This is an older copy of the course syllabus which will be updated when the course is taken.

EDTECH 601: Doctoral Studies Orientation

3 Credit Online Course

Instructor Information

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*Email is the best way to reach me. If I haven't responded within 48 hours, please email me again.

Course Description

Introduction to the purpose and nature of doctoral studies in educational technology. 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. Must be taken in first semester enrolled in doctoral program. PREREQ: Admission into the doctoral program in Educational Technology.

Course Outcomes

After completing this course you will be able to:

1. Illustrate the stages of doctoral studies
2. Identify the critical components of dissertations and critically evaluate completed dissertations
3. Using library resources, locate and evaluate educational research
4. Describe ethics involved with researching human subjects
5. Apply academic writing principles
6. Synthesize research on a specific topic related to educational technology
7. Evaluate different elements of the EdTech profession (e.g., leaders, organizations, conferences, social media / listservs, books, and journals)
8. Critique educational technology theories and research

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. When you login to Moodle, look for a link to EDTECH 601-4201 (SU18).

Course Materials

Publication Manual of the American Psychological Association (6th Edition)
Be sure to get the 2010 version; I also recommend getting the spiral bound (even though it is more money) because it holds up better and is easier to use over time.

AECT Student Membership
"AECT is an international professional association dedicated to providing leadership in educational

communications and technology by linking professionals holding a common interest is the use of technology and its application to the learning process. Student Membership comes with all Member Benefits, including discounts on publications, a one-year subscription to *TechTrends*...and other member-only benefits. Student members are subject to verification - only full-time, enrolled students are eligible for this special membership rate."

You are asked to join AECT for two main reasons: 1. It is the oldest educational technology organization; every doctoral student should be familiar with AECT and its role in the field; 2. A number of the readings this semester are free for AECT members. https://mms.aect.org/members/newmem/registration.php?orgcode=AECT

Attendance & Communication

You should plan to spend 18 - 24 hours a week on this course (because it is a 7 week course). Each week you should login to the course shell at least three different days each week and check your Boise State email 5 days a week.

Asynchronous Discussions: There will be full class and small group discussions throughout this course. As doctoral students, I expect you to login regularly to discuss course content with your peers each week. Logging on once or twice a week or taking weeks off of the course will not work in a doctoral level course.

Synchronous Discussions: We will meet for Happy Hour a few times this semester. Happy Hour is a time to meet to talk about the course, problems you might be having, or anything else that is on your mind. These meetings are optional, but you are encouraged to attend and you can earn points for attendance. I will log off if nobody shows up during the first fifteen minutes. Additional synchronous sessions can be added throughout the semester as needed as well. I realize that these times might not work for everybody. I will record each Happy Hour and post it in the course. One-on-one meetings can always be scheduled to talk about anything in the course.

- 1st Happy Hour: May 16th 6:00 pm (MDT)
- 2nd Happy Hour: May 30th 6:30 pm (MDT)
- 3rd Happy Hour: June 13th 7:00 pm (MDT)

Internet Connectivity

You need an up-to-date computer with an Internet connection in this course.

Course Assignments, Assessments, & Grades

Overview of Assignments
Detailed information about each assignment is posted in Moodle.

	Graded Assignments	Points
1	Pre-course Survey (WEEK 1)	10
2	Academic integrity module (WEEK 1)	10
3	Stages of a doctorate infographic (WEEK 3)	50
4	Dissertation report project (WEEK 4)	200
5	Book review (WEEK 5)	200
6	Professional website (WEEK 6)	50
7	Conference proposal & Peer Review (WEEK 7)	100
8	Conference presentation (WEEK 7)	100
9	Annotated bibliography (WEEKS 3-7)	200

10	APA Final exam (WEEK 7)	20
11	Post-course Survey (WEEK 7)	10
	Professionalism (WEEKS 1-7)	50
	Total Points	1000

Description of Major Assignments

Dissertation report project (20%): You will locate and read four different dissertations. At least one should be qualitative, one quantitative, one a "Ph.D. dissertation," one a "Ed.D." dissertation from the Boise State EdTech or C&I program, and one written by a current EdTech faculty. You will read the first and last chapter and then skim remaining chapters of each dissertation. After analyzing the dissertations, you will outline your key findings and summarize what you have learned in a report. [Outcome 2]

