

Ed Tech Rapid Cycle Evaluation Coach

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 used by your study. This will also make it easier to search for other reports on similar technologies or similar settings.

WHAT IS THE EDUCATIONAL TECHNOLOGY?

These questions are meant to provide additional information about the basic elements of the technology you are using.

Exhibit 1. Characteristics of your technology

Questions	Explanation	Example
What is the evaluation period?	This is the date that users start engaging with the technology, and the date on which you'll be measuring the outcome(s) of interest.	Students begin using eZumi on September 10, 2017, and outcomes are measured on December 1, 2017.
What type of program is the educational technology?	This is the area that the program is meant to affect or be used in.	eZumi is a curriculum.
What is the purpose of the educational technology?	This is a general description of the technology you are using and its intended effect.	The technology is 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.	The technology features 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 enables teachers to track students' progress.
What guidelines, if any, does the developer provide regarding how the educational technology should be used or implemented?	This refers to any directions you receive from the provider regarding how often the technology should be used, when it should be used, who should use it, or other details meant to assist you in using the technology.	The developer recommends students spend 90 minutes per week using eZumi Learning.

Ed Tech Rapid Cycle Evaluation Coach

HOW IS THE EDUCATIONAL TECHNOLOGY BEING USED?

These questions provide additional information about how the technology is being used and what it is being used for. Your answers here should reflect how you plan to implement the technology. You will have an opportunity to document and explain any implementation issues or deviations from this plan later in your evaluation.

Exhibit 2. Characteristics of technology implementation

Questions	Explanation	Example
How often and for how long are users supposed to use 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
How was the educational technology delivered for your evaluation?	This refers to whether you the technology was used independently by individuals, used in small groups, delivered to a whole class, or provided to a whole school.	Individually
What grade level used the educational technology for your evaluation?	This refers to the grade level of the students or teachers using the technology. Select all that apply.	K, 1, and 2
For your evaluation, in what type of classroom was the educational technology being used?	This refers to either a general or inclusive classroom setting.	General
What outcome do you hope to change by using the educational technology?	This question is generally answered in “The Basics.” It refers to the main category your outcome of interest falls into, such as student academic achievement (test scores), student nonacademic achievement (attendance), teacher performance, and parent engagement.	Student academic achievement
In which of the following outcome areas will you look for differences between users and nonusers of the educational technology?	These categories are meant to provide a narrower category for the outcome of interest.	Literacy

Ed Tech Rapid Cycle Evaluation Coach

WHAT IS THE EDUCATIONAL SETTING?

Different technologies work well in some settings and not so well in others. The Coach provides some guiding questions to help you provide relevant information, and space to provide any other contextual information you believe is relevant. You might 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 apply to a wider population within your school or district.

Exhibit 3. Characteristics of the educational setting

Questions	Explanation	Example
Tell us about your school district	Here you should select the type of school the technology is being implemented in, input the number of students in the district overall, choose the appropriate geographic setting, and select the state where the school district is located.	Public/3,000/urban/Massachusetts
Tell us about the students in your district	Here you should input demographic information about the students in your school district overall.	51% female, 25% English learners
Tell us about any other contextual considerations	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 (such as computer labs, laptops for students, and so on); student population; or presence of other technology initiatives at schools.	Students had difficulty logging into their accounts for the first two weeks of class. About half of the teachers got frustrated and used other products for the rest of the term.

© 2016, SRI International. This document carries a Creative Commons (CC BY) license which permits re-use of content with attribution as follows: SRI International as part of the Rapid Cycle Tech Evaluations project under a prime contract with Mathematica Policy Research, Inc. funded by the U.S. Department of Education's Office of Educational Technology through Contract No. ED-OOS-15-C-0053.

