

**Evaluation of the Use of the Learning Management System  
for English as a Second Language Adult Learners**

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## EXECUTIVE SUMMARY

The educational program base for this study is the West Side Learning Center, located in the heart of the West Side in Syracuse. West Side Learning Center (WSLC) is an ESL training center for adults, established for more than 20 years. WSLC is now serving around two-hundred students divided into seven English levels. Those levels are arranged from English literacy, being the lowest, to College Preparation, being the highest level. In order to register students in the appropriate classes according to their skill level, pre-tests in listening, speaking, reading, and writing are administered to them. The program operates in a set schedule from Monday to Friday, offering English courses in the morning and in the afternoon.

For the purpose of increasing students' English outcomes while away from the classroom setting, a free Learning Management System (LMS), called Schoology, is being used to extend learning outside the classroom. In this moment only, students from one class are involved. This class hold students in level two which is equivalent to a beginning English for speakers of other languages. The class roster in the LMS shows twenty-four actively participating students. The class is being facilitated by two teachers who are guiding and managing the program.

As of now, the LMS program is being used as a pilot test with the intention to prove its effectiveness. Therefore, the main goal of this pilot test is to find out if the LMS is helping students to improve their English skills compared to others in the same level, that take only the face-to-face English classes. According to the results, a decision will be made on whether to extend the use of the LMS to other classes and levels or not.

Our job as educational evaluators are to evaluate whether students are learning more using the classroom and LMS instructions and practices compared to students in the same level just attending to English classes instruction. In order to deliver answers to this hypothesis, students, teachers, and the LMS will be evaluated using focus groups, interviews, questionnaires and observation to find out if they comply with requirements to draw positive outcomes. We are also investigating if the environment and its requirements are adequate for the students' expected outcomes.

The management plan of this evaluation includes four different phases. Through the four phases, multiple reports such as initial report, progress report, and final reports will be submitted. The final report will summarize the findings of the evaluation, provide a complete analysis of the data collected. The full evaluation will take six months to complete.

In the end, the outcomes of the program evaluation, which is focusing on investigating if the twenty-four students in the beginning English class are, in fact, learning more with the use of the LMS than others in the same level that are not, will support the implementation of the LMS in all the other English levels in the center.

## PROGRAM BEING EVALUATED

The objective of this evaluation is to evaluate the adult ESL students' learning outcomes with the use of the Learning Management System (LMS).

### Context and Purpose of the Program

West Side Learning Center, (WSLC) which is an ESL training center for adults. WSLC is now serving around two-hundred students divided into seven English levels from English literacy to College Preparation. In order to register students in a specific class, they are pre-tested in listening, speaking, reading, and writing as they come to school looking to register into English classes. The program operates in a set schedule from Monday to Friday, offering English courses in the morning and in the afternoon.

For the purpose of increasing students' English outcomes while away from the classroom setting, *schoolology.com*, a free Learning Management System (LMS), is being used to extend English language acquisition by the ESL adults outside the classroom. At this moment, only students from one class are involved in this pilot test. This class holds students in level two which is equivalent to a beginning English for speakers of other languages. The class roster in the LMS shows twenty-four actively participating students. The class is being facilitated by two teachers who are guiding and managing the program.

*Schoolology.com*, as it was mentioned, is a free Learning Management System supported by [www.schoolology.com](http://www.schoolology.com) similar to **BlackBoard** or **Canvas**. This online classroom space was created by Abubakr and Kennia to provide ESL adult learners with extra English practices to enhance their English language acquisition during class instruction and while away from the classroom. These practices can be accessible from any device connected to the Internet and be used not only by the registered adult learner but by anyone in the family as well.

With this focus, this free Learning Management System (LMS) tool uncovered a set of new-preconceived learning experiences used as an extension of the classroom instructions. Schoolology.com provides adult learners with a user-friendly way, to practice English, assess their learnings, and keep a direct connection with classmates and teachers from any computer, tablet, or smartphone with internet access while away from the classroom. It has also enabled instructors to create, manage, and share content and resources with their students and colleagues. Using a device with internet connection, the teachers are able to follow the adult learners progress synchronously or asynchronously. This LMS program has resulted in an active engagement of the students and the teachers. It has helped to increase the amount of time students are spending practicing English through this self-paced program.

