

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

TERM / YEAR / TIME / LOCATION

Fall / 2009 / MWF – 9:00-9:50 / Brogen Education Bldg. 101

COURSE NUMBER and TITLE

ED 222 – Educational Technology

INSTRUCTOR NAME AND CONTACT INFORMATION:

Dr. Philip Bossert - Telephone and Voicemail: (808) 203-9097

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Office Hours: As arranged via email or before and after classes

COURSE DESCRIPTION

This course focuses on strategies for integrating digital technologies into 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, MA 105, PSY 202*

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 15 modules, each with its own subject matter and assignments. Each module includes both in-classroom activities, and on-line research and collaboration with other members enrolled in the course using the eCompanion webservices. Regular participation in both classroom and online activities, as well as timely submission of assignments are key to successful completion of the course.

All of the weekly assignments are related to completion of a 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 is 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. Each student will have an eCompanion account to facilitate online activities.

Participants should plan to spend at least four to six hours per week in class and online exploring and examining education-related technology materials, participating in class discussions and completing assignments. Students are expected not only to complete each assignment, but also to reflect on the assignments and posts of your 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.

Grading: The work for this course carries 100 possible points distributed as follows:

Participation	-	30	A = 90 - 100
Weekly Assignments	-	30	B = 80 - 89
Interactive Project	-	15	C = 70 - 79
Signature Assignment	-	25	F = 0 - 69

Assignments: Assignments are for the most part project-based. Students are expected to complete assignments and submit them in a timely manner. All assignments must be submitted via email or posted in eCompanion, 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. Add value in your comments. Avoid short, repetitive "I agree" responses.
- 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.

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 and a valid eCompanion account. Both 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 and time allotted.
- The writer/presenter focuses the presentation by means of a clear statement of purpose (thesis statement, hypothesis or posed question) and logically organized sub-topic 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: ED 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 of the course 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 & ACTIVITIES

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

Week	Major Topics (for this week)	Activities (for this week)	Assignments (due by following Sunday)
1 8/24/09 - 8/30/09	Introduction Course overview; strategies, requirements and resources	Discussion of the terms “Technology” and “Learning”	Read <i>Preface</i> of Text Create a personal bio with picture and post it to eCompanion
2 8/31/09 - 9/6/09	Tech Self Assessment Assessing one’s own level of tech knowledge and ability	Discussion of the impact digital technologies have had on you personally ISTE-NETS technology Standards for Teachers	Read Ch 1 of Text: <i>What is Meaningful Learning</i> Write a Tech Self Assessment using ISTE Standards for Teachers
3 9/7/09 - 9/13/09	Effective Use of Internet for Research / Resources <i>* Monday (9/7) is Labor Day – No Classes *</i>	Discussion of ePortfolio Signature Assignment and Interactive Projects Authenticating online resources	Read Ch 2 Text: <i>Investigating with Technologies</i> Find and post 3 web sites that provide resources to support teachers’ work
4 9/14/09 - 9/20/09	Using Digital Technologies for Investigation	Sharing of teacher resource web sites Discussion of classroom management of tech resources	Read Ch 3 of Text: <i>Experimenting with Technologies</i> Build a spreadsheet-based tool for classroom mgt
5 9/21/09 - 9/27/09	Thinking and Writing with Technology	Discussion of using tech for collaboration projects Review ICT Conceptual Maps at ISTE web site	Reach Ch 4 of Text: <i>Supporting Writing with Technology</i> Prepare a commentary on the use of conceptual maps
6 9/28/09 - 10/4/09	Designing Learning Environments	Discussion of best place for digital technologies in learning environments Study STaR Survey document	Read Ch 5 of Text: <i>Modeling with Technologies</i> Prepare technology improvement plan for a learning environment

Week	Major Topics (for this week)	Activities (for this week)	Assignments (due by following Sunday)
7 10/5/09 - 10/11/09	Using Tech to Create Global Classrooms	Discussion of using technologies to participate in global learning communities	Read Ch 6 of Text: <i>Community Building with Technologies</i> Find and post 3 web sites to support student learning
8 10/12/09 - 10/18/09	Communication Tech for the Classroom <i>* Monday (10/12) is Discover's Day – No Classes *</i>	Sharing of student resource web sites Evaluating synchronous vs asynchronous chat platforms	Read Ch 7 of Text: <i>Communicating with Technologies</i> Prepare a Lesson Plan that uses Tech IN a classroom
9 10/19/09 - 10/25/09	Using Tech to Support Design/Problem-based Learning	Discussion of integrating technology effectively into existing learning environments	Read Ch 8 of Text: <i>Designing with Technologies</i> Prepare a Lesson Plan that uses Tech AS a classroom
10 10/26/09 - 11/1/09	Building Digital Learning Resources	Discussion of Interactive Learning Resource Projects	Read Ch 9 of Text: <i>Visualizing with Technologies</i> Submit Interactive Project concept and team members
11 11/2/09 - 11/8/09	Assessing with Tech Moving from test-based assessment strategies to performance-based assessment strategies	Discussion of strategies for assessing student learning using digital technologies Discussion of innovative tech research paper topics	Read Ch 10 of Text: <i>Assessing Meaningful Learning with Technologies</i> Construct a rubric for assessing some tech-based learning activity
12 11/9/09 - 11/15/09	Digital Learning Environments <i>* Wednesday (11/11) is Veterans Day – No Classes *</i>	Discussion of on-ground, online and blended learning environments	Read Epilogue of Text: <i>Implications of Learning with Technology</i> Work on Interactive Projects
13 11/16/09 - 11/22/09	The Future of Schooling	Discussion of the future of schooling and learning in the digital age Presentations of Interactive Projects	Read article by Howard Gardner: <i>Learning - Peering Backward, Looking Forward</i> Complete and turn in Interactive Projects

Week	Major Topics (for this week)	Activities (for this week)	Assignments (due by following Sunday)
14 11/23/09 - 11/29/09	Tech and Learning Futures <i>* Thursday (11/26) is Thanksgiving Day – No Classes Thu or Fri *</i>	Discussion of Standards / Test-based vs Project / Performance-based learning environments	Work on final research paper and ePortfolio
15 11/30/09 - 12/4/09	Technology and Learning	Discussion of the meaning of the terms “Technology” and “Learning”	Complete and turn in ePortfolios Evaluation of course

COURSE FACILITATOR

Dr. Philip J. Bossert is cofounder of OrienTech LLC, an educational technology company focused primarily upon Internet-delivered learning resources. He also currently serves as CEO & Senior Consultant with China Hawaii Investment Corporation, a business development services company that assists US companies with contacts in China and assists Chinese companies with contacts and product sourcing in the US.

Dr. Bossert has served as Executive Director & CEO of the Hawaii High Technology Development Corporation and as Vice President for Business Development for Ohana Learning, a California software company developing interactive multi-media technologies for education. Prior to that, Dr. Bossert served as Deputy Director of the Hawaii State Department of Business, Economic Development & Tourism and was President & CEO of Strategic Information Solutions. He has also served as Project Director for the Hawaii Education Research Network at the University of Hawaii, as Assistant Superintendent for Information & Telecommunication Services for the Hawaii State Department of Education, and as Strategic Information Systems Manager for GTE Hawaiian Tel. Prior to that, he was President of Hawaii Loa College, Director of Long-Range Planning for Chaminade University, and Executive Director of the Hawaii Committee for the Humanities.

Dr. Bossert has been a Fulbright-Hayes Scholar, Woodrow Wilson Fellow, and National Endowment for the Humanities Grantee. He studied philosophy at the University of Freiburg in Germany and at Louvain University in Belgium. He holds a B.A. in Economics & Philosophy from Rockhurst College in Kansas City and an M.A. and Ph.D. in Philosophy from Washington University in St. Louis. He is also a graduate of the Defense Language Institute in Monterey, California, and worked as an interpreter for the US Army in Berlin, Germany.

Dr. Bossert has published five books and more than thirty articles and reviews in the areas of information science, technology & education, and philosophy. He wrote a monthly column on "Telecommunication Services" for *Information Times* magazine and was the host for more than five years of various monthly cable television programs focusing on educational technology and media literacy. He has worked as a consultant for numerous corporations and non-profit organizations in the US and Asia, and has served on wide variety of civic and community boards.