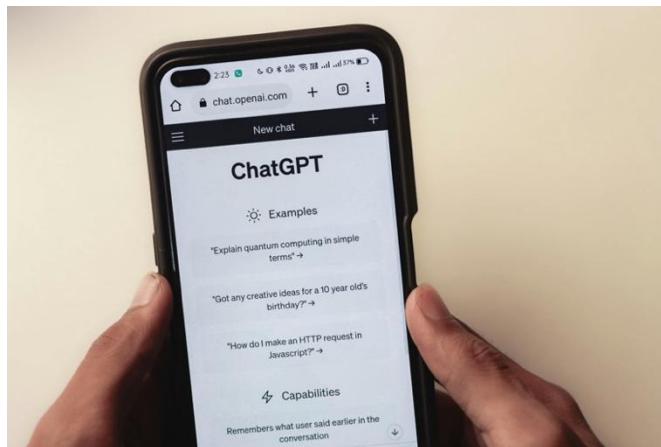




GENERATIVE AI FOR EDUCATORS

Instructional Product Evaluation Plan



Andrea Rampone
Indie Learning Consultants
September 6, 2024

Presented by: Andrea Rampone
September 19, 2024 EDCI 577

General Background Information

The "Generative AI for Educators" course, developed by Google, is a free online program designed to help faculty integrate AI into their teaching. At UT Austin, it supports the College of Education's (CoE's) goals of enhancing digital literacy and pedagogy. Embedded in the LMS, it tracks faculty participation and certificate submission.

This course addresses the need for AI proficiency among faculty, focusing on improving teaching quality, streamlining tasks, and increasing student engagement. Benchmarks include better instructional practices, greater efficiency, improved student outcomes, and alignment with UT Austin's 2024 innovation initiative. The course's effectiveness will be evaluated using Kirkpatrick's four-level model, assessing faculty satisfaction, learning, behavioral changes, and impact on performance.

Instructional Product

Instructional Product Description

The "Generative AI for Educators" course is a free, online, self-paced professional development program designed to help faculty integrate AI tools into their teaching. Developed by Google, the course covers foundational AI concepts, ethical considerations, practical applications, and strategies for enhancing teaching and learning with AI tools. It is organized into multiple modules, allowing faculty to progress at their own pace.

At UT Austin, the course is embedded in the LMS, providing easy access for College of Education (CoE) faculty. The LMS tracks participation, completion, and manages certificate submission, facilitating data collection for evaluating the course's effectiveness.

The course consists of four modules:

1. **Introduction to Generative AI Tools:** Basics of AI and its educational applications.
2. **AI Ethics and Responsible Use:** Ethical considerations, data privacy, and security.
3. **AI for Personalized Learning:** Hands-on training for creating personalized learning experiences.
4. **AI for Administrative Efficiency:** Automating tasks like grading to save time.

Participants access the course through the LMS and submit certificates to track completion. The evaluation will assess whether the course meets its learning objectives, improves teaching practices, and aligns with UT Austin's strategic goals for educational innovation.

Purpose, Need, and Benefit

- **Purpose:** The "Generative AI for Educators" course empowers UT Austin faculty by equipping them with the skills to integrate AI tools into their teaching and administrative tasks. It bridges the gap between AI technologies and educational practices, ensuring faculty can meet modern teaching challenges.
- **Need:** The rapid integration of AI in education has created a gap in faculty skills. Many educators wish to use AI but lack the expertise. This course provides essential training to help faculty effectively apply AI in their curriculum.
- **Benefit:** The "Generative AI for Educators" course benefits UT Austin faculty by enhancing teaching practices, automating administrative tasks to increase efficiency, and aligning with the university's innovation goals. It also supports faculty professional development, ensuring they stay updated with the latest technological advancements.

Goal and Subgoals

- **Overall Goal:** Empower UT Austin College of Education faculty to effectively use AI tools in teaching, enhancing educational quality and efficiency. This aligns with the College's strategic goal to integrate innovative technologies by 2025, improving pedagogy and student outcomes.
- **Subgoals:**
 - **Increase Faculty Confidence:** Boost faculty competence in using AI for lesson planning, assessments, and student engagement, supporting faculty development and readiness for new technologies.
 - **Enhance Teaching Practices:** Use AI-driven strategies to personalize learning, improve delivery, and foster innovation.
 - **Improve Administrative Efficiency:** Streamline tasks like grading and scheduling, giving faculty more time for teaching and interaction.
 - **Foster Student Engagement:** Use AI tools to enhance student engagement and improve academic performance.