### Clients of the Program

The primary clients of the LMS are ESL teachers and the adult learners registered in this beginning English (Level 2) class. The two ESL teachers are licensed as adult ESL teachers by the State of New York. One of them holds a M.S. in TESOL and the other one in Education. Students registered in this Beginning English class come from different countries around the world. They come to the learning center seeking to learn or improve their English language skills in order to obtain a job or further their education.

Secondary clients are the adult learners' family members or friends. Since the objective of this online classroom is that adult learners explore and adopt different ways in which they can

learn English during non-instructional hours, this possibility can also be extended to others in their household and ultimately, to other adult ESL learners.

### **Basic Operations of the Program**

*Schoology.com* Learning Management System (LMS) platform, is being used as a pilot online study aid by ESL adult education teachers in the level 2 (high beginning) class of twenty-four students. The teachers are the administrators of the LMS, which allows them to create and import activities, follow up on students' connections with the site and train students in the school computer lab in an ongoing basis. As a prerequisite of the Schoology use, teachers make sure all students have an email account, registered into the LMS, learn how to navigate and use the site and continue supporting students' engagement.

Because it is expected that this evaluation helps to consider the implementation and use of the LMS in the other WSLC classrooms as well, we conducted a site visit from where we learned that on a daily basis, students are encouraged to login and participate at any time during the day while away from school. Content is prepared and regularly updated by the teachers in folders/units, and each folder/ unit covers the three basic ESL skills in reading, writing, and listening. Even though there are some speaking practice support, this skill is being practiced in the class due to the importance of the pronunciation and physical exercises to obtain an adequate one. Questions, discussion, tests/ quizzes are prepared to assess learning. Also, because devices, i.e. laptop, smartphone, or tablet, and internet connectivity are needed to access the content, teachers have access to those during class to demonstrate how to use them.

### **Purpose of the Program Evaluation**

Our evaluation purpose is to determine whether the participating ESL level 2 adult learners are showing better language outcomes using the LMS, compared to other students in the same level who are not engaged in the learning management system.

To reach this purpose our evaluation will:

- Determine whether the participating teachers are able to use, manage, train, and develop instructional materials for the Schoology.com LMS that are developmentally appropriate and user friendly.
- Determine if students have access to the required technology, can use it away from the classroom, and the environment in which they will continue studying English facilitates learning.
- Identify and develop recommendations for future program enhancements
- Determine if instructional goals, objectives, and assessment are aligned with the activities and materials provided in the LMS.

## **FOCUS OF THE EVALUATION**

*The focus of this evaluation is to evaluate the learning outcomes of ESL adult learners' English language acquisition with the use of a learning management system (LMS) compared to those who are not involved in the use of an LMS.*

This LMS was primarily designed to reinforce ESL adult learners' English language while away from a classroom setting. Even though the learning center is equipped with high-end technology, this fairly new way of motivating adult learners to continue their English education, seems to be effective since mobile technology has become very popular. This LMS provides teachers the possibility to enhance their practice and the students' outcomes by providing extra-curricular activities in the areas of ESL where students need reinforcement. Teachers are also able to educate their students in technology literacy and social media culture as part of it. In addition, teachers have the opportunity to take a closer look at the strengths and weaknesses of their individual students' English skills and prepare a more personalized set of practices or instructions that students can do at their own pace. In other words, our evaluation will draw specific finding in the adult learners' language outcomes with the use of the LMS compared to other that are not using it.

### **Audience for the Evaluation Report**

Immediate audience of this evaluation report include:

- Adult Education administrator who is in charge of budget, staff, and implementation of program changes or new ones.
- WSLC Site Facilitator who will advocate for new changes, facilitate the effectiveness of the implementation, provide training for staff, and follow up on outcomes and reports to superiors of this program
- Teachers who are involved in the creation and management of the LMS as part of their curriculum activities.
- Adult learners that are using the LMS as a way to continue their education while in a setting other than a classroom.
- Family members or friend of the adult learners that indirectly engage in the use of the LMS.

*For further steps, were the results of this evaluation will be used to implement a school-wide LMS, will include the following audience:*

- Teachers who will be involved in the creation and management of the LMS as part of their curriculum activities
- Adult learners that will be using the LMS as a way to continue their education while in a setting other than a classroom

### **Components of the Program to be Evaluated**

The following are the components of the program to be evaluated:

- Technology skills required to operate the LMS by teachers and adult learners
- Availability of technology for adult learners in a non-classroom setting
- Relevance of goals, objectives, and content included in the LMS
- Learning assessments and whether they are aligned with goals
- Outcomes of students who use the LMS as well as outcomes of students in the same level who don't use the LMS

## **Contextual Factors Affecting the Evaluation**

This program is the first of its kind at West Side Learning Center, furthermore, there is no protocol implemented since it is set up as a trial in one class only by its teachers. There is currently no requirement for other teachers to use this program and there is no current training for teachers who do not know how to use the program. This evaluation will be used to demonstrate if the LMS will be a good addition to the school curriculum, and therefore adopted by other teachers in the school.

As these courses consist of adult ESL learners, they may have trouble understanding the language online and may struggle to get started when they first sign in. Also, these learners may struggle with the technology if they have never been exposed to anything like it before. These are adult learners who may not be comfortable with technology and these students may not have access to the technology necessary to use the LMS outside of class. This course is not required for the adult ESL students to use. It is self-paced and requires the individual to be self-motivated to use it. This could impact how the course is used outside of the classroom in the future. These factors could also impact the design of the program and how it could be improved moving forward.

- To overcome the problem of limited time during the classes, WSLC decided to conduct a trial use of an LMS called Schoology.com in order to extend learning outside the school. This LMS was chosen because of its features and because it is a free platform.
- Two teachers (out of 12) and one class (24 students) in the second level (beginning English) were chosen for this pilot test period of six months and learnings will be assessed three times during this period.

## EVALUATION QUESTIONS

### Question Summary

Evaluation question	Sub Questions	Target Audience	Why important question?
<p>Do students and teachers have adequate technology competencies to operate the online classroom?</p> <p>Is there a need to develop competencies in technology for this program in order to use the online LMS?</p>	<ul style="list-style-type: none"> <li>● Are there pre-requirements before using this program i.e. English language level?</li> <li>● Is there training available for teachers and learners who do not have experience with online learning?</li> <li>● Is there any training available for teachers and students who may need technology literacy assistance?</li> <li>● How does the program bridge the skill gaps for expert and beginner students and teachers?</li> </ul>	<p>Teachers</p> <p>Students</p>	<ul style="list-style-type: none"> <li>● Determine if there are prerequisites for teachers and students to be successful i.e. English language level.</li> <li>● Determine if teachers and students have basic technology literacy to handle the site.</li> <li>● Determine if there is adequate support for teachers and learners who don't have basic technology skills.</li> </ul>
<p>Do the students have the technological means to access the LMS outside of the classroom?</p>	<ul style="list-style-type: none"> <li>● Do ALL students have access to devices outside of the classroom?</li> <li>● Do ALL students have access to Internet connections outside of the classroom?</li> <li>● Do ALL students already have an email account?</li> <li>● Do the students have an existing Schoology LMS account or do they need to create one?</li> <li>● How does the school help students who need access to technology?</li> </ul>	<p>Teachers</p> <p>Students</p>	<ul style="list-style-type: none"> <li>● Evaluate if the expectations and learning environments are realistic</li> <li>● Evaluate if the students have access to the required technology to participate in this program.</li> <li>● Evaluate if the learning center facilitates in any way access to technology outside the school.</li> </ul>
<p>Is the content relevant to the objectives of the English course?</p>	<ul style="list-style-type: none"> <li>● Where do the objectives appear in the online course?</li> <li>● Do the activities engage the students and match the course objectives?</li> </ul>	<p>Teachers</p>	<ul style="list-style-type: none"> <li>● Evaluate if the activities and content match the goals of the course.</li> </ul>
<p>What is the quality of the online ESL</p>	<ul style="list-style-type: none"> <li>● Are the activity instructions clear and</li> </ul>	<p>Teachers</p>	<ul style="list-style-type: none"> <li>● Evaluate the quality of materials</li> </ul>



materials and resources?	<p>easy to follow?</p> <ul style="list-style-type: none"> <li>• Do the activities and content correlate with the students' English proficiency level?</li> <li>• Are the material and content delivered using plain English and a clear format?</li> </ul>		and resources being used in the online course.
Are the learning assessments adequate to the students' level and aligned with the course objectives?	<ul style="list-style-type: none"> <li>• Do the assessments align with and cover all objectives of the program?</li> <li>• Are the assessments clear and easy to understand?</li> <li>• Do the assessments allow the students to self-check their understanding of the content?</li> <li>• Do the assessments test the students understanding of the online course content?</li> </ul>	Teachers	<ul style="list-style-type: none"> <li>• Evaluate the quality of the assessments used in the online course.</li> </ul>
How do the learning outcomes of students who use the LMS compare to the learning outcomes of students in the same level who don't use the LMS?	<ul style="list-style-type: none"> <li>• What are the average test scores for students without the use of the LMS?</li> <li>• What are the average test scores for students with the use of the LMS?</li> <li>• Do the students and the teachers in the program feel like the students are learning more with the LMS compared to the students who do not use the LMS?</li> </ul>	Teachers Students	<ul style="list-style-type: none"> <li>• Evaluate if the use of the LMS is increasing, decreasing, or doing nothing to the learning outcomes of the students who use the LMS.</li> </ul>

### Question/Procedure Matrix

Who	Materials and Faculty	Impact	Post use
Students	<ul style="list-style-type: none"> <li>● Reports from the LMS, which include:               <ul style="list-style-type: none"> <li>○ number of students registered</li> <li>○ number of active students</li> <li>○ time spent in each activity</li> <li>○ number of logins</li> <li>○ views</li> <li>○ covered and completed units</li> <li>○ completed assignments</li> <li>○ completed quizzes</li> <li>○ test scores</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Data analysis of online activity</li> <li>● Students engagement of materials</li> <li>● Student English progress</li> </ul>	<ul style="list-style-type: none"> <li>● Which activities and resources are the most utilized</li> <li>● Which are relevant for the students</li> <li>● Which students keep using in a daily basis</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Reports from the LMS</li> </ul>	<ul style="list-style-type: none"> <li>● Skills, technology knowledge, online teaching experiences, engagement and attitude toward program</li> </ul>	<ul style="list-style-type: none"> <li>● Develop training</li> <li>● Improve training for future courses</li> <li>● Become a resource point teacher</li> </ul>

### Summary Procedure Matrix

Procedure	Questions Addressed	Schedule	Respondents	Sample
<b>Questionnaire</b> for teachers	<ol style="list-style-type: none"> <li>1. Do students and teachers have adequate technology competencies to operate the online classroom?</li> <li>2. Is there a need to develop competencies in technology for this program ahead of time?</li> <li>3. Do the students have the technological means to access the LMS outside of the classroom?</li> <li>4. Is the content relevant to the objectives of the English course?</li> <li>5. What is the quality of the online ESL materials and resources?</li> <li>6. Are the learning assessments adequate to the students' level and aligned with the course objectives?</li> <li>7. How do the learning outcomes of students who use the LMS compare to the learning outcomes of students in the same level who don't use the LMS?</li> <li>8. Do the students and the teachers in the program feel like the students are learning more with</li> </ol>	<ul style="list-style-type: none"> <li>● Initial questionnaire (In person)</li> <li>● Follow up questionnaire (In person)</li> <li>● Final questionnaire (In person)</li> </ul>	Participating teachers	100% of participating teachers in the pilot (2 in total)

	the LMS compared to the students who do not use the LMS?			
<b>Questionnaire</b> for students	<ol style="list-style-type: none"> <li>1. Do students and teachers have adequate technology competencies to operate the online classroom?</li> <li>2. Is there a need to develop competencies in technology for this program ahead of time?</li> <li>3. Do the students have the technological means to access the LMS outside of the classroom?</li> <li>4. How do the learning outcomes of students who use the LMS compare to the learning outcomes of students in the same level who don't use the LMS?</li> <li>5. Do the students and the teachers in the program feel like the students are learning more with the LMS compared to the students who do not use the LMS?</li> </ol>	<ul style="list-style-type: none"> <li>● <i>Initial questionnaire</i> (In person)</li> <li>● <i>Follow up questionnaire</i> (In person)</li> <li>● <i>Final questionnaire</i> (In person)</li> </ul>	Participating students	100% of participating students in the pilot class (24 in total)
<b>Observation</b> Study	<ol style="list-style-type: none"> <li>1. Do students and teachers have adequate technology competencies to operate the online classroom?</li> <li>2. Is there a need to develop competencies in technology for this program in order to use the online LMS?</li> </ol>	<ul style="list-style-type: none"> <li>● Observation (scheduled before initial students' questionnaire, during the time students are using the computers in the lab usually once a week for 1.5 hrs.)</li> </ul>	Participating students and teachers	All students (24) and teachers (2)

