

SYLLABUS¹
HCI/CI 504: Evaluating Digital Learning Environments
~ Spring 2016 ~

You must be the change you want to see in the world.

- Mahatma Gandhi (1869 - 1948)

COURSE INFORMATION

Instructor	Dr. Ana-Paula Correia
Telephone	515-294-9376
Mail Address	2633 Lagomarcino Hall, School of Education Iowa State University, Ames IA 50011-3192 USA
Email Address	acorreia@iastate.edu
Website	http://anapaulacorreia.com/
Class Delivery Modes	<ul style="list-style-type: none">• Face-to-face sessions on Tuesday - 5:10 PM to 8:00 PM (room 2622 Lagomarcino).• Online sessions (no class meeting required) – Blackboard Learn. (See Course Schedule for dates)
Office Hours	By appointment – office or videoconference. Use email and/or telephone if you need immediate assistance. During weekends, holidays and after work hours, please do not expect that the instructor will reply to your emails and/or postings.
Course Accommodations	All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/ . Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.
Textbooks	<u>Required:</u> <ul style="list-style-type: none">• Fitzpatrick, J., Sanders, J. & Worthen, B. (2011). <i>Program Evaluation: Alternative Approaches and Practical Guidelines</i> (4th ed.). New York: Pearson.

¹ This syllabus is subject to revision.

- Rubin, J. & Chisnell, D. (2008). *Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests* (2nd ed.). Indianapolis, IN: Wiley.

Recommended:

- Westat, J.F. (Ed.) (2002). *User-Friendly Handbook for Project Evaluation*. Division of Research, Evaluation and Communication, National Science Foundation. Arlington, VA: National Science Foundation. FREE from NSF website: <http://www.nsf.gov/pubs/2002/nsf02057/start.htm>

Readings

Besides the textbook, discussions are also based on: (1) articles provided by the instructors, and (2) materials available on the Internet. See the Course Schedule for readings. Please complete all the readings and online discussions/activities by the indicated date.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

- Distinguish evaluation from research.
- Define basic concepts and terminology associated with evaluation/usability testing.
- Analyze and critique evaluative instruments.
- Compare and contrast formative evaluation, summative evaluation and usability testing.
- Explain the basic purposes and uses of evaluation depending on its purposes.
- Formulate evaluative questions.
- Describe the basic steps on doing evaluation/usability testing.
- Create (design and develop) evaluative instruments.
- Use qualitative and quantitative data gathering techniques in an evaluation project.
- Distinguish reliability from validity.
- Discuss alternative evaluation approaches.
- Discuss politics, ethics and standards of evaluation.
- Gather, analyze, and interpret evaluation data and information.
- Report the results of evaluation activities.
- Design, carry out, and report the results of an evaluation/usability study, including measures, reliability, validity and impact.

COURSE EXPECTATIONS

- Learn the basic processes, concepts, and terminology associated with evaluation/ usability testing.
- Be able to critique evaluative instruments and evaluation/usability programs.
- Complete assigned readings and course activities. Submit assignments on time. Failure to do this will affect the students' grades.
- Complete projects assigned (individual and team).
- Be an active and successful team member.
- Participate on the course activities and online discussions using not only text-based contributions, but also audio, video, and images as forms of expression.
- Take the opportunity to become an online discussion leader.

ASSIGNMENTS

Project 1: Evaluative Instrument Critique (individual)

This project consists on critiquing an evaluative instrument (paper or electronic-based). The critique is based on a series of evaluation criteria (e.g., appropriateness of the instrument to the purpose of the evaluation stated, strengths and weaknesses of the instrument in terms of a data collection method, quality, etc.).

Deliverables	Due Date
1. Critique report	February 9
2. Class presentation	February 9

For more information about the project see Project 1: Evaluative Instrument Critique (posted in Blackboard).

Project 2: Evaluation /Usability Applied Project (team)

Together with 2-3 other students, you will select a product (or prototype) - in print or electronic format- that is suited for formal or informal learning in an academic, K-12 schools, corporate, or non-profit settings. You will conduct an evaluation study or a usability testing project based of the selected product (or prototype).

