ITED 512.01W: Evaluation in Instructional Technology

COURSE SYLLABUS Summer 2, 2011

CREDITS: 3 Semester Credit Hours
INSTRUCTOR: Dr. Bosede Aworuwa
OFFICE: Room 237
PHONES: 903-223-3166 (Office), 903-443-0833 (alternative phone which may be used if first phone is not answered during online hours)
EMAIL: bosede.aworuwa@tamut.edu
OFFICE HOURS: Monday – Thursday (1:00 – 4:00 pm)
ONLINE HOURS: Tuesday – Thursday (5-6pm) Instructor will be available through Blackboard’s “Who’s Online” chat tool.

COURSE DESCRIPTION

This course focuses on two main components: (1) formative and summative evaluation of instructional materials and (2) program evaluations in the field of instructional technology. Students will explore several aspects of conducting evaluations: planning and designing an evaluation, developing appropriate instruments, collecting and analyzing data, and communicating results and recommendations. They will explore assessment issues as part of formative and summative evaluation processes.

TEXTBOOKS/RESOURCES

There are no textbooks for the course. However, there are assigned readings for the course.

RESOURCES

http://books.nap.edu/books/0309083206/html/index.html (Chapter 3)

This is a book that can be read online free, can be downloaded and printed, or can be purchased.

STUDENT LEARNING OUTCOMES

By the end of the semester, students enrolled in the course will be able to:
1. Distinguish among assessment and evaluation concepts and issues in education generally and in instructional technology in particular
2. Discuss the politics and ethics of evaluation
3. Develop a comprehensive plan for evaluating an instructional technology program, project or product
4. Apply knowledge of assessment to develop an assessment plan and instruments for assessing learning outcomes.

**STANDARDS**

The course objectives and performance indicators are based on national and state standards including:

**AECT Standard 5: EVALUATION**

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

**MTT Standard II:** The Master Technology Teacher selects and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction. (SBEC: [http://www.sbec.state.tx.us/SBECOnline/mtp/mtt/standards.pdf](http://www.sbec.state.tx.us/SBECOnline/mtp/mtt/standards.pdf))

**SCHEDULE**

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<th>Week</th>
<th>Topic</th>
<th>Deliverables</th>
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<tr>
<td>Wk. 1:</td>
<td>Understanding evaluation and assessment</td>
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<td>June 6- June 12</td>
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### Wk. 2: June 13 - June 19
**Evaluation Logic**
- Defining program, project, and product evaluation
- Evaluation models, approaches, and design
- Evaluation process

**Assignments**
- **Assignment 1**
- **Assignment 2**

### Wk. 3: June 20-June 26
**Designing an evaluation plan**
- Determine purpose and goal of evaluation
- Literature review
- Design method of data collection and analysis
- Design data collection instruments
- Conducting evaluation and recording data
- Reporting data to stakeholders

**Evaluation Plan due**

### Wk. 4: June 27-July 3
**Defining assessment**
- Assessing learning and teaching
- Designing assessment plan
  - Determine purpose of assessment
  - Design assessment plan
  - Design objective-based assessment instruments
  - Bias, validity and reliability issues in assessment instruments design

### Wk. 5: July 5-July 11
**Understanding assessment data**

**Assessment Plan due**

### ASSIGNMENTS & PROJECTS

**Assignment 1:**

Learners will complete activities exploring resources and assigned readings on evaluation to demonstrate their understanding of **evaluation** concepts and issues.

**Assignment 2:**

Learners will complete a series of activities exploring resources and assigned readings on **assessment** to demonstrate their understanding of assessment concepts and issues.

**Project 1:**
Learners will use an evaluation model (CIPP, Stufflebeam’s, etc.) to design a comprehensive plan for evaluating an instructional technology program, project, or product. The plan will include designing appropriate evaluation instruments.

Project 2:

Learners will develop a plan for assessing students learning in an instructional unit. The assessment plan would include all the instruments that will be used to assess achievement of the different student learning outcomes in the instructional unit. The project would demonstrate how learners addressed the issues of bias, validity and reliability of the assessment instruments.

Reflections

Learners will complete a reflections paper on their learning from the course.

MAJOR TOPICS

Major topics that will be explored in this course include:

Part 1: Evaluation
1. Defining Evaluation
2. Politics and Ethics of Evaluation Practice
3. Multicultural and cross-cultural aspects of evaluation
4. Types of Evaluation
   a. Formative Evaluation
   b. Summative Evaluation
5. Program/Project/Product Evaluation
6. Evaluation Models, Approaches, and Design
7. Designing evaluation
   a. Validity and reliability in evaluation design
   b. Collecting evaluation data
   c. Analyzing evaluation data
   d. Communicating and reporting evaluation findings
Part 2: Assessment

1. Defining assessment
2. Types of assessment
3. Assessing learning and teaching
4. Designing an assessment plan
   a. Validity and reliability in assessment design
   b. Collecting and using assessment data

INSTRUCTIONAL DELIVERY STRATEGIES

This course is an online course, which means all course activities will be completed using Internet Resources. All course materials and instructions will be placed in Blackboard Course Management System. Collaborative activities/assignments will be completed in the Class Wiki site. Projects will be submitted and returned through Blackboard Drop box. Students can monitor their own progress in My Grade tool. Class interactions will be mostly through the Class Wiki. The wiki site is a more flexible environment for students’ collaborative projects.

All class communications will be through Blackboard E-mail. In addition, during the designated online hours, the instructor will be available to chat through invitation from the “Who’s Online” tool in Blackboard or by voice through the telephone. An FAQ page has been created on the course site in Blackboard where students can ask for help.

