Educational Technology Master of Education
Assessment Report
May 2025

Academic Assessment Plan

Program Goals

The Master of Education in Educational Technology at the University of Arkansas prepares candidates to:

1. Develop and apply a deep understanding of educational technologies and processes to design, implement, assess, and manage effective learning experiences across diverse educational and organizational contexts *(AECT Standard 1).*
2. Integrate pedagogical knowledge with technology to improve learning outcomes, foster engagement, and promote inclusive instructional practices *(AECT Standard 2).*
3. Design, create, and manage effective digital and physical learning environments grounded in learning science, best practices, and ethical considerations *(AECT Standard 3).*
4. Engage in collaborative, reflective, and leadership-oriented professional practices to support continuous improvement and innovation in technology-rich educational settings *(AECT Standard 4).*
5. Critically consume, conduct, and apply educational research to inform practice, evaluate instructional innovations, and contribute to the field of educational technology *(AECT Standard 5).*

Student Learning Outcomes

Upon successful completion of the M.Ed. in Educational Technology, students will be able to:

AECT Standard 1: Content Knowledge

1.1 Create instructional materials and environments using systems-based instructional design models.
1.2 Select and apply appropriate technological tools and resources to enhance teaching and learning.
1.3 Assess and evaluate the integration and effectiveness of instructional technologies.
1.4 Manage people, processes, and resources to support technology-based instruction.
1.5 Demonstrate ethical decision-making in the use and management of educational technology.

AECT Standard 2: Content Pedagogy

2.1 Design and implement instruction using technology that aligns with learning theories and pedagogical strategies.
2.2 Apply content pedagogy to improve learner engagement and performance using technological processes.
2.3 Evaluate the effectiveness of instructional approaches through reflective inquiry and data analysis.
2.4 Create inclusive and supportive learning environments that leverage diverse technologies.
2.5 Select media and technologies that reflect ethical considerations and cultural responsiveness.

AECT Standard 3: Learning Environments

3.1 Create technology-enhanced learning environments grounded in learning science and design principles.
3.2 Make informed, professional decisions in selecting tools and resources to optimize learning.
3.3 Use assessment data to improve instructional design and learning environments.
3.4 Maintain and support the infrastructure necessary for sustained use of educational technologies.
3.5 Promote ethical practices related to copyright, privacy, safety, and equitable access.
3.6 Foster inclusive communities that support learners from diverse backgrounds and abilities.

AECT Standard 4: Professional Knowledge and Skills

4.1 Collaborate with peers, stakeholders, and subject matter experts to design and evaluate instruction.
4.2 Lead initiatives for the integration of technology into educational and organizational settings.
4.3 Reflect on practice using evidence from student outcomes and instructional data to guide growth.
4.4 Design and implement assessment strategies that align with learning objectives and technologies.
4.5 Demonstrate professionalism and ethical behavior in varied cultural and instructional settings.

AECT Standard 5: Research

5.1 Articulate the historical and theoretical foundations of educational technology and communications.
5.2 Apply quantitative, qualitative, or mixed-methods research approaches to examine instructional problems.
5.3 Evaluate and use research evidence to inform technology integration and instructional design decisions.
5.4 Conduct research ethically and responsibly in compliance with institutional and professional standards.

Process for Assessing each Student Learning Outcome

1. **Timeline for Assessment & Analysis**

   Assessment of learning outcomes for the Educational Technology Master of Education occurs annually using a culminating ePortfolio with measures directly aligned to the Association for Educational Communications and Technology National Standards (AECT, 2012). Scores from the Fall 2024 and Spring 2025 cycles were gathered in May 2025 by the Program Coordinator (see Table 1).

2. **Means of Assessment & Desired Level of Student Achievement Direct Assessment:**
   The assessment consists of having students develop a cumulative ePortfolio website with additional executive summaries, self-reflections and evidence of standards documents addressing alignment of web-based artifacts to specific AECT standards. Each component was evaluated using a "Meets Standard" (3 points); "Needs Revision" (2 point) and "Major Revisions" (1 points) "Missing" (0 points) scale. One revision is allowed on the ePortfolio. The scores listed in the data tables are final submission scores. Mean scores that were below 80% (2.4 on 3-point scale) serve as guidelines for potential revisions to the curriculum for the 2024-2025 cycle.

3. **Report of results**

   See Annual Academic Assessment Report below

Annual Academic Assessment Report 2023-2024

Results of analysis of assessment of Student Learning Outcomes following timeline stated above

Results indicated that all students performed at or above acceptable levels on the ePortfolio assessment. Ten students successfully passed the requirement (100% pass rate among those who completed the ePortfolio). Table 1 lists the average final ePortfolio scores for 2023-2024. Academic Assessment Plan Results (M.Ed. Educational Technology) (May 2025).

Table 1. Mean ePortfolio Scores for the ETEC Master of Education Program-2024-2025

AECT Standard	2024-2025 Mean
Standard 1: Content Knowledge- Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.	3.0 (100%)
Standard 2: Content Pedagogy-Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.	2.91 (94.4%)
Standard 3: Learning Environments- Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	3.0 (100%)
Standard 4: Professional Knowledge and Skills- Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	3.0 (100%)
Standard 5: Research- Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance	3.0 (100%)

*Students are allowed one revision of the portfolio after faculty feedback. Pass rate for 2024-2025 for students was 100%.

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

None at this time.

Any changes to the assessment process made or planned

Based on these results we do not plan any changes to the assessment process for the next cycle but are considering merging the ePortfolio into an existing course versus having it be a 1 credit stand-alone preparation course to decrease costs to students and more effectively tie the assessment into the curriculum.