Assignment Overview Overview of Case 4: EVALUATION You are just about to complete the last of the four Case Assignments in this class. Congratulations on preparing, section by section, a training project where you are applying the ADDIE model. To start with evaluation, it is crucial to understand the overall process. The use of varied and multiple forms of evaluation throughout the design cycle is one of the most important processes for an instructional designer to employ. To that end, this first section of an evaluation section attempts to explain what evaluation is in terms of the varying types of evaluation, and the evaluation’s overarching relationship throughout the ADDIE model. Evaluation is the process of determining whether or not the designed instruction meets its intended goals. In addition, evaluation helps to determine whether or not learners are able to transfer the skills and knowledge learned back into long-term changes in behavior and skills required. Evaluation also provides the opportunity for instructional designers to ensure stakeholders are in agreement that the developed instruction is meeting the organizational goals. When a new program has been endorsed and accepted by an organization, there emerges the need for an evaluation. The instructional designer normally is a key player in the task of evaluation. It is significant for the implementing organization to realize that the achievements of the new program are aligned to the goals and purposes of the program. For this evaluation, an instructional designer might conduct three layers of evaluation respectively: formative, summative, and confirmative. When a teacher or a designer develops a lesson plan, one must keep in mind that what seems plausible as an idea in the initial stages might not work out the same way when put to a full-blown program. Here, formative assessment takes a significant role in the instructional design process of the lesson plan. The purpose of this assessment by the instructional designer is crucial because it evaluates whether or not it is it working as needed before a lot of valuable time and resources are spent. For more information, read the article, ADDIE explained: Evaluation. Sources of the above information: Ritzhaupt, A. (2020). ADDIE explained: Introduction. http://www.aritzhaupt.com/addie\_explained/. An Open Educational Resource for the Educational Technology Community. Wilson, M., Sahay, S., & Calhoun, C. (2020). ADDIE explained: Evaluation. http://www.aritzhaupt.com/addie\_explained/evaluation/ . An Open Educational Resource for the Educational Technological Community. Case Assignment Continue with the training topic you selected for Case 1. (The ADDIE steps are explained in the videos and readings presented on each of the Module’s Background pages). Walk through, step by step, the Evaluation phase of the ADDIE model. Be as specific as possible. If there is unknown information, make logical assumptions to fill in the information needed and include a section in your paper showing the assumptions you made. In your paper discuss the following types of evaluation that should be utilized to evaluate your training course: a. Formative Evaluation b. Summative Evaluation - apply the four steps of the Kirkpatrick model. c. Develop a numerical example of return on investment (ROI) and discuss how those components of the ROI help to evaluate the value (or lack of value) of your training program. Make recommendations on what changes you could make to the training to improve its ROI. Once you have completed this last phase of the ADDIE Model (including your ROI computations), combine it with the other three case assignments, submitting one cohesive paper to the Case 4 Dropbox by the assignment due date. Assignment Expectations Your multi-page submission will be assessed on meeting the final project content requirements as indicated by the following checklist: · Cover page · Module 1 Case Assignment: Analysis and Design Phase · Module 2 Case Assignment: Learning & Development Phase · Module 3 Case Assignment: Training Implementation Phase · Module 4 Case Assignment: Evaluation Phase · Conclusion · References This Case submission will be evaluated using the criteria as stated in the Case rubric. The following is a review of the rubric criteria: · Meets assignment requirements · Critical thinking · Writing and assignment organization · Use of sources and mechanics · Timeliness of assignment Your paper will be much longer than 4-5 pages because it will contain all four case assignments that represent the complete final course training plan; however, it is the final phase that will be graded. Bring in at least four valid and reliable sources found outside of your course materials from peer-reviewed academic journals found in the Trident Online Library. (Be sure to cite sources within the text of your paper as well as list each in the Reference section.) As you select the outside sources for Case 4, you may find the following helpful to determine which sources to include: Herring, J. E. (2011). Chapter 3: Evaluating websites, Figure 3.1, p. 38. In Improving students’ web use and information literacy: a guide for teachers and teacher librarians. Facet Publishing. Available in the Trident Online Library, EBSCO eBook Collection. Lack, C. W., & Rousseau, J. (2016). Chapter 4: What is critical thinking? In Critical thinking, science, and pseudoscience: Why we can’t trust our brains. Springer Publishing Company. Available in the Trident Online Library, EBSCO eBook Collection. See the following for citation and reference style instructions: Purdue University (n.d.). Purdue Writing Lab. https://owl.english.purdue.edu/owl/resource/560/10/ Also see the Trident guide to APA Style, 7th edition.