Concordia University
Department of Education: Assessment Program for 2010-2011

Identification of one departmental learning outcome that will be assessed by the department during the 2010-2011 academic year.

See Conceptual Framework, LD-S3 "Communication and Technology: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom."

Method of Assessment

A. Full-time education faculty and selected adjuncts will be asked to select a technology integration goal for the academic year that will result in an improvement in their ability to integrate technology into their teaching.
B. As part of the goal setting process, participating faculty will put their technology goal in writing at the beginning of the academic year. In addition to the written goal, each will compose a brief list of steps that will be taken to accomplish the goal and quality indicators to be expected if the goal is successfully completed.
C. Based on these written plans, faculty will self-assess their performance before the end of the academic year with adequate time to allow for the student evaluation process described in "D".
D. The faculty assessment portion of the technology survey used in 2009-2010 will be used again to provide a basis of comparison to the prior year.
E. As part of the course/instructor evaluation process, faculty will add additional questions to the assessment instrument to allow students to evaluate and comment on the instructor's performance on the designated goal. Questions should include both controlled-response items, (e.g. Likert-type items) and open-response items.
F. Data for LD-S3 from TED (Teacher Education Data) assessment package will be monitored for consistency with results from other aspects of the assessment process

Full-time faculty and selected adjuncts will be asked to specify a technology goal for themselves for the coming year. Emphasis will be made on keeping the number of goals low (one per faculty member would be ideal) and on developing goals that can be evaluated in an outcomes-based manner.

Assessment of the goal will include a self-evaluation by the faculty member and an evaluation by students. The student evaluation will make use of the course and instructor evaluation process and also an administration of the technology assessment used in 2009-2010 to the extent that it fits with the goals selected for this year.

TED data represents an evaluation of students based on a combination of assessments by CUNE faculty, cooperating field experience teachers and student self evaluation on the subject of Communication and Technology as demonstrated during the pre-service practical experiences undertaken by our students. Assuming that there is an improvement in faculty integration of technology, TED scores may also show an improvement in this area.

The faculty self-assessment and student evaluation will utilize the 5 item rubric developed for the TED assessment. Having the self-assessment of faculty and student evaluations supported by TED data should give us a well-rounded picture of the changes that come with the goal setting and evaluation process. Faculty members will have up-to-date, anonymous feedback about their performance on their technology integration goal to be able to compare to their self-assessment.

Schedule for Assessment

<u>August & September, 2010</u>: Faculty members choose technology goal, outline steps to accomplish the goal and specify quality indicators of successful goal completion.
<u>August, 2010 to February, 2011</u>: Faculty members implement steps to accomplish technology goal for the year.

March, 2011: Faculty members conduct a self-evaluation of their progress towards their individual technology goal.
April, 2011: Students are surveyed during the course and instructor evaluation process at the end of Semester 2.

May, 2011: Technology integration goals and their impact on classroom experiences will be discussed at the end of the year meeting of the education faculty.

Evaluation Results:
Names have been removed to ensure anonymity.

Professor A
I will attempt to use technology and internet sources in [my classes].

Sem 1: I chose not to have my … class evaluate my technology goal since I only used one instance during the entire semester. I considered that to be less than my original goal and wasn't sure the students would even remember it unless I reminded them that I did it. I'm still going to try to implement the clicker activity with chapter reviews next semester. I need to get the software loaded on my computer and learn how to use the software and hardware. That's still my goal for the coming semester.

Sem 2: I failed in my goal. Time and other tasks became more important. When I found out that I wasn't going to be teaching [this class] next fall I lost interest in spending time learning something that I wouldn't have the opportunity to use in class.

Professor B
Access and use "Films on Demand".
Put gradebook on spreadsheet and make available to students.

Sem 1: Decided to abandon spreadsheet task as to time consuming at this time.
Students unanimous in their assessment that using videos helped students in their understanding of the lives of people with disabilities.

