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Tina Velgos



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Evaluating Educational Software Derek Blease, 1986-01-01 *Evaluating Educational Software for Parents and Teachers of Elementary Students* Mary Catherine Anderson, 1994 **Evaluating Educational Software** Carol Ann Doll, 1987

Evaluating Educational Software Howard Norman Sloane, 1989 **Choosing and Using Educational Software** David Squires, Anne McDougall, 1994 An investigation into the interactions between users of educational software is given in this book providing theoretical frameworks for studying educational software The existing approach to selection of educational software is examined and shown to be limited *Evaluating Educational Technology* Geneva D. Haertel, Barbara Means, 2003-09-26 Features chapters by today's leading authorities who outline research designs methodologies and types of assessments that can be used to more effectively evaluate educational technologies **Writing and Evaluating Educational Software** Paul E. Post, Marvin I. Sarapin, 1983 *Evaluating Educational Software* Tina Velgos, 1999-01-01

Educational Computing Reza Azar, 1991 **Methods of Evaluating Educational Technology** Walt Heinecke, Laura Blasi, 2001-09-01 This volume gathers some of the methods being developed by evaluators from university settings and the private sector While providing models and methods these authors also raise larger questions such as How can schools meet the challenge of educating all children without being limited by the educational legacy of a one size fits all curriculum and normative testing More than documenting an apprenticeship to gadgetry evaluators are seeking to measure meaningful learning and changes in teaching investigating approaches that are not possible or that are less accessible when students are in traditional classrooms without technology In this first volume of the series Research Methods for Educational Technology RMET the contributing authors draw upon examples of their work evaluating the implementation and development of educational technology as well as the impact of policies and programs in this field Within this volume several authors have written about the implementation and evaluation of technology across cultures and national boundaries pointing to an area of research that will rapidly expand in this decade The concern for meeting the needs of policymakers is also apparent in several of these chapters but there is tension between providing them with positive results to support their efforts and reexamining the questions they are asking and how these questions are developed We know that evaluation is not the extended arm of public relations and yet it becomes clear that evaluators are often asked to demonstrate a project is successful on the threat that the funding will be cut While this decision making process fits the timetable of the fiscal year it does not acknowledge that evaluation can be formative and strengthen programs This timetable also ignores the investment of time that is needed when implementing innovations like the Internet into teaching and learning Many of the authors included in this volume write from the context of evaluating federally funded programs and they provide valuable insight for future projects which are created and evaluated at the state level As technology initiatives are developed and funded outside of the federal arena more evaluators will be called upon From approaches developed from federally funded projects we can

build upon these methods and models for evaluation within regional projects to answer questions related to budgets and accountability As we answer these immediate questions we can move forward to examine the long term impact of technology and the possibility that exercises in conformity will replace the adventure of human enlightenment for our children

Developing and Evaluating Educational Programs for Students with Autism Caroline I. Magyar, 2010-11-12 Recent years have witnessed a marked increase both in the number of children diagnosed with autism spectrum disorders ASDs and those placed alongside their typically developing peers in general education classrooms These events bring with them a plethora of challenges particularly in the areas of program design and educational practices *Developing and Evaluating Educational Programs for Students with Autism* offers systematic evidence based guidelines as well as tools checklists and other resources for creating effective learning environments for students across the autism spectrum and the grade span Planning development implementation and continuous evaluation are examined in detail in this practical volume which features An overview of the ASDs with an emphasis on effective educational practice In depth discussion of the ASD Program Development and Evaluation Protocol A staff training model for personnel working with students with ASD A detailed framework for student support teams and family school collaboration Specific guidelines for conducting needs assessments and student evaluations Case examples of applications of the protocol on the program school and regional levels *Developing and Evaluating Educational Programs for Students with Autism* is a uniquely rigorous and thorough reference benefiting school psychologists and special education professionals as well as those in allied educational and mental health fields including clinical child school and developmental psychologists psychiatrists and other professionals working with children with autism **ENC Update** Eisenhower National Clearinghouse for Mathematics and Science Education, 1998

