



Expert Review at a Distance: A Hybrid Approach

Collaborative Evaluation
Between Virginia Tech and
the University of Georgia.



Introduction

- Describe collaborative distance evaluation method to analyze a web-based course.
- Course offered through the IT department at Virginia Tech.
- 3 person round-robin review



Background

- Recent adoption of Virginia Standards of Learning.
- K-12 instructors required to demonstrate technology competencies.
- VT-developed online Master's program comprised of 13 modules



Background

- This review was for Module 4 – Web Site Development
- The module provides learners with basic HTML design skills using Netscape Composer.



Background

- End product for students is a portfolio shell, into which they add later work as they progress through the 13 self-paced modules.
- 51 students – 3 cohort groups across Virginia.
- 9-week course.



Initial Review

Expert Review process- Martin Tessmer's model (1993):

- General product description
- Instructional components & conditions
- Instructional context
- Instructional message display

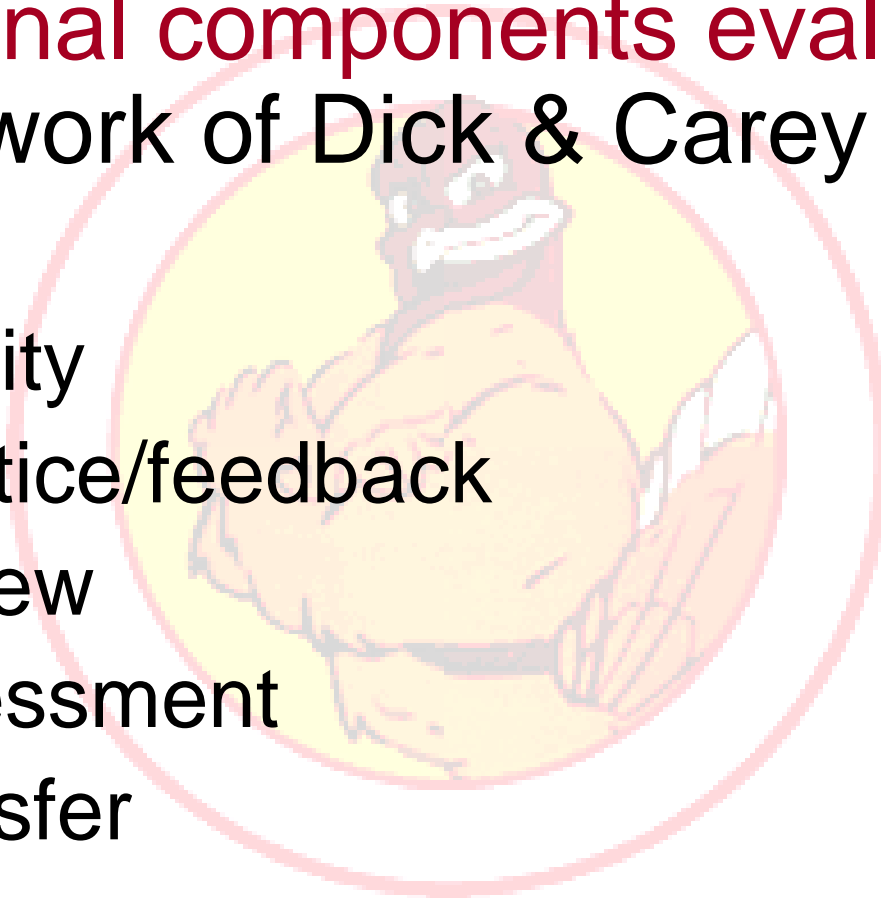


Initial Review

Instructional components evaluated:

Utilize work of Dick & Carey (1986):

- Intro
- Activity
- Practice/feedback
- Review
- Assessment
- Transfer





Initial Review

- **Instructional objectives evaluated:**
Utilizing research of Sullivan & Higgins (1983).
- **Instructional Context evaluated:**
Utilizing research of Tessmer & Richey (1997)
(orienting, instructional, transfer).



Initial Review

- **Appropriateness of objectives:** evaluated using Gagne' & Driscoll (1988) (classification of learning: verbal, intellectual, motor, attitude).
- **Motivational analysis:** modeled after Keller's ARCS model (1987).



