Chaminade University of Honolulu
Education Division
Course Syllabus: ED 612 – Educational Technology in the Classroom

TERM / YEAR / DAY & TIME / LOCATION
Fall / 2010 / Online / eCollege & LiveText

COURSE NUMBER and TITLE
ED 612 – Educational Technology in the Classroom

INSTRUCTOR NAME AND CONTACT INFORMATION:
Dr. Philip Bossert - Telephone and Voicemail: (808) 203-9097

E-mail: philip.bossert@adjunct.chaminade.edu or phil@orientech.us

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

COURSE DESCRIPTION
This course has been designed with the ISTE National Education Technology Standards for Teachers (NETS-T) in mind, and focuses on strategies for integrating educational 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 515, PSY304*

Course Topics:

- Technology resources that support teaching and learning.

- Integration of digital technologies into instructional and learning activities.

- Understanding how technologies shape learning environments.

- Managing technologies for classrooms, labs, field trips and other learning environments.

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

- Identify, understand and evaluate appropriate technologies for various subject matter areas.

- Understand current technology standards (ISTE-NETS) for teachers and students.

- Plan and implement learning activities that promote information literacy, global communication, collaboration and student generated research.

- Create lessons that increase each student's ability to use digital technologies in planning, locating, evaluating, selecting and using information to develop problem-solving skills.

- 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 learning environments.

- Develop instructional strategies and plans that integrate digital technologies into existing learning environments to 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 project-based learning.

COURSE LOGISTICS

Organization: ED 612 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 612 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 are the current on-line learning environments of Chaminade University and it is the responsibility of each student to become familiar with and an effective user of these virtual learning environments for accessing course information and assignments, as well as for interacting on-line with other participants.

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

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

Threaded Discussions	- 20	A =	90 - 100
Weekly Assignments	- 25	B =	80 - 89
Research Paper	- 15	C =	70 - 79
Interactive Resource	- 15	F =	0 - 69
Signature Assignment	- 25		

Online Discussions & Assignments: Almost every week of the course there will be a discussion topic posted and all course participants are expected to actively participate in the threaded discussions during the week the topic is posted. Participation in these online discussions is equivalent to attendance, and participants must "show up" and join in the discussions during the discussion period; otherwise no credit will be given for the contributions. Students are expected to complete the weekly written assignments and submit them in a timely manner; however, there

is no penalty for turning in these assignments late. All assignments must be posted to the appropriate folders in eCollege so that each carries a time-date stamp. The final Signature Assignment must be posted to LiveText.

If you need help, please send me an email and put your last name, ED 612, and "Help" in the subject line. You may also post questions to the "Virtual Office" section of the eCollege online environment. And 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 and presence at the three face-to-face sessions on campus. 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 include case studies, presentations, discussion, research and online communication. The facilitator will engage course participants in on-line threaded discussions, through email, comments on assignments, and postings to eCollege.

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. The preferred software suite is Microsoft Office (Word, Excel, and PowerPoint); however, participants are welcome to use 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/ - as long as the work is saved in MS Office format before posting to eCollege so that everyone can view it. 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 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 612 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 and assessment 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.

Week	Major Topics (for this week)	Activities (for this week)	Assignments (for this week)
1 10/04/10	**Introduction** Course overview; requirements and resources; eCollege & LiveText	(Threaded) Discussion of the meaning of "Technology" & "Learning"	Read *Preface* of Text Create a bio with picture and post it to eCollege
2 10/11/10	**Tech Self Assessment** Assessing one's own level of tech knowledge and ability.	Discussion of the impact digital technologies have had on you personally Read ISTE-NETS technology Standards for Teachers	Read Ch 1 & 2 of Text Assess yourself using ISTE Standards for Teachers Build Excel learning tool Find and post 3 teacher productivity websites.
3 10/18/10	**Tech Environments** Assessing & managing learning environments	Conduct a technology inventory (survey) to gather data about resources in your learning environment Study STaR Survey document	Read Ch 3 & 4 of Text Do STaR Survey of your learning environment Review & set up your Tech Plan Template in LiveText Begin tech mgt plan for current tech environment
4 10/25/10	**Collaborating with Technology** Managing tech in the learning environment	Discussion of using tech for collaboration projects Consider how best to manage the technology that you currently have	Read Ch 5 & 6 of Text Turn in Tech Mgt Plan Create a lesson plan for using tech IN a classroom to support learning

5 11/01/10	**Tech Tools for Student Learning** Identifying and validating digital tools for students	Post your 3 student learning sites to the Webliography Develop topic/outline for Research Paper	Reach Ch 7 & 8 of Text Find and post 3 web sites that support student learning Turn in Lesson Plan 1
6 11/08/10	**Designing Learning Environments** Integrating digital tools into traditional learning environments	Discussion of best place for digital technologies in learning environments Find out what various digital technologies currently cost	Read Ch 9 & 10 of Text Prepare technology improvement plan for your learning environment Submit topic for Research Paper
7 11/15/10	**Tech In & As the Classroom** Creating digital learning environments	Discussion of integrating tech into existing classrooms vs. replacing them with digital learning environments	Read *Epilogue* of Text Develop a lesson plan for using tech AS the learning environment and build an interactive learning resource based on this plan
8 11/22/10	**Assessing with Tech** Evaluating student work in digital learning environments	Discussion of strategies for assessing student learning using technology	Submit Lesson Plan 2 Construct a rubric for assessing one of your lesson plans
9 11/29/10	**Tech and Learning Futures**	Discussion of the future of schooling and learning in the digital age	Work on your research paper, interactive learning resource project, and the components of Signature Assignment
10 12/06/10	**Final Reflections and Signature Assignment**	Share with other participants your Interactive Resource Discussion of digital learning environments & future of education	Submit Interactive Resource Complete & post your Research Paper Submit your Signature Assignment