Note on evaluation

Within the time constraints of a final year project it is not possible to carry out a rigorous evaluation of an educational technology tool.

Within the field of educational research a number of different approaches are followed. These range from classic control group type experiments (one group use the tool, the other doesn’t, compare the results) to more qualitative approaches in which the researcher tries to gather different types of (subjective) evidence to shed light on the question being investigated (in this case the usefulness of the tool and the educational approach followed). Such mixed methods approaches are common in educational research, as is the idea **of triangulation** (different perspectives to shed light on the issue).

These projects are following the mixed methods approach with data gathered from different sources (for triangulation) including domain experts (the TAP team and possible academics in Geography) and the students using a mixture of classroom observation, interviews with the instructors and student surveys (one for usability, one for the educational experience).

The evidence is of course limited but is hopefully sufficient for a proof of concept study.

A good reference to cite is (Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research methods in education*. Routledge, 2002.)