Sustainable Human Resource Development in logistics services for ASEAN Member States

Sustainable Human Resource Development in logistics services for ASEAN Member States

"Instructors' Workshop on Training Fundamentals"

Arnoma Hotel, Bangkok (Thailand)

01st November, 2014 (Saturday)

by Thomas SIM (Singapore)

Chairman – AFFA WGET

TOT - Pedagogy & Andragogy

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Module 6 : Evaluating Teaching & Learning

- **Introduction**
- **Module Objectives**
- **What is Evaluation ?**
- **What Aspects of the Course are to be Evaluated ?**
- **Types of Evaluation...**
- **Collecting Evaluation Data**

- **Responding to Significant Feedback from Evaluation**
- **Preparing End-of-Course Report**
- **Identifying & Planning Instructors' own development**
- **Reflecting on this Module**
- **Module Activities**

Introduction

- **having completed the previous modules your will already be very aware of the importance of evaluating your teaching as a means of continuous improvement**

- **in this module, we will consider in more detail the importance of evaluating teaching & learning, & the various ways this can be carried out...**

Module Objectives

Upon completing of this Module, you should be able to :

- **identify different types of evaluation & evaluation data**
- conduct an evaluation of a module
- **prepare an End-of-Course Report**
- identify and plan self development needs as an Instructor...

What is Evaluation ?

- is essentially concerned with judging the worth or value of an activity or event

- usually with a view to identify ways in which the activities or events can be improved in future

- however, evaluation can equally lead to decisions to terminate existing activities...

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What is Evaluation ?

It should seek to :

- **identify & illuminate what is actually occurring in the area or activity that is the subject of evaluation,**

- **produce sufficient information to enable the evaluator, using agreed criteria, to make valid & useful judgments about what is being evaluated...**

What is Evaluation ?

When evaluating the performance of you class, you are *measuring them against the standards for satisfactory performance* provided in your Course Material, especially the Course Objectives...

- in teaching & training, there are many areas & aspects of practices that can be the subject of evaluation

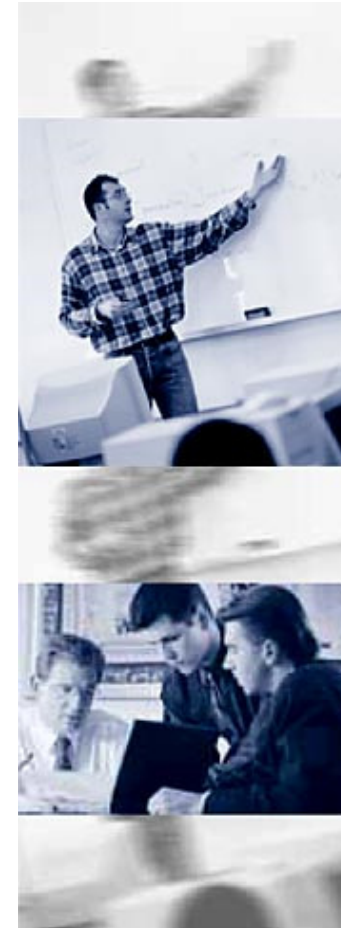*e.g. it is possible to conduct large-scale evaluation of whole Course Programmes*

What is Evaluation ?

- evaluation can focus on very specific, 1-off activities such as a single-lesson or even the use of particular learning materials in a lesson...

What is Evaluation ?

In conducting an evaluation of a course you teach, you will need to consider very carefully the following questions :

- *what aspects of the Course are to be evaluated ?*

- *what type & methods of evaluation are to be used to obtain relevant information ?*

- *what needs to be done in response to significant feedback from the evaluation ?*

Questions ?

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What Aspects of the Course are to be Evaluated ?

There are many aspects of a course that can be the focus for evaluation :

- *appropriateness of objectives for the learning group*

- *organization & sequencing of content*

- *effectiveness of the instructional methods*

- *quality of teaching & learning aids used*

- *performance of students on the course...*

What Aspects of the Course are to be Evaluated ?

There areas that are to be the focus of the evaluation are usually identified by the *'Course Planning Team' (CPT)*

However, there may be occasions when you want to evaluate a particular aspect of your teaching, or when you need to address a particular problem, *e.g. poor student performance...*

Types of Evaluation

In conducting an evaluation, there are different aspects of the course about which information can be collected...

