

**Educational Technology
College of Education, Purdue University
Strategic Plan – Ratified 12/14/06**

VISION

To establish preeminence in the area of learning technologies and design with special emphasis in online learning environments, technology integration, informal learning, and authentic problem solving.

MISSION

Our mission is to:

- prepare individuals at the master’s and doctoral levels to serve as outstanding educators and leaders in the field who have expertise in the design and evaluation of learning experiences that effectively integrate pedagogy and technology;
- conduct programs of cutting-edge research and scholarship related to learning technologies and design both within our program and through collaborations with colleagues within the College of Education, across the university, and with entities outside of the university; and
- engage with schools, business-industry, and non-profit organizations to broaden our impact and understanding of learning, technology, and design issues.

To accomplish this mission we focus on four core areas:

Authentic problem-solving

- Problem-based Learning
- Case-based Learning

Distributed Learning

- Distance Education
- Online Learning



Technology Integration

- Learning Environments
- Professional Development

Informal Learning

- Workplace Learning & Performance
- Service Learning

EDUCATIONAL TECHNOLOGY PROGRAM STRATEGIES & METRICS

We seek to align specific Educational Technology program efforts and resources with the strategies of the Department of Curriculum and Instruction, the College of Education, and Purdue University. We have identified **goals, strategies, actions steps/initiatives, & metrics** within the familiar Discovery, Learning, and Engagement framework. Clarifying our key strategies and initiatives puts us in a better position to identify resources that will add value and increase our growth potential within the global marketplace.

DISCOVERY STRATEGIES

Goal: Increase level of cutting edge research and scholarship productivity across core areas

D1. Develop mechanisms to promote faculty scholarly productivity

Action Steps/Initiatives

- Convert presentations to publications as efficiently as possible
- Develop a research agenda
- Revise curriculum to integrate research interests and teaching

Metrics (per faculty per year – based on COE/Dept metrics)	Benchmark 04-06 Mean
Number of books	
Number of book chapters	
Number of refereed journal articles	
Number of other publications	
Number of presentations conferences	
Number of journal editorships	
Number of journal editorial boards	
Number of internal discovery awards	

D2. Develop processes, procedures, and other mechanisms to assist faculty to secure sponsored funding

Action Steps/Initiatives

- Identify key research collaborators/partners
- Maintain db of grant opportunities
- Develop personal/program grant acquisition strategy

Metrics	Benchmark 04-06 Mean
Number of external proposals submitted	
Number of external proposals funded	
Total amount of external funding	
Number of internal proposals submitted	
Number of internal proposals funded	
Total amount of internal funding	
Total amount of all funding	

D3. Create a “discovery culture” within the graduate program

Action Steps/Initiatives

- Create research partnerships within the program, department, college, university
- Increase the number of students supported by grants
- Increase the number of students participating in grant-writing activities
- Promote involvement of qualified undergraduate students in discovery projects to support the graduate program and faculty research agenda.
- Recruit students with strong research orientation
- Revisit doctoral program competencies to align them with discovery objectives
- Require Ph.D. students to participate in discovery activities and submit for publication at least one empirical study with a faculty member prior to dissertation proposal.
- Create and maintain *display* of faculty research and publications

Metrics	Benchmark 04-06 Mean
Number of research articles published involving two or more program faculty	
Number of research articles published involving both program faculty and students	
Number of research articles published by graduate students	
Number of presentations involving two or more program faculty	
Number of presentations involving both program faculty and students	
Number of presentations involving graduate students	
Number of undergraduate students involved in discovery activities	

D4. Strengthen collaborative research networks

Action Steps/Initiatives

- Promote interdisciplinary projects outside of COE (e.g., psychology, engineering, agriculture, technology).
- Increase the number of visiting scholars
- Attend lectures/workshops/briefings by other disciplines
- Actively engage DLC in finding partners
- Create a schedule and plan for inviting guest lecturers

