

Course Design Evaluation Checklist

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As the course designer, you are frequently “too close” to the design to see any flaws in the content or execution. It’s a smart idea to enlist outside or expert review of the materials before implementation. Ask your Subject Matter Experts or another instructional designer to evaluate the design using the following checklist.

The checklist is admittedly subjective. In addition to Yes/No answers, ask for specific feedback and suggestions for changes or improvements. You will surely receive differing opinions. It is up to you, the course designer, to make the final judgment and adjustments to the course after your experts have voiced their opinions.

Course Design Evaluation Checklist

Instructions to the reviewer

Please review the attached design, and then check as many descriptors, below, as you believe apply. Please use the back of the form for more specific feedback and suggestions. Check the question mark (?) when you believe you lack the information necessary to evaluate that particular characteristic.

Does / Is the training design...

	YES	NO	?
Adequately describe what the trainee will know or be able to do after completing the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized in a logical sequence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valid based on the trainee population and training needs (trainee's level of knowledge/skill; organization problems driving this training)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficient – neither belaboring topics nor giving them inadequate coverage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect constraints of our resources (time, materials), and still provide adequate use of resources to accomplish learning objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve trainees in the learning (active learning processes)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To the extent possible, allow trainees choices in the learning based on their individual needs and control over their own rate of progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant and meaningful: focusing on skills, knowledge, or behaviors that our trainees need on the job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive: covering all essential tasks/topics/problems associated with this topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasize “need to know” information while minimizing “nice to know?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized: using format, forms, in keeping with usual training/organizational requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide learners with adequate feedback on their progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent with itself: evaluation methods match stated performance objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include job aids as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates evaluation plans for both learners and the course itself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seem reliable (pending evaluation results): appears reasonable to expect that design will produce intending results for training population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>