California State University, East Bay

Five-Year Program Review
for
Educational Technology Graduate Program

2023-2024

Self-Study and Five-Year Plan approved by faculty on: 9/27/2023; 3

Diversity Response and Recommendation received by CAPR on: expected by 3/1/2024

External Reviewer Report received by the program on: expected by 2/1/2023

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1. Summary of the Program

Introduction and Program Overview
The Educational Technology Graduate Program at the Department of Teacher Education at California State University at East Bay is a dynamic and innovative academic program designed to equip educators with the knowledge, skills, and values necessary to excel in the ever-evolving field of educational technology. Our program emphasizes the integration of technology to enhance teaching and learning across diverse educational settings. Through a comprehensive curriculum and hands-on experiences, students will develop expertise in educational technology, equipping them to drive innovation, foster inclusivity, and promote sustainable educational practices. This two-page summary provides an overview of the program, its objectives, curriculum, and the unique features that make it a valuable choice for aspiring educational technologists.

Program Vision
Our vision is to empower students not only to gain technical proficiency but also to foster critical thinking, effective communication, a commitment to diversity, collaborative prowess, and a sense of responsibility towards sustainability. We aspire to prepare our graduates to be proficient in educational technology, critical thinkers, and leaders in the integration of technology in educational settings and to create inclusive, equitable, and sustainable learning environments.

Program Learning Outcomes (PLOs)
Students graduating with a Master of Science (M.S.) in Educational Technology Graduate Program from California State University at East Bay will be able to:
1. Tell the importance and assess the needs of technology to enhance teaching and to support

2. identify and investigate educational technology theories and instructional design principles to generate creative ideas, projects, and materials.
3. create and develop effective instructional or E-learning materials by choosing and applying appropriate tools and design theories individually and collaboratively.
4. gather, use, and analyze data, bibliography, and other resources of materials extensively and critically.
5. write and present scholarly findings and projects independently and responsibly.

Program Highlights
Faculty Expertise: The program is led by a dedicated team of experienced faculty members who are experts in the field of educational technology, instructional design, and digital learning.

Hands-On Learning: Our students are encouraged to engage in project-based learning experiences where they design and implement technology-enhanced educational projects which include creating e-learning modules, developing innovative instructional materials, or designing virtual reality simulations. Our students also engage in practical projects, internships, and real-world experiences that enable them to apply their knowledge and skills in authentic inclusive educational settings.

Flexible Learning Options: The program offers hybrid online learning formats including synchronous, asynchronous, and in-person learning options, accommodating the diverse needs of students, including working professionals. Due to the pandemic, the program adapted a totally online learning approach to ensure the safety of the students from March 2020 to Fall 2022. After Spring 2023, our program

continues to remain majority of the courses delivered totally online with two courses offered in hyflex format which allow students to choose to join the class in person or remotely.

Technology Resources: Students have access to state-of-the-art technology resources, including software, such as Adobe Creative Cloud apps, Microsoft Office 365, and Google Suites, to support their coursework and research.

Curriculum

The program is a comprehensive 30-unit program that includes core courses, electives, and a capstone project or thesis. The program not only provides a solid theoretical foundation by exploring the history, theories, and key concepts in educational technology, but also train students in creating creative multimedia content, such as videos, animations, and interactive simulations, to enhance learning experiences and engage diverse learners. Here is a brief overview of the curriculum:

- Foundations of Educational Technology: Introduction to the historical, theoretical, and practical aspects of educational technology. (EDUI610, EDUI620, EDUI640)
- Instructional Design and Assessment: Focus on designing effective technology-enhanced learning experiences and critically evaluating their impact. (All EDUI courses)
- Digital Learning Environments: Exploration of online and blended learning environments, with the use of Learning Management Systems, such as Blackboard and Canvas. (All EDUI courses)
- Technology Integration in Curriculum and Instruction: Strategies for integrating technology into subj12 Tf1 0 0 1 458.2 553.9 Tm0 g0 G[ )]TJETQ EMC /P AMCID 6BDt4nsu7gij(, such a)-2(s Blac)-2(kbo

2. Self-Study

2.1 Summary of Previous Five-Year Review and Plan
The previous five-year program review and plan for our program focused on re-visioning and enhancing the academic quality of the program. The key plans

reports, included:

1. ***Redesigning curriculum to align with the new guidelines from the California Commission on Teacher Credentialing (CTC) for supplementary teaching credentials in computer science.***
   In Spring 2020, our program re-designed curriculum to align with the new guidelines released from CTC in 2019 for the supplementary teaching credential authorization in computer science ([Click here to view the Guideline Book](#)). One example of the re-designed curriculum is to add a block-based visual programming language, Scratch, to EDUI620. This holds great importance in ensuring that EdTech graduates are well-prepared to meet the evolving demands of the education sector and the job market. With the increasing importance of computer science in education, graduates with a supplementary credential in this field are in high demand. An updated curriculum equips teachers with the tools they need to effectively teach computer science concepts, ultimately benefiting students and their educational experience.

   The benefits of the curriculum re-design to comply with the CTC regulations include increased enrollment, positive program reputation in the education sector, potentially leading to partnerships with K-12 schools and districts, and employability. Graduates will have a competitive edge in the job market, with the skills and credentials needed to secure positions as computer science teachers or educators. After the curriculum alignment, lots of our graduates applied for the credential. For example, we had 23 graduates applying for the credential and 8 graduates received it in 2022-2023. Detailed information can be found at the spreadsheet link, [EdTech Graduates SA-CS Credential Application Status Chart.](#)

2. ***Grants received.***
   With our success of redesigning the program curriculum to meet the supplementary authorization guidelines from CTC for single subject teaching credentials in computer science and the great need of computer science teachers in CA public K

In response to the global pandemic which started from March 2020, our program underwent significant changes in its instructional delivery mode, transitioning from a hybrid format to a completely online model. This transformation was driven by the necessity to prioritize the health and safety of students and faculty while ensuring the continuity of education. The key changes and adaptations made to the program include:

- Virtual classrooms: We offered real-time interaction through video conferencing tools like Zoom.
- Course Redesign: Fam   restructured course content to be more conducive to online delivery.
- Enhanced Mmedia Resources: The program invested in multimedia resources such as pre   -recorded lectures, instrumtional videos,and interactive simulations to engage students and support different learning styles.
- Online Assessments: Assessments were adapted to the online environment, with a focus on formative and summative assessments conducted through online quizzes, essays, discussions, and projects.
- Online Collaboration Tools: Various online collaboration tools, such as virtual breakout rooms,

| Robert Bergman | M.S. | Adjunct Faculty | EDUI610 | Computational thinking; Computing practice and programming |

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Instrument	See Appendix A	See Appendix B	See Appendix C	Expectation See Appendix D	See Appendix C
Sampled Courses	EDUI640 EDUI693	EDUI693	EDUI693	EDUI630	EDUI693

journals.

PLO#5 -

Course Title	California State University, East Bay (CSUEB)	San Francisco State University (SFSU)
	M.S. Educational Technology	M.A, Instructional Design & Technology

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- *Capstone Courses:* Both programs require students to complete a capstone project, but the M.S. Educational Technology program at CSUEB, requires 4 units for the capstone, whereas the M.A. Instructional Design & Technology program at SFSU requires 3 units.

In summary, while both programs cover core topics in educational technology and instructional design, there are differences in the number of required units for core and elective courses, as well as the capstone project options.

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ur program takes immense pride in fostering an inclusive and equitable learning environment, and this diversity is one of our greatest strengths. The vibrant tapestry of backgrounds, experiences, and perspectives that our students bring enriches the educational experience for everyone involved.

- Geographic Diversity: Our graduate program attracts students from all corners of the globe. Our students hail from various countries, regions, and cultural backgrounds, creating a dynamic international community. This geographic diversity enhances cross-cultural understanding and promotes global perspectives in our academic endeavors.
- Age and Life Experience: Our student body spans different age groups and life stages. Few come directly from undergraduate studies, while most students bring years of professional experience. This mix of age and life experiences fosters an environment of mentorship, where students learn from each other's journeys and perspectives.
- Ethnic and Racial Diversity: We are proud to have a diverse student body representing various ethnicities and racial backgrounds. This diversity promotes inclusivity and challenges us to engage in meaningful conversations about equity and social justice, both inside and outside the classroom.

Enrollment By Race/Eth

In conclusion, the enrollment trends in the program have shown fluctuations over the review period, which can have both positive and negative effects on program quality. It is crucial for us to carefully analyze these trends, consider the causes, and develop strategies to maintain or enhance program quality while effectively managing resources and student support services.

<u>Community Engagement</u>: The program established strong relationships with local schools and educational organizations, facilitating internships, research collaborations, and opportunities for students to gain practical experience in authentic educational settings.

	responsible digital graphics to enhance teaching and learning		Adobe Express is one of the Adobe CC apps bundles which is free for CSUEB students
Ethics and Responsible AI in Education	In Fall 2023, the instructor for EDUI610 and EDUI680 courses will re-design the		

In conclusion, our program is committed to a robust and ongoing assessment process to ensure that we provide the highest quality education to our students. We will continue to adapt and refine our PLOs and assessment strategies to meet the evolving needs of the field of educational technology and to align with the mission and goals of our institution.

3.3 Student Success

decreases can result in job insecurity. Recruiting a steady annual cohort helps create a more predictable and less stressful work environment, boosting employee morale and retention.

- Project-based learning: our faculty organizes class activities and assignments with projects and a hands-on learning approach that allows students to physically engage with educational technology tools and concepts.
- Self-paced learning: Our faculty provides a range of online resources, including recorded lectures, articles, and interactive modules. This approach allows self-paced learners to explore the material at their own speed.
- Collaborative learning: Our faculty adapts group projects, interactive discussions, and peer reviewing activities to cater to the needs of social learners who thrive in interactive settings.
- Critical thinking: Faculty encourages students to ask and answer questions to stimulate critical thinking. This approach can engage students who enjoy deep intellectual exploration.
- Gamification and simulations: Our faculty designs gamified experiences or simulations that immerse students in educational technology challenges and decision-making scenarios, catering to experiential learners.
- Reflective practice: Assignments that encourage self-reflection, such as journals or e-portfolios, can help reflective learners process and synthesize their learning experiences.
- Flexible assessments: Our faculty offers

For the upcoming five years, we will continue the previous efforts in ensuring that accessibility and accommodations are implemented, and we plan to improve in the following areas:

- Record-Keeping and Documentation: Faculty should maintain records of accommodation requests and approved accommodation for their courses. This documentation can serve as evidence of compliance with university policies.
- Feedback Mechanisms: The program can establish feedback mechanisms for students to report any issues related to accommodation. This allows the program to identify and address any inconsistencies in upholding accommodation policies.
- Collaboration with Disability Services Office: Faculty should collaborate closely with the university's disability services office to ensure that accommodation is implemented effectively.
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In conclusion, the Educational Technology Master Program's next five-year plan aims to build on its successes, adapt to changing educational technology landscapes, and continue preparing students to excel in the dynamic field of educational technology. With a commitment to innovation, research, and student support, the program is poised to meet the evolving needs of students and the educational technology industry in the coming years.

Appendix A: 2018-2019, ILO Assessment Rubric

Instrument(s): We created our own rubric for the Written Communication ILO, using a 1-to-4 scale.

Educational Technology Master Program PLO Written Communication Rubric				
Description: One of the major writing assignments for Educational Technology Master students is to write a literature review. The following rubric is created to evaluate Educational Technology communication skills in writing a literature review.				
Evaluation Area	NA 1	Fair 2	Good 3	Excellent 4
Overall Communication: Follows logical introduction.	Lacks a description on the problems, needs, or issues in the area or topic.	Inconsistently or superficially describes problems, needs, or issues in the area or topic.	Adequately describes and presents problems, needs, or issues in the area or topic.	Constantly, clearly and logically describes and presents problems, needs, or issues in the area or topic.
	Lacks the description on why the topic is important or worth investigating.	Inconsistently or superficially describes why the topic is important or worth investigating.	Adequately describes why the topic is important or worth investigating.	Clearly and logically describes why the topic is important or worth investigating.
	Lacks a purpose/goal statement of a central idea or states central idea inappropriate to the assignment.	Inconsistently or superficially states a central idea, minimally appropriate to the assignment.	Adequately states a purpose/goal statement with a central idea, generally appropriate to the assignment.	Clearly states a purpose/goal statement with a central idea, appropriate to the assignment.
Discipline Specific: Academic Language	Lacks a title page for the literature review assignment.	Includes partial information in the title page. However, there are some APA style errors, yet there are some APA style errors.	Clearly includes a title, fulfillment statement, his/her name, term, and the full name of the university in the title page, yet there are some APA style errors.	Clearly and accurately includes

EdTech Five-

Tools Used for developing the project	not indicate the tools used to develop the project, nor examples are provided as evidence to support the purpose.	somewhat indicates the tools used and takes examples as evidence to support the purpose.	mostly indicates the tools used and takes appropriate examples as evidence to support the purpose.	clearly indicates the tools used to design the project and takes great examples as evidence to support the purpose.
5. Content Organization Organization may include logical order, cohesiveness, coherence, effective transitions,and genre.	Content organization does not support the purpose; limited cohesion and/or understandability.	Content organization somewhat supports the purpose; not entirely cohesive, understandable, or easy-to-follow.	Content organization mostly supports the purpose; generally cohesive, understandable, and easy-to-follow.	Content organization clearly supports the purpose; cohesive, understandable, and easy-to-follow.
6. Site architecture	The presenter does not describe how the website was structured.	The presenter somewhat illustrates the site architecture of the project.	The presenter mostly illustrates the site architecture of	

Appendix F: EdTech tenure-

DATE OF APPOINTMENT: Fall semester 2023

QUALIFICATIONS:

Minimum Qualifications

Candidates must have an earned doctorate degree in Educational Technology or related fields; and demonstrate