Metrics	Benchmark 04-06 Mean
Number of research article submissions involving two or more program faculty memb	
Number of faculty and students involved in interdisciplinary research	
Participation in interdisciplinary grants within Purdue and with other institutions	
Number of visiting scholars	
Number of guest speakers	

LEARNING STRATEGIES

Goal: Create a state-of-the-art learning environment that emphasizes theory-into-practice

L.1 Create strong graduate programs that produce scholars and leaders in educational technology

Action Steps/Initiatives

Recruiting and managing graduate students

- Appropriately size graduate programs to attain optimal faculty FTE (faculty to PhD student ratio of 1 to 5 or less, and faculty to MS student ratio of 1 to 6 or less)
- Establish criteria (baseline and exemplary) for the selection of high quality graduate students.
- Create a graduate student progress monitoring system that reviews yearly student progress and makes recommendations based upon those reviews
- Create a faculty/grad student mentoring program that involves all students and faculty and focuses on research and publication, as well as project design and development
- Create recruitment procedures to attract quality students
- Increase diversity in the program
- Increase overall funding opportunities for admitted graduate students
- Create guidelines for timely completion of degree programs (e.g., time to degree norms, length of time that graduate students can receive financial support, guidelines for dismissal of students)
- Place more MS and PhD graduates in positions within business/industry/government organizations
- Place more Ph.D. graduates in positions at research universities domestically and internationally

Metrics	Benchmark 04-06 Mean
Ratio of faculty to Ph.D. and MS students	
Average of GRE scores for admitted students	
Number of PhD graduates obtaining tenure-track faculty positions	
Number of graduates obtaining positions in business/industry/government organizations	
Number of research assistantships and fellowships for graduate students	
Number of students representing traditionally underrepresented groups (e.g. African-American, Hispanic/Latino, Native American) and number of international students	

L. 2 Expand student learning opportunities and increase student participation in activities in educational technology such as experiential, interdisciplinary, and experimental research programs; career and professional development programs; and cross-disciplinary opportunities.

Action Steps/Initiatives

- Initiate collaborative projects with faculty and students from other universities
- Attend lectures/workshops/seminars by faculty or students from other disciplines
- Involve faculty from other programs and discipline on students’ graduate committees
- Foster exchange programs with US and international universities
- Increase study abroad opportunities
- Create a schedule and plan for inviting guest lecturers
- Create opportunities for advanced Ph.D. students to teach and/or develop graduate level courses with faculty

Metrics	Benchmark 04-06 Mean
Number of students participating in experiential, interdisciplinary, experimental, and professional development programs	
Number of students participating in cross-disciplinary programs	
Number of faculty from other disciplines serving on students' committees	
Number of presentations made with faculty and students from other disciplines and institutions	
Number of publications co-authored with faculty and students from other disciplines and institutions	
Number of cross-university collaborations in which students participate	
Number of study abroad programs offered and attended	
Number of visiting scholars or guest lecturers	
Number of graduate students teaching and/or developing courses with faculty	

L. 3. Expand student learning opportunities and increase student participation in educational technology by creating a suite of online courses and offering an online degree program.

Action Steps/Initiatives

- Create online master's degree and certificate programs in key areas, e.g., e-learning, workplace performance, and learning design
- Complete development of an online Computer Education Licensure program
- Increase opportunities for students in Educational Technology program to participate in development and/or facilitation of online courses
- Design state of the art online courses that attract new students to the program
- Increase revenue from courses delivered online

Metrics	Benchmark 04-06
Number of online course available (MS core)	5 courses
Number of online course available (Computer Education Licensure)	2 courses
Number of enrollments in distance courses (MS core)	
Number of enrollments in distance courses (Computer Education Licensure)	
Number of opportunities for ET students to engage in development/facilitation of online courses	
Number of educational technology faculty members with expertise in applications of educational technology to online and networked environments	
Revenue generated by distance course offerings (that comes to COE or EdTech program)	\$0

L 4. Increase the broader impact of courses and the program by integrating discovery, learning and engagement in the core program areas

Action Steps/Initiatives:

- Align new and current course goals/objectives with strategic plan foci
- Emphasize learning, design, and technology in course descriptions and content
- Design program area concentrations or clusters such as Workplace learning and performance, and Distributed Learning
- Integrate course projects with the goals of existing centers/programs such as LEAP, DLC, CRESME, EPICS when possible
- Actively promote classroom diversity by recruiting students from colleges and schools such as Engineering Education, Computer Graphics Technology, Veterinary Technology, OLS, etc., to create mixture of expertise on projects and recruit possible new students
- Invite guest lecturers internal and external to Purdue that promote development of course projects

Metrics	Benchmark 04-06
Master's and PhD programs of study that directly align with strategic plan	
Number of graduate courses in educational technology that incorporate or focus on discovery and/or engagement	
Formal program areas or clusters	
Number of courses affiliated with centers or programs	
Number of non-Ed Tech students enrolled in courses	
Number of people impacted by Educational Technology class projects (P-20; workplace; general public)	

ENGAGEMENT STRATEGIES

Goal: Promote active, community-based learning and value-added contributions to society

E.1 Develop and enhance the educational technology faculty partnerships within the University and with local, regional, state, national, and international constituents

Action Steps/Initiatives:

- Establish mutually beneficial relationships (research opportunities, high quality practicum sites, innovative practices, and faculty and student engagement) with schools and teachers, business, industry, and government organizations
- Establish service learning components/elements within key design and technology courses
- Leverage classroom and engagement partnerships to obtain external funding
- Actively engage DLC to identify potential engagement partners
- Create an alumni advisory board

Metrics	Benchmark 04-06 Mean
Number of Purdue grants in which educational technology faculty participate to contribute to K-12, business, and governmental outreach	
Number of research projects conducted with schools and teachers who participate in COE teacher preparation program	
Number of practicum sites that implement empirically-based best practices and innovative practices.	
Number of international partners	
Number of engagement grants (and dollar amounts) submitted	
Number of engagement grants (and dollar amounts) awarded	
Number of service learning projects undertaken and completed	

E.2 Promote opportunities to put theory into practice in educational technology

Action Steps/Initiatives:

- Provide opportunities for school-based collaborators and business, industry, and government partners to share expertise and experience with Purdue community (e.g., guest presentations, class visits).
- Engage practitioners as partners in school-based research activities in PDS, conference presentations, and other environments.
- Provide leadership in addressing current issues in the field of educational technology

Metrics	Benchmark 04-06 Mean
Number of guest presentations by school-based collaborators and business, industry, and government partners to share expertise and experience with Purdue community (e.g., guest presentations, class visits)	
Number of practitioners involved in school-based research activities and business, industry and government projects with Purdue educational technology faculty and graduate students	
Number of information dissemination activities to local schools, school corporations, local professional, and community organizations	
Number of publications targeted at practitioners	

E3. Increase the broader impacts of the program through coordinated assessment and evaluation

Action Steps/Initiatives:

- Create a data base of faculty and student projects
- Design and develop a service learning system
- Evaluate the effects and impacts of service learning projects
- Develop service learning research agenda for LEaP
- Provide program information and recruitment materials at professional meetings and conferences.
- Create a fund to support the marketing of program information at professional meetings and conferences
- Update ET website at least twice per year to reflect changes in faculty and programming

Metrics	Benchmark 04-06 Mean
Publications by faculty and students related to service learning	
Number of professional meetings and conferences at which faculty and graduate students disseminate program information about Purdue’s programs in education	
Funding of dissemination and recruitment activities	
Number of engagement activities in which Ed Tech faculty and/or graduate student are involved	
Number of people impacted by Ed Tech engagement activities	