# Course Syllabus
# EDTECH 505
# Fall 2017

http://edtech.boisestate.edu/

Dr. John Thompson

**EDTECH 505 - Evaluation for Educational Technologists**
3 Credit Online Course

**Instructor Information**
*Name:* John T. Thompson, Ph.D.
*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 such as Zoom.)
*Skype:* john.thompson62
*Email:* johnthompson1@boisestate.edu You will get a response to your email within 24 hours Monday-Friday, perhaps longer on weekends. If you do not receive a reply within this timeframe, assume your email was not received and send your email 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/
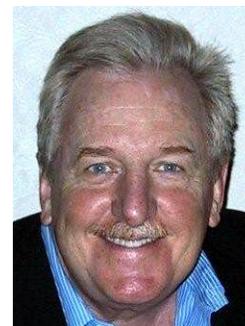
**Course Description**
Procedures for evaluating educational programs, training systems, and emergent-technology applications.
Prerequisites: EDTECH 501, EDTECH 503

**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.
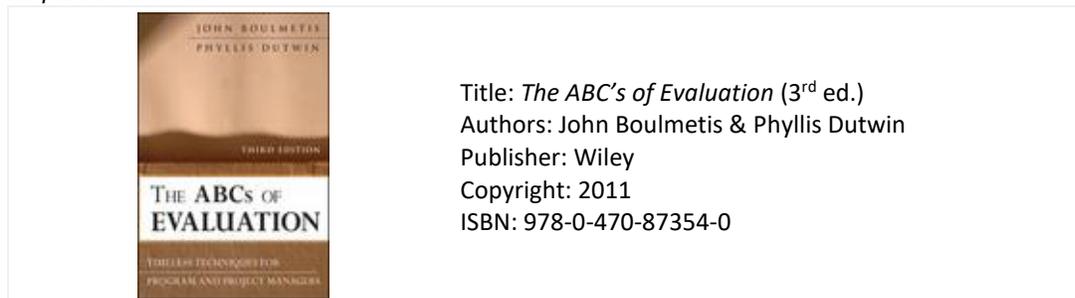
**Course Goals**
1. Define a number of terms related to the field of evaluation and research and apply them to various projects
2. Describe what is meant by evaluation and its role in educational technology
3. Discuss the rationale for conducting an evaluation
4. Identify the role of and audience for 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/). The Moodle login page explains how to login to Moodle. If you have problems accessing Moodle, contact Moodle Support at moodlesupport@boisestate.edu or call (208) 426-4215 and leave a message.

**Course Materials**

*Required Textbook*

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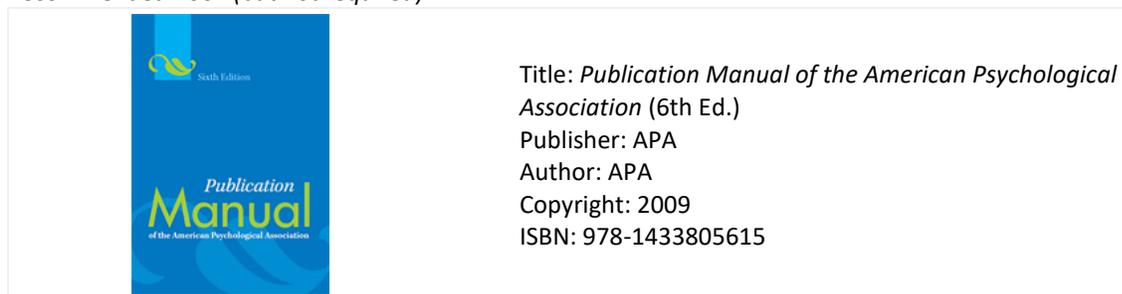Publisher: Wiley
Copyright: 2011
ISBN: 978-0-470-87354-0

**NOTE:** Be sure that you have the <u>third</u> edition as it has more material than the second edition, plus the page numbering is not the same. It is your responsibility to have the correct edition.

**NOTE:** Boise State library owns an e-book version of the Boulmetis & Dutwin book. The library lets simultaneous Boise State students read it online -- *free*. You can find this free online e-book at http://tinyurl.com/jytlcjg (Use a different Internet browser if you experience issues accessing the e-book.) The e-book cannot be downloaded.

