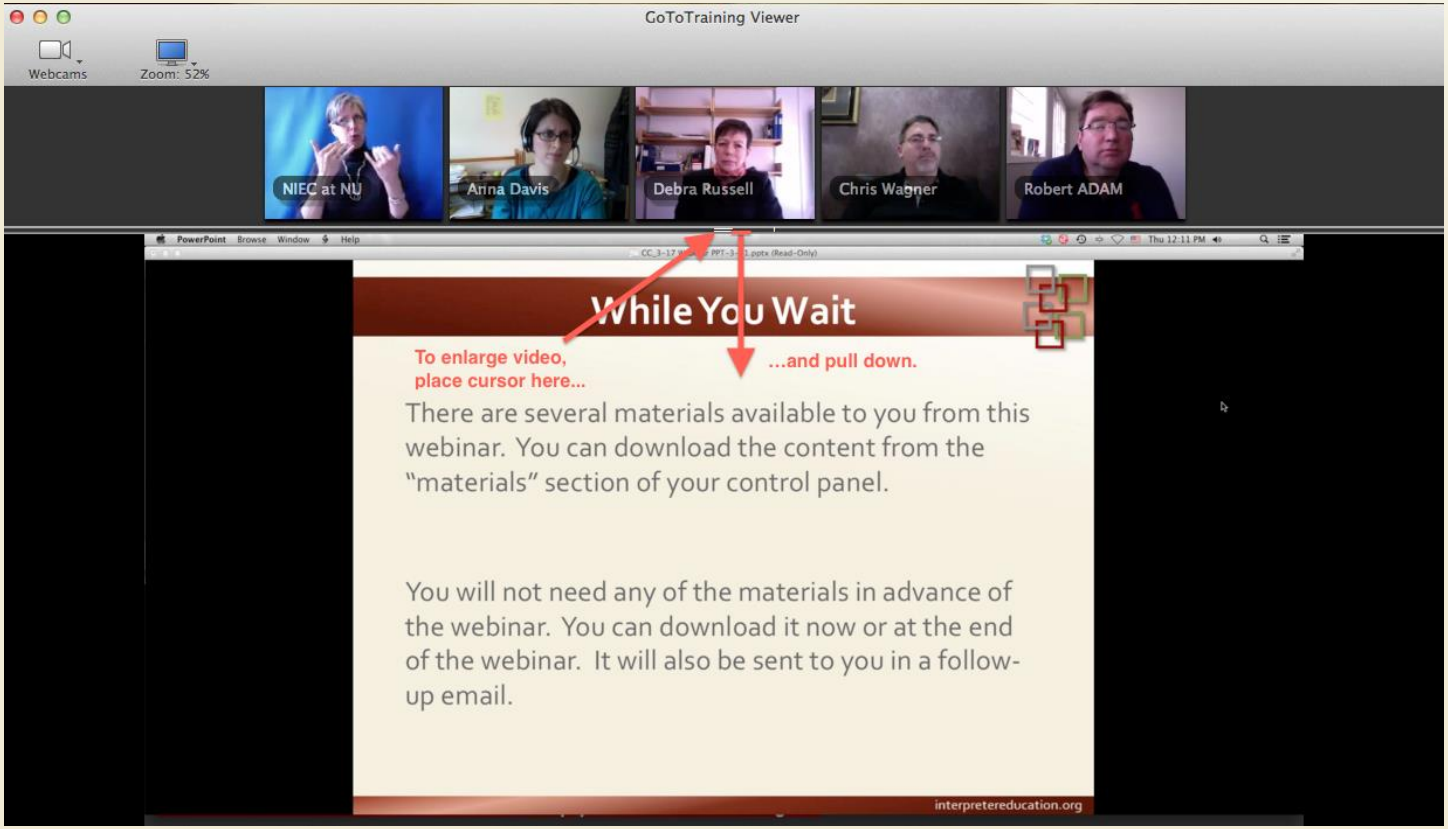
NCIEC

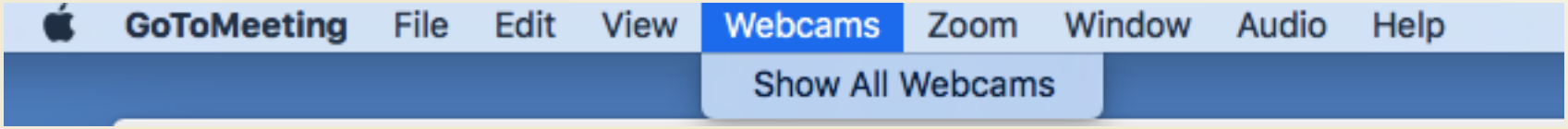
National Consortium of Interpreter Education Centers

