Evaluate Content

Instructor Resource

An important part of any online course or activity is taking time to evaluate and reflect on the educational process. Evaluation of a course or activity is situational-specific because it depends on alignment with learning goals and outcomes, the nature of the online space, and the language skill levels of your learners, among many other variables.

This evaluation provides some reflection questions about your content to consider at the end of a course or activity. These reflections can help focus your thinking and help plan for the next time you will create and deliver content for online language learning. Consider the questions on the next page that relate to you and your context. Discuss them with your colleagues and anyone else who was involved in the delivery of your course or activity.

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PLAN CONTENT

1. Did your learners experience any confusion with the instructions or interface for any of the activities they participated in?

2. Did your learners experience any technical difficulties during any of the activities they participated in?

3. Were any activities difficult for learners to complete? Why?

4. Did all activities clearly support learning goals? What evidence do you have to support this, either way?

5. Did the assessments associated with activities adequately support learning goals and accurately assess what they intended?

6. Were any discussion activity questions difficult for learners to understand or answer?

7. Were forum discussions robust? Why or why not?

8. Did learners access the Discussion Forum Rubric? Does it need to be updated?

9. If you included any additional online tools in your course or activity, did they accurately support the language skills that you had planned?

10. If you included any additional online tools in your course or activity, would you recommend including them again? Why or why not?

DELIVER CONTENT

1. Did you successfully guide learners through the course or activity? What evidence do you have to support this, either way?

2. Did you provide direct language feedback during the course or activity?

3. Did learners show any overt signs of feeling comfortable in the online space? What did you notice?

4. How often did you remind learners about course features and events? Did learners respond directly to any of these reminders?

5. Did you include synchronous activities? Why or why not?

6. Did you create a facilitation plan (formal or informal) for any activity? What did it include? What would you add next time?

7. Did you deviate from your facilitation plan? Why or why not?

8. Did you experience any time management challenges during the course or activity? If yes, what do you think caused them?

9. As you facilitated the course or activity, did you encounter any language problems that you did not anticipate?

10. What was your sense of learners' cognitive load for this course or activity? What evidence do you have to support your feeling?

NEXT STEPS

Based on your reflections, take some time to plan your immediate revisions for the course or activity you are evaluating. Take some time to plan your long-term revisions for the course activity. As well, take time to plan any revisions that do not fit into your plans at this time but are worthwhile to record and keep in mind for a later date.