GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
INSTRUCTIONAL DESIGN & TECHNOLOGY

EDIT 797 Section 01A: Implementing and Evaluating Learning Technology Innovations
2 Credits, Summer Session A 2015

PROFESSOR:

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COURSE DESCRIPTION

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

This course explores methods of evaluating learning technology innovations and also examines the challenges of both implementation and evaluation.

C. Expanded Course Description

The course has two main parts: 1) Implementation and 2) Evaluation. This five-week course is designed to prompt students to think critically about the complexities of implementing and evaluating learning technology innovations. This will not be a deep dive on the technical aspects of how to conduct an evaluation; rather, it will provide a framework for considering factors that hinder or facilitate implementation, and those that may impact measurement of outcomes. Each week is a different module with different topics, objectives, activities, and resources. Activities will drive students to the literature as they consider their own experiences as well as a case study of a mobile learning initiative. While there are no required prerequisite courses, students will benefit from an introductory research course, such as EDIT 590.

DELIVERY METHOD

This course will be delivered online using primarily an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the

Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on May 15, 8 a.m.

TECHNICAL REQUIREMENTS
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: http://www.apple.com/quicktime/download
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS

- **Course Week:** While there are no scheduled meeting times for the course, there are scheduled deadlines and due dates set for **each week**. It is your responsibility to keep track of the course schedule, and assignment due dates, and plan accordingly to submit your work on time. This is not a course in which you can wait until the end to complete the assignments. Rather, you will need to maintain consistent effort throughout the five weeks of the course.
- **Workload**: You should expect to spend approximately **six hours** per week on course work. This includes reading and processing, participating in discussions, creating deliverables, and planning and organizing your work. The course has been designed with the understanding that most (if not all) of you work full-time jobs. Assignment requirements and deadlines have been paced accordingly. However, because this is a five-week summer session, the schedule is somewhat compressed, which means things will move very quickly. Some weeks have fewer requirements to allow time for reading and getting a head start on work do in the coming weeks. In order to be successful, students will need to be diligent, maintain consistent effort, and be organized.

- **Course Week:** Each week focuses on a different module. It is important to keep pace with all readings and assignments on a weekly basis. Our week will **start** on Monday, and **finish** on Sunday.
- **Participation**: Students are expected to actively engage in all course activities throughout the course, which include viewing of all course materials, completing course activities and assignments, participating in course discussions and group interactions, and responding promptly to course-related communications.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from me and other students. Expect to log in to this course **at least five times a week** to read announcements, participate in the discussions, and work on course materials.
- **Late Work Penalty:** Any work that is submitted late without prior approval will have 5% of the total point value deducted for each day the assignment is late.

Netiquette/Professionalism

You are expected to exhibit a **collaborative spirit** at all times in the learning environment. Please be mindful of how your online communication may be interpreted by others without the benefit of gestures, body language, and tone of voice. I highly recommend that you always think carefully through your words and tone, and re-read your messages before sending them. Also, on the receiving end, I encourage you to consider the sender's **intended** message before reacting. **Be positive in your approach to others and diplomatic with your words.**

Technical Considerations

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Hardware, Software, and Connection Issues**: It is not unusual for students to encounter some technical difficulties at some point during a course. As such, I highly recommend that you develop a backup plan for circumstances such as computer bugs and crashes, internet connection failure, and similar. Late work will not be accepted based on individual technical issues.

Advising

If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

LEARNING OBJECTIVES

After completing this course, you should be able to:

- Explain multiple perspectives on ways in which learning design, environment, students, teachers, and other factors can influence the success or failure of educational innovations.
- Explain personal and organizational challenges commonly experienced by educators as they begin to implement learning technologies or other educational innovations.
- Articulate how technology adoption models and theories are applied to explain, predict, and support stages of learning technology implementation.
- Analyze and select the most appropriate educational program evaluation model(s) for a given learning technology case.
- Analyze contextual issues and the relationship of technology and teaching/learning processes to create a theory-based causal model or a logic model for the evaluation of a learning technology.
- Analyze a given case and develop fidelity of implementation measures for the evaluation of a learning technology.

