EDTECH 505 - Evaluation for Educational Technologists
3 Credit Online Course

Instructor Information
Name: John T. Thompson, PhD
Office Hours: As needed. (Call or email Dr. Thompson to set up a 1:1 “office visit” via Skype.com or other synchronous Web conferencing application.)
Skype: john.thompson62
Availability via email: johnthompson1@boisestate.edu  I will respond to your inquiry within 24 hours Monday-Friday, perhaps longer on weekends. If I do not reply in this timeframe, please assume I did not receive your email and contact me again. All course email will be sent to your BSU Gmail account so be sure to check it often (daily is recommended).
Cellphone: 716-650-0998 (Eastern time zone – two hours ahead of Boise time)
Website: http://edtech.boisestate.edu/

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

Course Outcomes
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 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 Location and Login Information**
This is an online course delivered in Moodle ([http://edtech.mrooms.org/](http://edtech.mrooms.org/)). The Moodle login page explains how to login to Moodle. Contact Moodle Support at moodlesupport@boisestate.edu if you have problems accessing Moodle. If you have forgotten your password, click the link below the login box, “lost password?” and you will be able to reset it.

**Course Materials**
*Required Textbook*

![Book Image]

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. It’s your responsibility to have the correct edition.

*Recommended Book (but not required)*

![Book Image]

Title: *Publication Manual of the American Psychological Association* (6th Ed.)  
Publisher: APA  
Author: APA  
Copyright: 2009  
ISBN: 978-1433805615

**Internet Connectivity**
You need an up-to-date computer with an Internet connection in this course.

**Course Assignments**
Detailed information about each assignment is posted in Moodle. Check Moodle and your Boise State email regularly each week; announcements and course updates can be posted at any time.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapters 1 &amp; 2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Chapters 3, 4, 9, Appendix B</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Chapters 5-8, Appendix A</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Review chapters 1-9, Appendix C</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation Proposal – Response to RFP</td>
<td>30</td>
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</tbody>
</table>
### AECT Standards

Course assignments are aligned to the Association for Educational Communications and Technology (AECT) Standards, 2012 version.

Assignments are listed by weeks’ numbers (based on the assignments list above) in the following table under the standard they are aligned to.

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<tbody>
<tr>
<td>Creating</td>
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<td></td>
<td></td>
<td>1, 5</td>
<td>4</td>
</tr>
<tr>
<td>Using</td>
<td>1, 2, 5, 7</td>
<td>1, 2, 5, 7</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Assessing/Evaluating</td>
<td>1, 2, 3</td>
<td>2, 5</td>
<td>2, 4, 7</td>
<td>4, 6</td>
<td>2, 3</td>
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<tr>
<td>Managing</td>
<td>2, 3</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Ethics</td>
<td>1</td>
<td></td>
<td>5, 7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Diversity of Learners</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Collaborative Practice</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Leadership</td>
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<tr>
<td>Reflection on Practice</td>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Theoretical Foundations</td>
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<tr>
<td>Method</td>
<td></td>
<td></td>
<td></td>
<td>2, 6, 7</td>
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</table>
Grading Policy and Grade 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 me 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 .......... 30 points
- Weekly Assignments ...................... 80 points
- Evaluation Proposal .................... 30 points
- Course Project ........................... 60 points
- Total Possible ............................ 200 points
Grade Scale
Final grades are based on the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Required</th>
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<tbody>
<tr>
<td>A+</td>
<td>≥ 197</td>
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<tr>
<td>A</td>
<td>186-196</td>
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<tr>
<td>A-</td>
<td>180-185</td>
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<tr>
<td>B+</td>
<td>174-179</td>
</tr>
<tr>
<td>B</td>
<td>166-173</td>
</tr>
<tr>
<td>B-</td>
<td>160-165</td>
</tr>
<tr>
<td>C+</td>
<td>154-159</td>
</tr>
<tr>
<td>C</td>
<td>145-153</td>
</tr>
<tr>
<td>C-</td>
<td>140-144</td>
</tr>
<tr>
<td>D+</td>
<td>134-139</td>
</tr>
<tr>
<td>D</td>
<td>126-133</td>
</tr>
<tr>
<td>D-</td>
<td>120-125</td>
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<tr>
<td>F</td>
<td>Below 120</td>
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</tbody>
</table>

Grading Cycle
Students should expect to receive feedback on weekly assignments within 7 days of the deadline for submission. Feedback on course projects may take a bit longer.

