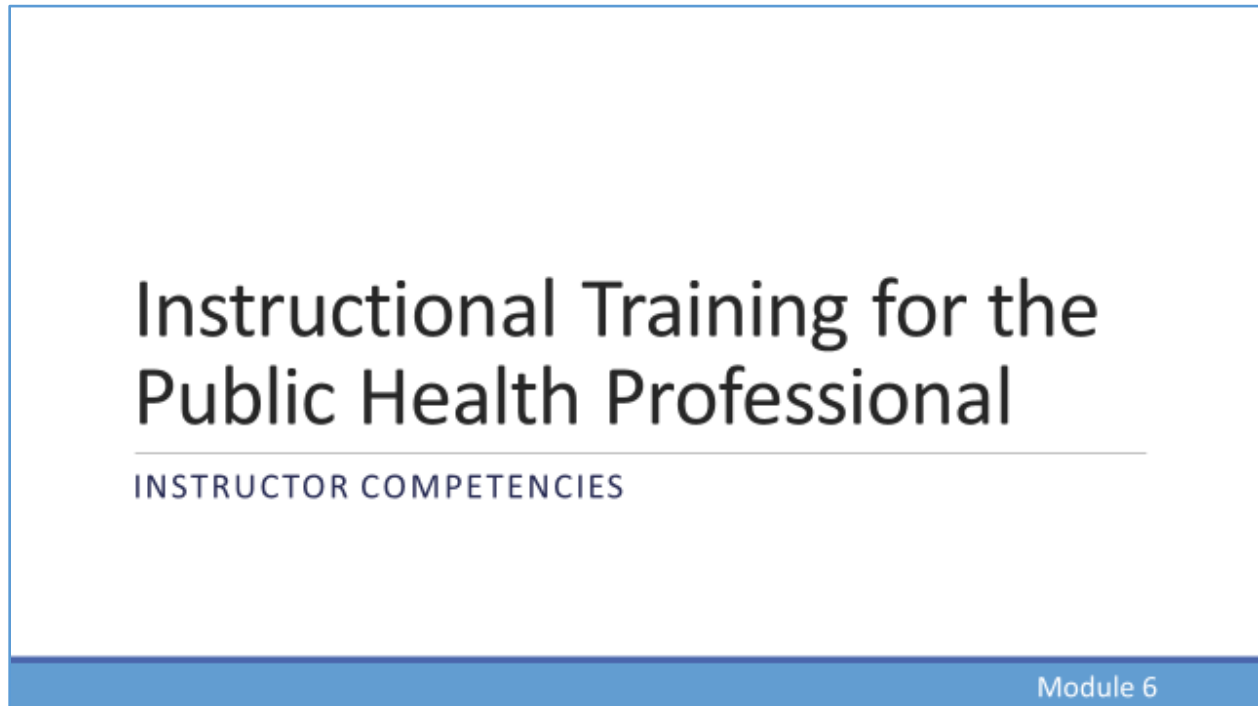


Instructional Training for the Public Health Professional

Instructor Competencies



Some of the material presented in this module comes from the work of the International Board of Standards for Training, Performance and Instruction (ibstpi®). The Board consists of 15 members from various professional backgrounds dedicated to performance improvements relating to training, instruction and learning through the development of competency-based standards.

This module is not intended to present the body of knowledge on instructor competencies. Rather, the intention of this module is to provide an overview of instructor competencies and describe how they are intended to be used to improve the effectiveness of the instructor.

Although the ibstpi® competencies are developed to a greater extent, other models of instructor competency are available and may be used without concern for copyright infringement. The domains, associated competencies and performance statements are available to be downloaded free-of-charge at: <http://ibstpi.org/download-center-free/>.

Module Objectives

Module Objectives

By the end of this module, participants will be able to explain how to use instructor competencies to become more effective instructors.

- Recognize competencies associated with the effective instructor
- Discuss instructor assessment and the course evaluation's role in instructor effectiveness

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-2

Performance Objective

By the end of this module, participants will be able to explain how to use instructor competencies to become more effective instructors.

Enabling Learning Objectives

By the end of this module, the instructor shall accomplish the following learning objectives in support of the performance objective:

- Recognize the domains, associated competencies and performance statements.
- Discuss instructor assessment and the course evaluation's role in instructor effectiveness

Instructional Note

Although there is considerable content in this Module, it is not meant to take much time. Stick to the slides and the associated content therein. Mention to participants that the Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs document is provided as an Appendix and mention there is a link to download the competencies and associated performance statements from the International Board of Standards for Training, Performance and Instruction. This download will have no supporting documentation.

