

# ***PEN-International:***

**For Students Who Are Deaf and Hard of Hearing**

## **Evaluation Plan**

**TUT – Tianjin Technical College for the Deaf**

### **Overall Evaluation of PEN-International Activities**

All evaluation efforts conducted by PEN-International will follow the general evaluation specifications contained on page 17 of the PEN-International proposal submitted to The Nippon Foundation. Below are the highlights from that section.

*Evaluation Plan: Years One through Five (March 2001- March 2006)*

*On-going evaluation of project performance will occur via data collection and the documentation of changes that occur at participating institutions. This will include but will not necessarily be limited to the following:*

- *Information regarding achieving project tasks and timelines*
- *Information regarding the level of satisfaction of institutional administrators regarding the project*
- *Information regarding the satisfaction of the faculty at each participant institution with training and equipment*
- *Information regarding the amount of curriculum development, instructional development and application of technology to teaching that occurs at each participant institution*
- *Information regarding impediments to establishing the network at each institution*
- *Information regarding student use of the laboratory.*

*There will be attention to formative evaluation as each of the components of the project is being designed, developed and implemented. Formative evaluation will provide developers of various project components the information they need to help improve and expand the network components to meet desired outcomes. Formative evaluation data will be collected on individual project activities ranging from the development of cooperative agreements with participant institutions to specific training experiences for faculty.*

### **Tianjin University of Technology Evaluation Plan**

Three separate, general measures will be taken to evaluate the effectiveness of PEN-International Training and Technical Consultation for TUT: 1) Faculty Assessment; 2) Design, Implementation and Utilization of Computer Lab; and 3) Portfolio of Evidence of Improved Student Performance.

- 1) Faculty Assessment. In order to provide TUT Faculty with relevant training during their June 2001 experience, TUT leadership was asked to describe aspects of instructional technology training that would offer the most benefit to the faculty when they visit NTID. The areas of interest were: 1) instructional design and curriculum development of technology-based content, 2) the development of WWW based instruction, 3) general introduction to the educational approaches utilized by teachers of the deaf at NTID; and 4) the utilization of a technology center to support faculty development of multimedia instructional materials.
  - a. These topics became the focus of the TUT faculty experience while attending the Instructional Technology and Education of the Deaf Symposium held at NTID, June 2001.
  - b. Participating faculty will also be surveyed for statements regarding their own perspective on skills, student performance and computer use, any "spin-off" or other unexpected benefits and what short and long-term plans they have for the future.
  - c. Upon returning home, the TUT faculty will be surveyed regarding their opinions of their past training experiences while in Rochester, the impact of their training on their teaching and what subject area should be included in future training experiences.
- 2) Design, Implementation and Utilization of Computer Lab. The computer lab to be established at TUT will be the focal point of the student and faculty utilization of instructional technology at their college. The PEN-International evaluation plans calls for monitoring the creation of the lab and subsequent student use of the lab.
  - a. PEN-International and TUT will develop specifications for the computer lab along with a timeline and budget for implementation. Authorization for acquisition of equipment and materials will contain specific regulatory guidelines based upon the accounting and business practices of the RIT Accounting Office.
    - i. Frequent reports from TUT on construction and configuration of the computer lab will be submitted to PEN-International.
    - ii. A PEN-International inventory system will be designed and used by TUT to record each item purchased for the lab with a value of more than \$100.
  - b. A system for monitoring lab use will be implemented by TUT to record the various instructional and professional development activities that take place in their new computer lab.
    - i. An inventory of faculty-developed materials will be initiated and maintained.
    - ii. Examples of student work and learning experiences will be collected and archived.
    - iii. Evidence of improved student performance within their subject area will be collected and analyzed.

- 3) Portfolio of Evidence of Improved Student Performance. TUT has been asked to collect examples of student work created in the new lab. The team will develop student feedback instruments so that student opinion, as well as student computer skills indicators can be assessed.

### **Continuing Evaluation Plans**

#### Faculty-Assessment

- Faculty will receive periodic communication from the project to monitor their progress in skill development and application of technology to their teaching. This information will be used to guide ongoing training and resource plans.
- Faculty will continue to monitor their own skill development and will be asked to report on their success in working with other teachers in their school on the use of technology.
- Faculty will learn to “inventory” the collective computer skills of other faculty at their university.

#### Design, Implementation and Utilization of Computer Lab

- Teachers will be asked to report on the utilization of lab equipment and software. Hardware and software will be categorized as to usefulness so that future acquisitions will reflect actual experience.
- Information from utilization logs will enable project evaluators to identify which subject areas are making the most use of the computer labs.