Sem 2: Once again, students agreed that use of videos was helpful. Comments primarily emphasized that the movies contributed to a better understanding of the situation and abilities of the handicapped. Comments also indicated that the videos broadened the view of the students related to students with disabilities.

Considerable survey data available in accompanying spreadsheet.

Professor C
Use MOBI tablets and clickers for my [class].

Sem 1: My goal was to use the Mobi tablet and clickers for my [class]. However, after thinking more about it I decided that it wouldn't be a more effective teaching strategy than what I was already using. On top of that there were some glitches with the tablet when others tried to use it and it didn't work as it was supposed to, so I really didn't want to mess with it. It was a poor goal to set from the beginning.

Sem 2: I successfully switched over from old school video tapes to electronic links for my…class, but not until after the… course was done…I also used SKYPE on several occasions for job related conversations, but that didn't have any impact on my classes or students.

Professor D
I would like to learn how to use and be able to model the use of a MOBI tablet and clickers in the classroom.

Sem 2: My goal was not accomplished mostly because of the equipment not working properly. I have not been able to sync the tablet down in [Room] 005. It works on my computer in my office but for some reason when I get it down in the classroom it does not respond. I did call tech support and they said it was the pen. After I received the new pen I tried it and still had no luck. Thus—frustration and I wasn't willing to spend any more time with it over the semester.

Professor E
Develop a student-created Wiki.

Sem 1: Evaluation. Asked students 3 questions about Wiki use and development. Scores used a 5-point Likert scale: 5=Strongly agree, 3= Neither Agree nor Disagree and 1= Strongly Disagree.

Results:
Q1 Wiki use was helpful? 2.8 (Slightly towards the "disagree" side.)
Q2 I would use a Wiki again? 2.75 (Slightly towards "disagree" side.)
Q3 Learning to develop Wikis resulted in professional bnefit for me? 3.2 (Slight agreement.)

Comments indicated that while students could see possibilities, it was presented in a way which did not clearly demonstrate advantages for use.

Sem 2: Learn to use Skype effectively.

Skyping was wonderful and well received by the students. They were very attentive, but not very interactive. For some of the topics, I had students generate questions to provide the speaker before hand, others I suggested the questions. I had one technology glitch and two scheduling conflicts. Of the six presenters, only 3 actually took place. I would highly recommend using this form of … guest lecturers. They certainly brought in a level of expertise and experience which was current. I will likely do it again.

Professor F
Use SKYPE to have live conversations with Middle Level instructors and experts/professionals in adolescence in each of my classes. (And maybe even talk with a few… students.)

Sem 1: Overwhelmingly the feedback was positive. I don't have quantitative data, but the qualitative data was very positive. My students loved it. Of the 13 in one class and 12 in another at least seven of them asked that we do it more frequently. They felt it added a considerable amount the learning the course to hear from professionals in the field about the different topics discussed. One student asked that we get better equipment to make the video stream less hesitant, but I'm quite sure that was a problem on the other end, not ours. Not one said it was a poor experience - NOT ONE

Sem 2: I was very successful in Skyping presenters in. I loved it. My students loved it. It was a "real" person in a real classroom telling them all the same things I tell them, but they listed more carefully because "real" people have more clout.

In the future I want to bring more than one presenter in per class. (Not more than two, but certainly two.) And I want to bring a class of [grade-level] kids into a couple of my courses so they can have a chance to interact with a classroom full of kids through Skype. I also want to bring more than educators in as presenters - perhaps DCEs, psychologists, pastors - just brainstorming possibilities.

It has been a benefit both in the viability of content in my courses, and also in demonstrating the value of using Skype in an educational and interactive way. I hope in the near future Skype becomes accepted by our computing services department.

Professor G
My goal is to go as “paperless” as I can in my… classes.