Deliverables	Due Dates
1. Context Report	March 4
2. Users' Try-Out Plan	March 25
3. Users' Try-Out Implementation	March 25- April 19
4. Class Presentation	April 26
5. Final Report	May 3

For more information about the project see Project 2: Evaluation/Usability Applied Project (posted in Blackboard).

Team Members Evaluation (Individual)

At the end of the Evaluation/Usability Applied Project you are required to submit a review that describes the contributions of both yourself and your team members to the project.

Deadline: May 6

Project 3: Reflective Final Paper (individual)

Reflection is an important component of learning, especially when you are engaged in applied projects in online learning environments. Additionally, an objective review of your own performance and that of your peers is a critical skill in team-based professional work. After completing your team project, you will be asked for a detailed reflection covering the overall course experience.

Deadline: May 6

For more information about the project see Project 3: Reflective Final Paper (posted in Blackboard).

You will serve as a discussion leader/ facilitator for ONE online discussion.
As the discussion facilitator you will need to:

Online Group Discussion Facilitation

1. Set the agenda for the discussion: the objectives of the discussion, guiding questions, or scenarios for discussion.
2. Clarify Purpose: What is the expected outcome of the discussion.
3. Encourage the participation: Create a trustful atmosphere.
4. Guide the discussion by asking leading questions rather than speaking up for him or herself.
5. Ensure that some participants do not dominate the conversation by inviting less participative elements to jump in the discussion.
6. Keep the discussion focused on the topics related with the readings.
7. Encourage multiple views of the same issue(s).
8. Bring the discussion to an end by summarizing the highlights (short posting).

Course Participation (individual)

The online discussions and course activities are your opportunity to reflect on the readings, ask questions, engage in design and development activities, and participate in content curation. In this course you are strongly encouraged to express yourself using not only text- based formats, but also contributions in audio, video, and images formats as well. Because participation, involvement and leadership is particularly important when learning online, the course participation makes up a significant portion of your grade.

Grading

<i>Deliverable</i>	<i>Grade Points</i>
Project 1: Evaluative Instrument Critique	25
Project 2: Evaluation /Usability Applied Project (100)	
A. Context Report	20
B. Users' Try-Out Plan	20
C. Users' Try-Out Implementation	20
D. Class Presentation	20
E. Final Report	20
Team Members Evaluation	10
Project 3: Reflective Final Paper	20
Online Group Discussion Facilitation	15
Course Participation	30
TOTAL	200

Grade Equivalents for Grade Points

200-188	A	169-164	B-	145-140	D+
187-182	A-	163-158	C+	139-136	D
181-176	B+	157-152	C	135-132	D-
175-170	B	151-146	C-	Below 131	F

Academic Dishonesty

This course follows the policies on academic dishonesty as adopted by Iowa State University. Academic dishonesty includes submitting one's own work as prepared by others, assisting another student in academic dishonesty, and plagiarism among other behaviors specified in the university policy. Plagiarism "occurs when a person does not credit the sources from which they borrow ideas, whether these ideas are reproduced exactly or summarized." (2015-2016 Iowa State University Catalog: Courses and Programs)

You are expected to turn in original work (your own or that of a team) for every part of every deliverable in this course. Please add the full reference of any sources (text, image or audio), if any.

Any instances of academic dishonesty will be handled in the manner prescribed in the University policy on academic dishonesty, which is available at <http://tinyurl.com/ktdxfuv>. You are responsible for being familiar with this policy.

Examples of specific acts of academic dishonesty include but are not limited to:

- 1. Obtaining unauthorized information.** Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, or by looking at your notes or other written work during an examination when not specifically permitted to do so.
- 2. Tendering of information.** Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.
- 3. Misrepresentation.** Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; having another student do their computer program or having someone else take their exam.
- 4. Bribery.** Offering money or any item or service to a faculty member or any other person to gain academic advantage for yourself or another is dishonest.
- 5. Plagiarism.** Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism.