

2021 - 2022



Program - Educational Instructional Technology MED

College or Division: Education and Professional Studies

Department: Education

Assessment Coordinator: Dr. Jennifer Miller

Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence

Program Marketable Skills have been identified: In Progress

Program Marketable Skills:

1. Students will analyze data, locate solutions to problems, and communicate solutions using a variety of mediums. (critical thinking)
2. Students will leverage innovative approaches to think outside the box during problem solving. (creativity)
3. Students will apply collaborative workflows when working with others?because it is inherent in the nature of how work is accomplished in our civic and workforce lives. (collaboration)
4. Students will leverage digital technologies to?express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing. (communication)

Citation

National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC.??Retrieved from?http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf?

Marketable Skills Dissemination Strategy: Test

Statement of Purpose: The purpose of the M.Ed. Educational Instructional Technology Program (EIT) is to prepare students to use technology to innovate teaching, learning, accelerate good digital practices, and solve tough problems in education through empowering learners with future ready skill sets. The M.Ed. EIT Program is an online 30-hour comprehensive program that includes 8 week course rotations and a 3-hour capstone course, offering flexibility for busy working professionals. A case study and a marketable portfolio are developed to demonstrate skills of graduates to communicate, collaborate, create, and apply critical thinking using technology to solve real-world problems. Upon completion of the EIT program, the marketable portfolio may serve as an interview tool for professional advancement. The curriculum for the EIT program reflects Student Learning Outcomes aligned to the International Society of Technology Education, ISTE, standards, which prepares students to design and facilitate evidence-based professional learning, advocate for good digital citizenship practices, model and support data-driven decision making, and inspire learners to use technology to create equitable and ongoing access to high-quality learning. The EIT program offers small class sizes and access to experienced professors working in the field of educational technology.

Annual Updates

2021 - 2022

Evidence of Improvement from Previous Assessment Cycle: Great improvement was made during the 2nd official year of the M.Ed. EIT program to include seeing 10 M.Ed. EIT graduates during this last academic year complete the program. Curriculum was readjusted to fit a variety of working professional needs with the expansion of

programming to address andragogy approaches to include corporate training and medical training approaches using technology in the field. There was a delay in graduate application processing and the pandemic which may have impacted recruiting into the program. We did have 5 new M.Ed. EIT programs enroll in the program over the last academic year, which demonstrates the need for continued support for the new graduate program. Results and feedback from the last academic year were addressed with strong improvement demonstrated to include meeting all targets for this academic year. Last year the program failed to meet all targets so this demonstrates strong evidence of improvement. Program candidates continue to share expertise outside of the SRSU community, with 2 M.Ed. EIT students share research projects at the SRSU research symposium. Finally, we did have 1 Fall M.Ed. graduate continue on to Texas Tech and was recently accepted into their doctoral program in educational instructional technology.

Review History: Reviewer #1 Name, Date, and Comments: Jeanne Qvarnstrom (06/04/2022). Congratulations on your growing program.

Review History: Reviewer #2 Name, Date, and Comments: Barbara Tucker, reviewed 7-24-2022. Overall, excellent report. You may consider attaching the rubrics referred to in your report.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p>SLO 1 - 1. Students designs authentic, learner-driven activities and environments that recognize and accommodate learner variability and accessibility. 2. Students will be able to identify common barriers and issues surrounding improper implementation of technological tools in the educational setting, workplace, and/or professional environments. Outcome Status: Active Planned Assessment Cycle: 2020 - 2021, 2021 - 2022, 2022 - 2023 Start Date: 08/23/2020</p>	<p>Portfolio Review - 1a. Digital Portfolio Artifacts in ED 6383. Student work will be collected in an electronic portfolio to include selected blog samples throughout the semester to assess mastery of SLO one. This will include media productions, peer responses, and digital projects designed to document learning and evaluate progress. A faculty-created Digital Portfolio Artifact Scoring Rubric will be used by faculty members to review the student artifacts aligned with SLO 1. Target: 85% of students in will score meets expectations or exceeds expectations on the portfolio rubric.</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Met Six students created a digital electronic portfolio in ED 6383 with 100% meeting or exceeding expectations. Prior to submitting and presenting their final portfolio, students benefited from a peer review assignment in which both the instructor and peers provided specific feedback on areas of improvement prior to submitting and presenting the final product. This proved to be a strong reflection process in which students were able to apply web design and media skills to showcase reflections and evidence of digital literacy skills. Nearly all six candidates have communicated that the portfolio serves as a good tool to use for professional advancement. (05/24/2022)</p>	<p>Application of Results: Results from the peer review experience are being used to revamp a few courses in the EIT program to focus on web design. There was a steep learning curve for students to create a website as many had not prior to this course. (05/24/2022)</p>
	<p>Project - 1b. Case Study in ED 6376 and ED 6383: (This is an ongoing research study that is incorporated in each online core content class to address competencies associated with standard 1. The QEP rubric will be used as the rubric to assess the case study. Target: 85% will score satisfactory or</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Met Six students completed a research study in ED 6383 with all 6 meeting satisfactory or exemplary on the scoring rubric in ED 6383. (05/24/2022)</p>	<p>Application of Results: All 6 candidates filed an IRB in ED 6376 and completed a Case Study in ED 6383. Results continue to support that EIT candidates are able to demonstrate problem solving abilities toward contributing to innovative solutions within the M.Ed. EIT professional field. Four of the 6 candidates did publish</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
	<p>"exemplary " on the Scoring Rubric for the final case study.</p>		<p>share their case study to an outside audience to include the SRSU graduate research symposium. The scoring rubric was only used in ED 6383, which proved to be an effective measure. We will continue using this approach during the next reporting cycle. One of the 6 candidates has applied to a doctoral program and has used this case study as a support for her application. (05/24/2022)</p>
<p>SLO 2 - Students effectively model the International Society of Technology Education standards and good digital citizenship to inspire learners to use and integrate technology to create equitable and ongoing access to high-quality learning in an educational setting.</p>	<p>Project - 2a. Blog in ED in 6381: Students will create a professional blog to share research-based approaches related to SLO2. Target: 90% of students in will score exceptional or acceptable on the blog rubric.</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Met 4 out of 4 students scored a acceptable or exceptional on the blog rubric during the last academic year. (05/25/2022)</p>	<p>Application of Results: Adding a module on effective blogging and scaffolding this assignment has shown to be more effective. We will continue using this approach during the next academic year as it seems to be working well. (05/25/2022)</p>
<p>Outcome Status: Active Planned Assessment Cycle: 2020 - 2021, 2021 - 2022, 2022 - 2023 Start Date: 08/23/2020</p>	<p>Portfolio Review - ePortfolio in ED 6383 Target: 2b. A faculty-developed rubric will be incorporated to measure 8 capstone artifacts presented in the portfolio, measuring alignment to the ISTE standards. 85% will score satisfactory or "exemplary " on the Scoring Rubric for the ePortfolio</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Met During the last academic year 6 out of 6 candidates presented 8 capstone artifacts to measure their alignment of the ISTE standards with all meeting a satisfactory or exemplary score over the last year. (05/24/2022)</p>	<p>Application of Results: Results indicate that candidates are able to demonstrate and communicate their abilities to meet ISTE standards for digital leadership and digital coaching. Results from last academic year reporting were used to revise assignments to emphasize advanced media skills to include video design, web design, LMS integration, and infographics. This change was well received by professors teaching in the program. Additional work integrating advanced uses of LMS and podcasting will continue to be</p>

Student Learning Outcomes

Assessment Methods

Results

Application of Results

explored and integrated into syllabi over the next academic year. (05/24/2022)

SLO 3 - Students plan, provide and evaluate the impact of professional learning for professionals and leaders to use technology to advance teaching and learning in an educational setting. Students use both qualitative and quantitative data to inform their own instruction and professional learning.

Outcome Status: Active

Planned Assessment Cycle: 2020 - 2021, 2021 - 2022, 2022 - 2023

Start Date: 08/23/2020

Portfolio Review - 3a. Digital Portfolio Artifacts in ED 6383 Student work will be collected in an electronic portfolio to include selected blog samples throughout the semester to assess mastery of SLO one. This will include media productions, peer responses, and digital projects designed to document learning and evaluate progress. A faculty-created Digital Portfolio Artifact Scoring Rubric will be used by faculty members to review the student artifacts aligned with SLO3.

Target: 85% of students in will score meets expectations or exceeds expectations on the portfolio rubric.

Reporting Period: 2021 - 2022

Conclusion: Target Met

All 6 students enrolled in ED 6383 met SLO3a, exceeding expectations on the portfolio rubric. (05/24/2022)

Application of Results: Candidates continue to perform very well with the eportfolio rubric and all included a reflection on how they are using artifacts to help others in their own professional learning. Past results influenced professors to require additional media productions this academic year, which has provided evidence of improved digital media skill sets. Student reflections from this experience shared below indicate that this assignment is beneficial.

Student 1: "The work that I got exposed to on the EIT program is all new information that I have never experienced in any work field. Being in this course has taught me leadership, media design, web design, how to create a blog or website, portfolio defense, how to develop and conduct a survey, research methods, data collecting and analyzing, assessment and accountability, digital learning, different type of models, barriers in technology, data privacy, digital literacy, the 4cs, standard-based education, technology terminology that I was never aware of."

*Student Learning
Outcomes*

Assessment Methods

Results

Application of Results

Student 2: Fast forward 1.5 years later and I have grown exponentially. I am making better projects, writing better papers, and seeing things from different angles to be a better instructional technologist. It provided me an opportunity to branch out to a different field, but in the long run it helped me to find out where I belong and who I am and that is being a teacher in the classroom.