Book review & peer review (20%): You will select a book (not an edited book or a text book) that focuses on educational technology in some way. You will read the book and then write a review of the book. You will review others work, revise your review, and submit it for publication. You can do this in groups of up to 4 students if you like. [Outcome 2, 5, 7, 8]

Annotated bibliography (20%): The purpose of this assignment is to help you begin the process of gathering research in an organized way as well as to provide you with some 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. [3, 5, 6, 8]

Conference Proposal submission & peer review and Conference Presentation (20%): You will write a conference proposal based on a topic of your choice. This is most likely on the same topic of your annotated bibliography but it does not have to be. After you write your proposal, your proposal will be peer reviewed by others in the class. You will then complete a final presentation during the last week of class based on this the topic of your proposal. [Outcome 3, 4, 5, 6, 8]

Professionalism (5%): You are not a master's student. You are a professional seeking a professional doctorate. Therefore, you are expected to exhibit a level of professionalism in everything you do this semester. This includes logging in regularly, being responsive to your peers (and when appropriate group members), as well as turning in excellent work for activities as well as graded assignments in a timely fashion.

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	Standard 3 Learning Environments	Standard 4 Professional Knowledge & Skills	Standard 5 Research
Creating		7, 8			
Using	3	7, 8			
Accessing/Evaluating					4, 9
Managing	3				
Ethics	2, 12		2		5
Diversity of Learners					
Collaborative Practice					

Leadership					
Reflection on Practice					
Theoretical Foundations					4, 5, 9
Method					4, 9

Grades and Feedback

Final grades are based on the following scale.

Grade	Points Required
A	940 - 1,000
A-	900 - 939
B+	870 - 899
B	840 - 869
B-	800 - 839
C+	770 - 799
C	740 - 769
C-	700 - 739
D	600 - 699
F	0 - 599

Grading Cycle: All assignments are graded together as a group to maintain a higher level of consistency. Grading begins on the first day after a due date and is typically completed before the next due date. You may track your progress through Grades in Moodle. You can redo any individual assignment to pick up additional points as long as the updated assignment is turned in within two weeks of when it was graded and before the end of the semester.

Feedback: I will provide extensive feedback on major assignments. You will also receive feedback from your peers. Additional feedback can be provided as needed and requested.

Late Work

Due Dates: Assignments, unless stated otherwise, are due on Mondays by 11:59pm Mountain time on scheduled due dates.

Point Deduction for Late Work: Ten points may be deducted for each day an assignment is late. For example, an assignment that is two days late can lose 20 points as a late penalty. Also, please keep in mind that there are only a few days between when courses end each semester and when grades are due; therefore, all assignments turned in after the last day of classroom instruction, based on the Boise State Academic Calendar, will be deducted 15% of the total points the assignment is worth.

Emergency Pass: If you have a major event such as a death in the family, illness, hospitalization, or you are out of town, you may turn in one assignment under the emergency pass. This assignment may be up to one week late and still qualify for full credit. After the one week extension has passed, ten points per day can be deducted until the assignment is no longer worth any credit.

Your Responsibility with Late Work: If you are going to be late turning in an assignment for any reason, please e-mail the instructor at patricklowenthal@boisestate.edu on or before the scheduled due date. When the assignment is completed you must send a follow-up email to let the instructor know it is ready to grade. This is how the late work

penalty is calculated. Failure to notify the instructor could lead to a grade of zero.

Reasonable Accommodations

Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at https://eac.boisestate.edu/.

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

Phone: 208.426.1583
Email: eacinfo@boisestate.edu
Website: https://eac.boisestate.edu

Privacy

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

Academic Honesty

Students are expected to create original work for each assignment. Students must follow the Boise State Student Code of Conduct as well as observe U.S. copyright laws in this course. In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

Policy for Incompletes

Incompletes are not guaranteed. However, when they are given, incompletes adhere to Boise State University guidelines as follows:

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

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

In order to receive an incomplete, 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 my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but 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.

Tentative Course Schedule

Detailed information about assignments is posted in Moodle. The instructor reserves the right to make changes to the schedule as needed.