We can collect information relating to any or all of the followings :

- *how the course was received by learners ?*
- *how well learners actually performed on the course?*
- *how well learners are performing in the real world of work after completing the course ?*

Information about the aspects of the Course & the learners may provide insight into the effectiveness of the course…

- *students may have liked the programme, but are not performing as expected in their work roles…*

    The insight provides you with the opportunity to look at the programme again, realizing always that the information you receive from an evaluation may only give you certain indicators of success or Otherwise of the course.

- *data from evaluation needs to be interpreted critically…*

Collecting Evaluation Data

There are many methods that can be used to collect information when conducting an evaluation, including questionnaires, interviews, analysis of data, such as Test Scores or observation of performance...

The different methods will often provided quite different types of data relating to the evaluation

- *while questionnaires are easy to administer, can cover a large sample & can obtain factual data , they rarely provide much insight into why events occurred as they did, or why certain opinions were formed...*

Collecting Evaluation Data

Interviews offer more depth & insight, but are much more time-consuming & therefore, often difficult to conduct with more than a small sample...

In conducting an evaluation, decisions need to be made about what types of data are most necessary for the purpose of the evaluation...

Collecting Evaluation Data

Sources of Evaluation Data
(<u>Feedback from Learners</u>)

As learners are on the *'receiving end'* of your teaching or training, their experiences are particularly useful in terms of Course Evaluation...

Collecting Evaluation Data

Sources of Evaluation Data (Feedback from Learners)

Information from learners can be derived in a numbers of ways :

- a questionnaire with a variety of questions & approaches *(pre-coded or open-ended questions)*

- interviews with learner-groups, conducted by you or an external agent

- ongoing dialogue with learners during sessions…

Collecting Evaluation Data

Sources of Evaluation Data (Feedback from Learners)

CONFIDENTIALITY

The system of gathering feedback from learners must be structured in such a way that CONFIDENTIALITY is MAINTAINED and students are assured that they will not be penalized if the evaluation is not positive or if they are critical of a course or teacher!

Collecting Evaluation Data

**Sources of Evaluation Data
(<u>Learner Performance</u>)**

While student performance may or may not be related to your teaching competence, how well students perform is central to evaluation…

If students are not meeting the Course Objectives or are under-performing in comparison with other student-groups, there is a need to know why & to make any necessary changes…

Collecting Evaluation Data

Sources of Evaluation Data (<u>Learner Performance</u>)

Understanding how learners are learning; or NOT learning, can be invaluable source of feedback for planning our teaching strategy…
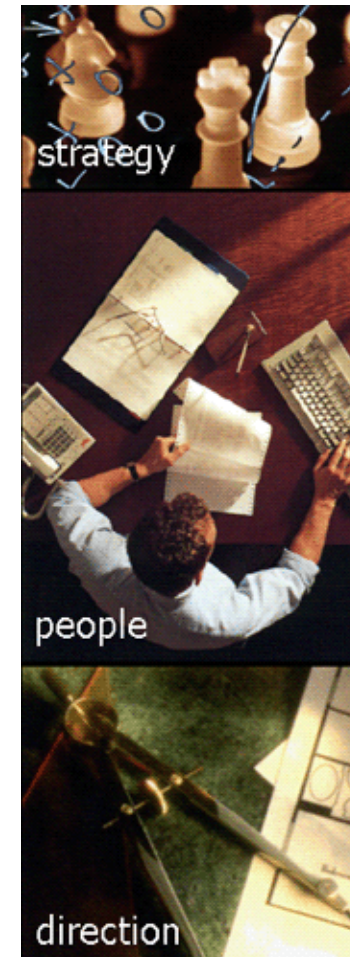
strategy

people

direction

Collecting Evaluation Data

Sources of Evaluation Data (<u>Learner Performance</u>)

The following approach is recommended in Evaluating test scores :

- **accurately record trainee & class (average) scores at the end of each module or part of the module...**

- **compare class results against the standards provided for each module or part of the module;**

Collecting Evaluation Data

Sources of Evaluation Data
(Learner Performance)

The following approach is recommended in Evaluating test scores :

- **if the class is falling below, or barely meeting standards,** determine what objectives & sub-objectives are being missed by most of the class.
  Make notes for later analysis…

Collecting Evaluation Data

Sources of Evaluation Data
(Learner Performance)

The following approach is recommended in Evaluating test scores :