<p><b>LMS Reports</b></p>	<ol style="list-style-type: none"> <li>1. Are the learning assessments adequate and supportive of the adult ESL learners?</li> <li>2. What is the quality of the online ESL materials and resources?</li> </ol>	<ul style="list-style-type: none"> <li>● Review of activity online (online)</li> <li>● Review of LMS data (online)</li> </ul> <p><b>Note:</b> These three (above mentioned) events happen three times during the Evaluation process</p>	<p>Teachers and students within the LMS.</p>	<p>100% of the LMS reports of all participating students (24) and teachers (2).</p>
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### Question Analysis and Interpretation Plan

<b>Evaluation Questions</b>	<b>Collection Procedure</b>	<b>Analysis Procedure</b>	<b>Evaluation Criteria</b>	<b>Procedure for Making Decisions</b>
<p>Do students and teachers have adequate technology competencies to operate the online classroom?</p> <p>Is there a need to develop competencies in technology for this program ahead of time?</p>	<ul style="list-style-type: none"> <li>● Interview data</li> <li>● LMS data</li> <li>● Focus group</li> <li>● Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Content analysis of interview and focus group results</li> <li>● Analysis of LMS data</li> <li>● Analysis of Observation data</li> </ul>	<p>Presence of technologies or documentation of resources</p> <p>Evidence of existing technology skills using a technology literacy rubric</p>	<p>Meeting with clients and/or evaluation expert to interpret findings and plan next course of action</p>
<p>Do the students have the technological means to access the LMS outside of the classroom?</p>	<ul style="list-style-type: none"> <li>● Interview</li> <li>● Focus group</li> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Content analysis of questionnaire and focus group results</li> </ul>	<p>Presence of technologies required for the program</p>	<p>Meeting with clients and/or evaluation expert to interpret findings and plan next course of action</p>
<p>Is the content relevant to the objectives of the English course?</p>	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Interviews</li> <li>● LMS data</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze questionnaire data for patterns</li> <li>● Analysis of content</li> </ul>	<p>Correlation of objectives with content</p> <p>Presence of objectives in content</p>	<p>Meeting with clients and/ or evaluation expert to interpret findings and plan next course of action</p>

<p>What is the quality of the online ESL materials and resources?</p>	<ul style="list-style-type: none"> <li>● Questionnaire data</li> <li>● LMS data</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the qualitative questionnaire data for patterns</li> <li>● Analyze LMS data for patterns</li> </ul>	<p>Positive responses from teachers and students</p> <p>Matches with standards of ESL materials</p>	<p>Meeting with clients and/ or evaluation team to interpret findings and plan next course of action</p>
<p>Are the learning assessments adequate to the students' level and aligned with the course objectives?</p>	<ul style="list-style-type: none"> <li>● Questionnaire data</li> <li>● LMS data</li> <li>● Interviews</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze questionnaire data for patterns</li> <li>● Analyze LMS data for patterns</li> </ul>	<p>Comparison of assessments with ESL learning objectives</p>	<p>Meeting with clients and/ or evaluation expert to interpret findings and plan next course of action</p>
<p>How do the learning outcomes of students who use the LMS compare to the learning outcomes of students in the same level who don't use the LMS?</p>	<ul style="list-style-type: none"> <li>● LMS data</li> <li>● Test scores of non-LMS students</li> </ul>	<p>Take the average test score from the LMS students and compare them to the average test score from the non-LMS students</p>	<p>The average test score from the LMS students is greater than 10% of the average test score from the non LMS students</p>	<p>Meeting with clients and/or evaluation expert to interpret findings and plan next course of action</p>

