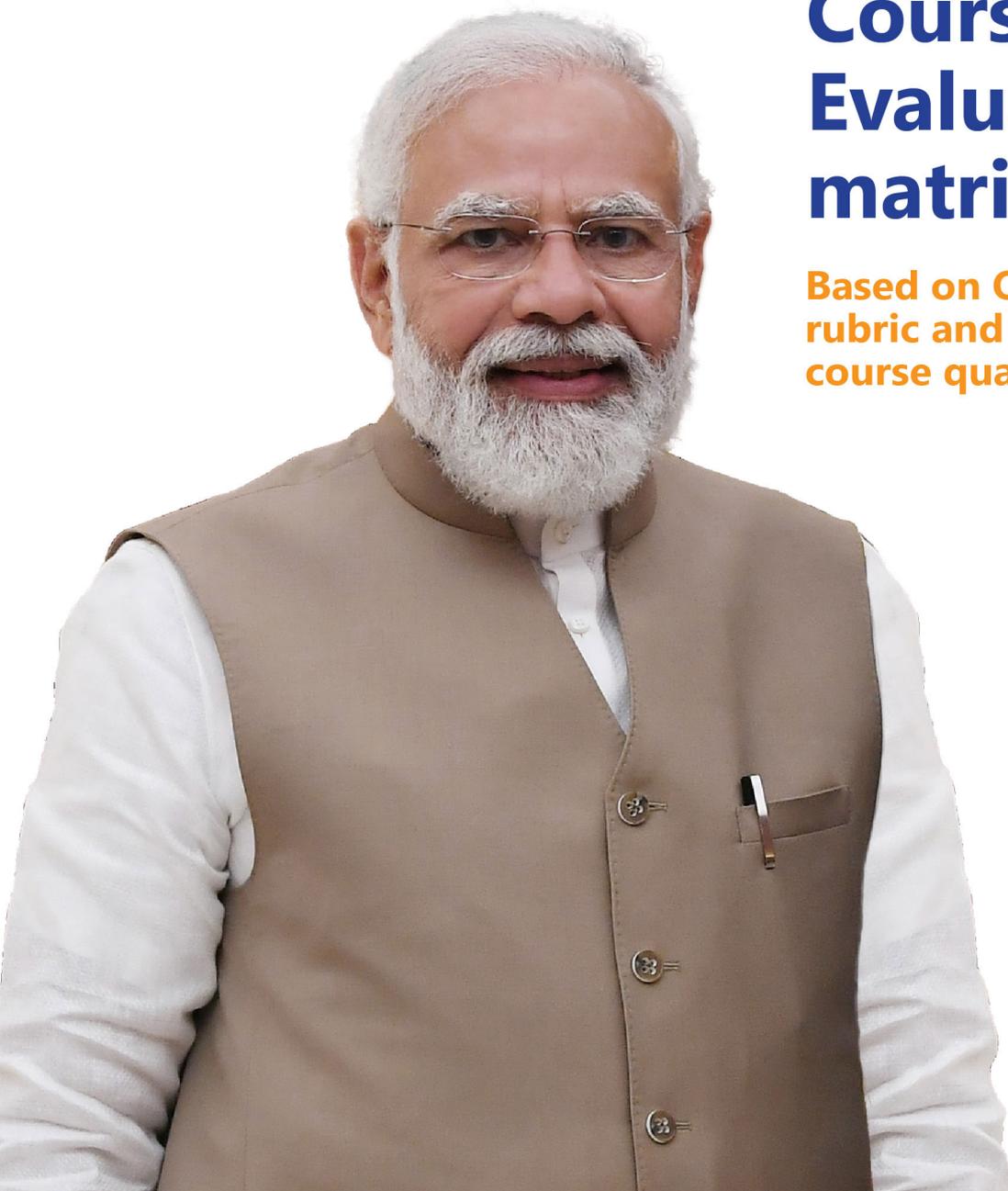CAPACITY BUILDING COMMISSION

NATIONAL TRAINING CONCLAVE 2023

Course Evaluation matrix

Based on QM-CPE rubric and iGOT's course quality standards

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iGOT Karmayogi course quality evaluation matrix is based on the following six categories:

- Instructional Method

- Assessment Design

- Competency and Skills

- Diversity & Inclusion

- Learner Engagement

- Learner Support

  The Quality Matters' (QM) Continuing Education and Professional Development (CPE) Rubric, is an effective tool for evaluating learning products for adult learners. For evaluating the courses on iGOT, using the same categorization as below will be more effective.

- Course Overview and Introduction

- Learning Objectives (Competencies)

- Assessment and Measurement

- Instructional Materials

- Course Activities and Learner Interaction

- Course Technology

- Learner Support

- Accessibility and Usability

  The iGOT category 'Instructional method' combines evaluation parameters from multiple categories, and is thus confusing for the learning designer working on an online course. Instructional method combines parameters from three different categories as per the QM CPE's standards - 'Course overview and introduction', 'Learning Objectives' and 'Instructional materials'. Similarly, iGOT's evaluation category of 'Learner Engagement' has parameters which otherwise can be classified separately under 'Course Activities and Learner Interaction' and 'Course Technology'. An effective way for evaluation of an online course is to have separate categories, and thus the eight CPE evaluation standards are suggested for building the evaluation matrix.

  The below detailed parameters of evaluation under the eight CPE evaluation standards are suggested for evaluating an online course for uploading on iGOT. All the specific parameters mentioned in iGOT's course quality evaluation matrix have been considered and are included in this framework. The Quality Matters' (QM) Continuing Education and Professional Development (CPE) Rubric is utilised for building the evaluation matrix for evaluation courses for uploading on iGOT .

