M.Ed. in Educational Technology 2017-2018

Program Goals

The goal of the Educational Technology M.Ed. program is to prepare knowledgeable and innovative leaders in instructional design, distance education, training and development, education, and instructional technology who can contribute to society as professional educational technologists in the areas of business, education, government, and the health professions. To accomplish the aforementioned goal and ensure alignment with nationally accepted standards of professional practice, the 2012 AECT Standards for Professional Education Programs were integrated into the program, and are used to measure student learning outcomes. These standards include learning outcomes in the following areas:

A. **Content Knowledge -** Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

B. **Content Pedagogy -** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

C. **Learning Environments -** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

D. **Professional Knowledge and Skills -** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

E. **Research -** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

In addition to each of the five key standards listed above, indicators are provided that cut across multiple standards. These indicators include creating, using, assessing/evaluating, managing, ethics, diversity of learners, collaborative practice, leadership, reflection on practice, theoretical foundations, and methods.

Assessment of Student Learning Outcomes

Assessment of learning outcomes occurred via benchmark assignments incorporated into each of the eight required ETEC courses, and a culminating eportfolio project submitted at the end of a student's program of study. Benchmark assignments were mapped to specific national standards (AECT), and the culminating eportfolio was a comprehensive evaluation that directly assessed student achievement on all of the national standards. Beginning with the 2017-2018 assessment cycle the AECT 2012 standards were utilized for data analysis and for analysis of the ePortfolio versus the 1999 used in previous assessment cycles.

Aggregate benchmark scores and eportfolio evaluation scores from Summer 2017 through Spring 2018 were gathered May 2018 by the Program Coordinator (see Table 1). Benchmark

assignment scores above 85% were deemed acceptable, and students were required to score 80% or above on the eportfolio to pass this degree requirement.

Results indicated that students performed at or above acceptable levels on all benchmark assignments. For the eportfolio 12 of 12 students successfully past the requirement. **The scores listed below indicate first submission scores**. **Students are allowed to submit one revision of the portfolio to address deficiencies**. On the initial evaluation there were 8 sub-standards (1.1; 1.4; 1.5; 2.2; 2.5; 3.1; 4.5; 5.3) that had averages on the initial submission that were just below the benchmark (80%). However, all were within 6% of the benchmark target with the lowest being 74%.

Next Steps:
Benchmark assessments which address the specific sub-standards which had mean scores below 80% will serve as guidelines for revision to instruction throughout the program for the 2018-2019 cycle. The goal of this targeted intervention is to attempt to more effectively address these competencies during coursework to prepare students for the cumulative eportfolio.

Table 1 demonstrates the benchmark average scores for 2017-2018. Data from previous years are not listed for comparison as the 1999 AECT standards were utilized in prior years. Beginning in 2017-2018 the updated standards (2012) were used for program level assessments and will be used in upcoming years for comparison.

Table 1. Average Scores on Benchmark Assignments and Culminating ePortfolio Summer 2017 thru Spring 2018

AECT Standard		2017-2018 Benchmark Avg.	2017-2018 ePortfolio Avg. (N=12)*
Standard 1: Content Knowledge			**80%**
	1.1	87%	78%
	1.2	93%	83%
	1.3	88%	83%
	1.4	94%	79%
	1.5	93%	79%
Standard 2: Content Pedagogy			**79%**
	2.1	89%	81%
	2.2	86%	75%
	2.3	92%	81%
	2.4	93%	81%
	2.5	91%	77%
Standard 3: Learning Environments			**81%**
	3.1	87%	77%
	3.2	93%	82%
	3.3	94%	83%
	3.4	93%	83%
	3.5	92%	85%
	3.6	95%	80%

			80%
Standard 4: Professional Knowledge and Skills			
	4.1	88%	84%
	4.2	92%	81%
	4.3	85%	**
	4.4	87%	80%
	4.5	93%	76%
Standard 5: Research			80%
	5.1	83%	81%
	5.2	83%	82%
	5.3	85%	74%
	5.4	93%	83%

*Indicates initial pass scores in the first submission. Students are allowed one revision of the portfolio after faculty feedback. Pass rate for 2017-2018 for students was 100%.

**Indicates standard that is deemed met by the mere production of the eportfolio itself so this standard is not evaluated by the rubric