M.S. Educational Media

Department of Curriculum, Instruction and Media Technology

1. Mission of the Program

Several factors guide the professional teaching program of CIMT. First, a portion of the departmental mission statement directly speaks to the preparation of teachers in a graduate program:

> "To advance the instruction, attitudinal, and performance capabilities of… graduate students who desire to assume positions of instructional technology leadership in schools or other educational enterprises.

Additionally, the School of Education has a conceptual framework. "Becoming a Complete Professional" is the overarching theme and conceptual model for all of Indiana State University's educator preparation programs. This model encompasses five broad areas. The first three recognize the three essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of communities.

2. Intended Student Outcomes

As part of the conceptual framework, in 1999 the Teacher Education Committee adopted the National Board for Professional Teaching Standards (NBPTS) as the identified graduate student outcomes (see attached). These standards are broad. Given the nature of this degree program, CIMT has focused on outcomes more directly related to educational technology.

Instructional Design Outcomes -
Graduate students in Media Technology are familiar with the basic steps of a systematic instructional design process and can describe the significance and relevance of the steps and the overall process.

History and Theory
Graduate students in Media Technology are familiar with the seminal works of instructional technology and can apply this research.

Media Literacy
Graduate students in Media Technology are able to select, access, analyze, evaluate and produce communication in a variety of forms.

Teaching

Graduate students in Media Technology can lead their colleagues in creating a conceptual framework for the integration of media into their teaching-learning environment.

3. Assessment Tools and Methods

Tool	Stage of Assessment	Participants
Undergraduate GPA & Undergraduate Major	Entry	Collected each semester on all students entering program.
Research project	Mid-Program	Sampling from each semester
Instructional Design project	Mid-Program	Collected from all students in relevant courses
Graduate Technology Requirements	Exit	Collected each semester on student completing program requirements
Culminating Experience	Exit	Sampling from each semester
Exit Survey	Exit	Completed by all students preparing to graduate
Graduate Survey	Alumni	Sampling of students one-year after graduation

4. Timeframe for Implementation

Date	Activity
Begin collecting Spring 2002	*Undergraduate GPA & Undergraduate Major*
Pilot Spring 2002	*Research project*
Piloted 2001-2002 Begin collecting Fall 2002	*Instructional Design project*
Waiting for approval from TEC	*Graduate Technology Requirements*
Pilot Spring 2002	*Culminating Experience*
Pilot Fall 2002 Begin Spring 2003	*Exit Survey*
Pilot Spring 2003 Begin Fall 2003	*Graduate Survey*

5. Analysis of Results

Graduate students in Media Technology are familiar with the basic steps of a systematic instructional design process and can describe the significance and relevance of the steps and the overall process.			
What data did we collect?	Why did we collect this data?	What will be found?	How will it be used?
Instructional Design Project	Representative of student understanding of ID process	Student ability to apply the model to real instructional problem	Determine if instructional design is adequately covered and relation to application is sufficient.
Culminating Experience	Representative of student understanding of total program of study	Student ability to link together the various courses in program and apply to a teaching/learning situation	Determine if there are any deficiencies in program and/or in the synthesis of program components
Exit Survey	To gather direct information from students on the areas where we excelled in their preparation and where we need to improve.	Student perceptions of their preparation related to the expected outcomes and the experiences that related to the preparation.	Determine if there are consistent patterns of challenges and a need for additional modification (in coursework or procedures)
Graduate Survey	To gather direct information from recent graduates on the areas where we excelled in their preparation and if there were areas in which they needed more preparation.	Student perceptions of their preparation related to the expected outcomes and the experiences that related to the preparation.	Determine if there are consistent patterns of challenges and a need for additional modification (in coursework or procedures).

Graduate students in Media Technology are familiar with the seminal works of instructional technology and can apply this research.			
What data did we collect?	Why did we collect this data?	What will be found?	How will it be used?
Research project	Representative of student understanding of the field of instructional technology	Student ability to draw upon research theories and previous research and apply to current issues	To determine if student's are receiving sufficient background in IT and research
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Graduate technology requirements	Representative of student proficiency with instructional technologies	The level of sophistication with IT	Determine if students are receiving an appropriate breadth and depth of instructional technology application
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6. Program for Improvement

The CIMT masters curriculum committee will collect the assessment data for this program. On an annual basis, the committee will summarize its finding and share the results with the entire department both in a written report and in a faculty meeting dedicated to the topic. The summarization of results and recommendations for program modifications will be made no later than the third faculty meeting of the academic year.