Course Syllabus
EDTECH 505
Spring 2015

Dr. John Thompson

EDTECH 505 Course Syllabus

EDTECH 505: Evaluation for Educational Technologists

Instructor: John T. Thompson, Ph.D.
Office Hours: As needed. (Call or email me to set up a 1:1 "office visit" via Skype.com or another synchronous Web conferencing application.)
Skype: john.thompson62
Email: johnthompson1@boisestate.edu I will respond to your inquiry within 24 hours Monday-Friday, perhaps longer on weekends. If I do not reply within this timeframe, please assume I did not receive your email and contact me again.
Phone: 716-650-0998 cellphone (Eastern time zone – two hours ahead of Boise time)
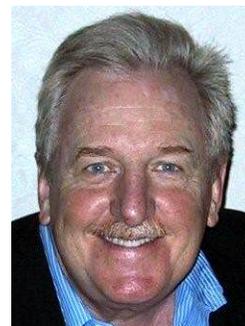
Course Description and Prerequisites
Procedures for evaluating educational programs, training systems, and emergent-technology applications. Prerequisites: EDTECH 501, EDTECH 503

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 goals is to empower you to become a consumer of research, and give you the tools to skillfully evaluate educational materials. Program evaluation investigates the effectiveness or impact of interventions and social programs. One engages in program evaluation 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 an evaluation, designing data collection instruments, and analyzing 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.

Plan of Study Impact
EDTECH 505 is a required course for the Educational Technology master's degree programs. The major assignments for the class are important pieces of work that will be presented in the student's final electronic portfolio.

Course Goals
1. Define a number of terms related to the field of evaluation and research and apply them to various projects
2. Describe what is meant by evaluation and its role in educational technology
3. Discuss the rationale for conducting an evaluation
4. Identify the role of and audience for evaluation
5. Describe an "Evaluator's Program Description" and the uses for one
6. Describe similarities and differences between evaluation models, their components, and how they contrast with research models
7. Discuss types and levels of data as well as data collection tools
8. Discuss the issue of sampling as it applies to evaluation
9. Describe the rationale for and the components of an evaluation report
10. Select appropriate evaluation strategies and procedures for a given educational program or instructional product

Course Materials

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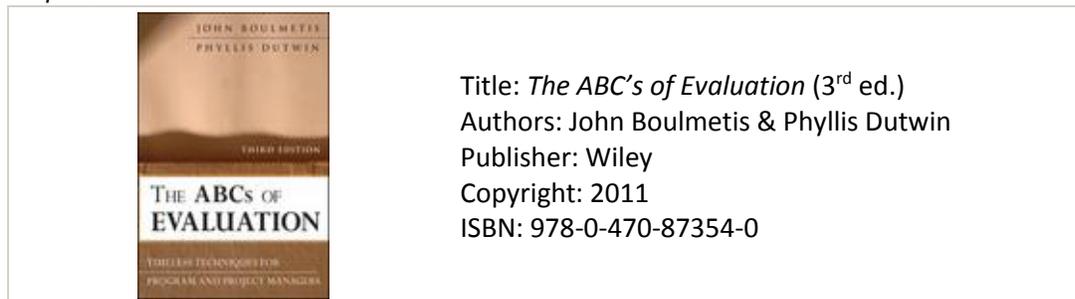
Title: *The ABC's of Evaluation* (3rd ed.)
Authors: John Boulmetis & Phyllis Dutwin
Publisher: Wiley
Copyright: 2011
ISBN: 978-0-470-87354-0

NOTE: *Be sure that you have the **third** edition as it has more material than the second edition, plus the page numbering is not the same as previous editions. It's your responsibility to have the correct edition.*

Description from publisher about the third edition: "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)
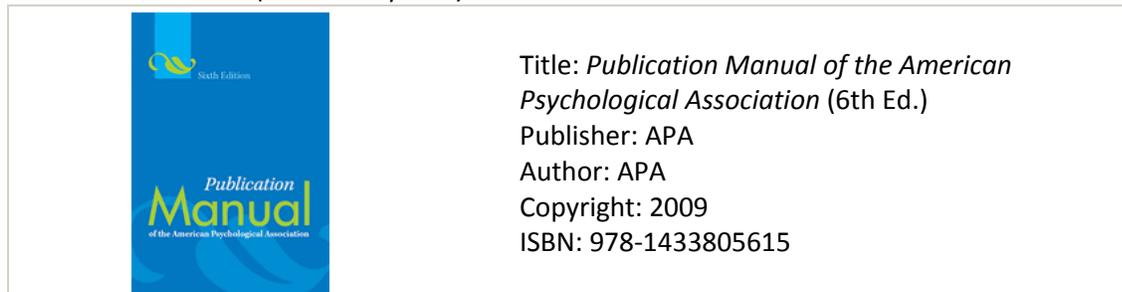
Title: *Publication Manual of the American Psychological Association* (6th Ed.)
Publisher: APA
Author: APA
Copyright: 2009
ISBN: 978-1433805615
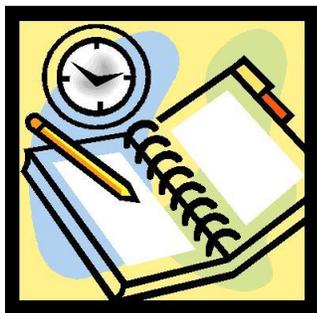
Course Schedule*