PROFESSIONAL STANDARDS

International Society for Technology Education – NETS for Technology Facilitators and Leaders
TL-IV Assessment and Evaluation

> Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies. Educational technology leaders:
> (B) Use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
> (C) Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates (2) conduct a research project that includes evaluating the use of a specific technology in P-12 environments.

REQUIRED TEXTS

(None)

COURSE ASSIGNMENTS – ACTIVITIES, DELIVERABLES, AND GRADING

This is primarily a theoretical course. Learning will take place through reading and reflecting, with some opportunities to begin applying concepts. The course has two main parts: 1) Implementation and 2) Evaluation. Each part contains modules, each of which focuses on a specific topic related to the part. Each module consists of several course activities and deliverables designed to drive you to

the literature and to facilitate critical thinking and application of key concepts and principles related to the implementation and evaluation of learning technologies. **The primary consideration in grading will be how well your work represents an understanding of the key principles and concepts**.

The following table provides an overview of the graded course activities and deliverables in each module and total point values possible. These activities and deliverables are described below.

	Threaded Discussion (5 pts ea)	Class Wiki (5 pts)	Article List (10 pts)	Article Summary (10 pts ea)	Evaluation Plan Sections (10 pts ea)	Eval Plan Peer Review (5 pts ea)	Total Pts
PART 1: IMPLEMENTATION							
Module 1	1	1					10
Module 2	0		1	1			20
PART 2: EVALUATION							
Module 3	1				1	1	20
Module 4	2				1		20
Module 5	1			1	1	1	30
TOTAL	**5 (25 pts)**	**1 (5 pts)**	**1 (10 pts)**	**2 (20 pts)**	**3 (30 pts)**	**2 (10 pts)**	**100**

Late Work Penalty: Any work that is submitted late without prior approval will have 5% of the total point value deducted for each day the assignment is late.

Grading Scale

A   94-100
A-   90-93
B+   86-89
B   83-85
B-   80-82
C   70-79
F   < 70

Deliverables & Assessment Rubrics

There are eight types of assignments that will be graded. All of them, except the threaded discussions, will be submitted through the assignment tool. One of them will also be posted to the class wiki.

1. **Article List (10 points)**: The purpose of this assignment is to familiarize yourself with the literature and to build a collection from which to select articles to summarize. Explore scholarly research and select at least five articles that focus on implementation of learning technologies. Insert all required information into the table (to be provided) and provide a summary of the patterns and trends you observe in the articles. All articles submitted by students will be combined into a single table and shared in the Blackboard course site. Required information includes full citation, research methodology, independent variables (technology and pedagogy), dependent variables (what outcomes were they looking for?) and theoretical framework (adoption model/theory or organizational change model), as well as personal or organizational factors that are believed to have facilitated or hindered the implementation. *NOTE: You will select two articles from the combined class table to summarize in the later modules of this course*.

Assessment Rubric – Article List

Standard	Exceeds Standards (+5%)	Meets Standards (+/-0%)	Does Not Meet Standards (-10%)
Completeness (0-5 points)	List contains more than 5 articles. All elements are included for each article. A summary of the patterns and trends you observe in the articles is included.	List contains at least 5 articles. All elements are included for each article. A summary of the patterns and trends you observe in the articles is included.	List contains fewer than 5 articles. Required information is missing. Summary is not included or lacks evidence of reflection.
Content Quality (0-2.5 points)	All articles are scholarly and relevant to the topic. The summary of patterns and trends observed is substantive, clearly written, and illustrates a high level of critical thinking and insight.	All articles are scholarly and relevant to the topic. The summary of patterns and trends observed is substantive and clearly written.	One or more articles are not scholarly or not relevant to the topic. The summary of patterns and trends observed lacks substance or is unclear.
Formatting (0-2.5 points)	NA	Content is appropriately placed in each cell of the provided table. Text is clear and easy to read	Content does not match column title. Text is too small or in a font style or color that is difficult to

		(minimum 10 pt font, professional font, black text, minimal use of italics).	read.

