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EVALUATING EDUCATIONAL TECHNOLOGY

**EFFECTIVE RESEARCH DESIGNS
FOR IMPROVING LEARNING**

GENEVA HAERTTEL AND BARBARA MEANS

Evaluating Educational Technology Effective Research Designs For Improving Learning

Barbara Means, Geneva D. Haertel



Evaluating Educational Technology Effective Research Designs For Improving Learning:

Evaluating Educational Technology Geneva D. Haertel, Barbara Means, 2003-09-26 Features chapters by today's leading authorities who outline research designs methodologies and types of assessments that can be used to more effectively evaluate educational technologies Using Technology Evaluation to Enhance Student Learning Barbara Means, Geneva D. Haertel, 2004 Given the level of spending and hours devoted to technology based activities in today's schools educators and policymakers need to know which technologies have real long term payoffs for improving student learning This volume interprets the research perspectives published in *Evaluating Educational Technology Effective Research Designs for Improving Learning* to provide valuable insights for the successful use of technology in different classroom and curricular settings This groundbreaking resource used alone or with its companion research volume will give you the tools you need to make research based decisions concerning the use of educational technology The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re-establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E. Boostrom Keffrelyn D. Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J. Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T. Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla

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globe and examines how human computer interaction affects various aspects of people's lives. Featuring emergent research from theoretical perspectives and case studies, this book is ideally designed for professionals, students, practitioners, and academicians.

The SimCalc Vision and Contributions Stephen J. Hegedus, Jeremy Roschelle, 2012-12-16 This volume provides essential guidance for transforming mathematics learning in schools through the use of innovative technology, pedagogy, and curriculum. It presents clear, rigorous evidence of the impact technology can have in improving students' learning of important yet complex mathematical concepts and goes beyond a focus on technology alone to clearly explain how teacher professional development, pedagogy, curriculum, and student participation and identity each play an essential role in transforming mathematics classrooms with technology. Further evidence of effectiveness is complemented by insightful case studies of how key factors lead to enhancing learning, including the contributions of design research, classroom discourse, and meaningful assessment. The volume organizes over 15 years of sustained research by multiple investigators in different states and countries who together developed an approach called SimCalc that radically transforms how Algebra and Calculus are taught. The SimCalc program engages students around simulated motions such as races on a soccer field and builds understanding using visual representations such as graphs and familiar representations such as stories to help students develop meaning for more abstract mathematical symbols. Further, the SimCalc program leverages classroom wireless networks to increase participation by all students in doing, talking about, and reflecting on mathematics. Unlike many technology programs, SimCalc research shows the benefits of balanced attention to curriculum, pedagogy, teacher professional development, assessment, and technology and has proven effectiveness results at the scale of hundreds of schools and classrooms. Combining the findings of multiple investigators in one accessible volume reveals the depth and breadth of the research program and engages readers interested in engaging students in deeply learning the important concepts in mathematics. Designing innovative curriculum software and professional development. Effective uses of technology to improve mathematics education. Creating integrated systems of teaching that transform mathematics classrooms. Scaling up new pedagogies to hundreds of schools and classrooms. Conducting research that really matters for the future of mathematics learning.

An Educational Psychology Textbook Equity, 2014-10-10 The first half of the book focuses on broader questions and principles taken from psychology per se, and the second half focuses on somewhat more practical issues of teaching. All parts of the book draw on research theory and practical wisdom wherever appropriate. Chapter 2 is about learning theory, and Chapter 3 is about development. Chapter 4 is about several forms of student diversity, and Chapter 5 is about students with disabilities. Chapter 6

is about motivation Following these somewhat more basic psychological chapters we turn to several lasting challenges of classroom life challenges that seem to be an intrinsic part of the job Chapter 7 offers ideas about classroom management Chapter 8 ideas about communicating with students Chapter 9 about ways to assist students complex forms of thinking and Chapter 10 about planning instruction systematically The book closes with two chapters about assessment of learning