Learning Objectives

By the end of the "Generative AI for Educators" course, faculty members will be able to:

1. **Understand Generative AI:** Grasp key concepts, applications, and ethical considerations of AI in higher education.
2. **Develop Effective AI Prompts:** Create and apply AI prompts for various instructional contexts and diverse classrooms.
3. **Evaluate AI Outputs:** Assess AI-generated outputs for quality, relevance, and alignment with educational goals.
4. **Utilize AI for Personalized Learning:** Design personalized learning experiences using AI to meet diverse student needs.
5. **Integrate AI into Teaching:** Incorporate AI strategies to enhance student engagement and support diverse learning styles.
6. **Enhance Administrative Efficiency:** Apply AI to streamline tasks like lesson planning, grading, and communication.

Success Criteria

The success of the "Generative AI for Educators" course will be evaluated based on the following instructional outcomes:

1. **Faculty Mastery:** Achieve at least an 85% pass rate on post-module assessments, demonstrating understanding and application of AI concepts.
2. **AI Integration:** At least 60% of participants incorporate AI tools into teaching within three months, as evidenced by lesson plans and peer observations.
3. **Improved Efficiency:** Faculty report a 30% reduction in time spent on administrative tasks, allowing more focus on teaching and engagement.
4. **Increased Engagement:** Student surveys and faculty reports show a 25% increase in engagement in AI-implemented courses compared to previous terms.
5. **Positive Feedback:** At least 75% of faculty provide positive feedback on the course's relevance, usability, and applicability to their teaching.

Accessibility of Instruction

The course offers several accessibility features to ensure all faculty can participate fully. Videos include captions and transcripts, and the platform is optimized for screen readers. Materials are presented in plain language and are accessible across multiple devices. Additional enhancements, such as multilingual support, visual aids, graphic organizers, and voice-over narrations, are available to assist those with reading difficulties or learning challenges.

Instructional Audience and Instruction Context

Instruction Audience

The primary audience for the "Generative AI for Educators" course at UT Austin includes College of Education faculty—professors, lecturers, and adjuncts—interested in using AI in their teaching. Over 50 faculty from various disciplines aim to enhance classroom activities, personalize learning, and streamline tasks. Experience with AI varies from novice to advanced, and comfort with digital tools ranges from tech-savvy to those needing support. Faculty teach diverse courses with varying levels of technology access, influencing AI application.

Instruction Context

The "Generative AI for Educators" course is an online, self-paced program for UT Austin College of Education faculty, designed for flexibility around their teaching and administrative duties. Accessible through Canvas, the course includes multimedia content and resources, with technical and peer support available. Faculty can complete the course at their own pace while meeting university development goals.

Accessibility of the Instruction Context

The course at UT Austin is designed to accommodate a wide range of faculty by providing flexible access across desktops, laptops, tablets, and smartphones. It is optimized for screen readers, includes captions and transcripts for all video content, and uses plain language for easy comprehension. To enhance inclusivity, additional visual aids, voice-over narrations, and language translations could further support faculty with diverse needs.

Evaluation of the Instruction

Evaluation Purpose, Need, Benefit

- **Purpose:** The evaluation will assess the effectiveness of the "Generative AI for Educators" course in helping College of Education faculty at UT Austin achieve the learning objectives of integrating AI into teaching. Using Kirkpatrick's four levels (Reaction, Learning, Behavior, Results), the evaluation will measure faculty satisfaction, knowledge gains, behavior changes, and the course's impact on student engagement and administrative efficiency.
- **Need:** This evaluation is necessary to determine if the course meets the professional development needs of faculty in effectively using AI tools. It will

identify strengths and areas for improvement, ensuring the course aligns with the university's goals for innovation and efficiency in education.

- **Benefit:**
 - **Course Enhancement:** Insights will guide improvements in content and delivery.
 - **Decision on Continuation:** Results will inform whether the course continues as part of the faculty development offerings or requires revision.
 - **Stakeholder Confidence:** Demonstrates the course's value to administrators and faculty.
 - **Increased Efficiency:** Evaluates the course's impact on AI adoption and operational efficiency.
 - **Alignment with Goals:** Confirms the course supports the university's strategic goals for innovation and improved teaching quality.

Evaluation Goals and Subgoals

- **Overall Goal:** Evaluate the "Generative AI for Educators" course for College of Education faculty at UT Austin using Kirkpatrick's four levels (Reaction, Learning, Behavior, Results) to assess its effectiveness in enhancing teaching, supporting faculty development, and aligning with the university's innovation goals.
- **Subgoals:**
 - **Measure Faculty Satisfaction:** Assess satisfaction with course content, format, and relevance to higher education and innovation goals.
 - **Assess Knowledge and Skills:** Measure the knowledge and skills gained by faculty on using AI tools through post-course surveys.
 - **Evaluate AI Application:** Determine how well faculty have applied AI tools in their teaching, focusing on engagement, effectiveness, and task efficiency.
 - **Impact on Student Engagement:** Analyze the course's impact on student engagement, performance, and motivation through faculty feedback and student data.
 - **Identify Course Improvement Areas:** Identify ways to refine the course to better support faculty and align with the university's innovation objectives.

Evaluation Rationale

The "Generative AI for Educators" course is an ideal candidate for evaluation at UT Austin's College of Education as it addresses the need for faculty development in AI integration. With the university's focus on innovation, the course offers a chance to assess how effectively faculty adopt and utilize AI tools in their teaching.

Using Kirkpatrick’s four levels—Reaction, Learning, Behavior, and Results—this evaluation will provide insights into faculty satisfaction, knowledge gains, behavior changes, and the impact on student engagement. The evaluation ensures alignment with the university’s strategic goals, supports faculty development, and promotes continuous improvement in teaching practices.

Evaluation of the Success of the Instruction

The success of the "Generative AI for Educators" course will be evaluated using several key criteria. Faculty mastery will be measured through an 85% pass rate on post-module assessments, while AI integration will be assessed by tracking the percentage of participants who incorporate AI tools into their teaching within three months, aiming for at least 60%. Additionally, improved efficiency will be gauged by a 30% reduction in time faculty spend on administrative tasks, and student engagement is expected to increase by 25% in AI-integrated courses. Positive feedback from at least 75% of faculty regarding the course’s relevance and usability will also serve as a measure of success.

Learners' knowledge and skills acquisition will be confirmed through both quantitative assessments, including quiz scores and post-module assessments, and qualitative feedback from faculty about their experience using AI tools. To confirm changes in learning or attitudes, the evaluation will look for behavioral changes, such as faculty using AI in their teaching practices, supported by peer and student feedback. Self-reported confidence levels in using AI tools, gathered from pre- and post-course surveys, will also be considered, along with reports of reduced time spent on administrative tasks, reflecting a shift toward more engaged teaching.

Stakeholders

- **Faculty Members** (Learners)
- **College of Education Administration** (Decision Makers)
- **Students**
- **Instructional Designers & Program Evaluators**
- **IT Support Staff**
- **Office of Institutional Research**

Stakeholders	Reaction	Learning	Behavior	Results
Faculty Members	Faculty will provide feedback via pre- and post-surveys	Faculty will reflect on how the AI tools supported their	Faculty members will demonstrate integration of AI tools in teaching and report on changes in teaching practices.	Faculty will provide feedback on student performance and outcomes post-AI

	on course satisfaction.	learning experience.		tool implementation.
College of Education Admin	Admin will review participant satisfaction and evaluate alignment with strategic goals.	Admin will assess how the course supports faculty development objectives.	Admin will observe faculty behavior changes in instructional practices based on feedback reports.	Admin will analyze overall faculty improvement and determine next steps for course implementation.
Students	N/A	N/A	Students will provide feedback on their engagement and learning in AI-augmented classes.	N/A
Instructional Designers & Program Evaluators	Design course and evaluation tools.	Evaluate faculty success using AI tools through post-course assessments.	Review faculty feedback to identify areas for course improvement.	Confirm alignment with strategic goals and revise course as needed.
IT Support Staff	Ensure smooth technical delivery and survey access.	Provide support to ensure seamless access to course materials.	Ensure tech functionality supports faculty behavior changes in integrating AI tools.	Review technical data to assess the impact of tech solutions on teaching efficiency.
Office of Institutional Research	N/A	Analyze course impact data for decision-making	Support analysis of behavior change and instructional efficacy.	Collaborate on final data reports to support course recommendations.

Evaluation Context and Scope

The evaluation will take place within the College of Education at UT Austin. Data will be collected online via Canvas, using embedded surveys and feedback forms to assess course effectiveness. A certificate submission assignment will track completion rates, and participants will be surveyed after certificate submission. The LMS will manage survey distribution and completion tracking, sending reminders only to non-responders with an option to opt out. A detailed timeline outlining the major events and responsibilities for the evaluation will be provided later in this document.

Measurement Instruments and Data Collection for Levels 1 and 2

In this section, the measurement instruments created for Levels 1 and 2 of the Kirkpatrick model are detailed along with the administration procedures used to gather data within the proposed setting of the University of Texas at Austin's College of Education.