Week 1 (January 12-20): Introduction to the course

    Jan. 19 - Dr. Martin Luther King, Jr./Idaho Human Rights Day holiday (No classes. University offices closed)

Week 2 (January 21-27): Chapter 1 - What Is Evaluation?

Week 3 (January 28-February 3): Chapter 2 - Why Evaluate?

Week 4 (February 4-10): Chapter 9 - Writing the Evaluation Report & Appendix B

Week 5 (February 11-17): Chapter 3 - Decision Making: Whom to Involve, How, and Why

    Feb. 16 - President's Day holiday (No classes. University offices closed).

Week 6 (February 18-24): Chapter 4 - Starting Point: The Evaluator's Program Description

Week 7 (February 25-March 3): Chapter 5 - Choosing an Evaluation Model & Appendix C

Week 8 (March 4-10): Work on Evaluation Proposal-Response to RFP

    Evaluation Proposal-Response to RFP due by March 10

Week 9 (March 11-17): Chap. 6 - Data Sources & Chap. 7 - Data Analysis & Appendix A

Week 10 (March 18-22, 30-31): Chapter 8 - Is It Evaluation or Is It Research?

    March 23-29 - Spring vacation. (No Classes. University offices open March 23-27).

Week 11 (April 1-7): Review/reflection of chapters 1-8 and Internet readings

Week 12 (April 8-14): Chap. 9 - Writing Evaluation Report, Chap. 10 - Evaluation as a Business, Append. B

Week 13 (April 15-21): Work on Evaluation Report

Week 14 (April 22-28): Work on Evaluation Report

Week 15 (April 29-May 1): Work on Evaluation Report, end-of-course discussions & course evaluation

    Evaluation Report-Course Project & Extra Credit Project (optional) due by May 1

* Subject to change during the course.

Each week, a new Learning Unit will be made available by Wednesday morning. An announcement and/or message in Moodle typically will be shared when the new Unit is available. Unless otherwise noted, the assignments in the unit are due by the following Tuesday at 11:59 pm Boise time. Notify Dr. Thompson if you experience unforeseen circumstances that impede your ability to do the assigned work by a deadline so perhaps an accommodation can be arranged.
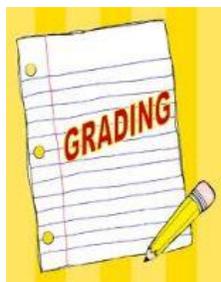
Grading Policy and Grading Scale

Points are earned through a variety of learning activities assigned throughout the semester. You have access to the gradebook in Moodle at all times to track your progress and are always encouraged to contact Dr. Thompson with questions or concerns. Just remember that the only thing that counts is how many points you earn. Disregard references to letter grades or percentages in your Moodle gradebook.

Points per category:

Weekly Discussion Participation .... 45 points
Weekly Assignments.............................. 80 points
Evaluation Proposal.............................. 25 points
Course Project .... 50 points
Total Possible.......................................200 points