- **check to see if only a few trainees are responsible for bringing the class average down.. Note what objectives & sub-objectives are being missed by these trainees & summarize these notes for later analysis...**

Collecting Evaluation Data

**Sources of Evaluation Data
(Learner Performance)**

The following approach is recommended in Evaluating test scores :

- **if the class is achieving or surpassing standards, you must still check for trainees who are falling below acceptable performance...
summarize these
notes for later analysis...**
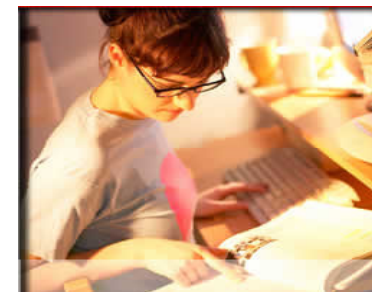
Collecting Evaluation Data

Sources of Evaluation Data (Self-Evaluation)

It is important that you can look critically at the module you are teaching & gain insight into what is working well & where improvements are needed

In Module 2 (Lesson Planning), the need to evaluate lessons as a form of ongoing evaluation & means of improving teaching...

Collecting Evaluation Data

Sources of Evaluation Data (<u>Self-Evaluation</u>)

If this has been done consistently, problems can be identified early and necessary adjustments can be made to the management of the programme…

Collecting Evaluation Data

Sources of Evaluation Data (<u>Self-Evaluation</u>)

In evaluating lessons, the following questions are a good starting point :

- what did I do in this lesson that worked very well in terms of student learning, and why was it so effective ?

- what am I least happy about in this lesson & why ?

- what might I do next time I teach this lesson ?

Questions ?

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Responding to Significant Feedback from Evaluation

Once you have obtained feedback from students/ your colleagues/yourself, you need to analyze it carefully to determine exactly what message the Data is offering you...

Good or poor student feedback may say as much about how students like the subject, the timing of your class, and your personal popularity, as it does about specific areas of teaching competence...

Responding to Significant Feedback from Evaluation

Students' performances may say more about the prior competence of students & recruitment to the programme than your efforts as a teacher…

It is important therefore to interpret the evaluation Data carefully…

Once you are confident that you have identified any genuine concerns related to a course, you need to identify viable strategies for tackling the problem & bringing about improvements…

Responding to Significant Feedback from Evaluation

However, it must be noted that you may not have the Time or Resources available to bring about all the Changes or Improvements you would like...

You may find some learners lack a range of basic skills that are assumed as a pre-requisite for your Module...!

While you might be able to provide a range of remedial support, it may not be possible to meet the needs fully...

Responding to Significant Feedback from Evaluation

Typical Concerns or Problems that emerge from Course Evaluation

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There are many things about your course that may emerge from evaluation…these are some typical difficulties that emerge during evaluation :

- *student find certain Objectives too difficult to meet*

- *some Objectives are outdated*

- *course materials are not sufficiently comprehensive*

- *certain parts of the Course Materials are confusing*

Responding to Significant Feedback from Evaluation

Typical Concerns or Problems that emerge from Course Evaluation

There are many things about your course that may emerge from evaluation...these are some typical difficulties that emerge during evaluation :

- *student find some aspects of the instructional methods uninteresting...*
- *parts of the assessment are not fully testing certain Learning Objectives...*
- *some assessment items are not clear...*

Responding to Significant Feedback from Evaluation

Typical Concerns or Problems that emerge from Course Evaluation

If you have put into practice what the previous Modules have sought to promote, it is unlikely that your problems will be too severe...

Responding to Significant Feedback from Evaluation

Typical Concerns or Problems that emerge from Course Evaluation

If you are doing some form of Evaluation on a Regular basis, you should have detected areas of concern before they become significant Learning Problems for students!

Provide timely feedback to learners' progress

Feedbacks form one of the most important avenues of learning for a trainee. Without feedback, the trainee will be left very much on their own to determine what they learn is right or wrong.

WHEN TO GIVE FEEDBACK

- When the candidate is in doubt, answer his/her questions

- When the candidate raises a valid observation, feedback to him/her on the merits of the observation

- When the candidates are in a discussion, guide them by providing hints

- When the candidate completes an oral or written exercise, tell them the correct answers

HOW TO GIVE FEEDBACK ?

