Course Information

EDTECH 504: Theoretical Foundations of Educational Technology
Fall 2018, Section 4201

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Course Description: Overview of classic and contemporary theories of learning, their origins and application in educational technology; 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 (taken from AECT standards; see also below)
After completing this course, students will be able to:

1. Compare and contrast past and present 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.
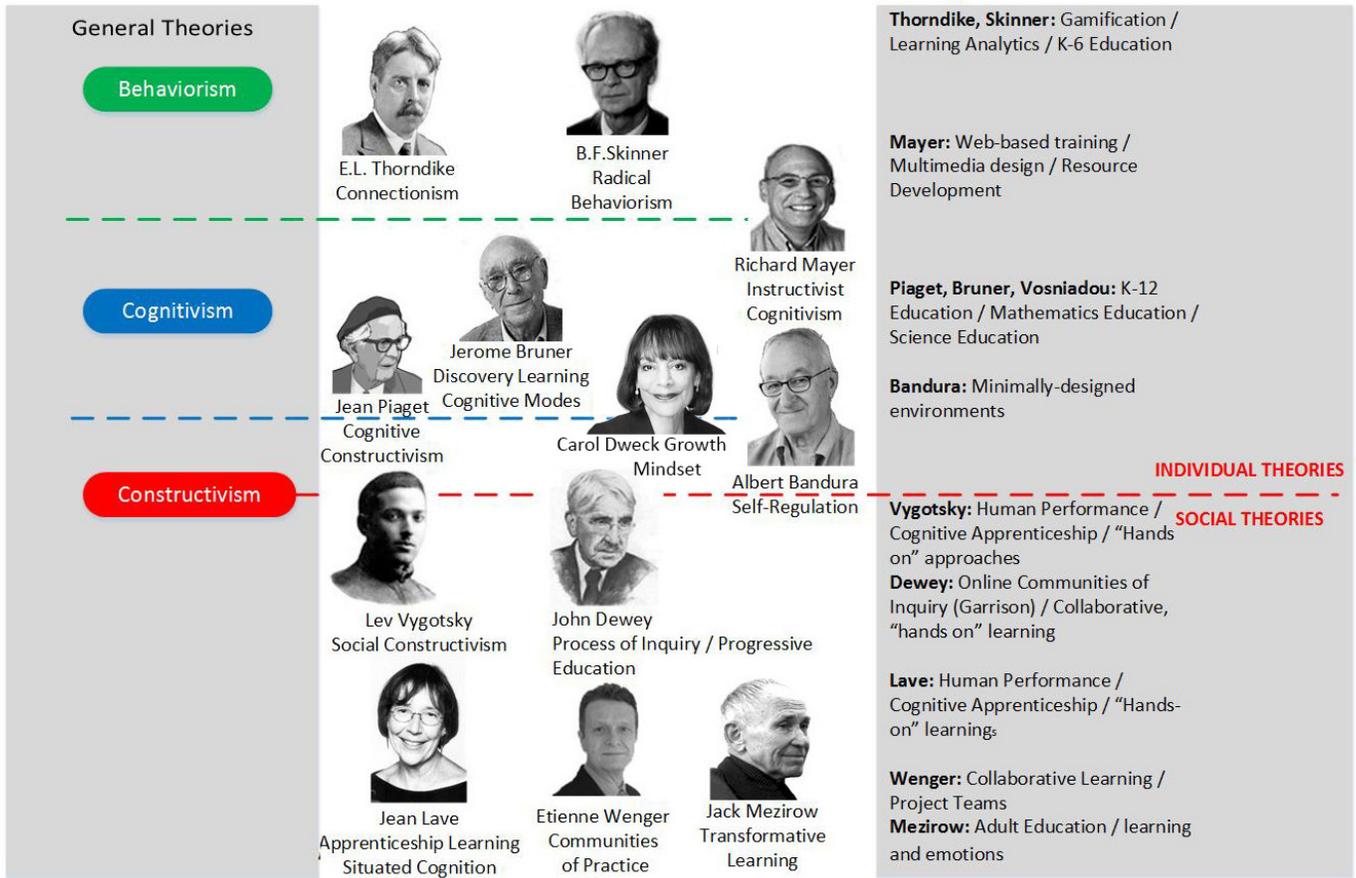10. Apply educational technology theories to practical development contexts.

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.

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

Required readings are provided in each module of the course.

In place of a textbook, I am using this "map" of learning theories (there are many of them!) and their interrelationships. The purpose of this map is to bring together some of the names, theories and philosophies that you'll come across in this course and in the readings you'll do here and elsewhere.

