Designed for Learning Documentation Plan

GOALS
- Document program activity. Document and assess program impact on learning and teaching at LaGuardia.
- Provide formative assessment to program leaders and college, in order to guide the evolution of the program.
- Provide summative assessment to funders
- Create a research base for faculty interested in writing and publishing about innovations in teaching and learning.

KEY DOCUMENTATION ELEMENTS

Designed for Learning Faculty
- Survey re: Use of educational technology in LaGuardia. Self-assessment of degree of skill & use; assessment of effectiveness as a learning tool
- Additional in-depth feedback on their participation in the program and its effect teaching and learning in their courses.
- Documentation of classroom activities.
- Interviews—Focus groups

Students in DFL Courses (courses identified by DFL faculty)
- Possibly student surveys—pre & post (Spring term). Student self-reports on technology skills & access to, experiences with at LaGuardia, attitudes towards learning.
- Additional qualitative questions on student experience in DFL course to post-test.
- Longitudinal comparison on tracking data: retention, skills tests, graduation

Students—STMs
- Survey
- Focus Group interviews

Faculty—General
- Survey re: Use of educational technology in LaGuardia. Self-assessment of degree of skill & use; assessment of effectiveness as a learning tool
- Participation in Designed for Learning-related activities

Students—General
- (Needs Assessment) Pre- and Post-Survey—Student self-reports on technology skills & access to, experiences with at LaGuardia, self-assessment as a learner, attitudes towards learning.
- Tracking data—retention, skills tests, graduation