Additional Information about 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 11:59pm Boise/ Mountain Standard Time (MST). All assignments will include directions as to where and when to submit assignments.

Late Work Policy – 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.

Technical Difficulties
On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.
**Reasonable Accommodations**

Any student who feels s/he may need accommodations based on the impact of a disability should contact the instructor privately to discuss specific needs. You will also need to contact the Disability Resource Center to schedule a meeting with a specialist and coordinate reasonable accommodations for any documented disability.

The Disability Resource Center is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208.426.1583  
Email: drcinfo@boisestate.edu  
Website: http://drc.boisestate.edu/

**Privacy Information**

EDTECH courses involves online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name, email address, and Moodle profile may be visible to others who have logged into Moodle. You are advised to familiarize yourself with privacy settings on Moodle or social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

**Academic Honesty**

Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](http://osrr.boisestate.edu/scp-codeofconduct/article2/) as well as observe [U.S. copyright laws](http://osrr.boisestate.edu/scp-codeofconduct/article2/#18) in this course.

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://osrr.boisestate.edu/scp-codeofconduct-article2/]](http://osrr.boisestate.edu/scp-codeofconduct-article2/)). 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.

Cheating, plagiarism, falsification, or communication that is denigrating to peers and/or faculty will not be tolerated. In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.). Any student caught cheating on any assignment may fail the assignment in question 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: [http://osrr.boisestate.edu/scp-codeofconduct-article2/#18](http://osrr.boisestate.edu/scp-codeofconduct-article2/#18). 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.

**Policy for Incompletes**

Incompletes are not guaranteed. However, when they are given, incompletes adhere to [Boise State University guidelines](http://osrr.boisestate.edu/scp-codeofconduct/) as follows:
Instructors can enter a grade of I - for incomplete - if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you 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.

Course Schedule
Please note that students are expected to spend 9-12 hours each week on each EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Major Assignments and Activities: Check Moodle for Details</th>
</tr>
</thead>
</table>
| 1    | June 29    | July 7   | Chapter 1 - What Is Evaluation?  
Chapter 2 - Why Evaluate? |
| 2    | July 8     | July 14  | Chapter 3 - Decision Making: Whom to Involve, How, and Why  
Chapter 4 - Starting Point: The Evaluator's Program Description  
Chapter 9 - Writing the Evaluation Report  
Appendix B |
| 3    | July 15    | July 21  | Chapter 5 - Choosing an Evaluation Model  
Chapter 6 - Data Sources  
Chapter 7 - Data Analysis  
Chapter 8 - Is It Evaluation or Is It Research?  
Appendix A |
| 4    | July 22    | July 28  | Review/reflection of Chapters 1-9  
Appendix C |
| 5    | July 29    | August 4 | **Evaluation Proposal-Response to RFP due**  
No weekly assignment |
| 6    | August 5   | August 10| Chapter 9 - Writing the Evaluation Report  
Chapter 10 - Evaluation as a Business  
Appendix B |
| 7    | August 11  | August 14| **Evaluation Report-Course Project due**  
**Optional Extra Credit Project due**  
No weekly assignment |

The instructor reserves the right to make changes to the schedule as needed.
Major Assignments and Schedule (subject to change)

*Evaluation Proposal-Response to RFP (due by August 4)* - Your will submit an evaluation proposal in response to an issued Request for Proposal (RFP) that is 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. More details are provided in the Moodle course site. Worth a possible 25 points toward the course grade.

*Evaluation Report-Course Project (due by August 14)* - The major course project 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 program or project in your school or organization. You will gather and use real data for your report. More details are provided in the Moodle course site. Worth a possible 60 points.

*Extra Credit Project (due by August 14)* – The Extra Credit Project is optional. You will work individually or in a team (your choice) to do a project of your choosing, with Dr. Thompson’s prior approval of the topic and details. More information provided in the Moodle course site. Worth a possible 10 points.

Boise State University Academic Calendar

Please refer to the Boise State University Academic Calendar for University dates and deadlines:
http://registrar.boisestate.edu/academic-calendar.shtml

Graduate Catalog

*Graduate Catalogs* for present and prior academic years can be found online at:
http://graduatecatalog.boisestate.edu/

College of Education - 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.

Department of Educational Technology Mission

The Department of Educational Technology is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational 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

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.