MIT 531

Context and Conditions

These projects were a requirement for *MIT 531: Assessment of Learning Outcomes* completed in the Summer I of 2007 under the direction of Dr. Abdou Ndoye. This project was created for low functioning autistic students in high school. This individual project was completed for an Instructional Technology Grant Team that consisted of Beth Allred, Jeff Ertzberger, Dr. Monica Campbell, and I.

Scope

This project consisted of creating a proposal for learning outcomes and assessment techniques. Due to time constraints of the summer class, only a portion of the assessment tools were completed.

This project included analysis and design. It was completed in three phases. The first phase included indentifying the learning outcomes and matching them with the appropriate taxonomy. Next, the instructional techniques were identified. A rationale was written for each learning outcome assessment technique. During the second phase, the assessment tool and rubric were created. The third phase entailed analyzing the tools for validity and reliability along with identifying any threats to the validity or reliability.

Role

I served as the instructional designer for this project. I identified the learning outcomes based on the learners. As an instructional designer, I was able to identify the appropriate taxonomy for each learning outcome. Based on the learning outcome and identified techniques, an assessment tool was created. Once the assessment tool was created, it was evaluated for the validity and reliability.

Reflection

This was an excellent class. It reinforced the importance and understanding learning outcomes in relation to assessment in an instructional setting. I felt that I would have enjoyed the course more if it had been a semester long course. There was a plethora of information and only a short time period. I did struggle with aligning the learning outcome to the assessment technique and realized that I had to have a detailed rationale of why I choose the assessment technique over others.

Domain of Evaluation			
Competencies	**Job Description**	**Artifacts**	**Justification**
Plan and conduct	Evaluates and		These artifacts

summative evaluation of instruction/training.	assesses distance learning courses and programs Evaluates quality of distributed course materials Develop and conduct evaluations to ensure knowledge transfer, and application on the job of skills learned Conduct post-training analysis to determine improvements in performance, observation of changes in job performance and report findings to training manager Working knowledge of Kirkpatrick's four levels of evaluation is demonstrated	MIT 531 – *Assessment of Learning Outcomes* - IT Innovations Gaming Grant	demonstrate my ability to conduct evaluation to determine whether the major outcomes were achieved and the overall effectiveness of the program