

Evaluation Plan For “Technology In Support of Curriculum Workshop”

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Background of Evaluand

The “Technology In Support of Curriculum Workshop” was designed to provide teachers with a vision of successful technology integration in the classroom and to provide resources teachers could use immediately to support a standards-based curriculum. This workshop is part of an ongoing series of workshops developed by graduate students in the Technology & Education Center which serves the College of Education at the University of New Mexico.

The workshop was last delivered in late August of 2003 to a group of 30 teachers from Horizon Academy. This two-day workshop was adapted from a course on computers in the K-12 classroom and includes the following sessions:

- Technology In the Classroom - includes examples of actual student and teacher work with multimedia, video, digital audio and Internet. Participants will learn how schools can use technology to inspire children to succeed both academically and personally. Handouts include sample lesson plans, suggested activities and useful resources.
- Shared Visions – an overview of the Shared Visions project. This presentation includes Multimedia Best Practices Lessons developed by the project and designed to be used by pre-service, in-service and student teachers.
- Beyond Word Processing: Office Productivity Tools for Education - Participants of this hands-on workshop session learn practical classroom applications for spreadsheet, word processing, and presentation programs. Resources include lesson plans, on-line tutorials, templates and handouts.
- Just Another Learning Tool: Internet in the Classroom - This hands-on workshop session gives teachers time to explore pre-selected free Internet resources. Everything from lesson plan databases and curriculum materials to free on-line tutorials, workshops and instructional modules for teachers and students. An extensive list of annotated links categorized by subject and grade level is provided. Demonstrations on how to use Internet resources in the classroom and lab provides teachers with proven examples of successful projects. Participants will learn how to develop quick-and-easy web scavenger hunts, hear tips on integrating the Internet in a one-computer classroom and receive guidance in designing on-line collaborative projects.
- Web-based Software Evaluation - This workshop session gives teachers an opportunity to test new web-based software programs and subscription services. Included are resources, lesson plans, curriculum integration tips and demonstrations of real-life classroom applications.

- Hands on Technology Planning - Teachers (working in groups or individually) will use the resources provided in the first day of the workshop to create a plan for technology integration in their classroom. The plan should include classroom management techniques, sample lesson plans and cross-curriculum integration strategies. These Classroom Technology Integration Plans will be presented to the entire group at the end of the workshop.

There is currently no evaluation in place for this workshop, nor for any other TEC workshops. This evaluation is being developed with the goal of improving the “Technology In Support of Curriculum” workshop as well as developing an evaluation process that can be applied to other workshops offered by TEC staff. The evaluation is being conducted by the workshop developer/presenter to better align the workshop with the goals of the Technology Integration Program (see figure 1) as well as improve the workshop’s ability to meet the needs of future participants.

Purpose Statement

The purpose of the evaluation is to determine if the workshop should be discontinued or if the workshop may be redesigned to better address the needs of in-service teachers. The results will be used by TEC staff to either redesign the workshop, as it currently exists with the goal of making it a better resource for future participants or discontinue the workshop altogether. Additionally, this evaluation will be used as a model for other TEC workshop evaluations.

Stakeholders

The primary stakeholders are the presenter, the Technology & Education Center’s Training & Development Specialist, Education Specialist and Director. The presenter hopes to use the evaluation findings to improve her skills as a presenter of educational technology workshops and to provide a more meaningful learning experience for future workshop participants. The Training and Development Specialist is the direct supervisor of the presenter and is responsible for the quality of workshops offered by the Technology & Education Center’s Technology Integration Program. As none of the workshops offered by the TEC has an evaluation component, the Training Specialist will use this evaluation plan as a pilot for developing evaluations of other workshops. The evaluation findings will become a part of the Technology Integration Program’s biannual report to the Dean of the College of Education. Both the Education Specialist and the Director have an interest in the continued success and improvement of workshops offered through the Technology & Education Center. As such, they will receive the evaluation findings and provide their recommendations for the Training Specialist on workshop improvement. Based on the findings, the workshop may be redesigned or eliminated from future Technology Integration Program offerings.

Secondary stakeholders are clients and prospective clients (school administrators). Any improvements that would be implemented as a result of this evaluation will make the workshop a better learning experience for future participants. Clients will be provided the results of the evaluation in a follow-up communication. Prospective clients will be informed of the evaluation and will have the opportunity to view the findings if they wish. This will help them decide if the workshop will meet their staff development needs.

Tertiary stakeholders are the Technology Education Center support staff. It is important for support staff to be aware of the success of the programs they provide support for. They may also have valuable feedback to address any program shortcomings identified in the evaluation.

Key Questions

1. How, and to what extent has the workshop changed the teachers' attitudes toward technology?
2. What impact did the workshop have on teachers' motivation to integrate technology in the classroom curriculum?
3. How useful were the workshop resources in supporting the teacher's technology integration goals?
4. What have we learned from evaluating this workshop that can be applied to future decisions about the effectiveness of other Technology Integration Program workshops?

Evaluation Design

This is a summative evaluation designed to assess the value of the workshop to in-service teachers. The evaluation will also be used to determine if the workshop should continue to be offered as a part of the Technology Integration Program's series of workshops or if it should be re-designed or discontinued. In this respect, the evaluation could be considered formative as the Program's workshop series is on-going. The evaluation model we will use is the Utilization-Focused approach, as the stakeholders have a high degree of involvement in the evaluation's design, implementation, and use of the findings.

The evaluation will be a mixed-method approach using both qualitative and quantitative data collection in a One-Group Pretest-Posttest Design. This method was chosen for four main reasons:

1. It is cost effective.
2. It is simple to conduct.
3. Data can be collected as part of the learning event.
4. It identifies prior knowledge.

Data will be collected through pretest and posttest surveys as well as observation and interviews.

Before the learning event:

- A pretest survey (see Figure 2) will be administered to all participants at the beginning of the workshop to determine prior knowledge and assess participant attitudes toward the workshop in general. The brief one-page survey will include open-ended and multiple-choice questions. The survey will be distributed to participants as they sign in for the workshop during the opening session of the first day. Participants will be instructed to fill out the survey for collection after the introduction period.
- Phone interviews (see figure 3) will be conducted with administrators prior to the workshop to determine administration's general perception of participant prior knowledge and attitudes as well as organizational issues. This will be done in the context of the workshop planning phase and will consist of a few basic questions taking only a few minutes of the administrator's time. The interviews will be conducted by the presenter/developer.

After the learning event:

- A posttest survey (see figure 4) will be administered to all participants at the end of the workshop during the "Questions and Closing Comments" session. The one-page survey will include open-ended and multiple-choice questions.
- Post workshop phone interviews (see figure 5) with administration will also be conducted to provide additional information. The interview will be brief and limited to a few semistructured questions. It should be conducted within one week of the learning event. The interviews will be conducted by the Training Specialist or the Education Specialist.

During the learning event:

- Observations (see figure 6) will be conducted, intermittently throughout the workshop by the presenter, the Training Specialist and the Education Specialist. Both the Training Specialist and the Education Specialist will be acting as partial observers and assisting the presenter during the presentation for brief periods of time over the two-day workshop. Both observers will record their observations during the time they are assisting the presenter. This will occur as their schedule permits twice a day for a total of, approximately, two hours daily. The observers will be collecting qualitative data in the form of anecdotal notes of participant behavior and comments. The presenter will be acting as full participant observer during the presentation.

By using three methods of data collection and three evaluators to collect data from two different sources, the validity of our evaluation data will be enhanced through triangulation. As the surveys will be administered to all participants, no sample will be required. After the data is collected and compiled by the presenter, the Training Specialist, the Education Specialist and the presenter will meet to discuss and analyze the information collected.

Evaluation Management Plan

The evaluation team for the “Technology In Support Of Curriculum” workshop consists of the designer/presenter, the Training Specialist and the Education Specialist. The Evaluation Management Plan below outlines the tasks, schedule and responsibilities of team individuals throughout the evaluation process:

Task	Responsible	Respondents	Time Frame
Pretest Survey	Presenter	Participants	Workshop Introduction
Pretest Individual Interview	Presenter	Administration	During Workshop Planning
Observations	Evaluation Team	Participants	During Workshop
Posttest Survey	Presenter	Participants	Workshop Conclusion
Posttest Individual Interview	Training/Education Specialists	Administration	Within one week after workshop
Compile Data	Presenter	-----	After all data is collected
Analyze Data	Evaluation Team	-----	After data is compiled
Prepare Report	Presenter	-----	After data is analyzed
Present Report	Training Specialist	-----	After report completed

Data Analysis

Evaluation Issues and Constraints

While there are no anticipated issues, constraints or political factors associated with this evaluation it is possible something may arise during the evaluation implementation. The following factors may cause issues:

- Competence: Even though the evaluation team is comprised of professional educators, none have a strong background in evaluation. The evaluators have a good understanding of research methods and data collection and will do whatever is necessary to ensure accuracy and credibility of the information they produce.
- Integrity: The evaluation is being conducted in-house by the primary stakeholders posing a potential conflict of interest. Every effort will be made by the evaluation team to ensure fairness and accuracy of the evaluation findings.

Communicating and Reporting

The Training Specialist will keep the TEC Director apprised of the evaluation process as deemed necessary. For example, any delays or issues that arise as the evaluation progresses may need to be reported during staff meetings or individual meetings with the Director. The evaluation results will be compiled in a comprehensive written report to be prepared by the developer/presenter and presented to the Director by the Training Specialist. A condensed report will be e-mailed in a follow-up communication to the client (administrator) after approval by the Director. A condensed report will also be presented in the staff meeting by the Training Specialist.

The evaluation findings are assured of being used as the primary stakeholders are conducting the evaluation and the evaluator's developer/presenter is part of the evaluation team. Communication and reporting will have little impact on the use of the findings. The developer/presenter will use the results (positive or negative) in redesigning this workshop or developing future workshops.

Budget

The evaluation will be conducted in-house with existing resources due to limited funding. Steps will be taken to minimize the cost of the evaluation.

- The surveys will be distributed, completed and collected during the workshop to eliminate the need for postage, additional facilities and overhead expenses.
- Interviews will be conducted over the phone to eliminate the need for travel.
- Reports to clients will be e-mailed to eliminate the need for postage.

The following table represents expenses associated with conducting the evaluation.

Personnel	500.00
Travel	00.00

Communications	00.00	
Materials & Supplies	20.00	
Printing & Duplication	10.00	
Facilities	00.00	
Overhead	00.00	
Miscellaneous	15.00	
	Total	\$545.00

Figure 1: Technology Integration Program Goals

The goals of the Technology and Education Center Professional Development Program are to support the faculty and students of the College of Education (COE) by:

1. Increasing the level of awareness of technology tools that can enhance student learning in learning environments.
2. Facilitating the use and integration of current and emerging interactive media in learning environments.
3. Building learning communities to explore and implement best practices.

Figure 2: Pre-Workshop Survey Draft Questions

1. What do you hope to learn from this workshop? _____

2. Are you concerned about using technology in your classroom? Check all the issues that concern you:

- It takes up too much time.
- It is unreliable.
- My knowledge is limited.
- I'll have to revise all my stuff.
- Support won't be available.
- My role as a teacher will change.
- Learning won't be any better.
- Interactivity with students will be lost.
- Other _____

3. Describe how you use technology in your classroom.

4. Do your students use any of the following applications for your classroom assignments: (Check all that apply)

- Word Processing (Word, Microsoft Works, ClarisWorks, etc)
Circle one: daily weekly monthly yearly
- Internet Research
Circle one: daily weekly monthly yearly
- E-mail
Circle one: daily weekly monthly yearly
- Presentation software (PowerPoint, Hyperstudio, etc.)
Circle one: daily weekly monthly yearly
- Spreadsheet (Excel, Lotus 123, etc.)
Circle one: daily weekly monthly yearly
- Web editing (FrontPage, Composer, etc.)
Circle one: daily weekly monthly yearly
- Image editing (Photoshop, Paintshop Pro, etc.)
Circle one: daily weekly monthly yearly
- Subject specific software (name) _____
Circle one: daily weekly monthly yearly
- Other _____
Circle one: daily weekly monthly yearly

Figure 3: Pre-Workshop Administrator Interview Guide

This unstructured interview will be done in the context of planning the workshop either in person or on the phone. Questions should be introduced as relative issues arise during the process of workshop planning and not as separate questions.

What technology is available to teachers in your school?

What technology support is available to teachers in your school?

What are your students doing with technology in your school?

What are your goals for technology in your school?

What would you like your teachers to get out of this workshop?

Figure 5: Post-Workshop Administrator Interview Guide

This semi-structured interview will be done in the context of the workshop follow-up over the phone. Questions should be introduced as relative issues arise during the process of following up on the client's satisfaction with the services provided and not as separate questions.

For example:

“Hello, Principal Smith. My name is _____ and I'm calling from the Technology & Education Center at UNM. I just wanted to follow-up with you on the technology workshop your staff attended last week. . . .”

Suggested Questions:

What kind of feedback are you getting on the workshop? (probe for specifics)

Do you think the workshop achieved your goals? How so?

Have you noticed a change in teachers attitudes towards technology since the workshop?

Other questions as warranted to identify issues.

Figure 6: Observation Recording Form

Workshop Observed _____

Name of Observer _____ Date _____

Describe the following:

Conversations: Who is talking? Conversation subject. General tone of discussion. Specific comments related to the workshop content or presentation.

Non-verbal behavior.

General atmosphere of the workshop.