2. **Article Summary 1: Technology Adoption Models (10 points):** The purpose of this assignment is to examine how technology adoption models are utilized to explain or predict technology implementation and adoption. Conduct informal research to learn about one of the technology adoption models discussed in the readings. Write a brief paper that explains what the model is intended to do and how it has been used (1-2 double-spaced pages). Find one scholarly article that utilizes the model, and summarize it (2-3 double-spaced pages). What was the purpose of the study, the context, dependent and independent variables, variables, and what did they find? Include a reflection on what you learned about the technology adoption model from reading this article (1-2 double-spaced pages). Include a title page and a reference page.

3. **Article Summary 2: Context and Fidelity of Implementation (10 points):** The purpose of this assignment is to develop an understanding of how context and fidelity of implementation are considered in studies of technology implementation. Identify a learning technologies intervention study (you may select one from the table created in the Article List assignment). Summarize the study, including a description of research methodology, independent variables (what were the technology and pedagogy), dependent variables (what outcomes were they looking for?) and (if applicable) adoption model/theory or organizational change model. Describe how contextual factors and fidelity of implementation were addressed (or not), and how this informed (or could have informed) the reader. Include a reflection on what you learned about implementing and evaluating learning technologies from reading this article. Include a title page and a reference page.

Assessment Rubric - Article Summaries

Standard	Exceeds Standards (+5%)	Meets Standards (+/-0%)	Does Not Meet Standards (-10%)
Completeness (0-4 points)	NA	All required components are included. Minimum page requirements are met.	One or more components are not included. Page count is below the requirement.
Content Quality (0-4 points)	Article is scholarly and relevant to the	Article is scholarly and relevant to the topic.	The selected article is not scholarly or is not

	topic. Structure is organized and clear with headings and sub-headings used appropriately. All major points are stated clearly. Content illustrates understanding of key course concepts. Writing is logical and clear, including transitions. Content reflects a high level of critical thinking and insight.	Structure is organized and clear with headings and sub-headings used appropriately. Most major points are stated clearly. Content illustrates understanding of key course concepts. Most of the content is logical and clear, including transitions.	relevant to the topic. Content lacks clear structure. Connection between content and key course concepts is weak. Major points are not stated clearly or not presented.
Formatting and Grammar (2 points)	Professional font, style, and layout are used. Headings and sub-headings are clear. Text is free from errors in spelling, punctuation, and grammar.	Professional font, style, and layout are used. Headings and sub-headings are clear. Text contains very few errors in spelling, punctuation, and grammar.	Text font, style, or layout are non-standard and difficult to read. Headings and sub-headings are missing or are not descriptive of section content.

4. **Evaluation Plan (30 points)** – Through this deliverable, you will apply principles and concepts learned in the course to create an evaluation plan for either a work project, or another project of interest that you select. There are three main sections in the plan, which will be developed incrementally and iteratively over the last three weeks of the course. In addition to these three sections, you should include a title page, a reference page, an introduction, and a summary. You will exchange constructive feedback with peers at two points in the evaluation plan process.

- **Evaluation Plan Section 1 – Evaluation Model**: Begin building a plan for evaluating a work project or another project of interest. In this part of the plan, describe the initiative, including what the innovation is, stakeholders involved in the project, timeline, and

desired outcomes. Then, after learning about the four evaluation models in the AMEE Guide, and the approach described in the NSF guide, recommend one (or a combination) of these models for evaluating the project. Include a summary of the approach, why you recommend this approach over the others, examples of specific research questions you might be able to answer with this approach, and any limitations you foresee. You will exchange papers with another student (to be assigned) for peer review.

- **Evaluation Plan Section 2 – Causal or Logic Model**: Continue to build on the evaluation plan you started in the previous module. Develop a Theory-based Causal Model (Lesgold, pp. 50-62) or a Logic Model (The 2010 User-Friendly Handbook for Project Evaluation, p. 16) and describe important contextual factors related to the case and what impact they might have. Provide text to explain your model, each of its components, and their relationships. You will exchange papers with another student (to be assigned) for peer review.

- **Evaluation Plan Section 3 – Fidelity of Implementation**: Continue to build on the evaluation plan that you have been working on. Describe fidelity of implementation measures for this case. What would the measures be, and why are they important? What would be appropriate ways to conduct the measurement?

