



**King Fahd University of Petroleum & Minerals  
Deanship of Academic Development  
Learning Technology Center**

**Guidelines for  
Instructional Technology Award**

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## Background

The positive influence of technology on education and students' learning in today's world is undeniable. Over the past two decades, technology has been constantly shaping education in ways that no one has anticipated or imagined. This became obvious during the Covid-19 pandemic when hundreds of thousands of educational institutions around the world used technology for educating their students. In addition, the trend of adopting technologies for education is steadily progressing with new technologies being tested continuously to determine their effectiveness in improving students' learning, inside and outside the classroom. For this, many institutions have been encouraging the use of effective technologies that have been proven to help the educational process through awards and financial support. These technologies are traditionally referred to as "instructional technologies".

In the past, the term "instructional technology" was mostly associated with delivering educational content or enhancing learning using computers, tablets, mobile phones, and similar digital devices. Using technology for learning nowadays can take many forms and shapes including, but not limited to, developing or using:

- An effective communication tool to facilitate the communication and sharing of resources between students and their instructors or among students themselves,
- A device or a software application that enhances students' access to course content inside or outside the classroom,
- A system that improves delivering course content online,
- A technology that helps in simplifying difficult course concepts for students,
- Educational content in a novel way using digital technology,
- A software application that delivers content in a timed fashion to students and tracks the progress of their learning,
- An adaptive learning management system that detects learning deficiencies of individual students and adapts content delivery based on their individual needs,
- A technology that enhances student comprehension of educational content,
- Specific apps on PCs, tablets, or mobile phones to enhance specific aspects of the educational process such as collecting and sharing feedback, communicating with students, and improving student engagement with educational content,
- Some technology that is capable of performing a continuous assessment of students' learning,
- A technology that increases students' interest in course content and makes learning fun.

The Deanship of Academic Development (DAD) at KFUPM realized early the benefits that specific technologies can provide when used for teaching and learning and encouraged experimentation with such technologies inside and outside the classroom to enhance teaching and learning. While encouraging the use of technology in education, DAD always stressed that the use of instructional technology must not be the aim in itself, but a means for improving and enhancing students' educational experience. As a result, DAD has been sponsoring the "Instructional Technology Award" since the academic year 2003-2004 and more than 40 faculty members have been awarded so far. This annual award recognizes the innovative use of technology in teaching and learning at KFUPM and honors faculty members who demonstrate excellence in applying or developing technology-based teaching and integrating technology into their teaching. DAD uses this award to help achieve its goal of transforming education through the development and use of technology-based education. In the context of the Instructional Technology Award at KFUPM, the term "instructional technology" means the effective use of any form of technology or technique with the aim of enhancing one or more aspects of the

educational process including but not limited to the content design and delivery, collecting and sharing feedback, maintaining educational quality, or enhancing student assessment.

## **Aim of Instructional Technology Award at KFUPM**

The instructional technology award at KFUPM honors faculty members who have demonstrated effective and efficient use of instructional technology in their teaching over the past academic years. DAD hopes that this award will bring out the best in KFUPM faculty by stimulating them to develop technology-based innovative instructional strategies, educational materials, and sustainable technology-based educational infrastructure. These will consequently enhance teaching and learning through technology, and increase access to technology-based learning by other KFUPM faculty members and their students. For this, KFUPM annually recognizes the achievements of up to three faculty members who have demonstrated their distinction in using instructional technology for teaching and learning with the aim of enhancing and improving students' educational experience.

## **Eligibility**

All active KFUPM faculty members at the time of application who have not won the ITA before and satisfy both of the following criteria are eligible to apply for the award:

1. They completed two or more academic years of continuous teaching in the University and have used instructional technology extensively in some of the courses they taught at KFUPM during this period,
2. Their average student evaluation in the two semesters prior to applying for the award is higher than the average student evaluation of their colleges.

