

Explain the importance of indigenizing Ontario's high school biology curriculum

Formative Evaluation Plan

Prepared by Megan Clare

Contents

Review 1: Technical Review	3
Purpose	3
Timing	3
Participants	3
Procedure	3
Guidelines	4
Documents to create	4
Review 2: Editorial Review	4
Purpose	4
Timing	4
Participants	4
Procedure	4
Guidelines	5
Documents to create	5
Review 3: Pilot Test	5
Purpose	6
Timing	6
Participants	6
Procedure	6
Guidelines	6
Documents to create	6
Appendix A	7
Technical Review	7
Editorial review – developmental review	9
Editorial review – copyediting review	11
Pilot test	13
References	16



Formative Evaluation Plan

Topic: Explain the importance of indigenizing Ontario's high school biology curriculum

To: <Ombudsperson>

From: Megan Clare, Instructional Designer

Date: December 10, 2019

Subject: Formative evaluation plans for "Explain the importance of indigenizing Ontario's high school biology curriculum"

The purpose of this plan is to validate the training program "Explain the importance of indigenizing Ontario's high school biology curriculum" before it is implemented throughout Ontario.

The plan consists of three reviews:

1. A technical review
2. An editorial review
3. A pilot test

The purpose, procedure, timeline, and process for each of these reviews are provided in the outline below.

Review 1: Technical Review

Purpose

The technical review focuses on the content of the course and ensures that it is factually correct, up-to-date, and thoroughly presented (Carliner, 2015).

Timing

The review will occur at the end of the first and second drafts.

Participants

<Name>, a professor specializing in indigenous culture and education, and who is a member of the Mississaugas first nation, will bring significant pedagogical and factual expertise.

<Name>, the Education Director from the Nishnawbe Aski Nation, will bring significant pedagogical and factual expertise.

Procedure

Both of the first and second draft reviews will follow this procedure:

1. Send an email to the reviewers with instructions and the following materials:
 - a. Instructor materials draft (setup instructions, visuals with instructor notes, instructions for administering and debriefing activities, handouts, assessment, closeout list)
 - b. Student materials draft (visuals, handouts, assessment)
2. Receive comments from the reviewers
3. Determine if any comments need to be clarified and discuss them with the reviewer
4. Schedule a review meeting, if needed, to clarify any unresolved comments with the reviewer(s)
5. Divide comments into the following categories to prioritize changes (Carliner, 2019)

- a. Showstopper – fix immediately before proceeding
 - b. Must do: fix before publishing
 - c. Nice to do: fix if time and budget permits
6. Develop an action plan to tackle the comments, if appropriate

Guidelines

To assess the accuracy of the drafts, the reviewers must ensure that the content is accurate: up-to-date, factually correct, and thoroughly presented (Carliner, 2015). The materials (content and activities) must be based on pedagogically-sound research.

Documents to create

- Email with instructions
- Reminder email
- Thank you email
- Invitation to a review meeting
- Action plan

A copy of these can be found in Appendix A.

Review 2: Editorial Review

Purpose

The editorial review consists of two sections (Carliner, 2019):

- Developmental review – focused on the organization and clarity of the materials
- Copyediting review – focused on proofreading and style guide compliance

Timing

The developmental review will occur at the end of the first draft.

The copyediting review will occur at the end of the final draft.

Participants

Developmental review: <Name>, a peer instructional designer at OISE who has not worked on this part of the training, but is familiar with other sections. They will bring a fresh pair of eyes and ensure continuity.

Copyediting review: <Name>, the Communications Manager for OISE, who is responsible for copyediting all materials produced at OISE with their team.

Procedure

Developmental review:

1. Send an email to the reviewers with instructions and the following materials:
 - a. Instructor materials draft (setup instructions, visuals with instructor notes, instructions for administering and debriefing activities, handouts, assessment, closeout list)
 - b. Student materials draft (visuals, handouts, assessment)
2. Receive comments from the reviewers
3. Determine if any comments need to be clarified and discuss them with the reviewer
4. Schedule a review meeting, if needed, to clarify any unresolved comments with the reviewer(s)

5. Divide comments into the following categories to prioritize changes (Carliner, 2019)
 - a. (A) Showstopper – fix immediately before proceeding
 - b. (B) Must do: fix before publishing
 - c. (C) Nice to do: fix if time and budget permits
6. Develop an action plan to tackle the comments, if appropriate

Copyediting review:

1. Send an email to the reviewers with instructions and the following materials:
 - a. Instructor materials draft (setup instructions, visuals with instructor notes, instructions for administering and debriefing activities, handouts, assessment, closeout list)
 - b. Student materials draft (visuals, handouts, assessment)
2. Receive comments from the reviewers
3. Determine if any comments need to be clarified and discuss them with the reviewer
4. Incorporate necessary copyedits into the final draft

Guidelines

To assess the accuracy of the drafts, the reviewers must ensure that the course materials (Carliner, 2015):

- Development review
 - Are organized and clear
 - Flow within and between units
 - Make sense as a complete package
 - Convey key takeaways to the learners
 - All text and visuals must contribute to this
- Copyediting review
 - Follow rules for grammar, spelling, and punctuation
 - Follow the style guide provided
 - Includes branding, dictionaries, citation manuals, logos, and fonts

Documents to create

Developmental review

- Email with instructions
- Reminder email
- Thank you email
- Invitation to a review meeting
- Action plan

Copyediting review

- Email with instructions
- Reminder email
- Thank you email
- Action plan

A copy of these can be found in Appendix A.

