

# Course Syllabus

## Instructor Information

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  - Course News & Announcements: [EDTECH 501 News Forum](#) (RSS enabled)
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## Teaching Philosophy

### I believe that:

1. All students can become lifelong learners.
  2. Significant learning requires commitment and time.
  3. Struggle is a necessary and important part of learning.
  4. Learners must be responsible for their learning.
  5. Teachers should never do for students what they can do for themselves
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## Course Information

**Title of course:** EDTECH 501: Introduction to Educational Technology

**Semester:** Spring 2013

**Dates:** January 22 - May 12, 2013

**Credits:** 3 graduate

## Prerequisites

## **You should be able to perform the following:**

1. Identify and locate specific URLs
2. Conduct basic Internet research
3. Create and save files in Word, Excel, and PowerPoint
4. Create and save documents in Google Drive
5. Download and install programs
6. Update operating system software and other software tools
7. Use a digital camera, microphone, and webcam
8. Send and receive emails and attachments
9. Communicate with various online tools, such as Gmail chat, Google Hangout, or Skype
10. Post and reply to discussion forums

Moodle site: <http://edtech.mrooms.org>

## **Welcome from your instructor**

I would like to welcome you to EDTECH 501, the introductory course in our EDTECH degree program. In this course, you will learn how to become actively involved in our EDTECH program, network with colleagues and professionals, and immerse yourself in the exciting world of educational technology.

This is an online, asynchronous course, which means you can “attend” class during your free hours, allowing you flexibility in your learning.

This syllabus is a very important document, serving as a contract between you and your instructor. It provides detailed information on what you will achieve in this course and how you will get there.

I look forward to meeting and learning with you during this semester.

## **Course format**

This course is learner-centered, meaning that learning is active and requires participation from all students.

Research on learner-centered teaching indicates that it helps students learn more and understand better (Felder & Brent, 1996). Teaching is not something that can only be done by a professor. Students need to be involved and participate in the process. Therefore, this course may be different from previous courses you have taken.

Additionally, in a learner-centered course, you will develop skills you can use in your current or future careers. Prospective employers prefer people who know how to take responsibility for their learning.

Your cooperation and support in this style of teaching and learning is essential to its success. If you adopt an active learning mode, taking responsibility for your own learning and providing helpful feedback to your classmates, you will help build a positive and sustainable environment for learning.

### **Reference:**

Felder, R. M., & Brent, R. (1996). Navigating the bumpy road to student-centered instruction. *College Teaching*, 44(2), 43–47.

### **Catalog description**

Overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research.

### **Learning outcomes**

In this course, you will

1. identify resources for professional growth and development in the field of educational technology;
2. summarize your goals and expectations for this course and the EDTECH program;
3. design and organize an EDTECH Learning Log;
4. synthesize research in educational technology;
5. analyze issues and outline solutions to digital divide/digital inequality;
6. identify and solves challenges in educational technology;
7. compose an overview of technology use planning; and

8. evaluate your school's current technology environment.

## Tips on succeeding in this course

1. Read the syllabus and understand how you will be assessed in this course. Ask for clarifications as needed.
2. Add your instructor to your Gmail contact list.
3. Use our course discussion forums instead of sending your instructor an email.
4. Use Gmail chat or Moodle messaging for quick and immediate answers to questions.
5. Login to the course often and stay on top of discussion forums and communication.
6. Give yourself enough time to work on assignments—don't wait until the weekend to begin working on a weekly assignment.
7. Contact your instructor IMMEDIATELY if you need help or find yourself getting behind.
8. Be impeccable in your writing and research—understand what constitutes plagiarism.
9. Expect to struggle and spend time in learning.

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## Course Schedule

Your instructor has designed this course to accommodate student needs and differentiate instruction, respecting your schedule and technology skills. Thus, you will have the ability to either follow the recommended course schedule or work ahead, accessing future modules/weeks when you have completed the requirements.

