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, your report will include important contextual features about the specific technology you are using in your study. This will also make it easier to search for other reports on similar technologies or similar settings.

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.	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.	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
What are the key characteristics of implementing the educational technology?	These questions cover an array of implementation topics including how the technology is delivered, the grade levels, and classroom types. These questions will be included in your Findings Brief and, should you make your evaluation public, will make it easier for other school districts to determine if the technology was implemented in a district like theirs.	delivered to individuals, used with grades 1 and 2, used in general classrooms

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.	twice per week for 40 minutes per session
What guidelines, if any, does the developer provide regarding how the technology should be used or implemented?	This refers to any guidelines issued by the technology developer. These may be public best practices, or advice offered during any conversations you had with the provider. It could refer to minutes of use, types of users, or anything else relevant to how to use the technology best.	four times per week for 20 minutes per session, with EL students
What outcomes does the educational technology address?	These questions are meant to determine the general outcomes targeted by the educational technology. You will specify the specific outcome *you* are interested in evaluating within the Coach. These questions provide general information about the technology and, should you make the evaluation public, will help others determine if this technology applies to the outcomes they are interested in.	Literacy, alphabetics, phonological processing

WHAT IS THE EDUCATIONAL SETTING?

Some technologies work well in some settings and not so well in others. The Coach provides some guiding questions to help you provide relevant information, as well as space to provide any other contextual information you believe is relevant. 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.

You may not have answers to all of these questions. Answer them as best you can with the information you have. This information will help you think about how your findings do or do not apply to a wider population within your school or district.