Chaminade University
OF HONOLULU

EDUC 718 Mobile & Online Learning Technologies

Semester/Year Summer 2014	**Instructors:** Dr. Mark Hines Elizabeth Park
Course# and Credits: EDUC 718 (3 credits)	**Email:** mhines@midpac.edu epark.chaminade@gmail.com
Class Title: Mobile & Online Learning Technologies	**Telephone:** Mark's Cell: 808-382-1834 Elizabeth's Cell: 808-295-1390
Course Format: On-ground and Online	**Office Hours/When to Contact:** By appointment: Web Conference, or Phone
Class Location: Google+ Community Mid-Pacific Institute H121	**Office Location:** Mid-Pacific Institute Click here for campus map
Class Time/Day: June 9, 2014-June 27, 2014	**O&P/Service Requirement:** N/A
Textbook(s): Anderson, T. (Ed.). (2008). The theory and practice of online learning (2nd ed.). Canada: AU Press. (Open Textbook at http://www.aupress.ca/index.php/books/120146) Ally, M. (Ed.). (2009). Mobile learning: transforming the delivery of education and training (2nd ed.). Canada: AU Press. (Open Textbook at http://www.aupress.ca/index.php/books/120155)	**Other Resources/ Recommended Text(s):** Please click here to see the other resources (Resources will be updated occasionally and we will let you know when it happens)

Catalog Description:
EDUC 718 Mobile & Online Learning Technologies (3)
This course investigates digital learning environments and how best to facilitate learning both when using mobile digital devices within a normal classroom space as well as when the classroom itself is a digital space. eBooks, FlexBooks, podcasts, interactive whiteboards, blended learning, flip-teaching, ePortfolios, and other digital tools and strategies will be covered.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Program Learning Outcomes (PLOs):

Upon completion successful graduates of this program will:

PLO1	**Reflective Practice** *(demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education)*
PLO2	**Theory** *(differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies)*
PLO3	**Diversity** *(apply research-based practice characterized by caring, mutual respect for diverse populations)*
PLO4	**Design** *(design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning)*
PLO5	**Scholarship** *(critique and analyze academic literature and research methodologies)*
PLO6	**Communication** *(demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community)*
PLO7	**Leadership** *(demonstrate ability to engage in and facilitate academic and professional dialogue within a community of learners)*

Course Objectives:

At the end of this course, the students will demonstrate:

CLO 1	ability to support learners to build a resource library that will allow them to continue to utilize ideas they've developed in the course.
CLO 2	ability to connect learners to communities of practice who use mobile technologies.
CLO 3	ability to recognize and apply instructional design principles to develop an online module that effectively achieve your learning goals.
CLO 4	ability to identify ways to improve higher-order thinking through inquiries and reflections.

CLO 5	ability to research and examine future of mobile and online learning	

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives (PLOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1							
CLO 2						x	x
CLO 3				x	x		
CLO 4	x					x	
CLO 5		x		x	x		

Essential Questions Addressed in This Course
In what ways can Mobile and Online Technologies support better learning?(CLO#1, CLO#3)
How do educators build and sustain professional knowledge in their adoption of new technologies? (CLO#2)
What are some essential components of online learning module instruction? (CLO#3)
How does inquiry-based learning and reflections foster critical thinking/higher order thinking? (CLO#4)
What are the current and future trends in mobile and online learning? (CLO#5)

Key Teaching-Learning Strategies
This is an online course. The learning strategies include constructivist approach with online and flip teaching, inquiry-based learning, and project-based learning strategies.

Course Requirements
Please click on each links below to see the complete course requirements. Do not hesitate to let the instructor(S) know if you have any questions.
Attendance and Participation (10%)
Reflective Blog (10%)
Stanford Mobile Inquiry-based Learning Environment (SMILE) (10%)
Instructional Design Activities (20%)
Final Project (50%)

Key Assignment(s) & Assessment Criteria:
Your performance in this course will be assessed on the following and the proportion that each of the above contributes to your grade in this course is as follows:
Attendance and Participation (10%)
Reflective Blog (10%)
Stanford Mobile Inquiry-based Learning Environment (SMILE) (10%)
Instructional Design Activities (20%)
Final Project (50%)

O&P or Service Learning Requirement (if applicable):

● N/A

Course Schedule/Calendar by Session:

We may be constructing the course as we go to meet the needs of the students. Please check the course management system for up to date versions.

University Policies:
Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the* Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.
A summary of the Education Division's attendance policy is attached at the end of this syllabus.
Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.
Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy
(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. **Excused Absences**.
   ○ Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
   ○ In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. **Unexcused Absences**. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:
   ○ **On-ground courses**. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
      ○ Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
      ○ Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
      ○ Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
   ○ **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
   ○ **Online courses and online portion of hybrid courses**. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. **Additional Notes**
   ○ *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*
   ○ *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*