  Additionally, a detailed matrix on sustainable development is recommended to not be included into the evaluation criteria, even as a non-scored matrix, or the gate criteria. While the evaluation of sustainable development will not be valid for all courses or knowledge areas, it will again create confusion for the content creator.

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Evaluation matrix for assessing a course

I.

S.no.	Course Overview and Introduction
1	Clear instructions to navigate the course and its components. Enabled by an introductory video, or an introductory tour of the portal.
2	Clear instructions on length of the course, milestones for completion, effort required.
3	Organizational expectations are conveyed clearly to the learner (in terms of completion, evaluation expectations etc).
4	Prior skill or knowledge requirements are stated, and/or supported with prerequisite material.

II.

S.no.	Learning Objectives (Competencies)
1	The course learning objectives, or course/program competencies are clearly stated, and describe outcomes that are measurable.
2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
3	Target competencies are clearly stated at the beginning of the course.
4	Target competencies are clearly stated at the beginning of the course. All target competencies are clearly tested at the end of the course to demonstrate progression.
5	Target competencies have been covered in the course using real-life scenarios.

[1]*"Course Design Rubric Standards - Quality Matters." https://www.qualitymatters.org/qa-resources/rubric-standards/cpe-rubric*

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III.

S.no.	Assessment and Measurement
1	The course features a clear assessment criteria during the course with clear instructions on evaluation.Course information specifies how successful completion of the course will be recognized.
2	The learning activities and assessment are consistent with learning outcomes.
3	The course provides learners with multiple opportunities to track their learning progress.
4	Case studies and case-oriented assessment questions are based on real-life situations.
5	The assessment uses more than one format of questions.
6	The course avoids assessment patterns that are redundant in evaluating a learner such as unrealistic answer options for multiple choice questions, or distractors, where learners can easily guess the correct answer by eliminating incorrect ones.
7	All practice activities provide diagnostic feedback. i.e. In case a user attempts the question incorrectly/correctly, it provides them with a descriptive feedback.
8	There is at least one active learning activity, such as online discussion/ debate, group project, synchronous online meeting, case study or a learning game per module/learning unit.

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IV.

S.no.	Instructional Materials
1	The learning elements promote the learning as per the below factors, as encouraged by iGOT's WTDET framework of content devlopment. Evaluate based on use of the below factors across all modules/ learning units.
2	Micro-learning approach, ensure shorter bytes of content (Watch)
3	encourage critical thinking and reasoning, use of reflection quizzes etc (Think)
4	Context-relevant interactivities (Do)
5	Learners are given examples of and asked to explore practical applications of the course in their setting.
6	Encouragement and opportunities (materials and sources) for self-learning (Explore) Application of concepts in real life based assessments (Test)

V.

S.no.	Course Activities and Learner Interaction
1	The learning activities promote the achievement of the stated learning objectives or competencies.
2	The requirements for learner interaction are clearly stated.
3	Learning activities provide opportunities to learners that support active learning, to avoid the learner's passive assimilation of the content.
4	Infrastructure is enabled for learner-to-learner interaction.
5	Instructor support or feedback support from the course team is available, readily or on-demand.

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VI.

S.no.	Course Technology
1	Technologies required in the course are readily obtainable.
2	The course technologies are current.
3	The language used in the course is understandable by the target audience.
4	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
5	The technical quality of all media is good, i.e. videos and audios play with no distortion.
6	The voice over accent is one that can be easily understood by the target audience.
7	Reading content (e.g. PDF, slides) is designed for on-the-go consumption and contains visual summaries, infographics and other similar techniques.
8	The voice used is not machine simulated and robotic.

VII.

S.no.	Learner Support
1	Learners are able to download courses and complete in offline mode (e.g. Course avoids using YouTube links/ external to videos).
2	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
3	Learners have access to additional resources that enrich the course content.
4	Learners have access to troubleshooting resource(s) and contact details.
5	The course features navigational help.

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VIII.

S.no.	Accessibility and Usability
1	All graphical elements (image, graphics, shapes, charts etc.) used in the course include descriptive 'alt tags' that screen readers read out in descriptions.
2	Videos feature closed captions and transcripts.
3	Hyperlinks in the course connect to the correct location and all of them are descriptively titled (not using phrases as "Click here"), underlined, and a different colour.
4	Course provides alternative activities to replace drag-and-drop ones by using a matching activity with typing the correct number or letter.
5	Course uses appropriate font size and type, which is adjustable and conforms to all the required standards. (Please refer to document for standards).
6	The course uses both colour and symbols to convey messages or visual notifications.
7	The course uses patterns and textures as opposed to only contrasting colours for elements that require emphasis.
8	Colour schemes used are colour-blind-friendly (Please see W3C standards) and contrast is used in choosing colour combinations.
9	PDFs are saved as searchable text not images.
10	Audio narration is available for static content.
	Gender Diversity
11	The course features diversity in gender
12	The course/content does not showcase disparity or discrimination among genders (male, female, third gender). The course is gender intentional/ gender transformative 6
13	The course uses language that is gender inclusive, e.g. use of 'they' in favour of 'he' (with appropriate change to sentence structures).

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VIII.

S.no.	Accessibility and Usability
	Culture Diversity & Tolerance
14	Courses developed are multilingual and available in multiple official languages.
15	Human characters used in the course belong to the context that is being portrayed, e.g. use of Indian characters in Indian contexts and situations and use of international characters where the situation demands.

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