ETEC 524: Introduction to Educational Technology
COURSE SYLLABUS: Fall 2012 (8/27 – 10/12)

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COURSE INFORMATION

ETEC ePortfolio statement. Majors in the Educational Technology Leadership program (THIS DOES NOT INCLUDE LIBRARY SCIENCE MAJORS) are now required to submit an electronic portfolio prior to graduation. Each course has identified an artifact for evidence of understanding and knowledge development.

For ETEC 524, the required artifacts are:

• Educational Technology Philosophy
• Self-selected artifacts demonstrating tech skills developed in 524
• Reflection upon meaning of educational technology and current and future trends of the field

We will develop the template for your ePortfolio as a class assignment. If you are not a major, you are still required to develop a portfolio showcasing your skills developed in this course. See description below in the assignments section.

Materials – Textbooks, Readings, Supplementary Readings: Due to the continuous change in technological innovations, a textbook is not required for this course. Alternatively, you will explore relevant research readings provided the instructor throughout the semester. In addition, you will conduct research related to areas of focus in this course.

Course Description: This course will introduce the student to educational technology and current research on critical issues, trends, diffusion and adoption of technology
and history and theoretical foundations of the field. Students will identify, develop and apply a variety of technological skills congruent to their educational technology philosophy.

Student Learning Outcomes:

*Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.*

- The learner will be able to define educational technology and further examine this definition via research on the history and theoretical foundations of the field, critical issues, applications, diffusion and adoption and research and evaluation.
- The learner will develop and apply skills to evaluate the validity and reliability of information on the Internet.
- The learner will build and maintain a semester blog.
- The learner will compose an educational technology philosophy.
- The learner will identify technological skills in need of development and demonstrate those skills and abilities in the form of an electronic portfolio.

### COURSE REQUIREMENTS

**Instructional Methods / Activities/ Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you on each Monday and close on the following Sunday - allowing for 7 days total to complete activities.

**Reflective Blogging – 80 points**
Description: Throughout the semester, you will keep an online journal or blog and explore its variety of uses both personal and professional. You'll make this blog work for you and throughout this process learn to become an Informater of technology instead of an Automater as described by Dr. November on his website November Learning. Your blog will serve as the cornerstone of the course allowing both me and you to formatively evaluate your progress, growth and understanding of the field.

Discussion topics and reflection cues will be assigned to you for journaling exercises based upon projects you are developing each week, empirical research readings provided by me and conducted by you, and your philosophy of educational technology to be developed during the first week of the semester and explored as we progress through the next eight weeks. This philosophy will guide you through the selections/designs of your technology projects. These are the minimum expectations for your Blog and you are highly encouraged to go beyond the course requirements creating different blogs, adding pictures, sound and video, etc. You are encouraged to interact/comment on your peer’s blogs throughout the semester.

Assessment method: Blog rubric

7 postings @ 10 points/posting = 70 + 10 points "exemplary" work (above and beyond the minimum requirements) = 80 points

• Quality of blog posting: is thoroughly addressing the reflection cues provided by instructor.
• Quality of synthesis: is the ability to continually see connections within postings to one’s technology project and educational technology philosophy established at the beginning of the semester. Synthesis should also provide evidence of change in one’s perceptions/leaning.
• 5=exceptional; 4=meets expectations; 3=average; 2=needs improvement; 1=fails to meet expectations

Your points are derived from the following criteria:

<table>
<thead>
<tr>
<th>Criteria – Reflective Blogging</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of blog posting</td>
<td>5</td>
</tr>
<tr>
<td>Quality of synthesis</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>10</td>
</tr>
<tr>
<td>Criteria for Exceptional Blog (end of semester)</td>
<td></td>
</tr>
</tbody>
</table>
An additional 10 points will be added to your blog grade if established as “exceptional.” This includes going above and beyond minimum expectations within the blog postings, adding sound, video and/or images to one’s blog and finding other uses for a blog other than as a class requirement.

Educational Technology Philosophy – 20 points

**Description:** Educational philosophies help to shape your vision to reflect your views on teaching, learning, and education as a whole. You will be introduced to several philosophical views, and through a series of writing activities, develop your philosophy on educational technology and how to empower yourself and others.

**Requirements:**

- **Rough draft (points are part of the first blog posting)** – developed as part of your first blog posting and should include:
  - Philosophical thought you subscribe to.
  - Role you see technology playing in your classroom, school, and/or workplace to empower you and those around you via informing
  - Views on teaching, learning and education/training

- **Revised final** copy will be due at the end of the semester in your electronic portfolio to reflect any changes in your philosophy after finishing this course. (20 points)

**Assessment Method: Educational Technology Philosophy Rubric**
5=exceptional; 4=meets expectations; 3=average; 2=needs improvement; 1=fails to meet expectations

Your points are derived from the following criteria:

<table>
<thead>
<tr>
<th>Criteria – Philosophy</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of writing</td>
<td>5</td>
</tr>
<tr>
<td>Addresses philosophical school of thought</td>
<td>5</td>
</tr>
<tr>
<td>Addresses role of technology</td>
<td>5</td>
</tr>
</tbody>
</table>
Addresses views on teaching, learning, education/training

Technology Projects 7 projects @ 10 points/project=70 points

Description: ETEC 524 is an introductory course to the Educational Technology program at TAMU-C. The purpose of this course is to provide you with a solid knowledge-based foundation in the field of educational technology; however, it is important for you to develop basic technology skills prior to moving on to the more advanced courses within the program. Each week you will be introduced to a new concept and/or technology along with related research. We will conduct online activities and you will be required to develop a project out of each technology keeping in mind your educational technology philosophy. Reflection cues will be assigned related to the technology concept/project you are developing and you will use your blog to "pen" your thoughts.

