



SYLLABUS: ESETEC 7278

FORMATIVE EVALUATION OF LEARNING TECHNOLOGIES

AUTUMN 2016

Course overview

Instructor

Instructor: Dr. Ana-Paula Correia

Email address: correia.12@osu.edu

Office hours: By appointment only. Please email the course instructor to set up a conference call or schedule a Carmen Connect session. Evening times during week days are welcome.

Immediate contact: For any burning or last minute questions, feel free to contact the instructor using Skype (www.skype.com). Send a contact request to correia.12@osu.edu.

Course description

We often hear the catchphrase, “Evidence-- - Based X (e.g., instruction, practices, programs, etc.)” without a clear understanding of the context of the evidence being collected, the methods of collection, the forms of analysis, and the factors influencing the communication of results drawn from the evidence. All of these factors fall under the rubric of evaluation.

The purpose of this course is to study and apply principles and procedures to plan, design, and conduct effective evaluation studies in different educational settings. This can include both macro and micro levels including assessing the rollout of a new learning technology in an organization (e.g., school, university, businesses) or assessing the use of technology in new ways to support a smaller lesson or unit. Opportunities to engage in educational evaluation projects of substantial scope are provided. Formulate evaluative questions, develop evaluation plans and methods, critique and create evaluative instruments, conduct evaluation try-outs, analyze data, report findings/recommendations are some of the course activities.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Distinguish evaluation from research
- Define basic concepts and terminology associated with evaluation
- Analyze and critique evaluative instruments

- Compare and contrast different types of evaluation
- Explain the basic purposes and uses of evaluation depending on its purposes
- Formulate evaluative questions
- Describe the basic steps on doing evaluation
- Create (design and develop) evaluative instruments
- Use qualitative and quantitative data gathering techniques in an evaluation project
- Distinguish reliability from validity
- Discuss alternative evaluation approaches
- Discuss politics, ethics and standards of evaluation
- Gather, analyze, and interpret evaluation data and information
- Report the results of evaluation activities
- Be an active and successful member of a geographically distributed team
- Become an online discussion leader

Course materials

Recommended books

- Fitzpatrick, J., Sanders, J. & Worthen, B. (2011). *Program Evaluation: Alternative Approaches and Practical Guidelines* (4th ed.). New York: Pearson. --- Please note that this is NOT a required/ mandatory book; PDFs of the required chapters are provided in Carmen. However, if you are interested in a career in evaluation/assessment, this is an important book; you can buy a used copy or even an older edition at Amazon.com for a good price)
- Westat, J.F. et al. (2010). *The 2010 User-Friendly Handbook for Project Evaluation*. Division of Research and Learning in Formal and Informal Settings, Directorate for Education and Human Resources. Arlington, VA: National Science Foundation. FREE copy at: <https://www.purdue.edu/research/docs/pdf/2010NSFuser-friendlyhandbookforprojectevaluation.pdf>

Besides the recommended books, discussions are also based on: (1) articles provided by the instructor, and (2) online free materials. See the Course Schedule for readings. Please complete all the readings and online discussions/activities by the indicated date.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Use BuckeyeBox (<https://box.osu.edu/>)
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- USB headsets

Assignments & Course Participation

Project 1: Evaluative Instrument Critique (individual)

This project consists on critiquing an evaluative instrument (paper or electronic-based). The critique is based on a series of evaluation criteria (e.g., appropriateness of the instrument to the purpose of the evaluation stated, strengths and weaknesses of the instrument in terms of a data collection method, quality, etc.)

Deliverable: Critique Report (25 points)

Due Date: September 20 at 11:59 US Eastern Time

For more information about the project see Project 1: Evaluative Instrument Critique (posted

on Carmen under Assignments)

Project 2: Evaluation Applied Project (team)

Together with 3-4 other students, you will select a product (or prototype) - in print or electronic format- that is suited for formal or informal learning in an academic, K-12 schools, corporate, or non-profit settings.