Review 3: Pilot Test

Purpose

The pilot test will identify areas for improvement by collecting feedback during and after the offering of a draft version. The program will be offered to a group of learners who are representative of the intended learners (Carliner, 2015).

Timing

The review will occur after both technical reviews and before the copyediting review.

Participants

8-15 high school biology teachers from the GTA and surrounding areas (between Oshawa, Milton, and Barrie) will be invited to participate in the pilot test. The teachers will be selected to ensure varied demographics (age, location, gender, ethnicity) to make the group as representative as possible.

Procedure

Both of the first and second draft reviews will follow this procedure:

1. Schedule the pilot test (reserve the location and time)
2. Recruit pilot learners from the regions described above
3. Offer the course
 - a. Seek feedback from the learners after each unit through a debrief of their learning experience
 - b. Ask pilot learners to complete level 1 (reaction) and level 2 (learning) evaluations
4. Ask pilot learners to complete a follow-up evaluation
5. Develop an action plan to tackle the feedback, if appropriate

Guidelines

To assess the accuracy of the drafts, most learners must be able to achieve the learning objectives and the activity instructions must be clear to them. The evaluations (level 1 and 2) must appropriately assess the learners' reactions and learning.

Documents to create

- Invitation to participate with instructions
- Reminder email
- Thank you email
- Action plan

A copy of these can be found in Appendix A.

Appendix A

Technical Review

Email with instructions

Subject line: Technical review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Dear <Name>,

The Manager of Professional Development at OISE has asked me to reach out to you about reviewing a course I have been working on. The course is part of a required two-day training for Ontario high school teachers titled “Explain the importance of indigenizing Ontario’s high school biology curriculum”.

As an indigenous leader with education expertise, you are best suited to provide expert feedback on the draft program. I am wanting to ensure that the content of this program is accurate, up-to-date, and based on pedagogically-sound research.

Please find the design plans and student and instructor materials attached. Let me know if you have any questions.

Would you be able to send me your feedback by <deadline>?

Thank you for your time and contribution to ensuring the success of this training program.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Reminder email

Subject line: Reminder – Technical review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Dear <Name>,

Thank you again for participating in the technical review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”.

I am looking forward to receiving your feedback by <deadline>. Please let me know if this deadline still works for you.



Thank you again for your time and collaboration on this program.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Thank you email

Subject line: Many thanks and review meeting – Technical review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Dear <Name>,

Thank you for your feedback on the program. I will be reviewing it and making changes where needed.

I would like to schedule a tentative review meeting with you in case I have questions about any of your feedback. I will confirm with you 3 days prior if this meeting is needed.

Please let me know which time works best for you.

- <date and time>
- <date and time>
- <date and time>

Please also provide your preferred contact method and information (i.e., Zoom ID, Skype ID, phone number, etc.).

Many thanks,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Invitation to a review meeting

Dear <Name>,

Thank you again for your feedback on the program, it has been extremely helpful. I would like to use the time we booked to review some of the comments you made so I can better apply them.

I am looking forward to speaking with you on <date> at <time>. I will <contact method> you at <contact information>.

Best,



Megan



Megan Clare | Instructional Designer

<phone> | <email> | <website>

Action plan

Comment	Priority (A/B/C)	To be addressed by	To be resolved by
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
...			

(Carliner, 2015).

Editorial review – developmental review

Email with instructions

Subject line: Developmental review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Hi <Name>,

As discussed, our manager has asked me to send you the program I have been working on for a developmental review. My section of the training is titled “Explain the importance of indigenizing Ontario’s high school biology curriculum”.

Please find the design plans and student and instructor materials attached. I am looking for your feedback on:

- Organization and clarity of the course and materials
- Flow of content within and between the units
- How well the text and visuals convey the key takeaways to the learners

Would you be able to send me your feedback by <deadline>?

Thank you for your time and contribution to this section of the program. Let me know if you have any questions.

I look forward to reciprocating with your section.

Best,
Megan



Megan Clare | Instructional Designer

<phone> | <email> | <website>

Reminder email

Subject line: Reminder – Developmental review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Hi <Name>,

Thank you again for conducting the developmental review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”.

I am looking forward to receiving your feedback by <deadline>. Please let me know if this deadline still works for you.

Thank you again for your collaboration with this section.

