Please note: Information on this syllabus is subject to change during the course. Any changes will be clearly communicated by the professor to the students.

CONTACT INFORMATION

Email: rossperkins@boisestate.edu
Office Phone: 208.426.4875
Skype: ross.perkins.bsu
Mobile: provided upon request
Campus Office: Education 312
Mailing Address: 1910 University Dr. MS 1747 Boise, ID 83725

Office Hours (Mountain Standard Time; GMT -6)

Mon. 10 – 12 AM
Tues. 10 – 12 PM
Wed. 10 – 12 PM

These hours represent times designated for office hours, but if you need to talk, and if your schedule does not allow you to chat with me during these times, please e-mail to arrange a different meeting time. I will try to accommodate you as much as possible.

General Dates

Aug. 26, 2013 Course begins
Sept. 1, 2013 Drop fee begins
Sept. 9, 2013 Last date for refund and last date to drop w/o a “W**” grade
Oct. 4, 2013 Last date to drop with a “W” or completely withdraw
Dec. 8, 2013 Last day of ‘class’ for EDTECH 601-4182
Dec. 30, 2013 Faculty must submit final grades to Registrar’s Office
REQUIRED MATERIALS & SUBSCRIPTIONS

**APA Style Manual, 6th Edition**
American Psychological Association  
ISBN-10: 1433805618

**Handbook of Research on Educational Communications and Technology**

You need to be able to access assigned readings in the *Handbook of Research on Educational Communications and Technology* (Vol.1, 2, 3, & 4). You can do this in one of two ways: You can either purchase each one separately (costly!!), or you can join the Association for Educational Communications & Technology (~ $125 per year) and have access to all volumes of the *Handbook*, along with many other excellent research materials.

The 2nd and 3rd volume are available through the BSU library in e-Book format at this time, but only one person can access the material at a time, and they are not downloadable (as they are through the AECT site). My own recommendation is that you join AECT for the benefit of the high quality EdTech materials there that are not always available through the Boise State. If you seek to buy the handbooks, you will need to go through Amazon or another vendor to obtain them. To join AECT as an alternative, please go to


**Required Accounts (but they are free!)**

- **Google** (www.google.com)  
  *(not in BSU Apps, but regular old Google)*

- **Mendeley** (www.mendeley.com)

- **VoiceThread** (www.voicethread.com)  
  *(Dr. Perkins will provide you with registration information)*

Other required readings will be posted in Moodle or available through BSU’s Albertson’s Library.
GOALS & OBJECTIVES

Goals

The course is an introduction to the purpose and nature of doctoral studies in educational technology. It explores processes and procedures specific to the degree program, tools for collaboration and research, conferences and journals in the field, and graduate faculty research initiatives. The class must be taken in the first semester that a student is enrolled in doctoral program. PREREQ: Admission into the doctoral program in Educational Technology.

Objectives

1. Consider and discuss foundational aspects of educational technology and connect these to ideas about future research
2. Interpret and present research articles related to educational technology
3. Begin to identify potential areas of dissertation research through readings, discussion groups and exploration of various research initiatives
4. Build a doctoral tool kit through completion of IRB training, creation of a project plan, and exploration of data analysis, project management, reference management software
5. Incorporate reference management software, American Psychological Association (APA) style guidelines, and best practices into course writing projects
6. Identify key organizations, conferences, journals, grant writing opportunities, and national policies related to educational technology
7. Create a community of learning and develop social supports through synchronous and asynchronous interactions with faculty and peers
8. Articulate the Boise State Standards and guidelines for a dissertation
9. Build a doctoral tool kit through completion of IRB training, creation of a project plan, and exploration of data analysis, project management, reference management software
10. Explore resources available through the Boise State University library
ASSIGNMENT TYPES

Extended descriptions, examples, and non-examples will be available from the course site.

Annotated Bibliography: The purpose of this assignment is to help you begin the process of gathering research in an organized way. Another goal is to provide you with some substantive background on a particular topic in Ed Tech. This assignment is critical for practicing your research knowledge and skills, which will of course be crucial to you in a doctoral program.

Doctoral Student Toolkit: The goal is for all students in the cohort to have access to a broader array of knowledge as we create it throughout the program. Rather than seeing only the annotations of articles you read, for example, you will see the annotations of articles in many other areas. Rather than only reading one report (your own) on dissertations, you will see the reports of all the others - thereby broadening your knowledge.

Dissertation Report Project: The purpose of this assignment is to help expose you to dissertations written within the field of educational technology in the last 10 years. Since the assignment requires you to read dissertations (closely skim), you will get a sense of their structure and content. Hopefully, this will reduce at least some of the anxiety you might have in thinking about your own future dissertation.

Group-led Discussions: A small group of students (3 people in most cases) will lead a discussion on a topic in educational technology that they find relevant to their jobs or study interests. The groups will be created by the instructor, but members will decide on which roles they will take.

Research Software Report: Exposes students to various reference management tools that may aid them in project management aspects of doctoral study.

Other assignments (will vary from iteration to iteration)

- Map of research resources
- Human Subjects Research Training
- Learning reflections
- Discussion board
- Media comparison studies investigation
**ASSIGNMENT CALENDAR:** Please check the Moodle site for electronic versions of the calendar. Due dates for assignments throughout the course will be by 11:55 PM on designated MONDAYs.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>MOD#</th>
<th>READINGS</th>
<th>DISCUSSION</th>
<th>ASSIGNMENT(S) DUE</th>
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<tr>
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<td>26 AUG - 01 SEP</td>
<td>1</td>
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<td>Discussion #1 (Introductions)</td>
<td>(various)</td>
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<tr>
<td>3</td>
<td>09 SEP - 15 SEP</td>
<td>2</td>
<td></td>
<td></td>
<td>Map of Resources; Ann. Bib. Part 1; Learning Reflection</td>
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<tr>
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<td>16 SEP - 22 SEP</td>
<td>3</td>
<td></td>
<td>Discussion #3</td>
<td>Resource Management Tools Evaluation Report; Learning Reflection</td>
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<tr>
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<td>23 SEP - 29 SEP</td>
<td>3</td>
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<tr>
<td>6</td>
<td>30 SEP - 06 OCT</td>
<td>4</td>
<td></td>
<td>Discussion #4</td>
<td>Dissertation Report; Learning Reflection</td>
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<tr>
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<td>07 OCT - 13 OCT</td>
<td>4</td>
<td></td>
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<tr>
<td>8</td>
<td>14 OCT - 21 OCT</td>
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<td>By-Week</td>
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<tr>
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<td>21 OCT - 28 OCT</td>
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<td>Ann. Bib. Part 2</td>
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<td>28 OCT - 04 NOV</td>
<td>7</td>
<td>See Doc Toolkit</td>
<td>Groups 1 &amp; 2 discussion (see below for posting details)</td>
<td>(Groups 3 &amp; 4 must submit discussion materials by NOV 11); Frequent discussion board interaction expected</td>
</tr>
<tr>
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<td>04 NOV - 11 NOV</td>
<td>7</td>
<td>See Doc Toolkit</td>
<td>Groups 3 &amp; 4 discussion (see below for posting details)</td>
<td>(Groups 5 &amp; 6 must submit discussion Frequent discussion board interaction expected materials by NOV 25)</td>
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<td>11 NOV - 18 NOV</td>
<td>7</td>
<td>See Doc Toolkit</td>
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<tr>
<td>13</td>
<td>18 NOV - 25 NOV</td>
<td>8</td>
<td>See Doc Toolkit</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>25 NOV - 02 DEC</td>
<td>9</td>
<td></td>
<td></td>
<td><strong>HAVE A GREAT THANKSGIVING!!</strong></td>
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<tr>
<td>15</td>
<td>02 DEC - 09 DEC</td>
<td>10</td>
<td>See Doc Toolkit</td>
<td>Groups 5 &amp; 6 discussion (see below for posting details)</td>
<td>Frequent discussion board interaction expected</td>
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<tr>
<td>16</td>
<td>09 DEC - 16 DEC</td>
<td>11</td>
<td>(as assigned)</td>
<td>Discussion #7</td>
<td>Ann. Bib. Part 3; Course Evaluation; All Doc Toolkit uploads complete</td>
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STUDENT & INSTRUCTOR EXPECTATIONS

The following course contract is based on an article by Byrnes (2001). This contract lays the framework for our course.

