaluation**

Potential elements of the performance:

- Discuss the relevance and importance of evaluation
- Identify the purpose(s) of evaluation
- Identify the principles inherent in measurement and evaluation in the learning environment.

**B. Discuss the relationships among the three domains of learning and the evaluation process.**

Potential elements of the performance:

- Review the domains of learning
- Identify strategies potentially appropriate to each domain.
- Cite examples of evaluation strategies appropriate to each domain of learning.

**C. State criteria necessary for measurement and evaluation**

Potential elements of the performance:

- Identify what learners need to know in course specific objectives.
- Develop a plan to evaluate objective-based learning.
- Choose strategy appropriate to specific learning objectives.
- Develop an instrument(s) to evaluate the attainment of the objective

**D. Identify usual formats for evaluation- diagnostic, summative, and formative and determine how each should be used.**

Potential elements of the performance:

- Define the concepts of diagnostic, formative, and summative evaluation.
- Identify the context in which each may be appropriate.
- Identify the factors that would contra-indicate the use of each.

**E. Demonstrate a working knowledge of the appropriate use of measurement and evaluation strategies.**

Potential elements of the performance:

- Select a set of course objectives to be evaluated.
- Propose salient evaluation strategies appropriate to the objectives
- Present a supporting rationale for the strategies proposed.
- Present examples of the components of evaluation identified.

**IV. TOPICS/LEARNING ACTIVITIES:**

- Evaluation Fundamentals
- Philosophy of Evaluation
- Strategies for Evaluation
- Self-Evaluation
- Teacher Evaluation
- Course Evaluation
- Bloom’s Taxonomy
- Evaluating Performance
- Evaluating Knowledge

**V. REQUIRED RESOURCES/TEXT/MATERIALS:**

Fenwick Tara J. & Parsons Jim (2009) *The Art of Evaluation: A Resource for Educators and Trainers. Second Edition.* Thompson Educational Publishing, Toronto ISBN 978-1-55077-166-4

Kolb Learning Styles Inventory, LSI Workbook (from The Adult Learner)

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

Assignments:

1. Identifying Personal Philosophy for Evaluation .....	15%
2. Evaluation Strategies and Learning Objectives.....	25%
3. Tool Box Review Presentation .....	15%
4. Group Assignment and Presentation.....	25%
5. Participation.....	20%
	Total 100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VII. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.