EDTECH 501 Syllabus

Instructor Information

Anthony Saba

How to best contact me:

Google Talk (now called Hangouts) either text, talk via microphone, or video chat. (My Google+ Account: anthonysaba@boisestate.edu)

Google+: Send me a notification through Google Plus. You will be using this tool extensively in this class.

Gmail: anthonysaba@boisestate.edu

My Adobe Connect Virtual Office: Anthony's 501 Office in Adobe Connect

Course News & Announcements: EDTECH 501 News Forum (RSS enabled)

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.

Course Information

- Title of course: EDTECH 501: Introduction to Educational Technology
- Semester: Fall 2013
- Dates: August 26 - December 15, 2013
- Credits: 3 graduate

Prerequisites

To be successful in this course, you should be able to perform the following:

1. Cut, copy, and paste text using keyboard shortcuts
2. Identify and locate specific URLs
3. Conduct basic Internet research
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
10. Post and reply to discussion forums

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

Course format

This course has been designed to facilitate a strong social and learner-centered environment, meaning that learning is active and **requires participation from all students**. You will be actively engaged in sharing, reading, reviewing, and commenting on your classmates' work they post to their learning logs and our EDTECH 501 Google Plus Community.

Research on learner-centered teaching indicates that it helps students learn more and understand better (Felder & Brent, 1996). We believe that teaching is not something that can only be done by a professor. Students also need to be involved and participate in the process.

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 and can navigate social tools.

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.

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. Analyze one or more elements of the definition of educational technology:
2. Explain RSS technology;
3. Synthesize research to support the use of technology in education through using Google Docs research tools, Google Scholar, and Albertsons Library;
4. Analyze one technology trend in the K-12 Horizon Report;
5. Research digital divide/digital inequality at your school or business;
6. Compose an overview of technology use planning;
7. Evaluate and summarize 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. Create a Google+ profile and learn how to communicate using this social tool.
3. Add your instructor to your Gmail contact list so you can chat with him/her.
4. Create a small group circle in G+ by the end of Week 1.
5. Use discussion forums and/or G+ to post questions instead of using email.
6. Use Gmail chat for quick and immediate answers to questions.
7. Track your G+ notifications and stay on top of reviewing and commenting on your small group members' work.
8. Give yourself enough time to work on assignments—don’t wait until the weekend to begin working on a weekly assignment.
9. Contact your instructor IMMEDIATELY if you need help or find yourself getting behind.
10. Expect to struggle and spend time in learning.

Course Completion, Schedule, & Due Dates

Your instructor has designed this course to accommodate varying student technology skills and abilities, respecting your schedule and personal preferences.

Modules will be visible a week in advance, so if you want to work ahead one week, please feel free to do so.

Due dates are clearly stated in each week's assignments. Please turn in your assignments on time, as this will allow your instructor to provide timely feedback.

Course Materials

Books

(Optional, but really good to have. You might also check your library.)

- *Publication Manual of the American Psychological Association, Sixth Edition* (We recommend the spiral-bound edition.)
- *What the Plus! Google Plus for the Rest of Us* (Download PDF file)

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.

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.

Assignment Submissions

In this course, you will be creating products (or what we call "artifacts") that align with an AECT Standard or Standards. You will be sharing these artifacts, along with thoughtful reflections to your Blogger Learning Log and our EDTECH 501 G+ Community.

Weekly activities and assignments are clearly posted and include complete instructions on how to start and complete an assignment, along with a rubric of minimum elements required.

You are provided with a **"one-column" rubric**--a checklist of minimum required elements for each artifact. Please get in the habit of referring to the rubric BEFORE submitting and sharing your assignment with your classmates.

You will also submit the permalink (direct link to your learning log post) of each artifact to an assignment link in Moodle. This will help you keep track of assignments completed and submitted. After your assignments are graded, you will see a check-mark to the right of each one on our Moodle course home page, indicating you have completed that assignment.

Your instructor will review and grade your assignments according to the rubrics. In order to view instructor comments on individual criteria in the rubric, you will need to click the Joule grader link.

Why Use Google+?

The purpose for using Google+ is to enable your instructor and classmates to easily view your new work and be instantly alerted (make sure you know how to enable notifications in your G+ settings for our G+ Community and how to identify when notifications arrive) when new work is submitted. These posts will be shared with your instructor and classmates, who can provide helpful feedback.

If you are unfamiliar with Google+, your instructor recommends spending time exploring the interface and reading/reviewing their support page: http://support.google.com/plus/?hl=en

At the minimum, you should know how to create a Google+ profile, how to join our Google+ EDTECH 501 community, how to post to Google+, how to create circles and add people to your circles, how to share and re-share your posts, how to create a Blogger site and how to link to your G+ profile, and how to read and comment on your classmates' posts.

Please create your small group G+ circle at end of first week: Your instructor will randomly divide you into small groups at the end of week one. You are required to read, review, and comment on your small group members' work during this course.