## REPORTING SUMMARY PLAN

<i>Event</i>	<i>Date/ Frequency</i>	<i>Format</i>	<i>Nature/Scope of Content</i>	<i>Audience</i>
Questionnaire Report	1/28/19 4/9/19 6/18/19	Written report of themes from the questionnaires	Questions about course, content, quality, technology, effectiveness of online format	Teacher
Interview Report	1/30/19 6/20/19	Written report of themes from interviews	Questions about course, content, quality, technology, effectiveness of online format	Teacher
Questionnaire Report	1/28/19 4/15/19 6/22/19	Written report of themes from paper questionnaire	Questions about course, content, quality, technology, effectiveness of online format	Students
Focus Group Report	1/28/19 6/17/19	Written report of themes from focus group	Questions about course, content, quality, technology, effectiveness of online format	Students
LMS Data Report	2/2/19 4/21/19 6/30/19	Written report of the LMS Data	Analyzing data collected through LMS using quantitative analysis	Administration Teacher
Progress Report	2/13/19 4/30/19	Verbal report of progress on goals of evaluation	How are goals being met, on track to meet goals	Facilitator
Final Report and Recommendations	7/15/19	Final Report	Formative and summative evaluations, recommendations on how to proceed with the program	Administration Facilitator Teacher Students



## EVALUATION MANAGEMENT PLAN

### Management Plan Budget

Non-cost items	Cost items
The teachers (salaried)	Evaluator
Computers and the Internet connectivity for training	Research Assistant
Software for data analysis	Overtime costs for the teachers
	Incentives for adult learners participating in the data collection activities
	Materials and printouts (training + questionnaires)
	Coffee/ snacks

Cost item	Cost (\$)	Unit	Amount	Total (\$)
Evaluator	50.00	hr.	295	14,750
Research Assistant (Intern)	15.00	hr.	174	2,610
Overtime costs for the teachers	38.00	hr.	6	228
Incentives for adult learners participating in the data collection activities	75.00	each	24	1,800
Materials and printouts (training + questionnaires)	50.00	lot	1	50
Coffee/snacks during focus groups	50.00	lot	1	50
<b>Total cost</b>	-	-	-	19,488

*Justification for the costs of the project*

### Cost feasibility of the plan

Upon review of the costs it was determined that the cost is feasible for this project.

### Cost benefit of the plan

The benefit of the plan is that it will provide data that can be used to make decisions regarding the future applications of this program.

### Cost utility of the plan

The evaluation is worth the cost because if the program is not evaluated, the effectiveness of the program cannot be determined. Without this evidence, the program will struggle to grow and could face failure or be terminated.

## QUALITY OF THE EVALUATION PLAN - META EVALUATION

### Three standards which are NOT applicable to the study

1. **F3 Contextual viability:** Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups  
*Explanation:* Evaluation should comply with this standard, but we are performing a formative study and looking at some limited aspects that are not political.
2. **P6 Conflicts of interests:** Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation.  
*Explanation:* There are no conflicts of interests in the evaluation because the evaluator and the assistant evaluator have no direct or indirect interest in the program being evaluated. The results should be delivered representing unbiased results.
3. **U6 Meaningful processes and products:** Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.  
*Explanation:* The evaluation for this program covers the basis of this standards, but at this point it is not the focus due to its purpose.

### Three standards which are applicable and in compliance with the study

1. **A3 Reliable information:** Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.  
*Explanation:* The program being evaluated complies with the evaluation process that shows a dependable and consistent information gathering with the use of questionnaires, interviews, and focus groups.
2. **U8 Concerns for consequences and influence:** Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.  
*Explanation:* According to evaluation results, the program can be expanded to be used by other teachers and students in the learning center. The evaluation should comply with this standard due to data collection from different resources and multiple times. The evaluation could have negative impacts on the program's ability to grow and improve if the findings were misused or incorrectly interpreted.
3. **E2 Internal meta-evaluation:** Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and other outcomes.  
*Explanation:* Standards and best practices are followed on the development of procedures and resources used in this evaluation to answer the evaluation hypothesis, to ensure the best possible responses and unbiased findings.

### Three standards which are applicable but should be better complied

1. **U2 Attention to Stakeholders:** Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by it.

*Explanation:* This standard will be fully applicable once the program is implemented. At this point of evaluating a pilot program only two teachers and a class of twenty-four students are involved.

2. **A5 Information management:** Evaluations should employ systematic information collection, review, verification, and storage methods.

*Explanation:* The evaluation for this program has been conceived in a systematic way of collecting, reviewing, verifying, and storing data. However, if the program can be extended, the process and procedures will need to be revised and improved according to new challenges.

3. **U3 Negotiated Purposes:** Evaluation purposes should be identified and continuously negotiated based on the needs of stakeholders.

*Explanation:* For the purpose of this evaluation we were required to perform initial negotiation of the stakeholders' needs. However, in the event of expanding this evaluation, a continuous negotiation of the needs of the stakeholders will be needed to ensure the best practice.

## Appendix A: References

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## Appendix B: Management Plan

		PROJECT NAME	DURATION	START	FINISH	TIMELINE= 1/1/19 - 7/12/19 (each period is 5 working days)
WHO	TASKS	ESL Adult Students English Improvement by the use of Schoology	199	1/1/19	7/19/19	
Evaluator	1.1	Design Paper Questionnaire for students	5	1/1/19	1/6/19	■
Evaluator	1.2	Design Paper Questionnaire for the teachers involved	5	1/1/19	1/6/19	■
Evaluator	1.3	Pilot Questionnaires	3	1/7/19	1/10/19	■
Evaluator	1.4	Review and Revise Questionnaires	2	1/11/19	1/13/19	■ ◆
Evaluator	2.1	Design technology literacy checklist for observation	1	1/1/19	1/6/19	■ ◆
Evaluator	3.2	Develop Interview Script	5	1/7/19	1/12/19	■
Evaluator	3.2	Pilot Interview	3	1/13/19	1/16/19	■
Evaluator	3.3	Review and Revise	2	1/17/19	1/19/19	■ ◆
Evaluator	4.1	Conduct initial students' Focus Group Interviews	7	1/21/19	1/28/19	■
Research Assistant	4.2	Conduct Initial paper Questionnaires on site to Students	7	1/21/19	1/28/19	■
ResearchAssistant	4.3	Initial Observation of students and teachers in a computer lab setting	3	1/22/19	1/24/19	■
Evaluator	4.4	Conduct initial teachers' individual Interview	1	1/29/19	1/30/19	■
Research Assistant	4.5	Conduct Initial paper Teacher Questionnaire	1	1/29/19	1/30/19	■
Research Assistant	5.1	Questionnaires/ Interviews Data collection	2	1/31/19	2/2/19	■
Teacher/RA	5.2	Collect Data fom LMS	2	1/31/19	2/2/19	■
Evaluator	5.3	Analyse Interviews, Questionnaires, Observations, and LMS Data	7	2/3/19	2/10/19	■
Evaluator	6	Progress Report I	2	2/11/19	2/13/19	◆
Research Assistant	7.1	Follow up Questionnaires and data collection - Students	7	4/8/19	4/15/19	■
ResearchAssistant	7.2	Follow up Questionnaires and data collection - Teacher	1	4/8/19	4/9/19	■
ResearchAssistant	7.3	Follow up Observation of students and teachers in a computer lab setting	3	4/16/19	4/19/19	■
Teacher/RA	8.1	Collect Data fom LMS	2	4/19/19	4/21/19	■
Evaluator	8.2	Analise Data	5	4/22/19	4/27/19	■
Evaluator	9	Progress Report II	2	4/28/19	4/30/19	◆
Evaluator	10.1	Conduct final students' Focus Group Interviews	7	6/10/19	6/17/19	■
Research Assistant	10.2	Final Questionnaire and data collection - Students	5	6/17/19	6/22/19	■
Research Assistant	10.3	Final Questionnaire and data collection - Teacher	1	6/17/19	6/18/19	■
Evaluator	10.4	Final teachers' individual Interview	1	6/19/19	6/20/19	■
Research Assistant	10.5	Final Observation of students and teachers in a computer lab setting	3	6/24/19	6/27/19	■
Teacher/RA	11.1	Collect Data fom LMS	2	6/28/19	6/30/19	■
Evaluator	11.2	Analyse combined data from the three phases	10	7/1/19	7/11/19	■
Evaluator	11.3	Report Findings	3	7/12/19	7/15/19	■
Evaluator	12	Final Report and Recomendions	1	7/16/19	7/17/19	◆