

Part Six-B

Requirements and Procedures for EDIT 6200 Learning Environments Design I - Educational Design and Implementation Section

Prerequisites:

IDD Majors: EDIT 6170 and EDIT 6190

Non-IDD Majors: EDIT 6150 or equivalent (i.e. InTech or InTech equivalency course). May be waived if student can demonstrate basic technology skills and has some web-development experience)

Note: While not technically required, it is strongly suggested that majors and non-majors alike take EDIT 7500 (offered each fall) prior to taking this section of EDIT 6200. If you need technical skills for your project that you do not have, you should consider taking EDIT 6190 prior to EDIT 6200 to build those skills.

(See Appendix D for further discussion of the two 6200 sections)

Overview

Besides the requirements listed in this section, take note that you are also responsible to meet the general requirements of all Studio participants, as listed in Part Three of this handbook.

The goal of the *Educational Design and Implementation* section of 6200 is work with a teacher or client to collaboratively plan a technology-enhanced lesson/unit in their environment/classroom. The unit should utilize technology tools to address specific content standards for your chosen group of learners. Projects undertaken in *the Educational Design and Implementation* section of 6200 will focus on integrating, modifying, and implementing existing technologies as opposed to technical development of educational software. While some technical development may be needed (i.e., developing a webquest for a middle school class), focus will be on developing an entire learning experience, providing support for the client who integrates the project, and actual implementation of the project by the client in an authentic setting.

The process leading to the selection, design, development, and evaluation of this independent project generally consists of the following four stages:

1. Brainstorming for possible project topics (identifying clients) and preparation of design documents (Analysis of goals, content, audience, and context);
2. Development of an initial implementation plan prototypes (preliminary idea for the learning activity/unit that you are going to develop);
3. Development of the final learning unit/lesson; and
4. Full implementation of the learning unit/lesson by client and formative evaluation

All four stages are open to constructive critical review and evaluation. All students will present their independent projects for review during the Studio Showcase at the end of the semester.

Enabling your growth in team environments is another goal of this course. To facilitate this growth, you are expected to participate in one of EDIT 6210 team project with some responsibility on the project. Your participation is meant to serve only a supportive role, giving assistance where appropriate (titled “project consultant”). While you are expected to attend some team meetings during weeks 3-13, you are not responsible for managing the project or ensuring that major milestones of the project are completed. Your objective should be to learn about the design process from a group of experienced students. However, it is expected that you will “lend a hand” in appropriate ways, such as by contributing ideas and completing several specific and well-defined development tasks on time and as needed by the team (such as helping to develop graphics, creating audio files or QuickTime movies, prototyping a new web page, informal field testing of materials, etc.). The total time commitment expected of you on a 6210 team consists of 20 hours. This includes time spent attending 6210 meetings requested by the 6210 team manager. It is the

responsibility of the EDIT 6210 team leaders to clearly define your tasks and to give you specific deadlines for their completion. However, it is your responsibility to complete these tasks on time. Tasks assigned to you by a 6210 team need to be clearly defined in writing and accompanied by a specific time expectation. If the time expectation does not seem reasonable to you, then you need to immediately renegotiate either the time expectation or the description of the task. If the task takes more or less time than that assigned, you should report this to the 6210 team, but the original time expectation is what is entered in the log. Your obligation to provide 20 hours consultation on a 6210 team ends by week 13. Other departmental projects besides those evolving out of EDIT 6210 may also be used to meet this requirement, such as departmental faculty research and development projects. However, permission by the Studio instructors must be given before participation in non-EDIT 6210 projects will be accepted.

Facilitation of your growth as a designer and developer are a key component of the 6200 experience. There are several activities designed to help you reach this goal. First, you will have assigned readings each week (see the calendar for due dates). To enable reflection, you will be required to submit brief chapter summaries. Each summary should address the following points:

- What are the key ideas?
- How do they relate to your project?
- What questions do you have after reading?

Contributions to the larger community are also an important aspect of your professional growth. To that end, EDIT 6200 participants have the responsibility to mentor participants who are new to the Studio. EDIT 6200 participants should consider themselves as "mentors" to those new to the Studio and this responsibility can be met in a couple of ways. You may meet the mentoring responsibility by providing assistance to new Studio participants. Service credit may be earned for this role (up to 5 hours). All "claims" for these service hours must be based on active and sustained mentoring over the semester and must be confirmed by one or more participants enrolled in the studio for the first time.

Finally, there are five activities to assist with the management of your project. First, 6200 participants are required to participate in "On the Boards" meetings (refer to the calendar for dates/times). "On the Boards" are meetings designed to enable 6200 participants to share work at different points in the design and development process and to receive assistance and feedback from colleagues, peers, and the Studio manager for 6200. Second, 6200 participants are required to attend EDIT 6200 Design Workshops (e.g., Instructional Models/Learning Theories, Prototyping, and Formative Evaluation). These workshops are designed to provide necessary information for the design and development process of 6200 participant's individual project. Third, 6200 participants are also required to have two 30-minute individual meetings with the 6200 Studio manager. In these meetings, you are expected to introduce their initial ideas (Week 4) and prototypes (Week 8) of your projects in order to receive assistance and feedback from the Studio manager. Fourth, you should upload weekly project reports (15/5s) to your Project Management Site. The 15/5s (15 minutes to write, 5 minutes to read) should address the following:

- What progress did you make this week?
- What do you need to do in the coming week?
- What assistance/resources would be helpful to reach your goals?
- And other additional information that you think important.

Fifth, all 6200 students must maintain a Project Management Site. The site should contain links to all 6200 deliverables including Project Documentation (see list under Project Specifications) and the project itself.

Course Objectives and Independent Project Specifications

EDIT 6200 participants participate in the *Educational Design and Implementation* section are expected to:

- 1) facilitate the use of technology in a lesson or unit of learning.

- 2) conduct a needs assessment, task analysis, learner analysis, and cultural and environmental analysis to determine the specifications for the lesson/unit.
- 3) document your design and development processes.
- 4) develop implementation support materials for project client(s).
- 5) support client in implementing project in authentic setting.
- 6) conduct an evaluation of the learning and motivation of the learners associated with the project.

Required Reading

Readings will be provided by the instructor each week.

You will be held responsible for the required readings and a regular schedule will be established to enable discussion of and questions related to the reading. Be sure to check the Studio calendar for more information.

Recommended Reading

The following readings are recommended for all participants in EDIT 6200:

Fiedler, S. (1999). *The Studio experience: Challenges and opportunities for self-organized learning*. Available (online): <http://it.coe.uga.edu/studio/fiedler.html>

Reigeluth, C. M. (Ed.). (1999). *Instructional-design theories and models: A new paradigm of instructional theory (Vol. 2)*. Mahwah, NJ: Lawrence Erlbaum Associates.

Gustafson, K., & Branch, R. (2002). *Survey of instructional development models (4th ed.)*. Syracuse, NY: ERIC Clearinghouse on Information & Technology.

Educational Design and Implementation Project Specifics

The central idea for this project is that you help enable someone else to integrate technology meaningfully and effectively in *their* teaching. To this end, you are not only a designer, but a consultant and a collaborator as well. You should aim to not only design a valuable learning experience for the learners, but to also help your client grow to the point that they can implement this same lesson/unit in the future, and, hopefully, feel confident to try other technology-enhanced lessons on their own.

The following materials must be submitted via your Project Management Website :

1. Project Abstract (25-50 words, including the URL or links to any pertinent web/multimedia content).
2. Analysis
 - a. Learner profile
 - b. Context profile
 - c. Client profile
3. Summary of the unit/lesson (250-500 words)
4. Detailed implementation plan
 - a. Instructional goals and objectives

- b. Rationale of selection of technological components to support stated instructional goals-and/or medium (100-200 words)
 - c. Overview of lesson/unit
 - d. Detailed timeline
 - e. Documents/handouts, etc.
5. Client support documentation (outline of support activities and any document creation)
6. Evaluation plan
 - a. How will you assess student learning against the learning goals?
 - b. How will you assess client's/implementor's growth in this process?
 - c. How will you assess the quality of your support materials?
7. Evaluation results with student examples
8. 15/5s (weekly project reflections) — The weekly “15/5” project report is meant to summarize where your client-based project stands to date. It should take no longer than 15 minutes to write and no longer than 5 minutes to read (hence the name). A new report needs to be posted to your Project Management Site no later than **8 pm each Wednesday** throughout the semester.
9. Final reflection – How did actual implementation differ from what you planned? What did you learn from that? What would you do differently if you were to do this again with a different client?
10. Reading summaries

Specific Deliverables During Semester

1. “15/5” project reports (each week, beginning in class 3)
2. Abstract and client identified (by class 3)
3. Summary of the project, including sample goals and objectives and intended learner audience identified (by class 5)
4. Initial implementation plan (by class 7)
5. Complete implementation plan (by class 9)
6. Implementation meeting with the instructor (by class 9)
7. Showcase "Dress Rehearsal" (near End of Semester)
8. Final Reflection (End of Semester)
9. Showcase (End of Semester)

Any educational content may be selected for your project. Evaluation of the project is based on the following: (a) all established design components as presented and discussed in readings and class, must be included (though you are encouraged to go beyond these if you desire); and (b) the project fulfills instructional, programming, cosmetic and curriculum adequacies (these will also be discussed in class).

Be warned that one mistake that well-intentioned participants often make is selecting too broad a topic and/or too much content to be taught (in fact, focus less on the lesson content and more on the learning process).

It is important to remember that all Studio projects must comply with Section 508 of the 1998 Rehabilitation Act Amendments of the Americans with Disabilities Act (ADA). Refer to the section titled “Studio Project Accessibility Requirements” discussed earlier in this handbook. Remember, participants who submit projects not in compliance risk having up to 50% deducted from their respective project grade.

For all 6200 projects: All projects are due at the start of the EDIT Studio Showcase and web-based projects must be functional on your MYWEB account by this time. Please note that all materials should be accessible online as well as submitted via CD-ROM. The computer software you submit will not be returned, but will instead be made available to future classes to review. (Examples of previous projects can be found on the EDIT Studio web site.)

(**Note:** If you choose to take EDIT 6190 concurrently with EDIT 6200, then the two independent projects

for each course must be **clearly** separate; no part of one project may be used for credit in the other course. Be sure to clearly distinguish these projects when they are submitted for evaluation.)