**Planning and Conducting Formative Evaluations**

***Summary of Tessmer’s Book***

**What is formative evaluation?**

* “Formative” is a judgment of the strengths and weaknesses of instruction in its developing stages, for purposes of revising the instruction to improve its effectiveness and appeal.
* The evaluation is conducted by collecting data about instruction from a variety of sources, using a variety of data gathering methods and tools.

**When did formative evaluation originate?**

* The use of formative evaluation was used through the 1930s to the 1950s in various -Pop-outprojects, many of them upon educational film.

**Types of formative evaluation:**

* Expert review
  + Experts review the instruction with or without the evaluator present. The experts can be content experts, technical experts, designers, or instructors.
* One-to-one evaluation
  + One learner at a time reviews the instructor with the evaluator and comments on it.
* Small group
  + The evaluator tries out the instructor with a group of learners and records their performance and comments.
* Field test
  + The evaluator observes the instruction being tried out in a realistic situation with a group of learners.

**When is formative evaluation most necessary:**

* When the designer is relatively new to practice of instructional design.
* When the content is new to the designer or time.
* When the technology is new to the design team.
* When the learner population is new to the design team.
* When unfamiliar or experimental instruction strategies are part of the instruction.
* When accurate task performance from the instruction is critically important.
* When materials will be disseminated in large quantity.
* When the chances for revisions or newer versions of the instruction after its release are slim.

**Tools used to collect data:**

* Tests
* Logs
* Field notes
* Databases
* Audio recordings
* Student records
* Observations
* Video recordings
* Questionnaires

**Goals to consider during a formative evaluation:**

* Identify deficiencies in learning effectiveness
* Locate ease of use problems
* Evaluate the efficiency of the instruction
* Analyze instructional strengths

**The evaluation planning process:**

1. What are my evaluation goals?
2. Who will be making evaluation decisions?
3. What will be learned?
4. What is the setting for the learning?
5. What media formats will be used?
6. What are the evaluation resources and constraints?
7. What should be assessed, learning or working environment?