

CMS.594/894- EDUCATION

TECHNOLOGY STUDIO



SPRING 2019



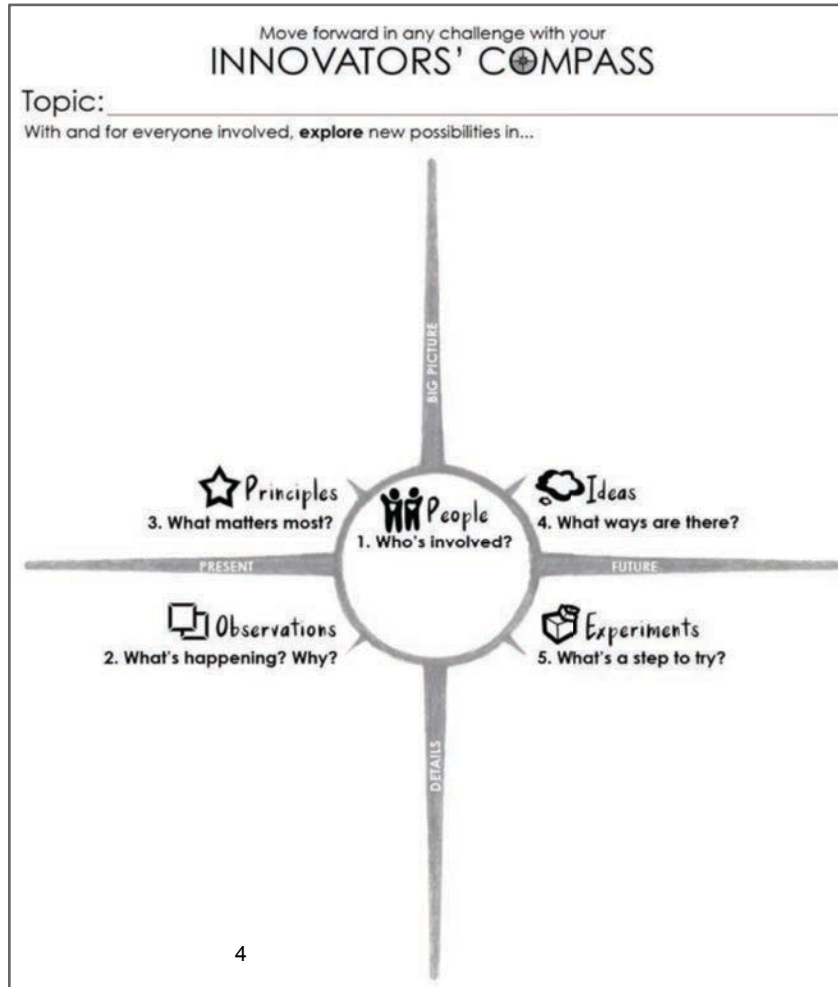
INTRODUCTION & WELCOME

DESIGN THINKING EXERCISE

ACTIVITY: QUEST FOR THE "PERFECT" BREAKFAST

Using the [Innovator's Compass](#) as a framework, design the perfect breakfast for a friend.

SHARE OUT



MEET YOUR DESIGN JOURNAL

FEB. 6 - ACTIVITY: WHAT IS YOUR PROFESSIONAL AND/OR
PERSONAL MOTIVATION FOR TAKING THIS CLASS?

SHARE OUT- MEET YOUR CLASSMATES

- Name/Pronouns
- Year/Major
- Professional and/or personal motivation for taking class
- What you hope to get out of this class

BREAK - PLEASE RETURN IN
10 MINUTES

OVERVIEW OF COURSE UNITS

UNIT 2: USING TECHNOLOGY TO IMPROVE TEACHER PRACTICE

Practices spaces are **learning experiences** that help teachers practice and reflect on key teaching decisions.

- Teaching is complex
- Teachers have limited opportunities to practice specific skills
- Technology as a way to scale up teacher learning and feedback
- Focus on authenticity of task rather than authenticity of setting

UNIT 3: WHAT IS ACCESSIBLE DESIGN?



Anti-Homeless Bench and Trash Receptacle by [Laurie Avocado](#)

Courtesy of auntylaurie on Flickr. Used under CC BY.



Courtesy of [borkazoid](#) on Flickr. Used under CC BY-NC.

Ramp stairs photo by Beau Lebens.

UNIT 4: WHAT WILL THE FINAL PROJECT LOOK LIKE?

1. Review reflections on each mini-project
2. Decide on project
3. Conduct stakeholder/user interview
4. Incorporate feedback
5. Conduct playtest
6. Incorporate feedback
7. Final prototype, presentation, and written product (select one of multiple options)

SYLLABUS
HIGHLIGHTS,
Q&A

COURSE EXPECTATIONS



- Participation
 - You need to be an active participant in class
 - Attend every session with undivided attention
- Complete the assignments with your best effort and energy
 - Short design journal reflection or technical prep assignments
 - Three unit mini-projects
 - Final project, presentation, and written product
- Submitting assignments
 - Specified in the syllabus so please read carefully
 - Generally, submission in design journal or to course website

COURSE GRADES



- **20%** on class participation
 - design journal
 - technical preparation activities
 - active participation during in-class activities (e.g. “exit tickets”)
- **50%** on the three mini projects combined
 - Mini-Project 1: Due Feb 27th
 - Mini-Project 2: Due Mar 20th
 - Mini-Project 3: Due Apr 17th
- **30%** on the final project
 - Due May 15th
- Written Product & Prototype Rubric(Syllabus appendix)

PREPARING FOR THE
NEXT CLASS

UNIT 1 OVERVIEW

- Developing your own learning analytics mini-project based on HarvardX-MITx MOOC data
- Class 1:
 - Overview of Learning Analytics
 - Meet the dataset and start brainstorming about the mini-project
- Class 2:
 - Review of your homework due today and class provides feedback on it
 - Hard work on mini-project in class. Instructors help align objectives and solve the challenges of the mini-project
- Class 3:
 - Presentation to the rest of the class of mini-projects
 - If there is enough time, we will review some real world applications of learning analytics

UNIT 1 PREPARATIONS

- Before you leave today
 - Take the Welcome Survey
 - We'll facilitate group formation during next class based on your feedback
- Preparing for the next class:
 - Introductory readings about learning analytics
 - Learning or reviewing the basics of data analysis with R or Python. Support will be provided!
 - Familiarize yourself with the HarvardX-MITx Person-Course Academic Year 2013 De-Identified dataset

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