

# SYLLABUS – Evaluation for Educational Technologists

## EDTECH 505, Section 4173 – Fall 2009

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**Instructor:** K. Diane Hall

### Contact Information

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### Course Materials

Required Textbook--

Title: *The ABC's of Evaluation*

Author(s): John Boulmetis & Phyllis Dutwin

Publisher: Wiley

Copyright: 2005

ISBN: 0-7879-7902-3

### Course Description

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 Grade

Your final grade is calculated as follows:

Assignment:	Possible Points:	Grading Scale:
Final Project – Evaluation Report	350	A=900 to 1000
Evaluation Proposal	200	B=800 to 899
Mid-term Exam	100	C=700 to 799
Evaluation Scenario	50	D=600 to 699
Discussion Board 6 @ 50 pts. each)	300	F= Below 600
<b>Total Possible Points</b>	<b>1000</b>	

Assignments are typically due by 11:59 p.m. Mountain Time on Sundays.

## Major Assignments

### *Mid-Term Exam*

There will be an examination over several evaluation topics during Unit 8.

### *Evaluation Proposal*

You will respond to a Request for Proposal (RFP) with a short (4-6 pages) evaluation proposal.

### *Final Project – Evaluation Report*

The major course project will involve conducting and writing a short report of an evaluation project.

### *Discussion Board*

You will have six opportunities to participate with your classmates on discussion board assignments. This will involve posting initial responses to prompts as well as posting responses to your classmates and instructor.

## Course Policies

**Procedures** – Follow the instructions contained in each Unit. Units are contained in the Assignments section area of Blackboard.

**Communication** – Department policy - instructors will respond to emails and/or phone calls in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend or with advance notice to students).

**Posting of Assignments** – Department policy – major assignments will be posted at least one week in advance of the assignment due date.

**Assignment Submissions** - Assignments will be submitted through Boise State's Blackboard Learning Management System.

**Feedback/grades** – Department policy – Students must be informed of their progress toward the final course grade at regular intervals. Assignments will be reviewed and evaluated by the instructor within one week after the posted assignment due date.

**Late assignments** – late assignments may be reduced in grade by 10% for every day they are late.

*Special Circumstances – please let me know of any events/circumstances that may affect your ability to submit an assignment on time prior to the due date.*

**Technical Difficulties** – on occasion, you may experience problems with accessing Blackboard or class files located within Blackboard, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.

BroncoMail - <http://helpdesk.boisestate.edu/email/broncomail/>

Blackboard Assistance – [blackboard@boisestate.edu](mailto:blackboard@boisestate.edu)

**Academic Honesty** – all students are required to abide by Boise State University's Student Code of Conduct on [academic dishonesty](#). Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

**Reasonable Accommodations** - Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the [Disability Resource Center](#) at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

## **Conceptual Framework**

### **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 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.

## **AECT Standards**

### 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