

Case Study: Re-designing course evaluation

'Assessment and learning: involving the learner'. LSC funded project.

The context:

E achieve was founded to help provide a basic level of qualifications in IT literacy that we believe should be available to everyone, with an option to build on and develop those skills to an accredited advanced level. With highly qualified and experienced tutors and support staff we tailor our courses to meet individual needs and goals

The challenge:

End of course evaluation is often seen as slightly pointless in terms of gathering relevant, appropriate and useful feedback from learners. It seems to be a necessary requirement in tying up the paperwork at the end of a course, but does it really provide something that is useful or relevant for the tutor and learner? This intervention will attempt to address the issue of course evaluation by involving learners in the assessment process so that the collection and collation of feedback evidence is relevant, appropriate and useful.

What we did:

We revised the end of course evaluation form currently in use, both from the learner and tutor perspectives.

We also looked at expanding our own on-line platform, 'estrive', to include student log-ins. There is a real possibility that learners could have a direct, immediate and responsive method of giving feedback on their experiences of attending our training. The estrive software will allow for:

- Identified or anonymous methods of leaving feedback
- Learner marking criteria – in a similar fashion to those use by our tutors
- Separate feedback page for learners to:
 - Add
 - View
 - Edit
- It will be an accumulative process giving learners the possibility of leaving on-going feedback for their course
- Learners will be able to request a response to specific feedback questions
- There is the option of developing a standalone feedback forum separate to estrive, where learners could register their blog or enter a discussion forum.

The feedback from learners implied that what they consider to be appropriate evaluation depends upon the method they choose, rather than those that they are given. They felt that the online platform would give them an immediate response to feedback issues and remained in keeping with the Information Technology aspect of their learning.

The outcomes:

As a result of this project we were able to:

- Give learners a real sense of ownership in their ability to give appropriate and honest course evaluation.

- Develop our online platform to encompass learner feedback in ways that will be relevant, appropriate and useful, both for ourselves as an inclusive training organisation and for our learners as active participants in their learning journey.

The impact:

Implementing the project enables us to make the following impacts:

- Use the feedback as a valuable source of information that can inform and guide our future course development and encourage learner participation.
- Provide accurate and valuable feedback to our partner organisations with regard to the effectiveness and relevance of our training.

Next steps

- Develop a learner focus group to help influence course development and assessment
- Develop the estrive system to include learner logins to increase access and interaction
- Review evaluation documentation (see below) on a structured basis to ensure consistency and appropriateness

Supporting information:

Please see the following embedded documents in support of our intervention:



F:\ITQ resources\
end of course eval.doc



F:\ITQ resources\
end of course summa



[http://
www.estrive.co.uk](http://www.estrive.co.uk)

	<p>For further information contact: Ben Hudson, IT Tutor / Assessor, Victoria Bryden, Learning Support, Tel: 0191 240 5060 Email: ben.hudson@eachieve.co.uk</p>
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