

**Course Syllabus
Fall 2009**

EDTECH 505: Evaluation for Educational Technologists (Previously EDTECH 576)

Instructor: John T. Thompson, Ph.D.

Office Hours: TBA (Contact Dr. Thompson via cellphone or e-mail to set up an office visit via Skype.com or other Web conferencing application. The EDTECH Department also provides for video conferencing using Adobe Acrobat Connect. Please contact Dr. Thompson if you would like to schedule a synchronous session.)

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Phone: 716-860-0341 cellphone (Eastern Time – two hours ahead; 4pm in Boise is 6pm in Buffalo)

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 (2nd edition)
Author(s): John Boulmetis & Phyllis Dutwin
Publisher: Wiley
Copyright: 2005
ISBN: 0-7879-7902-3

Grading Policy and Grading Scale

Assignments are due no later than 11:59 PM Mountain time on the specified days, unless otherwise indicated.

Weekly Discussion Participation.....	75 points
Weekly Assignments.....	60 points
Internet Sites Project.....	15 points
Evaluation Proposal.....	15 points
Course Project	35 points
Total Possible.....	200 points

Scale:

A	=	185-200 points
A-	=	180-184
B+	=	175-179
B	=	165-174

B-	=	160-164
C+	=	155-159
C	=	145-154
C-	=	140-144
D+	=	135-139
D	=	125-134
D-	=	120-124
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. The earned points total for assignments, discussions, projects, etc. is the sole determinant for the letter grade in the course.

Major Assignments and Schedule (subject to change)

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

Internet Sites Project (due November 3) - You will work in teams of two students each to select Internet sites concerning program evaluation not previously covered in the course.

Course Project (due December 8) - The major course project will involve conducting and writing a short report of an evaluation project.

Course Policies

Procedures - Follow the instructions contained in the course materials for the week. Materials will be located in the Course Documents area of Blackboard.

Communication – Dr. Thompson will respond to e-mails and/or phone calls in a timely manner – within 24 hours, weekdays. All course e-mail will be sent to your BSU Gmail account so be sure to check it often.

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 Blackboard for earned points for assignments, etc. If you have any questions about points (or the lack of them) in the gradebook, please 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.

Technical Difficulties – You may experience occasional problems with accessing Blackboard 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.

BSU Help Desk (BroncoMail) - http://helpdesk.boisestate.edu/students/broncomail/getting_started.shtml

Blackboard Assistance – blackboard@boisestate.edu

Academic Honesty – All students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. <http://registrar.boisestate.edu/Catalogs/02-03UndergradCatalog/Chapter2.pdf> Assignments completed must be your original work and cannot be used in/from other courses in the EDTECH program.

Reasonable Accommodations - If you believe that you need accommodations based on the impact of a disability, you should contact me privately to discuss your specific needs. To request academic accommodations for a disability, 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. 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.

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](#) – 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

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