Assessing Learning Outcomes

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What are the Four Stages of Learning?

- **Stage 1:** Ignorance
- **Stage 2:** Confusion
- **Stage 3:** Confidence
- **Stage 4:** Mastery

O'Connor and Seymour, 1993

Stage 1: Ignorance

- Unconscious Incompetence
- We are unaware of a skill.
- Unaware that one cannot do a Task.

"I don't know that I don't know."

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Stage 2: Confusion

- Conscious Incompetence
- Conscious attention is on the task and the results are variable. This is the stage when the learning rate is the greatest.
- Aware of the task, but cannot do it.

"I know that I don't know."

Stage 3: Confidence

- Conscious Competence
- Full conscious attention is still
- needed to carry out an activity. The skill is not yet fully integrated and habitual.
- Able to think through a task step by step and do it

"I know that I know."

Stage 4: Mastery

- Unconscious Competence
- Skill has been fully integrated and is habitual
- Can do the task without thinking about intermediate steps

"I can just do it."

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Four Stages of Learning

	Unconscious	Conscious
Competent	Stage 4: Mastery	Stage 3: Confidence
Incompetent	Stage 1: Ignorance	Stage 2: Confusion

Four Levels of Evaluation

- Dr. Donald Kirkpatrick Model

What resources are available to assist you in learning more?

- NDSU: Worksheet and Guide for program planning, Evaluation Tool Kit:

  http://www.ag.ndsu.edu/evaluation

  Short-Course, "Evaluation For Extension Programs," by Dr. Myron Eighmy
- eXtension/Professional Development

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How do you know when your program is successful?

- What objectives are met?
- Sample Basic Tool
  - http://www.ag.ndsu.edu/evaluation/evaluation-instruments

Consider adding other items

- Was the information helpful?
- How will you use the information?
- How effective were each of the strategies?
- Demographic information
- Open-ended questions to allow for feedback on items that learner feels are important?
- What behavior do you intend to change?

Methods

- Survey Monkey and other electronic resources
- During program, post then pre, mail, phone, etc.