Scale:
A+ ≥ 197 points
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
F = Below 120
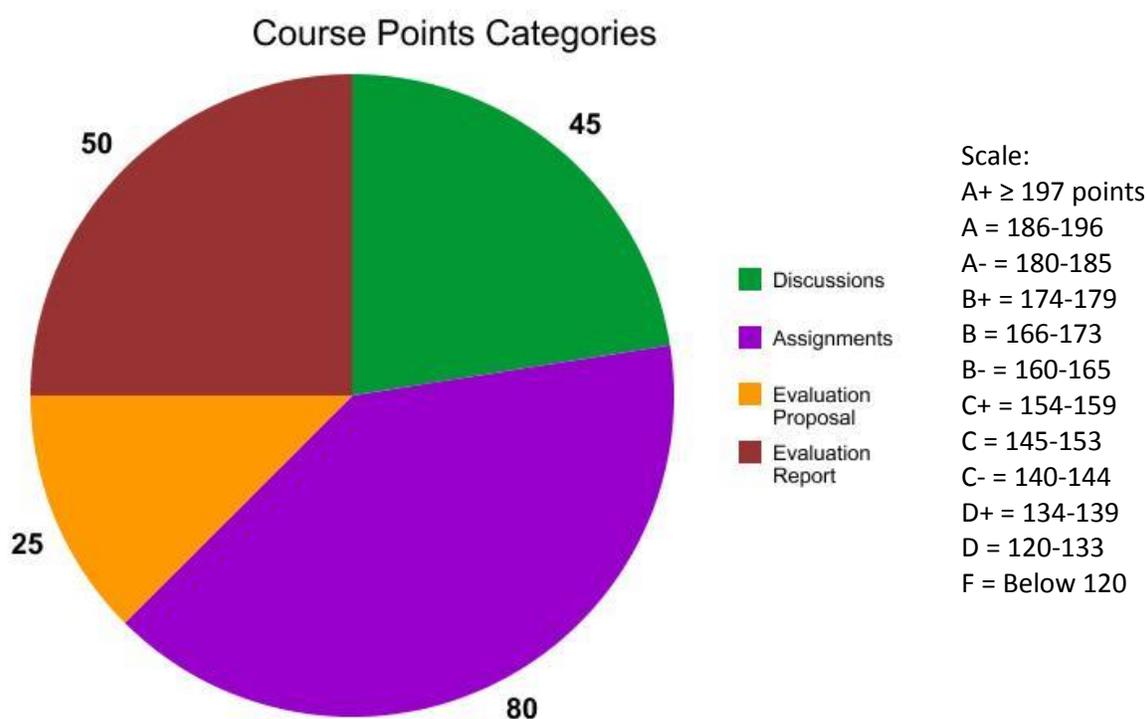
Disclaimers

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

Major Assignments and Schedule (subject to change)

Evaluation Proposal (due by March 10) - Your task is to submit an evaluation proposal (5-6 pages only) in response to an issued Request for Proposal (RFP) that is provided. Your proposal will include each of the sections as required by the RFP. This project is <u>not</u> a proposal to conduct your Evaluation Report project. More details are provided elsewhere in the Moodle course site and during the course. Worth a possible 25 points toward the course grade.

			March			
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Evaluation Report Course Project (due by May 1) - The major course project will involve doing a personally conducted real (not hypothetical) evaluation project generating real data on a real program or project and then writing a report (up to 10 pages plus appendices). You plan and conduct an actual/real 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 course. Worth a possible 50 points toward the course grade.

			May			
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Extra Credit Project (due by May 1) – The Extra Credit Project is optional. You will work individually or in a team (your choice as to individual or team and who is on the team) to do a project of your choosing, with Dr. Thompson's prior approval of topic and details. More information provided elsewhere in the Moodle course site and during the course. Worth a possible 10 points toward the course grade.

			May			
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Procedures - Follow the instructions contained in the course documents and course materials for the weekly assignments, discussions, and projects.

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.
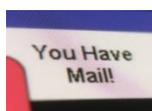
Communication – Dr. Thompson responds to emails and/or phone calls in a timely manner – usually within 24 hours on weekdays, perhaps longer on weekends and holidays. All course email will be sent via messages in Moodle and/or to your BSU Gmail account so be sure to check for email often (daily is recommended). You are responsible for any and all information provided in such manner.

Availability of Assignments – A to-do list with the weekly assignment normally will be posted no later than noon on Wednesdays, as most learning modules will open on Wednesdays.

Assignment Submissions – You can earn up to 80 points (out of a possible 200 points for the course) by successfully completing your weekly assignments. 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 11:59 pm Boise/ Mountain Standard Time (MST). All assignments will include directions as to where and when to submit assignments. Unless otherwise indicated, if you submit a weekly assignment *by 11:59 pm Sunday*, you have an opportunity for a "do-over" if your submission does earn the maximum possible points. However, if you turn in an assignment for the first time after Sunday, then there is likely no second chance of resubmitting an assignment for additional points. If such an "after Sunday" assignment is not done correctly the first time, you receive whatever points are earned for your submission. If you need to simply submit a URL (e.g., Prezi alt submission), you can put the URL in a Word doc and submit the doc.

Late assignments – If accepted, late assignments may be reduced in points earned. Deadlines might be extended for 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, so possible accommodations might be possible.

Feedback/grades – Students do not receive a letter grade until the end of the course, after all course points have been calculated. You will be informed of your progress toward the final course grade at regular intervals, usually weekly. Assignments normally will be reviewed/evaluated within one week following the assignment due date. Please note that even if a student submits work early in the week, the feedback timing is based on the due date, not when the assignment is submitted. 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. Contact Dr. Thompson with any questions about points (or the lack of them) and/or associated gradebook comments.

