

K-A-RPE and Instructional Psychology & Technology

At Brigham Young University

Jonathan P. Gunnell

Duquesne University

K-A-RPE & Instructional Psychology & Technology

At Brigham Young University

The purpose of this paper is to evaluate the Instructional Psychology & Technology (IP&T) program at Brigham Young University (BYU) using Lawrence Tomei's K-A-RPE model for evaluating education programs.

The K-A-RPE Model

The K-A-RPE model can be applied to instructional programs in adult education, corporate training, and professional development. This model breaks areas of education into three levels: (1) Knowledge, (2) Application, and (3) Research, Practice, and Evaluation (K-A-RPE). The model proposes that the focus of undergraduate learning objectives should be on the *Knowledge Level*. At this level, "candidates are introduced to technologies as personal learning tools" (Tomei, 2005, p. 10). By this, Tomei is saying that the learning objectives of undergraduate level courses should primarily focus on teaching students how to manage and use specific instructional tools. The focus of graduate level courses work on the *Application Level*. This level deals with putting knowledge to use and designing course materials that would be applicable in the classroom. Finally, the doctoral or post-graduate education level focuses on *Research* (to advance current knowledge), *Practice* (to improve teaching and learning), and *Evaluation* (to assess the positive and negative effects technology has on education) (Tomei, 2005). Tomei (2010) further clarifies this categorization of program levels by stating that "some

PLEASE CONTACT ME TO REQUEST THIS PAPER