General Theories

Behaviorism

E.L. Thorndike
Connectionism

B.F.Skinner
Radical
Behaviorism

Richard Mayer
Instructivist
Cognitivism

Cognitivism

Jerome Bruner
Discovery Learning
Cognitive Modes

Jean Piaget
Cognitive
Constructivism

Carol Dweck Growth
Mindset

Albert Bandura
Self-Regulation

Constructivism

Lev Vygotsky
Social Constructivism

John Dewey
Process of Inquiry / Progressive
Education

Jean Lave
Apprenticeship Learning
Situated Cognition

Etienne Wenger
Communities
of Practice

Jack Mezirow
Transformative
Learning

Thorndike, Skinner: Gamification / Learning Analytics / K-6 Education

Mayer: Web-based training / Multimedia design / Resource Development

Piaget, Bruner, Vosniadou: K-12 Education / Mathematics Education / Science Education

Bandura: Minimally-designed environments

INDIVIDUAL THEORIES

SOCIAL THEORIES

Vygotsky: Human Performance / Cognitive Apprenticeship / "Hands on" approaches
Dewey: Online Communities of Inquiry (Garrison) / Collaborative, "hands on" learning

Lave: Human Performance / Cognitive Apprenticeship / "Hands-on" learnings

Wenger: Collaborative Learning / Project Teams
Mezirow: Adult Education / learning and emotions

Optional Texts: Optional readings are suggested throughout the course; see separate topics.

OVERVIEW: Assignments and Due Dates

1. **Aug. 20 - Aug. 26: Topic 1 - Welcome to the Course!**
   - Introduce yourself using the "Introductions Forum"
   - Post your response to the videos for this unit, creating your own thread or topic, using the "Responses" forum;
   - Read others' responses and respond to at least two; also, respond to replies to your own message!
   - Review all course materials (Syllabus, Schedule, Software & Hardware Requirements, Course Policies, AECT Course Standards, etc.)

2. **Aug. 27 - Sept. 9: Topic 2 - The Basics - The Learning Theories Map and Ed Tech "Myths"**
   - Complete the readings and watch the videos for this unit.
   - In the appropriate discussion forum, respond to one of the two (sets of) questions provided.

3. **Sept. 10 - Sept. 17: Topic 3 - "Learning" and Educational Technologies**
   - Complete the readings for this unit.
   - Develop a definition of Learning, explain its relation to Ed Tech and post it to the online discussion forum for this unit. Include with your definition and explanation an indication of reasons for your choices and wording. Respond to others' posts.

4. **Sept. 18 - Sept. 30: Topic 4 – Learning Theory and Instructional Practice; Article Review**
   - STEP 1: By Sept. 19: Post a message to the thread or topic that corresponds to the text you would like to review; (It's GOOD TO GET A JUMP ON THIS)
   - STEP 2: Between Sept. 20 and 23: Please come up with the main points in the chapter or article, and to put them together into a coherent, flowing, 500-word summary. In your summary, please identify the influence of any of the "big three" learning theories that you notice in your article. Draw any connections with the "learning theories map" and the videos viewed in Topic 1 showing learning theorists and/or their learning theories.
   - STEP 3: From Sept. 24 - 30: Read and post a reply to at least two other chapter/article reviews. Be sure to answer any questions that come up for your review.

5. **Oct. 1 - Oct. 14: Topic 5 - Recent Theories of Learning: Many and Mixed**
   - Complete the readings for this unit.
   - Discuss the learning theories that are emerging from the influence of anthropology and other disciplines in education. Feel free to reference back to the articles reviewed and discussed in Topic 4.
   - **By Oct. 8:** Choose a topic for your bibiliography; Send me an email indicating the topic for your bibliography assignment. You should be able to define your topic in this email in one sentence. The title or subject of this email should be: "ED TECH 504: Bibliography Topic." This topic will likely be the same one you work on in your draft and final synthesis papers.

6. **Oct. 19 - Oct. 28: Module 6 - BIBLIOGRAPHY TOPIC & COMPOSITION**
   - **By Oct. 21: Review the myths (re-)listed for this topic!**

   - **By Oct. 28:** Submit your completed bibliography using the appropriate Moodle Submission tool.

I will expect you to incorporate my feedback about your writing, sources, etc. when you write your synthesis paper proposal.

7. **Oct. 29 - Nov. 11: Topic 7 - SYNTHESIS PAPER PROPOSAL & REVIEW**
   - By Nov. 3 (end of day): - SYNTHESIS PAPER PROPOSAL: Submit the completed proposal for your synthesis paper to the discussion forum for peer review (Yes: Other students will be able to see what you've written: that's the idea!)
   - By Nov. 9 – PEER REVIEW: Post your peer review of another students' proposal to the forum. **Please pair off with another student to do this: You review each other's proposals.**
   (Also, send me a copy of your review via the assignment submission tool.)
   - Nov. 10 & 11 –Check out others' papers and peer reviews.

