

EDTECH 505 Syllabus

Course Description

Practical approaches for evaluating the usefulness and value of current and emerging educational technologies, educational programs, training systems, and communication mechanisms.

Course Goals & Materials

Goal: The goal of this course is that students will be able to use the knowledge and skills gained about evaluation types, components, and processes and apply them to the creation of evaluation plans and projects that measure some aspect of educational technology implementation. (The course objectives are found below the syllabus on a separate page).

Computer / Internet Connectivity: You need an up-to-date computer with a robust Internet connection for this course. Software: Students need to be able to access GoogleDrive (through BSU login).

Textbooks

PLEASE BUY THE PRINT OR DIGITAL VERSION OF

Educational Technology Program and Project Evaluation, 1st Edition

Authors: J. Michael Spector & Allan H.K. Yuen

Publisher/Year: Routledge, 2016

ISBN: 1138851426

AVAILABLE FREE THROUGH BSU LIBRARY

The ABCs of evaluation : Timeless techniques for program and project managers (3rd ed).

Author: Boulmetis, J., & Dutwin, P.

Publisher/Year: Jossey-Bass, 2011

URL

<http://libproxy.boisestate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=876157&site=ehost-live>

YOU SHOULD ALREADY OWN (IF NOT, GET IT!)

Publication Manual of the American Psychological Association (6th Ed.)

Author: American Psychological Association (APA)

Publisher/Year: APA, 2009

ISBN: 978-1433805615

Course Assignments

Detailed information about each assignment is posted in the course site. Check BlackBoard and your Boise State email regularly each week; announcements and course updates can be posted at any time.

	Number of Submissions	Points Each	Total Possible	Weight
Responsive reading assignments / Peer Review of RRAs	4	25	100	15%
Course Reflections / Discussions	5	20	100	15%
Evaluation Project (Part 1, Planning)	1	200	200	20%
Final Evaluation Project (Part 2, Report; will include Part 1)	1	350	350	40%
Peer reviews of Part 1 & Part 2 of Evaluation Projects	2	50	100	10%
		--	1000	100%

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. The instructor reserves the right to make changes to the schedule as needed. The specific course schedule is linked from the course site.

Grade Scale

Final grades are based on the following scale.

Grade	% Required	Grade	% Required
A+	> 97%	C+	77 - 79%
A	94 - 97%	C	74 - 76%
A-	90 - 93%	C-	70 - 73%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	0 - 59%
B-	80 - 83%		

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

All course materials will be delivered asynchronously. Any synchronous sessions (“Live”) offered in the course will be optional (these will not be recorded, however). All assignments will be submitted either via the BlackBoard-based course site OR through GoogleDrive; see assignment specifics for more details.

Late Work Policy

Late work is accepted without penalty if accompanied by a legitimate excuse (e.g., unexpected events directly impact the student’s ability to focus and/or work). Please let me 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, so possible accommodations might be made. Work submitted within 12 hours of the deadline is not late. Work submitted past 12 hours of the deadline, and not accompanied by a legitimate excuse, will be accepted, with a reduction of 10% of the final grade per 24 hour period. All work *must* be submitted, however, even if the resulting grade is zero points.

Technical Difficulties

On occasion, you may experience problems accessing BlackBoard or class files located within BlackBoard, 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 BlackBoard 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/>

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 BlackBoard profile may be visible to others who have logged into BlackBoard. You are advised to familiarize yourself with privacy settings on BlackBoard 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](#) as well as observe [U.S. copyright laws](#) in this course.

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.).

Note: Instructors may append additional course-specific policies as needed.

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 [myBoiseState](#) 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 Academic Appeals Committee. As long as you have an incomplete in a class, you may not re-enroll in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course. You cannot graduate with a grade of I(incomplete) on your record.

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 environment
- 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

AECT Standards

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

Assignments are listed by number (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	4,5		--	n/a	n/a
Using	1-5		--	n/a	n/a
Assessing/Evaluating	4,5	--	4,5	4,5	n/a
Managing	5	--	--	n/a	n/a
Ethics	1-6	--	--	1-6	1-6
Diversity of Learners	n/a	n/a	--	n/a	n/a
Collaborative Practice	n/a	n/a	n/a	6	n/a
Leadership	n/a	n/a	n/a	2,5	n/a
Reflection on Practice	n/a	n/a	n/a	3	3
Theoretical Foundations	n/a	n/a	n/a	n/a	1,3
Methods	n/a	n/a	n/a	n/a	--

Course Objectives

At the conclusion of this course, you will be able to:

1. Describe the characteristics of learning, performance, and instruction
2. Contrast projects, programs, products, practice, and policy
3. Describe evaluation goals as they relate to educational technology
4. Explain Kirkpatrick's four levels of evaluation
5. Describe evaluation concerns as they relate to projects, programs, products, practice, and policy
6. Differentiate between formative and summative evaluations
7. Differentiate between internal and external evaluations
8. Distinguish tasks related formal evaluations
9. Indicate the role of needs assessments in evaluation
10. Detail the Three-phase of a needs assessment
11. Detail basic steps of a Root-Cause Analysis
12. Write a problem statement and sub-questions related to evaluation
13. Differentiate theory-based and theory-driven evaluation

14. Characterize the elements of program theory
15. Describe types of data and measurement scales
16. Define reliability & dependability
17. Define validity & credibility
18. State what "indicators" are with respect to an evaluation
19. Describe six common purposes of evaluation
20. Describe three commonly used evaluation designs
21. Explain the aspects of mediator and moderator variables
22. Discuss why contextual factors matter in an evaluation
23. Explain how gap analyses are related to educational interventions
24. Articulate what is meant by Theory of Change
25. Describe and develop a logic model
26. Distinguish between output and outcome measures
27. Discuss types of data collection
28. Identify dimensions of and threats to fidelity
29. Differentiate project, program, product, and policy milestones
30. Outline the lifecycle of a formative evaluation

Additionally, you should be able to:

1. Discuss the essential characteristics of evaluation
2. Provide reasons as to why one might do an evaluation
3. Specify the place and role of evaluation in the program planning cycle
4. Characterize the possible needs of stakeholders
5. List the components of an evaluator's program description
6. Create an evaluator's program description
7. Differentiate between different models of evaluation
8. Describe different types of data sources
9. Describe different types of data analysis
10. Differentiate between evaluation and research
11. Outline the elements of a research report
12. Create a research report