Collaboration Process

- Initial Expert Review paper circulated to second reviewer electronically via email.
- Second reviewer evaluated Module 4 web site and the initial reviewer's comments.



Collaboration Process

- Second reviewer's comments inserted directly into original paper using different colored font.
- Paper then circulated to developer via email.



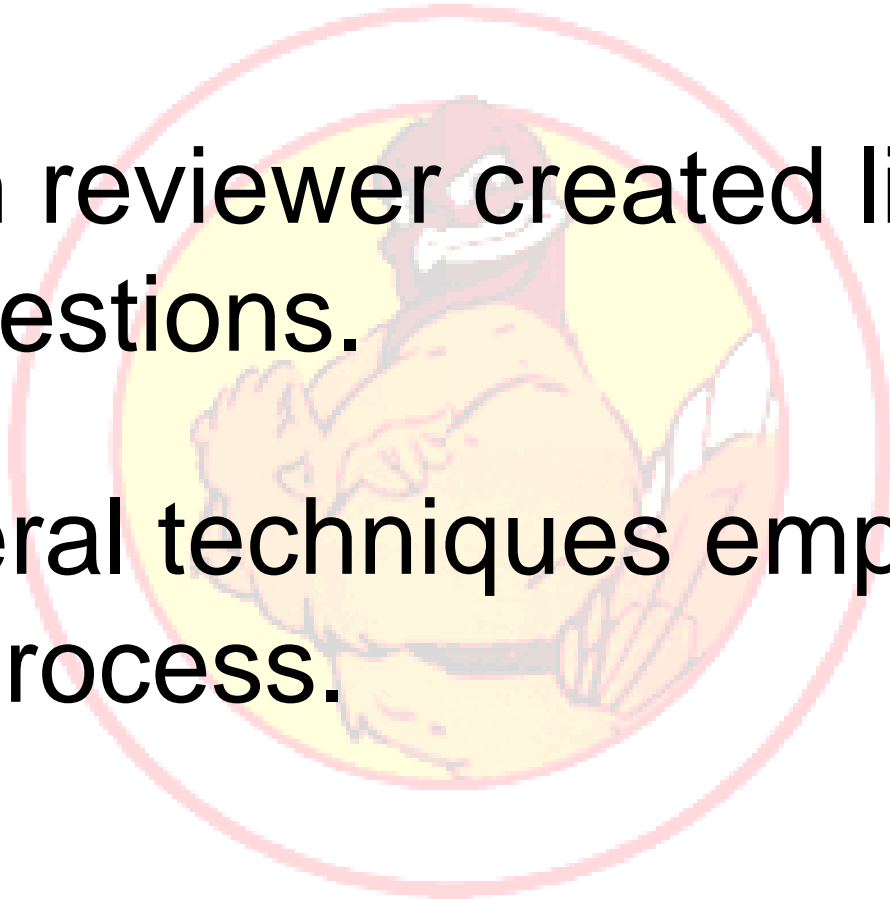
Collaboration Process

- Developer added implementation perspectives and student feedback.
- Commented on reviewers' comments.
- Updated paper then sent around again.



Collaboration Process

- Each reviewer created list of suggestions.
- Several techniques employed in the process.





Collaboration Process

- Original document created in Word.
- Passed around using email.
- Discussion and debate using email, teleconferencing and videoconferencing.



Collaboration Process

Important lessons:

- Without face-to-face contact higher probability for miscommunication.
- Psychological distance.
- Nonverbal cues.
- Must be aware of such issues when working at a distance.



Aggregated Conclusions

Two reviewers in agreement:

- Site was well designed and aesthetically pleasing.
- Module was easy to understand, implement and execute.



Aggregated Conclusions

Two reviewers in agreement:

- Site was successful in teaching web design skills
- And successful in achieving overall objective of teaching learners to create an electronic portfolio.



Aggregated Conclusions

Suggested revisions:

- Provide scoring rubrics
- More Mac-specific instruction.
- Separate table assignment/activity.
- Provide advanced web design tips
- More examples of student work



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