There are two types of feedbacks:

Negative feedback

- **tends to focus on "FAILURES". What is it that the candidate is unable to do or perform. It carries a subtle tone of blame. Such feedback can only highlights a candidate's anxiety.**

It is crucial for trainers to learn how to turn a negative feedback into a positive feedback !

Negative feedback ➜ Positive feedback

HOW TO GIVE FEEDBACK ?

There are two types of feedbacks:

Positive feedback

- **on the other hand focuses on "IMPROVEMENTS". What is it that the candidate can improve upon to do things better ? - It also provides alternatives and choices to the candidate.**

It is crucial for trainers to learn how to turn a negative feedback into a positive feedback !

Negative feedback   Positive feedback

EXAMPLE :

NEGATIVE FEEDBACK

"Look at all these problems, Alex. You haven't even got them all sorted out..."

"You haven't done this task up to your normal standard. For a start, some of your materials are really lousy...!"

"This piece of work looks crap. You are simply too lazy and idle!"

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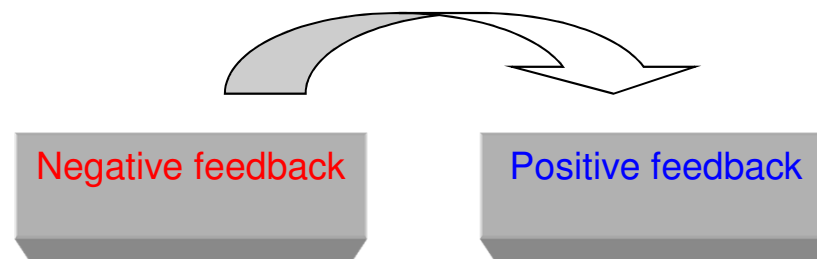
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EXAMPLE :

POSITIVE FEEDBACK

"Overall, you've done this quite well. There are a few problems, but they are fairly minor. Let's have a look what they are..."

"Basically, the work you've done up is fine, but you need to watch out more for the quality of the cuttings you take. Let me show you..."

"I am confident you can do a better job.
You may not be able to do it now but with
a little bit more practice, it should look better...

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Make adjustments to training programme in response to learners' progress

Facilitator's Guide

Participant's Workbook (Learner's Guide)

Lesson Plan

Handout

Slides

Other supporting materials (video, charts)

- Is the language level too high?
- Is the time allocated sufficient?
- Is the training method appropriate?
- Is there adequate learning activity for the learner to apply his skill?
- Is there any learner with special needs?
- Are there enough examples given?
- Is there a good mix of audio, visual and kinestatic materials?
- Is the example given culturally sensitive to anyone in the class?
- Is there adequate support for the lesson? (e.g.: internet connection)

Review with learners opportunities to transfer learning to the workplace

Transferable knowledge and skills in the workplace may include:

- Ability to apply concepts and principles learnt in class
- Industry standards
- Legislative requirements
- Technical skills
- Soft skills

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Questions ?

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CONDUCTING A POST COURSE EVALUATION

Learning Outcomes

- Conduct post-course evaluation using appropriate means to gather feedback
- Review training programme to determine if learners' needs and organizational objectives are met
- Review feedback to identify potential areas for improvement
- Prepare Post-Course Evaluation Report

Prepare post-course evaluation report

POST-COURSE EVALUATION REPORT

Summary of key feedback

Review of course aim
Review of learning objectives
Review of training impact map and learner's needs
Review of target audience and Learners' profile

Review of course contents and instructional materials
- Competency matrix
- Training Syllabus
- Training programme

Review of instructional design and strategy
- Instructional strategy
- Training methodology
- Class size & level of facilitation
- Learner with special needs

Review of lesson plan

Review of training resource allocation and course administration
- Training resource
- Course administration (Pre, during & end of course)

Review of assessment plan
- Assessment strategy
- Assessment specifications
- Matrix of assessment methods
- Evidence gathering plan
- Conduct of assessment (Timings, Methods & materials)
- Assessment of participants with disabilities

Course validation

Preparing End-of-Course Report

Once your course is completed, it is your responsibility to provide clear & accurate feedback on the results of the training to the other members of the team...

This feedback is critical to the development of the Course...

By comparing data they receive from you with the results from the other instructors, adjustments can be made in the Course Content, Media & Methods of Instructions...