Faculty members who won the award before will regain eligibility for applying for the award if they satisfy all the following eligibility criteria:

1. At least two years have passed since their successful application,
2. Their average student evaluation in the two semesters prior to applying for the award is higher than the average student evaluation of their colleges,
3. They are applying for the award based on completely new instructional technologies that are different from all their previously awarded technologies and not variants of them.

## **Evaluation of Applications for the Award**

The focus of the instructional technology award is the effective use of instructional technology to motivate students and enhance their learning processes. The award review process evaluates the outcomes of using educational technology by applicants for the award. Therefore, the use of an instructional technology in teaching and learning that does not show clear enhancement of the teaching and learning processes has a low chance of winning this award. DAD stressed here that the use of technology in itself is not the goal but is only a means for achieving enhanced learning. The essential criteria for the award are the following (detailed description of each criterion is provided later):

- Usefulness,
- Cognitive Domain,

- Novelty,
- Reusability,
- Practicality,
- Efficacy,
- Risk,
- Adoption.

The candidate for the award carries the full responsibility of displaying the compliance of his/her instructional technology to each of the above eight criteria, and he/she is responsible for showing clear evidence to support claims made in this regard. Sources of evidence to support the candidates' claims can be obtained through different means including applicant-designed student surveys, comparison of student assessment results before and after using the proposed instructional technology, surveys of and documented discussions with colleagues, documented students' comments supporting the claims of the applicant, ... etc. The stronger the provided evidence is, the better the chances for the candidate's instructional technology to get higher points for different criteria, and eventually win the award.

A committee that is formed by the Vice President for Academic Affairs will review and evaluate candidates' applications for the award to determine the compliance of the used instructional technologies to the criteria stated above and the strength of the evidence provided by each candidate. Details of the above criteria used for evaluating the candidate's instructional technologies are provided in the section "Essential Criteria for the Award".

**It is important to note that this award honors the use of instructional technologies in teaching and not the use of technology-based equipment in teaching. Using lab equipment, for example, to teach students in the lecture or lab is not considered to be an instructional technology. An application to the award that demonstrates how technology-based equipment was used for teaching students will be disqualified.**

## Applying for the Instructional Technology Award

A faculty member who meets the eligibility criteria and wishes to apply for the award must have used instructional technology extensively over the past several semesters. Therefore, it is essential to prepare for applying for the award as early as possible. The candidate must also be teaching a sufficient number of students in the semester in which he/she is applying for the award. This is necessary as DAD will conduct a survey for students who are being exposed to the technology to get their opinion on the merits of the nominated instructional technology being evaluated. However, evidence provided by the applicant to support his/her application can reference results from the semester in which he/she is applying as well as previous semesters in which the same instructional technology was used.

Applicants for the award have to submit an application folder that contains at a minimum the following items:

1. Application report: that contains the following items:
  - A) General Information (Appendix A):
    - i. Eligibility of the candidate for the award describing the length of service at KFUPM, prior winnings of the award (if any), and detailed differences between the nominated instructional technology and all prior awarded instructional technologies (if applicable),

- ii. Detailed description of the instructional technology being used (maximum of 2000 words),
    - iii. Detailed information about the sample of students (number of students, number of sections, courses, labs, ...) who were exposed or are currently being exposed to the nominated instructional technology,
  - B) Self-assessment: that provides the applicant's self-assessment of his/her instructional technology idea giving detailed compliance of the proposed instructional technology to the evaluation criteria of the award (a detailed description of each criterion is provided below),
  - C) Evidence: that may contain items such as
    - i. Survey forms prepared by the applicant and directed to students and/or fellow instructors. These surveys are prepared and administered by the candidate for the award to get the opinions of his/her students and/or colleagues on the proposed instructional technology.
    - ii. Results of surveys given to students/colleagues with any necessary analysis of results that verify applicant claims,
    - iii. Solicited or voluntarily written comments provided by students or fellow instructors on different aspects of instructional technology that support the claims of the applicant. These comments must be written, whereas verbal comments are regrettably not accepted,
    - iv. Anonymous grades or other assessment results as well as analysis of these results that show an improvement in student learning if the applicant wishes to use these as evidence for the effectiveness of the instructional technology.
- 2. An optional self-developed short demonstration video showing how the instructional technology idea is applied in a real-life situation. The applicant can seek the help of the Learning Technology Center in developing this video before submitting the completed file for evaluation. If the applicant wishes to get the help of the Learning Technology Center in developing such a video, the Center must be notified in advance and given sufficient time to arrange for video recording.
- 3. Filled and signed "Acceptance for Experience Sharing Form" (Appendix E), in which the applicant accepts to share his/her experiences with other KFUPM faculty if he/she is one of the winners of the award. Arrangements for the experience-sharing events will be taken care of by the Learning Technology Center in coordination with the award winners.
- 4. Any additional documentation that the applicant finds suitable to support his/her claims for the award.

