EDTECH 505 Course Syllabus (Fall 2012)

EDTECH 505: Evaluation for Educational Technologists

Instructor: John T. Thompson, Ph.D.
Office Hours: As needed. (Contact Dr. Thompson via cellphone or email to set up an office visit via Skype.com or other Web conferencing application. Please contact Dr. Thompson if you would like to schedule a synchronous session.)
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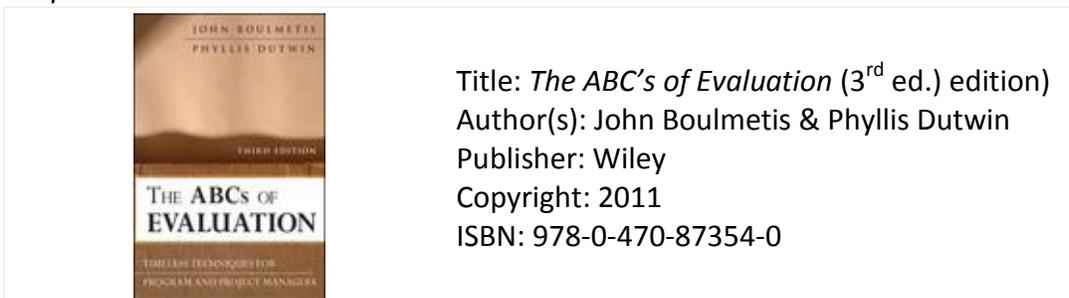
Course Description and Prerequisites
Procedures for evaluating educational programs, training systems, and emergent-technology applications. Prerequisites: EDTECH 501, EDTECH 503

Course Objectives
The goals of this course are for students to learn important concepts and practices in the field of evaluation including: management, models, data sources, analysis, and reporting results. The unofficial version of these is to empower you to become a consumer of research, and give you the tools to skillfully evaluate educational materials. Why the emphasis on evaluation research? Program evaluation is the single area of research application that most links researchers to practitioners. Program evaluation investigates the effectiveness or impact of interventions and social programs. One engages in program evaluation research to learn which aspects of a program are working and which are not. This is a pivotal course in your degree program. You will learn the process of planning evaluation research, design data collection instruments, and analyze data. These skills are critical if you write grants, a thesis, dissertation, or article for publication in an educational research journal. They are also critical if you are in the position of evaluating the effectiveness of instructional practice, programs, software, curriculum, etc. Teachers, principals, program evaluators, instructional designers, district technology coordinators, and consultants are a few examples of people who might require these skills.

Course Materials
Required Textbook

Title: *The ABC's of Evaluation* (3rd ed.) edition)
Author(s): John Boulmetis & Phyllis Dutwin
Publisher: Wiley
Copyright: 2011
ISBN: 978-0-470-87354-0

Description from publisher: "Thoroughly revised and updated, the third edition of bestselling The ABCs of Evaluation offers an introduction to program evaluation. This comprehensive textbook covers topics such as stakeholder relationships, program design, data collection and

analysis, reporting results, and other important steps in the evaluation process. The ABCs of Evaluation shows how to select participants for the evaluation and how to deal with multiple goals and objectives—including those of the organization, the staff, and the client. The authors illustrate the circumstances under which each evaluation model can be used, and offer tips on identifying data sources and collecting the data. This revision includes substantially increased coverage of theory, methodological approaches, the business of evaluation, the evaluator's role and responsibilities, RFPs and the grants process, logic models, data analysis, and writing the evaluation report. Also included are new cases and scenarios from various evaluation realms in social sciences, education, health, and human services. Throughout the book, charts, graphs, models, and lists help organize, extend, and facilitate the understanding of each evaluation concept."

Recommended Book (but not required)
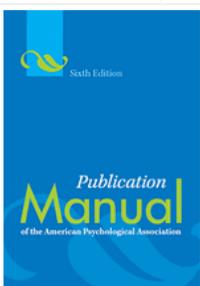
Title: *Publication Manual of the American Psychological Association (6th Ed.)*
Author: APA
Copyright: 2009
Publisher: APA
ISBN: 978-1433805615

Grading Policy and Grading Scale
Assignments are due no later than 11:59 PM Mountain (Boise) time on the specified days, unless otherwise indicated.

Points per category:
  Weekly Discussion Participation .... 45 points
  Weekly Assignment .... 80 points
  Evaluation Proposal .... 25 points
  Course Project .... 50 points
  Total Possible .... *200 points*

Scale:
  A+ = 197 points & higher
  A = 186-196
  A- = 180-185
  B+ = 174-179
  B = 166-173
  B- = 160-165
  C+ = 154-159
  C = 145-153
  C- = 140-144
  D+ = 134-139
  D = 120-133
  E = Below 120

Disclaimers
1. This course involves a considerable amount of reading, writing, and online participation. Be sure to plan your time accordingly.
2. This is a challenging course. A's are reserved for distinguished work. They are earned, not given.
3. The total number of earned points for assignments, discussions, projects, etc. is the sole determinant for the letter grade in the course.
4. Internet Sites Project (voluntary extra credit) is worth a possible 10 extra points.

Major Assignments and Schedule (subject to change)

Evaluation Proposal-Response to RFP (due by October 23) - Your task is to submit an evaluation proposal (in 5-6 pages) in response to an issued Request for Proposal (RFP) that you will be provided. Your proposal will address each of the sections as required by the RFP. This is <u>not</u> a proposal to conduct your personal evaluation project. You will respond specifically only to the provided RFP. You can work either individually or in teams of two (your choice). If you work in a team, it will be your responsibility to agree on the work responsibilities for your team. And if you choose to work in a team, your project work needs to reflect a team effort (such as more breadth, more depth, and more length – 6-8 pages - than an individual project). More details are provided elsewhere in the Moodle course site and during the semester.

Evaluation Report-Course Project (due by December 11) – The major course project (up to 10 pages plus appendices) will involve conducting and writing a short report of a personally conducted evaluation project on a real (not hypothetical) program or project. You plan and conduct an actual small-scale evaluation of a small program or project in your school or organization. You will gather and use real data for your report. More details are provided elsewhere in the Moodle course site and during the semester.

Extra Credit Project (due by December 11) – Optional extra credit project. You will work individually or in a team (your choice as to individual or team and who is on what team) to do project of your choosing, with Dr. Thompson's prior approval of topic and details. More information provided during the semester.

Course Policies

Procedures - Follow the instructions contained in the course documents and course materials for the weekly assignments and discussions, as well as the projects. Materials and information are located in the Moodle course site.

Time Management: Be aware that "students should expect to devote a minimum of three hours each week for every registered credit" for online classes. "For a 3-credit course students can expect to spend at least 9 hours each week on coursework. Instead of physically going to a classroom for a set amount of time each week, you will spend that time participating in online activities, reading course materials, and working on assignments that can be submitted online" (http://ecampus.boisestate.edu/students/is-ecampus-right-for-me/myths/). For those taking two graduate classes (6 credit hours), this commitment equates to a halftime job in addition to your other responsibilities and obligations. In a summer session, a student can expect to spend an average of 18 hours *per week, per course*.

Communication – Dr. Thompson will respond to emails and/or phone calls in a timely manner – usually within 24 hours on weekdays, perhaps longer on weekends and holidays. All course email will be sent to your BSU Gmail account so be sure to check it often (daily is recommended).

Posting of Assignments – Weekly materials normally will be posted no later than noon on Wednesdays, as most learning modules will open on Wednesdays.

Assignment Submissions –There will be definite deadline dates for submissions, which will be clearly outlined in the course site. All assignments must be submitted on the date due by 11:59pm Boise/ Mountain Standard Time (MST). All assignments will include directions as to where and when to submit assignments. Unless otherwise indicated, if you submit an assignment *by Sunday*, you have an opportunity for a "do-over." However, if you turn in an assignment for the first time after Sunday, then there is likely no second chance of submitting the assignment for additional points. If such an "after Sunday" assignment is not done correctly the first time, you receive whatever points are assigned to your submission. You can earn up to 80 points (out of a possible 200 points for the course) by successfully completing your weekly assignments. Those 80 points represent weekly assignments for 5 weeks.

Late assignments – If accepted, late assignments may be reduced in points earned. Special circumstances – Please let Dr. Thompson know of any events/circumstances that may affect your ability to submit an assignment on time, prior to the due date if at all possible.

Feedback/grades – Students do not receive a letter grade until the end of the course, after all points have been calculated. You will be informed of your progress toward the final course grade at regular intervals. Assignments normally will be reviewed/evaluated within one week following the assignment due date. Please note that even if a student submits work early, the feedback timing is based on the date due, not the date of submission. Also note that larger assignments will take longer to grade. Depending upon the assignment, you will receive comments and/or points in the gradebook for submitted assignments. Please check the gradebook area of Moodle for earned points for assignments, etc. If you have any questions about points (or the lack of them) in the gradebook, please contact Dr. Thompson.

