

Summative Evaluation:

Commission Scolaire de Montréal (CSDM) Benevolent Behaviours Initiative

ETEC 650: Fundamentals of Instructional Design

Mat Schatkowsky

Concordia University

13-10-2015

Overall Course Objective:

Reduce incidences of verbal and physical abuse by students and staff through 'positive and caring intervention approaches' in school. This includes building and maintaining trusting relationships between students as well as staff and encouraging students to become responsible and engaged citizens.

Evaluation:

For this Benevolent Behaviours course, it will be sufficient to assess the learning of the learners using the Kirkpatrick framework as outlined by Carliner (2015). A combination of methods for evaluating the Overall Course Objective above is necessary for this training program. See below for a brief outline regarding an outline of the methods to be employed.

By using Kirkpatrick's level two to "assess the extent to which learners mastered the skills taught" (Carliner, 2015) immediately following the learning intervention, the trainer will be provided with the information needed to assess the learners based on the Overall Course Objective. Asking the learners to take a test requiring them to apply their learning in developing a sample code of conduct in the setting applicable to him or her will assess whether the learners have, according to Gagne, retained the "verbal information" and developed the "intellectual skills" to solve problems regarding the implementation of codes of conduct (Hannum, 2015). By testing learners through a review of case studies requiring an assessment of appropriate intervention techniques and then asking them to apply their knowledge in implementing holistic and positive consequences, it will be clear whether the learners have acquired the "attitude" and "cognitive skills" necessary of them to succeed in this initiative. Also, asking learners to demonstrate their skills in supervision, communication and the role modeling of appropriate behaviours, will provide an analysis of the learner's change in "attitude," "cognitive strategy," and "motor skills" domains (Hannum, 2015). This should ensure that each domain according to Gagne has been addressed, providing the learners not only with the language needed to understand the situation in which they find themselves, but the tools to succeed.

By using Kirkpatrick's level three to assess whether the learners were able to "apply the new skills in their jobs" (Carliner, 2015), it will be necessary to conduct one on one interviews and run focus groups with the learners. To balance the information received from these interviews and focus groups, observations of learners in their working environments should be conducted to assess whether their "attitude" and "cognitive strategies" are in line with the intentions of the Benevolent Behaviours Initiative (Hannum, 2015). The interviews, focus groups and observations should be conducted at three, six and nine months following the learning intervention.

Evaluation of Terminal Objectives 1, 3 & 4: Model Appropriate Behaviours at School, Supervise Students and Communicate with Students Using Research-Based Skills

In using Kirkpatrick's level two to "assess learning" (Carliner, 2015), asking learners to demonstrate the necessary skills involved in engaging and showing respect to students and coworkers alike will provide an opportunity for the learners to practice and be evaluated on their "application, analysis (and) evaluation" (Roberts, 2010) skills as detailed in Bloom's Digital Taxonomy. Sample demonstrations may include: role playing where learners practice greeting students as they arrive at school, where they practice asking appropriate questions to encourage trust between staff and students and where they benevolently intervene in a high-tension situation between students.

In using Kirkpatrick's level three to assess "transfer" of skills (Carliner, 2015), the interviews and focus groups will assess Bloom's notions of "synthesis" and "application" (Roberts, 2010) and provide insight into challenges staff may be facing, providing material for a follow up learning intervention to address these concerns. The observations will also assess "transfer" of skills (Carliner, 2015), but from a different angle. This combination is important in order to provide as objective an understanding as possible as to whether the learners have been able to apply their learning.

Evaluation of Terminal Objective 2: Outline Clear Rules and Expectations at the Beginning of the School Year

For this objective, addressing learning from level two in Kirkpatrick's framework will be applied. Learners will be asked to build a sample code of conduct for their working context (school, classroom, bus) which will assess their ability, according to Bloom, to "apply...analyze...evaluate...(and)...create" from the learning material. This is a "higher order" (Roberts, 2010) level of understanding and this level of understanding is necessary in order to affect a change in "attitude" as described by Gagne (Hannum, 2015).

Conducting interviews with learners every three months in the intervals as described above will provide insight into whether the learners have applied their learning to their working environment in the form of building and implementing their own code of conduct for the environment in which they are responsible.

Evaluation of Terminal Objective 5: Selecting Appropriate Consequences as a Tool to Teach Proper Behaviours

Immediately following the learning intervention, it will be advisable to test the learners using case studies where they will be given a scenario requiring the creation and application of consequences that will meet the guidelines of the Benevolent Behaviours Initiative. This will test whether their "intellectual skills...attitude...(and) cognitive strategy" (Hannum, 2015) are in compliance with the Overall Course Objective. As discussed above, it is necessary to test the "higher order" (Roberts, 2010) understanding of learners as they will be required to demonstrate the desired behaviours daily in their working environment.

Focus groups, one on one interviews and workplace observations should also be conducted to assess how successful "transfer" (Carliner, 2015) has actually been and provide insight into whether follow up learning interventions are necessary.

Reference List

Carliner, S. (2015). *Training design basics* (2nd ed.). Alexandria, VA: ASTD.

Hannum, W. (2015). *Learning Theory*. Retrieved October 13, 2015, from <http://www.theoryfundamentals.com/gagne.htm>

Roberts, C. (2010). Bloom's Digital Taxonomy | Digital Learning World. Retrieved October 13, 2015, from <http://digitallearningworld.com/blooms-digital-taxonomy>