The Instructor Defined (ibstpi®)

The Instructor

“An Individual responsible for activities intended to improve knowledge, skills, and attitudes”

- ibstpi®

Instructional Note

This slide and the “ibstpi” is a prompt to inform the participants that a portion of the instructor competencies presented in this module comes from the work of the International Board of Standards for Training, Performance and Instruction (ibstpi). The Board consists of 15 members from various professional backgrounds dedicated to performance improvements relating to training, instruction and learning through the development of competency-based standards.

An instructor can be defined as “Individuals who are responsible for activities intended to improve knowledge, skills, and attitudes” (ibstpi®).


The instructor may be referred to in many ways. Titles such as teacher, trainer, facilitator and tutor have been used synonymously for the instructor. In Module 4 we defined instruction as “fostering the learning process” and instruction’s primary goal is to improve learning hence leading to a stable and persisting change in knowledge, skills and attitude.

Instructor Competencies

“A set of related knowledge, skills and attitudes that enable an individual to effectively perform the activities of a given occupation or job function to the standards expected in employment.” – ibstpi “2003”

Competencies Derived From:

- **Instructor Competencies, Standards for Face-To-Face, Online and Blended Settings** - ibstpi
- **Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs** - Department of Education, Division of Adult Education and Literacy



INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-4

Instructional Note

This slide introduces two instructor competencies models discussed in this module. The next several slides will discuss the ibstpi® model and the department of education model will be introduced later

“Instructor Competencies, Standards for Face-To-Face, Online and Blended Settings”

In the simplest sense, competency development may be considered supporting and improving human performance in support of instruction. The ibstpi® (2003) defines competency as:

“A set of related knowledge, skills and attitudes that enable an individual to effectively perform the activities of a given occupation or job function to the standards expected in employment.”

When one considers a person to be competent, they are generally measuring that person by written or conceptualized standards. As stated, some standards may be well defined and be written in doctrine or performance standards and others may be less formal and based in morals, values and culture. All are equally important when considering someone to be competent.

The ibstpi® model of instructor competency consists of three components. There are domains, competencies and performance statements. A domain is a cluster of related competencies with a clearly-identified theme. The ibstpi® model identifies five distinct domains in which eighteen competencies are found. The performance statement associated with each competency is a central component to the model. The performance statement and the competency are structurally the same, the only difference is the level of detail is much greater with the performance statement. It is important to understand that performance statement do not equate to a specific measure. Although the statements are foundational to the demonstration of a competency, there is no set of predefined measures that establish a competent instructor.

The model will be described in the material that follows. A complete set of the ibstpi® Instructor Competencies can be downloaded as a PDF from <http://ibstpi.org/download-center-free/>.

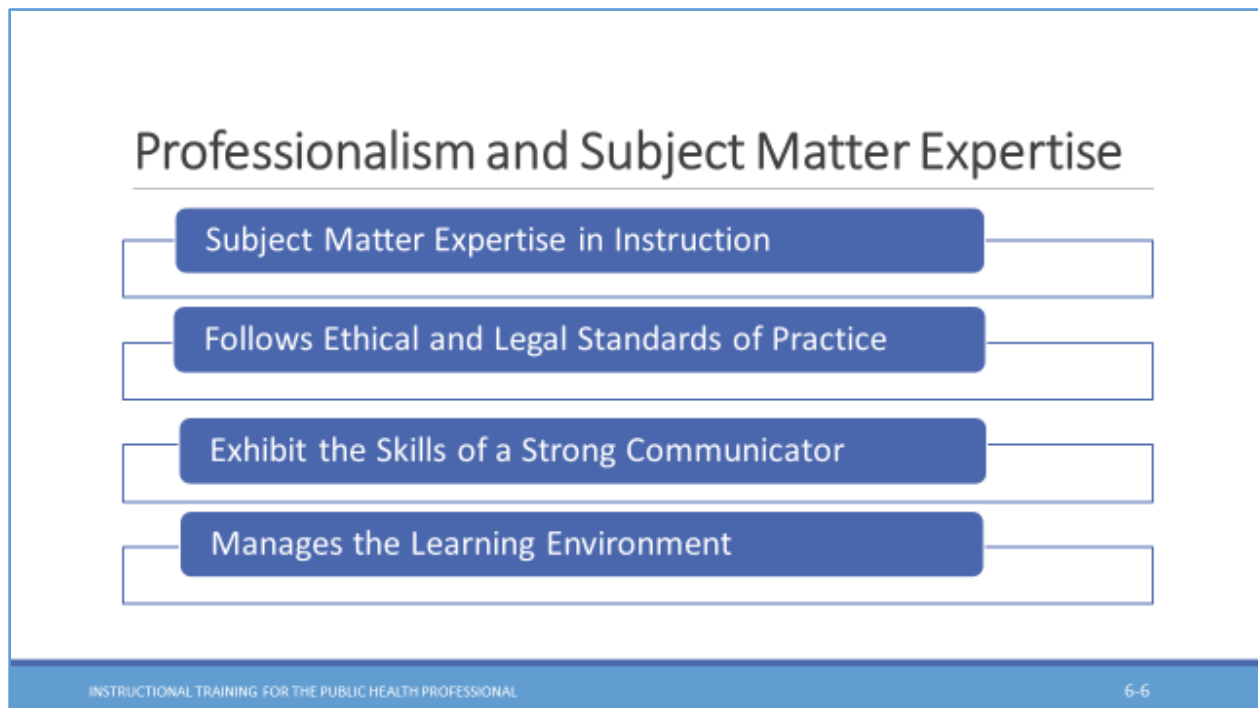
The following presents a generic overview of the ibstpi® Instructor Competencies



