

# Creative Project Proposal

(ITLS 6960)



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## Department of Instructional Technology & Learning Sciences

The MA and MEd degree programs allow you to complete a creative project in lieu of a formal thesis or an internship. Your advisor is responsible for approving, monitoring, and signing off the work completed for this requirement. There will be a Canvas course each semester, or you may choose to work with a specific faculty member as chair, instead. Work with your advisor to determine the best option for you.

The purpose of the creative project is to provide an opportunity for you to make a practical application of knowledge to the improvement of a teaching/training skill or other interest for professional improvement. Select a project that will permit you to demonstrate a broad variety of skills and knowledge developed during the coursework phase of your degree program. Review the experiences you have had thus far in your program to help identify possible options. This can be something you are tasked with at your place of employment, something of personal interest, or something someone else instigates. Depending on the scope of the project and with advisor permission, it could be a group effort. It should demonstrate that you are now a 'master' of the program content. Theory and design should be integral components.

A written proposal for the creative project is necessary to avoid misunderstandings and to protect your best interests, the ITLS department, and the University. In effect, the proposal has many of the attributes of any good contract, it should specify in adequate detail all of the important facets to be completed. The proposal provides a record for both you and your advisor of the specific nature and extent of the experience agreed upon.

Complete your project proposal. There are several sections to consider and develop.

- 1 – Problem statement
- 2 – Theoretical framework
- 3 – Design model/process
- 4 – Objectives/learning outcomes
- 5 – An outline of your project
- 6 – Evaluation/assessment/learner transfer
- 7 – Timeline with milestones

Work with your advisor for discussion, feedback, revision guidance, and final approval of the proposal. The expectation is that this will be a relatively quick process, 3 weeks at the most. The majority of the semester should be spent working on your actual project. It is important to set the context and to identify and describe all of the components to help guide your efforts.

Once approved, carry out the approved project with the highest level of professionalism. A log of activities, insights, costs, resources, and time should be maintained. This record could be used in the preparation of the summary, and then later included in a portfolio, if appropriate.

Upon completion of the creative project, prepare a 2-3 page summary. An alternative to the summary is a manuscript for an article about your project to be submitted to a professional journal. You should discuss these two options with your advisor.

Your project proposal should contain the following:

1 – Problem statement – In this section, present the problem to be addressed by your creative project. Problem statements are usually derived from concerns for professional improvement of a program or system.

2 – Theoretical framework – Within the broad categories of Behaviorism, Cognitivism, and Constructivism, there are many variations. You are required to identify and briefly discuss the theoretical framework for your project. You are not required to use one from the following list; it is just to give you some examples.

Experiential Learning – Carl Rogers  
Anchored Instruction – John Bransford  
Transformational Theory – Jack Mezirow  
Social Learning Theory – Albert Bandura  
Structural Learning Theory – Joseph Scandara  
Multiple Intelligences – Howard Gardner  
Information Processing Theory – George A Miller

Operant Conditioning – Burrhus Frederic Skinner  
Situated Learning – Jean Lave & Etienne Wenger  
Constructivist Theory – Jerome Bruner  
Social Development – Lev Vygotsky  
Connectionism – Edward Thorndike  
Andragogy – Malcolm Knowles  
Active Learning – John Dewey

3 – Design model/process – There are many possible models &/or processes to guide your experience. Once again, you are not required to use one from the following list, but you are required to identify and discuss the model or process you will be following.

ADDIE – generic  
Backward Design – Wiggins & McTieghe  
4C-ID – Jeroen van Merriënboer  
SAM – Michael Allen  
Design Thinking Process – Herbert Simon, et al  
ARCS – John Keller  
Rapid Prototyping – Tripp & Bichelmeyer  
First Principles of Instruction – M David Merrill  
Conditions of Learning – Robert Gagne

Bloom's Taxonomy – committee formed from the 1948 APA Convention  
ASSURE – Heinich, Molenda, Russel, & Smaldino  
Criterion Referenced Instruction – Robert Mager  
Systems Approach – Walter Dick & Lou Carey  
User Experience (UX) Design – Donald Norman  
Cognitive Apprenticeship – Collins, Brown, & Newman

4 – Objectives/learning outcomes – This section should describe what your learner will *learn* or *be able to do*, not what they will *use* to learn. List the demonstrable skills or knowledge they will acquire in this experience. Here is where you will specify the expected measurable changes or improvements once they have completed the experience.

5 – A rough outline of your project – You can use a storyboard or a written explanation to describe your project and what the final product will look like.

5 – Evaluation/assessment/learner transfer – Identify the evidence/artifacts/documentation you will produce, demonstrate, or collect to show you have done what you intended to do.

6 – Timeline with milestones – A timeline specifying the projected sequence and date of completion of the various steps is helpful to both the advisor/chair and to you during the

completion of the experience. Identify milestones, with expected completion dates, that will indicate the clear sequence of events leading to the successful completion of your total experience. These milestones are the checkpoints along the way.