

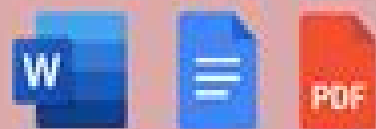
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## EDUCATION GRANT EVALUATION REPORT

Prepared by  
Emily Jacobs

# Evaluating Challenge Grants For Technology In Education

**United States. Congress. House.  
Committee on Appropriations.  
Subcommittee on the Departments of  
Labor, Health and Human Services,  
Education, and Related Agencies**

## **Evaluating Challenge Grants For Technology In Education:**

**Evaluating Challenge Grants for Technology in Education** Susan J. Bodilly, Karen Janice Mitchell, 1997 Sourcebook provides guidance and materials to support the evaluation of technology in education Challenge Grants for Technology in Education United States. Department of Education. Interagency Technology Task Force, 1995 An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms Sherri Quiñones, 1998 **An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms, 1998** Sherri Quinones, Rita Kirshstein, 2000-07 This reports intended informal style Why am I evaluating What is an evaluation Where do I start What questions should I ask What information do I need to collect What s the best way to collect my information What are my conclusions How do I communicate my results Where do I go from here additional sources worksheets examples of technology surveys *Evaluation and Assessment in Educational Information Technology* D Lamont Johnson, Cleborne D Maddux, Leping Liu, Norma Henderson, 2021-04-30 Choose the right hardware and software for your school This unique book is the first systematic work on evaluating and assessing educational information technology Here you ll find specific strategies best practices and techniques to help you choose the educational technology that is most appropriate for your institution Evaluation and Assessment in Educational Information Technology will show you how to measure the effects of information technology on teaching and learning help you determine the extent of technological integration into the curriculum that is best for your school and point you toward the most effective ways to teach students and faculty to use new technology Evaluation and Assessment in Educational Information Technology presents a summary of the last ten years of assessment instrument development seven well validated instruments that gauge attitudes beliefs skills competencies and technology integration proficiencies two content analysis instruments for analyzing teacher student interaction patterns in a distance learning setting an examination of the best uses of computerized testing as opposed to conventional tests as used in local settings to meet daily instructional needs in online delivery programs in public domain software and available commercial and shareware options successful pedagogical and assessment strategies for use in online settings a four dimensional model to assess student learning in instructional technology courses three models for assessing the significance of information technology in education from a teacher s perspective an incisive look at Michigan s newly formed Consortium of Outstanding Achievement in Teaching with Technology COATT ways to use electronic portfolios for teaching learning performance assessment and much more

**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 **Using Technology Evaluation to Enhance Student Learning** Barbara Means, Geneva D. Haertel, 2004 Given the level of spending and hours devoted to technology based activities in today s schools educators and policymakers need to know which technologies have real long term payoffs for improving student

learning This volume interprets the research perspectives published in *Evaluating Educational Technology Effective Research Designs for Improving Learning* to provide valuable insights for the successful use of technology in different classroom and curricular settings This groundbreaking resource used alone or with its companion research volume will give you the tools you need to make research based decisions concerning the use of educational technology

**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

**Technology and Assessment** Michael Russell, 2006-02-01 Together the words technology and assessment have different meaning for different people Those who work with educational or instructional technology take these words to mean assessing the impacts of technology on teaching and learning Test developers and psychometricians however consider ways in which computer based technologies can be used to enhance

current approaches to student assessment This book examines technology and assessment from both perspectives by examining past current and promising methodologies and applications in both fields The influences instructional uses of technology and the increasing reliance on testing to gauge student and school performance have on one another are also explored The book concludes by describing an organizational structure that could bring instructional applications of technology and assessment practices into closer alignment [Videoconferencing Technology in K-12 Instruction: Best Practices and Trends](#) Newman, Dianna L., Falco, John, Silverman, Stan, Barbanell, Patricia, 2007-08-31 This book combines relevant and cutting edge information on the current and future use of videoconferencing technology in the field of education It serves as the foundation for future research and implementation of K 12 technology professional development and integration efforts Educators will gain scientific evidence case studies and best practices from this book Provided by publisher *Biennial Evaluation Report* United States. Department of Education. Office of the Under Secretary, 1991

*Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2000: Department of Education* United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2000 *A Sourcebook for Evaluation of the Challenge Grants for Technology in Education* Susan J. Bodilly, Karen Mitchell, Sara Robyn, Thomas Keith Glennan, United States. Office of Educational Research and Improvement, Center for Equal Opportunity, 1996 [Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2001: Department of Education](#) United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2000 **Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2001** United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2000

*Resources in Education* , 2001-04 [United States Code](#) United States, 1995 **Federal Register** , 2013-12

[Selected Rand Abstracts](#) Rand Corporation, 1997 Includes publications previously listed in the supplements to the Index of selected publications of the Rand Corporation Oct 1962 Feb 1963 [Evaluating Technology in Teacher Education](#) Walt Heinecke, Pete Adamy, 2010-06-01 Overall we come away from this project with a renewed sense of the complexity of evaluating the implementation and impact of technology in teacher education In the post PT3 period the federal government turned to large scale experimental and quasi experimental evaluations of educational technology but these have produced little in the way of understanding what types of technology work in various content areas under various conditions PT3 and its approach to evaluation can be viewed as the pioneering period of educational technology evaluation in teacher education It was a time when evaluators were just beginning to develop appropriate standards that could be used as evaluation criteria It was a time when the accumulated wisdom of the evaluation field with regards to the primacy of mixed methods and

multiple indicators of outcomes was just beginning to take hold PT3 evaluators understood the importance of treading the line between summative and formative evaluation and the relationship of evaluation to the improvement of educational practice In a world where the policymakers now clamor for simple quantitative evaluations linking teacher preparation to pupil achievement scores we are reminded that the causal chain from teacher preparation to in service performance and student achievement is fraught with externalities complexities and a less than equal playing field Collectively we still have not figured out how technology may be adding value to education beyond any potential impact on superficial standardized test scores We have as a nation ignored the call of cognitive psychologists who in 2000 called for a new frame of reference for learner centered community centered assessment centered and content centered educational processes They understood that the high stakes accountability systems hinder educational innovation and the release of technology s potential to unlock new ways of knowing and learning Looking back now on the accomplishments of the PT3 program within our current political context we see a need for more nuanced evaluation models that examine the relationship between pedagogy and technology integration with a realization that teacher preparation programs will vary in their approaches to both Some will focus on skills based approaches others on the relationship between pedagogical content knowledge and technology integration The PT3 program served as an important incubator and test bed of appropriate evaluation practice we are already looking back at the program for lessons on how to move forward We hope this volume may serve as a reminder of lessons for the future

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