## Regulations

The following are important regulations that must be followed carefully for applications to be considered for the award:

1. The deadline for applying for the award is the end of the 12<sup>th</sup> week of the Fall semester. All applications received after the deadline will not be considered for the award.
2. Incomplete applications for the award will be rejected. DAD will attempt to communicate with applicants who have submitted incomplete applications early and request them to complete their applications before the deadline. If the application is not completed by the deadline, DAD will assume the withdrawal of the application, and no further action will be taken by DAD.
3. Winners of the award accept to share their ideas with other faculty members at KFUPM by signing the form in Appendix E. DAD will arrange for one or more

seminars/workshops for winners of the award to present their instructional technology ideas and/or give hands-on training (if applicable) to other KFUPM faculty on the use of their instructional technology ideas. An application for the award that is missing this signed form will be rejected.

4. The Vice President for Academic Affairs will form a committee to review the applications. Names of the committee members will remain anonymous and applicants have no right to know the names of the Instructional Technology Award reviewing committee members.
5. Members of the reviewing committee will individually evaluate each application using the rubric provided in the appendix. An average value for each criterion for each applicant will then be calculated by averaging the evaluations of the different committee members. Different criteria will then be weighted according to a pre-defined scale to obtain the total points for each applicant. This will represent the committee evaluation of each applicant.
6. The reviewing committee will combine the results from the DAD-developed student survey, chairs survey, and their own evaluation and determine the winners accordingly. They will provide their recommendations to the Dean of Academic Development, who upon approval of the recommendations will send the recommendation to the Vice President for Academic Affairs for approval.
7. The final decision will be taken by Vice President for Academic Affairs.
8. Recommendations made by the reviewing committee and decisions made by the Vice President for Academic Affairs are final and are not open for discussion by applicants.
9. Judging the award will be done by a weighted combination of the following items:
  - a. DAD-conducted surveys of students who are exposed to the instructional technology (35%),
  - b. Chair of Applicant's Academic Department (15%)
  - c. Judging Committee formed by VRAA (50%)

The following table indicates the weights of different judging criteria as being evaluated by each of the above three evaluation groups:

Evaluation Criteria	Students	Chair	Committee
1) Usefulness	40%	30%	20%
2) Cognitive Domain	20%	10%	10%
3) Novelty	20%		10%
4) Reusability			10%
5) Practicality		30%	15%
6) Efficacy	20%	10%	15%
7) Risk		20%	10%
8) Adoption			10%
Total	100%	100%	100%
Percentage of Overall Evaluation	35%	15%	50%

## Essential Criteria for the Award

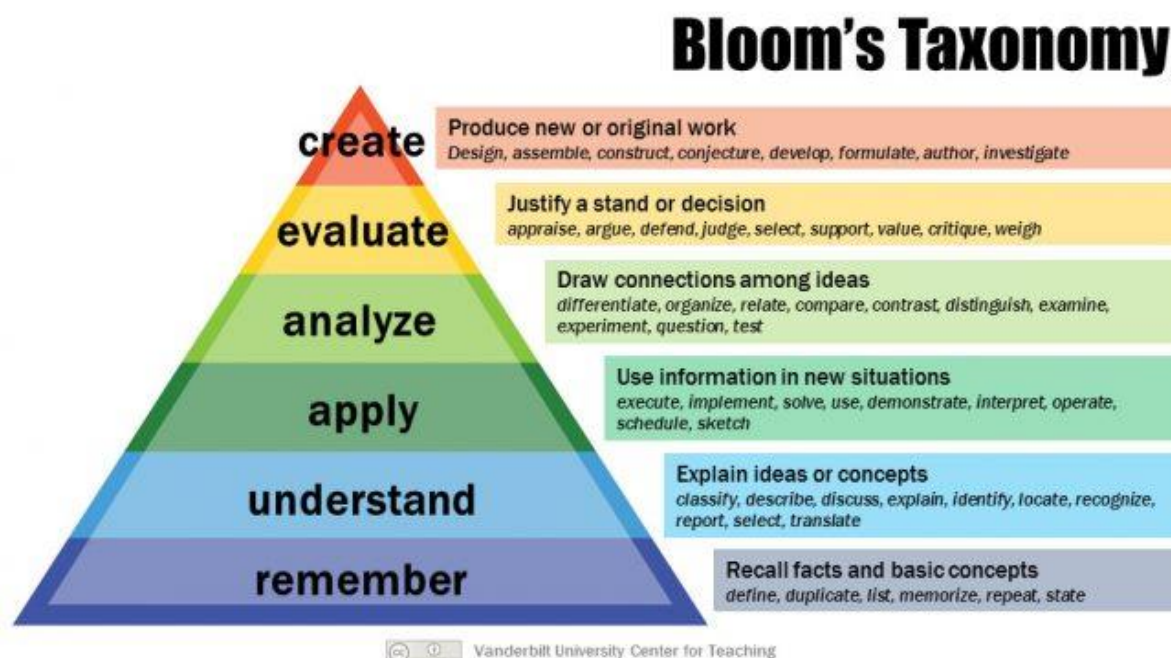
As an applicant to the instructional technology award, the candidate is asked to illustrate and discuss the compliance of his/her instructional technology with the following eight important criteria:

### 1. Usefulness of Proposed Instructional Technology in Teaching/Learning

This criterion describes the usefulness of the proposed instructional technology in addressing a clear issue or problem or in enhancing an aspect of teaching/learning at KFUPM. The applicant should clearly illustrate that the use of the proposed instructional technology was not the goal by itself but a means to make education better. The issue or aspect being addressed must be one that concerns students/faculty at KFUPM in particular. In this section, the applicant is asked to describe clearly how his/her use of instructional technology was useful in teaching or how it was useful to students in learning course content inside or outside the classroom.

## 2. Level of Cognitive Domain

Different instructional technologies target different levels of Bloom’s cognitive domain shown in the figure below. An instructional technology may for example help students remember course content better, other technologies may help students apply course concepts to new situations, and other technologies may improve students’ ability to design and create new products. The higher the level on which the instructional technology applies, the more important and more beneficial that technology becomes for education. In addition, if the use of an instructional technology allows the cognitive level of the course as a whole or part of it to be elevated up Bloom’s pyramid (for example, upgrade a topic of the course from the level of “remembering” to the level of “applying”), the more useful the instructional technology becomes. The applicant is asked to describe the cognitive level that his/her instructional technology supports and if the proposed technology has the potential of elevating the cognitive level of specific courses or topics to which it is applied at KFUPM. It is important to distinguish between the cognitive level of the course content and the cognitive level of the technology. For example, a technology adapted to an engineering design course that helps students remember the steps necessary for design is only a Level-1 (i.e., “Remember”) technology. On the other hand, a technology that is adapted to a course in which students are typically expected to memorize content but the technology enables them to do design in the course is considered a Level-6 (i.e., “Create”) technology.