You can view the completion requirements at the beginning of each week.

Most of the activities and assignments have requirements (such as posting to forums) before the assignment will be marked completed (a check mark to the right). Some of the resources simply require viewing for completion (such as the [Course Syllabus](#).)

I hope this will help in your planning for the course and even allow you to finish early if desired!

## Materials

### Optional book

*Publication Manual of the American Psychological Association, Sixth Edition*

By American Psychological Association

**Pages:** 272

**Item #:** 4200068

**ISBN:** 978-1-4338-0562-2

**Publication Date:** July 2009

**Format:** Spiral Bound

### Software/Hardware

You will need a computer with speakers and constant 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.

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## Course Policies

### Logging in to course

This is an asynchronous, online course. Should you plan on traveling during the semester, make sure you will have access to the Internet to complete assignments.

You should get in the habit of logging in to our course site at least once a day, to check on any news postings, new student posts, and other course additions.

### Faculty initiated drop

Please be advised that if you do not login to this course at least once during the first week, you will be dropped from class.

## Participation in discussions

This class requires posting to discussion forums and composing thoughtful replies to your classmates' work.

It is essential you apply criticism and comments effectively and with compassion. You will need to post replies that include the positive as well as ways your classmates might improve their work.

Remember, writing can easily be misinterpreted. Make sure you post appropriately and with empathy to all course communications. Follow standard rules of polite online behavior or netiquette at all times.

## Student Code of Conduct

For this course, we will be adhering to the Boise State Student Code of Conduct: <http://osrr.boisestate.edu/scp-codeofconduct/>

Please review this code so that you understand your rights and responsibilities.

## Academic integrity

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.

## 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>

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## Assignments & Evaluation

### Assignments & Evaluation

You are required to complete ALL assignments to receive a final score for this course. This course includes completion tracking, which enables you to quickly and easily see which activities have not been completed by viewing the checkbox at the right-hand side of the activity. However, this course may be different from what you are accustomed. Individual assignments are not graded. Instead, you will be able to view your classmates' work and use this to assess your own work and progress. You will receive feedback from peers and your instructor, which will help you determine if an assignment should be revised.

Additionally, you will have the opportunity to make this course more meaningful and

useful for you. At the beginning of the course, you will review the [course syllabus](#) and identify your [personal learning goals](#) for the course. Then, during the final week of the course, you will have the opportunity to justify your learning through a narrated screen-cast of your learning log and artifacts, discussing what you learned and the grade you feel you have earned. Your instructor will then review your self-evaluation and provide the final score for the course.

## Grading & Criteria

During the final week of the course, you will have the opportunity to explain and justify your learning and the grade you feel you should receive based upon your work.

Following are the letter scores you can achieve for the course and the corresponding requirements:

### **A = Distinguished work - Includes:**

1. Completion of learning log, all artifacts, plus two additional artifacts that address an AECT Standard. Possible examples:
  1. A lesson plan you teach in the classroom or plan to teach, using new knowledge gained from the course.
  2. Presentation to school officials on issues of digital divide and/or digital inequalities in your school.
  3. Article written for publication in an educational journal.
  4. Technology innovations achieved at your school. The list goes on and on.

### **B = Superior work - Includes:**

- Completion of learning log, all artifacts, plus an additional artifact that addresses an AECT Standard.

### **C = Average work - Includes:**

- Completion of learning log and all artifacts

**D = Below average work - Not all components have been completed.**

**F = Failure - Course not completed.**

**I = Incomplete (must have all work completed up to the final 3 weeks)**

## **Types of assignments**

There is no group work in this class. However, you are required to read and respond to your classmates' submissions and be active in the class. Your activity and engagement in the class is what will make it successful and meaningful.

## **Due dates**

Due dates are clearly stated in this syllabus and in the assignment descriptions. They are provided to keep you on track to finish the course on time. You can, however, turn in assignments late. Please make sure you contact your classmates, requesting they provide feedback on assignments.

## **Writing styles**

All writing should be formatted according to APA, 6<sup>th</sup> edition.

## **Re-writes**

You are always encouraged to revise an assignment. The purpose of this class is to help you learn. No re-writes are accepted during the final three weeks of class.

## **Policy on late assignments**

There are no penalties for late assignments. However, you are encouraged to follow the recommended schedule to stay on track.

## **Boise State Incomplete Policy**

Instructors can enter a grade of I — for incomplete — if both of the following conditions

are present:

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, you and your instructor must agree to 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 terms of this contract are viewable on BroncoWeb under Your Student Center To Do List. 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 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.

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## **Student Support Services**

### **Disability services/Accommodation policies**

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.

### **Writing support**

Boise State maintains a Writing Center, which is an excellent resource to help you in proofreading and improving your writing. You may submit writing through email and receive support. For more information, go to the Writing Center website: <http://writingcenter.boisestate.edu/email/>

### **Research support**

Boise State's Albertsons Library is another excellent resource. We have a designated librarian who helps our EDTECH students. For more information, go to our EDTECH Library Guides:<http://guides.boisestate.edu/edtech>

## APA style resources

There are many helpful online resources, should you have trouble learning how to use and apply APA formatting. An excellent online resource is the Purdue OWL guide:<http://owl.english.purdue.edu/owl/resource/560/01/>

## Counseling/Consultation

Please feel free to contact any of our excellent EDTECH support staff for counseling and other support services:

- Student Outreach Coordinator: Kellie Branson ([kbranson@boisestate.edu](mailto:kbranson@boisestate.edu))
- Admissions Advisor: Dixie Conner ([dixieconner@boisestate.edu](mailto:dixieconner@boisestate.edu))
- Academic Advising: Paul Castelin ([paulcastelin@boisestate.edu](mailto:paulcastelin@boisestate.edu))
- Moodle Support: [moodlesupport@boisestate.edu](mailto:moodlesupport@boisestate.edu)
- EDTECH Library Support: Margie Ruppel ([margieruppel@boisestate.edu](mailto:margieruppel@boisestate.edu))
- EDTECH Interim Department Chair: Dr. Ross Vaughn ([rvaughn@boisestate.edu](mailto:rvaughn@boisestate.edu))

## EDTECH Website

<http://edtech.boisestate.edu>

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## Instructional Emphasis

### Peer reviews, sharing

This course may be different from what you are accustomed. One of its strengths (and challenges) is that you will be **required to view SOME of your classmates' assignments, providing helpful feedback.**

The interactive and cooperative discussion forums should strengthen and promote class community, while also providing you with a way to self-assess your progress.

**In order to facilitate this process, you will be required to view, read, and comment on at least 5 of your classmates' submissions or your small group's submissions.** That way, you will not be overwhelmed with viewing classmates' work, but will be able to self-assess your work and progress.

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## **Other Useful Information**

### **Study time expected**

Plan to spend anywhere from 8 - 15 hours during the regular semester or 16 – 30 hours during summer session on this class, depending upon your skill level. It is in your best interest to start early on each assignment, to give yourself time to fix technical issues or get help before a due date passes.

### **Withdrawal dates**

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

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## **AECT Standards (SMETS)**

Throughout this course, you will be creating artifacts that align with various AECT Standards (*Standards for the Accreditation of School Media Specialist and Educational Technology Programs or SMETS*). You will be linking to or embedding these artifacts through posts on your EDTECH Learning Log. You will assign a category or categories (AECT Standards) to each post, in order to organize your work throughout the EDTECH program. Categories will enable you to easily locate the artifacts assigned to AECT Standards.

Your instructor has identified standards that best align with the AECT Standards. However, you may also identify other standards you feel also align with the artifact.

Keep in mind you will need to justify why the artifact aligns with the standard and connect practice to theory in your final portfolio. Helpful ideas on research to include and other discussions about the artifact are included below each of the standards.

If you ever use any of your artifacts in the classroom or develop additional materials that result from your initial artifact, then this would be an excellent artifact to use in your final portfolio.

As you progress in this program, it is essential you keep adding artifacts to your learning log, include relevant information about each one, and assign the appropriate AECT Standard(s) to each one.

Please refer to the [AECT Standards \(PDF\)](#) document for more detailed information. This will help you identify how and why your artifacts created in the program align with the Standards.

## **STANDARD 2: DEVELOPMENT**

**Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.**

**"Development is the process of translating the design specification into physical form" (Seels & Richey, 1994, p. 35).**

**2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.**

- **Learning Log**

Your Learning Log is an excellent example of how you are demonstrating the knowledge, skills, and dispositions to develop experiences using audiovisual, computer-based, and integrated technologies. You might want to cite research from Helen Barrett, a leading scholar in this field, to further support the development and use of a portfolio as a performance indicator. Your final portfolio can be used to address this sub-standard of Standard 2: Development.

### **2.4 Integrated Technologies**

**"Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer" (Seels & Richey, 1994, p. 40). In-**

egrated technologies are typically hypermedia environments which allow for: (a) various levels of learner control, (b) high levels of interactivity, and (c) the creation of integrated audio, video, and graphic environments. Examples include hypermedia authoring and telecommunications tools such as electronic mail and the World Wide Web.

- **Digital Inequality Assignment**

You might want to include research on multimedia learning theory and multimedia principles to support the use of this artifact for this standard.

### **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.**

**"Utilization is the act of using processes and resources for learning" (Seels & Richey, 1994, p. 46).**

#### **3.1 Media Utilization**

"Media utilization is the systematic use of resources for learning" (Seels & Richey, 1994 p. 46). Utilization is the decision-making process of implementation based on instructional design specifications.

- **EDTECH Challenges**

You might want to include information from the current Horizon Report to connect practice to theory. Also, if you actually implement improvements in your school or classroom by removing obstacles to the use of technology in the classroom, this would provide additional support.

#### **3.2 Diffusion of Innovations**

"Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption" (Seels & Richey, 1994, p. 46). With an ultimate goal of bringing about change, the process includes stages such as awareness, interest, trial,

and adoption.

- **EDTECH Challenges**

This assignment involves a discussion of an obstacle to technology use in your own school, business, or classroom, addressing the standard of diffusion of innovations. Through technology-enhanced instruction using innovation, you would be bringing about change in your classroom and school. As a leader in educational technology, you could be the mentor in your school who could provide awareness and interest, with the goal of other teachers adopting more innovative teaching with technology.

- **Digital Inequality**

This assignment would be an excellent example of diffusion of innovations. The ultimate goal is to bring about change. You would want to include resources and research on digital inequality.

### **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" (Seels & Richey, 1994, p 47). The purpose of implementation is to facilitate appropriate use of the innovation by individuals in the organization. The goal of institutionalization is to integrate the innovation within the structure and behavior of the organization.

- **EDTECH Challenges**

Include information from the Horizon Report to substantiate your discussion of how an obstacle to using technology in the classroom can be addressed and resolved.

### **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" (Seels & Richey, 1994, p 47). This includes such areas as web-based instruction, instructional and community television, copyright law, standards for equipment and program, use policies, and the creation of a

system which supports the effective and ethical utilization of instructional technology products and processes.

- **Digital Inequality**

Policies and regulations that affect the diffusion and use of technology are addressed in this artifact. For additional research to support this artifact/standard, use any of the digital inequality resources in our module. You might want to include a discussion of the ethical issues involved in addressing digital inequality.

- **Technology Use Planning Overview**

You discuss technology use planning in this document, which includes the "creation of a system which supports the effective and ethical utilization of instruction technology products and processes." Include research that support the creation and implementation of technology use planning.

