UNIVERSITI TEKNOLOGI MARA
CIT600: EVALUATION OF INSTRUCTIONAL PROJECT

Course Name (English)	EVALUATION OF INSTRUCTIONAL PROJECT `APPROVED`
Course Code	CIT600

MQF Credit	5

Course Description	This seminar based course is designed to review and analyze the current practices and issues related to instructional communication. Evaluation of instructional products and program focuses on the psychological concepts, principles, communication skills and entrepreneur strategies, applications of instructional media in designing the development of instructional materials. Evaluation focuses on the procedures applied and reflect upon the effectiveness of programs and implementation.

Transferable Skills	Teamwork skills Leadership skills Problem solving skills Technical skills

Teaching Methodologies	Lectures, Discussion, Presentation, Project-based Learning

CLO	CLO1	Differentiate the values of integrity in instructional strategies for various design and training purposes
	CLO2	Propose instructional strategies as a leader and a member of a diverse team
	CLO3	Originate instructional design and training evaluation through practical skills for targeted audience
	CLO4	Display instructional design and training product by innovatively manage autonomous learning for targeted clients

Pre-Requisite Courses	No course recommendations

Topics
1. Introduction to evaluation process 1.1) 1.1 From Instructional Communication to practical results 1.2) 1.2 Evaluation of instructional products 1.3) 1.3 The importance of evaluating instructional products and program 1.4) 1.4 The instructional evaluation process
2. Analysis of the Instructional Users & TNA 2.1) 2.1 essential characteristics of the learners/users 2.2) 2.2 essential characteristics of the learning environment 2.3) 2.3 Conducting a needs assessment 2.4) 2.4 Converging training needs into performance objectives
3. Needs assessment strategy 3.1) 3.1 The need for needs assessment strategy 3.2) 3.2 Conducting a needs assessment 3.3) 3.3 Converging training needs into performance objectives
4. Entrepreneurship & The Individual Entrepreneur 4.1) 4.1 Mindset Nature and development of entrepreneurship 4.2) 4.2 How entrepreneurs think Role of entrepreneurship in economic development 4.3) 4.3 The intention to act entrepreneurially 4.4) 4.4 Entrepreneur background and characteristics 4.5) 4.5 Role models and support systems

5. Creativity, innovation and the business opportunity
5.1) 5.1 Trends Sources of new ideas
5.2) 5.2 Methods for generating ideas
5.3) 5.3 Creative problem solving
5.4) 5.4 Innovation Creating social media presence

6. Assessing the entrepreneurship environment
6.1) 6.1 Opportunity recognition and the opportunity assessment plan
6.2) 6.2 SWOT analysis and Business Model Canvas (BMC)
6.3) 6.3 Information sources in Malaysian context
6.4) 6.4 The importance of international business to the firm
6.5) 6.5 International versus domestic entrepreneurship
6.6) 6.6 Technological environment
6.7) 6.7 Culture Motivations to go global
6.8) 6.8 Entrepreneurial entry strategies

7. Business plan
7.1) 7.1 Introductory to business plan
7.2) 7.2 Marketing plan
7.3) 7.3 Operation plan
7.4) 7.4 Organizational plan

8. Instructional Systems design : ADDIE Model
8.1) 8.1 Phases in ADDIE Model
8.2) 8.2 Training Project management Phases
8.3) 8.3 Training activities , objectives and deliverables

9. Learning Tasks Analysis
9.1) 9.1 Identifying instructional and non-instructional need
9.2) 9.2 Instructional goals and prerequisites
9.3) 9.3 Information-processing analysis of instructional objectives and goals.

10. Preparing for the analysis and planning phases
10.1) 10.1 Organising the audit data
10.2) 10.2 Preparing for the analysis
10.3) 10.3 Preparing for strategic and tactical marketing plans

11. Conducting the Learning Task Analysis
11.1) 11.1 Identifying Understanding using the Six Facets
11.2) 11.2 Identifying task-analysis
11.3) 11.3 Linking performance objectives with measurements and evaluation techniques

12. Developing an evaluation instrument to training
12.1) 12.1 Applying the measuring instrument
12.2) 12.2 Types of instrument
12.3) 12.3 Rationalizing types of measurement
12.4) 12.4 Measuring reactions
12.5) 12.5 Selecting and evaluating instructional media
12.6) 12.6 Determining the Type of Media for instructional purposes
12.7) 12.7 Rationale of uses of the chosen technology

13. Measuring the overall training results
13.1) 13.1 The rationale of measuring training result
13.2) 13.2 Applying and selecting method
13.3) 13.3 Planning for evaluation
13.4) 13.4 Reporting Evaluation results

14. Evaluation of Instructional Project
14.1) N/A

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Assignment	Propose ideas to identify the instructional strategies for various design and training	5%	CLO1
	Group Project	Design product or training program applying the theories of instructional communication and training	50%	CLO3
	Presentation	Present instructional communication and training product or program	25%	CLO4
	Written Report	Written report to adapt instructional strategies for various design and training purposes	20%	CLO2

Reading List	Recommended Text	Rothwell, W. J., & Kazanas, H. C., *Mastering the instructional design process: A systematic approach.*, 2015 Ed., John Wiley & Sons.
	Reference Book Resources	Van Merriënboer, J. J., & Kirschner, P. A., *Ten steps to complex learning: A systematic approach to four-component instructional design.*, 2017 Ed., Routledge.
		Brown, A. H., & Green, T. D., *The essentials of instructional design: Connecting fundamental principles with process and practice.*, 2015 Ed., Routledge.
		Savery, J. R. 2015, *Overview of problem-based learning: Definitions and distinctions. Essential readings in problem-based learning: Exploring and extending the legacy of Howard S. Barrows*
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	