



Theoretical Foundations of Educational Technology

EDTECH 504: Theoretical Foundations of Educational Technology

Instructor Information

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Office Hours: By appointment

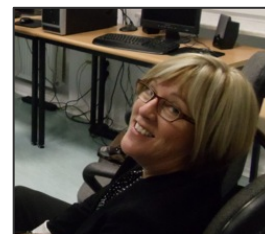
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Course Description

Overview of classic and contemporary theories of learning and their application in educational technology and emerging orientations; implications for practice. Explores foundations, history, perspectives, and literature in the field. Enables students to think more critically about issues in the field.

Course Objectives

After completing this course students will be able to:

1. Compare and contrast past, present and future theories of educational technology.
2. Distinguish between the theoretical positions that underlie current approaches to educational technology.
3. Define and identify epistemological principles.
4. Identify major schools of thought in learning theory.
5. Differentiate between epistemological beliefs and schools of thought.
6. Describe and account for the origins of major theories and their influence on educational technology.
7. Show how perceptions and approaches to educational technology have been influenced by prevailing educational theories.
8. Explain how systematic approaches to educational technology differ from traditional classroom-based approaches to teaching.
9. Contextualize emerging theories of learning within the framework of technological innovations.
10. Apply educational technology theories to practical development contexts.

****Note:** A matrix showing alignment with AECT Standards (2012) can be found at the end of this document. Detailed information is located within the course site.

Course Location and Login Information

This is an online course delivered in Moodle (<http://edtech.mrooms.org/>). The Moodle login page explains how to login to Moodle. Contact Moodle Support at moodlesupport@boisestate.edu if you have problems accessing Moodle. If you have forgotten your password, click the link below the login box, "lost password?" and you will be able to reset it.

Course Materials

Required Texts

Required Text: 6th Edition APA Manual: <http://www.apa.org/> (or equivalent; this is a program requirement)

Required and optional readings are provided in each module of the course.

Course Assignments, Grading, and Policies

Major Assignments and Projects

This course revolves around the development of a PBL unit following the Buck Institute for Education (<http://www.bie.org>) model. Students use a Web-based format and template to build the project components.

Grades:

- Participation (in online discussions): 20%
- Article summary (group work): 10%
- Bibliography: 20%
- Submission of proposal for synthesis paper: 5%
- Peer review of another proposal: 15%
- Final synthesis paper: 30%

Tentative Course Schedule

Please note that students are expected to spend 9-12 hours each week on each EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions. Please check the detailed schedule found on the Moodle course site for the latest updates and information. The instructor reserves the right to make changes to the schedule as needed.

Weeks	Topics	Activities
1	Welcome and Orientation to Course	Review the course materials, resources and documents. Introduce yourself.
2 & 3	Module 1: Educational Technology – Introduction to the Field	Historical, societal, and critical issues. Develop a definition of Educational Technology.
4 & 5	Module 2: Epistemology, Theoretical Schools, and Theories of Learning	Theories of Learning writing activity. Defining your Epistemology.
6, 7 & 8	Module 3: Connecting the Dots – Theories of Educational Technology	Revised Lesson Plan activity. Annotated Bibliography.
9, 10 & 11	Module 4: Looking Ahead – Emerging Theories and Strategies	Chapter summaries consensus building activity. Revised Annotated Bibliography. First draft of Synthesis Paper.
12 & 13	Module 5: Full Circle – Theories of Educational Technology	Revised draft of synthesis paper for peer review.
14	Thanksgiving Holiday	
15 & 16	Module 6: Wrapping Up	Conduct peer review. Submit final Synthesis Paper.

Boise State University Academic Calendar

Please refer to the Boise State University Academic Calendar for University dates and deadlines: <http://registrar.boisestate.edu/academic-calendar.shtml>

Graduate Catalog

Graduate Catalogs for present and prior academic years can be found online at: <http://graduatecatalog.boisestate.edu/>

Final letter grades will be based upon the following scale:

Highest	Lowest	Letter
100.00	100.00	A+
99.99	93.00	A
93.99	90.00	A-
89.99	87.00	B+
86.99	83.00	B
82.99	80.00	B-
79.99	77.00	C+
76.99	73.00	C
72.99	70.00	C-
69.99	67.00	D+
66.99	60.00	D
59.99	00.00	F

Technical Difficulties

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted. EDTECH Moodle Technical Support is available Monday – Friday, 9 am – 4 pm (MDT) at (208)426-4215 or by emailing moodlesupport@boisestate.edu

Time Management

An online course can take a considerable amount of time. A three credit graduate course requires 9-12 hours of effort each week, but the amount of time you actually spend on assignments and activities will vary depending on your skill level and knowledge in a variety of areas. For this reason, I would strongly suggest beginning each assignment early. Work on it regularly rather than waiting until the day before the due date. This will allow you to have the chance to work out problems or get help if needed.

Participation

Depending on the class activities, you are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis.

Assignment Submission

You will always be given explicit instructions on where to send your assignments. If you wish to complete an assignment prior to the due date, you may (however, a group assignment must be completed during the week assigned OR upon approval of every member of the group). This applies especially to assignments that require participation and interaction with classmates (i.e discussion forums, collaborative projects, peer review and evaluation). Please submit your work on time.

Reasonable Accommodations

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC's website at <http://drc.boisestate.edu/new-drc-students/>.

The Disability Resource Center is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208-426-1583

Email: drcinfo@boisestate.edu

Website: <http://drc.boisestate.edu>

Privacy Information

EDTECH courses involve online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name, email address, and Moodle profile may be visible to others who have logged into Moodle. You are advised to familiarize yourself with privacy settings on Moodle or social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

Faculty Initiated Drop

Please be advised that if you do not “attend” class at least once during the first week, I will drop you from class. Since this is an online course, this requirement means that you **MUST** be present in our Moodle course site during the first week and participate in the introductions.

Incompletes

Incompletes are not guaranteed. However, when they are given, incompletes adhere to [Boise State University guidelines](#): Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester

In order to receive an incomplete, we must create a contract stipulating the work to be completed and the time in which it must be completed for you to receive a grade in the class. The contract time may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of 'F' will automatically be assigned. The grade of 'F' may not be changed without the approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

Academic Honesty

Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](#) as well as observe [U.S. copyright laws](#) in this course.

In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.). Please respect the following guidelines:

- Please submit original work for each project. Projects that were created for other classes may not be submitted for credit in EDTECH 504. Each project may only be submitted for credit one time by the person who created it. The BSU Student Code of Conduct states: "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)."
- All project text should be original text written by the student who is creating the project. The exception to this is the use of small amounts of quoted material that is properly cited. Copying and pasting from other Web sites or projects (including the instructor's examples) is not allowed.

- Images and sound clips used in projects should be original, or used with permission of the owner, or come from the public domain. Please check “terms of use” on sites containing these items.
- Please cite the source(s) for materials that are obtained for your projects unless they are created by you. If permission is granted for use of copyrighted materials please post a statement explaining that near those materials.

I occasionally use Blackboard "Safe Assignment" and other plagiarism detection utilities to test random assignments. Contact me if you have any questions regarding this issue.

Thank you for abiding by the Course Policies.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

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, community organizations, and the private sector.

Alignment of course projects and assignments to AECT Standards (2012)

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge and Skills	Standard 5 Research
Creating Define Educational Technology Define Epistemology	x				
Using Lesson Plan Revision Learning Theories paper		X		x	
Assessing/Evaluating Lesson Plan Revision		X		X	
Managing Jigsaw forum			x		
Ethics Define Educational Technology Define Epistemology New Theories of Learning Discussion					x
Diversity of Learners					
Collaborative Practice Jigsaw forum Peer review			x	x	
Leadership Lead a Discussion	x	x	x	x	
Reflection on Practice Lesson Plan Revision	x	x	x	X	
Theoretical Foundations All major assignments	x	x	x	x	x
Method Research Review					x

Source: AECT Accreditation Standards for Programs in Educational Communications and Instructional Technology (ECIT) <http://www.aect-members.org/standards/>