



Guide: Summarize Context

When you share the results from your study, the information you provide through the Coach will help your colleagues make sense of the educational technology implementation and the results. Study context is also important for understanding how the evaluation applies to other environments.

By describing the context using the questions outlined below, you will be able to generate a list of important contextual features about the specific technology you are using in your study.

WHAT IS THE EDUCATIONAL TECHNOLOGY AND HOW IS IT BEING USED?

Table 1. *Characteristics of your technology*

Questions	Explanation	Example
What is the purpose of the educational technology?	This is a general description of the technology you are using and its intended effect.	Ex., a software program designed to improve reading achievement among under-performing students
What are the key components of the educational technology?	These are the different features of the technology you use, such as how it presents information to students or tracks progress.	Ex., a screening test and adaptive diagnostic testing as well as use of video content to engage students in skill-building tasks and a data interface that allows teachers to track students' progress
How often and for how long are users supposed to be using the educational technology?	This refers to how the users are meant to engage with the technology, in terms of frequency and duration of use, throughout the study.	Ex., twice per week for 40 minutes per session
How long is the period of use being studied in this evaluation?	This refers to the timeframe during which users are engaging with the technology for the purpose of your study.	Ex., the first semester of the 2016-2017 school year



Example Characteristics

- ❑ TrueStar Reading is a software designed to improve reading achievement among under-performing students.
- ❑ TrueStar Reading offers personalized lessons and reading content based on reading level.
- ❑ Students were meant to use TrueStar Reading individually during class time for 90 minutes per week.
- ❑ The evaluation period lasted fourteen weeks.

WHAT IS THE EDUCATIONAL SETTING?

Some technologies work well in some settings and not so well in others. Include features of the setting that you think might influence how well you would expect the technology to work. These might have to do with the available technology resources (e.g. computer labs, laptops for students, etc.), student population, or presence of other technology initiatives at schools.

Example Setting

- ❑ XYZ School District is located in a rural setting where each school in the district has 400 students and class sizes of 20, on average. Each school has 1 computer lab and moderate internet connectivity.
- ❑ ABC School District is a suburban district with 2,000 students, 25% of whom have IEPs, and with 1:1 laptops.

HAVE YOU EXPERIENCED ANY IMPLEMENTATION ISSUES?

This information will be included in your findings report appendix and can be useful to others. If few people used the product as intended, you may want improve the implementation before assessing the effectiveness of the technology.

Example Implementation Issue

- ❑ Teachers did not find the tool user-friendly and therefore often chose to use one of the many other options available to them.
- ❑ Students had difficult logging into their accounts for the first two weeks of class. About half the teachers got frustrated and used other products for the rest of the term.



WAS THE EDUCATIONAL TECHNOLOGY USED AS *RECOMMENDED*?

System data (also sometimes called log data) can provide information about the extent to which the technology was *actually* used, which may differ from intended use. You can refer to the *Learn Who Used Your Technology* guide for more information on how to access system data.

Example Recommended Use

- According to the vendor, students who complete all 10 modules are most likely to benefit from the educational technology. 90% of students attempted the first three modules. Usage dropped dramatically for modules 4-10, with only 5% of students attempting module 10.
- This technology is designed for teachers to assign online homework exercises that students complete at home, but many students do not have internet access at home. The

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