Technology Project Rubric: 5=exceptional; 4=meets expectations; 3=average; 2=needs improvement; 1=fails to meet expectations

Your points are derived from the following criteria:

<table>
<thead>
<tr>
<th>Criteria – Technology Project</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of project developed (in depth, detailed with thought - not a last minute put together project)</td>
<td>5</td>
</tr>
<tr>
<td>Addresses criteria put forth for project</td>
<td>5</td>
</tr>
</tbody>
</table>

Journal Article Presentation and Discussion: 4 total @ 25 points per article=100 points

Description: Remaining current in scholarly research is important to improve upon and inform practice. The field of educational technology is changing rapidly and research on teaching, training, and learning with technology in whatever form, is a hot topic. For this
assignment, you will conduct research for four peer reviewed journal articles related to your vision and educational technology and provide a critique of the topic. Presentation and an interactive discussion of article findings will occur online in small groups over the semester. Within these discussions, you are expected to provide critical analysis of the research article based upon the presentation of findings and seek out implications/raise questions as they relate to other situations (ie, your field of interest - in other words, how do you see the presented research impacting your vision?)

Requirements:

- Article deals with an issue related to educational technology and your vision - a specific topic to narrow your search efforts will be provided. (Distance education, Generations of Learners, etc.)
- Article was recently published (within the past 5 years)
- Peer-reviewed journal article and retrieved from a credible source - see the Research Resources of the course
- APA citation is provided
- Critique/presentation includes an introduction
- Critique/presentation describes study
- Critique/presentation includes a summary with your opinion and a description of how article relates to your vision
- Online discussion/interaction incorporates critical analysis of study with implications and questions posed by reader.

Assessment Method: Rubric – posted in online syllabus

Electronic Portfolio – 100 points

Description: Electronic portfolios are a “personalized, Web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods” (Lorenzo & Ittelson, 2005 p. 3). There are several purposes for a portfolio, marketing, assessment of learning (summative), assessment for learning (formative), and more. We will explore different methods to design and develop an e-portfolio (commercial, open-source, and commercial software) in a project development session introduced in week 4. For this particular assignment, you will utilize Google Sites to create your portfolio. If you are a major in the educational technology leadership program, you will follow a template designed to capture your learning throughout the program.

As a final project for this class, you will turn in an electronic portfolio that contains the
evidence of your knowledge, skills and abilities developed throughout the course. Your portfolio will contain at a minimum the following with more information forthcoming:

- Blog link
- Final Educational Technology Philosophy
- Artifacts/evidence of the technologies/projects you've created with reflections/statements that include empirically-based research supporting the utilization/effectiveness of particular technology per each artifact (addressing the what, so what and now what).
- Synthesis statement/reflection tying together your understanding and knowledge development of educational technology to include its impact upon your practice. In other words, how have you changed and what will you do differently now?


Assessment Method: Rubric – posted in online syllabus

Grading

Grades will be determined via a simple point system and grading rubrics. Rubrics are posted in the course syllabus under each assignment description. You are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course.

**Total Points Possible: 370**

- A=370-333
- B=332-296
- C=295-259
- D=259-222
- F=222 and below

TECHNOLOGY REQUIREMENTS

This is an online course and obvious technological resources will be required.
Access to a computer with
Internet access (high-speed preferred)
Microphone (these run about $10)
Speakers so you can hear the audio enhanced assignments throughout the semester.

**ACCESS AND NAVIGATION**

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

**COMMUNICATION AND SUPPORT**

Interaction with Instructor Statement:

*Participation & Communication:* I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me.

1. *In order to avoid duplication of questions and answers I prefer that you post all class related questions in the Sounding Board forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email* bruce.huang@alum.mit.edu

2. Or if you want to talk via the phone – feel free to call me at anytime.
Course Specific Procedures:

**Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Late work:** I have grown weary of stating that late work is not accepted. If you have a reason for turning in your work late, you will be deducted 2 points/day.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course.

**Attendance:** This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

**ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Each week is set to open on Monday and projects are due by Sunday, midnight. Short videos will be provided on how to get started along with additional instructions located in the Course Notes and/or project sections for the week. There will be a few weeks (four total) where an interactive journal article presentation/discussion activity will take place, so keep an eye out for those in Week's 2, 4, 6. You will be placed into smaller groups for the journal presentation/discussion activities, but for the project development, you will work independently. However a *Sounding Board* discussion forum is provided in each week for you to post ideas/generate discussion with your classmates on the direction of a project or to exchange resources you may have discovered during the week. This forum may also be used to post questions related to the week’s assignments.

**Week 1: Blogs and Philosophies**
- Technology Project 1: Blog development
- Develop Rough Draft of Philosophy**
- Blog reflection

**Week 2: What is Educational Technology?**
- Technology Project 2: Digital Concept Mapping
- Journal Article Presentation & Discussion 1 (Defining the field)
- Blog reflection

**Week 3: Wiki Week!**
- Technology Project 3: Wiki development
- Blog reflection

**Week 4: ePortfolios and Assessment**
- Technology Project 4: Webpage/ePortfolio Development - Google Sites
- Journal Article Presentation & Discussion 2 (Assessment)
- Blog reflection
Week 5: Critical Information of Information
• Technology Project 5: Social Bookmarking
• MAPing Information
• Blog Reflection

Week 6: Can you hear me now?
• Technology Project 6: Audio development
• Journal Article Presentation & Discussion 3
• Blog reflection

Week 7: Do you Google?
• Technology Project 7: The Wonderful World of Google
• Blog reflection