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>>> May 23rd, 2016.

>> *Schafer*: Good evening, everyone and welcome.

I'm Trudy Schafer. And I'm the director of the National Interpreter Education Center. I'm very happy to be hosting the webinar this evening.

Before we begin, I have a few announcements to make.

The first announcement pertains to CEUs, which, of course, is an important topic for us. If you wish to earn CEUs for this evening, you must watch more than an hour and 15 minutes of the webinar. If you watch less than that amount of time, unfortunately, you will not be able to earn CEUs this evening.

I will talk a little bit more about CEUs toward the end of the webinar as well. Next slide, please.

I want to make sure that all of our viewers have the most pleasant experience possible watching the webinar. So your web cam can expand and it's very easy to do this -- what you see is a line in between

the top half and the bottom half of the screen. So you can use your cursor, your mouse, to expand the top half of the screen. So go ahead and test that now.

Better? Everybody seeing a little more clearly right now? Very good, next slide.

At times you will be unable to see the web cam. Do not panic. If it happens that the video stream shuts down, look at the menu items at the bottom and click on web cam. Oh, sorry, at the top. Click on web cam. And when you get the drop down menu, you will see "Show my web cam." If you click show my web cam, everybody should reappear again.

I'm sorry. Show all web cam. That's my error there. So if you click on "Show all web cams" then you will see everybody reappear again.

If you have any technical issues, don't worry, we are here to help. You'll see on the control panel to your right somewhere toward the mid bottom portion of the control panel, you will see questions. So you just click on the arrow next to questions and you'll get the little drop down menu and be able to enter your

question in that area. And then our staff will respond to you.

During the webinar, if you do think of a question that you wish to ask, to the presenters, you can also use that area to enter your question for the presenters. So we'll be monitoring that part of the control panel during the evening and when we approach the question and answer time, we will be opening up that information and I will be signing the questions that we select for the presenters and the presenters will be answering them.

Next slide, please.

So this year is hosted by the National Consortium of Interpreter Education Centers. The mission of the consortium is to increase the quantity and quality of interpreters nationwide.

We provide technical assistance, education programs, training resources, webinars, and other related activities.

We have six regional centers and one of them is a national center, five are regional centers. These regional centers engage in service to the regions

that they serve in terms of training in professional development and they also engage in cross center collaborations on projects that have national impact.

Next slide, please.

So we would like to engage you this evening. We will be asking a few questions. And you will be responding to them and the response is very easy. If you look again at the control panel, and you will see several small icons at the very top and in those icons you see a hand raised. So you can click on the hand raising icon. And let's test that now by asking you a few questions.

Are you home now viewing this webinar?

If you are, please raise your hand.

Click on the hand.

All right. I see that you are responding, keep them coming. Good job.

Wow! 75% of the viewers tonight are at home.

And 25% are still at work. [Laughter].

Okay. So you can put your hands down. We'll take care of the hands down part of that, so we'll clear

the boards.

Very good.

And your next question ...

Are you an RID approved sponsor?

If yes, please raise your hand.

Okay. 21% of our viewers tonight are RID approved

sponsors. Very good, thank you and welcome, I'm very

glad you're here joining us. Okay. So we'll reset.

And the next question, are you a teacher, a presenter

or an instructor?

I see people are responding again, very well. 30%,

numbers are still coming, okay. 32% of you are

presenters, instructors or teachers. Very good,

thank you.

And the final question for this portion of the

webinar: Are you an RID members who are seeking to

get a better understanding of the professional

studies versus general studies?

Ah well, getting a pretty healthy response here.

Still the voting comes in. I think just about -- oh,

yes, 60% of you are interested in learning more about

professional and general studies. Great,

excellent. Next slide.

Our topic this evening is successful educational programs. Well-written learning objectives tied to achievement measured through effective evaluation. Again, I want to remind you, if you do have a question during the course of the webinar, please enter it in the questions portion of your control panel and we will track those over the course of the training and be bringing them to you in the Q&A period.

I am now thrilled to present Richard Laurion.