Students in the course have a right to expect:

- complete contact information for the professor
- a complete syllabus with clearly stated assignments, due dates, course objectives, and a fair grading policy
- a course that begins and ends within the time allotted for the semester
- opportunities to discuss the course, and related topics, with the professor outside of class
- the opportunity to have drafts of papers/assignments reviewed by the professor if submitted well in advance of the due date
- the return of papers/assignments in a timely manner (provided they were turned in on time)
- re-evaluation of any work that a student thinks may have been graded unfairly
- assistance in locating supporting materials to complete papers/assignments

The instructor has the right to expect that students will:

- prepare for each instructional module by reading all required assignments
- understand online learning moves quickly and requires self-discipline
- students will actively participate in the discussion online (when required) for the same amount of time each week that he/she would normally spend in the classroom for a 3 hour course
- spend an adequate amount of time preparing for the course; it is estimated for a graduate course such as this that prep time will be three times the amount of time as in-class time (also see “Policies” below).
- actively participate in online discussions (when required), serving as both student and teacher
- ask for clarification or assistance when needed
- share any concerns regarding the course in a timely manner
- turn in assignments on time
- inform the professor about any extenuating circumstances affecting course participation
- observe codes of academic honesty in the completion of all course work

GENERAL POLICIES

ATTENTION: Your BSU-assigned email address (ex., studentname@u.boisestate.edu) is the default address for all correspondence going forward out of the course LMS, and as initiated by the professor. If you want to learn about how to forward your BSU email to an account that you regularly use, please consult the university’s technology support personnel, or simply go to your BSU GoogleMail interface and set up forwarding there.

Time Management: Be aware that the university “recommends that you plan on 3 to 4 hours of course work per credit per week for distance education classes.” This means approximately 9 to 12 hours of work per week for this class alone. Taking two graduate classes in a semester (6 credit hours) equates to a half-time job in addition to your other responsibilities and obligations.

Course Access: Students are expected to log in to view the course website on at least a weekly basis, and more often depending on the nature of the task(s) due.

Communication: I will respond to emails and/or phone calls in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend). If you do not receive a timely response within this time frame, please contact me again to make sure that I received your email.

Reasonable Accommodations: If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me in the first two weeks of the course. To request academic accommodations for a disability, contact the Office of Disability Services. 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.

Technical Difficulties: On occasion, you may experience problems with accessing the course website, with your Internet service, and/or other computer related problems. Please make the instructor aware if a technical problem prevents you from completing coursework.

Copyright: During this course students are prohibited from selling notes to any person or commercial firm without the express written permission of the professor teaching this course. Students may not use any course material (syllabus included) for any purpose without express, written consent.

Academic Honesty: All students are required to abide by Boise State University’s Student Code of Conduct on academic dishonesty. Unless it is a group task, assignments completed must be your original work and cannot be used in other courses in the Educational Technology program. All work is to be done ALONE unless otherwise specified.

Ethical Expectations: As a graduate student and professional, you will be held to the highest standard of ethical conduct. The Educational Technology program, the College of Education, and Boise State University expects its students to represent themselves and their work in an honest and forthright manner. Cheating, plagiarism, falsification, or communication that is denigrating to peers
and/or faculty will not be tolerated. Such behaviors will be brought to the attention of department administration. In all cases, students will have fair and unbiased opportunities to defend him/herself. Violations of conduct or ethics can result in removal from the program. Students who are unsure what actions might constitute a violation of ethics should consult the course instructor and/or other departmental faculty.  http://www.boisestate.edu/osrr/scp/student_code.html

Resolving Problems & Raising Concerns: If there is a particular issue that arises between students, or between the student and professor, the student is kindly requested to first try to sort out the issue with the other person involved directly – without involving third parties. If two students are having problems that cannot be amicably resolved, then one of them should contact me and describe the problem, what has been done to solve it, etc. If a student has a concern about the course material or with the instructor, s/he should first try to contact the instructor directly and address the issue(s). If these cannot be resolved to the student’s satisfaction, the next step would be to contact the department chairperson or associate chairperson. If the student still feels as though his or her concern has not been adequately addressed, other communication mechanisms are available through the Dean’s Office.

ASSIGNMENT POLICY

Posting of Assignments: Major assignments will be posted by the professor at the beginning of the semester. All other assignments will be posted at least one week in advance of the due date.

Assignment Submissions: All assignments must be submitted on the date due by midnight Mountain Standard Time (MST). Due dates and assignment requirements will be clearly outlined on the course site. Completed assignments take a variety of forms, so please read the expectations carefully. See the “Late Work Policy” for more detailed information.

Feedback/grades: Most assignments will be reviewed and evaluated by the instructor within one week after the assignment due date. Please note that even if a student submits work early, the feedback timing is based on the date due, not the date of completion. Also note that larger assignments will take longer to grade. Depending upon the assignment, you will receive a rubric with comments or receive points earned for assignment completion. Students will be informed of their progress toward the final course grade at regular intervals.

Resubmission of Assignments: From time to time, a student might submit work that is clearly below expectations and does not show the type of learning that I wish to see. Rather than simply assign a low grade and move on, I often give the student another chance to do it. If you receive a “Resubmit” notification, you still have a chance to get a passing grade on the assignment, though the maximum grade cannot be earned for obvious reasons. Students MUST resubmit the document through the mechanism specified AND they must contact me via email to let me know that it has been resubmitted. A student has 24 hours to make any corrections.
LATE WORK POLICY

All work must submitted by the date/time it is due if a student wishes to receive full credit.

Any work submitted past the due date, even if done according to standard, will receive 50% credit. This allows a student to at least get some points in place of a zero.

Students who submit work late will receive feedback at the leisure of the instructor.

Late work is ONLY excused for the conditions listed below – but only ONE time in a semester. Excuses are not automatically approved – the student is obligated to contact the instructor and explain what has happened (privacy will be respected, and personal details need not be divulged).

- A medical emergency (personal or very close family).
- An “Act of God” (i.e., fire, flood, or otherwise) prevents a student from uploading work.
- An event of extreme consequence to personal or professional life which has deleterious consequences on psyche, time, etc.

Any other excuses, like last minute changes to plans, vacations, minor illness, outside activities, poor time management, etc. are not valid excuses.
GRADING POLICY

Grading of Work: Each assignment has a number of points associated with it (these are reflected on assignment rubrics). The rubrics will be posted along with the assignment. Each category of assignments has a different impact on the final grade; these will be noted.

Weighting of Grades: Assignments for this course receive different weights depending on how much the specific task is deemed to be related to the course goals and objectives. Weighting is subject to change, at the instructor’s discretion. Any major changes (impacting more than 10% of the final grade) will be posted to the course announcement board.

Final Grade: Students do not receive a letter grade until the end of the course, after all points have been weighted and calculated.

<table>
<thead>
<tr>
<th>A+ (100%)</th>
<th>C+ (78-79.99%)</th>
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</thead>
<tbody>
<tr>
<td>A (94-99.99%)</td>
<td>C (74-77.99%)</td>
</tr>
<tr>
<td>A- (90-93.99%)</td>
<td>C- (70-73.99%)</td>
</tr>
<tr>
<td>B+ (88-89.99%)</td>
<td>D (65 – 69.99%)</td>
</tr>
<tr>
<td>B (84-87.99%)</td>
<td>F (0 – 64.99%)</td>
</tr>
<tr>
<td>B- (80-83.99%)</td>
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</table>
PROFESSIONAL STANDARDS

Students who successfully complete EDTECH 601 will be exposed to various standards created by the Association for Educational Communications and Technology (AECT). The AECT standards are recognized by the National Council for Accreditation of Teacher Education (NCATE), which is the body that accredits Boise State University’s College of Education. Another body that produces standards important to those in the instructional or educational technology profession is the International Board of Standards for Training, Performance, and Instruction (IBSTIPI). Finally, assignments will also consider standards established by the International Society for Technology in Education (ISTE).

College of Education Mission Statement

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances personal excellence and respect for individuals.

Department of Educational Technology Conceptual Framework

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.

Disclaimer: I, Dr. Perkins, do not believe "technology is a tool." Instead, I hold that technology is a systematic approach to solving a problem, which may or may not involve any "tool" at all. I can agree that technology is a "tool" in the generic sense (i.e., a resource), but not in the sense that it is necessarily tangible. Furthermore, I hold that quite old "technologies" are every bit as relevant today. For example, one "technology" is the idea that feedback on work is useful for learning, an idea that is still valid and, I think, appreciated by all.