Assessment Rubric – Evaluation Plan

Standard	Exceeds Standards (+5%)	Meets Standards (+/-0%)	Does Not Meet Standards (-20%)
Completeness (0-12.5 points)	NA	All required components are included. Minimum page requirements are met.	One or more sections are not included. Page count is below the requirement.
Content Quality (0-12.5 points)	Structure is organized and clear with headings and sub-headings used appropriately. Major points are stated clearly. Content illustrates understanding of key course concepts. Writing is logical and clear, including transitions.	Structure is organized and clear with headings and sub-headings used appropriately. Major points are stated clearly. Content illustrates understanding of key course concepts. Writing is logical and clear, including transitions. Includes citations as	Unclear sequence or lack of headings or sub-headings. Some major points are unclear, vague, or not presented. Weak connection between content and key course concepts.

	Includes citations as appropriate. Description of evaluation plan components illustrates high level of critical thinking and insight.	appropriate.	
Formatting and Grammar (0-5 points)	Professional font, style, and layout are used. Headings and sub-headings are clear. Text is free from errors in spelling, punctuation, and grammar.	Professional font, style, and layout are used. Headings and sub-headings are clear. Text contains very few errors in spelling, punctuation, and grammar.	Text font, style, or layout are non-standard and difficult to read. Headings and sub-headings are missing or are not descriptive of section content.

6. Class Wiki Contribution: Learning Technologies and Processes (10 pts): The purpose of this brainstorming exercise is to create a common understanding of what learning technologies are and how they are utilized to facilitate teaching and learning. This brainstorming exercise will serve to activate prior knowledge and generate ideas. In the specified class wiki, we will work together to create an exhaustive list of learning technologies and to identify how each of them might be used to expand, enhance, or enable teaching and learning according to current theories of how people learn. You will contribute as many examples as possible without being redundant. Example: iPad – Creativity, communication, autonomy, social learning. For credit, please submit your full list to me through the Assignment tool, and post non-redundant items in the course wiki as well.

Assessment Rubric – Course Wiki Contribution

Standard	Exceeds Standards (+5%)	Meets Standards (+/-0%)	Does Not Meet Standards (-20%)
Completeness (0-5 points)	NA	Contribution contains at least 5 unique items. All required information is provided.	List contains fewer than 5 items. Required information is missing.
Content Quality (0-2.5 points)	NA	All items are learning technologies.	One or more items are not learning technologies.

Formatting (0-2.5 points)	NA	Text is clear and easy to read (minimum 10 pt font, professional font, black text, minimal use of italics).	Text is too small or in a font style or color that is difficult to read.

7. Peer Review of Evaluation Plans (2 reviews x 5 points each = 10 points):

7. Peer Review of Evaluation Plans (2 reviews x 5 points each = 10 points): The purpose of the peer review is to expose you to other perspectives and ideas, and to help each other improve on deliverables. I will assign you a peer reviewer for each review. You will have one week to provide constructive feedback to your peer. Given the short time frame, I would like you to do this through a synchronous discussion if at all possible, as this will provide an efficient way to receive and integrate feedback. Also, communicating by phone or Skype will enable questions, discussion, and elaboration, as well as brainstorming ideas for your evaluation plan. For credit, please submit to me a summary of key points communicated in your review, the method by which you shared your feedback (phone, Skype, face-to-face, etc), and the date of the conversation.

NOTE: As the recipient of feedback, please let me know **if you did not** receive constructive, substantive feedback in a timely manner. If a student reports that you did not provide feedback, that you provided feedback late, or the feedback was lacking in constructiveness or substance, your score on this assignment will be impacted. If I am not notified of any issues, then I will assume that the session was satisfactory.

Assessment Rubric – Peer Review

Standard	Exceeds Standards (+5%)	Meets Standards (+/-0%)	Does Not Meet Standards (-20%)
Content Quality (0-5 points)	Constructive, substantive feedback was provided in a timely manner.

