An Evaluation Model
for Online Graduate Instructional Design/Technology Courses

(Presentation Type: Brief Paper)

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Introduction

With the opportunities and challenges provided for higher education by the emerging and gradually enhanced web-based learning systems, more and more graduate courses in instructional design and technology major are offered online. This evaluation model is designed to obtain information about the effectiveness of such kind of courses through measuring students’ achievement, with reference to AECT (Association for Educational Communications & Technology) standards. Considerations will be taken in the perspective in instructional design and development, in the pedagogical perspective in instructional delivery, and in the learning perspectives of the learners on a comparative basis.

The specific methodology of Goal-attainment Comparison with a Non-equivalent Control Group is designed for the evaluation. Data collection plan, procedure and implementation instruments are designed. Evaluation goals, operational objectives, stakeholders and other evaluation components are considered in the design. As it is designed, data will be conducted on students’ achievement and attitude. Besides, the data will be collected from the component of instructors, on their professional qualifications in subject matter, including their instructional design preparation and the instructional strategies implementation; from the component of administrators, on the workload requirements on instructors and reinforcement of professional standards; from the component of technical support on their technical readiness for both instructors and students for the online instruction delivery and communication.