Major Assignments
Projects/Papers

In addition to the class discussion and smaller task assignments (worth 45%), each student will complete two papers/projects which will count 20% each towards the final grade. Both a brief individual plan/explanation for each of the two papers/projects (submitted via email) and the papers themselves are due on the dates specified in the Course Outline. (Note- the items below are always options, however, after we meet on the first night and I get a better understanding of your interests, and will update on the WebCT site other possibilities for you to choose from).

Papers/Projects are worked out individually. The idea is to have you choose an activity that is OF INTEREST and RELEVANT TO YOU. Below are just possibilities and projects/papers that have been done before. I am always open for suggestions for new and creative ideas related to the class content.

A paper is defined as: at least 5 single spaced pages with a bibliography. Please carefully edit all written assignments (All papers must be typed. It is recommended that materials be prepared on a personal computer (e.g., Word processor). Standard Paper size (81/2 X 11) should be used. Papers should be single spaced with 1 ½ inch margins at top, bottom, and sides, using font size 12 and either Times New Roman or Arial font style.) . A lack of care in proofreading or composition can negatively affect your final grade.

The citation style employed should be accurate, acceptable, and recognizable (MLA, Chicago (15th ed.) or APA (5th ed.) practice. The American Psychological Association (APA: http://www.apa.org) style of citation is preferred. For quick basics, visit:

- Columbia University Press - http://www.columbia.edu/cu/cup/cgos/idx_basic.html
- Harvard Writing Center Resources - http://www.fas.harvard.edu/~expos/index.cgi?section=resources
- Purdue's Online Writing Lab (OWL) - http://owl.english.purdue.edu/
- Rensselaer polytechnic Institute Writing Center - http://rpi.edu/web/writingcenter/handouts.html
- University of Wisconsin-Madison Writing Center - http://www.wisc.edu/writing/

Paper/Project 1:

Description due: Session 3: 2/9
Paper/project due: Session 5: 2/23

Possibilities that have been done before
Choose one:

- *Educational Technology Defined.* Prepare an overview of the four areas of emphasis in educational technology: media, systems, vocational training, and computers. (see Roblyer, chapter 1). For each emphasis, explain what the emphasis is, why it is an important aspect, what people and groups are involved, and what impact it has on how education uses technology.

- *Standards.* Compare the standards for either teachers or students for Maryland, Virginia and North Carolina. How are they alike? different? How do they compare to the National standards? Are there areas that are missing? How easy/hard will teachers/students be able to meet these standards?

- *IT profession:* Interview three professional (list names and contact information) working in the IT field. Compare and contrast their duties and responsibilities. AND survey the content of several (3 or more) technology journals and summarize the types of articles and information covered in each.

- *History of Computers in Education*: People and Projects. Prepare a paper on *one* of the following topics:

- Five people who changed education with technology (choose your own top five)
- Five things we learned from the mainframe era of educational technology
- Five ways microcomputers changed the face of education
- Five important lessons we (should have) learned from past uses of technology in education

Paper/Project 2:

Description due: Session 8: 3/16
Paper/project due: Session 10: 3/30

Studying Web based Learning Environments
Possibilities of what have been done before
Choose one:

- Select three substantial Internet based learning environments (3 web quests; 3 educational lesson plans or activities; or 3 Scavenger hunts etc…)
    - Discuss if and how these activities are effectively using IT
    - Comparatively analyze the design of the sites on criteria such as (but not limited to): content quality; usability; core curriculum; content; motivation; state and national content and technology standards; navigational issues; procedural/usability issues and pedagogy
    - How effectively are the sites meeting the needs and expectations of the major stakeholders
    - Present "lessons learned" about the websites' quality and ways they can improve their services
    - How would you change or improve their activities. (include discussions from class and readings)

- Develop a lesson or training activity incorporating a Webquest to engage learners.
    - Include a written narrative (separate or somewhere in the webquest) explaining how the Webquest changes the manner in which you accomplish the lesson or training activity? What changes did you need to make in the design of the lesson to incorporate the Webquest? What internet safety issues had to be addressed? What learner skills and assessment considerations do you need to address when including a Webquest?

- *Open Research Paper.* Discuss the growth of IT in the workplace/work force. What are the most important skills needed for the workplace? How have (and will) students learn? How can the education system better teach and expose students to these skills?

- Courseware evaluation.
    - Select one of the types of software functions described in chapter 4 of the text (i.e. drill and practice, tutorials, simulations, games etc…). Using the Minimum Criteria Checklist, locate and evaluate a courseware package with that function. Prepare a description (include information from chapter 4 on "recommendation courseware evaluation criteria"), a completed criteria checklist (from page 108 in text) and demonstration of the software (web based via PowerPoint)
- Lesson plans for instructional software.
    - Select one of the types of software functions described in chapter 4 (i.e. drill and practice, tutorials, simulations, games etc…). Then locate a software package and prepare a lesson that integrates it into classroom activities in one of the ways described in the chapter. The lesson plan should indicate what age group, criteria checklist for evaluating instructional courseware (your own or from page 108 text), and what content standards it addresses.
- Rubrics

Reformulate **this course's grading rubric** (see grading rubric in course content) to justify the meaning of "deeper understanding". You will have to break it down so that it can be used to assess papers, multimedia products and projects- since each has a different framework.

- **Attending a technology related speaker series session or conference**
  - MICCA
  - http://www.oit.umd.edu/AS/speaker_series.html OIT Teaching, Learning and Technology Speaker Series

The links above list dates, times and places of several presentations related to IT. This assignment would involve:

- Gaining admission to the presentation (many are free)
- Comparatively analyze the speaker presentation to information gained through our class discussions and readings
- Preparing a paper that discusses your findings, lessons learned and what impact your findings might have on your future work

Examining and Evaluating Existing IT listserve services.

This assignment involves:

- Locating and joining at least 3 IT listserves (ones you are already a subscriber to, ones provided in class, or ones you have been thinking about joining)
- Participating for an extended period of time as a subscriber and learner
- Prepare a paper analyzing the 3 listserves of choice. For example: compatibility, usability (of the site and the information), how often is the listserve sent, target population, who would benefit, timeliness (for example, several listserves I have seen send out information related to grants and conferences with only a day or two before the deadline), discussion of relative merits and demerits of each of the resources, ways they could improve their services

Other possibilities past participants have discussed

- Interactive survey related to digital divide/access issues
- Assessing A Learning Experience in a Text-based or Graphical Shared Synthetic Environment
- Studying website-based Learning Environments (comparing 3 different tutorials or one line activities related to the same topic)
- Evaluating Educational vendors (i.e. through attending a conference or exhibit)
- Evaluating/comparing 3 different existing distance education programs (on-line courses, PD activities and/or tutorials)