

INST 6310: Foundations of Educational Technology

Fall 2008, Utah State University, Room 272 Education Bldg & Broadcast to Regional Sites

Meeting Wednesdays from 5:15-7:45 August 27th to December 3rd

<http://itls.usu.edu/groups/foundations2008>

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Course Description:

This course is designed to familiarize new [ITLS](#) graduate students with the fields of instructional/educational technology and learning sciences. Through this course you will learn about the history of the fields, important figures and ideas, current debates, and future trends.

Parallel goals for this course include:

- Improving your ability to read and write about educational technology and research
- Fostering your critical thinking about educational technology and about your own efforts and career goals

Course Objectives:

- Obtain a basic understanding and overview of the field of educational technology
- Identify and describe a wide variety of uses of technology in education
- Recognize much of the potential and many of the limitations associated with using technology in education
- Retrieve and research information about the field of educational technology
- Review and critically analyze a variety of perspectives and points of view of the field of educational technology

Audience:

This course typically draws students from diverse fields. Some of us design instruction for K-12 classrooms, for school libraries, for higher education settings, and others for professional training scenarios (in business, government, health care, military, non-profits, etc.). I hope to tailor this class and the assignments to best suit your individual needs and interests.

You do not need to be an education major or a technology specialist to benefit from this course, however. The primary requirement for this course is an interest in improving teaching and learning settings by using technology wisely.

Accessing the Course Website:

We will be using a new kind of online 'group' site as a (blended learning) supplement to our in-class activities. It is sort of a combination of a mailing list, news site, plus blogs and a wiki. Most of you already signed up for this group at orientation, but if not, login to our department website and join the Foundations 2008 group at the link at the top of this page. Here are various how-tos and videos about logging in and using the website: <http://itls.usu.edu/wiki/website-how-tos>

Textbooks:

I am not requiring the purchase of any textbooks. I will scan in some of the readings as PDF files. However, I highly recommend one book from which we will be reading: [How People Learn](#). You can either purchase this somewhere like Amazon (for about \$17) or read it online for free here: http://www.nap.edu/openbook.php?record_id=6160

Software / Technology Requirements:

We will be using and demonstrating various educational software. You'll want to be comfortable with downloading & installing software on your computer. If you are unable to install software on your computer or are behind a firewall (for example, a computer at work), please ask for permission to customize your computer, or else please contact me. I recommend using the Firefox web browser (<http://www.mozilla.com/firefox/>) and VLC (<http://www.videolan.org/vlc/>) for playing videos. All class sessions should be recorded, and I'll post a link to the videorecording on our website.

Also, we may try gradually switching to online class sessions using Wimba (in Blackboard). That would save you all from having to drive to campus every week. Do you have access to a computer during our class time (from home, for example)? And since we are all presenting and talking during class, you would need a microphone. A microphone + headset combination is best. There are Logitech USB headsets ranging from \$15-\$30, for example. We'll talk about this first though before making it a requirement.

Assignments & Participation:

The 2 major goals of this course are improving your knowledge of the field of educational technology, and improving your ability to read and write and think about research and theories in the field. With that in mind there are 2 overarching sets of tasks we'll do this semester.

Knowledge Base + Class Participation (60%)

<http://itls.usu.edu/wiki/foundations-2008/knowledge-base>

One overarching task is to build a public educational technology knowledge base using the course website and your blog. We'll collect information about educational technology related organizations, conferences, journals, software, people, theories, issues, controversies, and other topics. For each of those types of information, you'll create a short wiki page (a wiki is an editable web site) about that item (a well known person in the field for example). Then during class, we'll share some of them with each other, and so you should be prepared to talk a few minutes about what you found and/or think of discussion questions. Specific guidelines and instructions for creating each wiki page will be posted online.

The wiki pages and blog posts just have to be a thoughtful contribution that is at least a paragraph - something that shows you made some effort. It should take you no more than an hour to do each week. Copying and pasting short passages from elsewhere is fine but you must a) cite where the information came from and b) add your own contribution or thoughts as well.

Each wiki page or blog post counts for 3 points. 1 point will be taken off if your contribution is merely copied & pasted or isn't thoughtful at all (for example saying "I agree or disagree with X" without saying why). Another point off if you are called upon to share with the class and you aren't there or aren't prepared to discuss it.

Research Papers (40%)

The second set of tasks involves writing. In addition to blogging and writing short wiki pages, you'll write 2 research papers. But don't worry, we're going to help you as much as we can, and you'll get to revise your first paper before it really counts.

First Paper. (30%, 8-10 pages double spaced with 5+ journal references) For the first paper, you'll learn how to write a formal research paper about a current issue or controversy or the use of some type of technology in instruction. You'll learn how to review research and cite other papers using the APA citation format. First you'll identify a topic, and next turn in an outline and a list of research references. Then you'll turn in a draft of this research paper, Yan and I will make suggestions for improvements and corrections, and then you can turn in the final draft for the majority of the grade. You will also post the paper as a resource for the knowledge base. I will show some examples of other research-based issue papers created by other students.

Second Paper. (10%, 2-3 pages double spaced) The final paper due at the end of the semester is where you put the pieces together to develop your own philosophy of educational technology, teaching, and learning. This is a reflection paper. Integrate some of the issues and theories and research you learned during the semester (cite them), and write about your own position and opinions about the various ed tech topics that matter to you and your career or career plans. You can post this to your blog if you wish. Your blog and your profile page are essentially becoming a portfolio.

Grading:

| University Grading Scale: | |
|---------------------------|---------|
| A | 100-93% |
| A- | 92-90% |
| B+ | 89-87% |
| B | 86-83% |
| B- | 82-80% |
| C+ | 79-77% |
| C | 76-73% |
| C- | 72-70% |
| D | 69-60% |
| F | 59-0% |

Participation and effort are what counts in this course. In this class you can get an A for effort. Come to class, do the short assignments, and listen to the feedback given on your writing, and you have nothing to worry about grade-wise. I've tried to eliminate some of the subjectivity usually found in grading, especially grading papers, by giving you 2 shots at the first paper, and the second paper is a 'research-guided' opinion piece.

Class Schedule

**This schedule may be adjusted. The website has the most up to date version:
<http://itls.usu.edu/wiki/foundations-2008/syllabus6310>**

| Week | Topics | Readings (do before class) | Assignment (do after class) |
|----------|--|--|--|
| Aug 27 | - Introduction to course & website -Introduce each other -Yanghee Kim will take over 2 nd half | | By next week, edit your profile page and blog about your goals for your studies and your career. |
| Sept 3 | - Definitions - technology, learning, instructional technology, learning sciences... | http://itls.usu.edu/wiki/definitions | By next week, blog about any definitions you liked or didn't like, or write your own definitions. |
| Sept 10 | -More on ISD & Learning Sciences , and your definitions -APA formatting & citations -Introduce research paper assignment | http://www.tophe.net/papers/Hoadley-EdTech-2004.pdf http://library.duke.edu/research/citing/ (APA only) | By next week, create a wiki page describing an organization and/or conference. |
| Sept 17 | -More on Writing a Research Paper - Organizations, Conferences, Jobs -Presentations - organizations/conferences -Research Journals & People -Guest - Seth Gurell - open education, OER handbook, Open High School of Utah | http://www.edtechtalk.com/node/1793 http://itls.usu.edu/wiki/available-jobs http://itls.usu.edu/wiki/job-listings http://itls.usu.edu/wiki/journals | -Think of topics for research paper. Take notes, collect references. -Over next 2 weeks, create 2 wiki pages, one about an educational research journal, and another about a major figure in the field. |
| Sept 24 | No Class. Attend the Open Education Conference online. | http://cosl.usu.edu/events/opened2008 How People Learn Chapters 1 & 2 | By next week, listen to and blog about at least 1 presentation at the OpenEd conference. Use the tag <i>opened2008</i> |
| Oct 1 | -Presentations - journals & people - Learning Theories -Videos - Minds of Our Own & A Private Universe | Skim HPL Chapters 3 & 4 | By next week, create a wiki page describing a learning or psychological theory or philosophy. |
| Oct 8 | -Presentations - learning theories -From learning theory to design - Instructional Design Models -Guest - Brooke Robertshaw - TPCK | http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html http://edutechwiki.unige.ch/en/ How People Learn Chapter 6 | By next week, create a wiki page describing an instructional design technique. |
| Oct 15 | -Presentations - ID models -Discuss your research paper topics -Assign dates for presentations | | Deadline: By today, submit your topic idea for your research paper with possible references to use. -By next week, blog about how the theories & design models apply to your own career or career plans. |
| Oct 22 | - Ed Tech in K-12, Higher Ed, & Other Professions -Discuss how this applies to your area of work. | How People Learn Chapter 7 http://k12onlineconference.org/ | Deadline: By today, submit an outline and reference list for your research paper. -By next week, create a wiki page about one example educational software or technology. |
| Oct 29 | - Educational Software & Technologies -15 minute presentations | How People Learn Chapter 9 | Work on research paper |
| Nov 5 | - Current Issues & Topics -15 minute presentations -Guest - Kevin Shanley, FACT center | AECT - http://www.aect.org/ | Work on research paper -Blog about an AECT presentation |
| Nov 12 | - Debates / Controversies -15 minute presentations | | Deadline: By today, submit first draft of your research paper. |
| Nov 19 | - Criticisms of ISD & ADDIE | Gordon & Zemke, other readings | Blog about your thoughts on ADDIE & ISD |
| Nov 26 | No Class. Thanksgiving Break | | |
| Dec 3 | - The Future of Ed Tech -Discuss final assignment. -Discuss Moodle and next semester's instructional design II course. | | Deadline: Submit final version of research paper. If it is on an issue or controversy, create a wiki page version of it. |
| Dec 8-12 | No Class. Finals Week | | Deadline: Final reflection paper due. You may blog this if you wish. |

Legal Stuff:

USU Criteria for Make-Up of Missed Assignments or Projects

Students will be allowed to make-up assignments or projects only if they meet one of the following criteria:

- Incapacitating illness prevents a student from attending classes for a minimum period of two weeks,
- A death in the family,
- Financial responsibilities requiring a student to alter a schedule to secure needed employment,
- Change in work schedule as required by employer (with verification) or,
- Other emergencies deemed appropriate by the instructor.

If there are extenuating circumstances, a student may petition the instructor for time beyond the deadline. Documentation of the circumstances cited to justify the make-up is required.

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The honor system is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at USU and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the USU community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. See <http://www.usu.edu/policies/PDF/Acad-Integrity.pdf>

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

See <http://www.usu.edu/student-services/studentcode/>

(Article VII. Grievances, pages 25-30)

Sexual Harrassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and Incompletes

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.