Instructional Note

Slide 6-5 introduces three of the four domains of ibstpi®. Instruction at this point should recognize the four domains and inform the participants of what is to follow. Mention again that the competencies are provided to reinforce the material in the previous modules and to provide a source for instruction material.

Professionalism and Subject Matter Expertise



A competent instructor will seek to improve instructional delivery skills. A competent instructor must be recognized as a subject matter expert in instructional delivery methods and tactics, thus creating a level of credibility for the instructor. They become “believable” and learners will be more attentive to the material. This is accomplished through participation in meetings of professional organizations, reading journals and trade magazines and other self-directed learning activities. The competent instructor will keep well-informed on contemporary learner and instruction skills. The instructor must stay up-to-date on delivery methods with the use of technology such as with face-to-face applications as well as web-based and blended applications of both delivery methods.

A very important characteristic of a competent instructor is credibility. The position as an instructor does not confer credibility. Credibility is demonstrated by exemplifying subject matter expertise as well as some softer characteristics such as personal and social credibility. Subject matter expertise is gain by mastering the content through study and experience. In fact, the adult learner highly regards gained expertise as long as the other aspects of credibility are not ignored. Personal credibility is demonstrated

by respecting the time of the learners by starting and ending on time, admitting errors or omissions and seeking way to make it right and putting forth an appearance that is appropriate in the learners setting. Social responsibility is demonstrated by respecting the opinion of other instructors and learners and creates an atmosphere of respect and trust in the learning setting. The competent instructor avoids making comments that do not respect the culture of the learners.

There are ethical and legal implications for instructor practice. Not only may there be formal law and codes of ethics for the profession, organizational guidelines and policy may also have to be met by the competent instructor. Instructors must be respectful of intellectual property and understand how other's intellectual property may be utilized. Instructors must understand what may be considered protected information that may be required to register for an instructional delivery and be capable of taking the necessary steps to protect the information. Though sometimes more difficult to enforce than law and policy, the instructor may be required to follow a code of ethics.

A fundamental skill every instructor must possess is to be able to communicate effectively. A competent instructor in a face-to-face instructional setting will use tone of voice, eye contact, gestures, silence, movement, posture and space during instruction to enhance communication. The competent instructor will incorporate active listening skills into their communication patterns. A competent instructor will convey that they are listening to the needs of the learners by paraphrasing comments and questions to show understanding and to draw in the learners as the instructor shows empathy. This competency was discussed in Module 4 on presenter skills.

A competent instructor is constantly managing the learning environment so that the learning process is optimized. This starts immediately by establishing ground rules for instructor-learner interaction as well as the learner-learner interaction. The instructor must be willing to take on and address undesirable behavior as soon as they are observed. The skilled instructor is a time manager, willing to establish appropriate timeframes and assure everyone, including the instructors, adhere to those constructs.

Prepare for Instruction

Prepare for Instruction

- Follow the material to be presented
- Adhere to time constraints
- Prepare to modify and adapt
- Prepare for the use of technology

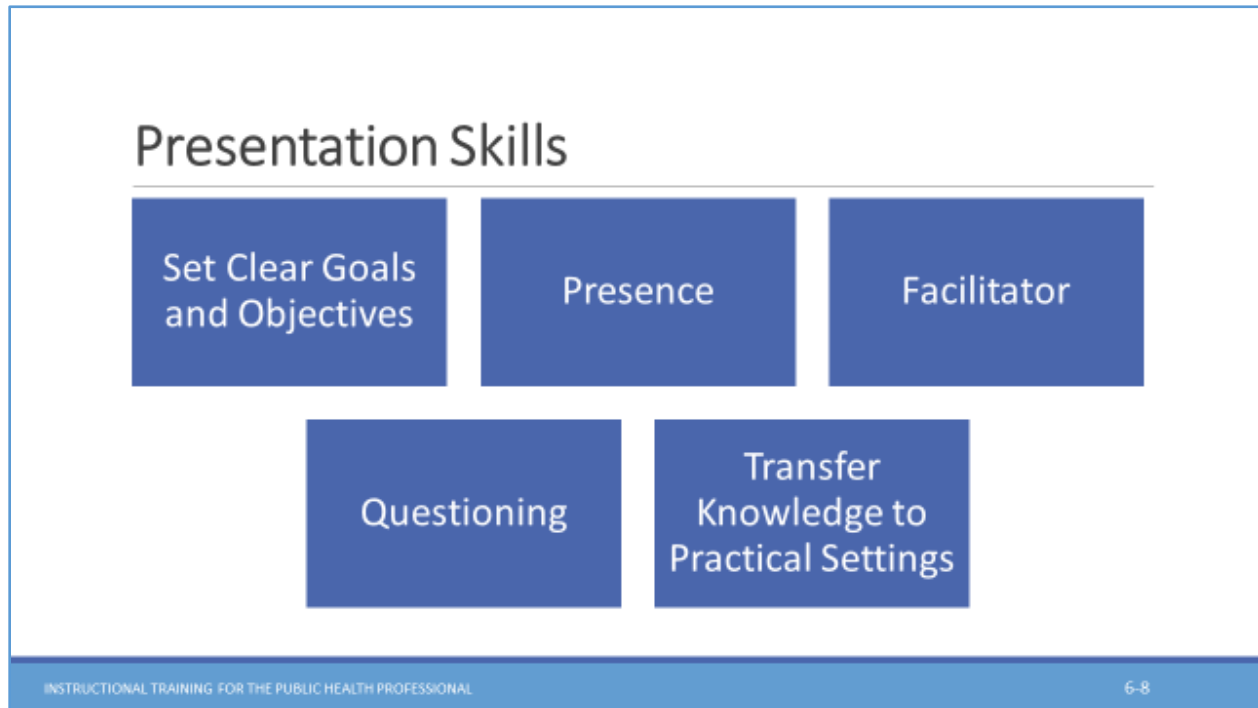
Whether the instructor creates instructional material or presents the work of others, there is planning that must be accomplished prior to instruction. Material created by an instructional designer must be followed through the use of an instructor guide. In certain instances, the guide must be followed closely – especially with doctrine or scientific concepts. Instructional material must be followed but flexibility with providing examples supporting the material may be appropriate and with reinforce competency 4 as it relates subject matter expertise. Instructional competency must be demonstrated by adhering to the specific material to be presented and adhering to the time allotted. The adult learner is keenly aware when content is not followed and time is ignored.

A competent instructor is always assessing the learners and the learning process through observing body motion and asking questions on the material. A competent instructor will modify or adapt appropriate instructional methods, strategies and techniques as necessary to assist with the learning process to the highest extent practicable.

A competent instructor readies themselves well in advance of the delivery. An instructor not prepared will certainly be identified by the astute learner. The instructor must be ready to deliver the material but must also be ready to field questions related to the subject matter. The prepared instructor may have identified other material that supports instruction. Not only does this assist the learner, it supports the concept that the instructor is working towards mastery of the subject matter and establishing credibility.

Another key point in this competency is being prepared to use technology. There is nothing worse than equipment failure or the failure of other technologies. If videos are integral to instruction, has the equipment been tested prior to the delivery. Do the videos run when prompted? Do you have a plan B? Not being prepared to work around troublesome equipment or technology will diminish credibility with the learners.

Presentation Skills



Establishing and maintaining motivation in the learning environment is the responsibility of the competent instructor. The adult learner comes to the instructional setting with a desire to share their experiences, have their contributions recognized and, most importantly, succeed. Instructors must continually provide opportunities for learners to participate and succeed to maintain motivation.

Set clear goals and objectives for the learner during the instructional setting. Reinforce the goals and objective with instructional material as well as through questioning the learner.