Expanding Video Screens

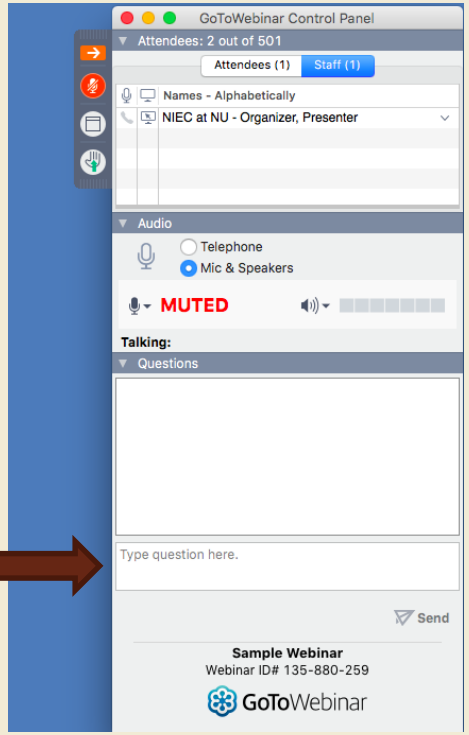


Technical Assistance

Can’t see the webcams?

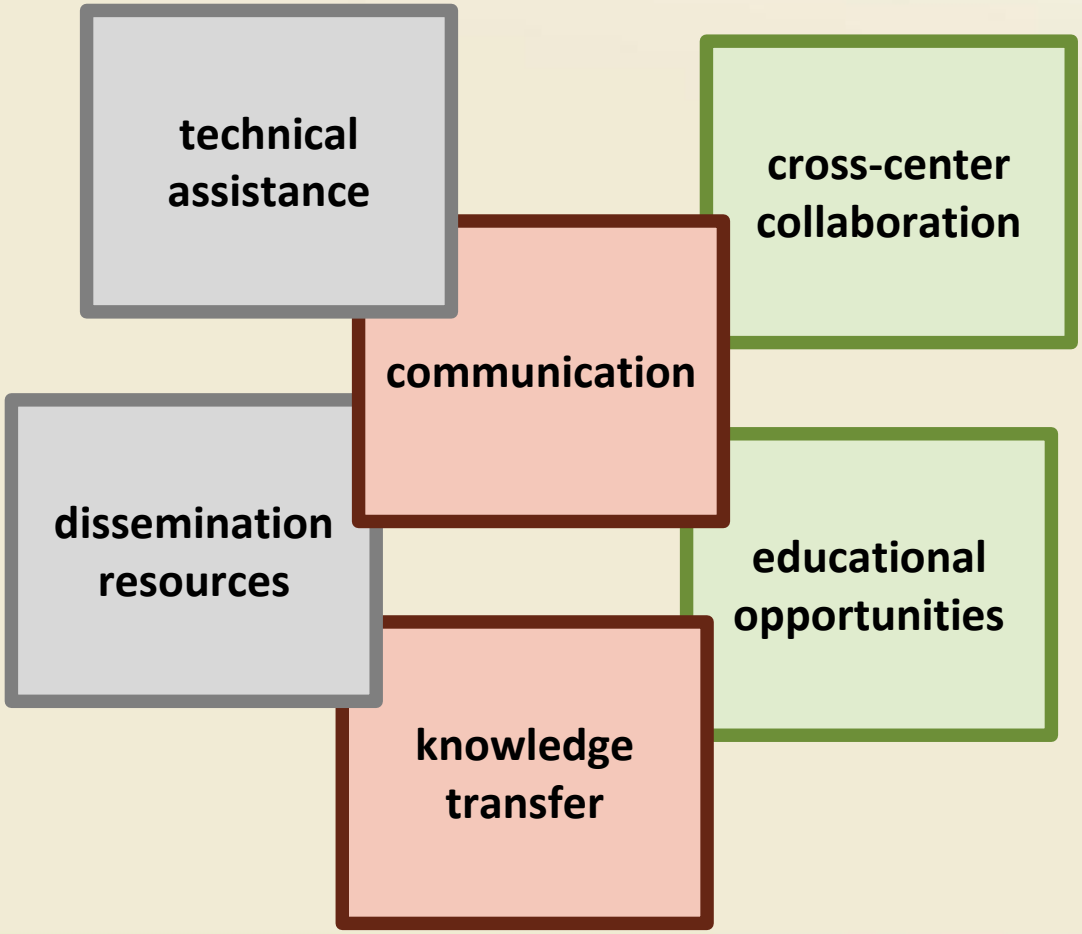


- If you have **an issue or tech problem**, *type in the box*. A NIEC staff person will assist.
- If you have a **question or comment**, *type it in the box*. Questions will be shared with the presenters at the end of the webinar.



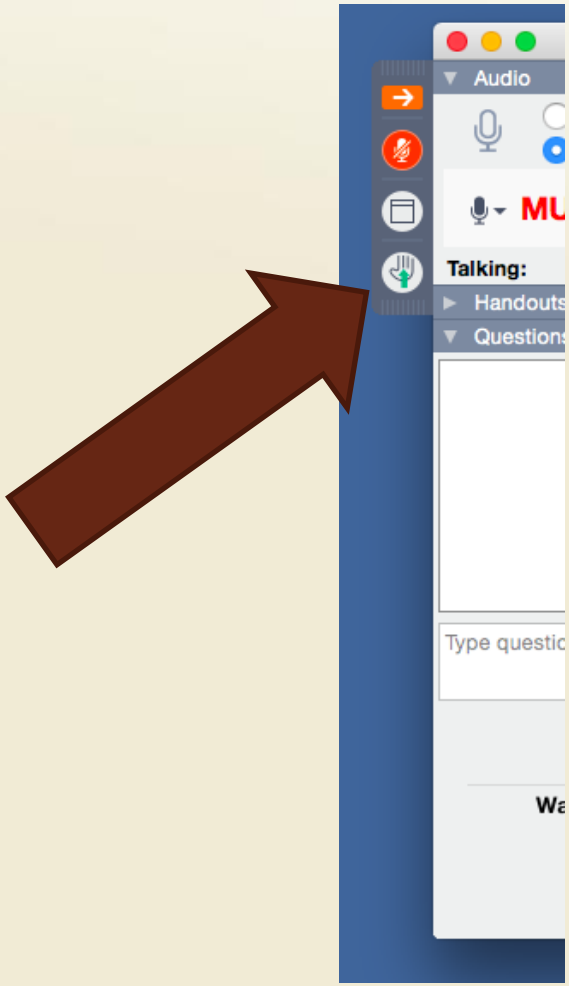
Consortium Mission

to connect and collaborate with diverse stakeholders in order to create excellence in interpreting



Raise Hand

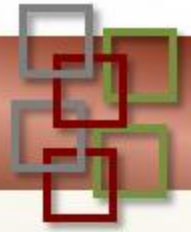
- Are you watching from home?
- Are you an RID approved sponsor?
- Are you a Teacher, Instructor, or Presenter?
- Are you an RID member wanting to understand PS vs GS?



Successful Educational Programs: Well-written learning objectives tied to achievement measured through effective evaluation

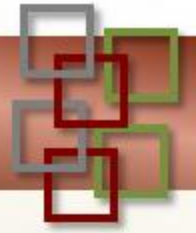
Panel: Carol Tipton & Holly Nelson

Learning Objectives



- Needed for workshop planning
- Needed for writing an independent study plan

Objectives for This Webinar



- Good idea to share objectives with participants at the start of a learning activity and review them at the end.
- They summarize what participants will be able to do as a result of learning.

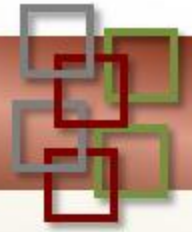
Participants in this webinar will:

- Discuss RID's history of evaluation as part of the CMP;
- Define what a learning objective is;
- Distinguish between instructor objectives and learning objectives;
- Describe the relevance of Bloom's Taxonomy when writing learning objectives;
- List the components of learning objectives.
- Define formative assessment, summative assessment, and training evaluation;
- Identify and select assessment methods for trainings (at least one for an online training and at least one for a face-to-face training);
- Write one "action" for the "action plan" section of the CMP form for one educational objective;
- Write one "assessment" for the "evaluation and assessment" section of the CMP form for one educational objective; and
- Write a training evaluation plan.

Erroneous Common Practice

Presenter describes what will happen during a workshop, including key concepts which will be covered and corresponding activities.

Typical Presenter Objectives



- Various types of learning styles particularly relating to deaf children will be presented.
- Participants will process and discuss - through individual and group activities - various scenarios offered by the presenter.

Presenter vs. Learner Objectives

Describes what the presenter will do during the workshop

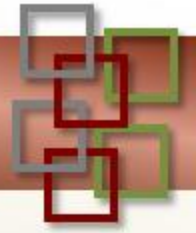
Describes what participants will be able to do as a result of the workshop

Statement from Instructor Form

List **specific observable actions** by participants that will demonstrate comprehension and integration of information presented.

Specific

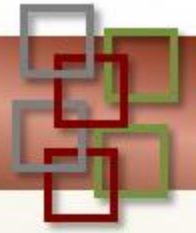
General vs. Specific



General	Specific
Participants will learn about the role space.	Participants will be able to define role space.
Participants will be exposed to expansion techniques.	Participants will be able to list and describe the 7 main expansion techniques.

Observable (measurable)

Unobservable vs. Observable



Participants will gain knowledge about the Demand-Control Schema.

Participants will learn how to interpret in the VR setting.

Participants will be able to list the 4 types of demands in the Demand-Control Schema.

Participants will be able to define key VR vocabulary and concepts.

Actions

march
walk
run
crawl
drag
push
hop
skip
hit
stretch
crouch
dive
lean
squat
bend
pick up
hold
carry
sit
punch
kick
catch
throw
pull

Thought Verbs vs. Action Verbs

- Learn
- Gain knowledge
- Know about
- Understand

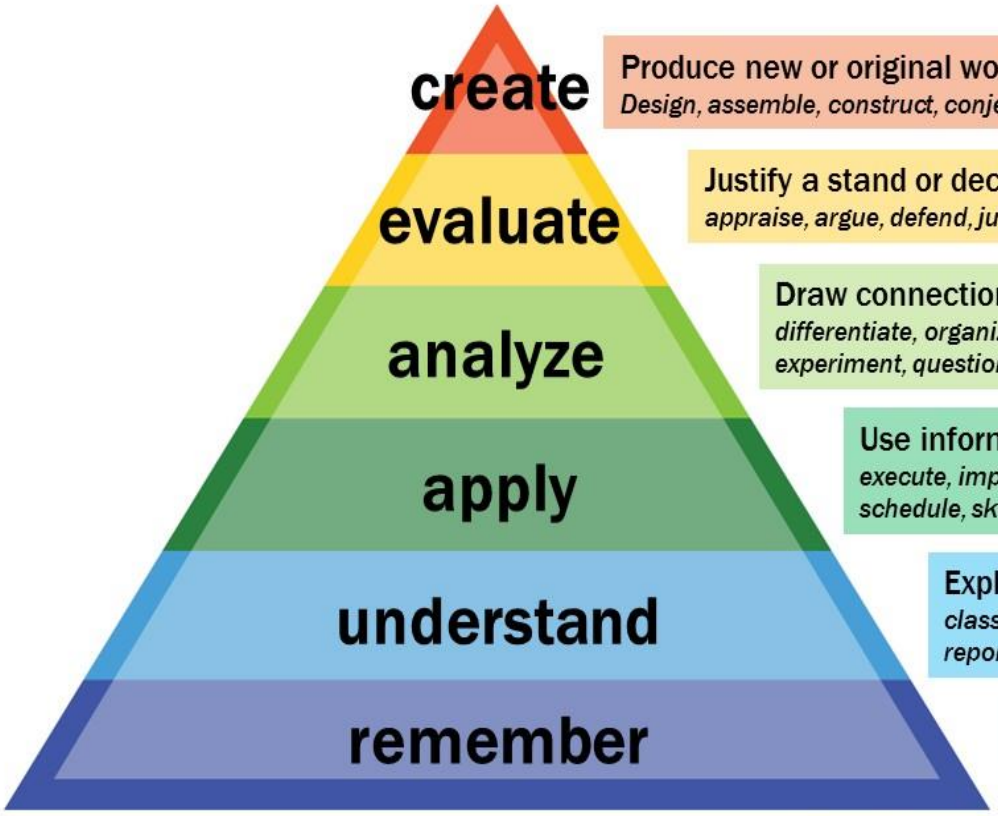
- Identify
- Demonstrate
- List
- Perform
- Describe
- Compare/contrast
- Classify
- Produce

Bloom's Taxonomy

A hierarchical model used to classify educational learning objectives into levels of complexity and specificity.

https://en.wikipedia.org/wiki/Bloom%27s_taxonomy

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

@cirtlmooc

Components of a Learning Objective

1. State the who, which are the participants.
2. Use an action verb, which is observable and measureable.
3. End with a specific content statement.

Instead of…

Participants will better understand the process of the NIC test.

Use…

Participants will be able to:

1. State the full name of the initials, NIC,

2. State the number of portions there are on the NIC,

3. Describe each portion of the NIC.

Examples of Valid Learning Objectives

- Participants will be able to **define** parts of the Colonomos model in a practical sense as it applies to interpreted texts.
- Participants will be able to accurately **identify** at least 8 common medical descriptors of place (prepositions).
- Participants will be able to **recite** the protocol for interpreting in a forensic mental institution.

