



Evaluation Report

Date Submitted: **April 28, 2002**

WebCT Certified Trainer Evaluation Report



Candidate: Greg Cooper
Date of Training: December 21, 2001
Date Observed: April 19, 2002
Evaluator(s): Karen Allnutt
Site: Video

This report has been compiled from data collected by Greg Cooper, training participants, and Karen Allnutt.

Candidate Perspective:

Overall, Greg thought the session went well. He values the information gained during the T3 process and has worked on incorporating it into his training sessions.

Workshop Participants and Their Evaluation/Comments:

There were six faculty participants. Overall they rated the session positively and most are looking forward to taking additional courses offered by Greg. One person wished there had been more time for discussion and group activities.

Training Environment:

Training lab was equipped with projection screen at the front of the room attached to a laptop computer on a pedestal that faced the room. Participant desks faced the front of the room in three rows. There were no performance problems.

Summary of Performance

Greg is an engaging, enthusiastic presenter.

He has wonderful presentation skills. However, he needs to work a bit on enhancing his verbal directions and allowing people to answer questions before he proceeds. He develops rapport quickly with his audience and builds a relationship with each individual throughout the session. He needs to work on moving around the room to monitor participant progress.

Greg really knows WebCT in and out and demonstrates his knowledge in his examples, activities, descriptions, and responses to attendees. Because of his knowledge and experience using WebCT, Greg does an excellent job combining the how and why of using WebCT seamlessly.

Outcome of Evaluation:

X Certified Trainer **Provisionally Certified** **Not Certified at this time**

Congratulations Greg! It was a real pleasure to watch and evaluate your session. I appreciated the levity in the documentation that you provided.

You are a real asset to the Canadian group of WebCT certified trainers. It sounds like the direction you are taking with weekly departmental trainings is an effective way to motivate and empower groups within a discipline. Sounds as though you've done a good job on recognizing a local process that could use improvement and finding an appropriate solution.

DETAILED EVALUATION
ADDRESSING CORE COMPETENCY AREAS

The following scale has been used to rate the candidate’s effectiveness for each of the WebCT Certified Trainer competencies, as well as a rubric that is used by the evaluator:

1	2	3	4	5
Completely Ineffective	Ineffective	Average	Effective	Highly Effective
Complete lack of competency	Lacked competency	Average Somewhere in between “lacked” and “sufficient”	Sufficient Competency	Complete-Exceptional Competency
Missed all opportunities to demonstrate ...	Missed a few opportunities to demonstrate..	Average Somewhere in between “missed a few” and “took advantage of several”	Took advantage of several opportunities to demonstrate ...	Capitalized on all opportunities to demonstrate
Misquoted, misrepresented to a great extent...	Often misquoted, misrepresented...	Average Somewhere in between	Represented fairly and accurately...	Superb representation of...
Adversely effected the understanding and interest of ...	At times, adversely effected the understanding and interest of...	Average Somewhere in between	Appropriately effected to the participants’ understanding of...	Coherent, engaging and effectual in the participants’ understanding of...
No systematic approach to presenting...	Frequently disorganized or confused when presentating....	Average Somewhere in between	Adequately presented...	Skillfully presented...
Inappropriate use of...	Weak or limited use of...	Fair use of...	Strong use of....	Excellent use of...
Failed to link ...	Inconsistently linked...	Average Somewhere in between	Frequently linked...	Exceptional linking of...