Effective presentation skills will captivate the learner and facilitate the learning process. Instructors in face-to-face settings will use eye contact with participants, change voice volume and inflection and pausing silently to emphasize important points. The instructor may use movement, posture, gestures and props to reinforce the learning process. This competency is discussed in depth in Module 4 of this course.

The competent instructor is a facilitator. In the purest sense, facilitation means to make something easy as the Latin word for easy is "facilis." Hence, a facilitator is person who makes a process easier. An effective facilitator must be able to identify when facilitation is necessary and adapt learning styles to meets the needs of participants in the learning process. The facilitator must possess strong assessment skills demonstrated by observing, listening and questioning. Observing skills are used to identify if there is material is comprehended. By observing facial expressions and posture of the learner, an astute instructor will understand if learning is occurring. The instructor may listen for feedback or question participants directly to check for understanding.

To facilitate the process of learning, the instructor will set clear instruction for the learning activity removing as much ambiguity as possible. The effective facilitator brings learning sessions and activities to a definite close often with review and questioning so that learning is assured.

The effective facilitator draws upon the experiences of the participants to add depth and breadth to a discussion. This not only assists with reaching participants with diverse backgrounds it also engages the participant in the learning process.

The instructor who asks appropriate questions will engage the participant in the learning process. Questioning may serve a variety of purposes in a learning setting. Clearly, questioning can be utilized to assess knowledge of and attitude towards to the material to be learned. Questioning may serve other purposes equally important to the learning process. Questioning may serve as an icebreaker, may deflect antagonism, may serve as bridging between two or more topics or may serve to facilitate team development.

There are many types of questioning and the competent instructor will understand how and when to use the various types of questioning. An open-ended question may serve to create a deep conversation about a subject, whereas a closed question such as a yes or no response or a thumbs up or down gesture may be a good method of checking for understanding. Redirecting and rephrasing questions is a technique used when respondents may need more time to get the full understanding of the material. Instructors must tailor questioning to fit the aptitude of the participants.

To improve the learning process, a skilled instructor may use clarification and feedback. Clarification can reduce misunderstandings and eliminate misconceptions with the material to be learned. Clarification strategies include paraphrasing, providing analogies and extending a concept by with a new example. The instructor must be adept at looking for clues in the learner that clarification is necessary. Provide clarification when it is needed. Overstating concepts through clarification when none are needed may lead to inattentive learners.

“Feedback is the breakfast of champions.” – Ken Blanchard

Although this saying attributed to Blanchard is usually used in the context of performance review it has application to the learner and the competent instructor. Feedback provides the instructor the opportunity to strategically guide the learner to correct errors in thought and judgement as well as reinforcing appropriate performance. Feedback must be provided in a clear and concise manner so that it is understandable to the learner. It should be targeted and not used in a generic sense where the learner is not sure the feedback was to be directed at them. Just as difficult as it may be to provide feedback, it is difficult to receive. A competent instructor makes feedback task-related and not seen as a personal attack. Just as with questioning, there may be many methods to provide feedback. Feedback may take on an open-ended approach whereas the learner needs to link various concept or it may be as simple as the gesture of a nod indicating an acceptable response. Tailor the feedback to the learner and don't provide it when it is not necessary or is not willing to be accepted.

Skills and knowledge to be learned are inconsequential if they are not retained and used in life or on the job. A competent instructor understands this and employs a variety of methods to create relationships between the learner and the concept or understanding. Students must be encouraged to generate retention by questions associated with the concept as well as others such as diagrams and concept

maps. Recall the work of Bloom and mastery learning. The highest levels of the learning ladder are evaluating and creating. The instructor must compel the learner to evaluate concepts from a consideration of each of the component parts of the concept and create something different from the concept. The ability to summarize, create graphical representations, present main ideas, interpret results, draw inferences and make predictions associated with a concept begins to demonstrate that learning mastery is being achieved.

A competent instructor must not only promote retention of knowledge and skills, they must promote the transfer of knowledge and skills to practical settings such as the workplace. The learner must be provided opportunities to create a plan to implement the knowledge and skills learned. They must also be encouraged to look at the transfer in a systematic way that identifies encumbrances and means to overcome them.


The competent instructor will identify and utilize the appropriate technology based on the learning to be accomplished, the characteristics of the learners and the setting at which learning is taking place. Technology utilization must meet the needs of the learners. That is, technology is to benefit the learning experience and not to make presentations more ostentatious or minimize the contact time the instructor has with the learners when it is not appropriate. The instructor may use video, audio, animations, computing and communication mediums to the fully extent practicable to enhance learning but they must not ignore the power of text and white space to add to the content and context of the message.