Preparing End-of-Course Report

Content of Report

The important point to remember when preparing your report is that it should be Accurate, Concise & include Supporting Data

It must be a Summary of your analysis of 3 Important sources of information :

- *the instructor notes you made where preparing the course...(this should include unusual conditions or experiences affecting the results of the training, changes made in methods, media & content, including the reasons for the changes & the results)*

Content of Report

The important point to remember when preparing your report is that it should be Accurate, Concise & include Supporting Data

It must be a Summary of your analysis of 3 Important sources of information :

- *trainee/class test results*

- *trainee Course Evaluation results*

As the Course Instructor, you are the only one who can properly organize & analyze this data while drawing on your own experience with the class !

Preparing End-of-Course Report

Format of Report

An End-of-Course Report should consist of 3 Parts :

1) Narrative Summary

- *your comments on the Overall Results of the course & any unusual conditions that might have affected the training...?*

- *references to specific modules that went specially well or poorly & the reasons you feel they have these results...*

Format of Report

An End-of-Course Report should consist of 3 Parts :

1) Narrative Summary

- *a Summary (by Modules) of changes you made in methods or media, including the reasons & the results...*

- *a brief Summary of the trainees' reactions to the course, including specific references to modules that went specially well or poorly...*

- *any suggestion for changes in any Modules (media, methods, schedule or content) & your reasons !*

Format of Report

An End-of-Course Report should consist of 3 Parts :

2) Supporting Test Data

- *individual trainee scores by Module*

- *average class results by Module - simply the total of all trainees' scores for the module, divided by the number of trainees...*

- *the prescribed "passing score" for each Module*

- *brief relevant comments about the scores*

This information can be clearly presented in matrix or graph format...!

Format of Report

An End-of-Course Report should consist of 3 Parts :

3) Supporting Trainee Course Evaluation Data

- a brief summary of the trainees' evaluation (module)

- <u>simplest way</u> : a Summary Option-Questionnaire for
    for each Module including -

• *a total of the responses on the training activities
     & usefulness of Module*

• *a statement summarizing trainees' opinions on
     the module, which should reflect your analysis
     of the trainees' comments...*

SAMPLE OF A POST-COURSE EVALUATION FORM

Name:	Course title:
Organization	Duration:
HP	Facilitator:
Email:	

Rating guide:
1: Strongly disagree   2: Disagree   3: Neutral   4: Agree   5: Strongly agree

COURSE CONTENT & EFFECTIVENESS		1	2	3	4	5
1	The course achieved its stated objectives					
2	The course content is current and relevant to the workplace					
3	I could relate to the concepts and participate in the discussion and exercises					
4	The course material and handout are well designed and well organized					
5	The duration of the course is just right					
INSTRUCTIONAL STRATEGY						
5	I was able to share my working experience with others					
6	The instructional method encouraged a great deal of participation					
7	The learning content was adjusted to our level of learning ability					
COURSE ADMINISTRATION						
8	The participants workbook, handouts and other materials were well prepared					
9	The training facilities provided were adequate					
10	The quality and quantity of the refreshment was good					

Besides using the Feedback Forms as shown above, you may also conduct a post-course evaluation by:

- Focus group discussion and feedback during tea
- Getting feedback from the client HR managers
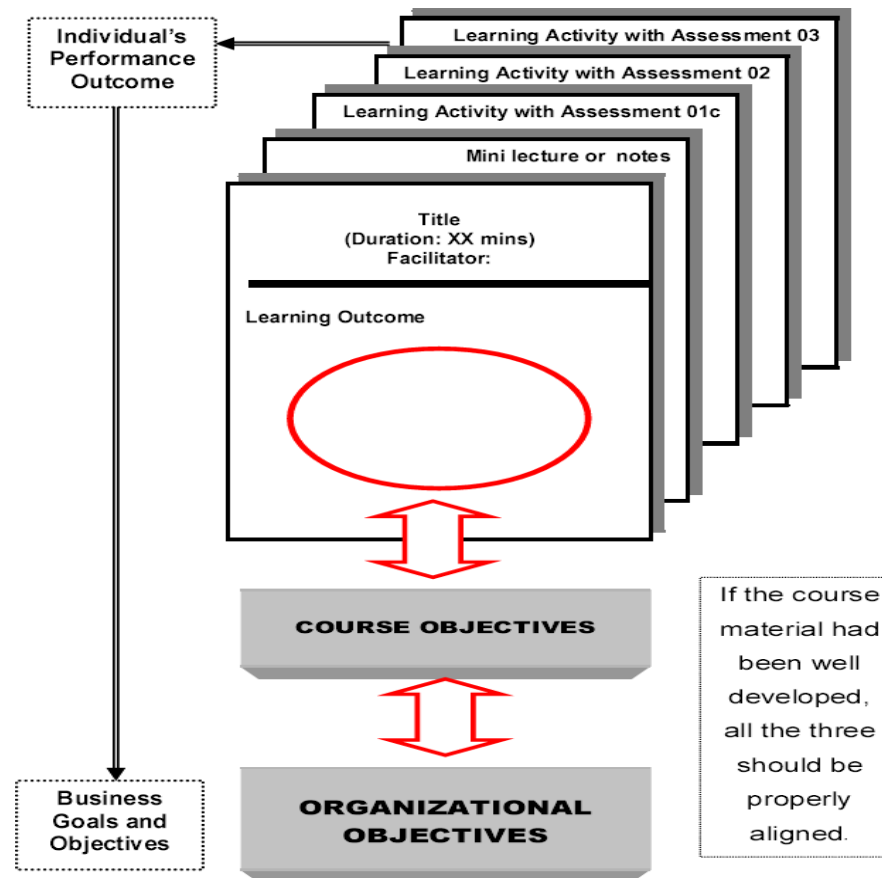- Obtain feedback from trainers and assessors

Review training programme to determine if learners needs and organizational objectives are met

Individual's Performance Outcome

Learning Activity with Assessment 03
Learning Activity with Assessment 02
Learning Activity with Assessment 01c
Mini lecture or notes

Title
(Duration: XX mins)
Facilitator:

Learning Outcome

COURSE OBJECTIVES

If the course material had been well developed, all the three should be properly aligned.

Business Goals and Objectives

ORGANIZATIONAL OBJECTIVES

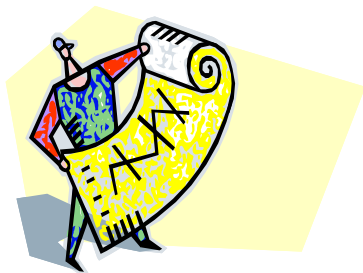| FEEDBACKS		
COURSE DESIGN FEEDBACK		
Instructional design Training methods	Preparation of training resource Design of learning materials (Handbooks, slides, props, videos etc) Training venue Course administration	Lesson plan Training program
ASSESSMENT FEEDBACK		
Insufficient time provided for assessment	• Assessment criteria are not clear • Assessment instructions are not clearly provided • Assessment activities are not integrated • Questions are not clearly designed • Assessment instrument is unable to gather all the evidence to show candidate's competence • Model/suggested answers to limited	After the assessment, there is insufficient evidence gathered for assessor to make a decision IMPROVEMENTS → STAKE HOLDERS
OTHER FEEDBACKS		

Identifying & Planning Instructor's Own Development

In conducting an Evaluation, you will identify areas in which you need to improve your competence as an Instructor

Teaching involves CONTINUOUS LEARNING !

In planning & implementing future professional development in Teaching & Training, you will Need to address the following questions :

- *what are the specific competencies I need to dev.?*

- *what are my options in terms of opportunities to develop these competencies ?*

Identifying & Planning Instructor's Own Development

Teaching involves CONTINUOUS LEARNING !

In planning & implementing future professional development in Teaching & Training, you will Need to address the following questions :

- *attend cross-training & observe a colleague who is particularly competent, continued practice in using these competencies...*

- *how will I monitor & evaluate my progress towards achieving these goals ?*

- *what indicators will I use to determine success in relation to these goals ?*

Identifying & Planning Instructor's Own Development

Teaching involves CONTINUOUS LEARNING !

In planning & implementing future professional development in Teaching & Training, you will Need to address the following questions :

- *seek to participate in regular (6-monthly or Annual) Workshops with Consultants on 'Best Practices on Pedagogy' to analyze /reflect continuous development, learning and be updated on latest trends in pedagogical & andragogical skills !*

Reflecting on this Module 6

- this module has provided you with a framework to guide you in evaluating the training you have conducted

- you have been introduced to the different types of evaluation & the various sources of evaluation data

- the Checklist at the end of this Module provides you with useful pointers in carrying out your evaluation...

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Questions ?

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THE END

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