

COURSE SUMMARY LIST - THE GEORGE WASHINGTON UNIVERSITY

DEPARTMENT OF TEACHER PREPARATIONS & SPECIAL EDUCATION – CURRICULUM & INSTRUCTION and SECONDARY EDUCATION			
Course Title	Description	Offered	Highlights
TRED 207: <i>Teaching & Learning II</i>	This course provides an overview of the principles of teaching, learning, and related research. Through readings, class sessions, research, microteaching, and assignments, students explore ways of knowing, models of teaching, approaches to classroom discipline, and the dynamic nature of the teaching/learning process.	<ul style="list-style-type: none"> ▪ Summer 2002 ▪ Spring 2003 ▪ Spring 2005 	Students design, deliver, and videotape three “microteaching” lessons. They revise the lessons and reflect on their teaching strengths and weaknesses.
TRED 208, <i>Development & Diversity</i>	TRED 208 provides an examination of student diversity in relation to theories of human growth and development. The primary purpose of the course is to prepare secondary teachers for the broad range of needs and learning styles found in today’s classrooms.	<ul style="list-style-type: none"> ▪ Spring 2006 ▪ Fall 2006 ▪ Fall 2007 	Students gain an understanding of student diversity via readings, a performance, and discussions. Students complete a WebQuest and conduct several presentations.
TRED 220/TRED 244: <i>Educational Technology & Computer Literacy Methods</i> (NOTE: This course was taught as a TRED 220 during 2001 – 2003, and as TRED 244 during 2005)	The course, using ISTE's national technology standards for teachers (http://cnets.iste.org/index3.html), explores methods of integrating technology with the use of instructional models for the purpose of enhancing instruction and creating materials that supplement the curriculum.	<ul style="list-style-type: none"> ▪ Fall 2001 ▪ Fall 2002 ▪ Fall 2003 ▪ Fall 2005 	Students create WebQuest (see http://edweb.sdsu.edu/webquest/webquest.html) and web-based technology portfolio.

**DEPARTMENT OF TEACHER PREPARATIONS & SPECIAL EDUCATION –
CURRICULUM & INSTRUCTION and SECONDARY EDUCATION
(cont'd)**

Course Title	Description	Offered	Highlights
TRED 220 SE, <i>Digital Teaching Portfolios</i>	This is a course that guides teacher candidates through the process of developing a standards-based professional portfolio in digital (HTML) format. Learners acquire technical skills required to design a web site about their professional knowledge and learn to identify their own strengths and weaknesses as professionals.	<ul style="list-style-type: none"> ▪ Spring 2002 	Students create their own educational web sites. They conduct formative evaluation and rework the site based on the data from this evaluation. Students learn to use Dreamweaver (web site development software) for a practical reason.
TRED 330, <i>Paradigms of Instruction and Assessment</i>	Doctoral students in this course, conducted largely in a seminar format, examine the major paradigms influencing research in teaching and teacher education, epistemological and theoretical sources of instructional and curricular paradigms, epistemological sources of research in K-12 content areas, and application of theoretical knowledge to specific subject areas in K-12 curriculum and instruction.	<ul style="list-style-type: none"> ▪ Spring 2007 	Students conduct a focused literature review in a field of interest, as well as a critique of research.

DEPARTMENT OF EDUCATIONAL LEADERSHIP – EDUCATIONAL TECHNOLOGY LEADERSHIP			
Course Title	Description	Offered	Highlights
EDUC 231: <i>Educational Hardware Systems</i>	This course acquaints students with computers, networks, and related hardware systems that are currently used in instructional programs and formal educational settings found in K-12, post secondary education, and business training and presentation environments.	<ul style="list-style-type: none"> ▪ Fall 2001 ▪ Fall 2002 ▪ Fall 2003 ▪ Fall 2004 ▪ Fall 2005 ▪ Fall 2006 ▪ Fall 2007 	Students work collaboratively in teams (from all over the world) to develop a plan for designing or upgrading a computer facility for an instructional setting of your choice. Students design and create a "How - To" website or document that illustrates how to install, troubleshoot, and select a piece of hardware.
EDUC 235: <i>Design & Development of Educational Hardware</i>	This course provides an opportunity to learn about the design and implementation issues involved in the creation of software applications for education and training applications. It is a hands-on course that requires the completion of an educational software project. While the project can take any form, it is assumed that most will be multimedia and/or web-based.	<ul style="list-style-type: none"> ▪ Fall 2005 	In groups of three to four, students develop a software design document describing the development of a hypothetical educational software program.
EDUC 265, <i>Developing Web Materials for Education I</i>	This course is designed to acquaint students with the design, development, integration, and use of World Wide Web (WWW)/Internet resources in education and training settings. Students examine and critique general WWW technologies, develop instructional materials for the WWW, and create a unit/module for the WWW that applies instructional design theory.	<ul style="list-style-type: none"> ▪ Fall 2006 	Students develop a web-based instructional model that applies instructional design theory. They also complete a series of technology “competencies” to demonstrate their skills in a variety of technologies.

DEPARTMENT OF EDUCATIONAL LEADERSHIP – EDUCATIONAL TECHNOLOGY LEADERSHIP (cont'd)			
Course Title	Description	Offered	Highlights
EDUC 266, <i>Developing Web Materials for Education II</i>	This course is designed for students to develop <u>advanced</u> skills and knowledge in the design, development, integration, and use of World Wide Web (WWW)/Internet resources in education and training settings. Students will examine, apply, and critique WWW technologies, develop instructional materials for the WWW, write a project management report, and create a unit/module for the WWW that applies instructional design theory.	<ul style="list-style-type: none"> ▪ Spring 2007 	Students develop a web-based instructional model that applies instructional design theory. Students also participated in team blogs to reflect on coursework, in addition to one another's work.
EDUC 268: <i>Power, Leadership, & Education</i>	This course provides an opportunity for participants to explore the multiple aspects of power, leadership, and education while emphasizing the various dimensions of leadership. Participants will discover their own leadership potential as they delve into the characteristics of leadership, adult development and change, personal and technical skills, and the functions of leadership. Moreover, participants will learn about the integral role of leaders in school improvement and reflect on leadership roles and responsibilities.	<ul style="list-style-type: none"> ▪ Summer 2005 ▪ Summer 2006 ▪ Summer 2007 	As a team, students apply a five - step problem solving method for analyzing a case study and maintain and post to a team blog.
EDUC 220ti, <i>Digital Professional Portfolios</i>	This is a course that guides educational technology professionals through the process of creating a professional portfolio in digital (HTML) format. Learners acquire technical skills required to design a web site about their professional knowledge and learn to identify their own strengths and weaknesses as professionals.	<ul style="list-style-type: none"> ▪ Spring 2002 ▪ Spring 2003 ▪ Spring 2006 	Students create their own educational websites. They conduct ongoing formative evaluation in teams and rework the site based on the data from this evaluation.

Natalie B. Milman, Ph.D.: Summary Course List

	DEL: EDUC Courses					
	220	231	235	265	266	268
Fall 2001		X				
Spring 2002	X					
Summer 2002						
Fall 2002		X				
Spring 2003	X					
Summer 2003						
Fall 2003		X				
Spring 2004	Leave					
Summer 2004						
Fall 2004		X	X			
Spring 2005						
Summer 2005						X
Fall 2005		X				
Spring 2006						
Summer 2006						X
Fall 2006		X		X		
Spring 2007					X	
Summer 2007						X
Fall 2007		X				
Spring 2008					X	
Summer 2008						X

DTPSE: TRED Courses					
204	207	208	244	330	220
			X		
					X
	X				
			X		
	X				
Leave					
	X				
			X		
		X			
				X	
		X			
X					