Major Activities	Readings*
WEEK 1: Introduction to the Course (5/7 - 5/13; Assignments due 5/14)	
- Pre-course Survey - Bio and Introductions - Academic Integrity Course	- Educational Technology: A Definition with Commentary Ch. 1- Definition** (14 pages) - Labels Do Matter! A critique of AECT's redefinition of the field (8 pages) - The Computer delusion?(17 pages) - Is Google Making Us Stupid (5 pages) - The second educational revolution: Rethinking education in the age of technology (10

	pages)
WEEK 2: Foundations of the Field (5/14 - 5/20; Assignments due 5/21)	
- Description of the field - Bio's of EdTech Leaders - Identify focus of projects - Happy Hour #1	- Historical Foundations by Molenda Ch. 1** (18 pages) - Theoretical Foundations Ch. 2** (8 pages) - Cousins but Not Twins: Instructional Design and Human Performance Technology in the Workplace Ch. 4** (10 Pages) - Bridging Learning Theories and Technology-Enhanced Environments: A Critical Appraisal of Its History Ch. 1** (17 pages)
WEEK 3: Ed.D. Defined (5/21 - 5/27; Assignments due 5/28)	
- Ed.D. infographic group project - Share annotated bib articles	There is more reading this week because you are expected to work in teams to read each of the following and then use them to help create an infographic of the Ed.D. - The Case for a Modern Doctor of Education Degree (5 pages) - Should I Stay or Should I Go? Student Descriptions of the Doctoral Attrition Process (27 pages) - The Ph.D. versus the Ed.D.: Time for a decision (15 pages) - Reclaiming Education's Doctorates: A Critique and a Proposal (7 pages) - Rethinking the Ed.D., or What's in a name? (15 pages) - Preparing stewards of the discipline (17 pages) - Final Report: The Carnegie Project on the Education Doctorate 2007-2010 (25 pages) - An analysis of professional practice Ed.D. dissertations in Educational Technology (10 pages) - Producing the professional doctorate: the portfolio as a legitimate alternative to the dissertation (10 pages) - Education should consider alternative formats for the dissertation (5 pages) - Begin reading dissertations for the following week
WEEK 4: Research, Writing, & Dissertations (5/28 - 6/3; Assignments due 6/4)	
- Dissertation project - Annotated Bib progress - APA Quiz - Happy Hour #2	Read dissertations you select for the dissertation project
WEEK 5: Book Reviews (6/4 - 6/10; Assignments due 6/11)	
- Book review - APA Quiz	- Design Research: A Socially Responsible Approach to Instructional Technology Research in Higher Education - Case Studies as Qualitative Research - Action Research - Three Approaches to Case Study Methods in Education: Yin, Merriam, and Stake - Qualitative Research Designs - Ch. 13: Experiments, quasi-experiments, single case research, and meta-analysis - Taking the "Q" Out of Research: Teaching Research Methodology Courses Without the Divide Between Quantitative and Qualitative Paradigms (login to the library to access this article)
WEEK 6: The EdTech Profession (6/11 - 6/17; Assignments due 6/18)	
- Professional website - EdTech Journals and Organizations - APA Quiz - Happy Hour #3	- Ch. 15 Worldwide List of Organizations in Learning, Design, Technology, Information, or Libraries (skim 38 pages) - Ch. 17 Worldwide List of Graduate Programs in Learning, Design, Technology, Information, or Libraries (skim 95 pages) - Code of Professional Ethics - Professional Ethics and Educational Technology (43 pages) - Intentional web presence (10 pages)

	• Creating an intentional web presence: Strategies for every educational technology professional (11 pages)
Week 7: Professional Presentations (6/18 - 6/24; most Assignments due 6/25)	
• Conference proposal & peer review • Professional Presentation • APA Final exam • Post-course Survey	no assigned reading

*Page numbers are estimates included to help you schedule your time each week.

**Must have an AECT membership and login with your AECT credentials to access.
Refer to the Boise State Academic Calendar for University dates and deadlines (e.g., the last day to drop).

Conceptual Framework

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

Department of Educational Technology Mission

The Department of Educational Technology is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology