Wright State University

CORE Scholar

2-10-2015

Education Technology, M.ED Academic Program Review, 2014

College of Education and Human Services, Wright State University

Education Technology – M. ED.

Enrollment and Graduate History Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Enrollment	13	6	12	15	12	21
Degrees Awarded	4	3	5	6	7	4

Program description

Technological advancements have redefined the role of educational technology in the school environment. Along with established roles as collector of resources and manager of facilities, new roles have emerged – the roles of instructional designer, technology integration facilitator, computer classroom specialist, technology coordinator, and most importantly, technologically competent classroom teacher. The Educational Technology program prepares candidates to fill these new roles. The program of study was developed following the International Society for Technology in Education (ISTE) standards and the guidelines for Technology Coaches.

Participants in the EDT program secure employment as instructional designers, corporate trainers, technology trainers in schools, technology mentors, technology administrators, college and university support specialists.

Alignment with university mission, strategic plan

The University's Mission statement is to transform the lives of our students and the communities we serve by building a solid foundation for student success at all levels through high-quality, innovative programs;

• Conduct scholarly research and creative endeavors that impact quality of life;
• Engage in meaningful community service;
• Drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

The Educational Technology Program provides these experiences for its students. Students spend time exploring the issues education faces when integrating

technology effectively to provide success for teachers and students. They conduct an Action Research project exploring an issue in effective technology integration and provide evidence of effectively coaching their peers for success in technology integration.

The Strategic Plan addresses the need to develop more online opportunities. This has certainly been done with the development of four new online courses leading to the Instructional Design for Digital Learning (IDDL) Certificate(Formerly Instructional Design for Online Learning or IDOL) for candidates. These four courses may be taken in conjunction with the Educational Technology M. Ed..

Program distinctiveness

The program prepares educators to be effective coaches in technology integration. Students have the opportunity to explore and practice cutting-edge technologies in a variety of settings including schools, libraries, businesses, and training centers while completing their internships.

Several international students are participating in the program to gain expertise that they may use after returning to their country. They consistently express great satisfaction with the knowledge they are gaining and exhibit enthusiasm for the topics covered in their classes and internships.

A distinctive feature of the program is our utilization of a variety of professionals as course instructors, including university faculty, experienced classroom teachers, instructional designers, technology facilitators, and technology coaches. This ensures that those who are experienced subject matter experts in the course topics teach our courses.

Technology has become a major tool in all areas of life including education, business, and health professions. However, each area requires different skill sets. As a result of this, our program has made a number of concentrations available to students. They may focus on Instructional Design, Health Professions, or Instructional Technology. These opportunities have added depth to the program and attracted a diverse group of students. For example, our students include educators, corporate trainers, and health professionals.

What makes this program distinct is the variety of choices available to students, the diversity of the student population, and the valuable hands-on training and instruction.

Recognitions of quality of the program

The Educational Technology M. Ed. has been approved by OBR since 1992. It also was recognized by NCATE in the college review in 2006. Students graduating from the program have been hired or promoted because of the skills they acquired throughout the program.

Program graduates become technology coaches, corporate trainers, instructional designers, and school technology leaders.

Program learning outcomes

The program courses are all designed to align with the ISTE/NETS Standards for Technology Coaches. There are six standards with indicators for each. Students are expected to demonstrate that they have met each and every standard and indicator. This is demonstrated in the form of an Electronic Portfolio submitted prior to graduation. The portfolio contains artifacts and reflections completed throughout the program and internship.

Coaching Standards

1. Visionary leadership
Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

> a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
> b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
> c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
> d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

2. Teaching, learning, and assessments
Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

> a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards

b. Coach teachers in and model design and implementation of technology enhanced learning experiences using a variety of research based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students

c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience

d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation)

e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences

g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

3. Digital age learning environments

Technology coaches create and support effective digital age learning environments to maximize the learning of all students.

a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

b. Maintain and manage a variety of digital tools and resources for teacher and student use in echnology-rich learning environments

c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning

e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments

f. Collaborate with teachers and administrators to select and evaluate digital tools

and resources that enhance teaching and learning and are compatible with the school technology infrastructure

g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community

4. Professional development and program evaluation

Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

b. Design, develop, and implement technology rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment

c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

5. Digital citizenship

Technology coaches model and promote digital citizenship.

a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

6. Content knowledge and professional growth

Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the Standards•S and Standards•T

b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences

Description of learning outcomes assessment program

The instructor of record assesses the learning outcomes. There are eight KEY Assessments in the program. These reflect the ISTE/NETS standards for Coaches (revised in 2013) and are directly associated with specific assignments or projects in the courses and internships. Because the key assessments have been revised from TF (Technology Facilitator) to C (Coaches), there is very little data to support the new standards.

Summary of assessment findings for past five years

Educational Technology majors must provide evidence of meeting the ISTE Technology Standards. Over the past five years the standards were revised from Technology Facilitator to Technology Coach. Therefore the assessment rubrics and several assignments or projects have changed in 2013.

