

# Oaks Award Assessment

## Statement of Goals

Technology should have a purpose, sound pedagogical intent, and enhance teaching and/or learning.

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Statement of Goals</b>	No statement of goals.	Statement of goals unclear.	Goals clearly stated.	Statement of goals are clear and align with proposal guidelines.
<b>Pedagogical Intent</b>	Pedagogical intent is not evident or does not align with implementation.	Pedagogical intent minimally aligns with implementation.	Pedagogical intent moderately aligns with implementation.	Pedagogical intent clearly aligns with implementation.
<b>Impact</b>	Technology acts as a direct tool substitute with no (or diminished) functional change.	Technology acts as a direct tool substitute with functional improvement.	Technology allows for significant task redesign.	Technology allows for creation of new tasks, previously inconceivable.

## Implementation

Ideally, technology should be cost effective, user-friendly, accessible, sustainable, and scalable.

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Cost</b>	Cost information is not known.	Per instructor or per student charge is identified.	Tool is freely available.	Technology is licensed and supported by WSU.
<b>Accessibility</b>	Accessibility of the tool is not addressed.	Alternative options to allow accessibility options are resource or cost intensive and require a 3 <sup>rd</sup> party to create (eg AOI, Accessibility Office, or closed captioning service).	Alternative options require little to no effort and can be implemented by the student or faculty.	This technology is accessible to all students and accommodates those with disabilities.

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Scalability</b>	Does not scale beyond a specific class size.	Will scale within a limited range of class sizes but requires a significant amount of resources for implementation, redesign and ongoing support.	Will scale within a broad range of class sizes with token redesign and/or effort. Implementation and ongoing support costs are reasonable.	Fully scalable (appropriate in different size courses and independent of discipline). Little to no effort required for implementation and ongoing support.

## Reflection and Outcomes

Assessment plans are essential to evaluate the effectiveness of a technology, to align implementation with desired outcomes, and to inform changes to reshape your teaching and learning.

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Assessment</b>	No evidence of an assessment plan.	An assessment strategy is in place but is negligible and/or it is difficult to understand.	Assessment plan provides clear documentation of effectiveness related to student learning, though may be limited in scope.	Assessment plan collects data from multiple and diverse sources to illustrate, support, and extend student learning outcomes.
<b>Outcome</b>	Reflection lacks evidence of intent to adjust process in order to obtain desired outcomes.	Reflection has some evidence of intent to adjust process in order to obtain desired outcomes.	There is evidence of systematic assessment and subsequent adjustment to improve teaching and/or learning or desired outcomes.	Assessment findings inform and reshape teaching and/or learning practice to improve effectiveness, efficiency, and/or value.
<b>Innovation</b>	Technology lacks connection and clear purpose.	Technology reflects routine expectations. It does not challenge teaching or learning processes.	Evidence indicates application of instructional technologies impacts multiple aspects of teaching and/or learning.	Technology fosters new understanding of educational approach or establishes a new context for learning.