Handbook of Research on New Literacies Julie Coiro, Michele Knobel, Colin Lankshear, Donald J. Leu, 2014-04-04 Situated at the intersection of two of the most important areas in educational research today literacy and technology this handbook draws on the potential of each while carving out important new territory It provides leadership for this newly emerging field directing scholars to the major issues theoretical perspectives and interdisciplinary research pertaining to new literacies Reviews of research are organized into six sections Methodologies Knowledge and Inquiry Communication Popular Culture Community and Citizenship Everyday Literacies Instructional Practices and Assessment Multiple Perspectives on New Literacies Research FEATURES Brings together a diverse international team of editors and chapter authors Provides an extensive collection of research reviews in a critical area of educational research Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies Establishes important space for the emerging field of new literacies research Includes a unique Commentary section The final section of the Handbook reprints five central research studies Each is reviewed by two prominent researchers from their individual and different theoretical position This provides the field with a sense of how diverse lenses can be brought to bear on research as well as the benefits that accrue from doing so It also provides models of critical review for new scholars and demonstrates how one might bring multiple perspectives to the study of an area as complex as new literacies research The Handbook of Research on New Literacies is intended for the literacy research community broadly conceived including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science cognitive science psychology sociolinguistics computer mediated communication and other related areas that find literacy to be an important area of investigation

Introduction to Special Educational Needs, Disability and Inclusion Alexandra Sewell, Joanne Smith, 2020-11-11 This essential textbook equips you with a strong understanding of theories policies and practices and how they impact on Special Educational Needs and Disabilities guiding you through your SEND course or modules It provides you with the foundations and tools necessary to think critically about the issues and developments concerning SEND inclusion and professional practice The book includes Material surrounding mental health in childhood and adolescence Chapters on global perspectives of SEND and assistive technologies Practical case studies reflection questions and activities Spotlights on key theories and research Up to date information on policies impacting SEND

Theoretical Issues of Using Simulations and Games in Educational Assessment Harold F. O'Neil, Eva L. Baker, Ray S. Perez, Stephen E. Watson, 2021-08-26 Presenting original studies and rich conceptual analyses this volume

reports on theoretical issues involved in the use of simulations and games in educational assessment Chapters consider how technologies can be used to effectively assess modify and enhance learning and assessment in education and training By highlighting theoretical issues arising from the use of games and simulations as assessment tools for selection and classification training and evaluation across educational and workplace contexts the volume offers both broad conceptual views on assessment as well as rich descriptions of various context specific applications Through a focus that includes both quantitative and qualitative approaches policy implications meta analysis and constructs the volume highlights commonalities and divergence in theoretical research being conducted in relation to K 12 post secondary and military education and assessment In doing so the collection enhances understanding of how games and simulations can intersect with the science of learning to improve educational outcomes Given its rigorous and multidisciplinary approach this book will prove an indispensable resource for researchers and scholars in the fields of educational assessment and evaluation educational technology military psychology and educational psychology

The Digital Pencil Jing Lei,Paul F. Conway,Yong Zhao,2008 This book takes a serious historical and international look at the digital pencil movement to equip every student with a computing device with wireless connection Using an ecological perspective as an overarching framework and drawing on their own studies and available literature that illuminate the issues related to one to one computing the authors present well reasoned discussions about a set of complex and critical issue facing policy makers educators students parents and the general public The Digital Pencil addresses four key questions Is the digital pencil a good idea The authors analyze the costs and benefits of one to one computing programs through consideration of multiple indicators and examine the evaluation reports of various projects within their analytical framework to present a comprehensive summary of outcomes of one to one computing projects What happens when each child has a networked computer The authors analyze existing data with the goal of gaining insights and making suggestions and recommendations for policy makers teachers and parents What should schools purchase or lease is there an ideal device These authors examine the relative advantages and disadvantages of different devices and implementation schemes How do we know if one to one computing is making a difference The authors review the evaluation plans of the various projects and propose a framework for comprehensive evaluation and research on one to one computing This book is intended for researchers school administrators educational technology professionals and policy makers in the U S and around the world and as a supplemental text for advanced courses in education technology and technological innovation

