



Project 2b: Knowledge and Decision-Making

In the fall of 2019, we evaluated the impact of engagement with specific IRIS OERs on teachers' level of knowledge and ability to make instructional decisions. For Project 2b, we replicated the evaluation project with two new universities, California State University--Los Angeles and the University of Virginia. For the 2019 evaluation project, the students were enrolled in an on-campus, face-to-face course. For the replication project, students were enrolled in online, virtual courses.

Evaluation Design

- Repeated Measures: Pre-assessment, Post-assessment, and Delayed assessment
- Random Assignment: Participants were randomly assigned to a condition (Group A or Group B)
- IRIS Open Educational Resources
 - STAR Legacy Module
 - [Accommodations: Instructional and Testing Supports for Students with Disabilities](#)
- Activities
 - [Making Presentation Accommodations](#) [Making Response Accommodations](#)
 - [Making Setting Accommodations](#) [Making Timing and Scheduling Accommodations](#)

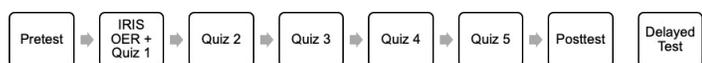
Evaluation Questions

Q1: To what extent does engagement with IRIS OERs enhance participants' knowledge and decision-making related to the content?

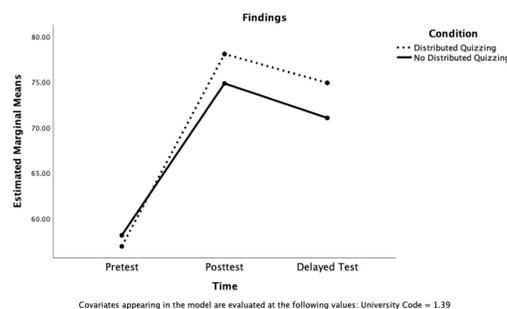
Q2: To what extent does the use of distributed quizzing with feedback enhance participants' learning outcomes?

Overview of the Project

At the beginning of the semester, all students took a pre-assessment on their knowledge of accommodations. Then, they completed the accommodations-related IRIS OERs, the STAR Legacy Module and the case-based activities. Each week following the completion of the IRIS OERs, students completed a brief quiz (n = 10 questions). Students in Group A received 5 questions related to the accommodations content and 5 questions related to other course content. Students in Group B received 10 questions related to other course content and no accommodations-related questions. The week after the final quiz, Quiz #5, students took a post-assessment. After the post-assessment, the weekly quizzing ended and students received no formal exposure to accommodations-related content for the remainder of the semester. At the end of the course, all students completed a delayed assessment.



Outcomes



Q1: Statistically significant gains in learning occurred for all students as a result of engaging with IRIS OERs on the topic of accommodations.

Q2: Distributed quizzing enhanced student learning and those gains were maintained on the delayed assessment.

Sample Student Responses to the Decision-Making Questions

On the pre-, post-, and delayed-assessments, students responded to multiple-choice and short-answer questions. For the short-answer questions, students were presented with a teaching scenario and asked to apply their knowledge of accommodations. Sample student responses reflect their mastery of the content.

Whether or not answers are presented handwritten or orally, it does not take away from how the student is able to showcase what they've learned, which is what the target skill is focused on.

This could be problematic because the student is not practicing their testing accommodation in the classroom so they are prepared for when they take tests.

Two timing and scheduling accommodations would be to break up the projects and have different due dates for different parts and have extended time to complete these assignments.

A possible access need is completing the assessment in a different format because she can't write. The target skill is whether she can use specific instructional strategy the teacher taught.