Assessment: Assessment Plan

Texas Tech University
Office of the Provost
Office *of* Planning & Assessment™

Degree Program - COE - Instructional Technology (EDD)

CIP Code: 13.0501.00

Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)

Degree Program Coordinator: Jongpil Cheon

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Program Purpose Statement: The student will systematically design, develop, and evaluate an instructional product that solves an instructional problem through the effective, efficient, and creative use of current technology and research-based principles and the student will conduct an instructional technology research project that improves instructional practice in a professional educational setting.

Assessment Coordinator: Jeongpil Cheon, Kara Page

Modality: Face-to-Face

Student Learning Outcome: Instructional Intervention Design (Phase 1)

Students will design and develop an instructional intervention (product) based on their proposed research intervention project for implementation in a professional educational setting.

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Course Level Assessment - A rubric will be used to evaluate the following elements of each students instructional design plan:
• Plan and conduct needs, context, & learner analysis
• Conduct task analysis
• Write instructional objectives
• Design assessment activities and items
• Develop instructional strategies
 (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.

Case Studies - Instructional intervention project assessment rubric will be used to evaluate the following elements of each student's instructional intervention:
- Instructional design summary report
- Instructional product Prototype
- Formative evaluation plan/report
 (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.

Student Learning Outcome: Intervention-Based Instructional Technology Research (Phase 2)

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Students will create a research prospectus and proposal for a research project designed to improve instructional practice in a professional educational setting.   The proposed research project must lead to the application of contextually-sensitive instructional design principles and/or theories.

Outcome Status: Active
Outcome Type: Student Learning

Assessment Methods

Case Studies - Intervention research prospectus rubric will be used to evaluate the following elements of each students research proposal:
- Introduction (background and problem and purpose statements)
- Literature review (provides theoretical/conceptual framework for the study)
- Method
- References (15-20) (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.

Course Level Assessment - Each student develops outline for research framework based upon their literature search. Rubric will be used to evaluate the following elements of each student product:
• Literature topic outline
• Literature synthesis table
• Publication summaries (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric.

Student Learning Outcome: Research Implementation and Intervention Management (Phase 3)

Students will implement an instructional technology research project that improves instructional practice in a professional educational setting. The research project involves collaboration among researchers and practitioners in a real-world setting that leads to the application of contextually-sensitive instructional design principles and/or theories.

Outcome Status: Active

Assessment Methods

Field Placement/Internship - A rubric will be used to evaluate the following elements of each students research report/presentation:

- Student conduct through literature review
- Student proposes research questions
- Student execute suitable intervention methodology
- Student accurately & appropriately reports evaluation results and discuss findings
- Student makes revisions to intervention materials based upon evaluation results (Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric.

Case Studies - A rubric will be used to evaluate the following elements of each student's intervention research project
o   Origin of the Research Question and Rationale
o   Literature Review
o   Research Questions
o   Description of Methodology
o   Potential solutions

(Active)

Criterion: Students must achieve minimum of three on 5-point scale of the rubric. Project must be revised until it meets the minimum criteria from faculty rating.