Table 2: Measurement Instruments for Levels 1-2 Evaluations

Instrument	Instrument Design	Rationale for Instrument Design	Administered Procedures	Data Collection Procedures	Success Criteria
Level 1: Reaction Surveys	Online surveys embedded in the LMS and distributed via email	To gauge immediate participant satisfaction and initial reaction to the training content	Surveys are administered immediately after course completion and after each major module	Data is automatically collected and stored in the LMS for real-time analysis	Success is achieving a 75% positive feedback rate on course relevance and utility
Level 2: Knowledge Assessments	Pre- and post-module quizzes administered through the LMS	To measure the knowledge acquired and the effectiveness of the course in improving AI competencies	Quizzes are scheduled before the start and at the end of each module to track learning progress	Responses are recorded in the LMS, allowing for immediate scoring and long-term tracking	Success criteria include an 85% pass rate on all post-module assessments

Data Analysis and Reporting Process

The data analysis and reporting process will use both quantitative and qualitative methods. Surveys and quizzes will be analyzed with SPSS or Excel, while open-ended responses and interviews will undergo thematic analysis. Program evaluators and instructional designers will lead this effort, with data analysts from the Office of Institutional Research summarizing results using descriptive and inferential statistics for quantitative data, and narrative summaries for qualitative insights.

Data will be presented to the College of Education administration, faculty, and stakeholders through reports, presentations, and infographics, managed by Andrea Rampone and supported by IT staff. Benchmarks include 75% participant satisfaction (Level 1) and an 85% pass rate on assessments (Level 2), ensuring course effectiveness.

Data collection will be automated via the LMS, supplemented by interviews and observations. Results will be visualized with pie charts for satisfaction (Level 1) and line graphs for quiz progression (Level 2). Reports will be available in digital, print, large print, and audio formats, with translations provided. Visual aids such as infographics and interactive dashboards will facilitate quick insights and interactive data exploration.

References

- Google. (2024, April 11). *Generative AI for educators*. Grow with Google. Retrieved from <https://grow.google/>
- Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. ATD Press.