Twenty-nine students have completed the program in the last six years. Those 29 have met the target and provided evidence with their electronic portfolio.

Major curricular changes since last review (or past five years)

The program has added the Instructional Design for Digital Learning Certificate (IDDL). It can be taken independently or as electives in the Educational Technology Masters. The University converted to Semesters in the Fall of 2012. In order to accommodate for this, courses were combined or eliminated. EDT 716 (Building On-line Applications) was combined with EDT 817 (Issues in Telecommunications) to create EDT 7160 (telecommunications and On Line Applications). EDT 756 (Video Production) and EDT 751 (Media Literacy) were combined to EDT 7510 (Media Literacy). The Exit Seminar EDT 799 was eliminated.

Graduate placement data, employer satisfaction

Graduates of the program have successfully obtained employment in the field. Several alumni have obtained Technology Coaching positions in area schools. Some have been hired as Instructional Designers. Others have chosen to remain in their current position and serve as technology coaches.

The following is a list of students who recently received their degree or are working on completing it. They have successfully been employed in a new position.

- 2012- Technology Coordinator at Oakwood City Schools.
- 2012- Technology Coordinator at Cedarville Schools.
- DOS Program)- Instructional Designer at Air Force Institute of Technology (AFIT).

- 2015- Instructional Designer for WSU Center for Teaching and Learning (CTL).
- 2014- Computer Technology Instructor at Butler Tech.
- 2013- Promoted to instructional Designer at LexisNexis.
- 2015- Obtained a position as Instructional Designer at Morris Furniture.
- 2015- Promoted to Instructional Designer at LexisNexis.
- 2014- Instructional Designer at WSU School of Business.

The attached letters are from students who are in the program or who have successfully completed the program.

If program has professional accreditation, attach most recent review findings and recommendations

Faculty accomplishments and recognitions

Sheri Stover Ph. D.

- Excellence in Scholarship Award Wright State University   August, 2014
- Award for Innovative Excellence in Teaching, Learning & Technology 2012
- Quality Matters F2F Facilitator Update   September, 2014
- Quality Matters Higher Education Rubric Update Recertification F2F July, 2014
- Quality Matters K-12 Peer Reviewer Recertification June, 2014
- Quality Matters K-12 Publisher Recertification June, 2014
- Quality Matters Face to Face Recertification May 2013

Noah Schroeder Ph. D.

- 12 publications in last three years.
- 14 conference presentations in last three years.
- Applying the Quality Matters Rubric (APPQMR): August, 2014
- Invited presentation (2013): Promising Young Researchers Session sponsored by American Educational Research Division D (Measurement and Research Methodology).

Marguerite Veres M. Ed.

- Applying the QM Rubric (APPQMR) 2008-12 (514) F2F Dedicated
- Presenter at Dayton Tech Fest 2005 -2014
- Reviewer for Society for Informational Technology in Education (SITE) 2004- Present
- Innovative Excellence in Teaching, Learning and Technology at the Eighteenth International Conference on College Teaching and Learning 2007

Kenny More M. Ed.

- Technology Coordinator at Bellbrook- Sugarcreek School System, Bellbrook, Ohio
- Google Certified Trainer

Amy Romes M. Ed.

- Technology Coach at Springboro Community Schools, Springboro, Ohio
- Google Certified Trainer

Programs and areas of recognized excellence with supporting evidence

The M. Ed. program has several concentrations. Candidates may choose to focus on Instructional Technology related to education, Technology in the Health Professions, or Instructional Design related to Online Teaching and Learning.

There has not been any recognized excellence.

Capacity for growth of programs

To date, the program has attracted a diverse population of students. For instance, our students include international students, classroom teachers, current educators, training professionals, and others interested in teaching in an online environment. Educational technology is a growing market in the global economy, thus making the program attractive to a diverse range of individuals.

Furthermore, the M. Ed. for the Health Professions has recently expanded to include the Nursing School and the Medical School. Growth of the program is inevitable and welcomed by program faculty and instructors.

New program opportunities

Many of the participants in the Educational Technology program are working adults that find it difficult to attend face-to-face classes, so we are developing an online Master's Degree. The concentration of the M.Ed. will be Instructional Design, to support instructors and staff in higher education, K-12, and the corporate world learn how to design, develop, and implement digital technologies using pedagogically effective techniques.

We have also developed a concentration in our Educational Technology program specifically geared to help instructors and course designers in the health professions field learn how to design, develop, and implement digital technologies using

Proposals to enhance programs (if desired)

Due to the constantly evolving nature of our field, a new course is being added to the Instructional Technology concentration. The course is entitled, "Gamification". An additional new course is currently in the planning stages. Both of these courses will enhance the program by providing students with additional opportunities to learn about current, state-of-the-art trends in Instructional Technology.