Sem 1 & 2: Extensive evaluative data included in associated spreadsheet file. In summary, students were strongly positive (4.0 or higher on 5 point Likert scale: Agree to Strongly agree”) . Substantial changes included taking the objective portion of the mid-term and final in the computer lab, submitting journals and most other written via “dropboxes” on Blackboard, and publishing “handouts” on Blackboard without printing them on paper.

I found it sometimes took exceptionally long to fix a quick mistake, or if an element of the course was not set up properly, trying to go to a quick fix (e.g. emailing journals instead of using a dropbox) caused numerous hours of frustration. But in the end, there was what seemed tobe a net gain in efficiency and is something I will continue to do in the future.

Professor H
Secure a FLIP camera and learn how to use it.
Read resources indicating how to use the camera.
Incorporate the use of the FLIP camera within [my class] in an educationally sound and productive manner.

I achieved the technology goals stated [above]. I used the Flip camera extensively.
I video-taped my students as they did micro-teaching and then sent each segment to them privately for analysis. They discovered many mannerisms of which they were not aware.
Some of the clips were posted on the [College of Education] webpage.

Professor J
Engage online with other news readers in dialog on Internet news articles.

I was able to engage in conversations on-line surrounding current news events. What I learned is that most people do not want to engage in honest dialog working towards better understanding, but seemed to like to read their own rants and move on. I call these "drive by posts". They will make an extreme comment or post a reaction to my comments based upon shallow assumptions and not come back again.

I had some students attempt to engage in on-line discussions based upon a particular news article by posting comments at the end of the article. They did receive some interactions from others which led to some faith sharing.

I learned that many people will not take the time or make the effort for honest dialog. It takes quite a bit of time for students to post comments, return to the news article to sift through the hundreds of other comments and see which ones were actually responding to them.

While a good experience and theoretically worth while, it is very cumbersome, I have virtually no control over other people's level of engagement and it is time consuming. I'd like to fine tune this by limiting the dialogs to some higher quality news sites with a greater population of readers who genuinely want to discuss faith related issues.

Professor K
Use my CU laptop to show video clips in class. Find a way to increase volume so everyone can hear.

I talked with [another professor] about what she does, and did my homework. I found an "extra" set of comparable speakers in my boys' "stuff" [at home], brought them to school, plugged them in and they WORKED! I used them several times through the semester.

Professor L

(Each goal was assessed through an informal focus group method asking open ended question to each class that was impacted by the goal.)

1. Further develop the use of black board in classes in particular find a way to manage grades through blackboard so they can be posted for individual students.

I started using Blackboard in all classes. I struggled with the Grade book feature. I found it to not be as flexible as I would like and being a bit cumbersome in recording grades. I will continue to learn and find better ways to utilize this means of real time grades for students. Students indicated a desire for this to be a part of my courses.

2. Integrate the use of smart boards into at least one class.

I was able to utilize the use of Smart boards in three classes. A total usage of ten class sessions was attempted. Twice I found it difficult to get up and running and it was a distraction to the class. The remaining eight sessions I found the use to be increasingly easier to use and at times a benefit in explaining concepts in a more graphical context. I am still learning to be more proficient on the use of white boards and am working on finding useful pedagogical functions in its use in my courses. This is a neat tool that I need more work on using in a helpful way. Students enjoyed using the smart boards but were somewhat critical in seeing them as more of a fun option of delivery and saw the distraction as often a distracter to their over all learning.

3. Utilize clickers in the instruction of one class second semester.

I found this to be a very helpful tool with courses where confidentiality in responses is limiting to the discussion. A very helpful tool! The setup is a bit cumbersome in integration but given the benefit in anonymity of responses in some courses well worth it. Student response was very positive. The use of clickers or other similar tools will be incorporated into future course delivery.

Summary:
In evaluating the outcomes of the technology related changes, it is helpful to divide the faculty into groups regarding the complexity of the goals chosen. "Simple" goals were those that involved the adoption and integration of a single application or technology. "Moderate" goals involved adoption of more than one application or technology. "Complex" goals involved the use of several different applications and technology.