The competent instructor not only uses technology in the learning process, they must also prepare learners to use technology. The instructor must be constantly scanning the environment for innovative ways to use technology to enhance the learning process and share their work with colleagues and learners.

Measuring Effectiveness

How do you measure “stable and persisting change in knowledge, skills and attitude”?

- Instructor Assessment
- Assessment of Instructional Effectiveness
- Course Evaluation



INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-9

Instructional Note

This slide should prompt the instructor to ask participants if they recall the definition of learning – a stable and persisting change in knowledge, skills and attitude. Mention the three components that are used to measure the effectiveness of instruction are the instructor assessment, assessment of instructional effectiveness and the course evaluation. Instructor assessment and course evaluation will be discussed at the end of this Module. Any further discussion at this point should focus on assessment of instructional effectiveness. This assessment is focused on what can be changes during instruction to enhance the learner-centered environment.

If learning is a “stable and persisting change in knowledge, skills and abilities”, how do we measure change? There are three important components associated with measuring effectiveness: instructor assessment; instructional effectiveness and course evaluation. Instructor assessment and course evaluation are covered at the end of this module and will not be covered here.

Assessment of instructional effectiveness is a formative assessment. This evaluation is focused on the process and requires the instructor to constantly monitor and make corrections to the delivery as necessary to refine goals and evolve strategies to meet the overall objectives of the course. Outcome of formative evaluation may be to modify exercises to better fit participants learning style, use locally-derived information as examples to reinforce course concepts.

The assessment of instructional effectiveness process must be clearly communicated to the learner in advance of learning. If learners are to be able to perform a skill at the end of a learning session, then the assessment should include the demonstration that the skill can be performed and this must be communicated in advance.

The skilled instructor understands that assessment of instructional effectiveness may be directed at the individual learner, a team of learners or both. In team settings, it is important for the instructor establish certain criteria for assessment of individuals such that the outcome of the team function is also assessed. Throughout the learning process there must be time afforded to the learner to make self-assessments toward their progress meeting the prescribed goal or objective.

The competent instructor is always evaluating their effectiveness in the delivery of learning. Evaluation must take place throughout the learning process and by the use of the formal evaluation tool at the end of a learning session. Four areas must be continually assessed. The assessment areas are: the instructional material; the instruction methods; the instructor performance and the instructional setting. Not surprisingly, the assessment instructional effectiveness throughout instruction may be more effective than waiting for responses on a course evaluation.

When considering instructional material, is it accurate and up-to-date? If technology is being used in the learning process, is it functioning as expected? Are the instructional methods appropriate for the intended audience? Are methods and activities used in the learning process aligned with the goals and objectives? The performance of the instructor generally takes on a more formal approach using the course evaluation but that's not to say that a competent instructor should undertake "midcourse" correction by their own assessment of the learners. Are learners engaging in questioning? Is motivation of the learners waning? Are activities supporting the learning process? Making assessments and changing to meet the needs of the learner are characteristics of a competent instructor. Instructional effectiveness can be enriched by the environment in which learning is to occur. Comfort in an instructional setting is important to the adult learner. Has the instructor considered the comfort of the learner when setting the room? The competent instructor will always attempt to be in the learning setting well in advance of the participants to set the room for optimal effectiveness.

“Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs”

PRO-NET Instructor Competency Categories

- Maintains Knowledge and Pursues Professional Development
- Organizes and Delivers Instruction
- Manages Instructional Resources
- Continually Assesses and Monitors Learning
- Manages Program Responsibilities and Enhances Program Organization
- Provides Learner Guidance and Referral

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-10

Instructional Note

Mention to participants that the instructor competencies mentioned in the slide were developed as a project Building Professional Development Partnerships for Adult Educators (*PRO-NET*) and a publication of the U.S. Department of Education, Division of Adult Education and Literacy. Mention that the *PRO-NET* competencies were divided into three thematic areas and six categories that are described on the next slide.

The 31 *PRO-NET* Competencies are organized into six categories. The categories and a brief description are provided below. The entire set of competencies, associated indicators and performance standards are available at: <https://files.eric.ed.gov/fulltext/ED454382.pdf>. These instructor competencies were developed by Sherman, Tibbets, Woodruff and Weilder (Pelavin Research Institute) as a project of Building Professional Development Partnerships for Adult Educators (*PRO-NET*) and a publication of the U.S. Department of Education, Division of Adult Education and Literacy. The entire document may be found at <https://eric.ed.gov/?id=ED454382>.