Richard is the program director for the CATIE center and he is the chair of the RID professional development committee. The PDC. So, Richard, thank you very much for joining us and I'll turn the program over to you.

>> Thank you, Trudy. Hello, everyone. I would also like to extend a welcome to our second webinar in this particular series. On behalf of the RID PDC, I would like to thank the National Interpreter Educational center and also the MARIE Center for their sponsorship to make this webinar possible. Thank you both for your wonderful support and for all of

your work to make this come together on behalf of the National Consortium of Interpreter Education Centers.

This topic is of particular import for early reasons. The PDC wants to have a deeper discussion nation-wide with our sponsors, with our instructors, and others nationwide. When it comes to writing learning objectives, we receive those on the PDC and we've noticed over the years they're not as strong as they need to be, not as well written. We've also noticed that when we receive evaluations, there's a disconnect between what is reported on the evaluations and what is reported from the presenters as the learning objectives.

And the PDC finds this concerning. We want to be sure that the certification and special development associated with it continues to reflect a strengthened field of practitioners committed to this work.

Committed to the continuing education process as well through the certification maintenance program or through the ACREP accreditation, we need both of the

awards of these continuing education units to reflect the credibility and the integrity of the certification.

30 to 50% of you are recognized sponsors and instructors and so thank you for joining us this evening. For the remaining 50 or 60%, I think that this webinar will be beneficial for you as well.

I'm thrilled at this point to introduce our speakers for this evening.

First this evening we will have Carol Tipton. Her bio was available online. I would like to add a little more context to that, though.

Carol has been involved with the certification and maintenance program for many years. She's an approved sponsor herself.

And she's been one of the leading supporters of sponsors across the United States. Who help -- help sponsors how to develop more complex and rigorous learning objectives and ensuring that what is taught is outlined rather in the learning objectives and that which is received on the evaluations is connected as well.

So clearly just from her background alone, this evening will be well worth your time.

And in addition to Carol, we have Holly Nelson joining us. She has done a lot of work and recently a lot of study related to evaluation. She's employed by the VRS Interpreting Institute with Sorenson. And she's given great consideration to how to effectively evaluate individuals and tie that to the learning objectives that are documented.

Again, I expect all of you joining us this evening to learn a great deal from our presenters tonight. So sit back, enjoy and soak it all in. Carol, at this point, I'll turn the floor over to you for your part of our presentation. Thank you.

>> *Tipton*: Hello, everyone. Hello, Richard.

Hello. I am thrilled to be here this evening to share this information. This topic is a critical one.

And it's one that I learned about many years ago and when I started to offer CMP sponsorship myself, I did not know how to write learning objectives. So this has been a learning curve for me and one that I like to share with others. I want to make sure that we

in the field are very familiar with how to write good learning objectives and hopefully you will all benefit from tonight's webinar.

As I said, writing good learning objectives is critical because they are a foundational piece upon which we build a successful workshop or a successful independent study. So, first, we must have a strong foundation in order to build the content and the activities which then leads us to a successful workshop experience.

And a truly learning activity.

I was involved in the PDC and the CMP audit and what I noticed then was that we really did have that disconnect that Richard was talking about. That reflected a weakness in the field in terms of facility with writing learning objectives.

Next slide.

So at the beginning of the workshop, it's actually a very good idea to share your learning objectives with your participants. So that the students know what to expect.

And have a sense for the outcomes that can be

anticipated for the day.

RID evaluation forms, as you know, suggest that learning objectives and when the workshop is done, we suggest that you show those objectives again. So you have shown them at the beginning of the day, you have showed them again at the end of the day, to reflect how much you've actually covered over the course of the training. So that's just good practice. Next slide, please.

Participants in this webinar will also enjoy the benefits of numerous learning objectives which you can see on your slide in front of you.

So we're showing you these objectives so that you, as participants, know what you should be able to do, what tasks you will be capable of at the end of this training. That's why we share those learning objectives. If the learning objectives are solid and strong, then you can build a strong assessment for each one of those objectives and you can tie them together.