Helpful Resource

VIEWS

AUGUST/SEPTEMBER 2007

Roadmap for Professional Development: How to Write Achievable and Measurable Learning Objectives

Christine Smith and Jo Ann Kranis

http://www.pcrid.org/resources/RID%20CEU%20Processing/Learning%20Objectives.pdf

Assessment & Evaluation

CMP Sponsor Forms Require:

- **1. Educational Objectives:** Describe actions by participants DURING or immediately following the workshop that will demonstrate comprehension and integration of information presented.

- **2. Action Plan:** Describe or outline the specific activities which will occur during this program. These activities are to support and help meet the Educational Objectives listed above.

- **3. Evaluation & Assessment:** Describe how you will know if the participants are achieving the educational objectives DURING the workshop

Breaking from the “Form”

Educational Objectives	Action Plan	Assessment

Self-Evaluation… plan for this!

Educational Objectives	Action Plan	Assessment	Results & Notes

Identify the Educational Objectives

Educational Objectives	Action Plan	Assessment	Results & Notes
“Discuss”			
“Describe”			
“Compare”			

An Action for Each Objective

Educational Objectives	Action Plan (AKA the instruction)	Assessment	Results & Notes
“Discuss”	Present; Discussion Groups		
“Describe”	Provide Examples; One-on-One Work		
“Compare”	List of Features; Sticky Notes on Walls (colors)		

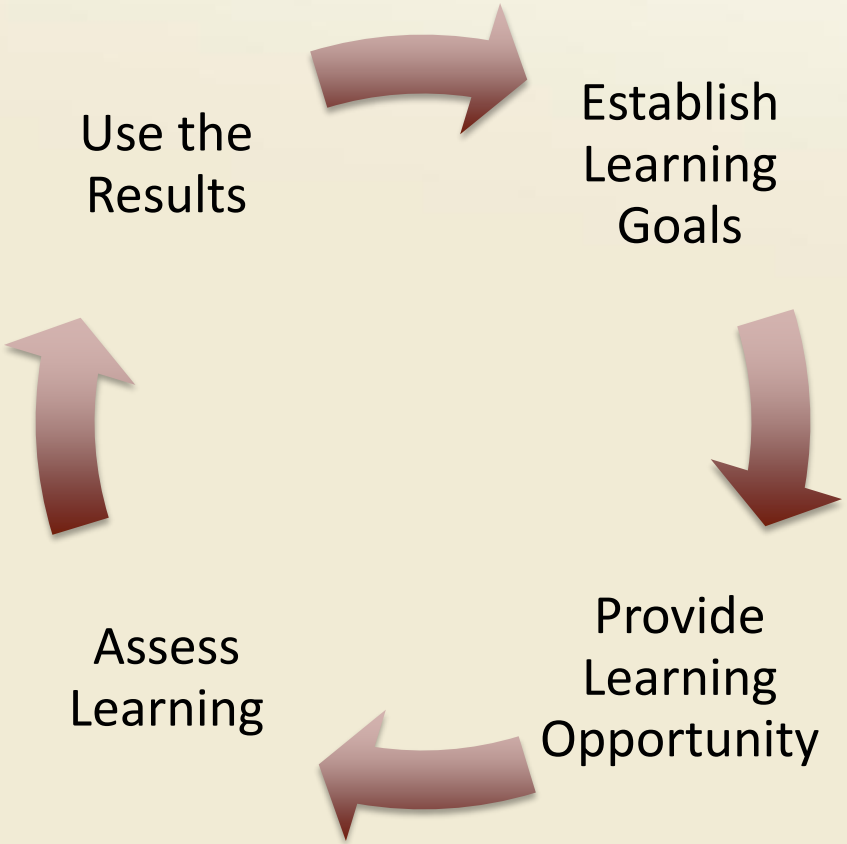
Assessment for Each Objective

Educational Objectives	Action Plan	Assessment	Results & Notes
“Discuss”	Present; Discussion Groups	“Report Back”	
“Describe”	Provide Examples; One-on-One Work	“Teach Back”	
“Compare”	List of Features; Sticky Notes on Walls (colors)	Review Wall Work	

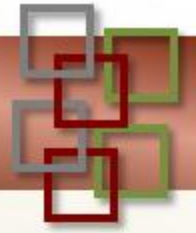
How Did It Go?

Educational Objectives	Action Plan	Assessment	Results & Notes
"Discuss"	Present; Discussion Groups	"Report Back"	Reports on target – a note taker might help all focus better.
"Describe"	Provide Examples; One-on-One Work	"Teach Back"	Some pairs still planning and not watching; more time next time for the prep.
"Compare"	List of Features; Sticky Notes on Walls (colors)	Review Wall Work	Have pictures of the wall work; compare the ideas from the last training.

ASSESSMENT: Not Once & Done!