The *PRO-NET* Competencies are organized into three broad themes that promote quality instruction in all instructional settings. The three themes are:

- **Keeping current in content area and in instructional strategies.** Instructors need to engage in a variety of ongoing professional development activities to keep abreast of new developments in curriculum content and related areas as well as instructional approaches.
- **Communicating and collaborating with colleagues and learners to facilitate learning.** The educational process involves a range of collaborative activities both within the organization and the community. Instructors require a variety of communication methods as they collaborate with diverse audiences and develop skills in problem solving, negotiation, and decision making.

Working positively and nonjudgmentally with diverse populations. Instructors must be persistent in incorporating instructional materials and strategies that are inclusive and free of bias.

Maintains Knowledge and Pursues Professional Development

Instructors are the primary facilitators of student learning and must have the requisite skills and content knowledge to guide the instructional process. The competencies in this category emphasize construction of a knowledge based on adult learning principles, including such areas as learner motivation, cognition, and socio-cultural context as well as developing and maintaining the appropriate subject matter expertise of content matter and instruction. The competencies focus on the acquisition of knowledge through a variety of professional development activities (e.g., coursework, workshops, practitioner research, and journal reading), both individually and in collaboration with colleagues.

Organizes and Delivers Instruction

Organizing and delivering instruction is at the heart of the adult learning process. Competencies in this category include the development of instructional plans, sequencing and pacing of classroom activities, and linking instruction to learner needs and abilities. The competencies specified here encompass the delivery of a well-paced, appropriately planned lesson that also provides sufficient time for achieving learning objectives. Instructors should be able to demonstrate their knowledge of adult learning theory, learner cultures, and interpersonal dynamics to create an environment conducive to learning.

Manages Instructional Resources

Providing quality instruction requires an emphasis on managing instructional resources, managing time and management of the learner's time-on-task. Priority is placed on time management, preparing and adhering to course schedules, and making effective use of relevant technology. Additionally, the competencies for this category focus on incorporating community resources into instruction to create a sense of attachment to the instruction as well as the selection of materials appropriate to learner needs and program objectives.

Continually Assesses and Monitors Learning

Assessing learner needs, monitoring progress, and providing feedback are essential components of the instructional process. There are many methods for monitoring the progress of learners including direct questioning, written assessments, and performance-based assessments. Learning also can be monitored in an individual or group setting. The competencies in this section focus on collecting and sharing information about learner needs and progress, and using the information to plan for or modify instruction to optimize learning.

Manages Program Responsibilities and Enhances Program Organization

Instructors conduct their work within a larger program context with missions and obligations. As such, the ability to collaborate and communicate effectively with administrators and instructional colleagues, and community members is important. The competencies in this section focus on collecting, managing, and sharing data and ideas to improve instruction and program quality.

Provides Learner Guidance and Referral

The role of instructors in adult education often goes beyond the formal instructional setting. Instructors often are called upon to serve the additional role of providing counseling and guidance to their students. Relevant competencies in this area include the knowledge of appropriate referral services and the ability to communicate learner needs to other service providers within the program.

The instructor that desires to continuously improve their instruction skills are encouraged to adopt a tool and use it for self-assessment.

Instructor Assessment and Course Evaluation

How do you know when you are improving performance?

Instructor Assessment

Course Evaluation

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-11

This question should be the preeminent thought on every instructor's mind. It has meaning from the participant's perspective as well as from the perspective of the instructor. A course evaluation focuses on reflections of the participants as they relate to the learning process. The effective instructor establishes a learning environment that is safe, comfortable and motivating to the learner-participant. The course evaluation is a method to measure the effectiveness of instruction. Course evaluations should include a mix of "ranking" question and written feedback taking care to understand that there is a diminishing point of return with course evaluation. Long, drawn out course evaluations may result in less actionable information as compared to relatively short evaluations that focus on only the most relevant information as matched to the overall objectives of the course.

A very important component of any course evaluation is an assessment of the instructor's ability to perform in their role of fostering the learning process. In the context of the course evaluation, there is little opportunity to assess the instructor on an entire set of competencies. Competency of instruction should be measured in a peer-to-peer setting and not be relegated to the participant.

Instructional Note

Slide 6-11 is animated. It will first appear with the question and a mouse click will reveal "instructor assessment" and another click will reveal course evaluation. Mention both are important to understand if instruction is effective. The next slide introduces instructor assessment.