Appendix A

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Deliverables/Components/Activities	Who	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
1	Pre-proposal and proposal	Andrea Rampone																
2	1. Analysis																	
3	1.1 Define Evaluation Objectives & Goals	Andrea Rampone	Start (Day 1-3)															
4	1.2 Survey/Interview of Faculty	Andrea Rampone, Faculty	Continue (Day 4-7)	Collect Data (Day 8-10)														
5	1.3 Learner & Content Analysis	Andrea Rampone		Begin (Day 11-13)	Continue (Day 14-16)													
6	1.4 AI Skills Gap Analysis	Andrea Rampone			21)													
7	1.5 Goal Statement Finalization	Andrea Rampone, Admin Approval			Finalize & Get Approval (Day 22-23)													
8	1.6 Learning Objectives Finalization	Andrea Rampone, Admin Approval			Finalize & Get Approval (Day 24-25)													
9	2. Design																	
10	2.1 Design Data Collection Instruments	Andrea Rampone	Start (Day 5-7)	Continue (Day 10-12)	Finalize (Day 16-18)													
11	2.2 Instructional Strategies Design	Andrea Rampone, IT Support	Plan Draft (Day 9-10)															
12	2.3 Design Surveys & Quizzes (Levels 1 & 2)	Andrea Rampone, Program Evaluators	Begin Survey Design (Day 11-13)	Continue (Day 14-16)	Finalize Quizzes (Day 19-21)													
13	2.4 Finalize Data Collection Instruments	Andrea Rampone, Admin Approval			Finalize & Submit (Day 24-25)													
14	3. Evaluation Plan - Kirkpatrick Levels 1-4	Andrea Rampone, Program Evaluators	Start Draft (Day 6-7)		Continue (Day 14-16)	Approval (Day 28)		Implement Survey (Day 36)	Continue Collecting Data (Day 39)	Continue Collecting Data (Day 40-42)	Continue Collecting Data (Day 43-45)	Collection (Day 48-50)						
15	3.1 Level 1 - Plan Reaction Survey	Andrea Rampone, Program Evaluators	Plan Draft (Day 9-10)		Finalize Quizzes (Day 19-21)	Approval (Day 29)	Begin Pre-Quizzes (Day 32-34)	Continue Quizzes (Day 35-36)	Continue Quizzes (Day 40-42)	Continue Quizzes (Day 43-45)	Complete Data Collection (Day 48-50)							
16	3.2 Level 2 - Plan Knowledge Quizzes	Andrea Rampone, Program Evaluators	Plan Draft (Day 9-10)		Continue Planning (Day 17-18)	Approval (Day 29)	Observations (Day 33-34)	Continue Observations (Day 35-36)	Continue Observations (Day 40-42)	Continue Observations (Day 43-45)	Continue Observations (Day 48-50)							
17	3.3 Level 3 - Plan Behavior Observations	Andrea Rampone, Program Evaluators	Plan Draft (Day 11-13)		Continue Planning (Day 15-17)	Approval (Day 30)	Data Collection (Day 33-34)	Continue Data Collection (Day 35-36)	Continue Data Collection (Day 40-42)	Continue Data Collection (Day 43-45)	Continue Data Collection (Day 48-50)							
18	3.4 Level 4 - Plan for Results Measurement	Andrea Rampone, Office of Institutional Research	Start Planning (Day 15-17)															
19	4. Development																	
20	4.1 Create Evaluation Plan	Andrea Rampone, Program Evaluators				Begin (Day 30-32)	Continue (Day 33-35)	Quizzes Start (Day 32-34)	Collection (Day 36)									
21	4.1.1 Develop Reaction Surveys	Andrea Rampone, Program Evaluators				Begin Interviews (Day 38-40)	Continue Post-Module Quizzes (Day 43-44)	Complete Quizzes (Day 45-46)	Interviews (Day 46-48)									
22	4.1.2 Develop Knowledge Quizzes	Andrea Rampone, Program Evaluators				Begin (Day 37-39)	Continue Interviews (Day 40-42)	Interviews (Day 43-44)	Interviews (Day 46-48)									
23	4.1.3 Develop Behavioral Observation Templates	Andrea Rampone, Program Evaluators					Continue Observations (Day 43-44)	Continue Observations (Day 45-46)	Continue Observations (Day 48-50)	Complete Observations (Day 49-50)								
24	4.1.4 Finalize Evaluation Plan for All Levels	Andrea Rampone, Admin Approval																
25	5. Evaluation	Program Evaluators																
26	5.1 Conduct Mid-Course Reaction Surveys (Level 1)	Program Evaluators					Analysis (Day 42-44)	Continue Analysis (Day 45-46)	Quantitative Analysis (Day 47)									
27	5.2 Administer Pre- & Post-Module Quizzes (Level 2)	Program Evaluators					Analysis (Day 44)	Qualitative Analysis (Day 47)										
28	5.3 Conduct Follow-Up Interviews (Level 3)	Program Evaluators																
29	5.4 Collect Observational Data (Level 3 & 4)	Program Evaluators, Faculty																
30	6. Revisions Based on Feedback	Andrea Rampone & Program Evaluators																
31	6.1 Revise Based on Faculty & Admin Feedback	Andrea Rampone				Report (Day 46-47)	Drafting (Day 48-49)	Begin Finalizing (Day 51-52)				Continue (Day 50-52)	Revisions (Day 53-54)	Revisions (Day 55-56)				
32	6.2 Update Evaluation Plan (if needed)	Andrea Rampone, Admin Approval				Begin Drafting (Day 46-47)	Drafting (Day 48-49)	Recommendations (Day 50)										
33	7. Final Report & Dissemination																	
34	7.1 Finalize Evaluation Report	Program Evaluators											Begin Finalization (Day 57-58)	Finalization (Day 59-Finalize Report (Day 57-58)				
35	7.2 Disseminate Final Report	Program Evaluators, College of Education Admin											Begin Dissemination (Day 61-62)	Submit Final Report (Day 63-64)	Submit Final Report (Day 63-64)			
36	7.3 Present Findings to Stakeholders	Program Evaluators, College of Education Admin											Prepare Presentation (Day 65)	Conduct Presentation (Day 66-67)	Conduct Presentation (Day 66-67)			
37	8. Follow-Up & Reflection																	
38	8.1 Conduct Follow-Up Meetings with Stakeholders	Program Evaluators, College of Education Admin											Begin Follow-Up Meetings (Day 68-69)	Continue Meetings (Day 70-71)	Begin Meetings (Day 68-69)	Continue Meetings (Day 70-71)		
39	8.2 Reflect on Evaluation Process	Program Evaluators											Reflection (Day 70-71)	Reflection (Day 70-71)				
40	9. Final Wrap-Up																	
41	9.1 Document Lessons Learned	Program Evaluators																
42	9.2 Prepare for Next Steps	Program Evaluators																
43																		
44																		

Click here for link to this Gantt Chart: [Rampone_Andrea_Gantt-Chart.xlsx](#)