Feedback was particularly rich and valuable, representing a high level of thoughtfulness. | Constructive, substantive feedback was provided in a timely manner. | Feedback was not constructive or not substantive, or was provided late or not at all. |

8. Threaded Discussions (4 discussions x 5 points each = 20 points):

8. Threaded Discussions (4 discussions x 5 points each = 20 points): Threaded discussions are an important part of the course. They provide an opportunity to share multiple

perspectives and personal experiences, and to think critically about the course content. At least one substantive post is required in each discussion. Substantive posts provide your unique perspectives and insights on the issues, including references to the assigned readings and other resources, as well as personal examples where appropriate. Substantive posts often build on other students' comments, or provide a comparison with others, to illustrate integration and understanding of concepts.

Assessment Rubric – Threaded Discussions

Standard	Exceeds Standards (+5%)	Meets Standards (+/-0%)	Does Not Meet Standards (-20%)
Content Quality (0-5 points per discussion)	Responses to discussion questions directly answer the question posed. Responses reflect understanding of the relevant assigned readings. Major points are stated clearly. Posts build on or contrast with other students' posts in the discussion, and/or provide unique personal experiences as appropriate. Posts reflect a high level of critical thinking and/or insight.	Responses to discussion questions directly answer the question posed. Responses reflect understanding of the relevant assigned readings. Major points are stated clearly. Posts build on or contrast with other students' posts in the discussion, and/or provide unique personal experiences as appropriate.	Response is not relevant to the question posted. Responses lack evidence of reading the relevant materials. Writing is unclear or difficult to follow. Responses lack evidence of reading other students' posts and/or thinking about how the content applies to personal situations, as appropriate.

PROPOSED CLASS SCHEDULE

Learning Objectives	Activities	Resources
Module 1 – Implementation Factors (5/18 – 5/24) – In this module, students explore design and environment factors that can either hinder or facilitate implementation and adoption of educational innovations.		
Explain multiple perspectives on ways in which learning design, environment, students, teachers, and other factors can influence the success or failure of educational innovations.	Discussion: Multiple perspectives on the challenges of institutionalizing educational innovations. **Due: Initial response due by Tuesday, May 19, Midnight** Submit: Use REPLY to add to the threaded discussion.	Framing Constructivism in Practice as the Negotiation of Dilemmas: An Analysis of the Conceptual, Pedagogical, Cultural, and Political Challenges Facing Teachers (Windschitl, 2002). Educational Innovation and the Problem of Scale (Cohen, et al). Determinants of Success or Failure of Innovation Projects (Kirschner, Cordewener, Paas, Wopereis, Hendriks). Boise State Mobile Learning Initiative Case Study
Identify relationships between learning technologies and teaching and learning processes.	Class Wiki Activity: Technologies and how they facilitate teaching and learning. **Due: Sunday, May 24, Midnight** Submit: 1) Blackboard Assignments tool 2) Wiki	Transforming American Education: Learning Powered by Technology – National Educational Technology Plan 2010 Journal of Educational Psychology – Introduction to Special Issue on Advanced Learning Technologies

Learning Objectives	Activities	Resources

Module 2 – Technology Adoption Models and Theories (5/25 – 5/31) – In this module, students explore how models and theories of technology adoption can help to explain, predict, and support technology adoption and implementation. NOTE: The Memorial Day holiday is Monday, 5/25.

Learning Objectives	Activities	Resources
Explain personal and organizational challenges commonly experienced by educators as they begin to implement learning technologies or other educational innovations.	Article List: Implementation of Learning Technologies (use provided table, submit through Blackboard Assignments tool). NOTE: Your list will be combined with the lists submitted by other students in the course, and posted to the course site. From the combined table, you will later select two articles to summarize. **Due: Wednesday, May 27, Midnight** **Submit: Blackboard Assignments tool**	Self-selected articles.
Articulate how technology adoption models and theories can be applied to explain, predict, and support stages of learning technology implementation.	Article Summary: Technology adoption models **Due: Sunday, May 31, Midnight** **Submit: Blackboard Assignments tool**	Empirical Validation of Unified Theory of Acceptance and Use of Technology Model (Sundaravej) Self-selected research article from the class list.

