



UNIVERSITI TEKNOLOGI MARA

CIT652: EVALUATION OF INSTRUCTIONAL PRODUCT AND PROGRAM

Course Name (English)	EVALUATION OF INSTRUCTIONAL PRODUCT AND PROGRAM APPROVED
Course Code	CIT652
MQF Credit	4
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 and communication skills and 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	Able to conduct training and create module
Teaching Methodologies	Lectures, Discussion, Supervision
CLO	CLO1 Measure the instructional product evaluation phases. CLO2 Justify instructional strategies for various training purposes. CLO3 Propose areas for improvement in instructional design.
Pre-Requisite Courses	No course recommendations
Topics	
1. 1. Introduction to evaluation process 1.1) 1.1 From Instructional Communication 1.2) 1.2 Evaluation of instructional products 1.3) 1.3 The importance of evaluating instructional products and 1.4) program 1.5) 1.4 The instructional evaluation process	
2. 2. Analysis of the Instructional Users (Learners) & user's (Learning 2.1) 2.1 essential characteristics of the learners/users. 2.2) 2.2 essential characteristics of the learning environment	
3. 3. Training Need Assessment. 3.1) 3.1 Needs assessment strategy 3.2) 3.2 The need for needs assessment strategy 3.3) 3.3 Conducting a needs assessment 3.4) 3.4 Converging training needs into performance objectives	
4. 4. Instructional Systems design : ADDIE Model 4.1) 4.1 Phases in ADDIE Model 4.2) 4.2 Training Project management Phases 4.3) 4.3 Training activities , objectives and deliverables	
5. 5. Evaluating effectiveness of Training Program 5.1) 5.1 Types of assessing training effectiveness 5.2) 5.2 Applying the Kirkpatrick Model	
6. 6. Understanding the types of assessment Models 6.1) 6.1 Discrepancy-Based Needs Assessment 6.2) 6.2 Problem-Finding, 6.3) 6.3 Problem-Solving Model	
7. 7. Learning Tasks Analysis 7.1) 7.1 Identifying instructional and non-instructional needs 7.2) 7.2 Instructional goals and prerequisites 7.3) 7.3 information-processing analysis of instructional 7.4) objectives and goals.	

<p>8. 8. Conducting the Learning Task Analysis 8.1) 8.1 Identifying Understanding using the Six Facets 8.2) 8.2 Identifying task-analysis 8.3) 8.3 linking performance objectives with measurements and 8.4) evaluation techniques</p>
<p>9. 9. Developing an evaluation instrument to training 9.1) 9.1 Applying the measuring instrument 9.2) 9.2 Types of instrument 9.3) 9.3 Rationalizing types of measurement 9.4) 9.4 Measuring reactions</p>
<p>10. 10. Delivery & Management Systems 10.1) 10.1 Selecting and evaluating instructional media 10.2) 10.2 Determining the Type of Media for instructional 10.3) purposes 10.4) 10.3 Rationale of uses of the chosen technology</p>
<p>11. 11. Measuring Learning 11.1) 11.1 Selecting an assessment method 11.2) 11.2 Conducting an assessment 11.3) 11.3 Analyzing and reporting results</p>
<p>12. 12. Measuring behavior 12.1) 12.1 Selecting data sources 12.2) 12.2 Data gathering strategies 12.3) 12.3 Analyzing and reporting results</p>
<p>13. 13. Measuring the overall training results 13.1) 13.1 The rationale of measuring training results 13.2) 13.2 Types of evaluation 13.3) 13.3 Applying and selecting methods</p>
<p>14. 14. Program evaluation planning and reporting 14.1) 14.1 Planning for evaluation 14.2) 14.2 Reporting Evaluation results</p>

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Final Project	Group	50%	CLO2
	Final Test	Test will be given to evaluate student comprehensiveness about the subject	20%	CLO1
	Individual Project	Proposal	30%	CLO3

Reading List	Recommended Text	<ul style="list-style-type: none"> Allen, L. 2008, <i>Training Evaluation Toolkit</i>, Victoria : Business Performance Pty. Ltd.
	Reference Book Resources	<ul style="list-style-type: none"> Kirkpatrick, D. L. (comp.) 1998, <i>Another Look at Evaluating Training Programs</i>, Alexandria, USA. Ragan, Tillman J. 1999, <i>Instructional Design</i>, 2 Ed., New York: Macmillan Publishing Company. Driscoll, M. 2004, <i>Psychology of Learning for Instruction</i>, 3 Ed., New York: Allyn & Bacon.
Article/Paper List	This Course does not have any article/paper resources	
Other References	This Course does not have any other resources	