

Christina Goodness
goodness@nyu.edu
goodness@un.org

100 Saint Marks Place, apt. 4R
Brooklyn, NY 11217
(718) 623-6375

Interactive Telecommunications Program

Tisch School of the Arts

Maurice Tenenbaum, School of TV and Video

New York University

Proposal for Independent Study

Christina Goodness

Master's Candidate

Advisor: Marianne Petit

Student: Christina Goodness

Summary: The needs of learners everywhere are potentially served by specific uses of advanced and networked technology. However, the field of education itself is often slow to innovate and often unevenly effective in technology integration. Often technology innovations do not reach students who might be served by them best, or they may have other limits on their distribution – price, geographical proximity to developer communities, governmental or bureaucratic bottlenecks, legal fears, peer or community environment, or lack of training in the student, teacher or parent.

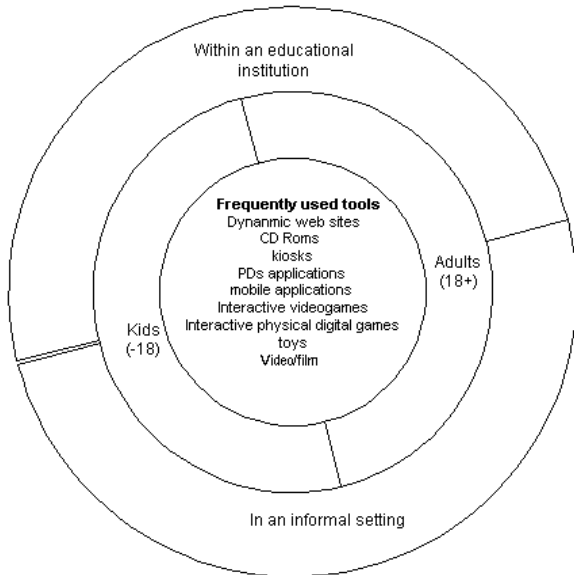
In this study, I will investigate and report on findings in the area of educational technology; the use of it for different age groups, within educational institutions, workplace, organizational or individually for the purpose of training and education. The primary questions are:

- a. Which institutions are using educational technology to further their goals?
- b. How else are students using technology to learn? Where?
- c. What exact technologies are being used to transmit knowledge, supplement or enhance the way knowledge is transferred, or create an atmosphere in which educational goals are achieved?
- d. How do these tools correspond with traditional teaching methods? What is gained and lost?
- e. Which age groups are using which technologies to learn and why? How do they use them differently?
- f. What findings have there been so far on the effectiveness of these tools and how can they be improved?
- g. What educational needs are underserved by new technologies or what needs are impractical or impossible to serve with technology at all?
- h. What are areas of greatest opportunity for teachers, students and developers?

Goal: To produce a research paper presenting findings, analysis and summary of the different user groups and their use of technology for learning that was studied over the course of the Fall 2004 semester. This research will then guide product prototypes and possible refined research for my thesis project in Spring 2005.

Mini-papers may be produced as preliminary summaries (for example: on educational video games, or professional knowledge management tools). Alternately, a mid-term and final paper could be written. The ultimate goal, however, would be two short preliminary summaries overall and a 20+ page paper on the field of educational technology, specifically on new trends within predefined groups of users.

Possible view of educational technology as a whole:



Factors to study:

- ~~///~~ age group
- ~~///~~ proximity and level of teaching/guidance
- ~~///~~ training of teachers/guides
- ~~///~~ integration with lesson structure
- ~~///~~ association with institution
- ~~///~~ peer equality level
- ~~///~~ interactive opportunity
- ~~///~~ central management/design
- ~~///~~ price & income levels
- ~~///~~ geographical region
- ~~///~~ correspondence with traditional teaching methods
- ~~///~~ legislation on use and misuse

Potential user groups/resources to be included in the study + primary contact if applicable:

Note: I have made contact with all below primary contacts.

1. ITP and DriveBy phenomenon
 - a. Contacts: Myself, Meghan Trainor, ITP
2. United Nations Peacekeeping forces use of knowledge management/training tools being created over next 6 months
 - a. Best Practices Unit: Eiko Ikegaya, Research Officer, ikegaya@un.org
3. United Nations INSTRAW
 - a. International Research and Training Institute for the Advancement of Women: Jeannie Ash de Pou, jash@un-instraw.org
4. Public schools in New York City, Hawaii, SC, TX, MA, CA, OR, MN, PA etc.
 - a. List of teachers I personally know or related to is extensive... .
 - b. Teachers I can contact via Producers Project... .
5. Public school in Los Angeles : First multimedia high school in CA
 - a. Dina A Kraemer
dinakraemer@aol.com
Principal, Los Angeles Unified School District Hamilton HS Complex: Magnet School in Communications Arts
6. Education Arcade group: Educational videogames in Games To Teach project
 - a. Kurt Squire, Philip Tan, philip@MIT.EDU
 - b. <http://www.educationarcade.org/gtt/>
7. Museums in New York City
 - a. Nancy Heschinger, professor and NMNH educator
 - b. Tenement Museum project with Jeff Galusha
8. New York City Council – Committee on Technology in Government
 - a. Bruce Lai contact : bruce.lai@council.nyc.ny.us
 - b. http://www.nycouncil.info/issues/committee.cfm?committee_id=106&Itsbdkey=5121
9. Producers Project
 - a. Wendy Dubit, wendy@theproducersproject.org
 - b. www.theproducersproject.org
10. NYU CREATE - The Consortium for Research and Evaluation of Advanced Technologies in Education
 - a. Robert Whelan, coordinator, rrw216@nyu.edu
 - i. <http://create.alt.ed.nyu.edu/>
11. University of Texas at Austin : Digital Collaboratory
 - a. Aaron P Thibault DMC Coordinator
aaron@icc.utexas.edu
12. University North Texas : Study on Effectiveness of Online Learning
 - a. Greg Jones, Assistant Professor, gjones@unt.edu
Department of Technology and Cognition
 - b. <http://courseweb.tac.unt.edu/gjones/>
13. National Association of University Women Study on Gender and Technology
 - a. Tech-Savvy: Educating Girls in the New Computer Age (2000),
http://www.aauw.org/research/girls_education/techsavvy.cfm
 - b. The Third Shift: Women Learning Online (2001)
<http://www.aauw.org/research/3rdshift.cfm>

Further list/bibliography draft list to be developed

Christina Goodness
goodness@nyu.edu
goodness@un.org

100 Saint Marks Place, apt. 4R
 Brooklyn, NY 11217
 (718) 623-6375

Draft of Schedule:

Proposed Schedule		Sept	Oct	Nov	Dec
Start: 09/20/04	Phase				
End: 12/14/04	Planning & Advisement				
	Architecture of the study/questionnaires, correspondence and confirmation of participants				
	Interviews and collection of data				
	Summary 1 – 10/22/04		★		
	Summary 2 – 11/19/04			★	
	Final paper – 12/14/04				★

Draft of Budget:

Cost Summary		
	Timing	Estimated Cost
Planning, Advisement & Correspondence Total Project	2 weeks, ongoing	Cost of tuition at NYU
Books, articles, copies and supplies	ongoing	\$1000
Travel	6 weeks	\$2000
Total		\$3000

Funds to be provided by Christina Goodness