

EDTECH 505 Course Syllabus (Spring 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

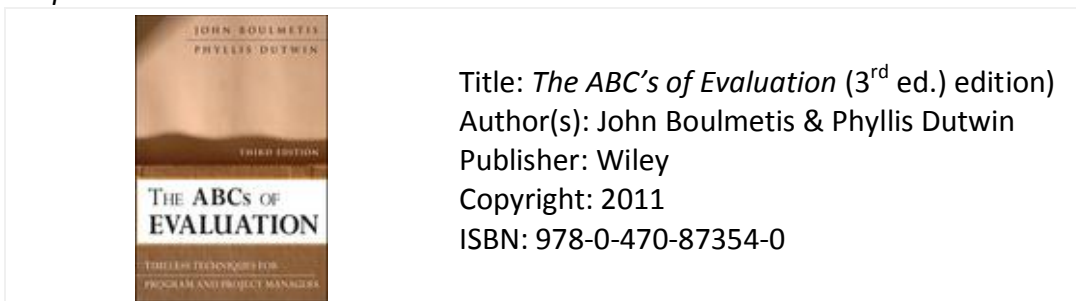
Procedures for evaluating educational programs, training systems, and emergent-technology applications. Prerequisites: EDTECH 501, EDTECH 503

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

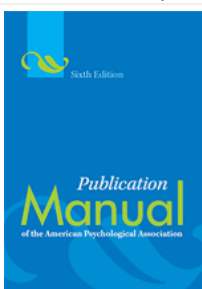
Required Textbook



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 = 186-200 points
 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 (due by March 13) - Your task is to submit an evaluation proposal (in the range of 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 not a proposal to conduct your personal evaluation project. You will respond specifically to the provided RFP. More details are provided elsewhere in the Moodle course site and during the semester.

Evaluation Report Course Project (due by May 1) - 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.

Internet Sites Project (due by May 1) – Optional extra credit project. You will work individually to select and describe Internet sites concerning program evaluation not previously covered in the course. More details are provided elsewhere in the Moodle course site and during the semester.

Course Policies

Procedures - Follow the instructions contained in the course documents and course materials for the week. Materials will be located in the Moodle course site.

Communication – Dr. Thompson will respond to emails and/or phone calls in a timely manner – 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 – All assignments will include directions as to where and when to submit assignments. There will be definite deadline dates for submissions.

Feedback/grades – 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. 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 ASAP.

Late assignments – Late assignments may be reduced in grade. 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.

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 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://www.boisestate.edu/policy/policy_docs/2020_studentcodeofconduct.pdf. Assignments completed must be your original work and cannot be used in/from previous or current courses in the EDTECH program or elsewhere.

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.

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/web/edtech.htm>

AECT Standards

[AECT Standards](#) – The standards are listed with assessments tied to standards.

Standards Addressed

AECT STANDARDS FOR THE ACCREDITATION OF INITIAL PREPARATION PROGRAMS

Standard 2: DEVELOPMENT

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

Standard 3: UTILIZATION

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

3.4 Policies and Regulations

Standard 4: MANAGEMENT

Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

4.1 Project Management

4.2 Resource Management

Standard 5: EVALUATION

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

5.1 Problem Analysis

5.3 Formative and Summative Evaluation

5.2 Criterion-Referenced Measurement

5.4 Long-Range Planning

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 Jeremy Tutty, and with assistance and material from Dr. Ross Perkins.