Module 3 – Models of Evaluation (6/1 – 6/7) – In this module, students become familiar with several models of program evaluation used in education. They then apply knowledge of these models to recommend an evaluation approach for the sample implementation case and for their own case.

Learning Objectives	Activities	Resources
Identify the most appropriate educational program evaluation model(s) for a given learning technologies case.	Discussion: Boise State Case Study **Due: Initial response due by Tuesday, June 2, Midnight** **Submit: Use REPLY to add to the threaded discussion.** Evaluation Plan Section 1 – Evaluation Model **Due: Thursday, June 4, Midnight**	Boise State Mobile Learning Initiatives Case Study NSF Guide – Sections 3 - 5 Program evaluation models and related theories: AMEE Guide No. 67 (Frye & Hemmer)

Learning Objectives	Activities	Resources

	Submit:
	   1) **Blackboard Assignments tool** (*will not be graded, but formative feedback will be provided*)
	   2) **To your peer review partner** (*as assigned*)
	
	Evaluation Plan Peer Review - Evaluation Model
	
	Due: Sunday, June 7, Midnight
	Submit:
	   1) **Conduct conversation with your peer review partner** (*at a mutually agreed upon time*).
	   2) **Submit written summary of the peer review session submitted through Blackboard Assignments tool.**	

Module 4 - Evaluating in Context (6/8 – 6/14) – Students learn to identify contextual factors important to the evaluation of learning technology innovations.		
Explain the role of context in learning technologies intervention studies.	Discussion: Detecting Technology's Effects **Due: Initial response due by Tuesday, June 9, Midnight** **Submit: Use REPLY to add to the threaded discussion.** Discussion: What context factors might be important for the Boise State mobile learning project leaders to consider? **Due: Initial response due by Wednesday, June 10, Midnight**	Detecting Technology's Effects in Complex School Environments – Alan Lesgold (Evaluating Educational Technology, 2003) – **THIS ITEM IS ON RESERVE.** The 2010 User-Friendly Handbook for Project Evaluation (NSF) Boise State Case Study

Learning Objectives	Activities	Resources
	Submit: Use REPLY to add to the threaded discussion.	

Develop a theory-based causal model or a logic model for the evaluation of a learning technology.	Evaluation Plan Section 2 – Causal or Logic Model
	
	Due: Thursday, June 11, Midnight
	
	Submit:
	  1) **Blackboard Assignments tool** *(will not be graded, but formative feedback will be provided)*
	  2) **To your peer review partner** *(as assigned)*
	
	Evaluation Plan Peer Review - Evaluation Model
	
	Due: Sunday, June 14, Midnight
	Submit:
	  1) **Conduct conversation with your peer review partner (*at a mutually agreed upon time*).**
	  2) **Submit written summary of the peer review session submitted through Blackboard Assignments tool.**
		Detecting Technology's Effects in Complex School Environments – Alan Lesgold (Evaluating Educational Technology, 2003) – **THIS ITEM IS ON RESERVE.**
		
		The 2010 User-Friendly Handbook for Project Evaluation (NSF)

Module 5 – Fidelity of Implementation (6/15 – 6/20) – Students examine the importance of fidelity of implementation in evaluating learning technology innovations.		
Explain the role of fidelity of implementation in learning technologies intervention studies. Develop and describe fidelity of implementation measures for a custom evaluation plan.	Evaluation Plan Section 3 – Fidelity of Implementation + Entire Evaluation Plan **Due: Sunday, June 20, Midnight** **Submit: Blackboard Assignments tool**	Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention - Carol L. O'Donnell, 2008

Learning Objectives	Activities	Resources
		Boise State Mobile Learning Initiatives Case Study
Identify the use of contextual considerations and fidelity of implementation in a learning technologies intervention study.	Article Summary: Fidelity of Implementation **Due: Sunday, June 20, Midnight** **Submit: Blackboard Assignments tool**	Self-selected research article from the class list.

GMU POLICIES AND RESOURCES FOR STUDENTS

    a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code-2/**.

    b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

    c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

    d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

    e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

    f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

    g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development,

Graduate School of Education, please visit our website http://gse.gmu.edu/.