In the next slide we will talk a little bit more about common mistakes that presenters make. Myself

included, back in the day, with -- next slide,
please.

So as I said, I've been involved in the CMP
sponsorship for RID for the past 15 years -- for PCRID
specifically for the past 15 years. I retired in
December 2015 from that position. But I still
consult on occasion.

So I worked as a sponsor and a PDC member, in both
of those roles.

Often what I would see when presenters talked about
their plan, essentially went over what they expected
to cover, like in the first hour I will show a video
and then I will break participants into small groups,
for example, that kind of planning is -- is one thing,
but it's definitely not learning objectives. I'll
guilty of this myself. When I describe a plan, I use
to present, so I presented at RID in Orlando, Florida
and I shared what I thought were learning objectives,
I thought they were correct. But when I completed
my presentation, I took a workshop subsequent to that
experience and found that what I was sharing had
nothing to do with true learning objectives.

And at that point, I had a revelatory experience that I'm going to share with you. Next slide.

So these are presenter objectives that I was talking about, that action plan. If a presenter is sharing their agenda or their perspective of what the day will look like, that's presenter objectives. Learning objectives reflect what participants will be capable of doing when the training or the workshop or the webinar is complete. And when you know what participants will be able to do, then you can collect evidence as to whether they were capable after the training is done. Next slide.

Our goal is to write objectives that focus on things from the -- the experience from the learners perspective. So these objectives have to include three specific things, next slide.

On the RID instruction form, there's a statement that is often overlooked.

And this sentence says, note that the objectives will state what participants will do to show that they have assimilated the material presented. Each learning objectives will contain three features in bold. You

will see three bolded words that -- in all objectives that are well written. Next slide. The first thing is that a learning objective must be as specific as possible. So vague -- no vague, must be specific. Next slide, this relates to the content.

So if an objective is too general, there's actually no way to ascertain whether a participant has mastered that objective.

But if an objective is quite specific, based on the examples, if a participant, for example, can define a key concept, or if they can list and describe the components of another main concept, then the participants and the presenter can both collect evidence that the objective has been met. Then the more specific an objective is, the easier it will be to construct an assessment to verify whether mastery has been achieved. If the objectives are weak, the assessment will also be weak. Next slide.

Secondly, a valid learning objective must be something that we can observe.

And this relates to the verb in the objective. It's very important that all of your objectives have good

strong observable verbs. So students or participants must -- will demonstrate understanding by performing specific tasks. And those tasks must be tasks that the presenter can observe. Can see. And, of course, anything you can observe, you can also measure. Measuring implies that a presenter will be able to design an assessment to discern how well or how much the participants have developed that skill or grasped the material presented. Next slide.

We have several verbs here we can't see, for example learn or gain knowledge. Neither of those can be directly observed and neither can be measured directly.

Learning objectives need to use verbs that can be observed.

That -- target what people can do.

Next slide.

The third point is that strong learning objectives must include action verbs. Again, action verbs that are visible and specific.

These action verbs can include physical actions, such as interpreting or signing a story. Meaning

physical actions. Or verbal actions. So verbal actions can include making a list, describing, comparing. And so on.

So these can be signed or spoken or written, these verbal actions, but they must be verbal in nature.

Next slide.

As I mentioned recently, some verbs happen kind of in the brain, they -- they cannot be directly observed. And, therefore, they are not directly measurable.

So if a presenter uses words like "Learn, know, gain knowledge, understand," these are too vague. They refer to processes in the brain, in the thought process, rather than in action. So one must switch to action verbs that can be identified and observed and measured. Next slide. Such as the ones in that slide.

One tool that is very, very helpful is Bloom's Taxonomy. That can help you develop really good learning objectives. As a presenter or an instructor. Bloom's Taxonomy can help you to plan a curriculum. It was developed to help educators

write valid learning objectives using measurable verbs. For any further information on Bloom's Taxonomy, you can use the link at the bottom of the slide.

