

How to Effectively Evaluate “e”

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NOTES VERSION!



Two ways to look at “evaluation”:



vs.



“Already Been Developed” – stuff created in-house or from an outside vendor (evaluating the learning asset) ... vs. ... “After The Fact” – evaluating the performance impact of the learning asset or event to learners.

this is Pearl White, our training professional

What’s the instructional design like?

very strong ISD



ISD is b-a-d

1

Realistic Learning Objectives?

High-quality e-learning is based on a solid foundation of instructional design principles (ADDIE, Dick & Carey, etc). Lower quality “e” doesn’t use solid ISD.

BIG INDICATOR: look at the Learning Objectives. Are they “SMART”? (specific, measurable, attainable, realistic, and timely)?

WATCH 4 RED FLAGS! Learning objectives beginning with words like *know*, *understand*, or *learn*



Dork #1 Iddy

2

More interactivity = greater interest, retention, & engagement

good way to evaluate how interactive the “e” is

high interactivity



zzz-level of interactivity

1 2 3 4 5 6 7 8 9 10



page turner



interactivity



audio / narration



assessment / quiz



workbook / projects



digital video



simulations

What’s the interactivity like?



Dork #2 Clicky

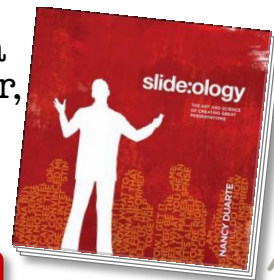
How to Effectively Evaluate “e”

(continued.)

What's
does it
look like?

3

You can't judge a book by it's cover, but we do!



read this
(no I don't get
a kickback!)

- ✿ **Is it:** **consistent** in style and graphics?
- ✿ **Is it:** visually **engaging** and appropriate for the audience?
- ✿ **Do:** the visuals **support** the content “message”?

gee it's really pretty!

10

5

1

like a pig
with lipstick

Perdy,
Dork #3

What's
the **tone &
language**
like?

4

Clear language is key!

Audience
Knowledge

J

Jargon – does it use a lot? Will they understand?

S

Scenarios – appropriate and real for learners?

G

Grammar – well written? Good structure?

Audience
Demographics

A

Age – is lang. right for age?

L

Language – English: US vs UK? Level?

A

Analogies – make sense to learners?

H

Humor – right for learners & topic?

very clear language

10

5

1

clear as mud

Wordy,
Dork #4

Does it
work like it's
supposed to?

5

If the technology doesn't work right, what's the point, right?

G

UI &

navigation

C

ontent

display / sound

A

ccessibility

508 Compliance
Infrastructure

H

yperlinks

and Files

L

MS

& Help

review these
areas of the “e”

tech is outta
this world!

10

5

1

tech is far
from stellar

Dork #5, Tecky

is it the “e” **OR** is it the “org”?

How to Effectively Evaluate "e"

(continued.)

juuuust right



too long or too short

6

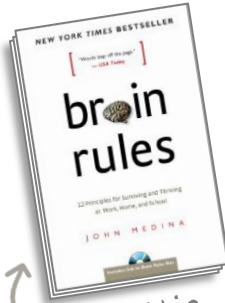
Two factors to look at time in "e"...



Does it meet the LO's?



Attention span of the learners



read this (again no kickback!)

Length is important: is it 60 mins long but it meets the (well-written) Learning Objectives? Can it be broken up into 20-min or so chunks?

Is it a 4 hour course that can be chunked into modules? How would your learners react to the length?

Good Target:
20 mins-ish

How long is the darn thing?



Dork #6, Timey

What's this gonna cost us?

7

What is your organization's "Cost-Per-Learner"?

Factor in lost productivity time?

$$\left[\begin{array}{l} \text{Total Development Costs} \\ + \text{Annual Technology Costs} \\ + \text{Annual Facilitator Costs} \end{array} \right] \div \text{Annual \# of Learners} = \text{CPL}$$



Get your Finance people to sign off on this formula!

Dork #7 Trumpy

BOTTOM LINE: find a way to compare

As long as (1) this is used for ALL learning delivery methods and (2) Finance agrees!



* Don't forget to factor what Awernuld, the lost 8th Dork, says about "Importance Weight"

All this stuff is subjective but that's the challenge with qualitative research! As long as there's consistency that's the key. Have 3 people use the form (next page) and see what happens. If everyone thinks the "e" is great it's probably great; the reverse is true. Use this tool as a team approach to effectively evaluating "e"!



what's important to you and your organization?

E-Learning Evaluation ScoreCard

Program:

DIRECTIONS: (1) Review the online learning in question. (2) Rate it based upon the 7 scales below. (3) Determine how important each scale is to you and your organization on a scale of 1 (not important) to 5 (vital). Write this in the *Importance Weight Column*. (4) Multiple each of your 7 scale ratings by the *Importance Weight* for a final score for each scale (write this in the last column). (5) Total these at the bottom of the sheet for a *Total Raw Score*. (6) Add up your "Importance Weights" and total them at the bottom of the "Importance Weight" column. (7) Finally, divide the *Total Raw Score* by the *Total Importance Weight* to get the Final "Dork Score" ... the high the score the better the learning!



Importance Weight
(1 to 5)

write your score
X importance
weight here

Awernuld

Iddy



instructional design

10 | | | | 5 | | | | 1

very strong
ISD

ISD is
b-a-d

X

=

Clicky



interactivity

10 | | | | 5 | | | | 1

high
interactivity

zzz-level of
interactivity

X

=

Pardy



graphic design

10 | | | | 5 | | | | 1

gee it's really
pretty!

like a pig
with lipstick

X

=

Wordy



tone & language

10 | | | | 5 | | | | 1

very clear
language

clear
as mud

X

=

Tecky



technical performance

10 | | | | 5 | | | | 1

tech is outta
this world!

tech is far
from stellar

X

=

Timey



timing

10 | | | | 5 | | | | 1

juuuust
right

too long or
too short

X

=

Trumpy



cost to operate

10 | | | | 5 | | | | 1

worth
the cost

not even worth
the time

X

=

total
importance weight

total
raw
score

divide total raw score by
total importance weight

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**FINAL
DORK
SCORE**

10 | | | | 5 | | | | 1

fits us like
a glove!

definitely have
some reservations