8. **Nov. 18 - Nov. 30: Topic 8 – FINAL SYNTHESIS PAPER**
   - By Nov. 18 - Discuss your epistemology and the theory that guides your practice in teaching with technology (Discussion Five).
   - Nov. 30 – FINAL SYNTHESIS PAPER DUE: Submit your final synthesis paper, with revisions based on the peer review you received.

9. **Dec. 1 - Dec. 7: Topic 9: Full Circle - Learning Theories, Education and Educational Technology**
   - Discuss the theory that guides your practice in teaching with technology.

ASSIGNMENTS/GRADES

- Participation (in online discussions): 20%
- Article Review: 15%
- Bibliography: 20%
- Submission of proposal for your synthesis paper: 5%
- Peer review of other paper proposal: 15%
- Final synthesis paper: 25%

Assignment 1: Online Discussions

Participation in class discussions is required but can be completed in a flexible manner. You will be given an opportunity to directly and critically analyze the topics in this course by participating in ongoing discussions. At a minimum, your postings MUST be related in some way to theory and educational technology. Only posts in the Discussion Forum count toward participation credit. Criteria for discussion posts include the following:

1. Discussion responses (writings and comments) should reflect your knowledge of the subject matter through critical analysis. Discussion at a critical level means discussing things such as your opinion of the point mentioned, with reasoning components, such as why you hold that opinion, what you see different/same with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, implications for the future, consistencies/inconsistencies within the article or reading itself, and so forth. In other words, analyzing the good and/or bad aspects of the point and justifying your analysis.
2. **PACE YOUR POSTINGS over the course of the topic or unit. DO NOT POST YOUR INITIAL THOUGHTS AND REPLIES ON THE LAST DAYS OF THE DISCUSSION!**
3. I am looking at quality over quantity. With this in mind, each post should be between **200 and 250 words**. I'm not going to count the number of words, but please try to limit yourself to no more than 250 words per response - it's very difficult to get through many long responses.

3. Please include citations and references in your responses when necessary. This does not need to be a formal citation/reference - just make sure that you give proper credit in some way.
4. It's ok to write in the first person and include personal experiences in your responses.

Examples of discussion posts may include (but is not limited to) the following:
- starting a new discussion thread on a topic consistent with what we are studying;
- responding to a question or comment posted by another student;
- providing information and/or commentary about a useful online resource with the link provided;
- responding to a question or comment posted by the instructor;

Assignment 2: Jigsaw Discussion/Article Review

Purpose: To become familiar with a relative variety of relevant literature and to practice academic writing. (Note: the rubric for discussion postings generally will be used to grade this particular discussion.)

Requirements: First choose an article for review, then come up with the main points in the chapter. Finally, these points should be synthesized into a coherent, flowing, 500-word summary. In your summary, please identify the influence of any of the "big three" learning theories that you notice in your chapter.

Texts for Review:

[SELF-REGULATION] Azevedo, R., Johnson, A., Chauncey, A., & Burkett, C. (2010). Self-regulated learning with MetaTutor: Advancing the science of learning with metacognitive tools. In M. Khine, & I.M. Saleh (Eds.) *New Science of Learning: Cognition, Computers and Collaboration in Education* (pp. 225-243). New York: Springer. http://www4.ncsu.edu/~jlnietfe/Metacog_Articles_files/Azevedo,%20Johnson,%20Chauncey,%20%26%20Burkett%20(2010).pdf

[PIAGET; COGNITIVE CONSTRUCTIVISM] Selection from: Singer, D.G. & Revenson T.A. (2004). *A Piaget Primer: How a Child Thinks; Revised Edition*. New York: Penguin. http://edtech.mrooms.org/mod/resource/view.php?id=97922

[DISTRIBUTED COGNITION] Bell, P., & Winn, W. (2000). Distributed cognitions, by nature and by design. In Jonassen, D.H., & Land, S. M. (Eds.), *Theoretical Foundations of Learning Environments* (First ed., pp. 123-145). Mahwah, NJ: Lawrence Erlbaum. (http://edtech.mrooms.org/mod/resource/view.php?id=71175)

[CONNECTIVISM] Clarà, M., & Barberà, E. (2014). Three problems with the connectivist conception of learning. *Journal of Computer Assisted Learning* (30), 97-106. doi: 10.1111/jcal.12040. (http://edtech.mrooms.org/mod/resource/view.php?id=71174)

[DEWEY] Garrison, D.R. & Akyol, Z. The community of inquiry theoretical framework. In Moore, M. G. *Handbook of Distance Education* (pp. 104 - 117). New York: Routledge. (http://edtech.mrooms.org/mod/resource/view.php?id=71174)

[COMMUNITIES OF PRACTICE] Hoadley, C. (2012). What is a community of practice and how can we support it? In D. H. Jonassen & S. M. Land (Eds.), *Theoretical foundations of learning environments* (Second ed., pp. 287-300). New York: Routledge. http://steinhardt.nyu.edu/scmsAdmin/uploads/006/677/CHAP12HOADLEY.pdf