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WEBCT CERTIFIED TRAINER CORE COMPETENCY AREAS		
I. Presentation Ability	Rating (1-5)	As evidenced by:
Voice is audible and conducive for learning	5	Greg projects his voice well and is easy to understand. He has a lot of enthusiasm for the session and that is apparent in his voice. All this has a positive effect on his training.
Uses gestures naturally	5	Greg uses his hands to emphasize points or bring attention to what he is discussing.
Connects with audience	5	Greg includes an introductory ice-breaking activity and continues to address the audience by name throughout the session. He also does an excellent job recalling previous comments made and relating them to current conversations.
Consistently gives clear direction, using both visual and verbal directional cues	3	Greg relies predominantly upon visual “do as I do” directions. He needs to work on developing verbal direction cues, for example, click on the designer option at the top of the page in the black bar versus click on the designer option at the top of the page. WebCT would also encourage him to reference the manual as he goes.
States learning objectives at the beginning of session	5	Greg does an excellent job covering the printed learning objectives as well as explaining what the objectives mean from a practical standpoint. He also does an excellent job reviewing the agenda and therefore setting expectations for the day.
Summarizes learning objectives at the end of session	3	Greg does a rapid review of the learning objectives, which is not as strong as his introduction to these same learning objectives. Rather than asking does anyone have any questions, Greg might want to include specific open-ended questions to verify that the learning objectives have been accomplished.
Gives an overall impression of confidence, credibility and integrity	5	Greg references his online teaching experience. He expresses confidence in his ability to answer questions. He also does a superior job of relating the importance of the agenda in terms relative to the audience. In other words, he answers the implied question of why you would want to take this session from him.
Manages time effectively	5	Greg is aware of time. Even so, he does not sacrifice activities to lecturing to stay on time or make up time lost to a particularly engaging discussion.
Keeps audience on task	4	Greg does a good job keeping the audience focused on the topic of this session.

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Appears prepared and in control of session	5	Greg appears prepared and familiar with his materials.
Total/Average (3.75=75%)	45/50	90%

I. Presentation Ability
Comments/Suggestions for Improvement
Greg does an excellent job of incorporating levity in his presentation. He also acknowledges mistakes he has made along the way as learning experiences for participants thus demonstrating that even experts make mistakes. WebCT agrees with Greg, he needs to ask a question and pause to allow people to answer before he proceeds.

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WEBCT CERTIFIED TRAINER CORE COMPETENCY AREAS		
II. Audience Concern and Empathy	Rating (1-5)	As evidenced by:
Manages audience expectations	5	Greg takes the time to review the agenda in depth and set the expectations for the day as well as the outcomes for the day. He also checks that this is what the audience was expecting before proceeding and encourages people to voice any other expectations that they may. He specifically acknowledges the expressed expectations that he this session will not cover.
Uses examples appropriate to this audience	5	Greg provides examples that are relevant and real to the audience. He remembers the disciplines of his audience and provides examples that demonstrate how you might use it within your discipline.
Encourages and manages classroom discussion	5	Greg does an excellent job of incorporating directed open-ended questions in his presentation. The ensuing discussions engage the audience in the learning process.
Welcomes, listens to, and demonstrates understanding of audience questions	5	Greg is very open to questions. He rephrases them before responding.
Eases concerns or anxieties of audience	5	Greg acknowledges his audiences concerns and provides methods of assuaging those using demonstrations and examples.
Maintains objectivity	5	Greg is objective about both WebCT and online versus face-to-face learning.
Moves around the room to monitor progress of participants	3	Greg checks to see that the group is following along by polling the audience more that by peering over their shoulders. WebCT encourages you to do more peering rather than relying upon honesty from the group.
Encourages community building during session	4	Greg includes a community building activity that involves the group in developing good examples of each question type. He also encourages the group to participate in local campus community building activities once they leave the session.
Models Good Teaching Practices during the training session	5	Greg models student – faculty interactions by encouraging questions and responses, time on task by incorporating practice activities, active learning by using open-ended questions, student-student interactions by facilitating discussions within the group, high expectations by providing engaging performance based activities, and rich rapid feedback by acknowledging participant responses.

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Adapts to different needs and learning styles of the audience and models effective techniques for accommodating various learners	5	Greg has several people contribute responses that relate to learning styles and he does a good job of synthesizing and recognizing the importance of this concept. Greg explicitly includes a discussion about learning styles and questions types.
Total/Average (3.75=75%)	47/50	94%

II. Audience Concern/ Empathy
Comments/Suggestions for Improvement
Greg does an excellent job working with the audience. He continually recognizes people by name and discipline.

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WEBCT CERTIFIED TRAINER CORE COMPETENCY AREAS		
III. Knowledge of WebCT Presentation of Content and Related Technologies	Rating (1-5)	As evidenced by:
Demonstrates knowledge of WebCT competencies	5	Greg is very knowledgeable about WebCT and explains how WebCT works in sometimes humorous detail.
Provides a coherent description of tools	5	Greg does an excellent job describing the assessment tools and how they work.
Identifies with the perspective of: Student Faculty member Designer WebCT Administrators System Administrator	5	Greg does a good job of identifying with students, faculty, and designers, and administration.
Structures material in a logical manner that is easy to follow	5	Greg started with theoretical concepts of assessment and moved into practice first from a student perspective and then a designer perspective. Greg also does an excellent job reviewing skills that participants should already have.
Explains the impact of technology as it effects the training session	5	Greg explains how HTML impacts the formatting of quiz questions. He explains how quiz settings impact the ability of students to take a quiz. Finally, he talks about the impact of large images in quizzes.
Answers questions accurately	5	Greg does an excellent job answering questions. His experience and knowledge about WebCT and pedagogy make his answers in depth, thoughtful, and complete. He also makes sure that his response provides the information the inquirer sought. Greg does an excellent job identifying attendee errors and resolving them.
Troubleshoots and models techniques for finding answers to difficult questions	3	Greg references online help, but doesn't demonstrate using it. The discussion about formatting calculated questions would have been strengthened by this, especially when some people misinterpreted what a curly bracket was.
References related learning resources	5	Greg does a good job referencing the source of the printed materials. He also does a good job describing local and offsite resources for faculty and students.
Total/Average (3.75=75%)	38/40	95%

III. Knowledge of WebCT Presentation of Content and Related Technologies
Comments/Suggestions for Improvement
WebCT would encourage Greg to further develop troubleshooting techniques for this presentation, especially because of the complexity of this tool.

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WEBCT CERTIFIED TRAINER CORE COMPETENCY AREAS		
IV. Presents Pedagogical Understanding	Rating (1-5)	As evidenced by:
Illustrates how WebCT tools support good teaching practices	5	Greg does a good job explaining how the quiz tool supports good teaching practices, specifically, faculty-student interactions, active learning, high expectations, time on task, rich rapid feedback, and diverse learning.
Discusses ways to increase accessibility	4	Greg provided personal examples of how he accommodates special needs students in his class. WebCT would encourage him to review the use of 'alt tags'.
Discusses ways to approach and accommodate different learning needs and preferences	5	Greg utilizes responses made to his open-ended questions to expound upon learning needs and preferences. He also includes a discussion about how different question types can support various learning needs and preferences.
Discusses strategies for handling copyright, cheating, intellectual property and other "hot topics"	4	Greg talks about how the WebCT website includes discussions about cheating and other 'hot topics'. He also mentions the local community discussions about these topics.
Offers examples for nurturing online learning communities	3	Greg mentioned the advantage of online learning communities, but didn't really provide quiz specific examples. WebCT knows that the specific topic area here is challenging. For example, perhaps study groups for practice quizzes or using the student communities within the WebCT website.
Balances the pedagogy (why) with the button clicking (how) smoothly and consistently throughout the session	5	Greg does an excellent job merging pedagogy with button clicking throughout the session. He consistently encourages faculty to be thinking of what learning objective they want a particular question type to fulfill and challenges them to consistently be challenging themselves regarding why they are choosing to use a particular question type and response foils.
Total/Average (3.75=75%)	26/30	86.7%

IV. Presents Pedagogical Understanding
Comments/Suggestions for Improvement
Greg does an excellent job expounding upon the responses to open-ended questions that he asks to incorporate pedagogical issues.

Please use the information provided in this report as a guide for continuous development of your training delivery and performance. If you have questions or comments concerning this report, please send them to the [certification coordinator](#).

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All certified trainers are encouraged to join ongoing discussions in the [Trainers' Community](#) and the [WebCT Certified Trainers' Community](#).