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 Patch-writing:

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. Patch-writing: Writing passages that are not copied exactly, but have been borrowed from another source. First offense: review and revision of assignment. Continued patch-writing 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.ed...lity.shtml

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Assignments & Evaluation

Participation & Feedback

In this course, you are expected to be an active participant. You will read, review, and provide helpful feedback to your small group members through Google+. This will not only help your classmates--it will help you better self-assess your work and make improvements/revisions as needed. If you view just your small group circle in G+, you can easily locate and provide feedback to just those posts.

You are required to provide feedback to all of your small group members' artifacts submitted. Your feedback should be comprehensive and helpful, including advice for improving artifacts when needed. At the end of this course, you will complete a Course Participation self-

assessment, that will rate your participation and the quality of your feedback to your small group members.

Need to revise an artifact?

If your artifact needs revision, you should revise your learning log post and share it again with our G+ Community.

Course Assignments & Grades

You will create 7 artifacts in this course, each of which is worth a total of 100 points each and 100 points for participation:

- Elements of EDTECH, 100 points
- RSS in Education, 100 points
- EDTECH Research, 100 points
- Tech Trends, 100 points
- Digital Divide/Digital Inequality, 100 points
- Technology Use Planning Overview, 100 points
- School Evaluation Summary, 100 points
- Course Participation, 100 points
- Total Points = 800 points

Letter Scores

- 720 - 800 points = A
- 640 - 719 points = B
- 560 - 639 points = C
- 480 - 559 points = D
- <480 points = F

You can easily determine your current status in the course by checking your grades in the Grades link. You are also encouraged to view detailed rubric feedback from your instructor by clicking the Joule grader link.

Assignments	Due date
Elements of EDTECH	Monday, September 16, 2013, 11:55 PM
RSS in Education	Monday, September 30, 2013, 11:55 PM
EDTECH Research	Monday, October 14, 2013, 11:55 PM
Tech Trends	Monday, October 28, 2013, 11:55 PM
Digital Divide/Digital Inequality	Monday, November 11, 2013, 11:55 PM
Technology Use Planning Overview	Monday, November 18, 2013, 11:55 PM
School Evaluation Summary	Monday, December 9, 2013, 11:55 PM

Writing styles

All writing should be formatted according to APA, 6th edition.

Revisions

You are always encouraged to revise an assignment. The purpose of this class is to help you learn. No revisions 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:

- 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 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.

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)
- Admissions Advisor: Dixie Conner (dixieconner@boisestate.edu)
- Academic Advising: Paul Castelin (paulcastelin@boisestate.edu)
- Moodle Support: moodlesupport@boisestate.edu
- EDTECH Library Support: Margie Ruppel (margieruppel@boisestate.edu)
- EDTECH Website: http://edtech.boisestate.edu

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 MyBoiseState (http://broncoweb.boisestate.edu).

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).

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.

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 track of your artifacts, your course syllabi, and any other information you might want to add and include in your final showcase portfolio.

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.

AECT Standards	Course Artifacts
STANDARD 1 DESIGN Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.	
1.1 Instructional Systems Design Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction.	
1.2 Message Design Message design involves planning for the manipulation of the physical form of the message.	
1.3 Instructional Strategies Instructional strategies are specifications for selecting and sequencing events and activities within a lesson.	
1.4 Learner Characteristics Learner characteristics are those facets of the learner's experiential background that impact the effectiveness of a learning process.	
STANDARD 2 DEVELOPMENT Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.	
2.1 Print Technologies Print technologies are ways to produce or deliver materials, such as books and static visual materials, primarily through mechanical or photographic printing processes.	
2.2 Audiovisual Technologies Audiovisual technologies are ways to produce or deliver materials by using mechanical devices or electronic machines to present auditory and visual messages.	

2.3 Computer-Based Technologies Computer-based technologies are ways to produce or deliver materials using microprocessor-based resources.	
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.	RSS in Education Digital Divide/Digital Inequality
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.	
3.1 Media Utilization Media utilization is the systematic use of resources for learning.	RSS in Education EDTECH Research
3.2 Diffusion of Innovations Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption.	Tech Trends Digital Divide/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.	Tech Trends
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.	Elements of EDTECH Tech Trends Digital Divide/Digital Inequality Technology Use Planning Overview

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.	
4.1 Project Management Project management involves planning, monitoring, and controlling instructional design and development projects.	
4.2 Resource Management Resource management involves planning, monitoring, and controlling resource support systems and services.	School Evaluation Summary
4.3 Delivery System Management Delivery system management involves planning, monitoring and controlling 'the method by which distribution of instructional materials is organized' . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner.	
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.	RSS in Education EDTECH Research
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.	
5.1 Problem Analysis Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies.	School Evaluation Summary
5.2 Criterion-Referenced Measurement Criterion-referenced measurement involves techniques for determining learner mastery of pre-specified content.	School Evaluation Summary
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.	School Evaluation Summary

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.	School Evaluation Summary