

## **Computing in Context (CIC) Evaluation**

*Prepared for the CIC Teams  
to serve as the basis for planning, development,  
implementation, execution and evaluation*

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## **DISCUSSION POINTS**

- 1. Phases of this Grant**
- 2. Capturing the essence of CIC**
- 3. How will CIC demonstrate the future?**
- 4. The inevitable “modernization” of curriculum and learning**
- 5. In search of a useful evaluation**
- 6. The similar and the dissimilar**
- 7. Evaluation at all levels**
- 8. Methods**
- 9. Checklist**

**1. PHASES OF THIS GRANT**

- **Growing importance of computing in context**
- **Evolution beyond initial course modules**
- **We may want to emphasize the difference between current methods and the CIC methods**

## 2. CAPTURING THE ESSENCE OF CIC

### **During DEVELOPMENT:**

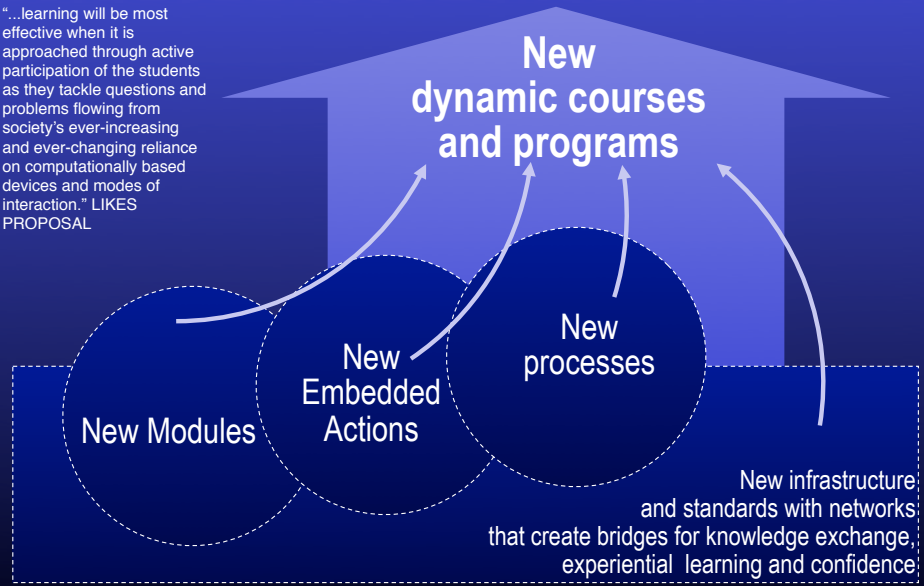
**for success there must be both qualitative and quantitative positive results related to module development, student experience and course scaling**

### **During DEPLOYMENT:**

**there is a strong feedback loop between successful completion of interactive tasks and sustainable learning (S)**

# NEW ENGINES OF GROWTH

"...learning will be most effective when it is approached through active participation of the students as they tackle questions and problems flowing from society's ever-increasing and ever-changing reliance on computationally based devices and modes of interaction." LIKES PROPOSAL



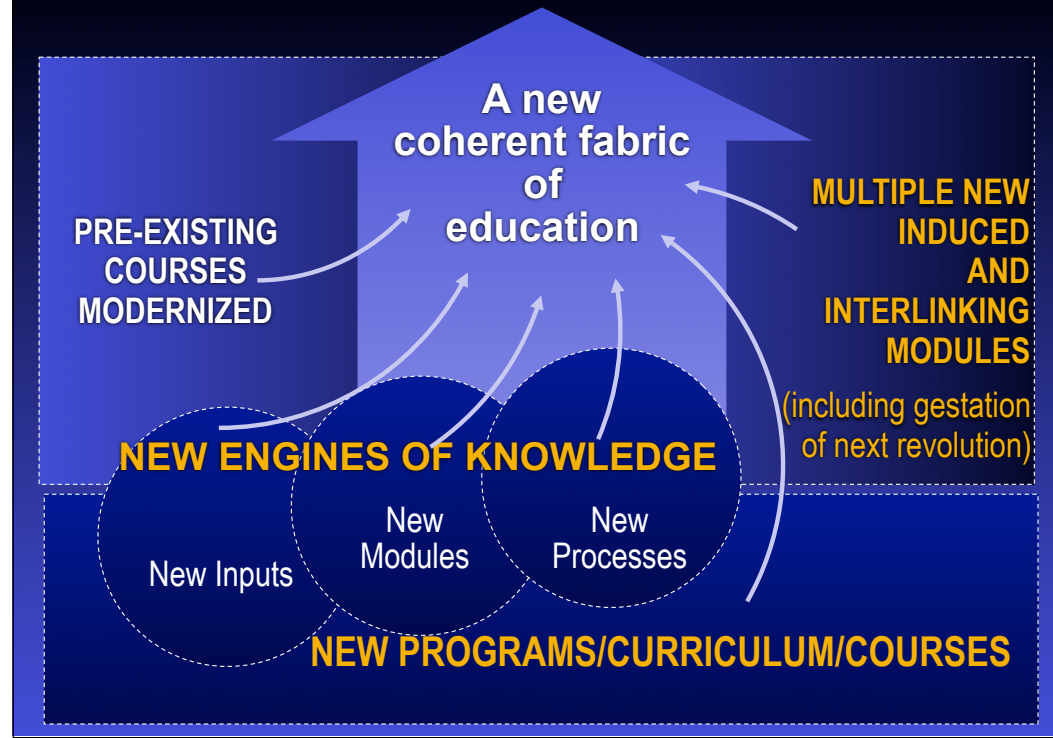
## THE STRUCTURE OF THE CONTEXT REVOLUTION

# CIC FOCUS AREAS



LWT087B-TCH-G-COL-

# HARMONIOUS EXPANSIVE DEPLOYMENT



**Each area is unique enough and its success and growth are likely to be different depending on the modules:**

- 1. # of Modules Developed**
- 2. Variety of Modules Developed**
- 3. Constitution of “Education Audience”**
- 4. Other**



A graphic of a spiral-bound notebook with a white page and a dark blue cover. The spiral binding is at the top. The text is centered on the page.

### 3. HOW DOES CIC DRIVE GROWTH AND SUCCESS?

- **DOWNSTREAM** enabling demand for other modules and courses
- **UPSTREAM** growth in demand for full curriculum and courses
- **ALL LAYERS** increase opportunity

#### **4. THE INEVITABLE “MODERNIZATION” OF CURRICULUM AND LEARNING**

- **A new paradigm as common sense standards for efficiency and efficacy**
- **establish repeatable standards**
- **other**

## 5. IN SEARCH OF A USEFUL EVALUATION

*Curriculum and  
Process Results*

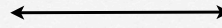
measurement of performance on the modules  
to ascertain future curriculum and  
instructional development needs

### DOMAIN TRACKING

Modules- Number  
Institution -Numbers  
Faculty- Numbers  
Student- Numbers

### MODULE TRACKING

Time to develop  
Time to deliver  
Expandable  
Repeatable  
Modifiable



*Student  
Performance*

measurement of student performance on the modules  
to ascertain future student instructional needs --

### Tasks

Total Number of Tasks  
Successful Completion - n attempts  
Time on Task

Defining types by bundling (as done in consumer markets DINKS, YUPPIES, ORGANIC, etc)

## **6. THE SIMILAR AND THE DISSIMILAR**

- **How does CIC learning differ depending on the domain where it occurs?**
- **How much does CIC influence the application of the paradigm in learning?**
- **Are those differences meaningful regarding their demand for CIC modules and courses?**
- **Will CIC be a pioneering force for spreading computing toward backward areas?**
- **Can standards help advance CIC into full courses and additional domains?**

## 7. EVALUATION AT ALL LEVELS

Category	Location	Faculty/ Developers	Students	Aggregated Data
All Areas	Institutions	All	All	
Each Area	Institution	Each Area	Each Area	
All Modules	Institutions	Team	All	
Each Module	Institution	Developer	All	

## 8. EVALUATION METHODS

Surveys	Logs (if available)	Performance Reports
Online Tools	Faculty/ Developer Capture	Faculty/ Developer Capture
Other	Faculty/ Developer Capture	Faculty/ Developer Capture

## 9. CHECKLIST

