Proposal for the Use of FY2003 Technology Fees

Submitting Organization(s)
Major Unit: College of Education
Department: Middle/Secondary and Instructional Technology
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Contact Person Email: jklee@gsu.edu
Contact Person Phone: 404-651-0201

1. Project Short Title

<table>
<thead>
<tr>
<th>5-8 Word Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Digital History and Instructional Resource Lab</td>
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</tbody>
</table>

2. Total Requested Amount (reference to funding for “Years Following” removed)

<table>
<thead>
<tr>
<th>Fiscal Year 2003</th>
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</thead>
<tbody>
<tr>
<td>$ 42,600</td>
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</tbody>
</table>

3. Executive Summary

<table>
<thead>
<tr>
<th>Project Description (Three or four sentences)</th>
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<tbody>
<tr>
<td>This project proposes to fund a mobile lab for the construction of digital historical instructional resources. Teachers and teacher candidates in various programs in the College of Education will use the lab to research, design, develop and maintain original digital (web-based) historical instructional resources. Materials created in the lab will be published on the Web and made available to all Georgia State teacher education students as well as to the general public.</td>
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4. Project Description

Social science and history teachers have access to a growing number of online resources. Often teachers lack the skills needed to use these resources and/or the resources themselves are hard to use because they have not been presented in a pedagogical context. This project would address these concerns through the creation of mobile digital history and instructional resource lab. The lab would give students in middle and secondary teacher education and instructional technology programs hands-on experience in using digital historical resources as well as the means to create and use original digital historical instructional resources.

One of the goals of the Department of Middle and Secondary Education and Instructional Technology is to create learning environments that are authentic and meaningful. In part, to accomplish this task our teacher education candidates’
complete internships in public schools and certified teachers in our masters, EdS and PhD programs conduct research in the schools. This project would provide students in all of these programs with opportunities to develop authentic and meaningful instructional resources that they can then use in their teaching (both internship and research based).

Students in our programs would use these labs to create resources as part of their program course requirements. These experiences would also help students meet state and national standards in social science and instructional technology. The use of the labs would be tied to course experiences in middle and secondary education and instructional technology.

With a mobile lab available, instructors interested in having their students’ create history related instructional resources would not have to schedule their courses in a technology room. We also would be able to temporally assign laptop computers to students so they would be able work on their projects at home or in their schools.

5. Relevance to Regents Guidelines

This project would not use student technology fee revenues to supplant current levels of technology fee expenditures. The focus of this project would be on academic and instructional technology. Several specific regents guidelines apply.

[1] Technology fee revenues should be used primarily for the direct benefit of students to assist them in meeting the educational objectives of their academic programs. The digital history and instructional resource lab would be used in all 3 program areas (middle, secondary and instructional technology) in the Department of Middle and Secondary Education and Instructional Technology (MSIT). Eight specific programs would use the lab, 4 at the middle grades level and 4 at the secondary level. Eight specific courses at the undergraduate and graduate level would make use of this lab. The digital history lab would help students in these programs meet specific academic and instructional technology program objectives. A social studies education course on the use and development of digital historical instructional resources would make intensive use of the lab.

[2] Technology free [sic.] revenues should be used to assure that there are sufficient campus licenses for primary productivity tools such as those found in the Microsoft Office product suites and for discipline specific software. This project would allow students to access productivity tools used to create web sites. Students would be able to use the software on and off campus for extended periods of time (in some instances a full semester). Currently students in MIST do not have this type of access to web production tools.

[3] Technology fee revenues should be used for hardware and Network related
expenditures that include support of general purpose or special purpose laboratories used by students for body productivity and more discipline related activities. This project would allow students to access laptop computers and the Internet both inside and outside the College of Education building. Students would use the laptops to create social science and history related web-based instructional resources. Students would also be able to check out the computers for extended periods of time (in some instances a full semester). Currently students in MIST do not have this type of access to networked laptop computers.

[4] Technology fee revenues may be used for training of students and, to a lesser extent, staff and faculty. The proposed lab would be used to train students on web site design and on the development of digital historical instructional resources.

6. Relevance to Strategic Plan(s)

This project relates to several outcomes, goals, and objectives set forth in the College of Education’s strategic plan. Student learning outcome #1 in the strategic plan states that “the professional educator demonstrates mastery of and continually pursues knowledge in the content area of the field for which he or she was prepared.” This project would enhance our students’ mastery knowledge in content relating to social science, history, and instructional technology. Outcome # 7 states that “the professional educator creates and manages an effective learning environment.” This project would provide teacher education students’ with opportunities to construct authentic and meaningful instructional resources. These resources would enable “effective learning environments.” This project would also help to address several specific goals in the college strategic plan. Goal #3 in the area of quality addresses the continued strengthening of students’ content preparation. This project would enhance teacher education students’ understanding of historical content. This project would also address goals #4 (ensure graduates have knowledge of research based pedagogy) and #18 (dissemination of research knowledge that informs practice).

7. Impact on Students Served

The mobile digital history and instructional resource lab would be used by at least 150 students in MSIT undergraduate and graduate programs. Students’ use of the lab would vary in the degree of intensity. Some students would use the lab to complete individual projects as a component of a course requirement. Other students may have a more prolonged term of use. At least one social studies education course would make intensive use of the lab.

Since the projects created by students using the lab would be presented on the
departments’ web site, they would be available to students after they graduate. These materials would also serve as models for future students.

8. Justification of Funding Requirements for Fiscal Year 2003

<table>
<thead>
<tr>
<th>Object of Expense</th>
<th>Itemized Descriptions</th>
<th>Quantity</th>
<th>Extended $ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Salaries</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Student Salaries</td>
<td>Graduate assistant for managing lab</td>
<td>1</td>
<td>$ 8,000</td>
</tr>
<tr>
<td>Equipment (Note: Use standard dollar amounts and replacement thresholds from sections 10/11, or provide explanation in sections 10/11)</td>
<td>Networked Laptop computers</td>
<td>10</td>
<td>$ 30,000</td>
</tr>
<tr>
<td></td>
<td>Computer cart</td>
<td>1</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>Software</td>
<td>Macromedia Dreamweaver 4</td>
<td></td>
<td>$ 3,600</td>
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<tr>
<td>Maintenance or Contractual Services</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
<td>$</td>
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<tr>
<td>Construction Services (Requires review of Planning &amp; Facilities)</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Network Connections and Infrastructure Costs (Requires review of UCCS)</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Other Expenses (explain)</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$ 42,600</td>
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9. Consequences of Partial Funding

State what the consequences would be on the effectiveness and viability of the proposal if it were only funded in FY 2003 at the following percentages of the requested total:

Only 75% funded: This project would remain viable on a reduce scale at 75% funded. We would purchase fewer computers for the lab.

Only 50% funded: This project would remain viable on a reduce scale at 50% funded. We would purchase fewer computers for the lab and would not have a graduate student assistant to manage the lab.

10. Standard Dollar Amounts Exception

Networked laptop computers are being requested so as to enable this lab to be used with the greatest amount of flexibility as possible.
11. Standard Replacement Thresholds
   N/A

12. Prerequisite, Non-Technology Fee, Funding
   N/A

13. Matching Funds
   N/A

14. Staffing and Other Support Availability
   N/A

15. Space Availability
   Since this lab would be mobile, it would be used in a variety of places both inside
   and outside the University.

16. Impact on Facilities
   There would be no expected impact on the University’s facilities infrastructure
   created by this project.

17. Impact on Computing/Network Infrastructure
   There would be no expected impact on the University’s computing and networking
   infrastructure created by this project.

18. Post-Project Assessment Criteria
   We would expect to have achieved the following milestones and outcomes by the
   end of the first year.
   By the end of the first year we will have
   • used the lab in all 3 program areas in the College of Education Department of
     Middle and Secondary Education and Instructional Technology.
   • created a web-based tutorial for guiding students through the initial steps for
     using web site development software.
   • developed and published original digital historical instructional materials on
     the department web site.

19. Review and Acknowledgements