What you see on this slide is a triangle representing the taxonomy. It's very simply represented. You can find taxonomies that are much more complex than this one. But I think that this more simple version gives you a very good sense of how the hierarchy works.

So the categories help you to -- categorizes cognitive processes from simple recall at the bottom, all the way up to complex creation of original work at the top.

These categories are very helpful to educators when doing lesson planning or workshop planning.

Presenters can involve more critical thinking skills as they plan their learning objectives. But related to learning objectives, notice that each level of the hierarchy contains verbs. Right? They're all verbs.

And they are all verbs that can be observed and

measured.

You can utilize any of these verbs in your own learning objectives and you will find that that helps you to create valid objectives.

So instead of saying that participants will remember a concept, a presenter can specify how participants will be able to demonstrate comprehension. They may be asked to define or repeat or list and so on.

Next slide, please.

So in summary, learning objectives need to contain three components in each sentence. They must have an action verb, and it must be from the participant's perspective. So first from the participant's perspective. Second must contain an action verb from Bloom's Taxonomy, and that verb must be something one can observe and measure. And then the third component is that it must be a specific content statement.

Next slide, please.

So I hope now that our participants are more familiar with the verb. As we noticed previously, understand is a thought verb and it cannot be observed directly.

So you need to switch that up. Next slide.

Notice how each objective starts with the participant. Participants will be able to ... and then each objective is observable and contains an action verb.

And specific. Next slide, please.

So now let's go back and check some of the learning objectives for this portion of the webinar.

And let's see how they measure up.

We started with the -- with a series of learning objectives at the beginning of this webinar. Now let's see how well we're doing.

And we'll examine each one of them individually.

Next slide.

So the first one, we started with participants. How is the verb? Is the verb observable? It is. Is the content statement specific? It is. Next. Again, we start with participants. And we have a verb that is observable. And measurable and the content is specifically stated. Next one.

Again, is the verb observable?

Can it be measured?

Yes. Is the content statement specific? Yes.

Next slide.

So my slides related to the objective writing webinar were unfortunately not included, but they will be included in the archive of this webinar. So my apologies for that. But you can go back and look at the learning objectives for this webinar and check to see if they did in fact follow the format that I've discussed.

So very helpful resource related to writing educational objectives appeared in the VIEWS in 2007. Some time ago, but it was incredibly helpful. It helped to -- it helped the instructors to write valid learning objectives. In the PCRID multimedia program, we have a link on our website for presenters to access that will assist with writing solid objectives.

So if any presenter who is planning a workshop reads that information first and they turn in an objective -- or they turn in an instructor form with weak learning objectives, they are specifically referred to this article.

I think that presenters should be responsible for modifying their own learning objectives with consultation from us. That's a better learning experience, I think, for presenters.

I don't think that it's a useful approach to have sponsors do the change -- do the editing for the presenters. I have found that over the years collaborating with presenters enables them to learn how to write better objectives on their own and then make them more independent in the process. And it's something that's far more beneficial for them.

PCRID, we offer a conference every year. We have a call for presenters. And we include that attachment when we send information out to conference presenters as well.

If they do submit a proposal with weak learning objectives, often they are turned down. So rather than chancing it, we share that information with them in advance. And what we find is that more and more of our presenters are capable of writing better learning objectives as a result of this approach. And we hope that continues.

So now I would like to turn this over to Holly Nelson, who will talk about assessment and evaluation.

Thank you very much. I will stop sharing my screen now.

>> *Nelson*: Hello, everyone. Thank you, Carol. Now that we have a clear understanding of writing learning objectives, I would like to turn our focus to assessment. Next slide, please.

Carol started us off with the three components of writing solid learning objectives of which you may be familiar. Those three components can be found on the CMP sponsor form. So for those of you who are sponsors or instructors, you, of course, have experience completing this form which means that it will be familiar to you.

All three of these components are important and, as we can see, the expectations are consistent across the board.

Now I would like to talk with you about the second and third component, objectives and assessments. We noticed that the way that the information was gathered on the CMP instructor form presented a

challenge, so we would like to just illuminate make it
folks a little bit more on the evaluation form and
assessment. Next slide, please.