[MULTIMEDIA LEARNING] Mayer, R.E. (2008). Applying the science of learning: Evidence-based principles for the design of multimedia instruction. *American Psychologist*, (63) 8, 760-769. http://www4.ncsu.edu/~jlnietfe/Metacog_Articles_files/Azevedo,%20Johnson,%20Chauncey,%20%26%20Burkett%20(2010).pdf

[SITUATED COGNITION AND COGNITIVE APPRENTICESHIP] Gessler, M. (2009). Situated Learning and Cognitive Apprenticeship. In: R. Maclean, D. Wilson (eds.), International Handbook of Education for the Changing World of Work. New York: Springer. http://www.fb12.uni-bremen.de/fileadmin/Arbeitsgebiete/berufsbildung/Gessler_2009_Situated_Learning.pdf

[MULTIMEDIA LEARNING; CRITIQUE OF CONSTRUCTIVISM] Kirschner, P.A., Sweller, J. & Clarke, R.E. (). Why Minimal Guidance During Instruction Does Not Work… *Educational Psychology 41*(2), 75–86. http://www.tandfonline.com/doi/pdf/10.1207/s15326985ep4102_1

[BEHAVIORISM AND ANALYTICS] Friesen, N. (under review). Personalized Learning Technology and the New Behaviorism: Beyond Freedom and Dignity. http://learningspaces.org/files/NewbehaviorismFriesen.pdf

[DISCOVERY LEARNING] van Joolingen W.R. de Jong, T., Lazonder, A.W., Savelsbergh, E.R. & Manlove, S. (2005). Co-Lab: Research and development of an online learning environment for collaborative scientific discovery learning. *Computers in Human Behavior 21* (2005) 671–688.
https://pdfs.semanticscholar.org/f39a/1eb2d064889c85c24d3a08aa0656b0681f96.pdf

[MEZIROW; TRANSFORMATIONAL LEARNING] Mezirow, J. (1998). An overview on transformative learning. In: Illeris, K. (Ed) *Contemporary theories of learning: Learning theorists… in their own words*. (Pp. 90-105). London: Routledge. http://learningspaces.org/files/Mezirows_overview_transformative.pdf

[BANDURA; SELF-REGULATION] Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes 50*, 248-287. http://learningspaces.org/files/Bandura1991.pdf

Annotated Bibliography

Purpose: The purpose of this assignment is to help you begin the process of gathering and synthesizing resources in an organized way. Another goal is to allow you the opportunity to begin to narrow your focus on topics that are most interesting to you. This assignment will provide you an opportunity to further develop your writing skills while exploring theories in educational technology in depth. **This reading and summary will serve as the basis for your proposed and final synthesis papers.**

Requirements: The focus of your bibliography should be broad enough to allow you to have a frutiful exploration of the topic, but narrow enough to allow for a relatively unified analysis. I am not nearly as interested in quantity as I am in quality so I do not require a specific number of sources. However, I would imagine that being able to find 7 - 9 resources that you find interesting and relevant, and thinking about how to summarize their contents and interrelationships be sufficient for the bibliography, with more added for the proposed and final versions of the synthesis paper. Check with me if you are unsure about your focus -how broad or narrow it should be, whether it is relevant to the course, etc.

The required word length for each annotation is 125-150 words.

Please ensure that all sources you use are PEER REVIEWED: Generally, this material is published either in a journal (but not a newsletter) or in a book published by a university or other academic press. If it is online, a peer reviewed source will often be in PDF form so that you can cite a specific date and page numbers. Also, peer reviewed journals will always provide information for readers or authors to submit their papers, and will outline a process of review for these papers, including identifying the editorial board and the chief editor(s). **NOTE: The Boise State Albertson's Library sometimes identifies articles as peer reviewed (e.g. for the newsletter *TechTrends*) that actually aren't peer reviewed.** If you have questions about whether a specific article is peer reviewed or not, please email me. **Cite all sources used.**

DO NOT use point form in summarizing the articles in your bibliography. Use complete sentences and full paragraphs only. The bibliography is a first step towards a synthesis paper, which relies on your ability to synthesize and express ideas in paragraph form.

The following items are required:
- **Title:** Include a title for your bibliography. An example might be "*Selected Research on Emerging Technologies: An Annotated Bibliography*".
- **Introductory paragraph:** Include an introductory paragraph to your annotated bibliography that defines clearly the purpose and focus of the bibliography.
- **Entries:** Each entry should include a citation in APA format with a **one** paragraph annotation. Annotations are more than just an abstract and/or summary. **DO NOT COPY FROM THE ABSTRACT OR ANY OTHER PART OF THE ARTICLE IN YOUR SUMMARY. THIS IS PLAGARISM.** Your annotations are to be a **critical analysis** of

the credibility of the article and the researchers, an analysis of the intended purpose of the article, a comparison to other work in the field and an analysis of how the article fits within your research focus.

