GSE Assessment Fair 2014

Early Intervention/Special Education
Problem: Students in EI/SE consistently rated the program below 3.0 in providing information about technology.

Question: Given iPad minis, will students increase their use of technology with young children and their families?
Collect Data

Data Collection Tools/Methods: Online and paper and pencil survey administered to students in EI/SE program.

1. Did students utilize the iPad mini? to collect data? other uses?

2. Was instruction sufficient?
Data: 8/15 students responded.
1. Five had no prior experience with mini; three had some;
2. Five students utilized the mini; three did not;
3. Of those who used the mini, one reported personal use only. The others reported personal and school use;
4. Only one student used the mini for data collection;
5. Students identified apps appropriate for use with young children in the home and in the classroom;
6. Instruction on using the mini occurred in five courses.

Analysis:
1. Provision of minis did increase student use of technology;
2. To increase the use of the mini for data collection, instruction needs to increase.

Conclusion:
The use of technology did increase for the oncampus cohort. Will this increase be reflected in student exit reviews?
Action steps:

1. Provide instruction in using minis for data collection;
2. Infuse technology instruction into each course;
3. Encourage university supervisors to use minis for data collection.

Take Action
Reliability and Validity Plan:

Spring 2014 Review STE II (Early Intervention) work sample language and rubric with University Supervisors to determine the need for revision.

Technology Plan:
Identify technology goals for each EI/SE course.