EDTECH 501: Intro to EdTech

Spring 2010

Your Instructor

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Welcome! Gmail chat or Moodle messaging are the best ways to contact me during weekdays.

EdTech 501 Course Description

This course is an overview of the field of educational technology emphasizing current issues, leadership in technology use planning, and evaluation/synthesis of research.

The EdTech Program

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, and in education-related businesses in the private sector.

College of Education Conceptual Framework

Department of Education Technology Mission Statement

Course Objectives

In this course, you will:

1. reflect upon your first memory of an educational technology through a discussion forum;
2. analyze one element of the current definition of educational technology through a collaborative writing activity in Google Docs;
3. apply correct APA style through using Zotero, citation practice, writing assignments, discussion forum posts, and online tutorials;
4. compare Digital Divide to Digital Inequality and propose solutions in a letter to the audience of your choice;
5. research technology trends through reading the current Horizon Report, investigate and discuss a tool you could use in your own classroom, school, and/or business through a discussion forum activity;
6. list ways RSS can be used as a media resource for learning;
7. develop a personal Zotero library, contribute to a shared class library, and analyze resources for an annotated bibliography to support your final research synthesis paper;
8. identify and evaluate three professional development models and your experiences with professional development;
9. evaluate your school's current technology environment through a Technology Maturity Model evaluation tool;
10. identify and list the elements of a Technology Use Plan through a Google Docs presentation;
11. argue for the effective use of technology in education through a final paper, synthesizing research compiled throughout the semester;
12. critique a self-selected book from the SCoPE website or other technology book of your choice;
13. review a live or archived presentation of an EDTECH Showcase presentation or SCoPE seminar; and
14. reflect upon learning through creating a WordPress Learning Log, posting one reflection and artifact, and creating AECT Standards for blog categories.

Required Course Text

Required Text
Publication Manual of the American Psychological Association, Sixth Edition
Author: American Psychological Association ISBN: 978-1-4338-0562-2
Publication Date: July 2009
Edition: Spiral Bound

Where to Buy Text?

Text should be ordered immediately if it has not already been purchased. You can buy at one of the following locations:

APA: http://www.apastyle.org/products/4200068.aspx
Amazon
Boise State University Bookstore
Barnes and Noble

If you purchase from a web site such as Half or Ebay where you can purchase text books used from individuals, please be aware that you may not receive your textbooks for several weeks after your purchase date. If ever using these types of web sites, please purchase your books several weeks in advance of the beginning of the course.

Required Software

	Windows	**Mac**
Anti-Virus Software (Free or minimal cost)	ClamWin Free Anti-Virus Norton Anti-Virus	Norton Anti Virus
Application Tools	Microsoft Office OpenOffice (free)	Microsoft: Mac OpenOffice (free)
Web Browsers (Free)	FireFox for Windows	FireFox for Mac
Flash Players (Free)	Quick Time	Quick Time
Quick Time (Free)	Quick Time	Quick Time
Google Apps	Available through your BSU Gmail account	Available through your BSU Gmail account

Software Discounts

Students and educators are eligible for discounts for certain software. Two places you can purchase software at a discount are: BSU Bookstore and Academic Superstore. Check there before purchasing any software such as Adobe CS4 and Microsoft Windows.

Hardware Requirements

You will need a computer with speakers and Internet access. High speed Internet access yields the best results in this class.
A microphone will be required for this course for potential web conferencing. A web-cam is also strongly recommended.

Schedule and Assignments

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

EDTECH 501 Course Schedule

Date	Activities
Module 1: Introduction January 19 - 26, 2010	• Introduction to course • Update Moodle profile • Add to Course Directory • Questions
Module 2: Educational Technology: Definition, Collaboration, Research January 27 - February 2, 2010	• Elements of Education Technology Collaborative definition • DB#1: First Memory
Module 3: Ethical Issues February 3 - 9, 2010	• Digital Inequality assignment • DB#2: Digital Inequality
Module 4: Tech Trends February 10 - 16, 2010 President's Day Holiday: 2/15	• Horizon Report: New Technologies • DB#3: Tech Trends Forum
Module 5: Searching, Researching, Zotero, & APA Style February 17 - March 9, 2010	• Learning Zotero • Conducting Research • DB#4: RSS Feeds Forum
Module 6: Professional Development March 10 - 16, 2010	• Researching PD Models • DB#5: Professional development models Forum • Learning Log
Module 7: Technology Use Plans March 17 - April 20, 2010	• Tech Use Plans research • School Environment Evaluation • Tech Use Plan Techniques Presentation
Module 8: Research Synthesis Paper April 21 - May 4, 2010	• Research Synthesis Paper
Module 9: Course Reflection May 5 - 7, 2010	• DB#9: Bumper Sticker Forum • Submit Learning Log URL

Posting of Assignments: Detailed information about assignments will be posted in Moodle. Assignments begin on every Tuesday, and are typically due the following Wednesday as posted.