Deliverables/Due Dates:

Context Report (20 points) is due on October 17 at 11:59 US Eastern Time

Learners' Try-Out Plan (20 points) is due on November 7 at 11:59 US Eastern Time

Learners' Try-Out Implementation (20 points) is due on December 1 at 11:59 US Eastern Time

Live Class Presentation (20 points) is due on December 6 at 11:59 US Eastern Time

Final Report (20 points) is due on December 7 at 11:59 US Eastern Time

For more information about the project see Project 2: Evaluative Instrument Critique (posted on Carmen under Assignments)

Team Members Evaluation (individual)

At the end of Project2: Evaluation Applied Project, you are required to submit a review that describes the contributions of both yourself and your team members to the project.

Due Date: December 9 at 11:59 US Eastern Time

For more information about this assignment check Carmen under Assignments.

Project 3: Reflective Final Paper (individual)

In this project you are expected to reflect upon what you have learnt in this course through the individual and team project work and online discussions and activities. Synthesize and write up what you have learned as an essay.

Deliverable: 6-8 pages double spaced essay (25 points)

Due Date: December 15 at 11:59 US Eastern Time

For more information about the project see Project 3: Reflective Final Paper (posted on Carmen under Assignments)

Course Participation

The online discussions and course activities are your opportunity to reflect on the readings, ask questions, engage in design and development activities, participate in activities, lead conversations and discuss any issues about the course. In this course you are strongly encouraged to express yourself using not only text-based formats, but also contributions in audio, video, and images formats. Because participation, involvement and leadership is particularly important when learning online, the course participation makes up a significant portion of your grade.

As part of your participation grade, you are expected to serve as a discussion leader/ facilitator for ONE online discussion. As the discussion facilitator you will need to:

1. Set the agenda for the discussion: the objectives of the discussion, guiding questions, or scenarios for discussion.
2. Clarify Purpose: What is the expected outcome of the discussion.
3. Encourage the participation: Create a trustful atmosphere.
4. Guide the discussion by asking leading questions rather than speaking up for him or herself.
5. Ensure that some participants do not dominate the conversation by inviting less participative elements to jump in the discussion.
6. Keep the discussion focused on the topics related with the readings.
7. Encourage multiple views of the same issue(s).
8. Bring the discussion to an end by summarizing the highlights (short posting).

For more information about course participation check Carmen under Assignments.

Student participation expectations

Please complete assigned readings and activities, contribute to online discussions and submit assignments on time. Failure to do this will affect your grades.

Complete projects assigned (individual and team). Participate on the course activities and online discussions using not only text-based contributions, but also audio, video, and images as forms of expression.

Please be consistent on your participation and inform the instructor at correia.12@osu.edu of any circumstances that will prevent you to contribute to the online discussions, activities and assignments, including the live session on **December 6** from 6 to 8 pm US Eastern time via Carmen Connect. This is being scheduled ahead of time to allow students to make necessary arrangements to attend. Please inform the instructor, as soon as possible, if you will not be able to participate in the live session.

Grading

Grades

| Assignment or category | Points |
|---|--------|
| Project 1: Evaluative Instrument Critique | 25 |
| Project 2: Evaluation Applied Project | 100 |
| A. Context Report (20 points) | |
| B. Learners' Try-Out Plan (20 points) | |
| C. Learners' Try-Out Implementation (20 points) | |
| D. Live Class Presentation (20 points) | |
| E. Final Report (20 points) | |
| Team Members Evaluation | 10 |
| Project 3: Reflective Final Paper | 25 |
| Course Participation | 40 |
| Total | 200 |

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with the instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. Collaboration and informal peer-review is encouraged.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. The instructor has attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let her know if you have any questions.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so it is recommended that you review the *Code of Student*

Conduct (<http://studentconduct.osu.edu>) and, specifically, the sections dealing with academic misconduct.

If it is suspected that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report his/her suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility accommodations for students with disabilities

Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to <http://ods.osu.edu> for more information.