

EDTECH 501: Introduction to Educational Technology

Course Syllabus, Spring 2012

Course Description

This course is an overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research.

The EDTECH Program

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, and in education-related businesses in the private sector.

- [College of Education Conceptual Framework](#)
- [Department of Educational Technology Mission Statement](#)

Course Objectives

In this course, you will:

- organize an EDTECH Learning Log to showcase reflections, artifacts, and other content created for EDTECH courses;
- identify and apply resources for professional growth and development in the field of educational technology;
- conceptualize the evolving definitions of educational technology through a digital poster;
- identify and apply trends in educational technology applicable to your own classroom;
- compare issues of digital divide and digital inequality;
- identify and prioritize solutions for digital inequalities;
- integrate digital technologies to retrieve, organize, and share resources;
- apply RSS technologies;
- identify correct APA style in creating an article reference list;
- summarize research in educational technology;
- identify elements of technology use planning; and
- evaluate your school's current technology environment.

Your Instructor

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[View My Curriculum Vitae](#)

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Mobile Options: Many mobile apps can now enhance and extend your communications options. Here are some apps that are very useful (many of them also have Adroid options):

- **Google+ Mobile**
- **Adobe Connect Mobile** (for iPhone, iPod, iPad, and Android devices)
- **Skype** iPhone, iPod, iPad mobile app to make free calls to other Skype users worldwide.

Communication Guidelines

1. **Course Questions--Post to Course Forums:** Please post questions or comments to an appropriate course discussion forum or to the [EDTECH 501 News Forum](#).
2. **Quick Questions--Gmail Chat:** If you see me online, communicate using Gmail Chat. This is very easy, doesn't entail phone or SMS charges, and is very convenient. Make sure you add your instructor to your contact list (boisebarbara@gmail.com) at the beginning of the semester.
3. **Urgent Questions--**Please contact your instructor via **SMS/Phone: 208-856-0582**
4. **Non-Urgent/Personal Questions--**Send your instructor a message through Moodle Messaging or regular email.

[Student Lounge](#) is a discussion forum for you to visit with other class members and discuss topics related and not related to this course.

[Tech Help](#) and [Zotero Help](#) forums are also provided for you to post specific questions, should you have a technical problem or questions about Zotero.



Course Text

Publication manual of the American Psychological Association (6th edition)
 Author: American Psychological Association
 ISBN: 978-1-4338-0562-2
 Publication Date: July 2009

Edition: Spiral Bound (try to order this one, as you will appreciate being able to have this book open on your desk as you copy citations!)

Software/Hardware Requirements

Students and educators are eligible for discounts for certain software. Two places you can purchase software at a discount are: [BSU Bookstore](#) and [Academic Superstore](#). Check there before purchasing any software such as Adobe CS5 and Microsoft Windows.

You will need a computer with speakers and Internet access. High speed Internet access yields the best results in this class.

A microphone will be required for this course for narrating presentations and attending optional web meetings. For web conferencing, a headset is recommended. To record presentations, you can often use an internal microphone with good results. A webcam is also strongly recommended.

Academic Deadlines/Accommodations

Faculty Initiated Drop: Please be advised that if you do not attend class at least once during the first week, you will be dropped from class.

Boise State Academic Calendar: Please be aware of all deadlines and dates contained in the BSU Academic Calendar, which can be accessed through BroncoWeb (<http://brincoweb.boisestate.edu>)

Accommodations: To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Confidentiality and Privacy Statement: The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. To read about these rights, please go to <http://registrar.boisestate.edu...lity.shtml>

Modules

- Module 1: Making Connections
 - Module 2: Defining Educational Technology
 - Module 3: Ethical Issues in Educational Technology
 - Module 4: Trends in Educational Technology
 - Module 5: Educational Technology Research
 - Module 6: Technology Use Planning
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Grading Guidelines and Rationale for Self- and Peer-Assessments

This course may be different from what you are accustomed. One of its strengths (and challenges) is that you will be **required to view and rate some of the assignments, using instructor-created rubrics**. Your ratings will be anonymous. However, you should post replies to your classmates' posts, too, providing more information, such as missing elements, incorrect grammar, or other issues. And, of course, you should also

comment on what they did very well. The interactive and cooperative discussion forums should strengthen and promote class community, while also providing you with a way to self-assess your progress.

Peer-assessment is not meant to replace instructor grading, but rather to enhance it. Your instructor will review peer feedback and grades and will make the **final determination for your score**, along with including detailed feedback as needed.

In order to facilitate this process, you will be divided into small groups of five to eight for this class. That way, you will not be overwhelmed with grading classmates' work, but will have enough work to view and compare to your own.

You will be able to view all student work submitted to the Learning Logs and your shared Zotero Class Library.

Assignments

Assignment Due Dates: Unless otherwise noted, most assignments are due on Sundays at 11:55 PM, Mountain Time. Please contact your instructor if you are unsure of assignment due dates or requirements.

Posting of Assignments: Assignments in this class are organized in smaller "chunks," designed to present information, activities, and assignments in a more compact and achievable format. You are encouraged to visit the course site at least once per day and access the links for the suggested days.

Assignment Submission: All assignments should be submitted on the assigned due dates. Assignments will be submitted in various formats. Each assignment is described in detail, along with a rubric or details.

Late Assignments: Sometimes situations occur that prevent us from working on our assignments on time especially with many of your busy schedules. Please try to submit assignments on time, as late assignments create extra work for your instructor. Also, when working with groups, you should be considerate of other group members and be available early in the week for planning and work distribution. Please make sure you give all group members until the assignment due date to complete their work.

Feedback: Your assignments will be reviewed and grades posted within one to two weeks after the assignment due date. Depending upon the assignment, you will receive feedback and points earned for assignment completion. You will receive an update in your email once an assignment is graded. If you do not have an assigned grade, please contact your instructor.

Incompletes: Please refer to BSU guidelines for course incompletes:
<http://edtech.boisestate.edu/w...pletes.htm>

Below is the list of assignments for this course. Points received are divided by total course points for percentages.

- Introduce Yourself Video (50 points)
- Learning Log Discussion Forum (20 points)
- Evolution Glog Assignment (50 points)
- Digital Inequality Presentation Assignment (100 points)
- Horizon Report Matrix (20 points)
- Tech Trends Lesson Plan (100 points)
- Zotero Library Assignment (20 points)

- Zotero Group Library Assignment (50 points)
- RSS Feeds Assignment (20 points)
- Technology Use Planning Overview (50 points)
- School Evaluation Summary (100 points)
- Bumper Sticker (20 points)

Course Total: 600 points

Highest	Lowest	Letter
100.00 %	90.00 %	A
89.99 %	80.00 %	B
79.99 %	70.00 %	C
69.99 %	60.00 %	D
59.99 %	0.00 %	F

Grades

You can check your progress in Moodle by clicking the Grades link in the Administration block. Progress is updated as assignments are evaluated throughout the semester.

Grade Disputes

If you feel your grade is lower than you expected, you are welcome to dispute it. To do this, please send an email to your instructor, along with the assignment grade in question and a detailed argument supporting your request for a grade re-evaluation. Your instructor will take this into consideration and will respond to your request.

Time Management

It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. Plan to spend 8 - 15 hours per week on this class. The amount of time actually needed will depend on entry-level skills. It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

The types of assignments and the level of interactivity vary from week-to-week. This is **NOT** a self-paced course, and projects involving collaboration with peers are required. Your instructor will always try to give clear directions on what, where, when, and how in the assignment instructions.

Plagiarism Policy

For this course, we will be adhering to the [BSU Student Code of Conduct](#) along with generally accepted [Fair Use Policies for Instructors](#). We will also observe [U.S. copyright laws](#) in this course. Several great links to copyright information are available on the BSU Academic Technologies site at: <http://itc.boisestate.edu/resource.htm>

According to the BSU Student Code of Conduct: "Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

For this course, plagiarism will apply to three categories: Cheating, Non-attribution, and Patchwriting:

1. **Cheating:** Borrowing, purchasing, or obtaining work composed by someone else and submitting it under one's own name. The minimum penalty is an "F" in the course; the maximum penalty, suspension from the university.
2. **Non-attributions:** Failing to cite passages or ideas from the work of another. First-time offense is review of source attribution and revision of the paper. Continued non-attribution in work will result in an "F" in the course and possible suspension from the university.
3. **Patchwriting:** Writing passages that are not copied exactly, but have been borrowed from another source. First offense: review and revision of assignment. Continued patchwriting will result in an "F" in the course and possible suspension from the university.

Important Note: Both citation *and* quotation marks are required whenever you copy exact words and phrases from a source. When you paraphrase or summarize but do not copy exactly, citation is still required. When in doubt, cite. Over-citation is an error, but under-citation is plagiarism. Your citations should follow APA style, 6th edition.

AECT Standards Addressed in Course

The assignments in this course have been aligned to the *Standards for the Accreditation of School Media Specialist and Educational Technology Programs*.

STANDARD 3: UTILIZATION

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

3.1 Media Utilization

Media utilization is the systematic use of resources for learning.

- Introduce Yourself Video
- Evolution Glog Assignment
- Tech Trends Lesson Plan

- RSS Feeds Assignment
- Zotero Library Assignment
- Zotero Group Library Assignment

3.2 Diffusion of Innovations

Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption.

- Digital Inequality Presentation Assignment

3.3 Implementation and Institutionalization

Implementation is using instructional materials or strategies in real (not simulated) settings.

Institutionalization is the continuing, routine use of the instructional innovation in the structure and culture of an organization.

- Tech Trends Lesson Plan
- Digital Inequality Presentation Assignment
- School Evaluation Summary

3.4 Policies and Regulations

Policies and regulations are the rules and actions of society (or its surrogates) that affect the diffusion and use of Instructional Technology.

- Digital Inequality Presentation Assignment
- School Evaluation Summary

STANDARD 4 MANAGEMENT

Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

4.1 Project Management

Project management involves planning, monitoring, and controlling instructional design and development projects.

- Digital Inequality Presentation Assignment
- School Evaluation Summary

4.2 Resource Management

Resource management involves planning, monitoring, and controlling resource support systems and services.

- Digital Inequality Presentation Assignment
- School Evaluation Summary

4.3 Delivery System Management

Delivery system management involves planning, monitoring and controlling 'the method by which

distribution of instructional materials is organized' . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner.

- RSS Feeds Assignment
- Zotero Group Library Assignment

4.4 Information Management

Information management involves planning, monitoring, and controlling the storage, transfer, or processing of information in order to provide resources for learning.

- Zotero Library Assignment
- Zotero Group Library Assignment
- RSS Feeds Assignment

STANDARD 5 EVALUATION

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

5.1 Problem Analysis

Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies.

- School Evaluation Summary

5.3 Formative and Summative Evaluation

Formative evaluation involves gathering information on adequacy and using this information as a basis for further development. Summative evaluation involves gathering information on adequacy and using this information to make decisions about utilization.

- School Evaluation Summary

5.4 Long-Range Planning

Long-range planning that focuses on the organization as a whole is strategic planning....Long-range is usually defined as a future period of about three to five years or longer. During strategic planning, managers are trying to decide in the present what must be done to ensure organizational success in the future.

- Technology Use Planning Overview
- School Evaluation Summary