Best,
Megan



Megan Clare | Instructional Designer
 <phone> | <email> | <website>

Thank you email

Subject line: Many thanks and review meeting – Developmental review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Hi <Name>,

Thank you for your feedback on my section of the program. I will be reviewing it and making changes where needed.

I would like to schedule a tentative review meeting with you in case I have questions about any of your feedback. I will confirm with you 3 days prior if this meeting is needed.

I have looked at our calendars and it seems like these times may work for you. Please let me know which is best suited.

- <date and time>
- <date and time>
- <date and time>

I have booked <room> for us to use.

Many thanks,
Megan



Megan Clare | Instructional Designer

<phone> | <email> | <website>

Invitation to a review meeting

Hi <Name>,

Thank you again for your feedback on my section of the program, it has been extremely helpful. I would like to use the time we booked to review some of the comments you made so I can better apply them.

I am looking forward to speaking with you on <date> at <time> in the <room>.

Best,
Megan



Megan Clare | Instructional Designer

<phone> | <email> | <website>

Action plan

Comment	Priority (A/B/C)	To be addressed by	To be resolved by
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
...			

(Carliner, 2015).

Editorial review – copyediting review

Email with instructions

Subject line: Editorial review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Good <morning/afternoon> <Name>,

As discussed, my manager has asked me to send you the program I have been working on for an editorial review. My section of the training is titled “Explain the importance of indigenizing Ontario’s high school biology curriculum”.



Please find the design plans and student and instructor materials attached. I have also attached the terminology list and style guide provided by the Ministry of Ontario. In addition to your typical copyediting, please ensure all the names of communities and terms are consistent and used appropriately.

Would you be able to send me your feedback by <deadline>?

Thank you for your time and contribution to this section of the program. Let me know if you have any questions.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Reminder email

Subject line: Reminder – Editorial review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Good <morning/afternoon> <Name>,

Thank you again for conducting the editorial review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”.

I am looking forward to receiving your feedback by <deadline>. Please let me know if this deadline still works for you.

Thank you again for your collaboration with this section.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Thank you email

Subject line: Many thanks and review meeting – Developmental review of “Explain the importance of indigenizing Ontario’s high school biology curriculum”

Good <morning/afternoon> <Name>,

Thank you for your feedback on my section of the program. I will be reviewing it and making changes where needed.

I would like to schedule a tentative review meeting with you in case I have questions about any of your feedback. I will confirm with you 3 days prior if this meeting is needed.

I have looked at our calendars and it seems like these times may work for you. Please let me know which is best suited.

- <date and time>
- <date and time>
- <date and time>

I have booked <room> for us to use.

Many thanks,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Invitation to a review meeting

Good <morning/afternoon> <Name>,

Thank you again for your feedback on my section of the program, it has been extremely helpful. I would like to use the time we booked to review some of the comments you made so I can better apply them.

I am looking forward to speaking with you on <date> at <time> in the <room>.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Pilot test

Invitation to participate with instructions

Subject line: Request for participation and feedback on mandatory training pilot

Dear <Name>,

We would like to invite you to help pilot a new mandatory training on the importance of indigenizing the curriculum for high school biology teachers. Your <characteristic – length of career, city/rural, reputation for excellence, modern approach, etc.> will help us assess the training from a <related characteristic> perspective.



The pilot course will be held from <start time> to <end time> on <date> at OISE (please see the attached directions). We will use your feedback from this pilot to improve the training before we launch it within the province.

We will serve coffee, tea, and snacks during the pilot. There are many places nearby to purchase lunch, and there will be a kitchenette available if you prefer to bring your lunch.

Please let me know by <date> if you are available to participate. Please also let me know if you have any questions.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Reminder email

Subject line: Reminder: pilot of mandatory training on <date> from <start time> to <end time>

Dear <Name>,

Thank you for taking the time to help us pilot the new mandatory training on the importance of indigenizing the curriculum for high school biology teachers.

We look forward to meeting you on <date>. Please ensure to arrive at OISE by < 15 minutes before start time> as we will be starting promptly at <start time>. We will wrap up the session by <end time>. Please see the attached directions and details for finding <room, building>.

As a reminder, we will serve coffee, tea, and snacks during the pilot. There are many places nearby to purchase lunch, and there will be a kitchenette available if you prefer to bring your lunch.

Thank you again for agreeing to participate in our pilot. Please reach out if you have any questions in the meantime.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Thank you email

Subject line: Many thanks for helping us pilot the mandatory training!

Dear <Name>,



Thank you again for taking the time to help us pilot the new mandatory training. Your feedback was extremely useful to our team.

Please let me know if you would be interested in participating in our future pilots. We hope you stay connected and look forward to seeing you at future events.

Best,
Megan



Megan Clare | Instructional Designer
<phone> | <email> | <website>

Action plan

Comment	Priority (A/B/C)	To be addressed by	To be resolved by
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
<Comment>	<A, B, C>	<Name>	<Name>
...			

(Carliner, 2015).

References

Carliner, S. (2015). *Training design basics* (2nd ed). Alexandria, VA: ATD Press.