

**Chaminade University of Honolulu**  
*Education Division*  
**Course Syllabus: ED 222 – Educational Technology**

**TERM / YEAR / TIME / LOCATION**

Summer / 2009 / Online / eCollege

**COURSE NUMBER and TITLE**

ED 222 – Educational Technology

**INSTRUCTOR NAME AND CONTACT INFORMATION:**

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Office Hours: As arranged via email, eCollege Chat, or Skype

**COURSE DESCRIPTION**

This course focuses on strategies for integrating educational technologies in learning environments. Topics include: technology standards for teachers, web resources for teaching & learning, technology resource assessment, lesson planning, technology integration, and ethical and responsible use of digital technologies. *Prerequisite: ED 220, MA105, PSY202*

Course Topics:

- Students will explore the use of presentation and analysis applications. (HTSB 5)
- Students will investigate the uses of technology to enhance teaching. (HTSB 1 & 6)
- Students will understand how technologies shape learning environments. (HTSB 7)
- Students will demonstrate how teachers and other educators can use digital technologies in school communities. (HTSB 4,5,6 & 7)

Student Learning Outcomes: Through the course discussions, readings, assignments and case studies, participants will be able to:

- Examine the use of technology for meeting subject matter content standards, as well as technology standards for student learning.
- Be able to plan and implement learning activities to promote information literacy, global communication, collaboration and student generated research.
- Use technology in lessons to increase each student's ability to plan, locate, evaluate, select and use information to develop problem-solving skills.
- Demonstrate competence in evaluating the authenticity, reliability, bias of the data gathered in online research.
- Use e-mail, threaded discussion groups, audio/video conferencing for purposes of communication and collaboration with colleagues.

- Understand how the selection of different learning technologies shapes the learning environments of students.
- Examine instructional strategies that integrate technology into the educational experience and facilitate learning for all students.
- Use software and related media to access and evaluate information, analyze and solve problems, collaborate and communicate ideas, and promote student learning.
- Select, evaluate and use relevant and effective technologies for learning and teaching to develop in candidates an understanding of the legal and ethical aspects of teaching with technology

## **COURSE LOGISTICS**

Organization: ED 222 is organized as 10 modules, each with its own subject matter and assignments. Each module includes both on-line threaded discussions and shared resources, and, in some instances, on-line research and collaboration with other members enrolled in the course.

This course is both on-line and accelerated, covering an entire semester's work in just 10 short weeks. This type of learning requires significant initiative and responsibility on the part of the student. Regular participation in the weekly threaded discussions is equivalent to attendance, and timely submission of assignments is key to successful completion of the course.

All of the weekly assignments are related to completion of the final "Signature Assignment" required for ED 222 that must be submitted at the conclusion of the course. A template will be provided for completing this assignment.

On-Line Environment: eCollege and LiveText comprise the current on-line learning environment of Chaminade University and it is the responsibility of each student to become familiar with and an effective user of this virtual learning environment for accessing course information and assignments, as well as for interacting on-line with other participants.

Participants should plan to spend at least four hours per week online exploring and examining Internet sites and related materials, participating in class discussions and completing assignments. Students are expected not only to complete each assignment, but also to reflect on the posts of your fellow classmates, actively engaging in discussion and debate about the topics being discussed. In addition, participants should plan to spend additional time offline, reading the course text and other articles, researching and developing the final project, and reflecting about the course concepts.

Assignments: Assignments are project-based and assessments are performance-based. Students are expected to complete assignments and submit them in a timely manner. All assignments must be submitted via email or posted in eCollege, so that each carries a time-date stamp.

If you need help, please send me an email and put your last name, ED 222, and "Help" in the subject line. You are also welcome to call me at the contact number listed above, although my preferred method of communication is email.

Reminders of Important University-Wide Policies: The following policies are summarized from the Student Handbook. Please review these and other policies in the Handbook.

- Attendance: Attendance is measured by your participation in the weekly online threaded discussions. Notify me before the due date if illness or other circumstances prevent you from participating in discussions or completing assignments on time. Please do not fall behind. Failure to participate regularly in the course without officially withdrawing will result in a failing grade.
- Academic Honesty: Students are responsible for promoting academic honesty at Chaminade University by not participating in or facilitating others' participation in any act of dishonesty, and by reporting incidences of academic dishonesty.

#### Netiquette for Online Activities:

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short, repetitive "I agree" responses and let everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

Documentation: Any material not original to the student should be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline.

### **INSTRUCTIONAL STRATEGIES**

Instructional strategies for this course will include case studies, presentations, discussion, collaborative work and online communication. The facilitator will engage candidates in on-line threaded discussions, messaging, emailing attachments and asynchronous discussion boards.

1. **REQUIRED TEXT**: Jonassen, Howland, Marra & Crismond; *Meaningful Learning with Technology* (3rd ed.). New Jersey: Pearson Prentice Hall. ISBN-13: 978-0-13-239395-9, ISBN-10: 0-13-239395-6
2. **REQUIRED SOFTWARE**: Students will need access to word processing, spreadsheet and presentation tools such as the Microsoft Office Suite (Word, Excel, and PowerPoint), the

equivalent Apple applications (Pages, Numbers, Keynote) or one of the free open source equivalent application suites such as Open Office - <http://www.openoffice.org/> The choice of software both enables and limits access to other online resources for teachers and students that are provided – usually for free – by major software companies such as Apple and Microsoft; and this is one of the issues that we shall discuss.

- 3. INTERNET ACCESS & APPLICATIONS:** Students will also need access to significant amounts of time on-line, ideally utilizing high-speed, broadband connections to the Internet. Students are expected to have an email account, a valid eCollege account and a valid LiveText account. All of these are available from the University.

Rubric for Discussion & Written Assignments: The following is the rubric that will be used to evaluate written assignments and presentations:

- The writer/presenter demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.
- The writer/presenter has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.
- The writer/presenter focuses the presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.
- The writer/presenter substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.
- The writer/presenter has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.
- The writer/presenter draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.
- The writer's/presenter's work conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.

Pedagogy: Educational Technology 222 offers strategies and resources for planning, developing, evaluating and managing effective learning environments with appropriate technologies to ensure improved performance by learners. One goal is to understand how humans learn and how digital technologies can assist in the design of instructional systems and instructional materials to facilitate that learning. Another goal is to identify appropriate technologies for effective delivery of learning resources.

## COURSE ASSIGNMENTS

Each “week” of the course begins on a Monday and ends on the following Sunday. Unless otherwise noted, participation in the threaded discussions must be completed and all assignments submitted by midnight on the Sunday of each week.

<b>Week</b>	<b>Major Topics</b> (for this week)	<b>Activities</b> (for this week)	<b>Assignments</b> (due by following Sunday)
<b>1</b> 7/6/09	<b>Introductions</b> Course overview; requirements and resources; LiveText & eCollege	(Threaded) Discussion of the meaning of the terms “Technology & Learning”  Possible LiveChat session for introductions	Read <i>Preface</i> of Text  Create a personal bio with picture  Review Signature Assignment ePortfolio Template
<b>2</b> 7/13/09	<b>Tech Self Assessment</b> Assessing one’s own level of tech knowledge and ability.  ISTE-NETS technology standards for teachers	Discussion of the impact digital technologies have had on you personally  Find and share with other students your 3 teacher productivity web sites	Read Ch 1 & 2 of Text  Write a Tech Self Assessment using ISTE Standards for Teachers  Find 3 web sites that provide resources that support teachers’ work
<b>3</b> 7/20/09	<b>Tech Environment</b> Assessing & managing learning environments	Conduct a technology inventory (survey) to gather data about available and needed resources.	Read Ch 3 & 4 of Text  STaR Survey of your learning environment  Set up ePortfolio Template  Begin draft of classroom tech mgt plan
<b>4</b> 7/27/09	<b>Thinking and Writing with Technology</b> Managing tech in the learning environment	Discussion of using tech for collaboration projects  How best to manage the tech that you have	Read Ch 5 & 6 of Text  Classroom Tech Mgt Plan  Develop lesson plan for using tech IN the classroom to support learning
<b>5</b> 8/3/09	<b>Tech Tools for Student Learning</b>	Find and share with other students your 3 student learning web sites  Develop topic/outline for Research Paper	Reach Ch 7 & 8 of Text  Find 3 web sites that support student learning  Submit Lesson Plan 1

<b>Week</b>	<b>Major Topics (for this week)</b>	<b>Activities (for this week)</b>	<b>Assignments (due by following Sunday)</b>
<b>6</b> 8/10/09	<b>Designing Learning Environments</b>	Discussion of best place for digital technologies in learning environments  Shopping for tech	Read Ch 9 & 10 of Text  Prepare technology improvement plan for learning environment  Submit topic for Research Paper
<b>7</b> 8/17/09	<b>Tech In &amp; As the Classroom</b>	Discussion of integrating technology effectively into existing learning environments	Read <i>Epilogue</i> of Text  Develop a lesson plan for using tech AS the learning environment  Develop an interactive PowerPoint lesson based on the second lesson plan
<b>8</b> 8/24/09	<b>Assessing with Tech</b>	Discussion of strategies for assessing student learning using technology	Schedule final exam with AEOP office  Construct a rubric for assessing some tech-based learning activity
<b>9</b> 8/31/09	<b>Tech and Learning Futures</b>	Discussion of the future of schooling and learning in the digital age	Work on ePortfolio components
<b>10</b> 9/7/09	<b>Final Exam and ePortfolio</b>		Take Final Exam  Complete & post your Innovative Tech Research Paper to Doc Sharing  Submit Signature Assignment in LiveText