Incomplete Grades – Here is the quoted explanation of incomplete grades at Boise State University.

"Instructors can enter a grade of "I" — for incomplete — if both of the following conditions are present:
- Student work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for the student to complete the course before the end of the semester.

In order to receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course."
Source: http://registrar.boisestate.edu/grades/

Academic Honesty – Academic integrity will be strongly enforced in this course. 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. All students are required to abide by Boise State University's Student Code of Conduct (see http://deanofstudents.boisestate.edu/student-code-of-conduct/). 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 without assistance unless otherwise specified.

Cheating, plagiarism, falsification, or communication that is denigrating to peers and/or faculty will not be tolerated. Any student caught cheating on any assignment may fail the assignment in question and/or fail this course dependent on a hearing with the course instructor. Academic Dishonesty is defined in the Student Code of Conduct (Article 2, Section 18). It is strongly suggested that you read and understand these definitions found in the Student Code of Conduct. 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.

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 expressed written permission of Dr. Thompson. Students may not use any provided course material (syllabus included) outside of the parameters needed to complete the course for any purpose without Dr. Thompson's expressed written consent.

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 tutorials – http://www.moodlerooms.com/resources/tutorials/participate/

Please direct all Moodle support issues and questions to moodlesupport@boisestate.edu

For issues with "My.boisestate" and Boise State Google Apps, please contact OIT Help desk at 208-426-HELP (4357) or email them at Helpdesk@boisestate.edu.

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.

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 one of the organizations that accredit Boise State University's College of Education. Another 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 AECT standards addressed in the Educational Technology Program are specified later in this document.

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.

Note: Some clipart and animation in the course is from PresenterMedia.com where Dr. Thompson has a paid subscription to use its material.

Enjoy your semester!

AECT Standards

Alignment with the AECT standards

EDTECH courses are aligned to the AECT standards. A new AECT Standards for Professional Education Programs (2012 version) has been published (see http://aect.site-ym.com/resource/resmgr/AECT_Documents/AECT_Standards_adopted7_16_2.pdf). The previous version (2005) is available at http://aect.site-ym.com/resource/resmgr/AECT_Documents/AECTstandardsREV2005.pdf.

AECT STANDARDS

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

1.1 Creating – Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches. (p. 81)

1.2 Using – Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy. (p. 141)

1.3 Assessing/Evaluating – Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.

1.4 Managing – Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. (p. 178)

1.5 Ethics – Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology. (p. 284)

AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

2.1 Creating – Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes. (p. 1)

2.2 Using – Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy. (p. 141)

2.3 Assessing/Evaluating – Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes (p. 116-117) grounded in reflective practice.

2.4 Managing – Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy. (p. 175-193)

2.5 Ethics – Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community. (p. 296)

AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by creating, using, evaluating, and managing effective learning environments. (p. 1)

3.1 Creating – Candidates create instructional design products based on learning principles and research-based best practices. (pp. 8, 243-245, 246)

3.2 Using – Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning (pp. 122, 169) based on principles, theories, and effective practices. (pp. 8-9, 168-169, 246)

3.3 Assessing/Evaluating – Candidates use multiple assessment strategies (p. 53) to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. (pp. 5-6)

3.4 Managing – Candidates establish mechanisms (p. 190) for maintaining the technology infrastructure (p. 234) to improve learning and performance. (p. 238)

3.5 Ethics – Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice (p. 246), and respect for copyright, Fair Use, and appropriate open access to resources. (p. 3)

3.6 Diversity of Learners – Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities. (p. 10)

AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

4.1 Collaborative Practice – Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.

4.2 Leadership – Candidates lead their peers in designing and implementing technology-supported learning.

4.3 Reflection on Practice – Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.

4.4 Assessing/Evaluating – Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.

4.5 Ethics – Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.

AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning (p. 4) and improve performance (pp. 6-7).

5.1 Theoretical Foundations – Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. (p. 242)

5.2 Method – Candidates apply research methodologies to solve problems and enhance practice. (p. 243)

5.3 Assessing/Evaluating – Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. (p. 203)

5.3 Ethics – Candidates conduct research and practice using accepted professional (p. 296) and institutional (p. 297) guidelines and procedures.

NOTE: Parenthetical page references are to *Educational Technology: A Definition with Commentary* (2008, A. Januszewski & M. Molenda, Eds., Lawrence Erlbaum Assoc.)

AECT Standards information courtesy of Dr. Barbara Schroeder - http://edtechbsu.wordpress.com/artifacts/