Designing Educational Project and Program Evaluations David A. Payne, 2012-12-06 Drawing upon experiences at state and local level project evaluation and based on current research in the professional literature Payne presents a practical systematic and flexible approach to educational evaluations Evaluators at all levels state local and classroom will find ideas useful in conducting managing and using evaluations Special user targets identified are state department of education personnel and local school system administrative personnel The volume can be used by those doing evaluation projects in the field or as a text for graduate courses at an introductory level The book begins with an overview of the generic evaluation process Chapter Two is devoted to the criteria for judging the effectiveness of evaluation practice Chapter Three addresses the all important topic of evaluation goals and objectives Chapters Four Five and Six basically are concerned with the approach framework or design of an evaluation study Chapter Four contains a discussion of four major philosophical frameworks or metaphors and the implications of these frameworks for conducting an evaluation Chapters Five and Six describe predominantly quantitative and qualitative designs respectively Design implementation and operational issues related to instrumentation Chapter Seven management and decision making Chapter Eight and reporting and utilization of

results Chapter Nine are next addressed The final chapter of the book Chapter Ten considers the evaluation of educational products and materials

Online and Distance Learning: Concepts, Methodologies, Tools, and Applications Tomei, Lawrence A.,2007-07-31 This comprehensive six volume collection addresses all aspects of online and distance learning including information communication technologies applied to education virtual classrooms pedagogical systems Web based learning library information systems virtual universities and more It enables libraries to provide a foundational reference to meet the information needs of researchers educators practitioners administrators and other stakeholders in online and distance learning Provided by publisher *Evaluation and Educational Technology* Robert D. Tennyson,Ronald O. Anderson,1990 This text has been developed over four editions with one aim to make the subject of economics exciting relevant and as clear to understand as possible *A Complete Guide to Rubrics* Audrey M. Quinlan,2011-11-10 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

Artificial Intelligence: Methodology, Systems, and Applications Christoph Bussler,2004-08-19 The 11th Conference Artificial Intelligence Methodology Systems Applications Semantic Web Challenges AIMS A 2004 continued successfully pursuing the main aim of the AIMS A series of conferences to foster the multidisciplinary community of artificial intelligence researchers embracing both the theoretic underpinnings of the field and the practical issues involved in development deployment and maintenance of systems with intelligent behavior Since the first conference in 1984 AIMS A has provided an ideal forum for international scientific exchange between Central Eastern Europe and the rest of the world and it is even more important nowadays in the uni ing Europe The current AIMS A edition is focused on Semantic Web methods and technologies The Internet is changing the everyday services landscape and the way we do things in almost every domain of our life Web services are rapidly becoming the enabling technology of today s e business and e commerce systems and will soon transform the Web as it is now into a distributed computation and application framework The emerging Semantic Web paradigm promises to annotate Web artefacts to enable automated reasoning about them When applied to e services the paradigm hopes to provide substantial automation for activities such as discovery invocation assembly and monitoring of e services One hundred and seventy six interesting papers were submitted to the conference

Encyclopedia of Distance Learning Howard, Caroline,Boettcher, Judith V.,Justice, Lorraine,Schenk, Karen D.,Rogers, Patricia L.,Berg, Gary A.,2005-04-30 This encyclopedia offers the most

comprehensive coverage of the issues concepts trends and technologies of distance learning More than 450 international contributors from over 50 countries Provided by publisher **Proceedings of MAC-ETL 2015 in Prague** group of authors,2015-12-04 **Usability Evaluation of Online Learning Programs** Claude Ghaoui,2003-01-01 Successful use of information and communication technologies depends on usable designs that do not require expensive training accommodate the needs of diverse users and are low cost There is a growing demand and increasing pressure for adopting innovative approaches to the design and delivery of education hence the use of online learning also called E learning as a mode of study This is partly due to the increasing number of learners and the limited resources available to meet a wide range of various needs backgrounds expectations skills levels ages abilities and disabilities The advances of new technology and communications WWW Human Computer Interaction and Multimedia have made it possible to reach out to a bigger audience around the globe By focusing on the issues that have impact on the usability of online learning programs and their implementation Usability Evaluation of Online Learning Programs specifically fills in a gap in this area which is particularly invaluable to practitioners

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