

Checklist - Videoconference Evaluation

A formative evaluation plan should be developed with the purpose of looking for ways to change and improve the effectiveness of the videoconference. Evaluation should be planned in the early stages of the instructional design process. Videoconferencing, being a more recently developed technology, requires some difference approaches to evaluation. Realizing that a "Checklist" cannot cover all of the information necessary to develop an evaluation plan, this checklist will provide only the major categories that should be included in a videoconference evaluation plan.

Instructional Design and Effectiveness:

- Overall system impact
- Course design
- Learning achievement
- Instructor effectiveness

Attitudes:

- Satisfaction of students with videoconference instruction.
- Satisfaction of Instructors with videoconference instruction
- Concerns of Managers or Administrators (at originating site and distant sites).

Implementation:

- Quality of the Technical and Logistical Aspects of the videoconference.
 - Video quality
 - Audio quality
- Interactivity among students and Instructor during sessions.
- Delivery of other materials, such as syllabi, handouts, and other materials as relevant.
- Availability of other resources, such as books and/or computer access, as necessary.

(for more complete information on the evaluation of Video Conferencing see: COMPRESSED VIDEO: OPERATIONS AND APPLICATIONS by Hakes, Barbara, Sachs, Steven; Box, Cecelia; and John Cochenour (editors). Association for Educational Communications and Technology, 1993.)