## 3. Novelty and Creativity

This criterion describes how novel and creative the instructional technology being employed is in facilitating the learning process. Novelty and creativity can appear in



different forms including the development of completely new technologies, or adapting technologies to education that were traditionally used for other purposes. The novelty of the use of instructional technology will be evaluated on multiple levels: worldwide, nationwide, and KFUPM-wide levels. The more novel the instructional technology being evaluated is, the higher the points that that technology will be awarded. The applicant must conduct a comprehensive search on the use of the proposed technology to determine its novelty. If the technology being evaluated is used elsewhere, a list of some national/international universities, and/or other KFUPM departments that use this technology should be stated. If the proposed instructional technology has not been used in an educational environment before, and the applicant has adopted it to be used for education, this improves the creativity and novelty points that the technology will receive.

#### **4. Reusability of the Instructional Technology in other KFUPM Courses**

The goal of KFUPM in sponsoring the instructional technology award is to spread the culture of using effective instructional technologies among KFUPM faculty. Therefore, a technology that can be reused in a large number of courses in different departments at KFUPM is certainly preferred. In this section, the applicant is asked to clearly describe the nature of KFUPM courses in his/her department as well as other departments at KFUPM that can benefit from the use of this technology and also list any limitations that may prevent it from being adopted for specific courses. If the technology is limited to use in lectures, labs, project-based courses, ... , the applicant is asked to indicate so. If applicable, the applicant may specify specific classes of courses for which the technology can be used.

#### **5. Practicality**

This criterion describes the practicality of implementing the instructional technology in an educational setting on a large scale by a large number of KFUPM faculty. A technology may be very useful and has great potential for enhancing learning in a large number of courses at KFUPM, but it is impractical because of the complexity of implementing the technology on a large scale or because of high infrastructure cost. The applicant is asked to provide a statement that determines any possible practicality issues with the technology he/she is proposing and any inherent limitations in its university-wide adoption. If expensive infrastructure is required for the successful implementation, such as acquiring specific expensive equipment or software, the applicant should indicate the approximate cost per student, per course, per department, or cost for a university-wide deployment.

#### **6. Efficacy**

This criterion describes the effectiveness of the technology in delivering the learning objectives it is intended to deliver from the learners' point of view. Different technologies when used for teaching and learning may have varying levels of success in achieving their intended goals. The applicant is asked to provide an assessment, supported by evidence, on how successful he/she considers the instructional technology is in achieving the intended goals. Also, the instructor is asked to provide issues he/she thinks may hinder the instructional technology from achieving its intended goals.

#### **7. Risk of Implementation**

An instructional technology is always preferred that can be employed to improve teaching/learning with the minimum possible negative impact on the learner in the case that technology fails to achieve its desired objectives. For example, an instructional

technology that enhances students' comprehension of course content when it works and poses no risk to students' learning if it fails is considered to be a no-risk technology. On the other hand, a technology is considered to be high-risk if when it fails to achieve its goals, it may result in students failing the course. The applicant is asked to discuss all risks (if any) that are associated with the use of the instructional technology idea on students' learning and describe the overall level of these risks.

## **8. Adoption**

University-level faculty members including KFUPM faculty have varying acceptance for adopting the use of new technologies for teaching students. Simple technologies are more likely to be adopted by KFUPM faculty, while complex technologies may face high resistance from faculty. The higher the level of adoption of a technology, the more successful it is. If the award applicant shared his/her experience in using the proposed instructional technology with colleagues in KFUPM, the applicant is asked to state names, courses, and academic departments of KFUPM faculty members who have adopted the proposed instructional technology in previous semesters or in the semester in which the candidate is applying for the award. The larger the number of faculty members who have adopted the technology, the higher the points that the applicant receives in this criterion. Evidence to support the claims by the applicant can be survey results, comments, or notes received by the applicant in this regard.

# Appendices

## Appendix A: Applicant Self-Assessment Form

The following is a self-assessment form that all applicants need to fill out and submit as the major document in their applications. Applicants are asked to be honest and clear in their responses showing evidence for their claims. If an applicant does not have a clear response to one or more of the evaluation criteria below or he/she thinks that one or more of the criteria does not apply to his/her instructional technology, he/she is asked to state a clear justification for this. It will be up to the Instructional Technology Review Committee to determine if the claim of the applicant is valid or not.

### Applicant Self-Assessment Form

Dear Applicant,

The Deanship of Academic Development seeks your fair and honest assessment of your instructional technology. Please respond to all of the items below or explain clearly if any of the required items do not apply in your case.

#### (A) GENERAL INFORMATION

1) Name: \_\_\_\_\_ KFUPM ID: \_\_\_\_\_

2) Academic department: \_\_\_\_\_

3) Past semesters and courses in which you used your proposed instructional technology:

Semester	Course	Number of Sections	Number of Students

4) Courses this semester in which you are currently using your instructional technology:

Course	Section	Meeting Days/Times	Meeting Location	Number of Students

5) How many continuous years have you been at KFUPM? \_\_\_\_\_

6) Please state your weighted average student evaluation in the past two semesters and state the average over the past two semesters of student evaluation in your college. If you did not teach in any of the previous two semesters, please indicate this.

Your Weighted Average Student Evaluation: \_\_\_\_\_

Your College Average Student Evaluation: \_\_\_\_\_

If you did not teach in any of the previous two semesters, state why?

\_\_\_\_\_

7) Have you ever won the instructional technology award in previous academic years (Yes/No)? \_\_\_\_\_

If you answered “No” to Question (7), go to Question (10), otherwise answer Questions (8) and (9) first.

8) State the titles of the instructional technologies for which you were awarded in past years and the academic years of the awards? (If you were awarded based on the old Instructional Technology Award Guidelines, only state the award years)

Title	Academic Year
_____	_____
_____	_____
_____	_____

9) Is the instructional technology for which you are applying this time related to any of the instructional technologies for which you were awarded in previous academic years (Yes/No)? \_\_\_\_\_

10) What is the title of the instructional technology for which you are applying this academic year:

\_\_\_\_\_

11) Give a clear description of your instructional technology idea (Maximum of 2000 words):

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A large rectangular box containing 25 horizontal lines, intended for writing or drawing.







**2. Level of Cognitive Domain of the Instructional Technology**

Please mark with (X) the highest cognitive level that your instructional technology helps to improve and enhance in your courses. If this does not apply to your instructional technology, please explain in the space provided below why it does not apply:

(10) The technology allows students to design, create, or produce original work	(8) The technology allows students to evaluate and make decisions	(6) The technology allows students to analyze and draw connections among ideas	(4) The technology allows students to apply and use information in new situations	(2) The technology allows students to understand and explain ideas or concepts	(0) The technology allows students to remember facts and concepts

Explain your response providing evidence for your claims. If this criterion does not apply to your instructional technology, please explain why

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**7. Risk of Implementing Your Instructional Technology**

Please mark with (X) the level of risk associated with implementing your instructional technology in an educational setting:

(10) Absolutely risk-free (failure of the technology will have no negative effects on students' learning)	(7.5) Very low risk (failure of the technology may have some minor risks on students' learning)	(5) Medium risk (failure of the technology will have some negative effects on students' learning)	(2.5) High risk (failure of the technology will have significant negative consequences on students' learning)	(0) Very high risk (failure of the technology will have severe negative consequences on students' learning)

Explain your response providing any available evidence. If this criterion does not apply to your instructional technology, please explain why.

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## Appendix B: Student Survey Form

The following is the form that will be used by DAD to collect the input of students on which the candidate instructional technology is applied. The survey will be conducted close to the end of the semester after getting the required information from the candidate for the award.

### Student Survey Form

Dear Student,

Your Instructor, Dr./Mr. \_\_\_\_\_ is applying for the Instructional Technology Award. Your evaluation of your instructor's use of instructional technology represents an important part of the award evaluation process. The Deanship of Academic Development seeks your fair and honest response to the questions provided below.

Your instructor is applying for the award based on the instructional technology that was used in teaching your class titled (\_\_\_\_\_).

For each point below, select the best option that applies by putting "X" under the proper response:

- The instructional technology idea of your instructor was very useful in helping improve your learning of the course content:

(10) Strongly Agree	(7.5) Agree	(5) Neutral	(2.5) Disagree	(0) Strongly Disagree

- The instructional technology idea of your instructor helped you

(10) Create and design new things based on concepts learned in the course	(8) Evaluate and justify specific decisions using the concepts of the course	(6) Analyze and draw connections between concepts and ideas of the course	(4) Apply concepts studied in the course in new situations	(2) Explain ideas and concepts in the course	(0) Recall facts and basic concepts of the course



3. The instructional technology idea of your instructor was a new and novel idea that you have never experienced before

(10) Strongly Agree	(7.5) Agree	(5) Neutral	(2.5) Disagree	(0) Strongly Disagree

4. The instructional technology idea of your instructor was very effective in achieving the goal of making you learn the course better

(10) Strongly Agree	(7.5) Agree	(5) Neutral	(2.5) Disagree	(0) Strongly Disagree

## Appendix C: Chair's Evaluation Form

The following form is to be filled out by the chair of the applicant's academic department.

### Chair's Evaluation Form

Dear Chair,

Dr./Mr. \_\_\_\_\_ in your department is applying for the Instructional Technology Award this academic year based on the use of an instructional technology with the title (\_\_\_\_\_). The Deanship of Academic Development seeks your fair and honest evaluation of the applicant's instructional technology. Please respond to all of the items below. If you do not have a response to any item, please indicate so in the comments at the end. **A copy of the application for the award is included to help you evaluate your faculty member's instructional technology effectively.**

Please put an "X" mark in the proper cell in each of the following evaluation items:

#### 1. Usefulness of Proposed Instructional Technology in Teaching/Learning

(10) Extremely useful	(7.5) Very useful	(5) Reasonably useful	(2.5) Somewhat useful	(0) Not useful

#### 2. Level of Cognitive Domain of the Proposed Instructional Technology

(10) It allows students to design, create, or produce original work	(8) It allows students to evaluate and make decisions	(6) It allows students to analyze and draw connections among ideas	(4) It allows students to apply and use information in new situations	(2) It allows students to understand and explain ideas or concepts	(0) It allows students to remember facts and concepts

#### 3. Practicality of Implementing the Proposed Instructional Technology

(10) Extremely practical (virtually no infrastructure, hardware, or software is needed for wide-scale implementation)	(7.5) Highly practical (only basic low-cost infrastructure, hardware, or software is needed for wide-scale implementation)	(5) Practical (some infrastructure, hardware, or software with reasonable cost is needed for wide-scale implementation)	(2.5) Lightly practical (significant infrastructure, hardware, or software with high cost is needed for wide-scale implementation)	(0) Not practical (a huge amount of high-cost infrastructure, hardware, or software is needed for wide-scale implementation)

**4. Efficacy of the Proposed Instructional Technology**

(10) Extremely effective (it is able to resolve all of the stated issues or achieve all of the intended goals)	(7.5) Highly effective (it is able to resolve most of the stated issues or achieve most of the intended goals)	(5) Somewhat Effective (it is able to resolve around half the of stated issues or achieve around half of the intended goals)	(2.5) Lightly effective (it is able to resolve less than half of the stated issues or achieve less than half of the intended goals)	(0) Not effective (it is not able to resolve any issues or achieve any intended goals)

**5. Risk of Implementing the Proposed Instructional Technology**

(10) Absolutely risk-free (failure of the technology will have no negative effects on students' learning)	(7.5) Very low risk (failure of the technology may have some minor risks on students' learning)	(5) Medium level of risk (failure of the technology will have some negative effects on students' learning)	(2.5) Relatively high risk (failure of the technology will have significant negative consequences on students' learning)	(0) Very high risk (failure of the technology will have severe negative consequences on students' learning)

## Appendix D: Instructional Technology Award Committee Evaluation Form

The following is the form that will be used by each member of the ITA committee.

<b>ITA Committee Evaluation Form</b>					
Please put "X" in the proper cell in each of the following items					
<b>1. Usefulness of Proposed Instructional Technology in Teaching/Learning</b>					
(10) Extremely useful	(7.5) Very useful	(5) Reasonably useful	(2.5) Somewhat useful	(0) Not useful	
<b>2. Level of Cognitive Domain of the Instructional Technology</b>					
(10) It allows students to design, create, or produce original work	(8) It allows students to evaluate and make decisions	(6) It allows students to analyze and draw connections among ideas	(4) It allows students to apply and use information in new situations	(2) It allows students to understand and explain ideas or concepts	(0) It allows students to remember facts and concepts
<b>3. Novelty and Creativity of the Instructional Technology</b>					
(10) It is novel on a global level	(7.5) It is novel on a national level	(5) It is novel on KFUPM level	(2.5) It is novel on your department level	(0) It is not novel at all	
<b>4. Reusability of the Instructional Technology in Other KFUPM Courses</b>					
(10) Extremely reusable (virtually 100% of courses can use it)	(7.5) Highly reusable (about 75% of courses can reuse it)	(5) Generally reusable (about 50% of courses can reuse it)	(2.5) Lightly reusable (around 25% of courses can reuse it)	(0) Not reusable (it is limited to your courses)	

**5. Practicality of Implementing the Instructional Technology**

(10) Extremely practical (virtually no infrastructure, hardware, or software is needed for wide-scale implementation)	(7.5) Highly practical (only basic low-cost infrastructure, hardware, or software is needed for wide-scale implementation)	(5) Practical (some infrastructure, hardware, or software with reasonable cost is needed for wide-scale implementation)	(2.5) Lightly practical (significant infrastructure, hardware, or software with high cost is needed for wide-scale implementation)	(0) Not practical (a huge amount of high-cost infrastructure, hardware, or software is needed for wide-scale implementation)

**6. Efficacy of the Instructional Technology**

(10) Extremely effective (it is able to resolve all of the stated issues or achieve all of the intended goals)	(7.5) Highly effective (it is able to resolve most of the stated issues or achieve most of the intended goals)	(5) Somewhat Effective (it is able to resolve around half of the stated issues or achieve half of the intended goals)	(2.5) Lightly effective (it is able to resolve less than half of the stated issues or achieve less than half of the intended goals)	(0) Not effective (it is not able to resolve any issues or achieve any intended goals)

**7. Risk of Implementing the Instructional Technology**

(10) Absolutely risk-free (failure of the technology will have no negative effects on students' learning)	(7.5) Very low risk (failure of the technology may have some minor risks on students' learning)	(5) Medium level of risk (failure of the technology will have some negative effects on students' learning)	(2.5) Relatively high risk (failure of the technology will have significant negative consequences on students' learning)	(0) Very high risk (failure of the technology has severe negative consequences on students' learning)

**8. Adoption of the Instructional Technology by Other Faculty Members**

(10) Extremely wide-scale adoption (more than 10 other KFUPM faculty members have adopted your instructional technology in their teaching)	(7.5) High adoption (from 5 to 9 other KFUPM faculty members have adopted your instructional technology in their teaching)	(5) Reasonable adoption (from 2 to 4 other KFUPM faculty members have adopted your instructional technology in their teaching)	(2.5) Low acceptance (one other KFUPM faculty member has adopted your instructional technology in his/her teaching)	(0) No adoption (no other KFUPM faculty members have adopted your instructional technology in their teaching)

## Appendix E: Acceptance of Experience Sharing Form

The following is a form that must be filled out and signed by applicants to be considered for the award. An application that is missing this signed form will be incomplete and will not be considered for the award.

### Acceptance for Experience Sharing

I, the undersigned, certify that I accept to share my experiences related to the instructional technology with which I am applying for the “Instructional Technology Award” publicly with KFUPM faculty if I am one of the awardees. The Learning Technology Center will take care of all arrangements for the experience-sharing seminars/workshops in coordination with me.

Name: \_\_\_\_\_ KFUPM ID: \_\_\_\_\_

Academic Department: \_\_\_\_\_

Title of Instructional Technology: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_