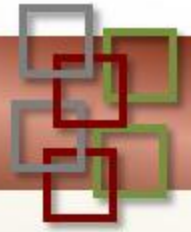
Formative vs. Summative



- **Formative Assessments** – Ongoing assessment with the goal of improving learning. This helps instructors "form" the training. It is a way to determine HOW learning is going.

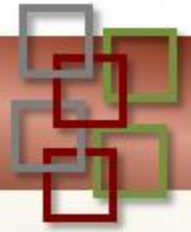
- **Summative Assessments** – At the end with the goal of understanding the results of learning. This helps instructors "summarize" the experience of the learners. It is a way to determine WHAT was learned.

Assessment Examples:



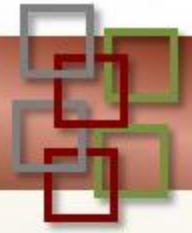
- Formative:
  - Repeat Back
  - Think Back
  - Teach Back
  - Play Back
  - Report Back
  - Think/Pair/Square/”Share”
  - Poster Sessions
  - Watch, Listen and Reteach Right Away
  - Discussions
  - Minute Paper
  - Muddiest Point
  - Empty Outlines
  - One Sentence Summary
  - Concept Map
  - Application Cards
  - Pre-Testing

Assessment Examples



- Summative:
  - 3X5 Reflection Cards (take away, etc.)
  - Interviews or Focus Groups
  - Poster Sessions
  - Chain Notes
  - Teacher-Designed Feedback Forms
  - Group Instructional Feedback Technique
  - Tests (Authentic or Traditional)
  - Portfolio
  - Post Testing

Adapting for Online Learning



- Software & Apps:
  - VoiceThread
  - Survey Monkey (FormStack, Google Forms, etc.)
  - Quizlet
  - PollEverywhere
  - Socreative
  - Twitter
  - CourseSites

Measurable… But How Will You?

- Identify
- Demonstrate
- List
- Perform
- Describe
- Compare/Contrast
- Classify
- Produce

Objective Example (Face-to-Face):

- Participants will be able to **recite** the 7 Tenets of the Code of Professional Conduct.
  - Action Plan?
  - Assessment?

Objective Example (Face-to-Face):

- Participants will be able to **recite** the 7 Tenets of the Code of Professional Conduct.
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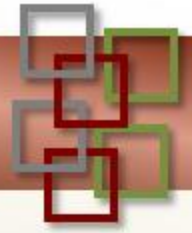
  - Assessment?
- Participants will be able to **compare and contrast** Critical Thinking and Ethical Decision Making in relation to interpreting.
  - Action Plan?
  - Assessment?

Objective Example (Online):

- Participants will be able to **recite** the 7 Tenets of the Code of Professional Conduct.
  - Action Plan?
  - Assessment?

Objective Example (Online):



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  - Action Plan?
  - Assessment?
- Participants will be able to **compare and contrast** Critical Thinking and Ethical Decision Making in relation to interpreting.
  - Action Plan?
  - Assessment?

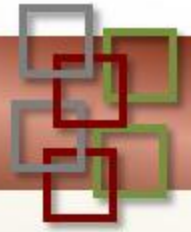
Program/Training Evaluation

- Evaluating the event in its entirety.
- Summative evaluation collected from the participants to determine the perceived effectiveness of the training.
- Required by CMP (tallies of evaluation forms must be saved for audits); Instructors commonly use the standard RID template evaluation. Asks questions such as:
  - Where the objectives clearly stated?
  - Did instructors clearly communicate content?
  - Was the content described adequately in advance?

Training Evaluation Strategies

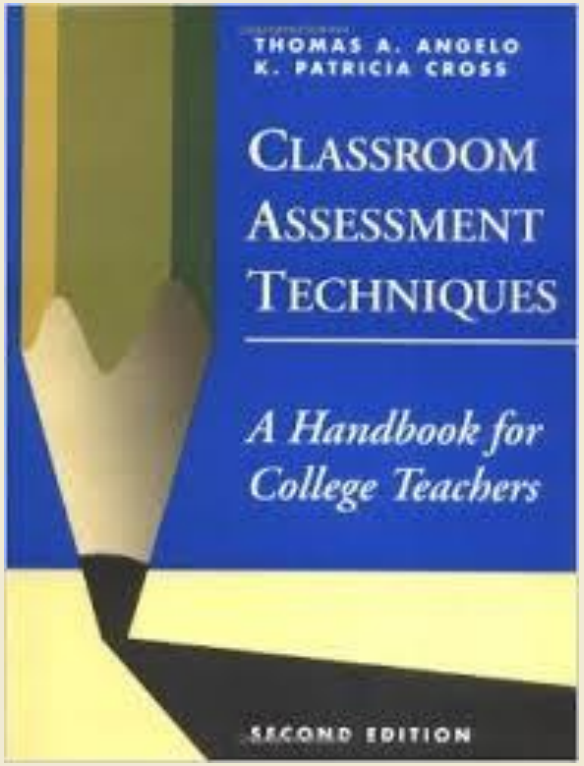
- 1. RID Evaluation Form (modify for your training!); and
- 2. Instructor Data (collection of data and information during/after the training: documentation of results and notes, photo of activities, etc.).
- Other options:
  - Expert Review
  - Field Trial