- **Use of APA:** This annotated bibliography will NOT include a title page or abstract, obviously. However, I am requiring a title and introduction which can be placed within the main body of text. The APA rules that will apply to this assignment will be references and **in-text citations**, as well as writing conventions and style.

Annotated Bibliography Resources
- How to Create a Bibliography - Cornell: http://www.library.cornell.edu/resrch/citmanage/apa
- Annotated Bibliographies - Purdue: http://owl.english.purdue.edu/owl/resource/614/01/

Synthesis Paper Proposal / Full Version

You will write a final synthesis paper on one or more theories of educational technology. Don't forget the various resources you have available to you including your annotated bibliography, and your individual reflections (whether you've posted them online or not). The primary goal of this writing activity is to give you an opportunity to synthesize a focused aspect of educational technology AND learning theory. (Papers that do not discuss learning theory in relation to educational technology will not be accepted.) You will be allowed to work on your own or with a co-author if desired. Co-authors will share the same grade on the final paper.

By the end of module 8, you should have completed the following tasks:
1. Determine whether you will work as a sole author or a co-author. **I would not recommend more than 2 people work on the same proposal or paper**. If you choose to work with a partner, you should determine early on who will be listed as first author and who will be listed as second author. You should also spell out specific responsibilities for each collaborator, depending upon your particular expertise.
2. Decide the topic of your paper (as closely as possible). This will likely narrow or broaden as you continue researching.
3. **Write your proposal for the paper:** This proposal will be 1000 words in length +/- 100 words, consisting of the following parts:
   - **The first paragraph** should define and justify the topic you've chosen. The sentence that defines your topic is your thesis statement. You should also say why you chose the topic (e.g. it is very relevant to the implementation of Common Core, something that is of concern to many teachers). You can also mention the main sections that will structure your synthesis (for example, a synthesis on constructivism and mobile technologies will likely have separate sections on each of these two topics, and then one or more sections discussing how they fit together.
   - **The paragraph(s) that follow**, should include reference and introduction to the main sources that you are using and what they contribute to the planned synthesis paper as a whole. In this context, you should provide one of the following:
     - an example of one or two of (sub-)topics you'll cover in the paper
     - a very compressed version of the paper as a whole
     - an extended summary of the paper,
4. **The last couple of sentences or last short paragraph** should draw your proposal to a close. It can do this by repeating the thesis statement, and observing how the topic defined there has or will be explored, or what the literature you've read so far has shown you.

Tips and Resources for Writing a Research Paper PROPOSAL
- How to write a paper proposal http://depts.washington.edu/pswrite/Handouts/HowtoWriteaPaperProposal.pdf

Tips and Resources for Writing a Research PAPER
- Tips for Writing a Research Paper: http://www.academictips.org/acad/atipsforwritingresearchpaper.html

- Draft and Revise a Research Paper:
  http://www.gale.cengage.com/free_resources/term_paper/draft.htm
- If you make a strong claim in favor of an approach or a finding (e.g., constructivism improves learning outcomes), be sure that there is evidence to back it up. Cite or explain this evidence.

Peer Review of Synthesis Paper Proposal

In moving towards your final synthesis paper, you will share a proposal for your paper with a classmate/partner for peer review. In order for the peer review process to work you will need to **choose a partner and submit your proposal** no later than **Nov. 3**. This will allow time for a thorough review to be posted by **Nov. 11**. Feel free to work more quickly through the process if you can find another similar-minded classmate.

Upload your proposal as a Word file, by clicking on the link to the appropriate discussion forum for the "***Peer Review of Paper PROPOSAL***" on the course homepage. Once a paper has been posted to the forum (as an MSWord file), it is available for peer review by your partner. You will submit your peer reviewed comments (the proposal you reviewed, not your own proposal) to **Submit Peer Review of Synthesis Paper** for credit.

The following summarizes the peer review process:
1. **Read the proposal very carefully once getting the overall idea**, and marking any grammar or spelling errors you may notice, and noting any particularly strong or particularly confusing. Note that a reviewer has the right to refuse to edit a paper that is incomplete or does not meet minimum standards for college level writing.
2. **Read it again**, adding detailed notes for strong or problematic words, phrases, sentences, paragraphs, etc. Continue to be alert for mechanical (i.e. spelling and grammar) problems. Use the information contained in the rubric to help guide your review of one paper. Create a checklist if necessary. Look for errors in mechanics, APA formatting, length, etc.
3. **Repeat step 2 as many times as necessary.**
4. **Be sure to check the references** and APA formatting in the text and in the references section to ensure they're correctly formatted (according to APA 6)
5. **Write a set of supportive summary comments and suggestions** at the end of the proposal paper (mark your summary comments as changes in MSWord). Give the author suggestions and recommendations in developing the paper further, especially in improving any problems that are likely to grow larger as the proposal is extended into a full paper.
6. Submit your review comments (with tracking changes on your peer's paper) to **Submit Peer Review of Paper** proposal for credit of completing the peer review.