*Recommended Book (but not required)*

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 the Moodle course site. (Note: Participation in weekly discussions is worth up to three points each week in addition to the points earned for completing assignments.)

| Weeks | Assignments | Points |
|---|---|---|
| 1 | Introduction to the course | -- |
| 2 | Chapter 1 - What Is Evaluation? | 8 |
| 3 | Chapter 2 - Why Evaluate? | 8 |
| 4 | Chapter 9 - Writing the Evaluation Report, Appendix B | 8 |
| 5 | Chapter 3 - Decision Making: Whom to Involve, How, and Why | 8 |
| 6 | Chapter 4 - Starting Point: The Evaluator's Program Description | 8 |
| 7 | Chapter 5 - Choosing an Evaluation Model, Appendix C | 8 |
| 8 | Chapter 6 - Data Sources, Chap. 7 - Data Analysis, Appendix A | 8 |

| 9 | Chapter 8 - Is It Evaluation or Is It Research? | 8 |
|---|---|---|
| 10 | Chapter 9 - Writing Evaluation Report, Chapter 10 - Evaluation as a Business, Appendix B | 8 |
| 11 | Review chapters 1-10, Appendices A-C, Internet sites | 8 |
| 12 | Evaluation Proposal – Response to RFP | 25 |
| 13 | Work on Evaluation Report | -- |
| 14 | Work on Evaluation Report | -- |
| 15 | Evaluation Report – Course Project<br>Extra Credit Project (optional) | 50<br>10 |

**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.

| | Standard 1 - Content Knowledge | Standard 2 - Content Pedagogy | Standard 3 - Learning Environments | Standard 4 - Professional Knowledge & Skills | Standard 5 - Research |
|---|---|---|---|---|---|
| Creating | | | | | |
| Using | 2 | | 2, 4 | | |
| Assessing/Evaluating | 2, 3, 10, 11 | 2, 5, 7, 10, 11 | 2-7, 8 | 2-15 | 2-15 |
| Managing | 3, 6, 9, 10, 15 | | | | |
| Ethics | 2, 9, 15 | | | 4, 5, 9, 15 | 9, 15 |
| Diversity of Learners | | | 1-15 | | |
| Collaborative Practice | | | | 1-15 | |
| Leadership | | | | | |
| Reflection on Practice | | | | 11, 15 | |
| Theoretical Foundations | | | | | |
| Method | | | | | 6, 7, 9, 10 |
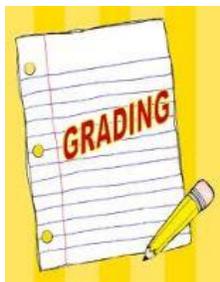
**Grading Policy and Grading Scale**

Points are earned through a variety of learning activities assigned throughout the course. You have 24/7 access to the gradebook in Moodle 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 any 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



**Course Points Categories**
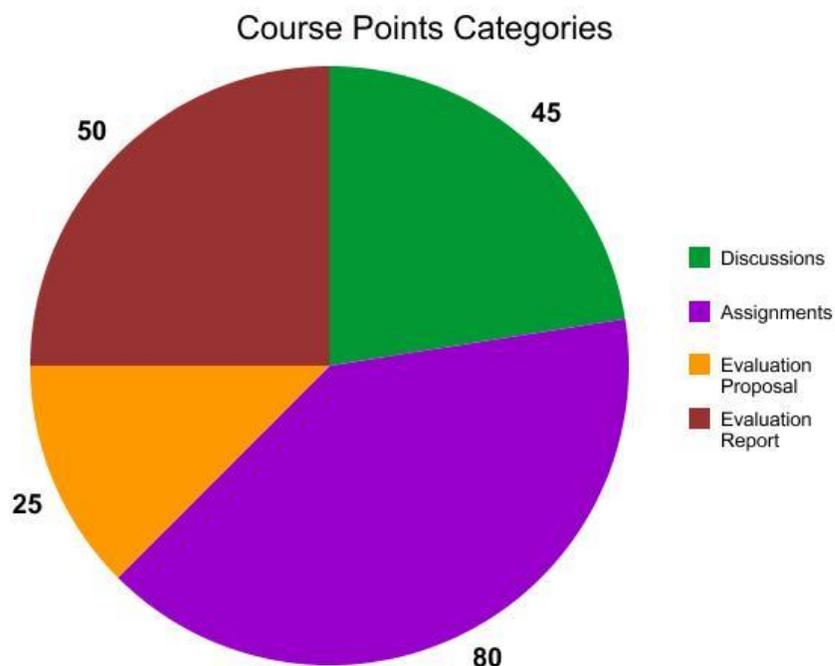
**Disclaimers**

- 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. Additional extra credit opportunities are found in some weekly assignments.

**Grade Scale**
Final course letter grades are based on the following scale.

| Grade | Points Required |
|-------|-----------------|
| A+    | ≥ 197           |
| 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     | 125-133         |
| D-    | 119-124         |
| F     | ≤ 118           |

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

**Additional Information about Assignments**
There are 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 Time. 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 possible, so possible accommodations might be made.

**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 Dr. Thompson aware if a technical problem prevents you from completing coursework. If a problem occurs on the university's end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

**Reasonable Accommodations**
Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at https://eac.boisestate.edu/new-eac-students/.

Phone: 208.426.1583, email: eacinfo@boisestate.edu, website: https://eac.boisestate.edu/

**Privacy Information**
EDTECH courses involve 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 Dr. Thompson 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, as well as observe U.S. copyright laws 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/). 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 on your own 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 found cheating on any assignment may fail the assignment in question or fail this course dependent on a hearing with Dr. Thompson. 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. 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 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.Boise State* 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 the 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[1]**

Please note that students are expected to spend 9-12 hours *each* week on *each* EDTECH course during a regular academic semester.

| Week | Start Date | End Date | Major Assignments and Activities: Check Moodle for Details |
|---|---|---|---|
| 1 | August 21 | August 29 | Introduction to the course |
| 2 | August 30 | September 5 | Chapter 1 - What Is Evaluation? |
| 3 | September 6 | September 12 | Chapter 2 - Why Evaluate? |
| 4 | September 13 | September 19 | Chapter 9 - Writing the Evaluation Report, Appendix B |
| 5 | September 20 | September 26 | Chapter 3 - Decision Making: Whom to Involve, How, and Why |
| 6 | September 27 | October 3 | Chapter 4 - Starting Point: The Evaluator's Program Description |
| 7 | October 4 | October 10 | Chapter 5 - Choosing an Evaluation Model, Appendix C |
| 8 | October 11 | October 17 | Chapter 6 - Data Sources, Chap. 7 - Data Analysis, Appendix A |
| 9 | October 18 | October 24 | Chapter 8 - Is It Evaluation or Is It Research? |
| 10 | October 25 | October 31 | Chapter 9 - Writing the Evaluation Report<br>Chapter 10 - Evaluation as a Business<br>Appendix B |
| 11 | November 1 | November 7 | Review Chapters 1-10, Appendices A-C, Internet sites |
| 12 | November 8 | November 14 | Evaluation Proposal – Response to RFP due |
| 13[2] | November 15 | November 28 | Work on Evaluation Report |
| 14 | November 29 | December 5 | Work on Evaluation Report |
| 15 | December 6 | December 8 | Evaluation Report-Course Project due<br>Optional Extra Credit Project due |

[1] Dr. Thompson reserves the right to make changes to the schedule as needed.
[2] Nov. 20–26, M–Su -- Thanksgiving holiday (No classes. University offices closed November 23–24.)

**Major Assignments and Schedule (subject to change)**

*Evaluation Proposal-Response to RFP* (due by November 14 in week 12) - You 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 <u>not</u> a proposal to conduct your personal Evaluation Report project. More details are provided in the Moodle course site. Worth up to 25 points toward the course grade.



*Evaluation Report-Course Project* (due by December 8 in week 15) - 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 up to 50 points toward the course grade.



*Extra Credit Project* (due by December 8 in week 15) – 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 up to 10 points toward the course grade.



**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



**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/](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 all information provided in such manner.

**Availability of Assignments** – A to-do list with the weekly assignment normally will be posted in the Moodle course site 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 Time. Unless otherwise indicated, if you submit a weekly assignment *by 11:59 pm Sunday*, you have an opportunity for a "do-over" if your initial submission does not earn the maximum possible points. However, if you turn in an assignment for the first time after Sunday, then there is likely no opportunity to resubmit 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 website) for an assignment, you can put the URL in a Word document and submit that.

**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 earned points toward your final course total 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. 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 and/or associated gradebook comments.

© **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.

---

*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 are from PresenterMedia.com where Dr. Thompson has a paid subscription to use its material.*

*Let's have a great semester!*