Illuminate. Based on what I have seen, collected
from interested instructors, there is a solid
understanding of listing certain types of
objectives. We may ... see that the form is not
always the most useful for planning purposes and so
we don't see educational objectives that are always
connected to the action plan and assessment.

And so I would encourage those of you who are
interested in either sponsoring or presenting
different presentations to break away from that CMP
instructor form and instead develop your own method
of planning.

Let's say, for example, that there are three
educational objectives that you wish to achieve.
Well, you need to consider how you will instruct them,
maybe it will be via video, via some other type of
slide presentation or things of that sort. For each
objective, you also need to consider how not only will
you deliver it, but how you will satisfy the

participants' learning and that, of course, will come through your assessment.

Next slide, please.

I would actually encourage you to take it one step further and not limit yourself to just the CMP form and what is expected there, but to add a column that allows you to put -- develop your content, present your content, measure its effectiveness and note that for future use.

Later this evening, I'll talk more about the entire workshop evaluation and this fourth column here for results and notes will prove quite useful at that point. We need to know whether or not each step of the way is supporting that which we do thereafter. And whether everything is effective or not.

Next slide, please.

On the far left column I have chosen three action verbs from Carol's first part of the presentation that are measurable, that are specific, and observable. So let's -- next slide, please. We'll talk about what a potential plan may look like in developing a presentation.

If my learning objective says that we will discuss X, I then as a presenter need to consider how we will discuss it. It could be through a [indiscernible] presentation, through small group breakout discussion groups, as part of the action plan. This is where that instruction would fall.

Next, if my measurable objective included the word describe, as you can see in the third row, then my plan for the action part would be how is it that I'm going to deliver this? Will I provide examples? Will I have individuals pair up? Will they each back to one another? How will they describe?

Next slide, please.

In our third column here, we see the assessment. We've talked about the educational objectives. How it is that we will deliver them. And then how is it that we will assess them? So if they are breaking out into small groups, that would naturally lend itself on to coming back to the large group. I as a presenter will watch for in this large group, report back, what came of their learnings through their small group discussion.

Next slide, please.

In this fourth column that I'm encouraging you to include, I would jot down notes such as I didn't allot enough time, or I realized their summaries of their discussion points were missing the mark from what I had hoped to achieve.

And that in turn the learning objectives weren't actually satisfied or met.

I could choose to either add something in that current training to ensure the learning objectives are met or make a note for future trainings so that I can be sure this is achieved going forward.

This is a working document. And it tells us -- it gives you immediate feedback about the learning in the room, about what I need to be ready for next time I deliver this type of presentation, and next slide, please.

This is one model of assessment and allow me to emphasize that for training processes, workshops and the like, it's a cyclical process, an iterative process that's not one and done. Even in one class you could have multiple iterations or go rounds, the

circle. Of course the learning objectives are created before the presentation begins. But once you provide the opportunity for learning and assess it, you may learn that additional learning objectives may need to be created or the original ones need to be modified. So that by the end of the training the three learning objectives can be satisfied.

Next slide.

I would now like to talk to you about two types of assessments, both formative and summative. I'm sorry, this is changing it's course here, it may not be quite as easy to see me. Let me readjust.

Formative assessments relate to periodic and ongoing assessments with the goal of improving learning, which helps the instructors determine how the learning is going.

For summative assessments, this tells you what, what was learned, what happens at the end and allows you to look back to see what was gained.

Next slide. You'll see here a number of assessment examples. If time permitted, we could go through each of them. But unfortunately it does not.

The handouts that will be available at the completion of this webinar and when it is archived will give you more information about each of these.

I would, however, like to take the time to select one or two to provide more -- a clearer picture. I as the instructor often try to find different ways that -- if you'll remember -- our objectives, we have our educational objectives, our action plan and our assessment. As the instructor, I try to have both the assessment and the action plan overlap as much as possible.