Please check Moodle at least twice per week to read announcements and check for assignment updates. Also, check your email at twice per week for course related correspondence.

Note that the default email address in Moodle is your BSU email address. Please check your personal information in Moodle to see if the email address listed there is the one you with to be contacted with. If not, please change it right away.

Assignment Submission: All assignments must be submitted by Tuesday on the assigned due dates in your assignment. Assignments will be submitted in various formats whether it is via Discussion Board, Email, or posting to our student websites, etc. The methods will be outlined in each weekly assignment.

Grades: Your assignments will be reviewed and posted within one week after the assignment due date. Depending upon the assignment, you will receive a rubric with comments or receive points earned for assignment completion. Please check the gradebook area by the Tuesday following the assignment due date. If you do not have an assigned grade, please contact me.

Here is a list of the assignments and projects for this semester:

Assignments	Purpose	Points
DB#1: First Memory		10
DB#2: Digital Inequality		10
DB#3: Tech Trends		10
DB#4: RSS Feeds	Purpose of discussions, informal writing, and other communication is to help you identify technology issues and trends, discover areas of interest, share reflections, and organize research for your final research synthesis paper.	10
DB#5: Professional development models		10
DB#6: Tech Use Plan Techniques		10
DB#7: Book Club		10
DB#8: Seminar		10
DB#9: Bumper Sticker		10
Chapter 3 Response	Purpose of writing responses to APA Manual readings is to identify key concepts of scholarly writing and APA style, to read other classmates' perceptions, to practice writing in-text citation and end of text references in	10
Chapter 4 Response		10
Chapter 6 Response		10

	APA style, and to demonstrate you have read the chapters.	
Elements of EDTECH	Purpose of this assignment is to be aware of the current definition of educational technology, the background and history of AECT, and to share understandings and reflections of definition elements with classmates.	40
Annotated Bibliography	Purpose of assignment is to prepare you for writing your final research synthesis paper, to share resources with classmates using Zotero group library, and to receive feedback on current understandings of APA style.	50
School Environment Evaluation	This assignment offers you an easy way to evaluate your school and/or business technology environment, through a ready-made evaluation instrument. You gain expertise and insights into technology evaluation, with the goal of helping your school improve its environment.	50
Technology Use Plan Techniques	The purpose of this assignment is to help you identify and outline the the essential components of a tech use plan, the people involved in its design, and evaluation of the plan through creating a Google Docs presentation.	70
Final Synthesis Paper	Your final paper will provide you with a solid foundation of the importance of technology in education, using your own and shared resources. This paper will help you advance as a professional educational technologist, enabling you to effectively argue for the use of technology in the classroom.	100
Electronic Learning Log	Your Learning Log provides a convenient platform for you to organize, reflect upon, and share your artifacts and experiences in the EDTECH	70

	program. Through this work in progress, you can effectively view your work and development, invite comments from instructors and classmates, and craft it into a final ePortfolio.	
Grand Total Points		**500**

Accommodations: 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.

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/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml

Faculty Initiated Drop: Please be advised that if you do not attend class at least once during the first week, you will be dropped from class.

Grades

Each assignment will be graded based on given criteria and a rubric. You can check your progress in Moodle by clicking the Grades link on the left-hand navigation bar. Progress is updated as assignments are evaluated throughout the semester.

Please review the Discussion Forum Guidelines for information on how you will be assessed in graded forums.

Course Expectations

Time Management: It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. Plan to spend 8 - 15 hours per week on this class. The amount of time actually needed will depend on entry-level skills. It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

The types of assignments and the level of interactivity vary from week-to-week. This is not a self-paced course, and projects involving collaboration with peers are required. I will always try my best to give clear directions on what, where, when, and how in the assignment instructions.

Communication with the instructor and/or students in the class can be readily accomplished through the email, group functions, instant chat and in live optional synchronous sessions offered in Adobe Connect. A *Student Cafe* is provided in the Discussion Board. This provides an opportunity for you to visit with other class members and discuss topics related and not related to this course.