#### Portfolio of Evidence of Improved Student Performance

- Faculty will be informed of resources, primarily on the WWW, that describe innovative instructional applications of technology, and strategies for measuring student performance.
- Faculty will be asked to collect lesson objectives and final student performance data when computer labs are used.
- Faculty will be asked to provide narratives of the impact of the lab experiences of their students. Frequently such narratives provide meaningful insights into unexpected benefits of new technologies in teaching.



# PEN-International

For Students Who Are Deaf or Hard of Hearing

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## General Evaluation and Feedback Form

Evaluation of \_\_\_\_\_

Presenter (s) \_\_\_\_\_

Date: \_\_\_\_\_

You are: (Please select one)

- Teaching Faculty      0  
 Administrator        0  
 Technical Support    0

For each item below, please circle the response that best describes your opinion.

SA = Strongly Agree      A = Agree      N = No Opinion      D = Disagree      SD = Strongly Disagree  
N/A = Not Applicable

- |   |           |      |      |      |    |    |
|---|-----------|------|------|------|----|----|
| 1. This session met or exceeded my expectations.  | SA        | A    | N    | D    | SD | NA |
| 2. The information will be useful in my job, professional development, or studies.  | SA        | A    | N    | D    | SD | NA |
| 3. The presenters offered material that was relevant to my needs.   | SA        | A    | N    | D    | SD | NA |
| 4. The presenters effectively organized the presentation.   | SA        | A    | N    | D    | SD | NA |
| 5. The presentation was clear and understandable.   | SA        | A    | N    | D    | SD | NA |
| 6. The presenters were well informed on the topic and offered new and interesting information.                            | SA        | A    | N    | D    | SD | NA |
| 7. The handouts and other written materials were helpful.   | SA        | A    | N    | D    | SD | NA |
| 8. Based on this presentation, I will make some changes at my worksite, in my professional development, or in my studies. | SA        | A    | N    | D    | SD | NA |
| 9. The strategies for supporting communication (translation) were:  | Excellent | Good | Fair | Poor |    |    |
| 10. I thought this Presentation was:  | Excellent | Good | Fair | Poor |    |    |
| 11. What did you like most about this session?  |           |      |      |      |    |    |
| 12. Any suggestions for improvement?  |           |      |      |      |    |    |
| 13. What changes will you make based on this session?   |           |      |      |      |    |    |

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评估和反馈表

评估: \_\_\_\_\_

主持人: \_\_\_\_\_

日期 / 时间: \_\_\_\_\_

你是 (请选择)

- 教员
- 管理人员
- 技术支持人员

请在你认为最符合的选项上画圈。

SA= 非常同意

A= 同意

N= 没意见

D= 不同意

SD= 非常不同意

N/A= 无法回答

- |                               | SA | A | N | D | SD | NA |
|-------------------------------|----|---|---|---|----|----|
| 1. 这个会议达到或超过了我的期望。            | SA | A | N | D | SD | NA |
| 2. 这些信息对我的工作, 专业发展, 或学习很有帮助。  | SA | A | N | D | SD | NA |
| 3. 主持人提供的资料与我的需要有关。           | SA | A | N | D | SD | NA |
| 4. 主持人有效地组织了讲演。               | SA | A | N | D | SD | NA |
| 5. 主持人的讲演清楚且容易理解。             | SA | A | N | D | SD | NA |
| 6. 主持人对所演讲内容非常了解, 并且提供了新奇的信息。 | SA | A | N | D | SD | NA |
| 7. 主持人提供的讲稿与其他材料很有帮助。         | SA | A | N | D | SD | NA |

8. 通过这个讲演,我的工作,个人发展和学习将有所改变。 SA A N D SD NA

9. 为便于交流,提供的帮助方法(如翻译,注解): 杰出 好 一般 不好

10. 我认为这个讲演是: 杰出 好 一般 不好

11. 对于这个讲演,你最喜欢的是?

12. 请提出任何改善性的建议?

13. 通过这个讲演,你将有何改变?

AM	SD	D	N	A	A2	1. 这个讲演对我产生了深远的影响
AM	SD	D	N	A	A2	2. 这个讲演让我学到了很多实用的知识
AM	SD	D	N	A	A2	3. 这个讲演让我对行业有了更深的了解
AM	SD	D	N	A	A2	4. 这个讲演让我认识到了自己的不足
AM	SD	D	N	A	A2	5. 这个讲演让我对未来的发展有了新的思路
AM	SD	D	N	A	A2	6. 这个讲演让我对团队合作有了新的认识
AM	SD	D	N	A	A2	7. 这个讲演让我对企业文化有了新的理解
AM	SD	D	N	A	A2	8. 这个讲演让我对行业趋势有了新的看法

感谢您的评论与提议。