Developing e-learning for IST 622 Assessment and Evaluation course – Final ID Brief

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Problem analysis

Interactive multimedia is essential to the instructional design of assessment and evaluation courses. E-learning products use instructional methods (examples, practice, and feedback) to promote learning. Utilizing e-learning products in instructional delivery of Assessment and Evaluation content allows students to analyze and interpret learning performance outcomes through psychometric methodologies, curriculum effectiveness evaluation, and instructional delivery.

Instructing students to design and develop appropriate instruments to assess learning process and outcomes requires computers, the most flexible delivery option. Custom, engaging training is delivered through e-learning interactive modules. Behavioral engagement is driven through assigned example identification while discussion post assignments drive psychological engagement. Learners are able to search through modular e-learning content to receive instruction, while producing and distributing knowledge through discussion posts.

Ubiquitous learning enables Master's of Science, Instructional Science and Technology (MIST) graduate students to design, develop, implement and evaluate instructional programs, implementing teaching and learning technologies, while developing practical web-based design. Applying MIST graduate learning course content within e-learning activities ensures students are able to perform the same acts of knowledge-making and knowledge interaction inside and outside of the classroom.

Target audience

California State University, Monterey Bay (CSUMB) Master's of Instructional Science and Technology (MIST) graduate students are eligible to enroll in the Summer IST 622 Assessment and Evaluation course. MIST graduate students are bachelor degree recipients who have demonstrated a substantial ability to succeed in the program.

MIST Assessment and Evaluation students are familiar with industry leading instructional technologies, instructional methodologies, foundational learning theories, and multimedia concepts. Though these students are acquiring knowledge, their proficient understanding of learning theories, instructional design, and instructional technology primed them to apply concepts within e-learning products.

Learning objectives

1) Given e-learning activities: examples of document analysis best practices, students will be able to identify steps to carry out document analysis with 100% accuracy.
2) Given e-learning activities: examples of questionnaire best practices, students will be able to determine measurements with 100% accuracy.

3) Given e-learning activities: examples of questionnaire development case studies, students will be able to interpret case studies with 100% accuracy.

4) Given e-learning activities: examples of questionnaire development guidelines, students will be able to evaluate examples with 100% accuracy.

Assessment

The IST 622 Assessment and Evaluation course e-learning module will include interactive conceptual content, how-to-instruction, best practice guidelines, 10+ evaluative learning activities.

Instructional strategies

Generative processing will be fostered through application of the Multimedia principle after essential processing is presented through application of the Pretraining principle. Adhering to the Coherence principle and Worked-Example principles will minimize extraneous processing, ensuring course effectiveness.

Resources

This course will leverage the Canvas e-learning product, google slides, as well as CSUMB branded assets (logo and slide template). Canvas LMS allows students to learn at their desktop or on their mobile device. The instructional designer and instructor will leverage desktop devices to develop content, mobile devices will be utilized for content testing.