Classmates and colleagues provide a perfect "first step" for feedback and insight. If you find yourself feeling a bit queasy about the idea, however, please let me know and I would be happy to take a first look at your proposal before you post it to the discussion forum for review. The point of peer review is to help each other understand and improve the quality of your work - not to improve self-esteem. A reviewer should test arguments for their strength and identify problems to correct. In your reviewing, consider encouragement optional and specific correction required. Please be supportive, specific, rigorous, helpful, and fair.

Keep these thoughts in mind as well:
- I place great value on writing to learn instead of writing to get a certain grade. Therefore, I expect that you will do well, improve, and do both consistently.
- Peer review should be a constructive process. You are not grading each other. You are helping each other write, argue, and think well. You should expect to learn as much from reviewing as from writing your own proposal and paper.
- Peer review should ultimately reduce the number of mechanical errors that I see over and over again (Remember, you are reviewing one paper while I must grade 30+ papers). Missing apostrophes, incorrect reference formatting, and mistakes from not reading directions should all be corrected before I even see a paper.
- I'll assign credit/points for the peer review but will not subtract points from the proposal as such –unless it late, or does not meet minimum standards for length and quality (i.e. if it is in the low C or D/F range as specified in the rubric)

Your Final PAPER

The most important thing in the final paper is that it should reflect the feedback given during the peer review process. (I'll be providing feedback as well at this time). By using this feedback and referring to the rubric, you'll have the guidance needed for writing a strong paper. Note the following:

- An exceptional paper will meet all of the assignment requirements at the highest level of quality. Writing an exceptional paper begins with an appropriate introduction and progresses through clearly articulated arguments and coherent transitions. Relevant and seminal sources are cited and assist in providing depth of knowledge on the topic.
- I place great value on writing to learn instead of writing to get a certain grade. Therefore, I expect that you will do well, improve, and do both consistently.

RUBRICS

1. **Rubric for Discussion Postings** (Designed by Dr. Kerry Rice & revised by Dr. Dazhi Yang)

Criteria	Outstanding 90-100%	Proficient 70-89%	Basic 50-69%	Below Expectations 0-49%
Timely Participation	All required postings (at least 2 posts each discussion period & 1st post made within the first 2 days) are made consistently throughout the semester.	All required postings are made but in a limited timeframe and/or not in time for others to read and respond.	Some or all of the required postings are made, but most are at the last minute without allowing for response time.	Some or all of the required postings are missing.
Number of Posts	> 3 (Including your initial writing on the discussion topic(s)).	3		0-2	
Quality of Content	Rich in content, full of thought, insight and synthesis with clear connections to previous or current content and/or to real life situations made with depth and detail.	Substantial information, thought, insight and analysis has taken place with some connection to previous or current content and/or to real life situations but lack of depth and detail	Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities.	Rudimentary and superficial regurgitation of content with no connections and/or completely off topic.
Relevance	The key issues within one or more prompts are identified and answered. The discussion is consistently clear	The key issues within the prompt are identified but not all answered. The discussion is clear most of the time.	Some of the key issues within the prompt are identified but not answered. The discussion is not clear.	Confused, hard to follow and the key issues within the prompt are not identified or answered.
Readings & Resources	Readings and other resource materials are used to support comments.	There is some reference to readings and other resource material.	Little if any reference is made to readings and other course materials.	Readings and resources are not mentioned.
Professionalism (5 pts)	All posts are written in a professional manner, free of typos, spelling and mechanical errors.	Most posts are written in a professional manner, free of typos, spelling and mechanical errors.	Some posts are written in a professional manner, free of typos, spelling and mechanical errors.	Most posts are NOT written in a professional manner, free of typos, spelling and mechanical errors.