The instructor will maintain Office hours (Mon-Thur. 1-4pm) and online hours (Tue.-Thur. 5-6pm). Students can call in to have a conversation with the instructor on class issues during these hours. Students can login to chat with the instructor on course-related issues in the either Blackboard or wiki site.

COURSE STRUCTURE

Course content is organized into five modules. The unit/modules can be found in the Learning Module link at the course site homepage in Blackboard.

Each unit folder contains: 1) specific instruction on activities to be completed, 2) the location of activities, and 3) supporting resources for that module. Learners are encouraged to read the through instruction first before attempting to complete the activities.

Students are responsible for completing individual activities such as reading and research. The collaborative activities are to be completed in the class wiki, and will be graded. It is important for such activities to be completed in timely manner to give class members time to respond to postings when required. The assignments will be graded for content as well as for timely submission.
A major part of the course activities is the project activities and a project report that pulls together the content of projects 1-2. These can be completed and submitted as individual or team activities. Draft of works can be completed in the class wiki. Final draft will be submitted in the Assignment Submission link at the course site in Blackboard.

The projects are in the project folders accessible from the course site homepage in Blackboard. Each project folder contains: a) instruction or description of the project, b) checklist or rubric for grading the assignment, and c) an example of a completed project.

**COURSE EVALUATION**

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>60</td>
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<tr>
<td>Assignment 2</td>
<td>60</td>
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<tr>
<td>Project 1</td>
<td>150</td>
</tr>
<tr>
<td>Project 2</td>
<td>150</td>
</tr>
<tr>
<td>Reflection</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td>470</td>
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**GRADING SCALE**

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

**APA STYLE RESOURCES**

- American Psychological Association (APA) formatting and Style Guide developed by Purdue University’s Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/
- APA Style: http://www.apastyle.org/

**STUDENT RESPONSIBILITIES**

Students are expected to:
1. Login to the course sites at least once a day to check for course updates and messages
2. Actively participate in all course activities
3. **Read all class materials and pay particular attention to instructions** before contacting instructor for clarification.
4. Use Blackboard e-mail and class wiki for all class communications and course activities. Only use instructor’s regular e-mail in emergencies, such as, when Blackboard or wiki is not working. Instructor will log in **once a day** to check class communications. Observe 24-hour time lapse before sending a reminder e-mail on previous requests.
5. Use the FAQ page in class wiki to post questions and answers for which class members may benefit. Use it to post questions on which you need help from other class members and/or the instructor.
6. Turn in assignments on or before the due date. Late submission will result in reduced points of 15% each day. Assignments more than one week overdue will not receive any grade.
7. Observe netiquette while online. This include:
   a. respecting others’ point of view;
   b. refraining from the use of abusive language or yelling at others (writing in all caps);
   c. refraining from **sending multiple e-mails to instructor** and others on the same issue;
   d. respecting other’s time by posting works that requires participation in timely manner;
   e. providing appropriate and supportive feedback when required; and
   f. supporting one another
8. Observe professional ethics by:
   a. presenting works that are of professional standards;
   b. avoiding intellectual fraud; and
   c. seeking help with class activities in courteous and appropriate manner.

**ACADEMIC INTEGRITY**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog. The student is responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.

**DISABILITY ACCOMMODATIONS**

Students with disabilities may request reasonable accommodations through the A&M Texarkana Disability Services Office by contacting Mr. Carl Greig, Aikin room 223 or by calling 903-223-3062.
STUDENT TECHNICAL ASSISTANCE

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37

- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php

- Blackboard Helpdesk contacts:
  - Office hours are: Monday - Friday, 8:00a to 5:00p
  - Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
  - Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
  - Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

STUDENT E-MAIL ACCOUNT

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

SYSTEM REQUIREMENTS

- Hardware - Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to work on this course. However, the hardware minimum requirement includes:
  - Pentium (2 GHz or greater)
  - 256 megabytes (MB) random access memory (RAM)
  - 20 GB or greater hard drive
  - Operating Systems: Windows 98/NT/2000/ME/XP or OS 9.1 to OS X; G3, G4, or higher.

- Internet access: A DSL or Cable connection is preferable to a dial-up connection, where possible. Dial-up connection has less bandwidth and class materials may download slowly or not at all. High speed DSL or cable provides adequate connection for other class events such as chat, discussion board, and live interaction in Centra. Choose reliable Internet Service Provider, especially those that provide technical support.

- Internet browser and email software: Internet Explorer (version 6.0 or greater). You may
also download Firefox as alternative or additional browser. Sometimes some Internet tasks are easier to perform with Firefox than with Internet Explorer. Both browsers can run on your computer without any difficulty. Browsers that are part of the MSN and AOL software include proprietary modifications that may not work correctly with other resources. You may continue to use AOL or MSN as your Internet service provider, but once connected to the Internet; you should minimize the AOL or MSN window and launch Internet Explorer or Firefox.

- Applications Software: MS Office 2007 professional edition. Please do not use OpenOffice since have compatibility issue with MS Office. Unless you know how to convert your OpenOffice document to MS Office, refrain from using it to submit assignments for grading.

- Adobe Acrobat Reader: This software is available for download at http://www.adobe.com. This free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

- Plug-ins: You may also download players or plug-ins such as Adobe Flash Player 9.0 (available at http://www.adobe.com) and allows you to view any content delivered in Flash, Windows MediaPlayer (download latest version at http://www.microsoft.com/windows/windowsmedia/download); Apple Quicktime (http://www.apple.com/quicktime); RealPlayer (http://www.real.com) allow you to play multimedia content online.

- Virus Protection: Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect your system, you should purchase up-to-date antivirus software and regularly check your computers for viruses. Try to keep your antivirus software current by regularly downloading updates from the software company’s Web site.

REFERENCES


