

# CMS. 594/894-EDTECH STUDIO DESIGN JOURNAL-SPRING 2019

**Directions:** Please create a copy of this document. For each page throughout the semester, respond to the prompt as instructed in the syllabus. When appropriate, include words, images, video, cartoon, code, links, gifs, etc.

CLASS 1- ACTIVITY: WHAT IS YOUR PROFESSIONAL AND/OR  
PERSONAL MOTIVATION FOR TAKING THIS CLASS?

# UNIT 1: LEARNING ANALYTICS

# CLASS 2- ACTIVITY: LEARNING ANALYTICS - BRAINSTORM

- Idea/problem
- Design process
- Technical implementation

# CLASS 3 HOMework: FIRST LA ANALYSIS (SLIDE 1/2)

- What is your objective?
- Fill in with some of the analysis that you completed
- What did you learn based on this analysis?

# CLASS 3 HOMework: FIRST LA ANALYSIS (SLIDE 2/2)

- What is your objective?
- Fill in with some of the analysis that you completed
- What did you learn based on this analysis?

# CLASS 4- HOMEWORK: MINI-PROJECT #1 PROTOTYPE

Briefly respond to these questions and add a link to your presentation slides

- Problem definition
- User and context
- Learning objective or research question
- Why technology is helpful

Add the link to your slides here

# CLASS 4- ACTIVITY: MINI-PROJECT#1 REFLECTION

What would you do if you had four more weeks to work on this project?

# UNIT 2: PRACTICE SPACES

# CLASS 5-ACTIVITY: PRACTICE SPACE PLAYTEST NOTES

After playing “Swipe Right for CS” and “AP is not for me”, please respond to the following questions here:

- (1) What would you describe as the learning objective of each practice space?
- (2) What questions do you have about each practice space?

# CLASS 5- HOMework: MINI PROJECT #2 PRACTICE SPACE DESCRIPTION

After reading about and experiencing practice spaces in today's class, post a short description (200 words) of your own proposed practice space for mini-project #2 in your design journal. The description should identify: (1) the problem of practice your practice space addresses, (2) the intended user, (3) the proposed setting, and (4) skills you want the user to practice.

# CLASS 6- HOMework: MINI-PROJECT #2 PROTOTYPE

Prepare a prototype of your proposed practice space to playtest in class. Feel free to use the technology and interface that you feel most comfortable with; if you have experience with coding and want to create a web application that's great, but it's also fine if you want to create a paper prototype or a mock-up in Google Slides. The only requirements are that it represents a fully thought-out idea and that other students can try it out in class.

# CLASS 7- ACTIVITY: MINI-PROJECT#2 REFLECTION

What would you do if you had four more weeks to work on this project?

# UNIT 3: ACCESSIBILITY

# CLASS 8 - HOMEWORK: MINI PROJECT #3 PRACTICE SPACE

## DESCRIPTION

After reading about and experiencing UDL implementations, write a design journal entry which should consist of a short description (200 words, images, etc.) describing your own proposed practice space for mini-project #3. Be sure to identify which barrier to learning you believe your design will address.

# CLASS 9-HOMework: MINI-PROJECT #3 PROTOTYPE: IMPROVING TECHNOLOGY WITH UDL (SLIDE 1 OF 3)

Prototype of how to improve technology with UDL for all students including students with disabilities to be included in the design journal complete with a 3-slide powerpoint describing how your prototype reflects the UDL principles.

# CLASS 9-HOMework: MINI-PROJECT #3 PROTOTYPE

(SLIDE 2 OF 3)

<slide 2 of 3>

# CLASS 9- HOMEWORK: MINI-PROJECT #3 PROTOTYPE

(SLIDE 3 OF 3)

<slide 3 of 3>

# CLASS 10- ACTIVITY: MINI-PROJECT#3 REFLECTION

What would you do if you had four more weeks to work on this project?

# UNIT 4: FINAL PROJECT

# CLASS 11- HOMEWORK: SELECTING A FINAL PROJECT

After reviewing your design journal “reflection” slide at the end of each mini-project: (1) Which proposed improvements do you feel more excited about? (2) Which improvements seem most promising to you? (3) Of the the potential extensions you have identified, what challenges do you anticipate in implementing your own recommendations? You may also conclude that none of your mini-projects are suitable for further exploration and propose a new innovation for a user/partner of your choosing.

You may include text plus images, sketches, code, or other media in your response. Be prepared to share your responses in class.

# CLASS 11- ACTIVITY: FINAL PROJECT BRAINSTORM (1 OF 4)

(1) Problem of practice: brainstorm a potential educational problem of practice where your innovation provides a potential solution. You may include links to supporting evidence of the importance of this problem of practice (e.g. articles, blogs, media), images, and/or other supporting data

# CLASS 11- ACTIVITY: FINAL PROJECT BRAINSTORM (2 OF 4)

(2) Existing solution: how have others addressed this problem?

# CLASS 11- ACTIVITY: FINAL PROJECT BRAINSTORM (3 OF 4)

(3) Proposed solution: describe how the proposed extension to your select mini-project can help with the problem of practice in a way that addresses limitations of or adds value to existing solutions. You may include sketches or images that can help others visualize your idea.

(4) Proposed learning objective

# CLASS 11- ACTIVITY: FINAL PROJECT BRAINSTORM (4 OF 4)

(5) Potential user: brainstorm what a suitable context would be for testing your innovation. Who would be the end user? You may suggest specific partners or contexts if it helps conceptualize your innovation.

(6) Justification for the use of technology

# CLASS 12 - HOMework - STAKEHOLDER/EMPATHY INTERVIEW

## SHARE OUT (SLIDE 1 OF 4)

(1) Interviewee: Who did you interview? Justify your choice of an interviewee. Were they an expert or the extreme/mainstream users?

# CLASS 12 - HOMework - STAKEHOLDER/EMPATHY INTERVIEW

## SHARE OUT (SLIDE 2 OF 4)

(2) Key takeaways: What are some key takeaways from your empathy stakeholder interview? What surprised you?

# CLASS 12 - HOMework - STAKEHOLDER/EMPATHY INTERVIEW SHARE OUT (SLIDE 3 OF 4)

(3) Design refinements: How will you integrate feedback from your interview to make refinements to your prototype?  
Propose 2-3 ideas for changes that you will make based on your interviewee's responses.

# CLASS 12 - HOMework - STAKEHOLDER/EMPATHY INTERVIEW SHARE OUT (SLIDE 4 OF 4)

(4) Potential roadblocks: What challenges do you anticipate in implementing these refinements and what resources might help you address them?

# CLASS 13 - HOMEWORK - FINAL PROJECT PROTOTYPE/PLAYTEST

Add the link to your prototype here

Add the link to your playtest protocol here

# CLASS 13 - ACTIVITY - FINAL PRESENTATION OUTLINE

Create a template for your final project presentation that links to your design journal with the following slides: (1) Project title and team members, (2) Problem of practice, (3) Existing solutions, (3) Innovative solution (i.e. your innovation) and justification for use of technology, (4) Intended user/context, (5) Learning Objective, (6) Playtest results (data should be presented in form of effective visuals), (7) Next steps (if you had another two months to work on this, what would you do?), (8) Discussion questions for the audience, and (9) Acknowledgments

# CLASS 14- FINAL PROTOTYPE & PRESENTATION

Add the link to your final prototype here

Add the link to final slide presentation here

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