Instructor Assessment

Instructor Assessment

- Should not be left up to chance
- Measure Performance against a set of standards

Beginning	Acceptable	Accomplished	Mastered
Description reflecting beginning level of performance.	Description reflecting movement toward mastery level of performance.	Description reflecting an understanding what constitutes a mastery level of performance without consistent demonstration.	Consistently demonstrates knowledge, skill and attitude beyond the expected level of performance.

poor	fair	good	very good	excellent
seems personally disinterested; does not inspire learning		generally interested and enthusiastic; not especially interesting		shows sustained interest and enthusiasm for the course; knowledgeable of subject matter
Comments:				

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL
6-12

The primary goal of instruction is to improve the performance of participants – a steady and persistent change in knowledge, skills and attitude. It is incumbent upon the instructor to follow the same path to improve performance. Instructor assessment is a means to measure performance against a set of standards. Standards, as the name denotes, is considered a basis of comparison to an established set of normative statements or values. The performance of the instructor, therefore, should not be left to chance or some open-ended question such as “what did you think about the instruction?”. Instructor assessment must be guided by competencies.

Measure of instructor assessment may follow some hierarchal ladder similar to the Bloom’s hierarchal ladder. The measure should be simple and easily defined so that it is clear to the assessor and to the assess the meaning of the ranking. The following is a measurement scale that may be useful for instructor assessment.

Beginning	Acceptable	Accomplished	Mastered
Description reflecting beginning level of performance.	Description reflecting movement toward mastery level of performance.	Description reflecting an understanding what constitutes a mastery level of performance without consistent demonstration.	Consistently demonstrates knowledge, skill and attitude beyond the expected level of performance.

Another effective method of measurement is the poor-fair-good-very good-excellent scale. To be effective it should include definitional aspects to the scale so that it is clear how each measure should be applied. The following is an example of how this scale is applied:

Instructor’s knowledge for teaching the course:

poor	fair	good	very good	excellent
seems personally disinterested; does not inspire learning		generally interested and enthusiastic; not especially interesting		shows sustained interest and enthusiasm for the course; knowledgeable of subject matter
Comments:				

Course Evaluation

Course Evaluation

- Should be predictive of the value of the training
- Should shape changes to instruction
- Examples of these Summative Assessments:
 - Questionnaires
 - Surveys
 - Testing
- Are the participants applying what they learned?

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL
6-13

As with instructor assessment, the course evaluation must be considered the backbone of continuous quality improvement. Without an evaluation method, is there any way to understand if the training was of any value or if it met the training objectives? Evaluation is usually considered an end-of-course tool and should be coupled with the assessment of instructional effectiveness, an ongoing process throughout the course delivery process. The end-of-course evaluation is considered summative whereas the ongoing process is considered formative. The formative evaluation is a method of judging the effectiveness of the instruction while instruction is ongoing. The summative evaluation is given at the end the course and is a method to judge the worth of the program. Questionnaires, surveys and participant testing are examples of summative evaluation. Summative evaluation is useful to

instructional designers to modify and improve course delivery material and methods. Both evaluations are very important to the short-term and long-term success of instruction.

To be effective, the course should be evaluated by the following categories. The evaluation areas are: the learner; the instructional material; the instruction methods; the instructor performance and the instructional setting.

Effective evaluation must start with the learner. If learning occurred, there would be an observable change in knowledge, skills and attitude. This may be measured by testing for knowledge gained such as with pre and post testing, observation of skills the learners are able to perform after instruction, or the application of the instruction in the workplace. Attitudinal changes are oftentimes best observed in the workplace and answer the question "Are the participants applying what they learned?"

Instructional material must be assessed for the flow and structure of the material. Does the way the material is presented complement the learning objectives? Is there a balance between lecture and activities? Do the activities reinforce concepts presented?

Is there a balance of delivery methods to support the visual, auditory and kinesthetic sensory learning styles? Do the instructional methods meet with the work culture of the participants? You will not use the same instructional methods on college professors as you would for an auto body repair person.

Instructor evaluation is an important component of course assessment. It is improbable that evaluation of a course delivery would not include an evaluation of the course deliverer. This evaluation will differ from the instructor assessment as it will be abbreviated and focus on mirroring other components of the course evaluation. Instead of moving deep into each instructor competency, this evaluation may focus more of each of the domains and ask for evaluation of the instructor's professional foundation; how well they were prepared, if the instructors' methods and strategies fostered the learning process and if the instructor managed the course delivery to facilitate the learning process.

A sample course evaluation is provided as an Appendix.

Summary

Summary

Recognize the competencies associated with the effective instructor

Associate assessment and evaluation as a means to continuous quality improvement

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-14

Coming Up Next

Coming Up Next

Teachback

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 6-15