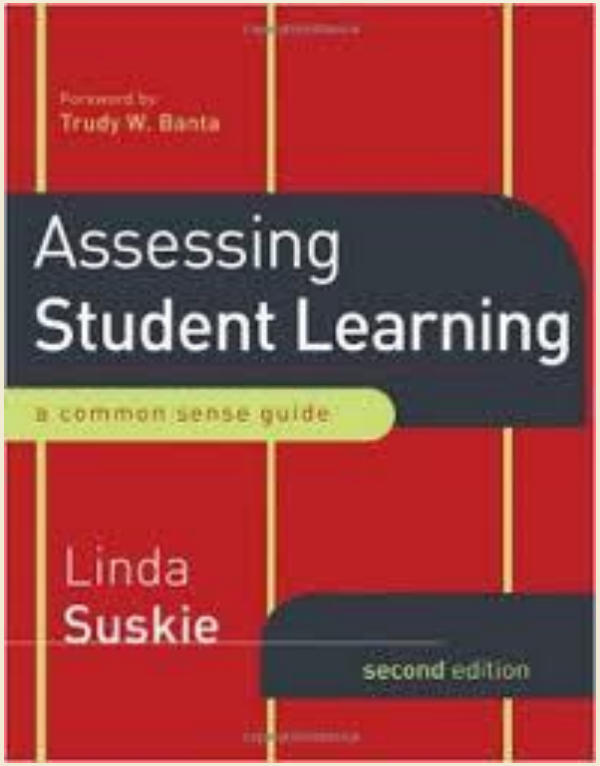
Training Evaluation Plan

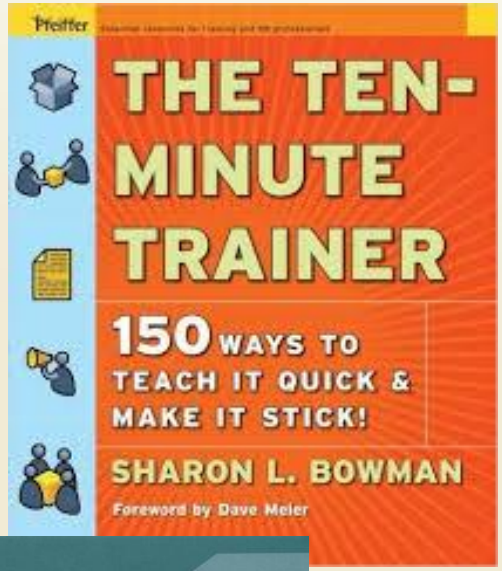


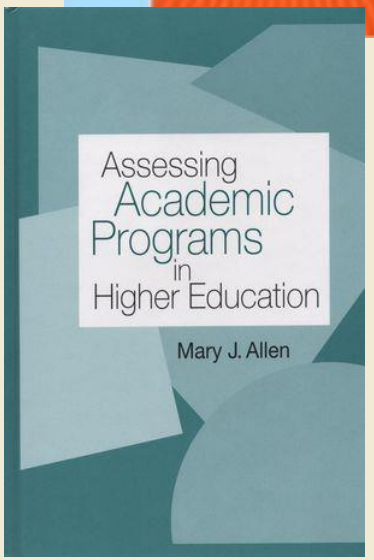
- Learning goals;
- Analysis of resources and constraints;
- A task analysis;
- A description of learning environment;
- Questions to be answered;
- Indicators and measures to provide evidence for answers;
- Identification of parts of the instruction to be evaluated; and
- Stages of formative evaluation to be conducted and questions to be answered at each stage.

Resources!


THOMAS A. ANGELO
K. PATRICIA CROSS
CLASSROOM ASSESSMENT TECHNIQUES
A Handbook for College Teachers
SECOND EDITION


Foreword by
Trudy W. Banta
Assessing Student Learning
a common sense guide
Linda Suskie
second edition


Pfeiffer
THE TEN-MINUTE TRAINER
150 WAYS TO TEACH IT QUICK & MAKE IT STICK!
SHARON L. BOWMAN
Foreword by Dave Meier


Assessing Academic Programs in Higher Education
Mary J. Allen

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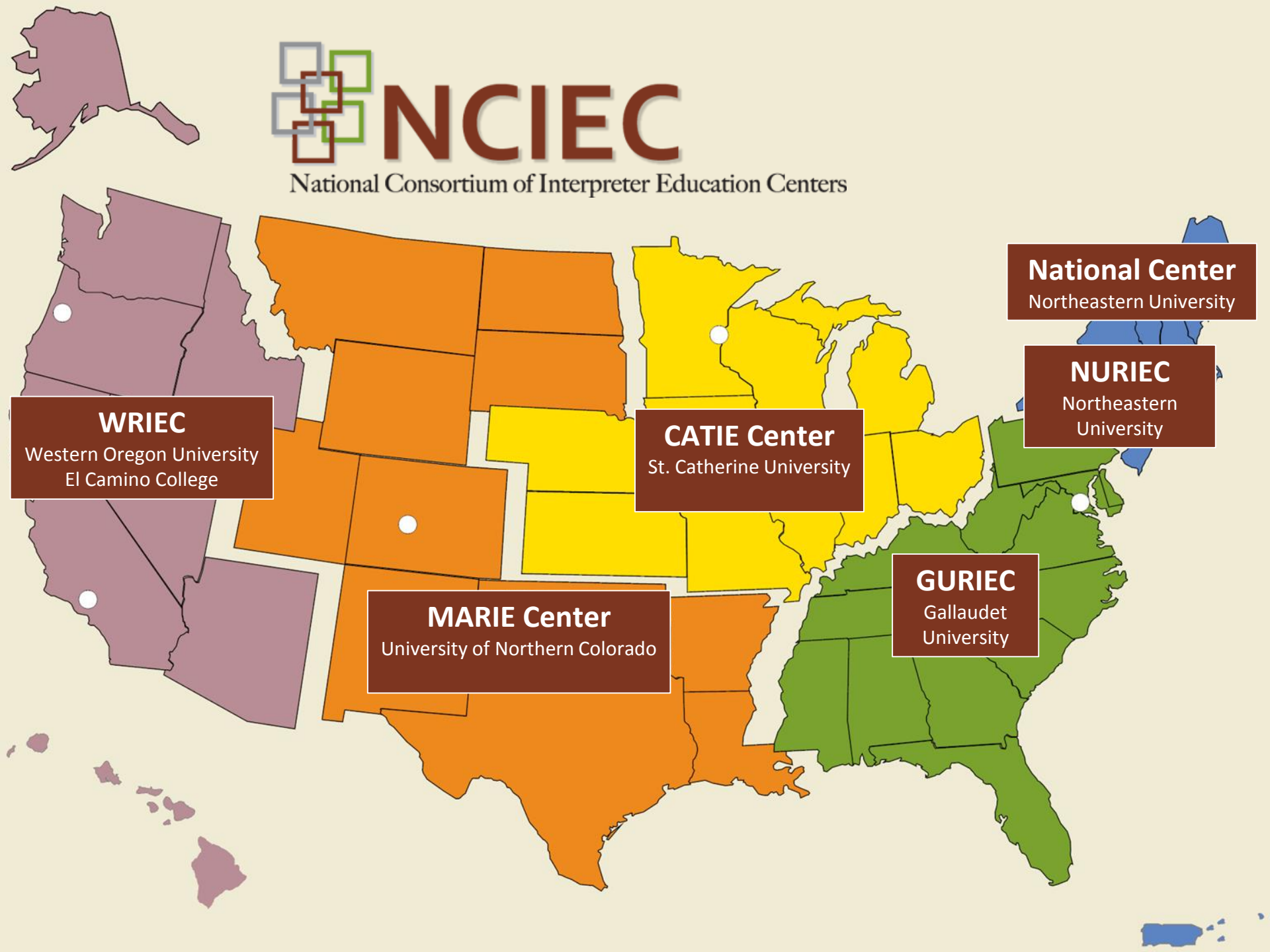

Save the Date!

Upcoming Webinar
7p-8:30p eastern

June 13, 2016
Designing Effective Online Education Programs

Target Audience:
Current RID CEU sponsors, presenters, persons developing educational programs.

Connect with Us!

www.interpretereducation.org

Join our mailing list

Wrap Up

- Thank you!
- Evaluations
  - Email with link to evaluation and CEU request
    - 1 hour post webinar
  - Allow one month for processing
- CEUs
  - Group viewers under 1 host email carolyn.woodruff@unco.edu with name and email address of each viewer

The Consortium Centers are funded by grants from the U.S. Department of Education, Rehabilitation Services Administration, Training of Interpreters Program CFDA 84.160A and 84.160B.

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