Student 3: Resources were a major component of the EIT program. For me, programs such as Word, PowerPoint, Forms, YouTube, Blogger, Google, WIX, the SRSU library, and countless OER's created an environment of possibility to build my own learning experience while also interacting with my peers and you the educators. Over the course of the program, some of these resources were either deployed individually or used in conjunction with one another to build knowledge and provide the opportunity to present information in non-traditional formats through media and audio. For the first time, I was attempting to create video presentations that included voiceovers and background music through multiple applications such as Audacity and PowerPoint. Understanding that technology is

*Student Learning
Outcomes*

Assessment Methods

Results

Application of Results

not relegated to a single platform but can be combined to enhance the learner experience was one of the more exciting developments I came across during the EIT program.

Student 4: Over the course of this program I developed tremendous growth in my own self determination and self-assurance. As a quiet introvert I often stand back and watch others. I have the tendency to be afraid of speaking up for fear of being wrong. I feel this program helped develop my confidence in regards to what I do in the classroom and with technology. To put it bluntly I realized that I have been correct in my use of technology in the classroom and I am now far more comfortable sharing my knowledge with others. As I mentioned in my Portfolio defense I led a Nearpod Training with several core teachers and I was confident in doing so. My confidence would not have been there if it wasn't for this wonderful program.

Student 5: I used every resource I could get my hands on. Ha! I used you three as resources. I subscribed to numerous subscriptions such as Smore, Research Gate, Prezi, WordPress, etc. I used the SRSU library, Google, Adobe software, search

Student Learning Outcomes

Assessment Methods

Results

Application of Results

Presentation/Performance -

Professional Development Plan and Presentation in ED 6378: Students will develop a professional development plan and presentation in ED 6378.

Target: 3b. 90% of students will score meets or exceeds on the faculty developed Professional Development plan rubric.

Reporting Period: 2021 - 2022

Conclusion: Target Met

Six students created a professional development plan and presentation during the last academic year with 4 exceeding requirements and 2 meeting minimal requirements earning an 80% on the plan. (05/24/2022)

engines within the library and outside of the library, Springer publishing, and so many others. Some of my resources were found through other resources. I cannot think them all. I am sure I am forgetting some important ones. I used the APA Manual instead of Purdue Owl. I also used the chrome extension Bib Cite. The ISTE site and membership was helpful. Social media memberships were also helpful. Blog sites such as Educause and Ed Surge were two of my favorites. I believe all these resources were very valuable and helped me grow a sound philosophy. I also used my peers work as a resource. (05/24/2022)

Application of Results: Changes made in curriculum approaches proved to be more effective this academic reporting year, with nearly all students creating a professional learning plan that supported improved cognitive, teaching, and social presence. The rubric graded the professional learning approach on functionality, accessibility, technical, mobile design, social, teaching, and cognitive presence. Nearly all of the candidates actually implemented their professional learning program within their organization or community. Training programs

Student Learning Outcomes

Assessment Methods

Results

Application of Results

introduced educators and/or professionals to Schoology, blackboard, Hour of Code, Google Suite, Blogging, and Google Chrome. Results indicate that students might benefit from actual past student examples moving forward. The course will be revamped to provide student example projects within the course this summer. (05/24/2022)

SLO 4 - Students understand and apply learning theoretical frameworks and instructional methods to instructional design to facilitate engagement, systemic development, and authentic learning experiences.

Outcome Status: Active
Planned Assessment Cycle: 2020 - 2021, 2021 - 2022, 2022 - 2023
Start Date: 08/23/2020

Project - 4a. Storytelling Media Project in ED 7300: Students will design a storytelling learning activity incorporating theoretical frameworks and instructional methods and design to create an authentic learning product.
Target: 90% of students will score meets or exceeds expectations on a faculty developed rubric.

Reporting Period: 2021 - 2022
Conclusion: Target Met
8 out of 8 students met or exceeded the expectations for the storytelling multimedia project, with 3 students meeting expectations and 5 exceeding over the last academic year. (05/25/2022)

Application of Results: This assignment was modified somewhat to focus on a multimedia production using the same rubric. This provided more academic freedom and encouraged students to create a product that fits their organization's needs as not all of our graduate students in this program are working in a K-12 setting. Students really enjoyed the project and all were encouraged to include the final product in their e-portfolio. Results indicate that this change was received well by our students and we will continue to use the rubric over the next academic year. (05/25/2022)

Project - 4b. Case Study in ED 6376 and ED 6383: (This is an ongoing research study that is incorporated in each online core content class to address competencies associated with SLO 4.

Reporting Period: 2021 - 2022
Conclusion: Target Met
6 out of 6 students scored satisfactory or exemplary on their scoring rubric for their final case study in ED 6383. (05/24/2022)

Application of Results: Results again indicate that the program prepares candidates to apply theoretical frameworks and/or instructional design to improve educational instructional

Student Learning Outcomes

Assessment Methods

Results

Application of Results

Target: The QEP rubric will be used as the rubric to assess the case study. 85% will score satisfactory or "exemplary " on the Scoring Rubric for the final case study.

technology experiences. Several candidates have recieved a promotion and are in the process of applying to a doctoral program. Research results are also encouraged to be shared outside of our EIT program community with others across the state and nation at TCEA, the SRSU research symposium, SITE and ISTE.

Over the last academic year, we had 10 complete the M.Ed. EIT program, with 8 graduating in December and 2 in May. (05/24/2022)