Graduate Student Handbook

Learning, Design, and Technology Program

Research & Development Emphasis Area

Master of Education (M.Ed.) Degree
2017-2018 Edition

Department of Career and Information Studies
The University of Georgia
Athens, Georgia

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INTRODUCTION

The purpose of this handbook is to describe the goal, requirements, and procedures of the Master of Education (M.Ed.) degree within the Research & Development (R&D) emphasis area of the Learning, Design, and Technology (LDT) program in the Department of Career and Information Studies (CIS), College of Education, at the University of Georgia (UGA).

The information provided in this handbook is for your reference. Although guidelines and policy change regularly, every attempt has been made in this handbook to reflect the most accurate information at the time of printing. University and college policies prevail in any cases of conflict. Students should consult with their advisors before making any significant decision to assure it is in agreement with current procedures or requirements. Although we try to provide information and reminders about university requirements, it is the responsibility of the student to find and follow all requirements.

RESEARCH AND DEVELOPMENT DEGREE BACKGROUND

During recent years, a select group of master’s degree students have expressed interest in pursuing course work, experience and degrees to prepare them to pursue doctoral studies in programs such as instructional technology, the learning sciences, educational psychology, and teacher preparation. These students may intend to pursue doctoral studies at UGA or at other institutions around the world. The LDT Research & Development (R&D) master’s degree option is designed to satisfy this need.

GOAL

The R&D master’s degree program is designed to prepare students for doctoral level study in educational technology research and for careers in academia and research. To strengthen programmatic links between the R&D master’s and doctoral degree faculty, students, course offerings, and experiences, the program primarily draws from current LDT/UGA masters and specialist courses and from the ongoing initiatives of the LDT doctoral program. The Learning, Design, and Technology R&D master’s degree is located on the UGA main campus in Athens although students have the opportunity to take the courses offered throughout the university system of Georgia. The program consists of 36 credit hours and a major project and/or research paper that the student will present at the end of the program. The student should begin the major research project as part of the course work but completing it may require significant time beyond the requirements of course work. The degree requirements conclude with a portfolio examination. Along the way, students will observe and participate in the ongoing initiatives of current doctoral students, advisors and research groups.
The following is an overview of the courses that make up the 36 semester hour curriculum of the M.Ed. degree within LDT’s Research & Development (R&D) emphasis:

**Required Courses (18 Credit Hours)**

- EDIT 6170 Instructional Design
- EDIT 6190 Design and Development Tools
- EDIT 6400 Emerging Approaches in Teaching, Learning, & Technology
- EDIT 9990 Foundations of Learning, Design, and Technology
- ERSH 6300 Applied Statistical Methods in Education
- EDIT 6900 Research in Instructional Technology or ERSH 6200 Methods of Research in Education (Through the completion of the methodology course(s), students should provide evidence demonstrating competence in research methodology, the ability to frame their research in current literature, and to write high-level scholarly reports of original research at the end of the program).

**Elective Courses (18 Hours)**

With advisory committee consent, elective course work can be drawn from a range of LDT, CIS and UGA courses based on the research interests of the student. A representative list from LDT, EPIT and UGA is listed below. The list is only suggestive of courses that might be considered. The specific electives for a given program of study are subject to the approval of each student's advisory committee.

- EDIT 8990 Doctoral Seminar (up to 6 credits)
- EDIT 8350 Instructional Product Evaluation
- EDIT 7350 Evaluation and Assessment
- EPSY 6800 Foundations of Cognition for Education
- EDIT 6500 Educational Video Production
- EDIT 6150 Introduction to Computing for Educators
- EDIT 7630 Literature Review
- EDIT 7550 Project Management
- EDIT 6990 Statistics in Education for Mere mortals
- EDIT 7990 or EDIT 9990 LDT Topical Seminar
- EDIT 6190 Design and Development Tools (up to 6 credits)
- EDIT 6200 Learning Environments Design I
- EDIT 6210 Learning Environments Design II
- EDIT 7460 Internship in IT
- ERSH 8310 Applied Analysis of Variance Methods
- ERSH 7400 Qualitative Research
- Any relevant graduate level courses
Students are required to complete a professional portfolio. The portfolio should show evidence of (a) readiness for doctoral level study in educational technology research and for careers in academia and/or research (e.g., competence in research methodology, the ability to frame one’s research in current literature, and to write scholarly reports of original research) and (b) design and development knowledge and skills acquired during the program. See Appendix A for guidelines.
PROCEDURES FOR COMPLETING GRADUATE STUDY

All of the Graduate School forms can be found at:
http://gradschool.uga.edu/forms&publications/currentstudent_forms.html

INITIAL ADVISEMENT FOR COURSEWORK

A. Following admission to the program, you will be sent a letter welcoming you to the department. This letter will provide, or direct you to, important information, such as steps for completing the admission process, registering for courses, and contact information of faculty and staff.

B. Develop good communication with your advisor early in your program and maintain this communication throughout. Your advisor should be the first person you contact for questions and discussions.

C. Please start drafting your program of study immediately in consultation with your advisor.

EMAIL AND STUDENT LISTSERV

A. Email is the official means of communication within UGA for all academic matters. Probably the most important communication link between faculty and students is email and listserv. You will be subscribed to each of these important listservs shortly before your classes begin using the email address included in your graduate application. All important announcements are distributed to students in the department only using listservs and all students are required to remain subscribed to them while a student. You are responsible to check your email frequently.

B. UGA MyID. The University provides several computer resources to registered students, such as a University email account along with web server space. Almost all of these services are accessed using one special university account called “MyID.” A MyID account is also required for many course resources and activities, so be sure to get and become acquainted with your MyID account soon after being admitted.

C. Once you have obtained a UGA email address, you are encouraged to contact the LDT program coordinator to request that it be used for receiving all LDT/CIS student listerv messages.

D. Also, please note that the department, college, and university considers your UGA email as your official email address, so if you do not plan on using it as your main email, you should forward your UGA email to your preferred email address. You also need to check your UGA “junk” folder occasionally just in case important email is inadvertently
marked as spam. If your email address changes, it is your responsibility to notify the department.

**COURSEWORK**

A. It is your responsibility to communicate with your advisor prior to registering each semester. It may be necessary to schedule a face-to-face appointment with your advisor but it is likely that email, phone, or an online form set up by your advisor will suffice for most people and situations. Plan well in advance to avoid network congestion and stress during the last days of registration. Consult OASIS ([https://oasisweb.uga.edu](https://oasisweb.uga.edu)) for deadlines.

B. For a searchable PDF version of the schedule of classes, visit the Schedule of Classes on the UGA Registrar’s site ([http://www.reg.uga.edu/schedule-of-classes](http://www.reg.uga.edu/schedule-of-classes)).

C. For brief official course descriptions, visit the Courses section of the UGA Bulletin ([http://bulletin.uga.edu/CoursesHome.aspx](http://bulletin.uga.edu/CoursesHome.aspx)).

D. For sample past syllabi of courses (when available), visit [https://syllabus.uga.edu/](https://syllabus.uga.edu/) and go to Syllabus System Browse. Note that a past syllabus does not in any way guarantee what will be on a new syllabus for a given course. But it can provide a general idea.

**PROGRAM OF STUDY**

A. The Program of Study should be submitted to the Graduate School during the semester before your graduating semester. You will not graduate if you fail to submit the form in time for the department to process it and forward to the Graduate School by the deadline.

B. You should communicate with your advisor before completing the Program of Study form. It can be completed and sent to your advisor electronically. It must then be printed and signed by your advisor, the CIS department Graduate Coordinator, and the Graduate School.

C. After approval of the Program of Study form, any program changes must be approved by your advisor, the Graduate Coordinator, and the Graduate School.

**APPLICATION FOR GRADUATION**

You must complete an online Application for Graduation form on the Graduate School’s Web site during the semester before your graduating semester. You will not graduate if you fail to do so before the deadline.
All of the graduate school deadlines can be found at:
http://www.grad.uga.edu/academics/deadlines.html

To check the status of your Program of Study form and Application for Graduation, email the graduate school at gradinfo@uga.edu. This is the official channel for communication between the Graduate School and students on such matters, so the response time is usually fairly short.

**PORTFOLIO EXAMINATION**

Students must complete a portfolio examination in accordance with the guidelines described in Appendix A.

**GRADUATION**

You are invited, but not required, to participate in Commencement ceremonies sponsored by the Graduate School as well as a Convocation sponsored by the College of Education. Information about these events is posted each semester on the graduate school’s website and the College of Education website, respectively.
APPENDIX A. PORTFOLIO EXAMINATION GUIDELINES

PURPOSE

As outlined in the Graduate Bulletin, all M.Ed. candidates must pass a final examination administered by the academic program. The Learning, Design, and Technology (LDT) faculty base this required examination on a set of procedures typically called portfolio assessment. The purpose of the portfolio examination is to provide an opportunity for each candidate to present a record of themselves to the LDT faculty for assessment. Each candidate is required to construct a portfolio that represents the candidate’s competence at the Master’s level. The portfolio examination will typically occur during the last semester of the program.

The portfolio is a compilation of web-based documents and other information about the candidate that represents his or her potential to complete the Research and Development Master’s program in Learning, Design, and Technology. The portfolio may be developed using Dreamweaver or other Web development technologies. Regardless of the technology used, a student’s portfolio site must show evidence of (a) readiness for doctoral level study in educational technology research and for careers in academia and/or research and (b) design and development knowledge and skills acquired during the program. The portfolio must consist of course documents and other materials as described in the Components of the Portfolio section.

PROCEDURES

1. Each candidate must prepare the portfolio in accordance with the guidelines in the Components of the Portfolio section.
2. The candidate must be registered for at least 3 semester hours during the semester in which he or she submits his or her portfolio for examination. The candidate must also be registered for at least 3 semester hours during the semester in which he or she plans to graduate. Typically these two events will occur in the same semester.
3. A committee of 3 departmental faculty members, including the candidate’s advisor, reviews his or her portfolio and conducts the oral defense meeting.
4. The candidate must notify the Department of their intent to submit and defend his or her portfolio by emailing the committee at the beginning of the semester.
5. The candidate may state a preference for the general time of day for his or her portfolio defense, but ultimately the portfolio defense time and dates will be determined by the committee depending on their availability.
6. The candidate must submit his or her completed portfolio to the committee one week prior to the defense date. The candidate’s portfolio must first be judged as “ready for review” by the advisor. This means that the advisor needs time to review the portfolio to make sure that all required sections are included and that the portfolio is well written. To allow time for revisions, it is recommended that the candidate submits the advisor for this preliminary review at least two week prior to the deadline for the portfolio submission to
the committee. Any portfolio not completed by the scheduled date is at risk of not being reviewed that semester.

**COMPONENTS OF THE PORTFOLIO**

The advisor and candidate will collaborate to determine a portfolio’s content. It should be an ongoing process throughout the candidate’s program of study. The layout and design of the portfolio is totally up to the individual candidate, but the primary components should include:

1. Professional Development Statement
2. Resume
3. Samples of Research Work
4. Future Research Ideas
5. Samples of Development Work
6. Program of Study

**1. Professional Development Statement**

A professional development statement is part of the portfolio. The statement should include activities performed since the student began the LDT Research Master’s program as well as activities in progress, and those planned to be undertaken by the student. Activities prior to entering the program cannot be included in the professional development statement, but should be included as part of the student's curriculum vitae. The Professional Development Statement should reflect the current goals and objectives of the student with respect to the LDT Research Master’s program at the University of Georgia. An update of the content from the Goals Statement used for the LDT Research Master’s program application is acceptable. Suggested length is between 1,000 – 2,000 words but may vary depending guidance from your academic advisor.

**2. Resume**

The following categories are suggested for the student’s resume:

A. Contact Information
B. Education History
C. Employment Record
D. Publications
E. Presentations
F. Service
G. Awards and Recognition
3. Samples of Research Work (one or more samples)

A final report on a major project or a research paper (conceptual or empirical) completed during the program under the guidance of the student’s advisor should be included in this section. The suggested length of the paper is 4000 words or longer without references, following current APA 6 guidelines. The student needs to discuss a major research project with his/her advisor at the beginning of the program and consistently seek appropriate guidance from his/her advisor throughout the program. The student could begin the major research project as part of the coursework, but completing it may require significant time beyond the requirements of the coursework. If necessary, the student may register for independent study credits (EDIT 7000 Master’s Research or EDIT 7460 Internship in Instructional Technology) for the research work.

Additional samples of professional research work demonstrating the student’s research competency can be included in this section. The samples may include but are not limited to the following:

A. Course papers representing core knowledge related to instructional technology or learning theories;
B. Proposals for independent research, collaborative efforts with peers and/or faculty;
C. Samples of papers or projects the student authored; or pending proposals.

4. Future Research Ideas

The statement of Future Research Ideas should indicate the student’s early thinking about a research problem worthy of investigating. The preliminary research ideas should identify a domain of knowledge, the goals of the research agenda, and a statement that explains the importance of the possible research. A list of preliminary research questions should be included in this section. Any data collection methods mentioned in this section should correspond to the nature of the research questions under consideration [suggested length is 2-5 pages or longer depending on guidance from your advisor, carefully adhering to current APA 6 guidelines].

5. Samples of Development Work (Two or more samples)

Two or more exemplary learning artifacts developed during the coursework should be included in this section. Learning artifacts may include, but are not restricted to the following: class projects, videos, lesson plans, lessons, media developed and used in instruction, and Websites. The selected artifacts should demonstrate your design and development skills and knowledge. Considering the programmatic themes listed below, the student should provide a written summary for each selected artifact explaining what the artifact is, how it is related to one or more suggested programmatic themes, and how the experience of developing the artifact helped him/her progress toward becoming a researcher. Each summary should be approximately 150 - 200 words in length and should address how you would do this project differently if you were to attempt it again in the future.
Programmatic Themes for Development

A. Analysis
   - Needs assessment
   - Performance assessment
   - Task analysis

B. Design
   - Curriculum mapping
   - Instructional design
   - Message design
   - Design tools

C. Development
   - Development tools
   - Curriculum development
   - Instructional development
   - Development tools
   - Learning environments design
   - Full motion video production

D. Implementation
   - Technology-enhanced classroom environments
   - Web site management

A. Evaluation
   - Formative evaluation
   - Summative evaluation
   - Instructional product evaluation

6. Program of Study

The Program of Study should be in the form of a timetable that indicates Required courses and Elective courses. Include the courses you took, the name of each course and the instructor’s name, and the semester in which each was taken. You should create this separately for the portfolio; do not provide a copy of the Graduate School Program of Study form.

The Program of Study should identify:

A. Courses that the student has already completed
B. Courses in which the student is currently enrolled
C. The term in which each course was or is to be completed