Interactive Learning Systems Evaluation

Interactive Learning Systems Evaluation is a pragmatic guide to evaluating interactive multimedia products, such as e-learning and distance education programs.

"A lot of time and a lot of money have been invested in the development of interactive educational products in the last decade and yet effective evaluation has rarely been carried out. One reason is that there has been too much mystique surrounding the term 'evaluation'. I have worked with academics in the design and evaluation of such products for ten years and would have loved to have had access to a book like this during that period. This book demystifies evaluation and provides clear and accessible guidelines to assist all parties involved in educational product development to optimize the development process itself and the likelihood that student learning will be enhanced. A 'must' for every production group and educational development unit."
Carmel McNaught, Chinese University of Hong Kong

"Even very experienced Interactive Learning System developers struggle with evaluating the product of their labors. And the more complex the program, its topics, and its audiences, the more difficult the evaluation. Drs. Reeves and Hedberg have provided a comprehensive, valuable, and highly useful guide for evaluating a broad range of interactive learning systems, from simple to highly complex."
Joseph V. Henderson, M.D.
Dartmouth Medical School

"Eminent technologies present new wrinkles for evaluators, in an already lumpy field. This book smoothes out those wrinkles, providing a rich mix of theory and practice, with sound guidance about why, how, and what-if. I particularly like the grounding in the literature, international references, and frequent case studies."
Allison Rossett, San Diego State University

"Reeves and Hedberg fill a large gap in evaluation textbooks. The book provides methods that allow much more rigorous examination of Instructional Technology than has been typically done to date. In addition, graduate students were very positive about the text when using a trial version of this book in a class on evaluating instructional technology. The methods described in the book will go a long way to improve the caliber of evaluation and research in this important area."
Stanley Vamhagen, University of Alberta