Moodle Assistance – This course uses the Moodle learning management system. You may experience occasional problems with accessing Moodle or course materials, with your Internet service, and/or other computer related problems. Make Dr. Thompson aware if a technical problem with Moodle prevents you from completing coursework.
EDTECH Moodle site - http://edtech.mrooms.org/login/
Moodle Assistance – http://www.moodlerooms.com/resources/tutorials/participate/, http://edtech.mrooms.org/

Academic Honesty – All students are required to abide by Boise State University's Student Code of Conduct - http://osrr.boisestate.edu/scp-codeofconduct/. Unless it is a group task, assignments completed must be your original work and cannot be used in/from previous or current courses in the EDTECH program or elsewhere. All work is to be done alone unless otherwise specified.

As a graduate student and professional, you will be held to the highest standard of ethical conduct. The Educational Technology program, the College of Education, and Boise State University expect students to represent themselves and their work in an honest and forthright manner. Cheating, plagiarism, falsification, or communication that is denigrating to peers and/or faculty will not be tolerated. Such behaviors will be brought to the attention of department administration. In all cases, students will have fair and unbiased opportunities to defend him/herself. Violations of conduct or ethics can result in removal from the program. Students who are unsure what actions might constitute a violation of ethics should consult the course instructor and/or other departmental faculty.
http://www.boisestate.edu/osrr/scp/student_code.html

Reasonable Accommodations - To request academic accommodations for a disability, you will need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114, to talk with a specialist and coordinate reasonable accommodations for any documented disability. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Copyright – Students are prohibited from selling and otherwise distributing course material to any person or commercial firm without the express written permission of Dr. Thompson, course instructor. Students may not use any course material (syllabus included) outside of the parameters needed to complete the course for any purpose without Dr. Thompson's expressed written consent.

College of Education Mission Statement
The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances personal excellence and respect for individuals.
http://boisestate.edu/registrar/catalogs/online/coe.shtml

Department of Educational Technology Conceptual Framework
The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, managing, and evaluating appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state, or local educational agencies, and educational organizations in the private sector. http://education.boisestate.edu/teachered/conceptual-framework/

Department of Educational Technology Mission

The Department of Educational Technology is a diverse and global network of education scholars, professionals, and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age teaching and learning resources in K-higher education environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology

http://edtech.boisestate.edu/about/mission/

Professional Standards Addressed

Students who successfully complete EDTECH 505 will have met selected standards written by the Association for Educational Communications and Technology (AECT). The AECT standards are recognized by the National Council for Accreditation of Teacher Education (NCATE), which is the body that accredits Boise State University's College of Education. A final body that produces standards important to those in the instructional or educational technology profession is the International Board of Standards for Training, Performance, and Instruction (IBSTIPI). The standards addressed in this course are found on a separate document that students will download and include as part of their final project for the course.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Note: This course was developed in part from the syllabus and notes of an evaluation course developed by Dr. Greg Sherman and Dr. Jeremy Tutty, and with assistance and material from Dr. Ross Perkins.

Association for Educational Communications and Technology
Standards met in EDTECH 505
(Earle, 2005)

Standard 1: DESIGN	
1.1 Instructional Systems	
1.1.5 Evaluating	1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction. 1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences. 1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.
Standard 2: DEVELOPMENT	
2.0 (includes 2.0.1 to 2.0.8)	2.0.1 Select appropriate media to produce effective learning environments using technology resources. 2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products. 2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products. 2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products. 2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products. 2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products. 2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

Standard 3: UTILIZATION	
3.0 (includes 3.0.1 & 3.0.2)	
3.1 Media Utilization	3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process. 3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.
3.2 Diffusion of Innovations	3.2.1 Identify strategies for the diffusion, adoption, and dissemination of innovations in learning communities.
3.3 Implementation and Institutionalization	3.3.1 Use appropriate instructional materials and strategies in various learning contexts. 3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts. 3.3.3 Identify strategies to maintain use after initial adoption.
3.4 Policies and Regulations	3.4.1 Identify and apply standards for the use of instructional technology. 3.4.2 Identify and apply policies which incorporate professional ethics within practice. 3.4.3 Identify and apply copyright and fair use guidelines within practice. 3.4.4 Identify and implement effective policies related to the utilization, application, and integration of instructional technologies 3.4.5 Identify policies and regulations which apply to the utilization, application, and integration of distance delivery technologies.
Standard 4: MANAGEMENT	
4.1 Project Management	4.1.1 Apply project management techniques in various learning and training contexts.

Standard 5: EVALUATION	
5.1 Problem Analysis	5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).
5.2 Criterion-Referenced	5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.
5.3 Formative and Summative	5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.
5.4 Long-Range Planning	5.4.1 Develop a long-range strategic plan related to any of the domains or sub-domains.

SMETS = School Media and Educational Technology

Earle, R. (Ed.). (2000). *Standards for the accreditation of school media specialist and educational technology specialist* (4th ed.). Bloomington, IN: AECT.