The following timeline outlines the major events and milestones for conducting the evaluation of the "Generative AI for Educators" course:

Timeline	Major Events and Milestones	Kirkpatrick Level	Description of Data Collection
<i>Weeks 1-2: Initial Planning and Design</i>			
<i>Week 1</i>	Define Evaluation Objectives and Goals	Not Applicable	Set clear objectives for the evaluation aligned with the university's strategic goals. This step sets the foundation for the entire evaluation framework.
	Develop Data Collection Instruments	Not Applicable	Begin the creation of surveys, quizzes, and interview guides tailored to the specific needs and contexts of the faculty members.
<i>Week 2</i>	Complete Development of Data Collection Instruments	Not Applicable	Finish developing all necessary data collection instruments, making sure they are ready for development in the following weeks.
	Prepare Evaluation Materials	Not Applicable	Develop consent forms, instructions, and make sure all materials are accessible to participants with varying needs. This includes checking for ADA compliance and language simplicity.
<i>Weeks 3-4: Recruitment and Communication</i>			
<i>Week 3</i>	Identify Participants	Not Applicable	Select faculty members from various departments who have completed or are currently enrolled in the course. This selection should aim to represent a diverse range of experiences and backgrounds to enrich the evaluation data.
	Send Out Initial Invitations	Not Applicable	Distribute initial invitations to participate in the evaluation. Include information about the purpose of the evaluation, what participation involves, potential benefits to participants, and assurances of confidentiality and data protection.
<i>Week 4</i>	Send Out Detailed Evaluation Information	Not Applicable	Provide detailed information about the evaluation, including specific timelines, methods of data collection, participation methods, and expectations. This communication should also address any questions or concerns participants may have raised after the initial invitation.

Ensure Accessibility	Not Applicable	Confirm that all participants have access to the necessary resources to participate fully in the evaluation. This includes checking that all digital tools are compatible with various technologies used by participants and providing alternatives for those who may need them (e.g., printed materials, one-on-one interviews).
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Weeks 5-8: Data Collection Phase

Week 5	Mid-Course Surveys	Level 1 (Reaction)	Conduct immediate reaction surveys following the completion of key modules to measure participant satisfaction and immediate responses.
Week 6	Pre-and Post-Module Quizzes	Level 2 (Learning)	Administer quizzes before and after major course modules to measure knowledge acquisition and understanding.
Week 7	Follow-Up Interviews	Level 3 (Behavior)	Interview selected faculty members to gather in-depth insights into the behavioral changes in their teaching practices.
Week 8	Administer Reaction Survey upon Certificate Submission	Level 1 (Reaction)	Send the reaction survey immediately following the submission of completion certificates to measure immediate participant satisfaction and reactions.
	Observational Feedback Collection	Level 3 (Behavior) & Level 4 (Results)	Collect observational data and feedback from department heads and peers to assess changes in teaching behavior and impacts on student engagement and outcomes.

Weeks 9-10: Data Analysis

Week 9	Analyze Quantitative Data	All Levels	Use descriptive statistics to analyze data from surveys and quizzes. Focus on quantifiable data from Levels 1 and 2 to assess faculty satisfaction and knowledge gains.
	Perform Qualitative Analysis	All Levels	Begin thematic analysis of open-ended responses and interview data to identify key themes and trends. This includes analyzing behavioral data from Level 3.
Week 10	Continue Qualitative Analysis	All Levels	Continue and complete thematic analysis of open-ended responses, interviews,

		and observational data, focusing on comprehensive insights across all Kirkpatrick levels.
Identify Key Findings	All Levels	Highlight significant trends and patterns related to faculty engagement, the effectiveness of the course, and the impact on student outcomes, preparing for report compilation.

Weeks 11-12: Reporting and Recommendations

<i>Week 11</i>	Compile Preliminary Findings	All Levels	Begin compiling data into a comprehensive evaluation report. This includes creating visual data representations (graphs, charts) and narrative summaries of the data collected across all Kirkpatrick levels.
	Draft Recommendations	All Levels	Based on preliminary findings, draft initial recommendations for course improvement. These recommendations should focus on aligning with the university's strategic goals and addressing any significant gaps or opportunities identified during the analysis.
<i>Week 12</i>	Finalize Evaluation Report	All Levels	Complete the evaluation report, incorporating all data, analyses, and feedback. Make sure that the report is clear, coherent, and formatted according to academic standards.
	Stakeholder Review	All Levels	Distribute the draft report to key stakeholders, including faculty participants, department heads, and university administrators for review and feedback. Gather inputs and prepare to make revisions based on this feedback.

