

Please use the following document to help you create an evaluation plan to reach the goals of your TLEF project. Note that the Evaluation team is here to support you through this process, please email Trish Varao-Sousa (trish.varao-sousa@ubc.ca) to request support.

What is the **Context**?

Indicate where the project will take place/who will be impacted by the changes you make.

Primary course format:

- Lecture, seminar, tutorial, capstone project
- Clinical, community based, internship
- Lab, studio
- Non credit/self-registered
- Distance Ed., MOOC, professional education
- Program-level project (not limited to a specific course)
- A combination thereof
- Other _____

Course level

- 100
- 200-400
- Graduate
- A combination thereof
- A program-level project
- Other _____
- N/A

Class size

- Small (fewer than 50 students)
- Medium (50-150 students)
- Large (more than 150 students)
- N/A

Practice and Outcome

Consider what you will be doing (**practice**) and what the intended impact (**outcome**) of this practice will be. The lists provided below represent common practices and outcomes from past TLEF projects. Put a checkmark next to those that apply to your project, or add any others that are relevant.

Practice(s)	Outcome(s)
<ul style="list-style-type: none"> <input type="checkbox"/> Resource development (e.g. media; reading and PD materials; learning modules) <input type="checkbox"/> Infrastructure development (e.g. LMS; repositories; physical spaces) <input type="checkbox"/> Pedagogies for student learning/ engagement (e.g. flipped classroom; clickers; PBL) <input type="checkbox"/> Innovative assessment (e.g. two-stage exams; peer-assessment; student choice in grading scheme) <input type="checkbox"/> Teaching roles and training (e.g. co-teaching; TA roles; office hours; participation in PD) <input type="checkbox"/> Curriculum and design (e.g. course/program design; formulation of course/program learning outcomes) <input type="checkbox"/> Student experience outside the classroom (e.g. wellbeing, social inclusion) <input type="checkbox"/> Experiential and work-integrated learning (e.g. co-op, community service learning) <input type="checkbox"/> Indigenous-focused curricula and ways of knowing <input type="checkbox"/> Diversity and inclusion in teaching and learning contexts <input type="checkbox"/> Open education resources <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Student learning and knowledge <input type="checkbox"/> Student engagement and attitudes <input type="checkbox"/> Instructional team teaching practice and satisfaction <input type="checkbox"/> Student wellbeing, social inclusion & community engagement <input type="checkbox"/> Operations & processes including unit's priorities <input type="checkbox"/> Awareness and capacity around strategic areas (indigenous, equity and diversity) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evaluation Questions

Now that you've determined your **context, practice, outcome,** and **method for collecting evidence,** create a clear evaluation question based on these items. The first block shows an example of what this should look like.

Practice and Context	Intended outcome(s)	Evaluation question(s)
<p>Resource development: Develop self-study quizzes for all sections of PSYC217</p>	<p>Student learning and knowledge: should increase as a result of these resources</p>	<p><i>How are students' knowledge of core concepts impacted by adding self-study quizzes?</i></p>



How will you **measure** whether your practice is influencing your intended outcome(s)?

The lists provided below represent some options for collecting evidence (data) on various outcomes.

Student well-being, social inclusion & community engagement

What?	How?
Attendance	<ul style="list-style-type: none"> ● Observation ● Self reports ● System logs
Participation	<ul style="list-style-type: none"> ● Observation ● Self reports ● Diaries
Collaboration	<ul style="list-style-type: none"> ● Peer review ● Reflection/1-minute papers
Professional skills	<ul style="list-style-type: none"> ● Interviews ● Role playing ● Observations

Student learning and knowledge

What?	How?
Knowledge	<ul style="list-style-type: none"> ● Grades ● Projects, assignments, quizzes ● Standardized tests ● Knowledge retention over time ● 1 minute papers

Student engagement and attitudes

What?	How?
Satisfaction	<ul style="list-style-type: none"> ● SEOT (Course Eval) ● Self report surveys ● Feedback
Perceptions about the discipline/Perceived value	<ul style="list-style-type: none"> ● Surveys (standardized) ● Interviews
Confidence, self-efficacy	<ul style="list-style-type: none"> ● Surveys (standardized)
Forum activity	<ul style="list-style-type: none"> ● Who posts and how often? ● Who talks with whom? (social network analysis)
Attendance	<ul style="list-style-type: none"> ● Observation ● Self reports ● System logs
Communication	<ul style="list-style-type: none"> ● Essays, Papers ● Videos

Instructional team practices

What?	How?
Time spent on course related activities	<ul style="list-style-type: none"> ● Observations ● Self-reports
Adoption of best practices	<ul style="list-style-type: none"> ● Self-reports ● Student perceptions ● Peer review of teaching

Practical Plan

What needs to happen? (tasks)	Responsibility (who's in charge of each action)	Resources needed (equipment, budget, materials)	Deadline(s)
Preparation/Evaluation plan development:			
Data collection:			
Analysis:			