

5 TIPS OF EVALUATING EDUCATIONAL TECHNOLOGY:

- 1. Use checklist, rating scale and rubrics in a relation to outcomes and standards.**
- 2. Use simple formats that can be understood by the students.**
- 3. Insure that various skills that students need to demonstrate are clearly, specific and observable.**
- 4. Insure that checklist, rating scale and rubrics are properly dated to track students progress history.**
- 5. Leave appropriate space remarks and comments.**

Evaluating Instructional Technology

Alias, Nor Aziah



Evaluating Instructional Technology:

Using Technology Evaluation to Enhance Student Learning Barbara Means, Geneva D. Haertel, 2004 Given the level of spending and hours devoted to technology based activities in today's schools educators and policymakers need to know which technologies have real long term payoffs for improving student learning This volume interprets the research perspectives published in Evaluating Educational Technology Effective Research Designs for Improving Learning to provide valuable insights for the successful use of technology in different classroom and curricular settings This groundbreaking resource used alone or with its companion research volume will give you the tools you need to make research based decisions concerning the use of educational technology

Methods of Evaluating Educational Technology Walt Heinecke, Laura Blasi, 2001-09-01 This volume gathers some of the methods being developed by evaluators from university settings and the private sector While providing models and methods these authors also raise larger questions such as How can schools meet the challenge of educating all children without being limited by the educational legacy of a one size fits all curriculum and normative testing More than documenting an apprenticeship to gadgetry evaluators are seeking to measure meaningful learning and changes in teaching investigating approaches that are not possible or that are less accessible when students are in traditional classrooms without technology In this first volume of the series Research Methods for Educational Technology RMET the contributing authors draw upon examples of their work evaluating the implementation and development of educational technology as well as the impact of policies and programs in this field Within this volume several authors have written about the implementation and evaluation of technology across cultures and national boundaries pointing to an area of research that will rapidly expand in this decade The concern for meeting the needs of policymakers is also apparent in several of these chapters but there is tension between providing them with positive results to support their efforts and reexamining the questions they are asking and how these questions are developed We know that evaluation is not the extended arm of public relations and yet it becomes clear that evaluators are often asked to demonstrate a project is successful on the threat that the funding will be cut While this decision making process fits the timetable of the fiscal year it does not acknowledge that evaluation can be formative and strengthen programs This timetable also ignores the investment of time that is needed when implementing innovations like the Internet into teaching and learning Many of the authors included in this volume write from the context of evaluating federally funded programs and they provide valuable insight for future projects which are created and evaluated at the state level As technology initiatives are developed and funded outside of the federal arena more evaluators will be called upon From approaches developed from federally funded projects we can build upon these methods and models for evaluation within regional projects to answer questions related to budgets and accountability As we answer these immediate questions we can move forward to examine the long term impact of technology and the possibility that exercises in conformity will replace the adventure of human enlightenment for our children

Evaluating Instructional Technology Christopher Kay Knapper, 1980-01 A survey of the philosophy criteria methods and problems to be found in the evaluation of teaching and learning Evaluating Educational Technology Geneva D. Haertel, Barbara Means, 2003-09-26 Features chapters by today's leading authorities who outline research designs methodologies and types of assessments that can be used to more effectively evaluate educational technologies To Improve Learning Sidney G. Tickton, 1971 *Evaluation and Assessment in Educational Information Technology* D Lamont Johnson, Cleborne D Maddux, Leping Liu, Norma Henderson, 2002-09-05 Choose the right hardware and software for your school This unique book is the first systematic work on evaluating and assessing educational information technology Here you'll find specific strategies best practices and techniques to help you choose the educational technology that is most appropriate for your institution Evaluation and Assessment in Educational Information Technology will show you how to measure the effects of information technology on teaching and learning help you determine the extent of technological integration into the curriculum that is best for your school and point you toward the most effective ways to teach students and faculty to use new technology Evaluation and Assessment in Educational Information Technology presents a summary of the last ten years of assessment instrument development seven well validated instruments that gauge attitudes beliefs skills competencies and technology integration proficiencies two content analysis instruments for analyzing teacher student interaction patterns in a distance learning setting an examination of the best uses of computerized testing as opposed to conventional tests as used in local settings to meet daily instructional needs in online delivery programs in public domain software and available commercial and shareware options successful pedagogical and assessment strategies for use in online settings a four dimensional model to assess student learning in instructional technology courses three models for assessing the significance of information technology in education from a teacher's perspective an incisive look at Michigan's newly formed Consortium of Outstanding Achievement in Teaching with Technology COATT ways to use electronic portfolios for teaching learning performance assessment and much more Evaluating Technology in Teacher Education Walt Heinecke, Pete Adamy, 2010-06-01 Overall we come away from this project with a renewed sense of the complexity of evaluating the implementation and impact of technology in teacher education In the post PT3 period the federal government turned to large scale experimental and quasi experimental evaluations of educational technology but these have produced little in the way of understanding what types of technology work in various content areas under various conditions PT3 and its approach to evaluation can be viewed as the pioneering period of educational technology evaluation in teacher education It was a time when evaluators were just beginning to develop appropriate standards that could be used as evaluation criteria It was a time when the accumulated wisdom of the evaluation field with regards to the primacy of mixed methods and multiple indicators of outcomes was just beginning to take hold PT3 evaluators understood the importance of treading the line between summative and formative evaluation and the relationship of evaluation to the improvement of educational

