

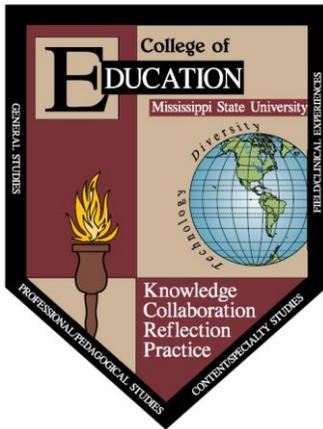
MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT
COURSE SYLLABUS

Course Prefix and Number: TECH 8533
Course Title: Evaluation & Assessment of Instructional Systems & Technology
Credit Hours: 3 credit hours
Method of Instruction: *LECTURE = UCCC Code C*

Catalogue Description

Three hours lecture. Focus on the effective course/program evaluation and assessment methods, theories, and applications in instructional systems and technology.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Upon completion of this course, students will be able to:

1. Define evaluation and assessment and their roles in course/program development. (CFPO 4, 5, 14)
2. Discuss various types of evaluation and assessment. (CFPO 3, 4, 5)
3. Demonstrate an understanding of a variety of instructional design models and methods. (CFPO 3, 11, 12)
4. Identify a variety of technology tools used for evaluation and assessment. (CFPO 4, 7, 9, 14)
5. Evaluate the impact of assessment on courses and programs under review. (CFPO 4, 8, 14)
6. Demonstrate the necessary skills for developing appropriate evaluation and assessment tools. (CFPO 3, 10, 12, 13, 14)
7. Summarize research on the impact of successful evaluation and assessment methods. (CFPO 5, 8, 10, 13, 14)
8. Identify an instructional issue of concern within a work/learning environment. (CFPO 4)
9. Identify the skills needed to evaluate and assess a course or program. (CFPO 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14)
10. Design a plan to respond to an identified instructional issue of concern. (CFPO 4, 12, 14)
11. Demonstrate problem solving and critical thinking skills by analyzing instructional problems. (CFPO 2, 6, 10)
12. Apply the proper evaluation and assessment techniques to make appropriate training and performance improvement recommendations. (CFPO 2, 6, 10)
13. Develop solutions to problems, such as design issues, development issues, and negative survey results or feedback. (CFPO 3, 4, 9, 10)
14. Create a report detailing appropriate training and performance improvement recommendations. (CFPO 1, 3, 5, 7, 8, 10)
15. Present a report detailing appropriate training and performance improvement recommendations. (CFPO 1, 3, 5, 7, 8, 10)

Detailed Course Outline (45 hours total):

1. Methods of Evaluation Related to Instructional Design (9 hours)
 - Kirkpatrick's 4 Levels of Training Evaluation (2 hours)
 - ADDIE Model (2 hours)
 - Bloom's Taxonomy (1.5 hours)
 - Kemp's Instructional Design Model (1.5 hours)
 - The Dick and Carey Systematic Approach Model (1 hour)
 - Gagne's Nine Events of Instruction (1 hour)

2. Technology Tools Used for Evaluation and Assessment (6 hours)
 - Electronic Audience Response Systems (1 hour)
 - Lockdown Browsers (1 hour)
 - Digital Qualitative and Quantitative Survey Applications (2 hours)
 - Plagiarism Prevention Systems (1 hour)
 - Internal Assessment Tools of various Learning Management Systems (1 hour)

3. The Role of the Evaluator (6 hours)
 - Professionalism (1 hour)
 - Evaluating a Course or Project versus a Program (1 hour)
 - Evaluator-Client Relationships (1 hour)
 - Acting as a Consultant (2 hours)
 - Professional Evaluation Organizations (i.e. American Evaluation Assoc.) (1 hour)

4. Review of Current Evaluation and Assessment Research Practices (9 hours)
 - Case studies related to evaluation and assessment (2 hours)
 - Current events concerning evaluation and assessment issues (1 hour)
 - Secondary methods of data collection (3 hours)
 - Primary methods of data collection (3 hours)

5. Preparing and Publishing Report Documents and Presentations (15 hours)
 - Components of an evaluation plan (3 hours)
 - Document organization (2 hours)
 - Maintaining a non-biased approach (1 hour)
 - Avoiding technical or field-based jargon (1 hour)
 - Appropriate methods of displaying results and suggestions (2 hours)
 - Executing the IRB Process (2 hours)
 - Ethical issues in evaluation (2 hours)
 - Field-related refereed journals (2 hours)

Text(s):

Spaulding, D. (2014). *Program evaluation in practice: Core concepts and examples for discussion and analysis*. 2nd Edition. San Francisco: Josey Bass.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Description of Instruction:

(**Campus 1 and 5**) Lecture. Students will be exposed to lecture, class discussion, individual projects, group activities and project presentations during this course. Student participation will play a large part in the success of instructional delivery herein. Campus 5 lectures will take place via Canvas.

Honor Code:

(**Campus 1 & 5**) The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." This is especially important in online courses. For example, cheating on quizzes and resubmitting files from other courses will not be tolerated.

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code. For additional information please visit <http://www.honorcode.msstate.edu>.

(**Campus 5 specifically**) At the beginning of the semester, students will read the Honor Code and agree to follow the Honor Code.

Technology:

Learning materials and student grades will be posted to the Canvas Learning Management System. Students will submit assignments to Canvas. Additionally, Students use various application software programs including Adobe Reader, Microsoft Word and PowerPoint, to prepare materials for the course requirements, including papers and projects. They use other technologies in the preparation of collecting data and developing presentations. Students also use the Web for research and for posting and retrieving information, therefore, reliable internet access is imperative.

Diversity:

This course will comply with the Mississippi State University diversity policies, and diversity will be addressed in all content (specifically in Objectives 6 and 11).

Accommodations for Students with Disabilities:

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

University Safety Statement:

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the

Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Field Component:

This course does not include a field experience.

Evaluation of Student Progress:

Suggested Student Activities:

1. Each student will complete daily requirements of the course, including quizzes/exams, class discussions, and other class assignments (Objectives 1, 2, 3, 6).
2. Each student will be responsible for completing all the reading assignments and other preparatory learning activities prior to each class (Objectives 4, 5).
3. Each student will review case studies/journal articles and examine issues related to the theory and practice of evaluation and assessment (Objectives 7, 8, 9).
4. The student will develop detailed evaluation plans for a project, course, and program (Objectives 9, 10, 11, 12, 13, 14, 15).
5. The student will creatively present their evaluation plans through written documentation, verbal delivery, and a multimedia presentation (Objective 15).

Assignments:

Quizzes	35
Discussion Board	50
Evaluation Model Multimedia Presentation	25
Technology Tool Handout Group Project	25
Professional Organizations Assignment	25
Data Display Assignment	25
Mock Consultant Fee Schedule	25
Refereed Journal Article Review	100
IRB Certification	20
Case Study Activities	100
Final Project Assignments	395
Midterm/Final Exams	175

TOTAL **1,000**

Grading Scale:

Points	Grade
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Late Assignments: Assignments are to be submitted by the day they are due. A **ten-point penalty** will be assessed per day if the assignment is submitted late without appropriate documentation. Vacations and work excuses are not considered appropriate documentation. Submit assignments early, if necessary.

Class/Discussion Board Participation: Participation is essential to be successful in an online course! Students should log into CANVAS DAILY. There will be a new module each week. Each module will have a discussion board forum. Post your initial posts by due dates, and all peer responses by the date the module is due. Initial posts are worth 2 pts. each, your first detailed response to a peer is worth an additional 2 pts., and detailed response to a second peer is worth an additional 1 pt., for a total of 5 pts. per discussion forum.

Attendance Policy:

In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation.

AOP 12.09 (<http://www.policies.msstate.edu/policypdfs/1209.pdf>)

Title IX Policy:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Bibliography:

- Fitzpatrick, J., Sanders, J., & Worthen, B. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). New York, NY: Pearson.
- Rossi, P., Lipsey, M., & Freeman, H. (2004). *Evaluation: A systematic approach*. (7th ed.). Thousand Oaks, CA: Sage.
- Williams, R. (2008). *The non-designer's textbook* (3rd ed.). Berkeley, CA: Peachpit Press.
- Williams, S. R., Wattam, D. K., & Evans, R. D. (2007). *Selecting appropriate assessment methods*. *NBEA Yearbook*. Reston, VA: National Business Education Association.
- Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage