

TEXAS A&M UNIVERSITY-TEXARKANA
COLLEGE OF EDUCATION AND LIBERAL ARTS
ITED 512.01W: Evaluation in Instructional Technology

COURSE SYLLABUS Summer I 2013

COURSE NUMBER: ITED 512.01W
COURSE TITLE: Evaluation in Instructional Technology
Credit: 3 Semester Credit Hours
INSTRUCTOR: Anson H. Godfrey, Jr. M.Ed.
PHONE: 903-277-3417
E-MAIL: Utilize email system in Blackboard

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.

Textbooks/Resources:

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

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 and instructional technology;
2. Discuss the purposes and uses of assessment and evaluation
3. Distinguish among types of evaluation
4. Discuss the role of politics and ethics in evaluation
5. Demonstrate knowledge of types and uses of assessment instruments
6. Discuss issues pertaining to online learning and assessment
7. Develop a comprehensive plan for conducting evaluation of an instructional technology program, project or product
8. Design assessment to measure objectives in the cognitive, affective, and the psychomotor domains of learning outcomes.

STANDARDS

The course objectives 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>)

COURSE OUTLINE/SCHEDULE

Week	Topic	Deliverables
Wk. 1:	Understanding evaluation and assessment – - Program Evaluation - definition, issues, and models - Assessment – definition, issues, purposes and strategies	- Assignment 1
Wk. 2:	Designing an Evaluation plan: - Evaluation Study Designs - Collecting Evaluation Data – Methods and Instruments - Data analysis methods	- Assignment 2 Select project topic
Wk. 3:	Assessing learning - Assessment design strategies - Assessment instruments - Understanding assessment data - Designing assessment plan	Project part 1 – Introduction
Wk. 4:	- Exploring web-based resources to collect assessment and evaluation data	Project part 2 – Method design
Wk. 5:	- Final Project	- Submit final project report in Blackboard - Submit reflections on course

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 the Blackboard Learning Management System (LMS). Students can monitor their own progress in My Grade tool.

All class communications will be through Blackboard E-mail. A FAQ page has been created on the course site in Blackboard where students can ask for help from peers and the instructor on class-related issues.

COURSE STRUCTURE

Course content is organized into modules. The modules can be found in the Learning Module link from the Course Menu in Blackboard.

Students are responsible for completing individual activities such as reading and research. The individual and collaborative activities 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.

MEANS OF EVALUATION

Activities		Points	GRADING SCALE
Assignment 1	Understanding Evaluation	60	A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = Below 60%
Assignment 2	Understanding Assessment	60	
Project part 1	Developing Evaluation Plan	100	
Project part 2	Developing Assessment Plan	100	
Participation	Early posting of project activities and peer-feedback	25	
Presentation	Project presentation	50	
Reflection	Reflections on Learning	50	
	Total	445	

APA STYLE RESOURCES

All references cited in papers submitted must be in APA style. American Psychological Association (APA) formatting and Style Guide developed by Purdue. For assistance with APA citation, visit the following:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.apastyle.org/>

COURSE REQUIREMENTS

Students are expected to meet all requirements as listed below:

1. Read all class materials and pay particular attention to instructions before contacting instructor for clarification
2. Use Blackboard for all class communications and course activities
3. Login to the course sites at least once a day to check for course updates and messages The Announcement Tool will be used to update class on “breaking news” regarding course activities
4. Actively participate in all course activities. Post initial contributions to a class discussion forum well ahead of due date to allow your classmates time to read your work and earn participation points.
5. Turn in assignments on or before the due date. Late submission will result in reduced points of 10% each day. Assignments more than one week overdue will not receive any grade.
6. Observe netiquette while online. This includes:
 - 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. encouraging one another
7. Observe professional ethics by:
 - a. presenting works that are of professional;
 - 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 calling 903-223-3062.

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.

Drop Policy

To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Class Participation

Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

LIBRARY/MEDIA RESOURCES ASSESSMENT

No special resources are required for this course. Students are dispersed in different geographical locations making providing common resources for them impracticable. As online learners, students are able to access the resources needed for the course.

REFERENCES

Center for Education (2002). *Technology and assessment: Thinking ahead* ---Proceedings from a Conference . National Academies Press
<http://books.nap.edu/books/0309083206/html/index.html>

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

Campbell, L. & Campbell, B. (1999). *Multiple intelligences and student achievement: Success stories from six schools*. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org>

Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks: Sage Publications. Edyburn, D.L. (1999). *The electronic scholar: Enhancing research productivity with technology*. Upper Saddle River, NJ: Prentice Hall.

Goethals, S.M. & Howard. R.A. (2000). *Student teaching: A process approach to reflective practice*. Upper Saddle River, NJ: Prentice Hall.

Easley, S., Mitchell, K. (2003). *Portfolios matter: What, where, when, why, and how to use them*. Ontario, Canada: Pembroke Publishers.

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Silver, H.F., Strong, R.W., & Perini, M.J., (2000). So each may learn: Integrating learning styles and multiple intelligences. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org>

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2003). *Teaching and learning at a distance: Foundations of distance education*. Second edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.

Wilson, L.W. (2005). *What every teacher should know about assessment. Second edition*. Larchmont, NY: Eye on Education, Inc.