Weeks 13-14: Stakeholder Review and Feedback

<i>Week 13</i>	Distribute Draft Report for Feedback	All Levels	Share the draft evaluation report with key stakeholders, including faculty participants, department heads, university administrators, and possibly students. This distribution should facilitate a broad review and gather diverse perspectives on findings and recommendations.
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Week 14	Host Feedback Sessions	All Levels	Organize structured feedback sessions, which can be in the form of meetings, focus groups, or structured interviews to discuss the draft report. These sessions aim to capture detailed reactions and suggestions for improvement directly from stakeholders.
	Revise Report Based on Feedback	All Levels	Integrate feedback received during Week 13 into the report. Focus on refining the narrative, clarifying data interpretations, and strengthening the recommendations to make sure they are robust and actionable.
	Finalize and Approve Report	All Levels	Conduct a final review of the revised report to make sure all feedback has been adequately addressed. Secure formal approval from key decision-makers to proceed with dissemination.
<i>Weeks 15-16: Follow-Up and Reflection</i>			
Week 15	Disseminate Final Report	All Levels	Distribute the finalized evaluation report to all stakeholders, including faculty members, department heads, administrators, and other interested parties. Make sure the report is accessible in various formats to accommodate different preferences and needs.
	Host a Dissemination Webinar or Meeting	All Levels	Organize a webinar or meeting to formally present the evaluation findings, discuss the recommendations, and outline the next steps. This event serves as an official closure of the evaluation project and a platform for initiating future actions.
Week 16	Conduct Follow-Up Meetings	All Levels	Arrange follow-up meetings with key stakeholder groups to discuss the implementation of the recommendations. These meetings aim to translate the evaluation findings into actionable plans and to make sure that the recommendations are integrated into practice.

Reflect on the Evaluation Process	All Levels	Engage the evaluation team in a reflection session to review the entire evaluation process, identify successes, challenges, and learnings. Document these reflections to improve future evaluations and to contribute to the organization's learning culture.
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Appendix B – Measurement Instruments

Level 1: Reaction (Satisfaction Survey)

Instrument: Post-Module Satisfaction Survey

Purpose: To evaluate participants' immediate reactions and satisfaction with the course content and delivery.

Survey Questions:

1. How satisfied are you with the overall content of this module? (Scale: 1-5, 1 = Not Satisfied, 5 = Very Satisfied)
2. The information provided in this module was clear and easy to understand. (Scale: Strongly Disagree to Strongly Agree)
3. How likely are you to apply the knowledge from this module in your teaching? (Scale: Not Likely to Very Likely)
4. The module's length was appropriate for the content covered. (Scale: Too Short, Just Right, Too Long)
5. Any additional feedback you'd like to provide? (Open-ended)

Level 2: Learning (Pre- and Post-Assessment Quiz)

Instrument: Knowledge Assessment (Pre- and Post-Module Quiz)

Purpose: To assess the learning and knowledge acquired by participants before and after completing the module.

Sample Quiz Questions:

1. **Multiple Choice:** What is a key ethical concern in using AI in education?
 - A) Data Privacy
 - B) Student Engagement
 - C) Course Efficiency

D) All of the above

Correct Answer: A) Data Privacy

2. True/False:

A) AI tools can fully replace teachers in educational settings.

Correct Answer: False

3. Short Answer:

A) Explain how AI can be used to personalize learning in a diverse classroom.

Answer Key: AI can analyze individual student data and adapt lessons or assessments to meet the varying needs, skills, and learning paces of each student.

4. Scenario-Based Question:

A) You are teaching a class with varying levels of student ability. How might you use AI to support students who need additional help without overwhelming those who are excelling?

Answer Key: Use AI to identify struggling students through performance analytics and offer tailored support materials, while creating advanced challenges for high-performing students, keeping both groups engaged.

Answer Key for Level 2 (Quiz)

1. **Multiple Choice Answer:** A) Data Privacy

2. **True/False Answer:** False

3. **Short Answer Sample Answer:** AI can adapt instructional content to individual student learning levels.

4. **Scenario-Based Answer Sample:** Use AI to provide personalized learning paths, offering support where needed and challenges for advanced students.

Note for Dr. Nilufer: The instructions weren't clear about where to place this timeline (see screenshot below), so I have included the timeline below for good measure:

Evaluation Context, Scope, and Process

In this section, you will describe the evaluation context, scope, and process of the evaluation, including the potential circumstances, the setting, the time, the place, etc., for the evaluation using the four levels.