Framing Research on Technology and Student Learning in the Content Areas Ann D. Thompson,Lynn Bell,Lynne Schrum,2008-11-01 This book is a result of collaboration between NTLS and SITTE Framing Research is targeted at individuals or small teams of educational researchers who are interested in conducting high quality research addressing the effects of technology enhanced instruction on student learning The book summarizes and unpacks the methodologies of a variety of research studies each situated in the context of school subject areas such as science

mathematics social studies and English language arts as well as in the contexts of reading education special education and early childhood learning Taken together the analyses provide guidance on the design of future technology research grounded in student learning of K 12 curriculum The conclusions also serve as a tool for teacher educators seeking to prepare teachers to integrate technology effectively in their instruction and to motivate reluctant teachers to overcome perceived

inconveniences connected with technology use **Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement** Isabel Baca,2012-11-20 Service learning and Writing Paving the Way for Literacy ies

through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy Distance Education Judith L.

Johnson,2003 Johnson continues her extensive research with case studies of some of the world s standout examples of distance education Topics include pedagogy student support services design and delivery of programs issues of assessment evaluation accreditation and emerging technology standards **Inquiry Graphics in Higher Education** Nataša

Lacković,2020-08-14 This book introduces the concept of Inquiry Graphics which positions graphics as significant and integrated tools of inquiry in higher education teaching and research Simply put the book explores the nuances of thinking and learning with digital images as types of graphics Although the amount of images in modern life is overwhelming they have been scarcely explored and understood as integral to concept and knowledge development within higher education practice This book reflects on why and how digital photographs can be adapted and used in teaching and research contexts It provides practical examples and applications as well as theoretical foundations building on a range of perspectives such as Peircean triadic sign and approaches to conceptual development Ultimately it builds on diverse approaches to make a case for exploring knowledge and analysing concepts and images in a non dualist and pluralist manner This unique book will appeal to scholars and students in education studies and educational research media and communication and anyone interested in applied semiotics visual and multimodal pedagogy and learning **Transforming Education** Unesco,2011

Este informe cita ejemplos de utilizaci n de las TIC en diferentes regiones del mundo frica la regi n rabe Asia y Am rica Latina y proporciona un buen ejemplo de los cambios que las TIC aportan a los sistemas y pol ticas de educaci n La gran diversidad que ofrecen los pa ses seleccionados Jordania Namibia Rwanda Singapur y Uruguay en t rminos de desarrollo econ mico y

educativo sugiere que lo que est en juego no se limitan a un determinado grupo de pa ses privilegiados **Wrong Turn on the Information Superhighway** Bettina Fabos,2004 Describes how students are being exposed to a commercialized version of the Internet and includes information on how to develop noncommercial resources **ICTs for Modern Educational and Instructional Advancement: New Approaches to Teaching** Tomei, Lawrence A.,2009-10-31 Explores current models and issues involved with online course development assessment and blended learning *Digital Literacy for Teachers* Łukasz Tomczyk,Laura Fedeli,2022-05-26 This book shows the results of research in different countries on how to measure digital competence among future generations of teachers and facing the challenges brought by the convergence of analogue and digital media This book provides answers to the research questions How should the key competencies related to media pedagogy be effectively measured and compared What is the level of digital literacy of pre service teachers in selected countries The individual chapters are based on a systematic review of research results from the last two decades to show trends related to changes in measurement and levels of digital competence This book is valuable for researchers training future generations of teachers in the use of new media as well as to those trying to measure the development of the information society as well as those conducting research in the field of comparative pedagogy including the transfer of the most effective solutions in the field of media pedagogy

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