

Project Summary

Course: IDE 641

Project: Techniques in Educational Evaluation

Context of the project work: Our team conducted a formative evaluation of the edX MOOC "How to Learn Online" to assess its instructional quality, usability, and learner engagement. We used expert and learner reviews to evaluate the course against its stated objectives, focusing on accessibility, interactivity, and overall effectiveness. Our expert reviewer, a seasoned instructional designer, and two diverse learners provided valuable insights. Feedback highlighted the course's clear structure and useful content but noted areas for improvement, including the need for more interactivity, multimedia elements, and visible instructor presence. This project gave us hands-on experience with real-world evaluation methods and emphasized the importance of early feedback in improving instructional design. It reinforced how formative evaluation supports continuous improvement and learner-centered development.

Author (s): Brady Davis, Leah Willis and Paola Delarosa-Lloret. I contributed by formatting and organizing the results into explicit, visual representations, making our findings easier to interpret. I also ensured that our learning objectives aligned with the evaluation framework, keeping our analysis focused. Additionally, I coordinated team meetings, managed our project timeline, and ensured we stayed on schedule. Working with such an experienced and motivated team made this process both productive and enjoyable.

IDD&E phase: Evaluation

Reflection and self-assessment: Evaluating the "How to Learn Online" MOOC gave me a deeper understanding of what effective instructional evaluation looks like in practice. This project focused on the Evaluation phase of the ADDIE model, specifically formative evaluation. We gathered expert and learner feedback to assess usability, engagement, and alignment with course objectives. One of the biggest takeaways was learning how to adapt. We had to shift from closed-ended to open-ended questions to get more meaningful feedback, something that made a real difference in the quality of our data. I also gained hands-on experience creating rubrics, coordinating reviews, and analyzing both qualitative and quantitative input. The expert review brought a strong instructional design lens, while the learner feedback helped us see how the course works in real-world settings. That balance made our final recommendations more focused and useful. It also reminded me that good design goes beyond meeting objectives, it's about making the content work for actual learners. This project challenged me in a good way. It reinforced how important feedback is throughout the design process and gave me more confidence in my ability to evaluate and improve instructional materials.