- Identify and describe the proposed context and environment for the evaluation.
 - Where and how will the training and the evaluation take place? Will they be the same or different?
 - When will the evaluation occur?
 - How long will the evaluation take?
 - What will occur during the evaluation?
- **REVISE & UPDATE:** Update your description of the events in your timeline from your proposal assignment. Include at a minimum the following items:
 - What things are planned for the evaluation?
 - When will those things be completed?
 - Who is responsible?
- **REMINDER:** You will reference the timeline in this section, but you will place your timeline into

Measurement Instruments and Data Collection (NEW!)

In this section, you will describe the measurement instruments you have created for Levels 1 and 2 and the administration procedures (steps) used to gather the data in the proposed setting. You will describe this in the text and also provide a table to organize the details for each instrument and the planned

Timeline of Major Events and Responsibilities for the Evaluation

Week 1-2: Initial Planning and Design

- **Tasks:** Define evaluation objectives, develop data collection instruments, prepare accessible evaluation materials.
- **Completion:** By the end of Week 2.
- **Responsible Parties:** Instructional Designers and Program Evaluators are responsible for designing the course structure and ensuring the integration of effective AI tools.

Week 3-4: Recruitment and Communication

- **Tasks:** Identify and communicate with participating faculty, ensure diverse methods of participation are available, make sure all recruited faculty commence the course.
- **Completion:** By the end of Week 4.

- **Responsible Parties:** The College of Education Administration oversees the integration of the course and communicates expectations to the faculty participants.

Week 5-8: Data Collection Phase

- **Week 5:** Conduct mid-course surveys.
- **Week 6:** Administer pre- and post-module quizzes.
- **Week 7:** Perform follow-up interviews.
- **Week 8:** Collect observational data; administer reaction surveys upon certificate submission.
- **Completion:** Sequential completion from Week 5 through Week 8.
- **Responsible Parties:** IT Support Staff ensures the technical infrastructure supports seamless delivery and data collection, while Program Evaluators handle the administration and follow-up of the surveys and quizzes.

Week 9-10: Data Analysis

- **Tasks:** Use descriptive statistics and thematic analysis to process quantitative and qualitative data.
- **Completion:** By the end of Week 10.
- **Responsible Parties:** The University's Office of Institutional Research analyzes course impact data to inform decision-making.

Week 11-12: Reporting and Recommendations

- **Tasks:** Compile findings into a detailed report and formulate recommendations.
- **Completion:** By the end of Week 12.
- **Responsible Parties:** Program Evaluators compile the report and draft initial recommendations.

Week 13-14: Stakeholder Review and Feedback

- **Tasks:** Circulate the draft report among stakeholders for feedback and revision.
- **Completion:** By the end of Week 14.
- **Responsible Parties:** Instructional Designers and Program Evaluators facilitate feedback sessions and incorporate suggestions into the final report.

Week 15-16: Finalization and Dissemination

- **Tasks:** Finalize and disseminate the report; host a webinar or meeting to discuss findings and next steps.
- **Completion:** By the end of Week 16.

- **Responsible Parties:** College of Education Administration and the University's Office of Institutional Research co-host the dissemination session and ensure broad stakeholder engagement.

Accessibility Considerations:

Multiple response formats (online surveys, phone interviews, in-person consultations) will be available for inclusivity. Materials will be offered in plain language and alternative formats (e.g., large print, audio). Collaboration with the Office of Disability Services ensures accessibility, with translation services for non-native English speakers.

Rubric

Students' Names: Andrea Rampone

Content	Description	Pts.
General Background		
General Background	• General background and context information	/5
Instructional Product		
Instructional Product	• Purpose, need, and potential benefit of instruction • Goal and subgoals of instructional product • Learning objectives listed • Instruction success criteria provided • Description of any accessibility features of the instruction	/5
Instructional Audience and Instruction Context	• Audience with which the product is used • Context and environment used for the instruction • Description of accessibility of instructional context	/5
Evaluation of the Instruction		
Evaluation Purpose and Goals	• Overall purpose, need, and potential benefit of evaluating the instructional product • Goal and subgoals of evaluating the instructional product	/5
Evaluation Rationale	• Rationale/reason for why the instructional product is a good candidate for a four-level evaluation	/5
Stakeholders	• Key and additional stakeholders are described	/5
Evaluation Context and Scope	• Identify/describe the proposed context and environment for the evaluation • Description of things you might need to consider to ensure an accessible evaluation	/10

• Timeline of major events		
Document		
Formatting and Writing	Grammar, Spelling, Punctuation, APA formatting, etc. Additional points will be deducted for significant writing errors	
TOTAL		/40

Instructor Comments: