

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC 103
Course Title:	Instructional Assessment
Prerequisite Courses:	INDC 100 or approval of Program Coordinator
School:	School of Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	None
Course First Offered:	2010

# of Credits:	1.0
----------------------	------------

Course Description:

This course provides an overview of how to assess course delivery and learner progress. The course focuses on theories, practical tools, and the role of assessment in supporting student learning. Participants will leave with skills to develop assessment tools for their own instructional programs.

Course Goal(s):

The learner will be able to apply a framework that allows for the assessment of learning outcomes, instructional design, and personal instructional process.

Learning Outcomes:

Upon successful completion of this course, you will be able to:

1. Review the application of instructional theories and concepts as it relates to the assessment of experiential learning.
2. Write observable and measurable learning objectives reflecting each of the learning domains.
3. Distinguish between “assessment” and “evaluation” and describe the levels and types of assessment.
4. Apply an assessment model to distinguish the levels and types of assessment.
5. Select and design an appropriate evaluation tool for evaluating student learning and ensuring learning objectives were met.
6. Develop marking and grading schemes and conduct assessment activities to assess learner performance both pre- and post-instruction.
7. Facilitate learner self-assessment and reflection.
8. Reflect on the strengths of the instructional design and delivery and identify areas for further development.
9. State principles for assessment in an online/distance learning environment. (Online)

Course Topics/Content:

- Levels of Assessment
- Assessment of Participants Reactions
- Assessment of Learning Objectives
- Cognitive Assessment Methods
- Psychomotor and Affective Assessment Methods
- Challenges in Online Assessments

Text and Resource Materials:

Required:

Lawson, K. (2009). *The Trainer's Handbook*. San Francisco, CA: Pfeiffer.

Krein, T. J. & Weldon, K. C. (1998). Making a Play for Training Evaluation. In D. L. Kirkpatrick (Ed.), *Evaluating training programs: The four levels (pp. 73-86)*. San Francisco: Berrett-Koehler Publishers.

Recommended: N/A

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC: N/A

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online		14		
Correspondence				
Total Class Hours	14*	14		

Comments on Delivery Methods:

*The course is delivered in class (face-to-face) or online.

Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
-----------------------	------

Evaluation Activities and Weighing:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighing:

100% attendance in all classes (online or face to face) is required. Active contribution in large and small group discussions and activities expected. Student must complete all the learning requirements to successfully pass this course.

Other Course Guidelines, Procedures and Comments:

Learners should bring a real-life scenario to work on throughout the course. Suggested pre-reading is Chapters 5 and 13 of *The Trainer's Handbook*. View course website for further information.
<http://www.jibc.ca/course/indc103>

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.