## **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.**

**"Management involves controlling Instructional Technology through planning, organizing, coordinating, and supervising" (Seels & Richey, 1994, p. 49).**

### **4.2 Resource Management**

"Resource management involves planning, monitoring, and controlling resource support systems and services" (Seels & Richey, 1994 p 51). This includes documentation of cost effectiveness and justification of effectiveness or efficiency for learning as well as the resources of personnel, budget, supplies, time, facilities, and instructional resources..

- **School Evaluation Summary**

This assignment also addresses this standard, by examining school technology resources, personnel, supplies, facilities and instructional resources.

## 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" (Seels & Richey, 1994, p. 51). Information is available in many formats and candidates must be able to access and utilize a variety of information resources for their professional benefit and the benefits of future learners.

- **RSS Feeds**

This assignment involves the planning, monitoring, and controlling the processing of information to facilitate learning. It would be an excellent artifact example, especially if you included a discussion of an application of using RSS in your classroom.

- **Annotated Bibliography**

This assignment is just a part of the overall process you used to gather and analyze information using Google Scholar, Albertsons Library, and other online resources. You should discuss how you used digital literacy to evaluate resources, how you used effective searching strategies, and how Zotero helped you easily collect, organize, and share resources. You might also want to include research that supports the use of bibliographic software management tools in conducting effective research.

- **Learning Log**

Your learning log is an excellent example of information management, where you are controlling the "storage, transfer, or processing of information in order to provide resources for learning."

## 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.**

**"Evaluation is the process of determining the adequacy of instruction and learning"**

(Seels & Richey, 1994, p. 54). SMETS candidates demonstrate their understanding of the domain of evaluation through a variety of activities including problem analysis, criterion-referenced measurement, formative evaluation and summative evaluation.

### 5.1 Problem Analysis

"Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies" (Seels & Richey, 1994, p. 56). SMETS candidates exhibit technology competencies defined in the knowledge base. Candidates collect, analyze and interpret data to modify and improve instruction and SMETS projects.

- **School Evaluation Summary**

In this assignment, you used information-gathering and decision-making strategies to evaluate your school's technology environment. You collected, analyzed, and interpreted data to arrive at a technology level for your school. You also included ideas on how your school might improve its technology environment. Use research about the importance of technology use planning in your discussion of this artifact.

### 5.2 Criterion-Referenced Measurement

"Criterion-referenced measurement involves techniques for determining learner mastery of pre-specified content" (Seels & Richey, 1994, p. 56). SMETS candidates utilize criterion-referenced performance indicators in the assessment of instruction and SMETS projects.

- **School Evaluation Summary**

In this assignment, you used a survey instrument to collect data. Use research on technology use planning to further support the importance of this artifact.

### 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"

(Seels & Richey, 1994, p. 57). SMETS candidates integrate formative and summative evaluation strategies and analyses into the development and modification of instruction, SMETS projects, and SMETS programs.

- **School Evaluation Summary**

In this assignment, you evaluated your school's technology environment. If you are also involved in a school technology use planning process, this would be additional information to include about your artifact. Include research on the importance of technology use planning in the schools to justify the importance of this artifact.

## 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" (Certo et al., 1990, p. 168). SMETS candidates demonstrate formal efforts to address the future of this highly dynamic field including the systematic review and implementation of current SMETS development and innovations.

- **School Evaluation Summary**

This assignment demonstrates the importance of long-range planning, although we do discuss short-term planning as well. Include documentation and research about the importance of creating a technology use plan.

## References

Certo, S. C., Husted, S. W., Douglas, M. E., & Hartl, R. J. (1990). *Business* (3rd ed.). Boston: Allyn & Bacon.

Seels, B., & Richey, R. (1994). *Instructional technology: The definition and domains of the field*. Bloomington, IN: Association for Educational Communications and Technology.

## Subject to change notice

The instructor reserves the right to change this syllabus. You will be notified of any changes immediately through the [EDTECH 501 News Forum](#).