I will provide as many opportunities for us to discuss questions and problems as a class as possible. Please feel free to post announcements and questions to our course News Forum, as many of your questions might apply to other classmates too.

Other Resources

- AECT Code of Professional Ethics: http://www.aect.org/About/Ethics.asp

- *Educational Technology Research & Development* (AECT Journal), ISSN: 1042-1629, Accessible through Albertsons Library (must log in to access)

- *TechTrends* (AECT Journal), Direct Link to Publisher's site (must log in to Albertsons Library to access full text articles)

- AECT Standards for School Media & EdTech Specialists (SMETS)

- ISTE National Educational Technology Standards: http://www.iste.org/AM/Template.cfm?Section=NETS

- Zotero Quick-Start Guide: http://www.zotero.org/support/quick_start_guide

- Library Guides, Boise State University: http://guides.boisestate.edu/edtech

Professional Organizations/Networks
You are encouraged to investigate and join a professional organization to expand your experiences in the field of educational technology. Many of these organizations offer special student membership fees, which are substantially lower than the regular fees.

You will need to join or subscribe to the following in this class:

1. SCoPE, an open, online community of technology professionals, select one of the books to read during the semester and review one of the live or archived seminars on this site http://scope.bccampus.ca

2. Enroll in the Scheduled Seminars course http://scope.bccampus.ca/course/view.php?id=8 on the SCoPE site and select a seminar to attend live or view an archived seminar. (You will be required to review/critique this seminar at the end of the class or one of our EDTECH Showcase presentations in DB#8: Seminar discussion forum.)

3. Enroll in the Professional Reading Group Series on the SCoPE site http://scope.bccampus.ca/course/view.php?id=34 and select a book to read during this course. (You will be required to write a critique and review of the book at the end of the class in DB#7: Book Club discussion forum.)

4. Subscribe in iTunes to the Cool Teacher Podcast through the iTunes Store

5. Linked In: Please join and add me and any other faculty members from our department http://linkedin.com

The following organizations also offer discounted memberships for students and would provide an excellent opportunity for you to expand your professional network and learning. I encourage you to investigate and join any of these organizations if appropriate:

- Association for Educational Communications and Technology
  http://www.aect.org

- Educause
  http://www.educause.edu

- Institute of Electrical and Electronic Engineers
  http://ieee.org

- International Society for Technology in Education
  http://www.iste.org

- Society for Information Technology and Teacher Education
  http://site.aace.org

Standards Addressed in Course

The assignments in this course have been aligned to the *Standards for the Accreditation of School Media Specialist and Educational Technology Programs:* http://www.aect-members.org/standards/standards2004.doc

Standard	Assignment

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.	Annotated Bibliography Zotero Class Library Learning Log SCoPE Seminar or EDTECH Showcase Book Review
3.2 Diffusion of Innovations Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption.	Research Synthesis Paper
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 Professional Development Models
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 Educational Technology Definition Digital Inequality Assignment
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.	Tech Use Plans Techniques
4.2 Resource Management Resource management involves planning, monitoring, and controlling resource support systems and services.	Tech Use Plans Techniques
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.	Professional Development Models
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.	Zotero Library Learning Log
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 Environment Evaluation Tech Use Plan Techniques Research Synthesis Paper
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 Environment Evaluation
5.4 Long-Range Planning Long-range planning that focuses on the organization as a whole	Tech Use Plans Techniques

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.

Late Assignments

Sometimes situations occur that prevent us from working on our assignments on time especially with many of your busy schedules. Please contact your instructor if you find you are falling behind. I want to work with you to help you complete the course.

During the last two weeks of class, all assignments must be turned in on time and cannot be submitted late.

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

Academic Honesty

For this course, we will be adhering to the BSU Student Code of Conduct along with generally accepted Fair Use Policies for Instructors. 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

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 the following standards will be used:

- All students are expected to create original works for each assignment. Projects and papers written for other courses should not be reused for this class. To fairly assess each student, original work is needed in order to assure everybody is receiving the most out of the class and that the concepts are understood.
- All project text should be original text written by each student. Any content that is referenced or has small amounts of material quoted should be cited using APA format.
- Images or other media used in projects should be original, used with permission, or come from public domain. Terms and conditions for usage should be checked before

being used.

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, reduction in grade, etc.).