For the professors that chose simple goals (A, E,F,H and K) three (F, H and K) felt that they successfully integrated the changes suggested and that the new technologies had been an enhancement to the class. The changes that they made (e.g., adding Skype, using online videos in class, or making use of a Flip camera) were changes that were well-supported by expertise and experience of other staff members or the students in the classes.

One professor (A) selected a goal that was quite indefinite ("use the internet in class") and felt unsuccessful in the accomplishment of the goal due to a lack of time for exploration and for revising teaching strategies to make use of new material. This goal was different from all others in its lack of specificity. Being less specific, it called for considerably more research from the professor to find, study and then use new technology. This likely contributed to the lack of a successful outcome.

Another professor (E) expended considerable effort in attempting to make use of Wikis in class only to find that students felt it was not well integrated into the class. The use of Wikis is not particularly common amongst faculty in their teaching and the professor reported that the good-faith effort was not based in a solid understanding of the use of Wikis. Considering the lack of success with Wikis in first semester, Professor E revised the goal and was successful in integrating Skype into classroom use. The choice of Skype was made in part because of the success of other professors during the first semester. Peer support was an integral component of the successful completion of the goal.

There were 4 professors (B,C,D and J) that elected to designate more complex goals for their classrooms this year. While all reported that they learned a great deal, only one (Professor B) reported clear success, and that was on the simpler (using videos) of the two goals. Professor B also attempted to make use of a spreadsheet for grading that could be made available to students but soon abandoned that goal because of it's complexity. Not only did it require learning some of the mathematical functions of a spreadsheet, it also involved finding a way to make it available to students, a complex task in itself. This goal was quickly abandoned.

One professor reported what can be considered "mixed" success. The professor wanted to find websites where students could interact with others online regarding topics of importance to the class. The professor successfully found websites for direct interaction and had some success in fostering student interaction with the general public on these sites. While the technology part (finding and using web sites) was successful, the professor reported disappointment in the quality of the interaction that came from the sites. Many of the interactions were simply online wisecracks, characterized by the professor as "drive-by posts"

which were not intended for discussion, rather to merely entertain, shock or offend. While there are lessons that can be learned from this kind and quality of interaction, it did not result in the high-quality discussion that was hoped for.

Two professors (C and D) elected to integrate Mobi tablets and clickers into their teaching. Both felt that their efforts were not successful. Professor C had considerable difficulty in getting the devices to operate successfully in the classroom and eventually decided that the time spent in trying to get it to work was not worth the potential payoff. Professor D abandoned the goal after deciding that the changes offered by the technology would not result in better teaching. So, in spite of a donation of a Mobi tablet and a set of clickers, neither has found use in class at this time.

Two professors (G and L) chose somewhat more complex goals and reported more complex results. Some of the hoped for innovations did not pan out at all. Others worked well and represented an enhancement to the class. Students in both classes were very positive about the results achieved. Professor G reports spending a great deal of time in setting up the changes and then in spending additional hours in trying to un-do unsuccessful innovations. Professor L combined several technologies (clickers, Smart Board and Blackboard) and found varying levels of success with all of these. As with Professor G, many of the new additions took more time than expected, but with practice, became easier to use over time.

As is expected in an exercise of this sort, there are common lessons that apply to innovation of any kind, not just to that which comes from a computer. First of all, those that had the most success found that peer support and advice was extremely helpful in making the desired changes. Second, in one form or another, almost all professors mentioned the greater-than-expected amount of time required to study, practice and successfully integrate these changes. Finally, as is usually the case, those that established clear and simple, specific goals had the greatest chances of success.

As we move forward in our teaching and the technology around us continues to change it seems advisable to stick together and help each other, choose clear and specific goals and expect that any technology integration is going to take a commitment of time to make it come to fruition.