Ideally, you will both be able to teach and assess the delivery of these as you go along. If we take one of the assessment examples, Think/Pair/Square/"Share", this is an opportunity for an individual to first on their own spend some time thinking about the question that we present. So maybe they would as the participant jot their thoughts down or even have them just in their own mind. At the completion of that, they would pair up with other individual who is also attending the training. So that they could in -- in -- they could

share their experience and gain the benefit of learning other's views as well, which serves to deepen their appreciation of the material that they are discussing.

At that point that pair would pair up with another two some creating a square, creating more opportunity to broaden their perspective and gain insight from multiple individuals. Lastly, in this sequence, you would have each of the groups of four share back to the larger group a summary of their discussion points.

So for those four steps, Think/Pair/Square/"Share", as the instructor, I can really assess the second, third and fourth step. For the first, however, it's all internal, so I wouldn't be able to assess that. It's not observable.

Though if I ask participants to write their thoughts as part of that first think step, I could assess that. For the pair, as the instructor, I could walk around the room, see what each of the groups were discussing, each of the pairs. When I could -- I could also have the opportunity to provide some feedback,

some -- some other thoughts as well.

To keep them on point and on track with the learning objectives.

When they square, again, I could continue to provide encouragement, support, and other types of guidance to keep them on track.

And continue to observe as well.

Once we get to the share step, everyone would have an opportunity to learn from one another and I, as the instructor, could take notes about certain items that I would like to address later. And in that fourth column, to know whether or not the -- we are achieving my educational objective as intended.

So that would just be one example from this list.

Another one, which is simple and also profound would be the muddiest points. So the point that folks are having the hardest time grasping. At any point during their training, you can check in with your participants to ask them what is most muddy to you, what is most confusing? Take a moment to think about this, jot it down and then possibly pair up with other participants and share it back to me as the presenter

so that I know where I need to spend the time clarifying.

Another example that I would like to discuss right now is application cards. After a concept is introduced, you can immediately ask your participants to spend some time writing down how this will be brought back home and applied to their work. So that they have clear directive of that connection. As you are aware, the pretest was disseminated prior to this webinar. I'm going to show you two examples from that pretest that were formative assessments, which shows Carol and I where you were starting so that we know how to proceed or knew how to proceed, that tells us how to structure this training.

Next slide.

Here's some examples of the summative assessment. Again, we don't have enough time, unfortunately, to expand on each of these, but I would like to take the time to address one or two of them. The first of which being the 3 by 5 reflection card.

This would be any types of questions for reflection that you would like for the participants to consider.

For example, their take aways from the training. I would encourage the participants to write down their thoughts about these take-aways, at the end of which you would draw out a type of give away. And put all of their cards in one bucket to choose one to review and give away candy or something like that to honor that.

The next example is the teacher designed feedback form.

On the RID sample evaluation form, that is actually a teacher designed feedback form.

Most of the time we as instructors use it as is without modifying it and as Richard mentioned, at the beginning of this webinar, that form -- doesn't actually give us a picture of whether or not the learning objectives were met. So we as the instructors need to modify it to ensure that it is giving a clear picture.

Sometimes we will see comments from participants about the environmental demands, but that of course doesn't align with our educational objectives. So we need to ask questions that solicit feedback that's

meaningful. Next slide.

Quickly, I would like to mention a few options for assessment when it comes to online learning.

You will see on the slides there are a number of different examples. Those which we've covered already would actually work for those who are on site only. Here are some ideas that you can consider when creating online learning opportunities.

Just quickly, I would like to take a poll and use the hand raise feature. I would close my screen as you are raising your hand. But the question that I would like to ask is if you have already used one of the software applications that are displayed, as a teacher or a learner, in your online learning experience, please raise your hand.

>> *Schafer*: Okay. So -- looks like the votes are coming in. So we have a 48% response rate. 48% of our participants have used some of these options for assessing.

>> *Nelson*: Okay. So roughly 50%, that's great.

All of the examples that you see here can have the learning objectives and the assessment and

evaluations that we just discussed applied to them.

So, for example, VoiceThread allows for online discussion groups and they can happen asynchronously. So you could conduct a class without a standard meeting time required, and still allow for discussion threads that can later be revisited and added to by participants.

For this training, we used Survey Monkey. And my own -- in my own teaching I use FormStack, which is an excellent tool that allows students to respond on their phones quite simply. I believe you can also use -- this is complementary to Google forms. For PollEverywhere, that's another great tool that allows you to build in a polling question into your PowerPoint, but allows individuals to respond to various questions live as you are conducting your presentation.

For those of you who are teaching ongoing trainings, even if it were for a full weekend, I would recommend CourseSites. It's like an online learning environment similar to Blackboard, in fact it was developed by Blackboard. It's the free version.

CourseSites also has a number of tools and features that you can use, including quizzes, reflection and recall. It's a wonderful way to assess any training that you have and that you are conducting at a distance.

Just like Carol said, you must have your foundation in place before you can develop the content for your training. These objectives must be clear. So keep in mind that once those objectives are created, we may then need to take a step further to develop ways to assess them. So if your participants will be able to identify something, we have to provide time and space for that to actually happen.

For each of the action verbs on the screen in front of you, you want to think how will the participants demonstrate their capacity to do X, Y or Z.

If it's perform, how and when will this occur and be measured?

Next slide.

Here's an example of one learning objective.

We see the objective. We now need to consider the action plan. which could include reading, it could

be me as a presenter using a PowerPoint or some explanation, other requirements of me as the presenter. And then, thirdly, we go to assessment. How will I, as the instructor, assess the participant's ability to recite the seven tenets of the CPC. Maybe I make time and space for participants to individually come to the front of the class or possibly work in small groups to -- as -- in sort of a round table fashion to take turns reciting the different tenets and then I would circulate the room to observe that.

One important note for assessments that I believe is that we can overlap both the instruction and the assessment. However, we need to keep in mind what our goal is. So I wouldn't, as the instructor just say okay go ahead and break out into groups and then exit the room to use the restroom. I have to be there to actually ensure that my goals are being met, to provide comments and feedback and encouragement, support, and the like. And identify for the quieter groups ways to engage them and bring them back. If we're incorporating both instruction and

assessment, we must be 100% present and engaged the entire time.

Next slide.

So, again, this is our objective.

And our next step is to consider how it will be taught.

Maybe my action plan involves no instruction, but instead dividing the group in half.

And giving them 10 minutes to -- to search on their phone, a definition of critical thinking, and the other group time to define ethical decision-making, in relation to interpreting at which -- at the completion of those 10 minutes we would come back to compare and contrast.

And have a debate. We could use sticky notes on the wall or flip charts to write the similarities and differences and I, as the instructor, wouldn't give them these responses or expectations. I would be there -- I would have my notes to provide feedback, let them debate so that I would be able to measure whether or not they were able to accomplish the objective as written.

Next slide.

If we take the same objective, but now conduct this learning online, it can be more challenging. We can no longer have individuals come to the front of the class, currently we have 140 people who are attending this webinar. There's no way that I can ask each of you to step to the front of the class or show your web cams individually to recite the seven tenets. We could, however, get creative. Use Twitter. Film ourselves, sharing, maybe going back to VoiceThread, using one of those applications to share our learning. Next.

Again, if this was being delivered online, it is more challenging. I can't divide the -- the attendees into groups. But I could, however, possibly create one Google doc that a certain number of individuals could participate in and co-create together.

Maybe I would utilize CourseSites and set up groups through that. To allow them to conduct their research and then come back together in the group chat to have this debate.

Next slide.

Everything that I've talked about thus far has

related to assessments. which is more formative assessment. Those are the ways that I can see how the learning is taking place and how it's progressing. Sometimes, though, that means that I need to be flexible. I may need to adjust my approach. For example, I may have an interpreter who is more seasoned join the group or it may be the opposite situation occurs where a novice or student interpreter joins our presentation.

In thinking about this model, remember the iterative model of evaluation or of assessment, if I were to deliver the instruction the way that I original intended it and not adapt to the participants who were in the group, I wouldn't meet those objectives as intended.

Our goal here in evaluation is to understand if the overall delivery of the presentation and experience of the participants was successful.

I realize on my second point it says formative. It actually should say summative. Forgive me for that. So summative evaluation collected from the participants is determined -- determines the

effectiveness of the training, perceived effectiveness of the training. CMP requires a summary of all evaluations collected from your training. Most of you have seen that common RID sample evaluation form which asks standard questions such as were the objectives clear, did the instructors clearly communicate the content and was the content described adequately in advance to allow me to determine whether or not this work shop would be a good fit for me?

These are all measured on a Likard scale, one through five, one being the highest satisfied option and five being the lowest satisfied option. We have all seen these on the standard RID evaluation form.

Again, I would like to do a quick sense of the room. Would you please raise your hand if you have used or completed the standard RID evaluation form as is.

>> Okay. The polling is going live. See hands raising.

Polling still in progress. 62% responding in the affirmative.

>> Okay. One more question.

The more important question, if you will.

How many of you have used the standard RID evaluation form with modifications?

Please raise your hand.

Polling is coming to a close, a few more stragglers.

Okay. 24% have modified the standard form.

>> *Nelson*: Great.

Next slide.

We need to ensure that our evaluation is giving us the feedback about whether or not we need to change content delivery or presentations. So the standard evaluation form must be modified to ensure we are collecting truly meaningful feedback.

Remember, the table I previously displayed with that fourth column to show us the results and notes?

That's the column that will include your instructor data that you can get from your evaluation form.

So that we learn about our teaching, our assessment and to know whether or not they were delivered effectively.

What needs to be changed? What needs to be modified before the next training is delivered? All of this

information will come as your instructor data.

When I jot down the results, the notes, photographs, flip charts that are written and displayed on the walls, these photographs are kept as data that I later use to improve my presentation, which is the goal of assessment in its entirety. It's to help the learners improve their knowledge, skill or ability. But also the evaluation is what I as the instructor get to know what I need to improve, my knowledge, skill or ability.

There are two other options that you can conduct evaluations for your training. In fact, there are many, but there are two that I'm going to share with you now.

One is an expert review. So, for example, if I wished to teach a workshop related to critical thinking, I would develop my objectives, write my action plan, write my plan for assessment and then share that with an individual who has an expertise in perhaps teaching critical thinking. If I can't find someone with that type of background, I would find someone who was an expert instructor or trainer, someone who

truly has the experience and expertise to offer both in curriculum development, objective development, learning strategy and assessment to get their feedback on what I need to revise in order to make it a more successful presentation.

The other example that you see here as another option for evaluation is a test, a field trial.

Let's say I offer my workshop to a small group for free. Or I offer to teach one class for a local IEP. I could gather up my peers, my colleagues to deliver up this training and test it with them to see whether or not it holds water and can be delivered to a larger group, if the objectives are being satisfied, if the experience is one that is seemingly meaningful and successful.

If you are developing a training that you intend to teach on several different occasions, each time you instruct the workshop, the next iteration of that workshop is developed -- is informed by your experience in that previous one. So it's essentially an ongoing field trial, which allows me to note in that fourth column in that table the

results and the notes that will help me get better and better as I go. Next slide.

The goal of this webinar was to give you a taste of assessment and evaluation. We wanted you to know how to evaluate and the different steps involved in conducting an evaluation of a program or of a training.

I can look at my goals to know what my resources will be, what is needed or what limitations may be, perhaps resources, spatial limitations, financial resources. And then conduct a task analysis. So, for example, if I wanted my participants to be able to demonstrate classifier usage, successful classifier usage, would it make sense if I divided them into groups and asked them to give the -- if I gave them the task of classifier usage, I would have to define the parameters that they could explore. I would also have to know who my participants were, what type of experience they brought to the table.

I should also understand the description of the learning environment. Will we be seated theater style, will we be in a U-shaped classroom? What kind

of assessment can I use given the seating
arrangement? i