practice In a world where the policymakers now clamor for simple quantitative evaluations linking teacher preparation to pupil achievement scores we are reminded that the causal chain from teacher preparation to in service performance and student achievement is fraught with externalities complexities and a less than equal playing field Collectively we still have not figured out how technology may be adding value to education beyond any potential impact on superficial standardized test scores We have as a nation ignored the call of cognitive psychologists who in 2000 called for a new frame of reference for learner centered community centered assessment centered and content centered educational processes They understood that the high stakes accountability systems hinder educational innovation and the release of technology s potential to unlock new ways of knowing and learning Looking back now on the accomplishments of the PT3 program within our current political context we see a need for more nuanced evaluation models that examine the relationship between pedagogy and technology integration with a realization that teacher preparation programs will vary in their approaches to both Some will focus on skills based approaches others on the relationship between pedagogical content knowledge and technology integration The PT3 program served as an important incubator and test bed of appropriate evaluation practice we are already looking back at the program for lessons on how to move forward We hope this volume may serve as a reminder of lessons for the future

An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms Sherri Quiñones,1998

An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms, 1998 Sherri Quinones,Rita Kirshstein,2000-07 This reports intended informal style Why am I evaluating What is an evaluation Where do I start What questions should I ask What information do I need to collect What s the best way to collect my information What are my conclusions How do I communicate my results Where do I go from here additional sources worksheets examples of technology surveys

Guidelines for the Evaluation of Instructional Technology Resources California Instructional Technology Clearinghouse,1998 **Educational Technology Program and Project Evaluation** J. Michael Spector,Allan H.K. Yuen,2016-03-31 Educational Technology Program and Project Evaluation is a unique comprehensive guide to the formative and summative evaluation of programs projects products practices and policies involving educational technology Written for both beginning and experienced evaluators the book utilizes an integrative systems based approach its practical emphasis on logic models and theories of change will help readers navigate their own evaluation processes to improve interventions and conduct meaningful educational research Key features include evidence based guidelines for constructing and conducting evaluations practical exercises to support the development of knowledge skills and program evaluation portfolios a variety of interdisciplinary case studies references and links to pertinent research and resources Using the TELL ASK SHOW DO model first introduced in this series Educational Technology Program and Project Evaluation provides comprehensive coverage of the concepts goals design implementation and critical questions imperative to successful technology enhanced evaluation

Guidelines for the Evaluation of Instructional Technology Resources for

California Schools California Instructional Technology Clearinghouse,1997 Evaluating Instructional Technology Training Sessions for Teachers Olga Alvarez,2007 **Students' Attitudes, Perceptions, and Expectations Toward Instructional Technology in Higher Education** Mamie L. Johnson,2011-06 An examination of Everett M Rogers s 1995 Theory of the Diffusion of Innovations suggests that there is a positive relationship among students attitudes perceptions and expectations toward instructional technology in relation to the diffusion of innovations Furthermore the evidence shows that there is a very high correlation between acceptance of diffusion and students attitudes acceptance of diffusion and students perceptions and acceptance of diffusion and students expectations toward instructional technology The relative advantage of an innovation can be influenced by social prestige convenience and satisfaction with an innovation *Educational Technology Management And Evaluation* Rashmi Agrawal,2009-06-01 Educational Technology Is A Field Involved In The Facilitation Of Human Learning Through The Systematic Identification Development Organization Of A Full Range Of Learning Resources And Through The Management Of These Processes Aect Educational Technology Has Made Education Interesting Colourful And Musical It Follows Multi Faceted Approach Of Teaching Which Attracts Children From All Walks Of Life The Book Is Divided Into Four Parts Viz Educational Technology Management Evaluation And Certain Aspects Of Guidance Services In Schools These Four Parts Together Meet The Ultimate Goal Of Education Of Overall Development Of Children Efforts Have Been Made To Include Latest Information On The Subject And All The Topics Covered Have Been Detailed In Simple Language Practical Examples Are Given To Make The Subject Understandable The Book Is Useful For Teachers And Also For Those Who Are Aspiring To Be Teachers **The SAGE Encyclopedia of Educational Technology** J. Michael Spector,2015-01-29 The SAGE Encyclopedia of Educational Technology examines information on leveraging the power of technology to support teaching and learning While using innovative technology to educate individuals is certainly not a new topic how it is approached adapted and used toward the services of achieving real gains in student performance is extremely pertinent This two volume encyclopedia explores such issues focusing on core topics and issues that will retain relevance in the face of perpetually evolving devices services and specific techniques As technology evolves and becomes even more low cost easy to use and more accessible the education sector will evolve alongside it For instance issues surrounding reasoning behind how one study has shown students retain information better in traditional print formats are a topic explored within the pages of this new encyclopedia Features A collection of 300 350 entries are organized in A to Z fashion in 2 volumes available in a choice of print or electronic formats Entries authored by key figures in the field conclude with cross references and further readings A detailed index the Reader s Guide themes and cross references combine for search and browse in the electronic version This reference encyclopedia is a reliable and precise source on educational technology and a must have reference for all academic libraries Instructional Technology Robert M. Gagne,2013-12-16 First Published in 1987 The technical knowledge that constitutes instructional technology includes practical procedures for

using existing media to deliver instruction and also to deliver portions of instruction that supplement the communications of an instructor Instructional technology includes practical techniques of instructional delivery that systematically aim for effective learning whether or not they involve the use of media It is a basic purpose of the field of instructional technology to promote and aid the application of these known and validated procedures in the design and delivery of instruction

International Handbook of Educational Evaluation T. Kellaghan,D.L. Stufflebeam,2012-12-06 Thomas Kellaghan Educational Research Centre St Patrick s College Dublin Ireland Daniel L Stufflebeam The Evaluation Center Western Michigan University MI USA Lori A Wingate The Evaluation Center Western Michigan University MI USA Educational evaluation encompasses a wide array of activities including student assessment measurement testing program evaluation school personnel evaluation school accreditation and curriculum evaluation It occurs at all levels of education systems from the individual student evaluations carried out by class room teachers to evaluations of schools and districts to district wide program evaluations to national assessments to cross national comparisons of student achievement As in any area of scholarship and practice the field is constantly evolving as a result of advances in theory methodology and technology increasing globalization emerging needs and pressures and cross fertilization from other disciplines The beginning of a new century would seem an appropriate time to provide a portrait of the current state of the theory and practice of educational evaluation across the globe It is the purpose of this handbook to attempt to do this to sketch the international landscape of educational evaluation its conceptualizations practice methodology and background and the functions it serves The book s 43 chapters grouped in 10 sections provide detailed accounts of major components of the educational evaluation enterprise Together they provide a panoramic view of an evolving field

Handbook of Research on Human Performance and Instructional Technology Song, Holim,Kidd, Terry T.,2009-10-31 This book addresses the connection between human performance and instructional technology with teaching and learning offering innovative ideas for instructional technology applications and elearning Provided by publisher

Instructional Technology Research, Design and Development: Lessons from the Field Alias, Nor Aziah,2011-11-30 Design and development research which has considerable implications for instructional design focuses on designing and exploring products artifacts and models as well as programs activity and curricula Instructional Technology Research Design and Development Lessons from the Field is a practical text on design and development research in the field of instructional technology This book gives readers an overview of design and development research and how it is conducted in different contexts and for various purposes Further this reference source provides readers with practical knowledge on design and development research gained through investigation of lessons learned in the field

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