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E-learning Course

Module 2: e-courses for Microcredentials

Part 2.6 Evaluation - measuring impact and driving continuous improvement

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Evaluation – measuri impact and driving continuous improvement

Duration: 22 minutes

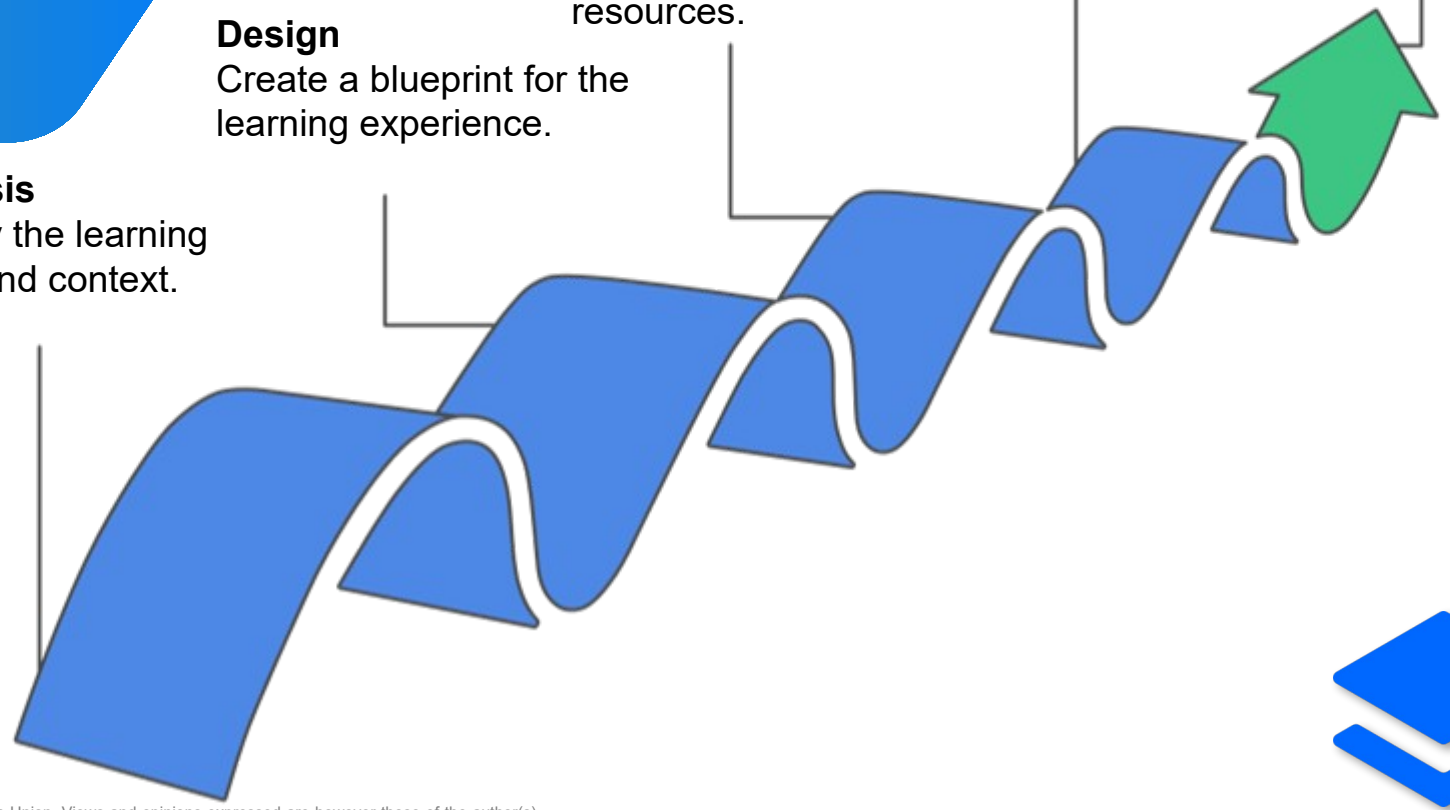
Analysis
Identify the learning need and context.

Design
Create a blueprint for the learning experience.

Development
Build the learning materials and resources.

Implementation
Deliver the learning experience to learners.

Evaluation
Assess the effectiveness of the learning experience.



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The Evaluation phase

Welcome to the **Evaluation** phase of the ADDIE model. This stage is about determining how well your microcredential course met its objectives. You'll learn to measure impact using **assessments**, **learner feedback**, and **data analysis**. Evaluation helps refine your course and drive ongoing improvement, ensuring it remains effective and relevant over time.

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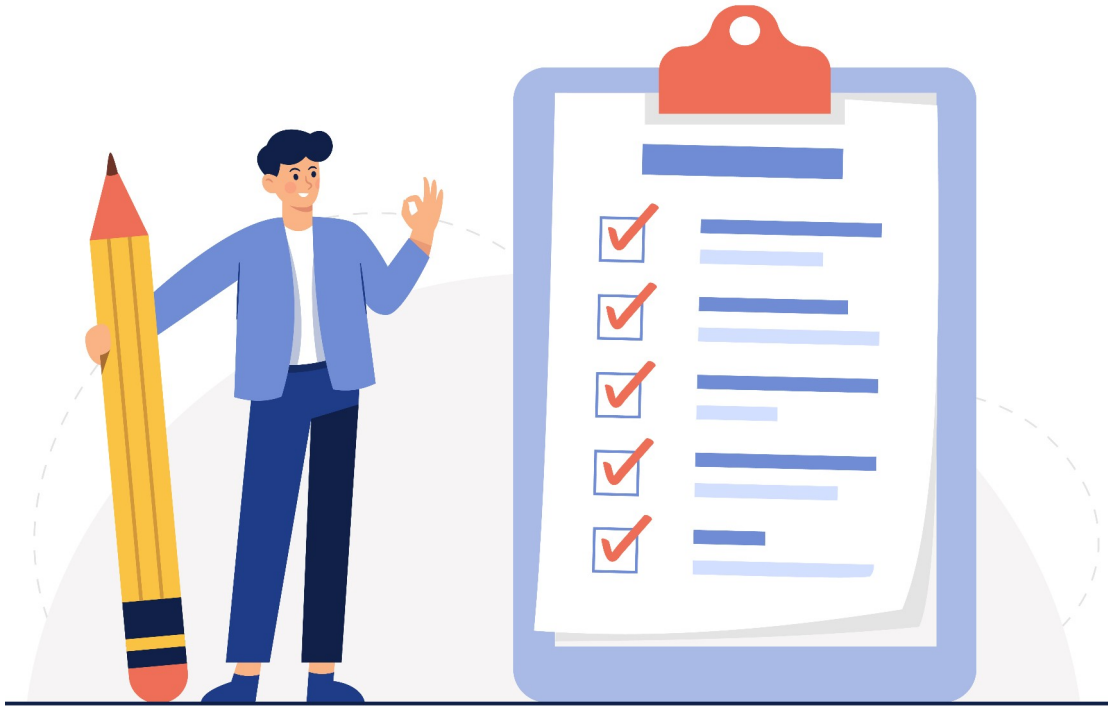
Formative and summative assessments

Assessments provide a structured way to **evaluate learner progress**. **Formative** assessments like quizzes or reflections occur during the course and guide learning. **Summative** assessments such as capstone projects or tests measure final achievement. For microcredentials, ensure both types align with competencies and offer clear, practical demonstrations of skill.



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Collecting and analyzing eLearning data

Design assessments that reflect real-world challenges learners will face. Use simulations, role-playing, and projects aligned with microcredential competencies. Provide rubrics and scoring criteria for clarity and fairness. **Leverage tools like LMS quizzes and project submissions to assess a range of skills.**

LMS platforms provide valuable data like completion rates, time on task, and assessment scores. Combine this with learner feedback from surveys and discussions. Look for patterns that indicate success or barriers. For microcredentials, data should show not just completion, but competency mastery.

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Acting on feedback and results

Use learner feedback to **improve content, delivery,** and **engagement strategies**. Post-course surveys, focus groups, or interviews reveal what worked and what didn't. Work with facilitators and stakeholders to interpret feedback and identify practical adjustments for future versions.

Evaluation should drive continuous improvement. Analyze assessment and feedback data, meet with stakeholders, and create an action plan. Examples: redesign confusing content, add practice activities, or support underperforming learners. Monitor the effects and adjust again. Real change happens over time.

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Additional Resources

Part	Title	Type	Duration	Link	Description
1	Mayer's 12 Principles of Multimedia Learning	website	30'	https://www.digitallearninginstitute.com/blog/mayers-principles-multimedia-learning	Mayer's 12 Principles of Multimedia Learning
2	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2374	Content creation guidance
3	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2376	Content creation guidance
4	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2378	Content creation guidance
5	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2381	Content design guidance
6	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2382	Content design guidance
7	Authoring tools for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2384	Available authoring tools
8	Guidance for blended and online education programmes	Online manual	30'	https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual	This manual is to provide a set of benchmarks, quality criteria and notes for guidance against which blended and online education programmes

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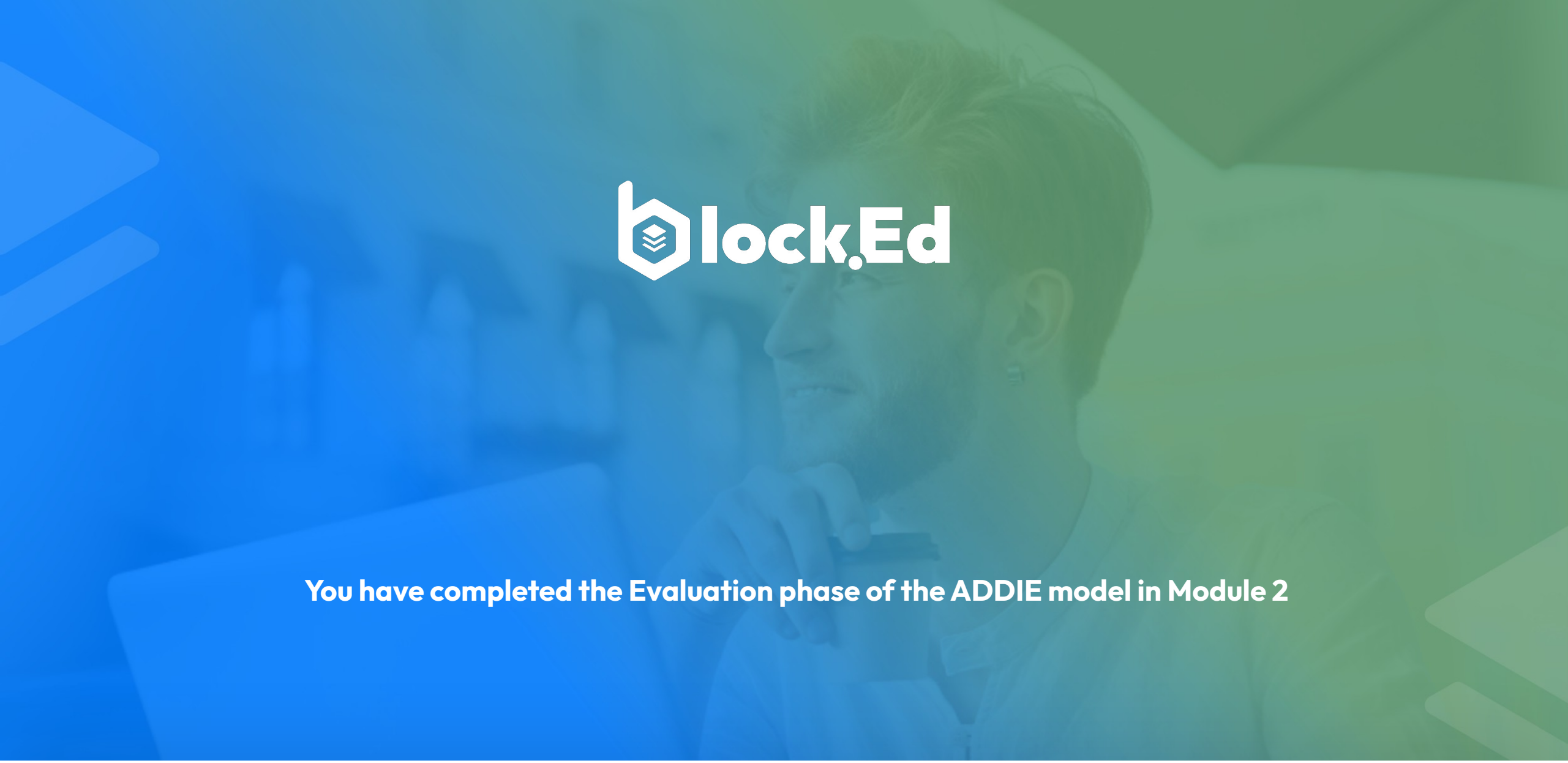

You have completed the Evaluation phase of the ADDIE model in Module 2

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