2. Rubric for Annotated Bibliography

	Exceptional	Satisfactory	Developing	Inadequate
	A	B	C	D/F
Content 20 pts	Contains 7-10 entries with critical analysis of their credibility, intended purpose, a comparison to other work, and appropriateness to research focus.	Contains 5-7 entries with critical analysis of credibility, intended purpose, a comparison to other work, and appropriateness to research focus.	Contains fewer than 5 entries with analysis of 3 or fewer of the following: Credibility, intended purpose, a comparison to other work, and appropriateness to research focus.	Contains fewer than 5 entries with summary or abstract only.
Research Focus 16 pts	Research focus is clearly defined: this focus is at once broad enough for exploration but narrow enough to be meaningful.	Research focus is defined but is too broad or too narrow to be meaningful.	Research focus is somewhat defined but is too broad or too narrow to be meaningful.	Research focus is not defined or followed through in a way that is consistent.
Literature Cited 16 pts	All citations are from peer-reviewed journal articles.	Includes one or two non-peer reviewed citations.	Includes three or more non-peer reviewed citations.	Includes no peer-reviewed citations.
APA Style 16 pts References, citations, etc.	References are cited in APA style with no errors.	APA style errors occur one to three times in citations.	APA style errors occur four to six times in citations.	APA style errors occur more than four times in citations.
Organization 8 pts	The paper is organized with a title and appropriate introduction.	The paper is somewhat organized with a title and appropriate introduction.	The paper is somewhat organized but missing the title and/or introduction.	This paper has no organizational structure.
Formatting 8 pts (i.e. line spacing, font, indentation, etc.)	The formatting is consistent throughout the paper. Line spacing, font, indentation, and all other formatting items match throughout the paper.	The formatting is generally consistent, but includes one error where line spacing, font, indentation, or some other formatting item does not match the rest of the paper.	The formatting is moderately inconsistent and includes two errors where line spacing, font, indentation, or some other formatting item does not match the rest of the paper.	The formatting is inconsistent and includes more than two errors where line spacing, font, indentation, or some other formatting item does not match the rest of the paper.
Mechanics 16 pts	Spelling and grammar are flawless throughout the paper.	Spelling and grammatical errors occur in one or two places.	Spelling and grammatical errors occur in three or four places.	Spelling and grammatical errors occur more than four times in the paper.

Rubric for Peer Review and Synthesis Paper

Please DO NOT submit work completed in a prior class for this assignment. The focus of this paper is on <u>learning theory</u> AND its connection with technology. If you submit a paper focused only on technology integration, technology use, etc., you will receive no or few points and will not be allowed to resubmit.

Your final paper will include a title with an abstract. The APA rules that will apply to this assignment will be headings, in-text citations, references, writing conventions and style, and Times New Roman, 12 pt font.

	Exceptional	Satisfactory	Developing	Inadequate
	A	B	C	D/F
Content	Exceptionally focused on some aspect of **learning theory and** makes a clear connection to educational technology.	The paper is focused on some aspect of learning theory **and** educational technology.	The paper lacks focus. The learning theory or technology connection may be irrelevant or missing.	This paper is missing a discussion on learning theory or educational technology. The information may be incorrect.
Structure & Clarity	The points made in the paper flow together in a coherent and logical manner. It is very well structured and easy to follow.	The points made in the paper are generally structured well, but there are occasional lapses or jumps in the flow of the writing.	The points made in the paper are loosely structured and it is somewhat confusing to read. There are noticeable gaps in the flow of the writing.	The paper is confusing and it is nearly impossible to understand how everything fits together.
Research Focus	The research focus fits within an organized taxonomy and is meaningful and relevant to the discussion.	The research focus fits within an organized taxonomy and is somewhat meaningful and relevant to the discussion.	The research focus is somewhat organized but lacks relevance to the discussion.	The research focus in disorganized and lacks relevance to the discussion.
Literature Cited	All citations are from peer-reviewed journal articles or credible sources.	Includes one or two non-peer reviewed citations non credible sources.	Includes three or more non-peer reviewed citations from non credible sources.	Includes no peer-reviewed citations.
APA Style and Formatting	References are cited in APA style with no errors. Paper follows APA guidelines.	APA style errors occur one to three times in citations. Paper follows APA guidelines.	APA style errors occur four to six times in citations or paper does not follow APA guidelines.	APA style errors occur more than four times in citations and paper does not follow APA guidelines.
Organization	The paper is organized with a title and appropriate introduction.	The paper is somewhat organized with a title and appropriate introduction.	The paper is somewhat organized but missing the title and/or introduction.	This paper has no organizational structure.
Length	2500 - 3000 words. This count does not include references or abstract.	2000-2500 words or 3000 - 3500 words. This count does not include references or abstract.	1500 - 2000 words or 3500 - 4000 words. This count does not include references or abstract.	Less than 1500 or greater than 4000 words. This count does not include reference or abstract.

Technical Requirements

Equipment: This is an online course requiring a computer with speakers and an Internet connection.

Please don't pay full price for your software!!! An academic discount is available for students and teachers with proof of eligibility. The academic price shaves hundreds of dollars from the original cost.

Here are two places where you can obtain the academic (lower priced) versions of the software:

- Boise State Bookstore: http://www.boisestatebooks.com/ (Click Technology/Software)
- Academic Superstore: http://www.academicsuperstore.com/ (Search for titles)

Antivirus Software: Please make sure to have up to date antivirus software installed and running on your computer.

Popup Blocker: This is highly recommended. Google has one built into their free toolbar if you want to try it: http://toolbar.google.com/T4/index_pack.html

Free Software: Please make sure that the following are installed and up to date on your computer.

- Adobe Reader: http://www.adobe.com/products/acrobat/readstep2.html
- Flash Player: http://www.adobe.com/products/flashplayer/
- QuickTime Player: http://www.apple.com/quicktime/download/
- Firefox Web Browser: http://www.mozilla.com/en-US/firefox/

Internet Connection: Of course, an Internet connection is required to participate in this online course. If you have a high speed connection it is preferable to dial-up access. If you only have dial-up access you can still get by, but patience is a virtue when waiting for files to download.

Course Policies

Time Management: An online course can take a considerable amount of time. For this reason, it is strongly suggested to begin each assignment early. Work on it regularly over the week rather than waiting until the last day or two. 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.

Assignments: Assignments for each module are listed as "To do List ..." on the course homepage. You will always be given explicit instructions on where to send your assignments. Assignments are usually due on a weekly basis, and the exact dates will always be found in the activities. (*I'm trying my best to make Tuesdays as the due dates since most of you who have taken courses with us may be used to Tuesday due dates.*) If you wish to complete an assignment prior to the due date, you are welcome to do so.

Late Assignments: Sometimes situations occur that prevent us from working on our assignments on time. During the course, every student will be permitted *one* late assignment without losing any points; however, the assignment **cannot be turned in more than a week late**. Any other assignments that are late after this first initial late assignment will have one letter grade per day deducted from it. During the last two weeks of class, all assignments must be turned in on time and cannot be submitted late. Late assignments in the last two weeks of the class will NOT be graded.

The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

Backing up your files: You will be offered several ways to save your work online. However . . . and this is important, **you should always save your work on another storage device on your own computer. I cannot stress this enough . . .**

Faculty Initiated Drop: Please be advised that if you do not "attend" (i.e. log in and submit a self-introduction) 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 self introductions.

Incompletes: Please be advised that I strictly follow the rules for incompletes. In order for me to give you an incomplete in this course, the following two criteria MUST be met:

1. Your work has been satisfactory up to the last three weeks of the semester.
2. 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 you must do 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. If I assign a grade of incomplete you will received an email notification that you have "Registrar To Do Items" on BroncoWeb.

Student Code of Conduct: It is expected that students in this class will create original works for each assignment. We will follow the [BSU Student Code of Conduct](). In the event of academic dishonesty a complaint is filed with the BSU 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.).

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

In addition to the above, 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 may use some 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.

How this Course Fits into the Profession

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

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.

The Department of Educational Technology contributes to this vision by emphasizing the following:

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.

AECT Standards

Course assignments are aligned to the Association for Educational Communications and Technology
(AECT) Standards, 2012 version.
Assignments are listed by number (based on the assignments list above) in the following table under the standard they are aligned to.

	Standard 1 Content Knowledge	Standard 2: Content Pedagogy	3: Learning Environments	4: Professional Knowledge & Skills	Standard 5 Research
Creating	4,5,6			1,2,3,4,5,6	3,4,5,6
Using	1,2,3,4,5,6		1,2,5	3,4,5	1,2,3,4,5,6
Assessing/Evaluating	1,2,3,4,5,6				1,2,3,4,5,6
Managing	1,2,3,4,5,6		2		3,4,5,6
Ethics					3,4,5
Diversity	1,2,5				
Collaborative Practice	1,2,5				
Leadership					
Reflection on Practice	1		1	1	1
Theoretical Foundations	1,2,3,4,5,6		1,2,3,4,5,6	1,2,3,4,5,6	1,2,3,4,5,6

Method	1				

Course Assignments/Grading:

1	Participation	20
2	Jigsaw Discussion/Article Review	15
3	Annotated Bibliography	20
4	Submission of complete draft synthesis paper	5
5	Peer review of other synthesis paper	15
6	Final Synthesis Paper	25

Grade Scale

Final grades are based on the following scale.

Grade	Points Required
A+	98 - 100%
A	93 - 98%
A-	90 - 92%
B+	83 - 92%
B	75 - 83%
C	73 - 82%
D / F	< 73%

Grading Cycle

I will provide grades and detailed feedback within 2 weeks (maximum) of receiving the assignment. My feedback and grading will be timed so that it is formative, and can be integrated into the next assignment. If you don't receive my feedback 1 week after completing your assignment, please send me an email reminder. I like being reminded if I miss something!

Additional Information about Assignments

Describe course-specific assignment requirements such as synchronous/asynchronous delivery or how assignments will be completed/submitted.

Late Work Policy

A percentage point from each assignment, and thus from the final course grade, will be deducted for every day that an assignment is late. In the case of some assignments, delays may make it impossible for me to provide formative feedback, resulting in further grade losses. Please note that I will not accept any assignments after April 27, 2018.